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Review of the Emotional Intelligence and Self-Leadership Levels of Students of the Faculty of Sports Sciences

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Abstract

This study aims to determine the emotional intelligence and self-leadership levels of the students of the sports science faculty. The general scan model is a quantitative study used. The data collection tools to be used in research are the scale-short form of emotional intelligence by Deniz et al. (7) developed by Petrides and Furnham (21, 22) to reveal the emotional intelligence of individuals. Another tool to be used in the study is the measure of Self-Leadership developed by (12) and conducted by Tabak et al. (28) in Turkish validity reliability studies. As an analysis method, T-test in independent groups was used to compare two unrelated samples, and one-way ANOVA tests to compare more than two unrelated samples. The SPSS 22.0 package program has been utilized for the analysis of the data obtained. As a result of the research; In the gender variable, a significant difference was found in terms of emotional intelligence and self-leadership levels ($P<0.05$). While a significant difference was found in the level of self-leadership according to the department variable ($P<0.01$), there was no significant difference in the level of emotional intelligence ($P>0.05$). When the "class" variable was examined, there was no difference in both variables ($P>0.05$). In addition to these results, the positive relationship between emotional intelligence and self-leadership was also revealed ($P<0.01$).

Keywords: Sport Sciences, Emotional Intelligence, Self-Leadership

Spor Bilimleri Fakültesi Öğrencilerinin Duygusal Zekâ ve Öz-Liderlik Düzeylerinin İncelenmesi

Bu araştırma, spor bilimleri fakültesi öğrencilerinin duygusal zeka ve öz-liderlik düzeylerini incelemeyi amaçlamaktadır. Genel tarama modeli kullanılan, nicel bir araştırmadır. Araştırmada kullanılacak veri toplama araçları ise bireylerin duygusal zeka özelliğini ortaya koymak için Petrides ve Furnham (21, 22) tarafından geliştirilen ve Türkçe geçerlik güvenirlik çalışmaları Deniz ve ark. (7) tarafından yapılan Duygusal zekâ özelliği ölçeği- kısa formudur. Çalışmada kullanılacak bir diğer ölçek ise, (12) tarafından geliştirilen ve Türkçe geçerlik güvenirlik çalışmaları Tabak ve ark. (28) tarafından yapılan Öz Liderlik ölçeğidir. Analiz yöntemi olarak, iki ilişkisiz örneklemi karşılaştırmak için bağımsız gruplarda T-testi, ikiden fazla ilişkisiz örneklemi karşılaştırmak için One-Way Anova, testlerinden yararlanılmıştır. Elde edilen verilerin analizi için SPSS 22.0 paket programından yararlanılmıştır. Araştırma sonucunda; cinsiyet değişkeninde duygusal zeka ve öz-liderlik düzeylerine göre

anlamlı farklılık tespit edilmiştir (P<0.05). Bölüm değişkenine göre öz-liderlik düzeyinde anlamlı farka rastlanırken (P<0.01), duygusal zeka düzeyinde anlamlı fark çıkmamıştır (P>0.05). "Sınıf" değişkenine bakıldığında ise her iki değişkende de fark çıkmamıştır (P>0.05). Bu sonuçlara ek olarak duygusal zekânın öz-liderlik özelliği ile olan pozitif ilişkisi de ortaya konulmuştur (P<0.01).

Anahtar Kelimeler: Spor Bilimleri, Duygusal zekâ, Öz-liderlik

INTRODUCTION

Emotional intelligence is a skill in relation to the ability to understand the feelings of both our own and others, manage emotions, empathize, and motivate oneself (11). It is possible to be a successful and satisfied person in life thanks to high emotional intelligence. At the same time, the fact that it is an ability that can be developed or learned shows that emotional intelligence is not destiny (29). Goleman (10), scrutinized emotional intelligence in five dimensions. These dimensions are, in short, the ability to understand one's own emotions, manage emotions, motivate oneself, understand the emotions of others, and cope with relationships. Emotional intelligence is a skill that provides an individual with an advantage in every aspect of his/her life and is even more important than IQ (10).

