

## **Evaluation of Emotional Intelligence Levels of Candidate Teachers In Terms Of Status of Playing Sports (Mustafa Kemal University Sample)**

### **Öğretmen Adaylarının Spor Yapma Durumlarına Göre Duygusal Zekâ Düzeylerinin İncelenmesi (Mustafa Kemal Üniversitesi Örneği)**

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#### **Abstract**

This study focused on evaluation of emotional intelligence levels of final-year-candidate teachers who studied at the teaching faculty (Education Faculty) and the sports school (School of Physical Education and Sports) of Mustafa Kemal University in terms of status of playing sports. Intelligence levels of the participants were compared with each other in terms of variables of gender, parental educational status, parental income level, playing sports as a registered player and being individual or team player.

Personal Information Form developed by the researchers and Bar- On EQ Inventory which was developed by Bar-On and was adapted for Turkish by Acar (2001) were used.

As a result of the research; emotional intelligence levels of the candidate teachers did not differ in terms of playing sports but there was statistically significant differences in terms of the departments where candidate students studied.

*Key Words:* sports, emotional intelligence, candidate teacher.

#### **Özet**

Bu çalışma Mustafa Kemal Üniversitesi'nde öğretmen yetiştiren fakülte ve yüksekokul (Eğitim Fakültesi ve Beden Eğitimi ve Spor Yüksekokulu) son sınıf öğretmen adaylarının, spor yapma durumlarına göre duygusal zekâ düzeylerinin incelenmesine odaklanmıştır. Katılımcıların zekâ düzeyleri, cinsiyet, anne ve baba eğitim ve gelir düzeyleri,

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lisanslı spor yapıp yapmama ve bireysel ya da takım sporcusu olma değişkenleri açısından karşılaştırılmıştır.

Araştırmada araştırmacılar tarafından geliştirilen Kişisel Bilgiler Formu ve Bar- On tarafından geliştirilen ve Acar (2001) tarafından Türkçeye uyarlanan Bar- On EQ Anketi kullanılmıştır.

Araştırma sonucunda; öğretmen adaylarının duygusal zeka düzeylerinin cinsiyet ve spor yapma değişkenine göre farklılaşmadığı, öğrenim görülen bölüm değişkenine göre ise statiksel olarak anlamlı düzeyde farklılıklar olduğu tespit edilmiştir.

*Anahtar Kelimeler:* spor, duygusal zeka, öğretmen adayı.

## **Introduction**

Societies need individuals who are compatible with their objectives and aims so that these societies can be advanced healthily and desirably. In this sense, highly efficient and productive educational systems are needed in order to educate these individuals. Productivity of an educational system is directly proportionate to training human resources required by the society in number and quality (Aysu, 2007). Educational systems, which are established to meet the needs of the individuals and are open systems, are important instruments in order to train well-educated and qualified manpower Hoşgörür and Gezgin, (2007). Well-educated and qualified manpower is directly associated with teachers and teaching profession Gelen and Özer, (2008). It is expected that teachers play a key role in the development of a country, in the education of well-qualified manpower, in the establishment of social peace and social harmony, in socialization of the individuals, in preparing the individuals for social life and in transferring social culture and values to new and young generations Özden, (1999). As emphasized in literature; "what makes a profession precious is -doubtlessly- its principle to serve humanity" Sarıkaya and Khorshid, (2009).

Therefore; it may be suggested that teaching profession occupies an important and special place in educating individuals who make up the society and are born with different characteristics in line with the objectives and interests of the country.

Because the individuals who make up the society possess different abilities and skills, it is thought that the educational activities provided are expected to improve all of the differences in order to turn these different abilities and skills into a general structure of behaviors. As far as individual differences are concerned; the first things coming to mind are intelligence, abilities, personal characteristics, cognitive styles Bacanlı, (2000). However; "it is not true to argue that there is a directly proportioned correlation between school success and life success. It is known and accepted by many that some individuals have unsuccessful school experiences but are very successful in life whereas others have successful school experiences but are very unsuccessful in life; which calls to mind the question "Are there certain values that are not given at schools but make people successful in life " Özden, (2003). In this case; it is said that "different intelligence areas work in harmony with each other and affect each other in daily life." (Goleman, 1998). Consequently, not one area of intelligence but all areas of intelligence should be aimed in education.

When the relevant and informative literature was examined, it was seen that mainly activities that uncover abilities of logical intelligence and verbal-linguistic intelligence were emphasized at the schools in our country Kutluca et.al. (2009). However; Gardner discovered this deficiency and put forward multiple intelligence theory in which intelligence areas were discussed and each man has more than one intelligence area (Gardner, 1983).

According to Gardner's multiple intelligence theory; each human has 8 types of intelligence: verbal-linguistic intelligence, mathematical/logical intelligence, Visual/spatial intelligence, bodily/kinesthetic intelligence, musical/rhythmic intelligence, social intelligence, intrapersonal intelligence, naturalistic intelligence. However, some of these intelligences are more dominant than others (Ayaydın, 2009).

