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## **The Investigation of Emotional Intelligence of Men and Women Futsal Athletes<sup>1</sup>**

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### **Abstract**

This study was carried out in order to determine the emotional intelligence level of the boys and girls who participated in the final competitions of Turkey inter-high school Teenage boys and Teenage girls Futsal Championship in 2014. A total of 150 athletes, including 76 males and 74 females in the age between 15-19 constituted the search group. Schutte Scale of Emotional Intelligence test was used in this study. Arithmetic mean, standard deviation, ANOVA and t-test on SPSS 15.0 statistics software was used in data analysis. As a result of the study, it was determined that there is a no difference in the sub-dimensions of the futsal players', in terms of gender factor depending on their situations of becoming national or non-national team athlete and number of becoming national team athlete.

**Keywords:** Futsal, Emotional Intelligence, Sex and National Status

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## Introduction

Intelligence is one of the concepts discussed on and taking attention. It has been tried to be defined different perspective by many scientists like educators, biologists, psychologists

Intelligence;

- According to Educators; Learning ability,
- According to Biologists; The Ability of Adapting to Environment,
- According to; The Ability of reaching to result by way of judgment.
- According to Computer scientists; it was defined as data processing (Armstrong, 2000, Gene, 1973).

Psychologists and philosophers have been discussing about what “emotion” is in Oxford English dictionary, emotion has been defined as “any mental, feeling, ambition tremor or mobility; any violent or excited mental state”. According to Barutçigil (2004), emotion is a movement emerging by physiology changes and explanatory behaviors in emotions and mental attitude.

“Impulses are those that allow us to move all our feelings; evolution has programmed us in a way of making an emergency plan in order to cope with life. The root of emotion is motere. When prefix “-e” is added to the verb that means “move” in Latin, its meaning becomes “move away”, this gives the idea that every emotion directs a movement. We can observe the emotions turning into movement just only by watching animal and children in the most obvious way (Goleman, 2013).”

John D. Mayer and Peter Salovey (1993) who were the first scientists defining emotional intelligence defined the emotional intelligence as “observing themselves and others’ emotions, distinguishing between them, and being able to use the information obtained here to give direction to thoughts and behaviors”

According to Goleman having an important place in the field of emotional intelligence (2013), “Emotional intelligence is the ability of activating itself, being able to move forward despite misfortunes, being able to defer satisfaction by controlling impulses, to regulate the mood, not allowing troubles to prevent thinking, to be able to put yourself in someone else and feeding hope...”

Salovey and together with colleague gathered these abilities under five main headings by presenting a detailed definition of emotional intelligence (Salovey & Mayer, 1990):

1. Self-Consciousness. Self-knowledge is the basis of emotional intelligence –being able to realize while creating an emotion–. The ability of being realizing emotions momentarily is a condition in terms of physiological perception and understanding themselves. To realize our real emotions leave us to their mercy. The people who know their emotions can manage their life better; they are sure much more than what they think on the subjects requiring personal decision from whom you will marry with till in which job you will get.
2. Being able to handle emotions. The ability of handling emotions properly develops on the basis of self-consciousness. Soothing himself/herself deals the ability of escaping from intense anxieties, pessimisms, susceptibility and the results of being unsuccessful on this basic emotional ability. While the people whose abilities are weak struggle with

- uneasiness, the people who are strong can pick up themselves easily after encountering tasteless surprises and hitches of life.
3. Self-Activation. Being to pick up emotions in line with a purpose is required for paying attention, self-activation, self-controlling, and creativity. Emotional self-control- to be able to defer gratification and to restrain impulsive behaviors- is a feature underling each success. Not choking up (to enter into the flow) makes every kind of high performance possible. The people who have these skills can be more productive and efficient in all jobs they have made
  4. Understanding the emotions of others (empathy). The empathy that is an another ability developed on the basis of emotional self-consciousness is the basic skill in the relations with people. It is the investigation of the roots of empathy, of the social cost of deafness to the emotional tones, and of why empathy revives the feeling of sense of charity. Empathetic people are more sensitive to vaguely social signals showing that what other people need, and want. This makes them successful in occupational groups such as Teaching, Selling and Administration in the occupations related to human care.
  5. Maintaining Relationship. The art of relationship is the skill of maintaining the emotions of others to a large extent. It examines the social competency and incompetency, besides, which specific skills are the point in question. These skills are the factors underlying being popular, leadership, interpersonal effectiveness. The people who have developed these skills very much become successful on every field based on maintaining a frictionless interaction with people and maintain a brilliant social life.

