

Examination of Relationship between Emotions and Personality Traits of Teachers Who Do and Do Not Play Sports**

Sevcan GÜLEY ARSLAN¹ 

Mehtap YILDIZ *¹ 

¹ Necmettin Erbakan Üniversitesi, Ahmet Keleşoğlu Eğitim Fakültesi, KONYA

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Abstract

The purpose of the research is to analyze the relationship between teachers' emotions and personality traits according to their sports activities. A descriptive research model has been used in research, and the research sample composed of 978 teachers working in Ankara. The research data have been achieved using "Teacher Emotion Scale" developed by Frenzel et al. (2016) and adapted to Turkish by Alpaslan and Ulubey (2017) and "Basic Personality Traits Inventory" adapted to Turkish culture by Gençöz and Öncül (2012). In data analysis included independent sample t test, the one-way variance analysis (Anova) test, the Tukey post hoc test, the Tamhane post hoc test, and the Pearson Correlation test. In research result, it has been identified that an increase in a positive trait among teachers' personality traits and emotional states causes an increase in other positive traits and a decrease in negative traits. It has been designated that as individuals' negative characteristics decrease, they will have strong communication, developed social relationships, and a structure that enjoys life, which will enable them to be mentally peaceful, with a high level of self-confidence, and their levels of openness to development, adaptability, and extraversion will also be positively affected. It has been determined that decrease in negative personality traits and increase in positive personality traits directly affect the emotional states of teachers during the lesson. Since sports are found to have a positive effect on teacher emotion levels and personality traits, awareness seminars can be held to encourage all teachers to play sports.

Keywords: Teacher, Sports, Emotion, Personality

Spor Yapan ve Yapmayan Öğretmenlerin Duygu ve Kişilik Özellikleri Arasındaki İlişkinin İncelenmesi

Öz

Araştırmanın amacı, öğretmenlerin spor yapma durumlarına göre duygu ve kişilik özellikleri arasındaki ilişkinin incelenmesidir. Araştırmada betimsel araştırma modeli kullanılmış, araştırma örneklemini Ankara ilinde görev yapan 978 öğretmen oluşturmuştur. Araştırma verileri Frenzel ve ark. (2016) tarafından geliştirilen, Alpaslan ve Ulubey (2017) tarafından Türkçe'ye uyarlanan "Öğretmen Duygu Ölçeği" ve Gençöz ve Öncül (2012) tarafından Türk kültürüne uyarlanmış "Temel Kişilik Özellikleri Ölçeği" kullanılmıştır. Verilerin analizinde bağımsız örneklem t testi, tek yönlü varyans analizi (Anova) testi, Tukey post hoc testi, Tamhane's post hoc testi ve Pearson Korelasyon testi uygulanmıştır. Araştırma sonucunda, öğretmenlerin kişilik özellikleri ve duygu durumlarından olumlu bir özelliğin artışının diğer olumlu özelliklerin artışına sebep olduğu, olumsuz özelliklerin de azalmasına sebep olduğu belirlenmiştir. Bireylerin olumsuz özellikleri azaldıkça iletişimi güçlü, sosyal ilişkileri gelişmiş, hayattan zevk alan bir yapıya sahip olacakları bunun da mental olarak huzurlu, öz güven düzeyi yüksek bireyler olmalarını sağlayacağı, gelişime açıklık, uyumluluk, dışadönüklük düzeylerinin de olumlu etkilendiği tespit edilmiştir. Kişilik özelliklerinde olumsuz özelliklerin azalmasının ve olumlu özelliklerin artmasının öğretmenlerin ders içerisindeki duygu durumlarını da doğrudan etkilediği saptanmıştır. Spor yapmanın öğretmen duygu düzeylerine ve kişilik özelliklerine olumlu etkisi olduğu saptandığından tüm öğretmenlerin spora teşvik edilmesi için farkındalık seminerleri yapılabilir.

