

# EMOTIONAL INTELLIGENCE CHARACTERISTICS OF STUDENTS STUDYING AT VARIOUS FACULTIES AND COLLEGES OF UNIVERSITIES

*Nazan Yelkikalan*

Department of Business Administration, Canakkale Onsekiz Mart University

*Gungor Hacioglu*

Department of Business Administration, Canakkale Onsekiz Mart University

*Abdullah Kiray*

Department of Business Administration, Canakkale Onsekiz Mart University

*Bilal Ezilmez*

Bandirma Vocational School, Balikesir University

*Ergul Soylemezoglu*

Graduate School of Social Sciences, Canakkale Onsekiz Mart University

*Hanife Cetin*

Graduate School of Social Sciences, Canakkale Onsekiz Mart University

*Rukiye Sonmez*

Department of Business Administration, Canakkale Onsekiz Mart University

*Secil Özturk*

Department of Business Administration, Canakkale Onsekiz Mart University

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## Abstract

This research studied the emotional intelligence levels of university students in the context of emotional intelligence extents; the difference in terms of demographic qualities of students and the majors they study and the relationship between emotional intelligence of students and their academic achievements. For this purpose, a questionnaire was filled in by students studying at five different faculties of Çanakkale Onsekiz Mart University. The results of the research revealed that there is not any significant difference in the relationship between the faculty of students and their emotional intelligence, apart from the sociability. Besides, it is concluded that there is a significant relationship between the emotional intelligence and academic achievements and that almost 11 % of change in academic achievements can be explained by emotional intelligence.

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**Keywords:** Emotional intelligence, University students, Turkey

## 1. Introduction

Emotional intelligence helps individuals to achieve the life quality that will make them successful and content by guiding the actions of individuals. In this sense, the studies focused on measurement of emotional intelligence level have been increasing day by day. Thanks to the increasing number of studies focused on emotional intelligence and researches conducted by various disciplines, there is an extensive literature on this subject.

Emotional intelligence literature reveals that the researches are mainly focused on students. The researches are especially oriented towards impact of emotional intelligence on success. These researches studied the impact of emotional intelligence on success and revealed that emotional intelligence, as well as IQ, is required to explain success. In other words, success cannot be explained only through IQ. Besides, emotional intelligence does not have influence only on success but also on choice and development of career path. Along with the effects of emotional intelligence on the individual, characteristics and environment of an individual also have determinative role on emotional intelligence. When we bear in mind that development of emotional intelligence is a lifetime process, determining the effect of education on development of emotional intelligence becomes important. In this context, it is crucial to determine whether or not there is a difference between emotional intelligences of students studying at different majors.

Although there are numerous researches on emotional intelligence, there is not any agreement in terms of conclusions in the literature. In other words, some researches reveal that there is a relationship or there are differences between sex, department students study at, social, economical and demographic conditions and emotional intelligence of students whereas some researches do not suggest a relationship or difference.

In this study, emotional intelligences of university students studying at five different faculties, namely Faculties of Economics and Administrative Sciences, Engineering, Science and Letters, Fine Arts and Colleges of Tourism Management and Hotel Management, are measured and the research focused on whether or not there is a relationship between emotional intelligences of those students and their department, sexes, socio-demographic qualities.

## 2. Literature Review

There are several studies conducted for the purpose of measuring emotional intelligence of university students and whether or not the major study, their sexes, ages, socio-economic characteristics, academic achievements, skills, family characteristics and the place

they live are related to the their levels of emotional intelligence or whether or not those contribute to the development of students' emotional intelligence.

In their studies Çetinkaya and Alparslan (2011) studied the relationship between sub-dimensions of emotional intelligence of Applied Technology and Management College students and sub-dimensions of communication skills and confirmed a positive, significant however weak relationship. Particularly, only one of the emotional intelligence aspects, namely emphatic sensitivity, influences the communication skills at a statistically significant level.

Grehan, Flanagan and Malgady (2011) studied the relationship between individual characteristics and emotional intelligence of postgraduate students in the classroom and in the field. For such a measurement, they considered the grade average of students and assessment of apprenticeship supervisor regarding student's performance as indicators of achievement. It was revealed that there is a significant relationship between emotional intelligence, grade average and apprenticeship achievements.

