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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN ACADEMIC

MOTIVATION AND EMOTIONAL INTELLIGENCE LEVELS OF ELT STUDENTS AT

A UNIVERSITY IN TURKEY

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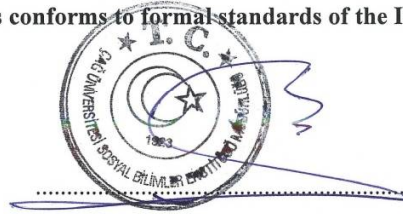DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

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ÖZET

TÜRKİYE'DEBİR ÜNİVERSİTEDEKİ İNGİLİZ DİLİ EĞİTİMİ ÖĞRENCİLERİNİN AKADEMİK MOTİVASYON İLE DUYGUSAL ZEKA DÜZEYLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Furkan CANBAY

İngiliz Dili Eğitimi bölümünde okuyan öğrenciler geleceğin öğretmen adaylarıdır. Eğitim ortamına ve akademik başarıya odaklanan psikologlar, eğitimciler ve araştırmacılar eğitim sürecinde bireysel farklılıklar yönünden en iyi eğitim etkisini verebileceklerini anlamaya çalışmaktadırlar (Marcela, 2015). Dolayısıyla, çalışmamızın amacı Atatürk Üniversitesi İngiliz Dili Eğitimi bölümündeki öğrencilerin akademik motivasyon ile duygusal zeka düzeyleri arasındaki ilişkiyi belirlemektir. 225 katılımcı çalışmaya gönüllü olarak katıldı. Veriler kişisel bilgi formu, duygusal zeka değerlendirme ölçeği ve akademik motivasyon ölçeği ile toplanmıştır. Sonuçlar katılımcıların yüksek düzeyde duygusal zekaya ve akademik motivasyona sahip olduğunu gösterdi. Akademik motivasyon ve duygusal zeka arasında pozitif ve orta düzeyde ilişki bulundu. Duygularını yönetme, duyguların farkında olma ve empati alt-boyutları cinsiyet faktöründen etkilemektedir. Yaşın duygularını yönetme ve kendini motive etme alt-boyutları üzerinde bir etkisi vardır. Sınıf faktörü kendini motive etme, duygularının farkında olma ve duygularını yönetme alt-boyutlarını etkilemektedir. Ancak, cinsiyet, yaş ve sınıf akademik motivasyonda etkili değildir.

Anahtar Kelimeler: Akademik motivasyon, duygusal zeka, öğretmen adayları

ABSTRACT
AN INVESTIGATION OF THE RELATIONSHIP BETWEEN ACADEMIC MOTIVATION AND EMOTIONAL INTELLIGENCE LEVELS OF ELT STUDENTS AT A UNIVERSITY IN TURKEY

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Students who study in English Language Teaching department are teacher candidates of the future. Psychologists, educators and researchers who focus on the learning environment and the academic achievement, try to understand how they can provide the best effect of education in terms of individual differences in the process of education (Marcela, 2015). Thus,the purpose of our study is to investigate the relationship between academic motivation and emotional intelligence of ELT students at Atatürk University. 225 participants joined the study voluntarily. The data were gathered through personal information form, emotional intelligence evaluation scale and academic motivation scale. The results indicated that the participants have high levels of emotional intelligence and academic motivation. A positive and moderate relationship was found between emotional intelligence and academic motivation. MSE, EAW and EM sub-dimensions are affected by gender factor. Age has an impact on MSE and SM sub-dimensions. Students' education year factor influenced SM, EAW and MSE sub-dimensions. However, gender, age and education year are not influential in academic motivation.

Key Words: Academic motivation, emotional intelligence, teacher candidates.

ABBREVIATIONS

EAW :Emotional Awareness

MSE : Managing Self Emotions

EM : Empathy

MOE : Managing Others' Emotions

SM : Self-Motivation

AMS : Academic Motivation Scale

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CHAPTER 1

1. INTRODUCTION

Teachers have a vital role on the development of learning second-language skills of the learners. Positive attitudes and actions that they display can create positive changes on the lives and professional improvement of their students (Şener, 2015). Attitudes and motivation are highly related concepts to language learning success (Dörnyei, 2006). A learner who has positive academic motivation has the desire to learn, appreciates learning–related activities, and believes that studying is significant. Positive academic motivation helps students both to be successful at a university and to see that learning is rewarding and important in every fields of life (Brown, 2009). Students who study in English Language Teaching department are teacher candidates of the future. According to Brown (2001), teachers who are highly motivated and have positive attitudes towards their profession can increase the quality of teaching by maintaining good relationships with their students, creating positive energy, making the learning process easier and giving advice and counsel when they need.

There is a link between attitudes and emotional intelligence. Psychologists, educators and researchers who focus on the learning environment and the academic achievement, try to understand how they can provide the best effect of education in terms of individual differences in the process of education (Marcela, 2015). According to Colomeischi and Colomeischi (2014), the higher emotional intelligence teachers have, the more they have positive attitude towards their profession. Emotional intelligence is an important competency in academic environments and this competency is essential in teacher education services for generating high quality teachers (Yusof, Ishak, Zahidi, Abidin&Bakar (2014).

Academic motivation is one of the prominent issues in education because it has a connection with learning and thought to be a significant subject in educational psychology (Karagüven and Yükseloğlu, 2013). The problem of motivation for a career in the field of education is an important issue as teacher education programs and training can generate a difference in student achievement (Claudia, 2015). Unwillingness, low expectation for the future and low motivation are common in today's classrooms (Uzbaş, 2009). It is quite possible that students who have low motivation may have problems with academic burnout and avoid from participating in academic work, which ultimately may cause failure (Erten, 2014). This problem may be solved through emotional intelligence.

1.1. Purpose of the Study

The expectation of a nation is in the quality education of its youth, in preparing the students to perform better in life. A good education is not only the conveyance of knowledge about school subjects and cannot be carried out in an isolated way from the emotions of the learner. Having Emotional Intelligence has the same significance with learning any other subjects. Here Emotional Intelligence implies the ability to get emotional impulses, to read other person's inner feeling and to handle relationships smoothly (Edannur, 2010).

Besides emotional well-being, academic motivation in learners is a critical element for academic adaptation of them (Grigoryeva and Shamionov, 2014). The problem of academic motivation is commonly encountered in educational environment. Educators complain that their students are not motivated to learn. Identifying effective factors in academic motivation of learners may present better educational outcomes (Yükseloğlu and Karagüven, 2013). According to İflazoğlu and Tümkaya (2008), today there is an endeavor to implement a learner-centered education in our education system. The implementation of this learner-centered education can be

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realized through the increase in the motivation levels of learners. Another study puts forward that for the academic motivation of students, their future should be planned in their own ways. Students' academic motivation and level of academic success are influenced by professional maturity levels (Ulusoy and Önen, 2014).

The purpose of our study is to investigate the relationship between academic motivation and emotional intelligence of ELT students at Atatürk University.

1.2. Justification of the Study

The study reveals the relationship between emotional intelligence and academic motivation levels of ELT student in Atatürk University. It also shows that whether their emotional intelligence and academic motivation levels are affected by factors like age, gender and education years of the participants. Likewise, the study provides students with a different point of view in predicting the academic environment where they study. The study is a significant subject as it will give a point of view to the teacher candidates with the effect of not only intelligence but also the emotional intelligence and academic motivation. It is expected that this study will provide an inside the other fields of education and other researchers.

1.3. Research Questions

1. What is the participants' level of Emotional Intelligence in terms of Emotional Awareness (EAW), Managing Self-Emotions (MSE), Empathy (EM), Managing Others' Emotions (MOE) and Self-Motivation (SM)?

2. What is the level of participants' academic motivation?

3. Is there a relationship between students' emotional intelligence and academic motivation?

4.1. Is gender a factor in students' emotional intelligence?

4.2. Is gender a factor in students' academic motivation?

5.1. Is age a factor in emotional intelligence?

5.2. Is age a factor in academic motivation?

6.1. Is year of education a factor in emotional intelligence?

6.2. Is year of education a factor in academic motivation?

1.4. Definitions

Emotional intelligence: It can be defined as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Oz, 2015, p. 425).

Academic Motivation: Bozanoğlu (2004) describes it as the production of the energy which is required for academic tasks.

CHAPTER 2

2. LITERATURE REVIEW

In this chapter, the relationship between emotional intelligence and academic motivation has been investigated in several dimensions such as intelligence, emotion, emotional intelligence, emotional intelligence models, motivation, academic motivation and motivation theories. Their definitions and general features with their educational and professional aspects have been explained.

2.1. Intelligence

Features of students are vital in order to follow the objectives of educational process and intelligence is one of them (Antonio, Lanawati, Wiriana& Christina, 2014). Intelligence refers to the single, unchanged and inborn capacity which allows people to deal with cognitive complexity. It has a single factor and this is called g factor (Gottfredson, 1998). Intelligence is a human characteristic which is studied in a systematic way. For example, psychological literature includes several interactional and cognitive skills and abilities, such as reasoning, critical and divergent thinking, planning, solving problems, apprehending complicated thoughts and learning (Georgios, Nikolaos, Stefanos&Nikolaos, 2014). Intelligence can be defined as one's abilities to handle the shifts of the environment around him/her. It comprises a potential within an individual to learn, to cope with and to comply with the environment around him/her in order to solve the problems that emerge during his/her life (Antonio et al., 2014).

Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test taking smarts. Rather it reflects a broader and deeper capability for comprehending our surroundings — 'catching on', 'making sense' of things, or 'figuring out' what to do. (Pässler, Beinicke and Hell, 2015 p. 31)

Antonio et al. (2014) also touch upon the subject of intelligence from different perspectives. They say that there are two factors which are measured through intelligence tests. These are general and specific factor. The general ability factor indicates how well a person performs on any specific assessment of cognitive functioning, while specific factor shows the ability towards specific assignment. Both factors together determine the measured level of human intelligence on any particular test. In addition, they mention about two different components for the general factor. Firstly, children have difference in *fluid intelligence*, the ability that will show how quickly an individual can acquire knowledge and how effective an individual can adapt new changes. This intelligence is associated with new tasks particularly when a quick decision needs to be made. It is affected by genetic and biologic factors. The second difference is on the *crystallized intelligence*, which is described as a fund of knowledge and skill gathered from experiences, schools and culture. This intelligence is generally about routines in particular for routine assignment dealing with language and other pre-knowledge. It is affected by the experience and environment. Therefore this intelligence has always a possibility of continual development.

Although general intelligence (g) remains constant in the process of time, people have some cognitive abilities that are more constant than others. Fluid intelligence has been found to develop during young adulthood reaching the top in middle adulthood, and then decreasing

steadily. It is thought that this decrease in fluid intelligence depends on to the decreases in processing speed and working memory. On the contrary, crystallized ability develops with age during adulthood (Pässler, Beinicke and Hell, 2015).

It is put forward that there is a relationship between intelligence and inhibitory ability. Yet this relationship depends on age factor. It is stronger as individuals get older (Duan& Shi, 2011). The view between the association of intelligence and genetics is controversial. According to Todor (2014), some people believe that individuals are born with fixed amount of intelligence, and it is unchangeable and uncontrollable. Others consider intelligence as a controllable feature that can be improved through effort. He also says that self-efficacy is another important item in intellectual actions. He claims that self-efficacy determines the academic performance of students. Mihaela (2014) thinks that stimulation created by the environment is more significant than general intelligence.

2.2. Emotion

It is quite difficult to make an exact definition of emotion. However, we gradually get more and more knowledge about it. It has a connection with cognition as well as psychology (Vaida&Ormenişan, 2013). There are numerous definitions of the concept of emotion, despite the difficulty in defining it. Emotion means "mental states and external manifestations – the feelings". Furthermore, emotion produces thoughts that reflect in our bodies and are come into being, and states which are input for the person (Goran&Negoescu, 2015). Emotions are about specific stimuli and sufficiently intense that can interrupt continual thinking processes. They also play an important role in social interactions, mediating the relationship of the individual (Pânişoară, Pânişoară and Sandu, 2015). Emotions are seen to be processes including various

components ranging from experiential, behavioral, and physiological systems with unconscious and conscious attempts to change any of these processes (Cubukcu, 2013).

Emotion is one of the factors which influence brain development and learning ability; because emotions create unique body and mind statuses for individuals; such as behaviors; memories; and motivations. Attention follows emotions to create meaning and to form self-memory thoroughfares. Therefore; emotions are closely bound up with learning (Fu, Lin, Syu and Guo, 2010, p. 4887).

Another term about emotion is academic emotion. Ketonen and Lonka(2012) define the term *academic emotion* as "an emotion experienced in academic settings and related to studying, learning or instruction". They put forward that emotions and motivation have an important role in understanding university students' learning and studying. All the emotion types that humans have may influence learning and studying. Problems related with emotions and motivational issues in studying can cause a peril for academic achievement of the students. It is difficult to make teachers shift their instructional actions to enhance the emotions of their students. However, teachers may affect their students' emotions. According to Salavera, Antoñanzas, Noé and Teruel, (2014), there is no doubt that teachers touch the students as a part of educational process and while doing this, considering the emotions and anxiety around them may be beneficial. Goran&Negoescu, (2015) state that we can accept that emotions have a significant part in the teaching and learning processes and they should be planned in all the educational moments of the course and purposely put into practice. Moreover, the feelings which the students experience depend both on the way the course is structured and on other factors as the attitude of teacher, the relationship between teacher and student, student to student interaction, students' traits, the emotional state of the students related with the course subject and the place where the course is had.

Teaching is an emotional application. Both teaching and learning processes require emotional understanding. There is a link between teachers' emotions and their moral purposes and their potential to succeed in these purposes. Emotions of teachers depend on their power and powerlessness experiences, culture and context. Teachers may show various emotions involving both positive and negative emotions in accordance with the situation they experience during their lessons. They may regulate these emotions since they may be helpful them to reach their goals (Cubukcu, 2013). We can produce positive emotions during lessons to provide successful teaching and to help the learners obtain the knowledge in class. Negative emotions in teaching may be also beneficial to improve the learner's attention and learning capacities (Goran&Negoescu, 2015).

Emotional management skills that individuals can learn at school bring success and well-being when they are adult (Salavera, Antoñanzas, Noé and Teruel, 2014). Similarly, Fu, Lin, Syu and Guo (2010) say that the emotional experiences children get by teachers are an element which must be taken into consideration when thinking about their learning and growth.

2.3. Emotional Intelligence

Doinita(2015) express that emotional Intelligence is a theoretical construct which symbolizes ability that individuals have at detecting, comprehending, assimilating, and directing emotions for the purpose of guiding one's mind and behavior in a better way. The emotional intelligence theory considers emotion as a signal system which is developed and in which each emotion means a specific relationship within oneself or with the external world. Emotional intelligence models comprise self-awareness (self-esteem) and interpersonal aspect - interpersonal relationships and sociability. Oz (2015) similarly claims that there are several dimensions of emotional intelligence which is related with the concepts of self-awareness, self-

regulation, motivation, empathy, and social skills. Despite different ideas about emotional intelligence, its definitions are not contradictory, but harmonious with one another. The conceptualizations of emotional intelligence turn into one's intrapersonal and interpersonal self-relations.

Doinita (2015, p. 571) also puts forwards that "emotional intelligence consists of three categories of adaptive abilities: appraisal and expression of emotion, regulation of emotion, and utilization of emotion in solving problems".

Oz (2015) also views emotional intelligence in two dimensions. He mentions about trait EI and ability EI. Trait EI, which is also called emotional self-efficacy, comprises some behavioral features of personality such as empathy, impulsivity, assertiveness and self-perception one's ability. The other dimension is ability EI, which is called cognitive-emotion ability as well. It is related with individual's actual ability to carry out processing the information that includes emotion.

Cotruş, Stanciu and Bulborea (2012) deal with the importance of emotional intelligence. They put forward that our professional or daily life achievement depends on emotional intelligence, which supplies creativity and benefits from emotions to get rid of problems, more than general intelligence, which provides for resolving problems. They add that if the required attention and effort are provided, emotional intelligence can be improved in time regardless of age limit. They believe that people with high emotional intelligence have a tendency to have higher motivation to be successful and emotional intelligence has a part in people's intellectual improvement. Emotional intelligence components do not work isolated, but they have an interdependence relation. They also claim that emotional energies drive people forward, particularly in stressful conditions. There is a connection between emotional intelligence and motivation. Understanding what motivates others may give clues to influence their behaviors.

Knowledge of motivation is associated with social abilities development such as capacity of making a positive effect on others' behaviors, ability of resolve conflicts, living and working with others.

Bangun and Iswari(2015) claim that emotional intelligence is broadly thought as a factor which affects educational and vocational performance better. It plays a significant part in our decisions and behaviors and is an indicator of achievement at school and life. People who have high emotional intelligence act in professional areas better. It is thought that emotional intelligence has several interrelated skills such as perceiving emotions, using emotions and understanding emotions. Perceiving emotions means the ability of identifying how you and others are feeling. Using emotions means the ability of producing emotions and utilizing them in cognitive duties. Understanding emotions means the ability of comprehending and complicated emotions and emotional series, the way emotions move between stages. Similarly, Oz (2015) say that high levels of emotional intelligence allow learners manage their emotions, communicate more positively, and get more self-confidence and confidence to people around them.

Bangun&Iswari (2015, p. 341) say that there are four main components that form emotional intelligence:

- Self awareness: emotional self awareness, accurate self assessment, self confidence)

- Self management: emotional self-control, transparency / trustworthiness, adaptability, achievement orientation, initiatives, optimism, conscientiousness

- Social Awareness: empathy, organizational awareness, service orientation

- Relationship Management: inspirational leadership, influence, developing others, change catalyst, conflict management, building bonds, teamwork& collaboration, communication.

