Investigation of the effects of some demographic characteristics of female athletes on emotional intelligence and life satisfaction

Investigación de los efectos de algunas características demográficas de las deportistas sobre la inteligencia emocional y la satisfacción vital

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Para citar este artículo utilice la siguiente referencia:
Yücel, A. S.; Korkmaz, M.; Bal, F.; Özpınar, S.; Yaman, Ç.; Hergüner, G.; Kuyucu, M. M. (2024). Investigation of the effects of some demographic characteristics of female athletes on emotional intelligence and life satisfaction. Sportis Sci J, 10 (3), 603-640
https://doi.org/10.17979/sportis.2024.10.3.11056

Contribución autores: Todos los autores contribuyeron de forma equitativa al trabajo.

Financiación: El estudio no obtuvo financiación.

Conflicto de interés: Los autores declaran no tener ningun tipo de conflito

Aspectos éticos: El estudio declara los aspectos éticos.

Abstract

In many subjects and fields, emotional intelligence refers to the ability of individuals to understand, express and manage their own emotions and the emotions of others. Especially sport is known to have a significant effect on emotional intelligence. In this study, it was aimed to examine the effects of some demographic characteristics of female athletes on emotional intelligence and life satisfaction. The participants were all women and analyses were performed by taking into account age groups, sports branches and education departments. Emotional intelligence and life satisfaction scales were evaluated by factor analysis and the suitability of the data was confirmed by Bartlett's test. The internal consistency of the questionnaire was evaluated with Cronbach's alpha coefficients. Anova, Kruskal Wallis and Jonckheere-Terpstra tests were used to analyse the data. All analyses were performed with SPSS v22.0. 34% of the participants were 18-21 years old, 45% were 22-25 years old and 21% were over 26 years old. 31% were interested in team sports and 69% were interested in individual sports. The fields of education are 37% coaching, 32% physical education and sports teaching, 31% sports management. According to the factor analysis results, Bartlett's test $p<0.001$ and KMO coefficient 0.896 were found. Cronbach's alpha coefficients ranged between 0.583 and 0.924. While some factors differed according to age, no difference was found according to sport branch. While evaluation of own emotions and social skills differed according to departments, other factors did not differ. Participants over 26 years of age had low scores in the use of emotions and life satisfaction factors. These findings provide important clues for developing strategies for improving emotional intelligence and increasing life satisfaction.

Keywords: emotional intelligence; life satisfaction; sports; woman; athlete

Resumen

En muchas materias y campos, la inteligencia emocional se refiere a la capacidad de las personas para comprender, expresar y gestionar sus propias emociones y las de los demás. Especialmente el deporte es conocido por tener un efecto significativo en la inteligencia emocional. En este estudio, se pretendía examinar los efectos de algunas características demográficas de las deportistas sobre la inteligencia emocional y la satisfacción vital. Las participantes fueron todas mujeres y los análisis se realizaron teniendo en cuenta los grupos de edad, las ramas deportivas y los departamentos educativos. Las escalas de inteligencia emocional y satisfacción vital se evaluaron mediante análisis factorial y la idoneidad de los datos se confirmó mediante la prueba de Bartlett. La consistencia interna del cuestionario se evaluó con los coeficientes alfa de Cronbach. Para analizar los datos se utilizaron las pruebas de Anova, Kruskal Wallis y Jonckheere-Terpstra. Todos los análisis se realizaron con SPSS v22.0. El 34% de los participantes tenía entre 18 y 21 años, el 45% entre 22 y 25 años y el 21% tenía más de 26 años. El 31% estaban interesados en deportes de equipo y el 69% en deportes individuales. El 37% eran entrenadores, el 32% profesores de educación física y deportes y el 31% gestores deportivos. De acuerdo con los resultados del análisis factorial, se encontraron la prueba de Bartlett $p<0,001$ y el coeficiente KMO 0,896. Los coeficientes alfa de Cronbach oscilaron entre 0,583 y 0,924. Mientras que algunos factores diferían en función de la edad, no se encontraron diferencias en función de la

rama deportiva. Mientras que la evaluación de las propias emociones y las habilidades sociales diferían según los departamentos, otros factores no diferían. Los participantes mayores de 26 años obtuvieron puntuaciones bajas en los factores de uso de las emociones y satisfacción vital. Estos resultados proporcionan pistas importantes para desarrollar estrategias que mejoren la inteligencia emocional y aumenten la satisfacción vital.

Palabras clave: inteligencia emocional; satisfacción vital; deporte; mujer; atleta.

Introduction

Research in the field of sport psychology shows that Athletes' emotional intelligence levels are closely related to sporting performance (Suárez & Jiménez, 2021). Emotional intelligence helps individuals to be successful in areas such as motivation, struggle, and team spirit, while at the same time allowing them to overcome factors such as stress, anxiety, and psychological pressure brought by doing sports (Castro-Sánchez et al., 2019). These factors affect the psychological and emotional states of individuals and positively or negatively affect their performance in both team and individual sports (Trigueros et al., 2019). The emotional intelligence of athletes improves their performance, especially by increasing their ability to cope with negative emotional states such as stress and anxiety (Jooste et al., 2023). On the other hand, athletes with low emotional intelligence may have difficulty in coping with such emotional challenges and their performance is negatively affected (Kopp et al., 2021). Therefore, emotional intelligence is of great importance in the field of sport psychology and studies in this field reveal that sporting success depends not only on physical abilities but also on emotional and psychological competences (Tok, 2008; Salar et al., 2012; Parker et al., 2004). Individuals with high emotional intelligence are individuals who can express themselves, empathise, motivate themselves and have positive characteristics in their lives (Taşkın, 2008).

Baltaş (2015) defined emotional intelligence as "the ability to recognise, understand and effectively use emotions that facilitate coping with ourselves and others", while Cooper and Sawaf (2003) defined it as "the area of intelligence that helps us learn to recognise and evaluate our own and others' emotions, as well as to respond appropriately by effectively reflecting the information about emotions and the energy of emotions to our daily life and work", Saklofske et al., (2007) emphasised that emotional

intelligence is related to exercise behaviour, and Cerin and Barnett (2006) emphasised that determining the intensity and frequency of some emotions in athletes can better understand and evaluate competition stress.

Sportive success can be considered as the sum of physical, mental and psychological performance (Kajbafnezhad et al., 2011). It can be said that athletes who know and apply the necessary prerequisites especially in competition environments will be successful (Maksum & Indahwati, 2023). In competition environments, athletes who resist the stress and anxiety situations and environmental pressure factors (the power of the opponent, the importance of the match, the cheering of the audience, the press, etc.) will be closer to success (Taşkın, 2008).

