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THE ANALYSIS OF SCHOOL MANAGERS' LEVELS OF EMOTIONAL INTELLIGENCE

Abstract. *Introduction. Many researches in recent years have focused on the role of emotions in working life. In this context, in order to ensure the success and happiness of the employees in the life, a certain level of Intelligence uotient-IQ-level, as well as the need to have emotional intelligence was put forward. Emotional intelligence includes emotional skills, such as emotional expression, emotion integration, and understanding of emotions. First, the industrial revolution, then technological developments and globalization, de communication, motivation, leadership, empathy, adaptation to change, continuous development, concepts such as a place in organizations and management has emerged as a business life. Since these concepts are elements of emotional intelligence, the main idea of the study is that the relationship between emotion and intelligence is the subject of both emotional intelligence and the historical development of the administration.*

Purpose. This study mainly aims to determine school managers' levels of emotional intelligence (three dimensions of emotional intelligence: self-awareness of emotions, expressing emotions and sympathizing with others' emotions).

Method. The present study benefits from descriptive survey model which aims to describe a situation in the past or a currently existing situation under its own conditions. The population of the study consists of school managers working in Amasya province of Turkey. The sample of the study consists of 69 school managers working in Taşova district of Amasya province. The questionnaire developed by Robert Cooper and Ayman Sawaf was used as a data collection tool, which is limited to managers' three abilities related to emotional intelligence.

Conclusion. According to the results of the study conducted to examine the level of emotional intelligence of school administrators, it is seen that the school administrators have reached the best level in the sub-dimension of expressing their emotions, which are three dimensions of emotional intelligence. Accordingly, school administrators have no problem in expressing their feelings. It is observed that they have reached the advanced level according to the awareness of their feelings and awareness of others' feelings.

Keywords: *Feeling; Intelligence; Emotional Intelligence; Emotional Intelligence Level.*

INTRODUCTION

In the first half of 20th century, in addition to its role in an individual's success, cognitive intelligence was considered as the most fundamental type of intelligence whose performance cannot be envisaged. Along with various success criteria, several studies focused on the analysis of the impact of intelligence on leadership, and demonstrated that cognitive intelligence was strongly tied with leadership [1]. However, in the 21st century, constantly changing environmental and professional conditions caused remarkable differences in the definitions of leadership and intelligence. As a result of scientific developments and social events that occurred in the Northern America and Europe during the 1960s, the absolute power of intelligence started to be questioned, and the role of emotions in professional life was discussed [2]. Thus, Mayer and Salovey [3] introduced the notion of emotional intelligence and argued that this concept could explain an employee's performance in a situation more efficiently compared to cognitive intelligence [4].

Emotional Intelligence

Dökmen [5] states that emotions function as a tool for individuals to adapt to the nature and society. Similarly, Goleman [6] define emotions as traits which trigger an individual's potential to learn, encourage them to question and seek answers to their questions, increase their capacity and help them practice what they learn in order to maintain an attitude towards a situation. According to Cooper and Sawaf [7], emotions are sources of energy which motivate an individual's inner values and shape their behaviors, thus being emitted to other individuals and influencing them. Erik Erikson, a well-known psychoanalyst, defines emotional intelligence as the ability to integrate various personal traits successfully and calls it the integrity of selfness [8]. A study on adults reports that fields of intelligence which help various species become mature are linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, personal and interpersonal intelligence [9].

Emotions are the organizers of thinking and action. In addition, although emotions sometimes seem to contradict with each other, individuals need them to judge something and behave rationally. Emotional intelligence greatly helps academic intelligence when the individual aims to offer solution to a problem or make an important decision, and enable them to do these in a more qualified manner and a

short time. In other words, it can be argued that emotional intelligence bears importance in terms of judgement and academic intelligence [10]. On the other hand, it is possible to gain emotional intelligence through learning instead of hereditary traits, which makes it possible to improve emotional intelligence [11].

