ANADOLU UNIVERSITY | GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
AJESI
ANADOLU JOURNAL OF EDUCATIONAL SCIENCES INTERNATIONAL

DOI: 10.18039/ajesi.1835740

Investigation of Emotional Intelligence Levels of Pre-service Teachers In Terms of Various Variables and Their Opinions[1]

Özge GÖKSAN SOLAK[2], Meltem GÖKDAĞ BALTAOĞLU[3]

Date submitted: *04.12.2025* ***Date accepted:*** *09.03.2026* ***Type[4]:*** *Research Article*

Abstract

This study was conducted to examine the emotional intelligence levels of teacher candidates according to various variables and to determine teacher candidates' views on emotional intelligence. The study employed a mixed research method using both qualitative and quantitative data. In the study conducted with 811 teacher candidates, the Personal Information Form and the Bar-On Emotional Intelligence Scale were used as quantitative data collection tools. The quantitative data of the research were analyzed using the SPSS 23 package program, and in addition to frequency, percentage, mean, median, kurtosis, and skewness calculations, one-way ANOVA analysis and independent sample t-tests were applied in intergroup comparisons. A semi-structured interview form prepared by the researcher was used as a qualitative data collection tool in the research. Data collected from 98 teacher candidates selected using purposive sampling were analyzed using content analysis. According to the quantitative results of the study, it was concluded that the emotional intelligence levels of teacher candidates were at an intermediate level. It was determined that, according to the success score variable, differentiation occurred only in the general mood dimension of emotional intelligence, according to the gender variable, differentiation occurred only in the stress management and adaptability dimensions, and according to the department of study variable, differentiation occurred in all dimensions. The qualitative results of the study revealed that teacher candidates had positive thoughts about emotional intelligence. They emphasized the importance of the relationship between emotional intelligence and the teaching profession, stressing that emotional intelligence is important for making the education and training process more effective.

Keywords: Pre-service Teacher, Intelligence, Emotion, Emotional Intelligence, Social and Emotional Learning

Cite: Göksan Solak, Ö., & Gökdağ Baltaoğlu, M. (2026). Investigation of Emotional Intelligence Levels of Pre-service Teachers in Terms of Various Variables and Their Opinions. *Anadolu Journal of Educational Sciences International, 16*(2), 684-711. https://doi.org/10.18039/ajesi.1835740

CC BY NC SA

[1] This work was produced from the first author's master's thesis, conducted under the supervision of the second author.

[2] (Corresponding author) Independent Researcher, ozgegoksan1@gmail.com, https://orcid.org/0009-0008-0829-939X

[3] Doç.Dr., Dokuz Eylül University, Buca Faculty of Education, Department of Educational Sciences, Turkey, meltem.gokdag@gmail.com, https://orcid.org/0000-0002-2235-8607

[4] This research study was conducted with the approval of the Scientific Research and Publication Ethics Committee of Dokuz Eylül University Faculty of Social Sciences and Humanities (dated 20.12.2022, issue number 13; and dated 26.03.2024, issue number 8).

Introduction

The role that emotions play in individuals' life experiences is of increasing importance. Different studies show that emotions contribute not only to intelligence but also to life satisfaction (Acar, 2002). The ability to recognize emotions is fundamental to a person's emotional well-being (Mayer & Geher, 1996). Emotional intelligence has emerged as an area of intense interest in both scientific and non-scientific circles (Barrett & Salovey, 2002). Emotional intelligence is defined as “the ability to reason about emotions and the ability to improve thinking about emotions” (Mayer et al., 2004). According to Cooper and Sawaf (1998), emotional intelligence is the power that motivates people for their unique potential and purpose, mobilizes the deepest values and transforms these values from what the individual thinks to what the individual experiences. According to Bar-On (2006), being socially and emotionally intelligent means being able to understand and explain oneself effectively, understand others and establish healthy relationships with others.

Emotional intelligence refers to the ability to recognize the meanings of emotions and the relationships between them, and to reason and problem-solve based on them. Emotional intelligence is related to the capacity to perceive emotions, assimilate feelings about emotions, understand the information of these emotions and manage them (Mayer et al., 1999). When the literature is examined, it is seen that the foundations of emotional intelligence were laid with Thorndike's studies on social intelligence in 1920. The first definitions of social intelligence were effective in the later conceptualization of emotional intelligence (Bar-On, 2006). In 1990, John Mayer and Peter Salovey published an article in which they first mentioned a term called emotional intelligence (Goleman, 2010).

Since 1990, when the concept of emotional intelligence entered the literature for the first time, different models related to emotional intelligence have been put forward. John Mayer and Peter Salovey's model is categorised as an ability model, while the models put forward by Reuven Bar-On, Daniel Goleman, Robert K. Cooper and Ayman Sawaf are classified as mixed models (Tekin Acar, 2001). Mayer and Salovey (1997) defined emotional intelligence as the capacity to process emotional information accurately and effectively and explained emotional intelligence in 4 dimensions: perceiving emotions, facilitating thinking, understanding emotions and managing emotions. Bar-On (2007) examines emotional intelligence in 5 components: personal skills, interpersonal skills, adaptability, stress management and general mood. According to Goleman's (2010) model, people differ in terms of their abilities in 5 areas: self-consciousness, self-regulation, motivation, empathy and social skills. Cooper and Sawaf (1998) examined the relationship between emotional intelligence and leadership and developed a model consisting of four components: learning emotions, emotional vitality, emotional depth, and emotional alchemy. These components are referred to as the four cornerstones.

Problem Situation

The concept of emotional intelligence has spread to wide areas over time and has been adopted especially by educators by being included in social and emotional learning programs (Goleman, 2010). Although there are some affective goals in education programs, education generally emphasizes cognitive goals (Bacanlı, 1999). Academic intelligence often does not ensure being prepared for the changes that may be encountered in life. Although high IQ is not a guarantee of happiness, academic skills are prioritized in schools and the concept of

emotional intelligence, which has a major role in determining the future of the individual, is not given enough importance (Goleman, 2010). In the 21st century, it has been realized that families should focus on the education of emotional and social aspects, and schools and society should do so explicitly (Fernández- Berrocal & Ruiz, 2008). Historically, most studies on predicting academic achievement from primary school to university have focused on the influence of cognitive abilities, socio-demographic factors and economic variables. The fact that a large proportion of academic achievement cannot be explained by these variables has encouraged researchers to investigate additional predictors, including personality and cognitive factors. In recent years, interest in the role of emotional and social competence in academic achievement has increased (Parker et al., 2009). The idea that emotional intelligence is based on learnt habits has led experts to the function of education in the development of this skill (Yeşilyaprak, 2001).

Students may come to school anxious, excited or angry about an upcoming exam, an after-school sporting event or a conflict at home. Educators also come to school with their own emotions. Instead of ignoring the emotional needs of educators and students and focusing entirely on academic subjects, they should be helped to reveal their full potential by trying to meet their social and emotional needs (Hoffman et al. 2018). For these reasons, the concept of emotional intelligence is a very important personal resource for pre-service teachers. Pre-service teachers need an awareness and knowledge of emotions, including recognizing their own emotions and their impact on themselves and others, and are expected to use emotional intelligence skills in a variety of situations such as adapting to new situations, innovating and developing, problem solving, leading groups, and helping students (Turner & Stough, 2020). It has been suggested that emotional intelligence is a positive coping resource among many personal variables. In this respect, emotional intelligence provides a useful framework that allows for the identification of specific skills needed to understand and experience emotions in an adaptive way (Chan, 2008).

Teachers are expected not only to impart up-to-date knowledge and skills but also to help students cope with various emotional and social problems (Singh, 2023). Classrooms are like a small copy of society. The main task of schools is to prepare students for life. As students interact with their friends and teachers in the classroom, they learn to solve various problems they face under the guidance of their teachers. The teacher model with high emotional intelligence guides the student to acquire the necessary skills by dealing with the student's undesirable behaviors in the classroom in the right way (Kılıç Özmen, 2012). A good education can only be provided by good teachers. The training of good teachers is also possible with qualified programs at the higher education level (Güven & Gökdağ Baltaoğlu, 2017).

Purpose and Significance of the Study

As a result of all this, the importance of emotional intelligence in education and teaching processes and in education faculties that train teachers has become apparent. It is necessary to examine the level of emotional intelligence of teacher candidates and the factors that affect their emotional intelligence. The purpose of this study is to determine the emotional intelligence levels of teacher candidates studying at Dokuz Eylül University Buca Faculty of Education in the 2023-2024 academic year, to determine whether their emotional intelligence levels vary according to various variables, and to reveal the views of teacher candidates regarding emotional intelligence. A review of the literature reveals that there are few studies that address

teacher candidates' emotional intelligence using both quantitative and qualitative data and include their views on emotional intelligence (Duman et al., 2016; Gallardo et al., 2019; Özdemir Cihan and Dilekmen, 2024). Since this research directly includes teacher candidates' views on emotional intelligence, it is thought that the findings obtained from the study can be used to make comments on how emotional intelligence can be developed in teacher training programs. In line with this aim, answers were sought to the following sub-problems.

