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EMOTIONAL WELL-BEING OF STUDENT YOUTH IN KAZAKHSTAN: SOCIO-PSYCHOLOGICAL VERIFICATION IN A CROSS-CULTURAL CONTEXT

In the conditions of globalization and intensification of academic mobility, the problem of students' emotional well-being acquires special significance and relevance, especially in the multicultural educational environment of Kazakhstan. Emotional well-being, as an integral indicator of the psychological state of personality, is closely related to the quality of adaptation, the level of social support, cultural attitudes and interpersonal communications. The purpose of the present study is socio-psychological verification of the construct of emotional well-being taking into account the cross-cultural aspect on a sample of Kazakhstani and foreign students. The scientific novelty of the work lies in the identification of socio-cultural factors determining the level of emotional well-being, as well as in the empirical comparison of indicators between different ethnic groups. The study involved 227 respondents – Kazakhstani and foreign students. A comprehensive empirical diagnosis was implemented using six valid methods aimed at assessing affective states, strategies of emotional regulation, self-efficacy in the sphere of emotions, level of depression, anxiety and stress, as well as perception of social support and cultural orientations. Methodology included the use of standardized scales as well as statistical methods of analysis. The results showed that the emotional well-being of international students depends to a greater extent on the level of cultural adaptation and the quality of social support. The obtained data have high theoretical and practical significance: they can be applied in the development of psychological assistance programs and adaptation trainings for students. The work contributes to the development of cross-cultural and educational psychology, actualizing the problem of stability of emotional state in a multicultural environment.

Keywords: emotional well-being, cross-cultural study, students, social-psychological verification, predictors.

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Қазақстандағы студент жастардың эмоционалдық әл-ауқаты: кросс-мәдени контекстінде әлеуметтік-психологиялық тексеру

Жаһандану және академиялық ұтқырлықтың күшеюі жағдайында студенттердің эмоционалдық әл-ауқаты мәселесі, әсіресе Қазақстанның көпмәдениетті білім беру ортасында ерекше маңызды және өзекті болып табылады. Эмоциялық салауаттылық жеке тұлғаның психологиялық жай-күйінің интегралды көрсеткіші ретінде бейімделу сапасымен, әлеуметтік қолдау деңгейімен, мәдени қатынаспен және тұлғааралық қарым-қатынаспен тығыз байланысты. Бұл зерттеудің мақсаты – қазақстандық және шетелдік студенттердің үлгісі бойынша мәдениетаралық аспектіні ескере отырып, эмоционалдық салауаттылық құрылымын әлеуметтік-психологиялық тексеру. Жұмыстың ғылыми жаңалығы эмоционалдық әл-ауқат деңгейін анықтайтын әлеуметтік-мәдени факторларды анықтауда, сондай-ақ әртүрлі этникалық топтар арасындағы көрсеткіштерді эмпирикалық түрде салыстыруда. Зерттеуге 227 респондент – қазақстандық және шетелдік студенттер қатысты. Кешенді эмпирикалық диагностика аффективтік күйлерді, эмоционалды реттеу стратегияларын, эмоциялар саласындағы өзіндік тиімділікті, депрессия, алаңдаушылық және стресс деңгейін, сондай-ақ әлеуметтік қолдау мен мәдени бағдарларды қабылдауды бағалауға бағытталған алты жарамды әдісті қолдану арқылы жүзеге асырылды. Әдістеме стандартталған шкалаларды және талдаудың статистикалық әдістерін қолдануды қамтиды. Нәтижелер шетелдік студенттердің эмоционалдық әл-ауқаты көп жағдайда мәдени бейімделу деңгейіне және әлеуметтік қолдау сапасына байланысты екенін көрсетті. Алынған мәліметтердің

және практикалық маңызы бар: оларды психологиялық көмек бағдарламаларын әзірлеуде және студенттерге бейімделу тренингінде пайдалануға болады. Жұмыс көпмәдениетті ортадағы эмоционалды жағдайдың тұрақтылығы мәселесін өзекті ете отырып, мәдениетаралық және білім беру психологиясының дамуына ықпал етеді.

