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The Effect of Visual Arts Teacher Candidates' Emotional Intelligence Levels on Their Learning Styles and Academic Achievement

Görsel Sanatlar Öğretmen Adaylarının Duygusal Zekâ Düzeylerinin Öğrenme Stillerine ve Akademik Başarılarına Etkisi

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Abstract: This study aimed to examine the effect of emotional intelligence levels on the learning styles and academic achievement of pre-service visual arts teachers. A quantitative research approach was adopted, employing a comparative correlational survey design. The population of the study consisted of students enrolled in the Art Education (Art Teaching) programs within the Departments of Fine Arts Education at Faculties of Education in Türkiye. The sample comprised students studying in Art Teaching programs at seven different universities, each selected through random sampling to represent one of Türkiye's seven geographical regions. The research data were collected using the 32-item Learning Style Scale, originally developed by Grasha and Riechmann and adapted into Turkish by Levent Vural, and the 33-item Emotional Intelligence Scale, originally developed by Schutte and adapted into Turkish by Arkun Tatar. The findings revealed that participants' emotional intelligence levels had a significant effect on their learning styles. Specifically, emotional intelligence was found to be positively and significantly associated with independent, dependent, collaborative, and participant learning styles, whereas it was negatively and significantly associated with the avoidant learning style. Furthermore, no significant differences were found in the relationship between emotional intelligence and learning styles with respect to participants' academic achievement or gender. In addition, emotional intelligence levels did not differ according to grade level. Regarding learning styles, only the independent and dependent learning styles showed significant differences across grade levels.

Keywords: Visual Arts, Emotional Intelligence, Learning Styles, Academic Achievement.

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Öz: Bu araştırmanın amacı görsel sanatlar öğretmen adaylarının duygusal zekâ düzeylerinin öğrenme stillerine ve akademik başarılarına etkisinin incelenmesidir. Araştırmada nicel araştırma yöntemlerinden karşılaştırmalı ilişkisel tarama modeli kullanılmıştır. Araştırmanın evreni, Türkiye'deki Eğitim Fakültelerinin Güzel Sanatlar Eğitimi Bölümü Resim-İş Öğretmenliği programlarında öğrenim gören öğrencilerdir. Araştırmanın örneklemini ise Türkiye'nin yedi coğrafi bölgesinden rastgele örnekleme yöntemiyle seçilen yedi farklı üniversitenin Resim-İş Öğretmenliği programında öğrenim gören öğrencileri oluşturmuştur. Araştırma verileri, Grasha ve Riechmann'ın geliştirdiği ve Levent Vural'ın Türkçeye uyarladığı 32 maddelik "Öğrenme Stili Ölçeği" ile Schutte'ın geliştirdiği ve Arkun Tatar'ın Türkçeye uyarladığı 33 maddelik "Duygusal Zekâ Ölçeği" ile toplanmıştır. Araştırma bulguları, katılımcıların duygusal zekâ düzeylerinin öğrenme stilleri üzerinde belirleyici bir etkiye sahip olduğunu göstermiştir. Elde edilen sonuçlara göre duygusal zekâ ile bağımsız, bağımlı, işbirlikçi ve katılımcı öğrenme stilleri arasında pozitif yönde anlamlı ilişkiler bulunurken, duygusal zekâ ile kaçınan öğrenme stili arasında negatif yönde anlamlı bir ilişki saptanmıştır. Bununla birlikte, katılımcıların akademik başarıları ve cinsiyet değişkenleri açısından duygusal zekâ ile öğrenme stilleri arasında anlamlı bir farklılık olmadığı belirlenmiştir. Ayrıca duygusal zekâ düzeylerinin sınıf seviyesine göre değişmediği; öğrenme stilleri incelendiğinde ise yalnızca bağımsız ve bağımlı öğrenme stillerinin sınıf düzeyine bağlı olarak farklılık gösterdiği ortaya konmuştur.

Anahtar Kelimeler: Görsel Sanatlar, Duygusal Zekâ, Öğrenme Stilleri, Akademik Başarı.

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1. INTRODUCTION

Visual arts education is a field of study aimed at developing individuals' creativity, expressive abilities, visual intelligence, and aesthetic awareness. This education is a process that should begin from birth and continue throughout one's school life. Visual arts education contributes to individuals' self-awareness, strengthens their communication skills, and supports relaxation in emotional areas such as anxiety and stress management. In this respect, art education is a fundamental element that supports personal and social development. When given the necessary attention and importance in the school curriculum, visual arts education reveals individuals' potential and enables them to reach much higher levels. In this context, Akkurt and Boratav (2018, p. 60) emphasize the significant role of art education in building a contemporary society and preserving cultural richness.

