

Research Article

Investigation of the relationship between emotional intelligence and sportsmanship behavior levels of students participating in school sports

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Abstract

The aim of this research is to examine the emotional intelligence and sportsmanship behavior levels of student athletes who take part in the girls and boys basketball teams competing in the star and junior category in the basketball semi-finals organized by the Turkish School Sports Federation within the scope of school sports. In the research, it is envisaged that suggestions will be made for planning emotional intelligence training to improve the sportsmanship behavior of national and international professional basketball player candidates, and that it will make positive contributions to the sports lives of the athletes and indirectly to their social lives. Quantitative research method was used in the research. The sample of the research is a simple random sample of the 10-17 age group middle school and high school athletes participating in the girls and boys semi-finals in the school sports basketball star and youth categories, which are included in the school sports activity program of the 2022-2023 season academic year. It consists of 239 students selected by the method. Emotional Intelligence and Multidimensional Sportsmanship Orientation scales were applied to the participants. SPSS statistical package program was used in the analysis of the obtained data. Frequency analysis, percentage trend analysis, factor analysis, correlation analysis were performed descriptively in the analyses. The findings obtained as a result of the analysis were interpreted and reported. According to the research results; a significant and weak relationship was found between the emotional intelligence and sportsmanship behavior levels of the athlete students. The use of emotional intelligence by basketball athlete students can be associated with their sportsmanship behaviors in basketball competitions. Course or weekly course topics that will increase the emotional intelligence development of students studying at this level can be added to the curriculum. In this sense, the study can give ideas about students' emotional intelligence training needs, career development and improvement areas.

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Introduction

Physical education and sports lessons have an important place in the physical and mental education of human resources of societies. States want their people of all age groups and social statuses to be physically and mentally healthy. In this context, it attaches importance to and supports physical education and sports with the plans and projects they make at all levels, from the birth to the death of the individual. An important part of these is the Physical Education and Sports course, which is included in the national education plans in primary and secondary education. The aim of the Ministry of National Education (MoNE) Physical Education and Sports lesson curriculum is “to bring students to the next level of

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education by developing their self-management skills, social skills and thinking skills along with movement skills, active and healthy life skills, concepts and strategies that they will use throughout their lives. they are prepared.” (MoNE, 2018). As stated in this definition, the main purpose of the course is to emphasize the importance of emotional intelligence development in order to socialize and socialize the individual, that is, to adapt to the environment. Along with this, the vision of "Being the most successful country in international school sports competitions with our student athletes who have adopted local and universal values" regarding the participation of students in sports, with the Department of School Sports established within the body of the Ministry of Youth and Sports (MYS), which is the other ministry, is the OSDB's "service to develop, plan and organize its activities and activities in a way that embraces all students; to create an athlete infrastructure by spreading sports to the grassroots, to spread the sports culture and the spirit of olympism in schools; It has a mission to represent the country successfully and qualified in international school sports competitions" (OSDB, 2023). It is seen that both MoNE and MYS have goals such as preparing and training athletes for competitions in order to raise future generations healthy and to represent the country in international competitions within the scope of school sports. In this context, state executive bodies are working diligently in the field of sports in order to raise the welfare level of societies to higher levels in the globalizing, changing, developing and increasing competitive environment.

In addition to the positive effects of sports on human character, the positive effects of participating in sports activities on the physical and mental health of people are known. When the national education system is examined, it is seen that the aim is to raise individuals physically and mentally healthy (Alper, 2020). In this sense, schools are at the forefront of units that regularly direct individuals between the ages of 10-18, through physical education and sports lessons and school sports, together with local governments (Öcal & Koçak, 2010). In this context, school sports competitions organized between schools are important.

With the protocol signed between the General Directorate of Youth and Sports and the Ministry of National Education, it was decided to use the youth sports facilities of the General Directorate of Sports and to organize official sports competitions and youth activities. With this protocol, it is aimed to disseminate and develop school sports, social and cultural activities, and sports culture and sports activities in schools (OSYT, 2022). Moreover Turkish School Sports Federation was established with the aim of "In order to ensure the development of sports in schools and its spread throughout the country; to make short, medium and long-term plans and programs; to take, implement and enforce the necessary decisions and measures in these matters" (R.G., 2007). The Federation was closed in 2023 with the Presidential decree numbered 148, and its duties are carried out by the School Sports Department under the General Directorate of MYS Sports Services (R.G., 2023).