The study of Landau and Meirovich (2011) explains the role of participatory classroom environment over emotional intelligence of business management postgraduate students and whether or not emotional intelligence is related with academic achievements. The findings informed that the chance of participating has a positive relationship with emotional intelligence of male students whereas not associated with emotional intelligence of female students. Plus, regardless of a student's sex, it is concluded that a supportive environment has positive relationship with emotional intelligence. Also, the study did not determine a relationship between the emotional intelligence and grade averages of the students.

Tariq, Majoka and Hussain (2011) researched on the emotional intelligence of university students for the purpose of explaining self-perception status of students in terms of different factors of emotional intelligence, comparing female and male students and establishing a relationship between the academic achievements and perceived emotional intelligence. The results confirmed that university students are highly aware of self-reports. Although there is a great difference between perceptions of female and male students, male students believe that they are more superior in factors of emotional intelligence, compared to the female students. Furthermore, the conclusions did not reveal a relationship between students' emotional intelligence and academic achievements.

In their studies, Kuzu and Eker (2010) examined emotional intelligence and communication skills of students at Health College, School of Nursing, Faculty of Forestry

and Faculty of Technical Training. The results concluded that students at School of Nursing have high levels of emotional intelligence and there are meaningful differences between departments.

Vural (2010) studied the relationship between emotional intelligence of university students studying at Department of Early Childhood Education and their problem solving skills and concluded that there is a positive, significant relationship.

Sanchez-Ruiz, Perez-Gonzalez and Petrides (2010) researched on emotional intelligence of university students studying at five different faculties, namely Technical, Natural Sciences, Social Sciences, Art and Human Sciences. The following were the hypothesis of study conducted by using emotional intelligence scale: a) In terms of emotionality, Social Sciences will get a higher score than Technical Education, b) In terms of emotionality, Fine Arts will get a higher score than Technical Education, c) Fine Arts will get a lower self-control score than Technical Education, d) There will be an interaction between sex and faculty, in order words, only in social sciences the female students will have higher scores than male students. Although there are differences in terms of directions supported, the results supported hypothesis a, b and d, excluding hypothesis c.

Zakarevicius and Zuperka (2010) determined the impact of emotional intelligence factors such as self-awareness, self-control, social self-awareness on relations management for development of entrepreneurship aspect of business administration students. The study concluded that the relationships between individual characteristics and emotional intelligences of an individual are highly important for development of personal capacity.

Erdogdu (2008) conducted a study on students of Physical Education Academy and Faculties of Science-Letters, Engineering, Law, Education (Department of Fine Arts) and Dentistry and found out that students display emotional intelligence differences according to the fields they study. The students of Fine Arts department scored higher emotional intelligence scale points than students of other faculties whereas emotional intelligence scores of Physical Education students were significantly lower than the students of other departments. The emotional intelligence of students having democratic families was confirmed to be higher than students having strict and indifferent families.

In their study conducted on students of Faculty Science, Engineering Faculty, College of Physical Education, Faculty of Law, Faculty of Letters, Faculty of Fine Arts and Health Science; Erdoğan and Kenarlı (2008) determined that there are relations between academic achievements and especially understanding own emotions and Emotion Management sub-scales of Emotional Intelligence scale.

Gürşimşek, Vural ve Demirsöz (2008) executed a study on students of Faculty of Education and confirmed that there is a positive and significant relationship between emotional intelligences and communication skills of the students.

In his study, Yılmaz (2007) examined the relationship between emotional intelligences of Candidate Social Sciences Teachers and their academic achievements. The conclusions did not reveal a significant relationship between academic achievements and emotional intelligence model. Besides, the female students had higher score averages than male students in all aspects of emotional intelligence (self-awareness aspect, stress management aspect, general mood aspect, interpersonal relations aspect, adaptation to the conditions and environment aspect). Also, the score averages of students having strict and democratic families on other aspects and total emotional intelligence points were higher than the students having indifferent families.

