

# BEDEN EĞİTİMİ VE SPOR YÜKSEKOKULU ÖĞRENCİLERİNİN DUYGUSAL ZEKA DÜZEYLERİNİN FARKLI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

ASSESSMENT OF EMOTIONAL INTELLIGENCE OF THE STUDENTS OF SCHOOL OF PHYSICAL EDUCATION AND SPORTS IN TERMS OF DIFFERENT VARIABLES

Ahmet Haktan Sivrikaya

Balıkesir Üniversitesi Beden Eğitimi Ve Spor Yüksekokulu, Balıkesir

Yazışma Adresi:

Ahmet Haktan Sivrikaya  
Balıkesir Üniversitesi Beden Eğitimi Ve Spor Yüksekokulu 10100 Balıkesir - Türkiye /  
E posta: haktan35@hotmail.com

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[bsbd@balikesir.edu.tr](mailto:bsbd@balikesir.edu.tr)  
[www.bau-sbdergisi.com](http://www.bau-sbdergisi.com)

**GİRİŞ ve AMAÇ:** Bu çalışmanın amacı, beden eğitimi ve spor yüksekokulu öğrencilerinin duygusal zeka düzeylerinin farklı değişkenler açısından incelenmesidir.

**YÖNTEM ve GEREÇLER** Bu araştırmaya Balıkesir Üniversitesi ile Atatürk Üniversitesi beden eğitimi ve spor okulunda okuyan toplam 313 öğrenci katılmıştır. Araştırma, 1 Mart - 31 Mayıs 2013 tarihleri arasında 204 erkek öğrenci ve 109 kız öğrenci ile gerçekleştirilmiştir. Tüm evrene ulaşılması amaçlandığı için örnekleme yapılmamıştır. Verilerin toplanmasında; Öğrencilerin sosyodemografik özelliklerini içeren bir anket formu ile Acar (2002) tarafından Türkçe'ye uyarlanmış Bar-On duygusal zeka ölçeği kullanılmıştır. Veriler SPSS 20 paket programı kullanılarak değerlendirilmiştir. Verilerin analizinde; sayı, yüzde, ortalama verilmiş ve istatistiksel analizler için kruskal wallis testi ile Mann Whitney U testi kullanılmıştır.

**BULGULAR:** Spor branşlarına göre duygusal zeka puan ortalamaları incelendiğinde puan ortalamaları  $p < 0,05$  önem düzeyinde anlamlı bulunmuştur. Atatürk Üniversitesi öğrencilerinin duygusal zeka düzeyi ortalaması, Balıkesir Üniversitesi öğrencilerinin duygusal zeka düzeyi ortalamasından yüksek bulunmuştur.

**TARTIŞMA ve SONUÇ:** Kadınların ortalamasının, erkeklerin ortalamasından daha yüksek olduğu ve yaşla birlikte duygusal zeka puanının arttığı belirlenmiştir. Üçüncü sınıflarda eğitim gören öğrenciler ile hentbol branşındaki sporcularının en yüksek ortalama değere sahip olduğu bulunmuştur.

**Anahtar Kelimeler:** Zeka, duygusal zeka, beden eğitimi, cinsiyet, spor branşı

## SUMMARY

**INTRODUCTION:** The aim of this study is to examine emotional intelligence levels of the students of school of physical education and sports in terms of different variables.

**METHODS:** A total of 313 students who studied at the school of physical education and sports of Balıkesir University and Atatürk University participated in the study. The study was conducted with 204 male students and 109 female students between the 1st of March and 31st of May, 2013. No sampling was made because the whole population was aimed. In the collection of the data; a questionnaire form that questioned socio-demographic characteristics of the students and Bar-On emotional intelligence inventory adapted into Turkish by Acar (2002) were employed. The data were evaluated using SPSS 20 package program. For analyses of the data; numbers, percentages and means were given, kruskal wallis and Mann Whitney U test were used as statistical analyses.