Various studies on emotional intelligence in the last 10 years demonstrate that the difference between a distinguished and a moderate level of performance is largely related to emotional intelligence [12]. The following emotional traits can be listed as the contributors to emotional intelligence [13]:

– The ability to empathize and build emphatic relationships,

– The ability to express and understand emotions,

– The ability to control one's dispositions,

– The ability to act independently,

– The ability to adapt to one's environment,

– Seeking approval,

– The ability to solve a problem in interpersonal relationships,

– Patience and determination,

– The ability to sympathize,

– Respect.

Goleman [6] maintains the idea that emotional intelligence can be used as a criterion for the measurement of human intelligence and that it is necessary for success, and adds that emotional intelligence may help an individual be promoted to higher ranks in their professional life. Cooper and Sawaf [7], too, state that different studies reached similar conclusions on emotional intelligence and argue that it gives the energy to perform reliable and profitable business relations thanks to its relationship with moral values such as trust, integrity, empathy, flexibility and reliability. Baltaş [14] shares this view and argues that the best performances are displayed by individuals who can build healthy relationships with their co-workers, can contribute to team work and have a higher level of emotional maturity instead of those with a high level of academic intelligence.

Numerous studies revealed the importance of emotional intelligence for a manager in terms of organizational success. For instance, Pamukoğlu [15] reports a highly positive correlation between manager effectiveness and emotional intelligence scores. In a similar vein, different studies indicated that a positive correlation was found between managers' emotional intelligence and levels of burnout [16], that there was a positive correlation between emotional intelligence and all dimensions of transformational leadership [17], that a positive correlation was observed between a manager's emotional intelligence and human-oriented leadership behaviors [18], that a strongly positive correlation was found out between primary school principals' emotional intelligence and teachers' job satisfaction and principals' emotional intelligence influenced teachers' job satisfaction positively [19], that vice principals' levels of emotional intelligence heavily influenced teachers' organizational citizenship behaviors, job satisfaction and levels of emotional commitment [20], that a positive correlation was found between managers' emotional intelligence and their human-oriented leadership behaviors [21], that a highly positive correlation was observed between primary school principals' educational leadership behaviors and levels of emotional intelligence [22], that secondary school principals' levels of emotional intelligence were closely related to school performance [23], and that there was a positive and significant correlation between school principals' transformational leadership behaviors and their levels of use of personal abilities which is one of the dimensions of emotional intelligence [24]. Therefore, it is clear that managers' levels of emotional intelligence play an active role in the organizational communication process [25]. Schmidt [26] also states that emotional intelligence is becoming more and more important for today's managers as numerous changes occur in professional life in the new millennium. In addition, it was also found out that a moderately significant positive correlation was observed bretween employees' levels of emotional intelligence and job satisfaction [27].

THE OBJECTİVE OF THE STUDY

This study mainly aims to determine school managers' levels of emotional intelligence (three dimensions of emotional intelligence: self-awareness of emotions, expressing emotions and sympathizing with others' emotions).

METHOD

The present study benefits from descriptive survey model which aims to describe a situation in the past or a currently existing situation under its own conditions. It attempts to objectively describe an individual or object under question without any modification or influence on them [28]. Therefore, this model was preferred to

measure school managers' levels of emotional intelligence.

The population of the study consists of school managers working in Amasya province of Turkey. The sample of the study consists of 69 school managers working in Taşova district of Amasya province. The questionnaire developed by Robert Cooper and Ayman Sawaf was used as a data collection tool, which is limited to managers' three abilities related to emotional intelligence.

