

## Investigation of Spiritual Intelligence Levels of Sports Sciences Faculty Students During the Corona Virus (Covid-19) Pandemic Period

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**Abstract---** The aim of the study is to examine the spiritual intelligence levels of the students of the faculty of sports sciences according to some variables during the Covid-19 pandemic period. The research is descriptive study in the general survey model. In the 2020-2021 academic year, 210 students (142 males, 68 females) studying at the Faculty of Sports Sciences of İnönü University participated. As a data collection tool, the "Scale of Spiritual Intelligence Traits" developed by Karadeniz and Aydın (2016) was used. The data obtained were analyzed using the Independent-Samples T Test and One Way Anova, which are parametric tests, in the SPSS 23 package program, and the level of significance was determined as  $\alpha=0.05$ . There is no significant difference in spiritual intelligence levels according to gender, age and department variables. In the classroom and doing sports, a significant difference was found in the sub-dimension of entering high consciousness and awareness states. As a result; It has been understood that there is no significant difference between the spiritual intelligence levels of the students of the faculty of sports sciences during the Covid-19 pandemic period, but the students who do sports enter a higher state of consciousness and awareness.

**Keywords---** Spiritual Intelligence, Faculty of Sports Sciences, Students, Covid-19, Pandemic

### I. Introduction

Health is one of the important issues in the change and development of the person. According to the World Health Organization (WHO), health is a state of complete physical, mental and social well-being (WHO, 2021). In this perspective, learning and teaching activities have a long history and probably have begun with the existence of human beings and will end with the end of life on the earth (Murathan& Özdemir, 2017). This issue is also important for students, who constitute an important part of every society. In this respect, health is among the indispensable parts of students as an integral part of education and training in the learning process (Sood, Bakhshi, & Gupta, 2012).

The more effective and well-equipped growth of students depends on their development as a balanced whole, not only physically, but also mentally, socially, emotionally and spiritually (Masters, 2004). Because difficulties such as low quality of life, exam stress and future anxiety can reduce students' quality of life and accordingly affect their productivity negatively. Therefore, it is important to increase the welfare level of students, who are accepted as the guarantee of the future, in order to raise competent citizens in their field (Zohar & Marshall, 2004).

The pandemic (Covid-19) disease, which started in 2019, not only affected the world in every field, but also caused radical changes in education and training systems. The most important of these changes is that in March 2020, UNESCO officials recommended online education for teachers and students to conduct education from their homes for the continuation of education and training (Setiawan, 2020). Upon this recommendation, many countries, including Turkey, created online education platforms for all education levels and continued education in this way.

These measures, which were taken in order not to interrupt education and training, also brought up many problems such as fear, anxiety and family problems (Yunus, 2020; Cicek et al., 2020; Nurkholis, 2020). İlkım et al.(2021), İlkım et al. (2021) These measures, which negatively affect students' physical, mental, social, emotional and spiritual states, are thought to affect students with high spiritual intelligence less. Because spiritual intelligence is a type of intelligence that can be developed independently and contributes to psychological well-being and healthy human development in general (Yigit Seyfi & Kose, 2016). Individuals with high spiritual intelligence are more conscious and have a higher capacity than others, and they turn them into opportunities by producing practical solutions to the problems they encounter. In addition, these people have a high sense of gratitude, are compassionate, forgiving, virtuous and humble (Zohar, Marshall, & Marshall, 2000; Özdemir, 2021). Ünver (2022). Within the scope of these explanations, as a result of the measures and practices taken during the Covid-19 pandemic process, it is necessary to investigate how the students in general, and the students of the Faculty of Sports

Sciences (FSS) in particular, are affected in education and training. Because many conditions that FSS students should have are similar to spiritual intelligence. For example; Physical education and sports teachers, trainers and sports managers, who need to find practical solutions to the problems they face, even turn them into opportunities, such as the Covid-19 pandemic, and must have high spiritual intelligence. Therefore, there is a need to determine the spiritual intelligence levels of FSS students who are candidates for these listed occupational groups during the Covid-19 process. This research is important in terms of detecting FSS students with low spiritual intelligence level and determining the factors that cause it.

