

Comparison of Emotional Intelligence Levels of Students Studying in Summer School of Physical Education and Sports with Their Life Satisfaction

Nahit Özdayı¹, Ali Serdar Yücel², Mehmet Burak Demir³

¹Balıkesir University, Department of Coaching Education Balıkesir / Turkey

²Fırat University, Faculty of Sports Sciences, Elazığ / Turkey

³Directorate of National Education, Physical Education Teacher, Elazığ / Turkey

Correspondence: Ali Serdar Yücel, Fırat University, Faculty of Sports Sciences, Elazığ / Turkey.

Received: January 28, 2019

Accepted: February 19, 2019

Online Published: February 26, 2019

doi:10.11114/jets.v7i3.4104

URL: <https://doi.org/10.11114/jets.v7i3.4104>

Abstract

The purpose of this study is to compare emotional intelligence levels of students studying in 2017-2018 summer school of Balıkesir University School of Physical Education and Sports with their life satisfaction by some demographic characteristics. This is a descriptive study. The research population is composed of 865 students studying in 2017-2018 summer school of Balıkesir University School of Physical Education and Sports and the sample is composed of randomly selected 292 students. In the study, "Emotional Intelligence Inventory in Sports" developed by Shutte et al. (1998), revised and adapted by Lane et al. (2009) for use in sports with Turkish reliability and validity performed by Adiloğulları and Görgülü (2015) and 5-point Likert type scale "The Satisfaction with Life Scale (SWLS)" developed by Diener et al. (1985) with the purpose of determining the life satisfaction of people and adapted into Turkish by Durak et al. (2010) were used. General reliability value of emotional intelligence scale was found as $\alpha=0.927$ and the same value of life satisfaction scale was determined as $\alpha=0.819$, indicating a high level of reliability. Anova, Kruskal Wallis test, Jonckheere-Terpstra test were used in data analysis. All analyses were conducted with SPSS v17.0 (SPSS Science, Chicago, IL, USA).

In conclusion, it has been determined that emotional intelligence levels of the participants differ by the variable of age in the dimension of use of emotions, by the variable of department in the dimensions of evaluation of one's own feelings and social skills and there is a difference by the variable of age regarding life satisfaction. It has also been established that there isn't any relation between the emotional intelligence levels and life satisfaction of individuals.

Keywords: emotional intelligence, student, sports

1. Introduction

Emotional Intelligence from Conceptual Perspective

Emotional intelligence occurs in direct relation to the establishment of a mental and spiritual balance. A person's perspective on events, positive thinking, and ability to solve problems ensure a balance in one's life and activities related to emotional intelligence capability. Thus, one gains the power to have self-confidence, to focus on success, to solve problems and to become aware of one's own abilities to communicate with other individuals (Harrod and Scheer, 2005).

Emotional Intelligence and Athletic Skills

The positive effects of emotional intelligence on athletic skills in athletes are due to the athletes' own optimism (Malinauskas and Vazne, 2014). It can be considered that emotional intelligence may affect athletic skills and athletic skills may also be influenced by emotional intelligence vice versa. Levels of arousal and emotion control are developing in sports branches that require ambition (Szabo and Urban, 2014). One of the discourses of the coaches is the potential impact of the factors that help to develop emotional control techniques on athletic performance (Jones, 2003). Coaches without the ability to manage and understand emotions can also lead to fragile success (Haime, 2011).

Characteristics of Emotional Intelligence

Self-awareness, Autocontrol, Motivation, Empathy and Human Relations are five different phenomena that have an impact on the emergence of emotional intelligence (Çetinkaya and Alparslan, 2011).

Emotional intelligence begins with the individual's self and continues with her/his communication with the environment. Therefore, the correct, positive and permanent steps to be taken at the beginning are the only actions for the individual to survive in every aspect of her/his life. The responses need to be given for the required time periods allow the individual to continue her/his path continuously (Lopes et al. 2004).

