Turkish Undergraduate Students' Emotional Intelligence and Their Performance on English Language Test

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ABSTRACT

This study aimed to investigate the emotional intelligence and the performance on English language test of Turkish undergraduate students. The purpose of the study was to answer the following research questions: (1) What is the emotional intelligence of the Turkish undergraduate students? (2) What is the performance of the Turkish undergraduate students on English language test? (3) What is the relationship between the emotional intelligence and the performance on English language test of the Turkish undergraduate students?

The study was an empirical study, which employed quantitative research methods. The data were collected from 64 participants who were from the Department of English Language Teaching and the Department of Computer and Instructional Technology Teacher Education at Eastern Mediterranean University in the Turkish Republic of Northern Cyprus. The data collection was carried out by using an emotional intelligence inventory and an English language test.

In order to answer the above-mentioned research questions, descriptive statistics and Pearson correlation were run. The major findings of the study were as follows: (1) the emotional intelligence of the Turkish undergraduate students is high; (2) the performance of the Turkish undergraduate students on English language test is average; (3) there is no statistically significant relationship between the emotional intelligence and the performance on English language test of the Turkish undergraduate students, but there are statistically significant relationships between

each of the interpersonal and the adaptability categories of the emotional intelligence and the grammar component of the English language test performance of the Turkish undergraduate students. The study provided a number of implications for practice as well as suggestions for further research.

Key words: Emotional Intelligence, English Language Test Performance, Turkish Undergraduate Students.

ÖZ

Bu çalışma, lisans düzeyindeki Türk öğrencilerin duygusal zekası ve İngilizce dil sınav başarımını araştırmayı hedeflemiştir. Çalışmanın amacı aşağıdaki araştırma sorularını yanıtlamaktır: (1) Lisans düzeyindeki Türk üniversite öğrencilerinin duygusal zekası nedir? (2) Lisans düzeyindeki Türk üniversite öğrencilerin İngilizce dil sınavı başarımı nedir? (3) Lisans düzeyindeki Türk üniversite öğrencilerin duygusal zekası ve İngilizce dil sınavı başarımı arasındaki ilişki nedir?

Çalışma, nicel araştırma yöntemleri kullanan görgül bir çalışmadır. Veriler, Kuzey Kıbrıs Türk Cumhuriyeti'ndeki Doğu Akdeniz Üniversitesi Eğitim Fakültesi'nin İngiliz Dili Eğitimi Bölümü ve Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü'nde 64 katılımcıdan toplanmıştır. Veri toplama, duygusal zeka envantörü ve İngilizce dil sınavı kullanılarak gerçekleştirilmiştir.

Yukarıda belirtilen araştırma sorularını yanıtlamak için betimsel sayı işlemleme ve Pearson eşdeşleme çözümlemeleri yapılmıştır. Çalışmanın başlıca bulguları şunlardır: (1) lisans düzeyindeki Türk üniversite öğrenciler yüksek duygusal zekaya sahiptirler, (2) lisans düzeyindeki Türk üniversite öğrencilerin İngilizce dil sınavı başarımları orta seviyededir, (3) lisans düzeyindeki Türk üniversite öğrencilerinin duygusal zekası ile İngilizce dil sınavı başarımı arasındaki ilişkinin sayısal anlamlılığı yoktur fakat duygusal zekasının kişilerarası boyutu ile İngilizce dil sınavı dilbilgisi boyutu ve duygusal zekasının uyumluluk boyutu ile İngilizce dil sınavı dilbilgisi boyutu arasındaki ilişkiler sayısal olarak anlamlıdır. Bu çalışma, eğitim

uygulamalarına yönelik bazı sezdirimler yanısıra yeni araştırmalara yönelik bazı öneriler de ortaya koymaktadır.

Anahtar sözcükler: Duygusal Zeka, İngilizce Dil Sınavı Başarımı, Lisans Düzeyindeki Türk Üniversite Öğrencileri.

With my special gratitude to my family

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LIST OF ABBREVIATIONS

CITE: Computer and Instructional Technology Teacher Education

EI: Emotional Intelligence

ELT: English Language Teaching

IQ: Intelligence Quotient

Chapter 1

INTRODUCTION

1.1 Presentation

This chapter presents background to the study, purpose of the study, research questions, significance of the study, and definition of the terms in separate sections.

1.2 Background to the Study

People have differences in their intelligence, and the differences in their intelligence are hidden in the nature of the human race. The issue of the differences in the intelligence has been usually an attractive subject for many researchers and researchers have always tried to measure the distinctive intelligence of people by designing and developing some measures like intelligence (henceforth, IQ) tests.

The history of intelligence testing goes back to the nineteenth century. At the beginning of the century, most of the efforts to create intelligence tests failed until Alfred Binet and Theodore Simon created an intelligence test which aimed to distinguish children who had mental problems. The test allowed the French Ministry of Education to place students in appropriate school programs (Guenther, 1998). Therefore, Binet and Simon's test became very popular and it was accepted for more than 60 years indubitably.

In 1983, Howard Gardner brought a completely different dimension to the concept of IQ with the theory of multiple intelligence. Gardner (1983) stated that IQ tests, which

have been used until that time, are dependent on logical and language capacity of the brain. However, the brain has not only logical and language capacities, but also other types of capacities (Gardner, 1983).

Therefore, Gardner (1999) declared that there are eight different types of intelligence, and they are linguistic, logical/mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist intelligence.

Until the introduction of Gardner's theory of multiple intelligence, it was accepted that IQ was the key factor for determining life success. Moreover, it was believed that high IQ provided high academic achievement. However, Sternberg (1997) claimed that IQ was helpful for accomplishing academic achievement, but it could not help individuals with achievements in other aspects of life. People who had high IQ might not be successful in their private lives or in their professions (Steven & Book, 2011). Goleman (1995) maintained that "At best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces" (p. 34). Goleman (1995) also held that other forces like skills, behavior, and attitudes that helped individuals to determine the life-success factors were not accounted for by traditional IQ, but emotion played an important role in determining life-success factors because they were controlled by emotion. The study of emotions became an inspiring subject for some contemporary theorists.

Salovey and Mayer coined the term of emotional intelligence (henceforth, EI) in 1990, but the term gained popularity with Goleman's book of 'Emotional Intelligence' in 1995. In the book of EI, Goleman (1995) defined EI as another way of being intelligent and stated that EI was an addition to IQ, but it was not an

alternative to IQ (Titrek, 2007). Goleman (1995) also claimed that EI was the reason for achievement in different domains of life such as home, academic environment, and work. Subsequently, scholars started to investigate EI and achievement (Barisonek, 2005; Dağlı, 2006; Evanson, 2007; Parker, Creque Sr, Barnhart, Harris, Majeski, Wood, Bond & Hogan, 2004; Walker, 2006; Yılmaz, 2007).

In these studies, it has been accepted that scholars' attentions should turn into the issue of affective factors in education field since emotions and emotional/affective factors have a crucial role in students' personality and academic life, especially in foreign language learning. In this regard, Krashen (1981) stated that affective factors can affect learners negatively or positively. Negative emotional states prevent learners from learning language input effectively (Lightbown & Spada, 2010). Reimer (2003) held that EI skills are very important in foreign language learning (cited in Motellabzadeh, 2009). According to some experts, emotional skills help students to behave in social classroom settings in a relaxed manner and to achieve better (Elias & Arnold, 2006). For example, controlling emotions aid students to deal with anxiety causing situations like test taking. Moreover, students having high EI skills behave more appropriately and less aggressively in the classroom, so problems could be eliminated by using EI skills. Studies should be conducted to prove the effect of EI on language skills in language educational field.

1.3 Purpose of the Study

Some studies have been conducted to explore the relationship between EI and success in learning English as a foreign language. For example, Fahim and Pishgadam (2007) and Pisghadam (2009b) found some relationship between the two phenomena.

In another similar research, Motallebzadeh (2009) found a relationship between EI and reading as well as a relationship between EI and structural abilities. Being motivated by Motallebzadeh's (2009) findings, this study aimed to investigate EI and performance on English language test of Turkish undergraduate students.

The research questions addressed in this study were as follows:

1. What is the emotional intelligence (EI) of the Turkish undergraduate students?

2. What is the performance of the Turkish undergraduate students on English language test?

3. What is the relationship between the EI and the performance on English language test of Turkish undergraduate students?

Two hypotheses underlined this research question as follows:

H0: there is no statistically significant relationship between EI and performance on English language test of the Turkish undergraduate students.

H1: there is a statistically significant relationship between EI and performance on English language test of the Turkish undergraduate students.

1.4 Significance of the Study

Alias and Arnold (2006) maintained that children should grow up acquiring not only general knowledge, but also emotional-social skills. Moreover, "emotions are an

integral part of education and of organizations more generally" (Hargreaves, 2000, p. 812).

In language education field teachers, administrators and psychological counselors should take into account EI skills of students because in foreign language learning emotional states are important factors that affect the language learning process. Some scholars believe that students whose EI skills are high can be more successful, so EI skills of students should be integrated to education programs (Alias & Arnold, 2006). Chao (2003) argued that EI skills should be taken into account in foreign language learning because EI skills give an opportunity to learners to improve the capacity for learning a language. Duman (2003) reported that EI has a very influential effect on increasing achievement of students in foreign language education, and EI skills promote English learning and teaching (cited in Şakrak, 2009). Furthermore, EI skills may help students to cope with some difficulties in the language classroom (Rouhani, 2008). Therefore, EI should be considered as an important factor in the field of language education so that language learners can improve their language knowledge and performance through application of their EI skills.

It is hoped that the results of this study might help curriculum designers to plan English language courses by considering EI skills. This study might also help to raise teachers' and pre-service teachers' awareness of EI skills of students and implement their practice accordingly, in terms of choice of materials, and/or teaching methods, creating the necessary atmosphere in the class and preparing useful classroom activities. The results of the current study might demonstrate the importance of EI for performance on English language test.

1.5 Definition of Terms

The definitions of the operational terms used throughout this study are given below:

Correlation: Correlation refers to a statistical relationship between two sets of data.

Emotional Intelligence (EI): "Emotional intelligence is the set of abilities that accounts for how people's emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in an individual's emotional life" (Mayer, Salovey, & Caruso, 2000b, p. 396).

Intelligence: (IQ) "Intelligence comprises the mental abilities necessary for adaptation to, as well as shaping and selection of, any environmental context" (Sternberg, 1997, p. 1030).

Test Performance: The demonstration of grammar and vocabulary areas and reading skill by test scores.

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter presents firstly early history of EI, then presents EI, continues to present models of EI and finally presents research studies on EI and its relationship with other variables.

2.2 Early History of Emotional Intelligence

Intelligence is a complex ability of the human brain and in the brain, there is a part called Homo sapiens neocortex, which consists of all attributes that belong to humankind. Neocortex, which is the center of the thinking skill, is made of many systems that aid the individual to add thoughts into feelings and it makes individual to be aware of feelings about the ideas, art, symbols, and dreams (Goleman, 1995).

The term of intelligence has a crucial role in humankind and it has become the center of attention of many respected scholars for many years. Studies indicate that intelligence differs from one person to another. As the term of IQ becomes the center of the attention of many scholars, naturally researchers' desires for measuring the IQ increase.

Testing IQ goes back to 1800. Alfred Binet and Theodor Simon constructed 'mental age' by creating the first IQ test in 1905. Moreover, 'mental age' was developed by Terman in 1916 and this development led to the creation of 'IQ'. For measuring IQ,

many different revisions of Standford-Binet Scale test were created (Fontana, 1995).