The questionnaire consists of two parts. While 4 questions are asked regarding managers' personal information in the first part, 33 behaviors in three dimensions are defined in order to measure school managers' levels of emotional intelligence in the second part. Among these behaviors, those in 1–11 are related to self-awareness of emotions, those in 12-20 are related to expressing emotions, and those in 21-33 are related to sympathizing with other people's emotions. For the data analysis, negative behaviors in the 6th, 8th, 9th, 18th, 20th, 22nd and 24th questions are scored as never (3), sometimes (2), usually (1) and always (0) depending on their frequency. Similarly, other behaviors are scored as never (0), sometimes (1), usually (2) and always (3) depending on their frequency. Four degrees of performance given in Table 1 were used for evaluation.

Table 1

Four Degrees of Performance

Dimensions	Careful	Sensitive	Advanced	Best
Self-awareness of emotions	0-18	19-23	24-28	29-33
Expressing emotions	0-12	13-16	17-19	20-27
Sympathizing with others' emotions	0-14	15-21	22-27	28-39

According to Table 1, at the best level, an individual has a quite high level of emotional intelligence and can stay strong even under high pressure without losing their abilities such as creativity and influence. At the advanced level, the individual can be said to have a continuous and balanced level of emotional intelligence in most situations. At the sensitive level, the individual's level of emotional intelligence displays irregularities in terms of their abilities and skills, and thus may vary from one situation to the other. At the careful level, the individual faces difficulties because of a low level of emotional intelligence and concentration on a topic, which often results in failure.

FINDINGS

In this part of the research, the findings obtained from the analysis are given. The personal information of the managers within the scope of the research is shown in Table 2.

Table 2

Demographic Information of Participants

Personel Details		f	%
Gender	Female	17	24,6
	Male	52	75,4
Age	21-30	10	14,5
	31-40	45	65,2
	41-50	6	8,7
	51 and older	8	11,6
Length of Service	1-5	32	46,4
	6-10	18	26,1
	11-20	16	23,2
	21 and older	3	4,3
Education Level	College	3	4,3
	Licence	55	79,7
	Postgraduate	**11**	**15,9**

According to Table 2, 17 (24.6%) of the participants were female and 52 (75.4%) were male. 10 (14.5%) of the participants were between the ages of 21-30, 45 (65.2%) were between 31-40 years old, 6 (8.7%) were between 41-50 years old and 8 (11,6%) is 51 years and over. According to the length of service of the participants, 32 (46.4%) were between 1-5 years, 18 (26.1%) were between 6-10 years, and 16

(23.2%) were between 11-20 years and 3 (4.3%) are over 21 years and over. 3 (4.3%) of the participants were graduated from college, 55 (79.7%) of them were licence and 11 (15.9%) of them were postgraduate.

The results of the responses given by the managers to the frequency of their be-haviors regarding the awareness of their feelings, expressing their feelings and showing the ways of behaving about the dimensions of others ' feelings are present-ed in Table 3.

