

The Effect of Emotional Intelligence Skills on Academic Optimism and Psychological Resilience in Different Branch Teachers

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Introduction

Teachers, as individuals who shape the lives of a society, even all of humanity, are expected to have high levels of Intelligence in terms of emotional as well as cognitive. To date, the benchmark for cleverness has mostly been the level of cognitive Intelligence. Emotional Intelligence has been overshadowed by cognitive Intelligence in all areas, including the teaching profession. However, perhaps the most important problem in today's society has been that Emotional Intelligence has not been adequately cared for. People who have become aware of this situation have begun to value Emotional Intelligence more and more in social life.

The concept of academic optimism, which has found its place in positive psychology studies, is another subject that is examined within the scope of this study. Academic optimism is significantly influenced by teachers' expectations and perceptions of environmental factors, such as their colleagues, the institution, their managers, and the educational system they are in.

The teaching profession is perhaps the most popular area in society. The teacher plays an active role in preparing the students for life, as well as giving knowledge and skills academically. The teacher is involved not only in the academic and personal development of the students but also, especially health status, family life, etc. All these obligations can be a source of stress for the teacher. In this study, the effect of Emotional Intelligence on academic optimism and psychological resilience in different branch teachers has been researched.

Method

Research design is an example of the type of survey research. This is definitional research in that it reveals the current situation. As a sampling method, the convenience sampling method was preferred with time and cost constraints in mind. Within the scope of the research, 709 teachers working in Hakkâri Central and Yüksekova districts were reached. Data were collected by the face-to-face survey method in the study using the quantitative method. Statistical methods used in data analysis were frequency distribution and linear regression. This research covered only the Yüksekova district and the central district in Hakkâri province. Besides, due to the outbreak of Covid 19, which occurred during data collection, a severe time constraint was encountered. Since a face-to-face questionnaire was applied to teachers working in the Ministry of education, it was not possible to continue collecting data during the transition to distance education. At first, the frequency distributions were examined to reveal the demographic characteristics of the participants in the study. Then, simple linear regression analysis was performed to test the effect of Emotional Intelligence on academic optimism and psychological resilience. According to the research, 9.2% of academic optimism was

explained by Emotional Intelligence. The effect of Emotional Intelligence on academic optimism was found to be negative. 27.5% of psychological resilience was explained by Emotional Intelligence.

Discussion, Conclusion, and Recommendations

When it comes to intelligence, people often think of IQ-Intelligence quotient. Being intelligent is similarly associated with higher levels of cognitive Intelligence. However, Emotional Intelligence which is another dimension of Intelligence is as important as cognitive Intelligence. Emotional Intelligence is linked to managing our emotions in our internal and external relationships. An individual with a high level of cognitive intelligence may not have equal levels of Emotional Intelligence. This situation has become perhaps one of the biggest problems in today's society. We see that cognitive Intelligence is highly valued in school, workplace, and other social groups, starting with family in the individual's childhood. However, Emotional Intelligence is as important as cognitive intelligence, or even greater than it is. There have been no studies in the literature directly on the effect of Emotional Intelligence on academic optimism. But the correlation between Emotional Intelligence and optimism has often been addressed. In this study, which examined the effects of Emotional Intelligence on academic optimism and psychological endurance in different branch teachers, it was observed that Emotional Intelligence had negative effects on academic optimism and positive effects on psychological endurance.

It can be thought that their academic satisfaction rates may decrease in line with perceptions of difficult environmental factors such as student, parent, institution manager, infrastructure opportunities of the living area, and academic equipment since the Emotional Intelligence abilities of some new young teachers in rural areas are very high. For practitioners, the results of the research are guiding teachers and school administrators. More attention should be given to the development of Emotional Intelligence abilities and characteristics that are often overlooked in business life, that quality in academic life should be increased, and that Emotional Intelligence should be put into action in managing negative situations or emotions. Positive emotions play an effective role in people's ability to think flexibly, find creative solutions, and deal with stressful situations. These provide them a more optimistic outlook and increase their life satisfaction. In future studies, the study of Emotional Intelligence, academic optimism, and psychological resilience in different groups such as students, parents, and school administrators will add more contribution to the research field. Also, it may be useful to examine the effects of Emotional Intelligence, academic optimism, and psychological resilience on variables such as performance, commitment to the profession, belonging to the institution.