Emotional competence can be defined as "a learned capability based on emotional intelligence which results in outstanding performance at work" (Goleman, 1998). Emotional competences are learnable professional skills. They point out the difference between the highest performers and the ordinary ones. Although our emotional intelligence determines our potential for learning the practical skills that form basis the four EI clusters, our emotional competence reveals the amount of that potential we have been aware of by learning and mastering skills and turning intelligence into capabilities at work (Goleman, 2001).

Emotional self-awareness can be described as knowing what the individual feels. Self-management refers to the ability of regulating distressing factors and to block emotional impulsivity. Social awareness component involves the competency of empathy. The fourth component, relationship management is a little more complicated. The efficiency of our relationship skills depend on our ability of adjusting ourselves and affect emotions of others (Goleman, 2001).

An individual who has high emotional intelligence is believed to create a belief of accomplishing anything and since he has the ability of controlling his acts, he can increase quality of his life by decreasing negative feelings. Emotional intelligence levels of students influence their attitudes towards studying as well as their success at school.(Önen&Ulusoy, 2015).

Emotional intelligence is an important factor in managing people. Altındağ&Kösedağı (2015) put forward that managers who have low emotional intelligence are inadequate in generating awareness and emotions about involving the in organizational culture.

Mihaela (2014) says that family has a vital role in the basis of emotional intelligence. The improvement of coping strategies is effected by how parents act in specific conditions. It is accepted that children whose parents are emotionally intelligent have a considerable emotional

intelligence. They have a positive view towards themselves and life, and want to improve themselves in their works. However, the deficiency of family environments inhibits the normal development of teenagers and has a great impact on them. The children whose parents have a low level emotional intelligence have an inadequacy which can be removed in time. They show the acts of avoidance and inability of taking risks as a result of failure anxiety. It is also thought that there is a connection between self-perception and self-esteem. The thoughts of other people affect the self-esteem and the level of self-esteem affects others' thoughts.

2.4. Emotional Intelligence Models

There are many emotional intelligence theories, yet three of them influenced academic environments. These are emotional intelligence models of the team of Mayer and Salovey, Daniel Goleman and Reuven Bar-on (Gürol, Özercan&Yalçın, 2010).

2.4.1. Model of John D. Mayer and Peter Salovey

EI can be defined as ability in this model (Gürol, Özercan&Yalçın, 2010). It is the ability of perceiving and explaining emotion in a correct and adaptable way, comprehending emotions and knowledge of them, utilizing emotions to ease thoughts and regulating our and others' emotions (Mayer &Salovey, 1997) Emotional intelligence is favorable as it involves emotional system in contrast with traditional intelligence views and makes way for making researches in affective phenomena (Salovey& Pizarro, 2003).

2.4.2. Model of Daniel Goleman

EI can be viewed as personal competencies and skills combination (Gürol, Özercan&Yalçın, 2010).Goleman's idea of EI underlies four core theoretical constructs which are

self-awareness, self-management, social awareness and relationship management (Mishar&Bangun, 2014; Bangun&Iswari, 2015). Thus, it can be regarded as a mixed model (Goleman, 1995). Goleman also puts forward that emotional competencies are learnable capabilities which must be improved to perform (Mishar&Bangun, 2014).

2.4.3. Model of Reuven Bar-On

In this model, we can describe EI as a group of traits and abilities (Gürol, Özercan&Yalçın, 2010). EI model of Reuven Bar-On lays weight on the significance of emotional expression. It is associated with performance potential and achievement. It is process-oriented. Hypothesis of Bar-On consider people who have high emotional intelligence as successful individuals in satisfying environmental demands. Emotional intelligence and cognitive intelligence is thought be contribute our general intelligence in an equal way (Mishar&Bangun, 2014).

2.5. Motivation

Motivation can be considered as an inner state whichidentifies the way an individual behaves to reach a specific goal (Zlate&Cucui, 2015).Motivation is an element that has a great impact on human beings' life. It is important for both their educational and professional achievement (Hubackova, 2014).

Anghelache (2015) talks about two kinds of factors that influence motivation levels of people. Maintenance factors include items like salary, interpersonal relations and conditions at workplace and so on. The second factor is motivational factors which include success, acknowledgment of merits, personal development chances and so on. The extrinsic items that support teacher motivation can be exemplified as the assistance given by the administrators and

parents, acting autonomously while doing activities and school environment. The motivation of teachers increases as they specialize in their career, but decreases when their retirement gets closer.

Students who are not motivated cause problem in higher education as well as the overall education. It is put forward that their state of being unmotivated may depend on the fact that they do not understand the significance of the subject matter or they get motivated at the beginning but they lose their motivation later in time. The motivation at universities also relies on university orientation. Pedagogical support should be given to enhance motivation (Osma, Kemal &Radid, 2015). The improvement of motivation techniques should depend on the integrated approach which combines a comprehensive analysis of learners´ needs, abilities, knowledge, skills, and interpersonal relations within the team (Chilingaryan&Gorbatenko, 2015).

Mohamad et al (2015) say that motivation variables are attention, satisfaction, relevance and confidence. According to Jaengaksorn, Ruengtrakul&Piromsombat (2015),the motivation for being teacher stems from the conditions such as a will to work with children, perceived value of teaching, wish to help others, feeling unhappiness with the previous job, finding teaching profession advantageous or suitable, a will to convey knowledge, impact of other people, general position of teaching in society, easiness to enter education faculties, opportunities that teaching profession creates. Likewise, Nasser &Shabti (2010) state there is a relationship among motivation, feeling and satisfaction. However, age is not considered as an element that has an impact on individuals' motivation (Güven, 2007; Yılmaz, 2009). Likewise, education level is not a significant factor in individuals' motivation (Aksoy, 2006; Yılmaz, 2009).

Barak, Watted&Haick(2016) say that language can be regarded as an important motivational factor for learners since it is used as a means of communication among individuals and facilitates learning. Social interaction is also affective in motivation because it is beneficial

for successful learning. According to Chilingaryan&Gorbatenko (2015), attitudes, beliefs about self, goals, involvement, environmental support and personal attributes are the elements that influence language learning motivation.

Taguchi (2015) views the motivation issue from a professional point of view and puts forward that there are some factors effecting professional motivation such as "income, growth, establishment, employee evaluation, type of work, workplace, working conditions, human relationships, and work-life balance". Giving motivation to educators can result in higher quality education and students. This quality can show its effect on all of the institutions of the country (Turabik&Baskan, 2015).

2.6. Motivation Theories

We can talk about three main motivation theories which can be expressed as behaviorist motivation theories, cognitive motivation theories and humanistic motivation theories.

2.6.1. Behaviorist Motivation Theories

Behaviorist theories approach the motivation issue as a concept which facilitates repetition of a behavior after an organism gives response to stimuli. It is described in two ways: Classical conditioning in which reaction is given to an outer stimuli and operant conditioning in which reaction is provided to the existence of any stimuli (Schunk, 2011). A neutral stimulus becomes conditioned stimuli after an experience in classical conditioning (Erden&Akman, 2001). In operant conditioning, the organism learns which behavior directs him to reward or punishment. A behavior can be extinguished when reinforcement isn't given (Fidan, 1996).

Reinforcements are the stimuli which increase the possibility of behavior repetition (Bacanlı, 2002). Behaviorists think reinforcement serves as the source of motivation which is

explained with conditioning and outer stimuli (Kürüm, 2007). Similarly, emergence of a behavior depends on needs. The desired efforts which are made for meeting that need can be increased by using reinforcement (Özbay, 2002).

2.6.2. Humanistic Motivation Theories

In humanistic motivation theories, requirements and internal motivation are significant. There is an emphasis on individual freedom and development (Kasap, 1996). Maslow divides motives into two as primary motives which are physiological needs and secondary needs which are gathered in social environment (Selçuk, 1997). Maslow's hierarchy of needs theory and two factor theory of Herzberg which reflect humanistic motivation perspective are described below.