1. What is the emotional intelligence level of teacher candidates?

2. Do the emotional intelligence levels of teacher candidates differ according to course success score?

3. Do the emotional intelligence levels of teacher candidates differ according to gender?

4. Do prospective teachers' emotional intelligence levels differ according to the department in which they are studying?

5. What are prospective teachers' views on emotional intelligence?

Method

In this study, a mixed research method was utilized by using quantitative and qualitative research methods together in order to examine the emotional intelligence levels of pre-service teachers. Mixed research method is a research approach in which the researcher collects quantitative and qualitative data, integrates the two data sets with each other and then reaches conclusions by taking advantage of the advantages of this integration. This research is a study in the combining design among mixed designs. The aim of this design is to combine the results obtained from quantitative and qualitative data (Creswell, 2021). Survey research was used for the quantitative part of the study. Survey research is research that aims to describe the characteristics and opinions of large masses, in which the opinions and characteristics of the participants in the research on a subject are determined (Büyüköztürk et al., 2019). In the qualitative part of the study, basic qualitative research design was applied. Basic qualitative research is a research design that deals with the meanings that individuals attach to their experiences and aims to understand how they comprehend these experiences (Merriam, 2013).

Universe and Sample / Study Group / Participants

The population of the study consists of prospective teachers of Dokuz Eylül University Buca Faculty of Education. The sample of the study consists of all the second grades of Buca Faculty of Education selected by proportional cluster sampling method. Among the 4363 pre-service teachers studying at Dokuz Eylül University Buca Faculty of Education in the 2023-2024 academic year, only 811 pre-service teachers out of 1173 second-year students participated in the study. In addition, for the participants of the qualitative dimension, semi-structured interviews were conducted with 98 pre-service teachers who could be reached from a total of 181 people studying in the Department of Preschool Education and the Department

of Classroom Teacher Education, selected by a criterion sampling method from among the students to whom the scale was applied. While selecting the pre-service teachers included in the qualitative research, pre-school and primary school pre-service teachers, who are the first educational stages of students starting school life, were selected. The preschool period is very important for a child who is just starting school life. In the preschool period, children's physical, mental and emotional development is supported, they are encouraged to acquire good habits, their adaptation to social life is supported and they are prepared for school life (MoNE, 2024). For primary school students, teacher behaviors are very important. Teachers' behaviors in this period will affect students' entire educational life (Ekici, 2004). As a result, it is seen that supporting individuals correctly in the early years of development is of critical importance and has positive effects in the future (Ekinci Vural & Kocabaş, 2016). For these reasons, the emotional intelligence of pre-service teachers studying in the Department of Basic Education and their views on emotional intelligence are important and semi-structured interviews were conducted with pre-service teachers of the Department of Basic Education.

It was determined that 67.8% of the pre-service teachers participating in the quantitative research were female (n=550) and 32.2% were male (n=261). It was determined that 61.9% of the pre-service teachers had achievement averages in the range of 2.00-3.00 (n=502), 35.6% in the range of 3.00-4.00 (n=289) and 2.5% in the range of 1-2 (n=20). 3.2% of the pre-service teachers were from the Department of Computer Education and Instructional Technology (n=26), 8.5% were from the Educational Sciences Department division of Psychological Counseling and Guidance (n=69), 4.1% were from the Department of Fine Arts Education (n=33), 23, 7% in the Department of Mathematics and Science Education (n=192), 7.1% in the Department of Special Education (n=58), 15.4% in the Department of Elementary Education (n=125), 21.1% in the Department of Turkish and Social Sciences Education (n=171) and 16.9% in the Department of Foreign Languages Education (n=137).

It was determined that 42.9% of the pre-service teachers participating in the qualitative study were studying in the Department of Preschool Education (n=42) and 57.1% were studying in the Department of Classroom Teacher Education (n=56). In the study, 54% of the pre-service teachers (n=181) who were studying in the 2nd grade in the 2023-2024 academic year and were included in this study were reached.

Data Collection Tools

In this study, the Personal Information Form, Bar-On Emotional Intelligence Scale and Semi-structured Interview Form created by the researcher were used to obtain demographic information about the participants.

Personal Information Form

A personal information form was used to determine the department, gender and GPA of the pre-service teachers.

Bar-On Emotional Intelligence Scale

The Bar-On Emotional Intelligence Scale, for which Bar-On conducted reliability and validity studies, was adapted into Turkish by Tekin Acar (2001) and revised to include 87 statements. The Emotional Intelligence Scale was created in a five-point Likert-type rating style

with the options of (1) Strongly Agree, (2) Agree, (3) Undecided, (4) Disagree and (5) Strongly Disagree. Tekin Acar (2001) tested the internal consistency reliability analysis of the Bar-On Emotional Intelligence Scale items, and the scale dimensions were found to be Emotional Intelligence 0.92, Personal Skills 0.83, Coping with Stress Management 0.73, General Mood 0.75, Interpersonal Skills 0.77, and Adaptability 0.65.

Semi-structured Interview Form

In order to collect the qualitative data of the study, a semi-structured interview form created by the researcher was used. In order to ensure the validity of the qualitative data collection tool, the semi-structured interview form was presented to 4 faculty members, 2 professors and 2 associate professors, who are experts in the field of Curriculum and Instruction, and the interview form was finalized according to their feedback.

Data Collection Process

The interview form was administered face-to-face to the teacher candidates. Both quantitative and qualitative studies were preceded by informing the teacher candidates with an informed consent form. The survey forms were duplicated via photocopy and obtained through physical interviews. The interview form was applied face-to-face to the pre-service teachers. Before both the quantitative and qualitative study, the pre-service teachers were informed with an informed consent form.

Data Analysis

In the analysis of quantitative data, firstly, the data obtained from the pre-service teachers through physical interviews were digitized and transferred to the SPSS 23 package program and analyzed. Frequency and percentage analysis were used to determine the distribution of pre-service teachers according to their demographic characteristics. Mean and standard deviation were used to determine the levels of pre-service teachers for the scales used in the study. At the same time, the independent sample t-test and one-way ANOVA test for more than two groups were used to determine the difference between paired groups according to the measurements. In order to retest the reliability of the scales in this study, Cronbach's Alpha reliability analysis was performed and the reliability levels of all measurement tools were calculated.

Validity and Reliability / Trustworthiness

When examining the reliability coefficients of this study, the scale dimensions were found to be Emotional Intelligence 0.91, Personal Skills 0.90, Interpersonal Skills 0.87, Adaptability 0.64, Stress Management 0.72, and General Mood 0.80.

The findings regarding the distribution of the data obtained as a result of the research are given in Table 1.

Table 1

Distribution of Data

Variables	Measures of Central Tendency		Kurtosis-Skewness	
	Mean($\bar{x}$)	Median	Kurtosis	Skewness
Emotional Intelligence	2,70	2,70	1,721	0,285
Personal Skills Dimension	2,79	2,79	1,530	-0,373
Stress Management Dimension	2,82	2,85	-0,301	-0,157
General Mood Dimension	2,60	2,58	1,289	0,557
Interpersonal Skills Dimension	2,47	2,44	1,960	0,930
Adaptability Dimension	2,77	2,80	0,804	-0,100

As the mean and median of the central tendency measurements examined as a result of the normal distribution analysis were close to each other (Büyüköztürk et al., 2011) and the kurtosis and skewness were between ±2 (George & Mallery, 2016), the data obtained were accepted to come from a normal distribution.

The thematic and frequency analysis method, one of the types of content analysis, was used to analyze qualitative data. The data obtained- the responses of pre-service teachers to the qualitative research questions about emotional intelligence- were coded within a general framework. Then, these codes were grouped under main categories to include similar codes, and the frequencies of these categories and the frequency of their expression were given. The pre-service teachers whose responses were included were coded as Ö1, Ö2, Ö3.....Ö96, Ö97, Ö98. In order to ensure the reliability of the data analysis, the formula suggested by Miles and Huberman (1994) (Agreement/Disagreement + Agreement x 100) was applied and it was concluded that the study had a reliability of 0.85.

Ethical Issues

Prior to commencing the quantitative data collection process, research permission was obtained from the Scientific Research and Publication Ethics Committee of Dokuz Eylül University's Faculty of Social and Human Sciences. The scale forms were photocopied and obtained through face-to-face interviews. After the quantitative data were collected, it was deemed necessary to support the results with qualitative data. Therefore, the necessary ethical committee permission was reapplied for and obtained from the Scientific Research and Publication Ethics Committee of Dokuz Eylül University Faculty of Social Sciences and Humanities.

Findings

Findings Related to Quantitative Data

Findings Related to Emotional Intelligence Levels of Prospective Teachers

Descriptive findings regarding the emotional intelligence levels of pre-service teachers are given in Table 2.

Table 2

Descriptive Findings Related to Emotional Intelligence Levels of Prospective Teachers

Variables	x̄	ss
Emotional Intelligence	2,70	0,23
Personal Skills Dimension	2,79	0,25
Stress Management Dimension	2,82	0,44
General Mood Dimension	2,60	0,37
Interpersonal Skills Dimension	2,47	0,37
Adaptability Dimension	2,7	0,31

While determining the scale intervals to estimate the arithmetic averages, the score intervals were determined as 4/5=0,80 by using the formula “series width/number of groups to be made” (Tekin, 2023) and the interval corresponding to each measurement level was calculated by adding 0,8 point interval to the starting point of 1 point on the Likert scale. Accordingly, the range of 1- 1,80 represents “very low”, 1,81-2,6 represents “low”, 2,61-3,4 represents “medium”, 3,41-4,2 represents “high” and 4,21- 5,0 represents “very high” level. According to this, it has been determined that the emotional intelligence levels of teacher candidates are at a moderate level with a score of 2,70. When examining the dimensions of emotional intelligence, it was found that the teacher candidates' emotional intelligence levels are moderate in the adaptability dimension with a score of 2,77, moderate in the personal skills dimension with a score of 2,79, moderate in the coping with stress dimension with a score of 2,82, moderate in the general mood dimension with a score of 2,60, and low in the interpersonal relationships dimension with a score of 2,47.