There are local, group, semi-final and Türkiye championship competitions in school sports. School teams that will participate in the competitions in the 2022-2023 Academic Year School Sports Activities Basketball Sports Branch Application Principles are in the Junior, Star and Youth category; It has been stated that it will consist of a maximum of 12 (twelve) student athletes (OSYT, 2022). Competition categories, education and training level, birth dates and age ranges are given in Table 1. Schools can only participate in one of the Junior (A) and (B) categories. In addition, the legal expenses of the convoy are covered by the Provincial Directorates of Youth and Sports, which organizes the organization.

Table 1.OSYT competition categories, education and training level, birth dates and age ranges

Category	Education and Training Stage	Competition Stage	Dates of Birth	Age Range (as of 2022)
Little ones	Primary school	Local	01.09.2012- 2013-2014- 2015-2016	6-9 Age
Minors	Middle school	Local/National	2011-2012	10-11 Age
Stars	Middle school	Local/National	01.09.2008- 2009- 2010	12-13 Age
Juniors (B)	High school	Local	2007-2008	14-15 Age
Juniors (A)	High school	Local/National	01.09.2004- 2005- 2006-2007-2008	14- 17 Age

Considering the positive benefits of school sports and physical education lessons for the physical and mental development of children, it is seen as an important tool for young people who are in their growing age. While the lung and cardiovascular capacities of the students increase with the exercises done in sports, their immune systems also develop. In addition, the flexibility and endurance of the students' muscular system increases (Lee, 1991). It is stated that students who participate in school sports have higher levels of socialization, extroversion, responsibility, general behavioral development and academic success than students who do not (Öcal & Koçak, 2010). In addition, it is stated that sports and exercise reduce the effects of depression and have positive effects on memory, classroom behavior and intellectual performance (Oğuz & Oğuz, 2017; Trudeau & Shephard, 2008).

Sport, which is an important tool for creating a healthy society and integrating with the world, is also an important criterion that shows the welfare level of societies (Yazıcı, 2014). Many countries carry out many practices that will improve sports with goals such as training athletes at professional level or increasing participation in many sports branches (Alper, 2020). With these policies, countries use sports as a tool to improve the general health of the society, support social life, increase social welfare, raise healthy generations and fight loneliness (Hoye, Nicholson, & Haulihan, 2015; cited in: Balcı, Gök & Akoğlu, 2018).

One of the subjects that have been researched in recent years is the concept of emotional intelligence. The problem of the research is the decrease in the time spent by children aged 10-18, who are in the age of development of academic success expectation in parents, and the decrease in the interest in Physical Education and Sports lessons, which are planned to be given as a compulsory course in schools. In recent years, the concept of emotional intelligence has emerged as a subject that has been intensively covered as a master's and doctoral thesis. When the concept of "emotional intelligence" was scanned on the Higher Education Council Theses platform between 2000-2023, there were a total of 641 records (HEC Theses, 2023). These studies conducted in the last two decades emphasize that not only IQ is sufficient for the development of human intelligence, but also the need to develop EQ.

In the emotional intelligence researches, it can be said that the individual's being oriented towards human relations, taking the person into consideration, interacting with them by establishing empathy (sympathy), providing motivation to the group members and establishing a relationship based on trust reveal the necessity of the individual's emotional intelligence abilities in the social environment (Somuncuoğlu, 2005; Serrat, 2017; Koppad et al., 2023). It is emphasized that emotional intelligence skills should not develop in order for a person to fulfill his roles in the group he is in in order to achieve his goals in social life and to be successful (Chaplin, 2015).