**RESULTS:** When the mean of the points emotional intelligence were examined according to sports branches, the mean of the points was found significant at  $p < 0,05$  importance level. The mean level of emotional intelligence of students of Atatürk University was found higher than the mean level of emotional intelligence of Balıkesir University students.

**CONCLUSION:** It was determined that the mean of females was higher than the mean of males and the score of emotional intelligence increased with age. It was found that the students who educated in third grade and the athletes in handball branch had the highest mean value.

**Keywords:** Intelligence, emotional intelligence, physical education, gender, sports branch

## INTRODUCTION

The studies conducted recently have pointed out that human relations and emotions are just as important as technology. Today; post modern organizations have seriously considered emotional competency as one of the factors that affect success. In particular; emotional competency plays a key role in such professions as teaching which requires human relations. In the studies conducted; it was explored that the key to develop productive interpersonal relations in a productive work-setting was identifying, interpreting and managing emotions<sup>1</sup>.

Emotion is described as factors that are generally composed of both physiological and cognitive components such as happiness, hopelessness and sorrow and affect behaviors<sup>2</sup>. Emotional intelligence is one kind of social intelligence and includes the ability to control one's own emotions and other people's emotions, to make preferences and to discriminate between these emotions and to use them in order to direct life<sup>3</sup>. Emotional intelligence is a cognitive ability. It is not only having emotions but also understanding what they mean. Emotion requires intelligence but it is -all the same-emotions that leads people to emotional systems and provides them with creative thinking<sup>4</sup>.

Emotional intelligence -playing an important role in determining the individuals' success in work-setting, family and social life and an individuals' ability to manage their relations with their environment efficiently- includes the awareness of the emotions, judgment of the knowledge related to the emotion, and operating on the emotional knowledge as a part of problem solving<sup>5,6,7</sup>.

The importance of the emotional intelligence was first emphasized by two of the eight intelligence types proposed by Howard Gardner's Multiple Intelligence Theory in 1983. These two intelligence types are interpersonal intelligence and intrapersonal intelligence. The former has to do with our interaction and relations with other while the latter deals with our introspective existence and refers to developing a deep understanding of our own emotions<sup>8</sup>. Mayer, Di Paolo and Salovey theorized the term emotional intelligence in 1990 and described it as "one of the subsets of the social intelligence that includes the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior<sup>3</sup>.

Recently, empirical and theoretical research on emotions has been extended into many fields. Emotional intelligence has been mentioned extensively in organizational behavior studies<sup>9,10</sup>. Emotional intelligence helps us learn how to identify and to assess our own and other people's emotions as well as enables us to show appropriate reactions to the information about the emotions by reflecting the energy of the emotions upon our daily lives and work effectively<sup>11</sup>. In the management of the emotional intelligence, not preventing but handling the emotions appropriately is the focus of individual strategies. Thus, the individuals may achieve success in every field of their lives; -in the first place- their educational lives and professional lives<sup>12</sup>. According to the literature, it is necessary to learn how to use these abilities and skills at a maximum level in order to be successful today and to get satisfaction because the most successful ones are those who can make connections between their minds and emotions.

Considering it individual level; emotional intelligence is a dimension of mind through which people can achieve their objectives, get satisfaction with their life, manage their relations, manage their mental and physical performances, solve their problems, make healthy and cognitive choices between their alternatives, use their energy in a constructive and positive way so as to build up their visions and to make contributions to their lives. Emotional intelligence presents new approaches that can understand and explain human intelligence. "Why are some people unsuccessful at academic settings and schools but successful in life?" This question led people to revise the subject of success again and to search for different qualities that bring success. These studies led many researchers to understand and to analyze emotions and as a result of these studies concept of emotional intelligence was born<sup>13,14</sup>.

Emotional intelligence is a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions<sup>15</sup>. Emotional intelligence is a term that can improve through individuals' maturation, socialization and development of their intellectual level in time. It is known that using leadership, innovation and effective management qualities; those with high emotional intelligence level are able to stand out more<sup>16</sup>.

