



EMOTIONAL INTELLIGENCE AND IMPORTANCE FOR CHILDREN

Yasemin BUDAK¹

Mehmet ARSLAN²

ABSTRACT

Emotional intelligence is one of the most popular study topics that have gained importance in recent years. This concept has a special significance especially for children who are in the age of education. In this study, firstly the basic theories of emotional intelligence and this concept are tried to be explained, and then the relations between emotional intelligence and achievement levels of children in education age are mentioned. It is possible to define emotional intelligence in the simplest sense as the ability to carry out ideas about strengths and weaknesses, knowing what a person feels, and the ability to effectively and effectively manage their feelings to make accurate and effective decisions on behalf of their own lives and relationships with other people. It is foreseen that the emotional intelligence skill, which seems to be very effective in increasing the quality of life of the person, will be extremely useful for both the people and the society in the name of the future if it is tried to be developed starting from childhood. It is important to develop a model based on emotional intelligence in education. In this study, it is aimed to emphasize this point.

Keywords: Emotional intelligence, emotional intelligence theories, education, child

Jel Codes: I20, I21, P36

DUYGUSAL ZEKA VE ÇOCUKLAR AÇISINDAN ÖNEMİ

ÖZ

Duygusal zeka son yıllarda önem kazanan en popüler çalışma konularından bir tanesidir. Özellikle eğitim çağında yer alan çocuklar üzerinde bu kavramın ayrı bir önemi bulunmaktadır. Bu çalışmada öncelikle duygusal zeka ve bu kavramın dayanağı olan temel kuramlar açıklanmaya çalışmakta ardından da eğitim çağındaki çocukların duygusal zeka ile başarı düzeyleri arasındaki ilişkiler konusuna değinilmektedir. En sade tanımıyla duygusal zekayı, kişinin ne hissettiğini bilerek, güçlü ve zayıf yönleri konusunda fikirler yürütebilmesi, yaşadığı duyguları etkili bir biçimde yöneterek kendi yaşamı ve diğer insanlarla ilişkileri adına doğru ve etkili kararlar alabilme becerisi olarak tanımlamak mümkündür. Kişinin yaşam kalitesini artırmada son derece etkili olduğu görülen duygusal zeka becerisi çocukluktan başlanarak geliştirilmeye çalışılırsa gelecek adına hem onlar hem de toplum için son derece faydalı olacağı öngörülmektedir. Eğitimde duygusal zekaya dayalı bir model geliştirilmesi bu açıdan önemlidir. Bu çalışmada da bu noktaya vurgu yapmak amaçlanmıştır.

Anahtar Kelimeler: Duygusal zeka, duygusal zeka kuramları, eğitim, çocuk

Jel Kodu: I20, I21, P36

¹GOU, SBE, Department of Educational Sciences, Masters student, yasemin.budak@gop.edu.tr

²GOU, Faculty of Educational Sciences, Lecturer, Professor. Dr. mehmet.arslan@gop.edu.tr

INTRODUCTION

Emotional intelligence studies are among the most popular studies in recent years. The use of emotional intelligence, which is one of the intelligence types, has an important place for many institutions and organizations, especially educational institutions. Particularly, it is thought that emotional intelligence on children in education age will contribute to making the future generations more sensitive and more understanding towards their environment. The educational institutions that have this consciousness have a prominent role in the development process of children with research and models that contribute to emotional intelligence development of the students. Investments in emotional intelligence research have a predominant role in the society in terms of the formation of the future towards the future. States' commitment to human resources requires more serious steps towards emotional intelligence, and the fact that governments, which are trying to manage human resources through the education chain, place as much power in emotional intelligence tools as possible in educational institutions will contribute considerably to future plans. This study, which is prepared in this framework, draws primarily the theoretical framework of the concept of emotional intelligence. Then the theoretical background to which emotional intelligence is fed will be mentioned. Finally, the role of the human factor in the construction of the social structure of the emotional intelligence, which is a prominent building stone of education and the important factor of future generations, and the importance of emotional intelligence on children will be evaluated.

1. FIRST TITLE ALL LETTERS HAVE LARGE DARK AND MUST BE 11 PUNTO

In this section, intelligence definitions and intelligence theories are explained and emotional intelligence is introduced and emotional intelligence definitions and emotional intelligence theories are given. Finally, the effects of the level of emotional intelligence in terms of children in the education age are tried to be explained.

1.1. Intelligence Definitions and Intelligence Theories

In the field of psychology, human intelligence has been an intense research topic for many years and the brain has been treated as an "intelligence body". Different definitions have been made about intelligence. Although some scholars have defined intelligence as the ability to use what they learn and learn, the fact that other living beings are able to learn other than humans has shown that this definition is not enough and new definitions are needed (Köksal, 2003: 7).

For this reason, some scientists have explained intelligence as the ability to use knowledge to problem solving. But this is not just human. Others have defined intelligence as the ability to judge, comprehend, and reason. As a result, many experts have determined that it is the ability to think and reason the most important feature that distinguishes human beings from other living things. Nevertheless, although the concept of intelligence was tried to be defined for a long time from a century, it still did not provide an idea unity (Köksal, 2007: 15). It is useful to examine some of the definitions and theories of intelligence suggested in this direction.

1.1.1. Intelligence

Experts in intelligence research have made many different definitions based on their ability to form intelligence, but they have not yet come to define a common intelligence. Experiments of defining the concept of intelligence as a concept reveal various definitions that emphasize the different central points of this complex concept (Konrad and Hendl, 2005: 41). Below are some definitions of intelligence.

