

THE EFFECT OF THE KINESTHETIC INTELLIGENCE, THE EMOTIONAL INTELLIGENCE AND INTERIOR-EXTERIOR CONTROL COLLEGE OF THE STUDENTS IN PHYSICAL EDUCATION AND SPORT ACADEMY TO THEIR ACADEMIC ACHIVEMENT

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ABSTRACT: The study sample 2011-2012, the academic year, Gazi University School of Physical Education and Sports, teaching departments, coaching education, sport management, recreation departments of the students attending, Kırıkkale University School of Physical Education and Sports School teacher, coach, administrator section of the students attending; Bartın University, teaching Mugla university of division and recreation department consisted of 447 students in total. This research-bodily kinesthetic intelligence, emotional intelligence and carried out to investigate the relationship between locus of control and academic achievement. In addition, various demographic characteristics of students-bodily kinesthetic intelligence, emotional intelligence, and examined the relationship between locus of control beliefs, emotional intelligence subscales, the effect on academic achievement have been revealed. At this stage, the level of intelligence, determination and belief in locus of control is used to detect a variety of data collection tools. These include persona information form, multiple intelligence areas, bodily kinesthetic intelligence in the field-scale, selfassessment, Bar-On's emotional intelligence scale, Rotter's internal-external locus of control scale (RİDKO). As a result of the search, the students' academic success is a significant relationship between emotional intelligence and kinesthetic intelligence have been identified. However, the relationship between academic achievement and locus of control scale, have been discovered. Emotional intelligence, kinesthetic intelligence, and examined the relationship between locus of control scale with the scale of the emotional intelligence appears to be a relationship between kinesthetic intelligence scale. In this context, emotional intelligence and kinesthetic intelligence affects academic achievement, but is not related to locus of control scale has been concluded that the total scores.

INTRODUCTION

In the success journey one begins to realize himself, several factors play a role in achieving success. The “locus of control” appears at this point. The term was structured within the framework of social learning theory and firstly used by Rotter (1996) as a personality trait. The belief in locus of control is related to what the reinforcements, namely outcomes or awards, successes or failures, one earns are attributed. The said attributions are made either to external factors such as chance, destiny and powerful others or to the outcomes of one’s own behavior (Solmus 2004). Likewise, there are positive relationships between the belief in internal locus of control and academic success, when intelligence level is also taken into consideration (Dag 1990).

Another powerful factor affecting one's success and even directing his belief in locus of control is intelligence. The limits of prior opinions of intelligence were best determined by Howard Gardner (Goleman 2005). Until fifteen or twenty years ago, the term intelligence just brought the cognitive processes to mind such as memory, association, and problem solving. That's why intelligence tests had been based on assessing cognitive skills and abilities (Batlas 2006). Howard Gardner brought a new dimension to the intelligence discussions with his 1983 theory of multiple intelligences. For this theory, a healthy individual has all eight intelligences but not at the same level.

Individuals try to solve problems using their dominant intelligence (Temiz 2007). Body is beyond being just a simple machine like artificial objects in the world. It is both an instrument of perceiving one's innermost being, thoughts and desires, and an entirety causing different reactions in others by its unique human characteristics (Gardner 1983). Development of kinesthetic intelligence provides benefit to individuals not only in increasing the efficiency of body coordination but also in unifying body and mind coordination using effective thinking strategies (Eren Yavuz 2004). Bodily-kinesthetic intelligence includes certain physical abilities such as coordination, balance, power, flexibility and speed, and certain special kinetic skills providing these abilities to work together (Saban 2003).