Visual arts education is one of the key factors that stimulates imagination, imagery, and emotions, thereby contributing to the development of emotional intelligence. Salovey and Mayer (1990) define emotional intelligence as a set of five core competencies: recognizing one's emotions, managing feelings, motivating oneself, understanding others' emotions, and maintaining social relationships (as cited in Tuğrul, 2003, p. 15). In a study titled "Emotional Education in the Context of Creative Action in Visual Arts Education," Aytekin (2009, p. 6) found that students enrolled in departments based on applied and experimental sciences have lower levels of emotional intelligence compared to students interested in art. This result suggests that art education has a considerable positive impact on the enhancement of emotional intelligence. The visual arts course also enables students to learn by using different learning styles. Every individual learns in different ways, and their processes of processing, understanding, and remembering information may vary. The learning style approach was first introduced by Dunn, and many experts have provided definitions related to learning styles (Çakır et al., 2013, as cited in Bayırlı & Orkun, 2019, p. 373). Dunn defined learning style as a process that varies from person to person, begins with focusing on new and complex information, and continues with acquiring the information and integrating it with reasoning (Dunn, 1992, as cited in Babayiğit, 2016, p. 4). In this respect, identifying learning styles is important for making educational processes more effective. Learning styles reflect learners' preferred approaches to learning and provide insight into how these preferences influence the learning process. Each individual may exhibit a distinct learning style, which can be shaped by personal traits, prior experiences, cultural background, and upbringing. Awareness of one's learning style has been shown to positively impact learning outcomes.

Since learning styles can be influenced by individual and emotional factors, it becomes necessary to examine the relationship between emotional intelligence and learning processes. In the study "The Relationship Between Emotional Intelligence, Communication Skills, and Academic Achievement: A Study on University Students" by Taşlıyan, Hırlak, and Harbalıoğlu (2015), a significant positive association was observed between emotional intelligence and academic achievement. The findings indicated that university students with higher levels of emotional intelligence tended to achieve greater academic success, whereas those with lower levels exhibited reduced academic performance. Conversely, Yılmaz (2007), in the study "The Relationship Between Emotional Intelligence and Academic Achievement", found no significant link among emotional intelligence and academic achievement. While some studies in the literature suggest that emotional intelligence does not significantly influence academic success, others provide evidence of its beneficial effect on academic performance. The present study aims to explore the relationship between visual arts teacher candidates' emotional intelligence, learning styles, and academic achievement from an integrated and comprehensive perspective.

Teaching is a profession that requires not only cognitive but also emotional skills. The inherently creative and emotionally aware nature of visual arts education makes examining this relationship even more important. This study aims to contribute to making educational processes more effective and individualized by revealing the relationship between emotional intelligence and learning styles. Additionally, it is important in terms of clarifying the ambiguities in the literature regarding the

relationship between academic achievement and emotional intelligence and contributing to teacher education processes.

1.1. Purpose of study

The purpose of this research is to investigate the impact of visual arts teacher candidates' emotional intelligence levels on their learning styles and academic achievement. The sub-objectives of the study are as follows:

1. What is the extent of the influence of visual arts teacher candidates' emotional intelligence levels on their learning styles?
2. What is the extent of the influence of visual arts teacher candidates' emotional intelligence levels on their academic achievement?
3. Do visual arts teacher candidates' emotional intelligence levels and learning styles differ according to grade level?
4. Does the effect of visual arts teacher candidates' emotional intelligence levels on their learning styles and academic achievement differ according to gender?

1.2. Significance of the study

This research is important in that it examines the relationship between the concepts of emotional intelligence, learning style and academic success in the fields of educational sciences and art education. Understanding these characteristics of teacher candidates will contribute to planning the teaching process more efficiently, creating an educational environment that considers individual differences, and supporting the professional development of prospective teachers. It is thought that this research will highlight the importance of emotional intelligence in developing the pedagogical competences of visual arts teacher candidates. Additionally, it is believed that this study holds significance for the improvement of programs conducted in faculties of education and for the development of instructional strategies based on individual differences.

2. METHODOLOGY

2.1. Research design

This research was conducted using the comparative relational survey model, one of the quantitative research methods. The comparative relational survey model is known as a method that helps determine whether there are connections between multiple variables and, if so, to examine the details of these relationships (Karasar, 2016). In other words, the relational survey model refers to determining the relationship or effect between two different quantitative variables using a correlation coefficient (Fraenkel et al., 2012). Through this model, the relationships between variables can be examined using numerical data.

The reason for choosing this method in the study is the aim to investigate the relationship between visual arts teacher candidates' emotional intelligence levels, learning styles, and academic achievement. Additionally, determining whether there are differences between these variables is of importance. Therefore, the relational survey model was selected as the most appropriate method for the research.