Emotional intelligence is a skill associated with many features such as self-esteem, empathy, ability to convey feelings, ability to communicate, ability to cope with stress, and being happy and optimistic (14). While individuals with high emotional intelligence are more persistent in actions that require effort, they also have a positive approach to life. In this way, they may have a chance to achieve better results (19).

The importance of emotional intelligence in business life or working environment is being better understood day by day and studies on its relationship with leadership are also becoming widespread (1, 6, 15, 34, 8, 27, 30, 33). It is important for a team to work in harmony in order to attain success in both business life and the world of sports. It is possible to provide a good team environment with individuals having high emotional intelligence. Leaders try to reach targets by inspiring and motivating people. Ability to create excitement within the team is one of the most important qualities of a leader. Likewise, a leader with high emotional intelligence can be a more effective leader by appealing to people's feelings and values thanks to that trait. If leaders can use their authority by creating an impact, they can achieve their best performance as a team (3).

The fact that university students will be successful and self-confident employees in the world of work that they will encounter when they graduate is closely related to their emotional intelligence and leadership abilities. Knowing the level of both emotional intelligence and leadership abilities of the students taking part in the study is important in view of guiding them and supporting their talent development.

This research aims to scrutinize the emotional intelligence and self-leadership levels of the students of the faculty of sports sciences and to offer suggestions by making use of the findings obtained. The questions of the research are provided below:

1. What are the emotional intelligence levels of the students of the faculty of sports sciences like?

2. What are the self-leadership levels of the students of the faculty of sports sciences like?

3. Do the emotional intelligence and self-leadership levels of the students of the faculty of sports sciences differ according to the variables of gender, department, and class?

4. Is there a relationship between emotional intelligence and self-leadership levels of sports sciences faculty students?

MATERIAL AND METHODS

Research Model: This study is a quantitative research and is in the general survey model. Screening studies are the ones conducted to reveal the predetermined characteristics of a group. In this study, it is aimed to present the data on the emotional intelligence and self-leadership levels of the students of the faculty of sports

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sciences. This research is in a relational research type designed to reveal possible relationships between cases (5).

Population and Sample: The population of the research comprises the students of Düzce University Faculty of Sports Sciences and Selçuk University Faculty of Sports Sciences. The sample of the research consists of 511 students who took classes and participated in the research in the fall semester of the 2022-2023 Academic Year at the Faculty of Sports Sciences of Düzce University and the Faculty of Sports Sciences of Selçuk University. As the sampling method, the simple random sampling method was used. In this method, individuals taking part in the sample have an equal chance of being included in it (5). Voluntary participation in the research is essential.

Data Collection Tools

Emotional Intelligence Trait Scale –Short Form (EITS-SF) is a scale developed by Petrides & Furnham (21, 22) in order to reveal the level of self-recognition of an individual regarding his/her emotional skills, whose Turkish validity and reliability studies were conducted by Deniz, Özer and Işık (7). The scale consists of a total of 30 items and is in 7-point Likert type. The scale has 4 sub-dimensions as "Subjective well-being" [6, 13, 16, 18], "Self-control" [2, 4, 10, 14], "Emotionality" [5, 11, 15, 19] and "Sociability" [3, 7, 8, 17]. In the studies conducted, Cronbach's Alpha coefficients varied between .74-.80 for well-being, .59-.75 for self-control, .66-.69 for emotionality, .60-.69 for sociability, and .87-.90 for total EITS (20, 23). Items 2, 4, 5, 7, 9, 11, 12, 14, 17, 19 are reversely scored. High scores obtained from the scale point out high emotional intelligence.

Another scale to be used in the research is the scale developed by (12). and whose Turkish validity and reliability studies were conducted by Tabak, Sığrı, and Türköz (28).