There is another dimension of personal intelligence briefly mentioned but not researched well in Gardner's analyses: the role of emotions. The relationship between emotions and mind were examined under two headings, namely classical and modern approaches, which have been discussed throughout the human history. In ancient philosophy, that they were inferior and non-oriented, and had to be directed by reason was broadly accepted by philosophers (Cakar and Arbak 2004). With modern approaches, the paradigm of absolute dominance of mind over emotions has started to be questioned. Human brain had developed from the inside out during evolution. The simplest part of human brain is the brainstem surrounding top of the spinal cord. This structure is responsible for vital life functions such as breathing, organizing metabolic functioning of other organs, and controlling stereotyped reactions and behaviors. This part of brain does not have thinking or learning skills. The emotional centers constituting the fundamental layers of emotional brain emerged from the brainstem. These layers surrounding the brainstem are called "limbic system," derived from the Latin word "limbus." This part of nerves has included the emotions into the brain. The limbic system has developed two important skills in time: learning and memory (Goleman 2005). The important impact of emotional centers on thinking process is proved by clinical cases. The researches have shown that damaged emotional centers caused a decrease in mental competency of people. Considering the case of a patient named Eliot whose frontal lobe was damaged as the result of a brain operation, the patient experienced a personality change; and thus, his decision-making and short-range efficient planning skills were destroyed and he totally lost his long-range planning ability. Such people are considered to have an average intelligence as the result of standard IQ tests; yet, they fail at real life problems (Damasio 1999).

Emotions and mind of an individual is an inseparable whole and there is no basic conflict between the two. The term IQ, as the measure of mind, and the term emotional intelligence, as the measure of emotions, are mutually reinforcing and complementary concepts in both of these processes (Cakar and Arbak 2004). Accordingly, emotional intelligence that is related to one's superior abilities to perceive, assess and express his own emotions and others' emotions in the correct way, to distinguish these emotions from each other, and to use the deduced information in thinking process and to display it in his behaviors is as important as the intelligence traditionally measured by IQ (Intelligence Quotient) in determining the success both in private life and other parts of life (Acar 2002). This research aimed at examining the effects of emotional intelligence, kinesthetic intelligence, and internal and external locus of control on academic success of physical education and sports students.

MATERIAL AND METHOD

Research model: This research aimed to determine whether the levels of emotional and kinesthetic intelligence and internal and external locus of control beliefs have an impact on academic success of students, and to determine whether various demographic features have an impact on the levels of emotional and kinesthetic intelligence, and internal and external locus of control beliefs of students. Descriptive screening model was used for this aim. Screening is a research model aimed at describing an existing situation (Karasar 2007).

Population and Sample: The research population is composed of the students studied in the departments of teaching, coaching, management and recreation in the School of Physical Education and Sports in Gazi University, the students studied in the departments of teaching, coaching, and management in the School of Physical Education and Sports in Kirikkale University, the students studied in the department of teaching in Bartın University, and the students studied in the department of recreation in Mugla University in the 2011-2012 academic year. The research questionnaires were administered to 480 students. Four hundred and sixty of them returned, but the incorrect and missing ones left out of the analysis. Demographic features of the students are shown in the table below based on the information collected from 447 participants.

Table 1. Demographic features of students

		<i>F</i>	<i>%</i>
Gender	Female	167	37,4
	Male	280	62,6
Grade	First Grade	125	28,0
	Second Grade	132	29,5
	Third Grade	98	21,9
	Fourth Grade	92	20,6
Department	Teaching	169	37,8
	Coaching	104	23,3
	Sport Management	86	19,2
	Recreation	88	19,7
Parental Attitudes	Authoritarian	75	16,8
	Democratic	237	53,0
	Permissive	135	30,2

The above table shows that more than one-third of the students are female and about 63% of them are male. Considering the variable grade, it is seen that approximate values have been determined. In the department part of the table, it is shown that about 38% of the students were studying teaching, about 23% coaching, about 19% sports managements and about 20% recreation. And considering the parental attitudes, it is seen that parents of more than a half of the students exhibit democratic attitudes, one-third of them exhibit permissive attitudes, and about 17% exhibit authoritarian attitudes.

Data Collection Tool

Personal Information Form: The personal information form that was developed by the researcher for determining demographic features of students includes questions aimed at defining students' gender, grade, department, branch, parent's attitudes and academic grade.

