Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 191 (2015) 2351 – 2354

Procedia Social and Behavioral Sciences

WCES 2014

The Effect Of The Emotional Intelligence Level Of High School Students On Their Study Attitudes

Ayşem Seda Önen [a]*, Fatma Merve Ulusoy[a]

[a]*Education Faculty, Hacettepe University, Ankara, 06800, Turkey*

Abstract

This study focused on the analysis about the effects of high school students' EQ levels on their study attitudes. The sampling consisted of 508 high school students. The data were collected through "Study Attitudes Scale" developed by Öztürk, Koç & Çetin (2004) along with the "Emotional Intelligence Scale" developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim (1998), which was translated into Turkish by Göçset (2006). The findings were used to evaluate the changes in the study attitudes of high school students in terms of their EQ levels. The Cronbach Alpha reliability coefficient of "EIS" was found to be .81. The reliability coefficient of "SAS" was determined to be .72.

Selection and peer-review under responsibility of the Organizing Committee of WCES 2014

Keywords: Study attitudes, EQ levels, high school students

1. Introduction

Today, it is the necessity of our age to gain the most persistent knowledge in the shortest time rather than the aim of education. When considered that the success is achieved through effective studying rather than intense studying, it is necessary that students have effective studying habits. That the students have effective studying strategies is related to their use of effective studying strategies. One of the most effective ways of determining students' effective studying strategies is to determine their attitudes towards studying. In addition to being a factor that affects students' success, effective studying habit is not thought to be separate from the terminal behavior changing aims of education since it is a necessary attitude and behavior that should be obtained in childhood (Köknel, 1989, p.116). There are

* Ayşem Seda Önen. Tel.: 0312 297 67 83; fax: 0312 297 86 00
E-mail address: aysemseda@gmail.com

Selection and peer-review under responsibility of the Organizing Committee of WCES 2014
doi:10.1016/j.sbspro.2015.04.609

some rules for effective and fruitful studying. There are: students should trust themselves, believe that they will be successful. A comfortable and ordered studying environment should be organized. Learning materials should be easy to reach. While studying, students should not think other things, they should just focus on studying at that moment. During studying, all senses should be active in order to help to learn. The students should give importance to study within a plan. They should make self-evaluation on how much they have learned from the topic. They should be aware of how much they have learned something. They should try to speed up their reading skills. It will be more useful if they divide the long and hard topics into parts, rather than studying them at one time. The knowledge gained in lessons should be used in daily life as much as possible. The knowledge should be revised in order not to be forgotten. Leaving the all study to the last day before the exam, rather than revising the topics before is another common mistake. The students should not be worried and afraid of being unsuccessful unreasonably (Gürsoy, 2007). A significant relation can be found between students' attitudes that affect their study habits and many variables. In this study, the levels of emotional intelligence of high school students on their study attitudes. Emotional intelligence is first defined by Mayer and Salovey as the ability of watching self and other people's emotions, make distinctions between them; and after this, using the gained information in directing thoughts and behaviors (Mayer ve Salovey, 1993, p.433). An emotionally intelligent person can develop "the belief of accomplishing" something; and at the same time, by using the ability to control his behaviors, he lowers the negative feelings such as worry and anxiety and leads high quality of life (Baltaş, 2006; Küçük, 2007). In the literature, there are many studies that show the effect of emotional intelligence and each variable of study attitudes on students' academic achievements (Barchard, 2003; Newsome, Day & Catano, 2000; Subaşı, 2000; Yılmaz, 2007). In this study, the relation between students' emotional intelligence levels and their attitudes towards studying is investigated. The evaluation of the results is estimated to contribute students' success in a positive way.

2. Method

2.1. Sampling

The sampling of the study consisted of 508 students studying at the secondary schools in Ankara. The sampling of the study was determined according to the convenience sampling model.

