INVESTIGATION OF THE RELATIONSHIP BETWEEN EFFECTIVE COMMUNICATION SKILLS AND EMOTIONAL INTELLIGENCE OF TEACHERS WORKING IN SCIENCE AND ART CENTERS FOR GIFTED CHILDREN

BİLSEM'LERDE GÖREV YAPAN ÖĞRETMENLERİN ETKİLİ İLETİŞİM BECERİLERİ VE DUYGUSAL ZEKÂLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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ABSTRACT

The aim is to investigate the practical communication skills and emotional intelligence of teachers working in Science and Art Centres (BİLSEM) in detail according to different variables. The survey model, one of the quantitative research methods, was used in the study. The sample group consists of 198 teachers, working in BILSEMs in different regions of Turkey provinces in the 2022-2023 school year. This study used a personal information form, the "Communication Skills Scale" and the "Schutte Emotional Intelligence Scale tr-33" to collect data. Due to the normal distribution of the research data, whether the practical communication skills and emotional intelligence of teachers varied significantly depending on gender was determined by the t-test, and depending on the branch, professional experience, and education level were determined using the ANOVA test. The relationship between emotional intelligence and practical communication skills was determined by using the Pearson correlation test. As a result, it was found that there is a significant relationship between the teachers' practical communication skills and emotional intelligence and that the teachers' practical communication skills and emotional intelligence are at a high level. It was concluded that the variables of gender, professional experience, and education level significantly affect the practical communication skills of the teachers, but the branch variable has no effect. The variable of professional experience was found to have a significant effect on the teachers' emotional intelligence. However, the variables of gender, branch, and education level were found to have no significant effect on emotional intelligence.

ÖZ

Bu araştırmanın amacı, Bilim ve Sanat Merkez'lerinde (BİLSEM) görev yapan öğretmenlerin etkili iletişim becerileri ve duygusal zekalarının cinsiyet, branş, mesleki kıdem ve eğitim düzeyi değişkenlerine göre ayrıntılı bir şekilde araştırılmasıdır. Nicel araştırma yöntemlerinden tarama modeli kullanılan araştırmanın örneklemi Türkiye'nin farklı coğrafi bölgelerinde yer alan illerdeki BİLSEM'lerde, 2022-2023 eğitim-öğretim yılı içerisinde görev yapmakta olan 109'u kadın, 89'u erkek olmak üzere toplam 198 öğretmenden oluşmaktadır. Bu çalışmada araştırmacılar tarafından geliştirilen kişisel bilgi formu ile "İletişim Becerileri Ölçeği" ve "Schutte Duygusal Zekâ Ölçeği tr-33" veri toplama araçları kullanılmıştır. Araştırma verilerinin normal dağılım göstermesi nedeniyle BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekalarının cinsiyete göre farklılaşıp farklılaşmadığı t testi, branş, mesleki kıdem ve eğitim düzeyi ANOVA testi, duygusal zeka ve etkili iletişim becerileri arasındaki ilişki ise Pearson korelasyon testi ile belirlenmiştir. Araştırma sonucunda, BİLSEM öğretmenlerin etkili iletişim becerileri ve duygusal zekâları arasında anlamlı ilişki olduğu ve öğretmenlerin etkili iletişim becerileri ve duygusal zekalarının yüksek düzeyde olduğu bulgusuna ulaşılmıştır. Cinsiyet, mesleki kıdem ve eğitim düzeyi değişkenlerinin öğretmenlerin etkili iletişim becerileri üzerinde etkili olduğu ancak branş değişkeninin ise bir etkisinin olmadığı ve mesleki kıdemin öğretmenlerin duygusal zekaları üzerinde etkisi olduğu ancak cinsiyet, branş ve eğitim düzeyi değişkenlerinin herhangi bir etkisinin olmadığı sonucuna ulaşılmıştır.

Introduction

Parallel to the increasing interest in the subject of giftedness and intelligence in the world, this subject has started to gain importance in Turkey as well, and there have been developments in the identification of gifted students and the provision of education appropriate to their level. Although Turkey has made progress in many areas recently, it is thought that there is no progress at the desired level in the education of gifted children (Çitil, 2018). Gifted individuals are defined as individuals with superior mental and academic abilities, creative and innovative thinking skills, leadership skills, special abilities in some branches of art, and unique talents in psychomotor areas (Maryland, 1972). For gifted children to develop themselves and receive the education they need, education appropriate to their level, interests, and abilities should be provided because these children show faster development in the areas where they are gifted compared to their peers. For this reason, the education of gifted children should be given by teachers who are experts in the field and in appropriate environments according to the abilities and development levels of these children. It is one of the duties of the state to identify the gifted children in the country and to provide them with appropriate education. For this reason, there is a need for a system in which teaching methods are used to enable gifted students to produce and use new knowledge and learn how to learn (Çelik, 2014). It is thought that the special education needs of gifted individuals are not fully met in Turkey. In our country, special education support is given to gifted students, but this special education support is not sufficient. This special education support is given to gifted children by Science and Art Centres (BİLSEM) (Kılıç, 2015). When the characteristics of the students who are diagnosed as gifted are examined, it is seen that they have a large amount of knowledge and they are better at using information than their peers. While they quickly identify problems and in the solution process, they cannot use time efficiently to plan a solution. The teacher who will work with these students must have the required competencies to be successful in this education (Çelikten, 2017).

The teachers who will serve in BİLSEM are required to have at least three years of experience, including internship. For BİLSEM centers located in non-obligatory service areas, there is no mandatory service obligation or it may be postponed. Additionally, vacant positions must be available in the region where the appointment will be made (Ministry of National Education [MoNE], 2016). It is stated that increasing the selection criteria for teachers in these institutions and their education in unique talents would enhance the quality of education provided to gifted children in BİLSEM centers. Being a teacher in BİLSEM centers encompasses components such as not being restricted or constrained, being an innovative teacher, being a mentor, teaching effectively, and meeting professional expectations (Topcu, 2022). It has been concluded that emotional intelligence in the teaching profession has a positive effect on the psychological state and that teachers who receive training in the field of emotional intelligence have an increase in their ability to cope with stress, resilience levels, and competencies compared to teachers who do not receive this training (Vesely-Maillefer & Saklofske, 2018). Students need to be able to manage their emotions in order to use their potential when faced with complex problems. Individuals with high emotional intelligence can cope with their emotions in the face of unknown situations and stress, and they can perform at a good level academically (Petrides et al., 2004). It is thought that having good communication skills and high emotional intelligence in teachers working in BİLSEMs will benefit student education.