Sport has positive effects on psychological development as well as physical development. Emotional intelligence, which is defined as another type of intelligence according to Goleman (Kırtıl, 2009), is a concept that has a significant effect on sportive performance in both amateur and professional athletes. The anxiety and stress and environmental pressure factors that athletes are exposed to during and after competition periods make it necessary for athletes to control their own emotions under this psychological pressure and at the same time to understand the emotions of other individuals (Erbektaş et al., 2017; Yanar, 2017).

Athletes engaged in individual and team sports can contribute to their mental performance when they recognise their emotions and direct these emotions in a constructive way (Martín-Rodríguez et al., 2024). In sports, it can be observed that athletes who cannot manage their emotions also have difficulty in managing their intelligence (González-García et al., 2020). It is thought that emotions and behaviours of athletes in many branches of sports are related to the level of emotional intelligence (Adiloğulları & Görgülü, 2015). Taghizadeh and Shojaie (2012) found a significant relationship between emotional intelligence and group cohesion in a study conducted on professional athletes.

Zizzi et al., (2003) stated that the positive and negative emotional states that athletes are exposed to in basketball matches affect their skills such as accurate shooting and argued that emotions have an effect on athlete skills. Ghaderi and Ghasemi (2012), in their study on the relationship between personal character and emotional intelligence

of athletes, revealed that the social levels of team athletes are higher in terms of emotional intelligence than individual athletes. Salman et al., (2018) concluded that the mean emotional intelligence score of female athletes is higher than male athletes. Özcan and Göral (2020) found that there is a significant relationship between the goal commitment of athletes and emotional intelligence scores of both individual and team athletes.

Al Rubaye (2022) found that the emotional intelligence level and sub-dimensions of the participants were at medium and good levels, and social well-being levels were at a good level. In the study conducted by Koçak (2021) on taekwondo athletes, it was stated that the level of emotional intelligence was generally at a high level in the scale score and sub-dimensions. Türkmen (2020) stated that there was a statistically significant difference in the mean and all sub-dimensions of the emotional intelligence scale of students doing sports, and that the scores of female participants were higher than male participants. Hemmatinezhad et al., (2012) concluded that there is a strong relationship between emotional intelligence and performance in their study on handball players.

It is stated that high level of emotional intelligence is directly related to performance in individual and especially team athletes (Crombie et al., 2009; Perlini & Halverson, 2006). Lane et al., (2009) found that high levels of emotional intelligence have a positive effect on the use of some psychological skills such as imagery and self-talk/positive self-talk in individual sports.

According to some research results in the literature on emotional intelligence, emotional intelligence is important in achieving life satisfaction and success in all other areas of life (Tekin Acar, 2002). There are studies in the literature that reveal a positive and significant relationship between emotional intelligence and life satisfaction (Bektaş, 2014; İnci, 2014; Liu et al., 2013; Sun et al., 2014; Kartol & Erçevik, 2020; Yıldırım & Latifoğlu, 2020). Life satisfaction is the perception of life conditions according to the criteria set by the individual and attributing a value to it. In this sense, the emotional intelligence of the individual will affect life satisfaction (Bakan & Güler, 2017). It is known that individuals with high life satisfaction solve problems more effectively and

are more resistant to stressful life events (Kabasakal & Uz-Baş, 2013; Karatekin, 2013; Sahranç, 2007).

The concept of life satisfaction refers to the cognitive evaluation of the quality of one's life or the pleasure and happiness of life as a result of one's own will (Aşan & Erenler, 2008; Paschali & Tsitsas, 2010). An individual's life satisfaction level can affect many areas of his/her life (Largen, 2004). One of these areas is sport. It can be said that the sportive performances of individuals with high life satisfaction will be positively affected by this situation. In general, social relationship status has a very strong relationship with life satisfaction. It is known that individuals with strong social relationships have high levels of life satisfaction. (Diener & Biswas-Diener, 2019). In this context, it can be said that sports are very important in the socialisation of people and are also effective in life satisfaction. People's willing and desirous participation in sports activities can be considered as a part of life satisfaction (Somoğlu & Cihan, 2022). Research shows that both physical and mental factors affect life satisfaction, and participation in sportive activities positively affects people's mental and mental health satisfaction (Somoğlu & Cihan, 2021; Yazıcı & Somoğlu, 2021). According to the results obtained in their study, Teques et al., (2016) emphasised the importance of positive psychology by revealing the close relationships between emotional intelligence, life satisfaction and life purpose and stated that these variables should be addressed in order to lead a good life. Emotional intelligence and life satisfaction are two important concepts that are linked and interact with each other (Bakan & Güler, 2017). In this context, this study aimed to reveal the effects of some demographic characteristics of female athletes on emotional intelligence and life satisfaction.

Objective

The aim of this study is to comparatively analyse the effects of some demographic characteristics of female participants on emotional intelligence and life satisfaction. In the study, especially the sub-dimensions of emotional intelligence (Appraisal of Others' Emotions, Appraisal of Own Emotions, Regulation of Emotions, Social Skills, Using Emotions) were analysed by considering different age groups, sports branches and education departments. The main objective of the study is to

determine the effects of these demographic variables on emotional intelligence and life satisfaction and to reveal possible differences in these effects. In the study, it was tested whether there is a difference in emotional intelligence and life satisfaction according to demographic variables. The sample size consisted of 1168 female athletes and these participants were classified on the basis of age groups (18-21, 22-25, 26+), sports branches (team sports and individual sports) and education departments (Coaching Education, Physical Education and Sports Teaching, Sports Management). Before and after the research, within the scope and framework of the research, the number from Fırat University Faculty of Sport Sciences: E-20158992-020-502667 Date: 09.07.2024 research permission was obtained. All participants were included in this study with their personal preference and consent. Within the framework of the purpose of the research, the factors consisting of the following four items were investigated comprehensively. These are;

1. To determine the effects of demographic characteristics (age, sport branch, education department) of female athletes on emotional intelligence and life satisfaction.

2. To analyse the sub-dimensions of emotional intelligence and to examine the relationship between these dimensions and life satisfaction.

3. To test whether there are significant differences in emotional intelligence and life satisfaction according to demographic variables.

4. To draw attention to the issues of study design, participant selection criteria and ethical procedures that were left incomplete in the research process and to guide future studies in these areas.

