BEDEN EĞİTİMİ VE SPOR YÜKSEKOKULU ÖĞRENCİLERİNİN DUYGUSAL ZEKÂ ÖZELLİKLERİNİN ÇEŞİTLİ DEĞİŞKENLERE GÖRE İNCELENMESİ

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ÖZET

Bu araştırmanın amacı, beden eğitimi ve spor yüksekokulu öğrencilerinin duygusal zekâ özelliklerinin çeşitli değişkenlere göre incelenmektir. Araştırmaya Gazi Üniversitesi Beden Eğitimi ve Spor Yüksekokulunda öğrenim gören 306 öğrenci katılmıştır. Araştırmaya katılan öğrencilerin duygusal zekâ düzeylerinin belirlenmesinde Duygusal Zeka Ölçeği kullanılmıştır. Araştırmada elde edilen verilerin istatistiksel analizlerinde SPSS 22.0 for Windows paket programında Kruskal Wallis H testi, Mann Whitney U testi ve frekans analizleri kullanılmıştır. Araştırmanın sonunda katılımcıların duyguların farkında olma ve ilişkilerini kontrol etme alt boyutlarındaki duygusal zekâ düzeyleri arasında istatistiksel olarak anlamlı farklılık olmadığı (p>0,05), buna karşın duygularını yönetme, kendini motive etme ve empati duygusal zeka alt boyutlarında ise kadın katılımcıların erkek katılımcılara göre anlamlı düzeyde daha yüksek duygusal zekaya sahip oldukları tespit edilmiştir (p<0.05). lisanslı olarak spor yapma durumlarına göre sadece ilişkilerini kontrol etme alt boyutunda duygusal zekâ puanları arasında istatistiksel olarak anlamlı farklılık olduğu (p<0,05), diğer alt boyutlarda ise lisanslı olarak spor yapma durumuna göre anlamlı farklılık olmadığı belirlenmiştir (p>0.05). Bunun yanında öğrencilerin duygusal zeka düzeylerinin yaş gruplarına göre anlamlı farklılık göstermediği tespit edilmiştir (p>0.05).

Anahtar kelimeler: Üniversite öğrencileri, spor, duygusal zeka

EVALUATION OF EMOTIONAL INTELLIGENCE ASPECTS OF PHYSICAL EDUCATION AND SPORTS ACADEMY STUDENTS BASED ON VARIOUS PARAMETERS

ABSTRACT

The aim of this research is to examine the emotional intelligence of Physical Education and Sports Academy students according to several variables. 306 students who study in Gazi University, Institute of Physical Education and Sports attended this research. Emotional Intelligence Scale is used to find out emotional intelligence of the participated students. Kruskal Wallis H test, Mann Whitney U test and frequency analysis have been used in SPSS 22.0 for Windows package to analyze the statistical data. At the end of the research, it was understood that there is no significant difference in awareness of feelings and managing their relationships sub dimensions of emotional intelligence level (p>0,05) however, female participants displayed higher emotional intelligence in managing emotions, motivating themselves and empathy in sub dimensions of emotional intelligence levels when compared to male candidates (p<0,05). In the case of licensed athletes, only significant statistical difference (p<0,05) was on the "control on relationships" sub dimension, in other sub dimensions there were no meaningful statistical differences in emotional intelligence points. Adding to this, there is also no meaningful difference between students' emotional intelligence levels based on their ages (p<0,05).

Key words: University students, sport, emotional intelligence

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INTRODUCTION

The relationship between emotional intelligence and intelligence levels (IQ) has always been an important subject for researches. The first studies and suggested theories imply that there is relation between emotional intelligence and IQ (Birol et al.. 2009). And there are also some evidences about the relation between emotions and IQ (Çakar and Arbak, 2004). However the methods for measuring emotional intelligence are said to be recent (Tatar et al..2011). Emotional intelligence is described as how people use their emotions in a clever, useful and logical way. According to Goleman, emotional intelligence is to understand our own emotions, to feel empathy towards other people's emotions, to regulate one's feelings to enrich his life. Emotional intelligence consists of managing emotions, self-motivation, self-conscious and social skills (Yeşilyaprak, 2001; Avşar and Kaşıkcı, 2010; Onay and Uğur, 2011; Unsar et al., 2009). Emotional intelligence is a qualification that can be improved. (Tümkaya et al.. 2008). In development of emotional intelligence, family approach and environmental factors are really important (Ergin and Özgürol, 2011). It is especially known that the attitude of parents towards their children has a vital importance in the development of emotional intelligence (Ikız and Gormez, 2010). Malfunctionings in the development of emotional intelligence influence one's life in several negative ways (Avşar and Kaşıkcı, 2010).

