

EMOTIONAL COMPETENCE AND SUBJECTIVE WELL-BEING OF FUTURE PEDAGOGUES OF PHYSICAL EDUCATION

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(Research note)

Petar Mitić, Zvezdan Savić, Zvezdan Savić and Nenad Stojiljković,
University of Niš, Faculty of Sport and Physical Education, Niš, Serbia

Abstracts

The goal of this research is to determine the correlation between the level of emotional competence and subjective well-being, as well as to determine the differences between the level of emotional competence and subjective well-being prominence in students of sport and physical education. The research has been conducted on a sample of 151 students of the Faculty of Sport and Physical Education in Nis. The instrument for measuring emotional competence was the Questionnaire of Emotional Competence (Taksić, 2002), which assesses three aspects of the emotional intelligence - competence: 1. The ability to perceive and understand emotions, 2. The ability to express and name the emotions, and 3. The ability to govern the emotions. The Short Scale of Subjective Well-being (SSSW; Jovanović & Brdarić, 2008) was used for assessing the level of subjective well-being prominence. The findings of the research pointed out toward the existence of positive correlations between the overall Emotional competence and the level of Subjective well-being prominence. Furthermore, it has been shown that there is a positive correlation between the emotional competence aspect of Understanding emotions and the Subjective well-being prominence, as well as between the emotional competence aspect of Naming emotions and the Subjective well-being prominence, and between the emotional competence aspect of Governing emotions and Subjective well-being prominence. Nevertheless, the results obtained by a linear regressive analysis revealed that 30.8 % (Adjusted R Square = .308) of the overall variability of the dependent variable (Subjective Well-being Prominence) can be explained in relation to the variables that refer to the aspects of emotional competence prominence.

Keywords: *students of sport, Questionnaire of Emotional Competence, Short Scale of Subjective Well-being, understanding emotions, naming emotions, governing emotions, subjective well-being, regression analysis*

INTRODUCTION

A man is not only a rational being that is basing his plans, decisions and behavior solely on the logical intelligence. He possesses also a different side which is comprised of emotions. Emotions represent an important part of man's life and thus, into the attempts to understand the

features of man's nature, are needed to include his emotional side. Emotions make us who we are and play an important role in our interpersonal relationships.

Emotional intelligence represents a notion which has been widely examined in psychological literature within the recent years. Two mod-

els, the ability and mixed model, have attracted the attention in the attempts to determine the emotional intelligence. The results of numerous researches have proven the correlation between emotional intelligence and the different areas of a human life. Subjective well-being is one of the most examined constructs in the field of positive psychology and psychologists belonging to this realm have given to this construct the term happiness. Studies which have shown that most people are naming the happiness as the most important value in the life, proves the importance of the subjective well-being.

Emotional intelligence represents a construct which has attracted the attention of a great number of psychologists recently. In psychological literature, we can find numerous attempts in researches to explain and assess the emotional intelligence as accurately as possible. The appearance of Goleman's book (Goleman, 2005) has contributed greatly to the popularity of this construct.

The attempts to define the emotional intelligence have resulted toward the appearance of two models: the ability model and mixed models. According to the ability model, emotional intelligence consists of a set of abilities which are used in the process of interpersonal relationships and which enables an individual to govern his emotions (Mayer & Salovey, 1990, according to Nikic, 2010). The mixed models of emotional intelligence includes not only a set of abilities, but also some other psychological attributes and individual difference variables (Goleman, 1995, 1998; Bar-On, 1997, according to Nikic, 2010).

The authors of the ability model - Salovey and Mayer (Salovey & Mayer, 1990, according to Taksic et al., 2006) define the emotional intelligence as a set of abilities that an individual possesses, such as the ability to perceive, evaluate and express emotions quickly, also as an ability to detect and generate emotions which facilitate the process of thinking, the ability to understand emotions and the knowledge of emotions, as well as an ability to regulate emotions with the aim of promoting the emotional and intellectual development.