Self-Leadership Scale: It is a 5-point Likert-type scale consisting of 29 items. The scale has three dimensions in total as "Behavior-oriented strategies" [17, 24, 28, 3, 10, 19, 5, 12, 21, 26, 6, 13, 22, 27, 7, 15] "Natural reward strategies" [14, 29], and "Constructive thought model strategies" [1, 8, 16, 23, 2, 9, 18, 4, 11, 20, 25]. As the items in the "Self-Punishment" [5, 12, 21, 26] sub-factor of the "behavior-focused strategies" dimension contain negative behaviors, reverse scoring was considered appropriate. Cronbach's Alpha coefficients for the sub-dimensions of this scale were as follows: self-rewarding [α=.90], self-talk [α =.89], imagining successful performance by setting goals for oneself [α =.88], setting reminders for oneself [α =.80], self-punishment [α =.76], self-observation [α =.74], evaluating thoughts/ideas [α =.67] and focusing thoughts on natural rewards [α =.51] (12).

Analysis of the Data: SPSS 22.0 package program was used for the analysis of the data obtained. After the data entries were made, the normality test was conducted to check whether the data distributions deviated from normality. As a result of the normality test, it was seen that the skewness and kurtosis values were within the limits of +/-1. If the skewness and kurtosis values are within the limits of +/-1, the data point out a normal distribution (5). As it was understood that the data were normally distributed, carrying out parametric tests was considered appropriate. In order to compare two unrelated samples, t-test, which is one of the parametric tests, was used on independent groups. One Factor Analysis of Variance was used for more than two unrelated measurements. In order to present the relationship between the independent variables, the Pearson Correlation coefficient was calculated. SPSS 22.0 package program was used for the analysis of the data obtained.

Ethical Statement: Our study was approved ethically according to the decision of the Scientific Research and Publication Ethics Committee of Düzce University, dated 01.09.2022, and numbered E-16530984-100-191522.

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FINDINGS

The distribution of the participants in the sample according to different variables is provided in Table 1.

Table 1. Descriptive statistics values of the participants.

Variables		F	%
Gender	Female	181	35.4
	Male	330	64.6
	Total	**511**	**100,0**
Department	Teaching	111	21,7
	Management	47	9,2
	Coaching	159	31,1
	Recreation	194	38,0
	Total	**511**	**100,0**
Class	1st Grade	59	11,5
	2nd grade	184	36,0
	3rd grade	214	41,9
	4th grade	54	10,6
	Total	**511**	**100,0**
University	Düzce University	321	45,2
	Selcuk University	280	54,8
	Total	**511**	**100,0**

Table 2. T-test Result of Emotional Intelligence Levels by Gender Variable

	Gender	N	X	S	sd	t	p
Emotional Intelligence Total Score	Female	181	101,23	19,86	509	2,07	**,038***
	Male	330	97,64	17,96			

*p<. 05

In the results of the analysis present in Table 2, a statistically significant difference was found in the Emotional Intelligence levels of the students as per the gender variable [t(509)=2.07, p<.05].

Table 3. Comparison of Emotional Intelligence Sub-Dimension Scores by Gender Variable

Sub-Dimensions	Gender	N	X	S	sd	t	p
Subjective Well-Being	Female	181	20,53	5,19	509	,778	,437
	Male	330	20,17	4,84			
Self-Control	Female	181	19,04	5,63	509	1,016	,310
	Male	330	18,56	4,85			
Emotionality	Female	181	20,07	4,42	509	3,961	**,000***
	Male	330	18,46	4,35			
Sociability	Female	181	20,88	4,52	509	1,214	,225
	Male	330	20,37	4,48			

*p<. 01

In the comparison of students' Emotional Intelligence sub-dimension scores according to gender variable in the analysis results in Table 3, no statistically significant difference was found in the sub-dimensions of "Subjective Well-Being," "Self-Control," and "Sociability" [t(509)=.778,p>.05, t(509)=1.016,p>.05, t(509)=1.214,p>.05]. When comparing the Emotional Intelligence sub-dimension scores of the students according to the gender variable, a significant difference was found in the "**Emotionality**" sub-dimension [t(509)=3.961,p<.05].

