



## INVESTIGATION OF EMOTIONAL INTELLIGENCE LEVEL OF UNIVERSITY STUDENTS<sup>i</sup>

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### Abstract:

This study was conducted to compare the levels of emotional intelligence of first and fourth grade students at Aksaray University and Kırıkkale University. The research group consisted of 369 university students attending coaching and teaching departments in Aksaray University Physical Education and Sports High School and Kırıkkale University Sports Sciences Faculty. The Surveyed Schutte Emotional Intelligence Scale was used in the study. In the analysis of the data, arithmetic mean, standard deviation, ANOVA and t-test were used on the SPSS package program. As a result of the research, no significant difference was found between students' gender, place of residence variables and emotional intelligence levels ( $p>0.05$ ). Significant differences were observed between the sub dimensions of emotional intelligence and the department, the class, and situations whether they were professional athletes ( $p<0.05$ ).

**Keywords:** emotional intelligence, physical education, sports, student

### 1. Introduction

Emotional intelligence is an important intelligence type for people to get a place in their life. It is the ability of the person to recognize himself, to communicate with the living things around him and to recognize the emotions that emerge. According to Goleman

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(2013), one of the most important researchers of emotional intelligence, evaluating emotional intelligence as a faculty different from IQ, people with mental and emotional sensitivities are mixed and people with high IQ but low emotional intelligence or low IQ and high emotional intelligence are rare compared to stereotyped beliefs. Two types of intelligence have emerged as independent phenomena if there is a little connection with each other.

Goleman (2013), who defines emotions as the driving force behind our actions, evolution has also programmed us to make an urgent plan so that we can cope with life. Motere is the root of the word emotion. When the prefix "e" is introduced to verb which means to act in Latin, the meaning is to move away, which gives the idea that every sensation is directed to an action. We can observe emotions turn into action by watching animals and children clearly.

Barutcugil (2004) defines emotions as a movement that comes out with physiological changes and explanatory behaviors in feelings and mental attitudes.

John D. Mayer and Peter Salovey (1993), who first identified emotional intelligence, they defined the concept of emotional intelligence as "*The ability to monitor and control the emotions of oneself and others, to distinguish between them, and to use the information they have obtained from them to direct their thoughts and behavior*".

Goleman (2013) defines emotional intelligence as "*Emotional intelligence; to be able to move oneself, to be able to continue on the road in spite of inconveniences, to be able to postpone satisfactorily by controlling the prosperity, to regulate the mood, to not allow the troubles to prevent thinking, to put oneself in the place of others and to give hope*".

According to Goleman (2013), emotional life is a field that requires more or less skill, such as mathematics and reading, and that requires its own unique ability. While one of the two people with equal intelligence is successful in life, it is also very important to know how talented one is in these areas in order to understand how the other has entered deadlock. Emotional ability is a meta-ability; that is, it is the determinant how well we can use our other abilities, including raw intelligence.

In various studies (İşmen, 2001; Acar, 2002; Deniz ve Yılmaz, 2004, Yalçınkaya, 2010) it is found that individuals with high level of emotional intelligence; problem-solving skills are high, harmonious, able to cope with stress, optimistic, moderate and outward-looking, high in life satisfaction, aware of feelings and thoughts, self-determining their own goals, empathizing and succeeding in resolving conflicts.

People with well-developed emotional well-being can maintain their mental habits that will feed their own productivity by maintaining their lives in a more satisfying and effective manner; those who cannot control their emotional lives are giving battles that undermine the ability to focus on work and make it clear (Goleman, 2013).

Salovey, Stroud, Woolery, and Epel (2002) found that students with a high level of emotional intelligence are less anxious, have higher self-esteem and tend to use more strategy problem solving.

Antoñanzas, Salavera, Teruel, Sisamon, Ginto, Anaya, and Barcelona (2014) emphasize that together with specify emotional intelligence plays an important role in education, academic education is important in social and emotional education as much as it is important. Teacher candidates with high emotional skills have a higher level of control within the school.

## **2. Method**

### **2.1 Universe and Sampling**

The research universe consisted of 369 university students attending Aksaray University Physical Education and Sports High School and Kırıkkale University, Sports Sciences Faculty.