Түйін сөздер: эмоционалдық салауаттылық, мәдениетаралық зерттеу, студенттер, әлеуметтік-психологиялық тексеру, предикторлар.

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Эмоциональное благополучие студенческой молодежи в Казахстане: социально-психологическая верификация в кросс-культурном контексте

В условиях глобализации и интенсификации академической мобильности проблема эмоционального благополучия студентов приобретает особую значимость и актуальность, особенно в мультикультурной образовательной среде Казахстана. Эмоциональное благополучие, как интегральный показатель психологического состояния личности, тесно связано с качеством адаптации, уровнем социальной поддержки, культурными установками и межличностными коммуникациями. Целью настоящего исследования является социально-психологическая верификация конструкта эмоционального благополучия с учетом кросс-культурного аспекта на выборке казахстанских и иностранных студентов. Научная новизна работы заключается в выявлении социокультурных факторов, детерминирующих уровень эмоционального благополучия, а также в эмпирическом сопоставлении показателей между различными этническими группами. В исследовании приняли участие 227 респондентов – казахстанские и иностранные студенты. Была реализована комплексная эмпирическая диагностика с использованием шести валидных методик, направленных на оценку аффективных состояний, стратегий эмоциональной регуляции, самоэффективности в сфере эмоций, уровня депрессии, тревоги и стресса, а также восприятия социальной поддержки и культурных ориентаций. Методология включает использование стандартизированных шкал, а также статистических методов анализа. Результаты показали, что эмоциональное благополучие иностранных студентов в большей степени зависит от уровня культурной адаптации и качества социальной поддержки. Полученные данные обладают высокой теоретической и практической значимостью: они могут быть применены в разработке программ психологической помощи и адаптационных тренингов для студентов. Работа вносит вклад в развитие кросс-культурной и образовательной психологии, актуализируя проблему устойчивости эмоционального состояния в мультикультурной среде.

Ключевые слова: эмоциональное благополучие, кросс-культурное исследование, студенты, социально-психологическая верификация, предикторы.

Introduction

In the modern world, which is characterized by intensive digitalization, globalization, uncertainty, growth of cross-cultural interaction and academic mobility among students, the educational space of Kazakhstan is becoming more and more multicultural. Under these conditions, the study of mental and emotional state of students as an indicator of their psychological stability, successful social adaptation and academic engagement is of particular importance. Emotional well-being reflects the subjective perception of a person's internal state, the level of satisfaction with life, the balance of affects, and is directly related to the academic and social adaptation of the individual.

Relevance. The choice of this topic is conditioned by insufficient development of the problem in the context of cross-cultural comparisons of students in Kazakhstan. Despite the presence of individual studies on the issues of psychological health and adaptation of international students, the complex socio-psychological verification of the construct of emotional well-being taking into account cultural differences remains practically unexplored. The relevance of this paper is also confirmed by the growing need for psychological and pedagogical support of students in a culturally diverse environment, which requires scientifically sound data. This indicates the existence of a scientific lacuna and the relevance of the topic, confirmed by both scientific and practical interest. The work is based on the

achievements of domestic and foreign psychologists in the field of cross-cultural psychology and social psychology.

In recent years, more and more attention in educational and psychological practice is paid to the emotional state of students studying in a multi-ethnic and multicultural environment. The increasing number of international students at universities in Kazakhstan makes it necessary to better understand how emotional well-being is formed in the context of differences in culture, language and social norms. Emotional well-being is seen as a complex system that includes a sense of stability, ability to cope with difficulties, positive perception of others and confidence in one's own emotional capabilities.

Research shows that people from different cultures can express emotions, manage them and evaluate their inner state in different ways. Such differences are especially noticeable in educational environments where students face not only academic workload, but also the need for social adaptation. It is in such conditions that it becomes important to consider not only the level of anxiety or depression, but also the availability of resources – emotional, behavioral and social – that help to maintain psychological balance.

