EMOTIONAL INTELLIGENCE AND EMOTIONAL EXPRESSION AS PREDICTORS OF DEPRESSION IN UNIVERSITY STUDENTS

Seda ARIĞ
Res. Asst., Biruni University, Department of Guidance and Psychological Counseling, İstanbul
ORDCID: https://orcid.org/0000-0002-7919-5175
sarig@biruni.edu.tr

Mehmet Engin DENİZ
Prof.Dr., Yildiz Teknik University, Department of Guidance and Psychological Counseling, İstanbul
ORCID: https://orcid.org/0000-0002-7930-3121
edeniz@yildiz.edu.tr

Abstract

In this study, the degree of predicting depression of university students' emotional intelligence and emotional expression was investigated. For this purpose, the sub-dimensions of the research, the differentiation of depression level according to some demographic variables and the relationship between depression level and emotional intelligence and emotional expression were also examined. The participants of the study were 370 students who studying at Biruni University. To the participants, prepared by the researcher; Personal Information Form; including gender, number of siblings, parental status or separation, faculty and grade level was applied. In addition, Beck Depression Scale (Hisli, 1988), Emotional Intelligence Feature Scale (TEIQue-SF) Short Form (Deniz et al., 2013) and Emotional Expression Questionnaire (Kuzucu, 2006) were applied. In the study, no significant difference was found between depression and the demographic variables of the study. In the results related to depression and emotional intelligence; emotional intelligence and depression of students were negatively related. Accordingly, as students' emotional intelligence increases, their depression levels decrease. In addition, it was found that students' emotional intelligence significantly predicted their depression levels. According to this result, it may be possible to estimate the depression levels by looking at the emotional intelligence levels of the students. In the results related to depression and emotional expression, positive emotional expression and proximity expression were found to be negatively related to depression. In addition, there is a positive relationship between negative emotion expression and depression. Accordingly, as the students' proximity expression and positive emotional expression increase, their depression levels decrease and as negative emotional expression increase, their depression levels increase. At the same time, it was determined that students' emotional expression significantly predicted depression. Accordingly, it may be possible to predict depression levels by looking at students emotional expression.

Keywords: Depression, emotion, emotional intelligence, emotional expression

INTRODUCTION

Major depressive disorder (major depression, MD) affecting approximately 350 million people or, in other words, approximately 5% of the world population, is reported as the second major problem that also lowers the quality of life and leads to a decrease in performance (Ergüler, 2017). As reported in a study, close to 54% of mental health-related cases are directed to psychiatry due to conditions that are directly related to depression (Durisko, Mulsant and Andrews, 2015). However, in the same study, the genetic dimension of depression is also mentioned and it is emphasized that inter-generational genetic transfer of this disorder can reach up to 37%. As can be understood from these rates, depression is a condition that negatively affects human life and should be taken into consideration.

The negative effects of depression in a research; In the field of affect, it has been stated as depression, indifference, unwillingness, lack of pleasure, slowness in behavior, pessimism, worthlessness, guilt, regret thoughts, disruption in psycho-physiological functions such as sleep, appetite (Küey 1998; Akt. Kaya & Kaya, 2007). It is possible to say that these effects will decrease the efficiency of the person in daily life considerably.

In another study, the effects of depression on students were mentioned, and it was stated that the disorder negatively affected students' motivation, concentration, self-perception and emotional states (Sokratous et al., 2013). In their research, Deniz and Sümer (2010) emphasized that depression

significantly affects their learning, study attitudes and habits, reduces their cognitive performance and affects their self-acceptance levels. In another study, the negative effects of depression on students are stated as alcohol or drug use, non-community behavior, decreased ability, absenteeism, motivation disorder and decreased success (Cai, 2000). As the negative effects of discomfort in daily life are quite high, the negative effects of students on their academic lives as an undeniable reality related to this ailment when considering the effects such as decrease in motivation and decrease in concentration.

When we investigate the studies of depression, the ages in which the diagnosis of the disease is seen most frequently appear as the interval between 15 and 29 (Richards, 2011). It is stated that the prevalence in Turkish society is close to 20%, women are at a significantly higher risk than men, and depression is among the most common psychiatric diagnoses in university students (Özdel, Bostancı, Özdel, & Oğuzhanoğlu, 2002). As will be understood, it is very important to take precautions against the disease in late adolescence and emerging adulthood and to conduct the necessary scientific studies on the treatment of the disease.