Generally accepted characteristics of emotional intelligence can be listed as follows (Goleman, 1996):

- As the perceptions of individuals become stronger and their emotions become clearer as a result of their focus on a particular subject and their emotional intelligence, the effectiveness of emotional intelligence on the decision mechanism and attitude and behaviors of individuals increases.
- Emotional intelligence and logic levels of individuals acting with emotional intelligence is equivalent to each other; even in the course of time, the higher level of loyalty of individuals to their emotional intelligence precludes the concept of logic.
- Emotional intelligence is mostly based on emotions and thoughts that have the strongest influence on the attitudes and behaviors of the individual.
- Emotional intelligence is largely a reflection of the elements within the spiritual world of the individual into practice.

Factors Effective in Development Process of Emotional Intelligence

Age, Sex, Family and Environment are factors that indirectly affect the development of emotional intelligence although they remain in the background (Tuğrul, 1999).

2. Life Satisfaction

Life satisfaction represents the cognitive aspect of subjective well-being related to one's happiness. Subjective well-being encompasses the individual's life in emotional and personal aspects and her/his emotional reactions to events and the cognitive assessment of life satisfaction (Diener, 1984).

Happiness encountered in everyday life frequently is a concept that is difficult to define and denotes various meanings. Thus, social psychologists use "life satisfaction and subjective well-being" concepts instead of happiness (Özer and Karabulut, 2003).

Factors Affecting Life Satisfaction

Life satisfaction is defined as the quality of the society as a whole, the role of the individual in society, her/his existing abilities, the progress of life events, being experienced, concluding with internal development, researching the meaning of emotions and expressing the relationship between life satisfaction and satisfaction area (Veenhoven,1996).

Depending on the different level of perception of life satisfaction from individual to individual, there is an uncertainty in defining and establishing the concept. Factors affecting life satisfaction are listed as follows to better understand the concept (Yetim, 2003):

1. Being happy with everyday life
2. Finding life meaningful
3. Compliance with reaching to targets
4. Positive personal identity
5. Physical well-being of person
6. Economic safety
7. Social relations.

3. Material and Method

Research Population and Sample

Data were obtained from 292 participants among 865 students studying in 2017-2018 Summer school of Balıkesir University School of Physical Education and Sports.

Data Collection Tool

“Emotional Intelligence Inventory in Sports” developed by Schutte et al. (1998) and revised and adapted by Lane et al. (2009) for use in sports was used as emotional intelligence scale. The validity and reliability of Turkish version was performed by Adiloğulları and Görgülü (2015). The scale consists of 19 items and five sub-dimensions, including evaluating others' feelings, evaluating one's own feelings, regulating emotions, social skills and using feelings. Emotional intelligence inventory in sports was applied to a total of 404 (age=20.80±2.17 years) athletes composed of 157 females and 247 males. Adiloğulları and Görgülü found the internal consistency coefficient of the scale as 0.91.

The Satisfaction with Life Scale (SWLS) was developed by Deiner et al. (1985) in order to determine the life satisfaction of individuals. Following the reliability analyses performed related to the scale, Cronbach Alpha coefficient was calculated as .87. The scale was adopted into Turkish by Durak et al. (2010). It is a 5-point Likert type scale composed of 5 items. Following the reliability analyses performed in the study, Cronbach Alpha coefficient was calculated as 0.819. General reliability of the emotional intelligence scale was found as $\alpha=0.927$ in this study, which indicates a high level reliability.

Data Analysis

$p<0.05$ was taken into account when calculating statistical differences between groups. Factor analysis was used to confirm emotional intelligence and life satisfaction scales.

Basic components and cyclic factor analysis method were used to evaluate emotional intelligence and life satisfaction scales. In emotional intelligence questionnaire, distribution of 19 questions were evaluated by the sub-dimensions of “Evaluating others' feelings”, “Evaluating one's own feelings”, “Regulating emotions”, “Social skills” and “Using feelings”. The suitability of the data to the factor analysis was assessed with the Bartlett test and the suitability of the magnitude of research group was evaluated with the Keizer-Meyer-Olkin coefficient. Internal consistency of the questionnaire was evaluated with the Cronbach's Alpha coefficients obtained for each sub-dimension. Anova, Kruskal Wallis test and Jonckheere-Terpstr test were used in data analysis. All analyses were performed with SPSS v17.0 (SPSS Science, Chicago, IL, USA).