Studies showed that an emotional intelligence education program can influence a child's emotional intelligence. Supporting the development of the emotional intelligence of children will also assist them development of their academic abilities. Furthermore, enhancing

emotional abilities in early years may provide children with a useful tool in achieving success during adulthood<sup>17</sup>.

The aim of the current study was to assess emotional intelligence levels of the students of school of physical education and sports in terms of different variables.

## METHOD

**Type of Study:** This study was a descriptive study.

**The Universe and Sampling of the Study:** A total of 313 students who educated at the school of physical education and sports of Balıkesir University and Atatürk University participated in the study. No sampling was made because the whole population was aimed. The study was conducted with 204 male students (65.2%) and 109 female students (34.8%) between the 1<sup>st</sup> of March and 31<sup>st</sup> of May, 2013.

**Data Collection Method:** Before the data collection process was started, necessary permits were obtained from the related institutions. Verbal approvals were obtained to inform pupils that they were willing to participate in the research by providing information about the purpose and scope of the research. The data collection tools were applied by face-to-face interviews with the students involved in the research.

**Data Collection Tools:** The data were collected in one form and one scale.

**Personal Information Form:** A questionnaire form prepared by the researchers in accordance with the literature knowledge and consisting of the questions including the socio-demographic characteristics of the students was used. In the personal information form, there are questions about the age, gender, class, family type, mother education, father education, mother profession, father profession, places of residence, income situation and sports branch of the students.

**Bar-On Emotional Intelligence Inventor:** In the study; *Bar-On* emotional intelligence inventory adapted into Turkish by Acar (2002) were employed<sup>18</sup>. It includes 87 items answered with five point rating system. The inventory measures Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood dimensions. In this study, Cronbach's Alpha reliability coefficient of *Bar-On* emotional intelligence inventory was found as .93.

## Statistical Analysis

Data obtained from the study were analyzed in Statistical Package for Social Sciences for Windows (SPSS 20.0)

statistical package program. Percentage distributions of findings related to the descriptive statistics of the students were made and the min-max values of the averages of emotional intelligence points were taken. Nonparametric analyzes (Mann Whitney-U and Kruskal Wallis tests) were performed to compare the students' gender, age groups, class and sports branch and emotional intelligence point averages, since they were not normally distributed in the normality test (Shapiro Wilk Test). The significance level of the statistical tests was accepted as  $p < 0.05$ <sup>19</sup>.

When Table 1 was analyzed, it was seen that the number of the male students was more than female students. It was understood that the number of 3<sup>rd</sup> and 4<sup>th</sup> grade students was more than that of 1<sup>st</sup> and 2<sup>nd</sup> students. As for the family type, the number and percentage of nuclear family type in both universities are more than that of the extended family. (Atatürk University n:115, %72.3; Balıkesir University n:124, %80.5). When the education of the parents was analyzed, it was found that there were more primary school graduates. When the jobs of students' fathers were analyzed, it was understood that the number of workers and officers were more than the number of others. When the jobs of students' mothers were analyzed, it was understood that the number of housewives were more than the number of others. Students mostly lived in cities and their income was at a medium-level. As for sports branches, it was found that students at Atatürk University mostly preferred volleyball branch (n:33, %20.8) while students at Balıkesir University mostly preferred football branch (n:55, %35.7).

## RESULTS

When the emotional intelligence point averages between the grades in Table 2 were analyzed, it was found out that the point average was  $F=2.284$  and this value was significant at  $p < 0,05$  importance level. When the emotional intelligence point averages of sports branches were analyzed, it was found out that the point averages were significant at  $p < 0,05$  importance level.

When analyzed in order; it was found that arithmetic means of the female students were higher than male students ( $320.89 \pm 43.66$ ;  $319.24 \pm 42.88$ ), arithmetic means of those aged 23 years and above were higher than those aged 17-22 years ( $328.24 \pm 43.31$ ;  $315.56 \pm 42.46$ ) and arithmetic means of 3<sup>rd</sup> grade students were higher than other students ( $326.15 \pm 45.79$ ) and those playing handball were higher than other sportive branches ( $323.88 \pm 44.03$ ).