Sternberg's intelligence is "the mental abilities necessary to choose the environment, shape it and adapt to it" (Sternberg, 2005: 189). According to Gottfredson (1997), intelligence is; problem solving, abstract thinking, planning, understanding reasons, comprehending complex thoughts, quick and experiential learning. According to him, intelligence does not just mean learning the Captain. It also includes experimental perception with limited academic ability. In other words, the ability to understand what is happening in a very profound and wide way, including being able to perceive, understand, and express what they should be done (Gottfredson, 1997: 13-23). According to Erkuş,

intelligence is the ability to grasp the relationship between abstract or concrete objects with concepts and perceptions, to use abstract thinking, reasoning, and a mental function in harmony with these mental functions. There is still debate on how intelligence is a talent. Intelligence; are the mental skills necessary for selecting, shaping and adapting any environmental context. Since the environmental context changes over time, its selection, shaping, and adaptation are a lifelong learning process that begins in childhood. In this context, intelligence; is the key to lifelong learning (Erkuş, 1999, trs: Yaşarsoy, 2006: 7). Intelligence is the description of cognitive competences and affective characteristics that guide activities such as understanding, comprehension, association, integration, interpretation, evaluation and prediction in the learning process (Aydın, 2004: 240). Sternberg (2005: 189) defines intelligence as "the mental abilities necessary to choose the environment, shape it, and adapt to it." It is possible to define intelligence as a capacity. This capacity is "harmony", "learning power", "relativity is the power to see" (Özden, 2005: 72). Immediately after the concept of intelligence has begun to be considered, it also naturally begins to work on the measurement and standardization of intelligence. The first scientific studies on intelligence and measurement were carried out by Francis Galton. In the modern sense, the first intelligence test was developed by psychologists Alfred Binet and Theopil Simon in 1905 (Akin, 2004: 33).

Intelligence tests consist of measurement tools used to measure an individual's intelligence level. One of the most widespread of this test is the Intelligence Coefficient IQ, which examines the mental and chronological age of the test person and identifies intelligence operationally (Cakar and Arbak, 2004: 28). IQ is the intellectual, analytical, logical, and rational skills of the individual. It covers verbal, spatial and mathematical skills. In other words, IQ is the person's memory, vocabulary and visual brain coordination (Aslan, 2004: 113). In this context, in the intelligence tests prepared, verbal and numerical materials were compared, similarities and differences were seen, evaluated and reached to the result, memory capacity were measured (Akin, 2004: 33).

According to Binet, simple minds such as intelligence, memory space, sensory acuity, and speed of reaction manifest themselves in complex processes such as comprehension, judgment, reasoning, and so forth. It is not possible to measure these complex mind activities on a timely and direct basis, as the senses measure. The way to get a reliable idea about an individual's intelligence is to face individual problems with problems that require the use of high mental processes and objectively determine what an individual does. The Binet-Simon scale was revised by age in 1908 and some changes were made. In 1912, Stern proposed the Department of Intelligence (IQ), which was achieved by dividing the age of intelligence into the calendar year of the individual. The Binet-Simon scale was developed by Terman in the US in 1916 and standardized for the 3 and 16-year-old group, and the scale was named the Stanford-Binet Intelligence Scale (Toker et al., 1968: 22-25).

Yaşarsoy: " On the other hand, Howard Gardner, who argues that the mental skills measured by current intelligence tests are inadequate and limited, says that seven independent intelligence tactics are found in terms of shooting, training and development. Gardner, who performs cognitive experiments and neurophysical research on gifted and talented students, explains his thesis on the theory of multidimensional intelligence as "The Frame of Mind": "Intelligence is not only cognitive but also motivational and emotional. Gardner, for example, believes that intelligence can evolve in different directions with positive or negative effects of a variety of cultural and social variables (Gardner, 2004, trs: Yaşarsoy, 2006), : 2).

1.1.2. Some Theories Related to Self

When the literature is examined, it is seen that there are various theories about intelligence. Here, the most cited and prominent theories will be explained from these theories. According to Spearman, it is manifested in the extent to which an individual is intelligent, in relationships he or she has established in complex situations, and in shortcuts he finds in solving problems. A person who is bright in an area may also be generally bright in other areas or may be brighter in some areas than in other areas. These differences are the way in which general intelligence emerges in different activities. According to this foundation, intelligence is composed of two main factors. Spearman has named these factors as generic talent and special talent. Spearman's theory is called "Two Factor Theory" (Mumcuoğlu, 2002: 9).

According to Alfred Binet, intelligence is genetic. For this reason, research and learning rarely develops. He has not made a clear definition about intelligence, but has focused on exploring features such as memory, imagination, creativity, attention, understanding, influence, aesthetic and moral emotion, muscle power, will power, and visual perception. Binet, who developed the first intelligence tests, said that the test items could have an idea of intelligence according to the solution style and that intelligence could be measured in this way. Binet argues that intelligence can be measured by reasoning and problem-solving skills, not perceptual motor skills. Dr. They have prepared a scale with Theodore Simon (1916-Stanford Binet intelligence scale). According to Binet, intelligence has six characteristics. These features are: understand; Adjudge; Reasoning; To give a certain direction to the thought and to maintain it; Self-criticizing (Mumcuoğlu, 2002: 9). Wechsler argued that intelligence should be measured in order to measure general competence by considering it as a general ability consisting of interdependent but subordinate subordinate abilities and that the individual should gather measures of these subordinate abilities so that a measure of his general abilities level can be obtained. (Özgüven, 1998: 212, trs; Özdemir, 2003; Yaşarsoy, 2006: 10). The Wechsler test (1930), adapted and implemented in our country, differs from Binet's intelligence test in two ways. The first is a measuring tool that provides more data to the Wechsler test. Second, the Wechsler test was first prepared for adults to measure the intelligence potential of adults. Then a child form was created. (Aydın, 2001: 57-8). Thorndike proposed in 1920 that there are three types of intelligence: abstract intelligence, mechanical intelligence and social intelligence. He defined social intelligence as "the ability to act wisely in human relationships." The two items in this definition are; understanding others and behaving wisely in relation to others. Subsequent definitions of social intelligence seem to tend to weight one of two items in Thorndike's definition. There are also scientists who deal with the behavioral orientation of social intelligence, but the number of such studies is not very high (Ergin, 2001; Yaşarsoy, 2006: 11).