2.2. Population and sample of the study

The population of this study comprises students enrolled in the Art Education Departments, Painting Teaching Programs, within Faculties of Education across Türkiye. The sample consists of Painting Teaching students from seven universities selected randomly, one from each of the seven geographical regions. These universities are: Diyarbakır Dicle University (Southeastern Anatolia Region), Ankara Gazi University (Central Anatolia Region), Malatya İnönü University (Eastern Anatolia Region), İstanbul Marmara University (Marmara Region), Burdur Mehmet Akif Ersoy University (Mediterranean Region), Samsun Ondokuz Mayıs University (Black Sea Region), Muğla Sıtkı Koçman University (Aegean Region). A total of 171 students participated in the study, consisting of 110 female and 61 male students.

2.3. Data collection tools and process

The data for this study were collected using the 32-item Learning Style Scale developed by Grasha and Riechmann and adapted into Turkish by Levent Vural, as well as the 33-item Emotional Intelligence Scale developed by Schutte and culturally adapted into Turkish by Arkun Tatar. The reliability coefficients of the 32-item Learning Style Scale adapted into Turkish by Levent Vural are presented in the table. All subscale alpha values of the scale are above .60. In this context, the internal consistency reliability of the scale is at an acceptable level.

Tablo 1.

Reliability Coefficients of the Grasha–Riechmann Learning Style Scale According to Style Classification

Learning Style	Cronbach's Alpha
Independent	.662
Avoidant	.644
Collaborative	.757
Dependent	.650
Competitive	.815
Participative	.774
Total Scale	.812

The results of the confirmatory factor analysis (CFA) conducted to examine the construct validity of the scale showed that the ratio of chi-square to degrees of freedom (χ^2/df) was 2.64. In order to obtain better fit indices, modification indices were evaluated. After the modifications, the RMSEA value was found to be .080, and the chi-square to degrees of freedom ratio (χ^2/df) was 2.37. In this context, the structure obtained from the exploratory factor analysis was confirmed in terms of construct validity (Vural, 2013).

The 33-item Emotional Intelligence Scale developed by Schutte and adapted into Turkish by Arkun Tatar was also used. In the development study of the scale, the internal consistency coefficient was reported as 0.90 (Tatar, Tok, Tekin Bender, & Saltukoğlu, 2017).

The requisite permissions for the use of the scales were secured from the respective researchers. The research data were collected online from students at the seven specified universities. Participants were instructed to carefully complete the demographic information form and the questionnaires prepared by the researcher.

2.4. Data analysis

The analyses were conducted using the SPSS 24.0 statistical software package. Before performing the analyses, skewness and kurtosis values were assessed to determine whether the data demonstrated a normal distribution. The results indicated that these values fell within acceptable limits (Kalaycı, 2016). The data analysis procedures included descriptive statistics, the Pearson Product-Moment Correlation Coefficient (PPMCC), multiple linear regression, hierarchical regression analysis, and one-way analysis of variance (ANOVA).

3. FINDINGS

3.1. Findings related to the first sub-problem

The relationships among the variables obtained for the question “What is the extent of the influence of visual arts teacher candidates’ emotional intelligence levels on their learning styles?” were examined using PPMCC. The analysis revealed significant positive relationships between emotional intelligence and independent ($r = .25$, $p < .001$), dependent ($r = .41$, $p < .001$), collaborative ($r = .19$, $p < .05$), and

participant ($r = .31, p < .001$) learning styles. A significant negative relationship was found among emotional intelligence and the avoidant learning style ($r = -.27, p < .001$).

While no significant relationship was found among academic GPA and emotional intelligence ($r = .04, p > .05$), academic GPA showed positive relationships with the competitive ($r = .21, p < .001$) and participant ($r = .27, p < .001$) learning styles, and a negative relationship with the avoidant learning style ($r = -.37, p < .001$). The analysis results are presented in Table 2.

Table 2.

Relationships Among Variables

Variables	1	2	3	4	5	6	7	8
1. Emotional Intelligence	-	.25**	.41**	.19*	.03	.31**	-.27**	.04
2. Independent		-	.29**	.15	.26**	.36**	.07	.06
3. Dependent			-	.30*	.24**	.54**	-.18*	.13
4. Collaborative				-	.32**	.31**	-.05	.14
5. Competitive					-	.43**	.05	.21**
6. Participant						-	-.37**	.27**
7. Avoidant							-	-.37**
8. Akademik GPA								-
9. Standard Deviation	22.28	3.76	4.48	3.95	5.99	3.39	4.74	.39
10. Mean	124.66	17.12	24.12	12.73	19.81	14.16	15.73	2.94

* $p < .05$. ** $p < .001$

3.2. Findings related to the second sub-problem

The findings regarding the question “To what extent do visual arts teacher candidates’ emotional intelligence levels affect their academic achievement?” were examined using multiple linear regression analysis. Prior to the analysis, it was observed that there was no multicollinearity among the variables. Correlations between the variables were below 0.70, and VIF values were found to be below 10. Additionally, autocorrelation was examined using the Durbin-Watson test, and the resulting values were within the expected range of 1.5–2.5 (Küçüksille, 2010).