Emotional intelligence was first introduced by Thorndike in 1920 inside the concept of social intelligence. Thorndike defines social intelligence as one of the ability of an individual to understand and manage the emotions of others as well as their own. Thorndike classified intelligence under three headings: mechanical, abstract, and social intelligence. While mechanical intelligence is defined as the ability to understand and manage mechanisms, abstract intelligence is defined as the ability to understand and manage thoughts and symbols, social intelligence is defined as the ability to understand and manage individuals (as cited in Altay, 2011). After examining the scales in the literature, Davies concluded that emotional intelligence is a difficult concept and defined emotional intelligence under 4 headings. These four dimensions of emotional intelligence include the ability of individuals to organize and use their emotions to increase their performance, being aware of and understanding other people's emotions, and expressing emotions by understanding (Yüksel, 2006). Different definitions and usage areas of emotional intelligence have led to the formation of intelligence models. Different definitions and usage areas of emotional intelligence have led to the formation of various intelligence models.

Mayer and Salovey created the ability-based emotional intelligence model, and the mixed emotional intelligence model was created by Bar-On, Goleman, Cooper, and Sawaf (Doğan & Şahin, 2007).

According to the Bar-On (1997) model, being emotionally and socially intelligent refers to the ability to establish good relations with people, understand them, and express oneself effectively in the face of the demands, difficulties, and pressures that an individual encounters daily. This will be achieved when individuals know their strengths and weaknesses, are self-aware and can express their emotions and thoughts positively. Emotional and social intelligence refers to the ability to maintain the relationship in a restorative and cooperative way in interpersonal relationships, being aware of the feelings and wishes of the other parties. As a result, being emotionally and socially intelligent means that individuals can solve problems in personal and social situations, make decisions flexibly and realistically, and be optimistic and positive towards people. In order to do this, they should be able to control their emotions by increasing their self-motivation. According to Bar-On, emotional intelligence is an individual's ability to successfully cope with the demands and challenges around them by means of their existing personal, dynamic, and social skills (Bar-On, 1997).

Goleman says that intelligence of emotions is as an essential life skill that includes determination, perseverance, self-motivation, understanding the emotions of others, and being able to control impulses (Goleman, 1995). A well-known model by Goleman (1998) mentions a model of emotional intelligence that includes more than 25 features, such as teamwork and collaboration, service orientation, initiative taking, motivation for achievement, and dynamic self-awareness.

According to Cooper and Sawaf (2000), emotional intelligence is the ability to use emotions' quick grasp and power effectively in people's energies, thoughts, and relationships. Cooper and Sawaf evaluated emotional intelligence in the organizational environment and divided it into 4 dimensions. These are:

1. Understanding emotions: An individual can objectively evaluate oneself in relationships by being aware of their emotional potential.

2. Emotional resilience is the process of establishing one's own sense of self and secure space, transforming dissatisfaction into a positive source, being flexible, and experiencing renewal.

3. Having emotional depth: It is the ability to align one's personal goals with the organization's goals, maintaining a commitment to one's goals, being honest, and influencing people.

4. Emotional alchemy: It is transforming emotions we disregard and undervalue into valuable ones and harnessing their power (Cooper and Sawaf, 2000).

Teachers with emotional intelligence can create a positive classroom environment by increasing the motivation of students by means of their skills such as valuing students, identifying their existing needs in educational environments, and being able to empathize. When teachers' emotional intelligence is high, they can support their students to develop their existing emotional intelligence, including activities that support emotional intelligence in their classes and fulfill the responsibilities of the teaching profession (Turan, 2015). In particular, the general mood of teachers in the classroom environment will be effective in establishing a positive interaction environment in the classroom. Given that every person may have a negative mood from time to time, it is likely that teachers also have times when they feel unhappy in the classroom environment, cannot cope with their emotions, and reflect their emotions on their behaviors. When the students in the classroom environment feel this, it will result in negative learning processes. Teachers with high emotional intelligence have higher skills in coping with the negative emotions and stress they encounter in and outside the classroom, establishing positive relationships with their students, providing constructive feedback, and creating a positive classroom environment (Sarısoy, 2017). Teachers' ability to recognize and solve problems that may be experienced in the classroom and establish positive interactions by using teaching methods effectively is related to their competence in emotional intelligence. For this reason, creating positive learning environments in the classroom, being a positive example to students, and using new approaches to develop their emotional intelligence are directly related to the emotional intelligence of teachers (Somuncuoğlu, 2005).

It is a sign of emotional intelligence that an individual is aware and know of his/her behavior and interacts by choosing positive expressions in his/her communication with others. People who are aware of their own and others' feelings will have effective communication skills and use correct expressions while communicating these feelings. Communication skills and emotional intelligence are two related concepts that have positive effects on

the individual and others and are necessary for an effective and productive life in society (Avcı, 2019). People need communication to express themselves in society, be together with others, and understand and influence them. Communication is a way of expressing the feelings, thoughts, and needs of the individual to others and understanding them, and it is a process that is accomplished when individuals mutually understand each other. Communication is the most valuable element that enables people to interact (Üstün, 2005). Effective communication requires people to understand each other and improve their communication skills. For effective communication to occur, the person should be aware of his/her individual characteristics, behave consistently, value himself/herself, have self-confidence, be as he/she is, not judge the other person, and be able to empathize (Cüceloğlu, 2002). If we gather effective communication skills under five main headings, these are; ego-enhancing language, actively listening, self-awareness-self-disclosure, understand other person, and using I language (Atan & Buluş, 2018).

In order to ensure active classroom management, it is important to establish effective student-student and student-teacher communication. There are elements necessary for the teacher to establish effective communication with his/her students in the classroom environment. These include refraining from using critical messages that would negatively impact students, being aware of students' emotions, avoiding giving students nicknames and using labeling words, effectively using praise to enhance positive behaviors, fostering unity among students, and encouraging collaboration and developing students' ability to speak with "I" language by enabling them to be aware of their emotions (Gürşimşek, 1999). Teachers should actively listen to students, try to understand them, increase their confidence by making them feel understood, and act without prejudice towards them (Edwards, 1997). Teachers' ideas about and attitudes towards students who are in the receiver position in the communication process are important for effective communication. While sending the appropriate message to each student, the teacher should be able to address different sensory organs of the students at the same time (Engin and Aydın, 2007).

When the studies in the literature are analyzed, it is found that there are many studies on the emotional intelligence and communication skills of teachers and pre-service teachers. Dilber and Akhan (2019) stated that classroom/pre-service teachers have a high grade of communication skills. They found significant differences between the communication skills of pre-service teachers depending on different variables such as the family's education level, education level of the mother, overall grade point average, and place of residence. According to Gülbahar and Svac (2018), gender and field of study had no significant impact on the association between communication skills and perceived classroom management competence among pre-service teachers in Dilber and Akhan's study. However, they made a point of highlighting how communication abilities benefited the sense of competence in classroom management. According to Uygun and Arkan (2019), pre-service social studies teachers' communication abilities varied significantly based on their academic standing, gender, and grade level. They also found that pre-service teachers had high levels of communication skills. According to Avanolu (2018), there is a moderately strong positive significant association between instructors' communication abilities and morale, meaning that communication skills help to raise morale. The emotional intelligence and problem-solving abilities of pre-service teachers are significantly correlated, according to Aslan (2019). According to Tezelli (2019), while pre-service teachers' emotional intelligence and subjective well-being are positively correlated, their emotional intelligence and social anxiety are negatively correlated. According to Canpolat (2021), there is a substantial and positive association between pre-service teachers' 21st-century abilities and emotional intelligence level, and those with good academic accomplishment also have high levels of both. In another study, Vesely-Maillefer and Saklofske (2018) found that emotional intelligence positively affects teachers' psychological well-being in the teaching profession. They observed that teachers who underwent an emotional intelligence program had higher levels of emotional intelligence compared to those who did not receive the training. Furthermore, they noted that participating teachers demonstrated an increased ability to cope with stress, resilience, and teaching competence. In their study on a virtual classroom video game designed to enhance effective communication skills among middle school teachers, Bocos-Corredor et al. (2020) reported that it prepared pre-service teachers to utilize practical communication skills in stressful situations. They concluded that effective communication skills are crucial in classroom management.

