



ADA UNIVERSITY

SCHOOL OF EDUCATION

**MASTER OF ARTS IN TEACHING
AND LEARNING**

**THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF REQUIREMENTS FOR THE DEGREE
MASTERS OF ARTS IN TEACHING AND
LEARNING IN EDUCATION**

**POOR STUDENT GRADES:
IDENTIFYING THE UNDERLYING REASON**

Andrew Wall

awall@ada.edu.az

Baku, 22 May, 2023

ADA UNIVERSITY
MASTER OF ARTS THESIS
OF

Andrew Wall

APPROVED:

Dr. Vafa Yunusova, thesis supervisor: _____

Dr. Samira Hajiyeva, committee member: _____

Dr. Turana Aliyeva, committee member: _____

Dr. Ulviyya Mikayilova, Dean of the School of Education: _____

STATEMENT OF AUTHENTICITY

I have read ADA's policy on plagiarism and certify that, to the best of my knowledge, the content of this thesis, entitled (Novice Faculty Development at Public Universities in Azerbaijan), is all my work and does not contain any unacknowledged work.

Signed: _____

Date:



Copyright 2023 by Andrew Wall.
All rights reserved.

Acknowledgment

I would like to express my gratitude to my supervisor, Dr. Vafa Yunusova for the guidance she provided me throughout, what has turned out to be an incredible learning process. Her knowledge and perspectives were invaluable to me as I worked to complete this master's thesis. I would like to thank Dr. Ulviyya Mikailova for her patience and assistance during the thesis writing process, and a big thank you to my committee members, Dr. Turana Aliyeva for sharing her expertise and advice on the use of the surveys and painstakingly reviewing my thesis. I would also like to extend my gratitude to Dr. Samira Hajiyeva for reviewing my thesis and supplying me with valuable feedback. I would like to express my gratitude to Dr. Ruslan Aliyev for advice on aspects of the statistical analysis used in this thesis.

Abstract

This study aimed to determine if relationships between general emotional intelligence, dimensions of attribution styles (locus of control and stability of attributions), and English language scores could be found in the Azerbaijani context. Cronbach's alpha, a measure of internal consistency, was calculated for both the general emotional intelligence survey (SSEIT) and the dimensions of attribution survey, generating acceptable reliability scores. 120 students, who were at least 18 years of age, within our English for Academic and Professional Purposes program (EAPP) were asked to respond to the surveys of which 52 completed them (18 males and 34 females). Female students scored 7.76 points higher on the emotional intelligence test than their male counterparts. Interestingly, a significant relationship was detected for the 18 male students when performing multiple linear regression using the independent variables, emotional intelligence and dimensions of attribution style, against the dependent variable English language use (grammar) score. The multiple regression model explained 32% (Adjusted $R^2 = .32$, $F(481.93, 52.79) = 9.13$, $p = .008$) of variance in the dependent variable, student language use score, which may be attributed to the independent variable, emotional intelligence (SSEIT) score.

Table of Contents

CHAPTER 1: Introduction..... 9

Statement of the Problem 10

Purpose of Study..... 11

Research Questions..... 12

Research Objectives 12

CHAPTER 2: Literature Review.....13

Theoretical Framework 13

 Attribution Theory 13

 Motivation Theories 13

 Emotional intelligence theory 14

Conceptual Framework 15

 Attribution Styles 16

 Factors Influencing Academic Performance at University 17

 Relationship Between Student Academic Performance and Emotional Intelligence 20

 Relationship Between Emotional Intelligence and Learning English 21

 Summary of Literature Review 21

CHAPTER 3: Research Design and Methodology22

Research Site 22

Target Population 22

Sampling Techniques and Sample Size 22

 Sampling Techniques..... 22

 Sample Size 22

Research Instruments 22

 Schutte Emotional Intelligence Test (SSEIT)..... 22

 Dimensions of Attribution Style Survey (student ascribed locus of control and stability of attributions) . 23

Pre-testing/Piloting Study 24

 Validity of Schutte Emotional Intelligence Test 24

 Validity of Dimensions of Attribution Scale Survey..... 24

Reliability of Schutte self-reported emotional intelligence scale (SSEIT)..... 24

Reliability of dimensions of academic attribution styles survey (DOAS) 24

Data Collection Techniques 24

Data Analysis 25

Logistical and Ethical Considerations 25

 Obtaining informed consent 25

 Maintaining anonymity 25

 Maintaining confidentiality of data 25

CHAPTER 4: Results.....26

Summary of Results 29

CHAPTER 5: Discussion.....30

Sample Characteristics 30

Emotional Intelligence 30

Dimensions of Attribution Style (DOAS)..... 31

Limitations..... 31

Delimitations 31

CHAPTER 6: Conclusion and Implications for Research and Practice32

Summary 32

Annex.....37

CHAPTER 1: Introduction

The role of education has changed dramatically in recent years as noted by the OECD (2018) who mentions that education not only needs to prepare students for the world of work, but it also needs to equip young people coming from high school with life skills, to enable them to take responsibility for their own learning, to pursue goals, and to enable them to function collaboratively in society, sentiments that are supported by McCann et al. (2020) who observes that future students will need 21st-century skills to function effectively in an information society. These skills include leadership, being able to work in a team, communicating effectively, being competent, and being able to participate in an environment that embraces diversity, while Goleman (2009) adds that more non-IQ-related factors than IQ-related factors impact how much success one enjoys. These non-IQ-related factors constitute "emotional intelligence." Emotional intelligence (EI) encompasses 1) being able to accurately recognize, evaluate, and express emotion; 2) Using feelings to facilitate thought; 3) comprehending emotions and emotional knowledge; 4) regulating emotions in a manner that advances emotional and intellectual growth as stated by Basu and Mermillod (2011).

EI is almost as important as cognitive intelligence and being a conscientious student, to achieving academic success. One study demonstrated an improvement of 11 percentile points after enhancing student EI, where a percentile score is simply a comparison of a given score relative to the rest of the group (Durlak, 2011, as cited in McCann et al., 2020). This increase in EI is borne out by Iqbal et al. (2021) who found that emotional intelligence (self-awareness, and self-regulation) exercised a positive impact on academic performance. However, superior academic performance is not the only benefit of having a higher EI. Fernandez and Berocal (2006) observe that students with higher EI experience less anxiety and depression, are more sociable, have better physical health, and experience a greater sense of well-being while Hojjati (2022) adds that EI appears to play a moderating role in the correlation between academic performance and student attribution styles.

Attributions, or reasons students give themselves for their successes and failures, may affect their sense of self-efficacy. Self-efficacy in turn determines levels of motivation. Making positive attributions is strongly correlated with greater self-efficacy, especially when personal, permanent, and pervasive factors were attributed to positive events (Yeo & Tan, 2012). Conversely, self-efficacy was negatively impacted by negative attribution styles. Low motivation and lack of persistence may be due to low self-efficacy (Seiffert & Sutton, 2014).

Alrefaai and Shah (2020) conclude a strong relationship exists between emotional intelligence, speaking, reading, writing, and intrapersonal skills when learning English.

At present, levels of emotional intelligence and the extent of any relationships between emotional intelligence, student scores, and dimensions of attribution styles (student-ascribed locus of control and stability of attributions) are unknown among the English for Academic and Professional Purposes program (EAPP) university students in Azerbaijan. Knowing if relationships exist between emotional intelligence, dimensions of student attribution styles, and academic performance of EAPP students will enable us to lend support to those students by integrating social-emotional learning into courses of study so that we can address issues relating to poor academic performance and student motivation in the future.

Statement of the Problem

EAPP students have had a failure rate of between 13.9% and 18.3% over the last five years. Table 1 depicts the total number of student failures per year for the last five years. They are made up of those students who enrolled for the summer school program which grants them an opportunity to catch up after failing a level, and those who have failed but decided to rather return and re-enroll the following year. One can see that the failure rate has varied over the last five years. See Table 1.

Table 1

Failure Rates for EAPP Students from 2017 to 2021.

Year	Enrolled	Went to Summer School	Return for 2nd year	Total Failed	% Failed
2017	284	33	19	52	18.3%
2018	411	43	42	85	20.6%
2019	387	36	17	53	13.6%
2020	274	23	19	42	15.3%
2021	273	30	8	38	13.9%

Table 2 shows the number of students whose scores fall below the mean.

Table 2

Students Falling Below Mean for Session 4, May 2022

Session	Mean	Enrolled	Below Mean	% Below Mean
Session 4	82.53%	153	74	48.36%
Summer school	76.84%	15	9	60%

With reference to Tables 1 and 2, little is known about why students perform poorly or fail.

I, as an instructor who teaches listening and speaking within the EAPP program, have observed the following behaviors among poorer-performing and failing students:

- Students lack motivation and tend to procrastinate, at times not completing tasks. There is a tendency among these students to not take responsibility for their learning. According to Seifert and Sutton (2009), student avoidance of tasks may be ascribed to a lack of academic self-efficacy.
- Students lack focus and seem unable to self-regulate or plan their time wisely to complete assignments. This is also borne out by Sarahnavard et al. (2018) who define self-regulated learning as the ability to utilize motivational and behavioral processes to achieve learning goals. The authors report a strong correlation between self-regulation and educational performance.

Given the potential impact of emotional intelligence on student academic performance and a possible relationship to dimensions of attribution, it is important to discover how much emotional intelligence and dimensions of attribution may be related to student academic performance.