**Table 1.** Descriptive Characteristics of the Students in the Research (n=313)

Descriptive Characteristics	Atatürk University		Balıkesir University	
	N	%	N	%
<b>Genders</b>				
Female	54	34	55	35.7
Male	105	66	99	64.3
<b>Academic Grades</b>				
1 <sup>st</sup> grade	37	23.3	36	23.4
2 <sup>nd</sup> grade	38	23.9	36	23.4
3 <sup>rd</sup> grade	44	27.7	42	27.3
4 <sup>th</sup> grade	40	25.2	40	26
<b>Family Types</b>				
Nuclear Family	115	72.3	124	80.5
Extended Family	44	27.7	30	19.5
<b>Educational Status of Fathers</b>				
Literate	14	8.8	16	10.4
Primary School	63	39.6	76	49.4
High School	49	30.8	45	29.2
University	33	20.8	17	11
<b>Professions of Fathers</b>				
Worker-Civil servant	61	38.4	55	35.7
Retired	56	35.2	54	35.1
Self-employed	42	26.4	45	29.2
<b>Educational Status of Mothers</b>				
Literate	47	29.6	31	20.1
Primary School	70	44	92	59.7
High School	27	17	27	17.5
University	15	9.4	4	2.6
<b>Professions of Mothers</b>				
Housewife	142	89.3	127	82.5
Civil servant	5	3.1	19	12.3
Retired	12	7.5	8	5.2
<b>Places of Residence</b>				
Village-Town	15	9.4	30	19.5
City	144	90.6	124	80.5
<b>Income Status</b>				
Sufficient	55	34.6	36	23.4
Satisfactory	77	48.4	85	55.2
Insufficient	27	17	33	21.4
<b>Sportive Branches</b>				
Football	21	13.2	55	35.7
Volleyball	33	20.8	21	13.6
Handball	21	13.2	4	2.6
Basketball	27	17	21	13.6
Other	57	35.8	53	34.4

**Table 2.** Mean and Test Statistics by Some Socio Demographic Characteristics (n=313)

Descriptive characteristics	Number	%	$\bar{X} \pm SD$	Test statistic and p
<b>Genders</b>				
Female	109	34.8	320.89±43.66	U:0.142 p:0.707
Male	204	65.2	319.24±42.88	
<b>Ages</b>				
17-22 years	208	66.5	315.56±42.46	U:0.725 p:0.395
23 and above	105	33.5	328.24±43.31	
<b>Grades</b>				
1 <sup>st</sup> Grade	73	23.3	314.15±41.83	KW:2.284 p:0.024*
2 <sup>nd</sup> Grade	74	23.6	319.39±38.58	
3 <sup>rd</sup> Grade	86	27.5	<b>326.15±45.79</b>	
4 <sup>th</sup> Grade	80	25.6	318.56±45.08	
<b>Sports Branches</b>				
Football	76	24.3	319,51±45.82	KW:2,372 p:0.029*
Volleyball	54	17.3	316,91±44.94	
Handball	25	8	<b>323.88±44.03</b>	
Basketball	48	15.3	315.10±45.15	
Individual	110	35.1	322.58±39.47	

**Table 3.** The Mean Scores of Students' Emotional Intelligence Scale (n=313)

Dimensions	Balıkesir University (BESYO)			Atatürk University (BESYO)		
	min	max	$\bar{X} \pm SD$	min	max	X±SD
<b>Intrapersonal</b>	63	178	106.49±16.80	60	141	110.33±15.86
<b>Interpersonal</b>	34	90	67.55 ±10.46	36	90	70.12±10.03
<b>Adaptability</b>	37	84	53.59±8.10	31	71	54.51±7.90
<b>Stress Management</b>	20	57	41.65±7.21	15	60	42.57±8.45
<b>General Mood</b>	23	81	45.85±42.40	25	60	46.80±8.08
<b>Total</b>	203	435	308.75±40.79	191	380	311.51±42.40

In Table 3, arithmetic average of Atatürk University students is a bit more than the arithmetic average of Balıkesir University students in four subgroups. The arithmetic average of Atatürk University students is more than the arithmetic average of Balıkesir University students in personal skills dimension. The difference in total scale is in favor of Atatürk University in a slight difference.