It is evident that BLSEM teachers play a remarkable role in helping talented students develop their psychological and advanced emotional skills given their intrinsic emotional sensitivity. The vacuum in the literature can be

filled by determining the emotional intelligence and effective communication abilities of BLSEM teachers. There are no studies in the literature that look at how BLSEM teachers affect communication skills and emotional intelligence, as can be observed. Additionally, these characteristics were taken into account in the study because it is believed that they have an impact on both emotional intelligence and effective communication skills. These variables were age, gender, education level, professional seniority, and branch. After considering these factors, the current study's objectives are to identify the emotional intelligence and effective communication skills of B-LSEM teachers, to examine these traits according to a teacher's gender, professional experience, branch, and educational level, and to identify the relationship between emotional intelligence and effective communication traits. This work is anticipated to serve as a manual for more research in this area. The primary issue with the current study is if there is a statistically significant correlation between the emotional intelligence and communication abilities of BLSEM teachers. Thus, the following sub-problems are formulated:

1. What amount of emotional intelligence and communication proficiency do BLSEM teachers possess?

2. Do factors such as gender, branch, professional experience, and educational level significantly affect the effective communication skills and emotional intelligence of BLSEM teachers?

3. Is there a link between BLSEM teachers' emotional intelligence and their successful communication skills?

Method

A survey model and quantitative research methods were employed in the current study. Quantitative research is positivist and, accordingly, "reductionist". In other words, in the explanation of a situation, the network of relations that dominate the situation is explained by reducing it to a limited number of variables and the relations between these variables (Yıldırım & Şimşek, 2013). This study is also a correlational study that determines the relationships between two or more variables, makes inferences about these relationships, and establishes a cause-effect relationship (Büyüköztürk et al., 2012; Karasar, 2012).

Sample

This study's sample consists of 198 teachers, 109 women and 89 men, working in 12 BİLSEMs in Samsun, Istanbul, Ankara, and Konya in the 2022-2023 school year. It is seen that of the BİLSEM teachers, 100 are teaching verbal subjects (Turkish, English, History, Social Studies, Turkish Language and Literature), 62 are teaching numerical subjects (Mathematics et al.), and 36 are teaching art subjects (Visual Arts, Music, Technological Design). The convenience sampling method, one of the non-random sampling methods, was used to determine the teachers participating in the study. In this sampling method, the sample suitable for the study's purpose is selected and has advantages such as ease of access, time-saving, and cost-effectiveness (Koç-Başaran, 2017). In Table 1, the statistics related to the demographic information of the participating teachers are given.

Table 1 Demographic Features of the Participating Teachers

Variables	Categories	N	%
Gender	Female	109	55.1
	Male	89	44.9
Branch	Verbal	100	50.5
	Numerical	62	31.3
	Art	36	18.2
Professional Experience	0-4	5	2.5
	5-9	11	5.6
	10-14	44	22.2

5

	15-19	40	20.2
	20 and more	98	49.5
	Bachelor's degree	86	43.4
Education Level	Master's degree	92	46.5
	Doctoral Degree	20	10.1

Data Collection Tools

In the current study, a "Personal Information Form" developed by the researchers and the "Communication Skills Scale" and "Schutte Emotional Intelligence Scale" were used to collect data.

Personal Information Form: In the study, a "Personal Information Form" developed by the researchers was used to obtain the demographic data of the teachers. The personal information form includes items to elicit data about the variables of gender, branch, professional experience, and education level.

Schutte emotional intelligence scale-33-Tr: The emotional intelligence scale developed by Schutte et al. (1998) was revised by Austin, Saklofske, Huang, and McKenney (2004). The original form of the Schutte Emotional Intelligence Test was adapted into Turkish by Tatar, Tok, Bender, and Saltukoğlu (2017). The scale consists of 33 items, three negatively and 30 positively worded. The response options are rated on a 5-point Likert scale, ranging from 1 = Completely Suitable to 5 = Not Suitable at All. In the adaptation study of this scale into Turkish, the Cronbach alpha value was found to be .86. In the current study, the Cronbach alpha reliability value was calculated to be .84.

Table 2 Schutte Emotional Intelligence Scale-33-Tr Items

	Item Number
Positively worded	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32
Negatively worded	5, 28, 33

Practical Communication Skills Scale: The Effective Communication Skills Scale, developed by Buluş, Atan, and Erten-Sarıkaya (2017), consists of a total of 34 items. It includes five sub-dimensions named "ego-enhancing language", "active listening", "self-awareness/self-disclosure", "empathy" and "I-language". Among these items, 5 are negatively worded and 29 are positively worded. The scale utilizes a 5-point Likert scale for responses. The sub-dimensions and the contents of the sub-dimensions of the Effective Communication Skills Scale used in the study are shown in Table 3 (Buluş, Atan, and Erten-Sarıkaya 2017).

Table 3 Effective Communication Skills Scale Sub-Dimensions and Items in the Sub-Dimensions

Sub-dimensions	Explanations about the sub-dimensions	Item numbers	Number of items
1. Ego-Enhancing Language	An individual focuses on his/her positive sides and abilities and expresses them so that he/she can bring about the needed change within himself/herself. Without causing an individual to feel inadequate or powerless, his/her weaknesses are expressed by bringing his/her strengths to the fore, and in this way, the belief that he/she can change his/her weaknesses is imparted to him/her.	1,2,3,4,5,6	6
2. Active Listening	It is the active participation in the moment with the desire and interest required to increase the	7,8,9,10,11,12,13,14	8

6

	intelligibility of the message given by the person during communication.			
3. Self-awareness/Self-Disclosure	It is the sharing of good or bad aspects, feelings and thoughts, wishes and expectations with other people, verbally or non-verbally, by being aware of one's own characteristics, ideas, and feelings.	15,16,17,18,19	5
4. Empathy	It involves understanding the other person's emotions, thoughts, desires, and current situation and conveying this understanding to him/her.	20,21,22,23,24,25,26,27	8
5. I-Language	It expresses the observable effects of a person's behaviors on others' feelings during communication without adding personal interpretations. When speaking with "I-Language" it is important to avoid criticizing, judging, or shaming others. You-language should not be used as it will have a negative effect on communication.	28,29,30,31,32,33,34	7