Anahtar Kelimeler: Öğretmen, Spor, Duygu, Kişilik

*Sorumlu Yazar: Mehtap YILDIZ

E-mail: yildizmehtap77@gmail.com

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Introduction

Emotions have an important place in human life. Emotions give shape and direction to relationships between individuals. In educational settings, emotions can be said to influence the behavior of students and teachers and to guide their behavior. It can be said that emotions can also be described as exciting inner experiences, that goal-oriented behaviors are the driving force and that the first step in educating oneself is to express your emotions comfortably (Dökmen, 2000). The emotions of individuals are a force that drives their personality. It structures people and conditions their role in society (Yavuzer, 2001). In the formation and shaping of his personality, genetic factors, social environment and the impact of many factors such as family can be mentioned. The role of the teacher is important in human life from an early age in the formation of personality. The behavior of the teacher is not limited to the teaching dimension of the individual. It also affects the world of personality and emotion. The basis of teacher behavior, which has a crucial place in life of individuals, is again in personalities and emotions of teachers. Due to its influence on the person and society, the feelings and personality traits of teachers should not be ignored in the selection and subsequent upbringing of degree programs. Therefore, emotions and personality traits directly affect teachers' teaching competencies (Ekin, 2018).

Sports activities are important in the development and reinforcement of personality characteristics. Sport shapes character, improves communication skills, develops personal discipline, creates a sense of cooperation, develops leadership and self-confidence, gives a sense of struggle, increases the sense of courage of dangerous training, it can be said that by improving the sports coach relationship, the athlete accelerates the socialization process (Başer, 1986). However, sports are effective in controlling the individual's emotions, adapting to changing situations, and developing rapid decision-making. Ensures the formation and development of a sense of responsibility. Allows one to renew oneself (İnal, 2003).

It is very important that teachers, who are one of the most crucial elements of education system, have necessary equipment and knowledge to keep up with the requirements of the age and be ready both mentally and physically. For a healthy life, sports should be an integral part of everyday life. Physical activity and exercise help the individual reach mental health by prolonging their life and increasing their comfort of life (Çetin, 2010).

The purpose of the research is to analyze the relationship between emotion and personality traits of teachers who play sports and do not. In the literature review, it has been determined that research on this subject is inadequate. As in all fields, it is foreseen that the degree to which sport affects emotions and personality traits will be reached as a result of research. Therefore, it is anticipated that the consequences to be obtained will put up the field writing and will lead to different studies to be done.

Method

Research Model

The study is a relational research to examine emotions and personality traits of teachers in terms of some demographic variables. On the other hand, it includes relational screening model because it aims to reveal the interaction level of independent variables with dependent variables. Screening models are a model that is suitable for research that purposes to define a situation as it was previously or currently. Relational scanning models aim to determine the change between two or more variables (Karasar, 2005). In this context, the relationship between emotion and personality characteristics of teachers who sports and non-sports as dependent variables was identified in research.

The Working Group of Research

The sample of research composed of 978 teachers working in schools affiliated with Ministry of National Education in Ankara Province, Keçiören, Çankaya, Yenimahalle, Mamak and Altındağ districts in the 2021-2022 Academic Year. Information on the demographic properties of the teachers participating in study is given in Table 1.

Table 1. Demographic Properties of Teachers

Variable	Group	n	%
Gender	Female	537	54,9
	Male	441	45,1
Age	21-30	433	44,3
	31-40	255	26,1
	41-50	169	17,3
	51 and over	121	12,4
Marital Status	Married	420	42,9
	Single	394	40,3
	Divorced	164	16,8
Branch	German	32	3,3
	Physical Education and Sports	219	22,4
	Biology	28	2,9
	Geography	31	3,2
	Religious Culture and Moral Knowledge	32	3,3
	Philosophy	27	2,8
	Physics	52	5,3
	Visual Arts	33	3,4
	English	65	6,6
	Chemistry	49	5,0
	Math	123	12,6
	Music	57	5,8
	Special Education	8	0,8
	Guidance	10	1,0
	Class teacher	9	0,9
	History	101	10,3
	Turkish philology	80	8,2
Turkish	22	2,2	
Year of Profession	1-10 years	510	52,1
	11-20 years	301	30,8
	21 years and over	167	17,1
Do Regular Exercise?	Yes	717	73,3
	No	261	26,7
Number of Days of Exercise Per Week	I'm not doing	261	26,7
	1-2 days	221	22,6
	3-5 days	327	33,4
	5 days and over	169	17,3

Data Collection Tools

Personal Information Form

The personal information form includes questions to determine teachers' gender, age, marital status, regular exercise status, and how many days a week they exercise.