2.6.2.1. Maslow's Hierarchy of Needs Theory

The motivation of people´s behavior may come from their needs or from an outer source. These needs are revealed in the order of importance by Abraham Harold Maslow through the hierarchy of needs that claims there are universal needs which everybody tries to meet (Hubackova, 2014). Maslow's theory clarifies how to interpret behaviors. Before meeting the low level needs, it is not possible to move upper levels of needs. This may be used as a clue by teachers in reading behaviors of their students (Açıkgöz, 2007).
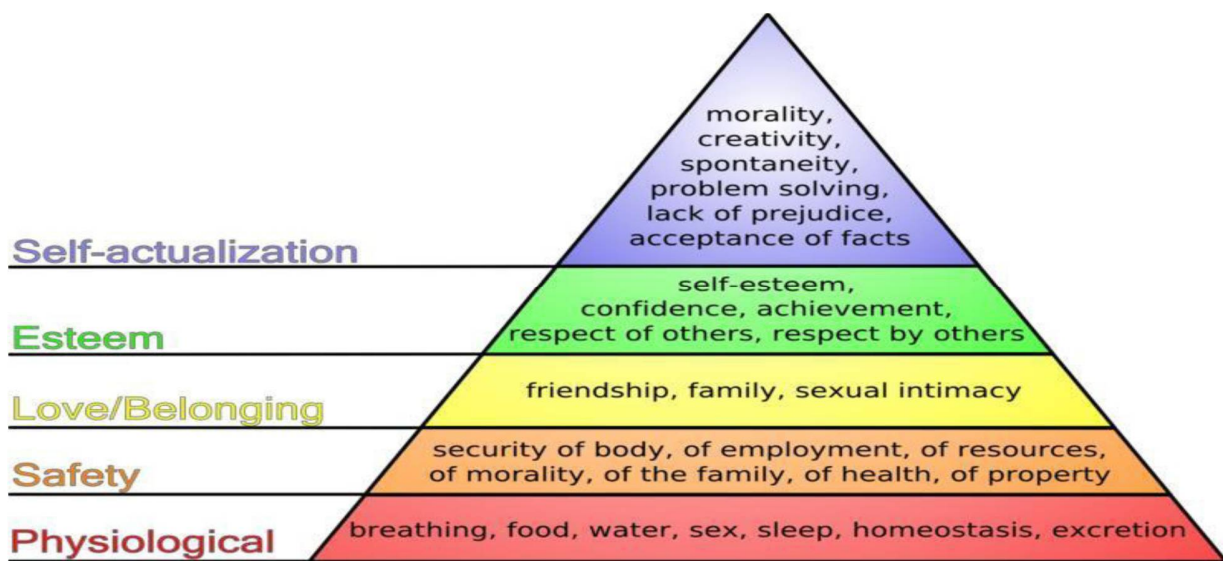
Figure 1.Maslow's Hierarchy of Needs

2.6.2.2. Two Factor theory of Herzberg

Motivation is a powerful will that enables us to do something. Intrinsic motivation can be expressed as the type of motivation that comes from inside of us. When teaching profession is considered, the profession can be thought as the source of motivation as an individual enjoys the job and finds it worth of doing. On the other hand, extrinsic motivation can be described as the type of motivation that refers to the meeting requirements in an indirect way with prize or other external items like money. Motivation seems to be an influential aspect that teachers require. It provides teachers with effective job performance and professional satisfaction. They have an influence on the success of their learners (Recepoğlu, 2014). Intrinsic motivation exists when students join activities without having an obligation to get prize. Extrinsic motivation is related to prizes that come from outside, and give content and joy(Mohamad, Salleh, & Salam, 2015).Intrinsic motivation can be increased by promoting one's autonomy (DePasque&Tricomi, 2015). An increase in income, academic achievements and professional developments motivate

individuals externally. Curiosity, interest, joy and a belief motivates people internally (Nasser &Shabti, 2010).

Bjekić, Vučetić&Zlatić (2014) put forward that motivation sources of teachers may comprise "feeling safe in school, the success of students, enjoying their job, high self-esteem, thinking they have a respectable status in society, obtaining good inspection results, self-realization, a positive climate in school, cooperation, positive relations and solidarity with colleagues, the perception of themselves as competent in their field, self-worth and self-respect, a good school ranking, recognition of their value effective communication with school members, adequate pay, and support".

2.6.3. Cognitive Motivation Theories

Cognitivist psychologists deal with individuals own roles in their actions and the reasons behind their actions. They touch upon cognitive features and personal characteristics in explaination of motivation (Keblawi, 2009). Individuals' motivation is affected by the attraction of their goals and expectance of reaching them (Weiner, 1974). Similarly, Woolfolk (1998) claims people's motivation is shaped by factors like their beliefs, expectations, values and goals. Internal motivation is more effective in achievements and cognitive processes allow some people to be more successful than others (Moreno, 2010). It would be beneficial to give information about the theory of self-determination which deals with motivation effectively and in detail.

Hariyanti, Purnamasari&O (2015) say that theory of self-determination divides motivation into pieces such as intrinsic, autonomous extrinsic and controlled autonomy. The theory can be thought as a human motivation theory on personality and direct attention to the improvement of individuals and psychological needs of them. They claim that "according to the theory of self-determination, different motivations reflect different degrees of behaviouralvalues"

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(p. 837). Magdalena (2015) expresses that it has an emphasis on the reasons behind the actions of teachers. The basis of this theory is the study of the interaction between extrinsic and intrinsic motivation. It makes discrimination between internal values, such as helping the community, joining to others, and personal improvement, and external values, such as gathering wealth, getting fame and obtaining power. Likewise, Karataş and Erden (2014) say actions of people can be intrinsically motivated, extrinsically motivated or amotivated. According to Lavasani, Weisani and Shariati (2014), intrinsic motivation is associated with creativity, self-confidence, liability and serenity while extrinsic motivation and amotivation is related to negative behaviors such as dropping out, worry and irrelevance to responsibility.

2.7. Theories towards Teacher Motivation

The study deals with the teacher candidates of the future and it can be beneficial to mention about motivation theories for them. At that point, McDonald (2011) deals with the early descriptions of teacher motivation as expectancy theory, equity theory and job enrichment theory.

2.7.1. Expectancy Theory

The expectancy theory, which is put forward by Vroom, depends on three components: value that the stimulant has, instrumentality and expectancy (Zlate and Cucui, 2015). These three items create professional motivation of people (Hettiarachchi, 2010). There are two conditions that motivate the workers (Zlate and Cucui, 2015):

- existence of an active need in the motivation of the individual to achieve a goal;

- hope that a certain behavior will lead to the meeting of the respective need."

There are some significant points for administrators. They should determine the type and level of reward, desired and required performance and performance-reward connection (Turabik&Baskan, 2015)

2.7.2. Equity Theory

Equity Theory relies on input, output and comparison with others (Turabik&Baskan, 2015). People require justice and value the equity that they search for in a society. They notice the moments of equity and inequity in the institution when they make comparison with others (Zlate and Cucui, 2015). According to this theory, people won't be pleased when they don't get the fair outcome of what they deserve or succeed. Comparisons can be made in input and output relationship, and input and output in relation referents (Johnson, 1986). Thereby, an unfair compensation can result in demotivation of education professionals.

2.7.3. Job Enrichment Theory

Job Enrichment is an activity which encourages, motivates and provides job satisfaction with professionals, shifts the quality and quantity of the work and makes it more appealing (Demir, 2007). Job Enrichment theory comprises the requirements of avoiding pain and personal development (Silver, 1982). The theory aims at make the professionals devote themselves to the work and work fondly (Eren, 2004). By means of this theory, professionals get more efficient when their work diversifies and becomes compelling (Johnson, 1986).

2.8. Academic Motivation

Academic motivation is a vital concept that determines academic performance and success of students (Karataş&Erden, 2014). It shows the differences of students in educational

tasks. It is accepted that it has a positive impact on teaching and student actions. It is also put forward that teaching self-regulation strategies result in higher academic motivation (Lavasani, Mirhosseini, Hejazi and Davoodi, 2011). Smitina (2009) says that students who have academic a-motivation have a tendency to consider leaving study.

Saracaloğlu and Dinçer (2009) regard academic motivation as a concept related to self-efficacy, but not to grade point average. Similarly, Ozer&Akgun (2015) point out a positive relationship between academic motivation and self-sufficiency. They put forward that the self-confidence of students lead them to academic accomplishment. Ünal (2013) claims that responsibility, self-oriented perfectionism and self-efficacy are variables which predict academic motivation well. Ozer&Akgun (2015) express that irrational beliefs of student increase their possibility of academic procrastination and this is an affective situation on their academic motivation. Hrbackova&Suchankova (2016) state that students' perceptions toward the importance of their fields are associated with their academic motivation.

Çeliköz (2009) draws attention to individual and social factors in academic motivation of teacher candidates. Elements such as the reason of their school choice, possibility of finding a job when they graduate, their expectations from future, the clearance of the assessment applications, their will to study at upper education levels, the opinions for the teacher, the peer group, income level, convenience of classrooms, the sufficiency of the educational equipment and the number of siblings. Khan (2014) makes use of chance of finding job, self-concept in academic environments, attention of parents, psychological pressure and academic recognition as affective elements in academic motivation on students. Magelinskaitė, Kepalaitė and Legkauskas (2014) mention about the link between academic motivation and social competence which can be expresses as the ability of using social skills to achieve personal goals in social interaction.

Hamdan-Mansour, Hamaideh, Arabiat and Azzeghaiby (2014) put forward that hopefulness, age, family support, professional status and life satisfaction have an influence on academic motivation. According to Karaguven&Yukseloğlu (2013), demographic features such as gender, study domain, satisfaction from school, choosing the school by oneself and academic achievement affect academic motivation.

CHAPTER 3

3. METHODOLOGY

3.1. Research Pattern

This study is a quantitative research which tries to describe the relationship between emotional intelligence and academic motivation. The study was carried out in correlational research model. Variables of the study can be viewed in two categories. Dependent variables are emotional intelligence and academic motivation levels of students. Independents variables are socio-demographic features of students.