Data Analysis

In order to measure whether the emotional intelligence and effective communication skills of the teachers working in BİLSEM (Science and Art Centres) vary significantly depending on the variables of gender, branch, professional experience, and education level, data obtained through scales were analyzed using the SPSS 20 program. The Kolmogorov-Smirnov test was performed after the quantitative data were transferred to digital media. The skewness and kurtosis coefficients are divided by the standard error of skewness and kurtosis, respectively, and if the resulting values fall between -1.96 and +1.96, the data are considered to be normally distributed (Can, 2014). It was determined that the data were normally distributed in the current study. A t-test examined whether the teachers' emotional intelligence and practical communication skills vary significantly by gender. One-way Analysis of Variance (ANOVA) was used to determine whether emotional intelligence and effective communication skills vary significantly depending on the branch variables, professional experience, and educational level. The Pearson correlation test determined the relationship between emotional intelligence and effective communication skills. Among the scales used, it is seen that the lowest value in the effective communication skills scale is 109, the highest value is 156, the lowest value is 113 and the highest value is 150 in the emotional intelligence scale.

In the Schutte Emotional Intelligence Scale used in the study, the scoring of the scale is as follows for the positive items (1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32): Strongly Disagree-1 / Disagree-2 / Neutral-3 / Agree-4 / Strongly Agree-5. For the negative items (5, 28, 33), the scoring is reversed as follows: Strongly Disagree-5 / Disagree-4 / Neutral-3 / Agree-2 / Strongly Agree-1. In the Communication Skills Scale used in the study, which consists of 5 subscales, reverse scoring was applied to items 15, 16, 28, 32, and 33.

In order to test the assumption of normality, skewness, and kurtosis coefficients were examined for the data obtained through the scales used in the study.

Table 4 Skewness and Kurtosis Values of Effective Communication Skills and Emotional Intelligence Means

	N	$\overline{X}$	S	Min	Max	Skewness	Kurtosis
Effective Communication Skills	198	130.16	11.09	109.00	156.00	.07	-.46
Emotional Intelligence	198	131.18	9.08	113.00	150.00	-.15	-.91

As seen in Table 4, the skewness and kurtosis coefficients were found to be between -1 and +1. These values show the data's normal distribution (Tabachnick & Fidell, 2013). Thus, it was decided to use parametric tests.

The Levene test was used to test the homogeneity of group variances. In cases where the significance value (sig.) was found to be greater than .05, it was understood that the variances were homogeneous and homogeneity was achieved. For this reason, appropriate analysis methods from parametric tests were used in sub-problems where homogeneous data distribution was realized according to the Levene test results.

Findings

This section presents the results of the analyses carried out for the problem and sub-problems of the study. The findings obtained by the analysis of the data are given in tables for each sub-problem, respectively, and they are interpreted.

In order to answer the sub-problem, it was aimed to categorize the scales into very low, low, medium, high, and very high groups, taking into account the Likert structures. For this purpose, firstly, the range of scales was found. The score ranges of the groups were obtained by calculating the range width of the scale with the formula of "array width/number of groups to be made"(Tekin, 1996). The descriptive statistics results, including frequency and percentage distributions, as well as means and standard deviations, obtained for the determination of critical thinking skills and emotional intelligence levels of the BİLSEM teachers, are presented in Table 5.

Table 5 Teachers' Effective Communication Skills and Emotional Intelligence Levels

	Level										
	Very Low		Low		Medium		High		Very High			
	N	%	N	%	N	%	N	%	N	%	$\overline{\text{X}}$	S
Effective Communication Skills	0	0	0	0	20	10.1	138	69.7	40	20.2	130.16	11.09
Emotional Intelligence	0	0	0	0	11	5.6	136	68.7	51	25.8	131.18	9.08

As seen in Table 5, the mean communication skills score of the BİLSEM teachers is 4.10 and the standard deviation value is .54, the mean emotional intelligence score is 4.20 and the standard deviation value is .52. Furthermore, when the results of the effective communication skills scale were examined, it was found that 10.1% of the participants have a medium level, 69.7% have a high level and 20.2% have a very high level of effective communication skills. It was concluded that no BİLSEM teachers have very low or low levels of communication skills. When the results of the emotional intelligence scale were examined, it was found that 5.6% of the participants have a medium level, 68.7% have a high level and 25.8% have a very high level of emotional intelligence. It was concluded that no BİLSEM teachers have very low or low levels of emotional intelligence. The results of the t-test conducted to determine whether the mean effective communication skills score and mean emotional intelligence score of the participating teachers vary significantly by gender are given in Table 6.

Table 6 Results of the t-test Conducted to Determine Whether the Mean Effective Communication Skills and Emotional Intelligence Scores Vary Significantly by Gender

	Gender	N	$\overline{\text{X}}$	S	t	p
Effective Communication Skills	Female	109	132.05	9.99	2.70	.008
	Male	89	127.84	11.95		
Emotional Intelligence	Female	109	131.92	9.29	1.27	.203
	Male	89	130.26	8.78		

As seen in Table 6, the effective communication skills of the teachers vary significantly by gender [$t_{(196)}$=2.70, p<0.05]. The mean effective communication skills score of the female teachers ($\overline{X}$=132.05) is significantly higher than that of the male teachers ($\overline{X}$=127.84).

As seen in Table 6, the emotional intelligence of the teachers does not vary significantly by gender [$t_{(196)}$=1.27, p>0.05]. There is no significant difference between the mean emotional intelligence score of the female teachers ($\overline{X}$=131.92) and that of the male teachers ($\overline{X}$=130.26).

Table 7 Means and Standard Deviations of the Teachers' Effective Communication Skills and Emotional Intelligence Scale Scores by Branch

	Branch*	N	$\overline{X}$	S
	Verbal	100	128.74	11.22
Effective Communication Skills	Numerical	62	130.69	10.60
	Art	36	133.19	11.15
	Verbal	100	130.18	8.87
Emotional Intelligence	Numerical	62	132.01	9.03
	Art	36	132.52	9.69

* Branches are addressed in three main categories: Verbal branches (Turkish, English, History, Social Studies, Turkish Language and Literature), Numerical branches (Mathematics, Science, Information Technologies, Chemistry, Biology, Physics), and Art branches (Visual Arts, Music, Technological Design).

In Table 7, it is also seen that the mean effective communication skills score of the teachers of verbal subjects ($\overline{X}$=128.74) is different from those of the teachers of numerical subjects ($\overline{X}$=130.69) and art subjects ($\overline{X}$=133.19).

In Table 7, it is also seen that the mean emotional intelligence score of the teachers of verbal subjects ($\overline{X}$=130.18) is different from those of the teachers of numerical subjects ($\overline{X}$=132.01) and art subjects ($\overline{X}$=132.52). The results of the one-way analysis of variance (ANOVA), which was performed to reveal whether the difference between the arithmetic means is statistically significant or not, are shown in Table 8.