Table 4. One-Way Analysis of Variance Results of Emotional Intelligence Levels according to the Department Variable

	Sum of Squares	sd	Mean of Squares	F	p
Between Groups	2526,66	3	842,220	2,423	,065
In-Group	176235,05	507	347,604		
Total	178761,71	510			

*p<. 05

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In the results of the analysis in Table 4, there was no statistically significant difference in the Emotional Intelligence levels of the students according to the department variable [F(3-507)=2.423, p>.05].

Table 5. Tukey Test Results of Emotional Intelligence Levels by Department Variable.

Department		N	X	Ss	Sd	F	p
Teaching	Coaching	159	97,93	18,60		2,423	,979
	Recreation	194	101,63	20,27	3-507		,162
	Sports management	47	85,51	15,70			,966
Coaching	Teaching	111	97,02	16,74			,979
	Recreation	194	101,63	20,27	3-507		,250
	Sports management	47	85,51	15,70			,862
Recreation	Teaching	111	97,02	16,74			,162
	Coaching	159	97,93	18,60	3-507		,250
	Sports management	47	85,51	15,70			,182
Sports management	Teaching	111	97,02	16,74			,966
	Coaching	159	97,93	18,60	3-507		,862
	Recreation	94	101,63	20,27			,182

*p<. 05

In the analysis results in Table 5, no statistically significant difference was found in the Emotional Intelligence levels of the students according to the department variable.[F(3-507)= 2,423, p>.05].

Table 6. One-Way Analysis of Variance Results of Emotional Intelligence Levels by Class Variable

	Sum of Squares	sd	Mean of Squares	F	p
Between Groups	1198,290	3	399,430	1,140	,332
In-Group	177563,420	507	350,224		
Total	178761,710	510			

*p<. 05

In the analysis results in Table 6, no statistically significant difference was found in the Emotional Intelligence levels of the students according to the class variable [F(3-507)=1.140, p>.05].

Table 7. T-test Results of Self-Leadership Levels by Gender Variable

	Gender	N	X	S	sd	t	p
Self-Leadership Total Score	Female	181	110,18	15,28	509	2,18	**,029***
	Male	330	107,11	15,08			

*p<. 05

In the analysis results in Table 7, a statistically significant difference was found in the self-leadership levels of the students according to the gender variable [t(509)=2.18, p<.05].

Table 8. Comparison of Self-Leadership Sub-Dimension Scores by Gender

Sub-Dimensions	Gender	N	X	S	sd	t	p
Behavior-Oriented Strategies	Female	181	58,48	8,28	509	1,926	,055
	Male	330	57,06	7,76			
Natural Reward Strategies	Female	181	8,18	1,52	509	,727	,467
	Male	330	8,07	1,68			
Constructive Thought Pattern Strategies	Female	181	43,51	7,30	509	2,270	**,024***
	Male	330	41,97	7,35			

*p<. 05

In the analysis results in Table 8, no statistically significant difference could be found in the sub-dimensions of "Behavior-Oriented Strategies" and "Natural Reward Strategies" in the comparison of the Self-Leadership sub-dimension scores of the students according to the gender variable [t(509)=1.926,p>.05, t(509)=.72, p>.05]. A significant difference was found in the "**Constructive Thinking Model Strategies**" sub-dimension in the comparison of the students' Self-Leadership sub-dimension scores according to the gender variable [t(509)=2.270, p<.05].

