The Relationship between Teacher Candidates' Emotional Intelligence Level, Leadership Styles and Their Academic Success

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ARTICLE INFO	ABSTRACT
	Purpose: The personal characteristics as well as professional competencies of teachers are important in the formation of changes in student behaviors. This article examines the relation between emotional intelligence level, teacher leadership style and academic success of teacher candidates who are studying in a Pedagogical Teacher Education Program. **Research Methods**: A descriptive survey model is used in this study. The research group consisted of 80 teacher candidates determined by a random sampling method among teacher candidates who studying in a pedagogical teacher education program in a private University. The data collection tool of the study was a survey form which included questions demographic information and used to determine "Emotional Intelligence Scale" (EIS) and "Teacher Leadership

Styles Scale. In the analysis of data acquired from the study; variance analysis, correlation analysis and regression analysis are used. **Findings**: The findings suggested that there is a positive, medium-level significant relation between optimism sub-dimension of emotional intelligence and teacher leadership styles; a negative, medium-level significant relation in expression of emotions, no statistically significant relation between the Utilisation of Emotions, Emotional Intelligence total points and teacher leadership styles. Furthermore, no statistically significant relation is found between EIS points, teacher leadership styles and the academic success of teacher candidates. **Implications for Research and Practice**: The pedagogical teacher education process of developing teacher candidates' personality traits to assist them in serving as role models to students, in addition to gaining professional competencies during pre-service education, will be analysed and recorded in accordance with the study's results.

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Introduction

The quality of teacher-student relations is a basic factor that affects learning. Making learning easier, fun and providing that children can perform efficiently at the maximum level mostly depends on the quality of teacher-student interaction. The acceptability range regarding student behaviours differs in relation to teachers' knowledge, experience, perspective or even current mood. A design practice is needed in schools that is learning centred, gives opportunity for development with an integral approach and allows the discovery of different aspects of individuals so that knowledge, skills and values can be gained with integrity.

Knowing the student, effective use of non-verbal messages and positive skills to cope with misbehaviours have come into prominence in student teachers' suggestions for communication strategies to establish a positive classroom atmosphere. As for the student teachers' points of view about positive classroom atmosphere and interaction, it has been observed that the salient factors are that the teacher is an important component in building classroom atmosphere and the classroom should be regarded as a democratic and social system where the teacher's positive personality characteristics are important (B. Ozsezer & I. Saban, 2016). These qualities show the importance of determining relations among certain affective qualities of teachers during their education in addition to others that they need as they play a role in building the society of the future. Studies in the field show that students are affected by teachers' attitudes and behaviours during the learning process. The fact that teachers can leave a positive or a negative impression on students with their attitudes, movements, characters and many other qualities is closely related with their belief and attitude regarding values of society besides field knowledge and pedagogical formation (Yazıcı, 2006).

Elements—including the personality traits of teachers, various problems they face in their professional lives, their relations with their colleagues and managers, characteristics of the work environment, and student and parent profiles—are associated with how teachers perceive these factors and their affective qualities as well as their cognitive and behavioural endeavours to reduce or control stress created by the stimuli they face (Folkman & Lazarus, 1980). Their identity characteristics and emotional intelligence levels, which are individual characteristics, play a great role in determining their strategies for dealing with the problems teacher candidates face. People who have higher emotional and social capacities—in other words, people who know their emotions and can control them and understand other people's emotions and manage them skilfully—are more advantaged both in their private and professional lives. In this sense, emotional intelligence, a series of talents in individual and interpersonal relations, for an individual to perceive his or her own emotions and others' emotions correctly and to evaluate and express these emotions is as important as IQ in determining an individual's success not only in his or her private life, but also in his or her professional life (Bar-On, 1997, as cited by Acar, 2002).

Emotional intelligence skill enables an individual to identify emotions that make it easier to deal with himself or herself and others and to understand these emotions and use them efficiently. In other words, it is a competence required for understanding people's expectations and needs and their strong and weak aspects

through emotions, and for being strong in stressful situations and being someone who people would like to be around (Baltaş, 2006). It is possible to identify individuals with emotional intelligence as successful, healthy and happy individuals since they can be aware of their own emotions and those of the people around them and take healthy steps based on this awareness (Göcet, 2006). However, while doing this, first of all, an individual should understand and control his or her own emotions and should not lose his or her motivation until his or her wishes are fulfilled and he or she is able to understand others and establish solid relationships with them (Eymen, 2007). Our emotions determine how we can raise our children, how they can be successful at school and how we can be successful in our career and in our relations with other people. In other words, it determines how we can be "happy" as individuals, and more importantly, as a society (Beceren, 2002). Therefore, the importance of using emotional intelligence in a suitable and efficient way in private life and social life should not be disregarded.