It is known that the individuals who have higher emotional intelligence can interact with other people positively, are respectful to themselves and others, are aware of their weak and strong ways, know their boundaries, have empathic skills, are independent in their decisions, have high skills to solve problems, embrace life in a lovely and hopeful way (Koçak and İçmenoğlu, 2012; Karademir and Çoban, 2011; Karabulutlu et al., 2011). In a research conducted by Bircan and Bacanlı (2005), people need to have high emotional intelligence to get rid of the negative effects of the modern world. Especially the ones who have higher emotional intelligence can follow long term targets, and go on easily and hopefully in the case of failures, they have better relations with empathizing others' emotions, needs and concerns and are successful at resolving conflicts. Emotional intelligence is a positive qualification everyone needs to have in their daily life and professional life (Ergin and Özgürol, 2011; Dutoğlu and Tuncel, 2008; Aslan and Ozata, 2006; Babaoğlan, 2010; Gürbüz and Yüksel, 2008). Because, emotional intelligence affect people's lives positively in various ways. In a research conducted by Yazıcı et al. (2011) emotional intelligence is an indicator for a successful academic life. Yusuf (2011) found out that emotional intelligence increases the motivation for learning. In a research conducted by Koçak and İçmenoğlu (2012) emotional intelligence affect the joy of life and is higher in children. In another research made by Ergin and Özgürol (2011) emotional intelligence is helpful to rise secret powers of human beings, recognize themselves and have better relations with others.

Active involvement in sports has an importance in human's life. In some

researches it has been stated that sports have benefits on psychological and emotional qualifications (Salar et al., 2012; Keskin, 2014). However researches that suggest sports positively affect people's emotional intelligence are limited. This research that has been made within this scope, aimed to investigate the emotional intelligence of physical education and sport academy students according to some variables.

METHOD
Model of Research
In this research, screening survey model is used. Likert scale has been used in the sampling group.
Universe and Sampling of the Research
Universe of this research is comprised of students studying in four-year undergraduate programs of Gazi University. Sampling group of this research consists of 306 students studying in the Institute of Physical Education and Sports in Gazi University. Sampling group of the research was randomly picked among the students in the Institute of Physical Education and Sports.
Data Collection Tool
Emotional Intelligence Scale has been used in determining the emotional intelligence level of the students participated in the research. This scale has been developed by Hall (1999) and its validity and reliability tests in Turkish was conducted by Ergin (2000). In Ergin's work, Cronbach alpha coefficient was found to be 84. This scale has five sub-dimensions: awareness of feelings (1. , 2. , 4. , 17. , 19. , 25. articles), managing feelings (3. , 7. , 8. , 10. , 18. , 30. articles), self-motivation (5. , 6. , 13. , 14. , 16. , 22. articles), empathy (9. , 11. , 20. , 21. , 23. , 28. articles), control on relationships (12. , 15. , 24. , 26. , 27. , 29. articles). Likert type scale (1: Strongly Disagree, 2: Disagree, 3: Slightly Disagree, 4: Slightly Agree, 5: Agree, 6: Strongly Agree) has 30 articles in total. Answers provided to questions in the scale are evaluated with six likert type scale. There are no reverse translated terms in the evaluation (Akt; Aydın, 2010).

Statistical Analysis

SPSS 22.0 program for Windows was used for the analysis of collected data. Due to the fact that points earned by the participants are not homogeneous, non-parametric tests are used for basic statistical analysis. In order to make comparisons between participants, Kruskal Wallis H test was used to evaluate age based differences and

FINDINGS

Table 1. Definitive Statistics on Demographic Information of Participants

Variables	Sub Variables	f	%
Age	18-19 age	68	22,2
	20-21 age	119	38,9
	22-23 age	70	22,9
	24+ age	49	16,0
Gender	Female	150	49,0
	Male	156	51,0
Licensed Athletes	Yes	232	75,8
	No	74	24,2

Table 2. Emotional Intelligence Levels of Participants n and Sd Values Based on Gender

Sub Dimensions	Gender	n	$\bar{X}$	Sd
Awareness of Feelings	Female	150	27,51	4,220
	Male	156	26,94	4,224
Managing Emotions	Female	150	22,25	3,596
	Male	156	21,24	3,637
Self-Motivation	Female	150	24,16	4,020
	Male	156	22,99	4,625
Empathy	Female	150	24,59	2,927
	Male	156	23,81	3,171
Control on Relationships	Female	150	22,62	3,365
	Male	156	22,46	3,529

Mann Whitney U test to evaluate differences based on gender and regular involvement in sports. Following the comparisons, significance level is determined to be p<0,05. Fort he evaluation of scores of participants in sub-dimensions, definitive statistics were used. In addition, frequency analysis was used to determine percentage distribution of demographic information of the participants.