As Maslow stated in the hierarchy of needs pyramid, the emotional and social needs of the person should be met as well as the physical needs of the person (Maslow, 1943). For this, it is necessary to develop the emotional, intellectual and social characteristics of individuals, in short, their emotional intelligence. It is considered that the use of emotional intelligence abilities in the socialization and socialization processes of individuals will contribute positively to their motivation (Guy-Evans, 2023). For this reason, it can be thought that individuals should have high emotional intelligence skills in order to meet these needs (Turan et al., 2019)

Emotional intelligence; It can be expressed as abstract skills that enable the individual to understand his own and others' feelings, motivate the people around him, understand what the other person is feeling by creating empathy with

them, and be successful in human relations (Martin, 2018). The first academic use of the concept of emotional intelligence began in the USA in 1985 with the doctoral thesis of W.L. Payne (Dökmen, 2008). In the 1990s, it is seen in many studies that the individual's success in social life is important not only with IQ ability, but also with EQ. Emotional intelligence was evaluated as a part of social intelligence in the studies of Salovey and Mayer. They emphasized the concept of social intelligence as a person's ability to use his/her own internal states, harmony with the environment and social abilities well and to act in the light of these abilities (Dağlı et al., 2010). It can be stated that emotional intelligence is a skill that directly affects the relations of the individual with others in their social environment. Emotional intelligence can be acquired from birth or can be learned later. It can be said that the individual's maturation by developing himself and developing his relations with his environment are the effects of emotional intelligence (Eymen, 2007). It is stated in the literature that there are two models as a talent-based emotional intelligence model and a mixed emotional intelligence model (Mayer & Salovey, 1990; Goleman, 1995; Bar-On, 1997; Cooper & Sawaf, 1997). The mixed emotional intelligence model belonging to Goleman is examined in its sub-dimensions as self-consciousness, self-activation or motivation, managing emotions, understanding the emotions of others and managing relationships with others or social skills (Doğan, 2005).

In sports competitions, the concept of sportsmanship, fair play, olympicism or ethical values in sports comes to the fore (Güllü et al., 2021). Violent events, racism, separatist discourses or the situations of individuals with limited opportunities are handled in universal values and it is argued that these behaviors are wrong in every platform, and societies with universal unity are tried to be created (FIFA, UEFA, 2023). "*Fair Play; Although honest play is expressed as honest behavior, its real meaning is above ethical behavior. Ethical behavior means applying the rules with honesty and respect in all matters. Fair Play, on the other hand, is to reveal the superior human spirit in life by suppressing personal interests and ambitions.*" (TMOKFK, 2023). When the concept of fair play is evaluated in the sports approach, it is seen that "sports" evokes action, while "fair play" evokes the moral side of sports action (Yıldıran, 2011). Studies are carried out on ethical approaches in sports practices, sports management and organizations, looking at fair play behavior from the perspective of athletes, coaches, referees and managers (Aripınar & Donuk, 2011).

The concept of fair play is also used together with the concept of sportsmanship. Sportsmanship refers to the good behavior expected from male or female athletes in sports competitions. In other words, sportsmanship is defined not to win the competition unfairly with illegal behavior, but to show good behavior to the opponent whether he wins or loses (Güllü, 2018). Sportsmanship behavior; It includes the features that can maximize sports ethics such as courage, patience, sincerity, self-confidence, self-control, respect for the opponent and teammate, kindness, goodness, nobility, honor and generosity, which are desired by the athletes (Güllü & Şahin, 2018; Turan, 2020). The International Sportsmanship Association established the principles of sportsmanship in 1926; He stated eight different principles as "*Obey the rules, stick to your teammates, keep yourself fit, control your anger, avoid violent behavior in the game, do not brag about your victory, do not collapse in a loss, be strong-spirited and open-minded to have a healthy body*" (Keating, 2007; Koç, 2013).

Another purpose of competition in school sports is to compare the abilities of students. Sportsmanship does not consider what behavior the athletes should exhibit in these competitions, but how they should behave (Turan, 2020). For example; It is shown as sportsmanship that an athlete removes his opponent from the ground, which he has dropped intentionally or unintentionally, that the wrong decision is corrected by the players when the referees make a wrong decision, and that the athletes fully comply with the rules. Sportsman individual; It is stated as an individual with good morals, noble, respectful, beneficial to the society, improving himself physically and mentally (Gürpınar, 2009).

With the Physical Education and Sports Lesson in the curriculum of the Ministry of National Education, sports awareness and moral principles in sports are given to students in schools. While explaining the importance of moral principles in sports in these lessons, sports ethics and values such as developing sports awareness, socialization, always being honest and respectful towards their opponents and teammates, behaving "fair play" and making them a way of behavior by participating in school sports. related gains are expected to be achieved (MEB, 2023). In these courses, students can go beyond sports morals with their ambition to succeed. On the contrary, physical education lessons are an

important environment in which students should learn moral values and develop awareness of rules, depending on their achievements. As a matter of fact, it can be said that relatively speaking, students exhibit sportsmanlike behavior in accordance with sports morals and values in physical education and sports classes (Altun & Güvendi, 2019).