Trained manpower, which directly related to teachers and the teaching profession, is made up the basis of technological development and economic development in countries. One of the primary duties of countries according to the education field is to train teachers according to the requirements of the age. These trained teachers in turn can train students in accordance with the values of the current time and equip them to access information by utilizing information technologies and processing the acquired information. Teachers need to create a supportive and healthy learning environment for students. For this purpose, teachers should be good role models and should reflect their qualities to the class. It should be known that abilities such as being comfortable in the classroom, having a friendly approach, developing a democratic affective aspect, exhibiting kindness and respect, seeing students as individuals and taking their personalities into consideration constitute the basic principles of effective education. Also, showing these qualities in the class affect students' interactions with each other positively and improve democratic class environment (Güven & Demirhan, 2006).

Teachers who are leaders in the education process have unique leadership styles in terms of their knowledge, skill, attitude and behaviours. According to their leadership styles, some teachers teach lessons through authoritarian and oppressor-passive learning activities and some teachers teach lessons through democratic and participant-active learning activities. The type of classroom activity is directly related to the leadership style of teachers. Teachers' perspectives, values, attitudes, knowledge and experiences their students during the education process affect the teachers' leadership styles. Leadership styles have been explained according to leadership theories since the 1960s. According to McGregor's X and Y approaches, the human behaviours of leaders can be gathered in a structure that includes two opposite ideas (Deniz & Hasançebioğlu, 2003). Leaders who believe in X approach show more authoritative behaviour, whereas leaders who believe in Y show more democratic behaviour.

Pursuant to McGregor's X and Y approaches, it is seen that a teacher who evaluates his or her students according to approach X presents an oppressive or autocratic leadership style, and a teacher who evaluated his or her students according to approach Y presents a democratic or participant approach. In the

oppressive or autocratic leadership style, only teachers make decisions, and the method and activity applied are determined by teachers. Teachers determine who does what and when, expect everyone to obey them and do not act objectively while praising and criticizing students. A teacher with an authoritative attitude mostly threatens with low marks, by referring to a disciplinary committee and beating. In this leadership style, it is difficult for students to gain self-control. Since everything depends on the teacher, there is uncertainty. Also, since teachers do not accept any objection or suggestion in any subjects and do not see discussions as necessary, they are seen by students as subjective (not objective) and unfair. For teachers to make a decision on their own may cause students to be passive and to dislike the class. On the other hand, if students are active in the class, if they discuss and ask questions, they learn better during education (Tuğsavul, 2006).

In the authoritative attitude, which has a teacher-centred education method and classroom management, students always feel under pressure and some unwanted situations just as hostility and aggression appear (İlgar, 2000). In the classroom where democratic/participant leadership style is dominant, decisions are mostly made by students. The teachers' role is to inform students of methods and activities to be applied and develop alternatives. Suggestions are made regarding teacher-student collaboration, and suitable ideas are accepted (Tuğsavul, 2006).

Teachers are objective while evaluating their students, and each student is equal for teachers. In this kind of leadership style, freeness does not mean idleness. Teachers are still the managers. They can make decisions on some subjects if needed (İlgar, 2000). According to these descriptions, it is important for teachers' leadership styles to be known since teachers are the leaders of the education environment and affect the people in that environment through establishing human relations in ways suitable to the purposes of the class, school and education program (Deniz & Hasançebioglu, 2003).

Existing studies only emphasize the fact that cognitive intelligence does not guarantee success in life and does not make a strong contribution to an individual's success on its own. The point that should be focused on is that cognitive intelligence and emotional intelligence are not alternatives to one another, but complete each other. The important thing—that should be done—is to realize the importance and value of these two intelligences and benefit from both of them in the necessary amount (Yılmaz, 2007). That is why it is important to determine the emotional intelligence levels and teacher leadership styles of teacher candidates.

The fundamental purpose of education activities is to provide the desired changes in students' behaviour. Thus, the focal point of these activities is the students. Therefore, it is important to establish what amount of behaviour changes are realized in students in terms of educational purposes and what the fundamental elements that affect student success are. When studies of IQ concept in general, academic success or mental developments of students are considered, a relation between IQ and academic success is emphasised by many studies. In this context, other factors or elements related to success should also be presented (Erdoğan & Kenarlı, 2008).

