

The Relationship between Emotional Intelligence, Hope and Life Satisfaction in Preschool Preserves Teacher

(Okul Öncesi Öğretmen Adaylarında Duygusal Zeka, Umut ve Yaşam Doyumu Arasındaki
ilişkinin İncelenmesi)

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Abstract

The aim of this study is to examine predictive role of emotional intelligence and hope on life satisfaction. Participants were 478 preschool preserves teachers (395 women, 83 men; M age= 19.3 yr.) in Turkey. In this study, Turkish version of the Schutte Emotional Intelligence Scale Revised, Turkish version of the Integrative Hope Scale and Life Satisfaction Scale were used. The relationships between emotional intelligence, hope and life satisfaction were examined using correlation analysis and multiple regression analysis. In correlation analysis, emotional intelligence and hope was found positively related to life satisfaction. According to regression results, emotional intelligence and hope was predicted positively by emotional intelligence and hope. Emotional intelligence and hope has explained 40% of the variance in life satisfaction. The results were discussed in the light of the related literature and dependent recommendations to the area were given.

Keywords: Emotional intelligence, hope, life satisfaction

Özet

Bu çalışmanın amacı okul öncesi öğretmen adaylarında duygusal zekâ, umut ve yaşam doyumu arasındaki ilişkiyi incelemektir. Araştırmanın çalışma grubu, 478 okul öncesi öğretmen adayından oluşmaktadır. Katılımcıların 395'i kadın, 83'ü erkek öğrenci olup; yaş ortalamaları 19.3'tür. Veri toplamak için Schutte Duygusal Zekâ Ölçeği, Bütünleyici Umut Ölçeği ve Yaşam Doyumu Ölçeği kullanılmıştır. Duygusal zekâ, umut ve yaşam doyumu arasındaki ilişkiyi tespit etmek için Pearson Momentler Çarpımı Korelasyon analizi ve çoklu regresyon analizinden yararlanılmıştır. Araştırma bulgularına göre bu üç değişken arasında ilişki tespit edilmiş olup; duygusal zekâ ve umut, yaşam doyumunun toplam varyansının %40'ını açıklamaktadır. Araştırma bulguları ilgili literatür ışığında tartışılmış olup; önerilerde bulunulmuştur.

Anahtar Kelimeler: Duygusal zekâ, umut, yaşam doyumu

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Introduction

Emotional Intelligence

Emotional intelligence: is defined as the recognition of the feelings of self of the individual and others, and use of this case in problem-solving process (Mayer, Caruso, & Salovey, 2000; Salovey, 1990). According to Poskey (2006), emotional intelligence requires empathy, control of feelings and response with the correct behavior to emotions. According to Thompsan (2009) emotional intelligence is awareness of emotions of self and others, understanding these emotions right and the ability to use the information gathered from perceptions in process of understanding.

Salovey and Mayer (1990) defines emotional intelligence under five titles which are self-knowledge, management of emotional state, self-motivation, empathy and managing relationship. Facts for which descriptions are made such as self knowledge: individual's recognition and knowledge on own feelings; management of emotional state: individual's management of emotions and react to this; self-motivation: directing self according to an aim; empathy: knowing what others think and finding clues which are verbal and nonverbal; managing relationship: managing interpersonal communication and successful negotiations are content of emotional intelligence (Basu & Mermillod, 2011). Emotional intelligence is whole skills that individual displays through the whole life (Doğan & Demiral, 2007). Emotional intelligence has a significant role in interpersonal communication such as spousal relations and labor relations (Tuğrul, 1999).

An individual, who has self-knowledge, aware of own emotions and feeling, knows strong and weak sides, manages his/her own emotions, notion and actions, and sets positive and constructive relations (Çetinkaya & Alparslan, 2011). Individuals who use the power of emotional intelligence are good at putting their selves in others shoes since they know and define their emotions (Özen, 2013). Individuals try to understand and express emotions in their whole lives. They only have the abilities, expressing emotions, empathy and solving interpersonal problems, by emotional intelligence (Doğan & Demiral, 2007).

Individuals using power of emotions can make life easier in every aspect (Özen, 2013). It is indicated that ones who have high emotional intelligence are more productive and happy in both private and professional life (Becerem, 2004). Age, family, family environment and gender are important elements that affect the development of emotional intelligence. Lameness in the development of emotional intelligence play an important role in rise of problems in interpersonal relations and psychological problems. (Tuğrul, 1999).

