Comparision of Communication Levels and Personality Characteristics of the Students Who Study at İstanbul Gelişim Universty

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Abstract   The main aim of this study is to compare the students of physical education and sport college communication skills and characters with the other students who study the other department at İstanbul Gelişim Universty. In order to collect data, communication skills inventory and scanned Eysenck personality questionnaire-shortened is used in the study. While the students of Fine Arts, Physical Education and Sport College and Architecture compose the population of this study, 130 Artchitecture, 133 Fine Arts and 164 Physical Education and Sport College compose the sample of this study. SPSS 15 packets program were used for interpreting data. "Kolmogorov-Smirnov" test is used to specify wherever the data has normal distribution or not, "Anova-Homogenety of variance" test is used to specify whether it is homogenous or not and it has been specified that the data has normal distribution and homogenous. Definer statistical was used to analyze data, one way variance analysis test is used to identify between more than one varying and the Tukey test was used to specify the relation of varying. At the end of the study it was examined that the students of Physcal Education and Sport College have better communication skills and they are the most extroverted individuals.

Keywords: *communication skill, personality, student, sportsman*

1. Introduction

In its basement sport, after the evolution of human, has existed in different shapes with including game and pleasure concepts [1].

Generally sport is defined as individual or team competitions that are determined according to a set of rules and as social activities that aim pleasure [2].

Sport is not only a tool for the socializing of individuals thanks to movements and games it also gives chance to individuals to express their emotions and possibility to have self-realization. Thanks to sport individual first empties the most of the negative stimulations such as aggressiveness and learns to control them [3].

Sport is the attitude manner that while it provides the individual's stimulants, derived from biological instincts, reach to target, at the same time it also meets his/her basic needs. And its aim can be individual, social or economic. Doing sports is not a physical interest it is also a tool that provide process for the individual's socializing and adaptation to the society. So the interaction in the area of sports provides opportunities for the emptying of emotions and controlling of them. An individual who participates to the sportive activities through movements he/she has the opportunity to express himself/herself. He will learn for emptying of emotions qualified as negative attitudes;

anger, shyness, jealousyand controlling of negative emotions. Thus it will also make positive effect in the process of adaptation. At the same time sport making effect on the neurovegetative neural system it will provide the balanced working of this system. So, it will help to escape from exceeding excitements, aggression emotions and being angry. Achievements acquired in sports will increase the self confident [4,5].

In the literature there are more than once personality definitions and theories existed. With its most general meaning personality includes everything from a to z that is about human. Beginning of the personality from the conception of human it is a long and permanent process that lasts to the end of life. [6,7,8,9].

Cüceloğlu defines the personality as a relation that human makes with his inner and external environment and diagnosing himself from other people, reasonable and structured [10].

In Latin, communication word derived from `communis` that means `common` and it is used as `communication` in our language. Because of its derivation "Communication" word expressescorporation, being socialized and togetherness. Norms of the society that person lives in, learning of the values and beliefs realize with communication. Besides this, if a person wants to being together with another people, shortly wants to socialize he/she tends to communicate. At the same time, in the context of this relationship `communication`

expresses making connection. The word has a wide meaning and it associates the communication-socializing relationship. Yet, in our language, with a narrow meaning the word `iletişim` expresses socializing in the basement of the word `communication` [11].

In the literature communication notion has different definitions. According to a definition it is; transmitting of the knowledge from one place to other place in the form of symbols, signs, behaviors, mimics [12].

According to another definition, communication is a process that reaching of a knowledge, news to the other unit, creating an effect on it and turning back to first unit [13].

In the literature although there were different definitions used it is seen that they are similar to this. Difference that grabs attention in the definitions occurs with the transmitting of the knowledge to the second unit then it turns back to the first unitand including of this situation to the definition. Importance of the communication in human life is related to it functions that make easy the human life and socializing process. The basic function of the communication is the function of information providing. Information was required to be socialized and making good relationship with environment and individual reaches to information with communicating. Decision making process was closely related to reaching enough and right information and in this context communication is also important for decision making process. Another function of communication was convincing and impressing function. In the convincing and impressing the aim is the changing of the other side. In convincing contrary changing is expected on the individual through his demands, thoughts and attitudes, but in the impressing there was change expected for the person not contrasts with demands and attitudes. Learning process also requires communication. Being connective is another function of communication. It is the communication that provides people together in the society and continuing of relations [14].