2.2. Data collection tools

2.2.1. Emotional Intelligence Scale (EIS)

In order to determine student teachers' EQ levels, Emotional Intelligence Scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim (1998), modified by Austin et.al. (2004) and translated into Turkish by Göçet (2006), was applied. The 5-point Likert-type scale consisted of 37 statements with three factors. The Optimism-Organizing Spiritual State subdimension of the scale consisted of 17 statements, while benefiting from Emotions subdimension had 6 and Expression of Emotions subdimension had 14 statements. The Cronbach Alpha internal consistency coefficient was calculated for the scale as 0.81, while it was found to be 0.77 for the Optimism-organizing Spiritual State subdimension, 0.73 for Benefiting for Emotions subdimension and 0.54 for Expression of Emotions subdimension.

2.2.2 Study Attitudes Scale (EBS)

The Likert-type scale administered in order to determine the attitudes of students towards studying was developed by Öztürk, Koç and Çetin (2004). The 5-point Likert-type scale consisted of 27 items. The Cronbach Alpha internal consistency coefficient was calculated for the scale as 0.72.

3. Findings

3.1. Analysis of high school students' study attitudes in terms of their EQ levels

The average scores of students at the Study Attitudes Scale and their standard deviations were calculated in order to determine high school students' study attitudes in terms of their EQ levels. To find out whether high school students' study attitudes differed according to their EQ levels, single-direction variance analysis ANOVA was applied. The results were displayed on Table 1.

Table 1. Analysis of high school students' study attitudes in terms of their EQ levels and ANOVA analysis

EQ level	$\bar{x}$	sd	F	p
Optimism	3.50	0.62		
Benefiting from emotions	3.49	0.61		
Expression of emotions	3.80	0.73	5.13	.006
Total	3.52	0.63		

N = 508

Table 1 shows that there were differences between high school students' average scores obtained from the Study Attitudes Scale. Average scores of students that are listed in Benefiting from Emotions subdimension according to Emotional Intelligence Level are the lowest, while average scores of students that are listed in Expression of Emotions subdimension are higher when compared to others. In order to determine whether this difference between the study attitudes scores was significant, variance analysis was applied.

Analysis results showed that study attitudes score averages of students differed according to their emotional intelligence levels and this difference was statistically significant [$F_{(2\text{-}505)} = 5.13$ $p<.01$]. With the aim of identifying students with emotional intelligence levels with differences in their study attitudes scores, Tukey test was applied and the results were displayed on Table 2.

Table 2. Tukey test results on students' study attutides

(I)Emotional intelligence levels	(J) Emotional intelligence levels	Difference between scores (I-J)	P
Optimism	Benefiting from emotions	0.01	.955
	Expression of emotions	-0.30*	.005
Benefiting from emotions	Optimism	-0.01	.995
	Expression of emotions	-0.31*	.025
Expression of emotions	Optimism	0.30*	.005
	Benefiting from emotions	0.31*	.025

Table 2 shows that the difference between study attitudes of students who are listed in Expression of Emotions subdimensions and who have optimistic emotional intelligence level was significant while the difference between the study attitudes of students who are listed in Benefiting from Emotions subdimensions and who have optimistic emotional intelligence level was found to be insignificant.

3.2. Analysis on the relationship between high school students' study attitudes and their EQ levels

Correlation analysis and Pearson Correlation Coefficient were used to determine a potential significant relationship between high school students' EQ levels and study attitudes. Prior to the correlation analyses, definitive statistical methods were used, where the Skewness and Kurtosis values were found to be between (-1 – 1) for variables. In other words, the statistical analysis showed that the parameters displayed a normal distribution and the Pearson correlation test was applied to determine the relationship between the variables. Data obtained were displayed on Table 3.

Table 3. Pearson multiplication moment correlation analysis results for study attitudes and EQ levels of high school students

		Optimism	Benefiting from emotions	Expression of emotions
Study attitudes	r	0.33*	0.41*	0.51*
	p	0.00	0.00	0.00

*p < .01 , N= 508

Table 3 shows that there was a positive significant relationship between emotional intelligence levels and study attitudes of high school students, who participated in the study (r = 0.33; r = 0.41; r = 0.51, p< .01).

