

**Exploring Inclusive Support Practices for Less Emotionally Intelligent Students
at Nazarbayev Intellectual School**

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in Educational Leadership

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Abstract**Exploring Inclusive Support Practices for Less Emotionally Intelligent Students
at Nazarbayev Intellectual school**

Emotional intelligence (EI) is developing into an important concept in education. It has become increasingly vital for success in different areas, such as the workplace (Goleman, 1995). In education, modern reality requires students that exhibit a high level of emotional intelligence. However, in some schools, curriculum lacks the procedure of identifying and supporting students with a low level of emotional intelligence. As a result, school staff, particularly teachers and curators, have to cope with possible challenges presented by students with emotional difficulties. The purpose of this study was to explore inclusive support that schools can provide for less emotionally intelligent students. In order to find answers to the research questions, the qualitative research study was conducted. A total of ten participants were interviewed, representing school psychologists, teachers and curators. The findings demonstrated that the group of participants had a basic understanding of the concept of emotional intelligence and stressed the importance of its development. However, they did not have any unified instruments to identify the level of emotional intelligence; consequently, the characteristics of less emotionally intelligent students were diverse. There were controversial findings concerning the relationship between the level of emotional intelligence and academic performance. Participants pointed out the challenges which they have faced in supporting students with a low level of emotional intelligence. The interviewees also highlighted the role of family, especially parents, as an important factor in the development of emotional intelligence. In spite of the fact that participants had theoretical knowledge concerning emotional intelligence and they were implementing it in practice, they did not consider this experience to be sufficient. It was more likely that improving the school staff's emotional competence may lead to

developing students' emotional intelligence. It was unexpected that some respondents connected a low level of emotional intelligence of students with their usage of social media. The results of the study revealed practice which teachers and other school staff provided to support less emotionally intelligent students.

Keywords: emotional intelligence, inclusive education, alexithymia, empathy, support practice.

Аңдатпа

Назарбаев Зияткерлік мектебінде эмоционалды интеллекті төмен оқушыларға инклюзивті қолдау көрсету тәжірибелерін зерттеу

Эмоционалды интеллект (ЭИ) білім берудегі маңызды тұжырымдамаға айналуда. Жұмыс орны сияқты түрлі салаларда табысқа жету үшін эмоционалды интеллект маңызды өмірлік қажеттілік болды (Гоулман, 1995). Заманауи болмыс білім беру саласында эмоционалды интеллектің жоғары деңгейін көрсететін оқушыларды талап етеді. Алайда кейбір мектептерде эмоционалды интеллекті төмен оқушыларды анықтау және оларды қолдау барысында кемшіліктер бар. Нәтижесінде мектеп қызметкерлері, соның ішінде мұғалімдер мен кураторлар эмоционалды қиындықтарға тап болған оқушыларда кездесуі мүмкін кедергілермен күресуге мәжбүр. Ғылыми жұмыстың мақсаты эмоционалды интеллекті төмен оқушыларды қолдау тәжірибесін зерттеу. Зерттеу сұрақтарына жауап беру үшін сапалы талдау жұмысы жүргізілді. Мектеп психологы, мұғалімдер мен кураторлар қамтылған он қатысушыдан сұхбат алынды. Қорытынды бойынша, қатысушылар тобы эмоционалды интеллект түсінігімен жалпы таныс және оны дамытудың аса маңыздылығын білдірді. Дегенмен, эмоционалды интеллект деңгейін анықтаудың біріңғай құралы жоқтың қасы, сондықтан да эмоционалды интеллекті төмен оқушылардың мінездемелері де әртүрлі. Эмоционалды интеллект пен академиялық үлгерім деңгейінің өзара қарым-қатынасына қатысты қарама-қайшы мәселелер болды. Қатысушылар эмоционалды интеллекті төмен оқушыларды қолдау барысында кездесетін кедергілерді көрсетті. Сондай-ақ қатысушылар эмоционалды интеллекті дамытудың маңызды факторы ретінде отбасының, соның ішінде ата-аналарының алатын орнына баса назар аударды. Эмоционалды интеллектке қатысты қатысушылардың теориялық білімінің болуына қарамастан, олар өз тәжірибелерін

жеткілікті деп санамайды. Мектеп қызметкерлерінің эмоционалды құзыреттілігін жақсарту оқушылардың эмоционалды интеллектісін дамытуға әкелуі мүмкін. Кейбір қатысушылар оқушылардың эмоционалды интеллектісінің төмен деңгейін әлеуметтік желілерді қолданумен байланыстыруы күтілмеген еді. Зерттеу нәтижесі мұғалімдер мен басқа да мектеп қызметкерлерінің эмоционалды интеллекті төмен оқушыларды қолдау үшін жасаған тәжірибені көрсетті.

Түйін сөздер: эмоционалды интеллект, инклюзивті білім беру, алекситимия, эмпатия, қолдау тәжірибесі.

Аннотация

Исследование практики оказания инклюзивной поддержки учащихся с низким эмоциональным интеллектом в Назарбаев Интеллектуальной школе

Эмоциональный интеллект (ЭИ) развивается в важное понятие в образовании. Он стал жизненно необходим для успеха в различных областях, таких как например карьера (Гоулман, 1995). В образовании от учащихся требуется демонстрация их высокого уровня эмоционального интеллекта. Однако в некоторых школах наблюдается недостаток в процедуре идентификации и поддержки учащихся с низким уровнем эмоционального интеллекта. В результате сотрудники школ, особенно учителя и кураторы, должны решать возможные проблемы, представленные учащимися с эмоциональными трудностями. Цель данной работы состояла в том, чтобы исследовать практику оказания поддержки учащихся с низким эмоциональным интеллектом. Чтобы ответить на вопросы исследования, был проведен качественный анализ. Десять участников были интервьюированы, среди которых школьные психологи, учителя и кураторы. По результатам, группа участников обладает основным пониманием понятия эмоционального интеллекта и подчёркивает важность его развития. Однако отсутствует единый инструмент определения уровня эмоционального интеллекта; и как следствие, характеристики учащихся с низким эмоциональным интеллектом различны. Вопрос относительно взаимосвязи уровня эмоционального интеллекта и академической успеваемости оказался спорным. Участники указали на проблемы, с которыми они сталкиваются при оказании поддержки учащихся с низким уровнем эмоционального интеллекта. Интервьюируемые также обратили внимание на роль семьи, особенно родителей, как важного фактора для развития эмоционального интеллекта. Несмотря на то, что участники обладают теоретическими знаниями касемо эмоционального интеллекта,

которые применяются на практике, они не рассматривают свой опыт как достаточным. Респонденты связывают низкий эмоциональный интеллект учащихся с использованием социальных сетей. Вероятнее, что улучшение эмоциональной компетентности сотрудников школы может привести к развитию эмоционального интеллекта учащихся. Данное исследование раскрывает практику поддержки, которую учителя и другие сотрудники школы предоставляют в отношении учащихся с низким эмоциональным интеллектом.

Ключевые слова: эмоциональный интеллект, инклюзивное образование, алекситимия, эмпатия, практика поддержки.

List of Abbreviations

CASEL: Collaborative for Academic, Social, and Emotional Learning

DCSF: Department for Children, Schools and Families

EI: Emotional Intelligence

EQ: Emotionality Quotient

IQ: Intelligence Quotient

MEIS: Multi-factor Emotional Intelligence Scale

MSCEIT: Mayer-Salovey-Caruso Emotional Intelligence Test

NIS: Nazarbayev Intellectual Schools

SEAL: Social and Emotional Aspects of Learning

SEL: Social Emotional Learning

TEIQue: Trait Emotional Intelligence Questionnaire

UNESCO: United Nations Educational, Scientific and Cultural Organization

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Chapter 1: Introductory Orientation

1.1 Introduction

Emotions can play a significant role in how people think, behave and even how they perceive and learn. An ability to understand and manage emotions influence everyday decision-making. School is a site that should be used to prepare children for independent living. However, until recently educational system has been more focused on developing intellectual abilities of students and achieving cognitive goals than raising their emotional well-being. There is a growing interest in Emotional Intelligence (EI), a trend which is attracting more attention to this area than cognitive ability, Intelligence Quotient (IQ) (Goleman, 1995). Modern reality requires changes concerning the educational system, demands students that exhibit a high level of emotional intelligence. “Emotional education requires learning new skills from adults (parents, teachers), so as to be able to ‘educate’ children in social and emotional skills” (Ioannidou & Konstantikaki, 2008, p. 122).

The concept of emotional intelligence can be defined as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, as cited in Radu, 2014, p. 272). It is a quite new notion but there are some studies that demonstrate students with a high level of emotional intelligence study at school better, find common ground with others easier and they are more successful in early age. Emotional intelligence is an essential concept in anticipating the students’ satisfaction with life, health and academic achievement (Fernandes & Rego, 2004). According to Gardner’s theory (2011), all people have different kinds of intelligence: Visual-Spatial, Linguistic-Verbal, Logical-Mathematical, Bodily-Kinesthetic, Musical, Naturalistic, Interpersonal, and Intrapersonal. However, this does not mean

pitting one type of intelligence against the other. Indeed, the developing Emotionality quotient (EQ) improves the level of IQ.

In the contemporary context of implementing the inclusive education taking place around the world, there can be no doubts about the importance of this issue. Even though the concept of inclusive education is not fully elaborated, educators strive for meeting the needs of students, including their emotional skills. Emotion is an appraisal of a certain situation; it is the result of the cognitive analysis.

Children are more vulnerable in comparison with adults as they are just learning how to control emotions properly and perceive feelings of surrounded people, such as teachers, school staff, and other people. The aspects which can influence the development of children's emotional intelligence are viewed through five systems of Bronfenbrenner's Bio Ecological Theory: microsystem, mesosystem, exosystem, and macrosystem, and via time, chronosystem. "Children learn through mistakes, scrapes, fights and falls, not through sterilized environments. A world that is too safe can delay cognitive, social and emotional development" (Leyden & Shale, 2012, p. 19). Specific features are likely to lead to the circumstances which may be justified by certain reasons. The level of a child's emotional intelligence may be interpreted by surroundings which influence on a child.

1.2 Brief History of Emotional Intelligence

The first mention of the emotional concept dates back to 1985 by Wayne Payne in his work "*A Study of Emotion: Developing Emotional Intelligence*" (as cited in Kashani, Azimi, & Vaziri, 2012). The following three important dimensions were covered in this book: raising important issues about emotion; describing a framework to raised questions relating to emotions; and providing approaches to develop emotional intelligence (Payne, 1985).

Mayer and Salovey (1993) formulated the term “emotional intelligence” and highlighted four main areas of an emotionally intelligent person: identifying, using, understanding, and regulating emotions (as cited in Mitrofan & Cioricaru, 2014). In parallel the popularity of emotional intelligence appeared to reflect the influence of a single book, Daniel Goleman’s *Emotional Intelligence: Why it can matter more than IQ* (Zeidner & Matthews, 2017). In comparison with Mayer and Salovey’s Model (1993), Goleman (1995) emphasized five main skills that lead to achieving remarkable performance: self-awareness, self-regulation, motivation, empathy, and social skills. Goleman (1998, p. 317) defined emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”.

There are three different approaches applied to measure emotional intelligence. By analogy with Intelligence Quotient, Reuven Bar-On presented Emotionality Quotient (EQ) and described the Bar-On model of emotional-social intelligence in 1997 (Bar-On, 2006). The first ability-based test belonged to Mayer, Salovey, and Caruso (1998) and was presented as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (as cited in Grewal & Salovey, 2005).

When the concept of emotional intelligence became popular, scholars and educators started to emphasize an idea of implementing and developing it in the educational process. This integration was called as Social Emotional Learning (Durlak, Weissberg, & Gullotta, 2010). Social emotional learning is defined as a process when children can develop intrapersonal and interpersonal skills to succeed in all aspects of their life (Albright, Weissberg, & Dusenbury, as cited in Bridgeland, Bruce, & Hariharan, 2013). Thus, the concept of emotional intelligence was embedded in the field of education.

Emotional intelligence can be improved and developed through exercising and practicing emotional skills at programs than verbal instructions. “Teaching emotional intelligence has become a necessary task in the educational arena and most parents and teachers consider mastery of these skills a priority in the socioemotional and personal development of their children and pupils” (Fernández-Berrocal & Ruiz, 2008). Therefore, it was crucial to discover possible factors influencing the level of emotional intelligence and to elaborate a program with strategies leading to the development of emotional intelligence.

The research studies reported the correlation between emotional intelligence and other aspects of life, such as students’ academic performance. For example, positive self-esteem and self-confidence are significant factors in performing academic achievement (Regier, as cited in Faisal, 2016). Consequently, it was sufficient to develop emotional intelligence in order to succeed in schools, at home or workplace.