Purpose of Study

The purpose of this study was to discover if students' emotional intelligence levels, academic performance, and dimensions of attribution styles (student-ascribed locus of control and stability of attributions) existed in relation to one another.

Research Questions

How do emotional intelligence scores relate to overall course scores and student course component (Listening/Speaking, Language Use (grammar), Reading, and Writing) scores?

How do student emotional intelligence scores relate to dimensions of student attribution (student-ascribed locus of control and stability of attributions)?

How do dimensions of student attribution relate to student scores?

Research Objectives

To explore 1) The relationship between emotional intelligence scores and student course scores by applying appropriate statistical tests; 2) Be able to explore the relationship between emotional intelligence scores and dimensions of student attribution style scores by applying appropriate tests; 3) Be able to explore the relationship between dimensions of student attribution scores (locus of control and stability) and student course scores by applying appropriate statistical tests.

CHAPTER 2: Literature Review

While reviewing the literature on emotional intelligence, student performance, and motivation, I was able to identify theories and certain relationships between component variables embedded in those theories. These theories formed the foundation of my theoretical framework. My conceptual framework reflects how I see different theoretical concepts interacting, and the relationships I anticipate will exist between them.

Theoretical Framework

In this study, the theories used, and discussed briefly are those of attribution style and motivation theory, and the theory of emotional intelligence. I will briefly present them below.

Attribution Theory

Seifert and Sutton (2009) define attributions as one's perceptions, or beliefs about the causes of successes and failures. They are explanations we give ourselves for why we are successful, or why we fail. Attributions, in combination, impact student motivation in all kinds of ways. Attributions may be said to have three dimensions: locus, stability, and controllability. The locus is the source of the attribution, it may originate internally, such as if one attributes a good score to studying hard. If one attributes a bad score to the difficulty of the course, then the locus of attribution is external. The stability of attribution is how permanent it is. It may be said to be stable or unstable. An example of an unstable attribution would be believing that the effort one has put into studying was responsible for the score received because it is changeable, while a stable attribution may be ascribed to ability, it is fixed and does not easily change. Controllability is the degree to which an individual believes they can exercise influence over an attribution. If one ascribes one's success to luck, for example, then one will feel that one does not have much control over a situation. Students develop beliefs about their abilities, which in turn affect their motivation (Seifert & Sutton, 2009).

Motivation Theories

Motivation as Self-efficacy. Bandura (1977) defines self-efficacy as an individual's belief in their ability to perform behaviors needed to achieve specific outcomes. By showing confidence in one's ability to exercise control over one's social environment, behavior, and motivation, one is displaying self-efficacy. A student's motives may be impacted by their personal beliefs about what they can do. These beliefs are very specific. There may be a difference between what a person can do, and what they believe they are capable of doing. The result is, if a student has low self-efficacy, they may avoid doing school, or homework tasks. If a student has high self-efficacy, they will show increased persistence at tasks. In

addition, students cope better with academic stresses and will be able to recover more quickly in the event of failures. Self-efficacy beliefs come about because of 1) Past experiences of mastering a task, 2) Observing others mastering tasks, 3) Encouragement from others, and 4) Uncomfortable emotions, such as stress (Seifert & Sutton, 2009).

Motivation as Intrinsic Motivation. Intrinsically motivated individuals do tasks because of the inherent enjoyment they get from performing a task rather than because of some type of reward (Seifert & Sutton, 2009).

Emotional intelligence theory

Methods of Classifying Emotional Intelligence. Fiori and Vesely-Maillefer (2018) mention that two perspectives predominate, in the field of emotional intelligence:

Trait perspective: A person's intrinsic qualities, such as personality or self-efficacy beliefs.

Ability perspective: Views EI as a cognitive ability that is assessed with performance tests.

Chosen Model of Emotional Intelligence. Salovey and Mayer put forward an ability model of emotional intelligence. EI was said to consist of several mental abilities that allow evaluation, control over, and expression of emotion, which also saw the integration of emotion and cognitive processes to enhance growth and achievement. In this model, cognitive processing is intertwined with emotions. The model defines a hierarchy of abilities comprising four areas (Fiori & Vesseli-Maillefer, 2018).

According to Fiori & Vesseli-Maillefer (2018), the four-branch model of Salovey and Mayer was originally hierarchically defined, but this has since been challenged, in that developmental evidence points to simultaneous development occurring in other areas. Certain scholars adopted a revised three-branch model. The four-branch model persists as it aids in understanding the content domains of the so-called ability-based perspective on EI.

Salovey and Mayer's definition of EI states that EI is the ability to process information about one's own, and other people's emotions. It is also this ability to guide one's thoughts and behaviors. According to Mayer and Salovey, to be regarded as emotionally intelligent, one needs to exhibit the four specific behaviors which are defined in the four branches of this model (Fiori & Vesseli-Maillefer, 2018).

The four branches of the Salovey-Mayer Model as discussed by Salovey and Mayer's Emotional Intelligence Theory (2020), are:

- Correctly apply emotional perception and expression: Be able to identify your thoughts and emotions and understand them. Be able to identify and understand the thoughts and emotions of others. Besides being able to appropriately express one's

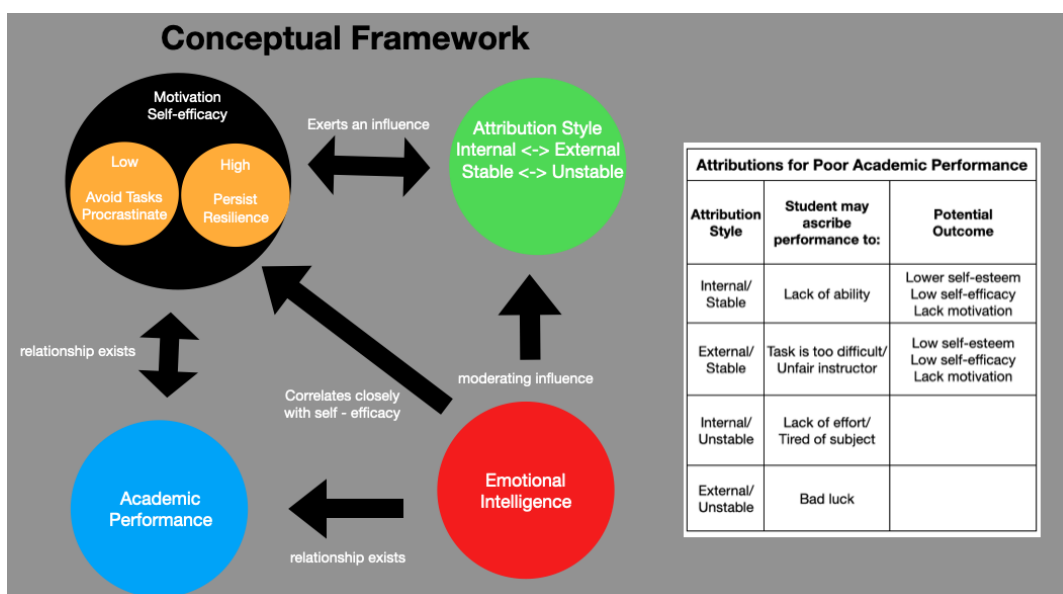
emotions, one learns the difference between appropriate and inappropriate expressions of emotion.

- Emotional facilitation of thinking: Emotions assist one in prioritizing information. One becomes able to identify and leverage emotions to help in making decisions. Because emotions impact mood, they enable one to see different perspectives on issues. They aid in making decisions and being more creative.
- Understanding emotions: In understanding emotions, one will not only be able to describe what one is feeling but be able to distinguish one emotion from the other. One will not only be able to track changes in one’s emotional state but be able to interpret the meaning of complex emotions.
- Emotional regulation: This is useful if one wishes to grow emotionally and intellectually. One needs to identify useful emotions. In so doing, one learns to boost positive emotions, and down-regulate negative emotions by moderating them.

Conceptual Framework

Based on the literature reviewed, I have formulated a conceptual framework that encompasses the following:

- Emotional intelligence (EI) exerts a moderating influence on dimensions of attribution styles and academic performance (Hojjati, 2022).
- A relationship exists between EI and academic performance. EI correlates closely with self-efficacy (Iqbal et al., 2021).
- Dimensions of attribution styles and self-efficacy (motivation) influence one another (Yeo & Tan, 2012).
- Academic performance and self-efficacy influence one another (Yeo & Tan, 2012).



I started by reviewing the literature to see what students attributed their academic successes and failures to and then to see if these could be connected to emotional intelligence and attribution styles. What was notable was that many of the reasons students ascribed for their successes and failures could better be understood in the light of attribution styles, and that there were clear links to emotional intelligence as well.

I present a brief overview of the literature on relationships between emotional intelligence, academic performance, attribution styles as well as reasons given for student academic failure.

The relevant scholarly works I found were from 1995 to the present, this has occurred purely by chance.

Attribution Styles

Attribution styles model appears to interact with variables and components (emotional intelligence and student grades, motivation, and self-efficacy) of the conceptual model as described above.

Bahadir (2020) observes that students may conclude whether they have been academically successful in one of two ways: Whether they have met and exceeded their academic expectations of themselves (Bahadir, 2020, as cited in Soydaş & Bayraker, 2006); How they perceive their performance relative to their peers (Bahadir, 2020, as cited in Topbaş, 1998).