Academic intelligence is not a kind of intelligence providing direct to be ready to the changes or difficulties that life may bring. However, even though there is not a guarantee of high IQ richness, respect or happiness, our schools and cultures, by lodging in academic skills, ignore a group of features that we say emotional intelligence-some can say “character”- having a very important role on determining the future of a person. Emotional life is a field requiring distinctive ability and being able to making with more or less skill such as mathematics and reading. While at least one of the two people who have equal intelligence can be successful, it is very important to know that how much the person is talented on these fields in order to understand how the person has deadlocked. Emotional skill is a meta-ability; in other words, it is the determiner of how better we can use our other existing talents including raw intelligence

Many findings indicate that the people -who know their emotions and can manage, who can understand others’ emotions and can deal with them effectively -having emotional ability are advantageous in all areas of life -on the ability to comprehend nonverbal rules determining success on both in romantic, in close relations and in internal politic relations-The people having well-developed emotional skills can obtain mental habits that will feed their own productivities by maintaining their lives more fulfilled and effectively; the people who cannot take their emotional life under control in a way have been giving wars undermining abilities to provide their thoughts clearly by focusing on work in themselves (Goleman, 2013).

## Materials and Method

**Population and Sample:** The sample of the research has been consisted of 76 men, 74 women, total 150 futsal athletes between the age of 15-19 age group participating in the final matches of 2013-2014 Turkey Inter-high school Young Men and Young Women Futsal competitions.

**Data Collection Tool:** In the research, Cronchbah-Alpha value of Emotional Intelligence scale that Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) developed in order to measure the emotional intelligence levels on the purpose of determining the personal information of the students, "Personal Information Form" was determined as .90 for all surveys.

The same scale that has been adapted to Turkish by Cakan and Akbaba Altun (2005) is consisted of 33 articles according to the original of Turkish adaptation. The scale is 5-point scale. This scale is like (1=Totally agree, 2=Agree, 3=No Idea, 4=I don't agree, 5=I don't agree totally) and Cronbach-Alpha value was determined as .88.

**Statistical and Analysis:** In the calculation and evaluation of the data obtained, SPSS 15.0 statistical package program was used. In order to determine the points that they obtained from the Emotional Intelligence Scale of Futsal athletes and in order to test whether there is a significant difference between groups or not, arithmetic mean, standard deviation, ANOVA and T-test were used.

## Findings

The descriptive statistical information of Futsal athletes research group is given below:

**Table 1.** Research Group Descriptive Statistical Information

<b>Age Group</b> 15-19 (age)	<b>N</b>		<b>%</b>	
	150		100,0	
<b>Gender</b>	<b>Women</b>	<b>%</b>	<b>Men</b>	<b>%</b>
	74	49,3	76	50,7
<b>Sport Branch</b>	<b>Futsal</b>			<b>%</b>
	150			100,0
<b>Sports Career</b>	<b>Athletes who are national</b>		<b>Athletes who are not national</b>	
	47	31,3	103	68,7
<b>The Number to be National</b> n:47	<b>15 and below</b>		<b>16 and above</b>	
	37	78,7	10	21,3
<b>The number of people who are not National</b>	103			

It is seen that all of the athletes taking place in the scope of the research are in the gap of 15-19 age group and all of the athletes taking place in the research group are interested in futsal sports. When the athletes taken place in the research group is classified according to the factor of gender, it is seen that it has consisted of 49,3% of the women athletes and 50,7% of the men athletes. When all of the research group is taken into consideration, it has been determined that 31,3% of (n:150) are the athletes taken place in national team, (n:47) and 78,7% of the national athletes have taken place in national teams at least 1-15 times, 21,3% of them have participated in national teams 16 or greater times.