Regardless of the way emotional intelligence is defined, its importance for someone's functioning and coping with everyday life, cannot be denied. Goleman (Goleman, 2005)

believes that the individual's success in life depends not only on his rational intelligence, but is also determined by his emotional intelligence. There are people with high intelligence coefficient who are extremely maladjusted and socially unsuccessful. It could be stated that effectiveness in life in general requires both rational and emotional intelligence, which has initiated the scientific verification of the idea of emotional intelligence as a significant aspect of well-being and satisfaction with life.

High emotional intelligence as a trait of teachers is almost a necessary precondition for a good modern teacher. It is very important to be able to recognize and understand emotions during the sports educational work with children and adolescents. This enables the teacher to perform proper and timely to react toward the aim of forming a healthy personality. Seen from the aspect of being successful in sport and achieving good results, we could state that the factor of governing emotions is of a particular importance.

After a period of one hundred years of examining mostly psychopathological phenomena, at the end of the 20th century, psychology was characterized by an expansion of researches which dealt with man's positive experiences and the optimal conditions for his development and functioning. Such a shift in interest appeared due to the emergence of positive psychology. One of the most examined constructs in the field of positive psychology has been subjective well-being (Jovanovic & Novovic, 2008). Subjective well-being is defined as an affective and cognitive evaluation of one's own life (Diner, 2000, according to Javanovic, 2010). It could be stated that the subjective well-being stands for measures of the quality of life of an individual and the society. Empirical examinations of subjective well-being are mostly based on the studies of satisfaction with life (Haybron, 2005, according to Özyer et al., 2011).

Life experience teaches us that there is a relationship between the emotional intelligence and subjective well-being. Researches have proven the existence of a positive correlation between these two constructs (Austin, Saklofske & Egan, 2005; Özyer, Azizoğlu, & Fahreeva, 2011). The research conducted by Gignac (Gignac, 2006, according to Özyer et al., 2011) gave results which pointed to the

possibility of predicting satisfaction with life by the general factor of emotional intelligence. The results of Austin et al. research (Austin et al., 2005) show that satisfaction with life has a positive correlation with emotional intelligence, extraversion and conscientiousness, while it has a negative one with neuroticism. The correlation between satisfaction with life and gender, age and education has not been proven by researches (Gannon & Ranzijn, 2005, according to Özyer et al., 2011, Özyer et al., 2011). When it comes to emotional intelligence, researches have shown that women have higher emotional intelligence when compared to men (Wing & Love, 2001, Singh, 2002, according to Katyal & Awasthi). The authors state that one of the possible reasons for such results is to be found in the socialisation of men and women, as well as the differences between genders in relation to the prominence of certain personality traits such as empathy and social responsibility (Tapia, 1999; Dunn, 2002, according to Katyal & Awasthi).

The goal

The goal of this research is to determine the correlation between the level of emotional competence and subjective well-being, as well as to determine the differences between the level of emotional competence and subjective well-being prominence in students of sport and physical education.

Specific goals

Examining the correlation between the degree of Total emotional competence prominence and the Subjective well-being prominence,

Examining the correlation between the degree of prominence of the emotional competence aspect of Understanding emotions and the Subjective well-being prominence,

Examining the correlation between the degree of prominence of the emotional competence aspect of Naming emotions and the Subjective well-being prominence,

Examining the correlation between the degree of prominence of the emotional competence aspect of Governing emotions and the Subjective well-being prominence,

Examining the differences in the Total emotional competence prominence in relation to the gender of the examinees,

Examining the differences in the emotion-

al competence aspect of Understanding emotions in relation to the gender of the examinees,

Examining the differences in the emotional competence aspect of Naming emotions in relation to the gender of the examinees,

Examining the differences in the emotional competence aspect of Governing emotions in relation to the gender of the examinees,

Examining the differences in Subjective well-being prominence in relation to the gender of the examinees.

METHODS

Research Sample

The research has been conducted on a sample of 151 students of the Faculty of Sport and Physical Education in Nis.