Findings Regarding the Differentiation of Pre-service Teachers' Emotional Intelligence Levels According to Course Success Score Variable

Statistical results for the differentiation of pre-service teachers' emotional intelligence levels according to the course achievement score variable are given in Table 3.

Table 3

One-Way Anova Analysis Results 691ort he Differentiation of Prospective Teachers’ Emotional Intelligence Levels According to Course Success Score Variable

Variables	Groups	n	x̄	ss	F	P	Scheffe
Emotional Intelligence	1.00-2.00	20	2,71	0,39	0,404	0,771	
	2.00-3.00	502	2,69	0,23			
	3.00-4.00	289	2,71	0,22			
Personal Skills Dimension	1.00-2.00	20	2,72	0,39	1,043	0,353	
	2.00-3.00	502	2,79	0,25			
	3.00-4.00	289	2,78	0,24			
Stress Management Dimension	1.00-2.00	20	2,77	0,56	0,640	0,528	
	2.00-3.00	502	2,81	0,44			
	3.00-4.00	289	2,84	0,42			
General Mood Dimension	1.00-2.00	20	2,81	0,62	**4,576**	**0,011***	**1>2**
	2.00-3.00	502	2,58	0,36			
	3.00-4.00	289	2,61	0,37			
Interpersonal Skills Dimension	1.00-2.00	20	2,58	0,54	2,515	0,082	
	2.00-3.00	502	2,45	0,37			
	3.00-4.00	289	2,50	0,37			

Table 3
(Continued)

Variables	Groups	n	x̄	ss	F	P	Scheffe
Adaptability Dimension	1.00-2.00	20	2,72	0,35	0,260	0,668	
	2.00-3.00	502	2,77	0,32			
	3.00-4.00	289	2,77	0,29			
***P<0.05; F: One-Way Anova Analysis**							

It has been determined that there is a significant difference between general mood and achievement scores. According to the results of the Scheffé test conducted to identify which groups the differences stem from, the difference was found between teacher candidates with achievement scores in the range of 1.00-2.00 and those with achievement scores in the range of 2.00-3.00. Upon examining the averages, it was determined that the general moods of teacher candidates with achievement scores in the range of 1.00-2.00 were higher. Furthermore, no significant difference was found between emotional intelligence level, personal skills, stress management, interpersonal skills, and adaptability dimensions and the course achievement scores.

Findings Regarding the Differentiation of Pre-service Teachers' Emotional Intelligence Levels According to Gender Variable

Statistical results for the differentiation of pre-service teachers' emotional intelligence levels according to the gender variable are given in Table 4.

Table 4

Independent Sample T-Test Results for Differentiation of Emotional Intelligence Levels of Pre-Service Teachers according to Gender Variable

Variables	Gender	n	x̄	ss	T	P
Emotional Intelligence	Female	550	2,69	0,23	-0,499	0,618
	Male	261	2,70	0,23		
Personal Skills Dimension	Female	550	2,79	0,25	0,049	0,961
	Male	261	2,79	0,26		
Stress Management Dimension	Female	550	2,78	0,43	**-4,338**	**0,001***
	Male	261	2,92	0,44		
General Mood Dimension	Female	550	2,60	0,38	0,758	0,449
	Male	261	2,58	0,37		
Interpersonal Skills Dimension	Female	550	2,47	0,37	0,023	0,982
	Male	261	2,47	0,38		
Adaptability Dimension	Female	550	2,78	0,30	**2,292**	**0,022***
	Male	261	2,73	0,33		
***P<0.05; T: Independent Sample T-Test**						

It has been determined that there is a significant difference between the stress management dimension and the gender variable. Upon examining the averages, it was found that female teacher candidates cope with stress at lower levels than their male counterparts. Additionally, a significant difference was found between the adaptability dimension and the gender variable. When examining the averages, it was determined that female teacher candidates have higher levels of adaptability than male teacher candidates. No significant

difference was found between emotional intelligence level, personal skills, general mood, and interpersonal skills dimensions and the gender variable.

Findings Regarding the Differentiation of Prospective Teachers' Emotional Intelligence Levels According to the Department of Education Variable

Statistical results for the differentiation of pre-service teachers' emotional intelligence levels according to the department of study variable are given in Table 5.

Table 5

One-Way Anova Analysis Results for the Differentiation of Prospective Teachers' Emotional Intelligence Levels According to the Department of Study Variable

Variables	No	Groups	N	x̄	SS	F	P	Scheffe
Emotional Intelligence	1	Department of Computer Education and Instructional Technology	26	2,73	0,18	5,113	**0,001***	2>3,4,5,6,7
	2	Department of Educational Sciences	69	2,80	0,28			
	3	Fine Arts Education Department	33	2,61	0,24			
	4	Department of Mathematics and Science Education	192	2,70	0,20			
	5	Special Education Department	58	2,67	0,20			
	6	Department of Basic Education	125	2,62	0,23			
	7	Department of Turkish and Social Studies Education	171	2,69	0,22			
	8	Department of Foreign Languages Education	137	2,72	0,23			
Personal Skills Dimension	1	Department of Computer Education and Instructional Technology	26	2,78	0,18	3,966	**0,001***	2>1,3,5,6,7,8
	2	Department of Educational Sciences	69	2,89	0,25			
	3	Fine Arts Education Department	33	2,70	0,28			
	4	Department of Mathematics and Science Education	192	2,80	0,23			
	5	Special Education Department	58	2,77	0,22			
	6	Department of Basic Education	125	2,72	0,25			
	7	Department of Turkish and Social Studies Education	171	2,77	0,25			
	8	Department of Foreign Languages Education	137	2,80	0,26			
Stress Management Dimension	1	Department of Computer Education and Instructional Technology	26	3,11	0,47	3,266	**0,002***	1>2,3,4,5, 6,7,8
	2	Department of Educational Sciences	69	2,86	0,46			

Table 5
(Continue)

Variables	No	Groups	N	x̄	SS	F	P	Scheffe
	3	Fine Arts Education Department	33	2,71	0,40			
	4	Department of Mathematics and Science Education	192	2,82	0,40			
	5	Special Education Department	58	2,85	0,39			
	6	Department of Basic Education	125	2,71	0,44			
	7	Department of Turkish and Social Studies Education	171	2,84	0,45			
	8	Department of Foreign Languages Education	137	2,83	0,44			
General Mood Dimension	1	Department of Computer Education and Instructional Technology	26	2,66	0,34	4,035	**0,001***	2>3,4,5,6
	2	Department of Educational Sciences	69	2,73	0,44			
	3	Fine Arts Education Department	33	2,44	0,32			
	4	Department of Mathematics and Science Education	192	2,55	0,34			
	5	Special Education Department	58	2,51	0,31			
	6	Department of Basic Education	125	2,56	0,36			
	7	Department of Turkish and Social Studies Education	171	2,60	0,36			
	8	Department of Foreign Languages Education	137	2,66	0,36			
Interpersonal Skills Dimension	1	Department of Computer Education and Instructional Technology	26	2,44	0,31	3,989	**0,001***	4<2,8
	2	Department of Educational Sciences	69	2,61	0,54			
	3	Fine Arts Education Department	33	2,46	0,35			
	4	Department of Mathematics and Science Education	192	2,44	0,29			
	5	Special Education Department	58	2,40	0,27			
	6	Department of Basic Education	125	2,38	0,35			
	7	Department of Turkish and Social Studies Education	171	2,48	0,35			
	8	Department of Foreign Languages Education	137	2,55	0,42			
Adaptability Dimension	1	Department of Computer Education and Instructional Technology	26	2,74	0,23	2,724	**0,008***	3,6<2,4,7
	2	Department of Educational Sciences	69	2,84	0,31			

Table 5
(Continued)

Variables	No	Groups	N	x̄	SS	F	P	Scheffe
	3	Fine Arts Education Department	33	2,69	0,30			
	4	Department of Mathematics and Science Education	192	2,81	0,27			
	5	Special Education Department	58	2,76	0,31			
	6	Department of Basic Education	125	2,70	0,31			
	7	Department of Turkish and Social Studies Education	171	2,76	0,32			
	8	Department of Foreign Languages Education	137	2,74	0,32			
***P<0.05; F: One-Way Anova Analysis**								

It has been determined that there is a significant difference between the emotional intelligence levels and other dimensions regarding the variable of the program the pre-service teachers are studying. As a result of the Sheffe Test, it was determined that the emotional intelligence levels, personal skills and general mood scores of the pre-service teachers studying in the Educational Sciences Department division of Psychological Counseling and Guidance were higher, the coping with stress of the pre-service teachers studying in the Department of Computer Education and Instructional Technology was higher, the interpersonal relations of the pre-service teachers studying in the Department of Mathematics and Science Education were lower, and the compatibility levels of the pre-service teachers studying in the Department of Fine Arts Education and Department of Basic Education were lower.