The results of the present work indicate that students from different countries evaluate and regulate their emotional reactions differently. This suggests the need for a more flexible approach in supporting students, including the development of psychological support programs focused on individual differences and the creation of an environment in which each student can feel accepted, understood and psychologically protected.

In the framework of this study, the socio-psychological verification of emotional well-being is carried out and is considered as a subjective component of psychological functioning of personality, including the prevalence of positive affects over negative ones, the perception of internal stability, confidence, as well as the ability to effectively regulate emotional states.

Object of the study: Kazakhstani and foreign student youth.

Subject of the study: socio-psychological determinants and predictors of emotional well-being of students in a multicultural environment.

Purpose of the study: realization of socio-psychological verification of students' emotional well-being in the cross-cultural paradigm and identification of the peculiarities of determinants and predictors of emotional well-being manifestation.

Objectives of the research:
1. To analyze theoretical approaches to the concept of emotional well-being and cross-cultural adaptation.
2. To develop an empirical model for measuring emotional well-being taking into account cultural factors.
3. To conduct a comparative analysis of the level of emotional well-being in Kazakhstani and foreign students.
4. To determine the significant socio-psychological determinants and predictors of well-being in a multicultural environment.

Research methods: questionnaire survey using standardized psychodiagnostic techniques, mathematical and statistical methods of analysis.

Methodological approaches include systemic and cross-cultural approaches.

Thus, the presented research is interdisciplinary in nature, combining elements of social, cultural and educational psychology, and is aimed at deepening the understanding of the mechanisms of formation of students' emotional well-being in the conditions of cross-cultural interaction. Its results can be practically applied in the development of psychological support programs for students and the creation of an inclusive educational environment.

Literature review

Mental health, states of well-being, resilience skills and regulation in both educational and any other environment are the most pressing issues at present. In many studies, evidence strongly suggests that factors reflecting psychological and emotional functioning like level of life satisfaction, happiness, and goal orientation can also predict physiological state such as the presence of anxiety or depression (Park, 2022: 11).

One of the indicators of well-being and mental health of an individual is emotional well-being as the most basic level of functioning of the human psyche. Emotional well-being shapes our worldview, feeling, regulates emotional functioning and as the most basic level of well-being helps us to cope with difficulties, process information through emotions with the help of cognitive processes. That is, if we consider the structure of well-being, then all types of well-being interacting with each other form a holistic conscious personality, ensuring its development. This is why it is so important to study and shape high emotional well-being in developing youth.

Emotional well-being has been described by many famous authors up to now, but there has been no firmly established, single definition of the concept and allocation of a separate large-scale concept, large-scale studies conducted. It has had different definitions by different researchers: in Karapetyan (emotional and personal well-being) – a set of subjective and psychological well-being (Karapetyan, 2020: 45); in Freud's psychoanalysis it is an indicator of psychological health, that is, the absence of neuroses and satisfaction with life, achieved through sublimation (Freud, 1990); in Hippenreiter – a subjective feeling of confidence, security and inner stability, contributing to personal development and positive attitude to others (Hippenreiter, 2002: 39); Diener includes EB in the structure of SB and reflects the level of life satisfaction (Diener, 2018); and Ryff includes it in the structure of PB (Ryff, 1989); according to Lyubomirsky, EB combines positive affect, negative affect and life satisfaction (Lyubomirsky, 1999: 137); Bradburn described EB in his work in 1969. as "a psychological state reflecting the predominance of positive affective states over negative affective states, perceived by the individual as life satisfaction and its emotional value" (Bradburn, 1969).