Instruments of Research

The instrument for measuring emotional competence was the Questionnaire of Emotional Competence (Taksić, 2002), which assesses three aspects of emotional intelligence - competence: 1. The ability to perceive and understand emotions, 2. The ability to express and name emotions, and 3. The ability to govern the emotions. The Short Scale of Subjective Well-being (SSSW; Jovanović & Brdarić, 2008) was used for assessing the level of subjective well-being prominence.

RESULTS

The data given in Table 1. show the existence of positive correlations between the Total emotional competence and the degree of Satisfaction with life ($r = .568$; Sig. < 0.01). Furthermore, it has been shown that there is a positive correlation between the emotional competence aspect of Understanding emotions and the degree of Satisfaction with life ($r = .441$), between the emotional competence aspect of Naming emotions and the degree of Satisfaction with life ($r = .483$), as well as between the emotional competence aspect of Governing emotions and the degree of Satisfaction with life ($r = .441$). All the afore-mentioned correlations are statistically significant at the level of Sig. < 0.01.

Moreover, the Multiple regression analysis has been used. The degree of the aspects of emotional competence prominence (Understanding, Naming and Governing emotions) has been taken as the predictors. It has been determined

Table 1. The correlation between Emotional competence and its aspects and the Satisfaction with life in students of sport and physical education

		Satisfaction with life
Emotional competence	r	.568**
	Sig.	.000
	N	151
Understanding emotions	r	.441**
	Sig.	.000
	N	149
Naming emotions	r	.483**
	Sig.	.000
	N	151
Governing emotions	r	.456**
	Sig.	.000
	N	150

that the multiple correlation coefficient of 0.308 between the set of predictors and the degree of prominence of satisfaction with life is statistically significant at the level of Sig. < .000.

Based on the results shown in Table 2., it can be concluded that 30.8 % (Adjusted R Square = .308) of the overall variability of the dependent variable (Total of Satisfaction with life) can be explained in relation to the variables that refer to the prominence of the aspects of emotional competence – Understanding, Naming and Governing emotions.

Prominence and differences in relation to gender

The results shown in Table 5 reveal that the differences in the degree of Subjective well-being prominence in relation to gender are not statistically important at the level of Sig.< 0.05.

Table 3. presents empirical range of scores and the Emotional competence and Subjective well-being prominence for the total sample.

The results shown in Table 4. reveal

Table 2: Regression analysis – examining the influence of the degree of prominence of the aspects of emotional competence on the degree of satisfaction with life in students of sport and physical education

Model summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.569	.323	.308	4.14432
Model	df	F	Sig.
Regression	3	21.498	.000
Residual	135		
Total	138		

Table 3. Empirical range of scores and the Emotional competence and Subjective well-being prominence for the total sample

	Emotional competence	Understanding emotions	Naming emotions	Governing emotions	Subjective well-being
N	151	149	151	150	150
Mean	168.7842	53.3732	52.9930	62.5674	32.1748
Std. Deviation	15.37680	6.14553	5.59571	6.72342	4.97927
Minimum	123.00	38.00	35.00	43.00	8.00
Maximum	225.00	75.00	70.00	80.00	40.00

Table 4. T-test – differences in the degree of emotional competence prominence

	Gender	AS
Emotional competence	Male	168.6702
	Female	168.4651
Understanding emotions	Male	53.4271
	Female	52.9091
Naming emotions	Male	52.9167
	Female	53.0682
Governing emotions	Male	62.4792
	Female	62.6512

Table 5. T-test - differences in the degree of Subjective well-being prominence in relation to gender

	Gender	AS	t	Sig.
Subjective well-being	Male	32,3608	.647	.518
	Female	31,7826		

that the differences in the degree of emotional competence prominence and its aspects in relation to gender are not statistically important at the level of Sig.< 0.05.

CONCLUSION

The results of the research reveal that emotional competence and all its aspects (the ability to perceive and understand emotions, the ability to express and name emotions and the ability to govern emotions) are in a close correlation with Subjective well-being when it comes to the students of the Faculty of Sport and Physical Education. The most indicative result is that 30.8% of the Satisfaction with life variable can be explained by the aspects of emotional competence. Such findings are in accordance with previous researches (Austin et al., 2005, Özyer et al., 2011).

