

Examination of Emotional Intelligence Levels of Coaches Providing Swimming Training to Individuals with Disabilities and Individuals without Disabilities

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Abstract

*Emotions are one of the important factors guiding our behaviors. People often make decisions by being influenced by their emotions throughout their lives. Therefore, it is important to recognize and learn to control our emotions. There are different groups of individuals with disabilities, and the swimming training of each group with disabilities is different. Swimming, which is one of the Paralympic sports branches, appeals to almost all groups with disabilities. There are very few swimming coaches in Turkey who provide swimming training to individuals with disabilities, and are only interested in groups with disabilities. There are swimming coaches who are accredited to the Swimming Federation of Turkey and who provide swimming training to individuals without disabilities, and their number is higher than the coaches who provide training to swimmers with disabilities. A coach, who is defined as the individual who provides sports skills and tactical development for an athlete to achieve success, is the individual who prepares many sports players for matches and tournaments to be held. The coach is responsible for raising the players to the required level by considering the variables such as process, place, equipment, technique, and tactics. In our study, it is aimed to examine the emotional intelligence levels of the coaches working with individuals with disabilities and individuals without disabilities in the swimming branch. The research is a descriptive study and the data were collected by the questionnaire method. The research data were analyzed using SPSS 22.0 software. Independent samples t-test was used to compare the total score of the scale according to the status of coaching an individual with disability whereas MANOVA analysis was used to compare the status of coaching an individual with a disability * according to demographic variables.*

Keywords: Individual with Disability, Swimming, Emotional Intelligence

Introduction

Recently, an athlete with a disability is known as an individual who is called special athletes or special individuals and who actively perform sports in many sports branches. The definition of disability is defined as the inability of the individual to fulfill the roles that they should play in society with regard to age, gender, social, cultural, and sportive factors throughout their life due to inadequacy (Sari, 2000). It is important for the family, teacher, coach, and society at the whole stage of the education of individuals with disabilities (purpose, principle, education plan, game, duties of the school and family, etc.). There are many coaches in all branches among individuals without disabilities while there are branch coaches for the training of individuals with disabilities in many sports branches in this context. A coach is a leader who has the ability to transfer their energy, strength, mobility, knowledge, and social capacity to their athlete in the most effective and permanent way (Sunay, 1998).

A coach is a leader who is the basis for achieving the goals desired by the athletes, works to improve their experience, does not repeat what they do, is highly responsible, is full of knowledge, and is willing to work (Krause and Ralph, 2002). It is also stated that the coach should be a real regulator, an effective manager, an educator that ensures the motivation and independence of the athlete and the elimination of their deficiencies while the coach is defined as the leader who makes the necessary works for the success of the athlete in the path of knowledge and organizes and applies it according to the individual by combining it with sports skills in light of this information according to this definition (Charman et al., 2001). There are 4 sports federations operating with individuals with disabilities in Turkey. One of the sports branches of the federations is the swimming branch, which is a Paralympic sport. In addition, there are coaches who provide swimming training to individuals without disabilities and who are accredited to the Turkish swimming federation. A coach, who is defined as the individual who provides sports ability and development with a strategy for the success of the individual in sports, is the individual who prepares the players for competitions and tournaments to be held in many sports branches. It is expected that emotional intelligence levels of coaches will be high in providing swimming training to individuals with disabilities and individuals without disabilities in this intensive work of theirs. The concept of emotional intelligence emerged when it was determined that most of the individuals who were successful in the tests used to measure the success of successful individuals were not successful in real life (Curming 2005), (Yuksel 2006). Le doux shows that the human emotional system can act anatomically independent of the thought center. These studies have gained an important share in the emergence of the concept of "Emotional Intelligence" (Akkoyun 1998). In 1985, Reuven Bar On was mentioned in the studies called Bar-On in sources mentioning the factors that will lead individuals to success by using the concept of "Emotional Space". The philosopher defines intelligence as follows: "Intelligence is a type of personal, mental, and social competence that gives individuals positive reactions to environmental effects