Using the Enter method, the analysis showed that the models established to explain independent ($F(1, 169) = 11.13, p < .01$), dependent ($F(1, 169) = 33.72, p < .01$), collaborative ($F(1, 169) = 6.56, p < .05$), participant ($F(1, 169) = 17.22, p < .01$), and avoidant ($F(1, 169) = 13.48, p < .01$) learning styles were statistically significant. The variance in learning styles explained by emotional intelligence was 6% for independent, 16% for dependent, 3% for collaborative, 9% for participant, and 7% for avoidant learning styles.

On the other hand, the models established to explain the competitive learning style ($F(1, 169) = 0.12, p > .05$) and academic GPA ($F(1, 169) = 0.32, p > .05$) were found to be not significant. A summary of the multiple regression models is presented in Table 3.

Table 3.

Multiple Regression Model

Model	R	R ²	ΔR^2	TSE	Change Statistics					Durbin Watson
					ΔR^2	ΔF	df1	df2	p	
1. Independent	.25	.06	.06	3.66	.06	11.13	1	169	.001	1.61
2. Dependent	.41	.17	.16	4.11	.17	33.72	1	169	.001	1.71
3. Collaborative	.19	.04	.03	3.89	.04	6.56	1	169	.01	1.76
4. Competitive	.03	.001	-.01	6.01	.001	.12	1	169	.73	2.10
5. Participant	.31	.09	.09	3.24	.09	17.22	1	169	.001	1.69
6. Avoidant	.27	.07	.07	4.57	.07	13.48	1	169	.001	1.95
7. Academic GPA	.04	.002	-.004	.39	.002	.32	1	169	.57	1.71

Analysis results indicated that the b values of emotional intelligence in the models where it was a significant predictor were as follows: dependent (b = .41), participant (b = .31), avoidant (b = -.27), independent (b = .25), and collaborative (b = .19) learning styles. In other words, the learning style for which emotional intelligence had the strongest predictive power was dependent, while the weakest predictive power was observed for the collaborative style. The results are summarized in Table 4.

Table 4.

Multiple Regression Analysis for Predicting Learning Styles and Academic Achievement

	SEK		SK	<i>t</i>	<i>p</i>	VIF
	B	SH	β			
Model 1						
Constant	11.89	1.59		7.47	.001	
Emotional Intelligence	.04	.01	.25	3.34	.001	1.00
Model 2						
Constant	13.89	1.79		7.77	.001	
Emotional Intelligence	.08	.01	.41	5.81	.001	1.00
Model 3						
Constant	8.46	1.70		4.99	.001	
Emotional Intelligence	.03	.01	.19	2.56	.01	1.00
Model 4						
Constant	18.92	2.62		7.23	.001	
Emotional Intelligence	.01	.02	.03	.34	.73	1.00
Model 5						
Constant	8.37	1.41		5.92	.001	
Emotional Intelligence	.05	.01	.31	4.16	.001	1.00
Model 6						
Constant	22.93	1.99		11.51	.001	
Emotional Intelligence	-.06	.02	-.27	-3.67	.001	1.00
Model 7						
Constant	2.85	.17		16.91	.001	
Emotional Intelligence	.001	.001	.04	.57	.57	1.00

SEK: Unstandardized Coefficients, SK: Standardized Coefficients

3.3. Findings for the third sub-problem

Findings regarding the question "Do the emotional intelligence levels and learning styles of visual arts teacher candidates differ according to grade level?" were examined using ANOVA. The analysis revealed that emotional intelligence did not significantly differ among class levels, $F(3,167) = .50$, $p > .05$.

Regarding learning styles, only independent, $F(3,167) = 2.90$, $p < .05$, $\eta^2 = .05$, and dependent, $F(3,167) = 3.05$, $p < .05$, $\eta^2 = .05$, learning styles showed significant differences across class levels. Post hoc analysis using the Bonferroni test indicated that the source of these differences was higher dependent learning style scores in 4th-year students compared to 1st-year students and higher independent learning style scores in 4th-year students compared to 2nd-year students. The ANOVA results are summarized in Table 5.

Table 5.