Qualifications belonging to emotional intelligence are determined and important factors in stages such in hiring in human resources management such as performance management, career development. Importance of emotional intelligence is getting higher in Professional life. Having a developed emotional intelligence is counted as the key for success in for an individual for the professional life. Employees with developed emotional intelligence have a significant role in their corporations (Çetinkaya & Alparslan, 2011). Corporations in which individuals with high emotional intelligence take place, it is seen that benefits gathered as a result of creating affective communication and relations which lead to blissful and peaceful working environment (Doğan & Demiral, 2007).

Hope

The word hope is mostly used to state a positive expectation in daily language, while in psychology, hope is defined as characteristic feature that makes a person feel good and motivate the individual to make an action (Akman & Korkut, 1993). Religion psychologists clarify hope as virtue while in some religions

hopelessness is seen as rebellion towards the God. According to Sariçam and Akin's (2013) clarifications, hope is a dynamic power that supports the individual to accommodate to the future, to make the individual being interested with now and the future and find a meaning, supports positive perspective and betterness and help to keep relations going with others.

According to Akman and Korkut (1993) hope is considered as a cognitive period, but according to Snyder (2002) hope is not only a cognitive period but also organized in a hierarchy which is created by beliefs related to individual's abilities to apply this period successfully. According to Snyder (2002) hope in individual's goals is identified as thinking period with "desire to act" (agency) and "pathways to perform target". From this perspective it is seen that hope has two ingredients. Emotional aspect (agency) is identified as desire to act for the goal and feeling power to achieve the goal, where cognitive aspect is identified as individual's beliefs to make effective strategies or plans. (Sariçam & Akin, 2013).

When literature is examined related to hope, it is seen that the concept is date back to 13th century and found in religious and philosophical areas. Philosophers like Aquinas, Hume and Kant approaches hope as it is in the human nature. After that, hope is changed to hopelessness. However, with positive psychology hope has taken its place in literature and named as an important ingredient of subjective well-being (Snyderand et al., 1991).

Life Satisfaction

Another variable of this research is life satisfaction which is created as a result of comparing and contrasting current situation and expectations in 1961 by Neugarten. (Ozer & Karabulut 2003). Many researchers defines life satisfaction as individual's own assessment of cognitive and emotional situation which is being subjectively good (Diener, 1984) that includes the cognitive direction, the evaluation of the quality of life that is determined by the individual (Dost, 2007), when Dikmen (1995) defines the life satisfaction as person's work, free time and other emotional reactions that involves the time out of work. Life satisfaction contains the satisfaction of individuals from past, present and future that is in the field of work, family and health (Diener & Lucas, 1999). Life satisfaction is the sign of the satisfaction that is gathered from all areas of life (Ozdevecioğlu, 2003). Working life is the most time consuming area among the others and the situation that is faced in working life affects the other satisfaction of other areas. Thus working life contributes to the life satisfaction to be high when individuals are qualified enough to the required qualifications (Yiğit et al., 2011).

There are several factors affecting the life satisfaction according to Neugarten. These are mood, the harmony between the wanted and the acquired, ego or self, determination and courage to not being passive against the life. When these factors are shaped in a positive way in the individual the life satisfaction will increase accordingly and teaching satisfaction will be affected in the same way (Neugarten, 1961).

The present study

Social-emotional learning is very important in pre-school period because this period includes the time which the child starts to investigate and learn the surrounding, to be curious and willing who has powerful and interrogator imagination and to communicate with others. Such child will be know the value judgments of the society and cultural structure of the society which will enable him to act accordingly and learn new habits that shapes his personality (Oğuzkan & Oral, 1997). So that it will be beneficial to learn the emotional intelligence of the teachers who are going to work in this field. Because emotional intelligence has close relationship with social and emotional learning (Elias, 2001). Thus the teachers who have the emotional intelligence capacity

will positively affect the children's social emotional learning level. Besides life satisfaction and hope are the other factors affecting the individual's learning and teaching process (Wang, 2014).

The individuals' who has high level of hope believe that they there is many ways to achieve what they desire. Looking from this view of point, high level of hope helps individual to ability to problem solving or coping skills (Akman & Korkut, 1993) and by these abilities individual can reach the success (Snyder et al., 2002). Before, pre-school teaching candidates are applied to many works that analyzes the relationship between emotional intelligence and life satisfaction with different groups. However, there is no study in domestic and foreign literature that analyzes the relationship between emotional intelligence, hope and life satisfaction. The aim of this study is to analyze the relationship of emotional intelligence, hope and life satisfaction in pre-school teaching candidates.