Naturally while some scholars conducted studies on testing IQ, some other scholars spent efforts to understand the nature and organization of abilities in the human being mind. The efforts commenced in 1904 and went on until 1970. For example, Spearman's (1904) 'Two Factor Theory', Thorndike's (1909) 'Multiple Factor Theory', Thurstone's (1938) 'Primary Mental Abilities', Vernon's (1960) 'Hierarchical Theory', and Guildford's (1967) 'Structure of Intellect' are intelligence theories that concentrate on structures and organization of intelligence (Anastasi & Urbina, 1997).

All these theories and tests focus on IQ. Until the introduction of Gardner's theory of multiple intelligence, it was accepted that there was a type of IQ that was the key factor for determining life success. Besides, it was believed that high IQ provided high academic achievement. However, Sternberg (1997) held that IQ helped individuals to obtain academic achievement, but it may not aid people to obtain achievements in life or satisfaction from life. Goleman (1995) stated, "at best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces" (p. 34). Other forces like attitudes and behavior that helped individuals to determine life success were not accounted for by traditional IQ (Goleman, 1995).

Gardner (1983) brought a totally different dimension into the issue of IQ, and stated that IQ tests were related to logical and language capacity of the brain, but brain had different types of capacities. In 1983, Gardner introduced the theory of multiple intelligence. In the theory, there are seven different types of intelligence and they are

linguistic, logical/ mathematical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal.

The first type of intelligence is 'linguistic intelligence' that refers to the ability to learn and use language orally and in writing and the capability to use language to reach some kind of objectives (Gardner, 1999). Journalists, storytellers, poets, and lawyers have high linguistic intelligence (Armstrong, 1999).

The second one is 'logical/mathematical intelligence' and it is related to the ability to analyze and synthesize problems logically and use numbers in an appropriate manner. Mathematicians and scientists have high logical/mathematical intelligence (Gardner, 1999).

The third one is 'musical intelligence' and it involves the ability to understand, comment and produce rhythms and melodies (Gardner, 1999). This type of intelligence exists in the mind of a person having a good ability to hear, sing in tune and listen to different types of music (Armstrong, 1999).

The fourth intelligence is 'bodily-kinesthetic intelligence' and this intelligence involves the competence to use the whole body or part of the body to reach a solution for a problem. Dancers and actors have high levels of bodily-kinesthetic intelligence (Gardner, 1999).

The fifth intelligence is 'spatial intelligence' and it refers to the ability to realize and control of space and restrained areas (Gardner, 1999). Moreover, in Christison's (1998) study, the 'spatial intelligence' was defined as the ability to notice areas,

figures, and lines and to symbolize the visual thoughts. Artists, pilots, photographers are people who have a high level of spatial ability (Armstrong, 1999).

The sixth intelligence is 'interpersonal intelligence' and this intelligence is related to the ability to understand other people's requests, intentions and to work with other people effectively (Gardner, 1999).

The seventh intelligence is 'intrapersonal intelligence' and it entails the ability to understand oneself, to understand one's desires, fears, weak and strong points and uses such information to guide his or her life (Gardner, 1999).

Initially Gardner (1983) created seven main different intelligences, but after these seven intelligences, he added one more intelligence type which was called 'naturalistic intelligence' to the list. It is related to the ability to find, realize, and classify the patterns, animals, plants, and minerals in the environment (Gardner, 1999). With the multiple intelligence theory, it has been accepted that there are different types of intelligence in the human brain.

2.3 Emotional Intelligence

Though the term EI is partly novel, it emerged firstly in the dissertation of Wayne Pane in 1985, but it was not a certain study about EI and the definition of EI in the dissertation was not successful for directly referring to the EI (Mayer, 2001). However, EI's historical background depends on several studies in the past. The origin of EI goes back to Thorndike's (1920) social intelligence (Robert, Zeinder, & Matthew, 2001). In Thorndike's (1920) social intelligence, social ability of individuals was stressed and in this theory, Thorndike concentrated on "why certain people do better in life than others" (Cassady & Boseck, 2008, p. 4). Moreover, the

term of EI was also supported with Wechsler's (1939) study about non-cognitive aspects. David Wechsler who was known as the father of IQ identified emotional factors in IQ tests (Steven & Book, 2011). Wechsler (1939) defined the non-intellective aspects that were significant for intelligent actions and the impact of non-intellective aspects on intelligent actions (Bar-On, 2006).

Although there are some theories that are similar to EI such as Saarni's (1999) theory of emotional competence (Shutte et al., 2001), the concept of EI become strong with the issue of Gardner (1983)'s view about personal intelligence because EI is a part of personal intelligence (Robert et al., 2001). "Howard Gardner (1983) explains that his conceptualization of personal intelligences is based on intrapersonal (emotional) intelligence and interpersonal (social) intelligence" (Bar-On, 2005, p. 2).

On the basis of Gardner's theory of multiple intelligence which includes personal intelligence, Salovey and Mayer invented and presented the term of EI in 1990 (Ghanizadeh & Moafian, 2010). The idea of EI became popular with Goleman's book which called EI published in 1995 (Robert et al., 2001). Goleman's book aroused interest of people and the subject of the human relationship became a new research field. With this new field, researchers started to deal with the human behaviors, the interaction between human and human, and human and environment. Scholars' attention about mentality started to change and turned into socialization of individuals. Goleman (1995) explained the term of EI as " abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope" (p. 34). With this statement, it can be

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understood that the humans' brain has not only cognitive ability but also social ability and these two phenomena go hand in hand.

'EI' is a division of Gardner's view of personal intelligence, and it concentrates on a one's ability to notice and use one's own and other people's emotions in order to find a solution for the problem and to control actions (Salovey & Mayer, 1990). "EI fits squarely within the spectrum of personal intelligence, elaborating on the role of emotions in the intrapersonal and interpersonal intelligences" (Cherniss & Goleman, 2001, p. 19). In other words, EI expands the role of emotions in both one's interaction with oneself - controlling and using emotions - and the quality of relationship with other people. Individuals notice their own and others' emotions and control emotions in the relationships with oneself and others easily because emotions play important role in the relationships (Goleman, 1995).

In broader sense, Goleman (1995) described EI as the ability to know one's own and other people's emotions, to motivate oneself, and to manage one's own emotions, and to regulate the emotions that are used in the relationships with others in a well manner.

Further, Goleman (1995) stated that people who had high IQ may have some difficulties in life. With this statement, the idea that IQ is mandatory to obtain achievement in life is rejected. Moreover, Goleman (1995) claimed that EI was an advantage in life and with the help of EI, people could obtain achievements by motivating themselves, and establish a good relationship by managing their and other people's emotions in life. In other words, Goleman (1995) pointed out that EI played a significant role for obtaining the achievement in life. Like Goleman, Bar-On (1997)

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laid particular stress on the role of EI in life success and held that human beings who had high EI could become happy and successful in life by controlling their emotions. Bar-On (1997) defined EI as "emotional intelligence is … an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (cited in Mayer et al., 2000b, p. 401).

Furthermore, Cherniss and Goleman (2001) clarified non-cognitive abilities that were in the Bar-On (1997)'s statement and explained the importance of EI in the life. Cherniss and Goleman (2001) stated that non-cognitive abilities referred to emotional and social abilities that were very influential affect in the life. These abilities aid human beings to deal with the issues of daily life. With these abilities, individuals can be aware of their own emotions, can express themselves, can perceive other people's emotions, can interact with other people, and can find solutions for problems in life by controlling emotions and adapting themselves to life. In every description of EI, many scholars emphasize that there is a strong link between emotions and intelligence, and this link is also illustrated in the triangulation of EI by Sparrow and Knight (2006, p. 29) as shown in Figure 1.
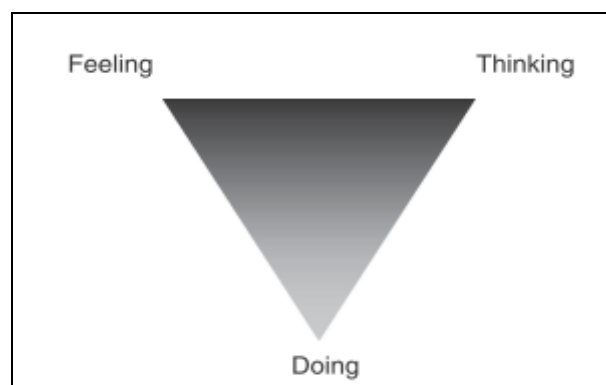
Figure 1: Sparrow and Knight's Triangulation of EI

Sparrow and Knight (2006) defined the EI as, "emotional intelligence integrates feelings, thinking and doing. It is the habitual practice of thinking about feeling and feeling about thinking when choosing what to do" (p. 29).

2.4 Models of Emotional Intelligence

Many scholars attempted to explain EI and its limitations by using different models. EI models are of two types as *mental ability models* and *mixed models*.

There are three well known models of the EI which are Salovey-Mayer model, Goleman model and Bar-On model. Among these models of the EI, Mayer and Salovey's model is a mental ability model and Bar-On's model and Goleman's model of EI are mixed model of the EI. The mental ability model concentrates on emotions and the relationship between emotions and thoughts (Mayer et al., 2000b). "The mixed model treat mental abilities and a variety of other characteristics such as motivation, states of consciousness (e.g., "flow") and social activity as a single entity" (Mayer et al., 2000b, p. 403).

2.4.1 Salovey and Mayer Model

Salovey and Mayer (1990) explained EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). In this model of EI, Mayer and Salovey (1997) stated that EI is the ability to understand and to express emotions or feelings, the ability to know how to digest emotions in thoughts, to perceive and to examine emotions and to control them in oneself and others.

In the Salovey and Mayer's model of the EI, there are four branches, and they are:

1. Perception and Expression of Emotion,

2. Assimilating Emotion in Thought,

3. Understanding and Analyzing Emotion,

4. Reflecting Regulation of Emotion.

The first branch of the Salovey-Mayer model is Perception and Expression of Emotion and this is the lowest part of the model, and in this model, the most important and essential skill is the perception and appraisal of emotion. It can be understood that "implicit in this aspect of EI is the individual's awareness of both their emotions and their thoughts concerning their emotions, the ability to monitor and differentiate among emotions, and the ability to adequately express emotions" (Robert et al., 2001, p. 199). Moreover, it is related to understanding of emotions and ability to notice emotions which occur in other people's facial expression (Mayer et al., 2004).

The second branch of the model, Assimilating Emotion in Thought, involves "the second set of skills involves assimilating basic emotional experiences into mental life, including weighting emotions against one another and against other sensations and thoughts and allowing emotions to direct attention" (Mayer et al., 2000b, p. 400). In other words, "facilitation involves the capacity of emotions to assist thinking" (Mayer et al., 2004, p. 199). This branch focuses on how emotions are assimilated in thoughts and how emotions go into thought and how emotions change in order to aid thinking. For example, when a baby needs something, it cries and smiles as a reaction for funny situations or actions (Mayer & Salovey, 1997).

The third branch, Understanding and Analyzing Emotion, is about understanding and analyzing emotions of people and it involves the ability to notice the emotions. Moreover, "this aspect of EI involves perceiving the lawfulness underlying specific emotions (e.g., to understand that anger arises when justice is denied or when an injustice is performed against oneself or one's loved ones)" (Robert et al., 2001, p. 200). "Emotional intelligence involves the ability to recognize the emotions, to know how they unfold, and to reason about them accordingly" (Mayer et al., 2000b, p. 400). In short, this branch is related to "the ability to understand complex emotions and emotional 'chains,' how emotions transition [*sic.*] from one stage to another, the ability to recognize the causes of emotions, and the ability to understand relationships among emotions" (Caruso, Mayer, & Salovey, 2002, p. 307).

