Investigation of Physical Education Teachers' Emotional Intelligence and Narcissistic Personality Traits Levels

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Abstract

This study aims to examine the emotional intelligence levels and narcissistic personality traits of physical education teachers working in middle schools and high schools affiliated to the Ministry of National Education in the 2023-2024 academic year in terms of some variables. The universe of the study consists of physical education teachers working in middle and high schools affiliated to the Ministry of National Education in the 2023-2024 academic year. The sample group consists of 286 physical education teachers, 120 of whom are female and 166 of whom are male, within the research universe and who the researcher could reach. Personal Information Form as a data collection tool in the study: This form includes the gender, age and education levels of the physical education teachers participating in the study. Emotional Intelligence Scale: The ''Emotional Intelligence Scale'' developed by Wong and Law was used. The scale was adapted and developed into Turkish by Sudak (2011). Narcissistic Personality Inventory NPE - 16: The Turkish validity and study was conducted by Salim Atay (2009). The obtained data was analyzed using the SPSS 22 package program. In the analysis of two groups, "T-Test" was used for samples, in the comparative analysis of three or more groups, one-way analysis of variance (ANOVA) tests were used, and in order to determine which groups the differences originated from, Post-Hoc tests were used. In addition, Pearson Correlation Test was applied to determine the relationship between the variables. Findings: Physical education teachers' emotional intelligence levels and narcissistic personality traits do not differ in terms of gender and education level variables, but a statistically significant difference was observed in terms of age variable. It was determined that there was a low positive relationship between physical education teachers' emotional intelligence levels and narcissistic personality traits.

Keywords: Physical Education Teachers, Emotional Intelligence Level, Narcissistic Personality Traits

Introduction

Studies show that human emotions and relationships are as valuable as technology. Especially in professional groups such as teaching, since human relationships are of greater importance, personality traits and emotional competencies gain even more value. For this reason, emotional intelligence and personality traits, which explain the strong abilities related to a teacher's ability to correctly understand, interpret and express the emotions of students and themselves, to distinguish between these emotions and to put the information they synthesize into action in the stages of behavior and thought, are important in determining the success of the teacher not only in their private life but also in the rest of their life (Acar, 2002). Emotion is a factor that has both a cognitive and physiological substructure and is observed in human behavior with outputs such as sadness, happiness and hopelessness (Ulaş and Arbak, 2004). Intelligence is defined as the ability to learn, to criticize oneself, to solve concrete, verbal and abstract problems, to adapt to an unknown new situation and creativity (Akboy, 2005). Emotional intelligence; the individual's ability to understand and accept his/her own feelings and skills, to be inclined to new skills and better, to set goals, to understand the problems and feelings of other individuals and to establish relationships, to persuade, to develop consensus (Bridge, 2003). Mayer and Salovey defined emotional intelligence as "the ability to control, express, evaluate and perceive emotions correctly" (Salovey and Saluyter, 1997). Emotional intelligence is a mental ability. This ability is to have emotions on the one hand and to decipher the meaning of emotions on the other. The concept of emotion requires intelligence for the individual. Therefore, it enables the individual to comprehend the systematics of the mind and in this way directs to creative thinking (Epstein, 1999). Emotional intelligence is a phenomenon that can develop over time with the increase in the intellectual level of the person, socialization and maturation. It is known that people with high emotional intelligence levels can manage to be at the forefront due to their effective management, leadership and innovation characteristics (Cadman and Brewer, 2001).

