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SOCIOLOGICAL STUDY OF THE RELATIONSHIP BETWEEN RELIGIOSITY AND RESPONSIBILITY: ON THE EXAMPLE OF THE YOUTH AUDIENCE IN ALMATY

It is essential to understand the influence of religious beliefs on student behavior in an educational environment characterized by cultural diversity. This study examines the relationship between students' sense of responsibility and their religiosity. The stated purpose of the study will be aimed at identifying the relationship between religiosity and responsibility of student youth. In particular, the possibility of internal and external religious orientation and influence on the behavior of young people is considered. In turn, it is through scientific and practical research that new imperial results are presented.

As part of this study, a total of 164 students were surveyed using a structured survey. In order to collect digital information, the level of responsibility, internal and external religious orientation of students were considered. As part of the data analysis, they analyzed problems using the Pearson coefficient to determine any possible relationships between the variables under study. In addition, an internal matching scale was evaluated using the Cronbach alpha test to ensure the reliability of measurements.

The internal coherence of the student responsibility scale is assessed as very high, as evidenced by Cronbach's Alpha coefficient of 0.782. The internal ($\alpha = 0.812$) and external ($\alpha = 0.673$) scales for measuring religious orientation were respectively. The results of the analysis showed a weak positive correlation between student responsibility and internal ($r = 0.428$) average and external ($r = 0.152$) religiosity. The results show a positive correlation between student orientation and religious responsibility. The internal religious orientation shows a somewhat stronger correlation with the tasks of the student than the external orientation. The results of the study indicate the need for further study of this connection in various situations. It should be noted that internal religious beliefs can significantly affect the responsible behavior of students.

The results of the study will allow us to understand the behavior of students in higher educational institutions and develop various youth policy programs. At the same time, the conclusions of the study are of practical importance in the formation of Social Responsibility and personality development of young people.

Keywords: the student's responsibility, religious orientation, internal religious orientation, external religious orientation, sociological research.

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Діндарлық пен жауапкершіліктің байланысын әлеуметтік зерттеу: Алматыдағы жастар аудиториясы мысалында

Діни нанымдардың мәдени әртүрлілікпен сипатталатын білім беру ортасындағы оқушылардың мінез-құлқына әсерін түсіну үшін өте маңызды. Бұл зерттеу оқушылардың жауапкершілік сезімі мен олардың діндарлығы арасындағы байланысты қарастырады. Зерттеудің алға қойған мақсаты студент жастардың діндарлығы мен жауапкершілігі арасындағы байланысты анықтауға бағытталады. Нақтылап айтқанда ішкі және сыртқы діни ориентация мен жастардың мінез-құлқына әсер ету ықтималдылығы қарастырылады. Өз кезегінде бұл ғылыми-практикалық зерттеулер арқылы жаңа эмпирикалық нәтижелер ұсыналы.

Осы зерттеу шеңберінде құрылымдық сауалнаманы қолдана отырып, барлығы 164 студентке сауалнама жүргізілді. Сандық ақпарат жинау мақсатында, студенттердің жауапкершілік деңгейін, ішкі және сыртқы діни бағдары қарастырылды. Деректерді талдау шеңберінде олар зерттелетін айнымалылар арасындағы кез-келген ықтимал қатынастарды анықтау үшін Пирсон коэффициентін қолдана отырып есептерге талдау жасалды. Сонымен қатар өлшеулердің

німділігін қамтамасыз ету үшін кронбах альфа тестін қолдана отырып, ішкі сәйкестік шкаласы бағаланды.

Оқушылардың жауапкершілік шкаласының ішкі үйлесімділігі өте жоғары деп бағаланды, мұны кронбахтың 0,782 альфа коэффициенті көрсетеді. Діни бағдарды өлшеудің ішкі ($\alpha = 0,812$) және сыртқы ($\alpha = 0,673$) шкалалары сәйкесінше болды. Талдау нәтижелері студенттердің жауапкершілігі мен ішкі ($r = 0,428$) орташа және сыртқы ($r = 0,152$) діндарлық арасындағы әлсіз оң корреляцияны көрсетті. Нәтижелер студенттік бағдар мен діни жауапкершілік арасындағы оң корреляцияны көрсетеді. Ішкі діни бағдар сыртқы бағдарға қарағанда студенттің міндеттерімен біршама күшті корреляцияны көрсетеді. Зерттеу нәтижелері әртүрлі жағдайларда осы байланысты одан әрі зерттеу қажеттілігін көрсетеді. Айта кету керек, ішкі діни нанымдар оқушылардың жауапты мінез-құлқына айтарлықтай әсер етуі мүмкін.