Differences in Emotional Intelligence and Learning Styles by Class Level

		KT	sd	KO	F	p
Emotional Intelligence	Between Groups	746.03	3	248.68		
	Within Groups	83666.30	167	501.10	.50	.69
	Total	84412.33	170			
Independent	Between Groups	119.06	3	39.69		
	Within Groups	2287.36	167	13.70	2.90	.04
	Total	2406.42	170			
Dependent	Between Groups	177.65	3	59.22		
	Within Groups	3238.77	167	19.39	3.05	.03
	Total	3416.42	170			
Collaborative	Between Groups	60.20	3	20.07		
	Within Groups	2595.43	167	15.54	1.29	.28
	Total	2655.63	170			
Competitive	Between Groups	68.92	3	22.98		
	Within Groups	6029.71	167	36.11	.64	.59
	Total	6098.63	170			
Participant	Between Groups	2.12	3	.71		
	Within Groups	1957.30	167	11.72	.06	.98
	Total	1959.42	170			
Avoidant	Between Groups	103.03	3	34.34		
	Within Groups	3710.59	167	22.22	1.55	.21
	Total	3813.62	170			

3.4. Findings for the fourth sub-problem

The relationship regarding the question “Does the effect of emotional intelligence on learning styles and academic achievement differ according to gender?” was examined using hierarchical regression analysis.

The results indicated that gender did not have a significant moderating effect in any of the models. While emotional intelligence significantly predicted some learning styles and academic achievement, the interaction terms between emotional intelligence and gender were not significant ($p > .05$), indicating that these relationships do not vary by gender.

Tablo 6.

Hierarchical Regression Analysis of the Moderating Role of Gender

Variable	Predictor Variable	B	SH	β	t	p	%95 CI		R ²	ΔR^2
							Lower	Upper		
Academic Achievement	Constant	3.13	.09		34.97	.001	2.96	3.31	.03	.02
	Emotional Intelligence	.003	.03	.01	.11	.91	-.06	.06		
	Gender	-.14	.06	-.17	-2.20	.03	-.26	-.01		
	Constant	3.13	.09		34.92	.001	2.96	3.31	.03	.02
	Emotional Intelligence	.07	.09	.17	.72	.47	-.12	.25		
	Gender	-.14	.06	-.18	-2.25	.03	-.27	-.02		
	Emotional Intelligence * Gender	-.04	.06	-.17	-.72	.47	-.17	.08		
Independent	Constant	18.60	.85		21.88	.001	16.92	20.27	.08	.07
	Emotional Intelligence	.83	.28	.22	2.91	.004	.27	1.39		
	Gender	-1.09	.59	-.14	-1.83	.07	-2.25	.08		
	Constant	18.57	.85		21.86	.001	16.89	20.25	.09	.07
	Emotional Intelligence	-.07	.86	-.02	-.08	.94	-1.78	1.63		
	Gender	-1.02	.60	-.13	-1.72	.09	-2.20	.15		
	Emotional Intelligence * Gender	.64	.58	.25	1.10	.27	-.50	1.78		
Dependent	Constant	25.34	.96		26.43	.001	23.45	27.24	.18	.17
	Emotional Intelligence	1.74	.32	.39	5.42	.001	1.11	2.37		
	Gender	-.90	.67	-.10	-1.35	.18	-2.22	.42		
	Constant	25.33	.96		26.36	.001	23.43	27.22	.18	.16
	Emotional Intelligence	1.13	.98	.25	1.16	.25	-.80	3.06		
	Gender	-.86	.67	-.09	-1.27	.21	-2.18	.47		
	Emotional Intelligence * Gender	.43	.65	.14	.66	.51	-.86	1.72		
Collaborative	Constant	13.70	.91		15.05	.001	11.90	15.49	.05	.03
	Emotional Intelligence	.69	.31	.18	2.28	.02	.09	1.30		
	Gender	-.71	.63	-.09	-1.12	.26	-1.96	.54		
	Constant	13.72	.91		15.09	.001	11.93	15.52	.05	.04
	Emotional Intelligence	1.67	.92	.42	1.81	.07	-.15	3.50		
	Gender	-.78	.64	-.10	-1.23	.22	-2.04	.48		
	Emotional Intelligence * Gender	-.69	.62	-.26	-1.12	.26	-1.20	.53		