According to Wolman (1973), the concept of success is "an improvement in terms of reaching the desired result." Even though success is defined on a large scale, when

success in education is considered, "academic success" is usually implied, and it is the expression of skills determined or information acquired through points or test scores or both given by teachers and developed in classes provided in school (Carter & Good, 1973; as cited by Erdoğan & Kenarlı, 2008). An academic final grade can be used as an information tool to the related people (parents, teachers, etc.) in terms of the state and development of the students in class, and it can also be used as criteria that constitute a basis for various decisions made about students (Koç, 1981). In this context, presenting the relation between emotional intelligence and academic success and taking precautions or making regulations in education to develop individuals' emotional intelligence, if there is a high-level relation between emotional intelligence and academic success, are important (Furnham, A & Petrides, K.V; as cited by Erdoğan & Kenarlı, 2008).

There is a social perception among societies that it is the responsibility of universities to supplement individual research qualifications. However, acquisition of research qualifications should not be limited to and put on the shoulders of higher education institutions; this should also be expanded to primary and secondary education institutions, at least for basic skills (Y. Konokman, Yelken & Yokuş, 2015). Teacher candidates who will soon be responsible for educating future generations should possess certain characteristics. Especially the following characteristics should be taken into consideration: pre-school and primary teacher candidates should be role models for younger students; psychological counseling and guidance teacher candidates should guide students in terms of choice of profession and provide counseling in case of problems (Aydın, 2015).

In studies conducted in accordance with this information, it is seen that emotional intelligence levels and teacher leadership styles of teacher candidates are approached separately and through different variables. There are no studies regarding teacher candidates who participate in pedagogical teacher education programs (which have increased in number in recent years) and are in the process of becoming teachers. Teacher candidates that earned the right to a teaching profession by participating in a pedagogical teacher education program and graduated from a Faculty of Science and Letters are thought to be more successful in KPSS and have higher assignment opportunities compared to teacher candidates that graduated from the Faculty of Education. Therefore, the purpose of this study is to analyse the relation in terms of emotional intelligence levels, teacher leadership styles and academic success of teacher candidates who receive education in a Private University Pedagogical Teacher Education Program in the 2014–2015 school year. According to this general purpose, the following questions are attempted to be answered:

1. Is there a significant relation between the emotional intelligence levels and teacher leadership styles of teacher candidates?
2. Is there a significant relation between the emotional intelligence levels and academic success of teacher candidates?
3. Is there a significant relation between the teacher leadership styles and academic success of teacher candidates?
4. Is the academic success of teacher candidates a significant predictor for their emotional intelligence levels and teacher leadership styles?

Method

Research Design

The relational survey model is used in this study. The relational survey model is a general survey method. General survey models are screening arrangements realized on a group of examples or samples taken from the whole population or a group of the population after reaching a general conclusion regarding the population in terms of a population consisting of many factors (Karasar, 2009).

Participants

The participants of this study consisted of 80 teacher candidates determined by the random sampling method among teacher candidates who were studying during the fall semester of the 2014–2015 academic year in the pedagogical teacher education program at one of the private universities in İstanbul, Turkey (Karasar, 2009).

Research Instrument and Procedure

As the data collection tool of the study, the survey form, which included questions regarding the demographic information and academic success of teacher candidates, was used to determine specific elements as follows: the "Emotional Intelligence Scale" was used to determine emotional intelligence levels, and the "Teacher Leadership Styles Scale" was used to determine teacher leadership styles.

Emotional Intelligence Scale: the Emotional Intelligence Scale (EIS) was developed by Schutte & et.al (1998), modified by Austin et al. (2004) and adapted to Turkish by Göçet (2006). The Göçet (2006) version is used in this study. The EIS is analysed in terms of structure, concept validity and security and has become applicable. The EIS consists of 41 articles in total, of which 20 are positive and 21 are negative; it has a five-point Likert scale rating system, which consists of (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. The scale also consists of three factors as Optimism or Mood Regulation, Utilisation of Emotions and Appraisal and Expression of Emotions.

It measures general emotional intelligence in its totality along with these three factors. Cronbach's alpha (α) coefficient of Emotional Intelligence Scale was found to be 0.81 for the whole scale.