**Table 4.** Comparison of Scale Means Between Two Universities (n=313)

Scale	Atatürk University (Besyo) (n=159)	Balıkesir University (Besyo) (n=154)	U ve P
	Mean Rank	Mean Rank	U: 10553,500 p: 0.035
	167,63	146,03	

## DISCUSSION

When emotional intelligence scores of the students were examined in terms of gender; it was discovered that arithmetic mean scores of the female students were higher than male students. In a similar study done with university students; it was seen that arithmetic mean scores of the female students were high<sup>20</sup>. In the studies conducted; it was reported that emotional intelligence differed depending on gender and emotional intelligence levels of the females were higher than males and there were significant differences between females and males in the abilities, competences and skills that constitute emotional intelligence<sup>21</sup>. According to results of another study; it was noted that emotional intelligence differed depending on gender, scores of female participants were significantly higher than male participants in emotional intelligence total score and scores of dimensions of interpersonal and emotion management; however, scores of understanding their own emotions did not differ in gender<sup>21,22</sup>.

In a study; it was found out that emotional intelligence level of the female participants were higher than male participants and there were a positive correlation between educational level of father and mother and emotional intelligence level<sup>21,23</sup>. In another study done with the students who studied at the department of music; it was reported that emotional intelligence mean scores of the female students were higher than mean scores of the male students<sup>24</sup>. In a study done at primary schools; it was explored that mean scores of the female students were higher than mean scores of the male students<sup>25</sup>. In a different study done with university students; it was detected that there were differences

When Table 4 is examined, it is seen that the average score of the students of Atatürk University is higher than the scale total score of Balıkesir University students. This difference was found to be a statistically significant value for the students of Atatürk University.

between the genders as a result of the compared scores obtained from the dimension of stress management<sup>26</sup>. The studies of demonstrated no difference between emotional intelligence scores and gender whereas many studies reported that emotional intelligence scores of the females were higher than males<sup>27,28,18,22,29,30,31</sup>.

As to gender, male teachers who obtained higher scores in intrapersonal dimension appeared to be more aware of their own emotions and describe themselves as more capable of expressing their feelings and communicating their needs. Female teachers who obtained higher scores in interpersonal dimension found it easier to establish cooperative, satisfying and constructive interpersonal relationships and described themselves as good listeners who understood other people's feelings<sup>32</sup>.

Emotional intelligence is neither hereditary, nor does its development emerge in early childhood ages. As a general view, whereas IQ does not show significant development after ages 13-19, EQ can be learned and developed through life-span. Since the development of emotional intelligence is related to cognitive and biological maturity, school's function becomes important. Significant correlation was found between individuals' EQ levels and their living conditions and people they model<sup>11,7</sup>.

As for the test between emotional intelligence and age; it was found out that emotional intelligence mean scores of those aged 23 years and above were higher than those aged 17-22 years. In similar studies; it was also reported that emotional intelligence scores increased with age<sup>20</sup>. According to another study; there was a statistically significant difference among the levels of emotional intelligence in terms of age<sup>33</sup>. In another study done with

nurses; it was reported that the average age of the nurses was  $28.46 \pm 5.83$  years and emotional intelligence mean scores of those aged 30 years and above were higher and difference was statistically significant. The study of indicated that it was possible that emotional intelligence may improve in all age groups but it was emphasized that emotional intelligence increased with age<sup>23</sup>. Besides; other studies done on this subject indicated that emotional intelligence increased with age<sup>30,34,31</sup>. In a study done by it was detected that students aged 18-21 years had higher emotional intelligence scores than those aged 13-16 years and it was argued that emotional intelligence may be increased -at least- until the beginning of young adulthood with age<sup>35</sup>. In their study on high school teachers in particular; showed that younger teachers have a higher level of emotional intelligence than older ones<sup>32</sup>.

