

OBSERVATION OF PERSONAL TRAITS ACCORDING TO DIFFERENT VARIABLES

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SUMMARY

The aim of this study is to investigate the personal traits of School of Physical Education and Sports and Primary Education Department students by using different variables. In this research, descriptive scanning technique was used. This study's work group was 8 groups in each 20, a total of 160 students who were students of Ahi Evran University's Physical Education and Primary Education Departments in 2006-2007 Academic year. Data of this work collected by using Personal Information Form and Eysenck Personality Questionnaire prepared by researcher. On this data, arithmetic mean, Standard deviation, t test and one-way variance analysis were used ($p < 0.05$). Results were discussed by comparing with literature and offerings were made according to that.

KEY WORDS: Personality, Socio-Economic Status, Education.

INTRODUCTION

The period of higher education, which constitutes an important part of life, is a process occurs just after the critique adolescence age. With an another expression, it is a critique process comes after childhood and in which you have to decide on your future and start being an adult. In this aspect, detecting the necessities and problems of university students is important to make their decisions for future more considerable. One of the most important variables of these ones is personality. Personality stems from the work "persona". In Latin, persona means the masks and the roles of theatre players. (Hjelle and Ziegler, 1982) There is not a definition of personality on which all researchers agree. Therefore, it is possible to see different definitions in this area. Personality is a term consists all the concerns, attitudes, talents, appearance, talking style and adaptations of a human being. All this characters create a special and suitable integrity on an human being. All these traits differ the person from others. (Savran, 1993; Yüksel, 2006) Personality is the appropriate reactions showed in time by less or much static internal factors and these reactions show obvious differences from other people's reactions. (child, 1968) Personality is an appropriate and structured interactions style which differs the person from the ones whom he had relations with. (Cüceloğlu, 1997) Personality as a term refers to a huge diversity of phenomenon. There are different ideas in some traditional combinations with regards to the common usage of the word "personality". It is not surprising that there are so many research strategies and findings with regards to the personality studies made up to now. (Caprara, 2002). Eysenck assessed the structure

of personality as an independent two horizontal and vertical dimensions. On one side of the horizontal there is introversion, and on the other side there is extroversion. On the higher side of the vertical, there is neurotism, and on the lower side there is normal personality. All the personal structures of the mankind are placed somewhere between these sides. This place, detected by observation, graded scale and tests. The elements placed in horizontal and vertical dimensions and create personality, placed in 4 different but connected levels. (Googworth, 1988) Eysenck made a dimensional approach to personality in the concept of personality. Eysenck claimed that personality could be defined in four dimensions and that this dimensions could be calculated in a reliable way. Whether people have psychotic sickness or not, they get place in all of these dimensions and the structure of personality can be defined as the composite of specific and only. The dimensions are:

1) Psychotism(P): In this theory, psychotism is defined as a psychiatric sickness. It is simply a personal trait exists in all people. A person who has a higher rate of psychotism, is a misanthropic, lonely, angstful and discordant being. They can have a hostile attitude through his/her relatives and friends as well as other people. They love to make people sad and silly, and they do not care the dangers. (Koç, 1994).

2) Extroversion(E): Eysenck defined the extroverts and introverts as " A common extroversion is enjoying social lifes, living spontaneously, having fun of making bad jokes, being reckless and optimistic, having difficulties in curbing their sentiments, getting easily upset, not being reliable all the time and having too many friends. (Koç, 1994; Aydın, 2006) A common

introversion is being silent and shy, liking books rather than humans, not showing closeness to anyone but his friends, not doing a business before thinking, taking daily things seriously, living a normal life, controlling sentiments, being relying and pessimistic and considering moral things important.(Koç,1994)

3.Neurotism(N): Eysenck defines this experiment as same as erratic, sentimentality and sentimental erratic experiments. A person who has got a high neurotism point, is usually anxious, unbalanced and depressed. They have sleeping impediments and indigestion. A typical neurotic, anxious and doubtful, depressive, sentimental and reacting too strong to most of stimulators.(Yavuzer,1982)

4.Lying(L): The lie scale aims at preventing the deceptions could be made by respondents. People tend to show themselves as what they wanted to be, not what they are.(Eysenck,1978)

The aim of this study is detecting the personal status of School of Physical Education and Sports(PES) and Primary Education Department(PED) students. For this aim, answers for these questions searched:

1)How are the general personal traits of the students?

2)Does the type of school have an effect on personal traits?

3)Does the gender have an effect on personal traits?

4)Does the personal traits of students differentiate according to class levels?

5)Does the personal traits of students differentiate according to their socio-economic status?