Teacher Emotion Scale

The Teacher Emotion Scale (TES) was developed by Frenzel et al. (2016) and adapted to Turkish by Alpaslan and Ulubey (2017). The scale consists of 3 sub-dimensions of enjoyment, anger and anxiety. The scale consists of four likert structures. According to consequences of explanatory factor analysis, three-factor structure explains 56.96% of total variance; the confirmatory factor analysis consequences according to three-factor model structure with good compliance values. The cronbach alpha values for lower dimensions of Teacher Emotion Scale were found to be between .70 and .75 and .82 for the entire scale.

Basic Personality Traits Inventory

Basic Personality Traits Inventory (BPTI) is a 45-item scale developed by Gençöz and Öncül (2012) on the basis of the Big-5 theory and in Turkish culture with all its stages. The scale comprised of 6 sub-dimensions and five likert structure, including extraversion, conscientiousness, agreeableness, neuroticism, openness to experience, negative valence. The cronbach alpha internal coefficients of scale were between .71 and .89, the substance-total test score correlation coefficients were between .32 and .77, and the test repeat test reliability coefficients were between .71 and .84.

Data Collection

Research data collection scales were applied to 1041 teachers and wrong coding was removed and 978 data was reached. Prior to the questionnaires, informed consent was obtained by informing the teachers about the research by the researcher and the surveys were collected face-to-face and online by the researchers.

Data Analysis

In data analysis, SPSS 22 statistical package program was used. Analytical test method was used where data normality analysis was examined skewness and kurtosis values. Data was found to be normal distribution. In analyzes; pearson correlation test for determining the relationship between scales, independent for binary comparisons sample t-test, one-way variance analysis (Anova) test applied for multiple comparisons. In the analyses, the Pearson Correlation test was used to specify relationship between the scales, the independent sample t-test for pairwise comparisons, and the one-way analysis of variance (Anova) test for multiple comparisons. On behalf of identify which groups caused difference in groups showing significant differences, Tukey's post hoc test was performed on the groups found to be homogeneously distributed and Tamhane's post hoc test was performed on the groups found to be non-homogeneously distributed.

Results

On behalf of specify normality analysis in data, Skewness and Kurtosis values were analyzed and results are given in Table 2.

Table 2. Normalization Analysis of Data

	Skewness	Kurtosis
Extraversion	,038	-1,011
Conscientiousness	-,385	-,148
Agreeableness	-,869	,604
Neuroticism	,136	-,967
Openness to Experience	-,669	,305
Negative Valence	,330	-1,039
Enjoyment	-,806	,016
Anger	,131	-1,010
Anxiety	,230	-1,092

It was designated that data exhibited a normal distribution since skewness and kurtosis values were between -1.5 and +1.5 (Tabachnick, Fidell & Ullman, 2007). Independent sample t-test results for the purpose of determining whether the subdimensions of teachers, personality traits, and teacher emotions difference with regards to gender variable are given in Table 3.

Table 3. T Test for Gender Variable

	Group	n	\bar{x}	Sd	p
Extraversion	Female	537	28,05	7,13	,091
	Male	441	27,28	7,07	
Conscientiousness	Female	537	30,88	6,36	,558
	Male	441	30,64	6,14	
Agreeableness	Female	537	32,71	6,83	,215
	Male	441	32,17	6,64	
Neuroticism	Female	537	24,30	9,68	,248
	Male	441	25,00	9,37	
Openness to Experience	Female	537	23,34	4,69	,258
	Male	441	23,68	4,45	
Negative Valence	Female	537	14,58	6,57	,019*
	Male	441	15,59	6,74	
Enjoyment	Female	537	12,85	3,11	,197
	Male	441	12,59	3,06	
Anger	Female	537	8,85	3,45	,084
	Male	441	9,24	3,61	
Anxiety	Female	537	8,60	3,67	,464
	Male	441	8,77	3,62	