Competitive	Constant	21.60	1.40		15.40	.001	18.83	24.37	.011	.001
	Emotional Intelligence	.03	.47	.01	.06	.95	-.90	.95		
	Gender	-1.32	.98	-.11	-1.35	.18	-3.25	.61		
	Constant	21.58	1.41		15.35	.001	18.80	24.35	.01	-.004
	Emotional Intelligence	-.79	1.43	-.13	-.55	.58	-3.61	2.04		
	Gender	-1.26	.98	-.10	-1.28	.20	-3.20	.68		
	Emotional Intelligence *	.58	.96	.14	.60	.55	-1.31	2.46		
	Gender									
	Constant	15.81	.75		21.09	.001	14.33	17.29	.12	.11
	Emotional Intelligence	.92	.25	.27	3.65	.001	.42	1.41		
Participant	Gender	-1.21	.52	-.17	-2.32	.02	-2.24	-.18		
	Constant	15.81	.75		21.03	.001	14.33	17.23	.12	.11
	Emotional Intelligence	1.07	.76	.32	1.41	.16	-.44	2.58		
	Gender	-1.22	.53	-.17	-2.33	.02	-2.26	-.19		
	Emotional Intelligence *	-.11	.51	-.05	-.22	.83	-1.12	.90		
	Gender									
	Gender									

4. DISCUSSION and CONCLUSION

This research statistically examined the effects of emotional intelligence levels of prospective visual arts teachers on their learning styles and academic achievement, considering class level and gender as variables. Participants included 14 students from Dicle University, 31 from Gazi University, 14 from İnönü University, 33 from Marmara University, 24 from Mehmet Akif Ersoy University, 38 from On Dokuz Mayıs University, and 17 from Sıtkı Koçman University. The distribution of participants by class level was 48 first-year, 36 second-year, 46 third-year, and 41 fourth-year students. The students' cumulative grade point average was found to be 2.94.

The results concerning the first sub-problem of the research explored the degree to which visual arts teacher candidates' emotional intelligence influences their learning styles. The results indicated that emotional intelligence had significant positive correlations with independent, dependent, collaborative, and participatory learning styles, and a significant negative correlation with the avoidant learning style. Among the learning styles, emotional intelligence had the highest predictive power for the dependent style and the lowest for the collaborative style. In the study conducted by Emir and Kaplan (2012) with 147 seventh- and eighth-grade students, it was found that students' overall emotional intelligence scores significantly differed according to their learning styles. Similarly, Akbulut's (2010) study with 234 randomly selected university students showed that emotional intelligence had a differentiating effect on learning styles, although the effect was limited.

The second sub-problem investigated the extent to which emotional intelligence levels of prospective visual arts teachers affect their academic achievement. The predictive role of emotional intelligence on academic achievement was examined using multiple linear regression analysis. The results indicated no significant relationship among emotional intelligence and academic achievement. This finding differs from the study conducted by Ayrancı (2022), which involved 394 secondary school students (189 female and 205 male). In that study, statistically significant differences were found in emotional intelligence scores according to perceived academic achievement, showing that students with higher academic

achievement tended to have higher emotional intelligence levels. This discrepancy may be due to differences in age and educational level between the study groups.

The third sub-problem examined whether emotional intelligence levels and learning styles of prospective visual arts teachers differ according to class level. ANOVA analysis indicated that emotional intelligence did not significantly vary by class level. Regarding learning styles, only independent and dependent learning styles showed significant differences across class levels. Post hoc analysis with the Bonferroni test indicated that fourth-year students scored higher on the dependent learning style than first-year students and higher on the independent learning style than second-year students. This outcome is consistent with the findings of Mencik and Taşören (2025), who reported no significant differences in high school students' emotional intelligence scores based on class level.

The fourth sub-problem investigated whether emotional intelligence levels and learning styles differed according to gender. The moderating effect of gender on the relationship among emotional intelligence, learning styles, and academic achievement was examined using hierarchical regression analysis. The results indicated that gender did not have a significant moderating effect. Previous studies support this finding. Arslan and Babadoğan (2005) examined 114 seventh- and eighth-grade students and found no significant gender-based differences in learning styles. Similarly, Akbulut (2010) reported no significant relationship between gender and learning styles among 234 university students.