Due to this importance of the subject, the aim of the research is to examine the spiritual intelligence levels of the students of the faculty of sports sciences according to some variables during the Covid-19 pandemic period.

## II. Materials and Methods

### Research Model

The research is a descriptive study in the general survey model. The general survey model is a survey conducted on a group of sample or samples in order to reach a general judgment about the universe with more than one element (Karasar, 2015).

### Research Group

The research group, who studied at İnönü University Faculty of Sport Sciences in the 2020-2021 academic year; physical education and sports teaching, coaching education, sports management, and physical education and sport on disabilities consist of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students.

In these groups, which constitute the universe of the research, a total of 250 students selected from 603 students by simple random sampling method filled out the scale form. After removing the missing or incorrectly filled forms, the forms of 210 students were included in the study.

Demographic characteristics of 210 students who filled out the form completely and without errors are given in Table 1.

Table 1: Demographic Information of Participants

	Variables	N	%
<b>Gender</b>	Male	142	67.6
	Female	68	32.4
<b>Age</b>	19-21 years	71	33.8
	22-24 years	105	50
	25-27 years	21	10
	28 years and older	13	6.2
<b>Department</b>	Physical Education and Sports Teaching	63	30
	Coaching Training	66	31.4
	Sports Management	56	26.7
	Physical Education and Sport on Disabilities	25	11.9
<b>Grade</b>	2nd grade	64	30.5
	3rd grade	55	26.2
	4th grade	91	43.3
<b>State of doing sports</b>	Yes	150	71.4
	No	60	28.6

### Data Collection Tool

In the research, the "Spiritual Intelligence Traits Scale" developed by Karadeniz and Aydin (2016) consisting of 5 factors and 23 positive and 3 negative items was used. The scale includes the ability to understand the spiritual dimension of life, metaphysical awareness, entering a state of high consciousness and awareness, awareness, and production of personal meaning.

Negative items in the scale are scored in reverse. While the highest score that can be obtained from the scale is 130, the lowest score is 26.

In addition, the literature was reviewed and the demographic information used in research on spiritual intelligence was examined, and demographic information was created and presented to the expert opinion. After receiving expert opinion, necessary arrangements were made and a Personal Information Form was created by the researchers.

## III. Data Analysis

Data analysis was done with SPSS 23 package program. The demographic information obtained from the students, the number of people (N) and their percentages (%) are presented in tables. Since the Skewness and

Kurtosis values were in the range of  $-1.5/+1.5$ , Independent-Samples T Test and One Way Anova were used as parametric tests (Tabachnick et al. 2007). The LSD test, one of the Post-Hoc tests, was used to determine between which groups the difference was between the groups with significant differences. The significance level was taken as  $\alpha=0.05$ .

#### IV. Results

The findings obtained by examining, evaluating and classifying scientific articles, proceedings papers and postgraduate thesis on badminton were presented in tables below.

Table 2: T-Test Results of Students' Spiritual Intelligence Levels by Gender

Sub-dimensions	Gender	N	$\bar{X}$	Sd.	t	p
The ability to understand the spiritual dimension of life	Male	142	3.34	0.763	-0.389	0.698
	Female	68	3.38	0.786		
Metaphysical awareness	Male	142	3.43	0.821	-1.09	0.274
	Female	68	3.57	0.865		
Entering higher states of consciousness and awareness	Male	142	3.43	0.740	-0.922	0.357
	Female	68	3.53	0.752		
Awareness	Male	142	3.72	0.761	-0.303	0.763
	Female	68	3.76	0.854		
Production of personal meaning	Male	142	3.33	0.841	0.382	0.703
	Female	68	3.28	0.809		

According to Table 2, students' ability to understand gender and the spiritual dimension of life ( $p=0.698$ ), metaphysical awareness ( $p=0.274$ ), entering a state of high consciousness and awareness ( $p=0.357$ ), awareness ( $p=0.763$ ) and personal meaning production ( $p=0.703$ ) there is no significant difference in sub-dimensions. According to this, there is no statistical difference between the gender of the students and their level of spiritual intelligence.