2. Method

2.1. Population and Sample

While the students of Fine Arts, Physical Education and Sport College and Architecture compose the population of this study, 130 Architecture, 133 Fine Arts and 164 Physical Education and Sport College compose the sample of this study. Ages of the studetns who participated to the study vary between 19-25. 125 students study at first grade, 112 students study at second grade, 98 students study at third grade and 92 students study at fourth grade.

2.2. Data Collection Tool

Communication Skills inventory was improved and used firstly by Balcı (1996). Inventory's first edition's article numbers are 70 and its reliability and validity work was done. The inventory was after applied to 500 university students and in the result of factor analysis article numbers were decreased to 45 [15].

Inventory evaluates mental, sensual and behavioral communication skills. There are 15 matters which evaluate every terms. As below indicated it is shown every terms;

Mental: 1,3,6,12,15,17,18,20,24,28,30,33,37,43,45
Sensual: 5,9,11,26,27,29,31,34,35,36,38,39,40,42,44
Behavioral: 2,4,7,8,10,13,14,16,19,21,22,23,25,32,41 [14].

Reviewed Eysenck Personality Questionnaire - Brief Form (EKA-GGK);

Eysenck Personality Questionnaire and the brief form of the same questionnaire (48-item) and introduced the EKA-GGK. In terms of its application in Turkey, the relevant reliability and validity study for this introduced questionnaire was conducted by Karancı et al. Internal consistency of the scale was determined for the following scales at:

Extroversion 0.78; Neuroticism 0.65; Psychoticism 0.42; and Falsity 0.64.

Test-retest reliability:

Extroversion 0.84, Neuroticism 0.82, Psychoticism 0.69, and Falsity 0.69.

This questionnaire, in which each factor is evaluated based on 6 options, requires respondents to give yes (1) / no (2) answers to 24 questions. The score that can be gained for each personality characteristic could be in the range of 0 - 6.

Simple-structured nature of the test enhanced its practicability value [15].

Sub-dimensions and the relevant explanations of the Eysenck Personality Questionnaire were provided below.

Psychoticism; Persons distressing and causing troubles to others,

Extroversion; Social and funny persons,

Neuroticism; Anxious, negative and resentful persons [16].

2.3. Interpreting Data

15 packet programs were used for interpreting data. In order to learn whether data has normal range or not the "Kolmogorov Smirnov" test was used and it was determined that all data have normal range. After that in order to evaluate whether the data are homegeneous or not the "Anova-Homogenety of variance" test was used and it was determined that all data are homogeneous. After this first evaluation it has been decided to use parametric test method for analyzing statistical data. The "One-Way Anova" test was used to identify differences between definer statistical and more than one versions and the "Tukey" test was used to identify differences versions

3. Findings

Table 1. Definer Statistical Findings

		N	Mean	Std. Deviation
Mental	Pesa	164	52,6037	7,36233
	Fine Arts	133	52,5564	6,25883
	Architecture	130	52,3538	6,45661
Sensual	Pesa	164	48,1707	7,95587
	Fine Arts	133	48,1353	6,99002
	Architecture	130	49,1538	6,39823
Behavioural	Pesa	164	52,5427	7,49425
	Fine Arts	133	52,6165	5,84875
	Architecture	130	51,8615	7,05323

When Table 1 is analyzed it is identified that in terms of mental, the students of Physical Education and Sport Colleges have higher score than the other students. In terms of sensual, the students of Architecture have the highest score and in terms of behavioral the students of Fine Arts have the highest score

Table 2. One-Way Analysis of Variance

		Sum of Squares	Df	Mean Square	F	Sig.
Mental	Between Groups	4,891	2	2,446	,053	,948
	Within Groups	19383,788	424	45,716		
Sensual	Between Groups	90,326	2	45,163	,869	,420
	Within Groups	22047,706	424	51,999		
Behavioural	Between Groups	46,525	2	23,263	,491	,612
	Within Groups	20087,653	424	47,377		
Total Communication	Between Groups	,290	2	,145	,000	1,000
	Within Groups	137834,150	424	325,081		

When variance analysis in the Table 2 was examined it was determined that statistically there was a meaningless difference in all dimensions.