The fourth branch is Reflecting Regulation of Emotion and this branch involves the ability to organize and control of emotions in oneself and other people (Robert et al., 2001). Furthermore, "branch [*sic.*] 4 reflects the management of emotion, which necessarily involves the rest of personality" (Mayer et al., 2004). The branch is also related to accomplishing to become calm after getting angry and to reduce the stress level of other people (Mayer et al., 2000b).

2.4.2 Goleman Model

Goleman model is a mixed model of EI and it has five branches and they are 'knowing one's emotions', 'managing emotions', 'motivating oneself', 'recognizing emotions in others', and 'handling relationships' (Mayer et al., 2000b). Self-awareness, knowing one's emotions, is the most essential part of the EI. Self-awareness aids individuals to recognize their own emotions and to control their own emotions every time of live, and it also helps people to make decisions about their lives such as who to marry and what job to take (Goleman, 2006). Goleman (2007)

explained that self-awareness is the ability to know what one feels in a moment and in a situation, to help one to make decisions and to evaluate one's own life skills in a real manner.

Managing emotions is the second branch of the model and it is "the ability to regulate distressing affects [*sic*.] like anxiety and anger and to inhibit emotional impulsivity" (Cherniss & Goleman, 2001, p. 31). In other words, managing emotions involves the abilities to notice emotions and to learn how to cope with emotions such as unhappiness and nervousness and to know how to use the emotions in a situation in an appropriate way. If a person cannot improve this skill, he or she always fights with the feeling of stress whereas a person who has improved this skill perfectly is far from feeling of upset and bad mood (Goleman, 2006).

Further, motivating oneself is the third branch of the model and Goleman stated (2006) "marshaling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity" (p. 43). This branch is related to the ability to control and use one's feelings for an aim and not to give up when problems come out.

Recognizing emotions in others is the fourth branch of the model and Goleman (2006) stated that "empathy, another ability that builds on emotional self-awareness, is the fundamental 'people skill' " (p. 43). With the help of empathy skill, an individual notices what other people feel, understands an issue from other people's perspectives, and adapts oneself to new relationships easily (Goleman, 2007). "People who are empathic are more attuned to the subtle social signals that indicate what others need and want" (Goleman, 2006, p. 43).

Finally, handling relationship is the last branch of the model and it is related to other branches of the EI and if an individual does not manage one's own emotions or emotional desire and if there is a lack of empathy, the individual cannot establish an effective relationship with other people (Cherniss & Goleman, 2001). In this branch, people should recognize their own and others' emotions and then should be able to manage their emotions so that good relationships can be established. "The art of relationships is, in large part, skill in managing emotions in others" (Goleman, 2006, p. 43). When a person handles a relationship in a well manner, the person understands the senses of the relationship correctly, makes leadership effectively, and finds solutions for problems in life, and cooperates with others easily (Goleman, 2006).

2.4.3 Bar-On Model

Bar-On model of EI is designed to find out why some people are more successful than other people in the life (Mayer et al., 2000a). Darwin's (1872/1965) work about the 'facial expression', Thorndike's explanation of 'social intelligence', Wechsler's view about 'non-cognative and conative features', Sifneos's explanation of 'alexithymia' and Appelbaum's view of 'psychological mindedness' (1973) on the eupsychic contributed to development of Bar-On model (Bar-On, 2005).

With the contribution of all these works and views which are related to both social and emotional behavior and intelligence, in this model social-emotional intelligence is described as "emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (Bar-On, 2005, p. 3).

It can be understood that an individual has to understand one's own feelings to perceive other people's feelings and get along well with other people, and to deal with difficulties and stress which occur in a daily life for being emotionally and socially intelligent (Bar-On, 2005). Emotion and social intelligence has influenced from each other and these two issues create the concept of EI.

Bar-On (1997) defined EI as "an array of non-cognative capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (cited in Mayer et al., 2000a, p. 402). In this definition, EI is non-cognative ability and "Bar-On (2000) believed that EI is a non-cognitive intelligence which is an important factor in determining one's ability to succeed in life and get along in the world" (Moafian & Ghanizadeh, 2009, p. 709).

In this model, there are five branches and they are intrapersonal skills, interpersonal skills, adaptability, stress-management and general mood (Mayer et al., 2000b). This model has five sub-categories and each sub-category is divided into different branches. Intrapersonal includes self-awareness, assertiveness, self-regard, self-actualization and independence. Interpersonal consists of empathy, interpersonal relationship, and social responsibility. Adaptability includes problem solving, reality-testing, and flexibility. Stress management contains stress tolerance and impulse control. General mood contains happiness and optimism (Mayer et al., 2000a).

Bar-On model's framework includes mental abilities such as emotional self-awareness and some other characters which are thought distinguishable from mental abilities like personal independence, self-regard. This combination makes Bar-On model as a mixed model of EI (Mayer et al., 2000b).

Moreover, Bar-On (1997) stated that this model is a measurement for guessing success. However, success is not the final one or the end-product; it is the one which is carried out on the way of accomplishing a goal (Mayer et al., 2000b). In other words, EQ-I is "the potential to succeed rather than success itself" (Bar-On, 1997, cited in Mayer et al., 2000, p. 402).

2.5 Research Studies

This section summarizes research studies on the relationship between EI and success in learning English as a foreign language. It also presents studies on the relationship between EI and other variables such as anxiety, stress, academic success and so on.

Chuan-Ta Chao (2003) investigated the relationship between EI and foreign language anxiety in Taiwan. The research was carried out in Institutes of Technology in Taipei, Taiwan. For this study, 306 private college students were selected and they participated in the study on the voluntary basis. Two instruments were used and one was Exploring and Developing EI Skills; other one was Foreign Language Classroom Anxiety Scale which was developed by Horwitz, Horwitz and Cope (1986). The results revealed that there was a significant relationship between EI and foreign language anxiety in the Taiwan context. Chao stated (2003) that EI skills should be taken into account in foreign language learning because EI skills give opportunity to the learners to improve the capacity for learning a language.

Further, Parker et al. (2004) investigated the relationship between EI and academic success in high school. In this study, 667 students who were attending a high school in Huntsville Alabama were used as participants, and as an instrument Emotional Quotient Inventory (EQ-i:YV) was used. Results of this study illuminated that there

was a strong relationship between academic achievement and several dimensions of EI.

Parker, Summerfeldt, Hogan, and Majeski (2004) conducted a study aiming at investigating the relationship between EI and academic success. In this study, the short form of the Emotional Quotient Inventory (EQ-i:Short) was administered to 372 freshman students who were in Ontario University and their grades were taken into account for measuring their success. The findings showed that there was a close relationship between academic success and different dimensions of EI (intrapersonal, stress management, and adaptability).

Barisonek (2005) explored the relationship between EI and academic achievement and between EI and academic production of third and sixth grade students who were in public elementary school in Western New York. For measuring academic achievement of the students, Terra-Nova achievement test was administered and for measuring academic production of the students, teacher-assigned numerical grades were used utilized. EI of the students was measured by the Youth Version of the Bar-On Emotional Quotient Inventory. In this study, 44 African-American third and sixth grade students were chosen as participants. The results showed that there was no relationship between EI and academic production (grades).

More recently, Walker (2006) examined the relationship between EI and academic success in College. In this study, the short version of the Bar-On EI Inventory was administered to 1205 fourth-year students in order to measure their EI. As for the analysis, correlations between EI and other variables such as gender, ethnicity, American College Test (ACT) scores, grade point average, number of terms

completed, and number of hours failed within the first four semesters were calculated. The results showed that there were significant relationships between EI and academic success of the participants at the University of Southern Mississippi, between each of the five EI sub-skills and semester grade point averages of the first four regular semesters, between EI and ACT scores, between EI and gender, and between EI and ethnicity. However, there was no relationship between the number of hours students failed in the semester and their EI scores.

Dağlı (2006) investigated the relationships between EI and intelligence and between EI and academic success in adolescents. In the study, 285 students were chosen from Bahriye Primary Education School in Turkey and two scales were used; one was Schutte Emotional Quotient Inventory and the other one was Cattel Intelligence Inventory. There were two criteria for measuring the students' success. They were grade point averages and achievement test scores. The results showed that intelligence and EI were positively related to academic success, there was a significant correlation between intelligence and EI, and the level of EI of the female students was higher than that of the male students.

Further, Göçet (2006) investigated the relationship between EI of the university students and their attitudes towards coping with stress. In this study, 419 fourth-year students were chosen as participants from Sakarya University, and two instruments were used. Namely, the Turkish version of the Modified Schutte EI Scale for measuring EI and an inventory for measuring attitudes towards dealing with stress. Göçet (2006) found that there was a significant relationship between EI of the students and their attitudes towards coping with stress. Moreover, the results showed that the participants whose EI was high coped with stress better.

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Yılmaz (2007) investigated the relationship between EI and academic success. This study was conducted in Atatürk University from where 122 Social Sciences Teacher Education Undergraduate Program students of the Department of Elementary Education of the Kazım Karabekir Faculty of Education were selected as participants. In this study, a data collection instrument consisting of Emotional Quotient Inventory (EQ-i) for measuring the EI and a demographic information part for measuring academic success was used. The results showed that there was no significant relationship between EI and academic success.

Furthermore, Evanson (2007) investigated the difference between EI and college students' success. In the study, 61 students from the dean's list and 39 students who were on Academic Probation (two groups of students: the ones who took a one-credit academic fitness course and the ones who did not) were selected from Midwestern University as participants. The Short Post-Secondary of the Bar-On Quotient Inventory was used to measure EI. The results revealed that the students who were on the dean's list had higher EI than the students who were on Academic Probation. Another result was that there was no significant difference of EI between the two groups of students on Academic Probation.

In another recent study, Dilek (2007) conducted a study in which EI, communication and empathy skills levels of psychological counselors and primary school teachers were compared. In this study, 166 teachers and 151 psychological counselors were chosen as participants. Three instruments were used for collecting data and they were: EI Scale, Communication Skills Inventory, and the B-form of Empathic Ability Scale. The results revealed that there was no significant EI difference between the teachers and psychological counselors. Another finding was that the

communication skills scores of the teachers were higher than those of the psychological counselors, whereas the empathic skills scores of the teachers were lower than those of the psychological counselors.

Hafızoğlu (2007) examined the relationship between EI and psychological adjustment and between EI and behavior problems during adolescence. In this study, 84 ninth and tenth grades high school students were chosen as participants, and EQ-I, Personality Adjustment Questionnaire, and Teachers' Rating Scale were utilized as the data collection instruments. The results showed that there was a significant correlation between EI and behavior problems.

Further, Fahim and Pishgadam (2007) conducted a study to explore the role of emotional, psychometric, and verbal intelligence in the academic success in English language in Iran context. In this study, 508 university students were chosen as participants who were from four different universities in Iran. To measure EI, EI Inventory was used, and the participants' IQ and verbal intelligence were assessed via Wechsler's Adult Intelligence Scale. The results revealed that there was a relationship between each of the intrapersonal, stress management, and general mood subscales of EI and the academic success assessed by GPA. Moreover, IQ did not correlate with academic success; however, there was a strong relationship between IQ and verbal intelligence.