It still remained in the shadow of other more influential concepts such as subjective, psychological well-being. It was only in 2018 that it was put forward as a separate concept by researchers from the National Institutes of Health in the US (Feller, 2018: 140) and defined it as "an umbrella phenomenon related to psychometric concepts such as psychological health, positive mental health, quality of life, prosperity, and subjective well-being". It is important to note that Feller and colleagues also defined EB as a complex consisting of these components: evaluative (evaluating the quality of one's life in general, satisfaction), experiential (feeling happy, positive affect), hedonic (life satisfaction, positive affect), eudaimonic (feeling meaningful, having a life purpose, striving and achieving) (Richter, 2024: 2). Thus, according to this concept, EB is a multidimensional construct, a set of four components that together constitute the perception of external phenomena, processing and reflection of these same phenomena or feedback to the world through emotional, sensory-perceptual connection, in the language of cognitive science: input, processing and output. However, the difference in processing and perception is not just external information, encoding of symbols, but in the important role of sensation, emotional-personal, volitional spheres.

In current neuroscience research, EB plays an important role in fMRI studies such as neuroimaging (reflecting active brain regions through the equipment). This research method is relevant and according to this research helps to diagnose and enhance EB as brain structure mechanisms and neural correlates can be detected (Flynn, 2017: 35).

This construct is still not fully explored and developed; diagnostic scales have not been created and indicators that characterize it accurately have not been identified. Although these are limitations, it poses new goals and opportunities for us and for future researchers in this field.

Social-psychological verification in the context of this study is considered as a process of empirical confirmation (verification) of students' emotional well-being from the positions of social-psychological theories. Such verification involves not just fixing the subjective emotional state, but also analyzing its interrelations with external social conditions, personal regulatory mechanisms and cultural attitudes.

Emotional well-being in this study is not reduced to simple satisfaction or absence of distress, but is considered as a multicomponent system, which includes affective saturation (positive and negative emotions); strategies of emotional regulation; confidence in one's own emotional actions (emotional self-efficacy); experience of social support; sociocultural values and orientations.

The concept of "verification" historically emerged within the framework of positivist methodology proposed by O. Comte, the founder of sociology. Comte, the founder of sociology as an empirical science. In the classical understanding, verification meant confirmation of the truth of theoretical knowledge on the basis of observable facts. In psychology and sociology of the XX-XXI centuries, the concept of verification has been transformed, expanding its boundaries: now it includes not only logical-empirical verification, but also a socially conditioned understanding of truth, applicable to subject-related phenomena (Allakhverdov, 2020; Wertz, 2023).

Nowadays, the term is not only a logical-scientific procedure, but also a tool for interdisciplinary analysis in the humanities and social sciences.

As modern researchers note: "Methodological verification finds application where the object is complex and depends on subjective characteristics. "Verification in psychology is a way of correlating subjective experience with intersubjectively recognized scientific grounds" (Tikhonov, 2023: 54).

Materials and methods

The study involved 227 students, of which 108 were Kazakhstani and 119 were foreign students, temporarily or permanently staying in the territory of the Republic of Kazakhstan (see Figure 1). The age of respondents ranged from 17 to 45 years old. The average age of the entire sample was 23.8 years, with the average age of Kazakhstani students being 21 years and foreign students 26 years. Participants were both university students and students of secondary vocational education (SVE) organizations, covering various levels of training – from colleges to doctoral studies. The geography of the study covered such cities of Kazakhstan as Almaty, Taraz, Issyk, Kokshetau, which allowed to reflect a wide regional context and provide a greater variability of socio-cultural conditions.
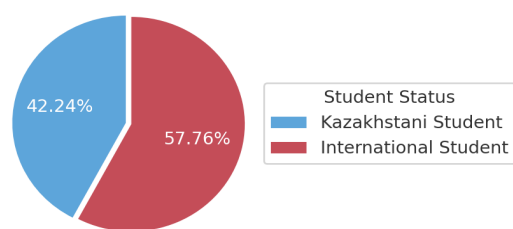

Figure 1 – Distribution of respondents by student status

Kazakh students who participated in the study represented such educational institutions as Al-Farabi Kazakh National University (KazNU), Abai Kazakh National Pedagogical University (KazNPU, Almaty), Taraz Regional University named after M.Kh. Dulati (TarGU), Kokshetau University named after S. Ualikhanov, Graduate Medical College "Interdent" (GMC, Almaty), Kulan Pedagogical College (Zhambyl region), and Yesik Humanitarian Economic College (YSEC) in Almaty region. Also international students from different countries, including China, Japan, India, Pakistan, Nigeria, USA and neighboring CIS countries, who are currently studying at KazNU (Almaty) participated in the survey. Thus, both local and international students with different cultural and educational backgrounds are represented in the sample, which allowed for a deeper consideration of the intercultural features of the perception of the topic under study.