METHOD

Research Design

This descriptive study observed the personal traits of PES and PED students. This study is made by using screening model. Screening models are researches that made on broad groups chosen from the universe, and aims at observing past or present situations as they happened. The situations or people who are the subjects of these researches, are tried to be defined exactly as they happened.(Karasar,1994)

Workgroup

This study's workgroup was 8 groups in each 20, a total of 260 students who were students of Ahi Evran University's PES and PED in 2006-2007 Academic year. The distribution of students according to their schools, genders, class levels and socio-economic status(SES) is illustrated in Table I.

Table 1: Workgroup

Class Level	Primary Education Dept.					Department of Phy. Edu.				
	Gender		SES			Gender		SES		
	Female	Male	Low	Mid	High	Female	Male	Low	Mid	High
1	9	11	6	14	0	9	11	7	13	0
2	16	4	9	11	0	8	12	10	10	0
3	15	5	10	9	1	14	6	6	14	0
4	17	3	12	8	0	7	13	6	14	0
Total	57	23	37	42	1	38	42	29	51	0

Data Collecting Tools

Personal Information Form developed by researcher was used to detect students' demographic status. This form consists of their genders, ages, schools, class levels, homelands, family's monthly income, parents' educational status and parents' occupation. Students' socio-economic status was calculated by observing their

homeland, family's income, parents' educational status and occupations. For calculating SES points, these scales were used.

- Homeland: (1)Rural areas (2) Towns (3) Suburbans (4)Urbans
- Monthly Income: (1)0-500 TL (2)501-1000 TL (3) 1001-1500 TL (4) +1500TL

- Mother's and Father's Educational Status(separately): (1)Primary School (2) Mid-School (3) High-School (4)University
- Mother's Job: (1)Housewife (2)Retired (3)Clerk (4)Worker
- Father's Job: (1)Retired (2)Clerk (3)Worker (4)Free

According to these scales, the minimum level can be calculated as 6, the maximum as 24. 6-12 point shows low socio-economic status, 13-18 shows middle status and +19shows high status.

Eysenck Personality Questionnaire was used to detect the characteristics of Physical Education and Primary Education students. The questionnaire was translated into Turkish by Topçu(1982) also some transcription studies were made. Topçu made this test to 1092 Turkish people(526 women,566 men) and found that the Turkish forms are significantly reliable.All of the security exponents were found significant in $p < 0,01$ level. All of the scales of this test were explained to be used securely. EPQ is a 101 questioned Yes-No

test which consist of psychotism, extroversion,neurotism and lying. Psychotism section has 25 questions,extroversion-introversion has 21, neurotism has 23 and lying has 21.(Cantez,1984) If one scores above 13 in extroversion, 11 in neurotism, 14 in lying, you can say that the signs are developing rapidly(Uluğ,1990).

DATA ANALYSIS

In charts which aim at producing defining informations about respondents, statistics like arithmetic mean, standart deviation, min-max value were used. After that, the points of psychotism,extroversion, neurotism and lying gathered by EPQ, were tested by using t test an done-way variance analysis for detecting whether they show differences with regards to school types, genders, class levels and socio-economic status or not. In analysis, 0.05 has seen adequate as expression level.

FINDING AND COMMENTS

1)Findings on Students' Personal Traits

The general findings on students' personal traits were summarized in Table 2.

Table 2.Students' Personal traits

	N	\bar{X}	Sd.	Min.	Max.
Psychotism	160	17,45	3,31	9	24
Extroversion		7,14	3,38	1	15
Neurotism		8,66	4,22	1	22
Lying		8,99	3,24	1	18

In chart 2, the rates of psychotism is $\bar{X} > 6$ ($\bar{X}=17.45$), and it leads to high psychotic behaviours. Rates of Extroversion is $\bar{X} < 13$ ($\bar{X}=7.14$), and it results in not showing extroversion. The rates of lying $\bar{X} < 14$ ($\bar{X}=8.99$) and it brings about not telling lies, and at last the rates of neurotism is $\bar{X} < 11$ ($\bar{X}=8.66$) and it leads to show neurotic behaviours. In a study made by Uluğ mentions that scoring more than 6 in 25 at psychotism, scoring +13 in 21 at extroversion, +11 in 21 at neurotism and +14 in 21 at lying are the clues for detecting these ailments. Therefore, we can say that the students have high psychotic,middle extrovert,neurotic and lying behaviours.**2.Findings on Differentiations in**

students' personal traits according to school types.Findings on personal traits according to the type of school were summarized in Table 3.