4. Findings

In this part, data obtained from the participants are interpreted and supported with tables.

Table 1. Descriptive Statistics of the Participants

Variables		Count	Column N %
Age	18-21	99	34%
	22-25	132	45%
	26+	61	21%
Sex	Male	0	0%
	Female	292	100%
Sports Branch	Team sports	90	31%
	Individual sports	202	69%
	No	0	0%
Department	Coaching education	108	37%
	Physical education and sports teaching	94	32%
	Sports management	90	31%
Grade	1	50	17%
	2	60	21%
	3	92	32%
	4	90	31%

- All of the participant students are female, 34% of them are 18-21 years of age, 45% are 22-25 years of age and 21% are aged above 26.
- As sports branch, 31% of them are in team sports and 69% of them are in individual sports.
- 37% of them receive coaching education, 32% receive physical education and sports teaching and 31% receive sports management education.
- 17% of them are first grade students, 21% are in the second grade, 32% are in the third grade and 31% are the fourth grade students.

Factor Analysis

Factor analysis was performed via data obtained from 292 students. Bartlett test evaluating the compliance of data with the factor analysis was found as $p<0.001$ and Kaiser- Meyer- Olkin (KMO) coefficient as 0.896 (high).

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.896
Bartlett's Test of Sphericity	Approx. Chi-Square	4296.229
	Df	171
	Sig.	.000

Table 3. Factor Loads Regarding Scale Items

	Evaluating others' feelings	Evaluating one's own feelings	Regulating emotions	Social skills	Using feelings	Life satisfaction
I can tell how people feel by looking at their facial expressions.	.679					
When someone tells me an important event about her/his life, I feel as if I experienced that event myself.	.562					
I can tell what people feel only by looking at their facial expressions.	.411					
It's hard for me to understand why people feel that way.	.926					
I can tell how people feel themselves by listening to their voice.	.628					
I become aware of my feelings as I experience them.		.733				
I actually know why my feelings have changed.		.821				
I easily recognize my feelings as I feel them.		.634				
I have control over my feelings.			.901			
I seek and find the activities that make me happy.			.684			
I enjoy sharing my feelings with others.				.814		
I organize activities that others will enjoy.				.681		
I help other people when they are sad to make them feel better.				.399		
I see new possibilities when my mood changes.					.580	
I know how to sustain a positive feeling when I live it.					.727	
Solving problems is easy for me when I am in a good mood.					.863	
I can find new ideas when my mood is positive.					.620	
I am inclined to find new ideas when I feel a change in my feelings.					.653	
I use my good moods in order to sustain my determination against obstacles.					.554	
I live a life close to my ideals in many ways.						.802
My living conditions are perfect.						.657
My life satisfies me.						.628
Until now, I have achieved important things in my life.						.544
If I had a chance to live my life again, I would change almost nothing.						.332

The results of factor loads obtained for each question are summarized in Table 3. The five questions asked for the factor of evaluating the emotions of others are collected under this group. Three questions asked for the factor of evaluating one's own feelings are collected under this group. Two questions asked for the factor of regulating emotions are collected under this group. Three questions asked for the social skills factor are collected under this group. Six questions

asked for the factor of use of emotions are under this group. Five questions asked for life satisfaction factor are collected under this group.

Table 4. Subtitles of Scale and Mean, Standard Deviation and Cronbach’s Alpha Values for Emotional Intelligence and Life Satisfaction

	Reliability Statistics		Scale Statistics			
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Mean	Variance	Std. Deviation	N of Items
EVALUATING OTHERS’ FEELINGS	.583	.614	16.8219	10.717	3.27373	5
EVALUATING ONE’S OWN FEELINGS	.891	.892	10.8767	9.923	3.15006	3
REGULATING EMOTIONS	.737	.738	7.5616	3.244	1.80100	2
SOCIAL SKILLS	.759	.760	10.3493	7.981	2.82500	3
USING FEELINGS	.924	.924	21.6370	33.799	5.81369	6
LIFE SATISFACTION	.819	.823	16.4110	19.377	4.40192	5

Mean, standard deviation and Cronbach’s alpha values obtained for subtitles of the scale and emotional intelligence and life satisfaction are summarized in Table 4. Mean Cronbach’s Alpha value is 0.583 for evaluating others’ feelings, 0.891 for evaluating one’s own feelings, 0.737 for regulating emotions, 0.759 for social skills, 0.924 for using feelings and 0.819 for life satisfaction.