In this sense, the moral and humanitarian general aims of school sports are; It is considered very important to create awareness of physical, mental and social health in students and to gain them these values. In line with these general objectives, the adaptation of the individual to social life is realized by creating the awareness of rules, as well as gaining values such as solidarity, cooperation, justice, tolerance and benevolence in students (Pehlivan, 2004).

The Genevan philosopher and writer Jean-Jacques Rousseau wrote in his book "Emile or On Education", that his first education in children's education is completed by physically directing him to walk and talk. By gradually dominating his movements, he discovers his body, develops mastery of the body and creates a measure for power (Jean-Jacques Rousseau 2009; Köktürk, 2019). It is seen that the development of physical and cognitive abilities of each individual takes place in a natural process. It is known that sport, which has an important place in the development of these abilities, contributes positively to the mental and physical development of people in many researches, as well as making important contributions to the socialization and socialization of individuals sociologically.

Problem of Study

In this study, it was aimed to examine the relationship between emotional intelligence and sportsmanship behavior levels of students participating in school sports. It is evaluated that the research will contribute to the development of healthy and happy individuals and to social welfare and production by evaluating the relationship between the emotional intelligence levels and sportsmanship behaviors of the students participating in school sports, which will play an important role in the future, in the field of basketball sports, and by developing suggestions for the planning of future emotional intelligence training.

In this context, the building blocks of the future are young people doing sports at the age of development, participating in Physical Education and Sports classes at school, IQ (intelligence quotient) for their academic success as well as their physical development, and EQ (for them to take an active role in socialization, socialization and social life adapting to social life). Emotional intelligence) development is also seen as important. In this sense, the research is considered to make original and important contributions to the field.

For this purpose, answers to the following questions will be sought: Is there a relationship between the emotional intelligence development of athlete students and their emotional intelligence levels?

Method

Research Model

Quantitative research method was used in the research. In the research, descriptive scanning was conducted to determine the attitudes, opinions, expectations and behaviors of the people (Gürbüz & Şahin, 2018). In the first part of the research, analyzes are formed in the light of the information obtained from the literature related to the research topic. In the second part of the study, the analysis and interpretation of the data obtained from the emotional intelligence levels and sportsmanship behavior scales are included.

Participants

The population of the research is 10-17 age group athlete students who participated in the girls and boys semi-finals in the Star and Youth A categories, which were organized between 23-26 May 2023 in the 2022-2023 academic year School Sports Activity Program. GSB School Sports, 2023). As the sample of the research, 239 people who were determined by simple random method participated in the research. In the simple random sampling method, each individual in the population is equally and independently likely to be selected (Büyüköztürk, 2010).

In determining the sample size, ready-made tables that were calculated and prepared before were used (Karagöz, 2016a, Karagöz, 2016b; Gürbüz & Şahin, 2018). According to the minimum sampling table accepted for different populations, the 99% confidence interval was calculated as 217 in the population with 500 (Gürbüz & Şahin, 2018). This sample size was considered sufficient as 239 people participated in the study. Questionnaires were applied to the participants face-

to-face and electronically and simultaneously with the Google Forms application by the researcher.

Data Collection Tools

The population of the research is 10-17 age group athlete students who participated in the girls and boys semi-finals in the Star and Youth A categories, which were organized between 23-26 May 2023 in the 2022-2023 academic year School Sports Activity Program. GSB School Sports, 2023). Emotional Intelligence and Multidimensional Sportsmanship Orientation scales were applied to the participants. In order to save time and money in their research, researchers can benefit from scales that are generally developed or scales whose validity and reliability have been proven in previously completed studies (Gürbüz & Şahin, 2018). In this study, data collection tools that were previously applied or developed with this method were used.

Emotional Intelligence Scale

In this study, "Wong and Law Emotional Intelligence Scale" (WLEIS - Wong and Law Emotional Intelligence Scale) developed by Wong and Law (2002), based on the emotional intelligence thoughts of Salovey and Mayer (1990), was used to measure the emotional intelligence level of students. The scale used by Melike Kıvanç Sudak (2013) in Turkey consists of a total of 16 expressions and 4 dimensions: self-evaluation of emotions (KDD), evaluation of others' emotions (BDD), use of emotion (DK) and emotion regulation (DZ).

