A Different Perspective to Fine Art High School Students in Emotional Intelligence

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Abstract

The aim of this study is to examine the emotional intelligence of different high school students. To this end; EQ-NED and personal information form developed by the researcher were used to collect information about the variable in order to determine the emotional intelligence of the participating students to the research. In this study data were collected from a total of 439, 246 female and 193 male students through these scales. The data were analyzed by using SPSS Windows 17.0 program. To evaluate the data, descriptive statistical methods (frequency, percentage, mean, standard deviation) were used. Kruskal-Wallis H-test and Mann-Whitney U analysis test were usedas non-parametric hypothesis testing procedures.According to the research results, the mean of the total score of emotional intelligence showed a significant difference in terms of school variables where the students study. In the study, EQ T, EQ 1, EQ 2 and EQ 3 scores of the students studying Fine Arts and Sports High School are found higher than the students studying in other high schools.

Key Words: Emotional intelligence, Intelligence, Art High School.

1. Introduction

Human beings are in interaction with their surroundings from birth to death. As a biopsychosocial being and with the effect of many factors it is hard to understand and make sense of the emotions. There is a strong relationship between the emotions which build a bridge between heart and brain (Yavuz, 2004) and reasoning, notions, emotions and intelligence (Love and Guthrie, 1999; Weis, 2000).

Emotional intelligence is the intelligence which helps humans learn to recognize and evaluate one's own and other people's emotions, and helps reflect the emotional information and power of emotions into daily life and react appropriately. (Cooper, Sawaf, 2003).

According to Baltas (2006) noticing that different cognitive functions play a role in literature, art and relationship management causes emotional intelligence to come to forefront. It is clarified by the recent psychophysiology and brain MR studies that cognitive intelligence and emotional intelligence have different functions and they do not function separately. According to studies data come out supporting that the right lobe of the brain has a dominant role in affectivity. At the same time, in some cases it is observed that intellectual efficiency decreases in humans whose emotional center is damaged (Damasio, 1999).

Studies about emotional intelligence start with the studies of humans who have high level of intelligence but are not successful in education, work and private life. (Cooper, Sawaf, 2003; Maree, Eiselen, 2004) According to Goleman (1998) academic intelligence has a contribution to success at most %20. The left is the factors such as social class and chance. The studies (Petrides, Frederickson, ve Furnham, 2004; Van Der Zee, Thıjs ve Schakel; 2002) show the meaningful relationship between the cognitive intelligence and the academic success. However, long-termed studies show that high level of intelligence does not accompany success (Kasatura, 1991).

It is observed that students who are unsuccessful and have problems in school are generally inefficient in emotional intelligence skills at one or more parts (Schilling, 2009). The progress of emotional intelligence is in parallel with the cognitive development. In this regard, emotional intelligence starts to develop from the moment humans begin to build a relationship with the environment (Patrick, Denis ve Vandamme, 2001). Studies show that contrary to academic intelligence, the possibility of learning emotional intelligence is very high and it can improve more with the help of education and experiences during lifetime (Goleman, 2000; Mayer, Salovey ve Caruso, 2004; Baltaş, 2006). Having features like being improvable and changeable makes emotional intelligence more important in time.

Goleman (2000) states that the basic problem around the world is to leave the emotional education of children up to chance, and not to handle the brain and the heart as a whole and as a result growing up a generation who are more lonely, nervous, aggressive and depressive.

It is a fact that emotional intelligence is not considered important enough in education although it must be taken as the key in explaining the individual differences in success and as the basis of success in all areas of life (Shapiro,1999; Yeşilyaprak, 2001) (Mehrabian, 2000).

The purpose of this research is to study the emotional intelligence of students in different high schools.