3.2. Participants

The target population of the study is formed by 225 students who study in the department of English Language Teaching of Atatürk University in Erzurum during 2015-2016 academic years and are willing to participate in the study. All the students study in preparatory class and all levels from freshmen to seniors.

3.3. Data Collection Tools

The data of the research were collected by using personal informationform which was formed by the researcher by adding features such as age, gender and year of education, emotional intelligence scale and academic motivation scale.

3.3.1. Personal Information Form

Personal information form which was organized by the researcher in line with the study purposes and literature includes 3 questions dealing with personal features of the students such as age, gender and year of education. It provides detailed information about the participants.

3.3.2. Emotional Intelligence Scale

Emotional intelligence scale was developed by Hall (1999). It was adapted to Turkish and its validity and reliability were tested by Ergin (2000). Ergin found Cronbach's Alpha coefficient of the scale as .84 in his study. It contains 30 items. Each item of the six point likert scale has the options of "completely disagree, disagree, partially disagree, partially agree, agree and completely agree". There are 5 sub-dimensions in the scale. These are self-motivation (items 5, 6, 13, 14, 16 and 32), awareness of emotions (items 1, 2, 4, 17, 19 and 25), managing one's own emotions (items 3, 7, 8, 10, 18 and 30), empathy (items 9, 11, 20, 21, 23 and 28) and managing others' emotions (items 12, 15, 24, 26, 27 and 29). The scale does not include reverse item. (Ergin, 2000).

3.3.3. Academic Motivation Scale

Academic motivation scale was developed by Bozanoğlu (2004) to determine the educational differences among students. It has 20 items. The five point likert type scale gives the choices of "certainly inappropriate, inappropriate, neutral, appropriate and certainly appropriate" which are graded from 1 to 5. The minimum and maximum points that can be taken from the scale change between 20 and 100 for the respondents. Item 4 is the only reverse item in the scale.

Bozanoğlu (2004) expresses that the factor analysis was done in order to identify the construct validity of the academic motivation scale. T test was used to identify the content validity of the scale. The reliability study of the scale was carried out with the participation of 101 high school students. Correlation was found .87 through test-retest method. Cronbach's Alpha internal consistency coefficients were between .77 and .85 in the same group and at different times, and between .77 and 86 in different groups.

3.4. Data Analysis

The data were analyzed through computer. SPSS 22 statistics program and AMOS were used in data analysis. Mean and percentage distribution were used in determination of features of students. ANOVA was used to identify the interrelations in independent variables in groups. Pearson's correlation coefficient technique was used in the identification of students' emotional intelligence and academic motivation levels for the purpose of identifying the relationship between their emotional intelligence and academic motivation levels. T test was also used for dual group comparisons. Confirmatory Factor Analysis was run to check whether the five-factor model would provide a good fit to the data (see Figure 2). Reasonable fit characteristics with the data were achieved after eliminating Item 6 from the data (X^2= 588.78; X^2/df= 1.73; GFI= .85; CFI= .89; RMSEA= .06). As seen in the values, the X^2/df result was below 3; RMSEA was between .06 and .08. The GFI and CFI results were slightly below the expected level; however, the reasonable results with the other values meant that there was a reasonable fit with the data.
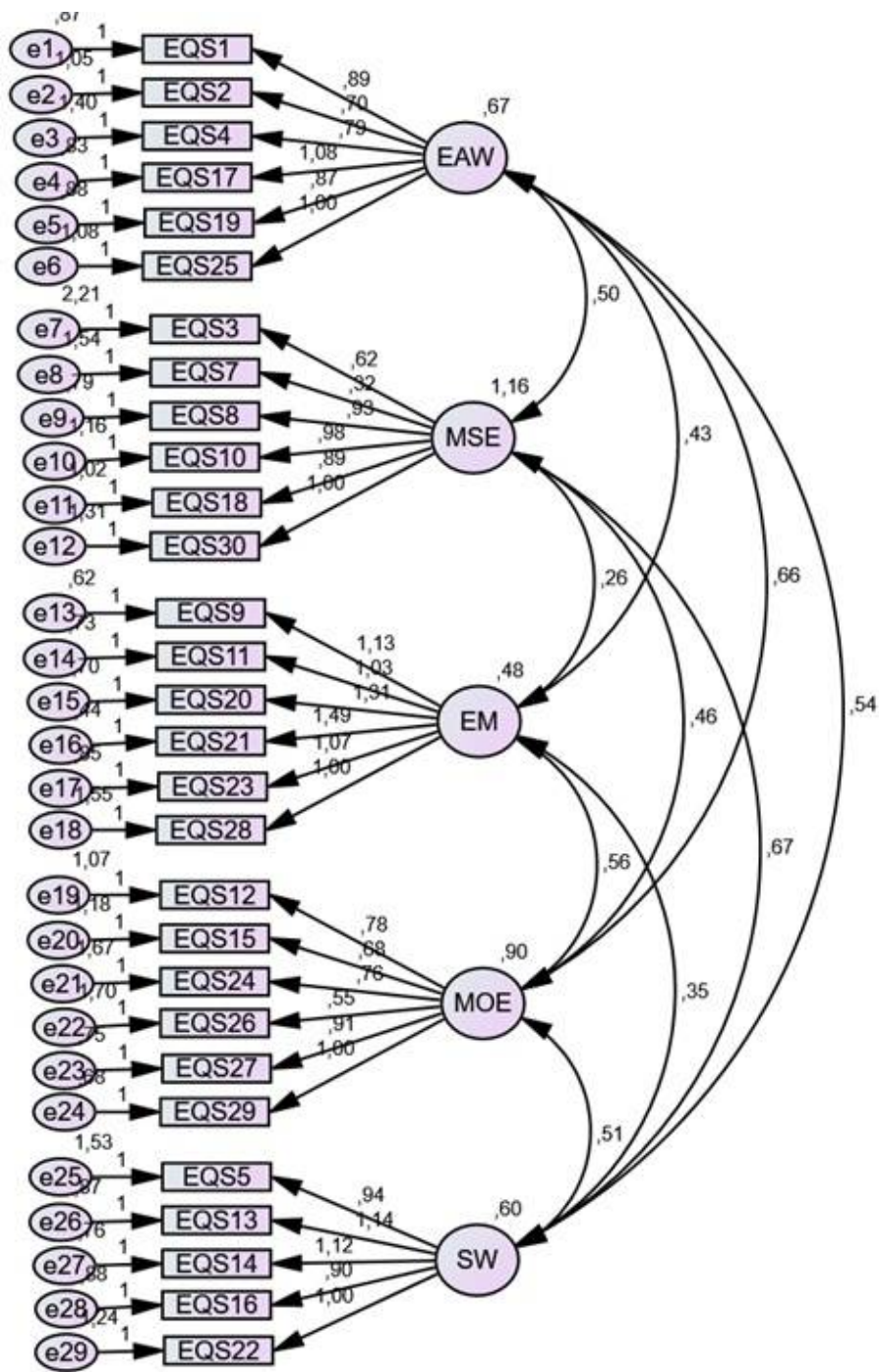
Figure 2.Confirmatory Factor Analysis of Emotional Intelligence Scale

CHAPTER 4

4. FINDINGS ANDDISCUSSION& IMPLEMENTATIONS

4.1. Introduction

This chapter reveals findings and discussion of the study in the light of literature. It aims to answer the 6 research questions of the study which investigates the relationship between EI and academic motivation levels of ELT students at Atatürk University from several perspectives. The data were collected through personal information form, emotional intelligence evaluation scale and academic motivation scale. The study was carried out with 225 volunteer participants.

4.2. Findings

4.2.1. The Participants' Level of Emotional Intelligence in Terms of Emotional Awareness (EAW), Managing Self-Emotions (MSE), Empathy (EM), Managing Others' Emotions (MOE) and Self-Motivation (SM)

Here the first research question dealing with the participants levels of emotional intelligence sub-dimensions.

Table 1.Descriptive Results for Emotional Intelligence

Sub-Scales	Mean	S.D.	Min.	Max.
EAW	4.66	.83	1.33	6.00
MSE	3.83	.96	1.50	5.83
EM	4.70	.88	1.00	6.00
MOE	4.38	.86	1.67	6.00
SM	4.21	.90	1.80	6.00

Table 1 provides descriptive results of EI levels of the participants in terms of 5 sub-scales which EI evaluation scale contains. Minimum and maximum scores change between 1.33 and 6.00 for EAW, 1.50 and 5.83 for MSE, 1.00 and 6.00 for EM, 1.67 and 6.00, and 1.80 and 6.00 for SM. Respectively, EM and EAW have higher mean averages than other EI sub-scales (4.70 and 4.66). The lowest mean score belongs to MSE but it is still higher than 3.00 (3.83). The standard deviation score which EAW has is the lowest (.83). This can be expresses that EAW scores of the participants are closer to the mean than their other scores. MOE, EM and SM have similar standard deviation scores (.86, .88 and .90). MSE has the highest standard deviation (.96) and this means that MSE mean scores of the participants are further from their other mean score. Each sub-scale was examined in detail below.