The main theme of this study is included in the purpose of the study. The personal and research participation preferences of the participants were taken into consideration, and unethical issues regarding the identity information and personal rights that would reveal the personal recognition of any participant within the ethical framework were not included in the research. For this reason, the personal rights of all participants were respected by acting in accordance with the ethical rules and obligations within the framework of the purpose of the study.

Scope

This research is based on the data of 1168 female participants. Participants were selected from different age groups (18-21, 22-25, 26+), sports branches (team sports and individual sports) and education departments (Coaching Education, Physical Education and Sports Teaching, Sports Management). In order to ensure the validity and reliability of the data, pre-tests were conducted and Cronbach alpha reliability coefficients were calculated. Statistical methods such as factor analysis, Bartlett's test and Keiser-Meyer-Olkin coefficient were used to evaluate the suitability and internal consistency of the data. Various statistical analysis methods such as ANOVA, Kruskal-Wallis test and Jonckheere-Terpstra test were used to analyse the data. All analyses were performed with SPSS v22.0 software. In this context, it is aimed to understand the effects of sport on emotional intelligence and life satisfaction and to develop strategies in these areas.

This research aims to examine the effects of demographic variables on emotional intelligence levels and life satisfaction of female athletes. The scope of the research is detailed as follows. These are;

1. **Participant profile**
   - ✓ The research includes 1168 female athlete participants.
   - ✓ Participants were selected from different age groups (18-21, 22-25, 26+).
   - ✓ In terms of sports branches, it was divided into two groups as team sports and individual sports.
   - ✓ Education departments were categorised as Coaching Education, Physical Education and Sports Teaching and Sports Management.

2. **Subject of the research**
   - ✓ The study centred on the concepts of emotional intelligence and life satisfaction.
   - ✓ The sub-dimensions of emotional intelligence (Appraising Others' Emotions, Appraising Own Emotions, Regulating Emotions, Social Skills, Using Emotions) were examined.
   - ✓ Life satisfaction refers to the satisfaction level of individuals with their lives and is considered as an important variable in this study.

3. **Demographic variables**

   ✓ Age groups: Female athletes aged 18-21, 22-25, 26+.

   ✓ Sports branches; Team sports (e.g. football, basketball) and individual sports (e.g. tennis, swimming).

   ✓ Education departments; Coaching Education, Physical Education and Sports Teaching, Sports Management.

4. **Methods and analyses used in the research**

   ✓ In order to ensure the validity and reliability of the scales used in the data collection process, pretests were conducted and Cronbach's alpha reliability coefficients were calculated.

   ✓ Statistical methods such as factor analysis, Bartlett's test and Keiser-Meyer-Olkin coefficient were used to evaluate the suitability and internal consistency of the data.

   ✓ Statistical analysis methods such as ANOVA, Kruskal-Wallis test and Jonckheere-Terpstra test were used to analyse the data.

   ✓ All analyses were performed with SPSS v22.0 software.

5. **Objectives of the study**

   ✓ To determine how emotional intelligence and life satisfaction levels of female athletes differ according to demographic variables.

   ✓ To analyse the effects of emotional intelligence sub-dimensions on life satisfaction.

   ✓ To provide information that will contribute to strategic decisions in the fields of sport psychology and management.

In this context, the findings of the study help to develop strategies to increase emotional intelligence and life satisfaction of athletes and provide applicable suggestions in the field of sport management.

Method

In this study, 1168 female participants participated. In order to measure the validity and reliability of the data obtained from these participants, a pre-test was conducted and Cronbach's alpha reliability coefficient was calculated as 0.762 after the

test. A total of 125 female participants with different demographic characteristics participated in the pre-test research. Questionnaires were hand-delivered to 52% of the participants and they were asked to answer the questionnaires. 48% of the participants were distributed via internet and social media. It took 52 days for these questionnaires to be returned. After the validity and reliability test conducted after the main research, a Cronbach's alpha coefficient of 0.896 was obtained. This value was found to be quite high when compared with other studies in the literature similar to this study. While calculating the statistical differences between the groups, $p<0.05$ value was taken into consideration.

According to the factor analysis results, 19+5 questions in the scale were categorised under 4 factors. They were named as "Evaluating others' emotions", "Evaluating own emotions", "Regulating emotions", "Social skills", "Use of emotions". The suitability of the data for factor analysis was evaluated by Bartlett's test and the suitability of the size of the research group was evaluated by Keiser-Meyer-Olkin coefficient. The internal consistency of the questionnaire was evaluated with Cronbach's alpha coefficients obtained for each subsection. Anova test, Kruskal Wallis test, Jonckheere-Terpstra test were used in the analysis of the data. All analyses were performed with SPSS v22.0 (SPSS Science, Chicago, IL, USA).

The scale used in the research is the Likert-type "Bar-On EQ-i Emotional Intelligence Scale", which was previously developed by Bar-On (1997) and revised by Acar (2001), Again, the questionnaire form consisting of the questionnaire used in Özdenk's (2015) doctoral thesis titled " Investigations on emotional intelligence and leadership characteristics of individuals lacking sport habits and athletes dealing with individual and team sports " and the questionnaire whose validity and reliability was ensured and the questionnaire form consisting of "Emotional Intelligence Inventory in Sport", which was adapted into Turkish by Adiloğulları and Görgülü (2015), was adapted and redesigned for this study.

When the method used in the EQ-i Emotional Intelligence Scale study conducted by Bar-On (1997) is compared with the method used in this study, the sub-dimensions of emotional intelligence (Appraisal of Others' Emotions, Appraisal of Own Emotions, Regulation of Emotions, Social Skills, Use of Emotions) It supports and parallels our

study to examine the relationship between emotional intelligence and life satisfaction. Again, our comparisons in the direction of investigating whether there is a difference in emotional intelligence and life satisfaction according to demographic variables (age, class) are also in parallel with the related study.

It is seen in our study that the connection between the study titled "Emotional Intelligence Inventory in Sports" conducted by Adiloğulları and Görgülü (2015) and this study is parallel to each other in their applications, and there is no difference in terms of the results obtained and more qualified data and results are obtained.

In Özdenk's (2015) doctoral thesis, there are parallel similarities between the methods used in the questionnaire and analysis applications and the research method used in our study.

The completion period of the study was 123 days and the implementation period was 52 days. The population of the study is Turkey and the sample consists of Istanbul, Ankara, Elazığ, Sakarya, Antalya, Muğla, Ağrı, Trabzon, Edirne and Samsun provinces.