2. Method

The participants of the study are the students of different kinds of high schools between the years of 2010-2011 in the city of Kırıkkale. In the study stratified sampling method is used. Each high school is considered as a separate factor group forming the subgroups and a sample is chosen from each subgroups. The samples are 439 high school students who volunteer in the study. The data is gathered by the information form developed by the researcher and by the emotional intelligence scale developed in 1999 by Ergin, Özabacı and İşmen. The scale is a Likert scale consisting 108 items. Emotional intelligence scale has 3 sub-scales and a total emotional intelligence score out of the whole scale. The first scale measures understanding one's own emotions, the second scale measures understanding the others' emotions and the third one measures the dimensions of emotions management. A high score shows high emotional intelligence. In the validity studies of the scale which is applied to 635 high school and university students it is found for Cronbach's Alpha coefficient 0.60 for EQ T, 0.78 FOR EQ 1, and 0.81 for EQ 3 (Ergin, Özabacı ve İşmen 1999).

Statistical analysis of the data: the data is analyzed by SPSS Windows 17.0. Statistical definers (frequency, percentage, mean, standard variation) are used during the evaluation of the data. As hypothesis tests Kruskal Wallis H-test and Mann Whitney U analysis are used as non-Parametric tests. The results are between %95 confidence interval and are interpreted at significance level of 0.05.

3. Results

In this part the findings of the data gathered from students with the help of the scales take place. Explanations and comments are made based on the data.

The average of emotional intelligence scores of the high school students is given in Table 1.

Table 1. The Average of Emotional Intelligence Scores of the High School Students

	N	Mean	S.d.	Min.	Max.
EQ T (Emotional Intelligence Total Score)	439	2,900	0,215	2,210	3,390
EQ 1(Understanding own's emotions)	439	2,969	0,307	1,920	3,670
EQ 2 (Understanding others' emotions)	439	2,838	0,240	2,080	3,500
EQ 3 (Management of emotions)	439	2,893	0,270	1,890	3,610

Upon looking at the average score of the emotional intelligence of the high school students, the average of EQ T is $2,900 \pm 0,215$; the average of EQ 1 is $2,969 \pm 0,307$; the average of EQ 2 is $2,838 \pm 0,240$; and the average of EQ 3 is $2,893 \pm 0,270$.

The data about the differentiation of the high school students' emotional intelligence scores according to school variable is given in Table 2.

Table 2. The Differentiation of the High School Students' Emotional Intelligence Scores According to School Variable

	Group	N	Mean	Sd	KW	P
EQ T (Emotional Intelligence Total Score)	Vocational High School	50	2,795	0,237	47,722	**0,000**
	Science High School	49	2,794	0,180		
	Anatolian High School	40	2,815	0,212		
	Vocational High School for Girls	50	2,917	0,151		
	High School	58	2,933	0,197		
	Fine Arts and Physical Education High School	192	2,957	0,214		
EQ 1	Vocational High School	50	2,919	0,361	16,259	**0,006**
	Science High School	49	2,869	0,273		
	Anatolian High School	40	2,893	0,311		
	Vocational High School for Girls	50	2,984	0,229		
	High School	58	3,022	0,306		
	Fine Arts and Physical Education High School	192	3,003	0,310		
EQ 2	Vocational High School	50	2,742	0,246	27,900	**0,000**
	Science High School	49	2,756	0,217		
	Anatolian High School	40	2,746	0,224		
	Vocational High School for Girls	50	2,872	0,205		
	High School	58	2,876	0,237		
	Fine Arts and Physical Education High School	192	2,882	0,241		
EQ 3	Vocational High School	50	2,723	0,247	61,728	**0,000**
	Science High School	49	2,759	0,235		
	Anatolian High School	40	2,805	0,264		
	Vocational High School for Girls	50	2,898	0,230		
	High School	58	2,899	0,246		
	Fine Arts and Physical Education High School	192	2,986	0,264		

As it is seen in Table 2, the emotional intelligence score of the high school students according to the school type variation shows a meaningful difference statistically in regard to the results EQ T (KW=47,722; p=0,000<0,05), EQ 1 (KW=16,259; p=0,006<0,05), EQ 2 (KW=27,900;

p=0,000<0,05), EQ 3 (KW=61,728; p=0,000<0,05). According to results for EQ T, EQ 2, EQ 3 scores Fine Arts and Physical Education High School's students have got the highest mean rank, while for EQ 1 score High School students have it.