Bahadir (2020) identifies three broad areas students attributed their successes and failures to. The first area relates to personal factors. Three personal factors mentioned as reasons for failure were: personal attitudes such as disliking lessons, avoidance of studying, and personal traits such as lack of confidence, forgetfulness, and becoming distracted too easily. The second area was related to family factors which include financial difficulties and family support. The third area was related to environmental factors, such as the suitability of facilities for studying, being influenced by one's social circle, and the student's relationship with the instructor.

One can easily connect attribution styles (student-ascribed locus of control and stability of attributions) to the areas Bahadir (2020) touches on. For example, avoidance of studying (procrastination), lack of confidence, and becoming distracted could be related to academic self-efficacy and may be expressed as a lack of student motivation as depicted in

the conceptual model above (Seiffert & Sutton, 2014).

Earlier, Tominey (1995) concluded that students with negative attribution styles, not only lacked motivation but performed more poorly when compared with students who had more positive attribution styles. In addition, Yeo and Tan (2012) examined the attribution styles of adolescent students and their sense of academic self-efficacy and found that attributional styles were associated with a capacity to self-regulate their learning. Academic self-efficacy also enjoyed a strong correlation with optimism.

Later, a study by Hasanvand et al. (2014) aimed to compare attribution styles and emotional intelligence of successful and unsuccessful female high school students while controlling for intelligence. Instruments and variables used in this study were: the Attribution Styles Questionnaire of Seligman and Sing, Schutt's Self-rated emotional intelligence inventory, Raven Standard Progressive matrices, and student GPA. Data were also analyzed using a MANCOVA test. From the MANCOVA test, it was observed that significant differences existed between the attribution styles of academically successful and unsuccessful students. Significant differences were observed in emotional intelligence testing as well.

One-way and multivariate covariance testing revealed that a significant relationship existed between the positive and negative attribution styles of successful and unsuccessful students. It was found that students who gave general, stable interpretations for negative events fared less successfully than students who attributed bad events to external, unstable causes. One-way and multivariate covariance confirmed significant differences in emotional intelligence scores between successful and unsuccessful students (Hasanvand et al., 2014)

In summary, students may attribute poor academic performance to internal (for example, blaming oneself), or persistent causes (for example, inherent lack of ability) thus negatively impacting their sense of academic self-efficacy (Yeo & Tan, 2012). Tominey (1995) previously noted that attribution styles impacted academic performance (student grades) while Hojjati (2022) observes that emotional intelligence appears to exert a moderating influence on attribution styles.

Factors Influencing Academic Performance at University

From the literature surveyed, several factors may be associated with poor academic performance or failure of first-year university students.

Low Motivation and Poor Self-efficacy. Several studies identified a lack of motivation and low self-efficacy as potential causes of poor student performance.

Cherif et al. (2013) carried out a qualitative study asking a single semi-structured survey question of students enrolled in two and four-year college courses for reasons why

students failed. Students gave the following reasons for failure: motivation (34.6%), study habits (17.3%), instruction (10.2%), academic preparation (11.6%), external factors (11.1%), attitudes (10.5), relevancy issues (4.4%). A lack of self-motivation correlated with a lack of perseverance (Cherif et al., 2013).

Le et al. (2020), at a university in Vietnam, mention a 10% dropout rate of total enrolment at universities and identifies five factors as having a significant impact on student academic performance. These are motivation, pedagogical knowledge, and skills of the professors, professional expertise and credentials of professors, available learning resources and conditions, and how the courses were structured. The motivation of students showed the strongest relationship with academic performance. Among first-year students, self-belief (self-efficacy) was the most significant determinant of academic performance as students adjusted to life at university.

Roman (2013) reports that at the Department of Informatics and Economic Cybernetics at the University of Economics in Romania, the failure rate among first-year students was around 20%. Difficulties experienced by first-year students were especially related to the disciplines they were studying, a shortage of suitably qualified professors, financial issues, students did not appear to have the requisite knowledge their professors were expecting of them, student health-related issues, lack of student knowledge about the faculty they were enrolled in, and lack of maturity and discipline on the part of students. Roman (2013) concludes that student performance is largely driven by social factors and goes on to list the following factors as contributing to poor academic performance: economic causes, difficulties related to the technical and analytical nature of the disciplines being studied, and teacher and student-related shortcomings. The researcher notes that poorly performing students tend to blame study conditions, their classmates, the difficulty level of the subject, or the teacher.

A lack of motivation may have a role in student failure. Students tended to make negative attributions after experiencing several setbacks, as may have occurred with the first-year university students mentioned by Le et al. (2020). In the study by Roman (2013), students made negative attributions, and one may identify different loci (internal and external) of control. These may have resulted in a loss of motivation with a sense of low self-efficacy (Seiffert & Sutton, 2014).

Low Emotional Intelligence (EI) and Motivation. Ibrahim and Al-Ali (2016) report a direct correlation between EI and intrinsic motivation. Furthermore, the distinction between overachievers and underachievers was quite marked, where the academic motivation of

overachievers was significantly higher than that of the underachievers while a study by Kashan et al. (2021) demonstrated a strong correlation between EI and self-efficacy.

Poor Study Habits and Emotional Intelligence (EI). Cherif et al. (2013) connect poor time management and an inability to prioritize with poor study habits. Iqbal et al. (2022) claim that study habits enjoy a direct association with self-awareness and self-motivation, where EI abilities such as self-awareness, self-motivation, emotional regulation, and being socially skilled help students cope with difficulties they may encounter at university. This is supported by Mustofa et al. (2022) who demonstrated a mild correlation between EI and self-regulated learning among students studying biology. Singh Gill (2008) observes that self-awareness assists in regulating thinking processes which also results in better mood control. Individuals who are skilled at leveraging emotions can select and prioritize cognitive activities based on their current moods. They can analyze and reflect upon emotional information which aids higher-order thinking skills, an example would be prioritizing tasks (Fiori & Vesseli-Maillefer, 2018).

In summary, one may observe that lacking emotional intelligence skills such as an inability to reflect, be self-aware, and to self-regulate has consequences for the student. Consequently, students are not able to cope with life's difficulties, cannot prioritize tasks, and do not have the mental clarity to prioritize and set goals, and manage time effectively.

Lack of Student Preparedness for University and Emotional Intelligence (EI).

Readiness for university means having reasonable expectations and being open to change. Fokkens-Bruinsma et al. (2020) observes that the transition from high school to university is fraught with difficulties as students face academic, environmental and social challenges. They chose to focus on self-efficacy, self-regulated learning (autonomous motivation, time management, and learning strategies), and beyond-classroom activities to assess student readiness for university while Shuy (2010) further elaborates by characterizing self-regulated learning as the ability of the learner to understand and exercise control over their learning environment where self-regulation abilities extend to setting goals, monitoring self, self-instruction, and self-reinforcement. Fokkens-Bruinsma et al. (2020) found that autonomous motivation and time management were positive predictors of academic performance (GPA). This finding is supported by Sarahnavard et al. (2018), who observes a relationship between self-regulation (EI) and academic performance, and Al-Ali (2016) who reports a relationship between autonomous motivation (self-regulated learning) and EI. Beyond-classroom activities were a negative predictor of GPA. Self-efficacy interestingly, in this study, had no impact on GPA. Affirming the view expressed by Movahedzadeh (2014)

about academic readiness, Fokkens-Bruinsma et al. (2020) state that ensuring an academically successful first year at university is of crucial importance to a student's continued academic success.

In another study which aimed to identify reasons for student failure from the perspective of faculty (Movahedzadeh et al., 2014). Faculty at two and four-year colleges were interviewed. The following areas were identified as contributing to student dropout:

- Student-related areas: There was consensus from both groups of faculty on the student-related factor which took first place, that students were unprepared for college life. This accounted for the opinions of 37% (two-year college) and 40% (four-year college) of faculty respectively. Other student-related factors mentioned were lack of effort, lack of motivation or interest, and personality issues.
- Life and socio-economic issues: Life, work and career issues, and economic issues.
- Educational system failures: Faculty instructor behavior, also facilities, materials, and delivery systems.

From the abovementioned studies, one can identify student preparedness for university life, and being able to undertake self-regulated learning as contributing to student academic performance.

Relationship Between Student Academic Performance and Emotional Intelligence

Higher emotional intelligence is generally associated with better academic performance (Durlak et al., 2011).

Findings from a meta-analysis of 270034 students, ranging from kindergarten through high school, who participated in what were mostly classroom-based social-emotional learning programs aimed at helping students acquire emotional intelligence, showed that students who had participated in the programs exhibited greater social-emotional skills, had more positive attitudes, behaved better, and demonstrated superior academic performance which was reflected in an 11-percentile point improvement in the score (Durlak et al., 2011). In addition, McCann et al. (2020), in a meta-analysis highlighted that after intelligence and conscientiousness, EI also appears to play a significant role in ensuring student success. This study showed a small to moderate association between EI and academic performance. Generally, students with higher EI obtain higher scores. McCann et al. (2020) believe that there may be several ways in which EI and academic performance are related: regulation of academic emotions, forming of social relationships at university that impact directly on learning, and that academic and social competencies somehow share a commonality. For example, scores may be impacted by one's ability to manage emotions such as anxiety,

procrastination, and an ability to manage group projects and maintain relationships with instructors and peers. A tendency to procrastinate may also be influenced by stress, anxiety, and illness. While McCann et al. (2020) point out that according to relative importance analysis, cognitive ability is a stronger predictor of academic performance than emotional intelligence, the authors do mention that given the changes occurring in education, EI is gaining prominence. Universities are increasingly emphasizing 21st-century skills such as communication skills, and social-emotional skills among others. According to McCann et al. (2020), EI has utility in helping identify students at risk of failing. The authors also mention that students who get higher scores, generally have higher EI. They are adept at managing their own emotions, and those of others. They show resilience in that they are better able to recover from emotional setbacks.