*p<.05

In consequence of t-test conducted to specify whether there is a meaningful difference between the personality traits subdimensions and teacher emotions subdimensions as regards gender variable, it was designated that there was no meaningful difference in personality traits subdimensions of extraversion, conscientiousness, agreeableness, neuroticism, openness to experience and teacher emotions subdimensions of enjoyment, anger, and anxiety, while there was a

meaningful difference in negative valence sub-dimension of personality traits subdimensions.

In consequence of one-way variance analysis (Anova), which is carried out for identify whether subdimensions of teachers, personality traits and teacher emotions differ in terms of age variable, are given in Table 4.

Table 4. One-Way Analysis of Variance (Anova) for Age Variable

	Group	n	\bar{x}	Sd	F	p	Significant differences	Tamhane's Post Hoc P	Tukey Post Hoc P
Extraversion	A 21-30	433	28,38	7,07	6,57	,000*	A>D B>D		,000* ,003*
	B 31-40	255	28,18	7,36					
	C 41-50	169	26,82	6,84					
	D 51 and over	121	25,50	6,57					
Conscientiousness	A 21-30	433	31,11	6,05	10,88	,000*	A>D B>D C>D		,000* ,000* ,002*
	B 31-40	255	31,69	5,90					
	C 41-50	169	30,55	6,44					
	D 51 and over	121	27,93	6,75					
Agreeableness	A 21-30	433	33,20	6,13	17,13	,000*	A>C A>D B>C B>D C>D	,028* ,000* ,009* ,000* ,048*	
	B 31-40	255	33,59	6,21					
	C 41-50	169	31,37	7,41					
	D 51 and over	121	28,98	7,63					
Neuroticism	A 21-30	433	23,68	9,55	6,86	,000*	D>A D>B		,000* ,003*
	B 31-40	255	23,95	9,66					
	C 41-50	169	25,87	9,49					
	D 51 and over	121	27,61	8,62					
Openness to Experience	A 21-30	433	23,78	4,39	14,04	,000*	A>D B>C B>D C>D	,000* ,012* ,000* ,036*	
	B 31-40	255	24,38	4,11					
	C 41-50	169	22,96	4,88					
	D 51 and over	121	21,33	5,01					
Negative Valence	A 21-30	433	14,35	6,28	6,48	,000*	D>A D>B	,001* ,008*	
	B 31-40	255	14,65	6,87					
	C 41-50	169	15,90	7,07					
	D 51 and over	121	17,04	6,56					
Enjoyment	A 21-30	433	13,01	2,95	13,69	,000*	A>D B>D C>D		,000* ,000* ,001*
	B 31-40	255	13,13	2,86					
	C 41-50	169	12,56	3,14					
	D 51 and over	121	11,16	3,49					
Anger	A 21-30	433	8,67	3,51	5,05	,002*	C>A D>A D>B		,027* ,007* ,080*
	B 31-40	255	8,91	3,47					
	C 41-50	169	9,56	3,70					
	D 51 and over	121	9,83	3,25					
Anxiety	A 21-30	433	8,41	3,50	2,11	,097			
	B 31-40	255	8,64	3,77					
	C 41-50	169	9,08	3,98					
	D 51 and over	121	9,14	3,34					

*p<.05

In consequence of one-way analysis of variance (Anova) committed to specify whether there is a difference in subdimensions of teachers' personality traits and teacher emotions in regards to age variable, meaningful differences were found in subdimensions of personality traits such as extraversion, conscientiousness,

agreeableness, neuroticism, openness to experience, negative valence and enjoyment and anger, while no meaningful difference was found in subdimension of anxiety.