Gardner defended the theory of multiple intelligence, and intelligence, the individual; (Gardner, 1938, trs; Köksal, 2007. 2). The theory of multiple intelligences suggests that all students are different from each other. In the theory of multiple intelligence there are no unsuccessful students. According to this theory, there is always an area where every child is genius. The important thing is to find out these genius aspects of them. This is achieved by differentiating and implementing teaching activities according to every intelligence. For this reason, instead of traditional teaching methods in the classroom, multidimensional methods should be used to address every wise person (Kansu 2012, www.duygusalzeka.com; Yaşarsoy, 2006: 12). Gardner "Multiple Intelligences Theory" their potentials or abilities are called "intelligence areas". Gardner (1983) argued in his book "Frames of Mind," that a person has a wide range of talents consisting of at least seven basic intelligences. These areas of intelligence are independent of each other. In Gardner's 1999 Intelligence Reframed book, Gardner, 2004; Yasarsoy, 2006: 2), re-formulated multiple intelligence theories by adding one more space to seven intelligence domains, According to the theory that Gardner put forward in 1983 and 1999, eight areas of intelligence are (Oktaylar, 2011: 91-93).

Linguistic Intelligence: Effective and rational use of words in spoken and written language is a key feature of this intelligence domain. They like to learn by listening, they convey their feelings and thoughts to verbal expressions. Good writers, good tellers, read books, like word games, humor and story telling. They think with concepts and words. People with verbal intelligence are more likely to be writers, journalists and politicians.

Mathematical-Logical Intelligence: Using numbers, making calculations, making conclusions, establishing logical relations, hypothesis generation, problem solving, working with abstract symbols are basic features of this intelligence field. Those with high numerical intelligence like to establish cause-effect relationships and ask questions. They categorize events and try to make connections. They like to make calculations, see how they work out a machine. They can not keep in mind what they do not know. Those who have this intelligence; scientists, mathematicians, engineers, statisticians and computer programmers.

Visual Intelligence: The ability to think with pictures, images and shapes, to perceive three-dimensional objects, to notice the details. Visual intelligence keeps the higher ones better in their minds that they see more than they hear. They love to learn in the presence of movies and slide shows.

Dream worlds expand. Architects, photographers, sculptors, hunters and decorators can be more successful in such professions.

Musical Intelligence: Those who have this skill are extremely sensitive to the musical elements such as rhythm, note, tone, harmony, melody, etc. from the surrounding voices. They instantly notice musical elements, they find valuable and express them. The note, even knowing, keeps the melodies in mind immediately. When you work in music accompaniment, the permanence of your learning increases. They are tempo-keeping, humming, whistling, accompanying songs, reading books and reading books (Yaşarsoy, 2006).

Bodily Intelligence: The ability to use the body language and the body effectively without expressing the feelings and thoughts of the person and solving the problem. In other words; it is the power of one to solve a problem, create a model, use bodies, hands, fingers to produce something. Those with high physical intelligence are very much inclined to use body language to describe movements by touching their emotions and thoughts. They love to run, jump, use mimic and gestures. Handicrafts are good, they make repairs very comfortable. Their imitation skills have improved. Most of the athletes, actors, sculptors are people whose physical intelligence is high.

Social - Interpersonal Intelligence: The ability of the person to perceive the environment, to adapt to the environment, to understand others' moods, feelings, emotions, temperaments and to communicate effectively. Those with high social intelligence are very successful in recognizing people around them, understanding their emotions, desires, needs, identifying and comparing them and taking into account the feelings and wishes of others. Leadership traits have improved. They are sensitive to face expressions and voices, differences in people. They read the faces very well. Capacities for analysis, interpretation and evaluation are high. He has talent in verbal and nonverbal communication. They like to organize, be a leader, help others, like empathic communication and teaching. They usually become advisors, teachers and political leaders.

Inner Intelligence; It is the capacity of self-referral, evaluation, management and self-recognition. It is the ability to make the right decisions about the future by creating goals related to it. It is the ability to deal with oneself, to recognize oneself, to recognize their strong weaknesses. It is the capacity to know who he is, what he wants to do, what he needs to do and what he needs to stay away from. Those who have this intelligence try to reconcile their feelings, interests, needs and desires with their purposes while thinking about something. They prefer to be independent, express themselves clearly and try to learn from the events they are experiencing. Those who possess this intelligence are more likely to be psychologists.