and factors and influences their ability". Reuven's work has inspired many studies (Goleman 2006). In the psychology dictionary, intelligence is "The sum of mental abilities, including abstract thinking, comprehension, problem solving, applying what you know to new situations, reasoning, memory, using knowledge gained from past experiences" (Budak 2003). This set of mental abilities is referred to as "general intelligence", "general factor" or "g" (Mayer and Mitchell 1998). Wechsler defined intelligence as the capacity to understand the problems faced by the individual and solve them. Terman "defined intelligence as" the ability to think abstractly "(Kline 1991). Emotional intelligence should be considered a type of intelligence. Emotional intelligence has some components. These are knowing who you are and knowing your mental processes and emotions; these are extremely important in terms of making healthy decisions. Being able to control oneself, motivate oneself, and empathize in different moods are our social abilities (Konrad 2000). It is the ability of the individual to observe the emotions of both themselves and others, to establish a relationship, and to distinguish the difference between them according to the understanding of Salovey and Mayer (1990). The concept of emotional intelligence includes the ability to perceive, express, and evaluate emotions, and the ability to control and express emotions based on all definitions (Yaylaci 2008). In the study, the emotional intelligence levels of the coaches who provide swimming training to individuals with disabilities were evaluated in terms of various demographic variables and suggestions were tried to be made according to the results.

Materials and Methods

A 33-item self-report scale with Salovey and Mayer's emotional intelligence model was used and an information form containing 6 different questions including providing swimming training to athletes with disabilities, age, gender, number of years in coaching, being a coach or physical education teacher + coach (both), and the coaching level was used for demographic variables in the study.

50 swimming coaches providing training to individuals without disabilities and 53 swimming coaches providing swimming training to individuals

with disabilities in various provinces of Turkey were recruited and participated in our study. The scale was prepared from Google Sheets, and WhatsApp social media network was used to collect the data. The research data were analyzed using SPSS 22.0 software. Independent samples t-test was used to compare the total score of the scale according to the status of coaching an individual with disability whereas MANOVA analysis was used to compare

the status of coaching an individual with a disability * according to demographic variables.

Findings

The emotional intelligence levels of the coaches who provide training to individuals with or without disabilities are made into a table in light of the data in this section.

Table 1 Frequency and Percentage Distributions of Demographic Information of the Coaches Participating in the Research

Variable	Sub-variable	f	%
Coaching athletes with disabilities	Not Providing Swimming Training	50	48.5
	Providing Swimming Training	53	51.5
Age group	20-29 years	76	73.8
	29+ years	27	26.2
Gender	Female	35	34.0
	Male	68	66.0
Being a coach or physical education teacher + coach (both)	Coach	63	61.2
	Both	40	38.8
Years in coaching	1-5 years	77	74.8
	5+ years	26	25.2
Coaching level	Level 1	15	14.6
	Level 2	13	12.6
	Level 3	75	72.8

48.5% of the coaches participating in the study did not provide swimming training to individuals with disabilities whereas 51.5% provided swimming training to individuals with disabilities. 73.8% were in the 20-29 age group, 26.2% in the 29+ age group, 34% were women, 66% were men, 61.2% were coaches, 38.8% were both physical education teachers and coaches, 674.8% were coaches for 1-5 years, 25.2% were coaches for 5+ years, 14.6% were level 1 coaches, 12.6% were level 2 coaches, and 72.8% were level 3 coaches.

Table 2 Descriptive Statistics on the Emotional Intelligence Levels of the Coaches Participating in the Research

Scale	N	X	SD
Emotional intelligence	103	133.17	11.534

The scores that are obtained from the scale can be at least 33 and at most 165. The mean emotional intelligence score of the coaches participating in the study is 133.17 points, indicating that the coaches have emotional intelligence above medium level.