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Table 9. One-Way Analysis of Variance Results of Self-Leadership Levels by Department Variable

	Sum of Squares	sd	Mean of Squares	F	p
BetweenGroups	3160,498	3	1053,499	4,65	**,003***
In-Group	14863,741	507	226,556		
Total	118024,239	510			

*p<. 01

When Table 9 is scrutinized, it appears that the students' self-leadership levels differ significantly according to the department variable [F(3-507)=4.65, p<.05]. In order to understand between which departments this difference is present, the Tukey Test was conducted and the results are construed below.

Table 10. Tukey Test Results of Self-Leadership Levels by Department Variable.

Department		N	X	Ss	Sd	F	p
Teaching	Coaching	159	106,86	15,04	3-507	4,65	,917
	Recreation	194	110,78	15,12			427
	Sports management	47	102,40	15,74			,136
Coaching	Teaching	111	108,06	14,62	3-507		917
	Recreation	194	110,78	15,12			072
	Sports management	47	102,40	15,74			282
Recreation	Teaching	111	110,78	14,62	3-507		427
	Coaching	159	106,86	15,04			072
	Sports management	47	102,40	15,74			**,004***
Sports management	Teaching	111	108,06	14,62	3-507		136
	Coaching	159	106,86	15,04			282
	Recreation	94	110,78	15,02			**004***

*p<. 01

In the results of the analysis in Table 10, it is understood that there is a significant difference between the Sports Management and Recreation departments and this difference is in favor of the students of the Recreation department [F(3-507)=4.65, p<.05].

Table 11. One-Way Analysis of Variance Results of Self-Leadership Levels by Class Variable

	Sum of Squares	sd	Mean of Squares	F	p
Between Groups	791,242	3	263,747	1,141	,332
In-Group	117232,997	507	231,229		
Total	118024,239	510			

p>0.05

In the results of the analysis in Table 11, there was no statistically significant difference in the Self-Leadership levels of the students according to the class variable [F(3-507)=1.141, p>.05].

Table 12. Correlation Results between Emotional Intelligence and Self-Leadership Levels.

		Self-Leadership	Emotional Intelligence
Self-Leadership	Pearson Correlation	1	,549**
	Sig. (2-tailed)		,000
	N	511	511
Emotional Intelligence	Pearson Correlation	,549**	1
	Sig. (2-tailed)	,000	
	N	511	511

**. Correlation is significant at the 0.01 level (2-tailed).

When Table 12 is pored over, it is understood that there is a moderate, positive, and significant relationship between students' self-leadership and emotional intelligence levels, r=0.549, p<.05.

DISCUSSION

It was aimed in this research to present the emotional intelligence and self-leadership levels of the students of the faculty of sports sciences. For this purpose, the relationships between the variables were tested first and a significant difference was found in the gender variable in terms of emotional intelligence and self-leadership levels (Table 2 and Table 7). While a significant difference was encountered in the level of self-

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leadership according to the department variable (Table 9), no significant difference in the level of emotional intelligence took place (Table 4). When the "class" variable was scrutinized, no difference appeared in both variables (Table 6 and Table 11). According to the department variable of individuals' self-leadership levels, a significant difference was encountered in the Recreation and Sports Management department in the Tukey test results (Table 10). By examining the results that came out of the table, it can be said that the students of the recreation and management department of the faculty of sports sciences have higher self-leadership levels compared to the students of the coaching and teaching department. In addition to these results, the positive relationship of emotional intelligence with self-leadership was also demonstrated (Table 12).