Table 8 Results of the ANOVA Conducted to Determine Whether the Mean Effective Communication Skills and Emotional Intelligence Scores Vary Significantly by Branch

	Source of the Variance	Sum of Squares	Sd	Mean Square	F	P
Effective Communication Skills	Between-groups	550.772	2	275.886		
	Within-groups	23698.056	195	121.528	2.27	.106
	Total	24248.828	197			
Emotional Intelligence	Between-groups	208.738	2	104.369		
	Within-groups	16056.716	195	82.342	1.26	.28

	Total	16265.455	197

As seen in Table 8, there is no statistically significant correlation between the teachers' branches and effective communication skills [$F_{(2\text{-}195)}$=2.27, p>0.05]. Thus, it can be said that the branch of the BİLSEM teachers working with gifted students has no effect on their effective communication skills.

As seen Table 8, there is also no statistically significant correlation between the teachers' branches and emotional intelligence [$F_{(2\text{-}195)}$=1.26, p>.05]. Thus, it can be said that the branch of the BİLSEM teachers working with gifted students has no effect on their emotional intelligence.

Table 9 Means and Standard Deviations of the Teachers' Effective Communication Skills and Emotional Intelligence Scale Scores by Professional Experience

Scale	Professional Experience	N	$\overline{X}$	S
	0-4 years	5	127.40	4.92
	5-9 years	11	113.63	6.20
Effective Communication Skills	10-14 years	44	131.81	10.17
	15-19 years	40	132.02	9.08
	20 and more	98	130.65	11.47
	0-4 years	5	123.40	2.19
	5-9 years	11	124.63	1.96
Emotional Intelligence	10-14 years	44	128.81	10.77
	15-19 years	40	133.22	9.11
	20 and more	98	132.54	8.25

As seen in Table 9, there is a difference between the mean effective communication skills scores of the teachers having 0-4 years of professional experience ($\overline{X}$ =127.40), the teachers having 5-9 years of professional experience ($\overline{X}$ =113.63), the teachers having 10-14 years of professional experience ($\overline{X}$ =131.81), the teachers having 15-19 years of professional experience ($\overline{X}$ =132.02) and the teachers having 20 and more years of professional experience ($\overline{X}$ =130.65). The results of the one-way analysis of variance (ANOVA), which was performed to reveal whether the difference between the arithmetic means is statistically significant or not, are shown in Table 10.

As seen in Table 9, there is a difference between the mean emotional intelligence scores of the teachers having 0-4 years of professional experience ($\overline{X}$ =123.40), the teachers having 5-9 years of professional experience ($\overline{X}$ =124.63), the teachers having 10-14 years of professional experience ($\overline{X}$ =128.81), the teachers having 15-19 years of professional experience ($\overline{X}$ =133.22) and the teachers having 20 and more years of professional experience ($\overline{X}$ =132.54). The results of the one-way analysis of variance (ANOVA), which was performed to reveal whether the difference between the arithmetic means is statistically significant or not, are shown in Table 10.

Table 10 Results of the ANOVA Conducted to Determine Whether the Mean Effective Communication Skills and Emotional Intelligence Scores Vary Significantly by Professional Experience

	Source of the Variance	Sum of Squares	Sd	Mean Square	F	p
Effective Communication Skills	Between-groups	3325.358	4	831.340		
	Within-groups	20923.470	193	108.412	7.66	.000
	Total	24248.828	197			
Emotional Intelligence	Between-groups	1367.852	4	341.963		
	Within-groups	14897.603	193	77.190	4.43	.002
	Total	16265.455	197			

As seen in Table 10, there is a statistically significant correlation between the teachers' professional experience and effective communication skills [$F_{(4-193)}$=7.66, p<.05]. Scheffe test analysis was used to find out which of the groups determined in the variable of effective communication skills and professional seniority had a significant difference. It is seen that the teachers with 10-14 years, 15-19 years, and 20 years and more of professional experience have significantly higher effective communication skills compared to the teachers with 5-9 years of professional experience. On the other hand, the teachers with 5-9 years of professional experience were found to have significantly higher effective communication skills than the teachers with 0-4 years of professional experience.

As seen Table 10, there is a statistically significant correlation between the teachers' professional experience and emotional intelligence [$F_{(4-193)}$=4.43, p<.05]. Scheffe analysis was used to determine the reason for the difference between the groups. It is seen on the results of the Scheffe test that the teachers with 15-19 years and 20 or more years of professional experience have significantly higher emotional intelligence than the teachers with 0-4 years, 5-9 years, and 10-14 years of professional experience.

Table 11 Means and Standard Deviations of the Teachers' Effective Communication Skills and Emotional Intelligence Scale Scores by Education Level

	Education Level	N	$\bar{X}$	S
Effective Communication Skills	Bachelor's degree	86	127.43	11.32
	Master's degree	92	133.27	10.73
	Doctoral Degree	20	127.60	7.96
Emotional Intelligence	Bachelor's degree	86	132.11	8.84
	Master's degree	92	130.97	9.63
	Doctoral Degree	20	128.10	6.89

As seen in Table 11, there is a difference between the mean effective communication skills scores of the teachers having a bachelor's degree (X=127.43), master's degree (X=133.27), and doctoral degree (X=127.60).

As seen in Table 11, there is a difference between the mean emotional intelligence scores of the teachers having a bachelor's degree (X=132.11), master's degree (X=130.97), and doctoral degree (X=128.10). The results of the one-way analysis of variance (ANOVA), which was performed to reveal whether the difference between the arithmetic means is statistically significant or not, are shown in Table 12.

Table 12 Results of the ANOVA Conducted to Determine Whether the Mean Effective Communication Skills and Emotional Intelligence Scores Vary Significantly by Education Level

	Source of the Variance	Sum of Squares	Sd	Mean Square	F	p
Effective Communication Skills	Between-groups	1662.740	2	831.370		
	Within-groups	22586.088	195	115.826	7.17	.001
	Total	24248.828	197			
Emotional Intelligence	Between-groups	268.861	2	134.430	1.63	.190
	Within-groups	15996.594	195	82.034		
	Total	16265.455	197			

As seen in Table 12, there is a statistically significant correlation between the teachers' education level and effective communication skills [$F_{(2-195)}$=7.17, p<.05]. LCD analysis, one of the post hoc tests, was used to determine the reason for the difference between the groups. It is seen that the practical communication skills of teachers with bachelor's degrees are significantly higher than those of teachers with master's degrees and doctoral degrees.

Table 12 shows no statistically significant correlation between the teachers' education level and emotional intelligence [$F_{(2-195)}$=1.63, p>.05]. This indicates that the education level of the BİLSEM teachers does not significantly affect their emotional intelligence.

To determine whether there is a statistically significant correlation between the BİLSEM teachers' practical communication skills and emotional intelligence, Pearson correlation analysis was conducted, and the results are given in Table 13.