1.3 Problem Statement

According to Fernández-Berrocal and Ruiz (2008), a low level of emotional intelligence leads to four main areas of problems such as interpersonal relationships, psychological well-being, academic performance and disruptive behaviors. Based on the findings of a case study conducted in one school in Kazakhstan, emotional intelligence was discovered as an indicator of students’ academic achievements. “The participants with better self-control proved to have better academic results due to their better ability to control negative emotions and facilitate stress” (Shaikhina, 2017, p. 76).

As I have been teaching for eight years, I observe that there is a great difference between the emotional well-being of the school children. The school concentrates more

attention to educating and increasing students' academic abilities than developing the emotional intelligence of students.

Furthermore, there is a lack of unified programs for developing the emotional well-being of students. A level of students' EQ is unknown; school psychologists could organize and conduct different tests based on their own initiatives, however, these school interventions do not have systematic character. Subject teachers are not informed with the results that could contribute to better understanding and scaffolding of learning process.

However, there may be some discrepancy between what is viewed through my personal perspectives and what happens in reality. To clarify the current situation concerning supporting students, there is a necessity to investigate and find out what less emotionally students experience and what practice teachers and other school staff provide to help them. Therefore, this problem statement led to the following purpose of the study.

1.4 Purpose of the Study

The purpose of this study was to explore inclusive support that schools can provide for less emotionally intelligent students. Strategies which teachers and other school staff can use to support students with low emotional intelligence can be identified. In order to accomplish this purpose, the study posed the following research questions.

1.6 Significance of the Study

This study may contribute to teachers' awareness of such implications can influence their practices and choose suitable inclusive support. This study may contribute to teacher education curriculum as practices of pre-service teachers may be modified as their teaching style or strategies may be changed based on these findings in order to support students with troubled emotional well-being.

The results of the current research may demonstrate the need for processes and procedure of identifying students with challenges relating to emotional intelligence and how they could be supported.

Moreover, policymakers from the Ministry of Education and Science can take advantage from this study because exploring inclusive support may help to identify some possible areas of ways of implementing a program concerning developing social and emotional competencies.

1.5 Research Questions and Objectives of the Study

The **overarching question** that I focused on within my research was: Which inclusive support practices are effective towards less emotionally intelligent students?

In addition, my research study aimed to also further explore three **research sub-questions**:

- 1) How is emotional intelligence understood and conceptualized?
- 2) What is the relevance of emotional intelligence towards support of students?
- 3) Which inclusive support practices are known for less emotionally intelligent students?

From these questions the following **objectives of the study** were set:

- Through the literature review, the study will define and discuss the concept of emotional intelligence.
- Through the literature review, the study will explore the relevance of emotional intelligence in support of students internationally and in other contexts.
- Through the empirical study, inclusive support practice for less emotionally intelligent students will be identified.

1.7 Outline of the Study

This research study consists of six chapters. The first chapter *Introductory Orientation* provides an introduction including the brief history of the concept of emotional intelligence, stating the problem statement, the purpose of the study, the research questions and objectives, and highlighting the significance of the study. This first section presents an overview of the main concepts used in the study as well. The second chapter *Literature Review* provides the scope of different research studies on the issue of emotional intelligence and its relevance in education. The section on inclusive education in the international context and in Kazakhstan is presented as well. This chapter describes the theoretical framework which was adopted in this study. The third chapter *Methodology* is devoted to the methodology with a detailed explanation of the research approach and design, research site and selection of participants, research methods, procedures of data collection and data analysis. As well, this chapter consists of risks and benefits of the research and trustworthiness of the study. The fourth chapter *Findings* presents the major results of the study in the form of main themes. Summary of the study and interpretations of the collected data are included in the fifth chapter *Discussion*. The final sixth chapter summarizes the main conclusions in relation to the overarching research question. Recommendations based on the discussion of findings, limitations of the study and future research directions are described in the final chapter as well.

1.8 Main Concepts

Inclusive education

There are different interpretations of what inclusion education means. In some countries, inclusion is an approach to serving children with disabilities within general education settings. Internationally, however, it is increasingly seen more broadly as a

reform that supports and welcomes diversity amongst all learners (UNESCO, as cited in Ainscow & Sandill, 2010). According to Booth and Ainscow (2002), "inclusion is about making schools supportive and stimulating places for staff as well as students. It is about building communities which encourage and celebrate their achievements" (p. 4). There are high expectations for all students by themselves, parents and schools.

Emotional intelligence

Salovey and Mayer (1990) defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Goleman (1998) defined emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 317). In this respect, he identified five different components of emotional intelligence: knowing one's own emotions; managing emotions; motivating oneself; recognizing emotions in others; and handling relationships (Corcoran & Tormey, 2012, p. 62).

Alexithymia

A comparison of the definitions of emotional intelligence and alexithymia proposes that these concepts are closely related. According to Nemiah, Freyberger, and Sifneos (as cited in Lundh & Simonsson-Sarnecki, 2001) alexithymia defines as "difficulties in identifying and describing emotions and in differentiating between emotions and bodily sensations" (p. 484). "The presence of alexithymic characteristics in their patients suggest low emotional intelligence, and that highly alexithymic individuals not only lack the

capacity to use emotions to guide their behavior, but are also intolerant of stress and have limited adaptive resources” (Parker, Taylor, & Bagby, 2001, p. 113).

Empathy

Based on the critically appraising a range of reference to the concept, empathy was defined as “an emotional response (affective), dependent upon the interaction between trait capacities and state influences. The resulting emotion is similar to one’s perception and understanding of the stimulus emotion, with a recognition that the source of the emotion is not one’s own” (Cuff, Brown, Taylor, & Howat, 2016, p. 16).

Chapter 2: Literature Review

2.1 Introduction

This chapter provides with the scope of different research studies on the issue of emotional intelligence and its relevance in education. Firstly, the section on inclusive education in the international context and in Kazakhstan is presented. Then its history of definitions harvested from the work of different researchers in the field. The chapter will also focus on a discussion of instruments measuring emotional intelligence, its characteristics on less emotionally intelligent students. The role of emotional intelligence in education is also highlighted. The chapter concludes with Bronfenbrenner's Bio Ecological Systems Theory as a lens adopted in this study.

2.2 Inclusive Education

Modern society is changing rapidly, these changes have a great influence on what is happening in education currently and in the future. Inclusive education is one of the most effective key changed areas with the power to influence the future of students. Among these changes, inclusion is becoming quite popular and crucial in educational reforms, although it is a relatively new notion. Every country has its own principles and ways of realizing the concept.

Inclusion in education means when diverse students have the right to learning side by side in the same classroom. According to Marin (2014, p. 702), inclusive education has been internationally recognized as “a philosophy for attaining equity, justice and quality education for all children, especially those who have been traditionally excluded from mainstream education for reasons of disability, ethnicity, gender or other characteristics”.

As in many countries, the Republic of Kazakhstan signed the Salamanca Statement and Framework for Action document in 1994. According to this, Kazakhstan agreed to

implement inclusive education. In one of the sections of the Salamanca statement the following extract presupposes the aim of inclusion in schools:

Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. (UNESCO, 1994, para 3)

This statement is important to clarify responsibilities and the role of schools in the implementation of inclusive education. Nazarbayev Intellectual schools were established to provide experimental changes which could be realized later in state organizations.

The role of inclusive education was described in many ways by different authors, for instance, Watkins and Donnelly (2014) emphasized that “every action that supports inclusive education matters and all actors in education can make a difference in the short and long term” (p. 89). Inclusion is the celebration of diversity put into action. Everyone is supported, everyone is challenged and everyone benefits in the inclusive world. It is significant to implement inclusive education not only for children’s improvement but also for the development of the whole education system of the country.

Inclusive education is about enhancing participation and learning. Booth and Ainscow (2002) point out that the inclusive education involves two processes: “increasing pupil’s participation within the cultures and curricula of mainstream schools and decreasing exclusionary pressures. The latter process requires that schools alter their ethos and practices to ensure that all children are included as a right” (p. 14). Core values play the significant role in building essential basis in the educational system, especially in schools. Creating inclusive cultures is the first phase of global changes.

While inclusion is celebrated as a good idea for teaching and learning, there are numerous barriers to inclusion at national, community and school levels. There are some cases when people are against inclusion in education. Norwich (as cited in Florian, 2008, p. 203) explained that “teachers and other school staff faced dilemmas about how to respond when learners experience difficulty and provide perpetuating the stigmatizing effects of marking out some students as different”. Such prejudice among educators may delay the process of implementing inclusive education for an indefinite period. Even parents of children with or without special educational needs may represent an additional barrier. “Parents of children in mainstream schools express concern about the negative effects of diversity in their children’s class and express fears that this diversity will negatively affect the academic achievement of their children” (Braunsteiner & Mariano-Lapidus, 2014, p. 36). Therefore, implementing inclusive education is a challenging and long-term process.

Be that as it may, the diverse students in inclusive classrooms have to be supported to learn and these include students experiencing emotional challenges or those who have a low level of emotional intelligence. Therefore, questions arise “what is emotional intelligence, what are its characteristics and how is it connected to teaching and learning?”

2.2 History of the Concept of Emotional Intelligence

Introduction of the term of emotional intelligence to a scientific paradigm was preceded by a gradual shift in a viewpoint regarding emotional and cognitive processes. Different scholars have aimed to explain what emotional intelligence is, what the importance and influence of intelligence are on success in one’s personal and social life.

In 1920 Edward Thorndike assumed that intelligence consisted of three abilities: abstract, mechanical and social. Thus, Thorndike (as cited in Naghavi, Redzuan, & Mansor, 2010, p. 168) introduced a model of intelligence which also included the factor

that he called 'social intelligence' and determined it as "the ability to understand and management of wise action and behaviour in human relations". It was an attempt to identify intelligence.

Thorndike's Intelligence theory is closely related to the interpersonal intelligence of Gardner's theory of Multiple Intelligences. Howard Gardner (1983) presented the idea that the traditional type of intelligence, such as intelligent quotient (IQ), could not fully explain cognitive ability (as cited in Grewal & Salovey, 2005). According to Gardner (2011), there are eight types of intelligences, of which two of them: interpersonal intelligence, the capacity to understand the intentions, motivations, and desires of other people, and intrapersonal intelligence, the capacity to understand oneself, to appreciate one's feelings and motivations, are close to the idea of emotional intelligence.

Emotions have been investigated for a long time but they have largely been considered separately from cognitive processes. "Emotion has resulted from an interaction between physiological stimulation and appraisal of situation identification" (Naghavi et al., 2010, p. 167). The following scholars have been interested in how emotions could be an indicator of achieving success.

According to Mayer and Salovey's (1997) Model, emotional intelligence is imagined as authentic intelligence that a person, who controls the adaptive use of emotions, can overcome difficulties and improve the environment (Fernández-Berrocal & Ruiz, 2008). They assumed that EI consisted of four core skills:

the skill of accurate perception, appraisal, and expression of emotions, the skill of taking on and/or generating feelings which facilitate thinking; the skill of understanding emotions and emotional knowledge and the skill of regulating emotions, thus promoting emotional and intellectual growth. (as cited in Mayer & Salovey, 1997, p. 5)

Furthermore, Mayer, Salovey, and Caruso (1999) redefined the notion of emotional intelligence as an ability of a person to identify, access and express emotions in order to facilitate judgments (as cited in Asrar-ul-Haq, Anwar, & Hassan, 2017).

Only thirty years ago, emotional intelligence started to be popular among the scientific community. Due to Goleman's book entitled *Emotional Intelligence: Why it can matter more than IQ* in 1995, the concept of emotional intelligence started gaining in prominence. The reason for its popularity might be explained that emotional intelligence was associated with career and personal life success, including success in the academe (Goleman, as cited in Mohzan, Hassan, & Halil, 2013).

In 1997 Bar-On interpreted emotional and social intelligence as a "scheme of interrelated non-cognitive competencies, qualifications and skills that affect the individual's capacity of success and coping with the daily demands and stresses of the environment" (Bar-On, as cited in Al-Tamimi & Al-Khawaldeh, 2016, p. 132). As well, he was interested why some people were more successful than others; thus, he analyzed people's achievements based on their personality characteristics with the help of a specialized instrument, the Emotional Quotient Inventory (the EQ-i). The EQ-i is a "self-report measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence and contains 133 items in the form of short sentences and employs a 5-point response scale with a textual response format" (Bar-On, 2006, p. 15).

There are two dimensions concerning emotional intelligence: ability emotional intelligence and trait emotional intelligence. Different scholars determined and explained the concept of emotional intelligence with regard to its models. Mayer, Salovey, and Caruso (2002) divided these models into two types: Ability models (Mayer and Salovey's Model) and Mixed Models (Goleman's Model and Bar-On's Model) (as cited in Nasir & Masrur, 2010, p. 38).