There are many similar studies in the literature on the subject and research content of this study, and it is among our findings that there is a significant consistency between the methods used in these studies and our study method.

Constraints of the study

1. **Sample Size and Diversity;** The sample size of the study is limited only to female participants, and it should be noted that a larger and more diverse sample is required for generalisation. The inclusion of participants from different age groups, both genders and sports branches not included in the study will increase the applicability of the results to a wider audience.

2. **Data Collection Methods;** The questionnaires and scales used in this study are based on the self-reports of the female athletes who participated in the study, which constitutes a limitation that may lead to subjective biases. In future studies, the use of additional data collection methods such as more objective and direct observations or biometric measurements may be useful in terms of research and studies to be conducted or prepared.

3. **Time Limitations;** This study was conducted in a certain period of time, making it difficult to evaluate the long-term effects of the findings. For this

reason, there is a need for long-term follow-up and long-term studies in future studies of this type.

Limitations

1. **Cultural and Regional Differences;** The fact that this research was conducted in a specific cultural and geographical context limits the generalisability of the findings to different cultural and regional contexts. Similar studies should be conducted in cultural and regional contexts of societies with many different cultures and athletes. For this reason, the inclusion of cultural differences and cross-cultural comparisons in the literature in future studies will help to remove this limitation.

2. **Uncontrollable Variables;** There are also many external variables that could not be controlled during this study. These are the mood and environmental conditions of the participants. These uncontrollable variables may affect the results to be obtained or make a difference. In future researches in this direction, it should be noted that stricter control and experimental designs should be used to minimise the effect of such variables and it is a factor that should not be ignored as a limitation.

In the studies to be prepared by being aware of these limitations and limitations that we have explained and explained above; researchers taking steps to eliminate these limitations in future studies and acting by obtaining more comprehensive and generalisable findings will contribute to the introduction of more qualified research and studies to the literature.

The main research problem of the study

The main research problem of this study is to examine the effects of emotional intelligence levels of female athletes on life satisfaction and how these effects differ according to demographic variables (age, sport branch, education department).

Sub research problems of the study

1. Are there differences between emotional intelligence levels and life satisfaction of female athletes according to their age groups?

2. Is there a significant difference between emotional intelligence levels and life satisfaction of female athletes in team sports and individual sports branches?

3. Are there differences between emotional intelligence levels and life satisfaction of female athletes according to their education departments "Coaching Education, Physical Education and Sports Teaching, Sports Management"?

4. Is there a relationship between the emotional intelligence sub-dimensions of female athletes "Evaluation of Emotions of Others, Evaluation of Own Emotions, Regulation of Emotions, Social Skills, Use of Emotions" and life satisfaction?

The above main research problem and 4 sub-problems prepared for the research and study were determined in accordance with the purpose and scope of the study and were found to be in parallel with the findings of similar studies in the literature (Öztürk Çelik et al., 2021; Güler & Erhan, 2022; Salman et al., 2018).

Results

- All of the participant students were female, 34% were between the ages of 18-21, 45% were between the ages of 22-25, and 21% were over the age of 26.
- It was determined that 31% were team sports and 69% were individual sports.
- 37% of the students are studying coaching education, 32% are studying physical education and sports teaching, and 31% are studying sports management.
- 17% of the students study in the first grade, 21% in the second grade, 32% in the third grade and 31% in the fourth grade.

Table 1. Demographic statistics

		Count	Column N %
Age	18-21	396	34%
	22-25	528	45%
	26+	244	21%
Gender	Male	0	0%
	Woman	1168	100%
Sport Branch	Team Sports	360	31%
	Individual Sports	808	69%
	No.	0	0%
Department	Coaching Education	432	37%
	Physical Education and Sports Teaching	376	32%
	Sport Management	360	31%
Class	1	200	17%
	2	240	21%
	3	368	32%
	4	360	31%

Factor analysis

Factor analysis was conducted on the data obtained from 1168 students. Bartlett's test $p<0.001$ and Kaiser-Meyer-Olkin (KMO) coefficient 0.896 (high) were found to assess the suitability of the data for factor analysis.

Table 2. KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,896
Bartlett's Test of Sphericity	Approx. Chi-Square	4296,229
	df	171
	Sig.	,000

The factor loadings obtained for each question are summarised in Table 3.

The five questions asked for the factor of evaluating the emotions of others were categorised under this group.

- The three questions asked for the factor of evaluating their own emotions were categorised under this group.
- Two questions asked for the emotion regulation factor were categorised under this group.
- Three questions asked for the social skills factor were categorised under this group.
- Six questions asked for the use of emotions factor were categorised under this group.
- The five questions asked for the life satisfaction factor were categorised under this group.
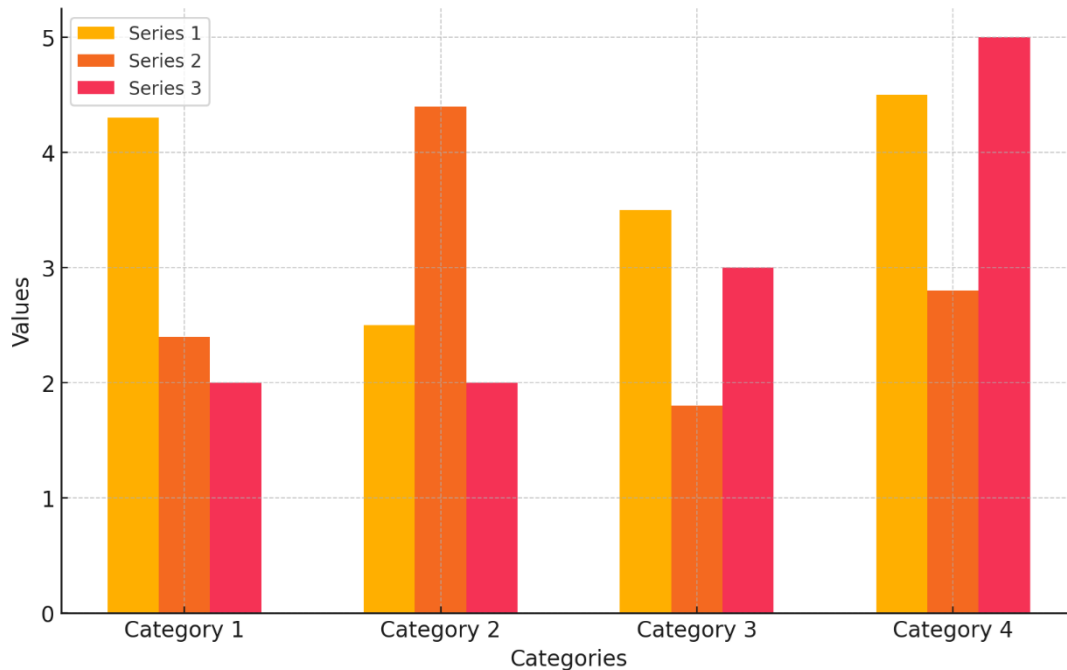
Graph 1. Factor graph