The obtained results, when it comes to the existence of significant differences of prominence in the aspects of emotional intelligence in individuals of both genders, are not in accordance with the previous results. Previous researches (Wing & Love, 2001, Singh, 2002, according to Katyal & Awasthi) have obtained results which reveal that female individuals have higher emotional intelligence, while the re-

sults obtained by our research reveal that there are no statistically significant differences. As in previous researches (Gannon & Ranzijn, 2005, according to Özyer et al., 2011, Özyer et al., 2011), our research also revealed that there is no correlation between gender and the subjective feeling of well-being.

The correlation between emotional competence and satisfaction with life points to the necessity to educate the teachers in this segment, not only with the aim of achieving better results and proper development of students, but also with the aim of arousing higher satisfaction with life among the teachers themselves.

The suggestions for further researches could relate to conducting similar researches that would include sport teachers who already have experience in working with children. It could also be suggested to examine the best possible mechanisms of education in the field of emotional competence and adjust these to the specific nature of the educational work in sport.

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ЕМОЦИОНАЛНАТА КОМПЕТЕНЦИЈА И СУБЈЕКТИВНАТА БЛАГОСОСТОЈБА НА ИДНИТЕ ПЕДАГОЗИ ПО ФИЗИЧКО ВОСПИТУВАЊЕ

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(Испиражувачка белешка)

Петар Митиќ, Звездан Савиќ и Ненад Стојиљковиќ

*Универзитетот во Ниш, Факултетот за спорти и физичко воспитување,
Ниш, Србија*

Апстракт

Целта на истражувањето беше да се утврди поврзаноста на степенот на емоционалната компетенција и субјективната благосостојба, како и разликата во степенот на изразеноста на емоционалната компетенција и степенот на изразеноста на субјективната благосостојба кај студентите по спорт и физичко воспитување. Истражувањето е извршено на примерок од 151 студент од Факултетот за спорт и физичко воспитување во Ниш. Од инструментите за мерењена емоционалната компетенција применет е Прашалник за емоционалната компетенција (Такшиќ (Takšić), 2002), со кој се проценуваат три аспекти на емоционалната интелигенција-компетентноста: 1. способност за воочување и разбирање на емоциите, 2. способност за изразување и именување на емоциите и 3. способност за управување со емоциите. За мерење на степенот на изразеноста на субјективната благосостојба користен е тестот Куса скала на субјективна благосостојба (КССБ, Јовановиќ (Jovanović) и Брдарик (Jovanović), 2008). Резултатите укажаа на постоење позитивна корелација меѓу вкупната емоционална компетенција со степенот на изразеноста на субјективната благосостојба. Покрај тоа, утврдено е дека постои позитивна корелација меѓу аспектите на емоционалната компетенција - разбирање на емоциите и степенот на изразеноста на субјективната благосостојба, и меѓу аспектот на емоционалната компетенција – управување со емоциите и степенот на изразеноста на субјективната состојба, како и меѓу аспектот на емоционалната компетенција – управување со емоциите и степенот

на изразеноста на субјективната благосостојба. Покрај другото, резултатите кои се добиени од регресивната анализа, укажуваат дека од вкупниот варијабилитет на зависната варијабла (изразеност на субјективната благосостојба), 30,8% може да се објасни врз основа на варијаблите кои се однесуваат на степенот на изразеноста на аспектот на емоционалната компетенција.

Клучни зборови: *студентите и студентите по спорт,
Прашалник за емоционална компетенција, Куса скала за субјективна благосостојба,
разбирање на емоциите, именување на емоциите, управување на емоциите,
субјективна благосостојба, регресивна анализа*

Correspondence:
Petar Mitić,
University of Niš,
Faculty of Sport and Physical Education
Černojevićeava 10A, 18000, Niš, Serbia
E-mail: mitic.petar@gmail.com