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# THE EFFECT OF EMOTIONAL INTELLIGENCE ON STUDENTS' COMMITMENT

## THE EFFECT OF EMOTIONAL INTELLIGENCE ON STUDENTS' COMMITMENT

### Abstract

Emotional intelligence is the abilities that help in recognition and management of emotive information. Although the concept of Emotional Intelligence is already known, there is limited information available on the processes through which emotions of supervisor or lecturer can reduce commitment of students. In order to fill up this gap, the present study was undertaken in context of T. Zhurgenov Kazakh National Academy of Arts in Kazakhstan. The instruments to measure the constructs were based on the Genos Emotional Intelligence Questionnaires by Palmer and Stough (2006) and the Commitment Questionnaire by Meyer and Allen (1997). The results of the data analysis showed there is a positive relationship between supervisor's or lecturer's emotional intelligence and commitment of their students, and of the EI dimension, emotional expression (EE) and the Students' Commitment.

**Keywords:** Emotional Intelligence, Emotional Expression, Commitment.

### Introduction

Starting from the introduction of emotional intelligence concept in the 1990s, the interest has been continuously growing towards the researching of the impact of emotional intelligence on developing effective leaders. Those lecturers who are able to identify and

perceive interpersonal emotional communication in the classroom are more able to manage and utilize this emotional information and personal relations that occur during the lesson; hence making these lecturers more effective. [1] The concept of EI explains that emotionally intelligent individuals have a remarkable

ability of diagnosing and observing their own internal emotional state and other people's minds during social interactions and demonstrate the skill of managing their dealings and mutually productive outcomes for both. Hence, the EI can be conceived as the sum of mind capabilities that make an individual perceive personal and others' emotions correctly, in real time, and manage these emotions intelligently to create socially desirable transactional outcomes. If to look from a more practical perspective EI can be described as the application and understanding of emotions in a more rational and intelligent way in the situations, which require both emotion and reason. [2, p. 614]

Emotional intelligence is claimed to have an impact on a big variety of behaviour, such as commitment, talent development, innovation, teamwork, customer loyalty, and quality of services. [3, p. 371]

Even though the significance of emotional intelligence in the classroom has been popularized and proved to be important in many universities, there is a criticism among several researchers, who state that there is not enough scientific evidence to support these claims. By reviewing previous studies and the literature made on emotional intelligence, it can be seen that many aspects of emotional intelligence can have a positive impact during the study. However, it looks like the existing empirical research on the validity of the importance of emotional intelligence in the education environment should be related to the popularized ideas about its significance in the classroom. [4]

Despite the fact that the concept of Emotional Intelligence is already known, there is not much research made to determine the effect of emotional intelligence on commitment of students

during the study process. Even fewer research is made to study the effect of the emotional intelligence of lecturer and the commitment of their students. Mostly the previous researches conclude that there is a positive and significant impact of EI on SC; but other findings appear to be mixed. [4]

And even though emotions might be found similar across distinct cultures, little is known of the protective impact of trait emotional intelligence on students' commitment in non-Western developing prospects. Hence, in order to fill up this gap, the study will be made in the context of T. K. Zhurgenov Kazakh National Academy of Arts in Kazakhstan.

The Academy is trying to accomplish academic excellence through continuous enhancement of its teaching and research by providing students and faculty with a vibrant environment conducive for creation, dissemination, and assimilation of knowledge.

Academic success or success is the product of instruction—the extent to which a student, educator, and institution have attained their educational aims. It is defined as the degree to which students attain the information, proficiencies, aptitudes, and skills that the teacher is going to teach or assign. Emotional intelligence assumes a significant position within the realm of educational setting i.e., academic success, academic adaptation and psychological well-being of the students. It is a significant determining factor of academic accomplishment in contemporary intensely stressful condition for students at each level of education. The gap between endeavors for learning, powerful learning, and academic success can be covered by emotional intelligence. Emotional intelligence has been considered having a direct association with

the individual's mental health that ensures the individual's wellbeing and happiness i.e., low-stress level, self-satisfaction. [5, p. 14]

The current study has useful implication of providing a contribution to the commitment research field as well as better understanding of the emotional intelligence of lecturer or teacher impacting the students in the class, and specifically in Kazakhstan context. Moreover, the findings of the research have an implication of creating the foundation for future research of emotional intelligence in other Asian countries, which share common ground with Kazakhstan and have some level of similarity in organizational practices.