Category	Series 1	Series 2	Series 3
Category 1	4.3	2.4	2
Category 2	2.5	4.4	2
Category 3	3.5	1.8	3
Category 4	4.5	2.8	5

There are three different series (Series 1, Series 2, Series 3) and four categories (Emotional Intelligence components) in the data set. The results of this analysis show that the series have different effects on the components of emotional intelligence. Series 1 is effective in understanding others' emotions and social skills. Series 2 is strong in evaluating their own emotions. Series 3 is effective in social skills but less effective in other components. In terms of categories, the first and fourth categories (understanding others' emotions and social skills) have higher values in general, clearly showing that these categories may be more critical for emotional intelligence. The analysis part regarding the general distribution of the series is expressed and interpreted in detail below.

➢ **Series 1**

- Category 1 (4.3) and Category 4 (4.5) values are high, indicating that the effect of Series 1 is strong in these categories.

- Category 2 (2.5) and Category 3 (3.5) values are relatively low, indicating that the impact of Series 1 is less in these categories.

➢ **Series 2**

- The high value of Category 2 (4.4) indicates that the impact of Series 2 is strong in this category.

- The values for Category 1 (2.4), Category 3 (1.8) and Category 4 (2.8) are low, indicating that the impact of Series 2 is less in these categories.

➢ **Series 3**

- Category 4 (5) has a high value, indicating that the impact of Series 3 is strong in this category.

- The values for Category 1 (2), Category 2 (2) and Category 3 (3) are relatively low. This suggests that the impact of Series 3 is less in these categories.

Factor Evaluation

1. Evaluating the Emotions of Others (Category 1)

- Series 1 (4.3) is high, making a significant contribution to this factor.

- Series 2 (2.4) and Series 3 (2) are lower, contributing less for this factor.

2. Evaluating Own Emotions (Category 2)

- Series 2 (4.4) is high, making a significant contribution to this factor.

- Series 1 (2.5) and Series 3 (2) are lower, contributing less for this factor.

3. Regulating Emotions (Category 3)

- Series 1 (3.5) is moderate, making a reasonable contribution to this factor.

- Series 2 (1.8) is low, contributing little to this factor.

- Series 3 (3) is moderate, making a reasonable contribution to this factor.

4. Social Skills (Category 4)

- Series 1 (4.5) and Series 3 (5) are high, making a significant contribution to this factor.

- Series 2 (2.8) is lower, making less contribution for this factor.

Series 1: It has a strong effect on the factors of evaluating the emotions of others and social skills.

Series 2: It has a strong effect on the factor of evaluating own emotions.

Series 3: It has a strong effect on the social skills factor, but has less effect on other factors.

Category 1: It has high scores in the categories of evaluating the feelings of others and social skills. This suggests that this series plays an important role in the formation of these factors.

Category 2: It has a high score in the category of evaluating own emotions. This suggests that this series plays an important role in the formation of this factor.

Category 3: It has a high score in the social skills category. It shows that this series plays an important role in the formation of this factor. It also has a reasonable score in the category of regulating emotions.

Category 4: It has high scores in the categories of evaluating the feelings of others and social skills. This suggests that this series plays an important role in the formation of these factors.

The above data consist of a factor analysis including four series and four categories representing different sub-dimensions of emotional intelligence and life satisfaction. This factor analysis is an important statistical method that aims to reduce the relationships between variables to a smaller number of sub-dimensions (Kızıloğlu & Şahin, 2022). According to the results of this factor analysis, it helps us to understand how each series contributes to specific emotional intelligence and life satisfaction factors. In this way, determining which series create more significant effects on which factors will facilitate researchers. The information provided by these analyses can be used to develop new strategies for improving emotional intelligence and life satisfaction.

Table 3. Rotated component matrixa

	Component					
	Evaluating the Emotions of Others	Evaluating Your Own Emotions	Regulating Emotions	Social Skills	Use of Emotions	Life Satisfaction
I can tell how people feel by their facial expressions.	,679					
When someone else tells me about an important event in their life, I feel almost as if I had experienced it myself.	,562					
I can tell what other people are feeling just by looking at their facial expressions.	,411					
It's hard for me to understand why people feel that way.	,926					
I can tell how people feel by listening to their voice tones.	,628					
As I experience my feelings, I become aware of them.		,733				
I know why my emotions change.		,821				
I can easily recognise my emotions as I experience them.		,634				
I have control over my emotions.			,901			
I look for activities that make me happy.			,684			
I like to share my feelings with others.				,814		
I organise activities that others will enjoy.				,681		
I help other people to feel better when they are sad.				,399		
When my mood changes, I see new possibilities.					,580	
When I experience a positive emotion, I know how to keep it going.					,727	
When I am in a positive emotional state, it is easy for me to solve problems.					,863	
When my mood is positive, I can come up with new ideas.					,620	
I tend to find new ideas when I feel a change in my feelings.					,653	
I use my good moods to maintain my determination in the face of obstacles.					,554	
In many ways, my life is close to my ideals.						,802

Original article. Investigation of the effects of some demographic characteristics of female athletes on emotional intelligence and life satisfaction. Vol. 10, n.º 3; p. 603-640, september 2024.
https://doi.org/10.17979/sportis.2024.10.3.11056

My living conditions are excellent	,657
My life fulfils me	,628
So far, I have achieved the important things I want in life	,544
If I had the chance to live my life over again, I would change almost nothing	,332

The mean, standard deviation and Cronbach's alpha values obtained for the subheadings of the scale and emotional intelligence and life satisfaction are summarised in Table 4. The mean Cronbach's alpha value was 0.583 for directing others' emotions, 0.891 for evaluating own emotions, 0.737 for regulating emotions, 0.759 for social skills, 0.924 for using emotions, and 0.819 for life satisfaction.