In summary, a relationship does appear to exist between EI and academic performance. Students with higher EI tend to get higher grades. EI may be of use in identifying students at risk of failing. EI may be gaining prominence as universities increasingly emphasize 21st-century skills.

Relationship Between Emotional Intelligence and Learning English

Zarezadeh (2013) notes that emotional intelligence affects English language learning and reported a correlation between reading and speaking skills development, and emotional intelligence while Pishgadam (2009) reports that second language learning success was associated with several different dimensions of emotional intelligence. Second language skills and GPA were strongly associated with various dimensions of emotional intelligence testing.

Summary of Literature Review

From the literature reviewed, I have observed that potential relationships exist between emotional intelligence and learning English, and between emotional intelligence and student academic performance. In addition, emotional intelligence seems to be related to a lack of student preparedness for university, and to be associated with poor study habits and a lack of student motivation while a lack of student motivation appears to be related to low self-efficacy.

CHAPTER 3: Research Design and Methodology

This chapter presents an overview of the research methodology and design of variables used, instruments chosen, the target population selected, as well as data collection and analysis methods implemented.

I have chosen a quantitative study design since it allowed me to establish relationships between numeric values, such as between student scores, emotional intelligence scores, and certain dimensions of attribution styles (student-ascribed locus of control and stability of attributions).

Research Site

This study was conducted within the EAPP program at one of the universities in Azerbaijan. The EAPP program equips students with the necessary English skills they need to cope with the rigors of the first year of their bachelor's degrees.

Target Population

The EAPP student population represents students who are 17 years of age, and older. For most of the students, this represents their first year at university. There are currently 260 active students enrolled in the EAPP program where 134 students are male and 126 are female. I selected the student population for two reasons: Out of convenience, since I have access to this population, as well as the support I anticipated I would receive from the administration.

Sampling Techniques and Sample Size

Sampling Techniques

The convenience sampling strategy was used since it assisted in recruiting participants from a group that was easily accessible to me as I work in the department and have the support of the administration (Etikan, Musa, & Alkassim, 2016; Stratton, 2021).

Sample Size

One heuristic, for calculating sample size, recommends $N > 50 + 8 * [\text{independent variables}]$. This equates to having more than 98 samples (Green, 1991 as cited in Voorhis & Morgan, 2007). I aimed to collect at least 98 samples. In reality, I was only able to obtain 52.

Research Instruments

Schutte Emotional Intelligence Test (SSEIT)

O'Connor et al. (2019) advise using trait EI or self-evaluation to assess EI, when measuring behavioral tendencies, and emotional self-efficacy as may be observed in educational situations where typical behaviors are likely to result in positive outcomes. One can contrast trait EI or self-reported EI against ability EI, when measuring intermittent

maximal performance, such as when testing an individual's EI ability. I, therefore, selected a Trait EI test which is a self-reported EI test as the most suitable approach to follow because it had been found to have good predictive value in measuring responses to stressors (O'Connor et al, 2019).

Given the abovementioned, I chose to use the Schutte emotional intelligence test (SSEIT) which is known by several names: The assessing Emotions Scale and the Self-reported Emotional Intelligence test which was based on Mayer and Salovey's (1990) model of emotional intelligence. The test aims to assess trait emotional intelligence. It was argued that emotional intelligence is best characterized by typical (trait) functioning. The test itself consists of 33 items that are self-reported. Items were analyzed and grouped into factors that are perception of emotion, managing own emotions, managing other's emotions, utilization of emotion. It takes about five minutes to complete. Before calculating the total score, one needs to reverse the scores of items 5, 28 and 33. Scores may range between 33 and 165. Higher scores indicate higher emotional intelligence.

Dimensions of Attribution Style Survey (student ascribed locus of control and stability of attributions)

The survey I have chosen to use, had been adapted from one used by Tominey (1995). The original questionnaire was used to ascertain student attribution styles and how students coped with academic failure. Tominey (1995) emphasized that their questionnaire itself was an adaption of the original questionnaire and accepted the reliability and validity of the original questionnaire as being applicable to their questionnaire.

This questionnaire required participants to rate their responses to 12 negative academic situations. For each situation, the participants were asked to consider what may have caused the given situation. The participants needed to supply responses ranging in strength from one to seven, being on the other extreme in two orthogonal dimensions. The first dimension asked participants to consider whether a cause originated with them internally, to the other extreme, whether the cause originated from the external environment. In the second dimension, participants were asked to consider whether the cause was permanent or temporary.

Causes of events, which tended to the low end of the scale, were more likely to be internal, stable, in nature while causes that tended to be on the high end of the scale would be rated as external, and unstable. Scores for each situation were averaged across their two dimensions. The averages from the 12 situations are tallied to supply a single score. Scores range in value from 12 to 48. Lower scores represented a tendency toward making internal,

negative attributions while higher scores represented a tendency toward making attributions toward external, and temporary causes.

Pre-testing/Piloting Study

Validity of Schutte Emotional Intelligence Test

According to Jonker & Vosloo (2008), the Schutte emotional intelligence test (SSEIT) shows good convergent/discriminant validity with medium to high correlations of the so-called big five personality traits: Openness, conscientiousness, extraversion, agreeableness, and neuroticism.

In an attempt to guarantee the validity of this survey, it was translated into Azerbaijani and checked by three independent persons. It was subsequently piloted by 12 Azerbaijani students.

Validity of Dimensions of Attribution Scale Survey

I had the survey of attribution styles translated into Azerbaijani and checked by three independent persons. Thereafter, I got the expert opinion of a clinical psychologist on the use of only certain dimensions of the survey, namely locus of control (internal-external), and stability of attributions. See the annex for the dimensions of the attribution style survey.

Reliability of Schutte self-reported emotional intelligence scale (SSEIT)

Schutte et al. (1998) reported a Cronbach's alpha reliability rating of 0.90, which is a measure of how closely a group of items are related as a group. Two-week test-retest reliability of 0.78 was reported for total scale scores obtained (Schutte et al., 1998).

I had the SSEIT survey translated into Azerbaijani, checked, and piloted by three independent persons to ascertain if any confusion, or differences in interpretation may have occurred with any of the items on the survey, thus impacting reliability.

Reliability of dimensions of academic attribution styles survey (DOAS)

I had the DOAS survey translated into Azerbaijani, checked and piloted by three independent persons, and consulted with a clinical psychologist to ascertain if any confusion, or differences in interpretation could occur with any of the items on the survey which could impact its reliability.

Data Collection Techniques

Data was collected by way of surveys, using a commercially available online cloud-based survey creation website. Students completed surveys in their own time. Students were asked to complete two surveys, the first being the SSEIT emotional intelligence survey. The second survey, dimensions of academic attribution styles (DOAS) asked students questions to ascertain their attributions for locus of causation and the stability of these attributions.

Data Analysis

This thesis aimed to explore if student's emotional intelligence levels, academic performance scores and attribution styles (student ascribed locus of control and stability of attributions) existed in relation to one another, and if gender had a moderating effect if any.

The following data were available for analysis: emotional intelligence test scores, dimensions of attribution styles test scores, listening and speaking course scores, reading and writing course scores, language use course scores and gender of students. All students were considered to be 18 years of age. Of the total student body in EAPP, 2.7% of students were over the age of 18, I have therefore chosen to ignore them.

I chose to screen my data using Pearson's correlation testing. Pearson's correlation coefficients demonstrate the extent to which two variables exist in a linear relationship with one another (McKillup, 2005).

I followed Pearson's correlation testing with multiple regression testing. Multiple regression testing allows one to determine the strength of relationships between predictor variables and the contribution each predictor variable makes to variance in the dependent variable as the effects of other predictors are statistically removed (Petchko, 2018).

Relevant results were described and presented. A p-significance level of $p < .05$ was used. Statistical testing was conducted using SPSS version 29.0.0.0 (241).

Logistical and Ethical Considerations

Obtaining informed consent

Emails were sent out to students calling for voluntary participation from students who were over the age of 18 years to participate in the survey. A link and QR code to the survey were supplied. The survey itself opened with a cover letter telling students that they had to be at least 18 years of age and that they should not continue with the survey otherwise. The cover letter was presented in both English and Azerbaijani languages. Instructors were briefed to answer any questions students had in the classroom, and to reinforce the age requirement (Creswell, 2013; Merriam & Tisdell, 2016).

Maintaining anonymity

Surveys were completed using an online cloud-based survey builder. Students completed the emotional intelligence tests, as well as the attributions survey at the same time. No personally identifiable data was used in this study.

Maintaining confidentiality of data

Data were downloaded and kept on my personal computer, which only I could access.

CHAPTER 4: Results

This study aimed to explore if relationships existed between emotional intelligence scores and total course scores, as well as if relationships between individual course scores (Listening/Speaking, Language Use, Reading, and Writing) could be detected. It also sought to ascertain if a relationship could be found between emotional intelligence scores and dimensions of student attribution scores (student-ascribed locus of control and stability of attributions) and lastly, whether dimensions of student attribution scores were related to student scores.

A total number of 52 participants took part in the surveys of which 34 were female representing 65.4% of the sample, while 18 were male representing 34.6% of the sample (See Table 3).