Bar-On Emotional Quotient Inventory: Bar-On Emotional Quotient Inventory, of which validity and reliability studies were conducted by Reuven Bar-On, was used in this research (Bar-On 1997). The inventory was

adapted to Turkish by Tekin Acar (2001). Bar-On Emotional Quotient Inventory is composed of 133 items in its original version. And it was limited to 88 items as the result of adaptation studies (Tekin Acar 2001). It includes total 5 sub-scales and Cronbach Alpha coefficients of these sub-scales were determined in the research of Tekin Acar (2001) as 0.83 for self-awareness, 0.77 for interpersonal relationships, 0.65 for adaptation to conditions and environment, 0.73 for stress management, and 0.75 for general mood, and Cronbach Alpha coefficient of total emotional quotient was found 0.92. Considering this research, on the other hand, Cronbach Alpha coefficients of the sub-scales were determined as 0.72 for self-awareness, 0.81 for interpersonal relationships, 0.69 for adaptation to conditions and environment, 0.58 for stress management, and 0.75 for general mood, and Cronbach Alpha coefficient of total emotional quotient was found 0.90. Cronbach Alpha coefficients for the sub-scales and total quotient scale are quite high. These results prove this inventory is highly reliable for this research.

Multiple Intelligences Inventory: The “Multiple Intelligences Self-Assessment Inventory,” developed by Howard Gardner and adapted to Turkish by Gonca Seber conducting validity and reliability studies, was used in the research for determining the distribution of students in multiple intelligences. The Inventory is composed of 80 questions. There are 8 intelligence theories, each of which includes 10 questions. In the research, only the questions measuring kinesthetic intelligence were used. The profile list prepared by Saban (2001) was used for assessing the inventory scores. For this purpose, each student’s scores in the 10-question part were summed to give a total score of kinesthetic intelligence.

Locus of Control Scale: The “Internal-External Locus of Control Scale” of Rotter (1966; cited by Dag 1991) was used to measure the locus of control of students. The scale was developed to determine the place of the generalized control expectations of individuals in internality and externality dimensions. It was adapted to Turkish by Dag (1991) and named “Rotter’s Internal-External Locus of Control Scale” in Turkish. Cronbach Alpha internal consistency coefficient of the scale was found .71 for 532 samples, and the KR-20 reliability coefficient was found .68 for 99 samples. The test-retest reliability was measured on 99 samples at 23-day intervals and found .83. And the reliability coefficient of the scale was determined to range between .65 and .79 for various samples (Basim et al. 2006, Basim and Sesen 2006). Besides, a semi-structured interview form developed using the items of certain locus of control scales was administered to 53 samples, and its validity was proved with a correlation of 69 ($p < .001$).

Rotter’s Internal-External Locus of Control Scale is composed of 7 control fields: chance control, external political control, chance and external interpersonal control, external control in school success, external control in interpersonal relationships, fatalism, external control in political and school success. For the purposes of this research, the fields concerning external and internal control were gathered and the scale handled in 2 sub-scales, namely internal control and external control.

Data Analysis

The data obtained from the participant students were coded and entered into a computer. The extreme values were eliminated before data analysis for adapting the collected data to the normality hypothesis. SPSS for Windows 15.0 package software was used for data analysis. The significance level was set at .05. Percentage and frequency analyses were used to determine demographic distribution of the students; hierarchical regression analysis was used to determine the relationship between the cumulative grade point averages of the students and their preferences of kinesthetic intelligence, emotional intelligence, and internal-external locus of control; correlation analysis was used to find whether there was a relationship between them; independent group t-test was used in paired comparisons in terms

of gender variable; and Anova test was used in multiple comparisons in terms of the uneven distributed variables where variances were not homogenous such as gender, grade, department etc. And in case the difference was significant, Scheffe analysis, an advanced analysis method, was used to determine the group causing the difference.

FINDINGS

Within the framework of the research conducted to determine whether the levels of emotional and kinesthetic intelligence, and internal and external locus of control beliefs of the physical education and sports teachers had an impact on their academic success, the effect of emotional and kinesthetic intelligence, internal and external locus of control beliefs, and certain demographic features (gender, grade etc.) of the students on their academic success was analyzed and the figures are shown in the Table 2 below.

Table 2. Effect of academic success of students

Model	Variable	Academic Success (Grade)				
		B	T	Corrected R ²	F	P
Model 1	Dummy-gender*	.16	.20	.04	18,91	.00
Model 2	Dummy-gender	.15	.18			.00
	Dummy-department1**	.08	.10	.05	4,80	.29
Model 3	Dummy-gender	.15	.18			.00
	Dummy-department1	.08	.09	.06	5,89	.29
	Kinesthetic intelligence	.00	.11			.013
p≤.05						

* Dummy-gender means the score of female students are entered 1, and the score of male students are entered 0.