Scientific evidence shows that depression has increased noticeably since the 1950s (Williams and Neighbors 2007). Kaya (2007) also emphasized the necessity of understanding the causes of depression, which has important negative and permanent effects, in his study examining the depression socially and culturally. Again, in this study, it is emphasized which factors facilitate the emergence of depression or have a protective effect, and this issue is of interest. In the light of these studies, when the publications made in order to prevent the spread of depression in recent years are examined, some of the variables studied with this ailment are anxiety (Bozkurt, 2004), stress (Çeliksular, 2018), motivation (Demirci, Acar and Erdoğan, 2017), empathy (Kışlak and Göztepe, 2017), anger (Şahin, Batıgün & Koç, 2011), physical activity (Yıldırım et al., 2016), internet use (Odacı and Cikrikci, 2017) and emotional intelligence.

We investigated the researches conducted on depression and emotional intelligence abroad, studies examining emotional intelligence and depression are encountered. For example, in one of their studies, Lombas, Albo and Salas (2014) included emotional intelligence, stress and depression variables. Its participants consisted of 661 high school students with an average age of 14 from 5 schools in Spain. Emotional intelligence, depression and perceived stress scales were applied to the participants. In this study, 323 participants consisting of the students of Sultan Qaboos University were reached as a sample group in this study, which was conducted in the Sultanate of Oman and where emotional intelligence, depression and psychological cohesion were investigated. Emotional intelligence, depression and psychological adjustment scales were applied to the participants. The findings obtained from the study showed that emotional intelligence is positively associated with psychological adjustment and negatively related to depression (Sulaiman, 2013).

When we investigated the national researches on depression and emotional intelligence, it is seen that there are few studies on this subject. In the thesis study of Gürdere (2015), which is one of the studies that directly deal with depression and emotional intelligence, the level of emotional intelligence and styles of coping with stress, anxiety and depression symptoms were investigated in university students. The sample of the study consisted of 300 university students aged between 17-35. In the findings of the study, it was found that emotional intelligence had a negative relationship with depression. In this case, we can say that emotional intelligence has an important role on depression.

When the literature is examined, it is possible to find a small number of studies in national studies where depression and emotional intelligence are investigate together, while depression and emotional expression. However, there is a study examining the relationship between depression and expressed emotion, and a psycho-education program on expressed emotion was applied to the participants. As a result of this study, it was determined that the expressed emotion program reduced the level of depression (Çutuk, 2017). In the foreign literature, there are studies in which depression was studied together with emotional expression. Kuzucu (2011) stated that there are studies in his study that adapted the Emotional Expression Scale to determine that the instability experienced in emotional

expression is related to depression (Collins and Miller, 1994; Katz and Campbell, 1994). The sources in the foreign literature indicate that emotional expression is related to depression and that depression has an effect on emotional expression, which indicates that these studies should also be conducted domestically.

Statement of the Problem

In addition to concentrating on the treatment of depression, it is necessary to focus on prevention, taking into account that genetic transfer among generations can be up to 37%, and its negative effects on society and people. Accordingly, it will be very important to conduct studies investigating the factors of depression and the measures that can be taken against these factors. At the same time, considering the negative effects of depression on people between the ages of 15-29 and the negative effects of depression on students, this study was conducted to demonstrate to what extent depression was explained by emotional intelligence and emotional expression in university students. In the study, besides researching the factors that enable university students to cope with depression, measures to be taken to prevent depression were also revealed. Bunun için depresyonun yordayıcısı olarak duygusal zeka ve duyguları ifade etme kavramları çalışılmıştır. For this reason, emotional intelligence and emotional expression have been examined as predictors of depression. Given the scarcity of resources in the relevant literature, this study is thought to contribute significantly to the literature.

Basic Research Questions

1. Do the depression levels of university students differ significantly based on their variables of gender, parental separation, number of siblings, faculty and grade levels they study?
2. Is there a significant relationship between university students' sociability, emotionality, selfcontrol, well-being which are the sub-dimensions of emotional intelligence, emotional intelligence total scores and depression values?
3. Is there a significant relationship between positive emotional expression, negative emotional expression and affinity expression levels which are the sub-dimensions of emotional expression, total emotional expression scores and depression levels of university students?
4. Do university students' emotional expression and emotional intelligence levels significantly predict their depression levels?