Table 5. Total Variance Analysis Results of the Scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.933	52.281	52.281	9.933	52.281	52.281	4.378	23.041	23.041
2	1.238	6.516	58.797	1.238	6.516	58.797	3.362	17.697	40.738
3	1.129	5.940	64.737	1.129	5.940	64.737	2.097	11.039	51.778
4	.974	5.126	69.863	.974	5.126	69.863	2.042	10.748	62.525
5	.922	4.851	74.714	.922	4.851	74.714	1.919	10.098	72.623
6	.795	4.182	78.896	.795	4.182	78.896	1.192	6.273	78.896

The scale explains the total variance of emotional intelligence and life satisfaction as 78%. The contribution of the sub-dimensions of the scale to the total variance is 23% for evaluating others’ feelings, 17% for evaluating one’s own feelings, 11% for regulating emotions, 10% for social skills, 10% for using feelings and 6% for life satisfaction.

Table 6. Anova Test Results for the Variable of Age

		Sum of Squares	df	Mean Square	F	Sig.
EVALUATING OTHERS’ FEELINGS	Between Groups	50.582	2	25.291	2.382	.094
	Within Groups	3068.158	289	10.616		
	Total	3118.740	291			
EVALUATING ONE’S OWN FEELINGS	Between Groups	57.889	2	28.945	2.956	.054
	Within Groups	2829.672	289	9.791		
	Total	2887.562	291			
REGULATING EMOTIONS	Between Groups	11.100	2	5.550	1.719	.181
	Within Groups	932.791	289	3.228		
	Total	943.890	291			
SOCIAL SKILLS	Between Groups	15.009	2	7.505	.940	.392
	Within Groups	2307.360	289	7.984		
	Total	2322.370	291			
USING FEELINGS	Between Groups	339.935	2	169.967	5.173	.006
	Within Groups	9495.586	289	32.857		
	Total	9835.521	291			
LIFE SATISFACTION	Between Groups	149.499	2	74.750	3.935	.021
	Within Groups	5489.186	289	18.994		
	Total	5638.685	291			

Anova test will be applied in order to understand whether emotional intelligence and life satisfaction differs by age. Anova test results will be used to determine whether there is a difference between the answers given to the emotional intelligence and life satisfaction scale among ages. The main hypothesis of the analysis asserts that there is no difference between ages. The possibility value calculated after the test (Sig) was found to be higher than 0.05 excluding only two factors. The main hypotheses of these two factors will be rejected. The results are as follows;

- The factor of evaluating others' feelings doesn't differ by age.
- The factor of evaluating one's own feelings doesn't differ by age.
- The factor of regulating emotion doesn't differ by age.
- The factor of social skills doesn't differ by age.
- The factor of social skills doesn't differ by age.
- The factor of using feelings differs by age. The mean value of 26+ age group is the lowest and the highest value belongs to 18-21 age group.
- The factor of life satisfaction differs by age. The mean value of 18-21 age group is the lowest and the highest value belongs to 26+ age group.

Table 7. Descriptive Analyses for the Variable of Age

Dimensions	Mean Values		
	18-21	22-25	26+
EVALUATING OTHERS' FEELINGS	17.09	16.99	16.02
EVALUATING ONE'S OWN FEELINGS	10.83	11.27	10.10
REGULATING EMOTIONS	7.73	7.61	7.20
SOCIAL SKILLS	10.53	10.42	9.92
USING FEELINGS	22.79	21.63	19.79
LIFE SATISFACTION	15.46	16.70	17.31

The mean values regarding the variable of age are observed in Table 7.