#### BACKGROUND

##### *Emotional Intelligence*

The researchers and the authors of the study concerning the concept of EI explain that emotionally intelligent individuals have a remarkable ability of diagnosing and observing their own internal emotional state and other people's minds during social interactions and demonstrate the skill of managing their dealings and mutually productive outcomes for both. Hence, the EI can be conceived as the sum total of mind capabilities that make an individual perceive personal and others' emotions correctly, in real time, and manage these emotions intelligently in order to create socially desirable transactional outcomes. If to look from a more practical perspective EI can be described as the application and understanding of emotions in a more rational and intelligent way in the situations, which require both emotion and reason. [2, p. 614]

##### *Measure of the Study*

Among the existing and most debated models of emotional intelligence [6], [7],

[8], [9], [10], the current research adopts the framework of Genos EI. The subjectivity plays a significant role in the measurement of the EI construct, therefore the reliability of the ability based EI and the instrument of Mayer and Salovey were questioned. [11] Furthermore, Ashkanasy and Daus [12, p. 441] claim that the Goleman and Bar-On models seem to be too broad in scope and maintain traditional personality or competency models rather than use the form of intelligence. According to O'Sullivan [13, p. 429], the vision of EI developed by Goleman [9] owes its wide appeal to the broad and too inclusive variety of abilities and applications that he suggested. Moreover, the research by Gignac [10] concluded that the five factors of SUEIT are not sufficient. Gignac [10] claimed that seven factors of Genos EI indeed contribute to the EI. Accordingly, the current research has adopted questionnaire originally based on Genos EI trait based EI construct.

##### *Relationship between Emotional Intelligence and Students' Commitment*

Not many studies were made to determine the effect of emotional intelligence on commitment of students in the classroom. Even fewer researches were conducted to study the effect of the emotional intelligence of lecturers or teachers and the commitment of their students. Mostly the previous researches conclude that there is a positive and significant impact of EI on SC; but other findings appear to be mixed. [4]

According to Abraham [14], EI is directly related to performance and commitment. Abraham states that EI prevents a person from holding any individual responsible for every issue and conflict and, thus, prevents the decrease of commitment that results from indiscriminate fault-finding. In one study, Abraham said that EI was a powerful

predictor of commitment; fully 15% of the variance in commitment was explained only by EI. Other researchers also confirm that there is a relationship between EI and commitment.

Three hundred thirty-two primary education teachers participated in the study conducted in Greece. [15, p.57] Results, using structural equation modeling, showed that emotional

intelligence, especially the intrapersonal and interpersonal dimensions, has a positive effect on leadership roles, explaining 51% of variance. A strong positive effect was also apparent on teachers' commitment and effectiveness, as measured by teachers' perception.

(Figure 1) shows the constructs of the proposed model as well the relationship between each pair of constructs.