**Table 2.** The Answers given respectively to the propositions

Propositions	N	N	N	N	N	A.O.	S.S.
	/	/	/	/	/		
	%'si	%'si	%'si	%'si	%'si		
	(5)	(4)	(3)	(2)	(1)		
1. I know when to speak about my personal problems to others	85 56,7	49 32,7	11 7,3	2 1,3	3 2,0	4,41	,84
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	73 48,7	54 36,0	21 14,0	1,7	1,7	4,31	,79
3. I expect that I will do well on most things I try	79 52,7	56 37,3	14 9,3	-	1,7	4,41	,72
4. Other people find it easy to confide in me	77 51,3	56 37,3	10 6,7	2 1,3	5 3,3	4,32	,91
5. I find it hard to understand the non-verbal messages of other people*	23 15,3	36 24,0	47 31,3	25 16,7	19 12,7	3,13	1,23
6. Some of the major events of my life have led me to re-evaluate what is important and	91 60,7	41 27,3	13 8,7	3 2,0	2 1,3	4,44	,84

not important							
7. When my mood changes, I see new possibilities	82 54,7	47 31,3	18 12,0	1,7	2 1,3	4,37	,82
8. Emotions are one of the things that make my life worth living	78 52,0	46 30,7	22 14,7	3 2,0	1,7	4,31	,84
9. I am aware of my emotions as I experience them	75 50,0	52 34,7	18 12,0	2 1,3	3 2,0	4,29	,88
10. I expect good things to happen	84 56,0	44 29,3	15 10,0	5 3,3	2 1,3	4,35	,89
11. I like to share my emotions with others	46 30,7	56 37,3	36 24,0	6 4,0	6 4,0	3,87	1,03
12. When I experience a positive emotion, I know how to make it last	58 38,7	54 36,0	35 23,3	-	3 2,0	4,09	,89
13. I arrange events others enjoy	50 33,3	46 30,7	41 27,3	7 4,7	6 4,0	3,85	1,07
14. I seek out activities that make me happy	82 54,7	48 32,0	15 10,0	3 2,0	2 1,3	4,37	,85
15. I am aware of the non-verbal messages I send to others.	60 40,0	57 38,0	30 20,0	3 2,0	-	4,16	,81
16. I present myself in a way that makes a good impression on others	60 40,0	68 45,3	16 10,7	3 2,0	3 2,0	4,19	,86
17. When I am in a positive mood, solving	79	55	9	6	1,7	4,37	,82

problems is easy for me	52,7	36,7	6,0	4,0			
18. By looking at their facial expressions, I recognize the emotions people are experiencing	78 52,0	56 37,3	12 8,0	3 2,0	1,7	4,38	,77
19. I know why my emotions change.	62 41,3	58 38,7	24 16,0	4 2,7	1,7	4,45	3,36
20. When I am in a positive mood, I am able to come up with new ideas	67 44,7	52 34,7	28 18,7	3 2,0	-	4,22	,82
21. I have control over my emotions.	53 35,3	49 32,7	35 23,3	8 5,3	5 3,3	3,91	1,05
22. I easily recognize my emotions as I experience them	58 38,7	64 42,7	22 14,7	4 2,7	2 1,3	4,15	,86
23. I motivate myself by imagining a good outcome to tasks I take on.	70 46,7	50 33,3	22 14,7	4 2,7	4 2,7	4,19	,97
24. I compliment others when they have done something well.	84 56,0	40 26,7	19 12,7	5 3,3	2 1,3	4,33	,92
25. I am aware of the non-verbal messages other people send.	53 35,3	54 36,0	32 21,3	7 4,7	4 2,7	3,97	1,0
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.	56 37,3	44 29,3	39 26,0	8 5,3	3 2,0	3,95	1,02
27. When I feel a change in emotions, I tend	45	67	25	10	3	3,94	,96

to come up with new ideas.	30,0	44,7	16,7	6,7	2,0		
28. When I am faced with a challenge, I give up because I believe I will fail.	25 16,7	34 22,7	37 24,7	20 13,3	34 22,7	2,97	1,39
29. I know what other people are feeling just by looking at them.	43 28,7	59 39,3	38 25,3	6 4,0	4 2,7	3,87	,96
30. I help other people feel better when they are down.	68 45,3	58 38,7	18 12,0	3 2,0	3 2,0	4,23	,89
31. I use good moods to help myself keep trying in the face of obstacles.	67 44,7	61 40,7	17 11,3	2 1,3	3 2,0	4,25	,86
32. I can tell how people are feeling by listening to the tone of their voice	65 43,3	54 36,0	21 14,0	5 3,3	5 3,3	4,13	1,0
33. It is difficult for me to understand why people feel the way they do*	31 20,7	29 19,3	34 22,7	21 14,0	35 23,3	3,00	1,45