Table 3. Mann Whitney U Test Results Displaying Comparison of "Emotional Intelligence Scale" Sub-Dimensions of Participants Based on Gender Variable

Sub Dimensions	Gender	N	Average Rank	Sum of Rank	U	p
Awareness of Feelings	Female	150	160,73	24110,0	10615,0	,160
	Male	156	146,54	22861,0		
Managing Feelings	Female	150	165,43	24814,0	9911,0	,020
	Male	156	142,03	22157,0		
Self-Motivation	Female	150	163,83	24574,0	10151,0	,045
	Male	156	143,57	22397,0		
Empathy	Female	150	164,49	24673,0	10052,0	,032
	Male	156	142,94	22298,0		
Control on Relationships	Female	150	155,24	23285,50	11439,5	,735
	Male	156	151,83	23685,50		

Interpreting the information provided on the table, it has been understood that there were no significant satistical differences on the "awareness of feelings"

and "control on relationships" sub dimensions of emotional intelligence levels of participants (p>0,05), however it has been also understood that female participants have significantly higher emotional intelligence on the "managing feelings", "self-motivation" and "empathy" sub dimensions of emotional intelligence (p<0,05).

Table 4. Emotional Intelligence Levels of Participants and n, $\overline{\text{X}}$ and Sd Values Based on Regular Involvement in Sports

Sub-Dimensions	Licensed Athletes	n	$\overline{\text{X}}$	Sd
Awareness of Feelings	Yes	232	27,33	4,020
	No	74	26,85	4,822
Managing Feelings	Yes	232	21,72	3,690
	No	74	21,80	3,531
Self-motivation	Yes	232	23,73	4,405
	No	74	23,04	4,251
Empathy	Yes	232	24,25	3,151
	No	74	24,01	2,831
Control on Relationships	Yes	232	22,82	3,507
	No	74	21,64	3,095

Table 5. Mann Whitney U Test Results Displaying Comparison of "Emotional Intelligence Scale" Sub-Dimensions of Participants Based on Regular Involvement in Sports Variable

Sub-Dimensions	Licensed Athletes	n	Average Rank	Sum of Rank	U	p
Awareness of Feelings	Yes	232	154,58	35863,50	8332,5	,704
	No	74	150,10	11107,50		
Managing Feelings	Yes	232	153,11	35521,0	8493,0	,890
	No	74	154,73	11450,0		
Self-Motivation	Yes	232	157,13	36455,0	7741,0	,202
	No	74	142,11	10516,0		
Empathy	Yes	232	155,78	36140,0	8056,0	,423
	No	74	146,36	10831,0		
Control on Relationships	Yes	232	160,43	37219,0	6977,0	,015
	No	74	131,78	9752,0		

Interpreting the information provided on the table, it has been understood that only significant satistical difference between licensed athletes and sedentary participants was on the "control on relationships" sub dimension of emotional intelligence levels (p<0,05), however there were no significant differences on other sub dimensions between licensed athletes and sedentary participants (p>0,05). It has been understood that licensed athletes had higher scores on "control on relationships" sub dimension of emotional intelligence.

Table 6. Emotional Intelligence Levels of Participants and n, $\overline{X}$ and sd Values Based on Gender

Sub Dimensions	Yaş grupları	n	$\overline{X}$	sd
Awareness of Feelings	18-19 yaş	68	27,71	3,587
	20-21 yaş	119	26,78	4,463
	22-23 yaş	70	27,69	4,382
	24+ yaş	49	26,92	4,202
Managing Feelings	18-19 yaş	68	21,76	3,948
	20-21 yaş	119	22,00	3,728
	22-23 yaş	70	21,49	3,256
	24+ yaş	49	21,41	3,599
Self-motivation	18-19 yaş	68	23,81	3,369
	20-21 yaş	119	23,29	4,525
	22-23 yaş	70	24,03	4,776
	24+ yaş	49	23,24	4,662
Empathy	18-19 yaş	68	23,91	2,981
	20-21 yaş	119	24,24	2,864
	22-23 yaş	70	24,30	3,677
	24+ yaş	49	24,31	2,808
Control on Relationships	18-19 yaş	68	22,79	3,643
	20-21 yaş	119	22,55	3,377
	22-23 yaş	70	22,47	3,412
	24+ yaş	49	22,22	3,454