Natural Intelligence: It is the eighth intelligence area that is added last. The natural environment of the quiche is the capacity to understand, recognize and adapt. They are extremely sensitive to the environment, nature and ecological elements. They care about animal feeding, nature, soil. Seasons are interested in climate events. They are interested in forecasting issues (Bacanlı, 1999: 2). Many theories have emerged that try to explain intelligence from the past to the present day. Some of these theories suggest that intelligence is fixed and unchangeable. In recent years, theories that suggest that intelligence can be taught if necessary conditions have begun to be accepted. According to the successful intelligence theory developed by Sternberg, one must first identify and evaluate strengths, and correct weaknesses in order to be successful and adapt to the environment. Sternberg not only spoke about the environment but also about the environment. This is different from other intelligence theories. Because intelligence requires not only adaptation to the environment but also shaping the environment in the direction of its own will (Stenberg, 2003; Köksal, 2007: 20).

1.2. Emotional Intelligence Definitions and Emotional Intelligence Theories

1.2.1. Emotional Intelligence

The concept of emotional intelligence first came to light in 1990 with two articles in academic journals. Peter Salovey and John Mayer from Yale In the 90's, Mayer and Salovey saw Gardner's approach as a combination of six elements of emotional intelligence. emotional self-awareness, assertiveness, empathy, interpersonal relationships, stress tolerance and response control (Goleman,

2009: 393). Salovey and Mayer considered emotional intelligence as a subset of social intelligence, suggesting that they include the ability of one to monitor, to distinguish between, and use in the act of knowing others, their feelings, their emotions (Cherniss, 2000: 4). Following the approach of Mayer and Salovey, scientific studies on emotional intelligence have begun to be made and debated on the academic platform. It became even more popular with "Emotional Intelligence", the best selling book of Goleman's era. However, until 1990, the studies carried out do not exactly reflect the present state of the concept of emotional intelligence (Salovey and Mayer, 1990, trs: Köksal, 2007: 51).

The roots of emotional intelligence extend to the notion of social intelligence, as evoked by Thorndike. According to Goleman (2007: 17), Thorndike described social intelligence as "the ability to understand and manage people." After Thorndike's definition of social intelligence, David Wechsler, one of the forerunners of the IQ tests, revealed the intellectually non-intellectual parts of general intelligence in the IQ tests he developed in 1940. Wechsler also discussed "emotional and cognitive" abilities. However, the topics he covers in general are the concepts of emotional and social intelligence. Unfortunately, these studies have received little attention and are not included in Wechsler's IQ test work (Goleman, 2007: 17). Identified with the notion of emotional intelligence, Daniel Goleman defines emotional intelligence as "the ability to recognize the feelings of ourselves and others, to motivate ourselves, and to manage the feelings in ourselves and in our relationships" (Goleman, 2009: 393). In another definition, emotional intelligence is the ability to recognize when a person feels himself or herself better or worse, and to be able to translate negative perceptions. "So to know what a person feels is to be aware of their emotional strengths and weaknesses. (Kocayörük, 2004: 8).

"Emotional intelligence is the capacity to recognize the emotions of ourselves and others, to motivate ourselves, and to effectively manage the feelings of ourselves and others" (Sala, 2002: 2). "Emotional intelligence is a person's self-conscious, correct, consistent, honest example of personality that is developed and applied to maintain an effective life" (Başaran, 2005: 150). According to Schilling, emotional intelligence; is defined as " emotional response and evaluation of emotional nature " emotional responsiveness and mobility capacity. This capacity derives from the emotional mind. Emotional literacy and emotional competence are used to describe the effective management of emotions. The term is 'Emotional Intelligence'. Skills such as self-awareness, empathy, emotion control, listening, decision making, anger control, and conflict resolution determine the emotional and emotional competence of the level of emotional intelligence (Schilling, 2009: 26). In other words, emotional intelligence is defined as "the ability to recognize the feelings of others and our own feelings, to motivate ourselves, to manage our emotions in ourselves and in our relationships". " EQ is a combination of the talents that are separate from IQ but complement it " (Akbaş, 2006; Akkan, 2010: 26). Emotional intelligence; (Yavuz, 2010: 32).' It is the ability of people to know how they feel, to be able to make ideas about their strengths and weaknesses, to manage their emotions effectively and to make correct, effective and rational decisions on behalf of their own lives and relationships with other people (Yavuz, 2010: 32). The emergence of emotional intelligence is not the diminution of the effect of reason, but the work of the human heart (Cooper and Sawaf, 2003: 12). For a successful attempt, the mind and the heart must work together, that is, intelligence and emotional intelligence are complex structures that can not be completely separated from each other. Since emotional intelligence fully reveals the individual's intelligence potential, Goleman considers emotional intelligence as a fundamental condition for intelligence (Konrad and Hendl, 2005: 42-44).

The debate on how effective the concept of emotional intelligence is in assessing various aspects of life's success continues for a long time. The two dominant approaches in this sense are "emotional intelligence as talent" and "emotional intelligence as a feature" (Petrides and Furnham, 2000-2001; Köksal, 2007: 50). Emotional intelligence as a skill; usually involve cognitive processing of emotional information. This model treats emotional intelligence as a traditional intelligence in which measures are used in ability-based tests (Mayer, Salovey and Caruso, 1990; Köksal, 2007: 54-55). Especially according to emotional intelligence; emotional intelligence, emotional perceptions, and temperament of the personality hierarchy (Petrides and Furnham, 2001; Köksal, 2007: 50). Emotional intelligence as a skill; while it is more related to traditional intelligence, while emotional intelligence is more related to personality. Especially emotional intelligence; optimism, happiness, social