The propositions that the futsal athletes have participated at the highest level in Table 2 are respectively seen that: I can know the things that change my emotion,  $4,45 \pm 3,36$  (proposition 19), the real facts of the life have taught me about what is important and what is unimportant  $4,44 \pm 0,84$  (proposition 6), I know when I should share my Personal Problems with others  $4,41 \pm 0,84$  (proposition 1) Among the propositions that togetherness has ensured at least, it is seen that I slog on understanding the non-verbal expressions of others  $3,13 \pm 1,23$  (proposition 5), it is difficult form e to understand the peoples' feelings  $3,00 \pm 1,45$  (proposition 33), I give up when I come across with a difficulty by the thinking of being unsuccessful  $2,97 \pm 1,39$  (proposition 28).

**Table 3.** T-test Results According to the Situations of Futsal Athletes Whether They are National or Not

Emotional Intelligence Sub-Dimensions	N / Non-National Athletes/National Athletes	A.O.	S.S.	t	df	P		
Self-Consciousness	103	3,85	0,52	-,31	148	<b>0,75</b>		
	47	3,88	0,52					
Self-Regulation	103	4,03	0,42	-,22		148	<b>0,82</b>	
	47	4,04	0,40					
Motivation	103	4,30	0,51	-,72			148	<b>0,47</b>
	47	4,23	0,47					
Empathy	103	4,05	0,57	-,798	148			<b>0,43</b>
	47	4,13	0,47					
Social Skills	103	4,24	0,54	1,070		148		<b>0,29</b>
	47	4,14	0,45					

\*=p<0.05

In Table 3, it was concluded that there was not a significant difference statistically between the groups in none of the subdivisions of self-consciousness, managing emotions, motivating emotions, empathy and social skills according to whether they are national or not in associated with the emotional intelligence of futsal athletes.

**Table 4.** T-test results According to Gender Factor of Futsal Athletes

Emotional Intelligence Sub-Divisions	N Woman Athlete / Man Athlete	A.O. Mean	S.S. STD Deviation	t	df	P		
Self - Consciousness	74	3,88	0,52	0,78	148	<b>0,48</b>		
	76	3,81	0,53					
Self - Regulation	74	4,01	0,44	-,95		148	<b>0,14</b>	
	76	4,10	0,74					
Motivation	74	4,32	0,47	-,91			148	<b>0,16</b>
	76	4,24	0,54					
Empathy	74	4,16	0,56	2,49	148			<b>0,98</b>
	76	3,94	0,52					
Social Skills	74	4,33	0,47	2,71		148		<b>0,72</b>
	76	4,10	0,55					

\*=p<0.05

In table 4, it was examined that whether there was a difference or not depending on the gender factor in the emotional intelligence sub-divisions of women and men athletes. Accordingly, it is seen that there is not a significance difference between men and women athletes in the sub-divisions of self-consciousness, managing emotions, motivating emotions and empathy and social skills.

**Table 5.** Anova Test Results According to Number and Situation of Futsal Athletes to be National

	<b>Between Group</b>	<b>Sum of</b>	<b>df</b>	<b>Mean</b>	<b>F</b>	<b>Sig.</b>
	<b>Within Group</b>	<b>Squares</b>		<b>Squares</b>		
	<b>Total</b>					
<b>Self-Consciousness</b>	Between Group	,401	2			
	Within Group	41,196	147	, 201		
	Total	41,597	149	, 280	, 716	<b>, 491</b>
<b>Self-Regulation</b>	Between Group	,230	2			
	Within Group	55,612	147	, 115		
	Total	55,842	149	, 378	, 304	<b>, 739</b>
<b>Motivation</b>	Between Group	9,323	2			
	Within Group	39,032	147	, 466		
	Total	39,125	149	, 266	, 176	<b>, 839</b>
<b>Empathy</b>	Between Group	,313	2			
	Within Group	44,369	147	, 156		
	Total	44,682	149	, 302	, 518	<b>, 597</b>
<b>Social Skills</b>	Between Group	,298	2			
	Within Group	41,022	147	, 149		
	Total	41,320	149	, 279	, 534	<b>, 587</b>

\*=P<0.005

Anova Test Results are seen in Table 5 according to Number and Situation of Futsal Athletes to be National. Accordingly, there is not any statistical difference between intergroup in terms of all sub-divisions of Emotional intelligence of national athletes that serve in national teams for 1-15 times and 16 and over by non-national athletes.