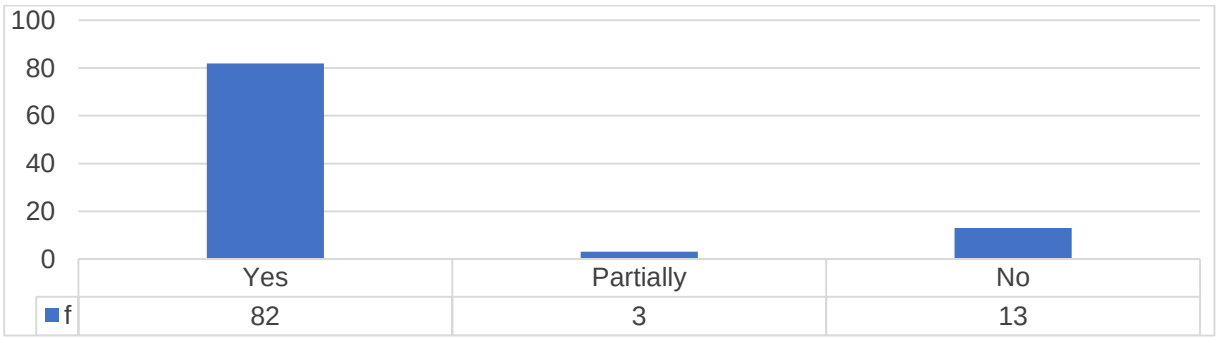
Findings Related to Qualitative Data

Findings on the Contribution of Undergraduate Education to Emotional Intelligence

Pre-service teachers were asked about their opinions on the contribution of their undergraduate education to their emotional intelligence, and their responses are given in Table 6.

Table 6

Pre-service Teachers' Opinions on the Contribution of Undergraduate Education to Their Emotional Intelligence



The responses of the pre-service teachers were grouped around Yes (n=82), Partially (n=3) and No (n=13). Among the pre-service teachers who answered yes, **Ö79**: "*Yes, knowing that the other person is a child, we try to adapt ourselves to them by taking their feelings into consideration*.", **Ö80**: "*Yes, it improved me because it gave me a different perspective on situations and because I better understood what childhood means and revisited my own childhood.*", **Ö73**: "*Yes, I think so. I realize that the way I express my emotions changes as I receive education." and explained their opinions about the contribution of undergraduate education to emotional intelligence. Among the pre-service teachers who answered no*, **Ö39**: "*I don't think so. The fact that undergraduate education progresses only with the theoretical application of the writing system does not seem to be of any benefit to us in terms of emotional intelligence*.", **Ö24**: "*Frankly, I don't agree with this very much. The lessons mostly remain only theoretical. There are not many activities and applications for this. That's why my answer is no*.", **Ö12**: '*No, because the trainings are extremely theoretical and information-laden, and the professors generally act to force us other than teaching.*', **Ö8**: '*Unfortunately, I don't think so, the education we receive is theoretical, there is nothing to trigger us emotionally.' and stated that they think that undergraduate education does not contribute to emotional intelligence."*

Findings on the Aspects of Undergraduate Education Affecting Emotional Intelligence

The pre-service teachers were asked how the undergraduate education they received improved their emotional intelligence and the responses obtained from the pre-service teachers were gathered around the themes of Empathy, Sociability, Stress Management and Effective Communication.

Figure 1

Themes Related to the Aspects of Undergraduate Education Affecting Emotional Intelligence

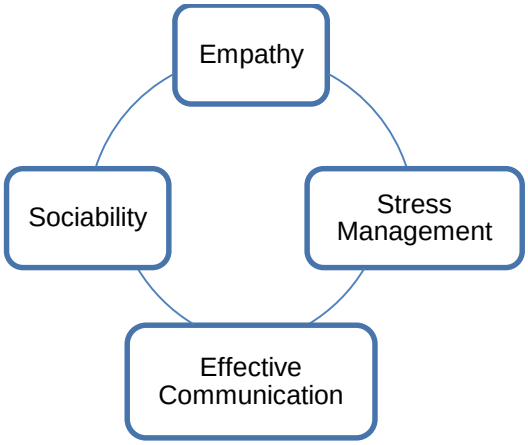


Table 7

Responses of Pre-service Teachers Regarding the Aspects of Undergraduate Education that Affect Emotional Intelligence

Theme	Responses of Pre-Service Teachers
Empathy	**Ö15:** "*I believe that my department has significantly contributed to my emotional intelligence. It has enhanced my ability to empathize and taught me how to motivate myself*." **Ö21**: *"It helped me to empathize and express my feelings better."* **Ö43:** *"I am developing the sense of empathy, which is of great importance in teaching."*
Sociability	**Ö49:** "*"I have become a more social and active individual."* **Ö55**: "*Being constantly together with a group of people under the same roof for a specific purpose leads to communication, which later fosters emotional relationships (such as friendship, group camaraderie, etc.) and enhances these connections."* **Ö84:** *"I consider the university to be a different environment, specifically a friendship environment."*
Stress Management	**Ö61:** "*Because before studying this field, I couldn't cope with stress issues as effectively, but now I can both willingly generate many solutions and recover from stress more quickly."* **Ö67:** "*During my studies, I developed the potential to cope with stress thanks to practical lessons*." **Ö89:** "*It helped me deal with problems more easily*."
Effective Communication	**Ö5:** "*I think it improves effective communication*." **Ö71:** "*I think it improves in terms of communicating with children.*" **Ö74**: "*I think it improves because I learn about children and it improves my communication with them."*

Findings Related to Courses that Develop Emotional Intelligence and Activities to Develop Emotional Intelligence

The pre-service teachers were asked in which courses they thought their emotional intelligence developed and their answers were gathered around the answers of Drama in Primary School (n=29), Educational Psychology (n=14), Teaching Turkish (n=13), Principles and Methods of Teaching (n=6), Teaching of Primary Reading and Writing (n=5) and Community Service Practices (n=4). The opinions of pre-service teachers about these courses are given in Table 8.

Table 8

Pre-service Teachers' Opinions on the Courses They Think Develop Emotional Intelligence

Lesson	Responses of Pre-Service Teachers
Drama in Primary School	**Ö5**: "*In fact, we add something to ourselves a little bit from each lesson. But drama is the most useful lesson in communicating effectively and producing solutions*." **Ö8**: "*Especially in the drama class because in the class we experience emotions by playing games and going from role to role*." **Ö19**: "*In drama classes, we get down to the children's age level and play games with them. We have the opportunity to practice improvisation, readiness and stress management*."
Educational Psychology	**Ö1:** "*Educational psychology. Learning human psychology and mastering the concepts helps to develop emotional intelligence*." **Ö57:** "*Educational psychology, psychology-related activities*." **Ö60:** "*In terms of the functioning of educational psychology."*

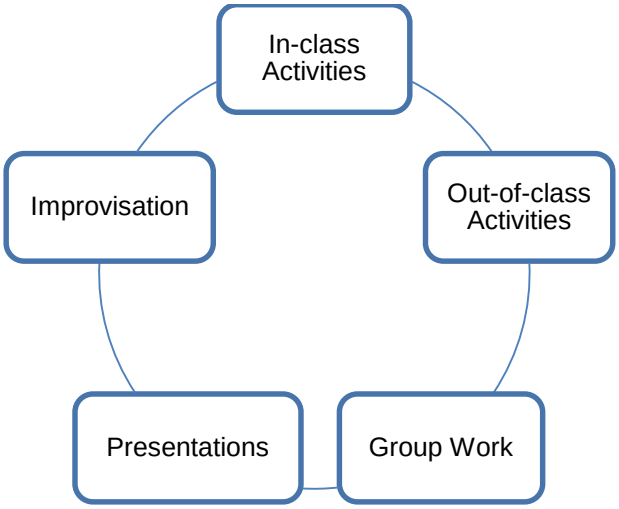
Table 8
(Continued)

Lesson	Responses of Pre-Service Teachers
Teaching Turkish	**Ö9:** "*Turkish Language Teaching course. We receive forward-looking information*." **Ö38:** "*The education we received in Turkish class and the presentations we made*." **Ö53:** "*I think emotional intelligence develops in drama class and Turkish language teaching class. I think it develops because we do activities related to communication skills and creativity in these classes*."
Principles and Methods of Teaching	**Ö40:** "*Turkish teaching and teaching principles and methods courses*." **Ö52:** "*In Turkish language teaching and teaching principles and methods courses, these two courses help me because we mostly learn and practice information and practices related to my profession*." **Ö56:** "*Teaching principles and methods, evaluation of classroom learning. What can happen when I become a teacher, lived events, what I will live when I become a teacher and the attitude I should have. Emphasis on these."*
Teaching of Primary Reading and Writing	**Ö18:** "*I can say this for many courses, but I think the most important one was the Teaching Primary Reading and Writing course. Because within the scope of this course, I had the opportunity to go to a primary school and spend time with children*." **Ö24:** "*I think it has improved in the primary reading and writing class, because activities, assignments and practices are completely geared towards this. Presentations are made as if there are primary school students in front of us and we receive instant feedback."* **Ö35:** "*Through presentations on teaching primary reading and writing and educational psychology*."
Community Service Practices	**Ö6:** "*Community service practices, in the course we identify some of the things that society needs and we take action to meet those needs*." **Ö97**: "*In the community service course, going to an internship in kindergarten and communicating with children, I think it improves our emotional intelligence."* **Ö98**: "*Developed in community service course, teaching principles and methods course*."

The pre-service teachers were asked which activities were carried out in these courses to develop their emotional intelligence. In this context, the responses obtained from pre-service teachers were gathered around in-class activities, out-of-class activities, group work, presentations and improvisation.