competence and self-esteem. Emotional Intelligence as Ability; emotional intelligence as a feature on recognizing emotions, expressing, labeling; (optimism, safe assertiveness, empathy) that are consistent in different environments (İşmen, 2004; Köksal, 2007: 50). According to Köknel (1998: 82), contemporary human beings should be able to achieve self-realization, development, and use of all the skills, abilities and abilities of the person while maintaining the duties and responsibilities within society. This approach has brought emotions to the forefront, bringing awareness of emotions, being expressed and awareness of others' emotions into an effective tool for individual success. The Emotional Intelligence Institute's definition of emotional intelligence is "to make the inner and outer world of the individual peaceful and harmonious, to discover the place in the world in vital reality." "The Emotional Intelligence Platform considers the development of the concept of emotional intelligence in individuals as a phenomenon that adds value to life. Emotional intelligence is not only necessary for individuals to communicate with their environment, but also forms the basis for the responsibility, productivity and productivity of their communities "(Ural, 2001; Kırtıl, 2009: 27).

It can be argued that emotional intelligence is a carrier term that encompasses a series of skills that people learn more or less intuitively. The best communicators, sellers, politicians, psychologists, etc. they usually develop these skills at a high level and use them unconsciously. In general, it appears that people lack perseverance when they most need emotional intelligence or when they lose control over their emotions in difficult situations. Aristotle expressed it as follows: " Everybody can be angry; this is easy. But at the right time, to be angry with the right intensity, the right person, the right cause, and the right one; It is very difficult to find constructive ways to express our feelings, only by the development of emotional intelligence (Merlevede, Vandamme, Bridoux, 2006: 29-30). According to Cooper and Sawaf (1999), emotions are the energy currents that move the rising values in the individual and shape their behaviors, affecting others by spreading outwardly. "Psychoanalyst Erik Erikson describes emotional intelligence as the ability to successfully integrate various aspects of personality (James, 1997: 221). Healy (1999: 218) is an area of intelligence that leads to maturation in different species in an adult survey; linguistic, mathematical and logical, visual, auditory, bodily-kinetic, personal and interpersonal intelligence. Researchers are emotional intelligence; expresses with three areas of emotional competence as being aware of emotions, being expressed and being aware of the feelings of others (Ayhan, 2001: 322). According to Goleman, awareness of emotions creates a conclusion that enhances self-confidence by allowing the individual to know himself, and to know his own inner world, sources, intuitions, preferences, potentials, strengths and boundaries (Ayhan, 2001: 323-327).

To succeed in managing relationships with others; the ability to persuade an individual, the ability to work in groups, the comfort of working with others, and the ability to build and develop healthy relationships. Cooperation and job sharing require working with others for common purposes (Goleman, 2000: 21). Being aware of others' feelings is the best way to improve others, to feel their emotions and perspectives, and to understand what they need to improve. The ability of people to socialize emerge in the ability to provide others with the desired response (Ural, 2011: 211). Since emotional intelligence is a new concept, criticism and debate about each theory continues. In this sense, some theories about emotional intelligence are mentioned below.

1.2.2. Emotional Intelligence Theories

The concept of emotional intelligence was first introduced to the literature in 1990, and various theories emerged under the name of emotional intelligence. These are in turn divided into two groups, Mayer and Salovey, the modular "talent and mixed model" created by Bar-on, Goleman, Cooper and Sawaf in the name of emotional intelligence. While Mayer and Salovey are considered as model talent model, others' models are considered as mixed model (Yancı, 2011: 16). Mayer and Salovey (1990: 185) describe emotional intelligence as "the ability to understand, express and organize emotions." In their first articles on emotional intelligence, Mayer and Salovey made use of tables or stories that convey emotional problems and quantify their emotions to measure one's emotional intelligence. They determined their awareness of emotional intelligence according to the answers given to these tables and stories. Later, in an empirical study of people's emotional abilities, they found a single emotional intelligence factor of colors, faces, and designs. Other studies have been directed towards the meaning within sentences (Mayer and Geher, 1996: 89-113). Mayer and Salovey

(Mayer, Salovey and Carusa, 2004, 197-215):

Perception; Ability to perceive emotions. It includes the ability to perceive emotions expressed through face, voice, and other communication channels.

Help; It is defined as supporting emotions by considering signs and effects of emotions. Knowing the link between feelings and thoughts can be used to guide one's decisions. Some of the problem-solving techniques can be applied through the use of emotions.

Understanding; Emotional signs are expressed in terms of time, meaning and meaning of their interaction, analyzing emotions, being aware of their tendencies over time, and understanding their results.

Managing; This element, which is the ability to understand feelings and manage emotions correctly, is the strength of your personality. Because emotions are governed by the individual's goals, self-definition and awareness, and social awareness. Even small children are taught counts up to 10 when they get angry. As people grow older, they have improved their ability to manage feelings, such as achieving self-reliance and self-reliance. In this model called talent model, the process consisting of these four elements continues in the form of a circle (Titrek, 2004, p.31 and Koroğlu, 2006, 31). Salovey summarizes emotional abilities under five main headings (Goleman, 1995: 61). These:

Self-awareness (self-recognition): Self-knowledge is the basis of emotional intelligence. People who recognize their feelings are better able to manage their lives and make better decisions about their lives.

To manage feelings: This talent is developing on selfless basis. It is the ability to manipulate feelings in a proper manner. While the weak people spend their energy constantly struggling with unrest, the strong ones are able to continue their lives happily by gathering themselves more easily after meeting with the wrongs of life.