Multidimensional Scale of Sportsmanship Orientation

The Multidimensional Sportsmanship Orientation Scale (MSOS-25), originally developed by Vallerand et al. (1997), is a 5-point Likert-type scale consisting of 25 items and 5 sub-dimensions. The Multidimensional Sportsmanship Orientation Scale, which was adapted to Turkish by testing the factor structure, validity and reliability of the scale by Sezen Balçıklı (2009), has 4 sub-factors and 20 items: Compliance with Social Norms, Respect for Rules and Management, Commitment to Responsibilities in Sports, Respect for Competitors (Sezen- Balçıklı, 2009).

In the questionnaire used in the research, 42 questions were asked to the participants in 3 separate sections. Within the scope of the research, demographic information (6 questions), Emotional Intelligence scale (16 questions) and Multidimensional Sportsmanship Orientation Scale (20 questions) were applied.

Analysis of Data

In the research, the data collection tools were applied to the sample group with a simple random method from the universe and the collected data were transferred to the electronic environment through the microsoft office program. The data transferred to the electronic media were analyzed in the IBM SPSS (Statistical Package for the Social Sciences) 18 statistical program and the findings were reached. The findings obtained from the analysis were interpreted and reported.

In the research, frequency analysis, percentage trend analysis and correlation analysis were performed descriptively. In addition, correlation analysis was conducted to determine the existence and severity of a mutual relationship between two variables or multiple variables (Gürbüz & Şahin, 2018). Since kurtosis and skewness values are between +1.5 and -1.5, it can be said that the data are normally distributed (Tabachnick & Fidell, 2013).

Results

In this part of the research, the results of the analysis regarding the relationship between the emotional intelligence levels of the students participating in school sports in basketball sports and their sportsmanship behaviors are included. The demographic findings of the participants are given in Table 2.

Table 2. Descriptive statistical distribution of demographic information

Demographic Variables	Groups	Frequency (n)	Percent (%)
Gender	Female	141	59
	Male	98	41
Age	Middle school between the ages of 10-15	111	46.4
	High school between the ages of 15-18	128	53.6
School level	Public	114	47.7
	Special	125	52.3
Academic achievements	Very good	95	39.7
	Good	91	38.1
	Middle	47	19.7
	Bad	6	2.5
	Too bad	0	0
Reason for participating in competitions	Being a professional basketball player	164	68.6
	Participating in sporting activities	63	26.4
	Being healthy	12	5.0
Total		239	100.0

Table 2 contains descriptive statistical information about the demographic information of the athletes participating in the research. A total of 239 people participated in the research. According to the findings, 141 (59%) of the participants were female and 98 (41%) were male. Considering the age and educational status distribution of the participants, there are 111 (46.4%) middle school athletes between the ages of 10 and 15 at the U 12 level, and 128 (53.6%) of the U18 level high school athletes between the ages of 15-18.

While 114 (47.7%) of the participants attend public schools, 125 (52.3) attend private schools. While there were 95 people (39.7%) with very good academic achievement, 91 people (38.1%) with good, 47 people (19.7%) with average, 6 people (2.5%) with bad academic achievement. There are no participants. The reasons for participating in the competitions were 164 (68.6%) professional basketball players, 63 (26.4%) participating in sports activities, and 12 (5.0%) being healthy.

Table 3. Results of correlation analysis between research variables

Variables	\bar{x}	SS	1	2
Emotional intelligence	3.59	0.59	-	
Sportsmanship behavior	4.17	0.48	0.30**	-

**p< 0.01, n=239

Table 3 shows the correlation relations and significance levels between the factors of the research dimensions. According to the results in the table; there is a significant and positive weak ($0 < r \leq 0.3$) correlation between participants' emotional intelligence and sportsmanship behavior ($r=.30$) ($p<.01$). It can be shown as an important proof of the existence of a relationship between the emotional intelligence levels of the students participating in the school sports basketball competitions and their sportsmanship behaviors against their rivals in the competitions.