METHODS

Design of the Study

The model of the study was determined as a quantitative study model, which is a descriptive study model in order to examine the power of emotional intelligence and emotional expression in university students to predict depression. T-test and ANOVA analyzes were used to examine the degree of differentiation of participants' depression levels according to demographic variables. Correlation analysis was used to examine the relationship between depression and emotional intelligence and emotional expression. Regression analysis was conducted to determine to what extent university students' emotional expressions and emotional intelligence predict depression levels.

Participants

The universe of the research was determined as all students studying at the university. The sample was formed through easy sampling, with 382 students studying at Biruni University in the 2018-2019 academic year. The study was carried out with students enrolled in different faculties at every grade level in terms of diversity of participants. When the gender distribution of the research participants is analyzed, it is seen that 258 (67.4%) are women and 124 (32.4%) are men. Other demographic information of the participants is given in Table 1.

Instruments

In the study, **Personal Information Form** was used which prepared by the researcher and containing the participants' gender, age, number of siblings, parental leave status, class level and the faculty information they studied.

Beck Depression Inventory (BDI), which was developed by Beck (1961; act. Hisli 1988) and aimed to measure the risk of a person's depression, its predisposition and rate change related to depressive symptoms, was used. The scale consists of 21 items with 21 depressive symptoms. The first item is related to the mood. The second item is pessimism and other items, respectively, failure, guilt, punishment, insatiability, self-hate, self-blame, desire to self-punishment, crying spells, irritability, social introversion, indecisiveness, physical image, inhibition of operability, sleep disorders, fatigue is related to decreased appetite, weight loss, somatic complaints. The last item is associated with loss of sex drive. Each item in the scale is rated with 0 to 3 points. The highest score in the inventory was determined to be 63. The higher the score from the inventory, the higher the depression level of the person.

Emotional Intelligence Feature Scale – Short Form (DZÖÖ-KF), which was developed by Petrides and Furnham (2001) in order to measure emotional intelligence and measures the level of self-observation related to the person's emotional abilities and skills, and adapted in Turkish by Deniz et al. (2013) . The scale is a 7-point Likert-type data collection tool designed to measure the total emotional intelligence feature, composed of a total of 30 items (1: Absolutely not agree, 7: Absolutely agree). The sub-dimensions of the scale consisted of the titles "Self control" "Emotionality" and "well-being", "Sociability". The sub-dimensions of the scale are identified as being neurotic personality trait with openness to experience, soft-headedness, extraversion and responsibility personality traits, and negatively significant relationship with positive correlation for total score, selfcontrol, emotionality and sociability (Petrides et al., 2010). . Cronbach Alpha coefficients in the studies show a value between .59-.75 for self-control, .66-.69 for emotionality, .74-.80 for well-being, .60-.69 for sociability, and .87-.90 for total VESQ. The high scores obtained from the scale suggest that the emotional intelligence feature is also high.

Finally, the **Emotional Expression Scale (DIS)**, which was developed by King and Emmons (1990), which was adapted to Turkish by Kuzucu (2006) and which use purpose was to measure the level of emotional expressions was used. The scale, which consists of 16 items, has three different sub-dimensions. These; As a tendency to express positive, negative and intimate emotions, it was determined as "positive emotion expression", "negative emotion expression" and "affinity expression". The scale is a 7-point Likert-type scale. The rating is from 1 (Strongly disagree) to 7 (Strongly agree). Items scored inverted in the scale are items 6 and 14. The scale is applied to measure emotional expressions in interpersonal relationships as well as emotional expressions independent of interpersonal relationships. In exploratory factor analysis, it was observed that the items differed from the original scale. Accordingly, the original scale 6. 7. 8. 1 and 12. While described with substances proximity factor, scale the adaptation Turkey 1. 3. 6. 7. 8, and 16 is illustrated by the proximity factor. Similarly, in the original scale, 3. 4. 9. 11. 13. 15. 16. items were explained with a positive emotion factor, while in the adaptation of the scale, 4. 9. 11.13. Articles 15 and 15 are explained with positive emotion. The items of the only negative emotion factor are the same as the items of the original scale.

Data Analysis

In this research, "IBM SPSS Statistics 24.0" program was used to analyze the data and analysis methods were determined for each sub-group. ANOVA and t-test analyzes were used to examine whether depression differs according to demographic variables. Pearson Moments Product Correlation Analysis was carried out to determine the relationship between students' depression scores, emotional intelligence scores and emotional expression scores. In addition, Multivariate Regression Analysis was

applied to determine the degree of emotional intelligence and emotional expression predicting depression.