Table 8. Kruskal Wallis Test for Sports Branches

Dimensions	Chi-square	df	Asymp. Sig.
EVALUATING OTHERS' FEELINGS	3.625	1	.057
EVALUATING ONE'S OWN FEELINGS	.012	1	.913
REGULATING EMOTIONS	.441	1	.506
SOCIAL SKILLS	1.252	1	.263
USING FEELINGS	.626	1	.429
LIFE SATISFACTION	1.467	1	.226

Kruskal Wallis test will be applied to determine whether emotional intelligence and life satisfaction scale differs by the sports branches. Kruskal Wallis test results will be used to determine whether there is a difference between the answers given to the emotional intelligence and life satisfaction scale among sports branches. The main hypothesis of the analysis asserts that there is no difference between sports branches. The possibility value calculated after the test (Sig) was found to be higher than 0.05 for all factors. The main hypotheses of all factors cannot be rejected. The results are as follows;

- The factor of evaluating others' feelings doesn't differ by sports branches.
- The factor of evaluating one's own feelings doesn't differ by sports branches.
- The factor of regulating emotion doesn't differ by sports branches.
- The factor of social skills doesn't differ by sports branches.
- The factor of social skills doesn't differ by sports branches.
- The factor of using feelings doesn't differ by sports branch.
- The factor of life satisfaction doesn't differ by sports branches.

Table 9. Descriptive Analyses for the Sports Branches

Dimensions	Mean	
	Team sports	Individual sports
EVALUATING OTHERS' FEELINGS	17.42	16.55
EVALUATING ONE'S OWN FEELINGS	11.27	10.70
REGULATING EMOTIONS	7.38	7.64
SOCIAL SKILLS	10.78	10.16
USING FEELINGS	21.96	21.50
LIFE SATISFACTION	16.82	16.23

The mean values regarding the variable of sports branches are observed in Table 9.

Table 10. Anova Test Results for Departments

		Sum of Squares	df	Mean Square	F	Sig.
Evaluating Others' Feelings	Between Groups	22.928	2	11.464	1.070	.344
	Within Groups	3095.811	289	10.712		
	Total	3118.740	291			
Evaluating One's Own Feelings	Between Groups	86.869	2	43.435	4.482	.012
	Within Groups	2800.692	289	9.691		
	Total	2887.562	291			
Regulating Emotions	Between Groups	2.213	2	1.107	.340	.712
	Within Groups	941.677	289	3.258		
	Total	943.890	291			
Social Skills	Between Groups	65.801	2	32.901	4.214	.016
	Within Groups	2256.569	289	7.808		
	Total	2322.370	291			
Using Feelings	Between Groups	68.747	2	34.374	1.017	.363
	Within Groups	9766.773	289	33.795		
	Total	9835.521	291			
Life Satisfaction	Between Groups	53.678	2	26.839	1.389	.251
	Within Groups	5585.007	289	19.325		
	Total	5638.685	291			

Anova test will be applied in order to understand whether emotional intelligence and life satisfaction differs by departments. Anova test results will be used to determine whether there is a difference between the answers given to the emotional intelligence and life satisfaction scale among departments. The main hypothesis of the analysis asserts that there is no difference between departments. The possibility value calculated after the test (Sig) was found to be higher than 0.05 excluding only two factors. The main hypotheses of these two factors will be rejected. The results are as follows;

- The factor of evaluating others' feelings doesn't differ by department.
- The factor of evaluating one's own feelings differs by department. The mean of those studying in coaching education is the highest and the lowest value belongs to those studying in sports management.
- The factor of regulating emotion doesn't differ by department.
- The factor of social skills differs by department. The mean value of those studying in physical education and sports is the highest and the lowest value belongs to sport management students.
- The factor of using feelings doesn't differ by department.
- The factor of life satisfaction doesn't differ by department.