Table 3. Tukey Test's Communication Skills sub Dimensions Comparison According to Departments

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.
Mental	Pesa	Fine Arts	,04727	,78898	,998
		Architecture	,24981	,79399	,947
	Fine Arts	Pesa	-,04727	,78898	,998
		Architecture	,20254	,83391	,968
	Architecture	Pesa	-,24981	,79399	,947
		Fine Arts	-,20254	,83391	,968
Sensual	Pesa	Fine Arts	,03539	,84145	,999
		Architecture	-,98311	,84680	,477
	Fine Arts	Pesa	-,03539	,84145	,999
		Architecture	-1,01851	,88936	,487
	Architecture	Pesa	,98311	,84680	,477
		Fine Arts	1,01851	,88936	,487
Behavioural	Pesa	Fine Arts	-,07386	,80318	,995
		Architect	,68114	,80828	,677
	Fine Arts	Pesa	,07386	,80318	,995
		Architecture	,75500	,84891	,647
	Architecture	Pesa	-,68114	,80828	,677
		Fine Arts	-,75500	,84891	,647
General Communication Skill	Pesa	Fine Arts	,00880	2,10390	1,000
		Architect	-,05216	2,11727	1,000
	Fine Arts	Pesa	-,00880	2,10390	1,000
		Architecture	-,06096	2,22370	1,000
	Architecture	Pesa	,05216	2,11727	1,000
		Fine Arts	,06096	2,22370	1,000

When the Tukey test results in the Table 3 were examined it was determined that there was a statistically meaningless difference between all of the communication skills sub dimensions and in all departments.

Table 4. Definer Statistic Finding that Shows the Score of Personality Sub Dimensions

		N	Mean	Std. Deviation
Psychoticism	Pesa	164	3,1159	1,24042
	Fine Arts	133	3,0602	1,10618
	Architecture	130	3,3692	1,11466
Extroversion	Pesa	164	3,5671	1,06898
	Fine Arts	133	3,5188	1,13218
	Architecture	130	3,3846	1,23505
Neuroticism	Pesa	164	2,9939	1,72849
	Fine Arts	133	3,4436	1,62095
	Architecture	130	3,6077	1,63060

When Table 4 was examined in terms of psychoticism, the students of Architecture hold first places, in terms of Extroversion the students of Physical Education and Sport College hold first places and in terms of Neuroticism the students of Architecture hold first places.

Table 5. One way Variance Analysis that shows the difference between personality sub dimensions and departments

ANOVA						
		Sum of Squares	Df	MeanSquare	F	Sig.
Psychoticism	BetweenGroups	7,232	2	3,616	2,678	,070
	WithinGroups	572,595	424	1,350		
Extroversion	BetweenGroups	2,510	2	1,255	,964	,382
	WithinGroups	552,234	424	1,302		
Neuroticism	BetweenGroups	30,231	2	15,116	5,446	,005
	WithinGroups	1176,813	424	2,776		

The result of variance analysis test in Table 5, it has been examined that the statistical difference in terms of Neuroticism.