RESULTS

In the study, it was found that the depression levels of university students did not show a statistically significant difference according to the demographic variables in the personal information form of the study. The results found according to other hypotheses are as follows;

Table 1. Depression and Emotional Intelligence Relations' Mean Points and Standard Deviation Results

Variables	Depression		
	n	Mean	Std.Dev.
Depression	370	16.0	9.10
Emotional Intelligence	381	18.27	4.57
Well-being	380	19.68	4.38
Self-control	381	15.91	4.80
Emotionality	381	18.85	4.20
Sociability	381	19.48	4.69

Table 2. Related to Depression Levels and Emotional Intelligence Relationship' Pearson Moments Product Correlation Coefficient Analysis Results

Variables	Depression	
	r	p
Emotional Intelligence	-.532	.000**
Well-being	-.589	.000**
Self-control	-.483	.000**
Emotionality	-.223	.000**
Sociability	-.247	.000**

**p<.01

According to Table 2, it is seen that there is a statistically negative relationship between the depression levels of the university students and the total scores of emotional intelligence (r = -. 532, p <.01) and the scores they received from the sub-dimensions of emotional intelligence. Accordingly, high emotional intelligence of university students provides low depression levels.

Table 3. Averages and Standard Deviation Results for the Relationship between Depression and Emotional Expression

Variables	Depression		
	n	Mean	Std.Dev.
Depression	370	16.0	9.10
Emotional Expression	370	75.52	11.11
Positive Emotion Expression	370	32.96	6.28
Negative Emotion Expression	370	18.54	3.93
Affinity Expression	370	24.06	4.45

TIJSEG

Turkish International Journal of Special Education and Guidance & Counseling   2020, volume 9, issue 2

Table 4. Related to Depression Levels and Emotional Expression Relationship' Pearson Moments Product Correlation Coefficient Analysis Results

Variables	Depression	
	r	p
Emotional Expression	-.089	.043
Positive Emotion Expression	-.091	.041
Negative Emotion Expression	.098	.030
Affinity Expression	-.184	.000

p<.05

According to Table 4, between the the depression levels of university students, total scores of emotional expression (r = -. 089, p <.05) and positive emotion expression and affinity expression(r = -. 184, p <.05) which are the sub-dimensions of emotional expression (r = .-. 091, p <.05) relationship investigated that was determined that there was a statistically negative relationship. In addition, a statistically significant positive relationship was found between the negative expression levels, which are the sub-dimension of emotional expression, and depression levels (r = .098, p <.05). Accordingly, as the depression levels of university students increase, negative emotional expressions increase, positive emotional expressions and proximity expressions decrease.

Table 5. Regression Analysis Results on Depression Level Prediction of Emotional Intelligence and Depression Level Prediction of Expressing Emotions

	B	T	p	R2	F	p
Regression Coefficient	43.499	20.502	.000			
Emotional Intelligence Well-being Self-control Emotionality	-.401 -.848 -.467 .017	-3.434 -8.188 -5.302 .176	.001 .000 .000 .860			
				.446	57.54	.000
Sociability	.189	2.033	.043			
Positive Emotion Expression	-.624	-2.264	.024			
Negative Emotion Expression	-.088	-.390	.697			
Affinity Expression	-.881	-2.991	.003			
Emotional Expression	.519	2.076	.039			

p<.05

According to Table 5, emotional intelligence levels, well-being levels levels which is subdimension of emotional, self-control levels levels which is sub-dimension of emotional and sociability levels which is sub-dimension of emotional intelligence predict depression levels of university students statistically significantly (p<.05). In addition, emotional expresion levels, positive emotional expression levels which is sub-dimension of emotional expressions and affinity expression levels which is subdimension of emotional expressions predict depression levels of university students statistically significantly (p<.05). However, the level of negative expression, which is the sub-dimension of expressing emotions, and the level of emotional intelligence, which is the sub-dimension of emotional intelligence, are not significant predictors of depression (p>.05). This finding shows that an estimation

of depression levels can be made by looking at the emotional intelligence levels and emotional expression levels of university students.