Table 4. Scale & reliability statistics

	Reliability Statistics		Scale Statistics			
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Mean	Variance	Std. Deviation	N of Items
Evaluating the Emotions of Others	,583	,614	16,8219	10,717	3,27373	5
Evaluating Your Own Emotions	,891	,892	10,8767	9,923	3,15006	3
Regulating Emotions	,737	,738	7,5616	3,244	1,80100	2
Social Skills	,759	,760	10,3493	7,981	2,82500	3
Use of Emotions	,924	,924	21,6370	33,799	5,81369	6
Life Satisfaction	,819	,823	16,4110	19,377	4,40192	5

The scale explains 78% of the variance of emotional intelligence and life satisfaction scales in total. Contributions of the sub-dimensions of the scale to the total variance were found as 23% for directing others' emotions, 17% for evaluating own emotions, 11% for regulating emotions, 10% for social skills, 10% for using emotions, and 6% for life satisfaction.

Table 5. Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,933	52,281	52,281	9,933	52,281	52,281	4,378	23,041	23,041
2	1,238	6,516	58,797	1,238	6,516	58,797	3,362	17,697	40,738
3	1,129	5,940	64,737	1,129	5,940	64,737	2,097	11,039	51,778
4	,974	5,126	69,863	,974	5,126	69,863	2,042	10,748	62,525
5	,922	4,851	74,714	,922	4,851	74,714	1,919	10,098	72,623
6	,795	4,182	78,896	,795	4,182	78,896	1,192	6,273	78,896

Anova test will be applied to understand whether emotional intelligence and life satisfaction scale differ according to age. The result of the ANOVA test is used to understand whether there is a difference between ages in terms of the answers given to the Emotional intelligence and life satisfaction scale. The main hypothesis of the analysis states that there is no difference between ages. The probability value (Sig) calculated as a result of the test was found to be higher than 0,05 except for two factors. The main hypotheses of these two factors will be rejected. The results are as follows;

- The factor of evaluating the emotions of others does not differ according to age.

- The factor of evaluating own emotions does not differ according to age.

- Emotion regulation factor does not differ according to age.

- Social skills factor does not differ according to age.

- The factor of use of emotions differs according to age. The averages of the 26+ age group are the lowest and the 18-21 age group are the highest.

- Life satisfaction factor differs according to age. The mean of the 18-21 age group is the lowest and the mean of the 26+ age group is the highest.

Table 6. ANOVA - age results

		Sum of Squares	df	Mean Square	F	Sig.
Evaluating the Emotions of Others	Between Groups	50,582	2	25,291	2,382	,094
	Within Groups	3068,158	289	10,616		
	Total	3118,740	291			
Evaluating Your Own Emotions	Between Groups	57,889	2	28,945	2,956	,054
	Within Groups	2829,672	289	9,791		
	Total	2887,562	291			
Regulating Emotions	Between Groups	11,100	2	5,550	1,719	,181
	Within Groups	932,791	289	3,228		
	Total	943,890	291			
Social Skills	Between Groups	15,009	2	7,505	,940	,392
	Within Groups	2307,360	289	7,984		
	Total	2322,370	291			
Use of Emotions	Between Groups	339,935	2	169,967	5,173	,006
	Within Groups	9495,586	289	32,857		
	Total	9835,521	291			
Life Satisfaction	Between Groups	149,499	2	74,750	3,935	,021
	Within Groups	5489,186	289	18,994		
	Total	5638,685	291			

Table 7. Averages by age

Mean	Age		
	18-21	22-25	26+
Evaluating the Emotions of Others	17,09	16,99	16,02
Evaluating Your Own Emotions	10,83	11,27	10,10
Regulating Emotions	7,73	7,61	7,20
Social Skills	10,53	10,42	9,92
Use of Emotions	22,79	21,63	19,79
Life Satisfaction	15,46	16,70	17,31

1. Evaluating the Emotions of Others

Formula: Evaluating the Emotions of Others; $17.09 \cdot d_{18-21} + 16.99 \cdot d_{22-25} + 16.02 \cdot d_{26+}$

2. Evaluating Your Own Emotions

Formula: Evaluating Own Emotions; $10.83 \cdot d_{18-21} + 11.27 \cdot d_{22-25} + 10.10 \cdot d_{d26+}$

3. Regulating Emotions

Formula: Regulating Emotions; $7.73 \cdot d_{18-21} + 7.61 \cdot d_{22-25} + 7.20 \cdot d_{26+}$

4. Social Skills

Formula: Social Skills; $10.53 \cdot d_{18-21} + 10.42 \cdot d_{22-25} + 9.92 \cdot d_{26+}$

5. Use of Emotions

Formula: Use of Emotions; $22.79 \cdot d_{18-21} + 21.63 \cdot d_{22-25} + 19.79 \cdot d_{26+}$

6. Life Satisfaction

Formula: Life Satisfaction; $15.46 \cdot d_{18-21} + 16.70 \cdot d_{22-25} + 17.31 \cdot d_{26+}$

In these formulae, d_{18-21}, d_{22-25} and d_{26+} are dummy variables representing the presence of age groups. As an example of this formula; d_{18-21}, variable takes the value 1 for individuals in the 18-21 age group and 0 for other age groups. The same logic is also valid for other age groups.

Kruskal Wallis test was applied to determine whether the emotional intelligence and life satisfaction scale differed according to sports branches. The results of this test were used to determine whether there was a difference between the answers given to the emotional intelligence and life satisfaction scale according to sports branches. The basic assumption of the analysis was that there was no difference between sports branches. The probability value (Sig) calculated as a result of the test shows that it is greater than 0.05 in all factors. With these results and reasons, the main hypothesis was not rejected

for all factors. In other words, no significant difference was found between sports branches in terms of emotional intelligence and life satisfaction scale.

- The factor of evaluating the emotions of others does not differ according to the sport branch.

- The factor of evaluating own emotions does not differ according to the sport branch.

- Emotion regulation factor does not differ according to the sport branch.

- Social skills factor does not differ according to the sport branch.

- The factor of use of emotions does not differ according to the sport branch.

- Life satisfaction factor does not differ according to sport branch.