Leyden and Shale (2012) explained emotional intelligence as “recognizing and understanding one’s own feelings and the feelings of others, having empathy for others, self-motivating and others – even when things go wrong, seeing things in a positive way” (p. 73). Empathy is a crucial part of being successful in life. There is a direct correlation between having empathy and life satisfaction, for example, feeling more positive and popular and having better academic performance. Webster-Stratton (as cited in Leyden & Shale, 2012, p. 70) investigated this interconnection and concluded that “children lacking empathy have great difficulty making friends because they ignore the feelings of others”, consequently, they are less happy and often underachieving at school.

In this research paper emotional intelligence is considered as a “form of social intelligence and a suitable predictor of general functioning in particular areas, including one’s ability to manage his/her and others’ feelings and emotions, distinguish between them and use such information to direct one’s thinking and practice” (Salovey & Mayer, as cited in Naghavi et al.,2010, p. 168) (see *Figure 1*).

Figure 1. The Mayer and Salovey (1997) four-branch model of emotional intelligence (Scanned from Fiori & Vesely-Maillefer, 2018).



2.3 Measuring Emotional Intelligence

There are three main approaches applied to measure emotional intelligence: self-report tests, reports estimated by others and ability-based tests. Self-report tests, such as Bar-On's EQ-i have an advantage in that they can be easy to administer and score. In comparison with others, ability-based tests do not incorporate the possibility of biased opinions and subjective interpretations of attitudes (Grewal & Salovey, 2005). The first attempt to create an ability-based test belonged to Mayer, Salovey, and Caruso in 1998 and it was implemented in the form of the Multi-factor Emotional Intelligence Scale (MEIS); in 2002 the scholars modernized this tool and presented as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Grewal & Salovey, 2005).

Assessing emotional intelligence is quite a challenging process. One of the most widely applied psychometric instruments is a self-report test. The Trait Emotional Intelligence Questionnaire (TEIQue) was developed and is continually updated, by Petrides (2009) is one of the most popular among testing people. There are four TEIQue factors which are Emotionality, Self-control, Sociability, and Well-being (Petrides, 2009).

A feature to be changed is more likely to related to emotional intelligence. There is an assumption among scholars that emotional intelligence has the potential to be increased. This can be a chance for people who have a low emotionality quotient; they can work on developing their skills and fostering competencies. "A person can develop the characteristics that constitute emotional intelligence" (Boyatzis, 2001, p. 234).

Different research studies were conducted in order to investigate the impact of various variables such as age, gender, and ethnicity on EQ. Many of them had controversial findings and limitations; however, it would not be appropriate to exclude their importance and results.

The comparative analysis of different research studies revealed that as people get older, they become more emotionally and socially intelligent, but the level of intelligence slightly decreases in the last decades of life (Bar-On & Parker; Goleman; Wechsler, as cited in Bar-On, 2006). According to Bar-On's results, there is a difference in men's and women's emotional and social intelligence. Women know more about emotions, are more empathetic, have better interpersonal relations and are more responsible than men. By contrast, men have better self-regard, handle with the pressure and meet challenges better, they are more self-reliant, flexible and optimistic than women (Bar-On, 2006). However, there is not a significant difference in emotional intelligence between the representatives of different ethnic groups in North America (Bar-On, 2006). According to a study conducted in one school in Kazakhstan (Shaikhina, 2017), emotional intelligence of students from the Kazakh or Russian classrooms is not different.

2.4 Less Emotionally Intelligent Students

However, there can be medical and psychiatric disorders concerning emotions of which specialists should be aware and prepared to deal. A such example is a person with alexithymia, "a severe state of low emotional intelligence, lacks the verbal ability to express emotion or to describe emotions in others" (Naghavi et al., 2010, p. 169).

As a result of conducting tests to identify emotional intelligence and personal observations, teachers can determine which students need emotional support. "The emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals" (Salovey & Grewal, 2005, p. 282). Adults' interventions can be limited by facilitating and assisting such students. It is different in cases concerning people with alexithymia who have difficulties to identify, understand, and manage their emotions, and need more additional support. There are different strategies how to provide assistance

and help these people to struggle with difficulties. According to Lonsdale (2018), music is an effective instrument for individuals with alexithymia to regulate their emotions.

Educators' responsibility is to choose which accommodation or modification each student needs; teachers should choose the appropriate inclusive support.

Bar-on (2006, p. 15) concluded that "low emotionality quotient suggests an inability to be effective and the possible existence of emotional, social and/or behavioral problems". Therefore, less emotionally individuals may be identified based on observing and analyzing their behavior. However, it is more likely to measure the emotional intelligence of students according to any report-self or ability-based tests. Identification of a level of emotional intelligence can be a starting point of developing its degree. Academic performance as one indicator of successful activity can depend on what a teacher does in order to improve and transform a more positive emotional environment.

2.5 Emotional Intelligence and Education

"Children who are socially and emotionally competent are also more resilient and do better academically" (Cadima, Leal, & Burchinal; Malecki & Elliott, as cited in Leyden & Shale, 2012, p. 2). Due to the importance of developing emotional intelligence, it has to be a substantive component of the focus of education and parenthood. Based on the relevance of emotional intelligence and its connections with other aspects of life, it is crucial to create appropriate emotional surroundings for children from an early age and to provide preparedness for their teachers at schools and family members at home. Teachers have to fulfil their two obligations: to build the skills of each stakeholder and to create a positive emotional surrounding (Brackett, as cited in Heller, 2017). Teachers' deep awareness and high competence in emotional intelligence are one determining factor to strongly support less emotionally intelligent students.

According to Mehmood, Qasim and Azam (2013), highly emotionally intelligent teachers are more likely to enhance the academic performance of students (as cited in Asrar-ul-Haq et al., 2017). Mortiboys (2011) stressed the importance of the third component of teaching practice, emotional intelligence, which may improve and make the process highly productive besides subject knowledge and teaching methods (as cited in Akhmetova, Kim, & Harnisch, 2014, p. 519). First and foremost, adults should strive for emotional self-awareness and self-development as in this case it can be comprehensive and holistic that leads to inclusive improvement. Teachers and other school staff have their own important role which is vital for students' progress. "A teacher's level of emotional intelligence at school can be effective in building strong teacher-student communication, coping with stress and conflict, building a positive school environment and acquiring academic success" (Birol, Atamtürk, Silman, & Şensoy, 2009, p. 2607).

Goleman (1995, p. 263) emphasized implementing the development of emotional intelligence in education:

This new departure in bringing emotional literacy into schools makes emotions and social life themselves topics, rather than treating these most compelling facets of a child's day as irrelevant intrusions or, when they lead to eruptions, relegating them to occasional disciplinary trips to the guidance counselor or the principal's office. Emotion itself should be a subject and be included in school education both for adults and for children. "We need to integrate emotional skills into the curriculum in order for youth to reach their full potential" (Brackett, as cited in Heller, 2017, p. 24). Learning emotional skills should be started in early childhood in order to be better developed. Encouraging positive emotions and attitudes may develop an individual as a fully functional person to "broaden a person's repertoire of thoughts, leading to creative problem solving" (Frederickson, as cited in Salovey & Grewal, 2005, p. 282). As a result, other aspects of life, for example, the level of academic achievements, can be improved.

According to a study conducted in one school in Kazakhstan, emotional intelligence was discovered as an indicator of students' academic achievements. Students with a large amount of self-regulation consequently demonstrated higher academic performance than others, because they had an ability to handle stressful situations and manage their negative reactions (Shaikhina, 2017). It is important to investigate what features influence on this interconnection of emotional intelligence and other aspects. Preeti (2013, p. 11) in his study revealed the factors, such as emotional literacy, academic understanding, self-assessment, pressure handling, and others, which may help educators to motivate the children for the better awareness of emotions. However, research studies dedicated to supporting less emotionally intelligent students have not been found.

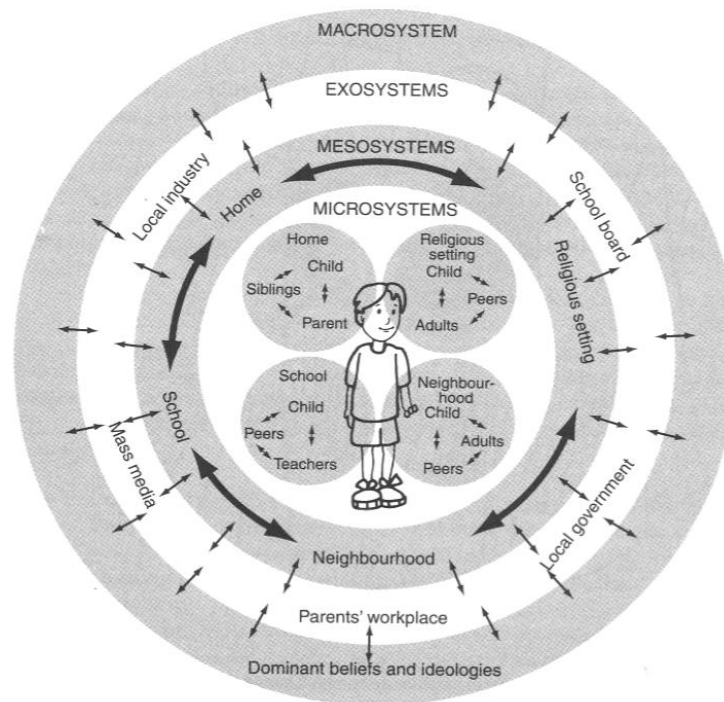
The main challenge of developing emotional intelligence in the curriculum is an ideology that schools are aimed to only educate students and provide academic knowledge. "Some might argue that cultivating the emotional lives of students is not the responsibility of education" (Elder, as cited in Sherlock, 2002, p. 156). Teachers cannot overshadow children's emotional well-being because emotions influence them entirely, including their academic performance which is the main area of school responsibilities. Schools cannot be a single power who supports less emotionally intelligent children. Students' families have to provide assistance and care them as much as they are able to do it.

Advocates for emotional intelligence claimed that social and emotional education might provide students with "the crucial foundations and skills for becoming caring, empathic, responsible, and compassionate citizens as well as advancing their personal development, including educational outcomes" (Zeidner & Matthews, 2017, p. 170). Therefore, effectively implementing the concept of emotional intelligence in education may be considered as a way to harmonize the learning environment in schools.

2.6 Bronfenbrenner's Bio ecological Systems Theory in Education

Bronfenbrenner (1979) stressed the significance of teaching and learning a child as a part of multiple environments, also known as an ecological system (see *Figure 2*). There are five different levels of an outside impact, such as microsystem, mesosystem, exosystem, macrosystem and chronosystem (Singal, 2006). In order to determine the important criteria working within these systems, it provided greater awareness of education and its purpose.

Figure 2. Bronfenbrenner's bio ecological systems theory of human development (Scanned from Penn, as cited in Härkönen, 2005).



According to Bronfenbrenner (1979), the microsystem refers to the environments in which an individual lives and/or provides the majority of time. The developmental psychologist Bronfenbrenner (as cited in Benjamin, 2015, p. 16) concluded that “if one level of the ecological system theory failed to work together as a system, it negatively affected the child’s development”.

The next level of an ecological system, the mesosystem, embraces the interactions between the components of the microsystem, for example the school and home (Gestwicki,

as cited in Benjamin, 2015). “Schools must be sensitive to the pressures facing families. Maintaining close communication with parents can help even the busiest parents remain informed and emotionally involved in their children’s education” (Leyden & Shale, 2012, p. 3). Collaboration between school and family can formulate a child’s development.

The third level, the exosystem refers to the interconnection that may happen between two or more indirect settings. According to Bronfenbrenner (as cited in Benjamin, 2015), schools should build collaboration within the community as it is a special need for a child to expand one’s frontiers of knowledge and perspectives. Such close cooperation may accelerate the process of human development.

The dominant cultural and economic conditions of the society are represented in a macrosystem in Bronfenbrenner’s bio ecological theory. As Leonard (2011) pointed out that “Bronfenbrenner’s analogy of nested Russian dolls to describe the layers of relationships surrounding the developing child reminds of the hierarchical nature of the world” (p. 1004).

According to Bronfenbrenner (as cited in Härkönen, 2001, p. 13), the chronosystem is “a description of the evolution, development or stream of development of the external systems in time. The chronosystem models can cover either a short or long period of time”. Bronfenbrenner pointed out this system in order to “describe how settings and their developmental importance change over time (Leonard, 2011, p. 1005).

Bronfenbrenner’s bio ecological theory is adopted in this study as it will help understand the challenges an emotionally less intelligent child might experience and the systemic support that could be instrumental from all levels i.e. micro-, meso-, macro-, exo- and chronosystems. This study assumes that the child forms the epicenter of these different ecological systems and thus existing as an ecological being within the education milieu.