DISCUSSION AND CONCLUSION

In this study, the results of whether there is a significant relationship between university students' the emotional intelligence, sociability, emotionality, self-control, well-being levels and depression levels was investigated. Accordingly, it has been concluded that there is a negative relationship between university students' sociability, emotionality, self-control, well-being, emotional intelligence levels and depression levels. When the literatüre is examined, it is seen that there are similar studies with this subject. Fernandez-Berrocal et al. (2006) examined the relationship between emotional intelligence and depression in their work. According to the findings of this study, the level of emotional intelligence has a negative relationship with the level of depression. In the doctoral dissertation by Özçelik (2007), families of martyrs formed the universe of the research and emotional intelligence education program was applied to these families. At the end of this program, changes in the depression levels of families were examined. As a result of the research, it was found that increasing the emotional intelligence levels of the families significantly decreased their depression levels. Batool and Khalid (2009) examined the possibility of emotional intelligence to predict depression in their studies. As a result, they found a negative relationship between total emotional intelligence score and depression. Salguero et al. (2012) investigated whether the relationship between emotional intelligence skills and depression varies according to gender. According to the results of this study, it was found that while depression level was high in men with low emotional intelligence level, there was no relationship between these two variables in women. In his master thesis study, Gökdağlı (2014) examined the relationship between emotional intelligence levels of university students and their depression states. According to the results of the research, it was determined that the levels of depression decreased with the increase of emotional intelligence levels of the participants. In his master thesis, Gürdere (2015) examined the relationship between emotional intelligence level of university students and depression symptoms. At the end of the research, it was revealed that individuals with high level of emotional intelligence showed depression symptoms less and individuals with lower level of emotional intelligence showed symptoms of depression more. In her master thesis study with university students, Uzuner (2018) examined the relationship between emotional intelligence and depression among university students. According to the results of the research, it was determined that the level of depression decreases as the students' emotional intelligence level increases. In another study, Stough et al. (2018) showed that depression level decreased with increasing emotional intelligence level. The results of the other research that have been viewed are similar to those obtained in this research. When the literature is examined, no research was found whose results differ from the results of this study.

In the research, whether there is a significant relationship between the positive expression, negative expression, affinity expression levels, total emotion expression scores, which are the subdimensions of expressing emotions of university students, and depression levels. As a result, it was determined that the levels of positive emotion expression and proximity expression, which are the subdimensions of the students' expressing their emotions, have an inverted relationship with the levels of depression. Accordingly this when the level of depression increases, positive emotional expressions and affinity expressions decrease. It was determined that the negative emotional expression levels and depression levels of the students were related in the same direction, as the higher the negative emotional expressions as the higher the depression levels. When the literature is examined, there is no one-to-one study on this subject in the national literature but similar studies are available. Tükçapar et al. (2004) examined the relationship between depression and anger in patients with antisocial personality disorder, and found that as the level of depression of patients increased, their introverted anger and extroverted anger scores also increased. However, in his thesis study, Cömert (2004) examined the anger states of depressed patients and people who were not depressed and found that patients in the depression group were more angry than the control group. But despite this he has found that patients'

negative emotional expressions were less than the control group. Accordingly, the result of this study which is the people who are depressed express their anger less is different from our study result that as the level of depression increases the negative emotional expression increases as well. In studies conducted abroad, studies investigating the relationship between emotional expression and depression were found. In their study, Uchida and Yamasaki (2008) examined the mediating role of social support in women in the relationship between emotional expression and coping with depression. According to the findings, it was determined that positive relationship between the women's depression score and during situational coping score which is sub-dimension of emotional expression and quitting score which is sub-dimension of emotional expression. According to this, it can be said that as the depression levels of individuals increase, their ability to cope with their emotions and to manage their emotional expression decreases accordingly. In their meta-analysis study by Bylsma, Morris and Rottenberg (2008), they examined how Major Depressive Disorder changed emotional reactivity. As a result of the study, according to the analysis of the findings of 19 laboratory studies comparing the emotional reactivity of depressed individuals and healthy individuals, it was found that depression reduced emotional reactivity against both positive and negative stimuli, and further reduced responses to positive stimuli. The results were found to be similar when analyzed separately for self-reported experience, expressive behavior and environmental physiology, which are the 3 main emotion response systems. Accordingly, it can be said that patients who are depressed are more susceptible to negative emotional expressions than positive emotional expressions. The results of other studies mentioned and the result of this research that depression increases the negative emotional expressions and decreases the positive emotional expressions are similar to each other.