Table 13 Correlation between the Teachers' Effective Communication Skills and Emotional Intelligence

Scales	N	$\overline{X}$	S	r	p
Effective Communication Skills	198	130.16	11.09	.782	.00
Emotional Intelligence	198	131.18	9.08		

Table 13 shows a medium, positive, and significant correlation between the BİLSEM teachers' practical communication skills and emotional intelligence (p<.05). In other words, practical communication skills and emotional intelligence of BİLSEM teachers affect each other positively and moderately.

Discussion and Results

The current study aimed to investigate the practical communication skills and emotional intelligence of teachers working in BİLSEM in terms of gender, branch, professional experience, and education level. The obtained findings are discussed in light of the literature. In this section, since there are no studies in the literature on emotional intelligence and practical communication skills of BİLSEM teachers, studies on teachers' emotional intelligence and practical communication skills are included.

As a result of the analysis carried out to determine the practical communication skills and emotional intelligence level of the BİLSEM teachers, it was seen that the practical communication skills and emotional intelligence of the BİLSEM teachers are generally at a high level. No BİLSEM teacher with low and deficient effective communication skills and emotional intelligence was found. It is thought that this study result may be due to the training received by BİLSEM teachers, the time they spent in the profession, and the fact that they worked with gifted students. Ay (2016) also found that teachers' communication skills are high. Çetinkaya (2011a) and Kayhan (2014) concluded that the communication skills of school administrators and teachers are not low but medium. These studies in the literature support the findings of the current study. Durukan and Maden (2010) stated in their research on the communication skills of Turkish teachers that Turkish teachers have a low level of communication skills. The result of the study contradicts the findings of the current study. Canpolat (2021)

examined pre-service teachers' 21st-century skills and emotional intelligence and concluded that pre-service teachers have high emotional intelligence. Yılmaz and Zembat (2019) revealed that pre-service preschool teachers have high emotional intelligence. In other studies, teachers' emotional intelligence is high (Sağlam, 2018; Kabar, 2017; Naqvi et al., 2016). These results support the finding of the current study that BİLSEM teachers have high emotional intelligence. In addition, some studies in the literature contradict the result of the current study. The study conducted by Dutoğlu and Tuncel (2008) found that the emotional intelligence of pre-service teachers is below the expected level. İpek and Erdem (2021) and Sağlam and Yancı (2014) reported that teachers have medium levels of emotional intelligence. Ertuğrul and Kutluca (2020) found that preschool teachers have low levels of emotional intelligence. Baracsi (2016) concluded that Hungarian teachers have weak emotional intelligence.

The analysis conducted to determine whether the effective communication skills and emotional intelligence of the BİLSEM teachers vary significantly depending on the gender variable revealed that the gender variable has a significant effect on the teachers' effective communication skills but does not have an effect on their emotional intelligence. When the literature is reviewed, it is seen that there are studies reporting the significant effect of gender on teachers' effective communication skills. In a study investigating the effect of pre-service teachers' communication skills on academic achievement, a significant correlation was found between the gender variable and communication skills (Özerbaş et al., 2007). In another study, pre-service Turkish teachers' views on communication skills were examined in terms of gender and it was concluded that there is a significant correlation between gender and communication skills (Çetinkaya, 2011b). In addition, according to the studies conducted by Şeker (2000) and Nacar (2010), teachers' communication skills vary significantly by gender in favor of female teachers. Contrary to this finding of the current study, it was determined that there is no significant difference between the communication skills of male and female teachers in a study examining the communication skills of primary and middle school teachers (Avanoğlu, 2018). In the literature, many studies have concluded that the gender variable has no effect on communication skills (Ay, 2016; Ceylan, 2017; Özer, 2017). In the literature, there are studies that support the finding of the current study that the emotional intelligence of teachers does not vary significantly by gender (Erdem et al., 2013; İpek and Erdem, 2021; Soylu and Serin, 2017; Diken and Aydoğdu, 2018). In the studies contradicting this finding of the current study, it has been reported that the emotional intelligence of female teachers is higher than the emotional intelligence of male teachers (Akran & Bakır, 2019; Yavuz, 2018, Anari, 2012; Soanes & Sungoh, 2019; Vishalakshi, 2013).

The analysis conducted to determine whether the effective communication skills and emotional intelligence of the BİLSEM teachers vary significantly depending on the branch variable revealed that the branch variable does not significantly affect the teachers' effective communication skills and emotional intelligence. It is thought that the reason the branch variable does not affect the practical communication skills and emotional intelligence of all teachers working in BİLSEMs may be because the selection criteria for BİLSEM are the same for all branch teachers. Yıldız, Bakırcı, and Karaca (2022) found that the branch variable does not have a significant effect on teachers' effective communication skills. In another study examining the relationship between teachers' communication skills and morale, it was also found that the branch variable does not cause any difference in communication skills (Avanoğlu, 2018). There are studies that have found a significant relationship between teachers' effective communication skills and the branch variable. Kıldan (2011) concluded that teachers in Turkish, primary and preschool branches have better communication skills than teachers in other branches. In a study examining the relationship between high school teachers' emotional intelligence levels and their critical thinking dispositions and in another study examining the relationships between high school teachers' emotional intelligence and organizational cynicism levels, it was concluded that teachers' emotional intelligence does not vary depending on their branches (Erdem et al., 2013; İpek & Erdem, 2021). Another study examining the relationship between teachers' emotional intelligence and self-efficacy found that teachers' branches do not affect their emotional intelligence (Akran & Bakır, 2019). Similar findings were also obtained in the study conducted by Ceyhan in 2011. These results support the current study's finding that there is no significant correlation between the branches of teachers and their emotional intelligence. In a study conducted in 2018 in which the emotional intelligence of vocational high school teachers was examined in terms of different variables, the finding that the emotional intelligence of the teachers of cultural subjects is significantly higher than that of other branch teachers (Yavuz, 2018) contradicts the finding of the current study.

The analysis conducted to determine whether the effective communication skills and emotional intelligence of the BİLSEM teachers vary significantly depending on the professional experience variable revealed that the education level variable significantly affects the teachers' effective communication skills and emotional intelligence. It is thought that the reason for this result of the study may be because these teachers have spent a lot of time with gifted students and they have long professional experience. In a study conducted to determine the effect of the professional experience variable on the communication skills of primary teachers, it was found that the teachers with longer professional experience perceive themselves as highly competent in communication skills (Aküzüm & Özdemir Gültekin, 2017). Yılmaz (2011) reached a significant difference between the professional experience groups in terms of communication skills. Another study in the literature revealed that teachers with less professional experience have higher effective communication skills than teachers with more professional experience (Yıldız et al., 2022). Similar results were found in the study conducted by Doğan (2009). This study concluded that the emotional intelligence of teachers with 19 years and more of professional experience is higher than that of teachers with 0-6 years of professional experience. In another study supporting this finding of the current study, a positive correlation was found between the professional experience of teachers and their emotional intelligence (Toytok, 2013). The study conducted by Loy (2006) concluded that there is a significant correlation between teachers' professional experience and communication skills and that teachers with less professional experience have higher communication skills than teachers with more professional experience. However, in studies, it was concluded that there is no significant correlation between the professional experience of teachers and their emotional intelligence (Akran & Bakır, 2019; İpek & Erdem, 2021; Soanes & Sungoh, 2019; Vishalakshi, 2013).