Зерттеу барысында алынған нәтижелер жоғарғы оқу орындарындағы студенттердің мінез-құлқын түсінуге дәне әртүрлі жастар саясаты бойынша бағдарламалар әзірлеуге мүмкіндік берді. Сонымен қатар зерттеудің тұжырымдары жастардың мінез құлқы мен тұлғалық дамуын және әлеуметтік жауапкершілігін қалыптастыруда практикалық маңызға ие.

Түйін сөздер: студенттің жауапкершілігі, діни бағдар, ішкі діни бағдар, сыртқы діни бағдар, әлеуметтік зерттеу.

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Социологическое исследование взаимосвязи религиозности и ответственности: на примере молодежной аудитории в Алматы

Очень важно понимать влияние религиозных убеждений на поведение учащихся в образовательной среде, характеризующейся культурным разнообразием. В этом исследовании рассматривается связь между чувством ответственности учащихся и их религиозностью. Цель исследования будет направлена на выявление взаимосвязи между религиозностью и ответственностью студенческой молодежи. В частности, рассматривается внутренняя и внешняя религиозная ориентация и вероятность влияния на характер молодежи. В свою очередь, благодаря этим научно-практическим исследованиям предлагаются новые эмпирические результаты.

В рамках этого исследования было опрошено 164 студента с использованием структурированного опроса. В целях сбора количественной информации был рассмотрен уровень ответственности студентов, внутренняя и внешняя религиозная ориентация. В рамках анализа данных они анализировали задачи с использованием коэффициента Пирсона для определения любых возможных отношений между исследуемыми переменными. Кроме того, была оценена внутренняя шкала соответствия с использованием альфа-теста Кронбаха для обеспечения надежности измерений.

Внутренняя согласованность шкалы ответственности учащихся оценивается как очень высокая, о чем свидетельствует коэффициент 0,782 альфа Кронбаха. Внутренняя ($\alpha = 0,812$) и внешняя ($\alpha = 0,673$) шкалы измерения религиозной ориентации были соответственно. Результаты анализа показали слабую положительную корреляцию между ответственностью студентов и внутренней ($r = 0,428$) средней и внешней ($r = 0,152$) религиозностью. Результаты показывают положительную корреляцию между студенческой ориентацией и религиозной ответственностью. Внутренняя религиозная ориентация показывает более сильную корреляцию с обязанностями студента, чем внешняя ориентация. Результаты исследования подчеркивают необходимость дальнейшего изучения этой связи в различных ситуациях. Следует отметить, что внутренние религиозные убеждения могут существенно повлиять на ответственное поведение учащихся.

Полученные в ходе исследования результаты позволяют понять поведение студентов в высших учебных заведениях и разработать программы по разнообразной молодежной политике. Кроме того, выводы исследования имеют практическое значение в формировании поведения и личностного развития и социальной ответственности молодежи.

Ключевые слова: ответственность студента, религиозная ориентация, внутренняя религиозная ориентация, внешняя религиозная ориентация, социологическое исследование.

Introduction

The study of the interaction between individual belief systems and behavioral outcomes in the context of education is considered an important area of psychological and pedagogical research. Religious orientation is an aspect of personal belief systems, which is expressed not only in the formation of identity and ethical principles, but also in the expression of behavior, including academic responsibility. In such a country as Kazakhstan, where religious and cultural traditions have deep roots, the study of the influence of religious beliefs on academic performance is relevant and necessary. The purpose of this study is to provide valuable information about the relationship between religion and education in a context where traditional values and modern educational requirements often contradict each other. The main attention is paid to students of the Kazakh National Pedagogical University for girls in Almaty.

The influence of religious beliefs on overall behavioral outcomes has often been the subject of research. However, relatively little attention has been paid to understanding how these beliefs manifest themselves in a particular form of academic behavior, for example in the context of Student Responsibility in different cultural environments. This study bridges the aforementioned gap in literature by examining the correlation between an individual's internal and external religious orientation and the level of responsibility in an academic context. This study aims to identify the effects of religious orientation on behavior in educational contexts. Object of the study: establishing the relationship between the internal and external religious orientation of students and the level of their responsibility. The main object of the study was the Kazakh National Women's teacher training University. The purpose of this study is to identify and analyze the relationship between religious orientation and various aspects of Student Responsibility. To achieve the goal, it is necessary to measure the strength of the relationship and assess the reliability of the structures used.