Table 3

<i>Gender of participants</i>		
	N	%
female	34	65.4%
male	18	34.6%

The average score of the self-reported emotional intelligence survey (SSEIT) for male students was 117.39, and for female students, it was 125.15. The SSEIT emotional intelligence survey was completed by all students. The survey, which consists of 33 items, yielded a Cronbach's Alpha of $\alpha = .747$ showing acceptable consistency. The dimensions of the attribution survey were completed by all students. It consisted of two subscales: locus of control and stability of attributions. Each subscale consisted of 12 items. The first subscale, locus of control yielded a Cronbach's Alpha of $\alpha = .779$ while the second subscale, stability of attributions, yielded a Cronbach's Alpha of $\alpha = .906$ (See Table 4).

Table 4

Summary of sample descriptive statistics

Scores	Male Students (18)		Female Students (34)	
	Mean Score	Standard Deviations	Mean Score	Standard Deviations
Total Average	84.6	7.14	85.91	5.78
Listening and Speaking	84.14	7.45	86.19	6.03
Reading and Writing	85.24	7.12	86.67	5.46
Language Use	84.47	8.83	84.94	8.13
SSEIT (Emotional intelligence)	117.39	10.52	125.15	11.59
DOAS (Dimensions of attribution)	45.33	7.88	43.57	11.98

Pearson's correlation testing was used to screen for linear relationships between any of the variables. The following was found (Refer to Table 5 for a summary of data): A linear relationship was detected between emotional intelligence scores, and language use course scores. Although this yielded a positive, overall correlation ($r(50) = .296, p = .033$) for the sample of 52 students, this positive correlation ($r(16) = .60, p = .008$) between emotional intelligence scores and language use scores was largely due to the 18 male students. This became evident when the dichotomous variable "gender" was applied to select for the 18 male students. However, no such relationship was detected among the 34 female students.

Multiple linear regression testing was conducted using the backward stepwise method within SPSS where relationships were sought between independent variables: emotional intelligence score, dimensions of attribution score, and the dependent variable language use, to determine if they were in any way related or if they predicted language use's score. When the table was split using the dichotomous variable, "gender," the overall regression proved to be statistically significant ($\text{adjusted } R^2 = .323, F(481.93) = 9.13, p = .008$). For male students, emotional intelligence significantly predicted language use scores ($\beta = .60, p = .008$) while

attribution scores played no role in predicting language use scores nor were they in any way related to emotional intelligence scores. For female students, no results of any significance were observed.

Table 5

Summary of Inferential Statistics

Measure	Emotional Intelligence (EI) Survey
Pearson’s Correlation of Emotional Intelligence against Language Use.	^a $r(50) = .296, *p = .033$ (2-tailed)
Pearson’s Correlation of Emotional Intelligence against Language Use.	^b $r(16) = .603, *p = .008$
Multiple Linear Regression(MLR) of Predictor Variables: Emotional Intelligence, Attribution Styles VS Dependent Variable: Language Use by applying dichotomous variable: gender	^c ANOVA, Adjusted $R^2 = .323,$ $F(481.93, 52.79) = 9.129,$ $*p = .008$
	^d Standardized $\beta = .60,$ $*p = .008$

^a Pearson's Correlation Coefficient included all 52 students, a small to moderate correlation was detected. ^b Pearson's Correlation Coefficient was obtained for 18 male students; moderate correlation was detected. ^c Emotional Intelligence Score (Predictor Variable) explains 32% of the variance in the Language use score (Dependent Variable) after elimination of Attribution Style Score. ^d Emotional Intelligence scores significantly predicted language use scores for 18 male students, ($\beta = .60, p = .008$). Increase in predictor variable is associated with an increase in dependent variable.

* P-values are significant if $p < .05$.

Summary of Results

I screened the sample of 52 students using Pearson's Correlation testing. Emotional intelligence scores correlated with language use scores, producing $r(50) = .296$, $p = .033$ (2-tailed).

I repeated the correlation testing of emotional intelligence scores against language use scores, this time with the 18 male students in the sample. This yielded a correlation of $r(16) = .603$, $p = .008$.

I performed multiple linear regression testing. My independent variables were the emotional intelligence score and dimensions of attribution score. My dependent variable was the language use score. ANOVA testing (run when performing multiple regression testing), yielded an adjusted $R^2 = .323$, $F(481.93, 52.79) = 9.129$, $\beta = .60$, $p = .008$.

CHAPTER 5: Discussion

This thesis sought to explore whether:

- Emotional intelligence test scores were related to total student test scores
- Emotional intelligence test scores were related to student course (Listening/Speaking, Language Use, Reading, and Writing) scores.
- Emotional intelligence test scores were related to dimensions of student attribution styles scores.
- Dimensions of student attributions scores were related to student course scores.

Sample Characteristics

As the surveys were voluntary, many students, especially the weaker ones, chose not to participate despite encouragement from their instructors to do so. By weaker students, I mean students who had previously failed. This may have introduced non-respondent bias, and underrepresentation bias into the sample (Schutt, 2012).

Emotional Intelligence

For the 18 male students, the data suggest that the multiple regression model explains 32% (Adjusted $R^2 = .32$, $F(481.93, 52.79) = 9.13$, $p = .008$) of variance in the dependent variable, student language use score, which may be attributed to the independent variable, emotional intelligence (SSEIT) score. Dimensions of attribution style score as a variable were eliminated during testing from the multiple regression model because of a lack of significance ($p > .05$). Given that the F-value = 9.13 is greater than 2.5, R^2 demonstrates a moderate effect size and $p\text{-value} < .05$ is significant, one can conclude that the dependent variable, language use score moderately, yet significantly, and positively correlates with SSEIT scores (Sullivan and Feinn, 2012).

I believe this result needs to be treated with caution. Low sample numbers may impact analysis by presenting a smaller effect size and high variability (Columb & Atkinson, 2016).

It was also interesting to note that far fewer male students participated compared with the 35 female students. What was also noteworthy was that the mean SSEIT survey score for male students was 7.76 points lower than for their female counterparts. Soma et al. (2021) observe that in studies with higher proportions of female participants, female participants tended to obtain higher scores on emotional intelligence tests overall though Wapaño (2021) notes that there are conflicting findings about whether gender predicts emotional intelligence in adolescents. I was wondering what motivated students to participate in the survey, whether they did so out of a desire to contribute or to foster good relationships with their peers and

instructors, and whether these characteristics were related to possessing higher levels of emotional intelligence than their non-participatory peers. While *Developing Emotional Intelligence Through Volunteering | LSE Careers Blog* (n.d.) observes that volunteers gain emotional intelligence through volunteering, one wonders whether any person with higher levels of emotional intelligence is more likely to volunteer in the first place.

Dimensions of Attribution Style (DOAS)

Unlike Yeo and Tan (2012), this study found no relationship between student course scores and DOAS scores. This study was also not able to establish any relationship between DOAS scores and emotional intelligence scores. This may have occurred because of the small sample size (introducing non-respondent bias).

Limitations

This study had the following limitations:

1. Persons participating in answering Schutte's self-reported emotional intelligence test (SSEIT) may represent themselves more positively or try to convey themselves as having greater social desirability when answering test questions. Faking is a problem with self-reported EI measures (McCann, 2020).
2. Although the SSEIT has shown good cross-cultural validity in different contexts, its validity for an Azerbaijani population is unknown.
3. Validity of the Dimensions of Attribution Style survey is unknown for an Azerbaijani population.
4. First year at university is a transition year from high school to university. According to research evidence, this always presents a challenge to students. Lower scores in their first year at university may also be due to challenges students face as they undergo transition. However, having a higher emotional intelligence may ease this transition process (Fokkens-Bruinsma et al., 2020).
5. Low sample numbers may impact results by presenting with a smaller effect size, and high variability (Columb & Atkinson, 2016).

Delimitations

1. Because of problems gaining access to students under the age of 18 due to the requirement that I obtained parental permission, and reluctance on the part of the administration to contact parents for permission, I chose to focus on students who were 18 years of age and older.

CHAPTER 6: Conclusion and Implications for Research and Practice

The purpose of this study was to establish if any relationships could be observed between emotional intelligence, dimensions of attribution, and course scores. Both the emotional intelligence survey and dimensions of attributions style survey showed acceptable internal reliability. The emotional intelligence survey showed moderate correlation, with high significance with language use scores, for male students, of which there were 18.

To obtain more reliable results, I would recommend a larger sample size following the advice of Green (1991). However, since the dataset will be split and analyzed by gender, I suggest doubling the sample size recommended by Green's formula.

Although the SSEIT is a general emotional intelligence test, an underlying factor structure does exist, I would also consider looking for relationships between factors comprising the SSEIT emotional intelligence test and individual assessment components making up courses (Schutte, 2009).

Although I chose to identify student academic performance at the course level, I would recommend in the future, pursuing course scores at the component level, as it may bring one closer to the underlying social and emotional skills required for different types of assessments which impact academic performance. For example, within the listening and speaking courses, students are evaluated on presentations, speaking tasks, vocabulary, and completing written tasks such as achievement tests. These are comprised of various skills as described by Pishgadam (2009).

Summary

Although the results of this study need to be treated with caution given the small sample size, what has become apparent for me is an opportunity to make a difference in the lives of our students. McCann (2020) observes that emotional intelligence (EI) is the third most important factor in determining academic performance, while Fokkens-Bruinsma (2020) discusses the far-reaching impact EI has on how quickly students are able to adjust to university life, Ibrahim and Al-Ali (2016) report on how closely EI is tied to greater motivation while a Zarezadeh (2019) observes a potential relationship between EI and success at learning English.