According to the results of a study conducted to show the relationship between the emotional intelligence and leadership traits of university students, the emotional intelligence levels of the students differ significantly according to their grade levels, compared to the results of a study that included the students of the teaching department (32). In the study of Seyis (25) on secondary school students, when the relationship between emotional intelligence and motivation of students and their academic success was scrutinized, it was determined that academic success was effective on motivation and emotional intelligence, and the outcome that results of emotional intelligence and academic success were significantly higher in favor of secondary school female students was obtained. In this study, an inverse relationship was determined between motivation and academic achievement levels and grade level; that is to say, it was shown that there was a decrease in motivation and academic achievement with the increase in grade level. İşeri (13) determined in a study that the emotional intelligence and social emotional learning structures of high school students are interconnected. As a result of their study, Mayer and Salovey (17) determined that emotional intelligence is a common product of cognitive and emotional systems. According to research findings in the study of Aydın (2), it is thought that the determination and self-confidence of adolescents with high social self-efficacy support them in solving the problems they encounter and, as a result of this situation, in the achievement of success. In a study poring over the relationship between emotional intelligence levels and self-efficacy perceptions of adolescents, a positive significant difference was found between academic self-efficacy and emotional levels, social self-efficacy and emotional intelligence levels, and emotional self-efficacy and emotional intelligence levels (24).

According to the results of the study by Köstereliоğlu (16) on the perception of self-leadership and the predictions of cognitive flexibility as emotional intelligence, whether self-leadership and emotional intelligence predict cognitive flexibility was examined, and in the research results, it was concluded that the predictive impact of cognitive flexibility with all dimensions of self-leadership and emotional intelligence is present. In a study conducted, the relationship between emotional intelligence, leadership self-efficacy, and collective task efficacy with group performance was examined. According to the results of the study, it was determined that self-efficacy is a mediator between leadership self-efficacy and collective task efficacy. In addition, although emotional intelligence is positively related to leadership self-efficacy, no significant relationship between emotional intelligence and collective task efficacy was found (31).

In their study, Esen and Bulut (9) first examined the concepts of emotional intelligence and self-leadership, and then the impact of emotional intelligence on self-leadership. As a result of the analysis, they reached the conclusion that emotional intelligence has a positive and significant impact on the concept of self-leadership. In their study, Mayer and Salovey (18) concluded that emotional intelligence is significantly and positively related to openness to different experiences, which is a feature that partially reflects the individual's willingness to engage in unusual thoughts and activities. Şenel (26) obtained a positive correlation between the concept of self-efficacy belief and emotional intelligence levels in the study in which the social support perceptions, self-efficacy beliefs, and emotional intelligence levels of the students studying at the college of physical education and sports were examined. In the study conducted by Bozyiğit and Çetin (4) on sports science students, no statistically significant difference was found in the age, class, gender, and department variables belonging to self-leadership level.

CONCLUSION

According to the findings obtained from this study, a significant difference was found in the emotional intelligence levels of individuals according to the gender variable. In the comparison of emotional intelligence sub-dimension scores according to the gender variable, a significant difference was reached in the

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"Emotionality" sub-dimension, and it was determined that the emotional level of the female participants was higher than that of the male participants. According to the results of the study, no significant difference was encountered in the emotional intelligence levels of individuals as per the "Department" and "Class Level" variables. A significant difference was obtained in self-leadership levels according to the results of the analysis of gender and department variables. At the same time, in the comparison of the self-leadership sub-dimension scores according to the gender variable, a significant difference was reached in the "Constructive Thinking Model Strategies" sub-dimension, and it was determined that the constructive thinking model strategies of female participants were higher than that of the male participants. In addition, by poring over the Tukey test results according to the department variable, it can be said that the students of recreation and management departments have higher self-leadership levels than those of the students of the coaching and teaching departments. It can be shown as the justification for this result that the students have acquired self-leadership awareness with the inclusion of leadership courses in the curriculum of the recreation and management departments of the faculty of sports sciences. No significant difference was found in the scrutiny conducted according to the class variable in self-leadership levels. According to the results of the study, due to the fact that self-leadership and emotional intelligence levels are concepts that predict each other, it is very important to increase awareness and include necessary psycho-education programs in this context in order to bring these skills to the students of the faculty of sports sciences. This study is limited to the students of the Faculties of Sport Sciences of Selçuk University and Düzce University and it is recommended that future research can be conducted with these two important concepts and a larger sample by using different demographic variables. As a result, it is thought that the findings obtained from this study will guide and contribute to new studies.

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