In this study, finally, it was investigated that the degree of emotional intelligence levels and emotional expression levels of university students to significantly predict depression levels. For this reason, it was examined that whether the total emotional intelligence scores of university students and the sub-dimensions of emotional intelligence predicted by sociality, emotionality, self-control and well-being levels predicted depression levels. As a result, it was concluded that the students' total emotional intelligence levels and sub-dimensions of emotional intelligence, which are sociability, selfcontrol and well-being levels can significantly predict depression levels. However, students' scores from emotionality, which is the sub-dimension of emotional intelligence, do not predict depression levels significantly. Accordingly, it can be said that it is possible to estimate depression levels by looking at the emotional intelligence levels of the students. When the studies on the subject in the literature are examined, it is seen that the results are similar to this. Extremera et al. (2006) confirmed in their study that if view emotional intelligence levels of university students can predict their depression levels. In their study, Downey et al. (2008) examined the relationship between the two in order to show the importance of emotional intelligence for depression disorder. As a result of the research, they determined that the level of depression can be predicted by looking at the emotional intelligence level of the person and that emotional intelligence skills can be accepted as an important data in the diagnosis of depression disorderBatool and Khalid (2009) investigated the possibility of emotional intelligence to predict depression. As a result of the research, it was determined that the level of depression decreased with the increase of emotional intelligence score and emotional intelligence could predict depression. Accordingly, it can be said that individuals with low emotional intelligence skills have a higher risk of depression. Lloyd et al. (2012) investigated the possibility of emotional intelligence to predict depression by focusing on strategies to predict depression in the elderly. According to the results of the research, it was found that increasing the total emotional intelligence score was beneficial for depression. Yıldız (2016) investigated the level of emotional intelligence in predicting depressive symptoms, and found that elevated emotional intelligence decreased depressive symptoms. In their study, Kousha, Bagheri and Heydarzadeh (2018) showed that high emotional intelligence can predict low depression among candidate doctors. Accordingly, it can be said that candidates with high emotional intelligence are less at risk of getting depression. The results obtained in this study are similar to each other in the literature.

As a result of this research, it was determined that positive emotional expression and affinity expression, which are the sub-dimensions of emotional expression among university students, can significantly predict depression levels. In this result positive emotional expression and affinity expression explain the level of depression. In addition, it was concluded that total emotional expression of students can significantly predict their depression levels and emotional expression in university students explains their depression levels. When the literature is examined, similar to this subject, the work done in the country is not much. The aim of Motan and Gençöz's (2007) studies is to investigate the relationship between alexithymia (insufficiency in defining and explaining feelings) with depression. According to the findings of the study, only depression complaints were associated with an increase in the "Difficulty in Emotion Communication" dimension of alexithymia. In addition, as a result of the increase in complaints of anxiety, an increase in "Difficulty in Recognizing and Identifying Emotions" dimension and a decrease in "Difficulty in Emotion Communication" dimension were detected. Accordingly, it can be said that the difficulties individuals experience in emotional communication will cause an increase in symptoms of depression. This result is similar this reserch result that decreased emotional expression cause of increases the level of depression. Accordingly, the decrease in affinity expression and positive emotional expression may provide for the prediction of depression level. The aim of Çutuk (2017) 's research is to examine the effect of emotional expression psychoeducational program prepared by the researcher on the level of depression, anxiety and stress of adolescents. According to the findings, the program aimed at emotional expression decreased the levels of depression, anxiety and stress of the participants. Accordingly, it can be said that the correct expression of emotions is effective in reducing symptoms of depression, anxiety and stress. The result of this study shows that expressing emotions can predict depression, and this two study results is similar to each other. Accordingly, it can be said that the level of depression can be estimated by looking at the level of expressing emotions.

Suggestions

According to the results of the research, in different studies, doing different researches in which depression, emotional intelligence and expressing emotions are studied together will contribute positively to the literature. Experimental or qualitative studies on the subject are especially important. Group or individual studies aimed at developing emotional intelligence will be effective in preventing depression and reducing the level of depression among university students. For example, for this purpose, psychological counseling with groups activities can be conducted with university students to develop emotional intelligence. Preparing psycho-education programs for university students to support their emotional intelligence sub-dimension sociability skills and to be able to communicate correctly will increase the socialization levels of students while preventing their depression levels from increasing. Psychological counseling studies can be conducted with university students aiming to express their feelings correctly. In this way, these psychological counseling efforts will help them cope with depression and reduce their risk of developing depression. Psycho-education programs to be prepared for university students to increase their positive emotions and affinity expressions will help them to cope with depression and reduce their risk of developing depression.

REFERENCES

Batool, S. S., & Khalid, R. (2009). Low emotional intelligence: A risk factor for depression. *Journal of Pakistan Psychiatric Society, 6*(2), 65-72.