I feel that to leverage the power of EI, administrators, as well as students, need to become aware of the potential benefits attached to becoming more emotionally intelligent. I believe that this greater awareness will result in higher levels of support for any future study on the issue.

References

- Alrefaai, I., & Shah, S. A. (2020). The Role of Emotional Intelligence in the EFL Classroom: Reflections of EFL Teachers. *Journal of Education in Black Sea Region*, 6(1).
<https://doi.org/https://doi.org/10.31578/jebs.v6i1.223>
- Bahadir, F. (2020). University Students' Perceptions of the Reasons for Success and Failure: A Qualitative Study. *Macrothink Institute: Journal of Educational Issues*, 6(2).
<https://doi.org/10.5296/jei.v6i2.17560>
- Bandura, A. (1977). Self-efficacy: Toward a Unified Behavior of Behavioral Change. *Psychological Review*, 84(2), 191–215.
- Basu, A., & Mermillod, M. (2011). Emotional Intelligence and Social-Emotional Learning: An Overview. *Psychology Research*, 1(3), 182–185.
<https://files.eric.ed.gov/fulltext/ED535684.pdf>
- Cherif, A. H., Adams, G. E., Movahedzadeh, F., Martyn, M. A., & Dunning, J. A. (2014). Why do Students Fail? *Learning Environments*.
- Columb, M., & Atkinson, M. (2016, May 1). *Statistical analysis: sample size and power estimations*. OUP Academic. <https://doi.org/10.1093/bjaed/mkv034>
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA: SAGE.
- Developing emotional intelligence through volunteering | LSE Careers blog*. (n.d.). LSE Careers Blog. <https://blogs.lse.ac.uk/careers/2021/05/26/developing-emotional-intelligence-through-volunteering/>
- Durlak, J. A., Dmnicki, A. B., Taylor, R. D., Weissberg, R. P., & Schillinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and applied statistics*, 5(1), 1-4.
- Somaa, F., Asghar, A., & Hamid, P. F. (2021). Academic Performance and Emotional Intelligence with Age and Gender as Moderators: A Meta-analysis. *Developmental neuropsychology*, 46(8), 537–554. <https://doi.org/10.1080/87565641.2021.1999455>
- Stratton, S. J. (2021). Population research: convenience sampling strategies. *Prehospital and disaster Medicine*, 36(4), 373-374.

- Fiori, M., Vesely-Maillefer, A.K. (2018). Emotional Intelligence as an Ability: Theory, Challenges, and New Directions. In: Keefer, K., Parker, J., Saklofske, D. (eds) Emotional Intelligence in Education. The Springer Series on Human Exceptionality. Springer, Cham. https://doi.org/10.1007/978-3-319-90633-1_2
- Fokkens-Bruinsma, M., Vermue, C., Deinum, Jan-Folkert. & van Rooij, E. (2021) First-year academic achievement: the role of academic self-efficacy, self-regulated learning and beyond classroom engagement, *Assessment & Evaluation in Higher Education*, 46:7, 1115-1126, DOI: [10.1080/02602938.2020.1845606](https://doi.org/10.1080/02602938.2020.1845606)
- Green, S. B. (1991). How many subjects does it take to do a regression analysis? *Multivariate Behavioral Research*, 26, 499-510
- Hasanvand, B., Nasab, A., & Nasab, M. (2014). The comparison of attribution styles and emotional intelligence among the successful and unsuccessful female high school students in Ahvaz, controlling for the intelligence. *International Letters of Social and Humanistic Sciences*, 37, 57–70.
- Hojjati, M., (2022). Investigating the Relationship between Attribution Style and Academic Achievement of High School Students in Ilam with the Moderating Role of Emotional Intelligence and Socio-Economic Class. *Int. J. Adv. Stu. Hum. Soc. Sci.* 11(3), 154-167.
- Hen, M., & Goroshit, M. (2014). ACADEMIC SELF-EFFICACY, EMOTIONAL INTELLIGENCE, GPA AND ACADEMIC PROCRASTINATION IN HIGHER EDUCATION. *EURASIAN JOURNAL OF SOCIAL SCIENCES*, 2(1), 1–14.
- Ibrahim, I. R. A., & AL-Ali, W. A. (2016). The Academic Intrinsic Motivation and its Relationship with the Emotional Intelligence Level with a Sample of the Academic Overachievers and Underachievers of Najran University. *Journal of Studies in Education*, 6(2), 119. <https://doi.org/10.5296/JSE.V6I2.9234>
- Iqbal, J., Qureshi, N., Ashraf, M. A., Rasool, S. F., & Asghar, M. Z. (2021). The Effect of Emotional Intelligence and Academic Social Networking Sites on Academic Performance During the COVID-19 Pandemic. *Psychology research and behavior management*, 14, 905–920. <https://doi.org/10.2147/PRBM.S316664>
- Iqbal, J., Asghar, M., Ashraf, M., & Yi, X. (2022). The Impacts of Emotional Intelligence on Students' Study Habits in Blended Learning Environments: The Mediating Role of Cognitive Engagement during COVID-19. *Behavioural Sciences*, 12(1).

- Kashan, S., Kayani, S., Imran, M., & Din, M. N. (2021). An Investigation of Emotional Intelligence and its Association with Self-Efficacy at Higher Education Level in Pakistan. *Journal of Human Psychology, 1*(3). <https://oap-cancer.org/jhp/article/1694>
- Le, H. T. T. ., Nguyen, H. T. T. ., La, T. P. ., Le, T. T. T. ., Nguyen, N. T. ., Nguyen, T. P. T. ., & Tran, T. . (2020). Factors Affecting Academic Performance of First-Year University Students: A Case of a Vietnamese University. *International Journal of Education and Practice, 8*(2), 221–232.
<https://doi.org/10.18488/journal.61.2020.82.221.232>
- McCann, C., Jiang, Y., & Bucich, M. (2020). Emotional Intelligence Predicts Academic Performance: A Meta-Analysis. *American Psychological Association, 146*(2), 150–186. <https://doi.org/http://dx.doi.org/10.1037/bul0000219>
- McKillup, S. (2005). *Statistics Explained*. Cambridge University Press.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research A Guide to Design and Implementation* (4th ed.). San Francisco, CA Jossey Bass.
- Movahedzadeh, Farahnaz & Adams, Gerald & Martyn, & Dunning, & Cherif, Abour. (2014). Why Do Students Fail? Faculty's Perspective, Collection of Papers” published by the Higher Learning Commission.
- Mustofa, R. F., Rachmawati, M., & Nuryadin, E. (2022). Relationship between emotional intelligence and self-regulated learning of students in Biology subjects. *International Journal for Educational and Vocational Studies, 4*(1), 64–69.
- O’Connor, P. J., Hill, A., Kaya, M., & Martin, B. (2019). The Measurement of Emotional Intelligence: A Critical Review of the Literature and Recommendations for Researchers and Practitioners. *Frontiers in Psychology, 10*.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01116>
- OECD. (2018). The future of education and skills Education 2030 [Position Statement] [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)
- Petchko, K. (2018). Chapter 13—Data and Methodology. In K. Petchko (Ed.), *How to Write About Economics and Public Policy* (pp. 241–270). Academic Press.
<https://doi.org/10.1016/B978-0-12-813010-0.00013-2>
- Roman, M. (2014). Students’ Failure in Academic Environment. *Procedia - Social and Behavioural Sciences, 114*, 170–177.

- Sahranavard, S., Miri, M. R., & Salehiniya, H. (2018). The relationship between self-regulation and educational performance in students. *Journal of Education and health promotion*, 7, 154. https://doi.org/10.4103/jehp.jehp_93_18
- Salovey and Mayer's Emotional Intelligence Theory*. (2020, December 14). Exploring your mind. <https://exploringyourmind.com/salovey-mayers-emotional-intelligence-theory/>
- Schutt, R. K. (2012). *Investigating the social world: The process and practice of research* (7th ed.). Thousand Oaks, CA: Sage Publications
- Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). The Assessing Emotions Scale. In C. Stough, D. H. Saklofske, & J. D. A. Parker (Eds.), *Assessing emotional intelligence: Theory, research, and applications* (pp. 119–134). Springer Science + Business Media. https://doi.org/10.1007/978-0-387-88370-0_7
- Seifert, K., & Sutton, R. (2009). *Educational Psychology 2nd Edition*.
- Shuy, T. (2010). Self-Regulated Learning. *Teaching Excellence in Adult Learning*, 3, 1–3 [Fact Sheet].
https://lincs.ed.gov/sites/default/files/3_TEAL_Self%20Reg%20Learning.pdf
- Soydaş, E., & Bayraker, E. (2006). Başarısızlık Nedenleri Anketi Sonuç Değerlendirme. Sorgun: Rehberlik ve Araştırma Merkezi.
- Sullivan, G. M., & Feinn, R. (2012). *Using Effect Size—or Why the P Value Is Not Enough*. PubMed Central (PMC). <https://doi.org/10.4300/JGME-D-12-00156.1>
- Tominey, Matthew F. (1995). *Attributional Style as a Predictor of Academic Success for Students with Learning Disabilities and Attention Deficit Disorder in Postsecondary Education*, thesis. Denton, Texas.
(<https://digital.library.unt.edu/ark:/67531/metadc279301/>: accessed December 20, 2022), University of North Texas Libraries, UNT Digital Library, <https://digital.library.unt.edu>.
- Topbaş, S. (1998). Öğrenme gü.lüğü gözlenenler. In S. Eripek(Ed.), *Özel Eğitim*. Eskişehir: Anadolu Üniversitesi Yayınları.
- Voorhis, Carmen & Morgan, Betsy. (2007). Understanding Power and Rules of Thumb for Determining Sample Size. *Tutorials in Quantitative Methods for Psychology*. 3. 10.20982/tqmp.03.2.p043.
- Yeo, L. See, Tan, K. (2012). Attributional Style and Self-Efficacy in Singaporean Adolescents. *Australian Journal of Guidance and Counselling*. 22. 10.1017/jgc.2012.1.