In addition to all these, a teacher's self-perception, negative and positive thoughts about himself, how he sees himself, plays a determining role in his relationship with students. By its nature, each individual's self-admiration, interest in himself, and self-love are generally called "Narcissism". The origin of psychologically based narcissism comes from Narcissus, who fell in love with his own reflection in the river with his unrequited love in Greek mythology (Yörükan, 2000). Narcissism is the person's unconscious or conscious feelings of love, lust, admiration, pleasure and desire for his own body or identity, and the person's disregard for other people, seeing them as tools to serve his own purpose and not being able to develop a sense of empathy with them (Hamedoğlu, 2009). Freud stated that an individual cannot love someone else without loving himself (Timuroğlu, 2005). Although narcissism is generally considered as a person's love and admiration for himself, it actually represents the person's alienation from himself. Therefore, the fact that narcissism offers success, popularity and greatness in the same process is an indispensable way to strengthen the self-worth of individuals whose ego is not complete (Wardetzki, 2018). There are two types of narcissism: pathological and normal. As can be understood from here, narcissism is not only a negative concept. It has benefits for the teaching profession in terms of being committed to the job, being successful in stressful and difficult tasks, and being satisfied in the job (Wallace and Baumeister, 2002; Karataş and Taş, 2017).

As in all branches of the teaching profession, emotional intelligence and narcissistic personality traits are important for physical education teachers. Therefore, the emotional intelligence and narcissistic personality trait levels of physical education teachers are a subject

that needs to be examined. In this study, it was aimed to examine the emotional intelligence and narcissistic personality trait levels of physical education teachers.

Material and Method

Research Model

This research used the screening model, one of the quantitative research designs. This research determined the emotional intelligence levels and narcissistic personality traits of physical education teachers and revealed whether emotional intelligence levels and narcissistic personality traits differ according to some demographic variables.

Research Group

The universe of the research consists of physical education teachers working in middle and high schools affiliated to the Ministry of National Education in the 2023-2024 academic year. The sample group consists of a total of 286 physical education teachers, 120 of whom are female and 166 of whom are male, within the research universe and whom the researcher could reach. The subjects were selected by random sampling method.

Table 1. Demographic Information of the Research Group

Değişkenler	Gruplar	n	%
Gender	Female	120	42,0
	Male	166	58,0
	Total	286	100,0
Age	25 years old and under	134	46,9
	26-35 Years old	46	16,1
	36-45 Years old	58	20,3
	46 Years old and above	48	16,8
	Total	286	100,0
Level of Education	Graduate	228	79,7
	Postgraduate	58	20,3
	Total	286	100,0

Data Collection Tools

Personal Information Form: This form includes items regarding the gender, age and education level of the physical education teachers participating in the study.

Emotional Intelligence Scale: The ''Emotional Intelligence Scale'' developed by Wong and Law was used. The scale was adapted to Turkish and developed by Sudak (2011). The scale is a 16-question, five-point Likert type, and includes four sub-dimensions. The questions are; strongly disagree ''1'', the lowest score, strongly agree ''5'', the highest score, and all are positive. The strongly agree answer (5) indicates the highest level of emotional intelligence sought in the scale, while strongly disagree (1) indicates the lowest level of emotional intelligence. The high scores obtained from the scale are directly proportional to the level of emotional intelligence. In other words, the higher the score obtained from the scale, the higher the level of emotional intelligence. The scale applied by Sudak to measure the emotional intelligence level of academics consists of 16 questions, five-point Likert type, and four sub-dimensions. The Cronbach Alpha value was calculated as 0.91 in the original form of the scale. In our study, the internal consistency coefficient was determined as 0.86.

Narcissistic Personality Inventory NKE - 16: Narcissistic Personality Inventory- NKE-16, which was validated and studied in Turkish by Salim Atay (2009), was used. The Cronbach's Alpha internal consistency coefficient of NKE was found to be .652. In this study, the internal consistency coefficient was determined as 0.68. NKE consists of 16 questions with 2 options.

These questions also cover the dimensions of authority, exhibitionism, exploitation, claiming rights, self-sufficiency and superiority. The minimum score that can be obtained from the inventory is 0, and the maximum score is 16.

Data Collection and Analysis

The research was approved by the ethics committee of Dicle University on 09.11.2023 with the approval number 597245. The scales were prepared electronically and sent to physical education teachers via virtual network channels (e-mail, social media). SPSS 22.00 package program was used in the analysis of the research data. T-Test was used for the difference of the means of the paired groups, ANOVA and Tukey Test from Post Hoc tests were used for the comparison of three or more independent groups. Pearson Correlation test was used to reveal the relationship between the emotional intelligence levels of physical education teachers and narcissistic personality traits.