Table 3

Frequency and Percentage Distributions Showing Behavior Patterns

	Items	Degree of Attendance								$\bar{x}$	Point	Degree
		Never		Occasional ly		Usually		Always				
		f	%	f	%	f	%	f	%			
1	I can describe my feelings.	-	-	5	7,2	5	7,2	59	85,5	2,78	30,58	**Best**
2	I can recognize myself by moving senses.	-	-	2	2,9	1	1,4	66	95,7	2,93	32,23	**Best**
3	I can be aware of my feel-ings.	-	-	-	-	7	10,1	62	89,9	2,90	31,90	**Best**
4	I can understand that I'm starting to feel sorry.	-	-	1	1,4	9	13,0	59	85,5	2,84	31,24	**Best**
5	I can understand the reasons for my sorrow.	-	-	-	-	12	17,4	57	82,6	2,83	31,13	**Best**
6	I can judge myself from the point of view of others.	42	60,9	24	34,8	2	2,9	1	1,4	0,45	4,95	**Careful**
7	I enjoy my emotional life.	4	5,8	9	13,0	20	29,0	36	52,2	2,28	25,08	**Ad-vanced**
8	People who expose their feelings scare me.	8	11,6	30	43,5	10	14,5	21	30,4	1,64	18,04	**Sensitive**
9	I want to be someone else.	9	13,0	13	18,8	15	21,7	32	46,4	2,01	22,11	**Sensitive**
10	I take care of my physical condition to understand my feelings.	1	1,4	13	18,8	13	18,8	42	60,9	2,39	26,29	**Ad-vanced**
11	I accept responsibility for my feelings.	-	-	3	4,3	10	14,5	56	81,2	2,77	30,47	**Best**
12	I praise successful people.	4	5,8	2	2,9	8	11,6	55	79,7	2,65	29,15	**Best**
13	I can express my feelings.	-	-	5	7,2	12	17,4	52	75,4	2,68	29,48	**Best**
14	I can tell others my wishes and needs.	1	1,4	4	5,8	25	36,2	39	56,5	2,48	27,28	**Best**
15	My friends tell me that I've exposed my good thoughts about them.	2	2,9	8	11,6	21	30,4	38	55,1	2,38	26,18	**Best**
16	I keep my feelings to my-self.	20	29,0	30	43,5	16	23,2	3	4,3	1,03	11,33	**Careful**
17	I explain my feelings that make me feel uneasy with-in the group.	2	2,9	20	29,0	28	40,6	19	27,5	1,93	21,23	**Ad-vanced**
18	I have a hard time explain-ing my need for help.	19	27,5	28	40,6	16	23,2	6	8,7	1,13	12,43	**Careful**
19	I can sense what people I'm communicating with.	1	1,4	4	5,8	18	26,1	46	66,7	2,58	28,38	**Best**
20	I can do anything not to look ridiculous to my friends.	16	23,2	14	20,3	11	15,9	28	40,6	1,74	19,14	**Ad-vanced**
21	I can see how others feel.	1	1,4	7	10,1	29	42,0	32	46,4	2,33	25,63	**Best**
22	I have a hard time talking to people who share my opinion.	13	18,8	17	24,6	16	23,2	23	33,3	1,71	18,81	**Sensitive**
23	I act according to the positive characteristics of people.	3	4,3	11	15,9	21	30,4	34	49,3	2,25	24,75	**Ad-vanced**
24	I hit people's mistakes in their faces.	4	5,8	22	31,9	18	26,1	25	36,2	1,93	21,23	**Sensitive**
25	Before I explain my views, I think how others will feel.	3	4,3	8	11,6	30	43,5	28	40,6	2,20	24,20	**Ad-vanced**
26	I'm a good listener.	3	4,3	-	-	11	15,9	55	79,7	2,71	29,81	**Best**
27	I can understand the mood of the group I've met.	1	1,4	1	1,4	21	30,4	46	66,7	2,62	28,82	**Ad-vanced**
28	I can talk about people I just met.	3	4,3	7	10,1	22	31,9	37	53,6	2,35	25,85	**Ad-vanced**
29	When someone is talking, I	1	1,4	6	8,7	16	23,2	46	66,7	2,55	28,05	**Ad-**

	can understand what you want to imply.										**vanced**
30	I can understand how others feel about me.	1	1,4	8	11,6	18	26,1	42	60,9	2,46	27,06	**Advanced**
31	Even if he doesn't say it, I can understand someone else's feelings.	1	1,4	5	7,2	20	29,0	43	62,3	2,52	27,72	**Advanced**
32	I'm revealing my feelings depends on the person I'm with.	3	4,3	2	2,9	10	14,5	54,3	78,3	2,67	29,37	**Advanced**
33	I can understand that those around me are troubled.	2	2,9	-	-	14	20,3	53	76,8	2,71	29,81	**Advanced**

According to Table 3, the behaviors that define the dimension of being aware of the emotions of the managers are at the best level according to the evaluation scale given in Table 1, in the 1st, 2nd, 3rd, 4th, 5th and 11th positions, in the 7th and 10th rank behaviors at the advanced level, 8th and 9th behaviors are at a sensitive level.