Table 2.Descriptive Results for EAW

Item No	Item	Mean	S. D.	Min.	Max.
1	I can use both of my positive and negative emotions which are products of my sense in giving direction to my life.	4,89	1,18	1,00	6,00
2	I reveal what changes I should do through my negative emotions.	4,23	1,17	1,00	6,00
4	I can express my emotions in an appropriate way for me at any moment.	4,24	1,34	1,00	6,00
17	If time is suitable, I evaluate my negative emotions and mistakes, and try to find what the reason of negativity is.	4,61	1,27	1,00	6,00
19	It is very important to be aware of my real emotions for my health.	5,10	1,17	1,00	6,00
25	People who are aware of their real emotions can easily manage their own lives more.	4,87	1,32	1,00	6,00
Total		4.66	.83	1.33	6.00

All of the EAW items are higher than 4.00 in Table 2. Items 19, 1, 25 and 17 have respectively higher mean scores than other items (5.10, 4.89, 4.87 and 4.61). When we look at these scores we can say that the participants appreciate the importance of being aware of real emotions. Items 2 and 4 have the lowest two mean scores (4.23 and 4.24), but still they can be considered high. Items 2, 19 and 1 have lower standard deviation scores than others (1.17, 1.17 and 1.18).

Table 3.Descriptive Results for MSE

Item No	Item	Mean	S. D.	Min.	Max.
3	I am calm under pressure.	3,13	1,63	1,00	6,00
7	I am aware of what I feel.	4,98	1,29	1,00	6,00
8	When something does not go right (is ruined), I can easily be calm again.	3,60	1,34	1,00	6,00
10	I do not allow negative emotions to influence me for a long time.	3,80	1,50	1,00	6,00
18	When things do not go right, I remain calm.	3,79	1,39	1,00	6,00
30	I can get out of my negative emotions in a short time.	3,72	1,57	1,00	6,00
Total		3.83	.96	1.50	5.83

According to Table 3, MSE items are below 4.00 except for item 7 which deals with awareness of current emotions. It is sharply higher than other items (4.98) and also has the least standard deviation score (1.29). Item 3 which is about keeping calm under pressure has the lowest mean score (3.13) and the highest standard deviation score (1.63). Other items seem to have moderate mean scores varying between 3.60 and 3.80 and standard deviation scores changing between 1.34 and 1.57.

Table 4.Descriptive Results for MOE

Item No	Item	Mean	S. D.	Min.	Max.
12	I have a calming effect on others.	4,44	1,27	1,00	6,00
15	I react to the temperaments, needs and motives of other people.	4,43	1,26	1,00	6,00
24	People think that I effect emotions of other people.	4,14	1,48	1,00	6,00
26	Generally, I can easily turn pessimism of other people into optimism.	4,00	1,40	1,00	6,00
27	I am an appropriate person for the people who ask for advice on a relationship.	4,69	1,22	1,00	6,00
29	I help others in achieving their own personal goals.	4,56	1,25	1,00	6,00
Total		4.38	.88	1.00	6.00

As it can be seen in Table 4 that mean scores of MOE items seem to be around 4.00 and can be considered high. Item 27 which has the highest mean score (4.69) and the lowest standard deviation (1.22) touches upon giving advice to others. Item 26 which has the lowest mean score (4.00) can be understood as giving consultation to others and even this score can be regarded as high. It has also the highest standard deviation (1.18). Item 29 has the second highest mean score (4.56).

Table 5. Descriptive Results for EM

Item No	Item	Mean	S. D.	Min.	Max.
9	I am quite good at listening to problems of others.	5,24	1,11	1,00	6,00
11	I am sensitive to sensory needs of others.	4,91	1,11	1,00	6,00
20	I can easily understand emotions of other people even if they are not stated directly.	4,71	1,23	1,00	6,00
21	I am successful at understanding emotions of people from their facial expressions.	4,94	1,22	1,00	6,00
23	I can easily perceive uncertain needs of others.	4,15	1,18	1,00	6,00
28	I can strongly adapt to emotions of other people.	4,26	1,42	1,00	6,00
Total		4.70	.88	1.00	6.00

All EM items are higher than 4.00 and can be considered high in Table 5. Item 9 which has the highest mean score (5.24) and the lowest standard deviation score (1.11) shows us that the participants are good at listening to needs of people around them. The second highest mean score belongs to item 11 (4.91) which deal with noticing invisible needs of others. The lowest mean score belongs to item 23 (4.15) which refers to deducing feelings unclear expressions, but this this mean score can be accepted as high. The EM items state that the participants consider themselves as good listeners and believe themselves in understanding the abstract feelings of others than the concrete emotions of them.

Table 6.Descriptive Results for SM

Item No	Item	Mean	S. D.	Min.	Max.
5	I can focus myself on what I should do by keeping calm when I feel myself under threat and danger.	3,89	1,43	1,00	6,00
6	I mostly act with positive emotions when I feel myself under threat and danger (humour, fun, joke etc.)	3,32	1,61	1,00	6,00
13	I have the strength of retrying to be successful in case of a failure.	4,24	1,28	1,00	6,00
14	I try to find solutions to the difficulties which I encounter in life.	4,80	1,23	1,00	6,00
16	I can easily enter the situations which require attention, serenity and readiness.	4,17	1,17	1,00	6,00
22	I can easily get out of my negative emotions when there is a matter of duty.	3,96	1,35	1,00	6,00
Total		4.21	.90	1.80	6.00

Table 6 shows that item 14 has the biggest mean score (4.80) and the second least standard deviation score (1.23). When we look at these numbers, it is possible to say that the participants trust themselves in struggling against difficulties. However, they find it hard to keep up with treat and danger by using their positive emotions as it can be inferred from item 6 which has the lowest mean score (3.32) and the highest standard deviation score (1.61).

4.2.2. The Participants' Level of Academic Motivation

The second research question dealing with the participants' levels of academic motivation was examined below.

Table 7.Descriptive Results for Total Academic Motivation Scale (AMS)

		Mean	S. D.	Min.	Max.
AMS		3,51	,58	1,55	4,80
N.	225				

Table 7 gives the total descriptive academic motivation results of the participants. Minimum and maximum levels of the responses change between 1.55 and 4.80 points. The participants have a moderately high academic motivation level (mean= 3.51) with a low level of standard deviation score (.58) on average. A detailed investigation on AMS items was presented below.

Table 8. Descriptive Results for Academic Motivation Scale Items

Item No	AMS Items	Mean	S. D.	Min.	Max.
1	I seek opportunities for using the things, which I learned, out of the school as well.	3,72	1,00	1,00	5,00
2	Everything, which I learned, arouses curiosity for learning more.	3,75	,99	1,00	5,00
3	I pay my attention to the lesson as soon as the lesson begins.	3,32	1,16	1,00	5,00
4	The things which are taught at school do not arouse my interest.	2,64	1,25	1,00	5,00
5	When I look back, I become happy as I see how much I learned.	3,90	1,11	1,00	5,00
6	I think that I am more eager in lessons and learning than other students in my class.	3,17	1,15	1,00	5,00
7	When I have alternatives to choose, I generally choose the tasks which cause me to study hard.	3,16	1,08	1,00	5,00
8	I like the subjects which urge me to think more.	3,60	1,02	1,00	5,00
9	The goals which I set for myself are the goals which require hard work and long time.	3,58	1,05	1,00	5,00
10	I like studying a bit more difficult subjects more.	3,08	1,14	1,00	5,00
11	Sometimes I am fascinated with the lesson so much that I surprise why the break time bell rings so early.	3,21	1,23	1,00	5,00
12	I always like studying new and different subjects.	3,88	1,06	1,00	5,00
13	I prepare more comprehensive tasks than the teacher/instructor asked for just in order to learn more.	3,24	1,04	1,00	5,00
14	Learning something new excites me.	4,16	,96	1,00	5,00
15	I like helping others through what I learned.	4,23	,87	1,00	5,00
16	When I encounter with a difficult subject, trying to understand it pleases me.	3,77	1,00	1,00	5,00
17	Sometimes I study hard to learn something even if a grade is not given in return.	3,54	1,15	1,00	5,00
18	There has been much time in which I do not notice how the hours passed while learning something.	3,40	1,16	1,00	5,00
19	If I cannot find enough knowledge about any subject in the course book, I look at other books immediately too.	3,70	1,12	1,00	5,00
20	I usually feel as if I am solving an enjoyable puzzle in the exams.	3,06	1,30	1,00	5,00
N		225			

When Table 8 is evaluated, it is remarkable that the highest mean scores belong to items 15, 14, 5 and 12 (4.23, 4.16, 3.90 and 3.88) and it is possible to say that the participants have an acceptable level of academic motivation. They like collaborating with others. They are open to learning and appreciate variety in their learning subjects, however they are disappointed with the attractiveness of school subjects as it is seen in item 4 (2.64) which has the lowest mean score. It is also evident in items 10 and 7 which have moderate mean scores (3.08 and 3.16) that the participants have a neutral feeling towards studying hard subjects. According to the mean score of item 6 (3.17), the participants have a moderate feeling towards competing in academic tasks. Items 15 and 14 which have the highest mean scores have also the lowest standard deviation scores (.87 and .96) when compared to other items.