Findings

Table 2. T-Test Results of the Emotional Intelligence Scale and Its Sub-Dimensions According to the Gender Variable of the Research Group

Scale and Sub-Dimensions	Gender	n	$\bar{X}$	ss	t	df	p
Self-Emotion Assessment	Female	120	4,17	0,50	1,84	284	**0,01***
	Male	166	4,03	0,69			
Evaluating the Emotions of Others	Female	120	3,98	0,53	1,65	284	**0,01***
	Male	166	3,86	0,65			
Use of Emotion	Female	120	4,29	0,58	3,78	284	0,09
	Male	166	3,99	0,72			
Emotion Regulation	Female	120	3,59	0,70	-2,10	284	0,93
	Male	166	3,78	0,76			
Emotional Intelligence Scale	Female	120	4,01	0,41	1,60	284	0,15
	Male	166	3,92	0,53			

* p<0.05

Table 2 shows the T-Test results conducted to determine whether the sub-dimensions of the emotional intelligence scale differ statistically significantly according to the gender variable. When the table is examined, it is determined that the average scores of female physical education teachers differ statistically significantly from male physical education teachers in the sub-dimensions of self-emotion evaluation and others' emotion evaluation in emotional intelligence according to the gender of physical education teachers (p<0.05). According to the results of the applied T-Test, it is determined that there is no statistically significant difference between the average scores of physical education teachers' emotional intelligence scale, the average scores obtained from the emotional use and emotion regulation sub-dimensions according to the gender variable (p>0.05).

Table 3. T-Test Results of Narcissistic Personality Inventory (NPI) and Its Sub-dimensions According to the Gender Variable of the Research Group

Scale and Sub-Dimensions	Gender	n	$\bar{X}$	ss	t	df	p
Superiority	Female	120	0,46	0,35	2,48	284	**0,01***
	Male	166	0,36	0,31			
Exhibitionism	Female	120	0,41	0,34	2,70	284	0,28

					f	sd	p
	Male	166	0,30	0,34			
Authority	Female	120	0,48	0,38	1,60	284	0,08
	Male	166	0,41	0,39			
Exploitation	Female	120	0,23	0,34	1,79	284	**0,00***
	Male	166	0,17	0,27			
Claiming Rights	Female	120	0,38	0,26	1,35	284	**0,04***
	Male	166	0,33	0,29			
Self-Sufficiency	Female	120	0,39	0,29	0,32	284	0,72
	Male	166	0,38	0,30			
Narcissistic Personality Inventory (Total)	Female	120	0,40	0,19	2,96	284	0,49
	Male	166	0,33	0,19			

* p<0.05

When Table 3 is examined, the T-Test results are given to determine whether physical education teachers differ statistically in terms of gender variable. As a result of the T-Test, the average scores of female physical education teachers in the "superiority, exploitativeness and entitlement" sub-dimensions of the narcissistic personality inventory of physical education teachers are statistically higher than male physical education teachers (p<0.05). No statistically significant difference was observed between the "exhibitionism, authority and self-sufficiency sub-dimensions and the narcissistic personality inventory total" scores of physical education teachers in terms of gender variable (p>0.05).

Table 4. ANOVA Results Regarding the Emotional Intelligence Scale and Its Sub-Dimensions According to the Age Variable of the Research Group

Scale and Sub-Dimensions	Age	n	$\bar{X}$	ss	f	p	Scheffe
Self-Emotion Assessment	25 and under (1)	134	3,89	0,66	10,24	**0,00***	**3-1** **4-1**
	26-35 (2)	46	4,16	0,48			
	36-45 (3)	58	4,34	0,48			
	46 and above (4)	48	4,26	0,61			
Evaluating the Emotions of Others	25 and under (1)	134	3,84	0,66	**1,66**	**0,18**	
	26-35 (2)	46	3,93	0,61			
	36-45 (3)	58	4,05	0,50			
	46 and above (4)	48	3,93	0,51			
Use of Emotion	25 and under (1)	134	4,08	0,76	**2,45**	**0,06**	
	26-35 (2)	46	4,07	0,61			
	36-45 (3)	58	4,33	0,53			
	46 and above (4)	48	4,02	0,62			
Emotion Regulation	25 and under (1)	134	3,53	0,75	**4,93**	**0,00***	**3-1**
	26-35 (2)	46	3,78	0,72			
	36-45 (3)	58	3,92	0,56			
	46 and above (4)	48	3,82	0,84			
Emotional Intelligence Scale	25 and under (1)	134	3,83	0,52	**6,91**	**0,00***	**3-1**
	26-35 (2)	46	3,99	0,49			