2.7 Social Emotional Learning

When the concept of emotional intelligence became popular, scholars and educators started to emphasize an idea of implementing and developing it in the educational process. This integration was called as Social Emotional Learning (SEL) that was defined as “the process of acquiring knowledge, skills, attitudes, and beliefs to identify and manage emotions; to care about others; to make good decisions; to behave ethically and responsibly; to develop positive relationships and to avoid negative behaviours” (Elias & Mocerri, 2012, p. 424). School-based programming with SEL demonstrated improvements in both teacher practices and student achievements (Durlak et al., as cited in Castillo, Fernández-Berrocal, & Brackett, 2013, p. 263). According to Elias and Mocerri (2012), there is a link between student performance and social emotional learning due to social emotional learning “embodies skills necessary for succeeding in the classroom, in the life of the school, in the family, in the community, in the workplace and, indeed, in life in general” (p. 424). Therefore, training programs concerning emotional intelligence are likely to be successfully emerged into the curriculum, if educators implement them in all school subjects taking account their specificity (Zeidner & Matthews, 2017).

Significant progress was observed in students’ social and emotional skills, attitudes and behavior, better mental health, and academic performance (Durlak et al., 2010). Such outcomes led to increasing interest in social emotional learning. Based on different literature and practice, there were established diverse international school-based programs; for example, Goleman’s work contributed to the creation of Collaborative for Academic, Social, and Emotional Learning (CASEL) organization in order to effectively implement emotional intelligence in American schools (Elias & Mocerri, 2012). “Schools have wide

flexibility regarding the extent to which they adopt a model, the number of resources they need, and the timing of the implementation of various phases” (Durlak et al., 2010, p. 83).

CASEL consists of five core competencies relating to social emotional learning: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. This model of interventions supports students to learn more information about possible emotions and ways of managing them, as well as to make a better decision in vital functions (Durlak et al., 2010). According to a report for CASEL (Bridgeland et al., 2013), “eight in ten teachers (81 percent) say a lack of skills reinforcement at home is a big challenge for their school trying to implement SEL, and more than half of teachers (66 percent) list it as the biggest challenge” (p. 8).

Social and Emotional Aspects of Learning (SEAL) was designed in the United Kingdom to support a whole-school approach and to promote the “five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy, and social skills” (Hallam, 2009, p. 314). SEAL is “a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools” (Department for Children, Schools and Families, as cited in Humphrey, Lendrum & Wigelsworth, 2010, p. 1). According to National Strategies report of Department for Children, Schools and Families (DCSF), (as cited in Humphrey et al., 2010, p. 2), the SEAL program was implemented in around 90% of primary schools and 70% of secondary schools in the United Kingdom.

Social emotional learning in the Republic of Kazakhstan has recently started its development. This model was presented through the Research Centre for Applied Psychology SANA that proceeds on the basis of CASEL with taking into account the national and regional components (Research Centre for Applied Psychology SANA, 2018).

Sana Skills is an integrated program that consists of five modules: personal, emotional, social, integrated and cognitive (Social-emotional learning. How to help one's own child to become a happy person, 2019).

Bridgeland et al., (2013) found out that students whose parents more control and engage in their learning process, were more likely to be higher achieving ones, they more often find productive work after graduating from schools and “become more caring individuals and productive citizens”, even notwithstanding their family background or income (p. 8). An effective school-family partnership could imply that all families members, especially parents, facilitate a child's learning process and provide the full development. At the same time, school staff has a great responsibility to meet the high expectations of students on an equal basis with their families.

2.8 Conclusion

This chapter presented the field of inclusive education, as well as the phenomenon of less emotionally intelligent students, which have not been fully investigated in Kazakhstan yet. As well, this section presented relevant background on research studies conducted to date which impact emotional intelligence. The researcher provided with the history of definitions harvested from the work of different scholars in the field. The chapter also focused on a discussion of instruments measuring emotional intelligence, its characteristics on less emotionally intelligent students. The role of emotional intelligence on education was also highlighted. The chapter concluded with Bronfenbrenner's Bio Ecological Systems Theory as a lens adopted in this study.

Chapter 3: Methodology

3.1 Introduction

The previous chapter presented the literature review. In this chapter, the methodology will be focused. It contains a comprehensive description of the research process including research approach, design, site and selection of participants, methods, the procedure of data collection and analysis, ethical issues, which will be used when this research will be conducted. Also, this chapter consists of risks and benefits of the research and trustworthiness of the study.

3.2 Research Approach and Design

This research study was based on the interpretive paradigm because it allows viewing the phenomenon through the perceptions and experiences of the participants. “Interpretivism supported scholars in terms of exploring their world by interpreting the understanding of individuals. (Thanh & Thanh, 2015, p. 24).

This study adopted a qualitative research approach. Qualitative research is defined as “an inquiry approach useful for exploring and understanding a central phenomenon” (Creswell, 2014, p. 10). The qualitative approach was used for understanding views and perceptions, in order to look deeper into issues relating to developing emotional intelligence in education. Qualitative research is relevant as there are no hypotheses which have to be proved. “Theory is emergent rather than predefined and tested” (Cohen, Manion, & Morrison, 2007, p. 491). The research aim was in determining the qualitative information rather than its quantity. The process of data collection depended on the qualitative accounts of participants and triangulation of different sources of data. The approach aims to “explain the feelings of individuals as they experience a phenomenon or process” (Creswell, 2012, p. 430).

Furthermore, the study adopted a single case study research design. A case study is “an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection” (Creswell, as cited in Creswell, 2014). This design allows to develop a precise understanding and explore in-depth the certain phenomenon. Using this design, it is possible to reveal a specific type of support that key stakeholders provide working with students experiencing emotional difficulties.

3.3 Research Site and Sampling Procedures

One of the basic elements that researchers have to consider is a sampling process. According to Newby (2014), the research questions have a direct and controlling influence on the target population and sample. Purposeful sampling is “a qualitative sampling procedure in which researchers intentionally select individuals and sites to learn or understand the central phenomenon” (Creswell, 2014, p. 10). The participants of this study were identified using purposeful sampling, based on people that can best help to deepen understanding of emotional intelligence and support of students with its low level.

No one but adults working with students knows precisely how they strive to support them. Consequently, teachers, curators, school psychologists were participants of the current research. The researcher planned to use a typical sampling which is “a form of purposeful sampling in which the researcher studies a person or site that is “typical” to those unfamiliar with the situation” (Creswell, 2012, p. 208). The sample size was ten respondents totally: six teachers, two curators, and two school psychologists. One of the selection criteria was their work experience, more than five years. As well, teacher and curator respondents had to be those who work with schoolchildren of various subjects and grades.

All the data was collected in one research site, at Nazarbayev Intellectual School (NIS) which was a part of a government initiative for educational reforms designed to move the education process forward. The research site was chosen by opportunity reason; this was a school where the researcher had access to conduct the study. The selection criterion was the convenience of the researcher (Newby, 2014). It was a secondary school with students experiencing emotional difficulties.

3.4 Research Methods

“The principal condition that we have to satisfy is that we should use the method that gives us the best results for the circumstances of our research” (Newby, 2014, p. 260). An interview was a more appropriate instrument to collect information in this current study. “The flexibility of interviews and their ability to expose issues creates an understanding of processes, events, and emotions, all of which makes them particularly suitable in qualitative research” (Newby, 2014, p. 340). The interview type was a semi-structured one-on-one interview with open-ended questions. These questions were obligatory in order to address all research questions. The personal face-to-face meetings lasted no more than thirty minutes.

Other instruments were not sufficiently suitable because of the following reasons. Questionnaires with closed questions cannot describe the whole picture of situations. Prepared questions can limit the respondents and do not fit with possible inclusive cases. Semi-structured interviews have some comparative advantages as “interviewers have the freedom to clarify people’s understanding and to ask follow-up questions to explore a viewpoint, to determine knowledge or to open up other explanations and answers to questions that were not foreseen when the research questions were determined” (Newby,

2014, p. 356). Another tool as an observation includes the subjective interpretation of processes that can be incorrect.

One of the common difficulties was being unbiased. “We cannot get away from the fact that by just being there, even if we are not actively involved, we can affect what happens” (Newby, 2014, p. 387). In addition, providing support to less emotionally intelligent children had a specific character and might not occur during the research observations.

3.5 Data Collection Procedures

The first phase was to get permission from Nazarbayev University Graduate School of Education (NUGSE) to conduct a research study. Then it was required to ask the permission from the principal of Nazarbayev Intellectual school where the data was collected.

According to Creswell (2012), there are five stages which incorporate the process of collecting qualitative data: identifying participants and sites, gaining access, determining the types of data to collect, developing data collection forms, and administering the process in an ethical manner.

An audio recording was sustainable during the interview sessions with the research participants, to have two recorders in case one malfunctioning might be reasonable. Interviews that were captured on an audio recording medium were transcribed into a text format with consequent analysis.

The researcher conducted collection procedures at the end of December and completed her work by early February. Only the researcher was responsible for collecting data and subsequently analyzing it.

3.6 Data Analysis Procedures

Qualitative inductive thematic analysis was applied in the current study. Thematic analysis is “a method for identifying, analysing and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 79). Themes or patterns can be identified in one of two main ways: in an inductive or deductive. Inductive analysis is “a process of coding the data without trying to fit it into a preexisting coding frame, or the researcher’s analytic preconceptions. In this sense, this form of thematic analysis is data-driven” (Braun & Clarke, 2006, p. 83).

According to Newby (2012), it is recommended to conduct data analysis in the sequence of the step-by-step procedure: firstly, preparing the data, secondly, establishing data structures, thirdly, organizing data and, finally, data interpretation.

Interviews that have been captured on an audio recording medium should be transcribed into a text format at first, and then be analyzed (Newby, 2012). Putting data into a form that can be manipulated contributes to the well-ordered and effective research work.

Establishing data structures, or coding data, was a challenging process. “It is a messy business with no clear boundaries and an overwhelming amount of data that produces a miserable experience involving frustration, confusion, and self-doubt” (Marshall, as cited in Newby, 2012, p. 469). “A “good code” is one that captures the qualitative richness of the phenomenon” (Boyatzis, as cited in Fereday & Muir-Cochrane, 2006, p. 83). For this study, the template was developed based on the research questions and the theoretical framework.

Organizing data was crucial but unpredictable. It was unknown how much time and effort was needed to find the links between the collected information. Coding and tagging,

putting a generic name to a unit of data, was an iterative process. “The coding process lies at the heart of transforming data into information” (Newby, 2012, p. 471).

The final phase of data analysis was data interpretation. In qualitative research, the processes as analysis and interpretation are often integrated. There is the question of validity and reliability because the researcher is involved in the process and can be prejudiced (Cohen et al., 2007, p. 500).

The themes derived from the data were then subjected to Bronfenbrenner’s bio ecological systems theory to understand the influence of child with less emotional intelligence’s support within his/her ecological system or environment.

3.7 Ethical Issues

According to Israel and Hay (2006), “researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems” (as cited in Creswell, 2014, p. 132). The researcher followed the ethical guidelines of the NUGSE to conform all ethical norms and principles

There are three main areas of ethical issues in interviewing: informed consent, confidentiality, and the consequences of the interviews (Cohen et al., 2007). Permission to conduct and publish the research results were gained in written form from the school where the research occurred and as well as from the participants involved. In the informed consent form, the participants were provided with all the essential information about the study: the purpose of the research, its potential risk and benefits.

For the purposes of confidentiality, all recognizable data was carefully disguised or omitted. The names of the participants were confidential and using only pseudonyms.

Participation in the research study was completely voluntary. If respondents consented to participate in the research, they had the right to withdraw at any time without a need to explain why and without prejudice.

The researcher followed triangulation and interviewed different respondents to collect data from a diverse range of individuals as “this strategy reduces the risk of chance associations and of systematic biases due to a specific method, and allows a better assessment of the generality of the explanations that one develops” (Maxwell, 2013, p. 252). Only one person, the researcher, had access to the data. The researcher kept records in the personal computer which was protected by a password. The collected data was used only in this study.

3.8 Risks and Benefits of the Research

The research might entail minimal risks. The respondents might feel stress while being interviewed. In order to minimize such situations, the researcher prepared to organize a comfortable environment and asked questions in an appropriate and friendly manner. As well the researcher highlighted to participants that all collected data was confidential and autonomous.

This study helped the participants in direct and indirect ways. Teachers’ awareness of possible implications could influence their practices and help them choose suitable inclusive support. Participants might modify their teaching style based on the research results in order to increase students’ level of emotional well-being. The results of the current research might demonstrate whether it should be recommended to incorporate a method of identifying students with low emotional intelligence and create or improve the school program for developing highly emotionally intelligent students.

3.9 Trustworthiness of the Study

According to Loh (2013), trustworthiness consists of four different components: credibility, transferability, dependability, and confirmability. The findings of the present research study are credible, transferable, dependable, and confirmable.