### **2.2 Data Collection Tool**

"Personal Information Form" was used in the research to determine the personal information of the students. The Cronbach-Alpha value of the Emotional Intelligence scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) was 0.90 for the entire questionnaire to measure emotional intelligence levels. The same scale was adapted to Turkish by Cakan and Akbaba Altun (2005) and Turkish adaptation was originally constructed in 33 items and Cronbach-Alpha value was found to be .88. The Schutte Emotional Intelligence Scale was revised to 41 items by Austin, Saklofese, Huang and McKenney (2004) and the Cronbach Alpha score was .85. Adaptation to Turkish has been restructured by Tatar, Tok and Saltukoglu (2011) in accordance with the original 41 items. Scale was in scale of 5 (1 = I fully agree, 2 = I agree, 3 = No idea, 4 = I do not agree, 5 = I am completely disagree) and Cronbach-Alpha value was .82.

### **2.3 Statistical and Analysis**

SPSS 23.0 statistical package program was used in the calculation and evaluation of the obtained data. Arithmetic mean, standard deviation, ANOVA and t-test were used to determine the scores of university students that received from emotional intelligence scale and whether there was a significant difference between the groups.

### 3. Results

When the study is examined in Table 1, the descriptive statistical information of the university student's research group is given below.

**Table 1:** Descriptive Statistical Information of the Research Group

| Variance                      | Sub-group    | f   | %    |
|-------------------------------|--------------|-----|------|
| Gender                        | Male         | 217 | 58.9 |
|                               | Female       | 152 | 41.1 |
| Department                    | Coaching     | 181 | 49.1 |
|                               | Teaching     | 188 | 50.9 |
| Class                         | Class 1      | 188 | 50.9 |
|                               | Class 2      | 181 | 49.1 |
| Professional Athlete / or not | Yes          | 84  | 22.8 |
|                               | No           | 285 | 77.2 |
| Residence                     | With family  | 100 | 27.1 |
|                               | With friends | 144 | 39.0 |
|                               | Dormitory    | 125 | 33.9 |

It is observed that the students in the research are the students of the Physical Education and Sports High School and the Sports Science Faculty. When the students in the research group were classified according to the gender factor, 58.9% were male students and 41.1% were female students.

When the students in the research group were classified according to the department they study, it was determined that 50.9% of them had studied in the teaching department and 49.1% of them had studied in the coaching department.

When the research group was examined according to the class factor, it was determined that 50.9% were grade 1 and 49.1% were grade 4. When the students in the research group were examined according to whether they are professional athletes, 22.8% were professional athletes and 77.2% were not professional athletes.

When the students in the research group were classified according to their place of residence, it was found that 27,1% were with my family, 39% were with my friends and 33,9% were with residence.

**Table 2:** Results of t-test by Gender Variance of University Students

| Emotional Intelligence Dimensions | n   | Mean | S.D. | t     | df  | p           |
|-----------------------------------|-----|------|------|-------|-----|-------------|
| Optimism / Regulation of the Mood | 152 | 2.22 | 0.59 | -0.82 | 367 | <b>.409</b> |
|                                   | 217 | 2.16 | 0.63 |       |     |             |
| Use of Feelings                   | 152 | 2.73 | 0.59 | -.72  | 367 | <b>.467</b> |
|                                   | 217 | 2.78 | 0.62 |       |     |             |
| Emotion Assessment                | 152 | 2.53 | 0.62 | -.01  | 367 | <b>.991</b> |
|                                   | 217 | 2.53 | 0.68 |       |     |             |
| EQ General Average                | 152 | 2.45 | 0.47 | -0.41 | 367 | <b>.682</b> |
|                                   | 217 | 2.43 | 0.43 |       |     |             |

\*=p<0.05

In Table 2, it was examined whether there is any difference in the emotional intelligence sub-dimensions of the male and female students depending on the gender variable. Accordingly, it is seen that there is no significant difference between male and female students in all subgroups.