Teacher Leadership Styles Scale: the "Teacher Leadership Styles Scale" developed by Deniz & Hasançebioğlu (2003) was used as the data collection tool to determine the leadership styles of teacher candidates. The scale is uni-dimensional and consists of 17 articles prepared on the basis of McGregor's X and Y theory. The internal reliability coefficient (Cronbach's coefficient) of the scale was found to be 0.88. Answering options for the scale were prepared in accordance with the five-point Likert scale. Rating points consisted of "1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree." Since there were reversed expressions in articles 5, 6, 12, 13, 14, 16 and 17, these articles were coded in reverse order (5, 4, 3, 2, 1). The lowest score on the scale was 17 and the highest score was 85. The evaluation style of scores in the scale was described as (1) scores 17–64: Autocratic or Oppressive, (2) scores 65–76: Half-Democratic, and (3) scores 77-85: Democratic or Participant. Grade point average received in formation education in a Private University was used as the measure of academic success.

Data Analysis

The analysis of data acquired in this study was performed in terms of the relational screening model, whether there is a relation between emotional intelligence levels, teacher leadership styles and academic success grades of teacher candidates who participate to the study; and if such a relation was found, the quality of these relations were analysed by calculating the Pearson correlation coefficient. Before correlation analysis, the normal distribution range was analysed as a result of descriptive statistics and the Pearson correlation tests were applied in order to determine relations between variables after determining that the data of 74 teacher candidates present a normal distribution. A multiple linear regression test was used to determine the effects of emotional intelligence levels and academic success of teacher candidates on the leadership behaviours of those teacher candidates (Seçer, 2015).

Results

The Emotional Intelligence Scale sub-dimensions of teacher candidates and average and standard deviation numeric values of total scores are presented in Table 1.

Table 1
Emotional Intelligence Scale Sub-Dimension of Teacher Candidates and Average and Standard Deviation Results of Total Scores

Emotional Intelligence	N	Min	Max	M	ss
Optimism	74	47	83	65.31	6.358
Utilisation of Emotions	74	9	23	15.35	2.911
Expression of Emotions	74	25	54	38.40	6.248
EIS Total	74	96	141	119.06	6.893

When Table 1 is analysed, it is possible to say that the point average teacher candidates receive in terms of emotional intelligence sub-dimensions is M=65.31 in the Optimism sub-dimension, M=15.35 in the Utilisation of Emotions sub-dimension, M=38.40 in the Expression of Emotions sub-dimension and M= 119.06 in the EIS Total. It is possible to say that the highest average of teacher candidates among the emotional intelligence sub-dimensions is in the optimism sub-dimension. Statistical values regarding frequency, percentage and average of points of the Teacher Leadership Styles Scale of teacher candidates are presented in Table 2.

Table 2

Frequency and Percentage Value Distribution of the Teacher Leadership Styles Scale of Teacher Candidates

Teacher Leadership Styles	N	%	M
Autocratic (17–64 points)	23	31	52.43
Half-Democratic (65–76 points)	43	59	71.74
Democratic (77–85 points)	8	10	82.37
Total	74	100	

When Table 2 is analysed, it is understood according to the points teachers received from the Teacher Leadership Styles Scale that 31% of them have an autocratic teacher leadership style, 59% have a half-autocratic teacher leadership style and 10% have a democratic teacher leadership style. Most of the teacher candidates who have participated in the study adopted a half-autocratic teacher leadership style. Pearson correlation analysis was used to determine the relation between EIS sub-dimensions and the teacher leadership styles of teacher candidates, and the findings are in Table 3.

Table 3

Results of Pearson Multiplication Moment Correlation Analysis of EIS Scores, EIS Sub-Dimension Scores and Teacher Leadership Styles Scores of Teacher Candidates

EIS sub-dimensions	Teacher Leadership Styles	
Optimism	r= .381**	p = .001
Utilisation of Emotions	r= -.150	p = .202
Expression of Emotions	r= -.327**	p =.005
Emotional Intelligence Total	r= .008	p =.944

When the relation between the Emotional Intelligence and Teacher Leadership Styles of teacher candidates in Table 3 is analysed, it is seen that there is a positive, medium-level significant relation in Optimism level (r=,381**, p=,001), there is a negative, medium-level significant relation in Expression of Emotions (r=-,327**, p=,005) and there is no statistically significant relation between Utilisation of Emotions and Emotional Intelligence total points. This finding generally shows that some of the emotional intelligence sub-dimensions and some of the teacher leadership styles sub-dimensions involve the same abilities and some involve some different abilities. The multiple linear regression test was used to determine the effects of emotional intelligence dimensions on teacher leadership behaviours, and general averages of leadership behaviours are included in the test as the dependent variable and the dimensions of emotional intelligence are included in the test as independent variable The stepwise method was used in the multiple linear regression test to determine the pure effects of independent variants and in order that the dependant variant was not affected by the correlation among independent variants. The statistical values acquired are summarised in Table 4.