Based on the research aim, the researcher interviewed three different kinds of stakeholders, such as school psychologists, teachers and curators; therefore, using triangulation could show that the research study's findings were credible. All interview participants were those who have been working at this school spanning more than five years, thus they were enough experienced to answer the interview questions and to provide credible information.

The research study's findings are applicable to other contexts, such as other Nazarbayev Intellectual schools or other schools with similar situations, for example, a secondary school with students experiencing emotional difficulties.

If any person wants to replicate this research study, he or she can use the research questions which are located in Appendix B. The present study focused on the practice of the case study of this school in providing inclusive support. This is likely to lead to obtaining similar findings as this study did, but discovering other additional data are possible.

Each interview was audio recorded; the researcher analyzed the results of the study that were based on the participants' answers only. The findings of this study emerged from the data and not the researcher's predispositions.

3.10 Conclusion

The methodology of the study was justified and described in detail in this chapter. It presented the information about the research approach, design, site, sampling

procedures, methods, data collection, data analysis, and ethical issues. In the following chapter, the researcher will describe the results of this study.

Chapter 4: Findings

4.1 Introduction

In the previous chapter, a detailed description of the data collection and data analysis procedures were presented. This chapter reveals the results of the analysis of the conducted interview with the school staff. This support practice is analyzed through the points of views of the following respondents: school psychologists, teachers and curators.

From the conducted interviews, it can be concluded that the school staff realized how important it was to pay attention to developing emotional intelligence. Participants agreed that supporting less emotionally intelligent students may lead to solving problems in other aspects of their life. Therefore, school goal is to encourage the full development of children, developing their emotional intelligence along with the students' academic achievements.

4.2 Data Analysis Process

I have conducted ten interviews, all of which have been recorded on audio devices. Two school psychologists, six teachers, and two curators were interviewed for the purpose of this research study. All participants worked with students with Kazakh and Russian as the medium of instruction. All respondents had work experience in this school system spanning more than five years.

The form of inductive thematic analysis was applied in this research study. The analysis process followed the following steps: the arrangement of data into an analyzable format, reading of data, coding of data, and deriving themes.

With the help of the online program "speechpad.ru", I have transcribed and then edited the interviews. The content of these interviews was familiar to me because I was the interviewer. All phrases of the respondents were transferred into electronic form excluding

words that do not have meaning content, such as interjections “aha”, “huh”, “erm”. I read each interview three times, including when I scanned all interviews separately by questions. During the last reading, I highlighted keywords that helped to identify main categories which were organized in a table according to the interview questions. Therefore, I could identify five themes which were based on the research questions of the study.

The findings, displayed in this chapter, revealed five themes of emotional intelligence. The first theme is understanding the concept of emotional intelligence. Next is the theme of the identification of less emotionally intelligent students. Another theme is the relevance of emotional intelligence and its connection with other aspects of life. The following theme is difficulties working with students with a low level of emotional intelligence. The last theme is inclusive support practices for less emotionally intelligent students.

Emotional intelligence was familiar and popular among the school staff. One respondent was an organizer of an in-school course regarding this concept for teachers and curators. Each person has different perspectives on emotional intelligence depending on one’s own position and responsibilities at school. The points of view were based on their experience and literature that was read.

Identification of less emotionally intelligent students was challenging. All respondents agreed that they had practice with them but the characteristics of these children were diverse.

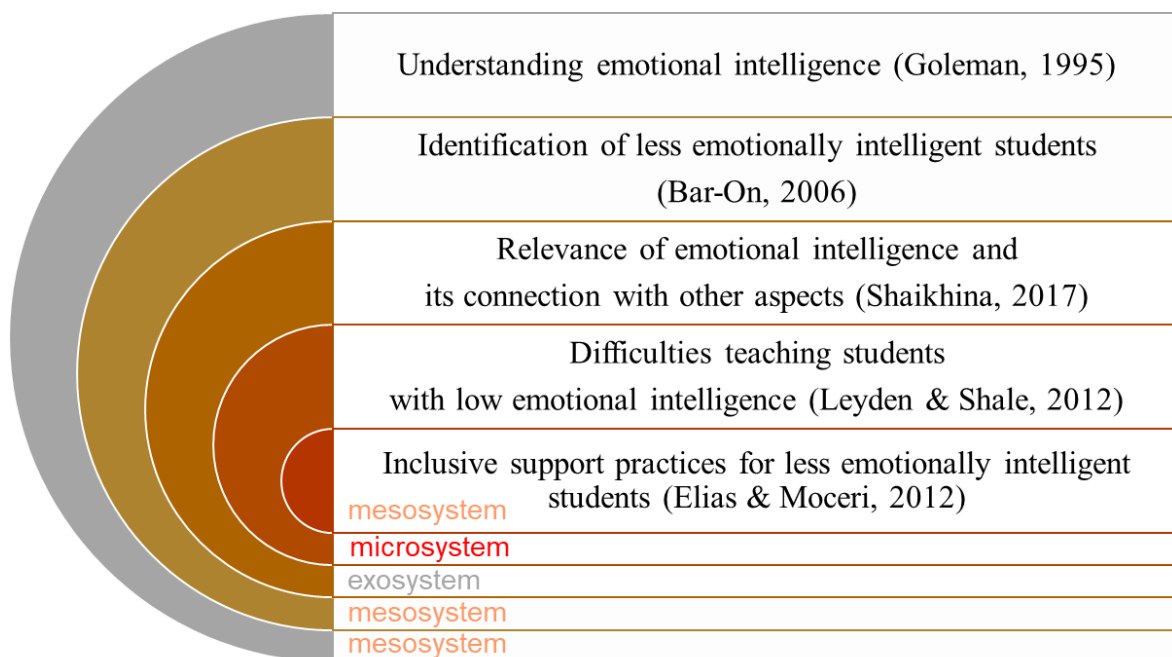
According to the respondents, the relevance of emotional intelligence was unanimous. Even some of them claimed that this was more important than the level of students’ academic achievements.

There are some strategies that educators can use to help all students — but especially those with low emotional intelligence. However, there are some common challenges that they face.

The school staff shared with support practices for less emotionally intelligent students and further recommendations that could lead to improvements. As well as involvement, students’ families were one of the most important orientations of school changes.

The themes derived from the analysis were then subjected to Bronfenbrenner’s bio ecological theory systems. The following diagram illustrates the link between the themes and Bronfenbrenner’s systems in relation to the child with less emotional intelligent support ecology (see *Figure 3*).

Figure 3. Themes in the lens of Bronfenbrenner’s bio ecological systems theory.



4.3 Themes from Data Analysis

The findings, displayed in this chapter, revealed five themes of emotional intelligence.

4.3.1 Understanding the concept of emotional intelligence.

All respondents were aware of the concept of emotional intelligence; some of them have investigated it during the professional development course within the school, others have read the dedicated literature on this issue. One teacher participated in an in-school course and chose “emotional intelligence and students’ families” as a personal topic of her professional development.

Based on my observations, children had a stressful state and often they were in a dismal mood. Last year I carried out a questionnaire. As a result, children accepted it was very difficult for them to construct relationships because of a lack of self-confidence and fear to demonstrate their feelings. I understood that there was a problem which was needed to be solved. This year I defined this topic and began to work. (Respondent 6)

Investigating emotional intelligence was popular among teachers, curators, and school psychologists. “Now emotional intelligence became a popular area. Some school teachers and I have been investigating this subject for several years. Based on literature information which I read, emotional intelligence was studied and introduced by Daniel Goleman for the first time” (Respondent 9). No one was surprised by the question of what they knew about emotional intelligence.

One psychologist stated that the concept of emotional intelligence referred to the ability of “expressing and controlling own emotions, understanding and managing others’ emotions, cooperating with other people and working in a team” (Respondent 10). Similar definitions were given by a school curator. “EI is very important, sometimes it is more important than IQ. I think this is an ability to find a common language with surrounding people, ability to feel them, ability to empathize, to experience, to reach some compromise” (Respondent 8). As well teachers have their own understanding of emotional intelligence. “Socio-emotional intelligence has many concepts, such as management of the emotions, understanding of others emotions, ability to cooperate with other people and how to express one’s own emotions and to control the emotions” (Respondent 2).

Three respondents mentioned empathy as “one of the most significant components of emotional intelligence”. One teacher added that “empathy allows people to understand what another person feels, thinks, worries regarding their experience” (Respondent 5).

One respondent said that a person with a high level of emotional intelligence is “a positive thinker and has to be always in a positive mood” (Respondent 5). Managing one’s own emotions and mood is one of the skills of a highly emotionally intelligent person.

Two teachers and one school psychologist emphasized that “emotional intelligence is not a stable state, it can be and should be developed. Emotional skills can be taught to all children” (Respondent 9). Also she acknowledged that improving her own emotional intelligence was preferable, “adults’ level of emotional intelligence should be high, thus, we can support our students” (Respondent 9).

4.3.2 Identification of less emotionally intelligent students.

Two respondents pointed out that students’ emotional well-being depended on age. According to the school psychologist, there is a milestone in the development of emotional intelligence at the age of 7th grade students.

I want to remind that we have small faculty meetings when we discuss each child. All school staff is involved in this process. There was an experience when all school children were described. But it seemed more important to take a certain age who has come - the 7th class. This is a teenage period. Each child should be introduced to all subject teachers. (Respondent 10)

There were different instruments for identifying the emotional level of students. The school psychologists have conducted diagnostic tests measuring emotional intelligence, such as Nicholas Hall’s test for 7th grade students. The results were kept and shared with other school staff during school meetings. However, the results of the test were not the only way to define the emotional level of students.

During the year we attend classes and children have a profile “Student's compass” which they fill in at the beginning of the academic year and in the middle of the academic year approximately in December as they have changed. There are a number of techniques, but honestly, I am not fond of diagnostic data because I believe the best tool is an observation. During observations, you already can notice who needs your help, it is necessary to work with them. (Respondent 10)

Respondents identified less emotionally intelligence based on their own intuition and observations, they did not refer to the official results of tests conducted by the school psychologists. “I observe dramatic changes in students’ behavior. Signs are instability, communication; also it happens that students minimize contact with other people or, on the contrary, requires a lot of attention” (Respondent 8). According to their observations, there were two factors in students’ behavior indicating they need adults’ support. Some of them demonstrated passiveness and isolation. Respondents realized that they had to be more attentive to students’ behavior. Teacher 1 said that children always demonstrated that support from adults was needed, but “we often could not notice this because of the workload of school documentation papers” (Respondent 1). Another group of less emotionally intelligent students became more aggressive and were bullying other children in the classroom.

An important factor is bullying. We probably do not pay attention to this problem. It seemed that at our school there are no cases. Unfortunately, I heard abuse from seventh-graders, such as Down or something else. I think that it is necessary for us as a school society to accept the uniform position to as much as possible provide a comfortable environment for students both in their society and among teachers. (Respondent 5)

Respondent assumed that the goal of the school was to notice such changes and play a supportive role.

4.3.3 The relevance of emotional intelligence and its connection with other aspects of life.

Curator 1 expressed concern about the emotional well-being of some students “they do not have any friends and skills regarding how to maintain contacts with other schoolchildren. As a result, they have low academic achievement and poor relationships with others” (Respondent 7). Teacher 1 argued that high achieving students were of low emotional competence “we work with children who have high IQ, according to the research studies they are less emotionally intelligent, and practically I have such students in my class” (Respondent 1).

Another reported problem was linked with the unfavorable situation in students’ families. One of the fundamental reasons for students’ low emotional competence is the family relationship.

Parents just demand from their children as "you have to". In the last term, there was a situation when many students had a satisfactory mark. And parents beat some children, did not talk to them during all the holidays. It was a kind of punishment. Today parents think that their function is pressure and demanding good marks. They do not concern themselves with what their child feels. (Respondent 1)

Three respondents connected emotional intelligence with social media. Teacher 3 claimed that unlimited access to the Internet creates a stressful situation. “We do not know what our students search on the Internet and how this can have an impact on them” (Respondent 3). One of the reasons for difficulties in students’ relationships could be social media in that “they [students] spend their time more on the Internet than in real life, and as a result, they do not have communicative skills” (Respondent 6).

4.3.4 Difficulties working with students with a low level of emotional intelligence.

Three respondents stated that it might be useful to expand the knowledge and develop the school staff's emotional intelligence. "I feel that I should develop my own emotional intelligence before trying to define it in someone else. It is challenging" (Respondent 5). They claimed insufficiency of knowledge as one of the difficulties of working with such children.

Although teachers found it difficult to work with students with a low level of emotional intelligence, they admitted that they all made efforts to improve this and contacted the school psychologists and parents as well. Three respondents stated that they really needed support from school psychologists to determine students' inner state and develop their abilities. Teacher 2 explained that she struggled with how to persuade children with a passive temperament to express emotions and sometimes she could not have these students work in pairs or groups" (Respondent 2).

Adults have to be resilient when facing challenges working with less emotionally intelligent children. Some adults could feel various emotions, even negative ones.