Zarezadeh, Tayebah. (2013). The Effect of Emotional Intelligence in English Language Learning. *Procedia - Social and Behavioral Sciences*. 84.
10.1016/j.sbspro.2013.06.745.

Annex

Table of Variables used in this study		
Emotional intelligence test score (SSEIT)	Independent variable	Value between 33 and 165
Attribution locus of control (Question part a) of attributions questionnaire)	Independent variable	Value between 12 And 84
Attribution stability (Question part b) of attributions questionnaire)	Independent variable	Value between 12 And 84
Dimensions of Attribution Style Score (Question part a and b) average	Independent variable	Value between 12 And 84
Gender (dichotomous, categorical variable)	Independent variable	Male or Female
Average male EI score	Independent variable	Percentage
Average female EI score	Independent variable	Percentage
Total student score per session	Dependent variable	Percentage
Listening/Speaking Course Score per Session	Dependent variable	Percentage
Reading/Writing Course Score per Session	Dependent variable	Percentage
Language Use Course Score per Session	Dependent variable	Percentage

Cover Letter

Dear Students

You are invited to participate in this study; however, you need to be 18 years of age or older! In this study, you will be asked for some information:

- Demographic information
- Information about your most recent academic performance: Scores for listening speaking, the score for reading/writing, the score for language, use and your final overall score.
- The 1st survey asks about how you would deal with different situations in your life.
- The 2nd survey asks about how you may view different experiences that may happen during your studies.

Please note: There are NO correct, perfect answers in the surveys. You need to answer what applies to you.

Any data you give us will be kept in strict confidence. Only the investigator and their supervising professor will have access to your data. After data is collected, any information that could identify you will be removed.

There are no risks to you in participating in this study. The investigator is Mr. Andrew Wall, and the Supervising Professor is Dr. Vafa Yunusova.

By continuing, you acknowledge that you are participating in the survey by your own choice AND that you are 18 years and older.

Əziz tələbələr,

Sizi bu tədqiqatda iştirak etməyə dəvət edirik, lakin bunun üçün ən azı 18 yaşınız tamam olmalıdır!

Bu tədqiqat zamanı sizdən bəzi məlumatlar istənəcək:

- Demografik məlumat
- Ən sonuncu akademik göstəriciləriniz: dinləmə və danışmaq üçün qiymətləriniz, oxuma/yazı üçün qiymətiniz, Grammatika üçün qiymətiniz və yekun qiymətiniz.
- 1-ci sorğuda həyatda müxtəlif situasiyalarda necə davranacağınız barədə suallar verilir.
- 2-ci sorğuda oxuduğunuz zaman müxtəlif təcrübələri necə görməyiniz barədə suallar verilir.

Zəhmət olmasa nəzərə alın: Sorğuda düzgün, yaxud mükəmməl cavablar yoxdur. Sizə uyğun gələn cavabı verməlisiniz.

Verdiyiniz bütün məlumatlar tam məxfi saxlanılacaq. Məlumatınız yalnız tədqiqatı aparan şəxs və işə rəhbərlik edən professor üçün əlçatan olacaq. Məlumat toplandıqdan sonra sizi tanıma biləcək istənilən məlumat silinəcək.

Bu tədqiqatda iştirak etməyinizdə heç bir risk yoxdur. Tədqiqatı aparan Mr Andrew Wall, işə rəhbərlik edən işə Professor Vəfa Yunusovadır.

Davam etməklə, siz sorğuda iştirakınızı və 18 yaşdan yuxarı olduğunuzu təsdiq edirsiniz.

Attribution Survey Attribusiya Sorğusu

Below, you will find several situations that you may encounter during your studies in EAPP. Aşağıda EAPP-də oxuyarkən qarşılaşa biləcəyiniz bəzi situasiyalar verilmişdir.

1.a You cannot get all the homework done that your instructor assigns you: Müəllimin verdiyi bütün ev tapşırıqlarını yerinə yetirə bilmirsiniz.
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə 7. is Totally due to me/Tamamilə mənə görə
1.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınızı uyğun rəqəmi seçin. 1. Will never again be present/ Bir daha heç vaxt olmayacaq 7. Will always be present/Həmişə olacaq
2. a If you failed a final exam in EAPP, what would the cause be due to? EAPP-də yekun imtahandan kəsilsəniz bunun səbəbi nə olardı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə 7. is Totally due to me/Tamamilə mənə görə
2.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınızı uyğun rəqəmi seçin. 1. Will never again be present/ Bir daha heç vaxt olmayacaq 7. Will always be present/Həmişə olacaq
3.a You show up for a class and find to your surprise that there is quiz you did not know about, what would the cause be? Dərsə gəlibsiz və dərsdə görürsüz ki, quiz var və sizin də bundan xəbəriniz yoxdur. Səbəbi nə olardı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə 7. is Totally due to me/Tamamilə mənə görə

3.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınızı uyğun rəqəmi seçin.

1. Will never again be present/Bir daha heç vaxt olmayacaq
7. Will always be present/Həmişə olacaq

4.a If you were on academic probation, what would the cause be?

Akademik sınaq müddəti verilsəydi sizə, bunun səbəbi nə olardı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə
7. is Totally due to me/Tamamilə mənə görə

4.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınızı uyğun rəqəmi seçin.

1. Will never again be present/ Bir daha heç vaxt olmayacaq
7. Will always be present/Həmişə olacaq

5.a You do not have high enough scores to switch to your desired major, what would the cause be?

İstədiyiniz ixtisas üzrə təhsilinizi davam etdirmək üçün qiymətləriniz yetərincə yüksək deyil, bunun səbəbi nə olardı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə
7. is Totally due to me/Tamamilə mənə görə

5.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. Will never again be present/ Bir daha heç vaxt olmayacaq
7. Will always be present/Həmişə olacaq

6.a You cannot solve a single problem in a set of 20 assigned as homework, what would the cause be?

Ev tapşırığı kimi verilmiş 20 tapşırıqdan heç birini həll edə bilmirsiniz, bunun səbəbi nə olardı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə
7. is Totally due to me/Tamamilə mənə görə

6.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. Will never again be present/ Bir daha heç vaxt olmayacaq 7. Will always be present/Həmişə olacaq
7.a You are dismissed from the university because your scores are too low, what would the main cause be? Qiymətləriniz çox aşağı olduğu üçün universitetdən xaric edilmisiz, bunun əsas səbəbi nə olardı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə 7. is Totally due to me/Tamamilə mənə görə
7.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. Will never again be present/ Bir daha heç vaxt olmayacaq 7. Will always be present/Həmişə olacaq
8.a You cannot get started writing a paper, what would the main cause be? Yazılı tapşırığı yazmağa başlama bilmirsiniz, bunun əsas səbəbi nə olardı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə 7. is Totally due to me/Tamamilə mənə görə
8.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. Will never again be present/ Bir daha heç vaxt olmayacaq 7. Will always be present/Həmişə olacaq
9.a You cannot find a book in the library, what would the main cause be? Kİtabxanada kitab tapa bilmirsiniz, bunun əsas səbəbi nə olardı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin. 1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə 7. is Totally due to me/Tamamilə mənə görə
9.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?
Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. Will never again be present/ Bir daha heç vaxt olmayacaq
7. Will always be present/Həmişə olacaq

10.a The required textbook for a course is unavailable in the school bookstore, what would the main cause be?

Kurs üçün lazım olan dərslik məktəbin kitab mağazasında yoxdur, bunun əsas səbəbi nə olardı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə

7. is Totally due to me/Tamamilə mənə görə

10.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. Will never again be present/ Bir daha heç vaxt olmayacaq

7. Will always be present/Həmişə olacaq

11.a You get a D in a course required for your major, what would the main cause be?
İxtisasınız üçün lazım olan fənn üzrə D almısınız, bunun əsas səbəbi nə olardı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə

7. is Totally due to me/Tamamilə mənə görə

11.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. Will never again be present/ Bir daha heç vaxt olmayacaq

7. Will always be present/Həmişə olacaq

12.a You cannot understand the points a lecturer makes, what would the main cause of this be?
Mühazirədə müəllimin qeyd etdiyi əsas məsələləri başa düşmürsüz, bunun əsas səbəbi nə olardı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. is Totally due to something about other people or circumstances/tamamilə başqa adamlara və ya şəraitə görə

7. is Totally due to me/Tamamilə mənə görə

12.b In the future, will this cause again be present? / Gələcəkdə bu səbəb yenə də mövcud olacaqmı?

Choose a value on a scale from 1 to 7/1-dən 7-yə qədər rəqəmlərin içərisindən cavabınıza uyğun rəqəmi seçin.