Motivating yourself: The ability to recover feelings towards a goal, to be able to act, to be self-controlled and to be creative. Those with these skills are more productive and influential in everything they do.

To understand others' emotions: The ability to empathize. People with empathy skills are able to understand what others need more quickly and respond more sensitively.

Ability to carry out associations: Social competence competence. This ability maintains an effective interaction with advanced people in every area, maintaining a successful and good social life.

Bar-On's Emotional Intelligence Model is a mixed model in which some people are better off emotionally and trying to explain why some individuals are more successful in their lives than others. This model includes emotional intelligence and social intelligence models. In this model, one of the leading models of emotional intelligence, it was put forward by the Israeli psychologist Reuven Bar-on in the 80's (Goleman, 2009: 393). Bar-on's model consists of five main dimensions, personal dimension, interpersonal dimension, conditions and harmony dimension, stress management dimension and general mood dimension, and these dimensions are explained in fifteen subsections (Goleman, 2009: 393; Yanci, 2011: 18). Personal Dimension (Inner World Area): The person is able to know and control himself, to be aware of the emotions, to express his feelings and feelings fully, to be independent; self-control, self-sufficiency, the awareness of one's strengths and weaknesses, the acceptance of oneself in error, the awareness of one's own capacity, the satisfaction of one's success in business or private life.

Dimensions Between Individuals (External World Area): The person is able to understand how the person in the other person thinks and feels during the events, to put himself in the place of another, to exhibit a participatory and sharing attitude in the social environment, and to establish and maintain social relations.

Conditions and Adaptation Area: It is about how flexible and realistic a person can be and shows his ability to solve problems. The fact that the person is realistic, that is, he sees events as if they are not what he thinks, is flexible, able to adapt emotions and thoughts to changing situations,

identify the problems they face, and produce effective solutions.

Stress Management Dimension (Stress Management Area): The ability of the person to tolerate stress, to protect the calm mood in mixed situations, to focus on calmness with difficult situations, to control the sudden reaction and to define the time.

General Spiritual Situation: The fact that the person is optimistic and happy, that is, he is in a positive state of mood, and to protect this situation, to accept himself and others as satisfaction with his life, is to enjoy life activities.

According to Sawaf and Cooper (2000: 12; Çakar and Arbak, 2004: 39). Emotional intelligence; is the ability to sense, understand and effectively use the power and rapid perception of emotions as a source of human energy, knowledge, relationships and influence. In 1989, Sawaf and Cooper developed EQ maps and organizational EQ profiles on emotional intelligence. The "Four Corner Stone" model of emotional intelligence was introduced by Sawaf (Cooper and Sawaf, 2003: 9). The first corner of this model is to learn emotions, the second is emotional fitness, the third is emotional depth, and the fourth is emotional emotion (Cooper and Sawaf, 2003: 34). To learn the feelings of the first corner stone; is aware of the emotional potential of the person and evaluates this awareness in their own relations (Çakar and Arbak, 2004: 39). The sub dimensions of learning emotions are listed as honesty, responsibility, energy, awareness, feedback, intuition and relationship (Cooper and Sawaf, 2003: 33). The second corner stone, emotional wellbeing, is the ability to recognize emotions by improving the confidence of the person (Çakar and Arbak, 2004: 39). Emotional wellbeing allows us to donate ourselves and others more easily when we are flexible and mistaken. The subcomponents are equity, trust circle, flexibility and renewal, constructive displeasure (Cooper and Sawaf, 2003: 33). The third cornerstone is the emotional depth; (Çakar and Arbak, 2004: 40). They include four components such as emotional depth, original potential and purpose, living the integrity of devotion, and unauthorized influence (Cooper and Sawaf, 2003: 33). Finally, emotional alchemy, the fourth cornerstone; Its components are intuitive flow, intellectual time-change, opportunity to perceive, to create the future (Cooper and Sawaf, 2003: 33).

Goleman (1995) studied emotions with two qualifications. There are five dimensions of Goleman's emotional intelligence model, based on Mayer and Salovey's model, which are listed under the heading of personal and social competences (Psenicka and Rahim, 2002: 305). These dimensions are given below: Personal competence can be defined as "the ability of an individual to be aware of his / her internal resources and resources, to direct them, to use his / her internal potential to achieve these goals". Personal qualifications; self-consciousness, managing emotions, and motivation (Titrek, 2007: 70). Özbilinç: To know what we feel and what we feel and to use these preferences in a way that will lead us to decide; to have a sense of self-reliance based on a realistic assessment of our own capabilities (Goleman, 2009: 394). We can conclude that the Essentialist briefly can be aware of the individual's mood and the thoughts about that mood (Mayer and Stevens, 1994: 351). Those who are strong are the real; they do not over-criticize themselves in the face of events, and they are not naïve. They are self-respectful to others, even those who are at peace with themselves to be able to laugh at their own flaws. Because these people overlap decisions with their values, they usually get energy from their work. On the contrary, those who lack self-consciousness are tempted to make decisions that will cause internal disruption by violating their hidden values (Goleman, Boyatsiz and Mckee, 2009: 51). Ozbilinç consists of emotional consciousness, self-confidence and self-evaluation skills. Emotional consciousness is about seeing what emotions a person feels and why they are aware, the connection between feelings and their behavior, and how they affect the performance of their emotions. Self-confidence consists in self-evaluating, being aware of strengths and weaknesses, being able to learn from experiences, being open to continuous learning and self-development, and exhibiting a tolerance and perspective towards them (Goleman, Boyatsiz and Mckee, 2009: 49). Self-management: While individuals with weak ability to manage feelings constantly struggle with unrest, those who are strong are able to recover more easily if they face negativity (Goleman, 2005: 61). Self-directing, resembling a never-ending inner talk, frees people from the soul of their feelings (Goleman, Boyatsiz and Mckee, 2009: 56). To manage our emotions in a way that will make it easier for us to prevent the work in hand; to be conscientious and to recover from emotional distress in order to reach the goals (Goleman, 2009: 394). Self management; emotional control, transparency, compliance,