** Dummy-department1 means the score of students studying teaching are entered 1, and the scores of students in other department are entered 0.

In the first stage, the variables gender, department, grade and parental attitudes were entered to the model for bringing the effects of demographic variables under control in regression analyses. In the second stage, independent variables were included in the model, and their effects on dependent variable were aimed to be determined.

Considering Table 2, it is seen that gender makes a significant contribution for predicting academic success in model 1 ($\beta=.16$, $t=.20$, $p\leq.05$), gender and department make a significant contribution for predicting academic success in model 2 ($\beta=.15$, $t=.18$, $p\leq.05$), and gender, department and kinesthetic intelligence make a significant contribution for predicting academic success in model 3 ($\beta=.15$, $t=.18$, $p\leq.05$).

Table 3. Correlation results for academic success of students in terms of emotional intelligence, kinesthetic intelligence, and locus of control

	Academic success	Emotional Intelligence	Kinesthetic Intelligence	Locus of Control
Academic success	1	.119*	.113*	.046
		.110	.017	.327
Emotional Intelligence		1	.267**	.011
			.00	.819
Kinesthetic Intelligence			1	.017
				.724
Locus of Control				1

* p< .05

** p< .01

Considering the figures in Table 3, a significant relationship was determined between academic success of students and their emotional and kinesthetic intelligence at the .05 level. However, no significant relationship was found between academic success of students and the locus of control scale. Considering the relationship between emotional intelligence, kinesthetic intelligence, and locus of control scale, on the other hand, a low level significant relationship was determined between emotional and kinesthetic intelligence levels ($r = .23$, $p < .01$). In this context, it is likely to conclude that emotional and kinesthetic intelligence have an effect on academic success; while the total scores of locus of control have no relation in this regard.

Table 4. Correlation results for academic success of students in terms of emotional quotient sub-scales

	Academic Success	Self-Awareness	Interpersonal Relationship	Conditions	Stress	General Mood
Academic Success	1	.126*	.130**	.096*	.098*	.072
P		.008	.006	.043	.038	.126
Self-Awareness		1	.745**	.718**	.507**	.771**
P			.00	.00	.00	.00
Interpersonal Relationship			1	.684**	.418**	.757**
P				.00	.00	.00
Conditions				1	.573**	.672**
P					.00	.00
Stress					1	.548**
P						.00
General Mood						1
P						

* p<.05

** p< .01

Considering Table 4, a low level significant relationship was determined between academic success of students and the sub-scales self-awareness, conditions and stress of the emotional quotient scale ($p < .05$). A relationship was also determined between academic success of students and the sub-scale of interpersonal relationship at the level of ($p < .01$); while no significant relationship was found in the general mood sub-scale. When the relationship between the sub-scales was examined, it's seen that all sub-scales of the emotional quotient scale had a correlation among each other at

the level of .01. In this context, it's determined that academic success of students was affected by all sub-scales of the emotional quotient scale, except the general mood.

Table 5. T-test results for total emotional and kinesthetic intelligence scores of students in terms of gender

	Gender	N	X	S	Sd	t	p
Emotional Intelligence	Female	167	328,41	33,45	445	2.19	.02
	Male	280	320,74	37,15			
Kinesthetic Intelligence	Female	167	37,37	5,42	445	.092	.87
	Male	280	37,45	5,95			

Considering t-test results for total emotional intelligence scores of female and male students shown in Table 5, a significant difference was found between female and male students in total emotional intelligence scale scores [$t(445)= 2.19, p<.05$]. Female students were found to have a higher score ($x=328.41$) than the males ($x=320.74$) in total emotional intelligence.

As the result of t-test results concerning total scores of female and male students in kinesthetic intelligence scale shown in Table 5, on the other hand, no significant difference was found between female and male students [$t(445)= .092, p>.05$].