Table 11. Descriptive Analyses for the Variable of Department

Dimensions	Mean		
	Coaching education	Physical education and sports teaching	Sports management
Evaluating Others' Feelings	16.72	17.21	16.53
Evaluating One's Own Feelings	11.56	10.68	10.27
Regulating Emotions	7.54	7.68	7.47
Social Skills	10.59	10.74	9.64
Using Feelings	21.28	22.34	21.33
Life Satisfaction	16.96	16.00	16.18

The mean values regarding the variable of departments are observed in Table 11.

Table 12. Jonckheere-Terpstra Test by the Variable of Grade

	Evaluating Others' Feelings	Evaluating One's Own Feelings	Regulating Emotions	Social Skills	Using Feelings	Life Satisfaction
Number of Levels in your class	4	4	4	4	4	4
N	292	292	292	292	292	292
Observed J-T Statistic	14294.000	16452.000	14394.000	15050.000	14842.000	15312.000
Mean J-T Statistic	15650.000	15650.000	15650.000	15650.000	15650.000	15650.000
Std. Deviation of J-T Statistic	795.051	788.603	785.961	789.204	796.681	798.906
Std. J-T Statistic	-1.706	1.017	-1.598	-.760	-1.014	-.423
Asymp. Sig. (2-tailed)	.088	.309	.110	.447	.310	.672

Jonckheere-Terpstra test will be applied to determine whether emotional intelligence and life satisfaction scale differs by the sports branches. Jonckheere-Terpstra test results will be used to determine whether there is a difference between the answers given to the emotional intelligence and life satisfaction scale among sports branches. The main hypothesis of the analysis asserts that there is no difference between sports branches. The possibility value calculated after the test (Sig) was found to be higher than 0.05 for all factors. The main hypotheses of all factors cannot be rejected. The results are as follows;

- The factor of evaluating others' feelings doesn't differ by grade.
- The factor of evaluating one's own feelings doesn't differ by grade.
- The factor of regulating emotion doesn't differ by sports branches.
- The factor of social skills doesn't differ by grade.
- The factor of social skills doesn't differ by grade.
- The factor of using feelings doesn't differ by grade.
- The factor of life satisfaction doesn't differ by grade.

Table 13. Descriptive Analyses for the Variable of Grade

Dimensions	Mean			
	1	2	3	4
Evaluating Others' Feelings	16.64	18.43	16.30	16.38
Evaluating One's Own Feelings	10.00	11.17	11.48	10.56
Regulating Emotions	7.12	7.90	8.00	7.13
Social Skills	10.32	10.57	10.65	9.91
Using Feelings	21.56	23.30	21.41	20.80
Life Satisfaction	16.60	15.90	16.74	16.31

The mean values regarding the variable of grade are observed in Table 13.

Table 14. Correlation Analysis for Emotional Intelligence Scale and Life Satisfaction Scale

		Life dimension	Emotional intelligence
Life dimension	Pearson Correlation	1	-.084
	Sig. (2-tailed)		.154
	N	292	292
Emotional intelligence	Pearson Correlation	-.084	1
	Sig. (2-tailed)	.154	
	N	292	292

H0: There isn't a relation between emotional intelligence and life satisfaction.

H1: There is a relation between emotional intelligence and life satisfaction.

Looking at Table 14, it is seen that there isn't a relation between emotional intelligence and life satisfaction. Thus, H0 hypothesis is accepted.

5. Discussion

The purpose of this study is to compare emotional intelligence levels of students studying in 2017-2018 summer school of Balikesir University School of Physical Education and Sports with their life satisfaction by some demographic characteristics.

Success in sports activity depends on athlete morphology, intellectual qualities and emotional characteristics. Physiological and functional features, tactical knowledge and theoretical knowledge can be thought to form an equation with emotional intelligence (Lozovina et al. 2012).

Examining the emotional intelligence and life satisfaction by the age variable, the factor of using emotions is observed to be highest in the 18-21 age group. This result shows that women who have just reached adulthood use their feelings better. Analyzing the life satisfaction factor by the variable of age, 26+ age group is observed to have the highest level. In other words, women who are young adults have recently realized themselves and have entered a productive period. This has increased their life satisfaction. Looking at the literature, it shows parallelism with the thesis of Roitman (1999), Dal (2015) and Goleman (2014) stating that "emotional intelligence maintains a life-long development" and similar results have been obtained in the study analyzing the relation between emotional intelligence and life satisfaction in women. However, it has been found in the study of Diener & Lucas, (1999); Lucas & Gohm (2000) that life satisfaction doesn't differ by the variable of age.