Johnson (2008) conducted a research to study the relationship between EI and learning styles of the adult learners. In this study, 111 university graduate and undergraduate students from Auburn University were chosen as participants. Mayer-Salovey Caruso EI Test (MSCEIT) and Gregorc Style Delineator were utilized to

respectively measure EI and the learning styles of the learners. The results of the study demonstrated that there was no relationship between EI and learning styles of the adult learners.

Bradshaw (2008) investigated the relationship between EI and academic achievement in African American female college students. Sixty successful undergraduate female African American college students who were from local colleges and universities in a mid-Atlantic area were chosen as participants. In this study, four instruments were used and they were: a) the Subject Demographic Survey, b) the Mayer-Salovey-Caruso EI Test, c) the Short version of the Bar-On Emotional Quotient Test, and d) the Second Edition of the Kaufman Brief Intelligence Test. In addition to administering these quantitative data collection instruments to the participants, in-dept qualitative interviews were held with 20 African female successful students in order to support the quantitative results. The results showed that there was no significant relationship between African American female college students' EI level and their academic performance, but there was a weak relationship between stress management and academic performance of the students.

Rouhani (2008) investigated EI, foreign language anxiety, and empathy through a cognitive course in an EFL context. In this study, 70 sophomores and juniors were chosen as participants to whom Mayer, Salovey and Caruso (2002) EI Test, Cooper's (1996/1997) EQ-Map, Foreign Language Classroom Anxiety Scale, and Multi-Dimensional Emotional Empathy Scale were administered as instruments. The results showed that EI is closely related to the reading comprehension and EI has an influential effect on reading comprehension skills. The results also demonstrated that foreign language anxiety was decreased via reading based course.

Şakrak (2009) carried out a study to investigate the relationship between EI and foreign language anxiety. In the study, 308 students were chosen as participants who were from Akdeniz University English Preparatory School in Antalya, Turkey. Emotional Quotient Inventory (EQ-i) was used to measure EI of the students. Foreign language anxiety level of the students was measured by using Foreign Language Classroom Anxiety Scale (FLCAS). Şakrak's (2009) study revealed that there was a negative correlation between EI and foreign language anxiety. As the degree of EI of the students increases, the degree of anxiety of the students decreases. Şakrak emphasized that emotional literacy should be integrated into the school curriculum so that psychological factor like anxiety can be overcome.

Yerli (2009) conducted a study to explore the relationship between EI and foreign language anxiety. In this study, 278 English beginner students were chosen as participants from Abant İzzet Baysal University English Preparatory School. In the study, Sutarso's Goleman-model-based questionnaire was used for measuring EI of the students and Foreign Language Classroom Anxiety Scale was used for measuring the anxiety level of the participants. The results showed that there was a weak positive relationship between EI and anxiety. In addition, it was shown that the students having higher EI level had a good relationship with other students and EI helped them to overcome their anxiety problems.

Motallebzadeh (2009) conducted a study to explore the relationships between EI and reading comprehension and between EI and structural ability of Iranian students. The study was carried out in Islamic Azad University and 250 students were chosen as participants. In this study, 193 participants were females and 57 participants were males and their age ranges were between 17 and 26. In the study, Bar-On Emotional

Quotient Inventory was used to measure EI of the students and Michigan English Language Assessment Battery was used to measure the reading and structural abilities of the students. The results showed that there was a strong relationship between EI and reading and between EI and structural ability of the Iranian students. Motallebzadeh (2009) stated that EI played a significant role in improving structural and reading abilities.

Pisghadam (2009a) conducted a study to examine the impact of EI and verbal intelligence on students' English language abilities in Iran context. In this study, 48 university students who were from College of Ferdowsi University in Mashhad were chosen as participants, and Test of English as a Foreign Language (TOEFL) was used to measure the participants' English language proficiency. It was found that EI was more important than verbal intelligence in productive competencies, but EI was not necessary always more important than verbal intelligence in receptive competencies. Pisghadam (2009) stressed that teaching methods should be chosen by considering emotional states of the English as a second language learners since EI has an impact on their English language competencies.

In another study, Pishghadam (2009b) investigated the relationship between EI and foreign language learning in Iran context. In this study, 508 university students from four universities were selected as participants. To measure EI, Emotional Quotient Inventory was used, and to measure academic success of the students, academic records – reading, listening, speaking, writing – of the students were used. The results showed that there was a relationship between categories of the EI and GPA; between reading and each of stress management, adaptability, and general mood categories of the EI; between listening and each of intrapersonal, and stress

management categories of the EI; between speaking and each of intrapersonal, interpersonal, and general mood categories of the EI; and between writing and each of stress management and adaptability categories of the EI.

Shahmohadi and Hasanzadeh (2011) conducted a study about EI and its predictive impact on EFL learners' success in Iran context. In this study, the short form of the EI was administered to 111 high intermediate level language learners, and an English final achievement test containing structures, vocabulary, reading, and listening components was used to measure English language test performance of the participants. They found no relationship between EI and English language test performance based on the learners' scores on an English final achievement test. However, there was a relationship between each of intrapersonal and general mood categories of the EI and English language test performance. Moreover, intrapersonal and interpersonal intelligences predicted language success.

Chapter 3

METHODOLOGY

3.1 Presentation

The aim of this chapter is to present the method applied in the current study. The chapter contains seven parts. These parts are research design, research questions, method of data collection, method of data analysis, data analysis procedure, and limitations. Some parts include sub-sections. The research design part includes two sub-sections: context, and participants. The method of data collection part consists of two sub-sections: data collection instruments and data collection procedure.

3.2 Research Design

This study is an empirical research study that was conducted both in the Department of English Language Teaching (henceforth, ELT) and in the Department of Computer and Instructional Technology Teacher Education (henceforth, CITE) at Eastern Mediterranean University. In order to collect empirical data, the study employed a quantitative research method procedure that also includes descriptive methodology.

3.2.1 Context

The research study was carried out with the students in the Department of ELT and the Department of CITE of Education Faculty at Eastern Mediterranean University in North Cyprus. Official information about the departments presented in this section was retrieved from the web page of the institution (www.fedu.emu.edu.tr).

The essential aim of the Department of ELT is to train English teachers who are equipped with the knowledge and the skills that contemporary foreign language education requires, and as those who are trained for continuous self-improvement. The Department of ELT provides not only a 4-year undergraduate program but also an MA and a PhD program. All these programs have been approved by the Higher Education Council of the Republic of Turkey. The graduate programs mainly focus on research in ELT and Applied Linguistics (www.fedu.emu.edu.tr).

The Department of CITE currently offers a four-year undergraduate degree program leading to a BS degree in CITE. At the undergraduate level, the department aims to equip students with up-to-date knowledge and practical skills necessary for computer teachers. For achieving this general aim, the students as prospective teachers are provided with the opportunities to work at computer laboratories that are available to enrich their theoretical background. Furthermore, the department offers courses for gaining the necessary skills for self-improvement in terms of computer and instructional technology teacher education. The undergraduate curriculum of the Department of CITE is composed of 8 terms. The most important advantage that the students will have is that they will find a large number of free elective courses that they can take for improving different aspects of their career and self-interest (www.fedu.emu.edu.tr).

3.2.2 Participants

Participants in this study involved sixty-four (64) undergraduate senior students at Eastern Mediterranean University (EMU). All participants were chosen from the Department of ELT and the Department of CITE of the Faculty of Education. The participants were selected by using convenience sampling method. The reason for choosing senior students as participants was due to the assumption that they have

attained a higher English language level than freshman, sophomore, and junior students.

Thirty-one (31) participants were chosen from the Department of ELT and thirty-three (33) participants were chosen from the Department of CITE. The age range of the participants was between 20 and 25. The majority of the participants were males (40), while the number of females was 24. The majority of the participants (43) were from the Republic of Turkey, 19 participants were from the Turkish Republic of Northern Cyprus and the remaining 2 participants were from other countries.

3.3 Research Questions

The aim of the study was to investigate the relationship between EI and performance on the English language test of the Turkish undergraduate students in the Department of ELT and in the Department of CITE at Eastern Mediterranean University. The study was conducted to identify first the EI of the Turkish undergraduate students in the Department of ELT and the Department of CITE at Eastern Mediterranean University, then to determine their performance on the English language test.

The study, therefore, addressed the following research questions and their related hypotheses;

1. What is the EI of the Turkish undergraduate students?

2. What is the performance of the Turkish undergraduate students on the English language test?

3. What is the relationship between the EI and the performance on the English language test of the Turkish undergraduate students?

3H0 (null hypothesis): there is no statistically significant relationship between the EI and the performance on the English language test of the Turkish undergraduate students.

3H1 (alternative hypothesis): there is a statistically significant relationship between the EI and the performance on the English language test of the Turkish undergraduate students.

3.4 Method of Data Collection

This part presents firstly the data collection instruments and then describes the data collection procedure of the study.

3.4.1 Data Collection Instruments

In this study, two instruments were used for collecting data. The first instrument was an adapted version of EI Inventory that was invented by Bar-On (1997), and the second one was an English language test that was originally developed as an English placement test for use by institutions offering courses in English as a foreign language by Corrigan, Dobson, Kellman, Spaan and Tyma, the members of the testing and certification division of the English language institute of University of Michigan.

In this study, Bar-On Emotional Quotient Inventory that was adapted and implemented in Acar's (2001) doctoral dissertation was used. It should also be mentioned that the wording of some of the items in the adapted inventory was somewhat modified to ensure the respondents' comprehension.

The original version of Bar-On Emotional Quotient Inventory includes 133 items that are in the form of short statements. However, Acar (2001) claimed that 15 items measured just people's tendency to complete the inventory and those 15 items did not belong to any subscales of the EI inventory.

Therefore, Acar (2001) adapted the inventory by making some alterations like excluding 15 items with the help of the judgments of four experts. Moreover, during the adaptation process, Acar (2001) employed back translation procedure so that the Turkish version of the inventory could be valid. As a result, the final version of the inventory includes 88 items which are intended to measure 5 categories and 15 sub categories (Acar, 2001). The distribution of the EI inventory items with respect to the categories and sub categories can be seen in Figure 2. The items in the inventory were in 5 point-Likert scale response alternative format and they were:

(5)Strongly Agree,
(4)Agree,
(3)Undecided,
(2)Disagree,
(1)Strongly Disagree.

In the inventory, 39 items out of 88 are worded negatively and therefore their response alternatives (5= strongly agree through 1= strongly disagree) were reversed (1= strongly disagree through 5= strongly agree) in order to take the semantic difference into consideration before computing the participants' total EI scores.

Cronbach alpha reliability coefficient was estimated to determine the internal reliability of EI inventory. The inventory was found to have a Cronbach alpha internal reliability coefficient of 92.12 % (Acar, 2001). It showed that the inventory had a very high internal consistency.

Categories	Subcategories	Items
Intrapersonal	Independence	22, 24, 47, 64, 73
	Self- actualization	15, 17, 19, 21, 28,35
	Assertiveness	7, 9, 13, 20, 27, 39, 86
	Self-regard	10, 14, 26, 44, 55, 69
	Emotional self-awareness	2, 38, 53, 54, 84
Interpersonal	Social responsibility	34, 43, 45, 48, 59, 79
	Interpersonal relationship	16, 32, 42, 46, 57, 62, 67
	Empathy	25, 30, 49, 77, 81
Adaptability	Flexibility	18, 50 ,58, 61, 71
	Reality-testing	4, 12, 52, 56, 82
	Problem solving	1, 23, 33, 51, 87
Stress Management	Stress tolerance	3, 6, 60, 63, 68, 75, 80
	Control	11, 29, 36, 41, 66, 70
General Mood	Happiness	37, 40, 54, 65, 72, 74, 83
	Optimism	5, 31, 76, 78, 85

Figure 2: The distribution of the EI inventory items

As all participants were chosen from the departments in which the medium of instruction was English, the English version of EI was administered in this study. However, the Turkish version of EI inventory was also provided parallel to the English version of the inventory for minimizing possible misunderstanding problems of the participants.