Table 8. Kruskal Wallis test statistics - sport branch results

	Chi-square	df	Asymp. Sig.
Evaluating the Emotions of Others	3,625	1	,057
Evaluating Your Own Emotions	,012	1	,913
Regulating Emotions	,441	1	,506
Social Skills	1,252	1	,263
Use of Emotions	,626	1	,429
Life Satisfaction	1,467	1	,226

Table 9. Averages by sport branch

	Sport Branch	
Mean	Team Sports	Individual Sports
Evaluating the Emotions of Others	17,42	16,55
Evaluating Your Own Emotions	11,27	10,70
Regulating Emotions	7,38	7,64
Social Skills	10,78	10,16
Use of Emotions	21,96	21,50
Life Satisfaction	16,82	16,23

The results of the ANOVA test applied to understand whether the emotional intelligence and life satisfaction scale differs according to the departments are analysed comprehensively. As a result of the ANOVA test applied to understand whether there is a difference between the departments in terms of the answers given to the emotional intelligence and life satisfaction scale, the main hypothesis of the analysis, "there is no difference between the departments" hypothesis was rejected. In these two factors, the calculated probability value (Sig) was found to be less than 0.05. In other factors, the main hypothesis could not be rejected. The results are as follows;

- The factor of evaluating the emotions of others does not differ according to age.

- The factor of evaluating own emotions differs according to age. The averages of those studying in coaching education are the highest and those studying in sports management are the lowest.

- Emotion regulation factor does not differ according to age.

- Social skills factor differs according to age. The averages of those studying in physical education and sports teaching are the highest and those studying in sports management are the lowest.

- The factor of use of emotions differs according to age.

- Life satisfaction factor differs according to age.

Table 10. ANOVA - section results

		Sum of Squares	df	Mean Square	F	Sig.
Evaluating the Emotions of Others	Between Groups	22,928	2	11,464	1,070	,344
	Within Groups	3095,811	289	10,712		
	Total	3118,740	291			
Evaluating Your Own Emotions	Between Groups	86,869	2	43,435	4,482	,012
	Within Groups	2800,692	289	9,691		
	Total	2887,562	291			
Regulating Emotions	Between Groups	2,213	2	1,107	,340	,712
	Within Groups	941,677	289	3,258		
	Total	943,890	291			
Social Skills	Between Groups	65,801	2	32,901	4,214	,016
	Within Groups	2256,569	289	7,808		
	Total	2322,370	291			
Use of Emotions	Between Groups	68,747	2	34,374	1,017	,363
	Within Groups	9766,773	289	33,795		
	Total	9835,521	291			
Life Satisfaction	Between Groups	53,678	2	26,839	1,389	,251
	Within Groups	5585,007	289	19,325		
	Total	5638,685	291			

Table 11. Averages by department

	Sections		
Mean	Coaching Education	Physical Education and Sports Teaching	Sport Management
Evaluating the Emotions of Others	16,72	17,21	16,53
Evaluating Your Own Emotions	11,56	10,68	10,27
Regulating Emotions	7,54	7,68	7,47
Social Skills	10,59	10,74	9,64
Use of Emotions	21,28	22,34	21,33
Life Satisfaction	16,96	16,00	16,18

12. Evaluating the Emotions of Others

Evaluating the Emotions of Others; $16.72 \cdot dCoaching_{\text{Education}} + 17.21 \cdot dB\,Physical\,Education\,Sports\,Teaching + 16.53 \cdot dSports_{\text{Management}}$

13. Evaluating Your Own Emotions

Evaluation of Own Emotions; $11.56 \cdot dCoaching_{\text{Education}} + 10.68 \cdot dB\,Physical\,Education\,and\,Sports\,Teaching + 10.27 \cdot dSports_{\text{Management}}$

14. Regulating Emotions

Regulation of Emotions; $7.54 \cdot dCoaching\,Education + 7.68 \cdot dBeden\,Education\,and\,Sports\,Teaching + 7.47 \cdot dSports_{\text{Management}}$

15. Social Skills

Social Skills; $10.59 \cdot dFaculty_{\text{Education}} + 10.74 \cdot dFaculty\,of\,Physical\,Education\,and\,Sports + 9.64 \cdot dSports_{\text{Management}}$

16. Use of Emotions

Use of Emotions; $21.28 \cdot dCoaching_{\text{Education}} + 22.34 \cdot dB\,Physical\,Education\,and\,Sports\,Teaching + 21.33 \cdot dSports_{\text{Management}}$

17. Life Satisfaction

Satisfaction with Life; $16.96 \cdot dFaculty_{\text{Education}} + 16.00 \cdot dFaculty\,of\,Physical\,Education\,and\,Sports\,Management + 16.18 \cdot dSports_{\text{Management}}$

These equations express the effects of department groups on the dependent variables. The accuracy and validity of each equation were assessed based on the significance (Sig.) values of the respective ANOVA results.

The results of the Jonckheere-Terpstra test, which was applied to understand whether the emotional intelligence and life satisfaction scale differed according to the classes, were analysed. The result of Jonckheere-Terpstra test will be used to understand whether there is a difference between the departments in terms of the answers given to Emotional intelligence and life satisfaction scale. The main hypothesis of the analysis states that there is no difference between the departments. The probability value (Sig) calculated as a result of the test was found to be higher than 0.05 for all factors. The main hypotheses of these two factors will be rejected. The results are as follows;

- The factor of evaluating the emotions of others does not differ according to class.

- The factor of evaluating one's own emotions does not differ according to the class.

- Emotion regulation factor does not differ according to class.

- Social skills factor does not differ according to class.

- The factor of the use of emotions differs according to the class.

- Life satisfaction factor differs according to class.

Table 12. Jonckheere-Terpstra test – class results

	Evaluating the Emotions of Others	Evaluating Your Own Emotions	Regulating Emotions	Social Skills	Use of Emotions	Life Satisfaction
Number of Levels in class	4	4	4	4	4	4
N	292	292	292	292	292	292
Observed J-T Statistic	14294,000	16452,000	14394,000	15050,000	14842,000	15312,000
Mean J-T Statistic	15650,000	15650,000	15650,000	15650,000	15650,000	15650,000
Std. Deviation of J-T Statistic	795,051	788,603	785,961	789,204	796,681	798,906
Std. J-T Statistic	-1,706	1,017	-1,598	-,760	-1,014	-,423
Asymp. Sig. (2-tailed)	,088	,309	,110	,447	,310	,672

Table 13. Averages according to class

Mean	Class			
	1	2	3	4
Evaluating the Emotions of Others	16,64	18,43	16,30	16,38
Evaluating Your Own Emotions	10,00	11,17	11,48	10,56
Regulating Emotions	7,12	7,90	8,00	7,13
Social Skills	10,32	10,57	10,65	9,91
Use of Emotions	21,56	23,30	21,41	20,80
Life Satisfaction	16,60	15,90	16,74	16,31

Discussion

In this study, the main purpose of which is to comparatively analyse the effects of some demographic characteristics of female participants on emotional intelligence, the findings obtained in this section are evaluated comparatively with the results of different studies.