Emotional intelligence, one of these intelligence types, is defined as basic life skill that involves intelligence, patience, self-motivation, understanding others and controlling drives. It is reported that individuals whose emotional intelligence is high know themselves and their needs, are aware of their strengths and weaknesses, able to control emotions and to form efficient relations Doğan and Demiral, (2007). It is known that one of the professions for which emotional intelligence is highly important is teaching profession and teachers Karademir et al. (2010).

Physical education and sports is accepted as a fact that improves individuals physically, mentally, morally and socially and gives them a personality and character Yetim, (2000). Exploring whether or not activities of physical education and sports -which make important contributions to the physical, social, psychological and mental development of individuals- have an effect upon emotional intelligence area in terms of various variables is very important for the teachers regarded as the educator of the future generations.

## **Methodology**

### **Model**

In this study, general survey model -which is one of the descriptive survey models- and descriptive statistics model were used. Survey model is a research approach in which a situation in the past or in the present is described as it is Karasar, (2005).

### **Population and Sample**

The population of the research was composed of a total of 661 final-year-candidate teachers who studied at Teaching Faculties (Education Faculty) and School (Physical Education and Sports) of Mustafa Kemal University (419 female candidate teachers and 252 male candidate teachers). The sample of the research was consisted of a total of 621 candidate teachers who studied at Teaching Departments of these faculties (School of Physical Education and Sports Teaching, IT Technologies Teaching, Turkish Teaching, English Teaching, Art Teaching, Classroom Teaching and Science Teaching). However; because the 88<sup>th</sup> question of Bar-On EQ (Question: I answered correctly these questions above; Answer: "I absolutely agree") was not answered by some students and therefore their

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questionnaires were not accepted. Therefore, the actual sample was 396 candidate teachers (240 female candidate teachers and 156 male candidate teachers).

### **Data Collection Tools**

In order to determine emotional intelligence of the candidate teachers, a Personal Form designed by the researchers and Bar- On EQ Inventory which was developed by Bar-On and was adapted for Turkish by Acar (2001) were used.

#### **Bar- On EQ Inventory**

Emotional intelligence skills of the candidate teachers were determined by using Bar-On EQ Inventory which was adapted for Turkish by Acar (2001) were used. Bar-On EQ Inventory is consisted of five subscales and 88 items. It is five-point Likert Type inventory.

In order to increase reliability of the inventory, internal consistency reliability test was performed for the items of the inventory. Accordingly, alpha coefficient of the whole inventory was 92.12; which was satisfactory.

Alpha coefficient of the intrapersonal abilities was 83.73;

Alpha coefficient of the interpersonal abilities was 77.87;

Alpha coefficient of the adaptability was 65.42;

Alpha coefficient of stress management was 73.14;

Alpha coefficient of general mood was 75.06 and these were satisfactory.

The distribution of the items into the subscales was as follows:

Intrapersonal abilities: 2, 7, 8, 9, 10, 13, 14, 15, 17, 19, 20, 21, 22, 24, 26, 27, 28, 35, 38, 39, 44, 47, 53, 55, 64, 69, 73, 84, 86

Interpersonal abilities: 16, 25, 30, 32, 34, 42, 43, 45, 46, 48, 49, 57, 59, 62, 67, 77, 79, 81

Adaptability: 1, 4, 12, 18, 23, 33, 50, 51, 52, 56, 58, 61, 71, 82, 87

Stress management: 3, 6, 11, 29, 36, 41, 60, 63, 66, 68, 70, 75, 80

General mood: 5, 31, 37, 40, 54, 65, 72, 74, 76, 78, 83, 85

Cronbach Alpha coefficient was calculated in the reliability of the inventory. Cronbach Alpha coefficient was 92.12 for all item, 83.73 for interpersonal abilities, 77.87 for interpersonal abilities, 65.42 for adaptability, 73.14 for stress management and 75.06 for general mood (Acar, 2002).

### **Analysis of the Data**

For the statistical analysis of the data; SPSS 15 for Windows software was used. Kolmogorov-Smirnov test and Shapiro-Wilk test were used to explore whether or not the data followed a normal distribution and it was seen that the observational values did not follow normal distribution after these tests. Therefore, the statistical analyses were performed using Mann Whitney U-Test for pairwise groups.

### **Findings**

*Table 1.* Mann Whitney U-test results related to comparison of emotional intelligence levels of participants in terms of gender variable.