Furthermore, in this study, the reliability analysis was conducted to determine the reliability of the inventory with the sample of the study, and Cronbach alfa was calculated and found to be 94.3 %. In Şakrak's (2009) study, Cronbach alfa was calculated for EI inventory, and it was found to be 90 %. In the current study, it was discovered that the internal reliability of the instrument was higher than the internal reliability of the instrument that was estimated in Şakrak's study.

In the English language test, there are three sections – grammar, vocabulary, and reading – having multiple-choice items with 4 answer alternatives. The number of the items in these sections were 30, 30, and 20 respectively. The internal reliability analysis was conducted to determine the internal reliability of the English language test, and Cronbach alfa was calculated to be 94.3 %. This coefficient shows that the instrument is very reliable.

3.4.2 Data Collection Procedure

The data were collected in the Fall semester of the 2011-2012 academic year in the Department of ELT and the Department of CITE at Eastern Mediterranean University in Turkish Republic of Northern Cyprus.

Before administering the EI inventory and the English language test to collect data, the researcher applied in writing to the Department of ELT and the Department of CITE to obtain official permission. Subsequently, the data collection process commenced in the first week of November 2011 with the participants in the Department of ELT. At the beginning of the data collection procedure, the participants were required to complete a consent form (see appendix A) and then the English language test was administered to them.

Before the test administration, in addition to written instructions, the participants were also provided oral instructions for the test. They were allowed to complete the English language test in 100 minutes. Right after the English language test administration, the EI inventory was distributed to the same participants and they were asked to complete it.

In the last week of November 2011, the same data collection procedure was implemented in the Department of CITE. The EI and the English language test data sets were both collected by using optical answer sheets. A participant identification code was assigned to each student participant right after getting their consent.

3.5 Method of Data Analysis

Prior to data analyses, the optical answer sheets were first scanned by an optical reader at the Computer Centre of Eastern Mediterranean University. Then, the data files obtained from the optical reader were transformed to SPSS 15.0 (Statistical Package for Social Sciences) data files (SPSS Inc, 1995). Finally, the SPSS files for each data set were collated in one single file using participant identification codes.

After the collating process, the SPSS data files were first checked for missing data by taking frequency counts of the responses on all items from both data collection instruments. Secondly, the Cronbach alpha coefficients were computed in order to estimate the internal consistency reliability of each instrument. Thirdly, the total percentage scores were computed for each data collection instrument and their respective components. Finally the computed total percentage scores were divided by the number of their items for easy interpretation. That is, they were converted to 5-point Likert scale.

3.6 Data Analysis Procedure

Regarding the first and the second research questions which were related to EI and performance on the English language test of the participants, descriptive statistics were run. A set of criteria was determined for interpreting the EI mean scores of the participants on EI inventory as follows:

1.00-2.49= Low EI,

2.50-3.49= Average EI,

3.50-5.00=High EI.

For the second research question, a set of criteria was also determined for interpreting the English language test performance mean scores of the participants as follows:

0-19= Very Low,

20-39=Low,

40-59=Average,

60-79=High,

80-100=Very High.

As regards the third research question, Pearson correlation was run to find the relationship between the EI and the performance on the English language test of the participants.

The null hypothesis (H0: there is no statistically significant relationship between EI and performance on the English language test of the Turkish undergraduate students) was accepted for non-significant correlation at .05 α probability level. Or, the null hypothesis (H0: there is no statistically significant relationship between EI and performance on the English language test of the Turkish undergraduate students) was rejected for significant correlation at .05 α probability level and the alternative hypothesis (H1: there is a statistically significant relationship between EI and performance on the English language test of the Turkish undergraduate students) was accepted.

3.7 Limitations

This study has some limitations. The first limitation is the sample size, which was not large enough to run some advanced statistical analyses such as factor analysis for the data collection instruments. A large sample size is necessary to run factor analysis to determine the construct validity of a data collection instrument.

The second limitation is that this study was conducted just in the Department of ELT and the Department of CITE. The results of the current study may not be generalizable to other Turkish undergraduate students in other contexts.

The last limitation stems from the participants' responses. The participants' responses may not be reliable in the study. Because of the fact that the data collected in the study were self-reported data, the participants were likely to respond, particularly to the EI inventory items, according to the social desirability underlying them.

Chapter 4

RESULTS

4.1 Presentation

This chapter presents the findings of the research study. The chapter is organized according to the research questions concerning the EI, the performance of the participants on the English language test as well as the relationship between the EI and the English language test performance of the participants.

4.2 Emotional Intelligence

The first research question in this study explored the EI of the Turkish undergraduate students. Table 1 shows the descriptive statistics for EI and its categories. As it can be seen in Table 1, the highest mean score is of interpersonal category (3.95), whereas the lowest mean score is of stress management (2.47).

Table 1: Descriptive Statistics for EI of the Participants

	N	Min.	Max.	Mean	SD
EI	64	3	5	3.69	.510
Intrapersonal	64	3	5	3.86	.575
Interpersonal	64	3	5	3.95	.529
Adaptability	64	3	5	3.73	.431
Stress Management	64	2	5	2.47	.672
General Mood	64	2	5	3.85	.714

Table 2 shows the descriptive statistics for the EI and its categories of the participants in the Department of ELT. As it can be seen in Table 2, the highest mean score is of interpersonal category (3.83) whereas the lowest mean score is of stress management (2.42).

Table 2: Descriptive Statistics for EI of the Participants in the Department of ELT

	N	Min.	Max.	Mean	SD
EI	31	3	5	3.54	.529
Intrapersonal	31	3	5	3.80	.626
Interpersonal	31	3	5	3.83	.527
Adaptability	31	3	5	3.62	.411
Stress Management	31	2	5	2.42	.696
General Mood	31	2	5	3.62	.863

Table 3 illustrates the descriptive statistics for the EI of the participants in the Department of CITE. As it can be seen in Table 3, the highest mean score is of interpersonal category (4.07) whereas the lowest mean score is of stress management (2.31).

Table 3: Descriptive Statistics for EI of the Participants in the Department of CITE

	N	Min.	Max.	Mean	SD
EI	33	3	5	3.84	.452
Intrapersonal	33	3	5	3.91	.526
Interpersonal	33	3	5	4.07	.526
Adaptability	33	3	5	3.84	.428
Stress Management	33	2	4	2.31	.564
General Mood	33	3	5	4.05	.662

Comparing the results in Table 1, Table 2, and Table 3 according to the criteria determined for the interpretation of the EI and its categories, the findings for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE are the same. That is, the EI, intrapersonal, interpersonal, adaptability, and general mood categories of the EI are high, whereas the stress management category of the EI is low.

4.3 English Language Test Performance

The second research question in this study investigated the performance of the participants on the English language test. Table 4 shows the descriptive statistics for the English language test performance of the participants. As it can be seen in Table 4, according to the criteria determined for the interpretation of the participants'

performance on the English language test and its components, all of the mean scores for the English language test and its components are average (between 46.25-58.96), except the vocabulary component which is high (62.34).

Table 4: Descriptive Statistics for English Language Test Performance of the Participants

	N	Min.	Max.	Mean	SD
English language test	64	24	96	57	17.713
Grammar	64	23	97	58.96	18.140
Vocabulary	64	23	100	62.34	19.944
Reading	64	10	100	46.25	20.817

Table 5 shows the descriptive statistics for the English language test performance of the participants in the Department of ELT. As it can be seen in Table 5, according to the criteria determined for the interpretation of the participants' performance on the English language test and its components, all of the mean scores for the English language test and its components are high (between 66.29-72.04), except the reading component which is average (53.39).

Table 5: Descriptive Statistics for English Language Test Performance of the Participants in the Department of ELT

	N	Min.	Max.	Mean	SD
English Language Test	31	30	96	66.29	14.417
Grammar	31	30	97	69.14	14.630
Vocabulary	31	33	100	72.04	14.598
Reading	31	15	100	53.39	20.469

Table 6 shows the descriptive statistics for the English language test performance of the participants in the Department of CITE. As it can be seen in Table 6, according to the criteria determined for the interpretation of the participants' performance on the English language test and its components, all of the mean scores for the English

language test and its components are average (between 48.37-53.23), except the reading component which is low (39.55).

Table 6: Descriptive Statistics for English Language Test Performance of the
           Participants in Department of CITE

	N	Min.	Max.	Mean	SD
English Language Test	33	24	81	48.37	16.200
Grammar	33	23	77	49.39	15.887
Vocabulary	33	23	90	53.23	20.164
Reading	33	10	85	39.55	19.095

Comparing the results in Table 4, Table 5, and Table 6, the following findings are obtained;

- All participants and the participants in the Department of CITE are average performers on the English language test, but the participants in the Department of ELT are high performers on the English language test.

- All participants and the participants in the Department of CITE are average performers on the grammar component of the English language test, but the participants in the Department of ELT are high performers on the grammar component of the English language test.

- All participants and the participants in the Department of ELT are high performers on the vocabulary component of the English language test, but the participants in the Department of CITE are average performers on the vocabulary component of the English language test.

- All participants and the participants in the Department of ELT are average performers on the reading component of the English language test, but the

participants in the Department of CITE are low performers on the reading component of the English language test.

4.4 Relationship Between EI and English Language Test Performance

The third research question explored the relationship between the EI and the performance on the English language test of the participants. Table 7 shows the correlation between the EI and the English language test performance of the participants. As it can be seen in Table 7, there are very small and negative non-significant correlations at .05 α probability level between the EI and the English language test performance and between each category of the EI and the English language test performance of the participants.

Table 7: Correlation between EI and English Language Test Performance of the participants

	Pearson r	Sig. (2-tailed)
EI-English language Test	-.136	.285
Intrapersonal- English language Test	-.033	.797
Interpersonal- English language Test	-.196	.121
Adaptability- English language Test	-.164	.196
Stress Management- English language Test	-.052	.680
General Mood- English language Test	-.149	.241

* $\alpha<.05$

Table 8 shows the correlation between the EI and the English language test performance of the participants in the Department of ELT. As it can be seen in Table 8, there are very small and positive non-significant correlations at .05 α probability level between the EI and the English language test performance and between each category of the EI and the English language test performance of the participants in the Department of ELT.

Table 8: Correlation between EI and English Language Test Performance of the
Participants in the Department of ELT

	Pearson r	Sig. (2-tailed)
EI- English language Test	.122	.514
Intrapersonal- English language Test	.095	.612
Interpersonal- English language Test	.065	.730
Adaptability- English language Test	.009	.961
Stress Management- English language Test	.174	.350
General Mood- English language Test.	.129	.489

$*\alpha_{<.05}$

Table 9 shows the correlation between the EI and the English language test performance of the participants in the Department of CITE. As it can be seen in Table 9, there are very small and non-significant correlations at .05 α probability level between the EI and the English language test performance and between each category of the EI and the English language test performance of the participants in the Department of CITE. As far as all these correlations are concerned, the correlations between each of the intrapersonal and stress management categories of the EI and the English language test performance of the participants in the Department of CITE are positive. All the other correlations are negative.