Being that designate which groups caused meaningful difference, precondition of homogeneity of variances was inspected and since it was identified that the variances were distributed homogeneously in sub dimensions of extraversion, conscientiousness, neuroticism and in subdimensions of teacher emotions, enjoyment and anger, Tukey post hoc test was performed. It was specified that variances were not distributed homogeneously in sub-dimensions of agreeableness, openness to experience and negative valence, and Tamhane's post hoc test was performed.

It was designated that meaningful difference originated between 21-30 age group and 51 and over age group and 31-40 age group and 51 and over age group in extraversion subdimension. It was designated that meaningful difference originated between 21-30 age group and 51 and over age group, 31-40 age group and 51 and over age group and 41-50 age group and 51 and over age group in conscientiousness subdimension. It was specified that the difference originated between 21-30 age group and 41-50 age group, 21-30 age group and 51 and over age group, 31-40 age group and 41-50 age group, 31-40 age group and 51 and over age group, 41-50 age group and 51 and over age group in agreeableness subdimension. It was determined that significant difference originated between 51 and over age group and 21-30 age group and 51 and over age group and 31-40 age group in neuroticism subdimension. It was designated that it originated between 21-30 age group and 51 and over age group, 31-40 age group and 41-50 age group, 31-40 age group and 51 and over age group, and 41-50 age group and 51 and over age group in openness to experience subdimension. It was specified that meaningful difference originated between 51 and over age group and 21-30 age group, 51 and over age group and 31-40 age group in negative valence subdimension. It was identified that meaningful difference originated between 21-30 age group and 51 and over age group, 31-40 age group and 51 and over age group, 41-50 age group and 51 and over age group in enjoyment subdimension. It was designated that significant difference originated between 41-50 age group and 21-30 age group, 51 and above age group and 21-30 age group, 51 and above age group and 31-40 age group in anger subdimension.

In consequence of one-way variance analysis (Anova), which is carried out for identify whether subdimensions of teachers, personality traits and teacher emotions differ in terms of the variable of marital status, are given in Table 5.

Table 5. One-Way Analysis of Variance (Anova) for Marital Status Variable

	Group	n	\bar{x}	Sd	F	p	Significant differences	Tamhane's Post Hoc P	Tukey Post Hoc P
Extraversion	A Married	420	27,70	6,88	14,85	,000*	A>C B>C	,000* ,000*	
	B Single	394	28,75	7,39					
	C Divorced	164	25,20	6,36					
Conscientiousness	A Married	420	30,65	6,04	15,28	,000*	A>C B>C		,001*
	B Single	394	31,79	6,31					
	C Divorced	164	28,63	6,19					
Agreeableness	A Married	420	32,85	6,20	15,41	,000*	A>C B>C		,000*
	B Single	394	33,14	6,79					
	C Divorced	164	29,85	7,36					
Neuroticism	A Married	420	24,32	9,32	13,72	,000*	C>A C>B		,000*
	B Single	394	23,51	9,69					
	C Divorced	164	28,04	9,02					
Openness to Experience	A Married	420	23,67	4,41	11,23	,000*	A>C B>C		,000*
	B Single	394	23,94	4,46					
	C Divorced	164	21,99	4,99					
Negative Valence	A Married	420	14,83	6,31	14,45	,000*	C>A C>B	,000*	
	B Single	394	14,23	6,89					
	C Divorced	164	17,48	6,45					
Enjoyment	A Married	420	12,83	3,06	8,57	,000*	A>C B>C		,002*
	B Single	394	13,01	2,99					
	C Divorced	164	11,85	3,27					
Anger	A Married	420	8,95	3,53	8,14	,000*	C>A C>B		,003*
	B Single	394	8,71	3,50					
	C Divorced	164	10,01	3,43					
Anxiety	A Married	420	8,73	3,55	10,11	,000*	C>A C>B		,009*
	B Single	394	8,20	3,72					
	C Divorced	164	9,71	3,51					

*p<.05

In consequence of one-way analysis of variance (Anova) committed to specify whether there is a difference in subdimensions of teachers' personality traits and teacher emotions in regards to marital status variable, it was specified that there was a meaningful difference in subdimensions of personality traits such as extraversion, conscientiousness, agreeableness, neuroticism, openness to experience, negative valence and subdimensions of teacher emotions such as enjoyment, anger and anxiety.