Figure 2

Activities to Develop Emotional Intelligence

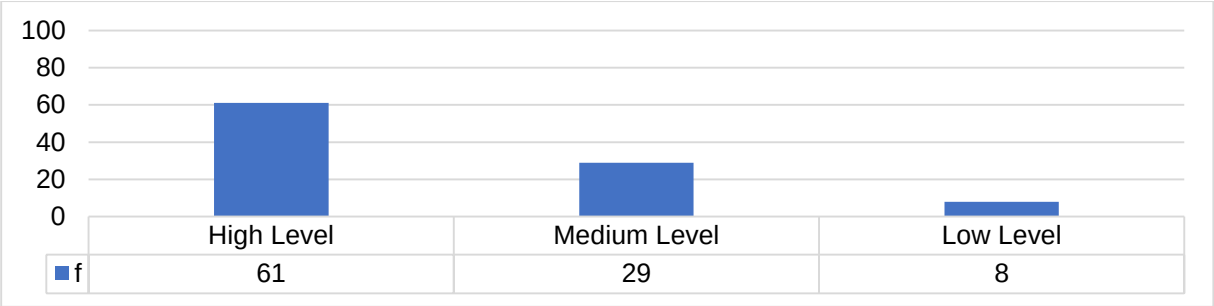


Findings Related to the Opinions of Pre-service Teachers on Emotional Intelligence Levels of Instructors

The pre-service teachers were asked about their opinions on the contribution of their undergraduate education to their emotional intelligence and their responses are given in Table 9.

Table 9

Pre-service Teachers' Opinions on Emotional Intelligence Levels of Instructors



When the responses of the pre-service teachers who answered high were examined, **Ö19**: *"I think they have an adequate and developed emotional intelligence."*, **Ö48**: *"I think that they usually have it because I think that people with high emotional intelligence can give education because they should transfer their educator identities who have gone through the same stages to us in this way*.", **Ö78**: *"I think it is due to a high level of experience." They said. When the responses of the pre-service teachers who gave the average response were analyzed, **Ö39**: "I think there are deficiencies. Only theoretical knowledge is not enough*.", **Ö44**:" *"Not very good, not very bad, normal.", **Ö47**:" I think it should be emphasized more." They expressed it as follows. When the responses of the pre-service teachers with low responses were analyzed*, **Ö8**: "*They need to understand the new generation. They need to teach lessons in schools. then I think it will be better*." **Ö39**: "*I think they have deficiencies. Only theoretical knowledge is not enough.", **Ö67**: "Of course, it varies from person to person, but I think some lecturers have a little less ability to empathize."*

Findings on the Effects of Instructors' Characteristics on the Emotional Intelligence of Preservice Teachers

The pre-service teachers were asked about the characteristics of the lecturers that affect the emotional intelligence of the students and the answers obtained from the pre-service teachers were gathered around the themes of Empathy, Experience, Lesson Teaching Style, Effective Communication and Approach to Students.

Figure 3

Themes Related to the Effects of Instructors' Characteristics on Pre-service Teachers' Emotional

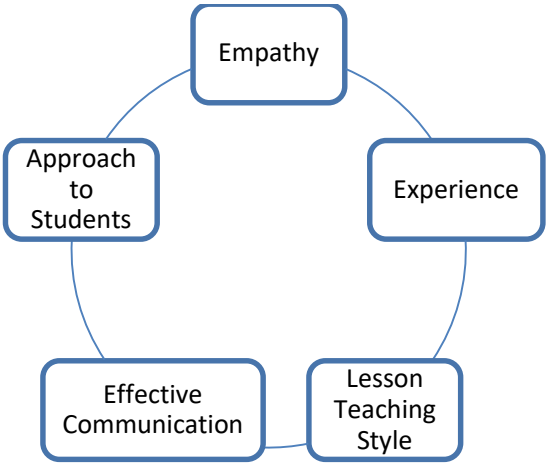


Table 10

Pre-service Teachers' Opinions on the Characteristics of Instructors Affecting Students' Emotional Intelligence

Theme	Responses of Pre-Service Teachers
Empathy	**Ö48:** "*Teachers who can think and empathize with the other student and pay attention to the development of the other student are seen as more valuable and loved by more people*." **Ö55:** "*In particular, their ability to empathize, their guidance, and their extracurricular conversations about what kind of competencies we should have emotionally as well as academically in the future professional life are very useful in this regard*." **Ö73:** "*I think empathy is the first thing. A teacher who does not care about my emotional intelligence and emotions cannot affect my emotional intelligence*."
Experience	**Ö9:** "*Transferring their experiences*." **Ö43:** "*Experience*." **Ö40:** "*To develop our sense of empathy and talk about their experiences."*
Lesson Teaching Style	**Ö68:** "*The way they teach the lesson with gestures and facial expressions."* **Ö93:** *"The moods while teaching the lesson*." **Ö97:** "*Aspects of lesson delivery."*
Effective Communication	**Ö83:** "*By communicating effectively."* **Ö89:** *"Communication characteristics."* **Ö90:** "*Forms of address and style."*

Table 10
(Continue)

Theme	Responses of Pre-Service Teachers
Approach to Students	**Ö44:** "*It needs to be genuine and sincere. It should have a student-centered approach that connects with the student, which makes it more sincere. This also allows the student to develop further*." **Ö46:** "*Approaches to students, methods of lesson delivery."* **Ö72:** "*Attitudes and behaviors towards the student."*

Findings on the Impact of Emotional Intelligence on the Teaching Profession

The pre-service teachers were asked about their opinions on the impact of emotional intelligence on the teaching profession and the answers obtained from the pre-service teachers were gathered around the themes of Professional Requirements, Being a Role Model, Effective Communication, and Empathy. These themes are given in Figure 4.

Figure 4

Themes Related to the Effect of Emotional Intelligence on the Teaching Profession

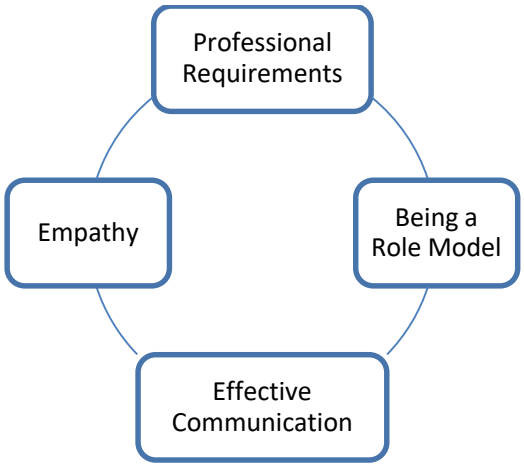


Table 11

Pre-service Teachers' Views on the Effect of Emotional Intelligence on the Teaching Profession

Theme	Responses of Pre-Service Teachers
Professional Requirements	**Ö13:** "*Of course, according to the given definition, emotional intelligence is a criterion that should be present in every teacher*." **Ö19:** ""*Yes, I believe so. In fact, we can say that emotional intelligence constitutes a significant part of teaching."* **Ö24:** "*Absolutely, I believe so. Because the profession we will pursue in the future is not an easy one, and I think we need extra training to develop our emotional intelligence."*
Being a Role Model	**Ö95**: *"Yes, I believe so. Teachers with a sufficiently developed level of emotional intelligence can more easily nurture students who also possess developed emotional intelligence."* **Ö48**: *"Yes. I think that while a teacher's cognitive intelligence is important, their emotional intelligence is even more crucial. This is because teachers play a key role in the foundation of the psychological, social, and cultural education of the children who will step into the future."*

Table 11
(Continue)

Theme	Responses of Pre-Service Teachers
Effective Communication	**Ö12:** "*Absolutely, yes, because teaching is a social profession, and the more sincere and genuine the approach to people, the more effective the communication will be*." **Ö20:** "*Yes, to have good interactions with individuals."* **Ö53:** "*There is definitely an impact. Since we communicate with many people in our profession, I believe that effective communication is important for more positive interactions*."
Empathy	**Ö55:** "*Of course. I don't think people who lack emotional intelligence and struggle with relationships—those who don't understand, can't communicate, and fail to empathize—can succeed in this profession."* **Ö66:** "*I do think so. The reason is that teachers need to understand their students, think like them, and be able to make decisions accordingly*." **Ö17:** *"Yes, teachers must understand the emotions of sensitive groups because they work with them. They need to think like their students and sometimes even consider things from the perspective of the same age group. This, in turn, helps develop emotional intelligence."*

Conclusion, Discussion and Implications

In the study, it was concluded that pre-service teachers' emotional intelligence levels were at a medium level. In the related literature, there are studies supporting the finding that pre-service teachers have moderate emotional intelligence (Adiloğulları, 2011; Aykutlu et al., 2019; Kıroğlu et al., 2019). The reasons why pre-service teachers' emotional intelligence scores are at a medium level may be due to many personal and environmental reasons. When the dimensions of emotional intelligence were analysed, it was determined that the emotional intelligence levels of pre-service teachers were at a medium level in the dimension of adaptability, personal skills, coping with stress and general mood, and at a low level in the dimension of interpersonal relations. Teachers need to have high empathy in order to empathise with their students and understand their feelings. Being able to establish satisfactory and good relationships with others is important for teachers to have good relationships with both students and colleagues and for the education and training environment to be more efficient. The fact that pre-service teachers lack these skills due to their low level of interpersonal relations is not an expected result as it will directly affect their communication with their students. It can be said that this result is due to the changes caused by technological developments in lifestyle, the excessive use of technological devices and the fact that the young generation starts to establish communication mostly through social media and technological devices. Individuals who use computers and mobile phones too much may become less successful in face-to-face communication and interpersonal relationships. In addition, it is thought that the changes created by the pandemic period in society and the increase in the time spent by individuals at home lead people to become lonely and disconnected from social relations and social environments.