Table 9: Correlation between EI and English Language Test Performance of the
Participants in the Department of CITE

	Pearson r	Sig. (2-tailed)
EI-English language test	-.078	.667
Intrapersonal- English language test	.047	.797
Interpersonal- English language test	-.231	.196
Adaptability- English language test	-.067	.711
Stress Management- English language test	.159	.375
General Mood- English language test	-.143	.427

$*\alpha_{<.05}$

When the results in Table 7, Table 8, and Table 9 for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE are compared, it can be seen that there are no statistically significant

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relationships between the EI and the English language test performance and between the categories of the EI and the English language test performance.

Table 10 shows the correlation between the EI and the grammar component of the English language test performance of the participants. As it can be seen in Table 10, there are very small and negative correlations between each category of interpersonal and adaptability of the EI and the grammar component of the English language test performance. As far as all these correlations are concerned, the only statistically significant ones at α .05 probability level are between interpersonal category of the EI and the grammar component of the English language test performance and between the adaptability category of the EI and the grammar component of the English language test performance. All the other correlations are statistically non-significant at α .05 probability level.

Table 10: Correlation between EI and Grammar Component of the English Language Test Performance of the Participants

	Pearson r	Sig. (2-tailed)
EI-Grammar	-.230	.067
Intrapersonal-Grammar	-.126	.321
Interpersonal-Grammar	-.257	.041*
Adaptability-Grammar	-.270	.031*
Stress Management-Grammar	-.132	.300
General Mood-Grammar	-.220	.081

* $\alpha < .05$

Table 11 shows the correlation between the EI and the grammar component of the English language test performance of the participants in the Department of ELT. As it can be seen in Table 11, there are very small and non-significant correlations at .05 α probability level between the EI and the grammar component of the English language test performance and between each category of the EI and the grammar

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component of the English language test performance of the participants in the Department of ELT. As far as all these correlations are concerned, the correlations between each of the intrapersonal, interpersonal, and adaptability categories of the EI and the grammar component of the English language test performance are negative. All the other correlations are positive.

Table 11: Correlation between EI and the Grammar Component of the English Language Test Performance of the Participants in the Department of ELT

	Pearson r	Sig. (2-tailed)
EI-Grammar	.004	.983
Intrapersonal-Grammar	-.003	.986
Interpersonal-Grammar	-.100	.592
Adaptability-Grammar	-.064	.733
Stress Management-Grammar	.108	.562
General Mood-Grammar	.019	.921

$*\alpha_{<.05}$

Table 12 illustrates the correlation between the EI and the grammar component of the English language test performance of the participants in the Department of CITE. As it can be seen in Table 12, there are very small and non-significant correlations at .05 α probability level between the EI and the grammar component of the English language test performance and between each category of the EI and the grammar component of the English language test performance of the participants in the Department of CITE. As far as all these correlations are concerned, the only positive correlation is between the stress management category of the EI and the grammar component of the English language test performance of the participants in the Department of CITE. All the other correlations are negative.

Table 12: Correlation between EI and Grammar Component of the English Language
Test Performance of the Participants in the Department of CITE

	Pearson r	Sig. (2-tailed)
EI-Grammar	-.172	.340
Intrapersonal-Grammar	-.166	.356
Interpersonal-Grammar	-.214	.231
Adaptability-Grammar	-.243	.173
Stress Management-Grammar	.064	.725
General Mood-Grammar	-.186	.301

*$\alpha < .05$

The results in Table 10, Table 11, and Table 12 for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE indicate that there are no statistically significant relationships between the EI and the grammar component of the English language test performance, but only there are statistically significant relationships between each of the interpersonal and adaptability categories of the EI and the grammar component of the English language test performance for all the participants. There are no statistically significant relationships between the other remaining categories of the EI and the grammar component of the English language test performance for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE.

As for the very small statistically significant relationships between each of the interpersonal and the adaptability categories of the EI and the grammar component of the English language test performance for all the participants, they are negative, which means that the grammar component of the English language test performance declines as each of the interpersonal and adaptability categories of the EI rises, or the grammar component of the English language test performance rises as each of the interpersonal and adaptability categories of the EI declines.

Table 13 shows the correlation between the EI and the vocabulary component of the English language test performance of the participants. As it can be seen in Table 13, there are very small and negative non-significant correlations at .05 α probability level between the EI and the vocabulary component of the English language test performance and between each category of the EI and the vocabulary component of the English language test performance of the participants.

Table 13: Correlation between EI and Vocabulary Component of the English Language Test Performance of the Participants

	Pearson r	Sig. (2-tailed)
EI-Vocabulary	-.171	.177
Intrapersonal-Vocabulary	-.063	.619
Interpersonal-Vocabulary	-.230	.068
Adaptability-Vocabulary	-.155	.222
Stress Management-Vocabulary	-.093	.464
General Mood-Vocabulary	-.187	.139

*α <.05

Table 14 shows the correlation between the EI and the vocabulary component of the English language test performance of the participants in the Department of ELT. As it can be seen in Table 14, there are very small and negative non-significant correlations at .05 α probability level between the EI and the vocabulary component of the English language test performance and between each category of the EI and the vocabulary component of the English language test performance of the participants in the Department of ELT.

Table 14: Correlation between EI and Vocabulary Component of the English Language Test Performance of the Participants in the Department of ELT

	Pearson r	Sig. (2-tailed)
EI-Vocabulary	-.049	.792
Intrapersonal-Vocabulary	-.055	.768
Interpersonal-Vocabulary	-.048	.797
Adaptability-Vocabulary	-.135	.468
Stress Management-Vocabulary	-.000	.999
General Mood-Vocabulary	-.018	.925

*α <.05

Table 15 shows the correlation between the EI and the vocabulary component of the English language test performance of the participants in the Department of CITE. As it can be seen in Table 15, the correlations between the EI and the vocabulary component of the English language test performance and between each category of the EI and the vocabulary component of the English language test performance of the participants in the Department of CITE are very small and non-significant at .05 α probability level. As far as all these correlations are concerned, the ones between each of the adaptability, stress management, and general mood categories of the EI and the vocabulary component of the English language test performance of the participants in the Department of CITE are positive. All the other correlations are negative.

Table 15: Correlation between the EI and the Vocabulary Component of the English Language Test Performance of the Participants in the Department of CITE

	Pearson r	Sig. (2-tailed)
EI-Vocabulary	-.023	.897
Intrapersonal-Vocabulary	-.015	.935
Interpersonal-Vocabulary	-.209	.242
Adaptability-Vocabulary	.021	.906
Stress Management-Vocabulary	.183	.308
General Mood-Vocabulary	.100	.580

*$\alpha < .05$

According to the results in Table 13, Table 14, and Table 15 for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE, there are no statistically significant relationships between the EI and the vocabulary component of the English language test performance and between the categories of the EI and the vocabulary component of the English language test performance.

Table 16 shows the correlation between the EI and the reading component of the English language test performance of the participants. As it can be seen in Table 16, there are very small and non-significant correlations at .05 α probability level between the EI and the reading component of the English language test performance and between each category of the EI and the reading component of the English language test performance of the participants. As far as all these correlations are concerned, the correlation between the interpersonal category of the EI and the reading component of the English language test performance is negative. All the other correlations are positive.

Table 16: Correlation between EI and Reading Component of the English Language Test Performance of the Participants

	Pearson r	Sig. (2-tailed)
EI- Reading	.084	.507
Intrapersonal-Reading	.144	.256
Interpersonal-Reading	-.001	.992
Adaptability-Reading	.018	.888
Stress Management-Reading	.127	.317
General Mood-Reading	.050	.694

*α <.05

Table 17 shows the correlation between the EI and the reading component of the English language test of the participants in the Department of ELT. As it can be seen in Table 17, there are small and positive correlations at .05 α probability level between the EI and the reading component of the English language test performance and between each category of the EI and the reading component of the English language test performance of the participants in the Department of ELT.

As far as all these correlations are concerned, the ones between the EI and the reading component of the English language test performance and between each of

the stress management and general mood categories of the EI and the reading component of the English language test performance of the participants in the Department of ELT are slightly greater than all the other correlations and statistically significant at α .05 probability level.

Table 17: Correlation between EI and the Reading Component of the English
Language Test of the Participants in the Department of ELT

	Pearson r	Sig. (2-tailed)
EI- Reading	.392	.029*
Intrapersonal-Reading	.330	.070
Interpersonal-Reading	.341	.061
Adaptability-Reading	.188	.312
Stress Management-Reading	.374	.038*
General Mood-Reading	.362	.045*

*$\alpha < .05$

Table 18 shows the correlation between the EI and the reading component of the English language test performance of the participants in the Department of CITE. As it can be seen in Table 18, the correlations between the EI and the reading component of the English language test performance and between each of the categories of the EI and the reading component of the English language test performance of the participants in the Department of CITE are very small and non-significant at .05 α probability level.

As far as all these correlations are concerned, the ones between each of the intrapersonal, adaptability, and stress management categories of the EI and the reading component of the English language test performance of the participants in the Department of CITE are positive. All the other correlations are negative.

Table 18: Correlation between EI and the Reading Component of the English
Language Test Performance of the Participants in the Department of CITE

	Pearson r	Sig. (2-tailed)
EI- Reading	-.013	.942
Intrapersonal-Reading	.028	.886
Interpersonal-Reading	-.185	.304
Adaptability-Reading	.042	.818
Stress Management-Reading	.172	.339
General Mood-Reading	-.096	.596

$*\alpha_{<.05}$

The results in Table 16, Table 17, and Table 18 for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE indicate that the only statistically significant relationships are between the EI and the reading component of the English language test performance and between each of the stress management and general mood categories of the EI and the reading component of the English language test performance for the participants in the Department of ELT. All the other relationships are statistically non-significant.

As for the very small statistically significant relationships between the EI and the reading component of the English language test performance and between each of the stress management and general mood categories of the EI and the reading component of the English language test performance for the participants in the Department of ELT, the relationships are positive, which means that the reading component of the English language test performance rises as each of the stress management and general mood categories of the EI rises or each of the stress management and general mood categories of the EI declines as the reading component of the English language test performance declines.

4.5 Summary

The findings related to the first research question are that the EI, and the intrapersonal, interpersonal, adaptability, and general mood categories of the EI are high for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE; however, the stress management category of the EI for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE is low.

The findings related to the second research question are that all participants are average performers on the English language test and the grammar and reading components of the English language test, but they are high performers on the vocabulary component of the English language test. As for the participants in the Department of ELT, they are high performers on the English language test, and the grammar and vocabulary components of the English language test, but they are average performers on the reading component of the English language test. As for the participants in the Department of CITE, they are average performers on the English language test and the grammar and vocabulary components of the English language test, but they are low performers on the reading component of the English language test.

The findings related to the third research question are that there are no statistically significant relationships between the EI and the English language test performance of all the participants, the participants in the Department of ELT, and the participants in the Department of CITE. However, there are statistically significant relationships between each of the interpersonal and adaptability categories of the EI and the

grammar component of the English language test performance of all the participants. Besides, there are statistically significant relationships between the EI and the reading component of the English language test performance as well as between each of the stress management and general mood categories of the EI and the reading component of the English language test performance of the participants in the Department of ELT.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

In this chapter, firstly the results of the current study in relation to the research questions are discussed. Then summary of the findings are presented, implications for practice are made, and lastly suggestions for further research are provided.

5.2 Discussion of the Results

In this part, the results are discussed under relevant sub-headings according to the research questions of the current study.