**Table 3:** T-test Results According to Department of University Students Reading

| Emotional Intelligence Dimensions | n   | Mean | S.D. | t     | df  | p            |
|-----------------------------------|-----|------|------|-------|-----|--------------|
| Optimism / Regulation of the Mood | 188 | 2.13 | 0.68 | -2.11 | 367 | <b>.035*</b> |
|                                   | 181 | 2.26 | 0.50 |       |     |              |
| Use of Feelings                   | 188 | 2.69 | 0.61 | -2.39 | 367 | <b>.017*</b> |
|                                   | 181 | 2.84 | 0.60 |       |     |              |
| Emotion Assessment                | 188 | 2.44 | 0.68 | -2.78 | 367 | <b>.006*</b> |
|                                   | 181 | 2.63 | 0.61 |       |     |              |
| EQ General Average                | 188 | 2.37 | 0.49 | -2.97 | 367 | <b>.003*</b> |
|                                   | 181 | 2.51 | 0.40 |       |     |              |

\*=p<0.05

It is seen that the students of the coaching department have a higher level of emotional intelligence than the students of the teaching department in the sub-dimensions of the emotional intelligence and in the general average according to the department (p<0.05).

**Table 4:** T-test Results of University Students by Class Variable

| Emotional Intelligence Dimensions | n   | Mean | S.D. | t      | df  | p            |
|-----------------------------------|-----|------|------|--------|-----|--------------|
| Optimism / Regulation of the Mood | 188 | 2.27 | 0.65 | -2.460 | 367 | <b>0.01*</b> |
|                                   | 181 | 2.12 | 0.54 |        |     |              |
| Use of Feelings                   | 188 | 2.75 | 0.59 | -.405  |     | <b>0.68</b>  |
|                                   | 181 | 2.77 | 0.62 |        |     |              |
| Emotion Assessment                | 188 | 2.56 | 0.64 | -1.02  |     | <b>0.30</b>  |
|                                   | 181 | 2.49 | 0.66 |        |     |              |
| EQ General Average                | 188 | 2.49 | 0.45 | -2.09  |     | <b>0.03*</b> |
|                                   | 181 | 2.39 | 0.45 |        |     |              |

\*=p<0.05

In Table 4, it was examined whether the 1st and 4th grade students differ in emotional intelligence sub-dimensions depending on the class variable they studied. According to this, it is found that 1st students have a higher level of emotional intelligence in the subscale of optimism / mood regulation than fourth grade students and overall average (p<0.05). It has been determined that there is no statistical difference in the use of emotions and evaluation of feelings sub-dimensions (p>0.05).

**Table 5:** Results of t-test According to Whether or not University Students are Professional Athletes

| Emotional Intelligence Dimensions | n   | Mean | S.D. | t     | df  | p            |
|-----------------------------------|-----|------|------|-------|-----|--------------|
| Optimism / Regulation of the Mood | 84  | 2.21 | 0.53 | -.20  | 367 | <b>0.83</b>  |
|                                   | 285 | 2.19 | 0.63 |       |     |              |
| Use of Feelings                   | 84  | 2.92 | 0.48 | -2.73 |     | <b>0.07*</b> |
|                                   | 285 | 2.71 | 0.63 |       |     |              |
| Emotion Assessment                | 84  | 2.63 | 0.67 | -1.58 |     | <b>0.11</b>  |
|                                   | 285 | 2.50 | 0.64 |       |     |              |
| EQ General Average                | 84  | 2.50 | 0.42 | -1.34 |     | <b>0.18</b>  |
|                                   | 285 | 2.42 | 0.46 |       |     |              |

\*=p<0.05

In table 5 it was examined whether there is any difference in the emotional intelligence sub-dimensions according to whether or not the students are professional athletes. It has been determined that professional athletes have a higher level of emotional intelligence in the sub-dimension of use of emotions than non-athletes (p<0.05). There was no statistically significant difference between the groups the use of emotions, the evaluation of emotions sub-dimensions and the general average (p> 0.05).