6th, "I can judge myself from the perspectives of others" behavior is realized on the same scale at the level of attention, and it is understood that participants are unable to judge themselves from the perspectives of others.

According to Table 3, managers to express their feelings, behaviors, defining the size, 12th, 13th, 15th, 19th, and 21st according to the evaluation scale given in Table 1, the next behaviors are at the best level, 14th, 17th and 20th the next behavior is seen to be advanced.

16th next is "I keep my feelings to myself", 18th the next "I find it difficult to explain my need for help" behavior has been realized at the level of attention on the same scale. According to this, it is observed that the participants opened their feelings to their heads and expressed their need for help in a normal way. 22nd he next "I have difficulty talking to people who share my opinion" behavior seems to be at the same level of sensitivity.

According to Table 3; behaviors that define the dimension of being aware of the feelings of others are observed to be at an advanced level according to the evaluation scale given in Table 1 of the 23rd, 25th, 27th, 28th, 29th, 30th, 31st, 32nd and 33rd behaviors.

24th the next "I hit others 'mistakes in their faces" behavior takes place at the same level of precision, according to the same scale, and it can be said that participants are sensitive when they say others' mistakes. 26th the next "I am a good listener" is the best one on the same scale, and it can be said that the participants are always a good listener.

The average, scores and levels of the school administrators 'awareness of their feelings, expressing their feelings and awareness of others' feelings are presented in Table 4.

Table 4

Average, Score and Level Information About Sub-dimensions

Dimensions	Mean	Point	Degree
Self-awareness of emotions	2,34	25,74	Advance
Expressing emotions	2,05	22,55	The Best
Sympathizing with others' emotions	2,45	26,85	Advance

As can be seen in Table 4, the average of the managers' awareness of the emotions and the awareness of the emotions of others and the corresponding scores are at the advanced level according to the evaluation scale given in Table 1, and at the best level in terms of expressing the feelings, They can be interpreted as having a continuous and balanced level of emotional intelligence.

CONCLUSIONS AND DISCUSSION

According to the results of the study conducted to examine the level of emotional intelligence of school administrators, it is seen that the school administrators have reached the best level in the sub-dimension of expressing their emotions, which are three dimensions of emotional intelligence. Accordingly, school administrators have no problem in expressing their feelings. It is observed that they have reached the advanced level according to the awareness of their feelings and awareness of others' feelings. According to this, managers have been found to have a continuous and balanced level of emotional

intelligence in many cases, being aware of their emotions and being aware of others' feelings.

Similar studies are important in other dimensions of emotional intelligence, as well as in managers and other employees in different business environments and different research universes, as it will allow comparison of results.
It can be expressed as another suggestion that the organizations of the organizations providing formal education and the in-service training programs, emotions, emotion management and emotional intelligence issues should be included.

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АНАЛИЗ УРОВНЕЙ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА ШКОЛЬНЫХ МЕНЕДЖЕРОВ

Аннотация. Вступление. Многие исследования последних лет были сосредоточены на роли эмоций в трудовой жизни. В этом контексте, чтобы обеспечить успех и счастье сотрудников в жизни, был выдвинут определенный уровень интеллекта IQ-level, а также необходимость иметь эмоциональный интеллект. Эмоциональный интеллект включает в себя эмоциональные навыки, такие как эмоциональное выражение, интеграция эмоций и понимание эмоций.

Сначала промышленная революция, затем технологическое развитие и глобализация, коммуникация, мотивация, лидерство, сочувствие, адаптация к изменениям, постоянное развитие, такие концепции, как место в организациях и управлении, стали деловой жизнью. Поскольку эти понятия являются элементами эмоционального интеллекта, основная идея исследования заключается в том, что отношения между эмоциями и интеллектом являются предме-

том как эмоционального интеллекта, так и исторического развития администрации.