Table 4
Effects of Emotional Intelligence Levels on Teacher Leadership Styles

Variant	B	Standard Error	Beta	t	p
Fixed	- .209	.714	.316	-	.771
Optimism	.031	.011		.292	.006
				2.822	

N=74

As a result of the multiple linear regression analysis, it was determined that only the optimism sub-dimension, of the dimensions of emotional intelligence, has a statistically-low significant effect (R=.316, R²=.10, p<.01) on leadership styles. It defines 10% of total variance in optimism leadership styles. Distributions of teacher candidates according to academic success are presented in Table 5.

Table 5
Distribution of Teacher Candidates according to Academic Success

Academic Success (Academic Average)	N	%
2–2.5	15	18.8
2.6–3	30	37.4
3.1–3.5	20	25
3.6 and higher	15	18.8

When Table 5 is analysed, it is seen that academic success of 37.4% of the teacher candidates are between a point range of 2.6–3 and 18.8% of them are between a point range of 2–2.5 and 3.6. According to the results of the Pearson correlation analysis conducted to determine the relation among EIS sub-dimensions, EIS total scores, teacher leadership styles and academic success, there is a significant relation. It is possible to explain this finding by stating that even though there is a relation between the intelligence coefficient (IQ) and academic success, the contribution of IQ in terms of success in life is not higher than 10%, but emotional intelligence skills include the utilisation of competence in two hemispheres of the brain in collaboration.

Discussion and Conclusion

In the development of a country, training a qualified work force is of great importance, and the basic purpose of a country's education system is to provide necessary citizenship education. Teachers are the most fundamental elements of the education system, and they play an important role in providing comfort and social peace in society, socializing individuals and preparing them for social life, transferring cultures and values of society to young generations. The emotional intelligence levels and teacher leadership styles of teacher qualities are among the elements that affect education directly or indirectly.

According to the results of this study, in which the relations of points of emotional intelligence levels, teacher leadership styles and academic success of teacher candidates are studied;

- It is seen that the average points that teacher candidates received from the emotional intelligence sub-dimensions is x=65.31 in the Optimism sub-dimension, x=15.35 in the Utilisation of Emotions sub-dimension, x=38.40 in the Expression of Emotions sub-dimension and x= 119.06 in the EIS Total. According to the points that teacher candidates receive on the Teacher Leadership Styles Scale, 31% of them have an autocratic teacher leadership style, 59% of them have a half-autocratic teacher leadership style and 10% of them have a democratic teacher leadership style.
- When the relation between Emotional Intelligence and Teacher Leadership Styles of teacher candidates is analysed, it is seen that there is a positive, medium-level significant relation in the optimism dimension of the Emotional Intelligence sub-dimension; a negative, medium-level significant relation in the Expression of Emotions dimension and no statistically significant relation between the Utilisation of Emotions and Emotional Intelligence total points.

When similar studies in the body of literature are examined, it is seen that there are positive relations between emotional intelligence and social skills, life satisfaction and academic success (Dağlı, 2006). In the study by Güllü & Arslan (2009) to determine the leadership styles of physical education teachers, it was found that P.E. teachers show a "Half-Democratic Leadership Style." There is no significant difference among leadership styles according to teacher genders, service years, education levels, school levels and student levels in schools, but there is a significant difference among leadership styles according to the locations of schools in which teachers work. In the study by Ekinci (2010), in which the relation between emotional intelligence levels and problem solving abilities of preschool teacher candidates were analysed, it was found that total emotional intelligence points and problem solving ability points were higher than the average and there was only a positive and significant relation between problem solving points and the emotional intelligence scale and compatibility sub-dimension. In the study by Erdem, İlğan & Çelik (2013), in which the relation between emotional intelligence levels and critical thinking tendencies of high school teachers was analysed, it was found that there is a positive, significant relation between all sub-dimensions of emotional intelligence and all sub-dimensions of the critical thinking tendencies scale.

These study results are partially in parallel with the finding that the optimism dimension of emotional intelligence found in this study has a statistically low significance on leadership styles. In the study by Gürşimşek, Vural & Demirsöz (2008) with Faculty of Education classroom teaching and preschool teaching students, it was seen that their total emotional intelligence points were higher than the average. Also, in the study by Erdoğdu (2008) with college students studying in different faculties, it was seen that Faculty of Education students and Department of Fine Art students have the highest average of emotional intelligence. It is thought

that the reason for this situation is the fact that the target population of the study consists of graduates or students of Faculty of Science and Letters.