achievement, initiative and optimism. Emotional self-control is the control of disturbing emotions and feelings. Transparency, honesty and character integrity and reliability. While compliance shows flexibility to adapt to changing situations or to overcome obstacles, the achievement impulse represents a desire to improve performance to meet the internal standards of excellence (Goleman, Boyatzis and McKee, 2009: 49). Motivation: Motivation can be defined as the power that drives a person for a specific purpose. In other words, it is the whole of the urge or impulse to move individuals into conscious and purposeful work (Eren, 2006: 494).

The amygdala is the general brain cycle that gives rise to motivation. The memory, feelings and habits associated with these activities are gathered in the emotional memory of the amygdala and related circuits, as well as emotional learning, which leads to enjoyment from a particular activity sequence rather than from other events. The amygdala, which guides people with what they care most about, is a place where priorities in life are compared and weighed. Brain diseases that cause loss of amygdala cause motivation disorders in these patients (Goleman, 2009: 144). The intense emotion of the individual awakens the desire to act on it in order to achieve the desired behavior. This feeling of being an individual is a purely internal energy and at the same time a key to success. For example, although some individuals are capable of producing solutions to the problems they face, they fail to implement them. This is why individuals have not sufficiently internalized the situation. In order to achieve something, it is first really necessary to ask for it (Bülbüloğlu, 2001: 63). Motivation is a latent power that will guide us and guide us, lead us, use our initiative, and strive to improve, to help us persevere in the sense of being defeated and frustrated (Goleman, 2009, p. Social competence; It consists of social skills including empathy, aiming to be beneficial to people, effective communication, conflict management, leadership, strong connections with people, cooperation and solidarity and team skills (Köroğlu, 2006: 31). This field of competency consists of two sub-dimensions, empathy and social skills. The description of the dimensions is briefly given below.

Empathy: Empathy means that one can correctly understand his feelings and thoughts by putting himself in the place of another (Dökmen, 2001: 135). To understand the feelings and concerns of other people and try to look at them from their point of view; it means to value differences between people's views (Goleman, 2009: 389). Empathine root is self-conscious; we can understand the feelings of other people as well as we are aware of our own feelings. From this business life, there are many different areas of confrontation, ranging from voluntary relationships and parenting to the sharing of sufferings to political activity (Goleman, 2009: 137).

Social Skills: People can act on behalf of others to understand their feelings and to direct these feelings. Managing the other's emotions is the essence of conducting relationships with people. This requires mature self-management and empathy skills (Goleman, 2005: 145-146). Social skills consist of inspiring leadership, influence, communication, change catalysis, conflict management, teamwork, and imbecility (Goleman, Boyatzis and McKee, 2009: 49). It depends on the emotional arousal of the other person. Communication is to listen to people openly and send convincing messages. Change catalysis is the ability to initiate or manage change, to recognize the need for change and to remove barriers, to be examples of change expected from others, and to create change catalysis (Goleman, 2009: 214-252). To manage feelings well in relation, to perceive social situations and networks correctly; be in smooth interaction; to persuade and lead these skills, to reconciliation and solution in conflict, to cooperate and to work in teams (Goleman, 2009: 394). These are social skills that enable others to be effective in relation; deficiencies in the social world lead to inadequacies or negativity in interpersonal relationships (Goleman, 2009: 157). According to Goleman, personal qualifications are the qualifications that determine the shape and the success of an individual's relationship with the people around him / herself (Selçioğlu Demirsöz, 2010: 99).

1.2.3. Emotional Intelligence and Children

There are two kinds of intelligence that children think while one thinks. There are Academic Intelligence (IQ) and Emotional Intelligence (EQ). All the behaviors that children do are governed by these two types of intelligence. These two types of intelligence act together. In a fast and efficient manner, emotional intelligence increases as they work, and intellectual skills develop as well (Schilling, 2009: 25). Hate in people, fear, anger, anxiety, enjoyment and so on. affect emotional

experiences and determine the direction of behavior. These emotions keep the individual away from some behaviors and away from some behaviors. In dangerous situations, the individual is able to protect himself / herself, to protect what he / she valued, to fall in love, to be able to withstand large losses, and to support his / her goals with the obstacles in front of him / her. The process of motivation and desire is closely related to each other. In order to motivate in a strong way, the individual must feel strong. there is a motivational motive, and controlling this motivation is the basis of emotional intelligence (Schilling, 2009: 25). Schilling has separately addressed the effects of emotional intelligence on children in terms of life skills, health, school success, adjustment problems, interpersonal relationships, and parental involvement. These are tried to be explained below.