Цель. Это исследование в основном направлено на определение уровней эмоционального интеллекта руководителей школ (три измерения эмоционального интеллекта: самосознание эмоций, выражение эмоций и сочувствие эмоциям других).

Метод. В настоящем исследовании используется модель описательного опроса, целью которой является описание ситуации в прошлом или существующей в настоящее время ситуации в ее собственных условиях. Население исследования состоит из руководителей школ, работающих в провинции Амасья в Турции. Выборка исследования состоит из 69 руководителей школ, работающих в Ташовском районе провинции Амасья. Анкета, разработанная Робертом Купером и Айманом Савафом, использовалась в качестве инструмента сбора данных, кото-

рый ограничен тремя способностями менеджеров, связанными с эмоциональным интеллектом.

Заключение. Согласно результатам исследования, проведенного с целью изучения уровня эмоционального интеллекта школьных администраторов, видно, что школьные администраторы достигли наилучшего уровня в том измерении выражения своих эмоций, которое является тремя измерениями эмоционального интеллекта. Соответственно, у школьных администраторов нет проблем с выражением своих чувств. Наблюдается, что они достигли продвинутого уровня в соответствии с осознанием своих чувств и осознанием чувств других.

Ключевые слова: *чувство; интеллект; эмоциональный интеллект; уровень эмоционального интеллекта.*

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ПЕРСПЕКТИВИ ОНОВЛЕННЯ ВИВЧЕННЯ УЧНЯМИ ЗМІСТУ НІМЕЦЬКОЇ МОВИ НА ЕТНОКУЛЬТУРНОМУ ПІДҐРУНТІ

У статті робиться акцент на тому, що одним з найважливіших векторів розвитку сучасної освіти є оновлення вивчення змісту іноземних мов за допомогою впровадження нових прогресивних методів навчання в сучасній школі. Також враховуються застосування етнокультурного знання як засобу навчання на уроках німецької мови в школах України в сучасних реаліях.

Особлива увага приділяється створенню спеціального комплексу нових способів діяльності у змісті іншомовної (німецької) освіти, який вимагає реалізації уже в близькій перспективі та є актуальним

Крім цього, провідним аспектам наукового дискурсу в наш час в контексті використання етнознань в освіті у вимірах входження України в загальноєвропейський освітній простір має надзвичайно велике значення. Воно інтегрує процеси, які не можна об'єднати в межах класичної освіти.

Ключові слова: *іноземні мови; німецька мова; етнокультурні матеріали; етнокультурне підґрунтя; етнознання; етнокультурне середовище.*

Постановка проблеми. За роки незалежності України етнокультурний компонент з'явився у навчально-виховному процесі вивчення іноземних мов (у контексті змісту, форм і методів, навчально-виховного середовища).

Водночас навчальна дисципліна "німецька мова" має значний етнокультурний освітній та виховний потенціал, який у практиці недостатньо реалізується.

Це підтверджується загальними тенденціями педагогічних реалій, а також можна стверджувати, що учні у процесі вивчення німецької мови не виявляють достатньої готовності брати участь в міжкультурній комунікації, поділяти цінності іншомовної культури та презентувати свою національну культуру. Все це свідчить про те, що рівень якості знань з німецької мови учнями загальноосвітніх шкіл не є цілком задовільний.

Актуальність даної теми можна обґрунтувати великим попитом на оновлення вивчення змісту іноземних мов за допомогою впровадження етнознань як нових прогресивних методів навчання іноземних мов в сучасній школі. Питання організації наближеного етнокультурного середовища в навчальному процесі іноземних мов відносяться в даний час до числа актуальних проблем іншомовної освіти загальноосвітньої школи.

Навчання з використанням етнокультурних матеріалів на уроках німецької мови полегшує орієнтацію школярів в середовищі, наближеному до німецькомовного, а значить, сприяє адаптації учнів до культури німецькомовних країн.