1. Will never again be present/ Bir daha heç vaxt olmayacaq

7. Will always be present/Həmişə olacaq

Emotional Intelligence Survey:

The Schutte Self Report Emotional Intelligence Test (SSEIT)
Şatın Özünü Yoxlama Emosional Zəka Testi (SSEİT)

Instructions: Indicate the extent to which each item applies to you using the following scale:
Təlimat: Aşağıdakı şkaladan istifadə etməklə hər bir bəndin sizə nə qədər uyğun olduğunu qeyd edin:

- 1 = strongly disagree (heç razı deyiləm)
- 2 = disagree (razı deyiləm)
- 3 = neither disagree nor agree (nə razıyam, nə də narazı)
- 4 = agree (razıyam)
- 5 = strongly agree (tamamilə razıyam)

1. I know when to speak about my personal problems to others
Öz şəxsi problemlərim haqqında başqalarına nə vaxt danışmaq lazım olduğunu bilirəm
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
Çətinliklərlə üzləşəndə əvvəllər də belə çətinliklərlə üzləşdiyimi və öhdəsindən gəldiyimi yadıma salıram
3. I expect that I will do well on most things I try
Etməyə çalışdığım əksər işləri yaxşı bacaracağımı gözləyirəm
4. Other people find it easy to confide in me
Başqaları mənə asanlıqla güvənə bilirlər
5. I find it hard to understand the non-verbal messages of other people*
Başqa adamların qeyri-verbal mesajlarını başa düşməkdə çətinlik çəkirəm*
6. Some of the major events of my life have led me to re-evaluate what is important and not important
Həyatımda bəzi böyük hadisələr məni nəyin vacib olduğunu, nəyin vacib olmadığını yenidən qiymətləndirməyə vadar edib
7. When my mood changes, I see new possibilities
Əhvalım dəyişəndə yeni imkanlar görürəm
8. Emotions are one of the things that make my life worth living
Emosiyalar həyatıma dəyər qatan şeylər arasındadır
9. I am aware of my emotions as I experience them
Hansı emosiyaları yaşadığımdan xəbərim olur
10. I expect good things to happen
Yaxşı şeylər olacağını gözləyirəm
11. I like to share my emotions with others
Öz emosiyalarımı başqaları ilə bölüşməyi xoşlayıram
12. When I experience a positive emotion, I know how to make it last
Müsbət emosiya yaşayanda onu necə uzunmüddətli etməyi bilirəm
13. I arrange events others enjoy
Başqalarının həzz aldığı tədbirləri hazırlayıram
14. I seek out activities that make me happy
Məni xoşbəxt edəcək fəaliyyətlər axtarıram
15. I am aware of the non-verbal messages I send to others
Başqalarına göndərdiyim qeyri-verbal mesajlardan xəbərim var
16. I present myself in a way that makes a good impression on others
Özümü elə təqdim edirəm ki, başqalarında yaxşı təəssürat yaranır

17. When I am in a positive mood, solving problems is easy for me
Əhvalım müsbət olanda problemləri həll etmək mənə asan gəlir
18. By looking at their facial expressions, I recognize the emotions people are experiencing
İnsanların üz ifadələri baxanda onların yaşadıkları emosiyaları başa düşürəm
19. I know why my emotions change
Emosiyalarımın niyə dəyişdiyini bilirəm
20. When I am in a positive mood, I am able to come up with new ideas
Əhvalım müsbət olanda ağılıma yeni ideyalar gəlir
21. I have control over my emotions
Emosiyalarımı idarə edə bilirəm
22. I easily recognize my emotions as I experience them
Emosiyaları yaşayarkən asanlıqla onları tanıya bilirəm
23. I motivate myself by imagining a good outcome to tasks I take on
Öhdəmə götürdüyüm tapşırıqların yaxşı nəticəsi olacağını təsəvvür edərək özümü həvəsləndirirəm
24. I compliment others when they have done something well
Başqaları nə isə yaxşı bir iş görəndə onları tərifləyirəm
25. I am aware of the non-verbal messages other people send
Başqa insanların göndərdiyi qeyri-verbal mesajlardan xəbərim var
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
Başqa insan həyatında olan bir vacib hadisə haqqında mənə danışanda elə hiss edirəm ki, sanki onu özüm də yaşamışam
27. When I feel a change in emotions, I tend to come up with new ideas
Emosiyaların dəyişdiyini hiss edəndə ağılıma yeni ideyalar gəlir
28. When I am faced with a challenge, I give up because I believe I will fail*
Çətinliklə üzləşəndə tez ruhdan düşürəm, çünki uğursuz olacağıma inanıram
29. I know what other people are feeling just by looking at them
Başqa insanlara sadəcə baxmaqla onların nə hiss etdiklərini anlayıram
30. I help other people feel better when they are down
Başqaları özlərini pis hiss edəndə onlara özlərini yaxşı hiss etməkdə kömək edirəm
31. I use good moods to help myself keep trying in the face of obstacles
Çətinliklərlə üzləşərkən yaxşı əhval ruhiyyədən istifadə etməklə özümə kömək edirəm
32. I can tell how people are feeling by listening to the tone of their voice
İnsanların səs tonuna qulaq asmaqla onların özlərini necə hiss etdiklərini deyə bilirəm
33. It is difficult for me to understand why people feel the way they do*
İnsanların özlərini nə üçün bu və ya digər şəkildə hiss etmələrini başa düşməkdə çətinlik çəkirəm

Statistical Data Generated in This Study

Failure Rates for EAPP Students from 2017 to 2021.

Year	Enrolled	Went to summer School	Return for 2nd year	Total Failed	% Failed
2017	284	33	19	52	18.3%
2018	411	43	42	85	20.6%
2019	387	36	17	53	13.6%
2020	274	23	19	42	15.3%
2021	273	30	8	38	13.9%

Students Falling Below Mean for Session 4, May 2022

Session	Mean	Enrolled	Below Mean	% Below Mean
Session 4	82.53%	153	74	48.36%
Summer school	76.84%	15	9	60%

Gender of participants

	N	%
female	34	65.4%
male	18	34.6%

SSEIT reliability statistics

Cronbach's Alpha	N of Items
.747	33

*Attributions locus of control
reliability statistics*

Cronbach's	
Alpha	N of Items
.779	12

*Attributions stability of
attributions reliability
statistics*

Cronbach's	
Alpha	N of Items
.906	12

Descriptive Statistics for Female Students

	N	Range	Minimum	Maximum	Mean	Std. Deviation
L/S Score	34	23.01	72.50	95.51	86.19	6.03
R/W Score	34	29.26	67.00	96.26	86.67	5.46
L/U Score	34	42.92	54.00	96.92	84.94	8.13
SSEIT Score	34	44	103	147	125.15	11.59
DOAS Score	34	56.0	19.5	75.5	43.574	11.98
Valid N (listwise)	34					

Descriptive Statistics for Male Students

	N	Range	Minimum	Maximum	Mean	Std. Deviation
L/S Score	18	30.09	67.42	97.51	84.14	7.45
R/W Score	18	28.50	70.50	99.00	85.24	7.14
L/U Score	18	30.15	66.75	96.90	84.47	8.83
SSEIT Score	18	37	104	141	117.39	10.52
DOAS Score	18	35.0	26.0	61.0	45.33	7.88
Valid N (listwise)	18					

Pearson Correlation of L/U Score Against SSEIT Score

Selecting for All Students

		L/U Score	SSEIT Score
L/U Score	Pearson	1	.296*
	Correlation		
	Sig. (2-tailed)		.033
N		52	52
SSEIT Score	Pearson	.296*	1
	Correlation		
	Sig. (2-tailed)	.033	
N		52	52

*. Correlation is significant at the 0.05 level (2-tailed).

Pearson Correlation of L/U Score Against SSEIT Score

		SSEIT TOT	DOAS Score
Pearson Correlation	L/U Score	.603	-.150
	SSEIT Score	1.000	-.149
	DOAS Score	-.149	1.000
Sig. (1-tailed)	L/U Score	.004	.276
	SSEIT Score	.	.278
	DOAS Score	.278	.
N	L/U Score	18	18
	SSEIT Score	18	18
	DOAS Score	18	18

Male students selected by dichotomous variable for gender

Multiple Regression Model Summary^a

Model R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
				R Square Change	F Change	df1	df2	Sig. F Change	
1	.606 ^b	.37	.28	7.48	.367	4.35	2	15	.03
2	.603 ^c	.36	.32	7.27	-.004	.08	1	15	.77

a. GCat = 1.00 (male students)

b. Predictors: (Constant), Attribution Score, SSEIT Score

c. Predictors: (Constant), SSEIT Score

ANOVA^{a,b}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	486.88	2	243.44	4.35	.03 ^c
	Residual	839.68	15	55.98		
	Total	1326.56	17			
2	Regression	481.93	1	481.93	9.13	.008 ^d
	Residual	844.63	16	52.79		
	Total	1326.56	17			

a. GCat = 1.00

b. Dependent Variable: L/U Score

c. Predictors: (Constant), Attribution Score, SSEIT Score

d. Predictors: (Constant), SSEIT Score

Multiple Linear Regression Coefficients^{a,b}

Model	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	
1 (Constant)	29.08	24.47		1.19	.25
SSEIT Score	.499	.17	.59	2.86	.01
DOAS Score	-.07	.23	-.06	-.297	.77
2 (Constant)	25.04	19.7		1.27	.22
SSEIT Score	.51	.17	.60	3.02	.008

a. GCat = 1.00

b. Dependent Variable: L/U Score