Table 3: Anova Test Results of Students' Spiritual Intelligence Levels by Age

Sub-dimensions	Age	N	$\bar{X}$	Sd.	f	p
The ability to understand the spiritual dimension of life	19-21 years	71	3.40	0.842	0.20	0.897
	22-24 years	105	3.33	0.733		
	25-27 years	21	3.37	0.760		
	28 years and older	13	3.24	0.711		
	Total	210	3.35	0.769		
Metaphysical awareness	19-21 years	71	3.58	0.853	0.86	0.460
	22-24 years	105	3.39	0.835		
	25-27 years	21	3.50	0.738		
	28 years and older	13	3.59	0.911		
	Total	210	3.48	0.836		
Entering higher states of consciousness and awareness	19-21 years	71	3.55	0.732	0.47	0.700
	22-24 years	105	3.42	0.753		
	25-27 years	21	3.44	0.697		
	28 years and older	13	3.42	0.842		
	Total	210	3.47	0.744		
Awareness	19-21 years	71	3.84	0.807	0.68	0.565
	22-24 years	105	3.67	0.765		
	25-27 years	21	3.74	0.747		
	28 years and older	13	3.70	0.985		
	Total	210	3.73	0.790		
Production of personal meaning	19-21 years	71	3.37	0.845	0.62	0.604
	22-24 years	105	3.26	0.796		
	25-27 years	21	3.29	0.967		
	28 years and older	13	3.54	0.811		
	Total	210	3.32	.829		

In Table 3, according to the age variable of the students' spiritual intelligence levels; the ability to understand the spiritual dimension of life ( $p=0.897$ ), metaphysical awareness ( $p=0.460$ ), entering states of higher consciousness and awareness ( $p=0.700$ ), awareness ( $p=0.565$ ), and personal meaning production ( $p=0.604$ ). no statistically considerable difference was observed.

Table 4: Anova Test Results of Students' Spiritual Intelligence Levels According to Departments

Sub-dimensions	Department	N	$\bar{X}$	Sd.	f	p
The ability to understand the spiritual dimension of life	Physical Education and Sports teaching	63	3.18	0.745	2.50	0.061
	Coaching Training	66	3.36	0.699		
	Sports Management	56	3.56	0.766		
	Physical Education and Sport on Disabilities	25	3.30	0.929		
	Total	210	3.35	0.769		
Metaphysical awareness	Physical Education and Sports teaching	63	3.47	0.850	1.37	0.253
	Coaching Training	66	3.37	0.866		
	Sports Management	56	3.66	0.708		
	Physical Education and Sport on Disabilities	25	3.37	0.958		
	Total	210	3.48	0.836		
Entering higher states of consciousness and awareness	Physical Education and Sports teaching	63	3.59	0.710	2.57	0.055
	Coaching Training	66	3.32	0.718		
	Sports Management	56	3.26	0.712		
	Physical Education and Sport on Disabilities	25	3.47	0.882		
	Total	210	3.47	0.744		
Awareness	Physical Education and Sports teaching	63	3.80	0.835	1.21	0.308
	Coaching Training	66	3.67	0.784		
	Sports Management	56	3.82	0.626		
	Physical Education and Sport on Disabilities	25	3.51	0.990		
	Total	210	3.73	0.790		
Production of personal meaning	Physical Education and Sports teaching	63	3.40	0.796	0.82	0.486
	Coaching Training	66	3.22	0.750		
	Sports Management	56	3.39	0.911		
	Physical Education and Sport on Disabilities	25	3.20	0.927		
	Total	210	3.32	0.829		

In Table 4, according to the department variable of the students' spiritual intelligence levels; ability to understand the spiritual dimension of life ( $p=0.061$ ), metaphysical awareness ( $p=0.253$ ), entering higher consciousness and awareness states ( $p=0.055$ ), awareness ( $p=0.308$ ) and personal meaning production ( $p=0.486$ ) sub-dimensions no significant difference was observed.