Table 7. Kruskal Wallis-H Test Results Displaying Comparison of "Emotional Intelligence Scale" Sub-Dimensions of Participants Based on Gender Variable

Sub Dimensions	Age Groups	n	Average Rank	Sd	χ^2	p
Awareness of feelings	18-19 age	68	162,25	3	2,270	,518
	20-21 age	119	146,81	3		
	22-23 age	70	161,51	3		
	24+ age	49	146,15	3		
Managing Feelings	18-19 age	68	156,36	3	1,651	,648
	20-21 age	119	159,81	3		
	22-23 age	70	145,93	3		
	24+ age	49	145,03	3		
Self-motivation	18-19 age	68	155,40	3	1,499	,682
	20-21 age	119	147,66	3		
	22-23 age	70	163,50	3		
	24+ age	49	150,78	3		
Empathy	18-19 age	68	145,77	3	,819	,845
	20-21 age	119	154,66	3		
	22-23 age	70	159,01	3		
	24+ age	49	153,53	3		
Control on Relationships	18-19 age	68	157,75	3	,549	,908
	20-21 age	119	154,63	3		
	22-23 age	70	152,78	3		
	24+ age	49	145,88	3		

There were no significant differences between emotional intelligence sub dimension averages of participants based on age groups (p>0,05).

DISCUSSION AND CONCLUSION

In the research, some of the findings on emotional intelligence levels of the participants have significant difference and based on these findings it has been understood that female participants have significantly higher scores in managing emotions, self-motivation and empathy sub-dimensions when compared to male participants. It has been understood that scores on other sub-dimensions of emotional intelligence had no significant differences based on gender.

It is reasonable to conclude that female participants having higher scores on emotional intelligence might be based on the fact that females have more emotional characters when compared to males. In a research conducted by İşmen (2001), it has been suggested that female members of Turkish society use their emotional features more than male members. Many researches conducted so far also suggest that emotional intelligence of women are higher than men (Bircan ve Bacanlı, 2005; Ismen, 2001; Ikız ve Gormez, 2010; Sevindik et al. 2012). This research conducted on this context, have findings parallel to existing literature.

However, there are also studies in the literature which show that emotional intelligence have no significant gender based difference (Birol et al., 2009; Babaoğlan, 2010; Mandell and Pherwani, 2003.) or have significant difference in favor of men (Petrides and Furnham, 2000). For that reason, more experimental researches that evaluate emotional intelligence based on gender should be conducted to have a more clear view on the subject.

In this research it has been understood that participants who are licensed athletes have significantly higher scores on the sub-dimension of controlling relationships of emotional intelligence when compared to sedentary participants. In terms scores on other sub-dimensions of emotional intelligence, there were no significant differences found between licensed athletes and sedentary participants.

It is reasonable to conclude that licensed athletes having higher scores on certain emotional traits might be based on the fact that being involved in sports have positive psychological affects.

Findings of researches in literature also support this hypothesis. In a research conducted by Salar et al. (2012), it has been found that young individuals who are involved in individual and team sports feel themselves both psychologically and emotionally strong. Many other researches in the existing literature also suggests that involvement in sports positively affects psychological and emotional structure of individuals (Biddle ve Asare, 2011; Wipfli et al., 2011).

It has been also understood that university students who participated in the research had no significant differences in terms of emotional intelligence levels and emotional intelligence sub-dimensions based on age. It is reasonable to conclude that this result is due to the fact that university students who participated in the research are similar of age. Other researches in the existing literature also suggest that individuals who are of similar age display similar results in terms of emotional intelligence levels (Babaoğlan, 2010; İşmen, 2001; Öztürk and Deniz, 2008). In a research conducted by Öztürk

and Deniz (2008), it is concluded that the underlying reason behind the fact that there were no significant differences between emotional intelligence levels based on age was due to the fact that emotional intelligence is based on personal and social experience and social relationships. In a research conducted by Sevindik et al. (2012), it has been found that emotional intelligence improve with gained experience and increased age.

As a result, it is understood that emotional intelligence levels of university students enrolled in the institute of physical education and sports have significant difference based on gender and findings of the research support the fact that female students have significantly higher emotional intelligence scores when compared to male students. In addition, it has also been found that being involved in licensed sports positively affect the levels of emotional intelligence. However, it has also been found out that emotional intelligence levels of the students had no significant differences based on age. It is understood that the findings of the research are parallel to existing researches in the literature.

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