It is possible to say that the high number of recently opened pedagogical teacher education programs should be developed in terms of training teachers with higher emotional intelligence, ability to understand people's emotions, expressing their own emotions, just like graduates or teacher candidates from a Faculty of Education, and it is possible to foresee that this will have positive results on our education system. According to other results of the study:

▪ The multi-linear regression test was used to determine the effects of emotional intelligence levels on teacher leadership behaviours, and according to the analysis result, it was determined that only the optimism sub-dimension of the three dimensions of emotional intelligence have a statistically low significant effect on leadership styles and total variance of optimism dimension of emotional intelligence on leadership styles was 10%.

▪ Pearson correlation analysis was used to determine the relation between EIS sub-dimensions, EIS total scores and teacher leadership styles and the Academic Success Situations of teacher candidates participating in the study; and according to the analysis results, there is no statistically significant relation.

When the body of literature related to these results were analysed, similar studies were found in the worldwide, even though there was no study focusing on the relation between emotional intelligence scale points and academic success in Turkey. When these study results on emotional intelligence and academic success are considered, it is seen that many different results are reached.

According to a study in England, there is a low, but significant relation between emotional intelligence and academic success (Petrides & et al., 2004; as cited by Erdoğan & Kenarlı, 2008). Jaeger (2003) analysed the relation between the emotional intelligence and emotional ability and academic performance of graduate students. According to the study's findings, emotional intelligence is related to academic success. All sub-scales of emotional intelligence and total emotional intelligence scale points have a positive relation with reference to the study results.

According to a study in the USA by Thi Lam & Kirby (2002), it is seen that people with higher emotional intelligence have better cognitive performance measurement and that emotional intelligence and individual performance are related. According to Barchard & Hakstian (2004), there is significant relation between social understanding (intellect) of emotional intelligence scale sub-tests and academic success. According to another study by Parker et al. (2004), there is a significant relation between results acquired from emotional intelligence sub-scales and academic success. Newsome, Day & Catano (2000) also analysed the relation between emotional intelligence, personality and cognitive abilities in Canada. According to the study results, there is a relation between cognitive ability, personality traits and academic success. There is no significant relation between sub-dimensions of the emotional intelligence scale and total emotional scale points and academic success. According to the results of the study by Wells et al. (2000), there is no significant

relation between Emotional Intelligence Scale points and student scores (as cited by Erdoğan & Kenarlı, 2008).

As is seen in these studies, there are different results in terms of relations between emotional intelligence and academic success. The results of this study differ from the results of the study by Üzel & Hangül (2012), which state that "There is a positive, significant relation between emotional intelligence levels and their success in mathematic of second-grade students in elementary school," and show similarities with the results of the study by Eskici (2009), which states that "There is no significant relation between emotional intelligence and success in mathematic class and academic success of students in Vocational School."

In the study by Dogutas (2016), teacher candidates, who were considered the customers of education programs and the ones who will teach future generations, were asked whether they thought that the instructors and the education they received were effective. Overall, they were unhappy with their educational programs and critical of the quality of instructors. Therefore, university administrators should work to improve the quality of instructors and education programs at their schools.

Data acquired from the study is restricted to Private University. Similar studies will enable generalization of the data acquired. In this context, the education process of teacher candidates dedicated to developing their personality traits to assist them in serving as role models to students, in addition to gaining professional competencies during the pre-service education process, will be analysed and recorded in accordance with the study's results. Also, it would be useful to carry out similar studies regarding teacher candidates' teachers.

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Öğretmen Adaylarının Duygusal Zeka Düzeyleri, Öğretmen Liderlik Stilleri ve Akademik Başarıları Arasındaki İlişki