The represented students are trained in a wide range of specialties: psychology, neuropsychology, nursing, pedagogy, chemistry, biology, history, Russian language and literature, computer science and others. This ensures the interdisciplinary nature of the study and makes its findings more universal.

Data collection was conducted in both online and offline formats. In particular, the surveys at KazNU were organized in the university classrooms, with the verbal consent of the respondents, as part of voluntary participation. The online questionnaire was distributed among students from other cities, colleges and universities through electronic platforms and messengers, based on the principle of convenience sampling. In all cases, participation was anonymous and voluntary, and all ethical and confidentiality requirements were observed.

After the collection phase, only those questionnaires that were filled out completely and correctly were selected. All respondents were categorized by demographic and social characteristics: gender, age, ethnicity, educational level and status (college, bachelor's, master's, doctoral). This allowed for in-depth comparative analysis and the formation of subgroups relevant for statistical comparison. Quantitative indicators by gender, age groups, ethnicity and educational status were also quantified, which made it possible to build a more accurate analytical model.

The gender composition of the sample is as follows: 36.6% (n = 83) were male and 63.4% (n = 144) were female. The mean age of the male group is 24 and the mean age of the female group is 23. Despite the moderate gender imbalance, both groups are represented in sufficient volume to make statistically valid comparisons. Due to the differences in the quantitative composition of the groups, methods robust to unequal distribution were used in analyzing gender differences.

The ethnic identity of the respondents is diverse. The structure of respondents' ethnicity distribution shows the prevalence of the following nationalities (Fig. 2): Chinese – 104 people (45.8%), Kazakhs – 92 people (40.5%), Russians – 8 people (3.5%), Pakistanis – 6 people (2.6%). The other groups (Kyrgyz, Afghans, Mestizos, Uighurs, Japanese, Indians, Ukrainians, Uzbeks, Koreans, Kurds, Balkars) are represented singly – from 1 to 3 people each, collectively making up about 7.6% of the sample.
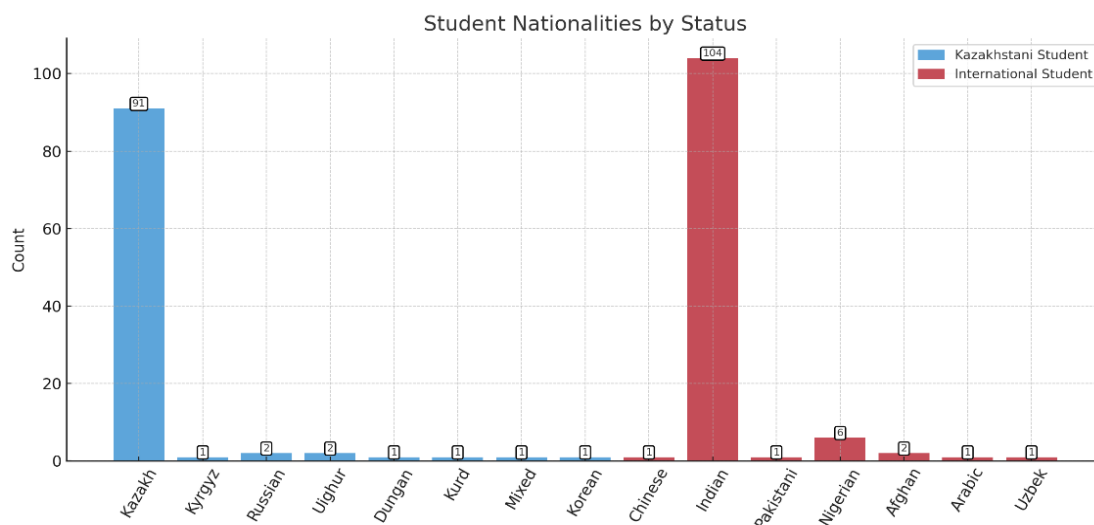
Figure 2 – Distribution of Kazakhstani and foreign students by ethnic identity