In their study, Haliçınarlı and Bender (2006) examined the relationship between sex and intelligence at three different universities. There was a significant relationship between emotional intelligence and sex. Personal emotional intelligence, interpersonal emotional intelligence and adaptability emotional intelligence scores displayed a significant difference and female students have higher scores than male students. There was not any significant relationship between stress management, mood emotional intelligence scores and sex.

The study carried out on medical students by Austin et al. (2005) clarified that emotional intelligence of female students is significantly higher than male students.

Harrod and Scheer (2005) measured emotional intelligence of 200 youngsters between the ages of 16 to 19. The emotional intelligence scores were compared with demographic qualities (age, sex, household income, education level of parents, and place of residence) of the individuals. The findings revealed that there is a positive relationship between levels of emotional intelligence and sex, education levels of parents and household income. There is not any significant relationship between emotional intelligence and place of residence during adolescence. There are significant differences between emotional intelligence scores of women and men. Women have higher levels of emotional intelligence. There is not a significant difference between emotional intelligence score and age, place of residence and household income. The important difference is confirmed to be based on emotional intelligence for educational status of the family. In other words, the level of emotional intelligence improves with the increased level of education. In conclusion, the studies revealed that demographic qualities are also associated with emotional intelligence. Above and beyond, emotional intelligence is linked with success in life and daily social activities.

That is to say, it is crucial to take into consideration the environmental variables or factors having an impact on formation of emotional intelligence for personal or individual development.

Goleman (2004) examined the relationship between emotional intelligence and effective performance especially in terms of leadership. The study addressed five elements of emotional intelligence. These are self awareness, self control, motivation, empathy and social skills. Goleman claimed that emotional intelligence improves with aging, in other words, that “maturity” is an important concept here; however some people still need to gain emotional intelligence although they are at the level of maturity.

Parker et al. (2004a; 2004b) highlighted the importance of emotional and social skills during the process going from high school to the university by examining the relationship between emotional intelligence and academic achievements.

In their study, Yılmaz and Şahin (2004) studied the emotional intelligence levels of candidate early childhood education teachers in the view of the city they live in, their ages, class levels, educational background of their mothers and fathers, and socio-economical levels. The study concluded that there is a significant difference from the point of emotional intelligence levels according to the city they live in, class level, educational background of mothers and fathers but there is not any significant difference in terms of emotional intelligence according to the socio-economic level.

The study of O’Connor Jr. and Little (2003) examined the relationship between emotional intelligence and academic achievements of university students by using an emotional intelligence scale based on both self-report and skill. The study concluded that regardless of the scale used for measuring the type of emotional intelligence, emotional intelligence is not a powerful indicator of academic achievement.

In his study Csikszentmihalyi (1973) determined that students of art are much more outgoing in comparison to the students of other faculties as well as being self-confident and more sociable. Their personality profile is described with being highly sensitive and imagery, low emotional stillness, conforming to norms, subjectivity and powerful ego.

### **3. Emotional Intelligence**

The recent researches have revealed that the contribution of intelligence quotient to the success in life is not more than 10 %. Although high intelligence quotient is not a guarantee of success, prestige or a happy life, academic skills are still prioritised at our universities and in our culture; development of social and emotional skills which have an important role in our daily lives are ignored (Erdoğan and Kenarlı 2008: 298). Being successful at only technical

specializations (business administration, engineering, education, art etc.) is not enough for students. Universities should improve all students socially, intellectually and emotionally so that the graduates could be better prepared for achieving success (Seal and et al. 2010: 2). In this context, we can say that our country also needs the activities to be organized for improving social and emotional skills, in other words emotional intelligence.

The emerge of emotional intelligence concept can be based on the study governed by Spearman and Thorndike in 1920s by claiming that social skill is an important element intelligence and describing social intelligence (Wong and Law 2002: 245-246). Later on in 1983, Gardner put forward the theory of Multiple Intelligences in this book called “Frames of Mind; The Theory of Multiple Intelligences” (Gardner 1995). This theory defines seven different types of intelligence that can be used by individuals to analyse the world with minimum seven different types of intelligences (Gardner 2005: 16). Gardner (1983) explained that intelligence has several intelligences such as musical, kinaesthetic, natural, self and visual intelligences in addition to the cognitive skills such as mathematical reasoning, verbal abilities and concluded with multiple intelligence theory that other aspects of intelligence have also impact on the processes of adaptation to life and achieving success (Edizler 2008: 2971). The concept of emotional intelligence was described as the ability of a person to cope with one’s emotions, for the first time in 1990, by two physiologist named Peter Salovey and John Mayer (Wong and Law 2002: 245-246). Then, the book titled “Emotional Intelligence” and published in 1995 by Goleman attracted considerable attention.