## Discussion and Conclusion

It is seen that all of the athletes taking place in the scope of the research are between the gap of 15-19 age group and all of them have been playing futsal. When the athletes taking place in the research group are classified according to gender factor, it is seen that 49,3% of them has been consisted of women athletes and 50,7 % of men athletes has been consisted of men athletes. When all of the research group is taken into consideration, it has been determined

that 31,3% (:150) is the athletes who have participated in national teams, that national athletes (n:47) and 78,7% of them have taken place in national teams at least 1-15 times, 21,3% of them have been taken charge in national teams 16 times and over. In the research made on the purpose of examining whether the emotional intelligence of men and women futsal athletes are national or not, whether they have been differentiated or not according to being national and their number, it has been concluded the following conclusions:

One-dimensional 33 propositions and Emotional Intelligence consisting of 5 discrete dimension scale has been used in this study. The propositions provided the lowest and highest level of participation from these 33 propositions are seen that, respectively, “I can know the things changing my emotions” X=, “, The bitter facts of life have taught me what is important what is unimportant”, X= “I know when I should share my Personal Problems with other people” (X=).

Among the propositions that togetherness has ensured at least, the proposition of “I slog on understanding the non-verbal expressions of others” “it is difficult for me to understand the peoples’ feelings”, “I give up when I come across with a difficulty by the thinking of being unsuccessful” are seen.

According to scientists, the 50% of emotional intelligence skills are the skills that can be learned even if they have come from birth. Everyone can learn emotional skills whatever their birth talents are (Roitman, 1999). In other words, the emotional intelligence of people can be developed. However, the prerequisite of this is the awareness related to himself/herself. This is possible as long as the ages of people advance, people mature and they know themselves. At the end of result of the research made by Karademir at all (2010), a significant difference has been determined statistically in the emotional intelligence levels of the students depending on age. Karademir at all (2010) have been stating that this situation, with progression of age, can be explained by more successful adaptation to the necessities of life and by individuals ‘entering the maturity process and by approaching to the events more realistic. In this research, a difference has not been determined since all of the athletes consisting of the research group are close age gap.

A significant difference hasn’t been met in terms of social skill dimensions, empathy, motivating emotions, managing emotions, self-consciousness that are subdivision of emotional intelligence level at the result of T-test made according to being a national or not. A significant difference hasn’t been met in terms of self-consciousness, managing emotions, motivating emotions, empathy ad social skill dimensions that are the emotional intelligence sub-dimensions at the result of T-Test made according to gender factor.

This finding obtained from the research has been supported by various researchers. At the result of the research that Baltaş (1999) made, emphasized that any difference depended on gender on emotional intelligence wasn’t met, the emotional intelligence levels of both genders were the same generally. The result of this research overlaps with the results that other researches made related with the subject have put forth Goleman (2000) put forth that when the comprehensive groups like gender are compared with each other at any size, the similarities between the groups are much more than differences.

In the present study, it has been examined that, by depending on the variant of whether men and women athletes are national or not and depending on the number to be national, whether there is a difference between emotional intelligence levels or not. In all sub-divisions of emotional intelligence of the athletes taking in charge in national teams (1-15 times national

and 16 and over national), it has been concluded that whether there is a significant difference statistically between each three groups or not. Based on this result obtained, when their current status and genders are taken into consideration in terms of experience and success, whether futsal athletes are national or are not, it can be mentioned that there is not a difference intergroup in terms of emotional intelligence levels.

As a result, it has been concluded that this research has been made on men and women athletes in the same age group and there is not a significant difference statistically intergroup. In the same way, a significant difference hasn't been found depending on gender variant. The lack of a significant difference in the same way in all the sub-dimensions of emotional intelligence depending on the increase in the number of nationalities and being a national has been put forth as interesting results of the research.

### Conflict of Interest

The authors have not declared any conflicts of interest.

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