**Table 6:** Results of ANOVA Test According to Residency Variability of University Students

| Emotional Intelligence Dimensions |                | Sum of squares | df  | Average of squares | F    | p    |
|-----------------------------------|----------------|----------------|-----|--------------------|------|------|
| Optimism / Regulation of the Mood | Between groups | .604           | 3   | .302               | .819 | .442 |
|                                   | In-group       | 134.888        | 365 | .369               |      |      |
|                                   | Total          | 135.492        | 368 |                    |      |      |
|                                   |                |                |     |                    |      |      |
| Use of Feelings                   | Between groups | 1.524          | 3   | .096               | .255 | .255 |
|                                   | In-group       | 136.284        | 365 | .376               |      |      |
|                                   | Total          | 137.808        | 368 |                    |      |      |
|                                   |                |                |     |                    |      |      |
| Emotion Assessment                | Between groups | .645           | 3   | .114               | .263 | .685 |
|                                   | In-group       | 158.151        | 365 | .433               |      |      |
|                                   | Total          | 158.796        | 368 |                    |      |      |
|                                   |                |                |     |                    |      |      |
| EQ General Average                | Between groups | .151           | 3   | .075               | .260 | .698 |
|                                   | In-group       | 76.630         | 365 | .209               |      |      |
|                                   | Total          | 76.781         | 368 |                    |      |      |
|                                   |                |                |     |                    |      |      |

\*=p<0.05

In table 6 it is seen that the results of the ANOVA test by university students. According to this, there was no statistically significant difference between the groups with my family, with my friends and at home, and with respect to all the sub-dimensions of emotional intelligence of the students ( $p>0.05$ ).

#### 4. Discussion and Conclusion

It is known that emotional intelligence has an impact on every aspect of our lives. Bhochhibhoya, Branscum, Taylor and Hofford (2014) have defined emotions as an indispensable part of human nature and an impulse that motivates many human behaviors.

Mayer, Salovey, Caruso and Sitarenios (2001) defined emotional intelligence as the ability to describe various forms of emotion, the emotions involved in thought processes, and the ability to manage personal development.

The purpose of this study was to determine whether emotional intelligence levels of the students of Physical Education and Sports High School and Sports Sciences students were different according to gender, department, class, profession as sports, and residence place variables.

When the students in the research group were classified according to sex, 58.9% were male students and 41.1% were female students. There was no significant

difference between the groups in terms of optimism / mood regulation, use of emotions and emotions, and overall average of university students' emotional intelligence sub-dimensions as a result of t-test according to gender variable.

These findings obtained from the research are also supported by various researchers. Goleman (2000) stated that when broad groups such as gender are compared with each other at any dimension, the similarities between groups may be much greater than differences. Soyulu, Salman, Güzelgöz and Yilmaz (2016) reached the conclusion that there is no difference between male and female futsal athletes between emotional intelligence and gender. Baltaş (1999) stated that the emotional intelligence levels of both genders are generally the same.

When the students in the research group were classified according to the department variable they study, 50.9% were educated in the teaching department and 49.1% were trained in the coaching department. It is seen that the students of the coaching department have a higher level of emotional intelligence than the students of the teaching department in the sub-dimensions of the emotional intelligence and in the general average according to the department ( $p<0.05$ ).

When the research group was examined according to the class variable, it was determined that 50.9% were in the first class and 49.1% in the fourth class. It was examined whether there is any difference according to the class variable in the emotional intelligence sub-dimensions of the 1st and 4th grade students. According to this, it is found that 1st students have a higher level of emotional intelligence in the subscale of optimism / mood regulation than fourth grade students and overall average ( $p<0.05$ ). It has been determined that there is no statistical difference in the use of emotions and evaluation of feelings sub-dimensions ( $p>0.05$ ).

Deniz and Yilmaz (2004) stated that there is no difference between the class variable and emotional intelligence levels of university students.

When the students in the research group were examined according to whether they are professional athletes, 22.8% were professional athletes and 77.2% were not professional athletes. It has been examined whether there is any difference in the emotional intelligence sub-dimensions according to whether the students are professional athletes or not. It was determined that the students who are professional athletes have a higher level of emotional intelligence in the sub-dimension of the use of emotions ( $p<0.05$ ). There was no statistically significant difference between the groups the use of emotions, the evaluation of emotions sub-dimensions and the general average ( $p>0.05$ ).

When the students in the research group were classified according to their place of residence, 27.1% were found with my family, 39% with my friends and 33.9% in residence. The results of the ANOVA test are seen by university students. According to



this, there was no statistically significant difference between the groups with my family, with my friends and at home, and with respect to all the sub-dimensions of emotional intelligence of the students ( $p > 0.05$ ).

## 5. Recommendations

- Trainings can be given the students in the School of Sports Sciences or School of Physical Education and Sports, for improve the emotional intelligence levels.
- It may be considered that different studies to be performed in this area will contribute to the literature.

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