Table 3 Comparison of Emotional Intelligence Levels of the Coaches Participating in the Research According to the Status of Coaching Athletes with Disabilities

Status of coaching athletes with disabilities	N	X	SD	f	p
Not Providing Swimming Training	50	134.80	9.959	1.395	.166
Providing Swimming Training	53	131.64	12.749		

It is seen that the emotional intelligence levels of the coaches who provide swimming training to individuals with or without disabilities do not differ statistically on a significant level when the table is examined ($p>0.05$).

Table 4 Comparison of Emotional Intelligence Levels of the Coaches Participating in the Research According to the Status of Coaching Athletes with Disabilities * Demographic Variables

Variable	Status of coaching athletes with disabilities	Sub-variable	N	X	SD	Variable		Status of coaching athletes with disabilities* variable	
						F	p	F	p
Age group	Not Providing Swimming Training	20-29 years	33	131.88	8.685	7.148	.009	.456	.501
		29+ years	17	140.47	10.057				
	Providing Swimming Training	20-29 years	43	130.67	12.324				
		29+ years	10	135.80	14.374				
Gender	Not Providing Swimming Training	Female	19	139.26	11.869	5.139	.026	.629	.430
		Male	31	132.06	7.558				
	Providing Swimming Training	Female	16	134.06	14.355				
		Male	37	130.59	12.050				
Coach or physical education teacher	Not Providing Swimming Training	Coach	22	135.23	11.547	.753	.388	1.377	.243
		Phy. Ed. Tea.	28	134.46	8.720				
	Providing Swimming Training	Coach	41	130.49	12.865				
		Phy. Ed. Tea.	12	135.58	12.026				
Years in coaching	Not Providing Swimming Training	1-5 years	35	131.31	8.080	10.568	.002	1.994	.161
		5+ years	15	142.93	9.346				
	Providing Swimming Training	1-5 years	42	130.69	12.473				
		5+ years	11	135.27	13.748				
Coaching level	Not Providing Swimming Training	Level 1	7	136.71	12.038	.669	.514	.229	.796
		Level 2	7	139.43	8.284				
		Level 3	36	133.53	9.776				
	Providing Swimming Training	Level 1	8	132.00	5.732				
		Level 2	6	133.00	6.603				
			39	131.36	14.500				

It is seen that the emotional intelligence levels of the coaches participating in the study do not differ significantly according to the status of being a coach or a physical education teacher; nor does it differ based on the status of being a coach or a physical education teacher * the status of coaching athletes with disabilities ($p>0.05$). Similarly, the emotional intelligence levels do not differ significantly according to the coaching level, and the coaching level * the status of coaching athletes with disabilities ($p>0.05$).

The level of emotional intelligence does not differ significantly according to the age group * status of coaching athletes with disabilities ($p>0.05$). The level of emotional intelligence of coaches who coach athletes with or without disabilities is higher in the 29+ age group whereas the level of emotional intelligence differs significantly according to the age group variable ($p<0.05$).

The level of emotional intelligence does not differ significantly according to the gender * status of coaching athletes with disabilities ($p>0.05$). In addition, the emotional intelligence level of women is higher in coaches who coach athletes with or without disabilities whereas the level of emotional intelligence differs significantly according to the gender variable ($p<0.05$).

The level of emotional intelligence does not differ significantly according to the coaching year * the status of coaching athletes with disabilities ($p>0.05$) whereas the level of emotional intelligence is higher in coaches with 5+ years in coaching who coach athletes with or without disabilities ($p<0.05$). The level of emotional intelligence differs significantly according to years of coaching ($p<0.05$).

Discussion and Recommendations

The study is prepared to determine how emotional intelligence levels of coaches who provide swimming training to individuals with or without disabilities are shaped according to the status of some demographic variables.

50 coaches participating in the study did not coach athletes with disabilities, 53 were coaching athletes with disabilities. Among them, 76 were in the 20-29 age group and 27 were in the 29+ age group. 35 of them were female, while 68 were male. 63 were coaches, and 40 were both physical education teachers and coaches. 77 were coaches for 1-5 years, 26 were coaches for 5+ years, 15 were level 1, 13 were level 2, and 75 were level 3 swimming coaches.