These children are selfish, they do not think of consequences, make some rash actions and put all surroundings in an uncomfortable position. I have to handle criticism because of these people or be in conflict with others. Work with such children tires very much and steals a lot of energy. (Respondent 8)

Most of the respondents pointed out that they had communicative problems. "Children are very much afraid. They have adaptation difficulties. A lot of things depend on teachers and other adults who work with them at present. An issue of low emotional intelligence is really interesting for a small quantity of the school staff" (Respondent 9). The rapport between children and adults can be critical.

The situation may arise when an adult knows and wants to support, but the child does not. In these cases, one of the difficulties is "unmotivated children who do not want

to continue. Very emotional vulnerable children... They understand their situation.

Sometimes because of a number of reasons they just do not want to cooperate further, they are closed. It is still a feature of teenage age.” (Respondent 10)

The relationship between the school staff is important in supporting students with low emotional intelligence. One teacher added that “unfortunately, there were some cases of teacher conflicts and she saw the reverse dynamics of happiness among children” (Respondent 2).

Family situations can influence a child’s emotional well-being. One curator said that “sometimes the whole family needed support, especially when a single mother transferred her attitudes to men and such behavior was copied by her daughter” (Respondent 8).

4.3.5 Inclusive support practices for less emotionally intelligent students.

Support provided by school staff can be crucial for the students. Teacher 1 stated that “building a comfortable emotional atmosphere could play an important role, thus a personal relationship between an adult and child supports and gives the energy to solve any problems” (Respondent 1). Teacher 3 emphasized that selecting tasks could facilitate expressing students’ emotions and forgetting possible problems. “School should prepare children for further life, memorizing unnecessary facts is a waste of time” (Respondent 3).

The majority of participants agreed with the statement that they have noticed positive changes in school practices: integrated lessons of school psychologists and subject teachers, organizing MUN conferences, drama plays, art-therapy and social and volunteer projects. “I strive to do everything during my lessons of history or provide extracurricular lessons such as MUN when students can express their opinion and emotions” (Respondent 5). “Everything was different when there was an art director. Our students spend their free

time preparing for plays. We had integrated lessons with Russian literature and staged a play. Children work with great pleasure and do what they want” (Respondent 2).

A personal conversation is one of the most effective tools to develop emotional intelligence. By talking to a child, getting to know necessary information concerning a family situation, relationship with friends, personal fears and worries a teacher, a curator or a psychologist can learn how to better support that child. However, they admitted that “we need additional support to develop our own emotional intelligence” (Respondent 8).

When asked about family, the participants were unanimous in the view that this is the first and most important component of children’s emotional well-being. School psychologist 1 said that “children spent more time at home, but parents were not competent in how to develop their children and did more actions intuitively. It would be better to organize Parental clubs” (Respondent 9). At the same time, one curator said that “parents often poisoned their children” (Respondent 7). In addition, Teacher 2 pointed out that “they were so busy and rarely talked to their children” (Respondent 2).

The respondents in this study admitted that they have a big responsibility to provide appropriate service to less emotionally intelligent students. “We have to consider our students as our own children and do our best to support and develop them” (Respondent 6).

4.4 Conclusion

The main research question concerns the practices of inclusive support of less emotionally intelligent children at one Nazarbayev Intellectual School. In the previous sections, I presented the data obtained from ten interviews with teachers, curators and school psychologists at one NIS. The results provide important insights into actions which the school carries out. The findings of the study are justified and described in detail in this

chapter. In the following chapter, I will discuss them further through comparison with the evidence from the relevant literature and studies.

Chapter 5: Discussion

5.1 Introduction

The previous chapter presented collected data concerning the school staff's understanding of the concept of emotional intelligence, identification of less emotionally intelligent students, the relevance of emotional intelligence and its connection with other aspects of life, difficulties which school staff face working with students with a low level of emotional intelligence, and inclusive support provided for less emotionally intelligent students. The aim of this chapter is to discuss the results, which emerged during a detailed analysis of the data that was collected through interviews. The major findings will be discussed with regard to the literature review.

5.2 Summary of the Study

This research study consisted of six chapters. The first chapter *Introductory Orientation* provided an introduction including the brief history of the concept of emotional intelligence, stating the problem statement, the purpose of the study, the research questions and objectives, and highlighting the significance of the study. The last section of the first chapter presented an overview of the main concepts used in the study as well. The second chapter *Literature Review* provided the scope of different research studies on the issue of emotional intelligence and its relevance in education. The section on inclusive education in the international context and in Kazakhstan was presented as well. This chapter described the theoretical framework which was adopted in this study. The third chapter *Methodology* was devoted to the methodology with a detailed explanation of the research approach and design, research site and selection of participants, research methods, procedures of data collection and data analysis. As well, this chapter consisted of risks and benefits of the research and trustworthiness of the study. The fourth chapter

Findings presented the major results of the study in the form of main themes. Summary of the study and interpretations of the collected data were included in the fifth chapter *Discussion*. The final sixth chapter summarized the main conclusions in relation to the overarching research question. Recommendations based on the discussion of findings, limitations of the study and future research directions were described in the final chapter as well.

5.3 Discussion of Findings

5.3.1 Understanding the concept of emotional intelligence.

All participants of the research study were informed about the concept of emotional intelligence and most of them a similar explanation of emotional intelligence. According to Salovey and Mayer (as cited in Radu, 2014, p. 272), emotional intelligence can be defined as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. This definition was quite similar to the idea given by the respondents of this study (see section 4.3.1 in Chapter 4). According to Participants, an ability to cooperate with other people and work in teams were included in the definition of emotional intelligence, as a part of socio-emotional intelligence and social skills (see section 4.3.1 in Chapter 4). It can be concluded that participants have read special literature due to the fact that they knew popular scholars and researchers who devoted themselves to the concept of emotional intelligence. However, the knowledge of the respondents was not likely to be described as in-depth evaluation.

Goleman (1995) concluded that empathy was one of five important skills that led to achieving remarkable performance. Also empathy was mentioned by the participants as one of the most significant components of emotional intelligence. Daniel Goleman (1995)

had a book which revealed the importance of emotional intelligence in comparison of cognitive ability. Some participants agreed that emotional intelligence was very important, sometimes it was more important than IQ (see section 4.3.1 in Chapter 4). It can be concluded that it is a necessity to enlarge teachers' outlook and provide them with a more detailed literature review of other researchers' perspectives in order to develop their critical analysis of this concept.

Leyden and Shale (2012) stated that seeing things in a positive way, even when things go wrong, was important and connected with emotional well-being. Positive thinking and an ability to be always in a positive mood were mentioned by the interviewed participants as well (see section 4.3.1 in Chapter 4). This may lead to the conclusion that Respondents are likely to value positive attitudes towards the environment among students and encourage them to find positive ways of solving the problems.

Boyatzis (2001, p. 234) contend that "a person can develop the characteristics that constitute emotional intelligence". It was emphasized by Participants that emotional intelligence was not a stable state, it could be and should be developed (see section 4.3.1 in Chapter 4). It can be concluded that the school staff accepted possibilities for the development of emotional intelligence.

5.3.2 Identification of less emotionally intelligent students.

Assessing emotional intelligence is quite a challenging process. The age of a testee can be one of a critical factor. The respondents pointed out that students' emotional well-being depended on age (see section 4.3.2 in Chapter 4). Their observations were confirmed by the results of some research studies; when people get older, they become more emotionally intelligent (Bar-On & Parker; Goleman; Wechsler, as cited in Bar-On, 2006). Based on this result, there is a milestone in the development of emotional intelligence at

the age of 7th grade students because this is the youngest class at school. There is a reason why the school staff placed special emphasis on these students.

There were different instruments used to identify the emotional level of students. The school psychologists conducted diagnostic tests measuring emotional intelligence, such as Nicholas Hall's test for 7th grade students (see section 4.3.2 in Chapter 4). This finding was unexpected and was not supported in the Literature Review section. Based on the literature, one of the most widely applied psychometric instruments is the Trait Emotional Intelligence Questionnaire (TEIQue) which was developed and is continually updated, by Petrides (2009). According to Bar-on (2006), the Emotional Quotient Inventory (the EQ-i) is an assessment tool used for assessing emotional and social intelligence and an excellent way to understand the emotional competencies of an individual.

Based on collected data, teachers and curators did not have full information relating students' emotional intelligence and had to rely on their own observations and intuition concerning students' level of emotional intelligence rather than any results of conducted reports or tests (see section 4.3.2 in Chapter 4). It can be concluded that there is no evidence to close cooperation between school psychologists and curators or subject teachers.

5.3.3 The relevance of emotional intelligence and its connection with other aspects of life.

There are controversial findings concerning the relationship between the level of emotional intelligence and academic performance. Based on these research results, high achieving students were of low emotional intelligence (see section 4.3.3 in Chapter 4). However, according to Shaikhina (2017), there is a direct correlation between emotional

competence and academic performance. If students have a good level of self-regulation, can solve stressful situations, handle the hardships, control negative emotions, they are more successful academically. Some researchers stated that children who are socially and emotionally competent are also more resilient and do better academically (Cadima et al.; Malecki & Elliott, as cited in Leyden & Shale, 2012, p. 2). Such insight can be crucial in educating less emotionally intelligent children.

Another reported problem was linked with unfavorable situations in students' families. According to Respondents, one of the fundamental reasons for students' low emotional competence was the family relationship (see section 4.3.3 in Chapter 4). "Out of economic necessity, many parents work long hours and constantly feel guilty about having inadequate time to spend with their children. These parents then compensate by buying their children material goods" (Leyden & Shale, 2012, p. 23). It can be concluded that family relationships could influence students' emotional well-being and be an important factor in the development of their emotional intelligence.

It was unexpected that some respondents connected a low level of emotional intelligence of students with their using social media. It was not supported in the Literature Review section but recommended for further research.

5.3.4 Difficulties working with students with a low level of emotional intelligence.

It was mentioned that the development of the school staff's emotional intelligence was of primary importance. Respondents pointed out that they felt a lack of self-confidence (see section 4.3.4 in Chapter 4). According to Birol et al. (2009), "a teacher's level of emotional intelligence at school can be effective in building strong teacher-student communication, coping with stress and conflict, building a positive school environment

and acquiring academic success” (p. 2607). A low level of emotional intelligence of adults might bear unsatisfactory consequences for children. It can be concluded that improving the school staff’s emotional competence may lead to developing students’ emotional intelligence.

Secondly, the emotional well-being of students is a reason to feel troubled. Their emotional health could have an impact on their behavior. “When children’s thoughts are dominated by worries, they can be completely ‘absent’ in the classroom” (Leyden & Shale, 2012, p. 2). Teachers explained that they struggled with how to persuade the children to participate and organize work during lessons (see section 4.3.4 in Chapter 4). It can be concluded that there is vital for educators to seek additional assistance from school psychologists or even from external organizations.

Basically, a child is a sensitive part of his family, thus family atmosphere can influence a child’s emotional well-being. “Whether families separate or remain intact, ongoing parental conflict is very distressing for children and adversely affects their lives including self-esteem, behavior, academic achievement and overall wellbeing” (Parkinson & Kazzi, as cited in Leyden & Shale, 2012, p. 23). Based on the findings, some students’ families needed special support and individual work from the school (see section 4.3.4 in Chapter 4). Thus it can be assumed that different circumstances may have an impact on less emotionally students, even their microsystem such as the relationships between family members.

5.3.5 Inclusive support practices for less emotionally intelligent students.

“Teachers who are aware of children’s home situations can offer more sensitive and appropriate support and provide a safe place at school when life at home is chaotic” (Leyden & Shale, 2012, p. 25). Based on the findings of the current study, the support

provided by school staff can be crucial for students (see section 4.3.5 in Chapter 4).

Building a comfortable study place could play an important role, as well as the personal relationship between an adult and a child.

The majority of participants agreed with the statement that they have noticed positive changes in school practices in comparison with previous years: integrated lessons of school psychologists and subject teachers, organizing MUN conferences, drama plays, art-therapy and social and volunteer projects (see section 4.3.5 in Chapter 4). However, they admitted that they need additional support to develop their own emotional competence. School can be needed to implement social emotional learning, thus, to establish linkage with Research Centre for Applied Psychology SANA that conducts Sana skills, an integrated program that consists of five modules: personal, emotional, social, integrated and cognitive (Research Centre for Applied Psychology SANA, 2018).

A personal conversation is one effective tool to develop emotional competence (see section 4.3.5 in Chapter 4). By talking to a child and getting to know necessary information concerning his family situation, relationship with friends, personal fears and worries, a teacher or other school staff can gain a greater understanding of how to support that child better. According to Zeidner and Matthews (2017), EI training programs should include “social communication and expressivity, building bonds, collaboration and cooperation, and behaving in a socially appropriate way” (p. 174). School can implement the development programs of emotional intelligence by providing close cooperation with students inside and outside of classrooms.