Table 6. The Tukey test that shows the comparison of Personality Sub dimensions According to

DependentVariable			MeanDifference (I-J)	Std. Error	Sig.
Psikotizm	Pesa	Fine Arts	,05570	,13560	,911
		Architecture	-,25338	,13646	,153
	Fine Arts	Pesa	-,05570	,13560	,911
		Architecture	-,30908	,14332	,080
	Architecture	Pesa	,25338	,13646	,153
		Fine Arts	,30908	,14332	,080
Extroversion	Pesa	Fine Arts	,04828	,13317	,930
		Architecture	,18246	,13402	,362
	Fine Arts	Pesa	-,04828	,13317	,930
		Architecture	,13418	,14075	,607
	Architecture	Pesa	-,18246	,13402	,362
		Fine Arts	-,13418	,14075	,607
Neuroticism	Pesa	Fine Arts	-,44971	,19440	,055
		Architecture	-,61379[*]	,19564	,005
	Fine Arts	Pesa	,44971	,19440	,055
		Architecture	-,16408	,20547	,704
	Architecture	Pesa	,61379[*]	,19564	,005
		Fine Arts	,16408	,20547	,704

When Table 6 was examined, it was identified that there were statistical differences between the students of Physical Education and Sport College and the students of Architecture.

Table 7. Correlation analysis

		Mental	Emotional	Behavioral
	N	427	427	427
Psychoticism	PearsonCorrelation	-,035	,037	,002
	Sig. (2-tailed)	,466	,442	,975
	N	427	427	427
Extroversion	PearsonCorrelation	,100[*]	,122[*]	,116[*]
	Sig. (2-tailed)	,039	,011	,017
	N	427	427	427
Neuroticsm	PearsonCorrelation	,078	,171[**]	,059
	Sig. (2-tailed)	,105	,000	,220
	N	427	427	427

In the result of conducted correlation analysis, there was a statistical and meaningful relationship determined between extroversion personality dimension and mental, emotional and behavioral communication skills.

4. Discussion and Result

As a result of definer statistic analysis, it was determined that according to define analysis the student of physical education and sport colleges have better logical skill which is higher category of communication skill than the students of Architecture Faculty.

It is understood on the research which was made by Tepeköylü Öztürk and his friends in [17], sportive university students' communication skills score is more than who are not active in sport fields.

Tepeköylü and etc. [18] indicated in the research with Physical Education and Sport College students that these students have quite advanced communication skills.

In a study of Soyer etal. [19] it was seen that there was a positive relationship between participation to sportive activities and communication skills and primary education success level. According to this, while participation in sportive skills increases their communication level skills and success grade of secondary education also increase. Bayram [20] observed an increment in communication skills at the end of 3 months regular sportive activity. Türkel [21] examined that there is a positive relation

between attending to sportive activity and communication skills.

When it was examined, characters of İstanbul Gelişim University students, Physcal education and Sport College's students' extroversion characters score are higher than Architecture and Fine Arts Faculty. When we look at this research we can say that Physical Education and Sport College's students have more cheerful character than the others. The biggest reason why Physical Education and Sport College's students are extraverted is doing exercises because when we look at research which is about sport and personality we can understand that sport not only influences human's social life but also make them extraverted people.

In the studies of Arslan and others [22] they determined that students that do sports as amateur and professionals are more extroverted than students that do not do sportive activities actively. In the study of Tazegülin [23] he made 50 university students do 3 months training and after three months training there was an increase determined in the extroversion characteristics of sport doer individuals, and in the neuroticism dimension there was a decrease determined. In England at the national team level a study which was conducted on 57 tennis players they are more extroverted than the ones that do not do sportive activities, but it was understood that most of the successful ones are introverted ones [24]. In a research that was done by Tiryakiet al. [25] it was determined that sport doers are more extroverted than ones that do not do sports and also they are emotionally balanced. Individuals that do sports for a long time; have cheerful, on the leadership tendency in social situations, less tendency to the inferiority complex, less furious, more active, personality type. In a study of Kirkcaldy and his friends [26], sport doers have a more positive self image than the ones that do not dos sport, sport doers spend less alcohol than the ones thath do not do sports and have lesser depression and anxiety scores. When the communication skills of the students were compared according to their departments it was determined that there was a statistically meaningless difference found in all of the departments' communication skills score. When the students' personality characteristics were compared in the neuroticism dimension there was a statistically meaningful difference determined between students', study at Physical education and sports academy, neuroticism score and the students who study at architecture department.

Consequently, it was determined that students that study at physical education and sports academy are more extroverted individuals and their communication skills at a better level.

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