The hypothesis suggests that the internal religious orientation of students may be closely related to the external, not situational, sense of its responsibility.

Literature review

This study helps to better understand how individual belief systems, in particular religious orientation, influence student behavior in an academic context. The results provide empirical data for the

development of educational strategies and the development of student support services, especially in the context of cultural and religious diversity.

A significant part of the research was devoted to the study of the influence of religious movements on the development of motivation and the acquisition of health-related skills by students. Turner-Musa and Wilson found that religious African American college students were more likely to have behaviors that positively affect their physical and mental health (Turner-Musa, 2006). This conclusion is consistent with the conclusions proposed by Buzdar (2020). The researcher noted the potential of an internal religious orientation to reduce the risks associated with riots in social networks, thereby emphasizing the role of spiritual obligations in protecting people from harmful behavior.

Another research group studied the influence of religious beliefs on the formation of socially oriented actions. In particular, the influence of religious orientation on professional social behavior was analyzed. The relationship between orientation and behavior and inner Trust revealed. Omega P. D. and N. Jaja showed a positive correlation between religious orientation and hope among young students (Omega, 2020). The results show that religious learning can help develop values such as empathy, willingness to help, and charity. This suggests that religious content can promote social cohesion and mutual support among students.

The importance of the College in the formation of religious beliefs, as well as personal views of students, can be called significant. Research by Ooi, Rabbani, Yahya and Siau explores the relationship between religious orientation, coping strategies and suicidal behavior in Malaysian adolescents and college students (Ooi, 2023). The study found that high school-age adolescents were significantly more likely to experience suicidal thoughts compared to college students. In addition, prevention strategies to avoid difficulties are closely related to increased suicidal tendencies.

Modern research is increasingly focusing on the study of the interdependence between religious beliefs and students' emotional intelligence. Tajabadi proved that external and internal religious orientation have a significant impact on the components of emotional intelligence. It involves the complex interaction between religious beliefs and emotional regulation (Tajabadi, 2017). These results show that religious organizations can influence students' perception and management of emotions. As a result, these factors can negatively affect social interaction and psychological well-being.

Among domestic researchers are R. Rashimbetov's "Sharia motivation in a secular country: an empirical study among young people in Kazakhstan" (Rashimbetov, 2024), "Adapting Religious Orientation Scales for Muslim Contexts: theoretical review" (Gilimbek, 2024) and "Religious orientations on attitude towards a secular state: Case of Evangelical Lutheran Churches in north regions of Kazakhstan" his research is aimed at studying the relationship of religious orientation among young people with various social and political phenomena (Mazhiyev, 2024). In this study, R. Rashimbetov and his colleague demonstrate the existence of a correlation between youth in the Kazakh context of religious orientation and adapt the scale of research necessary for the Society of Kazakhstan. In turn, these studies create a theoretical and practical premise for our article.

A review of the existing literature shows that religious beliefs and practices have a strong impact on students' daily lives. This effect is manifested in a number of areas, such as behavior, the formation of social relations, emotional intelligence and the level of participation in public activities. The results presented show the fundamental importance of religious beliefs and practices. Such factors affect both human behavior and the broad social structure of the education system. Thus, for those engaged in educational, academic and political activities, it is very important to take into account the influence of religious ideologies and traditions. Only thanks to this approach can inclusive and supportive educational institutions be created that meet the different requirements of students.

Materials and methods

The purpose of this study was to study the relationship between student responsibility and religious orientation among students of the Kazakh National Women's teacher training University in Almaty. The study was conducted between May 9, 2024 and April 25, 2025 with the participation of 164 students. The participants were asked to respond via Google form. The study was carried out exclusively with students, which contributed to the targeted demographic analysis of the trends of a particular group at the university level. The aforementioned model was chosen as an illustration to convey the views of university students about their religious orientation and feelings of personal and academic responsibility.

As part of this study, a structured survey tool was developed to collect data on the responsibility

and religious orientation of students. The survey covered three main areas: demography, questions related to students' conscious responsibilities, and questions related to their internal and external religious orientation.