4.2.3. The Investigation of a Relationship between Participants' Levels of Emotional Intelligence and Academic Motivation

Below the relationship between participants' levels of emotional intelligence and academic motivation was investigated.

Table 9. Correlations between Academic Motivation and Emotional Intelligence

		AMS	EAW	MSE	EM	MOE	SM
	AMS	1,00	,48	,34	,32	,44	,51
	EAW	,48	1,00	,52	,59	,62	,64
Pearson Correlation	MSE	,34	,51	1,00	,35	,42	,69
	EM	,32	,59	,35	1,00	,68	,52
	MOE	,44	,62	,42	,68	1,00	,52
	SM	,52	,64	,69	,52	,52	1,00

Table 9 presents the correlations between participants' level of academic motivation and sub-dimensions of emotional intelligence. The correlations between academic motivation and other emotional intelligence sub-dimensions are moderate and positive (varying between r=0.52

and r=0.32.). Thus, it is possible to say that there is a positive and moderate relationship between academic motivation and emotional intelligence levels of the participants. The highest correlationsare between MSE and SM (,69) and between MOE and EM (,68) while the lowest correlations are between AMS and EM (,32) and AMS and MSE (,34).

4.2.4. Gender Factor

4.2.4.1. Gender as a Factor in Participants' Emotional Intelligence

Whether there is a relationship between emotional intelligence sub-dimensions and gender factor was searched for in Table 10.

Table 10.TheRelationshipbetweenGenderandEmotionalIntelligenceSub-Dimensions

Variables	Gender	N	Mean	S. D.	t	p
EAW	Male	70	4,45	,84	-2.45	.01
	Female	155	4,75	,82		
MSE	Male	70	4,08	,98	2.64	.00
	Female	155	3,72	,93		
EM	Male	70	4,50	,99	-2.29	.02
	Female	155	4,79	,81		
MOE	Male	70	4,28	,91	-1.08	.28
	Female	155	4,42	,84		
SM	Male	70	4,25	,91	.45	.64
	Female	155	4,19	,90		

A significant relationship between gender factor and MSE (p>.01), EAW (p=.01) and EM (p<.05) was found in Table 10. It was seen that female participants have higher levels of EAW (4.75) and EM (4.79) while male participants are better at MSE (4.08). Gender factor was identified as an insignificant factor in terms of other emotional intelligence sub-dimensions.

4.2.4.2. Gender as a Factor in Participants' Academic Motivation

Whether there is a relationship between academic motivation and gender factor was searched.

Table 11.The Relationship between Gender and Academic Motivation

Variables	Gender	N	Mean	S. D.	t	P
AMS	Male	70	3,47	,56	-0.66	.50
	Female	155	3,53	,60		

According to Table 11, gender was not found as a significant factor in academic motivation (p>.05).

4.2.5. Age Factor

4.2.5.1. Age as a Factor in Emotional Intelligence

Whether age factor is a factor in emotional intelligence sub-dimensions was examined in Table 12.

Table 12.The Relationship between Age and Emotional Intelligence Sub-Dimensions

Variable	Age	N	Mean	S. D.	F	p
EAW	17-20	122	4,60	,87		
	21-24	88	4,72	,78	,576	,563
	25-25>	15	4,78	,88		
MSE	17-20	122	3,68	,91		
	21-24	88	3,97	1,00	4,836	,009
	25-25>	15	4,37	,90		
EM	17-20	122	4,66	,90		
	21-24	88	4,75	,87	,525	,592
	25-25>	15	4,87	,84		
MOE	17-20	122	4,30	,89		
	21-24	88	4,51	,83	1,516	,222
	25-25>	15	4,31	,77		
SM	17-20	122	4,05	,97		
	21-24	88	4,38	,81	4,673	,010
	25-25>	15	4,57	,69		

In Table 12 it was seen that there is a significant relationship between age factor and MSE and SM (p<.05). Age was found insignificant for EAW, EM and MOE sub-dimensions (p>.05). It was understood that as age increases, MSE and SM levels of participants get higher.

4.2.5.2. Age as a Factor in Academic Motivation

Whether age factor is a factor in academic motivation was examined in Table 13.

Table 13.The Relationship between Age and Academic Motivation

Variable	Age	N	Mean	S. D.	F	p
AMS	17-20	122	3,45	,59		
	21-24	88	3,55	,60	2,101	,125
	25-25>	15	3,75	,50		

In Table 13 it was identified that age factor is not a significant factor in academic motivation (p>.05)

4.2.6. Education Year Factor

4.2.6.1. Education Year as a Factor in Emotional Intelligence

Whether education year of students is a factor in emotional intelligence sub-dimensions was examined in Table 14.

Table 14. The Relationship between Education Year and Emotional Intelligence Sub-Dimensions

Variable	Education Year	N	Mean	S. D.	F	P
EAW	Prep. Class Students	34	4,87	,68		
	1st Year Students	62	4,34	1,00		
	2nd Year Students	48	4,78	,74	3,883	,01
	3rd Year Students	51	4,65	,80		
	4th Year Students	30	4,90	,66		
MSE	Prep. Class Students	34	3,81	1,08		
	1st Year Students	62	3,58	,87		
	2nd Year Students	48	4,05	,88	2,704	,03
	3rd Year Students	51	3,78	1,10		
	4th Year Students	30	4,17	,75		
EM	Prep. Class Students	34	4,74	,76		
	1st Year Students	62	4,60	1,02		
	2nd Year Students	48	4,87	,66	,947	,44
	3rd Year Students	51	4,59	,97		
	4th Year Students	30	4,81	,87		
MOE	Prep. Class Students	34	4,37	,75		
	1st Year Students	62	4,21	1,01		
	2nd Year Students	48	4,42	,67	,976	,42
	3rd Year Students	51	4,49	,95		
	4th Year Students	30	4,51	,78		
SM	Prep. Class Students	34	4,41	,91		
	1st Year Students	62	3,90	,96		
	2nd Year Students	48	4,32	,83	3,974	,00
	3rd Year Students	51	4,15	,93		
	4th Year Students	30	4,59	,67		

Education year of students was identified as significant for SM, EAW and MSE sub-dimensions ($p<.05$).It was not an affective factor in EM and MOE. The fourth year participants have higher scores in SM, EAW and MSE results.

4.2.6.2. Education Year as a Factor in Academic Motivation

Whether education year of students is a factor in academic motivation was examined in Table 15.

Table 15. The Relationship between Education Year and Academic Motivation

Variable	Year of Education	N	Mean	S. D.	F	P
AMS	Prep. Class Students	34	3,57	,60		
	1st Year Students	62	3,38	,62		
	2nd Year Students	48	3,50	,52	1,292	,27
	3rd Year Students	51	3,56	,61		
	4th Year Students	30	3,64	,56		

Education year of students was found to be ineffective in academic motivation (p>.05).

4.3. Discussion& Implementations

In this study, six research questions were tried to be answered. The first two research questions were dealing with the participants' levels of emotional intelligence academic motivation. It was found that the participants have levels of emotional intelligence and academic motivation which can be considered as high. Hamdan-Mansour, Hamaideh, Arabiat and Azzeghaiby (2014) reveal that university students in Jordan have low to moderate levels of intrinsic motivation to academic achievement. Oz, Demirezen and Pourfeiz (2015) studied with Turkish EFL students and found a high level of emotional intelligence. Likewise, Oz (2015) found most of the participants have a high emotional intelligence in another study.Emotional intelligence and academic motivation levels of students can differ because of their individual differences.

The third research question was seeking a relationship between participants' level of emotional intelligence and academic motivation. After the data analysis, it was seen that there is a positive and moderate relationship between participants' level of emotional intelligence and academic motivation. Similarly, Seyis (2011) found that emotional intelligence has a relationship with motivation. Atalay (2014) identified that emotional intelligence is a concept which is associated with achieving one's own motivation. Emotional intelligence has several sub-

dimensions which can be thought as related to motivation and the current study emphasizes the link between emotional intelligence and academic motivation in line with the literature.

The fourth research question was investigating if gender is a factor in emotional intelligence and academic motivation. It was discovered that there is a significant relationship between gender factor and MSE, EAW and EM sub-dimensions. However, Oz (2015) expresses that gender is significant in only MOE sub-dimension of emotional intelligence. Likewise, Birol, Atamtürk, Silman and Şensoy (2009), Mitrofan&Cioricaru (2014) Edannur (2010) and Otacıoğlu (2009) say there is not a significant relationship between emotional intelligence and gender.In contrast with them, Hasanzadeh&Shahmohamadi (2011) mention about a significant difference between genders in terms of emotional intelligence scores. In this study it was also found that gender is not a factor in academic motivation.Hamdan-Mansour et al. (2014) point out that gender is not a predictor of academic motivation. Demir (2008) says that there is not a significant relationship between gender academic motivation. However, Karaguven&Yükseloğlu (2013) and Saracaloğlu&Dinçer (2009) found that gender has an influence over academic motivation. The findings about gender factor seem to be controversial in terms of both emotional intelligence and academic motivation which possibly stem from the unique qualities of participants.

