A Study on the Correlation between the Physical Education Teacher's Personality Traits and Their Recreational Choices

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ABSTRACT

The purpose of this study is to find out what physical education teachers with various qualities, who toil to improve themselves spend their off-duty time according to their personality traits and to identify the effects personality traits have on choosing an activity. The population of this study includes 328 physical education teachers who had graduated from the Faculty of Physical Education and Sports and are currently working as physical education teachers in various schools. According to the significance value (p<0,05) the survey of 328 physical education teachers was deemed sufficient and the surveys were evaluated. The results of this study show that there is a weak positive correlation between a person's personality traits and their chosen activity.

Keywords:
Personality Traits, Recreation, Recreational Activities, Physical Education Teachers

INTRODUCTION

Personality is, being one of the basic concepts of this study, the diversity of one's traits, the element that makes a person who he/she is with one's distinctive behaviors. The factors that enable to differentiate one's own from the others are, the way one approaches to a given situation, the way one thinks and the way one acts. On this exact point, one's personalities become a concept that can be evaluated. One's personality is the total number of peculiarities, which we can call a sort of personal identity, that differentiate them from the others (Horzum, Ayas ve Padır 2017, 398- 408). Yet another concept, recreation, is derived from the Latin word "Recreatio" which means, refrication, reformation, and recreation (Gökçe, 2008). Many studies had been made on recreation. The studies, when defining recreation, usually touch on many different points such as, utilizing free time, enjoying one's work, renewal, being part of a group and enjoyment (Kelly 1990, Karaküçük 2001, Clayne 1999, Mansuroğlu 2002 53-62, Mersinli 2009). One of the factors that have a direct impact on a person's behavior is personality. In other words, the way a person behaves is evaluated as a manifestation of their personality. As individuals shape their life in time, the way they behave has a positive impact on them being a part of the society and the evolution of society personalities. It is safe to say that, for this reasons a person's identity characteristics is a direct factor when it comes to determining said person's place in society (Kılıçlar, 2017, 93-117).

Various evaluation techniques had been put forth by the researchers, each according to his/her line of thought, who had supported the many studies that were made on individual's personalities. In these evaluations, it is observed that, the individuals suggestions were included along with the researchers own life experience. One among all these theories that is the most self-specifying is the Five Factor Personality Model. The Five Factor Personality Model is a nonconventional method which states that the differences between individuals are results of individual choices and disregards the differences of ethnicity, life style and religious factors. To summarize it, the five factor personality model suggests that the differences between individuals are tied to their personalities. The purpose of this notion is to shape the individual's personality by setting aside the individual's social life and solely focusing on their psychological life (Merdan, 2013, 140-159). The Five Factor Personality Model is outwardness, peacefulness, self-control, neuroticism and being open to experience. The industrialization, as a result of advancements in technology, and migration from rural to city life has created an ever present pressure on the individual which affects their mental status. To provide a psychological balance the individual is given free time that fits one's work life so one can adapt to the institutional life. The individual's abstraction from the society due to working and living conditions generates unwanted results for industrialized countries. In the name of improving these results, and for the individual to have a connection with society and renew themselves, the individual must be allowed have free time of their own (Önsoy, 1984).

Recreation has become one of the most fundamental needs of the individual. The interest on sportive activities, which are recreational activities, has increased due to this aforementioned need. Recreational activities vary due to, development level of the countries, socio-culture lifestyle and climate conditions. The

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individuals, who live in countries that have improved themselves with technological activities, contribute more to improvement of sportive activities (Erkal vd. 1998). At the present time, sportive activities are an important part of the socio-cultural life and they are taken up by members of the society with a higher level of cultural and welfare. In developed societies, sport is the most preferred recreational activity. Sport is a tool which individuals use to escape the monotony of daily life and to utilize their free time. Recreation has an important part in making this activity ingrain in society and popularize it (Güngörmüş, 2006, 285-298).

The purpose of this study is to analyze the correlation between the physical education teacher's recreational activity of choice and their personality traits. Thus, establishing the impact of a physical education teacher's personality traits when it comes to choosing a recreational activity.

Hypotheses

H1: There is a difference between physical education teacher's personality traits and their choice of recreational activity.

H2: Physical education teachers show a change of preference in recreational activities as their personal traits evolve with age.