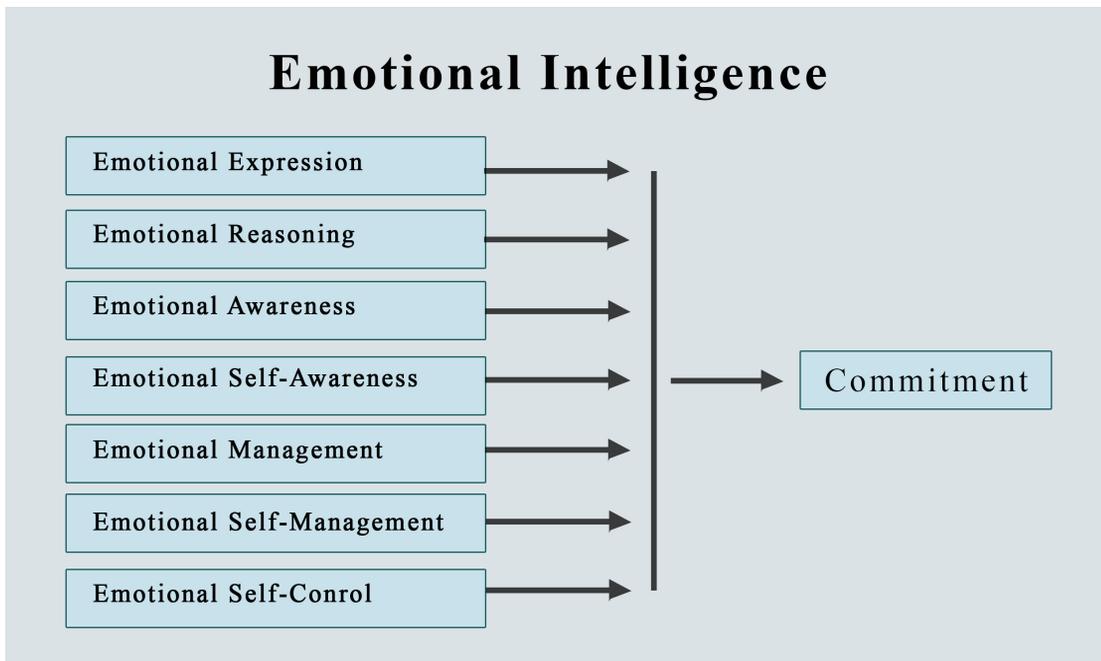


Figure 1. The effect of Emotional Intelligence on Students' Commitment

Based on the literature review the research framework has been developed. The research is determining the effect of EI on SC.

Emotional intelligence is the independent variable, which comprises of 7 dimensions: emotional expression, emotional reasoning, emotional awareness, emotional self-awareness, emotional management, emotional self-management, and emotional self-control. [10]

Students' commitment is the dependent variable in the research. It includes 3

components: affective commitment (AC), continuance commitment (CC), and normative commitment (NC). [16]

#### *Research Objectives*

The main objective of the current research is to identify the effect the emotional intelligence has on the students' commitment. The specific objectives are:

- To identify the level of lecturer's emotional intelligence (EI) as reported by students
- To determine the level of students' commitment (SC) operationalized by affective commitment (AC), continuance

commitment (CC), and normative commitment (NC), as reported by students

- To investigate to what extent EI of lecturer affect the commitment of students.

### Research Hypothesis

H1a There is a significant relationship between lecturer's EI, that is, emotional self-awareness and SC.

H1b There is a significant relationship between lecturer's EI, that is, emotional expression and SC.

H1c There is no significant relationship between lecturer's EI, that is, emotional awareness and SC.

H1d There is a significant relationship between lecturer's EI, that is, emotional reasoning and SC.

H1e There is a significant relationship between lecturer's EI, that is, emotional self-management and SC.

H1f There is a significant relationship between lecturer's EI, that is, emotional management and SC.

H1g There is a significant relationship between lecturer's EI, that is, emotional self-control and SC.

### **Methods**

The present research uses the non-probability sampling technique. For the data collection it uses the purposive sampling approach. The primary data was collected using the survey. The population of the current study is students of T. K. Zhurgenov Kazakh National Academy of Arts in Kazakhstan. A total number of 178 completed and usable questionnaires were collected. In order to collect the required data, the survey has been undertaken with the use of a structured questionnaire. The main objective of this survey was to investigate the research questions and objectives. Furthermore, it intended to test

the hypotheses. After the data collection based on the quantitative method, the researcher conducted the analysis of the data using SPSS software version 21.

### **Results**

The relationship between EI (as measured by the Genos EI) and Students' Commitment (as measured by Commitment Questionnaire) was measured using the Pearson's product-moment correlation coefficient.

Table 1 demonstrates the result of the bivariate Pearson correlation analysis for each variable in the current research using the students' perception of their lecturer's EI correlated with the students' measures for commitment. This analysis is performed in order to test the hypothesis outlined in this study. As it can be seen in Table 1, there is positive medium correlation existing between lecturer's EI and total students' commitment. Table 1 also reveals that there is a positive medium correlation between lecturer's EE and total students' commitment. As such, there is enough evidence to reject the hypothesis H1a, H1c, H1d, H1e, H1f, H1g and accept the hypothesis H10 and H1b, which state that there is a significant relationship between immediate lecturer's EI and students' commitment and that there is a significant relationship between lecturer's EI, that is, emotional expression (EE) and students' commitment.

Table 1 Correlation between Emotional Intelligence and Students' Commitment

		Total SC	EE	Total EI
Total SC	Pearson Correlation	1	434	399
	Sig. (2 -tailed)		029	023
	N	178	178	178
EE	Pearson Correlation	434	1	412
	Sig. (2 -tailed)	029		022
	N	178	178	178
Total EI	Pearson Correlation	399	412	1
	Sig. (2 -tailed)	023	022	
	N	178	178	178

**Correlation is significant at the 0,05 level (2- tailed)**

The results of the quantitative analysis have shown that there is a high level of EI and medium level of SC. Furthermore, it was identified that there is positive relationship existing lecturer's EI and total students' commitment. And there is a relationship between lecturer's EI, which is determined by emotional expression (EE) and the commitment of the students. The Emotional expression is referred to the frequency of the lecturer's emotions which are expressed in an appropriate way during the class, in the right time, and to the right people. [10] This explains the reason why the students feel committed.