Table 4. Results of correlation analysis between sub-dimensions of research variables

Variables	\bar{x}	SS	KDD	BDD	DK	DD	SNU	KYS	SSB
Emotional intelligence	KDD- Evaluating of wn Emotions	3.7144	.86195	-					
	BDD-The value of other people's feelings.	3.5649	.85779	.166*	-				
	DK-Emotion use	3.8389	.76538	.468**	.036	-			
	DZ-Emotion regulation	3,2207	.96045	.453**	.186**	.417**	-		
	SNU-Compliance with Social Norms	4.3607	.57362	.011	.287**	.046	.171**	-	
Sportsmanship behavior	KYS-Respect for Rules and Management	4.0611	.57346	.173**	.255**	.212**	.256**	.560**	-
	SSB-Commitment to Responsibilities in Sports	4.2117	.56199	.115	.136*	.221**	.236**	.489**	.615**
	RS-Respect the Opponent	4.0351	.61911	.056	.186*	.074	.217**	.595**	.593**
									.557**

* $p < 0.05$, ** $p < 0.01$, $n = 239$

Table 4 shows the correlation relations and significance levels between the sub-dimensions of the research variables. According to the results in the table, there is a significant positive weak correlation ($p < 0.05$) between the emotional intelligence sub-dimension of the participants, KDD-Evaluating one's own emotions, and the sportsmanship behavior KYS-Rules and Respect for Management sub-dimension ($r = .173$).

There is a weak and significant correlation between all of the sportsmanship behavior sub-dimensions of the BDD-Evaluation of the emotions of others sub-dimension of emotional intelligence and respectively ($r = .287$, $r = .255$, $r = .136$, $r = .186$) ($p < 0.01$, $p < 0.05$).

There is a weak and significant correlation between the sportsmanship behavior sub-dimensions of the DK-Emotion use sub-dimension of emotional intelligence, KYS-Respect for the rules and management, and SSB-Commitment to responsibilities in sports, respectively ($r = .212$, $r = .221$) ($p < 0.01$).

Sportsmanship behavior sub-dimensions of the EE-Emotion regulation sub-dimension of emotional intelligence, SNU-Compliance with social norms, KYS-Respect for rules and management, SSB-Commitment to responsibilities in sports, RS-Respect to the opponent sub-dimensions, respectively ($r = .171$, $r = .256$, $r = .236$, $r = .217$), there is a weak positive correlation ($p < 0.01$).

According to these results, it can be concluded that the students try to take their own emotions into account in a way that takes into account the emotions of their opponent rather than evaluating their own emotions in the competitions, despite the tension of the match. Because, as a result of the analysis of the data obtained from the questionnaires of the student athletes, a significant and positive relationship was found between the sub-dimensions of emotional intelligence, taking into account the feelings of others and the regulation of their own emotions, sportsmanship behavior, compliance with social norms, respect for rules and management, commitment to responsibilities in sports and respect for the opponent.

Conclusion and Discussion

This research was carried out on the students who participated in the Turkish final, semi-final and qualifying competitions in the basketball branch within the scope of school sports. In the study, the relationship between the emotional intelligence levels of student athletes and their sportsmanship behaviors was examined. Within the scope of the research, as a result of the statistical analysis of the data obtained from the participants, it was determined that there

was a weak and positive relationship between emotional intelligence levels and sportsmanship behaviors. In other words, it can be said that the emotional intelligence levels of student athletes have an effect on their sportsmanship behaviors.

In relation to sportsmanship behaviors of the emotional intelligence scale's EQ-evaluation of own emotions sub-dimension, only a significant, positive and weak relationship was found with the KYS-Rules and respect for the management sub-dimension of the sportsmanship behavior scale, while no relationship was found with the other sub-dimensions of sportsmanship behavior. While the DK-Emotion use sub-dimension of emotional intelligence has a significant, positive and weak relationship with the sub-dimensions of sportsmanship behavior, KYS-Respect for the rules and management, and SSB-Commitment to responsibilities in sports, there is no relationship between SNU-Compliance with social norms and RS-Respect for the opponent sub-dimensions. However, a significant, positive and weak relationship was found between the BDD-Evaluation of the emotions of others and DZ-Emotion regulation sub-dimensions of emotional intelligence with all sub-dimensions of sportsmanship behavior.