Although human behaviour and performance focus on rational behaviour, our thoughts, actions and conclusions are the emotional side of our nature (Wong et al. 2001: 2). Emotional Intelligence is a combination of both intrapersonal intelligence (introvert intelligence) and interpersonal skills (Tucker, Sojka, Barone, McCarthy 2000: 331). Emotional intelligence is a system that has a cognitive and emotional aspect and that adjusts, organizes the emotions (Erdoğdu and Kenarlı 2008: 299). Emotional intelligence is the ability of recognizing and controlling own feelings and feelings of others (Gürbüz and Yüksel 2008: 176). Emotional intelligence, primarily, ensures that individuals understand and manage their feelings as well as giving opportunity of understanding feelings of others, sympathizing, increasing motivation and improving the feeling of self-confidence (Doğan and Demiral 2007: 210). It is an expression connected with a focus on attention from the aspect of human skills (Boyatzis et al. 1999: 2). It is described as overlapping of emotions and intelligence or briefly as emotions using intelligence (Seal et al. 2010: 4).

Emotional intelligence combines emotions and intelligence. Salovey and Mayer (1990) defined emotional intelligence as “the ability to monitor one’s own and others’ emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. The definition of Salovey and Mayer (1997) focuses on four abilities: perception, use, understanding and management of emotions. Perception of emotions is the ability of discovering and perceiving emotions in faces, pictures and cultural works. Use of emotions is the ability to use emotions for facilitating cognitive activities such as thinking and problem solving. Understanding emotions is the ability to comprehend the language of emotions and to understand the complex relationships between emotions. Management of emotions means the ability of managing own emotions and others’ emotions. (Salovey and Grewal 2005: 281).

Especially, the abilities of knowing oneself (self-consciousness), self-management, motivation, empathy, social skills and communication skills are determinative for emotional intelligence. “Self-consciousness” explained as one’s deeper understanding of own emotions, powers, weaknesses, needs and awareness of self-existence whereas “self management” is the liberation from being slave of one’s emotions, namely directing the emotions as desired; “motivation” is going beyond expectations and not losing the feeling of success even in hard times; “empathy” is the ability to understand emotions and needs of others and thus putting oneself into others’ shoes; “social skill” is the ability to establish relationships with other individuals and to ensure sustainability of such relationships, creating and managing a team and “communication skill” is the ability of expressing yourself clearly and entirely as well as listening to the others attentively and fully, accurately understanding what they say (Goleman 2004: 2-9; Cetinkaya and Alparslan 2011: 366).

#### **4. Method**

##### *4.1 Questionnaire Form and Scales*

The short form of scale developed by Petrides (2001) is used to measure emotional intelligence (Petrides and Furnham, 2006). The scale developed by Petrides (2001) uses 153 questions, 15 facets and four factors. The short form is created by selecting the 2 questions representing each facet best and has total 30 questions (Petrides and Furnham, 2006). The four factors on the scale are as follows; wellbeing, self-control, emotionality and sociability. Besides, motivation and adaptation facets are not covered by these factors and directly contribute to the total value. All questions are answered by using Likert scale where 7 means “Strongly agree” and 1 means “Strongly disagree”.

The questionnaire forms also include questions covering demographic characteristics of students such as age, income. Besides, the academic achievement statuses of students were



determined according to their statements. The studies revealed that statements given by the students regarding their academic achievements mainly coincide with the actual facts (Rode et al., 2007).