When emotional intelligence scores were analyzed according to academic grades; it was found out that emotional intelligence mean scores of the university students who attended 3<sup>rd</sup> grade were the highest whereas emotional intelligence mean scores of the university students who attended 4<sup>th</sup> grade were the lowest. Similar studies were in line with our results<sup>20,36</sup>. In another study conducted with the students who studied music; it was found out that emotional intelligence mean scores of the university students who attended 3<sup>rd</sup> grade were the highest<sup>24</sup>. In another study conducted with university students; it was noted that emotional intelligence levels differed according to academic grades<sup>37</sup>. When the emotional intelligence point averages between the grades were analyzed, it was found out that the point average and this value was significant at  $p < 0,05$  importance level

As for the correlation between sportive branches and emotional intelligence; it was explored that those playing handball had the highest emotional intelligence mean scores. In the second place, those playing individual sports had the highest emotional intelligence mean scores. In a study conducted; it was emphasized that there were significant differences among those doing outdoor sports, cyclists and mountaineers in terms of emotional intelligence and life satisfaction levels<sup>38</sup>. Yet; in a different study conducted with university students, it was seen that no statistically significant difference was found between team sports and individual sports in terms of the scores obtained from Stress Management and General Mood dimensions<sup>26</sup>. When the emotional intelligence point averages of sports branches were analyzed, it was found out that the point averages were significant at  $p < 0,05$  importance level.

When scores of dimensions of the students of both universities were examined; it was seen that emotional intelligence mean scores of those studying at Atatürk University were slightly higher than those studying at Balıkesir University. As a result of this study, it was determined that the total score the students of Atatürk University have higher than the total scores of the students of Balıkesir University.

It may be suggested that the difference may have resulted from the positive effects of such variables as family type, education of fathers and mothers, family settings and place of residence upon emotional intelligence growth.

### CONCLUSION

When emotional intelligence mean scores of the students were analyzed in terms of genders; it was found out that arithmetical means of the female students were higher than male students. In the test between emotional intelligence and age; it was found out that emotional intelligence mean scores of those aged 23 years and above were higher than those aged 17-22 years.

When emotional intelligence scores were analyzed according to academic grades; it was found out that emotional intelligence mean scores of the university students who attended 3<sup>rd</sup> grade were the highest. Second 2<sup>nd</sup> grade students that have high emotional intelligence scores were determined. Third 4<sup>rd</sup> grade students have been identified as the arithmetic average of the lowest. Finally, the 1<sup>st</sup> grade students have been found to have the lowest mean.

When the emotional intelligence point averages between the grades were analyzed, it was statistically significant at  $p < 0,05$  importance level.

As for the correlation between sportive branches and emotional intelligence; it was explored that those playing handball had the highest emotional intelligence mean scores. In the second place, those playing individual sports had the highest emotional intelligence mean scores. Thirdly it has been shown to have the highest average of the football branches. Finally, Volleyball and Basketball of branches that have the lowest emotional intelligence scores were determined.

When the emotional intelligence point averages of sports branches were analyzed, it was found out that the point averages were significant at  $p < 0,05$  importance level.

When scores of dimensions of the students of both universities were examined; it was seen that emotional

intelligence mean scores of those studying at Atatürk University were slightly higher than those studying at Balıkesir University.

This difference seems to be personal skills and interpersonal skills, little more than the lower size.

### SUGGESTIONS

This research can be done in different branches in different universities and students. The research can be applied in different age groups. The research can only be done on team sports or just individual sportsmen and the results are comparable.

According to the theory of multiple intelligences can give training and the results of the study can be examined.

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