Özet

Problem Durumu: Bir ulkenin egitilmis insan gucu, teknolojik gelisiminin ve ekonomik kalkınmasının temelini olusturur. Ogretmenler ve ogretmenlik meslegi, egitilmis insan gucunun yetistirilmesi ile dogrudan iliskilidir. Son yıllarda ogretmen nitelikleri ile ilgili araştırmalar incelendiginde, ogretmen-ogrenci ilişkisinin niteliginin ogrencilerin ogrenmesini etkileyen en onemli faktor oldugu ortaya çıkmıştır. Ogrenci davranışlarında istendik degisimlerin olusmasında, ogretmenlerin mesleki yeterlikleri kadar kisisel nitelikleri de onem arz etmektedir. Ogrenmenin, ogrencilerin bireysel farklılıklarını goz onunde bulundurarak uygun ve eglenceli hale getirilmesinde, ogrencinin performansını en ust seviyede etkin kullanmasının saglanmasında ogretmen ile ogrenci arasındaki etkilesimin niteligi buyuk bir oneme sahiptir ve ogrenmeyi etkileyen temel etkendir. Ogrenci davranışlarının istendik yonde olma durumu; ogretmenlerin meslek bilgi ve yeterligi, deneyimi, bakıs acısı hatta ogretmenin sınıf ortamındaki anlık duygusal durumu ile baglantılı olarak degisiklik gösterebilmektedir. Ogretmenlerin, ogrencilerine destekleyici ve saglıklı bir ogrenme ortamı oluşturmaları icin iyi bir rol model olmaları ve bu ozelliklerini sınıfa yansıtabilmeleri gerekmektedir. Sınıfta ogrencileri kisilik ozelliklerini dikkate alarak birey olarak gorulmesi, demokratik tutum ve yaklasıma sahip olunması, nezaket, saygı, gibi ozelliklerin etkili ogretimin temel ilkelerinden oldugu ogretmenler tarafından bilinmeli, bu ozellikler sınıf icinde sergilenmelidir. Boylece, ogrencilerin birbirleriyle olan etkilesiminin olumlu yonde gelismesi ve demokratik sınıf ortamı olusturulmasına katkı saglanacaktır. Bireylerin farklı yonlerinin olduğunu kesfeden, gelisimine butunsel yaklasımla fırsat saglayan bir ogrenme merkezi olarak okullarda; bilgi, beceri ve degerlerin bir butunluk icinde kazanılacagı bir egitim modelinin uygulamasına ihtiyac duyulmaktadır. Bu ozellikler, gelecegin toplumunu insa etme rolunu ustlenen ogretmenlerin, ogretmenlik egitimi sırasındaki mesleki ozellikleri yanında duyussal bazı ozellikleri belirlenmesinin ve bunlar

arasındaki iliskilerin incelenmesinin onemini ortaya koymaktadır. Bu baglamda, konu ile ilgili yapılan araştırmalarda, genel olarak ogretmen ve ogretmen adaylarının duygusal zeka duzeyleri ve ogretmen liderlik stilleri ayrı ayrı ve farklı degiskenlerle ele alındığı görülmektedir. Son yıllarda oldukca fazla sayıda acılan formasyon egitim programlarına katılarak ogretmenlige hazırlanan ogretmen adayları ile yapılmıs calısmalara rastlanmamıstır. Formasyon egitimine katılarak ogretmenlik hakkını elde eden ogretmen adaylarının Fen-Edebiyat Fakultesi mezunu olmaları, Egitim Fakultesi mezunu ogretmen adaylarına gore KPSS sınavında başarılı olarak ogretmen atanmalarında daha fazla yer alacakları duşunuldugunde konunun ele alınmasının onemi ortaya çıkmaktadır.

Araştırmanın amacı: 2014–2015 akademik yılında Formasyon Egitim Programına devam eden ogretmen adaylarının duygusal zeka duzeylerini ve ogretmen liderlik stillerini belirlemek, ayrıca duygusal zeka duzeyleri ogretmen liderlik stilleri ve akademik basarıları arasındaki iliskiyi incelemektir.

Araştırmanın Yöntemi: Araştırmada iliskisel tarama yöntemi kullanılmıstır. İliskisel tarama modeli, iki veya daha çok değisken arasında birlikte degisim varlığını ve derecesini belirlemeyi amaclayan arastırma modelidir (Karasar, 2009). Arastırmanın calısma grubunu, 2014-2015 egitim-ogretim yılının bahar doneminde Istanbul'daki ozel bir vakıf universitesinde formasyon egitimine devam eden ogretmen adaylarından tesadufi ornekleme yontemi ile belirlenen toplam 80 ogretmen adayı oluşturmustur. Arastırmada veri toplama aracı olarak; ogretmen adaylarının demografik bilgilerini ve akademik basarılarını belirlemek icin bunlara yönelik soruların yer aldığı anket formu, duygusal zeka duzeylerini belirlemek amacı ile Schutte ve digerleri (1998) tarafından gelistirilmis olan Austin ve digerleri(2004) tarafından modifiye edilmis versiyonunun Türkceye uyarlaması Göcet (2006) tarafından yapılan ve uç alt boyuttan oluşan "Duygusal Zeka Olcegi", ogretmen liderlik stillerini belirlemek icin de Deniz ve Hasancebioglu (2003) tarafından gelistirilen ve uç alt boyuttan olusan "Ogretmen Liderlik Stilleri Olcegi" kullanılmıstır. Arastırmada elde edilen verilerin analizinde, iliskisel tarama modelinde ele alınan varyans analizi, korelasyon ve regresyon analizleri kullanılmıstır (Secer, 2015).