4. Conclusion

In this study, one way analysis of variance has been conducted in order to find out whether high school students' emotional intelligence levels have an effect on their study attitudes. As the results of the analysis, it is found that students' study attitudes scores differ according to their emotional intelligence levels. The attitudes of the students who are in Expression of emotions subdimension, being one of the factors of Emotional Intelligence Scale, show a significant positive difference when compared to other students in other two subdimensions. In other words, the students who have emotional intelligence in the level of Expression of Emotions have more positive attitudes towards studying. The difference between the attitudes of the students who are situated either in Optimism or Benefiting from Emotions emotional intelligence levels is not statistically significant. Also, in the study, whether there is a relation between high school students' emotional intelligence levels and their attitudes towards studying has been investigated. According to the results of the analysis, there is a positive significant relation between three subdimensions of Emotional Intelligence Scale and attitudes towards studying. The recent studies emphasize that though cognitive intelligence is seen as the measure of people's intelligences, the determiner of success in life is people's emotional intelligences. In the developing and changing world, the expectations of social life from individuals increase, and while this life requires the better and high success from individuals, the importance of the dominance of emotional intelligence is clearly understood (Yılmaz, 2007). In the literature, there are also studies that show the importance of emotional intelligence in education (Parker, Summerfeldt, Hogan& Majeski, 2004; Preeti, 2013; Yeşilyaprak, 2001). In this study, high school students' emotional intelligence levels have an effect on their attitudes towards studying. For the forthcoming studies, it is recommended to conduct studies that determine other variables that may be in relation to students' study attitudes.

References

Baltaş, Z. (2006). *Duygusal Zeka*, İstanbul: Remzi Publishing.

Barchard, K.A. (2003). Does emotional intelligence asist in the prediction of academic success?. *Educational and Psychological Measurement*, 63(5), 840-858.

Göçet, E.(2006). *The relationship between emotional intelligence and stress coping gtrategies among university students.* Master Thesis, Sakarya University, Sakarya, Turkey.

Gürsoy, H. (2007). *Okulda ve işyerinde verimli çalışma yolları*. Kocaeli: Kocaeli İl Milli Eğitim Müdürlüğü Publishing.

Köknel, Ö. (1989). *Behavioral sciences*. İstanbul: Bayrak Publishing.

Küçük, G. (2007). *The relationship between tendencies of critical thinking and emotional intelligence levels of candidate teachers*. Master Thesis, Abant İzzet Baysal University, Bolu, Turkey.

Mayer, J.D. & Salovey, P. (1993). The intelligence of emotional intelligence**.** *Intelligence*,17(4), 433-442.

Newsome, S., Day, A.L. & Catano, V.M. (2000). Assessing the predictive validity of emotional intelligence, *Personality and Individual Differences*, 29,1005-1016.

Öztürk, B., Koç, G. & Çetin, Ş. (2004). Gazi Üniversitesi Mesleki Eğitim Fakültesi öğrencilerinin ders çalışmaya yönelik tutumları. *Mesleki Eğitim Dergisi*. 6(12), 1-18.

Parker, J. D. A., Summerfeldt, L. J., Hogan ,M. J., ve Majeski ,S. (2004), "Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences,* 36, 163-172.

Preeti, B. (2013). Role of emotional intelligence for academic achievement for students. *Research Journal of Educational Sciences*, 1(2), 8-12.

Subaşı, G. (2000). Verimli ders çalışma alışkanlıkları eğitiminin akademik başarı, akademik benlik kavramı ve çalışma alışkanlıklarına etkisi. *Education and Science*, 4, 117.

Yeşilyaprak, B. (2001). Emotional intelligence and its outputs in terms of education. (Duygusal zeka ve eğitim açısından dogurgaları). *Educational Administration: Theory and Practice*, 7(1), 139-146.

Yılmaz, S. (2007). *The relation between emotional intelligence and academic achievement*. Master Thesis, Atatürk University, Erzurum, Turkey.