Table 3.Students'personal traits according to school types

School Type		N	\bar{X}	Sd.	t	sd	p
Psychotism	PE S	80	17,24	3,15	-,812	158	,418
	PE D	80	17,66	3,47			
Extroversion	PE S	80	7,14	3,29	-,023	158	,981
	PE D	80	7,15	3,50			
Neurotic	PE S	80	8,21	4,0	-1,332	158	,185
	PE D	80	9,10	4,4			
Lying	PE S	80	8,45	3,1	-2,118	158	,036
	PE D	80	9,53	3,27			

There weren't any significant differences detected in psychotism [$t_{(158)} = -.812$, $p > .05$], extroversion [$t_{(158)} = -.023$, $p > .05$], neuroticism [$t_{(158)} = -1.332$, $p > .05$]. However, in lying section, there was a significant difference [$t_{(158)} = -2.118$, $p < .05$]. Education Faculty students ($\bar{X} = 9.53$) are more likely to tell lies than Physical Education students ($\bar{X} = 8.45$). This finding

can be interpreted as Education Faculty students are more tent to tell lies, but according to other factors, there weren't any significant differences.

3. Personal Traits according to Gender

Findings on personal traits according to their genders were summarized in table 4.

Table 4. Students' personal traits according to their genders

School Type		N	\bar{X}	Sd.	t	sd	p
Psychotism	Male	65	16,91	3,38	-1,726	158	,086
	Female	95	17,82	3,25			
Extroversion	Male	65	6,85	3,05	-,919	158	,359
	Female	95	7,35	3,60			
Neuroticism	Male	65	9,35	4,48	1,739	158	,084
	Female	95	8,18	3,99			
Lying	Male	65	8,95	3,04	-,108	158	,914
	Female	95	9,01	3,39			

There weren't any significant differences detected in psychotism [$t_{(158)} = -1.726$, $p > .05$], extroversion [$t_{(158)} = -.919$, $p > .05$], neuroticism [$t_{(158)} = 1.739$, $p > .05$] and lying [$t_{(158)} = -.108$, $p > .05$]. Although there weren't any differences, when we study chart 4, we can say that girls are more tend to

show psychotism, extroversion and lying traits, and boys are more likely to show neurotic behaviours.

4. Findings on personal traits according to class levels.

Findings on personal traits according to class levels were summarized in Table 5.

Table 5.Students' personal traits according to their class levels

Personal Traits		N	\bar{X}	Sd.
Psychotism	1,00	50	17,88	3,16
	2,00	44	17,86	3,02
	3,00	49	16,80	3,66
	4,00	17	17,00	3,29
	Total	160	17,45	3,31
Extroversion	1,00	50	7,38	3,40
	2,00	44	6,64	3,34
	3,00	49	7,47	3,46
	4,00	17	6,82	3,32
	Total	160	7,14	3,38
Neurotism	1,00	50	8,76	3,88
	2,00	44	8,52	3,88
	3,00	49	8,67	4,58
	4,00	17	8,65	5,24
	Total	160	8,66	4,22
Lying	1,00	50	9,20	3,30
	2,00	44	8,34	2,74
	3,00	49	9,43	3,50
	4,00	17	8,76	3,54
	Total	160	8,99	3,24

When Table 5 studied, the highest rates in psychotism chapter detected among first class students, and the lowest is among third grade. In Extroversion, the highest is among third grade, the lowest is among second grade. In Neurotism, the highest among first grade, the lowest among second

grade. In Lying, the highest among third grade, the lowest among second grade. The results of variances and Scheffe analysis made to see whether these differences are significant or not, were summarized in Table 6.

Table 6.ANOVA results of student characters scale points according to class levels

Source of Variance		Total Squares	of sd	Mean Squares	of F	p	Scheffe
Psychotism	Between Groups	41,179	3	13,726	1,261	0,290	n/a
	In Groups	1698,421	156	10,887			
	Total	1739,600	159				
Extroversion	Between Groups	21,057	3	7,019	,608	0,611	n/a
	In Groups	1800,636	156	11,543			

	Total	1821,694	159				
Neurotic	Between Groups	1,339	3	,446	,025	0,995	n/a
	In Groups	2834,755	156	18,172			
	Total	2836,094	159				
Lying	Between Groups	31,030	3	10,343	,982	0,403	n/a
	In Groups	1642,945	156	10,532			
	Total	1673,975	159				

When Table 6 studied, an important difference couldn't be discovered according to students' class levels in psychotism [$F_{(3-156)}=1.261$, $P>.05$], extroversion [$F_{(3-156)}=.608$, $P>.05$], neurotism [$F_{(3-156)}=.025$, $P>.05$] and lying [$F_{(3-156)}=.982$, $P>.05$]. With an another expression, it can be interpreted as there weren't any significant

differences between students' personal traits with regards to their class levels.