Table 6. Distributions concerning total emotional and kinesthetic intelligence scores of students in terms of grade

	Grade	N	X	S
Emotional Intelligence	First Grade	125	330,35	35,49
	Second Grade	132	325,06	31,64
	Third Grade	98	322,65	37,21
	Fourth Grade	92	313,39	39,17
Kinesthetic Intelligence	First Grade	125	37,89	5,89
	Second Grade	132	37,76	5,47
	Third Grade	98	37,36	5,75
	Fourth Grade	92	36,35	5,89

Distribution of students by grade is shown in Table 6. One-way analysis of variance (ANOVA) was used to determine whether the difference between mean scores was significant, and the results are shown in Table 7.

Table 7. ANOVA results concerning total emotional and kinesthetic intelligence scores of students in terms of grade

	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Emotional Intelligence	Between-group	15659,02	3	5219,67	4,11	.007	
	Within-group	561423,01	443	1267,32			1-4
	Total	577082,04	446				
Kinesthetic Intelligence	Between-group	147,93	3	49,31	1,49	.215	
	Within-group	14615,30	443	32,99			
	Total	14763,23	446				

Considering the analysis of total emotional intelligence scale scores of students in terms of gender shown in Table 7, a significant difference was determined [$F(3-443)= 4.11, p<.05$]. As the result of Scheffe test administered to define the groups having the between-group difference, first grade students were found to have a higher level of emotional intelligence ($x= 330.35$) than the fourth grade students ($x= 313.39$).

When the results of analysis in table 7 were examined, no significant difference was found between total kinesthetic intelligence scale scores of students in terms of their grade [$F(3-443)= 1.49, p>.05$].

Table 8. Distributions concerning total emotional and kinesthetic intelligence scores of students in terms of parental attitudes

	Parental Attitudes	N	X	S
Emotional Intelligence	Authoritarian	75	314,00	38,99
	Democratic	237	324,83	33,90
	Permissive	135	326,80	37,12
Kinesthetic Intelligence	Authoritarian	75	36,77	5,65
	Democratic	237	37,45	5,68
	Permissive	135	37,72	5,93

Distribution of students by parental attitudes is shown in Table 8. One-way analysis of variance (ANOVA) was used to determine whether the difference between mean scores was significant.

Table 9. ANOVA results concerning total emotional and kinesthetic intelligence scores of students in terms of parental attitudes

	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Emotional Intelligence	Between-group	27883,38	3	9294,46	7,49	.00	
	Within-group	549198,65	443	1239,72			T-E, SM-R
	Total	577082,04	446				
Kinesthetic Intelligence	Between-group	131,18	3	43,72	1,32	.26	
	Within-group	14632,05	443	33,02			
	Total	14763,23	446				

Considering the analysis of total emotional intelligence scale scores of students in terms of parental attitudes shown in Table 9, a significant difference was determined [$F(2-444)= 3.38, p<.05$]. As the result of Scheffe test administered to define the groups having the between-group difference in terms of parental attitudes, students with authoritarian parents were found to have a lower level of emotional intelligence ($x= 314,00$) than the students with permissive parents ($x= 326,80$).

When the results of analysis were examined, no significant difference was found between total kinesthetic intelligence scale scores of students in terms of parental attitudes [$F(2-444)= .66 p>.05$].

Table 10. Distributions concerning total emotional and kinesthetic intelligence scores of students in terms of departments

	Department	N	X	S
Emotional Intelligence	Teaching	169	328,50	36,74
	Coaching	104	320,12	35,73
	Sports Management	86	332,15	29,49
	Recreation	88	310,00	36,64
Kinesthetic Intelligence	Teaching	169	37,63	5,70
	Coaching	104	36,83	5,84
	Sports Management	86	36,87	5,58
	Recreation	88	38,26	5,86

Distribution of students by their departments is shown in Table 10. One-way analysis of variance (ANOVA) was used to determine whether the difference between mean scores was significant, and the results are shown in Table 11.