Table 5: Anova Test Results of Students' Spiritual Intelligence Levels by Class Variable

Sub-dimensions	Grade	N	$\bar{X}$	Sd.	f	p	Difference	d
The ability to understand the spiritual dimension of life	2nd grade	64	3.34	0.831	0.49	0.611	-	
	3rd grade	55	3.28	0.691				

	4th grade	91	3.41	0.772				
	Total	210	3.35	0.769				
Metaphysical awareness	2nd grade	64	3.60	0.761	1.09	0.339	-	
	3rd grade	55	3.46	0.786				
	4th grade	91	3.40	0.911				
	Total	210	3.48	0.836				
Entering higher states of consciousness and awareness	2nd grade	64	3.67	0.714	3.57	<b>0.030*</b>	2nd > 3rd grade 2nd > 4th grade	0.033
	3rd grade	55	3.37	0.703				
	4th grade	91	3.38	0.767				
	Total	210	3.47	0.744				
Awareness	2nd grade	64	3.79	0.763	0.87	0.416	-	
	3rd grade	55	3.61	0.824				
	4th grade	91	3.77	0.790				
	Total	210	3.73	0.790				
Production of personal meaning	2nd grade	64	3.20	0.696	1.03	0.360	-	
	3rd grade	55	3.42	0.806				
	4th grade	91	3.33	0.923				
	Total	210	3.32	0.829				

In Table 5, according to the class variable of the students' spiritual intelligence levels; There was no significant difference in the sub-dimensions of the ability to understand the spiritual dimension of life ( $p=0.061$ ), metaphysical awareness ( $p=0.253$ ), awareness ( $p=0.308$ ) and personal meaning production ( $p=0.486$ ). A significant difference was found in the sub-dimension of entering high consciousness and awareness states ( $p<.05$ ). This significant difference reveals a small effect ( $d=0.033$ ).

In the sub-dimension of entering high consciousness and awareness, it is seen that the 2nd grade average ( $\bar{X}=3.67$ ) is higher than the 3rd grade ( $\bar{X}=3.37$ ) and 4th grade average ( $\bar{X}=3.38$ ) and reveals a noteworthy difference in favor of the 2nd graders.

Table 6: T-Test Results of Students' Spiritual Intelligence Levels According to Their Sports Doing Status

Sub-dimensions	Status of Doing Sport	N	$\bar{X}$	Sd.	t	p	d
The ability to understand the spiritual dimension of life	Yes	150	3.40	0.738	1.30	0.194	
	No	60	3.24	0.837			
Metaphysical awareness	Yes	150	3.54	0.830	1.65	0.100	
	No	60	3.33	0.838			
Entering higher states of consciousness and awareness	Yes	150	3.53	0.719	2.12	<b>0.035*</b>	0.319
	No	60	3.29	0.783			
Awareness	Yes	150	3.78	0.783	1.45	0.146	
	No	60	3.61	0.801			
Production of personal meaning	Yes	150	3.25	0.866	-	0.057	
	No	60	3.49	0.706			

In Table 6, according to the sports doing status variable of the students' spiritual intelligence levels; There was no significant difference in the sub-dimensions of the ability to understand the spiritual dimension of life ( $p=0.194$ ), metaphysical awareness ( $p=0.100$ ), awareness ( $p=0.146$ ) and personal meaning production ( $p=0.057$ ). Difference was found in the sub-dimension of entering high consciousness and awareness states ( $p<.05$ ). This difference reveals a small effect ( $d=0.319$ ).

In the sub-dimension of entering a state of high consciousness and awareness, it is seen that the average of the students who say yes to the situation of doing sports ( $\bar{X}=3.53$ ) is higher than the average of those who say no to the situation of doing sports ( $\bar{X}=3.29$ ), and it reveals a significant difference in favor of those who say yes to the situation of doing sports.