36-45 (3)	58	4,16	0,35	
46 and above (4)	48	4,01	0,43	

* p<0.05

According to the One-Way ANOVA results of the Emotional Intelligence Scale and its sub-dimensions regarding the age variable of the participating physical education teachers in Table 4; a difference was observed between the sub-dimensions of the Emotional Intelligence Scale, which are self-emotion appraisal, emotion regulation and the overall average scores of the emotional intelligence scale (p<0.05). The mean scores of physical education teachers aged 36-45 and 46 years and above in the self-emotion appraisal sub-dimension were statistically higher than those of physical education teachers aged 25 and under. The mean scores of physical education teachers aged 36-45 in the emotion regulation sub-dimension of the emotional intelligence scale were statistically higher than those of physical education teachers aged 25 and under (p<0.05). According to the results of the emotional intelligence scale of physical education teachers, the mean scores of physical education teachers aged 36-45 were statistically higher than those of physical education teachers aged 25 and under (p<0.05). No statistical difference was observed in the sub-dimensions of the scale, which were evaluation of others' emotions and use of emotions (p>0.05).

Table 5. ANOVA Test Results Regarding Narcissistic Personality Inventory (NPI) and Its Sub-dimensions According to the Age Variable of the Research Group

Scale and Sub-Dimensions	Age	n	$\overline{X}$	ss	f	p	Scheffe
Superiority	25 and under (1)	134	0,53	0,34	16,12	**0,00***	**1-2** **1-3** **1-4**
	26-35 (2)	46	0,25	0,27			
	36-45 (3)	58	0,28	0,32			
	46 and above (4)	48	0,32	0,25			
Exhibitionism	25 and under (1)	134	0,43	0,35	7,02	**0,00***	**1-2** **1-4**
	26-35 (2)	46	0,23	0,27			
	36-45 (3)	58	0,34	0,37			
	46 and above (4)	48	0,22	0,29			
Authority	25 and under (1)	134	0,54	0,39	8,83	**0,00***	**1-2** **1-3**
	26-35 (2)	46	0,33	0,35			
	36-45 (3)	58	0,28	0,34			
	46 and above (4)	48	0,46	0,35			
Claim Rights	25 and under (1)	134	0,24	0,32	2,28	0,08	
	26-35 (2)	46	0,20	0,32			
	36-45 (3)	58	0,12	0,32			
	46 and above (4)	48	0,17	0,32			
Exploitation	25 and under (1)	134	0,41	0,28	7,58	**0,00***	**1-4** **2-4**
	26-35 (2)	46	0,38	0,21			
	36-45 (3)	58	0,31	0,26			
	46 and above (4)	48	0,21	0,27			

Self-Sufficiency	25 and under (1)	134	0,48	0,33	6,08	**0,00***	**1-3**
	26-35 (2)	46	0,39	0,26			
	36-45 (3)	58	0,24	0,23			**4-3**
	46 and above (4)	48	0,44	0,25			
Narcissistic Personality Inventory (Total)	25 and under (1)	134	0,43	0,18	16,60	**0,00***	**1-2**
	26-35 (2)	46	0,30	0,19			**1-3**
	36-45 (3)	58	0,27	0,18			**1-4**
	46 and above (4)	48	0,30	0,15			