Taking into consideration the scores that can be obtained from the scale in our study, the minimum score is 33 and the maximum score is 165. The mean emotional intelligence score of the coaches participating in the study is 133.17 points, indicating that the coaches have emotional intelligence above the medium level. We can say that coaches who

provide swimming training to individuals both with and without disabilities have an emotional intelligence above the medium level according to this result.

It is seen that the emotional intelligence levels of the coaches do not differ statistically on a significant level ($p>0.05$) for the comparison of the emotional intelligence levels of the coaches participating in the study, neither according to the status of coaching athletes with disabilities nor according to individuals with disabilities and individuals without disabilities ($p>0.05$). This result may be due to the fact that the emotional intelligence levels of the coaches who provide swimming training to individuals with or without disabilities are above the medium level.

It is seen that the emotional intelligence levels of the coaches participating in the study do not differ significantly according to the status of being a coach or a physical education teacher. Moreover, the status of being a coach or a physical education teacher * status of coaching athletes with disabilities ($p>0.05$) do not differ significantly either. Similarly, the emotional intelligence levels do not differ significantly according to the coaching level and the coaching level * the status of coaching athletes with disabilities ($p>0.05$). It can be thought that the reason why the status of coaching or being a physical education teacher does not differ is that they can provide swimming training at a certain level.

The level of emotional intelligence does not differ significantly according to the age group * the status of coaching athletes with disabilities ($p>0.05$). Moreover, the level of emotional intelligence of coaches who coach athletes with or without disabilities is higher in the 29+ age group whereas the level of emotional intelligence differs significantly according to the age group variable ($p<0.05$). It was determined in parallel with the study conducted in Tuncel (2018) that there were differences in emotional intelligence levels in the age variable. It was observed that the emotional intelligence levels of the older group were higher. Mayer et al. (2000) observed that the emotional intelligence levels of those in the 18-21 age group were different compared to the 13-16 age group, and that it increased with age considering other studies conducted in this field.

The level of emotional intelligence does not

differ significantly according to the gender * status of coaching athletes with disabilities ($p>0.05$), and the emotional intelligence level of women is higher in coaches who coach athletes with or without disabilities whereas the level of emotional intelligence differs significantly according to the gender variable ($p<0.05$). It can be thought that the reason why this result is in favor of women is due to the maternal instincts of female coaches. There are studies that support and do not support our study. Tuncel (2018) found in his study that there was no significant difference in the emotional intelligence levels of coaches according to gender variable. In addition to the studies revealing that emotional intelligence does not change according to gender and that it shows similar characteristics. (Horrod, 2005; Barret 200), there are also studies suggesting that the fact that females have a higher level of emotional intelligence as individuals who are more tolerant, empathetic, and more adaptable compared to males (Adilogullari, 2011; Ozdinc, 2014), which support our study.

The level of emotional intelligence does not differ significantly according to the coaching year * the status of coaching athletes with disabilities ($p>0.05$) and the level of emotional intelligence is higher in coaches with 5+ years in coaching who coach athletes with or without disabilities whereas the level of emotional intelligence differs significantly according to the coaching year ($p<0.05$). It was seen that the level of emotional intelligence increased as the years in coaching increased.

Recommendations

It may be beneficial to raise the awareness of the coaches providing training to individuals with disabilities about emotional intelligence, and to make planning on the subject in the training programs within the Faculty of Sports Sciences or the School of Physical Education and Sports both during the process in which children start their first education life and during the university education process. Attention can be drawn to education for individuals with disabilities during the courses and training stages of the professional groups that contribute to the development of physical education teachers and coaches who provide and do not provide sports

training to individuals with disabilities. Coach in-service training sessions can be increased in order to have the necessary vocational equipment according to the type of disability considering the success of the Paralympic athletes in recent years. In addition, families can undergo an educational process for both psychological and physiological problems that can be experienced according to the types of disabilities.

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