In the study, the use of emotions and life satisfaction factors differ according to age. The averages of the 18-21 age group are the lowest and the 26+ age group is the highest. While the factors of evaluation of own emotions and social skills differ, the

dimensions of evaluation of others' emotions and regulation of emotions do not differ. In their study, Güler and Erhan (2022) found that athletes between the ages of 27-30 had a better level of emotion use than athletes between the ages of 21-23 in the dimension of use of emotions. This finding supports our study. Yücel and Özdayı (2019) concluded that the emotional intelligence levels of the participants differed in the dimension of using emotions in the age variable. Koçak (2021) concluded in his study that the use of emotions, the scores of the participants aged 20-21 years and 24≥ years were higher than the scores of the participants aged ≤19 years. Mayer et al., (2001) found that in terms of emotional intelligence, 18-21 age group students had higher scores than 13-16 age group students. Şenel (2015) revealed in his study that students aged 20-22 years had higher emotional intelligence levels than the 17-19 age group. Çelik et al., (2021) found a significant difference in the use of emotions and regulation of emotions sub-dimensions according to age variable in their study. It was determined that the higher the age, the higher the emotional intelligence levels in these dimensions. Serdengeçti (2003) and Adiloğulları (2011) found that the level of emotional intelligence increased with increasing age. In the study conducted by Karademir et al., (2010), a significant difference was found in the emotional intelligence levels of students related to age. Regarding the effect of age on emotional intelligence, Özdenk (2018) and Yanar (2017) did not find a significant difference between emotional intelligence and age in their studies. Tingaz (2013) found no significant difference in the emotional intelligence levels of physical education and sports teacher students according to age. Sütpak (2012) found that emotional intelligence levels of students did not change according to age.

In the study, the factors of use of emotions, evaluation of others' emotions, and regulation of emotions do not differ according to sport. Taşkın et al., (2010) found no significant difference between the scores obtained for personal skills, adaptability, coping with stress, interpersonal skills and general mood related to emotional intelligence of students in terms of individual and team sports. In their study, Kajbafnezhad et al., (2011) found that there was no significant difference between the general mean scores of emotional intelligence of team athletes and individual athletes. These findings support our study in the dimension of use of emotions. In addition,

Pasand et al., (2013) found that there was no significant difference in the emotional intelligence of athletes engaged in "football, basketball, handball, volleyball, athletics, swimming, gymnastics" branches.

In the study, evaluation of own emotions and social skills factors differ according to class. Evaluating the emotions of others and regulating emotions do not differ according to class. In his study, Türkekul (2019) found a significant difference in the use of emotions dimension of the emotional intelligence scores of physical education and sports teacher candidates according to their grade levels. 2nd graders have a higher mean score than 3rd graders. In addition, 2nd graders had higher mean scores in the evaluation of emotions and emotional intelligence total scores. Şenel (2015) found that emotional intelligence scores differed according to the class variable in his study. In Deniz and Yılmaz's (2004) study, it was found that there was no significant difference according to the class variable. In the study of Aşan and Özyer (2003), it was found that students' emotional intelligence scores did not differ significantly according to class variables.

Yılmaz and Özkan (2011) reported that the mean score of third graders was the lowest and the mean score of fourth graders was the highest. Deniz and Yılmaz (2004), on the other hand, did not find a significant difference between grade and emotional intelligence mean scores. Taşkın (2008) also found no significant difference between emotional intelligence dimensions and grades in his study. These results support our study in different sub-dimensions.

Those studying in coaching education had the highest mean scores for evaluating their own emotions, while those studying in sports management had the lowest mean scores for evaluating their own emotions and social skills. Yücel and Özdayı (2019) concluded that the emotional intelligence levels of the participants differed in the dimensions of evaluating their own emotions and social skills in the department variable. In a different study conducted by Yücel et al., (2023) it was determined that there is an emotional relationship between physical activity, physical inactivity and life satisfaction, which contributes to the formation of obesity problem. It supports the results of this study that the level of emotional intelligence has an effect on many different positive or negative factors (Yücel et al., 2023).

Yaykıran (2021) found a significant difference in self-direction and well-being dimensions between coaching and recreation departments in his study on Sports Sciences students. In the study, it was found that the mean social skills of those studying in physical education and sports teaching were the highest. In the study conducted by Dicle (2006), it was revealed that students' total social skills levels and total emotional intelligence levels were significantly and highly related.

Significant differences were also found in the study regarding life satisfaction. According to the data obtained, life satisfaction differs according to class and age variables, but not according to sports branch. Life satisfaction factor differs according to class. Unlike our study, Yıldız (2016) found that class levels did not have a significant effect on life satisfaction in his study. In our study, life satisfaction factor differs according to age. The average of the 18-21 age group is the lowest and the 26+ age group is the highest. Hanbay et al., (2017) found that life satisfaction of individuals differs significantly according to age status variable. It is seen that there is a significant difference between the life satisfaction of those in the age group older than 37-48 (this group includes subjects aged 49-64 and over 65) and the life satisfaction of those in the age group 16-28 ($p = 0.04 < 0.05$). Yücel and Özdayı (2019) concluded in their study that there was a difference in the emotional intelligence levels of the participants in terms of life satisfaction in the age variable. According to the results obtained in their study, Kartol and Erçevik (2020) concluded that university students with high levels of emotional intelligence have high scores of the presence of meaning in life and life satisfaction.

Conclusion

According to the results of this study, emotional intelligence and life satisfaction are affected by demographic factors such as age, education department and sport branch. The findings show that the use of emotions and life satisfaction increase with increasing age. While significant differences were found in the factors of "Appraisal of Own Emotions" and "Social Skills" according to the education departments, the mean of "Appraisal of Own Emotions" of the participants who received coaching education was the highest, while the mean of the participants who received sports management

education was the lowest. Similarly, the "Social Skills" averages of the participants studying in the physical education and sports teaching department were found to be the highest. There was no significant difference between sports branches in the factor of "Use of Emotions", which shows that there is no significant effect on emotional intelligence between team sports and individual sports.

In general, this study reveals that emotional intelligence and life satisfaction are affected by factors such as age, education and sport. These findings provide important clues for developing strategies to improve emotional intelligence and life satisfaction. In particular, specific training and development programmes can be designed for different age groups and educational fields. After the scope of the study and the findings obtained, it is seen that the study provides direction for future studies to examine the effects of sport on emotional intelligence in more depth and has this content and qualifications.

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