The next section asks for the main demographics, including age and gender. To assess the responsibility of students, five questions were included in the questionnaire, which allowed to evaluate various aspects of this concept. In this regard, the following factors were taken into account: commitment to study, participation in teaching activities, compliance with university rules, as well as general participation in the implementation of academic assignments (Hsu et al., 2014).

In this study, the definition of religious orientation is based on the theory of G. Allport (Allport, 1966). This theory distinguishes two types of religious orientation: internal religious orientation and external religious orientation (1967). Internal religious orientation includes personal obligations and internal religious motives. On the contrary, external religious orientation is formed under the influence of social and external factors affecting religious experience.

To evaluate the answers, the Likert scale was used, the answers of which were rated from one (absolutely disagree) to five (fully agree), which was the basis for quantitative analysis of the data.

To study the relationship between the level of responsibility of students and their religious orientation, statistical software was used to calculate Pearson's correlation coefficients. In addition, Cronbach's Alpha was defined for each scale to assess its internal consistency.

The methodology presented here provides a structural framework for quantifying and explaining the relationship between different aspects of religious orientation and the degree of responsibility that students present in the academic environment.

Results and discussion

From the collected data, it can be concluded on a full basis that the vast majority of respondents are people between the ages of 19 and 24, which indicates that the survey mainly covered the views and habits of traditional college students. Importantly, a significant part of the respondents are 18 years old, which indicates that many young students studied at the university level. People who belong to the age groups 25-35 and 35-50 are insufficiently represented in this study and make up only a small percentage of the overall sample.

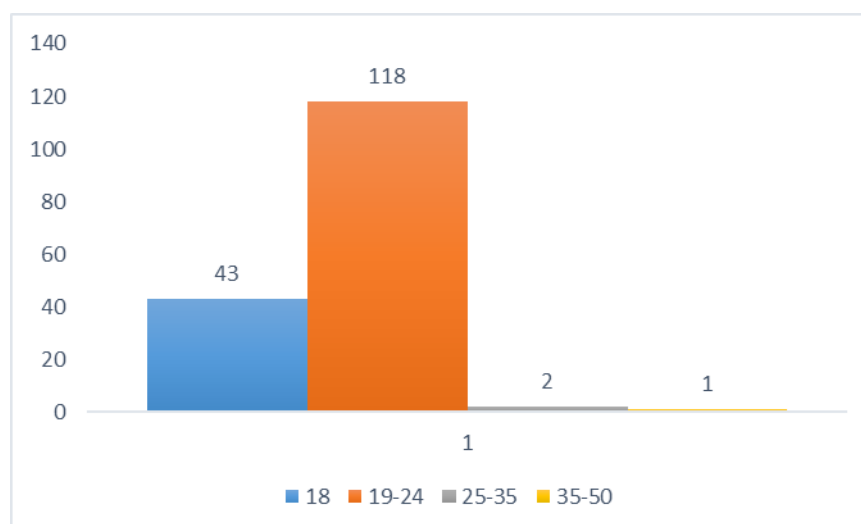


Figure 1 – Demographic statistic (age)

The internal consistency of the scales was estimated using Cronbach's Alpha factor. It was found that the scale used to measure student responsibility shows a reliable internal correspondence with an alpha factor of 0.784. As for the scale that measures internal religious orientation, it is possible to determine a high level of stability with an alpha factor of 0.812. In addition, the scale measuring external religious orientation showed average reliability with an alpha factor of 0.673. The above values confirm the idea that measuring the scale in relation to the responsibility of students corresponds to the goals set. As for the scale of internal religious orientation, it is obvious that further refinement is needed to increase the reliability of its results.

The result of the correlation analysis was determined using Pearson's correlation formula. Analysis of Pearson's correlation coefficient ($r = 0.428$) showed that the relationship between the level of responsibility of students and their inner religious orientation shows a moderately strong, positive correlation. Thus, we can conclude that students who are enthusiastic about their religious beliefs show a somewhat higher level of responsibility.

In addition, an equally weak correlation was found between the level of responsibility of students and their external religious orientation ($r = 0.152$). This shows a moderate but positive correlation between external aspects of religious experience and student responsibility.

The survey of students provided valuable information about their reading habits, participation

in various activities and religious orientation. The results of the study revealed a number of important trends and behaviors that contribute to a deeper understanding of the large-scale consequences for educational and religious institutions.

Most of the students surveyed said that they devote a lot of time and attention to their academic classes. Many of them reported engaging in high-consistency learning activities, which indicates that they prioritize learning and demonstrate a significant level of commitment and prioritize academic activity among students. However, a small number of respondents indicated a potential area of academic support and intervention (Figure 2).