Representatives of the following ethnic groups prevail among Kazakh students: Kazakhs – 91 people (84.3% of all Kazakh students), Russians – 8 people (7.4%), Uighurs, Koreans, Ukrainians, Kurds, Mestizos, Balkars – a total of 9 people (8.3%). Consequently, the Kazakh sample is predominantly ethnically homogeneous, with a predominance of Kazakh nationality, with moderate representation of ethnic minorities.

Among foreign students, the picture is dramatically different: Chinese make up the vast majority – 104 people (87.4% of all foreign students), the rest are Kyrgyz (2), Japanese, Indian, Pakistani (6), Uzbeks, Afghans (2), Nigerian – a total of 15 people (12.6%). Thus, the foreign sample also bears the features of homogeneity, but with the predominance of students of Chinese origin.

Hypothesis of the study: it is assumed that the level of students' emotional well-being depends on the level of their cultural orientation, perceived social support and emotional self-efficacy.

The conducted research is based on a representative sample with a diversity of regions, educational institutions, ages and ethno-cultural contexts, which allows us to make reasonable conclusions regarding the stated objectives.

The following standardized questionnaires were selected for the study:

1. The Positive and Negative Affect Scale (PANAS; adaptation of E.N. Osina, 2012);

2. Emotional regulation scale (ERQ; adaptation of A.A. Pankratova and D.S. Kornienko, 2017);

3. Emotional self-efficacy scale (ESES, Russian-language author's adaptation);

4. Depression, anxiety, and stress scale (DASS-21; adaptation by A.A. Zolotarev, 2021);

5. Multidimensional Social Support Perception Scale (MSPSSG; adaptation by K.A. Chistopolskaya and S.N. Enikolopov, 2020);

6. Horizontal and Vertical Individualism and Collectivism Scale (INDCOL; modified by A.A. Galliamov and D.S. Grigoriev, 2022).

It is worth noting that the survey was conducted in a culturally and linguistically sensitive manner: international students were offered original English-language versions of the methods, while Kazakhstani students were offered validated Russian-language adaptations. One of the methods was additionally adapted into Russian specifically for this study. For further statistical processing of the obtained data, methods of mathematical analysis (Mann-Whitney U-criterion, Spearman correlation analysis) were applied using the SPSS-26 program.

Results and discussion

Checking the distribution of variables using the Kolmogorov-Smirnov and Shapiro-Wilk criteria revealed statistically significant deviations from the normal distribution for most variables (see Table 1). However, the skewness/excess parameters showed that the distributions, despite the deviations, were not grossly skewed and remained acceptable for analysis. Non-parametric methods of analysis, which do not depend on the assumption of normality of distribution, were used in the course of the analysis.

Table 1 – Criteria of normal distribution by variables

	Student_status	Kolmogorova-Smirnova [a]			Shapiro-Wilk criterion		
		Statistics.	st.sv.	value	Statistics.	st.sv.	value.
Age	Kazakhstani student	,286	108	,000	,638	108	,000
	International student	,139	119	,000	,918	119	,000
Gender	Kazakhstani student	,467	108	,000	,538	108	,000
	International student	,356	119	,000	,635	119	,000
Ethnicity	Kazakhstani student	,472	108	,000	,379	108	,000
	International student	,440	119	,000	,430	119	,000
a. Liljefors significance correction							

The empirical study revealed differences in the manifestation of emotional well-being of Kazakhstani and foreign students. Mann-Whitney U-criterion was applied to assess the differences in the level of positive affect between Kazakhstani and foreign students. Analysis using Mann-Whitney U-criterion revealed statistically significant differences between Kazakhstani and foreign students on a number of scales reflecting emotional state, self-esteem, social support and value orientations. Differences were revealed both in the level of positive and negative affect and stress states, as well as in cultural attitudes.