5.2.1 Emotional Intelligence

The EI of the participants was identified through the administration of the EI inventory in order to answer the first research question that explored the EI of the Turkish undergraduate students. Not only the EI scores, but its category scores, except the stress management category score, were found to be high for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE. The stress management category score of the EI was low for all the participants, the participants in the Department of ELT, and the participants in the Department of CITE.

If the EI inventory scores are high, the category scores which constitute the EI inventory are likely to be high as well. Conversely, if the EI inventory scores are low, the category scores which constitute the EI inventory are likely to be low as

well. However, the stress management category scores of the participants did not reflect this natural expectation.

5.2.2 English Language Test Performance

The answer to the second research question exploring the English language test performance of the participants in the study was provided through the administration of the English language test consisting of grammar, vocabulary, and reading components. The participants of the study received high scores on the vocabulary component of the English language test, while they received average scores on the grammar and reading components of the English language test, as well as on the English language test itself. However, it is noticed that the participants from the ELT department scored high on the grammar and vocabulary components of the English language test as well as overall on the English language test, while they received average scores on the reading component of the English language test. When the performances of the participants in the Department of CITE are closely examined, it is observed that they received average scores on the grammar and vocabulary components of the English language test, as well as overall on the English language test, while they scored low on the reading component of the English language test.

The comparison that can be drawn here is that the participants in the Department of ELT are better performers than the participants in the Department of CITE. When these groups are put together as the participants of the study, the performance of the whole sample of the study becomes influenced because the number of the participants in the Department of CITE is slightly higher than that of the participants in the Department of ELT.

The major reason for such a performance profile of the participants in the Department of ELT and the Department of CITE is that English is not only the language of instruction but also the major field of study for the participants in the Department of ELT; however, English is only the language of instruction but not the major field of study for the participants in the Department of CITE.

5.2.3 The Relationship between EI and English Language Test Performance

The results related to the EI and the English language test performance of the participants were further investigated in order to identify possible relationships between them. As far as the participants from both departments are concerned, there are no statistically significant relationships either between the EI and the English language test performance scores or between the categories of the EI and the English language test performance scores. However, the relationships between the interpersonal category of the EI and the grammar component of the English language test performance scores and between the adaptability category of the EI and the grammar component of the English language test performance scores were significant for all the participants. When the participants in the Department of ELT are taken into account, there are relationships between the EI and the reading component of the English language test performance scores, between the stress management category of the EI and the reading component of the English language test performance scores, and between the general mood category of the EI and the reading component of the English language test performance scores.

These findings are somewhat supported by Shahmohadi and Hasanzadeh (2011) who found no relationship between EI and English language test performance based on the learners' scores on an English final achievement test containing structures, vocabulary, reading, and listening components. However, they found relationships

between the intrapersonal category of EI and the English language test performance based on the learners' scores on an English final achievement test containing structures, vocabulary, reading, and listening components and between the general mood category of EI and English language test performance based on the learners' scores on an English final achievement test containing structures, vocabulary, reading, and listening components. Further, Motallebzadeh (2009) found relationships between EI and structural abilities scores and between EI and reading comprehension scores, while Skourdi and Rahimi (2010) found a relationship between EI and vocabulary knowledge scores; furthermore, Rouhani (2008) found a relationship between EI and reading scores.

5.3 Summary

In conclusion, the analysis of the quantitative data regarding the first research question revealed that EI of the participants was high. The analysis also showed that the interpersonal aspect of the EI of the participants was the highest one among the other aspects of the EI, whereas the stress management aspect of the EI of the participants was the lowest one. Moreover, the analysis of EI of the participants in different departments revealed that EI of the participants in the Department of ELT and in the Department of CITE was high. Matthews, Zeinder, and Roberts (2011) stated that high EI aids individuals to reach satisfaction and happiness in one's own relationship, to comprehend, explain, and control emotions. The findings of the recent study suggest that the participants understand their peers and teachers' emotions and intentions, and they express and control their emotions in an effective manner. Besides, the participants can establish a worthy relationship with others, they have a self-regard, and can adapt to new environments easily.

As regards the second research question the analysis showed that all participants are average performers on the English language test. As the stress management aspect of the EI of the participants was found to be low, low stress management was possibly the reason for the average English language test performance. Stress is one of the most important factors that affect the performance adversely because it affects memory, attention, and behavior of people (Matthews, Davies, Westerman, & Stammer 2000). It can be suggested that the participants cannot fully control their stress, thus stress prevents the participants from adequate performance on the English language test.

Furthermore, the analysis demonstrated that the performance of the participants in the Department of ELT on the English language test was high, whereas the performance of the participants in the Department of CITE on the English language test was average. The difference between the performances of the participants from different departments is likely to stem from their different educational backgrounds in relation to English language learning. The participants in the Department of ELT are required to pass a centrally administered English exam for admission to undergraduate study, so they have to be familiar with the English language test techniques, as well as the knowledge of the language system. The ELT students start to learn the English language before entering the university, whereas most of CITE students start to learn English language at the English preparatory school of the university. The difference might also be related to the specific need for the English language. The competence in the English language is indispensable for the participants in the Department of ELT because the participants are prospective English language teachers. Thus, they have to master the knowledge of the system of the English language so that they can teach English effectively in the future.

However, the English language is just the language of instruction, namely a tool, for the participants in the Department of CITE. The analysis in relation to the third research question displayed that there is no statistically significant relationship between the EI and the performance on the English language test of all the participants, the participants in the Department of ELT, and the participants in the Department of CITE; however, there are statistically significant negative relationships between the scores of each of the interpersonal and adaptability categories of the EI and the grammar component of the English language test performance for all the participants, the interpretation of which is that the participants probably give little importance to the grammar component of the English language test performance, since they have high interpersonal and adaptability skills.

Regarding the third research question, the analysis revealed that there are no statistically significant relationships between the EI and the reading component of the English language test performance for all the participant scores and the participant scores in the Department of CITE, but there is a statistically significant relationship between the EI and the reading component of the English language test performance scores for the participants in the Department of ELT. In addition, there are statistically significant relationships between each of the stress management and the general mood category scores of the EI and the reading component scores of the English language test performance for the participants in the Department of ELT. It can be suggested that EI, stress management, and general mood might affect the reading component of the English language test performance of the participants. In this regard, Rouhani (2008) stated that EI skills help learners to improve their comprehension skills through reading.

5.4 Implications for Practice

In the current study, EI of all the participants, the participants in the Department of ELT, and the participants in the Department of CITE was found to be high, while stress management aspect of the EI was found to be low. The implication of this might be that the participants have got some stress management problem. That is, the participants are not likely to cope with stress effectively. Therefore, students should learn how to cope with stress and teachers should find ways to help them to do so.

When the English language test scores and the grammar, the vocabulary, and the reading subtest scores of all participants are compared with one another, it is understood that the vocabulary subtest scores are high whereas the English language test scores, the grammar and the reading subtests scores are average. This English language test performance profile of the students studying in the undergraduate teacher education programs under consideration might imply that learners should spend more effort to improve their grammar and reading, and teachers should encourage their effort.

Whilst the English language test scores and the grammar, the vocabulary, and the reading subtest scores of participants in the Department of ELT are compared with one another, it reveals their average performance on the reading subtest, whereas better performance on the grammar and the vocabulary subtest and the test itself. This suggests that ELT students should work harder to improve their reading skills and their teachers should design and implement their practice accordingly.

Examination of the English language test scores, the grammar, the vocabulary, and the reading subtest scores of the participants in the Department of CITE, it shows the

participants' weak performance on the reading, however average performance on the grammar and vocabulary components and the test itself. Therefore, the learners and their language teachers should direct their effort accordingly.

Regarding the relationships between the EI and the English language test performance of all participants, the findings were that there were negative relationships between the interpersonal category of the EI and the grammar component of the English language test performance and between the adaptability category of the EI and the grammar component of the English language test performance. This seems to indicate that the students do not give necessary importance to accuracy in maintaining interpersonal relations and adapting themselves to new situations. Consequently, teachers should assist their students to hold interpersonal relations and adapt themselves to new situations in terms of accuracy.

In addition, another finding of the study is that there are relationships between the EI and the reading component of the English language test performance and between each of the stress management and the general mood category of the EI and the reading component of the English language test performance of the participants in the Department of ELT. The finding suggests that the less stress management students have, the less competent they are in reading, or conversely, the more stress management they have, the more competent they are in reading. A similar finding also holds for the relationships between the general mood and the reading, and between the EI and the reading. Parallel to these findings, teachers should equip their students with effective stress management skill in relation to reading skills, which will automatically contribute to their general mood and EI.

5.5 Suggestions for Further Research

This research study collected quantitative data from the participants in the Department of ELT and in the Department of CITE. It can be suggested that future research studies should consider participants from other departments in order to determine the relationship between EI and English language test performance.

Further, the sample size was limited. It is suggested that a large sample size should be considered in order to better study and understand the relationship between EI and English language test performance in future studies.

Furthermore, future research studies can combine quantitative with qualitative research procedures in order to determine if the responses of the participants are consistent or not, and to obtain more accurate evidence on the relationship between EI and English language test performance.

Finally, it is suggested that this study be replicated in other higher education institutions both in Turkey and North Cyprus so that the results may be generalizable to other Turkish undergraduate students.

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APPENDICES

Appendix A: Consent Form

Emotional Intelligence Inventory

Dear Student,

I am investigating emotional intelligence of undergraduate students studying in the Department of English Language Teaching and the Department of Computer and Instructional Technology Teacher Education at Eastern Mediterranean University. You are therefore requested to complete emotional intelligence Inventory and an English language test. The data collected through these instruments will be used for research purpose only. I assure you that your identity and information you provide will be confidential. If you agree to participate in this research, please fill in the consent form below.

Engin Karaman
Master Candidate
Department of English Language Teaching
Faculty of Education
Eastern Mediterranean University
Fall 2011

_____
Consent Form

I understand what this research study is about and how my data will be used. Thus, by signing below, I give my consent to participate in it.

Name & Surname: …………………………………………………..

Student Number: ………………………………………………….

Signature: ……….................

Date: ……….../…………../ 2011
_____

Appendix B: Emotional Intelligence Inventory

Emotional Intelligence Inventory
Duygusal Zeka Ölçeği

Part 1: **Background Information**

<u>*Bölüm I*</u>: *Ardalan Bilgisi*

Instructions: Put (X) and fill in the blank where necessary.

Yönerge: Yerine göre (X) işareti koyunuz ve boşlukları doldurunuz.

1.Nationality: TRNC ( )   TR ( )   Other ( ) please specify................…………

Uyruk: KKTC ( )   TC ( )   Diğer ( ) lütfen belirtiniz   ……………….…...

2.Sex: Male ( ) Female ( )

Cinsiyet: Erkek ( ) Bayan ( )

3.Age: 17-20 ( )   21-24 ( )   25 and above ( )

Yaş: 17-20 ( )   21-24 ( )   25 ve üstü ( )

Using the alternatives (A, B, C, D, and E) below, decide how much you "agree" or "disagree" with each statement and mark your choices on the optical answer sheet.

Aşağıdaki A, B, C, D ve E seçeneklerini kullanarak her önermeye ne kadar katılıp katılmadığınıza karar veriniz ve yanıtlarınızı optik form üzerinde işaretleyiniz.