Table 11. ANOVA results concerning total emotional and kinesthetic intelligence scores of students in terms of departments

	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Emotional Intelligence	Between-group	8658,53	2	4329,26	3,38	.03	Authoritarian-Permissive
	Within-group	568423,50	444	1280,23			
	Total	577082,04	446				
Kinesthetic Intelligence	Between-group	44,36	2	22,18	.66	.51	
	Within-group	14718,87	444	33,15			
	Total	14763,23	446				

T: Teaching

R: Recreation

SM: Sports Management

Considering the analysis of total emotional intelligence scale scores of students in terms of department shown in Table 11, a significant difference was determined [$F(3-443) = 7.49, p < .05$]. As the result of Scheffé test administered to define the groups having the between-group difference in terms of departments, students studying teaching were found to have a higher level of emotional intelligence ($x = 328.50$) than the students studying recreation ($x = 310.00$). It was also determined that the students studying sports management had a higher level of emotional intelligence ($X = 332.15$) than the ones studying recreation ($x = 310.00$).

When the results of analysis were examined, no significant difference was found between total kinesthetic intelligence scale scores of students in terms of departments [$F(3-443) = 1.32, p > .05$].

Within the framework of the fourth sub-problem of the research, it was examined whether total scores of physical education and sports teachers in internal and external locus of control sub-scales of the locus of control scale were varied by gender, grade, parental attitudes and departments. A significant difference was determined only in the total external locus of control sub-scale scores of students in terms of departments.

Table 12. Distributions concerning locus of control sub-scales in terms of departments

	Department	N	X	S
Internal Control	Teaching	169	11,91	1,248
	Coaching	104	11,91	1,30056
	Sports Management	86	11,75	1,30100
	Recreation	88	11,86	1,36611
External Control	Teaching	169	32,55	2,24910
	Coaching	104	31,86	2,44178
	Sports Management	86	32,73	2,03744
	Recreation	88	32,28	2,30915

Distribution of students by their departments is shown in Table 12. One-way analysis of variance (ANOVA) was used to determine whether the difference between mean scores was significant, and the results are shown in Table 13.

Table 13. ANOVA results concerning locus of control sub-scales in terms of departments

	Source of Variance	Sum of Squares	Sd	Mean Square	F	p
Internal Control	Between-group	1,606	3	,535	,320	,811
	Within-group	742,126	443	1,675		
	Total	743,732	446			
External Control	Between-group	43,924	3	14,641	2,844	,037
	Within-group	2280,684	443	5,148		
	Total	2324,609	446			

When the results of analysis in table 13 were examined, no significant difference was found between total internal locus of control sub-scale scores of students in terms of their departments [$F(3-443) = .320, p > .05$].

On the other hand, when the results of analysis in table 13 were examined, a significant difference was found between total external locus of control sub-scale scores of students in terms of their departments [$F(3-443) = 2.84, p < .05$]. As the result of Scheffe test administered to define the groups having the between-group difference in terms of departments, students studying sports management were found to have a higher level of external locus of control ($x = 32.73$) than the students studying recreation ($x = 32.28$).

DISCUSSION AND CONCLUSION

This research aimed at examining the effects of emotional intelligence, kinesthetic intelligence, internal and external locus of control, and various demographic features on academic success of physical education and sports students. Grade point averages of students were considered as the measure of academic success.

It was examined whether kinesthetic intelligence predicted academic success; and considering the analyses, kinesthetic intelligence was found to be a strong variable predicting academic success. Courses on kinesthetic intelligence are intensely taught in the schools of physical education and sports, and students are accepted to those schools after passing some tests on their certain skills (coordination, running etc.). That's why students in the schools of physical education and sports are expected to have a high level of kinesthetic intelligence, and thus, to have a high level of academic success in direct proportion to their high level of kinesthetic intelligence.

When kinesthetic intelligence was examined in terms of gender under this research, no significant difference was found between female and male students. In his research titled "Native American students' self-perceptions regarding Gardner's multiple intelligences," Neville (2000) studied on students in third, seventh and eleventh grades and compared 3 multiple intelligences by gender. The difference between mean scores of female and male athletes in bodily-kinesthetic intelligence scale was found statistically non-significant. In his research titled "Multiple Intelligences: A comparative study between the preferences of males and females," Loori (2005) aimed to determine whether intelligence fields of students in American universities varied by gender. Considering the research results, the difference between mean scores of the females and the males in bodily-kinesthetic intelligence scale was non-significant. In their research titled "Estimating one's own and relatives' multiple intelligences: a study from Argentina," Furnham and Chamorro-Premuzic (2005) compared multiple intelligence fields of students aged between 18 and 42 in

terms of gender. No statistically significant difference was found between the scores of the females and the males in bodily-kinesthetic intelligence field. In his study, Azar (2006) also set forth that there was no statistically significant difference between bodily-kinesthetic intelligence fields of secondary school students in terms of gender. In short, the findings of other researches support this research.