* p<0.05

According to the One-Way ANOVA results of the narcissistic personality inventory and its sub-dimensions regarding the age variable of the participating physical education teachers in Table 5; a difference was observed between the sub-dimensions of Narcissistic Personality Inventory, which are superiority, exhibitionism, authority, exploitation, self-sufficiency, and the general average scores of the narcissistic personality inventory (p<0.05). The average scores of physical education teachers aged 25 and under on the superiority sub-dimension of physical education teachers aged 26-35, 36-45, and 46 and over are statistically higher (p<0.05). The average scores of physical education teachers aged 25 and under on the exhibitionism sub-dimension are statistically higher than those of physical education teachers aged 26-35 and 46 and over (p<0.05). The average scores of physical education teachers aged 25 and under on the authority subdimension are statistically higher than the average scores of physical education teachers aged 26-35 and 36-45 (p<0.05). The average scores of physical education teachers aged 25 and under and 26-35 on the exploitativeness subdimension are higher than the average scores of physical education teachers aged 46 and over (p<0.05). The average scores of physical education teachers aged 25 and under and 46 and over on the self-sufficiency subdimension are statistically higher than the average scores of physical education teachers aged 36-45 (p<0.05). According to the results of the narcissistic personality inventory of physical education teachers, the average scores of physical education teachers aged 25 and under are statistically higher than the average scores of physical education teachers aged 26-35, 36-45 and 46 and over (p<0.05). No statistical difference was observed in the sub-dimension of the scale regarding the claims of others' rights (p>0.05).

Table 6. T-Test Results of the Emotional Intelligence Scale and Its Sub-Dimensions According to the Education Level Variable of the Research Group

Scale and Sub-Dimensions	Level of Education	n	$\overline{X}$	ss	t	df	p
Self-Emotion Assessment	Graduate	228	4,05	0,63	-2,13	284	0,31
	Postgraduate	58	4,24	0,56			
Evaluating the Emotions of Others	Graduate	228	3,89	0,60	-1,34	284	0,69
	Postgraduate	58	4,01	0,61			
Use of Emotion	Graduate	228	4,13	0,68	0,82	284	0,62
	Postgraduate	58	4,05	0,69			
Emotion Regulation	Graduate	228	3,72	0,75	1,21	284	0,42
	Postgraduate	58	3,59	0,69			
Emotional Intelligence Scale	Graduate	228	3,95	0,50	-0,34	284	0,32
	Postgraduate	58	3,97	0,42			

* p<0.05

When Table 6 is examined, the T-Test results are given to determine whether physical education teachers differ statistically in terms of education level variable. As a result of the T-Test, no statistical difference was observed in the general and all sub-dimensions of the emotional intelligence scale of physical education teachers (p>0.05).

Table 7. T-Test Results of Narcissistic Personality Inventory (NPI) and Its Sub-Dimensions According to the Education Level Variable of the Research Group

Scale and Sub-Dimensions	Level of Education	n	$\bar{X}$	ss	t	df	p
Superiority	Graduate	116	0,30	0,28	2,58	284	0,16
	Postgraduate	170	0,47	0,35			
Exhibitionism	Graduate	116	0,31	0,32	2,66	284	0,18
	Postgraduate	170	0,37	0,36			
Authority	Graduate	116	0,34	0,40	2,52	284	0,05
	Postgraduate	170	0,51	0,36			
Claim Rights	Graduate	116	0,18	0,31	0,66	284	0,47
	Postgraduate	170	0,21	0,30			
Exploitation	Graduate	116	0,27	0,23	0,93	284	0,07
	Postgraduate	170	0,41	0,29			
Self-Sufficiency	Graduate	116	0,28	0,28	-0,25	284	0,41
	Postgraduate	170	0,45	0,28			
Narcissistic Personality Inventory (Total)	Graduate	116	0,28	0,18	2,70	284	0,17
	Postgraduate	170	0,41	0,18			

* p<0.05

When Table 7 is examined, the T-Test results are given to determine whether physical education teachers differ statistically in terms of education level variable. As a result of the T-Test, it was observed that the total and all sub-dimensions of the narcissistic personality inventory of physical education teachers did not differ statistically (p>0.05).