Feelings; health, learning and interpersonal relationships affect all aspects of human life. Children and adults who supervise their own emotions, recognize others' emotions and respond effectively, are more successful in all areas of life than others. It is possible for children with advanced emotional intelligence skills to become successful adults in their family and business lives by living a more successful and happy life. Children with strong emotional intelligence skills can cope more effectively with the negative situations they have in the family and school. These children are less rubbing with their peers and are less aggressive towards their surroundings. Children with emotional intelligence are also healthier, more agile, more cautious, and more socially competent than other children. They are more successful in social life and interpersonal relationships, and more successful in academic work than other children (Schilling, 2009: 29-30). Whether emotions have an effect on health is an accepted reality today. In the past, scientists believed that the central nervous system and the immune system were independent of each other. However, research has proven that this is not the case. It has been reported that in many other studies, positive emotional support in the positive direction is complementary to a good treatment modality, accelerating the healing process by strengthening the immune system (Schilling, 2009: 30).

It is observed that students who are problematic in school achievement and school adjustment are inadequate in terms of emotional intelligence. It is observed that children with higher emotional intelligence are less likely to exhibit destructive and aggressive behaviors, less authoritarian to rule and discipline, and higher academic achievement. Academic intelligence measured by intelligence tests is not a reliable measure of success in life. Academic intelligence contributes to about 20% of success in life, while the remaining 80% is influenced by many other factors. Research has shown that academic intelligence has little impact on how people live their lives. There are many reasons for this, but the main reason is related to academic intelligence cognitive skills and abilities. Factors such as motivation towards a target, establishing and maintaining relationships, and establishing empathic relationships with others are products of emotional intelligence. Children with strong emotional intelligence skills are more eager to learn and develop in school and out of school than other children (Schilling, 2009: 31). Emotional intelligence has shown academic research on weak students with disciplinary problems at high levels in these schools. This suggests that a high level of emotional literacy is needed in schools with a high degree of discipline (Schilling, 2009: 32). Children with strong emotional intelligence skills are more successful in understanding social relationships and in communicating their peers. These children are also effective in sharing and getting help when they need, as well as proper timing and communication skills. Children who are emotionally and socially competent can understand non-verbal messages as well as others' verbal messages. They can easily take responsibility for their own behavior. On the other hand, children who can not express their emotions feel frustrated. These children have difficulty in understanding what is happening around them. They also cause people with whom they are together to feel bad and uncomfortable. Children with weak emotional intelligence skills can easily misunderstand a person's perception or situation and can react inappropriately to the situation. They are relatively unaware of how their behavior affects others and can not establish deep emotional relationships if their empathic skills are weak (Schilling, 2009: 32-33). As is known, children are given first education in the family and the attitudes of parents to children leave deep traces on children's emotional experiences. Parents with high levels of emotional intelligence are able to cope more effectively with negative emotions. These children are more emotionally emotional, physically healthier, have strong social skills and are less likely to experience compliance problems with the environment. In addition, these children have more attention span and score higher on achievement tests.

In order for children to be able to effectively deal with their negative emotions, their parents need to have an adequate level of emotional awareness. The children of unrelated parents are usually children who show aggressive behavior at school and tend to be violent. Parents who are paying little attention to their children's experiences and who give severe punishment to their children when they consider necessary actually want to do their best for their children, but they do not benefit them because they do not have enough knowledge and skills on how to do it. Children with a tendency to violence can not see the attack from the point of view of the other child because the empathic skills are weaker than the other children. That is, unhealthy parental attitudes prevent children from developing empathy and cause children to experience great social problems (Schilling, 2009: 33). Post traumatic stress syndrome is more likely to occur in children who are often abused in the family or other settings. That is, when a child feels himself in danger and is helpless against this situation, brain bio-chemistry is negatively affected. The brain of a child with post-traumatic stress syndrome secretes overdose from brain chemicals that are constantly secreted in response to traumatic events, even when there are no threats in the middle. However, the pituitary gland secretes excessive amounts of hormones. These secretions constantly trigger the defense or escape reaction by keeping the body in the alarm. The good news for these emotionally troubled children is that these negative behaviors can change as emotional intelligence can be improved (Schilling, 2009: 34).

CONCLUSION

All research shows; high EQ is as important as IQ at least. Children with emotional intelligence skills are happier in life, more confident and more successful at school. These skills are; are basic characteristics that enable children to be responsible, relevant and productive adults (Shapiro, 1998: 6). Considering that emotions are very important in terms of education, considering the active role they play in learning, it is necessary to think about how to use it in education. For this reason, it is necessary to try to make emotional intelligence skills a part of education (Tekin Bender, 2006: 40). The rapid development of emotional intelligence has the potential of creativity, self-confidence, independent thinking, self-control, problem solving, empathy, social responsibility, social relations flexibility, stress-based impulse control, and so on. Because it is possible to gain these qualities to individuals by developing emotional intelligence.

Examination of recent research shows that emotional and social skills have declined, although each generation has shown great improvement in terms of cognitive intelligence. This has led people to live an unhappy restless life despite being a successful business life, and in every sense it proves that emotional skills should be developed alongside cognitive skills for a successful life. Teaching emotional intelligence can be used to improve everyday social and emotional functioning and can have beneficial consequences in terms of academic, professional and interpersonal relationships. Emotional intelligence trainings to be made in schools from school to university can provide a more effective, emotionally healthy and productive society for future generations. The development of emotional intelligence is helping to develop the belief in one's self-sufficiency. Kisin's beliefs about self-sufficiency affect his way of thinking, motivation and behavior. Therefore, it is thought that children who are raised emotional intelligence will be able to make more healthy decisions about themselves and to determine their limits and capacities more accurately. Recently, a number of studies have been conducted showing that children's emotional intelligence is related to later life and academic achievement (Buckley, 2003: 78). For these reasons, the development of children's emotional intelligence seems to be very important.

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