Bozkurt, N. (2004). The relationship between the levels of depression and anxiety in a group of university students and various variables. *Education and Science*, *29*(133), 52-59.

Bylsma, L. M., Morris, B. H., & Rottenberg, J. (2008). A meta-analysis of emotional reactivity in major depressive disorder. *Clinical Psychology Review, 28*(4), 676-691.

Cai, S. (2000). Physical exereise and mental hcallli: A conlent intergrated approach in coping wilh college students. *Anxiety and Depression Plıysical Educator, 57*(2), 69-77.

Collins, A., & Miller, L. C. (1994). Self disclosure and liking: A meta-analytic review. *Psychological Bulletin,* 116, 457-475.

Comert, E. H. (2004). *Investigation of continuous anger and anger expression styles according to anxiety severity in depressive disorders.* (Unpublished Master Thesis). Istanbul University Institute of Social Sciences, İstanbul.

Celiksular, A. (2018). *Relationships between stress, emotional intelligence, work autonomy, security climate, anxiety and depression, and a research.* (Unpublished Master Thesis), Istanbul Arel University, Institute of Social Sciences, İstanbul.

Cutuk, Z. (2017). *The effect of emotional expression psychoeducational program on adolescents' depression, anxiety and stress levels.* (Unpublished Doctoral Thesis). Sakarya University. Institute of Education Sciences. Sakarya.

Demirci, R., Acar, G., & Erdogan, B. S. (2017). Comparison of students' levels of depression and motivation knowledge. *Kilis 7 Aralık Üniversity, 2*(1), 38-45.

Deniz, M. E., Ozer, E., & Isık, E. (2013). Emotional intelligence feature scale – short form: Validity and reliability study. Education and Science, *38*(169).

Deniz, M. E., & Sumer, A. S. (2010). Evaluation of depression, anxiety and stress in university students with different levels of self-understanding. Education and Science, *35*(158).

Downey, L. A., Johnston, P. J., Hansen, K., Schembri, R., Stough, C., Tuckwell, V., & Schweitzer, I. (2008). The relationship between emotional intelligence and depression in a clinical sample. *The European Journal of Psychiatry, 22*(2), 93-98.

Durisko, Z., Mulsant, B. H., & Andrews, P. W. (2015). An adaptationist perspective on the etiology of depression. *Journal of Affective Disorders,* 172, 315-323.

Erguler, H. (2017). *Depression: an assessment of future predictions and prefrontal functions.* (Unpublished Master Thesis). Ankara university. Social Sciences Institute. Ankara.

Extremera, N., & Fernández-Berrocal, P. (2006). Emotional intelligence as predictor of mental, social, and physical health in university students. *The Spanish Journal of Psychology, 9*(1), 45-51.

Fernandez-Berrocal, P., Alcaide, R., Extremera, N., & Pizarro, D., (2006). The role of emotional intelligence in anxiety and depression among adolescents. *Individual Differences Research,* 4(1).

Gokdaglı, N. (2014). *The effects of perceived social support and emotional intelligence on depression: An application on Osmaniye korkut ata university students. (*Unpublished *Master Thesis). T. C. Osmaniye Korkut Ata University. Social Sciences Institute.* Osmaniye

Gurdere, C. (2015). *Examining the relationship between emotional intelligence level and styles of coping with stress, anxiety and depression symptoms in university students. (*Unpublished *Master Thesis). T. C. Ankara university. Social Sciences Institute. Ankara*

Hisli, N. (1988). Validity and reliability of Beck depression scale in a Turkish sample. Journal of Psychology, 6, 118-122.

Katz, I.M., & Campbell, J.D. (1994). Ambivalence over emotional expression and well-being: nomethetic and ideographic tests of the stress buffering hypothesis. *Journal of Personality And Social Psychology,* 67, 513-524.

Kaya, B. (2007). Depression: a view from a socio-economic and cultural perspective. Clinical Psychiatry, 10(6), 11-20.

Kaya, B., & Kaya, M. (2007). Epidemiology of depression from the 1960s to the present, A Historical View. Journal of Clinical Psychiatry, 10(Supp: 6), 3-10.

Kıslak, S., & Goztepe, I. (2017). Relationship between emotional expression, empathy, depression and marital adjustment. Ankara University Journal of Social Sciences, 3(2).

King, L. A., & Emmons, R. A. (1990). Conflict over emotional expression: psychological and psysical correlates. *Journal of Personality And Social Psychology,* 58(5), 64-877.