Analyzing the factor of evaluating one's own feelings by the department studied, it has been observed that mean values in those studying in coaching department are higher than those studying in other departments. Since coaches are the leaders of teams. Thus, they constantly make self-criticism and improve themselves because they hold themselves responsible for the success or failure of the team. It has also been concluded that the factor of social skills by the variable of department is high in those studying in physical education and sports teaching. High mean scores of social skills in the students studying in physical education and sports department indicate that they act in accordance with the environment in social situations, they are confident, they can interpret the feelings of others correctly and fully and they can empathize, they are friendly individuals who are capable of initiating and directing conversations in a social or any other subject. This result complies with the study of Avşar (2004).

No significant relation has been ascertained between emotional intelligence and life satisfaction. This result doesn't comply with the studies conducted by Deniz and Yılmaz (2004), Ardahan (2012) and Koçak and İçmenöğlü (2012).

Looking at emotional intelligence and life satisfaction by the variable of grade, no significant difference has been found. According to our results, students who have just started university and senior students have similar characteristics in terms of emotional intelligence. This can be interpreted in a way that the grade studied doesn't make a positive contribution to the emotional intelligence skills of students. However, even though the sources of the problems are different, the university freshmen and those who are newly graduated often face many problems during their university education. Freshmen face problems related to accommodation, making friends, adapting to the new environment and problems related to academic issues while graduate students have problems in finding a job related to graduation. The lack of difference between the two groups in terms of emotional intelligence may be caused by the different problems they experience. This result conforms to the studies performed by Deniz and Yılmaz (2004) ve Kızıl (2012) about emotional intelligence levels of university students.

6. Conclusion

In conclusion, it has been established that there isn't any difference in the dimension of evaluating others' feelings and regulating emotions among the participants by age, sports branch, department and grade. The difference has been observed in the dimension of using feelings by age and in the dimensions of evaluating one's own feelings and social skills by department. Life satisfaction has been found to differ by age. The fact that there isn't a relationship between emotional intelligence and life satisfaction levels of the participants is among our conclusions.

References

- Adiloğulları, İ., & Görgülü, R. (2015). An Application Study of Emotional Intelligence Survey in Sports, *Spor, Egzersiz ve Antrenman Bilimleri Dergisi*, 1(2), 83-94.
- Ardahan, F. (2012), Analysis on the Relation between Emotional Intelligence and Life Satisfaction in the Example of Those Doing Outdoor Sports, *Pamukkale Journal of Sport Sciences*, 3(3), 20-33.
- Avşar, Z. (2004). Determining the Social Skill Levels of Physical Education and Sports Teachers, *Eğitim Fakültesi Dergisi*, XVII(2), 111-130.
- Çetinkaya, Ö., & Alparlan, A. M. (2011). The Effect of Emotional Intelligence on Communication Skills: A Research on University Students. Süleyman Demirel University, *Faculty of Economics and Administrative Sciences Journal*, 16(1), 363-377.
- Dal, E. (2015). Analysis on the Relation between Emotional Intelligence Level and Life Satisfaction in Women. Üsküdar University Department of Clinical Psychology, Master's Thesis.
- Deniz, M. E., & Yılmaz, E. (2004). The Relation between Emotional Intelligence Skills of University Students and Their Life Satisfaction, XIII. Ulusal Eğitim Bilimleri Kurultayı Abstracts (6-9 July 2004) Malatya, İnönü University.
- Diener, E. (1984), Subjective Well-Being, *Psychological Bulletin*, 95(3), 542-575.
<https://doi.org/10.1037/0033-2909.95.3.542>
- Diener, E., & Lucas, R. E. (1999). Personality and subjective well-being. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Well-being: The foundations of hedonic psychology* (pp. 213-229). New York: Russell-Sage.
- Diener, E., Emmons, A. E., Larsen, R. J., & Griffin. S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49(1), 71-75. https://doi.org/10.1207/s15327752jpa4901_13
- Durak, M., Durak, Ş. E., & Gencoz, T. (2010). Psychometric properties of the Satisfaction with Life Scale among Turkish university students, correctional officers, and elderly adults. *Social Indicators Research*, 99(3), 413-429.
<https://doi.org/10.1007/s11205-2010-9589-4>
- Goleman, D. (1996). *Emotional Intelligence: Why It Can Matter More Than IQ*, Bloomsbury.