Bridgeland et al. (2013) claimed that parental engagement facilitated a child’s academic, social, and emotional learning and functioning. Participants were common in the view that family was the first and most important component of children’s emotional well-being. According to the respondents of the interview, children spent more time at home,

but parents were not competent in how to help their children develop and carried out actions more intuitively sometimes causing harm (see section 4.3.5 in Chapter 4). The teachers in this study admitted that they had a big responsibility to provide appropriate service to less emotionally intelligent students, as well as students' family members.

5.4 Conclusion

This chapter was devoted to discussing the most important results of the research study. Overall, five major findings have been analyzed in the scope of the literature review. In light of the discussion of the study, some recommendations will be presented in the following chapter. As well, limitations of the study and future research directions will be covered in the next section.

Chapter 6: Conclusion and Recommendations

6.1 Introduction

This research study aimed at exploring inclusive support practices that Nazarbayev Intellectual school provides for less emotionally intelligent students. Based on summarizing the major findings of the research and reviewing dedicated literature, the core recommendations are concluded and presented. The final sixth chapter restates the research questions and objectives which are indicated in Chapter 1. As well, possible limitations of the current research study and some directions for further research are covered in this chapter.

6.2 Restating Research Aim and Questions

The aim of this research study was to investigate and find out what less emotionally students experience and what practice teachers and other school staff provide to help them.

The main question was: Which inclusive support practices are effective towards less emotionally intelligent students?

The sub-questions that guided this study were:

- 1) How is emotional intelligence understood and conceptualized?
- 2) What is the relevance of emotional intelligence towards the support of students?
- 3) Which inclusive support practices are known for less emotionally intelligent students?

From these questions the following objectives of the study were set:

- Through literature review, to define and discuss in the concept of emotional intelligence;
- Through literature review, to explore the relevance of emotional intelligence in support of students internationally and in other contexts;

- Through the empirical study, to identify inclusive support practice for less emotionally intelligent students.

6.2.1 How is emotional intelligence understood and conceptualized?

The analysis of data showed that Participants have a basic understanding of the concept of emotional intelligence. Their beliefs and perspectives were based on literature that they read and conducted in-school course regarding this concept for teachers and curators. Emotional intelligence was conceptualized as a complex construct that consisted of social skills, self-awareness, self-regulation, and empathy. However, there was not discovered any programs relating to social emotional learning in education. According to the findings of this study, developing students' emotional intelligence could certainly be regarded as a direct responsibility of all school staff.

6.2.2 What is the relevance of emotional intelligence towards the support of students?

It was revealed that the relevance of emotional intelligence could emerge in diverse life aspects. Relating to education, emotional intelligence was discovered as an indicator of students' academic achievements. However, there were controversial findings concerning the relationship between the level of emotional intelligence and students' academic achievement. Furthermore, it was discovered that family relationships could influence students' emotional well-being and be an important factor in the development of their emotional intelligence.

There has been an increase in interest in emotional intelligence within the international context and in Kazakhstan. Implementing emotional intelligence in education and developing this idea as social emotional learning have become popular in international

schools. There is a growing need for such a program in Kazakhstani schools based on international practice by taking into account the national and regional components.

6.2.3 Which inclusive support practices are known for less emotionally intelligent students?

Based on the findings of the current study, the support provided by school staff can be vital for students' success. Building a comfortable study place play an important role, as well as the personal relationship between an adult and a child.

Participants noticed positive changes in school practices in comparison with previous years: integrated lessons of school psychologists and subject teachers, organizing MUN conferences, drama plays, art-therapy and social and volunteer projects. According to the findings, a personal conversation is one effective tool to conduct intervention of the development of emotional competence. However, the teachers and curators acknowledged that they need additional support to develop their own emotional competence.

Respondents admitted that they had a big responsibility to provide appropriate service to less emotionally intelligent students, as well as students' family members. School is encouraged to continue working in close cooperation with students' families. Parental involvement should be increased and benefit in developing children's emotional well-being.

6.3 Recommendations

Based on the findings of this study, the following recommendations were made.

6.3.1 Understanding the concept of emotional intelligence.

Based on the fact that the understanding of emotional intelligence was found to be important (see section 4.3.1 in Chapter 4 and section 5.3.1 in Chapter 5), it is therefore

recommended in this study that schools hold workshops for novice teachers about emotional intelligence. The teacher training colleagues can also include a module or course on emotional intelligence for pre-service teachers.

6.3.2 Understanding the concept of emotional intelligence.

Due to the fact that there is not a unified tool to identify a level of emotional intelligence and school staff have to assume possible characteristics of less emotionally intelligent students, (see section 4.3.2 in Chapter 4 and section 5.3.2 in Chapter 5), it can be recommended to establish and implement a process and procedure of identifying and supporting students with a low level of emotional intelligence.

6.3.3 The relevance of emotional intelligence and its connection with other aspects of life.

It is recommended to investigate cases concerning an in-depth analysis of the implications of low emotional intelligence as there were controversial findings concerning the relationship between the level of emotional intelligence and students' academic performance (see section 4.3.3 in Chapter 4 and section 5.3.3 in Chapter 5).

Based on the findings that one of the fundamental reasons for students' low emotional competence could be the family relationships (see section 4.3.3 in Chapter 4 and section 5.3.3 in Chapter 5), the school is encouraged to continue working in close cooperation with students' families. Parental involvement should be increased and benefit in developing children's emotional well-being.

Due to the results of the study that unlimited access to the Internet may create a stressful situation influencing on students' emotional well-being (see section 4.3.3 in

Chapter 4), it can be recommended for further research to investigate social media as a predictor of emotional intelligence.

6.3.4 Difficulties working with students with a low level of emotional intelligence.

Based on the findings that the level of emotional well-being of teachers and curators is essential (see section 4.3.4 in Chapter 4 and section 5.3.4 in Chapter 5), it is highly recommended to organize trainings and workshops about emotional intelligence not only for school psychologists, but also for other school staff, such as curators and teachers. This could help them to create their own strategies and methods to better promote emotional intelligence in and out of the classroom.

Low emotional intelligence could lead to behavioral problems of students (see section 4.3.4 in Chapter 4 and section 5.3.4 in Chapter 5), thus school staff is encouraged to offer modifications in the curriculum of teacher training universities to ensure that future educators will be competent in this scope. Systematic courses of practitioners will be important for novice teachers as well.

Based on the findings (see section 4.3.4 in Chapter 4 and section 5.3.4 in Chapter 5), some students' families needed external support from the school, as a family may influence on students' well-being including an emotional state.

6.3.5 Inclusive support practices for less emotionally intelligent students.

Implementing policy relating to the development of students' emotional intelligence might influence students' well-being with further implications of other aspects of life. (see section 4.3.5 in Chapter 4 and section 5.3.5 in Chapter 5). Thus, it can be

advised to creating a program based on international practice by taking into account the national and regional components.

Parents are recommended to more actively participate in school events or activities, and school staff with practicing psychologists from Research Centre for Applied Psychology SANA are encouraged to provide learning resources or information concerning students' emotional intelligence and its development (see section 4.3.5 in Chapter 4 and section 5.3.5 in Chapter 5). Creating a resource center for families can be a practical solution to the problems of less emotionally intelligent students.

6.4 Limitations and Future Research Directions

The first limitation is to interview a limited number of research participants. The sampling was small and predominantly composed of females and included staff from the same school, which limits the generalizability of the results. In order to see the whole picture, it will be beneficial to interview students and their parents. Students with their level of emotional intelligence is a center point, therefore, it is important to take into account their perspectives. As well for a further research study, it is crucial to add administration staff and the school principal. Even though they do not contact students directly, they can know the full picture and notice any changes in the school practice.

The second limitation of this study is using only one research instrument as interviewing the participants. For further research, it is beneficial to add other data collection instruments, such as observation and document analysis to gather more comprehensive information.

The third limitation of this study is the lack of male perspective. There were no men among the participants of the research interview. To my personal mind, gender does not play fundamental importance in data collection. However, it will be necessary to test the

hypothesis that gender has an impact on perspectives concerning strategies to develop emotional intelligence.

6.6 Conclusion of the Study

The purpose of this study was to explore inclusive support that schools can provide for less emotionally intelligent students. As a result of the qualitative study, strategies which teachers and other school staff can use to support students with low emotional intelligence were identified.

The findings demonstrate that Participants were aware of the concept of emotional intelligence. They assumed their responsibilities for students' development not only academically, but emotionally as well. However, any unified procedure of identification of students' level of emotional intelligence was not discovered.

Several difficulties working with less emotionally intelligent students were revealed: a level of teachers' and other school staff's emotional intelligence and knowledge of practical interventions, the emotional well-being and family atmosphere of students. Despite some difficulties, School strived to help students to cope with their emotional challenges. It was emphasized that emotional intelligence was not a stable state, it could be developed.

The research participants indicated the family relationship as one of the fundamental reasons for students' low emotional competence. Parental involvement might be essential in supporting children and increasing their level of emotional intelligence that can be an indicator of academic achievements. It is recommended to investigate other factors influencing emotional intelligence.

The majority of participants noticed positive changes in school practices in comparison with previous years. Based on the literature analysis of international practice

and the findings of the current study, Nazarbayev intellectual school is highly recommended to implement social emotional learning in the school curriculum in order to develop students' emotional intelligence as SEL is an umbrella term that refers to students' acquisition of skills, establish positive relationships, and handle challenging situations effectively that is crucial in all aspects of life.

One of the remarkable features of EQ is its changeable aspect. A person can increase the level of emotional intelligence if he makes an effort to develop the regulation of own emotions and management of others. Laying a solid foundation and creating a supportive environment should be in childhood as this period is the most effective and beneficial. Therefore, the question of implementing and promotion of such social and emotional programs which are directed to improvement and development of emotional and social skills of children and teenagers is particularly critical, and will give them the chance to use the effective strategy of survival and overcoming learning difficulties and life's obstacles, help to realize better their emotions, to be positive thinkers, to better get on with others, to solve communication difficulties, to cope with a stress and to enjoy life. Thus, school subjects have to become flexible, emotional, creative, and motivating. Only in such cases, it is possible to hope for the development of students' emotional intelligence and well-being.

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Appendices**Appendix A****INFORMED CONSENT FORM****Exploring Inclusive Support Practices for Less Emotionally Intelligent Students
at one Nazarbayev Intellectual school**

DESCRIPTION: You are invited to participate in a research study about support that schools can provide for less emotionally intelligent students. You will be asked to participate in the interview. No one will use your name in reports, so your privacy will be protected. Your responses will be audio recorded; after usage, the recording will be deleted. The collected data will be used in this research only.

TIME INVOLVEMENT: Your participation will take approximately twenty minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. An interview might provoke to feel various emotions, for example, embarrassment. If you do not want to answer a question for any reason, you have an opportunity to skip it.

The benefits which may reasonably be expected to result from this study are your professional awareness of possible implications that can influence your practices to choose suitable inclusive support. Your decision whether or not to participate in this study will not affect your employment.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand, your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work (Tsediso Michael Makoelle, tsediso.makoelle@nu.edu.kz, +7 (7172) 70 9368).

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date:

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Назарбаев Зияткерлік мектептерінің бірінде эмоционалды интеллекті төмен оқушыларға инклюзивті қолдау көрсету тәжірибелерін зерттеу

СИПАТТАМА: Сіз эмоционалды интеллекті төмен оқушыларға инклюзивті қолдау көрсетуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сізге сұхбатқа қатысу ұсынылады. Сіздің атыңызды ешкім қолданбайды, құпиялық сақталады. Сіздің жауаптарыңыз аудиожазбаға басылып, кейін өшіріледі.

Жинақталған мәліметтер тек осы зерттеуде ғана қолданылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен қырық минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН

АРТЫҚШЫЛЫҚТАРЫ: Зерттеу жұмысына қатысудың қауіптері: сұхбат түрлі эмоцияны тудыруы мүмкін, мысалы ұялу сезімі. Егер белгілі бір себептермен сұраққа жауап беруді қаламасаңыз, ол сұрақты қалтырып кетуіңізге болады.

Зерттеу жұмысына қатысуыңыздың артықшылығы оқушыға сәйкес инклюзивті қолдау таңдаған кезде тәжірибеңізге әсер етуі мүмкін кәсіби түсінік. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға еш әсерін тигізбейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері

академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады.

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: , электрондық пошта gse_researchcommittee@nu.edu.kz

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Исследование практики оказания инклюзивной поддержки учащихся с низким эмоциональным интеллектом в одной из Назарбаев Интеллектуальной школ

ОПИСАНИЕ: Вы приглашены принять участие в исследовании об оказании помощи, проводимой школами в отношении учащихся с низким эмоциональным интеллектом. Вам будет предложено принять участие в интервью. Никто не использует Ваше имя, Ваша конфиденциальность будет защищена. Ваши ответы будут записаны на аудио, которые после использования будут удалены. Собранные данные будут использованы только в данном исследовании.