Arastırmanın Bulguları: Elde edilen bulgulara gore, ogretmen adaylarının duygusal zeka alt boyutlarından en yuksek ortalama puanı iyimserlik boyutunda aldıkları ve ogretmen adaylarının yarısından fazlasının yarı otokratik ogretmen liderlik stiline sahip oldukları görülmüstür Duygusal zeka alt boyutlarından iyimserlik boyutu ile ogretmen liderlik stilleri arasında pozitif, orta düzeyde anlamlı iliski olduğu ve duyguların ifadesi boyutunda ise negatif, orta düzeyde anlamlı iliski olduğu, duygulardan faydalanma ve duygusal zeka toplam puanları arasında ise istatistiksel olarak anlamlı bir iliski olmadığı gorulmuştur. Ogretmen adaylarının DZO alt boyutları, DZO toplam puanları ve ogretmen liderlik stilleri ile akademik başarı durumları arasında Pearson Korelasyon analizi sonuclarına göre istatistiki olarak anlamlı bir iliski bulunmamıstır.

Arastırmanın Sonucları ve Onerileri: Araştırmaya katılan ogretmen adaylarının duygusal zeka alt boyutlarından iyimserlik boyutunda puan ortalamalarının yuksek olduğu, yarı otokratik ogretmen liderlik stiline sahip oldukları ve genel olarak

akademik ortalamalarının 2.6- 3 puan aralığında oldugu belirlenmiştir. Bu sonuclarla ilgili alan yazın incelendiginde ise, Turkiye'de duygusal zeka olcegi puanları ile akademik basarı arasında iliskileri konu alan az sayıda calısmaya rastlanmakla birlikte dunyada benzeri calısmalar bulunmaktadır. Duygusal zeka ile akademik basarı arasında yapılan bu arastırma sonuclarına bakıldığında, cok farklı sonucların ortaya cıktığı gorulmektedir.

Ogretmen adaylarının ogretmen liderlik stilleri ile duygusal zeka alt boyutlarından iyimserlik boyutu arasında pozitif, orta düzeyde anlamlı iliski oldugu ve duyguların ifadesi boyutunda ise negatif, orta düzeyde anlamlı iliski oldugu, duygulardan faydalanma ve duygusal zeka toplam puanları arasında ise istatistiksel olarak anlamlı bir iliski olmadığı gorulmustur. Ayrıca ogretmen adaylarının DZO alt boyutları, DZO toplam puanları ve ogretmen liderlik stilleri ile akademik basarı durumları arasında istatistiki olarak anlamlı bir iliski bulunmamıştır.

Arastırmadan elde edilen veriler Istanbul'daki ozel bir üniversitede formasyon egitimine devam eden ogretmen adayları ile sınırlıdır. Elde edilen bulgularla genelleme yapılamaz, ancak ogretmen adaylarının kisisel gelisimleri ile ilgili konularda farklı calısma grupları ile arastırmaların yapılması ile konu hakkında yargılara ulasılabilmesi mumkun olacaktır. Bu baglamda, arastırma sonuclarına dayalı olarak ogretmen adaylarına hizmet oncesi egitim surecinde mesleki yeterliklerin kazandırılmasının yanında ogrencilerine rol model olmaları açısından kisisel niteliklerinin gelistirilmesinin geregi ortaya çıkarılarak, formasyon egitim surecinin yeniden gozden gecirilerek düzenlenmesi ihtiyacı vurgulanmıştır. Ayrıca egitim fakultelerinde egitim goren ogretmen adaylarına ve uygulayıcı ogretmenlere benzer arastırmaların yapılması ogretmen adaylarının kisisel niteliklerinin gelistilebilmesine katkı saglayacaktır.

Anahtar Kelimeler: Pedagojik formasyon, kisisel nitelikler, ogretmen davranışları, ogretmen-ogrenci iletisimi.