The fifth research question was searching if age is a factor in emotional intelligence and academic motivation. It was found that there is a significant relationship between age and emotional intelligence sub-dimensions of MSE and SM.It is possible to say that as the age of participants increase, they begin to have a better control over their emotions and generate their own motivation. Age factor has an insignificant relationship with other emotional intelligence sub-dimensions and academic motivation. Similarly,Topaloğlu (2014) found that total emotional intelligence scores and subscale scores of the participants are insignificant in terms of age. Birolet

al. (2009) and Oz (2015) say there is not a significant relationship between emotional intelligence and age.When it comes to academic motivation, in contrast to the findings of current study,Hamdan-Mansour et al. (2014) and Demir (2008) state that age is significant in academic motivation.

The last research question was examining if education year is a factor in emotional intelligence and academic motivation. It was determined that education year of students has a significant relationship with the sub-dimensions of SM, EAW and MSE. However, it does not have an impact on other emotional intelligence sub-dimensions and academic motivation. The findings of the study are contradictory with the literature. Otacıoğlu (2009) and Seyis (2011) state that education year is not a significant factor in emotional intelligence. Demir (2008) mentions about a significant relationship between education year factor and academic motivation.

When the findings are evaluated, it is evident that as the students get older and close to graduation, some of their emotional intelligence sub-dimensions significantly increase. This condition may be explained with their future expectations which become more apparent since they are approaching to finish the school. They understand and direct their emotions better and achieve their own motivation. They gradually become adult individuals and tend to plan their future in a more concrete way. They gain a better emotional awareness and start to take their responsibilities.

Academic motivation is a great problem in education. In this study it was proven that there is a link between emotional intelligence and academic motivation. Making use of emotional intelligence may be an option to increase academic motivation. Students may benefit from practices which improve emotional intelligence to develop their academic motivation.

Educational importance and influence of emotional intelligence cannot be ignored. By means of this study, teachers become aware of the fact that noticing and understanding the emotions of their students is quite significant in supporting students' will towards academic tasks. In terms of teaching profession, having a good level of emotional intelligence is vital since high emotional intelligence brings along qualities such as communication skills, management success and managing own and others' emotions. These features may be useful in classroom management and lead to arousing both own and others' inner power. The inner power may play a key role in succeeding.

CHAPTER 5

5. CONCLUSION

5.1. Introduction

This chapter involves a brief summary of the study and suggestions in the light of the findings which the study revealed.

5.2. Summary of the Study

The study which was carried out with 225 volunteer participants from the ELT department of Atatürk University aim at identifying the relationship between academic motivation and emotional intelligence levels of ELT students in Atatürk University. It was found out that there is a positive and moderate relationship between academic motivation and emotional intelligence. When we looked at gender factor, it was identified that it is influential in only EAW, MSE and EM sub-dimensions. Female participants have higher mean scores in EAW and EM sub-dimensions while male participant have higher MSE mean scores. Gender was found to be insignificant in other emotional intelligence sub-dimensions and academic motivation. It was seen that older participants have higher mean scores in emotional intelligence sub-dimensions and academic motivation scale. However, age was found as an insignificant factor in academic motivation and emotional intelligence sub-dimensions except for MSE and SM. When it comes to education year factor, it was obvious that the fourth year participants have the highest mean scores in academic motivation and emotional intelligence sub-dimensions except for EM which has the second highest mean score. Despite this descriptive result, it was seen that education year

has a significant impact solely on EM. Thus, it was not affective in academic motivation and other emotional intelligence sub-dimensions.

5.3. Suggestions for Further Research

The study comprises only 225 ELT students at Atatürk University. A research which includes more participants may be beneficial in terms of finding out the relationship between academic motivation and emotional intelligence levels of ELT students. This may allow us to see the relationship from a wider perspective.

The sample of the study contains students from Atatürk University ELT department. A similar study can be carried out with participants form different departments or a different university.

Emotional intelligence can be considered as a multi-dimensional subject. Emotional intelligence levels of the participants were investigated in terms of the variables such as gender, age and education year. Therefore, more variables can be added to similar researches to examine the subject better.

Gender, age and education year factor were found insignificant in academic motivation. Considering the benefits of academic motivation in education, variables which are affective in the increase of academic motivation may be searched for to reach better educational outcomes.

Cotruş et al. (2012) put forward that emotional intelligence can be improved in time. Considering the importance of emotional intelligence in our social life, its developmental nature may serve as a source for researchers. Further studies may focus on factors which have a developmental influence on emotional intelligence.

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7. APPENDIX

7.1. Appendix 1: Personal Information Form

Form Number   : ……………..

Dear Participant,

This questionnaire is a part of the thesis study which is entitled "**An Investigation of The Relationship between Academic Motivation And Emotional Intelligence Levels of ELTStudents at A University in Turkey**".

Thank you very much for your participation in advance.

<div align="right">

Furkan CANBAY

Çağ University

English Language and Teaching

Graduate Student

</div>

Please choose the best option for you.

1. What is your gender?

Male ( )   Female ( )

2. How old are you? …………………………

3. What education year are you in?

( ) Preparatory Class   ( ) 1   ( ) 2   ( ) 3   ( ) 4

7.2. Appendix 2:Emotional Intelligence Evaluation Scale

S T A T E M E N T S	Completely Disagree	Partially Disagree	Slightly Disagree	Slightly Agree	Partially Agree	Completely Agree
1. I can use both of my positive and negative emotions which are products of my sense in giving direction to my life.						
2. I reveal what changes I should do through my negative emotions.						
3. I am calm under pressure.						
4. I can express my emotions in an appropriate way for me at any moment.						
5. I can focus myself on what I should do by keeping calm when I feel myself under threat and danger.						
6. I mostly act with positive emotions when I feel myself under threat and danger (humour, fun, joke etc.)						
7. I am aware of what I feel.						
8. When something does not go right (is ruined), I can easily be calm again.						
9. I am quite good at listening to problems of others.						
10. I do not allow negative emotions to influence me for a long time.						
11. I am sensitive to sensory needs of others.						
12. I have a calming effect on others.						
13. I have the strength of retrying to be successful in case of a failure.						

14. I try to find solutions to the difficulties which I encounter in life.					
15. I react the temperaments, needs and motives of other people.					
16. I can easily enter the situations which require attention, serenity and readiness.					
17. If time is suitable, I evaluate my negative emotions and mistakes, and try to find what the reason of negativity is.					
18. When things do not go right, I remain calm.					
19. It is very important to be aware of my real emotions for my health.					
20. I can easily understand emotions of other people even if they are not stated directly.					
21. I am successful at understanding emotions of people from their facial expressions.					
22. I can easily get out of my negative emotions when there is a matter of duty.					
23. I can easily perceive uncertain needs of others.					
24. People think that I effect emotions of other people.					
25. People who are aware of their real emotions caneasily manage their own lives more.					
26. Generally, I can easily turn pessimism of other people into optimism.					
27. I am an appropriate person for the people who ask for advice on a relationship.					
28. I can strongly adapt to emotions of other people.					
29. I help others in achieving their own personal goals.					
30. I can get out of my negative emotions in a short time.					

7.3. Appendix 3: Academic Motivation Scale

Please put a cross (X) on the appropriate option below. There is not true or false answer. Choose the most appropriate option in general without losing much time on any sentence.	Certainly Inappropriate	Inappropriate	Neutral	Appropriate	Certainly Appropriate
1. I seek opportunities for using the things, which I learned, out of the school as well.					
2. Everything, which I learned, arouses curiosity for learning more.					
3. I pay my attention to the lesson as soon as the lesson begins.					
4. The things which are taught at school do not arouse my interest.					
5. When I look back, I become happy as I see how much I learned.					
6. I think that I am more eager in lessons and learning than other students in my class.					
7. When I have alternatives to choose, I generally choose the tasks which cause me to study hard.					
8. I like the subjects which urge me to think more.					
9. The goals which I set for myself are the goals which require hard work and long time.					
10. I like studying a bit more difficult subjects more.					
11. Sometimes I am fascinated with the lesson so much that I surprise why the break time bell rings so early.					
12. I always like studying new and different subjects.					
13. I prepare more comprehensive tasks than the teacher/instructor asked for just in order to learn more.					
14. Learning something new excites me.					
15. I like helping others through what I learned.					
16. When I encounter with a difficult subject, trying to understand it pleases me.					
17. Sometimes I study hard to learn something even if a grade is not given in return.					
18. There has been much time in which I do not notice how the hours passed while learning something.					
19. If I cannot find enough knowledge about any subject in the course book, I look at other books immediately too.					
20. I usually feel as if I am solving an enjoyable puzzle in the exams.					