Kuzucu, Y. (2011). Adapting the scale of expressing emotions: Validity and reliability studies. Kastamonu Journol of Education, 779.

Lombas, A. S., Martín-Albo, J., Valdivia-Salas, S., & Jiménez, T. I. (2014). The relationship between perceived emotional intelligence and depressive symptomatology: The mediating role of perceived stress. *Journal of Adolescence*, *37*(7), 1069-1076.

Lloyd, S. J., Malek-Ahmadi, M., Barclay, K., Fernandez, M. R., & Chartrand, M. S. (2012). Emotional intelligence (EI) as a predictor of depression status in older adults. *Archives of Gerontology and Geriatrics,* 55(3), 570-573.

Motan, İ., & Gençoz, T. (2007). Relationship of alexithymia dimensions with depression and anxiety symptoms. Turkish Journal of Psychiatry, 18(4).

Odaci, H., & Cikrikçi, O. (2017). Differences based on the level of depression, anxiety and stress in problematic internet use, *Addicta: The Turkish Journal on Addıctions,* 41-61.

Ozcelik, M. (2007). *The effect of emotional intelligence skills training program on the families of martyrs' depression and anxiety levels. (Doctoral Thesis). Samsun.*

Ozdel, L., Bostanci, M., Ozdel, O., & Oguzhanoglu, N. K. (2002). Depressive symptoms and sociodemographic characteristics in university students. *Anatolian Journal of Psychiatry,* 3, 155-161.

Petrides, K. V., & Fumham A. (2000). On the dimensional structure of emotional intelligence. *Personality And Lndividual Differences,* 29, 313-320.

Richards, D. (2011). Prevalence and clinical course of depression: a review. *Clinical Psychology Review,* 31, 1117-1125.

Salguero, J.M., Extremera, N., & Fernández-Berrocal, P. (2012). Emotional intelligence and depression: the moderator role of gender. *Personality and Individual Differences,* 53(1), 29-32.

Savasır, I., & Sahin, N. H. (1997). *Evaluation in cognitive-behavioral therapies: frequently used scales. Turkish Psychological Association. No:9*

Sokratous, S., Merkouris, A., Middleton, N., & Karanikola, M. (2013). The association between stressful life events and depressive symptoms among cypriot university students: a cross-sectional descriptive correlational study. *BMC Public Health,* 13(1), 1121.

Stough, C., Foster, B., Lomas, J. E., & Downey, L. A. (2018). does emotional ıntelligence mediate the relationship between mindfulness and anxiety and depression in adolescents. *Frontiers in Psychology,* 9, 2463.

Sulaiman, S. M. A. (2013). Emotional intelligence, depression and psychological adjustment among university students in the sultanate of oman. *International Journal of Psychological Studies,* 5(3), 169-181.

Sahin, P. N. H., Batıgun, P. A. D., & Koc, P. V. (2011). Interpersonal style, self-perception, anger and depression. *Turkish Journal of Psychiatry*, 22(1), 17-25

Turkcapar, H., Gurız, O., Ozel, A., Isik, B., & Orsel, S. D. (2004). Relationship of anger and depression in patients with antisocial personality disorder. *Turkish Journal of Psychiatry*, 15(2), 119-124.

Uchida, K., & Yamasaki, K. (2008). Social support mediating between coping by emotional expression and depression. *Psychological Reports, 102*(1), 144-152.

Uzuner, N. (2018). *Investigation of the depression levels of university students in terms of emotional intelligence*. (Master Thesis). Üsküdar University, Institute of Social Sciences, İstanbul.

Unal, S., & Ozcan, M. E. (2000). Preparative, revealing and protective factors in depression. *Anatolian Journal of Psychiatry,* 1, 41-48.

Williams, D. R., & Neighbors, H. W. (2007). Duygudurum bozuklukları üzerine sosyal bakış açıları. duygudurum bozukluklarının epidemiyolojisi. *Duygudurum Bozuklukları Temel Kitabı.* Sigma Publishing, 145-158.

Yildirim, I., Isik, O., Ersoz, G., Buyukkok, M., Zengin, G., & Ozel, O., (2016). The relationship between depression and eating attitudes and behaviors in individuals doing regular physical activity. *Journal Of Human Sciences, 13*(2), 3590-3599.

Yildiz, M. (2016). The effects of emotional intelligence life satisfaction and depression on university students according to gender and grade levels. *Opus International Community Research Journal*, 6(11), 451-474.