ВРЕМЯ УЧАСТИЯ: Ваше участие продлится около 20 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с исследованием, минимальны. Интервью может вызвать различные виды эмоции, как например, смущение. Если вы не желаете отвечать на вопрос по каким-либо причинам, вы имеете право пропустить его.

В качестве ожидаемых преимуществ в результате исследования можно рассматривать профессиональное понимание, которое может повлиять на вашу практику при выборе подходящей инклюзивной поддержки.

Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Вашу работу.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо

вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем студента-исследователя, используя следующие данные Tsediso Michael Makoelle (tsediso.makoelle@nu.edu.kz, +7 (7172) 70 9368).

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес

gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

Appendix B**INTERVIEW PROTOCOL***Exploring Inclusive Support Practices for Less Emotionally Intelligent Students**at one Nazarbayev Intellectual school*

Time and Date of Interview:	Place: NIS, Kazakhstan
Interviewee:	Gender: M / F
Job position:	Contact details:

[The research is about support that schools can provide for less emotionally intelligent students. As a part of the study, you have been invited to participate in an interview. I will ask you some open-ended questions about your opinion and work with less emotionally intelligent children. If it is possible the interview will be audio recorded with your permission. No one will use your name in reports, so your privacy will be protected. The collected data will be used in this research only. Interview will last approximately 20 minutes. You may choose not to answer any of the questions or withdraw at any time. Your decision whether or not to participate will not affect your work.]

[Please read and sign the consent form]

[Turn on the tape recorder]

Interview Questions:

1. *What do you know about Emotional Intelligence (EI)?*
2. *How do you understand the concept of Emotional Intelligence (EI)?*
3. *Have you experienced working with schoolchildren who need emotional support?*
4. *How have you identified signs of children that need emotional support?*
5. *According to you is there a connection between students' EI and other aspects of their life?*

6. *How do you think if children with less emotional intelligence should be helped or supported?*
7. *Which practices (methods, approaches or strategies) in and outside the classroom have you used in supporting students who need emotional support?*
8. *What difficulties did you experience working with less emotionally intelligent children?*
9. *What changes can you introduce at your school and in your own practices to improve the support of students in need of emotional support?*
10. *Do you think the school policy needs to be changed so to allow more efficiency to work with less emotionally intelligent students?*
11. *What is the role of parents and other professionals in the support of emotionally challenged students?*

[Thank the participant for their cooperation and participation in this interview]

Сұхбат хаттама

Назарбаев Зияткерлік мектептерінің бірінде эмоционалды интеллекті төмен оқушыларға инклюзивті қолдау көрсету тәжірибелерін зерттеу

Сұхбат мерзімі мен уақыты:	Орны: НЗМ, Қазақстан
Сұхбат беруші:	Жынысы: Е/Ә
Қызметі:	Анықтама нөмірі:

[Бұл зерттеу мектептерде жүргізілетін эмоционалды интеллекті төмен оқушыларға қатысты қолдау көрсету жайлы. Зерттеудің бөлігі ретінде, Сіз сұхбатқа шақырылдыңыз. Эмоционалды интеллекті төмен оқушылармен жұмыс тәжірибеңіз бен Сіздің көзқарасыңызға қатысты сұрақтарға жауап беруіңізді өтінемін. Сіздің рұқсатыңызбен сұхбат диктофонға жазылады. Сіздің есіміңіз айтылмайды, осылайша барлық құпиялар сақталады. Жиналған мәліметтер тек осы зерттеуде ғана қолданылады. Сұхбат шамамен 20 минутқа созылады.]

[Ақпараттық келісім формасын оқып, қолыңызды қоюыңызды өтінемін]

[Диктофонды қосу]

Сұрақтар:

- 1. Эмоционалды интеллект (ЭИ) жайлы не білесіз?*
- 2. Эмоционалды интеллект тұжырымдамасын қалай түсінесіз?*
- 3. Эмоционалды қолдауға зәру оқушылармен жұмыс тәжірибеңіз қандай?*
- 4. Эмоционалды интеллекті төмен оқушыға лайық қандай мінез-құлық қырларын атай аласыз?*
- 5. Оқушылардың эмоционалды интеллекті олардың өмірінің басқа салаларымен өзара байланысына Сіздің көзқарасыңыз қандай?*

6. *Эмоционалды интеллекті төмен оқушыларға көмектесу көмек немесе қолдау қажет пе деп ойлайсыз ба?*
7. *Сіздің мектебіңіздің тәжірибесі жайлы айтсаңыз. Эмоционалды интеллекті төмен оқушыларды қолдауға бағытталған қандай жұмыстар жүргізілуде?*
8. *Эмоционалды интеллекті төмен балалармен жұмыста қандай қиындықтарға тап болдыңыз?*
9. *Эмоционалды қолдауға қатысты мектеп жұмысында және өзіңіздің жеке тәжірибеңізден қандай өзгерістерді атай аласыз?*
10. *Сіздің ойыңызша, эмоционалды интеллекті төмен оқушылармен ұтымды жұмыс жасау үшін мектеп саясатына қандай өзгерістер енгізу қажет?*
11. *Оқушыларға қолдау көрсетуде ата-аналар мен басқа да кәсіпқойлардың рөлі қандай?*

[Қатысушыны сұхбатқа қатысып, бірлескен жұмысына алғыс айту]

Интервью протокол

Исследование практики оказания инклюзивной поддержки учащихся с низким эмоциональным интеллектом в одной из Назарбаев Интеллектуальной школ

Время и дата интервью:	Место: НИИШ, Казахстан
Интервьюируемый(-ая):	Пол: М / Ж
Должность:	Контактные данные:

[Данное исследование об оказании поддержки, проводимой школами в отношении учащихся с низким эмоциональным интеллектом. Как часть исследования, Вы приглашены на интервью. Я прошу Вас ответить на вопросы, касаемо Вашего мнения и опыта работы с учащимися с низким эмоциональным интеллектом. С Вашего разрешения интервью будет записано на диктофон. Ваше имя не будет упомянуто, таким образом, Ваша конфиденциальность будет защищена. Собранные данные будут использованы только в данном исследовании. Интервью продлится около 20 минут.]

[Прочтите и подпишите форму информационного согласия, пожалуйста]

[Включить диктофон]

Вопросы:

- 1. Что вам известно об Эмоциональном интеллекте (ЭИ)?*
- 2. Как вы понимаете концепцию “эмоциональный интеллект”?*
- 3. Есть ли у вас опыт работы с учащимися, нуждающимися в эмоциональной поддержке?*
- 4. По каким признакам вы определяете, что кто-то нуждается в эмоциональной поддержке?*

5. *На ваш взгляд, существует ли взаимосвязь эмоционального интеллекта учащихся и других аспектов их жизни?*
6. *Как вы считаете, необходима ли помощь или поддержка детям с низким эмоциональным интеллектом?*
7. *Какая существует практика работы оказания поддержки учеников с низким эмоциональным интеллектом как на уроках, так и внешкольных занятий (методы, подходы, стратегии)?*
8. *С какими трудностями Вы сталкивались при работе с детьми с низким эмоциональным интеллектом?*
9. *Какие изменения Вы можете отметить в работе школы и вашего личного опыта, касаясь улучшения эмоциональной поддержки?*
10. *Считаете ли вы, что необходимы изменения в школьной политике для более эффективной работы с учащимися с низким эмоциональным интеллектом?*
11. *Какова роль родителей и других профессионалов в оказании поддержки учащихся?*

[Поблагодарить участника за содействие и участие в интервью]

Appendix C**SAMPLE OF TRANSCRIPT**

Q1: What do you know about Emotional Intelligence (EI)?

EI is very important, sometimes it is more important than IQ. I think this is an ability to find a common language with surrounding people, ability to feel them, ability to empathize, to experience, to reach some compromise. In my opinion, EI is primarily about the stability and harmony of a person with himself, with his thoughts, feelings. An emotionally intelligent man is in harmony with his feelings, he knows what he wants. He does not see the world in dark colors, he always motivates himself and thinks positively.

Q2: How do you understand the concept of “emotional intelligence”?

This question is very relevant at the moment. Because now I'm really interested in this topic. I am too busy to read literature about it. But as a teacher, I try to understand the outlook of people around and I try to be understood for all people. It's like educating yourself as a person. When a person has adequate self-esteem and he can adequately assess his own capabilities, pros, cons and so on. And how to deal with it, such as overcoming stress, conflicts and so on.

Q3: Have you experienced working with schoolchildren who need emotional support?

Certainly, we have a lot of such students. There are such students, I would say it is not only students, first of all, but it also begins in the family. Sometimes the whole family needed support, especially when a single mother transferred her attitudes to men and such behavior was copied by her daughter. Yes, we try to support such students together with psychologists, to listen to, to give some solutions, maps of solutions. First of all, we listen

to what they like. We try their state to be stable, not so bad, so good, such a jumping state. We try to make students aware to control and be able to manage their emotions.

Q4: How have you identified signs of children that need emotional support?

I observe dramatic changes in students' behavior. Signs are instability, communication; also it happens that students minimize contact with other people or, on the contrary, requires a lot of attention, wants to be evident or he has no friends whom he could trust, not only friends but also relatives nor mother nor brothers nor me as a curator and a psychologist. A person does not have any authority. This is primarily due to adolescence, and secondly, with the information, they watch different YouTube channels where there is not correct information, negatively in many ways. And it is very harmful to their emotional state.

Q5: According to you is there a connection between students' EI and other aspects of their life?

Of course, there is a connection. When he is unstable when he cannot interact with anyone, it is very difficult, because he cannot agree with someone, with others, with the teacher about the retake, he says "I'm all bad, I'm so bad." The student has no communication. At this point, we come to support, but if there are several children, we do not have enough time. And their score will be low at this point. They need support, motivation. They have no interaction. And academic performance and, in some ways, personal life suffers because of it. Such a student has few friends. He does not know how to say compliments, openly cannot express all his feelings.

Q6: How do you think if children with less emotional intelligence should be helped or supported?

Support is important and necessary. Because they form personality. We have to show them how to live in this world. If the family does not teach it, they should learn it at school. To learn to interact, to learn empathy, to think not only about himself but also about the teacher, about classmates, how their actions will affect the lives and emotions of other people.

Q7: Which practices (methods, approaches or strategies) in and outside the classroom have you used in supporting students who need emotional support?

Now students are smart, they know everything. We try to speak out about this topic through training, through possible tests, but tests can lie. Training "guess the emotion of the person", "to portray a particular emotion". Usually, when students guess emotions quickly, I think they have a well-developed EI because they notice facial expressions, they understand gestures, even they notice from a distance what kind of mood a person has. And it is difficult to guess the emotion to students with low EI, they have no empathy. It also depends on logic. There is some kind of connection.

Q8: What difficulties did you experience working with less emotionally intelligent children?

These children are selfish, they do not think of consequences, make some rash actions and put all surroundings in an uncomfortable position. I have to handle criticism because of these people or be in conflict with others. Work with such children tires very much and steals a lot of energy.

Q9: What changes can you introduce at your school and in your own practices to improve the support students in need of emotional support?

You have to start with yourself. I try to read literature to study at every opportunity because it is not always possible. I try to stay positive, to mark good moments, students' good qualities, to joke to the point. They trust me in high spirits in my classes. Usually, we find a common language, of course, there are some cases. But in general, the whole class is stable. A lot of things depend on parents, we always contact, I study a situation in the family. And after that, let's say if something happens in the family, I try to give the child more support, for example, if they have grief, we do our best to take care of this student. I try not to share someone. All of them are equally loved by me. As for school: we work with psychologists on this topic, we try to put these topics in curatorial hours. There is still a lot to do at school because it needs to start with the administration. These people should monitor their intelligence, their words. And all teachers must. Everyone should think before he says something, write a mail or raise his voice.

Q10: Do you think the school policy needs to be changed so to allow more efficiency to work with less emotionally intelligent students?

Honestly, I did not think. I don't think that everything has gone by itself, yes, somebody or something should control it, someone should diagnose the condition of students in the classroom - the climate of the class. About the climate of the class, then yes, the policy is needed. And it is necessary to train those people who do not have any resources, knowledge, information about this. Because there are people who do not reflect. There are young people who just came to work, they do not know at all what EI is. And so they cannot transfer, but such difficulties exist. And a big burden falls on those who are

informed. We need additional support to develop our own emotional intelligence. I believe that seminars should be held, preferably by qualified specialists.

Q11: What are the role of parents and other professionals in the support of emotionally challenged students?

The role of the parent is extremely huge. At first, it is necessary to create an emotionally stable environment at home, parents should be positive, feel empathy for the school, for teachers, understand them, and not call at night. We are human and we have our own business. It is necessary to work with parents.