In the study, it was determined that there was no significant difference between the general emotional intelligence level and the course achievement score. When the literature is examined, there are studies supporting the conclusion that there is no relationship between emotional intelligence and academic achievement of pre-service teachers (Yılmaz, 2007; Tok & Moralı, 2009; Wurf & Croft-Piggin, 2015), as well as studies in which there is a relationship

between emotional intelligence and academic achievement of pre-service teachers (Çavuşoğlu, 2019; İyibaş & Akın, 2021; García-Martínez et al., 2021; Quílez-Robres et al., 2023). In the study, it was determined that there was a significant differentiation between the general mood dimension and the achievement score, and the general mood of the pre-service teachers whose achievement score was in the range of 1.00-2.00 was higher. Considering the happiness and optimism sub-dimensions of general mood, it can be interpreted that pre-service teachers with lower achievement scores spend their academic lives more carefree and less stressed than pre-service teachers in the higher group, and accordingly, they can develop emotionally and improve their emotional intelligence skills. In addition, this result may be related to the success-failure attributions and achievement motivation of pre-service teachers. Considering that emotional intelligence has an effect on learning, it is clear that it will positively affect academic achievement. Therefore, high emotional intelligence of pre-service teachers, both their own emotional intelligence and the emotional intelligence of the students they train, will contribute to their academic development.

In the study, no significant difference was found between the general emotional intelligence levels of pre-service teachers and the gender variable. In the related literature, there are studies in which there is a relationship between the emotional intelligence of pre-service teachers and gender variable (Corcoran & Tormey, 2012; Duman et al. 2016; García-Martínez et al., 2021; Şahin & Özçelik, 2023; Adamakis & Rocliffe; 2024) and not (Akyol & Akdemir, 2019; Bozdemir Yüzbaşıoğlu et al., 2020; Yavaşoğlu & Yenice, 2020). In the study, it was concluded that there was a significant differentiation in favour of men in the dimension of coping with stress. In today's conditions, it is important for future teachers to have the skills to face stressful situations. In daily life, the responsibility of balancing both work life and family life is mostly placed on women (Hall & Richter, 1988). It is thought that this situation causes men and women to follow different ways of coping with emotions and managing stress. Accordingly, it can be interpreted that male pre-service teachers have more developed coping skills with stress than female pre-service teachers. In the research findings, it was concluded that there was a significant differentiation in favour of women in the adaptability dimension. The adaptability dimension is related to how flexible and realistic one can be and shows problem solving skills (Bar-On, 2007). Individuals who have developed this feature can produce effective solutions to the problems they face in daily life. It can be interpreted that the responsibilities and duties imposed on women may enable women to think in multiple ways and overcome problems more easily, and thus women may be more successful than men in balancing family, work and private life, adapting to conditions and problem solving.

A significant relationship was found between the emotional intelligence levels and other dimensions of the pre-service teachers participating in the study and the departments they study. When the related literature is examined, there are studies that support the finding of the research that the emotional intelligence of pre-service teachers varies according to the department variable they study (Arlı et al., 2011; Duman et al. 2016; Akyol & Akdemir, 2019; Muştu, 2019; Özaslan et al., 2020; Kaynak & Tunç, 2021) and studies in which the department variable is not effective on the emotional intelligence level of pre-service teachers (Kızıl, 2012; Duman et al., 2016; Özdemir & Dilekmen, 2016; Ural & Ercan, 2018; Atik, 2021). It is thought that this difference between the studies may be caused by the university where the prospective teachers are studying, the grade level of education and the individual differences of the prospective teachers. In the findings of the study, it was determined that the scores of the pre-service teachers studying in the Educational Sciences Department division of Psychological Counselling and Guidance were high in emotional intelligence level, personal skills dimension

and general mood dimension. These findings can be attributed to the fact that the students of this department, unlike other pre-service teachers, take psychological science courses as well as educational sciences courses during their undergraduate education; these courses have contents that will develop pre-service teachers in terms of personal-social aspects such as empathy, human relations and communication, personal and social psychology, adaptation, well-being, and their applications. In the findings of the study, it was determined that pre-service teachers studying in the Department of Mathematics and Science Education had lower interpersonal relationships. It can be thought that this result may be since the courses of pre-service teachers studying in the Department of Mathematics and Science Education are mostly numerical courses; there are fewer verbal courses, fewer activities with personal social content and the courses do not include activities that can improve the interpersonal relationships of pre-service teachers. In the findings of the study, it was determined that pre-service teachers studying in the Department of Computer Education and Instructional Technology had a higher level of coping with stress. It is thought that the emergence of this result may be due to factors such as the fact that the lecturers of the department are closely interested in the students, they mostly include applications and activities in the courses, and the students take part in the projects carried out by the department. In the findings of the study, it was determined that the compatibility levels of pre-service teachers studying in the Fine Arts Education Department and the Department of Basic Education were lower. According to Bar-On (2007), individuals with high adaptability scores are individuals who can adapt their emotions to new situations, solve personal and interpersonal problems effectively, and verify others' emotions objectively and think with external reality. Teachers working in elementary education are expected to be socially and emotionally developed especially because they work with young age groups. Accordingly, it is not an expected result that pre-service teachers studying in the Department of Basic Education have a low level of adaptability. On the other hand, pre-service teachers studying in the Department of Fine Arts Education are not expected to be very adaptable because individuals who receive art education and have the characteristics of artists are creative individuals and those with high creativity are not affected by the thoughts and ideas of others and act with their own truths. Therefore, it is an expected result that they get low scores from the compatibility dimension.

When the opinions of pre-service teachers about the contribution of their undergraduate education to their emotional intelligence are analysed, it is seen that the majority of them answered “Yes”. Pre-service teachers associate this situation with being able to empathise, gaining different perspectives and being aware of their emotions. It is important to gain emotional intelligence skills in education and training processes and in the faculties of education that train teachers. While preparing teachers for professional life, it is important at this point to ensure that they acquire social-emotional skills that they will use while doing their profession. Similarly, in Akın and Güven's (2014) study, it was stated that the inclusion of emotional intelligence in education-training processes and the quality of curricula that can develop emotional intelligence will provide both individual and social benefits. When the answers of the pre-service teachers who answered “No” are analysed, it is seen that they mostly mentioned that the courses are theoretical and not practical. In order for pre-service teachers to gain the knowledge and skills required for the teaching profession and to develop their emotional intelligence, it is important to emphasise practices in the education they receive at the faculty of education. The fact that the courses remain only in theory is an obstacle to both academic success and social-emotional development of pre-service teachers.

The pre-service teachers state that the undergraduate education they received has developed their emotional intelligence in areas such as empathy, effective communication, stress management, and social skills. When examining the responses of the pre-service teachers, it is mentioned that they have learned empathy and self-motivation, the ability to express their emotions, better understanding of younger age groups, developing self-compassion, communication with younger children, generating multiple solutions, managing stress through practical lessons, empathy, understanding, and self-control, as well as being social, active, and making friends. When studies supporting the findings of this research are examined, it is concluded in the study by Ekinci and Aybek (2010) that there should be courses aimed at developing the ability to think empathically in education faculties. In the study by Gürşimşek et al. (2008), a significant relationship was found between the communication skills and emotional intelligence of pre-service teachers. Önen (2012) concluded in his study that the emotional intelligence levels of pre-service teachers have an effect on their tolerance to stress. In the study by Akar and Üstüner (2017), a positive and significant relationship was found between the emotional intelligence of pre-service teachers and their social entrepreneurship. Based on these findings, it is clear that it is important to develop pre-service teachers' social-emotional skills, such as empathy, effective communication, sociability, and coping with stress, throughout their undergraduate education.

It is observed that the courses which the pre-service teachers believe to have developed their emotional intelligence are Drama in Primary School, Educational Psychology, Turkish Language Teaching, Principles and Methods of Teaching, Teaching Reading and Writing in Primary School, and Community Service Practices. The pre-service teachers state that in these courses, they have been able to make discoveries and have their creativity supported, communicate effectively and produce solutions, play games and take on different roles, learn about human psychology, master psychological concepts, engage in activities, presentations, and practices related to psychology, spend time with young children in schools, find opportunities to practice empathy, and become aware of the needs of society. When supporting studies are examined, Akhan and Demir (2020) concluded that creative drama activities contributed to pre-service teachers' personal, professional, and social development, helped them get to know the school, their teachers, and their peers better, and had a positive impact on their adaptation. In Camadan et al.'s (2018) study, regarding the course of educational psychology, it was found that teachers had positive views on its content, its necessity in the learning process, and its usefulness in understanding students. In the study by Esen Aygün and Şahin Taşkın (2020), pre-service teachers stated that they saw the Principles and Methods of Teaching course as a guide in their teaching careers. In Kara et al.'s (2017) study, it was revealed that the course on community service practices significantly contributed to the acquisition of altruistic values by pre-service teachers and to the transformation of these values into behavior by addressing the affective domain and being implemented in real life. When examining the themes of the activities conducted in the courses where pre-service teachers reported the development of their emotional intelligence, it is observed that the responses mostly revolve around in-class and out-of-class activities, improvisation, group work, and presentations. They mention that these courses and activities provided numerous opportunities for emotional and social development. Based on this, it can be interpreted that being involved in activities where pre-service teachers can actively participate in both classroom and extracurricular settings, and engage in practical applications, benefits them by providing significant gains related to their future teaching careers and social-emotional skills.