A) **Strongly Agree = 5**
Kesinlikle Katılıyorum = 5

B) **Agree = 4**
Katılıyorum = 4

C) **Undecided = 3**
Fikrim Yok = 3

D) **Disagree = 2**
Katılmıyorum = 2

E) **Strongly Disagree = 1**
Kesinlikle Katılmıyorum =

Statements *Önermeler*	A Strongly Agree	B Agree	C Undecided	D Disagree	E Strongly Disagree
5. My strategy to deal with difficulties is going step by step. Zorluklarla baş edebilme yaklaşımım adım adım ilerlemektir.	5	4	3	2	1
6. It is easy for me to show my emotions. Duygularımı göstermek benim için kolaydır.	5	4	3	2	1
7. I cannot stand too much stress. Çok fazla strese dayanamam.	5	4	3	2	1
8. I can easily stop daydreaming and connect to reality. Hayallerimden çok çabuk sıyrılabilir ve o anki durumun gerçekliğine kolayca dönebilirim.	5	4	3	2	1
9. Although there are some problems from time to time, I usually believe that everyting is going to be fine. Zaman zaman ortaya çıkan terliklere rağmen, genellikle işlerin düzeleceğine inanırım.	5	4	3	2	1
10. It is hard for me to encounter unpleasant events. Üzücü olaylarla yüz yüze gelmek benim için zordur.	5	4	3	2	1
11. I can tell someone that I do not agree with him/her. Biriyle aynı fikirde olmadığımı ona söyleyebilirim.	5	4	3	2	1
12. When I feel sad, I know what causes these feelings. Kendimi kötü hissettiğimde beni neyin üzdüğünü bilirim.	5	4	3	2	1
13. Others think that I am unpretentious. Başkaları benim mütevazi biri olduğumu düşünür.	5	4	3	2	1

14. Most of the time I am sure of myself. Çoğu durumda kendimden eminimdir.	5	4	3	2	1
15. I am a peevish person. Huysuz bir insanımdır.	5	4	3	2	1
16. I am not aware of the things around me. Çevremde olup bitenlerin farkında değilimdir.	5	4	3	2	1
17. I cannot easily share my inner feelings with others. Derin duygularımı başkaları ile kolayca paylaşamam.	5	4	3	2	1
18. When I consider my good and bad habits, I feel happy. İyi ve kötü huylarıma baktığım zaman kendimi iyi hissederim.	5	4	3	2	1
19. I try to make my life meaningful. Yaşamımı elimden geldiğince anlamlı hale getirmeye çalışırım.	5	4	3	2	1
20. I cannot express my love. Sevgimi belli edemem.	5	4	3	2	1
21. I do not exactly know the things I am good at. Tam olarak hangi konularda iyi olduğumu bilmiyorum.	5	4	3	2	1
22. I can quit my old habits. Eski alışkanlıklarımı değiştirebilirim.	5	4	3	2	1
23. I try to learn the things I like as much as I can. Hoşuma giden şeyleri elimden geldiğince sonuna kadar öğrenmeye çalışırım.	5	4	3	2	1
24. I can tell people when I get angry with them. Başkalarına kızdığımda bunu onlara söyleyebilirim.	5	4	3	2	1
25. I am not sure about what I would like to do in life. Hayatta neler yapmak istediğime dair kesin bir fikrim yok.	5	4	3	2	1
26. I prefer to work at a place where I am often reminded of my responsibilities. Sorumluluklarımın bana sık sık hatırlatıldığı bir işte çalışmayı tercih ederim.	5	4	3	2	1
27. When I am solving a problem, I search every possibility, and then decide on the best one. Bir problemi çözerken her olasılığı inceler, ve daha sonra en iyisine karar veririm.	5	4	3	2	1
28. I am a follower rather than a leader. Bir liderden çok, takipçiyimdir.	5	4	3	2	1
29. Although people do not directly express their feelings, I can understand them very well. Doğrudan ifade etmeseler de, başkalarının duygularını çok iyi anlarım.	5	4	3	2	1
30. I am happy with my physical appearance. Fiziksel görüntümden memnunum.	5	4	3	2	1
31. I can easily share my ideas with people. Düşüncelerimi insanlarla kolayca paylaşabilirim.	5	4	3	2	1
32. I like doing things that appeal to me. İlgimi çeken şeyleri yapmaktan hoşlanırım.	5	4	3	2	1
33. I am an impatient person. Sabırsız bir insanım.	5	4	3	2	1

34. I take care of not hurting other people's feelings. Diğer insanların duygularını incitmemeye özen gösteririm.	5	4	3	2	1
35. Even though the things get complicated, I have motivation to keep on. İşler gittikçe zorlaşsa da genellikle devam etmek için motivasyonum vardır	5	4	3	2	1
36. I have good relations with others. Başkalarıyla iyi ilişkilerim vardır.	5	4	3	2	1
37. When I encounter an unpleasant situation, I would like to collect information as much as I can. Güç bir durumla karşılaştığımda elimden geldiği kadar çok bilgi toplamayı isterim.	5	4	3	2	1
38. I enjoy helping people. İnsanlara yardım etmekten hoşlanırım.	5	4	3	2	1
39. I have achieved just a few things in the last couple of years. Son birkaç yılda sadece birkaç başarı elde ettim.	5	4	3	2	1
40. It is hard to control my rage. Öfkemi kontrol etmem zordur.	5	4	3	2	1
41. I do not enjoy my life. Hayatımdan zevk almıyorum.	5	4	3	2	1
42. It is hard to define my emotions. Duygularımı tanımlamak benim için zordur.	5	4	3	2	1
43. I cannot protect my rights. Haklarımı savunamam.	5	4	3	2	1
44. I am a very joyful person. Çok neşeli bir insanımdır.	5	4	3	2	1
45. My acts without thinking cause problems. Düşünmeden hareket edişim sorunlar yaratır.	5	4	3	2	1
46. People think that I am a social person. İnsanlar benim sosyal olduğumu düşünürler.	5	4	3	2	1
47. It is crucial to be a citizen who obeys the rules. Kurallara uyan bir vatandaş olmak çok önemlidir.	5	4	3	2	1
48. I find it difficult to accept myself as I am. Kendimi olduğum gibi kabul etmek bana zor geliyor.	5	4	3	2	1
49. Even If I had to be somewhere else I would help a crying child to find his/ her parents. Başka bir yerde bulunmak zorunda olsam da, ağlayan bir çocuğun anne ve babasını bulmasına yardım ederim.	5	4	3	2	1
50. My friends can share their special things with me. Arkadaşlarım özel şeylerini benimle paylaşabilirler.	5	4	3	2	1
51. I can't decide on my own. Kendi başıma karar veremem.	5	4	3	2	1

52. I respect other people. Başka insanlara saygı duyarım.	5	4	3	2	1
53. I care what happens to other people. Başkalarına neler olduğunu önemserim**.**	5	4	3	2	1
54. It is difficult for me to change my opinion about some things. Bazı şeyler hakkında fikrimi değiştirmem zordur.	5	4	3	2	1
55. I am generally stuck when I try to find different solutions to problems. Sorunlara farklı çözüm yolları bulmaya çalışmaya çalıştığım zaman genellikle tıkanırım.	5	4	3	2	1
56. I try to see everything as it is without fantasies and dreaming Fantezi ve hayal kurmak yerine her şeyi olduğu gibi görmeye çalışırım.	5	4	3	2	1
57. I know what I feel. Neler hissettiğimi bilirim.	5	4	3	2	1
58. It is fun to be with me. Benimle olmak eğlencelidir.	5	4	3	2	1
59. I like the type of my personality. Kişilik tarzımı beğeniyorum.	5	4	3	2	1
60. I indulged in my dreams and fantasies. Hayal ve fantezilerime kendimi kaptırırım**.**	5	4	3	2	1
61. My close relationships are very important for me and my friends. Yakın ilişkilerim benim ve arkadaşlarım için çok önemlidir.	5	4	3	2	1
62. It is difficult for me to start new things. Yeni şeylere başlamak benim için zordur.	5	4	3	2	1
63. If I had to I would break the law. Eğer yasaları çiğnemem gerekirse, bunu yaparım.	5	4	3	2	1
64. I am worried. Endişeliyimdir.	5	4	3	2	1
65. It is easy for me to adapt myself to new conditions. Yeni durumlara ayak uydurmak benim için kolaydır.	5	4	3	2	1
66. I can easily make friends. Kolayca arkadaş edinebilirim.	5	4	3	2	1
67. I know how to cope with annoying problems. Can sıkıcı sorunlarla nasıl baş edebileceğimi bilirim.	5	4	3	2	1
68. When I work with others, I trust their ideas more than mine. Başkaları ile çalışırken kendi fikirlerimden çok onlarınkine güvenirim**.**	5	4	3	2	1
69. I feel bad too often. Kendimi çok sık kötü hissederim.	5	4	3	2	1
70. I don't stop easily when I start to speak. Konuşmaya başlayınca zor susarım.	5	4	3	2	1
71. I don't get on well with people around. Çevremdekilerle iyi geçinmem.	5	4	3	2	1
72. I know how to keep calm under difficult circumstances. Zor şartlarda serin kanlılığımı nasıl koruyacağımı bilirim.	5	4	3	2	1
73. I appreciate myself. Kendimi takdir ederim.	5	4	3	2	1
74. I am told to lower my voice while having an argument. Tartışırken, sesimi alçaltmam söylenir.	5	4	3	2	1

75. I can't change my style easily. Tarzımı kolayca değiştiremem.	5	4	3	2	1
76. I am happy with my life. Hayatımdan memnunum.	5	4	3	2	1
77. I need people more than people need me. Başkalarının bana ihtiyaç duymalarından çok,ben başkalarına ihtiyaç duyarım.	5	4	3	2	1
78. I love weekends and holidays. Hafta sonlarını ve tatilleri severim.	5	4	3	2	1
79. I can cope with stress without getting annoyed. Kendimi sıkıntıya sokmadan stresle baş edebilirim.	5	4	3	2	1
80. I believe that I will overcome very hard situations. Çok zor durumların üstesinden geleceğime inanırım.	5	4	3	2	1
81. I don't notice suffering people. Acı çeken insanların farkında değilim.	5	4	3	2	1
82. I usually hope for the best. Genellikle en iyisini ümit ederim.	5	4	3	2	1
83. It is hard for other people to trust me. Başkalarının bana güvenmesi zordur.	5	4	3	2	1
84. I know that it is difficult to control my anxiety. Endişemi kontrol etmemin zor olduğunu biliyorum.	5	4	3	2	1
85. I easily notice the emotional needs of others. Başkalarının duygusal ihtiyaçlarını, kolaylıkla fark ederim.	5	4	3	2	1
86. I love exaggerating. Abartmayı severim.	5	4	3	2	1
87. I find it hard to smile. Gülümsemek benim için zordur.	5	4	3	2	1
88. I face my negative feelings and look through them at the proper time. Uygun zamanda olumsez duygularımla yüzleşir ve onları gözden geçiririm.	5	4	3	2	1
89. I usually feel that I will fail before I start doing new things. Yeni bir şeylere başlamadan önce genellikle başarısız olacağım hissine kapılırım.	5	4	3	2	1
90. I find it hard to say "no" when I don't want to do anything. Herhangi bir şey yapmak istemediğim zaman, "hayır" demek benim için zordur.	5	4	3	2	1
91. The first thing I do is to think when I face a problem. Bir problemle karşılaştığımda ilk önce düşünürüm.	5	4	3	2	1
92. I sincerely decided how much I agreed or disagreed with each of the above statements. Yukarıdaki önermelerin herbirine ne kadar katılıp katılmadığıma samimi bir şekilde karar verdim.	5	4	3	2	1