## **V. Discussion**

## **and**

## **Conclusion**

Spiritual intelligence is a type of intelligence that enables an individual to better understand himself/herself and the world he/she lives in, to question his/her ideas about existence and the meaning of life, to overcome the problems and spiritual difficulties he/she encounters in daily life. In addition to these, spiritual intelligence makes the person feel better by making him/her understand the values he/she has. The Covid-19 pandemic requires FSS students to find practical solutions to the problems they face and to be individuals who can turn them into opportunities. It is important for FSS students to have spiritual intelligence skills in order to do this. Because the concept of spiritual intelligence becomes more meaningful and more critical for FSS students, considering the difficult conditions such as fear of contracting the Covid-19 disease, long-term closures, efforts to continue education, remote delivery of practice-based education, and family pressure. Based on this idea, the psychological intelligence levels of FSS students were examined in terms of some variables during the Covid-19 pandemic period.

There was no significant difference between the psychological intelligence levels of the students according to the gender variable. Similarly, Turan et al. (2020), Erciyes University examined the psychological intelligence levels of FSS students and did not find a difference in the gender variable. Çat (2014) did not find a major difference between gender and spiritual intelligence of emergency aid, rescue and response workers in inpatient study. In parallel with the results of the research, Yurttaş (2018), did not find a statistically difference between the variables of spiritual intelligence and gender. Unlike this result, Seyfi and Köse (2016) found a significant difference in the sub-dimension of conscious state expansion for gender in their research on academics. Uslu (2008) found in his study that the mean score of female students was higher than that of male students. It can be said that the lack of a significant difference between the spiritual intelligence levels of male and female students stems from the fact that their education levels are at the same level.

There was no remarkable difference between the psychological intelligence levels of the students according to the age variable. Parallel to this, Söylemez (2016) concluded that there was no striking difference in the age variable in his/her study on students studying and graduated from different universities. Yang and Mao (2007) and Heydari et al. (2017) found that there was no difference in the age variable in their study on nurses. However, Turan et al. (2020) found that there was a significant difference in the sub-dimension of higher consciousness. Yurttaş, E. (2018) found a statistically noticeable difference between spiritual intelligence and age in study on managers. The reason why no noteworthy difference was found between spiritual intelligence and age is that FSS students have been involved in a sport as an amateur or professional for many years, and sport's quality of life for the individual (Önal et al., 2017), self-control, self-discipline, good morals. (Yıldırım et al., 2006).

It was determined that there was no striking difference between the students' spiritual intelligence levels according to the departments. There are a limited number of studies in the literature examining the psychological intelligence levels of FSS students according to their departments. Contrary to the results of the study, Turan et al. (2020) found statistically significant results in the sub-dimension of Understanding the Spiritual Dimension of Life.

While a significant distinction was found in the sub-dimension of Entering Higher Consciousness and Awareness, there was no variability in the sub-dimensions of Understanding the Spiritual Dimension of Life, Metaphysical Awareness, Awareness, and Personal Meaning Production. Unlike the research results, Durmuş et al. (2018), Turan et al. (2020) found that there was no statistically significant difference between the classes. According to this result, 2nd grade students scored higher than 3rd and 4th grade students in the sub-dimension of Entering Higher Consciousness and Awareness, and created a significant difference in their spiritual intelligence values.

While a major difference was found in the sub-dimension of Entering Higher Consciousness and Awareness, there was no difference in the sub-dimensions of Understanding the Spiritual Dimension of Life, Metaphysical Awareness, Awareness, and Personal Meaning Production. In parallel with the results of the research, Turan et al. (2020) found a key difference in the sub-dimensions of Understanding the Spiritual Dimension of Life, High Consciousness and Awareness, and Metaphysical Awareness. According to this result, it can be said that the students who do sports enter a higher state of consciousness and awareness than those who do not do sports.

As a result; It has been understood that there is no significant difference between the spiritual intelligence levels of the students of the faculty of sports sciences during the Covid-19 pandemic period, but the students who do sports enter a higher state of consciousness and awareness.

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