When examining the responses of pre-service teachers who believe that faculty members have high emotional intelligence, they focused on the faculty members' educator identity, their ability to transfer this to students, and their experience. When looking at the responses of those who provided an average answer, they mentioned being limited to theoretical knowledge. Pre-service teachers who provided a low response emphasized the concept of empathy and the belief that faculty members do not understand the new generation, suggesting that faculty members could better understand the current issues in schools by teaching in classrooms. They also stated that faculty members did not behave professionally and reflected their emotional states from their personal lives onto their students. Based on this, it can be concluded that the high emotional intelligence of faculty members in teacher-training institutions contributes to the social-emotional development of pre-service teachers. It is emphasized that faculty members should not only provide cognitive knowledge by teaching the course but also nourish students socially and emotionally. Similarly, in the study by Richards et al. (2021), it was concluded that socio-emotional skills, such as emotional intelligence, are crucial for the resilience of faculty members who train teachers in their work. In the study by Korkmaz et al. (2022), it was highlighted that faculty members' awareness of emotional intelligence is important for increasing their effectiveness in supporting students' emotional intelligence development. Based on these findings, it is once again highlighted how important it is for a teacher who delivers a lesson to be rich in emotional skills and to be able to transfer these skills to their students.

The pre-service teachers stated that the empathy of faculty members, their approach to students, communication styles, professional experiences, and teaching methods all affect their emotional intelligence. They mentioned that empathy, tolerance, the importance given to students' development and emotions, the faculty members' sincerity and authenticity, their ability to connect with the student's level, being understanding, listening to students and establishing effective communication, speaking skills and tone, experience, and the ability to transfer that experience, faculty members' gestures and facial expressions, their moods during lessons, and their teaching styles all influence their emotional intelligence. According to Lessard et al. (2010), the relationship between students and teachers contributes to the success level of the teacher's work and the satisfaction the student feels about being in school. It is clear that, at every stage of education, the teacher's approach to a student is of great importance in the eyes of the student. Especially for future teachers, the attitudes and behaviors of faculty members, whom they see as role models, can be even more significant. Based on this, it is concluded that the ability of faculty members to establish effective communication with their students, their approach styles, and their attitudes during lessons are extremely important for students. It is believed that teachers, through this, can develop their emotional intelligence skills and build a healthy communication environment in the classroom.

When examining the pre-service teachers' responses regarding the impact of emotional intelligence on the teaching profession, it is observed that the views revolve around the themes of 'Professional Necessity,' 'Empathy,' 'Effective Communication,' and 'Role Modeling.' The pre-service teachers stated that emotional intelligence constitutes a large part of teaching, highlighted the challenges of the teaching profession, and mentioned that emotional intelligence would make them more enthusiastic about the profession. The pre-service teachers highlighted the necessity of empathizing with younger age groups, the importance of being able to connect with the children’s level, recognizing and understanding their emotions, and the significance of effective communication. They also emphasized that resolving classroom conflicts and achieving effective classroom management can be made possible

through empathy. By stressing the social aspect of teaching, they pointed out how crucial it is to establish healthy communication with younger age groups. When examining the views of pre-service teachers who believe that teachers can serve as role models to their students through emotional intelligence, they emphasized the importance of contributing more to students, providing quality education, valuing students, enjoying the profession, possessing emotional competence, and raising students with well-developed emotional intelligence skills.

As a result of all this, it can be said that in order for pre-service teachers to be effective role models for their students, to prepare them for life, and to instil the right behaviors, they must be equipped with both professional knowledge and skills and have achieved emotional and social-emotional competencies. In order to develop their students academically and socially-emotionally, it is crucial for pre-service teachers themselves to possess high emotional intelligence and emotional intelligence competencies. In this regard, it is recommended that teacher education programs include activities such as group work, improvisations, presentations, and active participation that can enhance emotional intelligence, and that teacher training institutions design programs that allow pre-service teachers to develop their emotional intelligence levels. These programs should be particularly application-oriented, aimed at improving teachers' social and emotional skills such as communication, empathy, stress management, and adaptability.

This study examined the emotional intelligence of second-year teacher candidates. A longitudinal study could re-examine the emotional intelligence of teacher candidates in their third and fourth years. The emotional intelligence levels of teacher candidates studying in education faculties at universities in different regions could be researched and compared.

Statement of Conflict of Interest

The authors declare that they have no conflicts of interest to report.

References

Acar, F. (2002). Duygusal zeka ve liderlik. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 1*(12), 53-68.

Adamakis, M. & Rocliffle, P. (2024). An examination of trait emotional intelligence in pre-service physical education teachers. *Journal of Physical Education and Sport, 24*(9), 1108-1116.

Adiloğulları, İ. (2011). The teachers level of emotional intelligence some of the demographic variables for investigation. Educational Research and Reviews, 6(13), 786–792.

Akar, H. ve Üstüner, M. (2017). Öğretmen adaylarının duygusal zekâ ve sosyal girişimcilik özellikleri arasındaki ilişkide öz yeterlik algılarının aracılık rolü. *Journal of Education and Future* (12), 95-115.

Akhan, N. E. ve Demir, K. (2020). Sosyal bilgiler öğretmen adaylarının fakülteye uyum süreçlerinin yaratıcı drama ile desteklenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi (53),* 266-292. https://doi.org/10.21764/maeuefd.574139

Akın, Z. ve Güven, M. (2014). İlköğretim beşinci sınıf öğretim programlarında duygusal zekâya yer verilme durumuna ilişkin sınıf öğretmenlerinin görüşleri. *Elementary Education Online, 13*(1), 18-32.

Akyol, M.A. ve Akdemir, E. (2019). Comparison of emotional intelligence levels and problem solving skills of prospective teachers according to different variables. *World Journal of Education,9*(3), 131-141.

Akyol, M.A. (2019). *Eğitim fakültesi öğrencilerinin duygusal zekâ seviyelerinin ve problem çözme becerilerinin farklı değişkenlere göre karşılaştırılması* (Yayın No. 534996) [Yüksek lisans tezi, Zonguldak Bülent Ecevit Üniversitesi]. YÖK Ulusal Tez Merkezi.

Arlı, D., Altunay, E. ve Yalçınkaya, M., (2011). Öğretmen adaylarında duygusal zekâ problem çözme ve akademik başarı ilişkisi. *Akademik Bakış Dergisi*, 25, 1-23.

Atik, Ü. (2021). *Öğretmen adaylarının duygusal zekâ, başarı motivasyonu ve öz yeterlilik düzeyleri arasındaki ilişkinin incelenmesi* (Yayın No. 671653) [Yüksek lisans tezi, Kilis 7 Aralık Üniversitesi]. YÖK Ulusal Tez Merkezi.

Aykutlu, İ., Bezen, S., Bayrak, C. ve Seçken, N. (2019). Öğretmen adaylarının duygusal zekâ ve mesleğe yönelik kaygı düzeylerinin çeşitli değişkenler açısından incelenmesi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 39*(3), 1671-1705.

Bacanlı, H. (1999). *Duyuşsal davranış eğitimi.* Nobel Yayın Dağıtım.

Bar-On, R. (2006). The Bar-On model of emotional-social intelligence. *Psicothema,* 18, 13-25.

Bar-On, R. (2007). How important is it to educate people to be emotionally intelligent, and can it be done? R. Bar-On, J. G. Maree ve M. J. Elias (Ed.). *Educating people to be emotionally intelligent* içinde (ss. 1-14). Praeger.

Barrett, L. F. & Salovey, P. (Ed.). (2002). The wisdom in feeling: Psychological processes in emotional intelligence. The Guilford Press.

Bozdemir Yüzbaşıoğlu, H., Aşkın Tekkol, İ. ve Faiz, M. (2020). Investigation of Primary School Teacher Candidates' Lifelong Learning Tendencies And Emotional Intelligence Levels. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 49*(1), 352, 381.

Büyüköztürk, Ş. Çokluk, Ö. ve Köklü, N. (2011). *Sosyal bilimler için istatistik*. 7. Baskı, Pegem Akademi.

Büyüköztürk, Ş. Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2019). *Eğitimde bilimsel araştırma yöntemleri*. 26. Baskı, Pegem Akademi.

Camadan, F., Kahveci, G. ve Olgun Kılıç, Z. (2018). Öğretmenlerin eğitim psikolojisi dersi ile ilgili görüşleri ve önerileri: nitel bir çalışma. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 1*(46), 95-120.

Chan, D. W. (2008). Emotional intelligence, self-efficacy, and coping among Chinese prospective and in-service teachers in Hong Kong. *Educational Psychology, 28*(4), 397–408.

Cooper, R., & Sawaf, A. (1998). *Executive eq: Emotional intelligence in leadership and organizations.* Grossett/Putnam.

Corcoran R.P. & Tormey R. (2012). How emotionally intelligent are pre-service teachers? *Teaching and Teacher Education,28*(5), 750-759.

Creswell, J. W. (2021). *Karma yöntem araştırmalarına giriş* (M. Sözbilir, Çev. Ed.). Pegem Akademi.

Çavuşoğlu, G. (2019). *Öğretmen adaylarının duygusal ve ruhsal zekâ düzeyleri ile okuduğunu anlama ve akademik başarıları arasındaki ilişki*. (Yayımlanmış Yüksek Lisans Tezi). Kırşehir Ahi Evran Üniversitesi, Kırşehir.

Duman, B., Göçen, G. ve Yakar, A. (2016). Öğretmen adaylarının öğrenme-öğretme süreç ve ortamlarında duygusal zekâ ve yaratıcılık düzeyleri arasındaki ilişkinin incelenmesi. *Pegem Eğitim ve Öğretim Dergisi, 4(*2), 45-74.

Ekici, G. (2004). İlköğretim I. kademe öğretmenlerinin sınıf yönetimi profillerinin değerlendirilmesi. *Eğitim ve Bilim, 29*(131), 50-60.

Ekinci, Ö. ve Aybek, B. (2010). Öğretmen adaylarının empatik ve eleştirel düşünme eğilimlerinin incelenmesi. *İlköğretim Online, 9*(2), 3-14.