Table 2 – Results of the Mann-Whitney U-criterion analysis

Scale	U	Z	p (bilateral)	Significance	Higher (by mean rank)
Positive affect (PA)	4789,000	-3,316	**0,001**	**yes**	Kazakhstan
Negative affect (NA)	5319,000	-2,243	**0,025**	**yes**	Kazakhstan
Indicator 1 ESE scale	5312,500	-2,256	**0,024**	**yes**	Foreign
Stress (DASS)	4044,500	-4,830	**0,000**	**yes**	Kazakhstan
Anxiety	4870,500	-3,156	**0,002**	**yes**	Kazakhstan
Depression	4764,000	-3,377	**0,001**	**yes**	Kazakhstan
Mountain individualism (MI)	4418,500	-4,076	**0,000**	**yes**	Kazakhstan
Gore Collectivism (GC)	4975,000	-2,948	**0,003**	**yes**	Kazakhstan
Vertical Collectivism (VC)	4956,000	-2,985	**0,003**	**yes**	Foreign

Statistical analysis using the Mann-Whitney U-criterion demonstrated (see Table 2) that Kazakhstani students have significantly higher values on the positive affect scale (U = 4789, p = 0.001) and also show more pronounced indicators of negative affect, stress, anxiety and depression than foreign students (all p < 0.01). This may indicate greater emotional tension and instability among Kazakhstani participants.

On the emotional self-efficacy scale, foreign students had a higher rank on scale 1 (118.34 vs. 109.22), which may indicate a better perceived ability to understand and recognize their emotions. At the same time, Kazakhstani students showed higher ranks on the scale of social support from family, which confirms the hypothesis about the role of family ties in preserving psychological well-being in the native cultural environment.

On the scale of horizontal individualism and horizontal collectivism also revealed differences in favor of Kazakhstani students (p < 0.01), while foreign students are more inclined to vertical collectivism (p = 0.003). This confirms the assumption of differences in cultural orientations and strategies of social adaptation between the groups.

Table 3 – Results of correlation analysis

Variables	Spearman's ρ	Significance	Interpretation
ESE general – positive affect (PA)	**0,315**	p = 0.000	The higher the emotional self-efficacy, the higher the positive emotions.
ESE general – anxiety	**−0,176**	p = 0.002	Higher ESE is associated with lower anxiety.
ESE general – depression	**−0,266**	p = 0.000	People with high ESE are less likely to have depressive experiences.
ESE general – stress	**−0,131**	p = 0.048	Weakly negative but significant relationship.

Spearman's correlation analysis revealed a number of significant relationships between the level of emotional self-efficacy (ESE) and other indicators of students' emotional state and social functioning (Table 3). Total ESE is positively correlated with positive affect ($\rho = 0.315$, $p < 0.001$), which confirms its role as a resource of subjective well-being. Moderately pronounced negative correlations with depression ($\rho = -0.266$, $p < 0.001$), anxiety ($\rho = -0.176$, $p = 0.002$), and stress ($\rho = -0.131$, $p = 0.048$) were also observed, suggesting a protective function of emotional self-efficacy under conditions of emotional stress.