The analysis conducted to determine whether the effective communication skills and emotional intelligence of the BİLSEM teachers vary significantly depending on the education level variable revealed that the education level variable has a significant effect on the teachers' effective communication skills but not on their emotional intelligence. It is believed that the significant correlation between education level and effective communication skills in this study may be attributed to the courses the teachers took during their graduate education. Similarly, Nacar and Tümkaya (2011) found that education level causes a significant difference in the communication skills of teachers. Another study reporting a significant correlation between effective communication skills and education level was conducted by Baydar Posluoğlu (2014). In some other studies, however, no significant correlation was found between practical communication skills and education level (Yıldız et al., 2022; Hazneci, 2012). Another study found that emotional intelligence does not vary significantly depending on education level (İşmen, 2001). It was also found that emotional intelligence decreases as the level of education increases (Toytok, 2013).

As a result of examining the correlation between the BİLSEM teachers' effective communication skills and emotional intelligence, it was concluded that the BİLSEM teachers' effective communication skills and emotional intelligence affect each other positively. When this study result is considered, it is thought that there is a significant correlation between effective communication skills and emotional intelligence of the BİLSEM teachers because practical communication skills and emotional intelligence are interrelated and affect each other positively. In the study conducted by Gürşimşek, Ekinci-Vural, and Selçioğlu-Demirsöz (2008), it was concluded that there is a significant correlation between the emotional intelligence of pre-service teachers and their communication skills. In the study conducted by Özcan (2023), it was determined that there is a positive correlation between Turkish teachers' communication skills and emotional intelligence levels.

Suggestions

1. This study used a quantitative research method, and teachers' communication skills and emotional intelligence were examined concerning different demographic features like gender, professional experience, branch, and education level. More in-depth studies can be designed to examine BİLSEM teachers' effective communication skills and emotional intelligence by using qualitative research methods and different variables such as monthly income, place of residence, in-service training, and age.

2. As a result of this study, it was concluded that there is a significant correlation between teachers' communication skills and emotional intelligence. For this reason, in-service training plans including social activities can be made for this group of teachers, who work especially with gifted students, to improve their emotional intelligence and communication skills.

3. The sample of this study consists of teachers working in BİLSEMs located in four provinces. It is possible to work with a larger sample group in future studies.
4. In this study, the variables that significantly affect practical communication skills and emotional intelligence can be examined in detail with qualitative research methods.

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GENİŞLETİŞMİŞ ÖZET

Dünyada üstün yetenek ve zeka konusuna ilginin artmasına paralel olarak, Türkiye'de de bu konu önem kazanmaya başlamış, özel yetenekli öğrencilerin tanılanması ve düzeyine uygun eğitim alabilmeleri konusunda gelişmeler olmuştur. Türkiye'nin son zamanlarda birçok alanda gelişme göstermesine rağmen üstün yetenekli çocukların eğitiminde istenen düzeyde ilerleme olmadığı düşünülmektedir (Çitil, 2018). Üstün yetenekli çocukların kendini geliştirebilmesi, ihtiyacı olan eğitimi alabilmesi için seviyesine, ilgi alanlarına, yeteneğine uygun eğitimin bu öğrencilere sağlanması gerekmektedir. Çünkü bu çocuklar üstün yetenekli oldukları alanlarda akranlarına göre daha hızlı gelişim göstermektedirler. Bu nedenle üstün yetenekli çocukların eğitimi alanında uzman öğretmenler ile bu çocukların yetenek ve gelişim düzeyine göre uygun ortamlarda sağlanmalıdır. Ülkemizde bu özel eğitim desteği üstün yetenekli çocuklara Bilim ve Sanat Merkezleri (BİLSEM) tarafından verilmektedir (Kılıç, 2015). BİLSEM'lerde görev alan öğretmenlerde iyi iletişim becerilerine sahip olunması ve duygusal zekasının yüksek olmasının öğrenci eğitimi açısından faydalı olacağı düşünülmektedir. Goleman duygusal zekayı, kararlı olma, sebat etme, kendi motivasyonunu sağlama, başkalarının duygularını anlama ve dürtüleri kontrol edebilmeyi kapsayan bir temel yaşam becerisi olarak tanımlamaktadır (Goleman, 1995). Duygusal zekaya sahip öğretmenler öğrencilere değer verme, eğitim ortamlarında onların var olan ihtiyaçlarını tanımlayabilme ve empati kurabilme gibi sahip oldukları beceriler sayesinde öğrencilerin motivasyonlarını artırarak pozitif bir sınıf ortamı oluşturabilirler. Öğretmenlerin duygusal zekâlarının yüksek olması öğrencilerinin var olan duygusal zekalarını geliştirmelerine, sınıflarında duygusal zekayı destekleyen etkinliklere yer vermelerine ve öğretmenlik mesleğinin vermiş olduğu sorumlulukları yerine getirmelerine destek olacaktır (Turan, 2015).

İletişim becerileri ile duygusal zekâ, bireyin ve diğer kişilerin üzerinde pozitif etkileri olan, toplumda etkili ve verimli yaşam sürmek için gerekli ve birbiri ile ilişkili iki kavramdır (Avcı, 2019). İnsanlar toplumda kendilerini ifade edebilmek, başkalarıyla bir arada olup onları anlayabilmek ve etkileyebilmek için iletişime ihtiyaç duymaktadırlar. İletişim bireyin hissettiği duygu, düşünce ve ihtiyaçlarını başkalarına anlatma, onları anlama biçimidir ve bireylerin karşılıklı olarak birbirlerini anlamalarıyla oluşan bir süreçtir. İnsanların etkileşimini sağlayan en değerli öge iletişimdir (Üstün, 2005). Etkili iletişim, insanların birbirini anlaması ve sahip olduğu iletişim becerilerini geliştirmesidir. Etkili iletişim sağlanması için kişinin bireysel özelliklerinin farkında olması, tutarlı davranması, kendine değer vermesi, güvenmesi ve kendini olduğu gibi göstermesi, karşısındaki kişiyi yargılamaması ve empati kurabilmesi gerekmektedir (Cüceloğlu, 2002). Aktif bir sınıf yönetiminin sağlanabilmesi için öğrenci-öğrenci, öğrenci-öğretmen arasında etkili iletişimin kurulması önemlidir. Sınıf ortamında öğretmenin öğrencileriyle etkili iletişim kurabilmesi için gerekli unsurlar bulunmaktadır. Bunlar; öğrencileri olumsuz yönde etkileyecek eleştirel mesajlar kullanmama, öğrencilerin duygularının farkında olma, öğrencilere karşı lakap takma ve etiketleyici kelimelerden uzak durma, olumlu davranışlarını artırmada övgüyü etkili kullanma, öğrenciler arasında birlikteliği artırma ve iş birliğine teşvik etme, öğrencilerin duygularının farkında olmalarını sağlayarak ben diliyle konuşma becerilerini geliştirme (Gürşimşek, 1999). Literatürde yer alan çalışmalar incelendiğinde; öğretmenler ve geleceğin öğretmenlerinde duygusal zeka ve iletişim becerileri konularında birçok çalışmaya ulaşılmaktadır. Ülkemizde de duygusal zeka ve iletişim becerilerini konu alan birçok çalışmanın var olduğu görülmektedir.