The responses showed different levels of participation in the events, with a large number of students actively participating in some cases. While some students show a high level of activity, a significant number of students show a low level of activity. This may indicate a lack of interest or a lack of opportunities that correspond to their interests or schedule (Figure 3).

As for the issues of religious orientation and social aspects, it was clear that a significant number of students were interested in a deeper acquaintance with the dogmas of their religion, which indicates that the inclusion of religious education can be a valuable element of their general educational experience. Such intrinsic motivation can be reinforced by implementing more comprehensive programs for the study of religion or by promoting participation in religious activities that promote intellectual growth (Figure 4.)

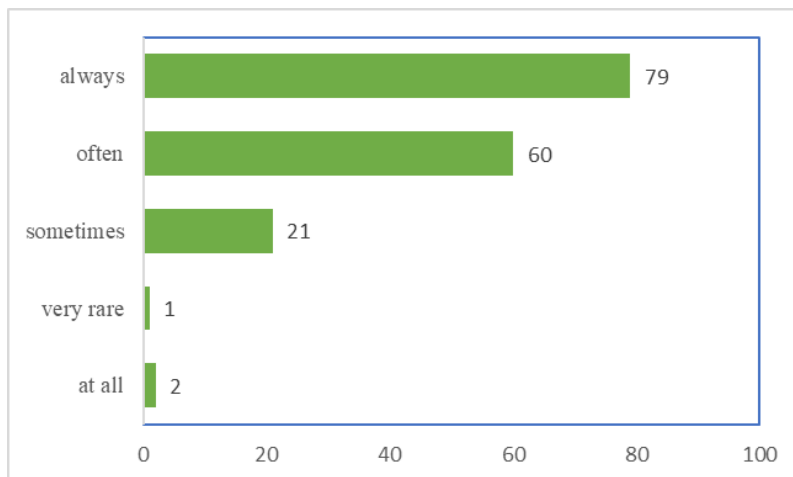


Figure 2 – Level of attention to study

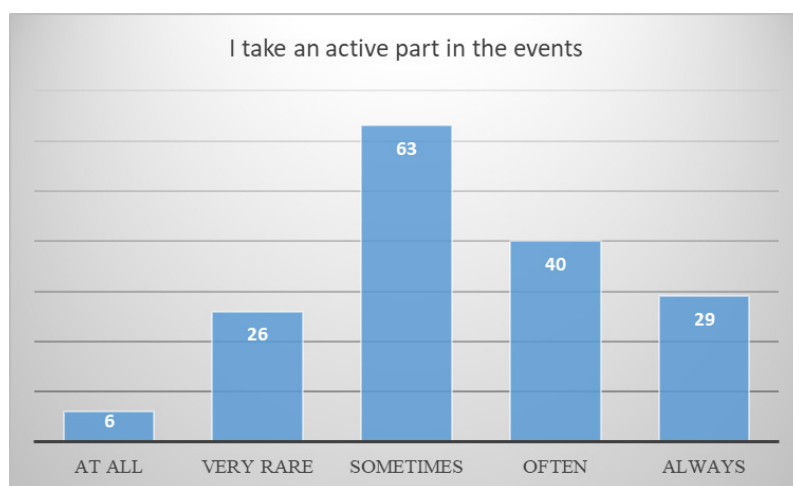


Figure 3 – Activity of participation in events

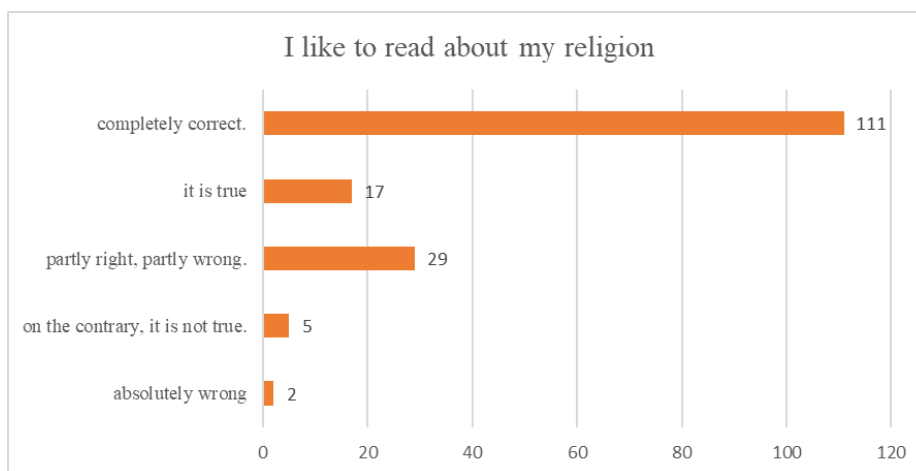


Figure 4 – The level of interest in reading about their religion
(an indicator of internal religious orientation)