H3: Physical education teachers have different recreational activity preferences according to their age group.

H4: Physical education teachers have different preferences of recreational activity due to gender differences.

H5: There is a correlation between physical education teacher's personal traits and their choice of recreational activity.

METHOD

Model

In the study, the participants were given a questionnaire and the correlational survey model had been used which determines the deviation between two variables and the degree of the deviation.

The Population and the Sample

The population of this study includes, physical education teachers who are currently working in schools that are subject to the Ministry of Education all across Turkey. The reason, why the study encompasses elementary, junior high and high schools, can be explained by the desire to reach as many teachers as possible. According to the data gathered from the personal information form, Five Factor Personality Scale and the validity and reliability test for recreational choices, it was deemed sufficient to conduct the study with 328 teachers. During the course of this study, a total of 350 teachers had been reached but 22 surveys had been discarded due to them being incomplete and the analyses were done over the remaining 328 surveys.

Data Gathering Tools

The survey that was used in the study has three parts. The first part contains a personal information form, which was used to determine the participants demographical (age, gender, educational status, place of employment, term time, etc.) information, and the five factor personality scale test. The second and third parts contain the Recreational participation form which questions the participation choices and level to recreational activities during one's free time.

Analysis of the Data

Descriptive statistical methods such as body count (n) and percentage (%) had been used while analyzing the data. The data had been analyzed using the SPSS 24,0 (Statistical Package for Social Sciences) program and worked on 95% reliability level. Mann-Whitney U test had been used for the gender variable and Kruskal-Wallis test had been used for the department and age variables. The data, that was gathered, was then tested on $p < 0,05$ level. Regression test had been used to determine the effect recreational activities have on individual's personality.

Findings

Table 1: Teachers Personal Information Form

		n	%
Age	20-29	115	35,06
	30-39	92	28,05
	40-49	103	31,40
	50 and above	18	5,49
Gender	Female	182	55,48
	Male	146	44,52
Educational Status	Undergraduate	282	85,97
	Post Graduate	35	10,67
	Doctorate	11	3,36
Place of Work	Public School	246	75
	Private School	82	25
Settlement where the School is Located	Village-Town	24	7,32
	County	43	13,11
	City	86	26,22
	Metropolis	175	53,35
Term Time	1-5	97	29,57
	6-11	85	25,91
	12-17	62	18,90
	18-23	70	21,34
	24 and above	14	4,28
Have you picked your occupation willingly?	Yes	267	81,40
	No	61	18,60

It has been recorded that, of the physical education teachers who participated in this study, 55,48% are females while 44,52% of them are males. When the age groups were examined, it was seen that the 20-29 age group comprises 35,06%, the 30-39 age group comprises 28,05%, the 40-49 age group comprises 31,40% and the 50 and above age group comprises 5,49% of the percentage distribution. According to educational status, 85,97% of the teachers completed their undergraduate studies, 10,67% of them had master's degree and 3.36% of them have completed their doctorate. While 75% of the teachers who participated in this study

work in public schools, 25% work in private schools. When the location of these schools were examined, it was seen that, 7,32% of these schools were located in villages-towns, 13,11% were located in counties, 26,22% were located in cities and 53,35 were located in metropolitan areas. According to the term time of the participants, 29,57% have been working in this field between 1-5 years, 25,91% have been working for 6-11 years, 18,90% have been working for 12-17 years, 21,34% have been working for 18-23 years and 4,28% have been working for 24 plus years. When asked if they chose their occupation willingly, 81,40% of the participants answered yes while 18,60% answered no.

Table 2: Five Factor Personality Test

		N	%
Extroversion	Yes	152	46,34
	No	176	53,66
Peacefulness	Yes	186	56,71
	No	142	43,29
Self-control	Yes	172	52,44
	No	156	47,56
Neuroticism	Yes	160	48,78
	No	168	51,22
Openness to Experience	Yes	117	35,67
	No	201	64,33

The five factor personality test can be examined under five topics which are; extroversion, peacefulness, self-control, neuroticism and openness to experience. When the questions we asked had been reduced to these five topics, 46,34% of the participants identified themselves as extrovert while 53,66% of them identified themselves as not extrovert. While 56,71% of the participants claimed to be easygoing, 43,29% claimed to be the opposite. On another topic, being self-control, 52,44% of the participants answered yes while 47,56% of the participants answered no. While 48,78 of the participants agreed that they are neurotic, 51,22% did not agree. On the last topic, which is openness to experience, 35,67% of the participants identified as such while 64,33% did not.