Ekinci Vural, D. ve Kocabaş, A. (2016). Okul öncesi eğitim ve aile katılımı. *Elektronik Sosyal Bilimler Dergisi, 15*(59), 1174-1185.

Esen Aygün, H. ve Şahin Taşkın, Ç. (2020). Öğretmen adaylarının öğretim ilke ve yöntemleri dersine ilişkin algıları: metafor analizi. *Sakarya University Journal Of Education,10*(1), 67-89

Fernández, B. P. & Ruiz, D. (2008). Emotional Intelligence in Education. *Electronic Journal of Research in Educational Psychology, 6*(2), 421- 436.

Gallardo, M., Tan, H. & Gindidis, M. (2019). A comparative ınvestigation of first and fourth year pre-service a comparative ınvestigation of first and fourth year pre-service teachers' expectations and perceptions of emotional intelligence. *Australian Journal of Teacher Education, 44*(2), 102-114.

García-Martínez, I. Pérez-Navío, E., Pérez-Ferra, M. & Quijano-López, R. (2021). Relationship between emotional intelligence, educational achievement and academic stress of pre-service teachers. *Behavioral Sciences, 11*(7), 95.

George, D. & Mallery, M. (2016). *SPSS for Windows step by step: A simple guide and reference*. (14. ed.) Routledge.

Goleman, D. (2010). *Duygusal zekâ neden IQ 'dan daha önemlidir?* (Çeviren: Banu Seçkin Yüksel) 33. Baskı, Varlık Yayınları.

Gürşimşek I., Ekinci Vural D. ve Selçioğlu Demirsöz, E. (2008). Öğretmen adaylarının duygusal zekaları ile iletişim becerileri arasındaki ilişki. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi,* 1- 11.

Güven, M. ve Gökdağ Baltaoğlu, M. (2017). Self-efficacy, learning strategies and learning styles of teacher candidates: Anadolu University example. *Anadolu Journal of Educational Sciences International, 7*(2), 288-337. https://doi.org/10.18039/ajesi.333735

Hall, D. T. & Richter, J. (1988). Balancing work life and home life: what can organizations do to help? *Academy of Management Perspectives, 2*(3), 213–223.

Hoffman, J.D., Ivcevic Z. & Brackett, M. A. (2018). Building emotionally intelligent schools: from preschool to high school and beyond. Keefer K.V., Parker J.D.A. ve Saklofske D. H. (Ed.) *Emotional intelligence in education* içinde (ss: 173-198).

İyibaş, M. A. ve Akın, M. A. (2021). Öğrencilerin duygusal zeka düzeyleriyle akademik başarıları arasındaki ilişkinin analizi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi (57),* 188-218.

Kara, C., Altıntaş, A. ve Kaya, İ.F. (2017). Sosyal bilgiler öğretmen adaylarının topluma hizmet uygulamalarıyla "yardımseverlik değeri" kazanmaları hakkındaki görüşleri. *Akdeniz Eğitim Araştırmaları Dergisi, 11*(22), 23-37.

Kaynak, A. ve Tunç, E. (2021). Eğitim fakültesi öğrencilerinin duygusal zekâ düzeyleri ile saldırganlık düzeyleri arasındaki ilişkinin bazı değişkenler açısından incelenmesi. *Gaziantep Üniversitesi Eğitim Bilimleri Dergisi, 5*(2), 85-104.

Kılıç Özmen, Z. (2012). İlköğretim öğretmenlerinin duygusal zekâ düzeyleri. *İZÜ Sosyal Bilimler Dergisi/IZU Journal Of Social Science*, *1*(1) 175-193.

Kıroğlu, K. Aslan, H. ve Elma, C. (2019). Öğretmen adaylarının duygusal zekâ düzeyleri ile dinleme becerileri arasındaki ilişki. *Ekev Akademi Dergisi* (78), 391-406.

Kızıl, Z. (2012). *Eğitim bilimleri fakültesi öğrencilerinin duygusal zekalarının çeşitli değişkenler açısından incelenmesi* (Yayın No. 311780) [Yüksek lisans tezi, Ankara Üniversitesi]. YÖK Ulusal Tez Merkezi.

Korkmaz, İ., Gökdağ Baltaoğlu, M. ve Güven, M. (2022). Yüz yüze ve uzaktan eğitim ortamlarında duygusal zekâya yönelik gerçekleştirilen etkinlikler. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi* (54), 1066-1080. https://doi.org/10.53444/deubefd.1112552

Lessard, A., Poirier M. & Fortin, L. (2010). Student-teacher relationship: A protective factor against school dropout? *Procedia Social and Behavioral Sciences, 2*(2), 1636-1643.

Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). *Emotional intelligence meets traditional standards for an intelligence. Intelligence, 27(4),* 267–298.

Mayer, J. D., Salovey, P. & Caruso, D. R. (2004). "Emotional intelligence: theory, findings, and implications*." Psychological Inquiry, 15*(3), 197–215.

Mayer, J. D. & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence, 22*(2), 89–113.

Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? P. Salovey ve D. Sluyter (Ed.) *Emotional development and emotional intelligence: Educational implications* içinde (ss. 3-31). Basic Books.

Ministry of National Education (MoNE). (2024). Preschool Education Program. General Directorate of Basic Education.

Merriam, S. B. (2013). *Nitel araştırma: desen ve uygulama için bir rehber* (Çeviri Editörü: S. Turan). Nobel Yayın Dağıtım.

Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Muştu, D. (2019). *Öğretmen adaylarının duygusal zekalarının liderlik yönelimlerine etkisi (Anadolu Üniversitesi Eğitim Fakültesi örneği* (Yayın No. 604966) [Yüksek lisans tezi, Anadolu Üniversitesi]. YÖK Ulusal Tez Merkezi.

Önen, A. S. (2012). Öğretmen adaylarının kişilik özellikleri ve duygusal zeka düzeylerinin stresle başa çıkmalarına etkileri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 42*, 310-320.

Özaslan, H., Kumcağız, H. ve Baba Öztürk, M. (2020). Öğretmen adaylarının duygusal zekâları ile demokratik algı ve tutumları arasındaki ilişkinin incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 21(*2), 636-654. https://doi.org/10.17679/inuefd.590592

Özdemir Cihan, M. ve Dilekmen, M. (2024). Emotional intelligence training for pre-service primary school teachers: a mixed methods research. *Frontiers in Psychology, 15.*

Özdemir, M. ve Dilekmen, M. (2016). Eğitim fakültesi öğrencilerinin duygusal zekâ ve yaşam doyumlarının incelenmesi. *Sakarya University Journal of Education, 6*(1), 98-113. https://doi.org/10.19126/suje.66890

Parker, J. D., Saklofske, D. H., Wood, L. M. & Collin, T. (2009). The role of emotional intelligence in education. C. Stough & D.H. Saklofske & J.D. Parker (Ed.) *Assessing emotional intelligence: Theory, research, and applications* içinde (ss. 239-255). Springer.

Richards, K., Trad, A., Kinder, C., Graber, K. & Woods, A. (2021). The role of emotional ıntelligence and resilience in physical education teacher education faculty perceived mattering. *Journal of Teaching in Physical Education, 41*(3), 455-465.

Quílez-Robres, A., Usán, P., Lozano-Blasco, R., Salavera, C. (2023). Emotional intelligence and academic performance: a systematic review and meta-analysis. *Thinking Skills and Creativity.49.*

Şahin, A. ve Özçelik, F. C. (2023). Sınıf öğretmeni adaylarının duygusal zekâları ile empati ve merhamet düzeyleri arasındaki ilişkinin incelenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 9*(3), 787-802. https://doi.org/10.31592/aeusbed.1307312

Tekin Acar, F. (2001). *Duygusal zeka yeteneklerinin göreve yönelik ve insana yönelik liderlik davranışları ile ilişkisi: Banka şube müdürleri üzerine bir alan çalışması* (Yayın No. 105020) [Doktora tezi, İstanbul Üniversitesi]. YÖK Ulusal Tez Merkezi.

Tekin, H. (2023). *Eğitimde ölçme ve değerlendirme*. (28. Baskı). Yargı Yayınevi.

Tok, S. ve Moralı, S. L. (2009). Trait emotional intelligence, the big five personality dimensions and academic success in physical education teacher candidates. *Social Behavior and Personality, 37*(7), 921-932.

Turner, K. & Stough, C. (2020). Pre-Service teachers and emotional intelligence: a scoping review. *The Australian Educational Researcher*, 47, 283-305.

Ural, E. ve Ercan, O. (2018). Öğretmen adaylarının öğrenme öz-yeterlikleri ve duygusal zekâları arasındaki ilişkinin incelenmesi. *Eğitim ve İnsani Bilimler Dergisi*: *Teori ve Uygulama, 9*(17), 125-147.

Wurf, G. & Croft-Piggin, L. (2015). Predicting the academic achievement of first-year, pre-service teachers: the role of engagement, motivation, ATAR, and emotional intelligence. *Asia-Pacific Journal of Teacher Education, 43*(1), 75-91.

Yavaşoğlu, N. ve Yenice, M. (2020). Investigation of entrepreneurial personality traits, entrepreneurial intention and emotional intelligence levels of pre-service science teachers. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*,*14*(2), 1381-1438.

Yeşilyaprak, B. (2001). Duygusal zeka ve eğitim açısından doğurguları. *Kuram ve Uygulamada Eğitim Yönetimi, 25*(25), 139-146.

Yılmaz, S. (2007). *Duygusal zeka ve akademik başarı arasındaki ilişki* (Yayın No. 210488) [Yüksek lisans tezi, Atatürk Üniversitesi]. YÖK Ulusal Tez Merkezi.