	Gender	N	Mean Rank	Sum of Ranks	P
Intrapersonal abilities	Female	240	204.31	48830.50	0.173
	Male	156	188.33	29379.50	

Interpersonal abilities	Female	240	198.96	47751.00	0.920
	Male	156	197.79	30855.00	
Adaptability	Female	240	207.57	49816.00	0.050
	Male	156	184.55	28790.00	
	Total	396			
Stress management	Female	240	191.14	45873.50	0.112
	Male	156	209.82	32732.50	
General mood	Female	240	202.22	48533.50	0.421
	Male	156	192.77	30072.50	

Table 1 included results related to comparison of emotional intelligence levels of participants in terms of gender variable after Mann Whitney U-Test. Thus, no statistically significant correlation was detected in none of the subscales of emotional intelligence in terms of gender variable ( $P>0.05$ ).

*Table 2.* Comparison of emotional intelligence level of the participants in terms of playing sports.

	Playing Sports	N	Mean Rank	Sum of Ranks	P
Intrapersonal abilities	Yes	35	169.43	5930.00	0.121
	No	361	200.78	72280.00	
Interpersonal abilities	Yes	35	182.19	6376.50	0.376
	No	361	200.08	72229.50	
Adaptability	Yes	35	172.19	6026.50	0.154
	No	361	201.05	72579.50	
Stress management	Yes	35	206.11	7214.00	0.680
	No	361	197.76	71392.00	
General mood	Yes	35	174.06	6092.00	0.185
	No	361	200.87	72514.00	

Table 2 included results related to comparison of emotional intelligence levels of participants in terms of playing sports variable after Mann Whitney U-Test. Thus, no statistically significant correlation was detected in none of the subscales of emotional intelligence in terms of playing sports variable ( $P>0.05$ ).

### **Discussion and Result**

When the studies that investigated the differences in multiple intelligence theory in terms of gender were analyzed, it was found out that there were differences between men and women in 8 intelligence types Azar, (2006). However; literature is consisted of different results related to the effect of gender upon

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emotional intelligence and our results of the effect of gender upon emotional intelligence were discussed below.

According to the study findings, no statistically significant correlation was detected in intrapersonal abilities, interpersonal abilities, adaptability, stress management, general mood in terms of gender variable ( $P>0.05$ ). Some studies in literature supported our finding on this point. The study of Taşkın et al. (2010) examined emotional intelligence levels of students who studied at School of Physical Education and Sports, Sports Management, Training Department and Recreation Department in relation with some variables and indicated that there was no significant difference in the scores of intrapersonal abilities, adaptability and interpersonal abilities according to the gender variable ( $P>0.05$ ). Similarly; the studies of Bar-On et al. (2000); Alper, (2007); Tekin Acar, (2001); Karademir et al. (2010); Yüksek Özdemir and Özdemir (2007) reported that gender did not affect emotional intelligence levels.

Unlike these studies; some other studies that investigated emotional intelligence levels according to gender pointed out that emotional intelligence levels of women were considerably and statistically higher than men Otacioğlu, (2009); Austin et al.(2005); Harrod and Scheer (2005); Nikalaou and Tsaousis (2002); Erdoğdu, (2008). On the other hand; there were some studies that reported that emotional intelligence levels of men were significantly higher than women according to the findings obtained in relation with gender variable Salovey and Mayer, (1990). As a result; it may be concluded according to the study results in literature that gender variable presented different findings on emotional intelligence level and gender variable may be considered as a variable that did not affect emotional intelligence level significantly.

The basic question of the study was whether or not emotional intelligence level of the candidate teachers differed in terms of playing sports.

According to the results related to comparison of emotional intelligence levels of participants in terms of playing sports variable after Mann Whitney U-Test; it was seen that no statistically significant correlation was detected in none of the subscales of emotional intelligence (intrapersonal abilities, interpersonal abilities, adaptability, stress management, general mood) ( $P>0.05$ ). The study of Taşkın et al. (2010) examined the difference between athletes of team sports and athletes of individual sports in emotional intelligence level and discovered that playing team sports or individual sports did not affect emotional intelligence level. The findings of this study was in agreement with ours but was not enough to draw generalizations because some studies indicated that sports affected emotional intelligence.

In the study of Karademir et al. (2010), titled as "Self-esteem and emotional intelligence among the students who took special talent exam for School of Physical Education and Sports"; self-esteem and emotional intelligence levels of the candidate students who took special talent exam for School of Physical Education and Sports were compared in terms of various variables and it was found out that intergroup differences were statistically significant for self-esteem and emotional intelligence levels in terms of participation in social and sportive activities and it was commented that social and sportive activities may lead to positive effects upon the development of intrapersonal and interpersonal relations.

In light of the findings in literature; as far as the participants of this study were concerned it may be suggested that literature was consisted of different

results related to the effect of gender variable upon emotional intelligence but the general tendency was that gender variable was not considered as a determinant variable for emotional intelligence level and variable of participation in sports did not affect the level of emotional intelligence.

To us, it was not enough to draw generalizations because it was limited to the teaching programs of Mustafa Kemal University. Therefore; it is recommended that regional studies or studies with bigger number of participants should be undertaken in order to explore whether or not sports had an effect upon emotional intelligence levels of candidate teachers.

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