Table 3: Level of Activity Participation

	n	Minimum	Maximum	Average	Standard Deviation
Participation to Physical Activities	328	1,03	3,62	2,25	0,63
Participation to Individualistic Activities	328	1,00	4,00	3,12	0,54
Participation to Group Activities	328	1,00	3,20	2,58	0,60
Participation to Cultural Activities	328	1,00	3,51	3,04	0,45
Participation to Outdoor Activities	328	1,25	4,25	3,97	0,27
Participation to Indoor Activities	328	1,15	4,67	4,43	0,18
Participation to Hobby Activities	328	1,00	4,00	3,75	0,23
Participation to Other Activities	328	1,00	4,18	3,66	0.60

When the participation to activities by the participants were examined it was seen that; attendance to physical activities has an average of 2,25±0,63, attendance to individualistic activities has an average of 3,12±0,54, attendance to group activities has an average of 2,58±0,60, attendance to cultural activities has an average of 3,04±0,45, attendance to outdoor activities has an average of 3,97±0,27, attendance to indoor activities has an average of 4,43±0,18, attendance to hobby activities has an average of 3,75±0,23 attendance to other activities has an average of 3,66±0,60.

CONCLUSION

Personality is one of the elements that have a direct impact on and individual's behavior. In other words, the way individuals present themselves can be seen as a sign of their personality. Free time can be described as the time an individual spends on various activities aside from work and daily vital needs. It can be said that, what an individual do on their free-time is associated with their personality traits. Many studies have been made in the literature, examining an individual's recreational choice and their personality traits. Some of these studies are as follows; Lu ve Hu (2005, 325-342), on a qualitative study they made on free-time

preferences, have gathered the 35 free-time activity, that were generated after in-depth talks, under 5 main groups which are; hobbies (painting, playing an instrument, etc.), sportive activities (swimming, playing ball, etc.), social activities (chatting with friends, etc.), indoor activities (watching television, surfing the internet, etc.) and outdoor activities (walking, travelling, etc.). Carroll (1988), while trying to determine the personality traits of individuals who participate in high risk activities, categorized high risk free-time activities under 3 groups which are; rock climbing, diving and sky diving. Plog (2001, 13-24), Barnett (2006, p.445), Harden (2008) state that an individual's personality traits affects the type of activity that the individual participates. Korkutata (2010) according to his postgraduate study, titled "The Study on the Body Composition and Recreational Preferences of the Academic and Administrative Staff of Sakarya University" ("Sakarya üniversitesindeki akademik ve idari personellerin vücut kompozisyonu ve rekreatif tercihlerinin araştırılması"), there is a correlation between recreational preferences and body composition. Ereavşar (2013) on his study titled, "A Study on The Physical Education Teacher's Participation to Recreational Activities, Mental State and Life Gratification" ("Beden eğitimi öğretmenlerinin rekreatif aktivitelere katılım durumları, psikolojik iyilik halleri ve yaşam tatminlerinin incelenmesi (Antalya merkez örneği")), found a positive correlation between recreational activities and happiness, and reached the conclusion that recreational activities affect one's psychological state in a positive way. When the 328 physical education teacher who had participated in this study had been examined, it was seen that the female teachers had a higher ratio, 55,48%, than their male counterparts, and the average age of the participants to be 32,25 with an average term time of 12,71 years. It has been recorded that the majority of the physical education teachers, 75%, work in public schools and 53,35% of these teachers work in metropolitan areas. And 81,40% of the physical education teacher state that they do their work willingly.

A set of findings had been reached on this study which was about the recreational preferences and the correlation between personality traits and these aforementioned preferences of the individuals who had graduated from the School of Physical Education and Sports and currently working as physical education teachers. According to these findings, it was accepted that there is a correlation between the teacher's recreational activity preferences and their personality traits. There is a weak positive correlation between recreational activity preferences and personality traits. According to the results of this study, we suggest similar studies to be made with different sample groups so as to illuminate our findings.

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