Method

Participants

Research is carried out with 478 under-graduate university students studying pre-school teaching in Ağrı İbrahim Çeçen University, Dumlupınar University and Kilis 7 Aralık University. Ages of the students are between 17 and 35 and average of age is calculated as 19.3. 87 appliers are 1st grade (18,20%), 166 (34,73%) appliers are 2nd grade, 84 (17,57%)appliers are 3rd grade and 141(29,50%) appliers are 4th grade students; on the other hand 395 (82,64%) appliers are women 83 (17,36%) appliers are men.

Instruments

Schutte Emotional Intelligence Scale Revised: Schutte Emotional Intelligence Scale which is developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998), revised as 41 items by Austin, Saklofske, Huang and McKenney (2004), adapted to Turkish by Tatar, Tok and Saltukoğlu (2011). Points can be got from the scale is at least 41 and at most 205. Relative fix index values [χ^2 (347)= 2647,35; $p<0,001$); GFI=.88, AGFI= .86; RMSEA= .06 and RMR= .09] are found by confirmatory factor analysis. For the whole of the Cronbach's alpha internal consistency coefficient of the scale .89, for Optimism / Mental Editing .75, for the use of emotions .39 and for the evaluation of the emotions .76. for the whole scale test-retest test reliability coefficient is found (n=88) $r=.49$ a week apart and (n=85) $r=.56$ two weeks apart. To examine the discriminator validity of the scale Five Factor Personality Inventory was administered to 100 people with scale. Significant correlations raging between $r=-.28$ and $.34$ are found between Schutte Emotional Intelligence Scale and personal traits.

Integrative Hope Scale: Integrative Hope Scale which is developed by Schrank, Woppmann, Sibitz and Lauber (2011) has 23 items and has four dimensions (trust/belief, lack of perspective, positive future orientation and social relationships/ individual values). Points can be gathered from scale to sub dimensions as a total score can be obtained. Total points can be got from the scale is at least 23 and at most 138. Adaptation of the scale to Turkish is done by Sarıçam and Akın (2013). Relative fit index values ($\chi^2=610.67$, $df=222$, RMSEA=.062, CFI=.94, IFI=.94, NFI=.90 and SRMR=.063) are found by confirmatory factor analysis. Factor loadings of the scale are aligned from .25 to .67. For the whole of the internal consistency coefficient of the scale .76, and for the four sub-dimension scale .80, .71, .68 and .45 are found respectively. Also, scale's fixed item-total correlations are sorted between .24 and .57.

Life Satisfaction Scale: Life Satisfaction Scale is developed by Diener, Emmons, Laresen and Griffin (1985) and adapted to Turkish by Köker (1991). Scale is consist of 5 items. Each item is answered according to 7 rated

answering system (“1” is not appropriate-“7” totally appropriate). Total points can be got from the scale is at least 7 and at most 35. The scale aiming to evaluate general life satisfaction is suitable for all ages from adolescents to adults. Translation of the scale and validity studies with face validity technique is done by Köker (1991). At the end of item analysis, correlation between the whole points and points gathered from each item of the scale is found adequate. Test-retest test reliability coefficient is found as $r=.85$.

Process

Study is applied after lecturers in the faculty gave permission and told to students. The pack is given to students after the aim of the study and told that the study is applied according to voluntariness after 20 minutes, applications are picked up. Data is entered to computer by two people so that the data loss and error rate is decreased to the least. In the analyze of the data, Pearson Moment Product Correlation Analyze is applied in order to find the relationship between variables. Since the data display a normal distribution, linear regressions analyze is used to understand how much independent variables can clarify dependent variables. Multi-linear regression analyze is used to analyze mathematical relation between dependant variable (predicted/Standard variable) and independent variable (predictor/descriptive variable) (Çokluk, 2010).

Results

Descriptive data and relational values

As a result of applying Pearson’s product- moment correlation analysis and confidence test to the findings gathered from data collection tools, coefficient correlation, averages, Standard deviation values and internal consistency reliability number are calculated and given in Table 1.