In addition to this research to determine the relationship between emotional intelligence and sportsmanship behavior, it is seen that many studies have been carried out to reveal the importance of emotional intelligence in different fields and universes, and studies to develop emotional intelligence provide data that are consistent and supportive with the findings of this research. In one of these studies, Turan (2020) found that the attitudes and self-efficacy levels of secondary school students participating in school sports predicted sportsmanship behaviors in physical education class positively, at a low level and statistically significantly. It is seen that the students exhibit sportsmanlike behaviors at a high rate in the physical education lesson (Turan, 2020). In addition, Alper (2020) determined that there are significant differences between the emotional levels of the students' time to do sports on a yearly basis.

While the participation of students in school sports in the category of stars and youth has an effect on skill development, team membership and gaining spirit, having fun, friendship and success, the behaviors of the students involved in school sports, their motivation to participate in sports, physical education teachers and students in school sports. It has been stated that the use of physical activities by their coaches to determine and develop them will contribute to the positive development of sportsmanship behaviors of students (Bozkurt, 2014).

It has been determined that secondary school students who participate in school sports have a high tendency to show sportsmanship behavior, and their aggression-anger levels are low in sports, and it is stated that as the level of sportsmanship increases, their aggressive behavior decreases (Zor, 2021). In a different study, it is stated that the students participating in school sports find an area to apply the knowledge and skills they have gained thanks to school sports, respecting differences and being fair and increasing their social and emotional learning skills (Tan, 2021). It is stated that the level of emotional intelligence plays a role in the prevention of violent behavior (Yılmaz Bingöl & Yılar Erkek, 2020).

In another study, it was determined that students' sportsmanship behaviors were at a better level than their negative behaviors. While displaying sportsmanship behaviors does not differ according to gender, it is observed that students' ability to avoid negative behaviors decreases as their grade levels increase (Temel et al., 2023).

Federation, the organization of the Federation as the School Sports Department affiliated to the General Directorate of Sports Services in 2023, and the presence of sports halls in newly built schools. In addition, it should be known that reference groups, family and peers, cultural themes, and external factors are also influential in students' participation in school sports (Tüfekçi, 2020). Considering that these students will also take part in the business environment in the future, and when it is evaluated that there is a positive relationship between the emotional intelligence levels of leaders in the business environment and the job performance of their subordinates, measures can be taken for the EQ training needs, career development and improvement areas of the human resources of the business world in their secondary and high school education (Bar-On, 1997).

According to Goleman (2012), emotional intelligence can be learned, but this process is not easy. Studies show that emotional intelligence can be taught. Emotional intelligence can be used to improve social and emotional functioning in social life. This can have beneficial results in terms of socialization. Emotional intelligence training to be given to students during their education can help them become more effective, emotionally healthy and productive individuals in their lives (Arslan & Güven, 2015).

Emotional intelligence is expressed as one of the striking factors in the display of personal skills of athletes. Emotional intelligence research in sports has an important place in examining the psychology of young athletes. He states that there is a significant difference between the age and emotional intelligence of these athletes (Soylu, 2016).

In conclusion; In the education process, which has an important place in the adaptation processes of people to social life, which is the main reason for life, it is necessary to pay attention to the development of emotional intelligence while being educated with social teachings and teaching basic sciences in schools. In today's social life and business world, employees are required to be intelligent and equipped, as well as to be able to work in a team and team spirit. One means of achieving this can be seen as school sports. In this process, it is evaluated that school sports will contribute significantly to the development of the use of emotional intelligence in the attitude of student athletes towards their teammates, their behavior towards and against their rival player friends, and their sportsmanlike behavior towards referees, coaches and game rules. It is thought that when the student takes part in social life in the future, he will be able to establish more successful relationships with the experience he has gained here. In this sense, the study can give ideas about students' emotional intelligence training needs, career development and improvement areas.

Limitations of Study

The limitations of the research are listed below;

- The research is limited to girls and men students attending the school sports basketball competitions in the finals and semi-finals in the 2022-2023 academic year.
- The data in the research is limited to the data collection tool applied within the scope of the research.
- The research is limited to the answers given to the research tool of 10-18 age group secondary and high school students attending school sports.

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I declare that I have not taken any of the actions listed under the heading " Actions Contrary to Scientific Research". This research was approved by the Niğde Ömer Halisdemir University Ethics Committee with the decision dated 07/06/2023 and numbered: E-86837521-050.99-369562. No project or funding support was received in the research.

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