#### 4.2 Sampling and Data Collection

The main subjects of the research were the students attending to Çanakkale Onsekiz Mart University. Faculties of Economics and Administrative Sciences, Engineering, Science and Letters, Fine Arts and Colleges of Tourism Management and Hotel Management were included in the research. The numbers and percentages of students participated to the research are given on Table 1. “Questionnaire method” was used as the data collection method in this research. The questionnaire form having only closed ended questions were filled in by the students during course hours, in the classrooms and under the supervision of course teacher and researchers. Thus, maximum earnestness was achieved while filling in the questionnaires.

The demographic qualities of the students participating to the study are given on Table 1. Accordingly, 63 % of the participants are female and approximately 37 % is male. The age range of participants is generally varies from 20 to 24, it is seen that there are very few number of students outside this range of age. When we review the income status of students, we can see that there are very few of students who have income less than 1000 TL and more than 3000 TL and we might assume that this is well within range of general state in Turkey.

Table 1. Demographic characteristics of participants

Variable	Frequency	%	Variable	Frequency	%
Sex			Monthly Income (TL)		
Female	353	63,1	1000 and less	67	12,0
Male	206	36,9	1001-1500	96	17,2
Age			1501-2000	154	27,5
18,00	4	0,7	2001-2500	108	19,3
19,00	4	0,7	2501-3000	53	9,5
20,00	75	13,4	3000 and more	67	12,1
21,00	108	19,3	Faculties	115	20,6
22,00	135	24,2	Economics and Administrative Sciences	169	30,2
23,00	117	20,9	Engineering	158	28,3
24,00	67	12,0	Faculty of Science and Letters	41	7,3
25,00	32	5,7	Faculty of Fine Arts	76	13,6
26,00 and above	17	3,1	College of Tourism Management and Hotel Management	115	20,6

## 5. Data Analysis and Findings

The internal consistency of the scale was measured in order to determine the reliability of the scale used for the research. It is seen that reliability coefficient of the scale used for this research is 0,876. A reliability coefficient greater than 0.70 confirms that the scale used in the study is reliable (Hair et al., 2006).

A linear regression analysis was conducted between age and each factor of emotional intelligence in order to understand whether or not there is a relationship between ages and emotional intelligence levels of the students. As seen on Table 2, there is a statistically significant relationship between age, wellbeing and sociability factors and there is a positive but not significant relationship between age and self control. There is a negative relationship between age and emotionality.

Table 2. Regression Analysis on the relationship between age and factors of emotional intelligence

DEPENDENT VARIABLE	S. Beta	T	F	Adj. R <sup>2</sup>	p
Wellbeing	,123	2,930	8,583	,013	,004
Self-control	,073	1,721	2,963	,004	,086
Emotionality	-,122	-2,898	8,397	,013	,004
Sociability	,117	2,781	7,731	,012	,006

An independent sampling t-test was made in order to understand whether or not emotional intelligence level differences are sex-related. It is seen that men have higher average in wellbeing, self control and sociability factors and this difference is statistically significant ( $p < ,01$ ) in wellbeing and sociability factors. Women have higher averages than men in terms of emotionality factors and there is a significant ( $p < ,05$ ) difference.

Table 3. Relationship between Sex and Factors of Emotional Intelligence

		Levene's Test for Equality of Variances		t-test for Equality of Means			Descriptive Statistics	
		F	Sig.	T	df	Sig. (2-tailed)	Gender	Average
Wellbeing	Equal variances assumed	,205	,651	3,257	557	,001	Male	5,4053
	Equal variances not assumed			3,240	422	,001	Female	5,0788

Self Control	Equal variances assumed	,291	,590	1,688	557	,092	Male	4,7273
	Equal variances not assumed			1,715	450	,087	Female	4,5788
Emotionality	Equal variances assumed	1,508	,220	-2,404	557	,017	Male	5,0728
	Equal variances not assumed			-2,446	452	,015	Female	5,2766
Sociability	Equal variances assumed	2,931	,087	3,771	557	,000	Male	5,2929
	Equal variances not assumed			3,688	400	,000	Female	4,9301
General TEIQ	Equal variances assumed	0,733	,392	2,054	557	,040	Male	5,1405
	Equal variances not assumed			2,043	422	,042	Female	4,9866

The ANOVA analysis conducted revealed that there are statistically significant ( $p < .05$ ) differences in emotional intelligence levels of students according to the places they are born and brought up (Table 4). This difference is particularly significant in wellbeing and sociability factors (respectively  $p < .01$  and  $p < .001$ ).