The findings using Genos EI, Commitment Questionnaire questionnaires and the structured interview have confirmed the main hypothesis, which states that there is a significant relationship between immediate lecturer's EI and commitment of the students. The scores of the quantitative analysis have shown a statistically positive relationship between lecturer's EI and students' commitment.

### Conclusion

The current study focuses on the relationship between emotional intelligence and students' commitment in the context of T. K. Zhurgenov Kazakh National Academy of Arts in Kazakhstan.

A positive relationship has been identified between lecturer's EI and level of students' commitment. Moreover, a positive relationship has been determined between the lecturer's EI dimension, that is emotional expression (EE) and the students' commitment.

Looking at the results of the current research it can be seen that the EI plays a significant role during studying process. From the quantitative analysis it was determined that the level of lecturer's EI is high, which affected positively on the commitment level of the students that was found to be in the medium level. Once the lecturers consider their emotions and actions as an important aspect in their teaching process, they achieve greater success and have better relationships with

their students. Moreover, the students are more committed during the class, have better social behaviour, and greater performance results.

The outcomes of the research show that there is a positive effect of lecturer's EI on the students, which means that the emotions can be found similar across distinct cultures. So, the impact of lecturer's EI on students' commitment in non-Western context is not significantly different from the one in Asian, particularly Kazakhstan prospect.

The current study has useful implication of providing a contribution to the commitment research field as well as better understanding of the emotional intelligence of lecturers impacting the students during the class. Moreover, the findings of the research have an implication of creating the foundation for future research of emotional intelligence in other Asian countries institutions, which share common ground with Kazakhstan and have some level of similarity in teaching practices.

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**СТУДЕНТТЕРДІҢ ОҚУ ҚЫЗМЕТІНДЕГІ ЭМОЦИОНАЛДЫ ЗЕРДЕНІҢ ТИІМДІЛІГІ**

**Аңдатпа**

Эмоционалды интеллект – эмоционалды ақпаратты тануға және басқаруға көмектесетін қабілеттер. Эмоционалды интеллект тұжырымдамасы бұрыннан белгілі болса да, ғылыми жетекшінің немесе оқытушының эмоциясы студенттердің ынтасын төмендететін процестер туралы шектеулі ақпарат бар. Осы олқылықтың орнын толтыру үшін бұл зерттеу Қазақстандағы Жүргенов атындағы Қазақ ұлттық өнер академиясы аясында жүргізілді. Құрылыстарды өлшеуге арналған құралдар Палмер мен Стоуктың гено-эмоционалды интеллект сұрақнамаларына (2006) және Мейер мен Алленнің міндеттеме анкетасына (1997) негізделген. Деректерді талдау нәтижелері оқытушының немесе оқытушының эмоционалды ақыл-парасаты мен студенттердің белсенділігі мен EI өлшемі, эмоционалды көрінісі (EE) мен студенттердің міндеттілігі арасында оң байланыс бар екенін көрсетті.

**Тірек сөздер:** Эмоционалды интеллект, Эмоционалды экспресс, Міндеттеме.

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**ВЛИЯНИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА НА ПРИВЕРЖЕННОСТЬ СТУДЕНТОВ К УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ**

**Аннотация**

Эмоциональный интеллект - это способность, которая помогает распознавать и управлять эмоциональной информацией. Хотя концепция эмоционального интеллекта уже известна, имеется

ограниченная информация о процессах, посредством которых эмоции руководителя или преподавателя могут снизить мотивацию студентов к учебному процессу. Чтобы восполнить этот пробел, настоящее исследование было предпринято в контексте Казахской национальной академии искусств им. Т.Жургенова в Казахстане. Инструменты для измерения конструкций были основаны на опросниках эмоционального интеллекта Genos Palmer and Stough (2006 г.) и опроснике обязательств Мейера и Аллена (1997 г.). Результаты анализа данных показали, что существует положительная взаимосвязь между эмоциональным интеллектом руководителя или преподавателя и приверженностью студентов к учебе, а также аспектом EI, эмоциональным выражением (EE) и мотивацией учащихся.

**Ключевые слова:** эмоциональный интеллект, эмоциональное выражение, мотивация, приверженность.

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