There was significantly less desire to visit places of worship, mainly for the purpose of social interaction. This shows that students' religious experience is largely determined by their personal beliefs and spiritual commitment, as opposed to social incentives. These results provide insight into how

religious institutions contribute to the formation of communities and encourage individual participation in these communities. It emphasizes the importance of individual spiritual development as an integral component of religious rituals and does not limit its sphere to only public activity (Figure 5).

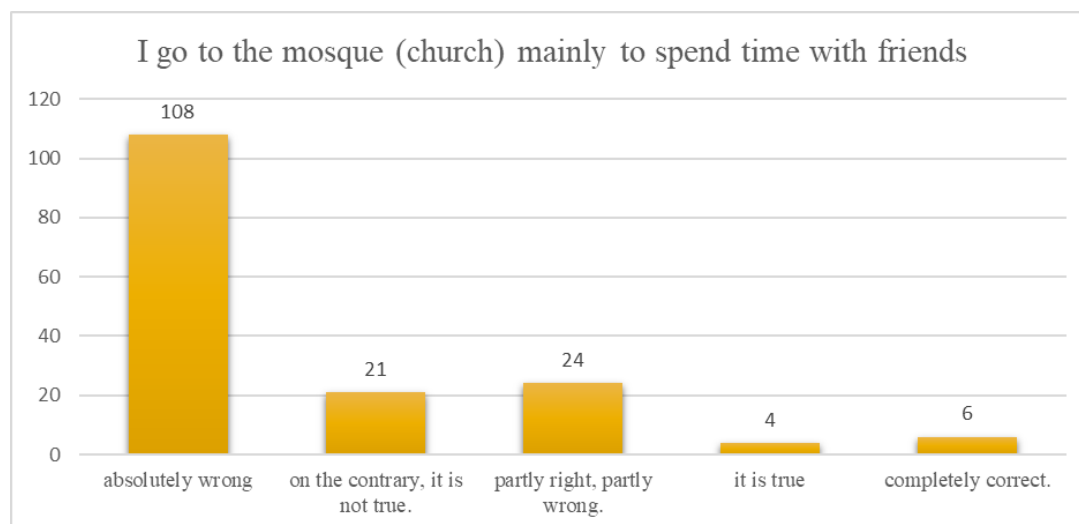


Figure 5 – The level of visits to the mosque (church) to spend time with friends (an indicator of external religious orientation)

In general, people between the ages of 19 and 24 can be considered a demographic representative of university students. Thus, we can conclude that the data obtained are of particular importance for the life and experience of students. The presence of 18-year-old respondents may indicate that they are in the early stages of college education or participate in preparatory programs.

In addition, the results of this study allow us to deeply understand the relationship between student responsibility and religious orientation among students of the Kazakh National Women's teacher training University in Almaty. Cronbach's Alpha coefficient and Pearson's correlation coefficients provide a basis for discussing the relationship between the internal consistency of the scales used and the structures measured.

Cronbach's Alpha coefficient ($\alpha=0.782$), an indicator of internal consistency, shows a reliable correlation between the points of the scale and different aspects of Student Responsibility. In contrast, the internal religious orientation scale showed high reliability ($\alpha=0.812$), while the external religious orientation scale showed moderate reliability ($\alpha=0.673$),

but remained within normal limits. Low alpha values for religious orientation scales may mean that structures are more complex in nature, or that elements may not be so compatible when measuring a single key factor. Such inconsistencies may also indicate different approaches to the interpretation of religious beliefs and interaction with them in terms of internal and external manifestations.

The results of the conducted correlation analysis showed the presence of a weak positive correlation between the level of responsibility of students and their internal beliefs. The correlation analysis showed a relatively weak positive correlation between the level of responsibility of students and their internal beliefs with a moderately strong positive correlation ($r=0.428$), as well as their external religious orientation ($R=0.152$). The results show that there is a correlation between students' religious orientation and their ability to act responsibly.