5. Findings on students' personal traits according to their socio-economic status

Findings on students' personal traits according to their socio-economic status were summarized in Table 7.

Table 7. Characters of students according to their socio-economic status

Kişilik Özellikler		N	\bar{X}	Ss.
Psychotism	low	121	17,79	3,16
	mid	37	16,24	3,60
	high	2	19,50	0,71
	total	160	17,45	3,31
Extroversion	low	121	7,14	3,32
	mid	37	7,27	3,68
	high	2	5,00	0,00
	total	160	7,14	3,38
Neurotism	low	121	8,67	4,10
	mid	37	8,24	4,21
	high	2	15,50	9,19
	total	160	8,66	4,22
Lying	low	121	8,81	3,25
	mid	37	9,73	3,11
	high	2	6,00	4,24
	total	160	8,99	3,24

When Table 7 studied, with regards to students' socio-economic status, the highest rates in psychotism are detected among high levels ($X=19,50$), and the lowest rates are detected among students who have middle status ($X=16,24$). In extroversion, highest among high

status ($X=5,00$), lowest among low status ($X=7,14$). In Neurotism, highest among higher status ($X=15,50$), lowest among middle status ($X=8,24$). In lying, highest among middle status ($X=9,73$), lowest among high status ($X=6,00$). The results of variances and Scheffe analysis made to

see whether these differences are significant or not, were summarized in Table 8. **Table 8.** ANOVA results according to students' personal trait scale

Source of Variance		Total of squares	sd	Mean squares of	F	P	Scheffe
Psychotism	Between Groups	75,876	2	37,938	3,580	,030	Low-Mid
	In Groups	1663,724	157	10,597			
	Total	1739,600	159				
Extroversion	Between Groups	9,785	2	4,892	,424	,655	n/a
	In Groups	1811,909	157	11,541			
	Total	1821,694	159				
Neurotic	Between Groups	100,006	2	50,003	2,869	,060	n/a
	In Groups	2736,088	157	17,427			
	Total	2836,094	159				
Lying	Between Groups	42,050	2	21,025	2,023	,136	n/a
	In Groups	1631,925	157	10,394			
	Total	1673,975	159				

When Table 8 studied, an important difference couldn't be discovered according to students' socio-economic status in extroversion [$F_{(2-157)}=.424$ $P>.05$], neurotism [$F_{(2-157)}=2.869$, $P>.05$] and lying [$F_{(2-157)}=2.023$, $P>.05$]. On the other hand, important differences discovered in psychotism [$F_{(2-157)}=3.580$, $P>.05$] according to their SES. According to the results of Scheffe test made to find out the sides among which there is differentiations, the differentiations occur among the students who have low and middle status. When the means studied, the mean of the group with low status is $\bar{X}=17.79$, and the mean of the group with middle status is $\bar{X}=16.24$, thus, we can say that this important difference is on the side of the students with middle socio-economic status. **RESULTS AND DISCUSSION.** Students have seen although they didn't have extroversion, neurotism or lying characters, they have psychotic characters. Primary Education Department and School of Physical Education students didn't show differences in psychotism, extroversion and neurotism. However, Primary Education Department students have more tendency to tell lies than Physical Education

students. Therefore, we can say that Primary Education Department students need lies more than Physical Education students. That can be caused by their theoretic lesson obligations and considering their friends as their rivals with regards to their occupational anxiety. As a matter of fact, a study made by Allin and his friends detected high levels of extroversion in prematures according to Eysenck Personal Questionnaire. However, there weren't any significant differences between two groups. Although the genders don't affect psychotism, extroversion, neurotism and lying characters, this study detected that females reflect more psychotism, extroversion and lying, and males reflect more neurotism. A study made by Arslan and Bayraktar studied the personal traits of Gazi University's School of Physical Education and Sports and Gazi Education Faculty by considering sexual factors. That study aimed at examining whether there were any differences caused by genders between School of PES and EF students. As a result, they found some significant differences in psychotism, extroversion, neurotism and lying with regards to genders and departments, and it is thought that conditions like sports,

competitions, rivalry et cetera have an effect on personality. It is seen that the characters don't change according to class levels. Although extroversion, neurotism and lying characters don't change according to class levels, socio-economic

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status, it is detected that the students who have a lower SES are more likely to show psychotism traits than the middle ones. The Difficulty in subsisting can be considered as the main reason for this.

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