Table 8. Results of Simple Correlation Analysis Between Physical Education Teachers' Emotional Intelligence and Narcissistic Personality Traits

		Narcissistic Personality Inventory
Emotional Intelligence Scale	r	**0,06***
	p	0,32

Table 8 shows the relationship between the emotional intelligence levels and narcissistic personality traits of the physical education teachers who participated in the study. The current finding shows that there is a weak positive significant relationship between the emotional intelligence and narcissistic personality traits of physical education teachers.

Discussion and Conclusion

The findings obtained from the study show that there is no significant difference in the emotional intelligence levels of physical education teachers according to the gender variable. Contrary to our study, Titrek (2004) found that there is a difference in terms of the gender variable in his study on the emotional intelligence competencies of faculty members. Contrary to this, Karamehmetoğlu's study on the emotional intelligence levels of physical education teachers, which supports our study, found that there is no difference in terms of the gender variable between the emotional intelligence levels of teachers.

It was determined that there was no difference in narcissistic personality traits of physical education teachers participating in the study in terms of gender variable. Koşan (2015) found in his study on narcissism levels of university students that narcissistic personality traits of students did not differ in terms of gender variable. Again supporting our study, Kocakula (2012) found in his study titled "Effect of Narcissistic and Obsessive Compulsive Personality Disorders on Decision Making Processes" that narcissistic personality traits did not differ in terms of gender variable.

Statistically, there was a difference in the average scores of physical education teachers in the "Emotional Intelligence Scale" according to the age variable. In contrast to our study, Fabio and Palazzeeschi (2008) stated that the average emotional intelligence scores of young teachers were higher than those of older teachers in their study on high school teachers. Harrod and Scheer (2005) found that the level of emotional intelligence increased with age. Karakaş and Küçükoğlu (2011) also found that the level of emotional intelligence increased with age in their study on nurses, which supports our study.

According to the average scores obtained from the narcissistic personality inventory in terms of the age variable of the participating physical education teachers, it was determined that the narcissistic personality traits of physical education teachers aged 25 and under were higher. In contrast to our study, Filiz (2022) found that the level of narcissistic personality traits of healthcare workers did not differ in terms of the age variable in his study on Healthcare Workers in Turkey. In Akıncı's (2015) study examining psychological well-being and types of narcissism, he concluded that the level of narcissism was higher at an early age and that the level of narcissism decreased as age progressed. This result also supports our study.

When the emotional intelligence levels of the physical education teachers participating in the study were examined in terms of the education level variable, no statistically significant difference was observed. Contrary to our study, Özmen (2009) found that the emotional intelligence levels of primary school teachers were higher in the emotional intelligence levels of teachers with an associate degree than those with a bachelor's degree. In support of our study, Kızıl, in his study titled "The relationship between teachers' emotional intelligence and organizational commitment" in 2014, did not observe a significant difference in the emotional intelligence levels of teachers according to their education levels.

When the mean scores of physical education teachers on the "Narcissistic Personality Inventory" were examined according to the variable of education level, no significant difference was observed. Contrary to our study, Cankurtaran and Barisha (2021) observed that the narcissistic personality averages decreased as the level of education decreased in their study on the narcissistic personality traits and education levels of coaches. In the study by Karataş and Taş (2017) examining the narcissistic personality traits of teachers in primary and secondary schools, they stated that the mean scores of the narcissistic personality inventory did not differ in terms of the variable of education level. This supports our study.

Table 8 shows the relationship between the Emotional Intelligence Scale and Narcissistic Personality Inventory of physical education teachers. The current finding shows that there is a weak positive significant relationship between both emotional intelligence and narcissistic personality traits.

As a result, since physical education teachers receive sports training during their education life and also come from sports, their emotional intelligence levels and narcissistic personality traits reach a certain level. When we look at the emotional effects of sports on people, it can be said that the emotional intelligence levels of individuals with sportsmanship are generally high. Again, although the narcissistic personality trait revealed by the sportsmanship identity is generally higher due to both the development of leadership skills and the competitive structure of sports, the narcissistic traits within individuals with sportsmanship identity are similar.

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