A significant correlation between internal religious orientations and responsible behavior of schoolchildren indicates that the religious beliefs learned by a person have a greater impact on their responsible actions in an academic environment

than on external, socially justified religious actions. Thus, it can be assumed that students whose religious beliefs are firmly embedded in their personality tend to fulfill their obligations both personally and academically. This conclusion is explained by the moral and ethical principles underlying their religion. In this context, studies conducted by Hsu and his colleagues were Published (Hsu, 2014). The main focus of the study was to study the relationship between religious orientations and different forms of behavior and self-control. The above results support the assumption that a person's religious attitudes affect their sense of personal responsibility. However, it is important to note that these studies also show significant correlations when differences in cultural or demographic contexts or different "responsibility" measures are taken into account. The findings of Safavi and his colleagues that show a positive correlation between different aspects of external religious orientation and quality of life are supported by our study, which also found a correlation with the responsibility of students (Safavi, 2019). However, the correlation observed in the context of this study cannot be considered representative and therefore requires further study, taking into account the cultural context and personal value system in Kazakhstan. In his study on the influence of religious beliefs on ethical decision-making in business life, Ibrahim (Ibrahim, 2008) concluded that religious orientation can have a significant impact on people's professional and ethical behavior. These findings are consistent with previous assertions that ethical behavior, such as student responsibility, is compatible with religious orientation. These findings suggest that religious influence has a broad impact on human behavior and the decision-making process in many contexts and environments.

Although relationships are considered relatively weak in this study, the various elements of religiosity are key to understanding how they interact with student behavior in an academic context. When developing curricula for the responsible education of students, it is recommended that educational institutions, especially those located in societies with different religious populations, take these factors into account. For example, encouraging students to openly and consciously present their beliefs can be an effective way to develop intrinsic motivation and responsible behavior. It should be noted that the study is limited to a relatively small sample of one university, which may not be representative of the entire university population. At the same time, it should be recognized that the sample may not cover

various educational and cultural contexts, and the average reliability of the scales of religious orientation allows us to draw conclusions about the feasibility of additional optimization of these indicators. For future research, it would be useful to explore these aspects in different contexts and patterns, allowing a deeper understanding of the difficulties associated with the influence of religiosity on student behavior. In addition, qualitative research can help identify the causes of this controlled relationship.

Conclusion

This study is designed to identify a complex relationship between the responsibility of students and the religious orientation of students of the Kazakh National pedagogical women's University. By conducting comprehensive research on internal and external religious orientation using the alpha correlation coefficients of Cronbach and Pearson, it was possible to determine the relationship between the responsibility of students and their performance in an academic context.

The high reliability of the measurement is also confirmed by the high Cronbach's Alpha coefficient for the student responsibility scale. Thus, the different aspects of responsibility evaluated in this study are adequately represented by students. However, average values on the religiosity scale reflect the complexity of religious beliefs and practices. This suggests that these indicators still require further development to cover the entire spectrum of religious orientations.

Correlation analysis shows a weak positive relationship between the level of responsibility of students and their internal and external religious orientation. The results show an important correlation between religious beliefs and conscious responsibility. However, the magnitude of the correlation coefficients is not sufficient to justify the assumption of a direct cause-effect relationship. A moderately strong correlation with internal religious orientation indicates that individual beliefs, even without religious practices, have a greater impact on student behavior.

This study included the question of the extent to which private and public religious practices influence students' behavior and attitudes in the context of Higher Education. He cited the potential impact of individual religious beliefs on academic responsibility, but the exact cause remains unknown and highlights the complexity of measuring religious orientation in different educational contexts.

In future studies, attention should be paid to deepening these findings. For this, it is necessary to study said relationships in different cultural and pedagogical contexts. In addition, it is necessary to discuss the adjustment of measurement scales in order to better reflect the nuances of religious orientation. In addition, a qualitative research method can contribute to deepening the results by providing a detailed understanding of students' personal religious experience and motivation and providing a

complete understanding of the impact of religion on educational outcomes.

The constant study of these dynamics allows teachers and politicians to better understand the relationship between religion and education and to develop measures that respect and encourage the religious orientation of students and promote the development of educational communities that are characterized by a sense of responsibility and dedication.

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Келіп түсті: 10 маусым 2025 жыл
Қабылданды: 02 желтоқсан 2025 жыл