The results indicate that emotional intelligence may facilitate certain learning styles while constraining others. No significant association was observed among emotional intelligence and academic achievement, grade level, or gender. In terms of learning styles, only independent and dependent learning styles showed variation according to grade level. These findings suggest that programs aimed at enhancing emotional intelligence could impact students' learning styles, although they do not appear to have a direct effect on academic performance.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Sanat eğitimi, müfredata etkin bir şekilde entegre edildiğinde bireylerin potansiyellerini gerçekleştirmelerini sağlamakta ve çağdaş, kültürel olarak zengin bir toplumun gelişimine katkıda bulunmaktadır (Akkurt & Boratav, 2018). Görsel sanatlar eğitimi, hayal gücü, imgeleme ve duygusal süreçleri harekete geçirerek duygusal zekâyı geliştirmektedir. Aytekin (2009), uygulamalı ve deneysel fen programlarındaki öğrencilerin duygusal zekâ düzeylerinin sanatla uğraşan öğrencilere kıyasla daha düşük olduğunu bulmuş ve bu bulgu sanat eğitiminin duygusal gelişim üzerindeki olumlu etkisini vurgulamıştır. Görsel sanatlar dersleri aynı zamanda çeşitli öğrenme stillerini de desteklemektedir. Öğrenme stilleri, bireylerin bilişsel, duygusal ve deneyimsel farklılıklarına göre değiştiğinden, bu tercihleri belirlemek öğretim etkinliğini artırmak için önemlidir. Dunn, öğrenme stilini yeni bilgilerin kazanılması ve bütünleştirilmesini içeren bireyselleştirilmiş bir süreç olarak kavramsallaştırmıştır (Babayiğit, 2016'dan aktarılan). Bazı çalışmalar duygusal zekâ ile akademik başarı arasında pozitif bir ilişki olduğunu bildirirken (Taşlıyan ve ark., 2015), bazıları ise anlamlı bir ilişki bulamamıştır (Yılmaz, 2007). Bu karışık bulgular, konunun kapsamlı araştırmalarla incelenmesi gerekliliğini ortaya koymaktadır.

Bu araştırmanın amacı, görsel sanatlar öğretmen adaylarının duygusal zekâ düzeylerinin öğrenme stilleri ve akademik başarı üzerindeki etkilerini incelemektir. Çalışmanın alt amaçları şunlardır:

1. Görsel sanatlar öğretmen adaylarının duygusal zekâ düzeylerinin öğrenme stillerine etki düzeyi nedir?
2. Görsel sanatlar öğretmen adaylarının duygusal zekâ düzeylerinin akademik başarılarına etki düzeyi nedir?
3. Görsel sanatlar öğretmen adaylarının duygusal zekâ düzeyleri ve öğrenme stilleri sınıf düzeyine göre farklılık gösteriyor mu?
4. Görsel sanatlar öğretmen adaylarının duygusal zekâ düzeylerinin öğrenme stilleri ve akademik başarı üzerindeki etkisi cinsiyete göre farklılık gösteriyor mu?

2. YÖNTEM

Bu araştırma, nicel araştırma yöntemlerinden biri olan karşılaştırmalı ilişkisel tarama yöntemi kullanılarak gerçekleştirilmiştir. Araştırmanın evrenini, Türkiye genelindeki Eğitim Fakültelerinin Resim-İş Öğretmenliği Programı öğrencileri oluşturmaktadır. Örneklem, yedi bölgeden rastgele seçilen yedi üniversitenin Resim-İş Öğretmenliği Programı öğrencilerinden oluşmaktadır. Bu üniversiteler şunlardır: Dicle Üniversitesi (Güneydoğu Anadolu), Gazi Üniversitesi (İç Anadolu), İnönü Üniversitesi (Doğu Anadolu), Marmara Üniversitesi (Marmara Bölgesi), Mehmet Akif Ersoy Üniversitesi (Akdeniz Bölgesi), Ondokuz Mayıs Üniversitesi (Karadeniz Bölgesi) ve Muğla Sıtkı Koçman Üniversitesi (Ege Bölgesi). Araştırmaya toplam 171 öğrenci katılmış olup, bunlardan 110'u kadın ve 61'i erkektir.

Araştırma verileri, Anthony F. Grasha ve Sheryl Riechmann tarafından geliştirilen ve Levent Vural tarafından Türkçeye uyarlanan 32 maddelik "Öğrenme Stili Ölçeği" ile Schutte tarafından geliştirilen ve Arkun Tatar tarafından Türkçeye uyarlanan 33 maddelik "Duygusal Zekâ Ölçeği" kullanılarak toplanmıştır. Ölçeklerin Türkçeye uyarlanması için ilgili araştırmacılardan izin alınmıştır. Veriler, söz konusu yedi üniversitedeki öğrencilerden çevrimiçi olarak toplanmıştır. Katılımcılardan, araştırmacı tarafından hazırlanan demografik bilgi formu ve anketleri dikkatlice doldurmaları istenmiştir.

Analizler SPSS 24.0 istatistik paket programı kullanılarak gerçekleştirilmiştir. Analizlerden önce verilerin normal dağılım gösterip göstermediğini belirlemek için çarpıklık ve basıklık katsayıları incelenmiştir. Veri analizi için betimleyici istatistikler, Pearson Çarpım-Moment Korelasyon Katsayısı (PPMCC), çoklu doğrusal regresyon analizi, hiyerarşik regresyon analizi ve tek yönlü varyans analizi (ANOVA) yöntemleri kullanılmıştır.