It was examined whether emotional intelligence predicted academic success and considering the analyses, emotional intelligence was found to have great contribution in predicting academic success. Considering the limited number of researches examining the relationship between emotional intelligence and academic success in the literature, a significant relationship is seen between these two variables. And the findings of this research are similar to those determining a significant relationship between emotional intelligence and academic success. In their research on emotional intelligence and the relationship between intelligence and personality, Ciarrochi, Chan and Caputi (2000) put forth that emotional intelligence predicted academic success even when the variables personality and intelligence were considered constant. And in their research, Petrides, Fredericson and Furnham (2004) revealed that emotional intelligence softened the relationship between intelligence and academic success. These findings support this research. On the other hand, the relationship between emotional intelligence sub-scales and academic success were examined and a significant relationship was found between academic success and the sub-scales self-awareness, conditions and stress, while no relationship was determined in the sub-scale general mood.

As the result of analyzing total scores of students in emotional intelligence scale in terms of parental attitudes, a significant difference was determined. The students with authoritarian families were found to have a lower level of emotional intelligence than the ones with permissive families. It's likely to be resulted from that students living with a permissive family may express themselves in an easier way, their ideas and demands are accepted, and they have a higher level of self-confidence compared to the students with authoritarian families. Emotional development of a child is affected by how emotions are expressed within his family, and the children live in a family where everybody expresses his feelings explicitly are likely to express their feelings easily (Shapiro 1998). In their research on emotional intelligence and demographic variables in adolescents, Harrod and Scheer (2005) put forth that the higher the level of education and income of parents is, the higher the level of emotional intelligence of children becomes.

Considering the results of analyses on the relationship between gender and emotional intelligence, female students were found to have a higher level of emotional intelligence than the males. The relationship between gender and emotional intelligence is one of the most handled subjects in the literature. In many researches, females were found to have a higher level of emotional intelligence than males (Schutte et al. 1998, Harrod and Scheer 2005). Ciarrochi, Chan and Caputi (2000) give two reasons for females to have a higher level of emotional intelligence. First reason is that females are able to understand the feelings of others as they are more sociable. And the second is that females have this ability biologically.

As the result of analyzing total scores of students in emotional intelligence scale in terms of the variable grade, a significant difference was found. And as the result of Scheffe test administered to define the groups having the between-group difference, first grade students were found to have a higher level of emotional intelligence than the fourth grade students. Considering the results of analyses, it's seen that the higher the grade is, the lower the emotional intelligence becomes. The reason for the first graders to have a higher level of emotional intelligence is that they have started school recently, that they have new friends and teachers, and that they have to use their communication and empathy skills more frequently for expressing themselves and perceiving the others in the correct way. In higher grades, the requirement to study more appears and students experience concern for the future; thus, their level of logical

thinking increases. When the distribution of emotional intelligence scores was analyzed by departments, on the other hand, the scores of students in the departments of sports management and teaching were found higher than in the departments of coaching and recreation. That university entrance exam score constitutes 60% of the entrance exam score of the department of teaching and 70% of the department of sports management, while branch score is effective in entrance to the department of coaching, and coordination score is effective in entrance to the department of recreation is likely to cause this difference in use of emotional intelligence.

It was examined whether internal-external locus of control predicted academic success; and considering the analyses, it was found not to make a significant contribution in predicting academic success. And the researches which showed that being internally or externally controlled had no effect on academic success were mentioned (Civitci 2007, Korkut 1986, Yesilyaprak 1988, Demir 1998). The findings of these researches support this paper. Considering the scores of students in the locus of control sub-scales in terms of departments, on the other hand, no significant between-group difference was found in internal locus of control; while the scores of students in the department of sports management were determined higher than the ones' in the department of recreation in external locus of control.

KAYNAKLAR

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