Table 1. Intervariable relations, Cronbach alfa values and descriptive statistics results

Variables	1	2	3
1.Emotional intelligence	1		
2. Hope	,67**	1	
3. Life satisfaction	,47**	,57**	1
Mean	159.52	97.76	21.54
Standard deviation	8.27	7.89	5.27
Cronbach Alfa	.80	.72	.87

* $p<.05$, ** $p<.01$

When Table 1 is analyzed, it is seen that there is significant positive relationship between “intelligence and hope” and “life satisfaction” ($r= .47,.57$) $p< .01$ respectively. Also there is positive relationship between emotional intelligence and hope ($r= .67$, $p< .01$).

Hermeneutical Statistics

To see the descriptive effect of emotional intelligence and hope on life satisfaction, life satisfaction as dependent variable, independent variables as emotional intelligence and hope are taken and multi-regression analyze is applied and the findings are given in Table 2.

Table 2. Regression analyze results related to emotional intelligence and hope in description of life satisfaction

Variables	Nonstandard		Standard				
	parameters		parameters				
	B	SE _B	β	t	R	R ²	F
1. Hope	33.33	.027	.51	13.40	.57	.33	179.70
2.Emotional intelligence	37.69	.041	.57	7.62	.63	.40	90.39

**p*<.001

When Table 2 is analyzed emotional intelligence and hope clarify 40% of total variation of life satisfaction. However hope clarifies 33% of the total variation.

Discussion

The aim of this study is to understand the effect of hope and emotional intelligence on life satisfaction in pre-school teaching students. After statistical calculations are done it is determined that there is a positive relationship between emotional intelligence and hope on life satisfaction. When another emotional intelligence and hope is rises life satisfaction rises, too. In other words, individuals with high level of emotional intelligence and hope have more satisfaction in life.

According to Bar-On (1997), emotional intelligence controls to be honest and consistent and adapts own according to the changes in life. Individual would cover a distance in realizing own self by being more adapted to the life with emotional intelligence (Bar-On, 2001). Also, Rey, Extremera and Pena (2011) said that individual would increase life satisfaction if ables to control and dominate emotions. Many works done for emotional intelligence and life satisfaction (Acar, 2002; Brackett, Mayer, & Warner, 2004; Constantine&Gainor, 2001; İkiz & Kırıtıl Görmez, 2010; Thingujam, 2011; Tümkaya, Hamarta, Deniz, Çelik, & Aybek, 2008) supports this claim.

Hasnain, Wazid and Hasan (2014) emphasizes the importance of thinking with hope on preventing problems and increasing strength and emphasized that hope would have important contributions in both before and after the emergence of problems. Also in some studies, it is found that high level of hope increases individuals' wellbeing (Magaletta & Oliver, 1999) and self-perception (Aydoğan, 2010). Addition to this, wellbeing and happiness have a positive relationship with life satisfaction (Keyes, 2014). So relationship between hope and life satisfaction is an expected result.

Lopes, Côté and Salovey (2006) claim that emotional intelligence has relationship with the abilities and strategies to process the emotional data. In the same sense, Salovey and Grewal(2005) claims that emotional intelligence includes emotion and information interaction or a common ingredient of emotion and intelligence. (Roberts, Zeidner, & Matthews, 2001). According to Mayer, Salovey and Caruso (2004), emotional intelligence includes individual's control on self-emotions and ability to cope with challenging interpersonal situations. Individual can arrange perception and expression of emotions in interpersonal interactions in order to achieve the aim. Emotional intelligence is similar to the cognitive and emotional dimension of hope in this regard. However, while hope is called as a helpful mood (MacInnis& de Mello, 2005), emotional intelligence covers hope. So relationship between hope and emotional intelligence is an expected result.

Conclusion

As a result, conclusion above and the result of this study overlap. There are positive relationships between emotional intelligence, hope and life satisfaction and emotional intelligence and hope are important explanatories of life satisfaction. Those with emotional intelligence do not become hopeless (Acar, 2001), they increase life standards by having good social relationships which increases their life satisfaction (Fitness 2001; Runcan & Iovu, 2013).

Importance given to the evaluation of emotional intelligence increases in Turkey. Increase in programs that are going to be made and applied in schools related to emotional intelligence, can be important in preventing individuals' sorrow and failure (Doğan & Demiral, 2007; Tuğrul, 1999) as it can affect life satisfaction by increasing hope. For the studies after this, structural equation modeling can be made by putting implicit variables such as stress, social promotion and happiness.

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