The emotional intelligences of students by the faculties they attend to are given on Table 5. Accordingly, Faculty of Science and Letters has the highest average of wellbeing (5.31) and School of Tourism Management has the lowest average (4.99). Faculty of Science and Letter also has the highest average (4.80) in terms of self-control whereas the Faculty of Fine Arts has the lowest average (4.43). The Faculty of Economics and Administrative Sciences (5.30) and the Faculty of Science & Letters (5.30) have the highest averages in emotionality factor and the Faculty of Fine Arts has the lowest average (4.97). Faculty of Science & Letters (5.24) and Fine Arts (5.22) have the highest averages in sociability factors whereas the Faculty of Economics and Administrative Sciences has the lowest average.

Table 4. ANOVA Analysis about the relationship between the place lived in and factors of emotional intelligence

		Sum of Squares	Df	Mean Square	F	Sig.
Wellbeing	Between Groups	17,721	3	5,907	4,547	,004
	Within Groups	717,086	552	1,299		
	Total	734,808	555			
Self-control	Between Groups	11,345	3	3,782	3,820	,010
	Within Groups	546,398	552	,990		
	Total	557,743	555			
Emotionality	Between Groups	1,563	3	,521	,551	,648
	Within Groups	521,938	552	,946		
	Total	523,501	555			
Sociability	Between Groups	19,958	3	6,653	5,536	,001
	Within Groups	663,283	552	1,202		
	Total	683,241	555			
General	Between Groups	7,759	3	2,586	3,589	,014
	Within Groups	397,816	552	,721		
	Total	405,575	555			

Table 5. Levels of Emotional Intelligence by Faculties

	Wellbeing		Self Control		Emotionality		Sociability	
	Average	Standard Deviation	Average	Standard Deviation	Average	Standard Deviation	Average	Standard Deviation
Faculty of Economics and Administrative Sciences	5,1217	1,04488	4,6000	,96650	5,3065	1,10276	4,8449	1,03772
Engineering	5,2219	1,22619	4,5582	1,01023	5,1013	,94737	5,0513	1,01786
Science & Letters	5,3175	1,22976	4,8017	1,07785	5,3038	,99335	5,2468	1,27079
Tourism	4,9934	,83995	4,6075	,93242	5,1727	,77135	4,9583	,98850
Faculty of Fine Arts	5,2480	1,30550	4,4390	,87619	4,9787	,86913	5,2195	1,13372
TOTAL	5,1992	1,15306	4,6336	1,00484	5,2015	,97080	5,0638	1,11017

ANOVA test was conducted to test whether or not there is a statistically significant difference between faculties and average of emotional intelligence factors (Table 6). The analysis conducted confirmed that there is only a statistically significant relationship between the faculties from the point of sociability ( $p < .05$ ).

Table 6. ANOVA Analysis regarding the relationship between Faculty and Factors of Emotional Intelligence

		Sum of Squares	df	Mean Square	F	Sig.
Wellbeing	Between Groups	6,304	4	1,576	1,187	,315
	Within Groups	735,577	554	1,328		
	Total	741,882	558			
Self Control	Between Groups	7,159	4	1,790	1,783	,131
	Within Groups	556,256	554	1,004		
	Total	563,416	558			
Emotionality	Between Groups	6,717	4	1,679	1,792	,129
	Within Groups	519,170	554	,937		
	Total	525,887	558			
Sociability	Between Groups	12,668	4	3,167	2,599	,035
	Within Groups	675,056	554	1,219		
	Total	687,724	558			
General	Between Groups	5,885	4	1,471	2,018	,091
	Within Groups	403,930	554	,729		
	Total	409,815	558			

A linear regression analysis was conducted in order to reveal the relationship between emotional intelligence of students and their academic achievements at the school. Analysis concluded that there is a significant ( $p = .000$ ) relationship between the factors of emotional intelligence and academic achievement and that almost 11 % of the change in academic success can be explained with emotional intelligence (Table 7). Among factors, wellbeing is the one most influential on academic success ( $\beta = .174$ ,  $p = .002$ ). Whereas emotionality is highly significant for academic success but it has a negative impact ( $\beta = -.091$ ,  $p = .058$ ).