- Goleman, D. P. (2014), Why Is Emotional Intelligence More Important Than IQ?, B. Seçkin Yüksel (Translator), İstanbul: Varlık Yayınları.
- Haime, J. (2011). The Value of Emotional Intelligence for High Performance Coaching, *International Journal of Sports Science & Coaching*, 6(3). <https://doi.org/10.1260/1747-9541.6.3.337>
- Harrod, N. R., & Scheer, S. D. (2005). An Explanation of Adolescent Emotional Intelligence in Relation to Demographic Characteristics. *Adolescence*, 40(159), 503-512.
- Jones, M. (2003). Controlling emotions in sport. *The Sport Psychologist*, 17, 471-486. <https://doi.org/10.1123/tsp.17.4.471>
- Kızıl, Z. (2012). Analysis on Emotional Intelligence of the Students in Faculty of Educational Sciences in Terms of Different Variables. Unpublished Master's Thesis. Ankara University Institute of Educational Sciences, Ankara.
- Koçak, R., & İçmenoğlu, E. (2012). The Interpretive Role of Emotional Intelligence and Creativity Levels of Gifted Students on Their Life Satisfaction, *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4(37), 73-85.
- Lane, A. M., Meyer, B. B., Devonport, T. J., Kevin, A. D., Thelwell, R., Gill, G. S., ... Weston, N. (2009). Validation of the emotional intelligence scale for use in sport. *Journal of Sport Science and Medicine*, 8, 289-295.
- Lopes, P. N. (2004). Emotional Intelligence and Social Interaction. *Personality and Social Psychology Bulletin*, 30, 1018-1034. <https://doi.org/10.1177/0146167204264762>
- Lozovina, M., Bonacin, D., & Lozovina, V. (2012). Emotional Intelligence and Determination of Sociometric Status in Sport, *Sport Science*, 5(2), 66-74.
- Lucas, R. E., & Gohm, C. L. (2000). Age and sex differences in subjective well being across cultures. E. Diener & E. M. Suh (Eds.) Culture and subjective well being (pp. 291-298) Cambridge, MA: MIT Press
- Malinauskas, R., & Vazne, Z. (2014). Emotional Intelligence among Lithuanian and Latvian Student Athletes, *Education Physical Training Sport Social Sciences*, 2(93), 29-33.
- Özer, M., & Karabulut, Ö. Ö. (2003), Life Satisfaction in Elderly, Turkish Journal of Geriatrics, *Geriatrici*, 6(2), 72-74.
- Roitman, J. D. (1999), Emotional Intelligence: The Heart is Smarter than the Brain, Boulder: University of Colorado.
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177. [https://doi.org/10.1016/S0191-8869\(98\)00001-4](https://doi.org/10.1016/S0191-8869(98)00001-4)
- Szabo, A., & Urbán, F. (2014). Do Combat Sports Develop Emotional Intelligence, *Kinesiology* 46(1), 53-60.
- Tuğrul, C. (1999). Duygusal Zekâ (Emotional Intelligence), *Klinik Psikiyatri*, 1, 12-20.
- Veenhoven, R. (1996), Is Happiness Relative?, *Social Indicators Research*, 24, 1-34. <https://doi.org/10.1007/BF00292648>
- Yetim, Ü. (2003). The impacts of individualism/collectivism, self-esteem and feeling of mastery on life satisfaction among the Turkish University students and academicians. *Social Indicators Research*, 61(3), 297-317. <https://doi.org/10.1023/A:1021911504113>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the [Creative Commons Attribution license](#) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.