According to the Mann Whitney U test which is applied to find which groups show dissimilarity for the results of EQ T mean rank, the results suggest that there is a difference between the students of Vocational High School for Girls and the students of Science High School and Vocational High School students; between High School students and the students of Science High School, Vocational High School, Anatolian High School; between Fine Arts and Physical Education High School's students and the students of Science High School, Vocational High School, Anatolian High School and Vocational High School for Girls; between the students of Vocational High School for Girls and the students of Anatolian High School.

According to the results of Mann Whitney U test which is applied to determine the group which shows dissimilarity for the results of EQ 1 mean rank, it is between the students of High School and the students of Science High School and Anatolian High School; between the students of Fine Arts and Physical Education High School and the students of Science High School and Anatolian High School.

According to the results of Mann Whitney U test which is applied to determine the group which shows dissimilarity for the results of EQ 2 mean rank, it is between the students of Vocational High School for Girls and the students of Vocational High School, Science High School and Anatolian High School; between the students of High School and Vocational High School, Science High School and Anatolian High School; and between the students of Fine Arts and Physical Education High School and the students of Vocational High School, Science High School and Anatolian High School.

According to the results of Mann Whitney U test which is applied to determine the group which shows dissimilarity for the results of EQ 3 mean rank, it is between the students of Vocational High School for Girls and the students of Vocational High School, Science High School; between the students of High School and the students of Vocational High School and Science High School; between the students of Fine Arts and Physical Education High School and the students of Vocational High School, Science High School, Anatolian High School, Vocational High School for Girls and High School.

As a result, the emotional intelligence score mean rank of the students of Fine Arts and Physical Education High School is high. For this reason, it is decided to compare the results of Fine Arts and Physical Education High School students with the results of the others. The relevant data is shown in Table 3.

Table 3. The Differentiation of the High School Students' Emotional Intelligence Scores According to School Variable

	Group	N	Mean	Sd	MW	P
EQ T (Emotional Intelligence Total Score)	Fine Arts High School	192	2,957	0,214	16766,500	**0,000**
	Other High Schools	247	2,855	0,205		
EQ 1 (Understanding own's emotions)	Fine Arts High School	192	3,003	0,310	20532,500	**0,016**
	Other High Schools	247	2,942	0,302		
EQ 2 (Understanding others' emotions)	Fine Arts High School	192	2,882	0,241	19346,000	**0,001**
	Other High Schools	247	2,803	0,234		
EQ 3 (Management of emotions)	Fine Arts High School	192	2,986	0,264	15077,500	**0,000**
	Other High Schools	247	2,820	0,253		

As it is seen in Table 3, the emotional intelligence score of the high school students according to the school type variation shows a meaningful difference statistically in regard to the results EQ T (Mann Whitney U=16766,50; p=0,000<0,05), EQ 1 (Mann Whitney U=20532,50; p=0,016<0,05), EQ 2 (Mann Whitney U=19346,00; p=0,001<0,05), EQ 3 (Mann Whitney U=15077,50; p=0,000<0,05) This result indicate that there is a meaningful relation between EQ T, EQ 1, EQ 2, EQ 3 and the school type. Moreover, the mean of the emotional intelligence score of Fine Arts and Physical Education High School's students is higher than the other High School students.

4. Discussion and Results

In this research the emotional intelligence of students in different type of high schools is studied. According to the results the EQ T, EQ 1, EQ 2 and EQ 3 scores of students shows a significant differentiation in terms of school variation. With regards to the differentiation between the means the emotional intelligence scores of Fine Arts and Physical Education High School's students is higher than the other High School students.

Seven key terms related to the emotional intelligence are self-confidence, curiosity, pursuing goals, self-regulation, building relationships, social skills and collaboration (Goleman, 2000). According to the results it can be said that the Fine Arts and Physical Education High schools make use of these terms better. While designing the curriculum emotional intelligence factors must be used effectively and besides the academic intelligence emotional intelligence must also be aimed. Taking the students' cognitive, physical, and psychosocial development as a whole can make important contribution not only to their success but also to their personality. According to the results, the reason behind the high scores of Fine Arts and Physical Education High schools can be further studied and further studies can be done with different participants using qualitative research methods.

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