Table 7. Relationship between factors of Emotional Intelligence and Academic Achievements

INDEPENDENT VARIABLES	S. Beta	T	p
Wellbeing	,174	3,095	,002
Self Control	,135	2,667	,008

Emotionality	-,091	-1,897	,058
Sociability	,140	2,599	,010
F= 17,984	Adj. R <sup>2</sup> = ,109	P = ,000	

## 6. Discussion

Although Harrod and Scheer (2005) claims that there is not any relationship between age and level of emotional intelligence, the findings of this study confirmed that level of emotional intelligence increases with the age, as claimed by Goleman (2004). One might assume that the relationship between age and factors of emotional intelligence is significant but not powerful since all the subjects of students and the range of age is limited.

Several researches (Haliçınarlı and Bender, 2006; Austin et al., 2005; Harrod and Scheer, 2005) revealed that levels of emotional intelligence vary depending on the sex and female students have a higher level of emotional intelligence in comparison to the male students. Sanchez-Ruiz, Perez-Gonzalez and Petrides (2010) highlighted that sex does not create a significant difference and women have a higher level of emotional intelligence only in social sciences. Although the previous researches indicate that women have a higher level of emotional intelligence, this study reached a result that does not verify that conclusion. This study concluded that men have a higher level of emotional intelligence, excluding the factor of emotionality.

The research examined whether or not there is difference in terms of emotional intelligence levels according to the characteristics of the places the students were born and brought up and it is seen that three factor, apart from the emotionality, changes according to the place where students were brought up. The place where a student was brought up is important because it is an indicator to both income status and educational background of the family and the characteristics of the social environment. To be more precise, one can say that emotional intelligence is not only influenced by personal characteristics such as age, sex of the students but also current environmental factors.

When the relationship between the faculties the students are attending to and the emotional intelligence is reviewed one can see that there are significant differences between the faculties in terms of emotional intelligence levels. However, these differences are not statistically significant. There is a significant difference only in terms of sociability. The students attending to the Faculties of Fine Arts and Science & Letters have higher averages in terms of sociability and students of Economics & Administrative Sciences and Tourism have the lowest average. One can assume that falling behind others from the sociability is an

indicator of failing to use appropriate criteria when choosing a profession and school since the students of those faculties would form or are obliged to form relationship with people as a job requirement. When we consider that emotional intelligence skills are particularly important for students of business administration for achieving their professional goals (Tucker et al. 200: 331), one might assume that this fact will have an impact on both academic achievements and achievements of students in business life.

As a matter of fact, Grehan, Falanagan and Malgady (2011) confirmed that there is a significant relationship between emotional intelligence, grade average and success in apprenticeship. The findings obtained in this study are also similar to the mentioned study. However Landau and Meirovich (2011), O'Connor Jr. and Litte (2003) concluded that there is not any relationship between emotional intelligence of students and their academic achievements. When we consider that success in certain departments is much more dependent on level of emotional intelligence, one might assume that students placed in departments compatible with their emotional intelligence state can cause such different findings.

## **Conclusion**

Today, the importance of emotional intelligence is gradually being acknowledged and the number of studies made in this field is increasing gradually. This research studies the emotional intelligence level, emotional intelligence differences of university students depending on their demographic qualities and the relationship between emotional intelligence and academic achievements, departments of the students. For this purpose, data was collected from students studying at five different faculties by using a questionnaire form prepared by using a scale derived from the literature.

Individual characteristics such as age, sex can have an influence on emotional intelligence levels. Besides, several factors such as income status of the person, the place of growing up, family background and the social, cultural environment can have an impact on it. Thus, it is seen that the studies conducted come up with different results and it is becoming difficult to make generalizations. When we consider the number of factors having impact on the levels of emotional intelligence and their form of impact, it is clear that conducting several studies on this field, at different places by using different variables is necessary. This study will contribute to the literature within this context.

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