Özel yetenekli öğrencilerin doğuştan var olan duygusal hassasiyetlerinin göz önüne alındığında okul dışı zamanlarda kendisine benzer akranlarıyla eğitim aldığı sürede sürekli iletişim ve etkileşim halinde oldukları BİLSEM öğretmenlerinin bu öğrencilerin psikolojik ve üst düzey duygusal becerilerin gelişiminde önemli rol oynadıkları yadsınamaz bir gerçektir. Bu anlamda BİLSEM öğretmenlerin duygusal zekalarının ve etkili iletişim becerilerinin belirlenmesi önem arz etmektedir ve bu çalışmanın literatürde var olan boşluğu dolduracağı düşünülmektedir. Bu nedenle bu çalışmanın amacı BİLSEM öğretmenlerinin duygusal zeka ve etkili iletişim beceri düzeyinin belirlenerek, öğretmenlerin duygusal zeka ve etkili iletişim becerilerinin cinsiyet, mesleki kıdem, branş ve eğitim düzeyine göre incelenmesi ve öğretmenlerin duygusal zeka ve etkili iletişim becerileri arasındaki ilişkinin açığa çıkarılmasıdır. Bu çalışmanın bu alanda yapılacak farklı çalışmalara da öncü olacağı düşünülmektedir. Bu amaca uygun olarak araştırmanın ana problemi BİLSEM öğretmenlerinin duygusal zeka ve etkili iletişim becerileri arasında istatistiksel olarak anlamlı bir ilişki var mıdır? Bu amaca uygun olarak oluşturulan alt problemler şunlardır:

1. BİLSEM öğretmenlerinin etkili iletişim beceri düzeyi ve duygusal zeka düzeyi nedir?
2. BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekalarında

a) cinsiyet,
b) branş,
c) mesleki kıdem,
d) eğitim düzeyi açısından istatistiksel olarak anlamlı bir farklılık var mıdır?
3. BİLSEM öğretmenlerinin etkili iletişim becerileri ile duygusal zekaları arasında bir ilişki var mıdır?

Bu araştırmada nicel araştırma yöntemlerinden tarama modeli kullanılanılmıştır. Araştırmanın örneklemi Samsun, İstanbul, Ankara ve Konya illerindeki BİLSEM'lerde, 2022-2023 eğitim-öğretim yılı içerisinde görev yapmakta olan 109 kadın, 89 erkek olmak üzere toplam 198 öğretmenden oluşmaktadır. Örneklemde yer alan öğretmenlerin 100'ü sözel, 62'si sayısal ve 36'sı sanat branşından, 5'i 0-4 yıl arası, 11'i 5-9 yıl arası, 44'ü 10-14 yıl arası, 40'ı 15-19 yıl arası kıdeme sahip, 86'sı lisans, 92'si yüksek lisans ve 20'si doktora mezunudur. Bu çalışmada araştırmacılar tarafından geliştirilen kişisel bilgi formu ile "İletişim Becerileri Ölçeği" ve "Schutte Duygusal Zeka Ölçeği tr-33" veri toplama araçları kullanılmıştır. Araştırma verilerinin normal dağılım göstermesi nedeniyle BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekalarının cinsiyete göre farklılaşıp farklılaşmadığı t testi, branş, mesleki kıdem ve eğitim düzeyi ANOVA, duygusal zeka ve etkili iletişim becerileri arasındaki ilişki ise Pearson korelasyon testi ile belirlenmiştir.

Araştırmanın ilk alt problemi olan BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zeka düzeyinin belirlenmesiyle için yapılan analiz sonucunda; BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekalarının genel olarak yüksek düzeyde olduğu görülmüştür. Düşük ve çok düşük düzeyde etkili iletişim becerisi ve duygusal zekaya sahip BİLSEM öğretmeni ise bulunamamıştır. Araştırmanın ikinci alt problemi olan BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekalarının cinsiyet değişkenine göre incelenmesiyle ilgili yapılan analizler sonucunda; cinsiyet değişkeninin öğretmenlerin etkili iletişim becerileri üzerinde etkili olduğu ancak duygusal zekaları üzerinde bir etkisinin olmadığı sonucuna varılmıştır. Araştırmanın üçüncü alt problemi olan BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekalarının branş değişkenine göre incelenmesiyle ilgili yapılan analizler sonucunda; branş değişkeninin öğretmenlerin etki iletişim becerileri ve duygusal zekâları üzerinde etkisi olmadığı sonucuna ulaşılmıştır. Araştırmanın dördüncü alt problemi olan BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekalarının mesleki kıdem değişkenine göre incelenmesiyle ilgili yapılan analizler sonucunda; mesleki kıdem değişkeninin öğretmenlerin etkili iletişim becerileri ve duygusal zekaları üzerinde etkili olduğu sonucuna ulaşılmıştır. Araştırmanın beşinci alt problemi olan BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekalarının eğitim düzeyi değişkenine göre incelenmesiyle ilgili yapılan analizler sonucunda; eğitim düzeyi değişkeninin öğretmenlerin etkili iletişim becerileri üzerinde etkili olduğu ancak duygusal zekaları üzerinde bir etkisinin olmadığı sonucuna varılmıştır. Sonuç olarak BİLSEM öğretmenlerinin etkili iletişim becerileri ve duygusal zekaları arasında orta düzeyde ve pozitif yönlü anlamlı ilişki olduğu ve etkili iletişim becerileri ve duygusal zekalarının ise yüksek düzeyde olduğu bulgusuna ulaşılmıştır.

Bu çalışmada öğretmenlerin iletişim becerileri ve duygusal zekaları arasındaki ilişki ve farklı değişkenlere göre anlamlı farklılık oluşup oluşmadığı nicel araştırma yöntemi kullanılarak belirlenmiştir. Bu bağlamda BİLSEM' de görev yapan öğretmenlerin iletişim becerileri ve duygusal zekalarına yönelik derinlemesine araştırma imkanı sunan ve daha genellenebilir çalışmalar planlanabilir. Ayrıca öğretmenlerin iletişim becerileri ve duygusal zekalarını etkileyen faktörlerin belirlenmesi sağlanarak bu yönde negative etmenleri azaltıcı çalışmalar gerçekleştirilebilir. Bu çalışmanın daha geniş örneklem grubunda gerçekleştirilmesi tavsiye edilmektedir.