3. BULGULAR TARTIŞMA ve SONUÇ

Araştırmaya Dicle Üniversitesi'nden 14, Gazi Üniversitesi'nden 31, İnönü Üniversitesi'nden 14, Marmara Üniversitesi'nden 33, Mehmet Akif Ersoy Üniversitesi'nden 24, Ondokuz Mayıs Üniversitesi'nden 38 ve Sıtkı Koçman Üniversitesi'nden 17 öğrenci katılmıştır. Tüm üniversiteler genelinde 48 birinci sınıf, 36 ikinci sınıf, 46 üçüncü sınıf ve 41 dördüncü sınıf öğrenci yer almıştır. Katılımcıların akademik başarı ortalaması (GPA) 2,94 olarak belirlenmiştir.

İlk alt problem ile ilgili olarak, duygusal zekânın öğrenme stilleri üzerindeki etkisi incelenmiştir. Pearson korelasyon analizleri, duygusal zekâ ile bağımsız, bağımlı, işbirlikçi ve katılımcı öğrenme stilleri arasında anlamlı pozitif ilişkiler ve kaçınan öğrenme stili ile anlamlı negatif bir ilişki olduğunu göstermiştir. Duygusal zekâ, en güçlü şekilde bağımlı öğrenme stilini ve en zayıf şekilde işbirlikçi öğrenme stilini öngörmüştür. Önceki araştırmalar (Emir & Kaplan, 2012; Akbulut, 2010) da benzer şekilde, duygusal zekânın öğrenme stillerini ayırt edici bir şekilde etkilediğini, ancak etkinin sınırlı olduğunu raporlamıştır.

İkinci alt problem, duygusal zekânın akademik başarı üzerindeki etkisini ele almıştır. Çoklu doğrusal regresyon analizleri, anlamlı bir öngörü ilişkisinin olmadığını göstermiştir. Buna karşılık, Ayrancı'nın (2022) ortaokul öğrencileriyle yaptığı çalışmada, algılanan akademik başarı düzeyi yüksek olan öğrencilerin duygusal zekâ seviyelerinin de daha yüksek olduğu bulunmuştur.

Üçüncü alt problem, duygusal zekâ ve öğrenme stillerinin sınıf düzeyine göre farklılık gösterip göstermediğini araştırmıştır. ANOVA sonuçları, duygusal zekâ açısından sınıf düzeyine göre anlamlı bir fark olmadığını göstermiştir. Ancak bağımsız ve bağımlı öğrenme stillerinde anlamlı farklılıklar bulunmuştur. Bonferroni testi sonuçları, dördüncü sınıf öğrencilerinin bağımlı öğrenme stilinden birinci sınıf öğrencilerine, bağımsız öğrenme stilinden ise ikinci sınıf öğrencilerine göre daha yüksek puan aldığını göstermiştir. Benzer şekilde, Mencik ve Taşören (2025) tarafından yapılan lise örnekleme yönelik çalışmada da toplam duygusal zekâ puanlarında sınıf düzeyine bağlı anlamlı bir farklılık bulunmamıştır.

Dördüncü alt problem, cinsiyete göre farklılıkları incelemiştir. Hiyerarşik regresyon analizleri, cinsiyetin duygusal zekâ, öğrenme stilleri ve akademik başarı arasındaki ilişkiler üzerinde belirleyici bir rol oynamadığını göstermiştir. Önceki araştırmalar (Arslan & Babadoğan, 2005; Akbulut, 2010) da öğrenme stillerinde cinsiyete dayalı anlamlı bir fark olmadığını raporlamıştır.

Genel olarak elde edilen bulgular, duygusal zekânın bazı öğrenme stillerini desteklerken bazılarını sınırlayıcı bir rol oynadığını göstermektedir; ancak akademik başarı, sınıf düzeyi veya cinsiyet ile anlamlı bir ilişkisi bulunmamaktadır. Sadece bağımsız ve bağımlı öğrenme stilleri sınıf düzeyine göre anlamlı farklılık göstermiştir.

ETHICAL APPROVAL

In this study, all rules stipulated under the “Directive on Scientific Research and Publication Ethics of Higher Education Institutions” have been complied with. None of the actions specified under the heading “Actions Contrary to Scientific Research and Publication Ethics”, as set forth in the second section of the Directive, have been committed.

Ethics Committee Approval Information

Name of the Ethics Committee: Trabzon University

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CONTRIBUTION OF RESEARCHERS

The first author contributed 60% and the second author contributed 40% to the research. Author 1: Conceptualization of the study, data analysis, and reporting. Author 2: Determination of the methodology, supervision, preparation of tables, writing, and preparation of the manuscript for publication.

CONFLICT OF INTEREST

There is no conflict of interest in this study.