Table 4 – Results of correlation analysis by variables

No	Indicator	ρ Spearman's	p-value
1	Ethnicity	0.914	< 0.001
2	Level of education	0.556	< 0.001
3	Positive affect (PA)	−0.221	0.001
4	Negative affect (NA)	−0.149	0.025
5	Cognitive reappraisal (CR)	−0.071	0.289
6	Emotion suppression (ES)	0.032	0.628
7	Horizontal individualism (HI)	−0.271	< 0.001
8	Horizontal collectivism (HC)	−0.196	0.003
9	Vertical collectivism (VC)	0.199	0.003

A strong positive correlation was found between student status and ethnicity ($\rho = 0.914$; $p < 0.001$), which reflects the expected distribution: most Kazakh students are ethnic Kazakhs, while foreign respondents are represented predominantly by other nationalities, including Chinese, Pakistanis, Afghans and others. Student status is also moderately positively related to the level of education ($\rho = 0.556$; $p < 0.001$) and course of study ($\rho = -0.626$; $p < 0.001$): foreign students are more often at higher levels of academic education (master's, doctoral), while Kazakhstani students are predominantly bachelors of lower courses (Table 4).

In general, the level of emotional well-being in both groups of students can be characterized as moderately stable, but with marked differences in its structure. Kazakhstani students more often demonstrate higher emotional reactivity (stress, anxiety), despite high positive affect, which may indicate internal tension or peculiarities of emotional culture. Foreign students demonstrate more balanced indicators, which may be associated with both personal resources (high self-efficacy) and adaptive mechanisms developed in the process of acculturation.

Student status is one of the key determinants of differences in emotional well-being, self-regulation strategies, social support, and cultural attitudes. These differences emphasize the need for a differentiated approach to psychosocial support in a multicultural educational environment.

Thus, the hypothesis of cross-cultural differences in emotional well-being between Kazakhstani

and international students has been empirically confirmed.

The level of emotional well-being in both groups of students can be characterized as moderately stable, but with pronounced differences in its structure. Kazakhstani students more often show higher emotional reactivity (stress, anxiety), despite high positive affect, which may indicate internal tension or peculiarities of emotional culture. Foreign students show more balanced indicators and it is assumed that this is related to their personal resources (high self-efficacy) and adaptive mechanisms developed in the process of acculturation.

Conclusion

The present study allowed to reveal important cross-cultural differences in the structure and expression of emotional well-being in Kazakhstani and foreign students studying in the conditions of modern educational environment. The use of complex psychometric tools provided a multifaceted approach to the study of this phenomenon-social problem.

The results of the analysis showed us that Kazakhstani students have a higher level of positive affect, but at the same time are characterized by more pronounced indicators of anxiety, stress and depression. At the same time, international students demonstrate a higher level of emotional self-efficacy, which may indicate the formed strategies of adaptation in a new sociocultural environment. Significant differences in cultural orientations were also revealed – Kazakhstani students are more inclined to horizontal collectivism, while foreign respondents more often demonstrated vertical collectivist attitudes.

Thus, the hypothesis about the presence of cross-cultural differences in emotional well-being was empirically confirmed. This gives us an opportunity to take into account cultural and social factors when developing programs of psychological support for students in an international academic environment.

At the same time, the limitations of the present study should be taken into account, which are primarily related to the peculiarities of the sample and methodological tools. Since the study had a cross-sectional design, this does not allow us to judge causal relationships between variables, but only to capture correlational and comparative patterns.

Nevertheless, the study opens a wide potential for further research steps. Firstly, it is promising to expand the sample to include students from different regions of Kazakhstan, CIS and non-CIS countries for a more extensive cross-cultural comparison. Second, a logical development is to conduct longitudinal studies, which will trace the dynamics of changes in the emotional well-being of students at different stages of adaptation to the educational and cultural environment. Thirdly, the use of qualitative methods such as semi-structured interviews, focus groups, narrative approaches will give a deeper understanding of the subjective experience of well-being and strategies of emotional regulation. In addition, neuropsychological and physiological indicators (e.g., heart rate analysis, cortisol levels, brain activity) may be incorporated to objectify the measurement of emotional well-being and increase the scientific verifiability of the data.

Future perspectives will provide a deeper understanding of the nature of emotional well-being in cross-cultural contexts and facilitate the development of more accurate intervention programs in secondary and higher education. Incorporating multidisciplinary approaches and utilizing mixed methodologies will provide opportunities to clarify the structure of emotional well-being and its determinants in culturally diverse settings.

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