It was identified that meaningful difference arose between married group and divorced group and single group and divorced group in extraversion subdimension, between married group and divorced group and single group and divorced group in conscientiousness subdimension, between married group and divorced group and single group and divorced group in agreeableness subdimension, between married group and divorced group and single group and divorced group in neuroticism subdimension, between married group and divorced group and single group and divorced group in openness to experience subdimension, between married group and divorced group and single group and divorced group, in negative valence subdimension, between married group and divorced group and single group and

divorced group in enjoyment subdimension, between married group and divorced group and single group and divorced group in anger subdimension, between married group and divorced group and single group and divorced group in anxiety subdimension.

In consequence of t test to identify whether the subdimensions of teachers, personality traits and teacher emotions differ in regards to regular sports making variable are given in Table 6.

Table 6. T Test for Regular Sports Making Variable

	Group	n	\bar{x}	Sd	p
Extraversion	Yes	717	27,55	7,13	,258
	No	261	28,13	7,05	
Conscientiousness	Yes	717	31,11	6,03	,005*
	No	261	29,84	6,78	
Agreeableness	Yes	717	32,90	6,38	,002*
	No	261	31,27	7,56	
Neuroticism	Yes	717	24,49	9,67	,499
	No	261	24,96	9,18	
Openness to Experience	Yes	717	23,72	4,52	,010*
	No	261	22,87	4,69	
Negative Valence	Yes	717	15,10	6,60	,586
	No	261	14,84	6,86	
Enjoyment	Yes	717	13,00	2,89	,000*
	No	261	12,01	3,48	
Anger	Yes	717	8,98	3,50	,515
	No	261	9,15	3,60	
Anxiety	Yes	717	8,73	3,62	,511
	No	261	8,55	3,73	

*p<.05

In consequence of t test conducted to identify whether there is a meaningful difference between personality traits subdimensions and teacher emotions subdimensions according to regular sports making variable, it was determined that there was no meaningful difference in personality traits subdimensions of extraversion, neuroticism, negative valence and the teacher emotions sub-dimensions of anger and anxiety, while there was a significant difference in the personality traits sub-dimensions of conscientiousness, agreeableness, openness to experience and the teacher emotions sub-dimension of enjoyment.

In consequence of one-way analysis of variance (Anova) committed to identify whether there is a difference in teachers' personality traits subdimensions and teacher emotions subdimensions in regards to variable of how many days a week you do sports are given in Table 7.

Table 7. One-Way Analysis of Variance (Anova) for How Many Days a Week Do You Exercise Variable

	Group	n	\bar{x}	Sd	F	p	Significant differences	Tamhane's Post Hoc P	Tukey Post Hoc P
Extraversion	A I'm not doing	261	28,13	7,05	2,774	,040*	C>B		,046*
	B 1-2 days	221	26,67	6,85					
	C 3-5 days	327	28,27	7,21					
	D 5 and over	169	27,30	7,22					
Conscientiousness	A I'm not doing	261	29,84	6,78	3,576	,014*	C>A		,006*
	B 1-2 days	221	30,74	5,83					
	C 3-5 days	327	31,54	5,99					
	D 5 and over	169	30,76	6,36					
Agreeableness	A I'm not doing	261	31,27	7,56	4,418	,004*	C>A	,005*	
	B 1-2 days	221	32,43	5,97					
	C 3-5 days	327	33,26	6,40					
	D 5 and over	169	32,82	6,83					
Neuroticism	A I'm not doing	261	24,96	9,18	2,399	,067			
	B 1-2 days	221	24,98	9,33					
	C 3-5 days	327	23,53	9,69					
	D 5 and over	169	25,72	9,95					
Openness to Experience	A I'm not doing	261	22,87	4,69	3,303	,020*	D>A		,030*
	B 1-2 days	221	23,30	4,35					
	C 3-5 days	327	23,81	4,49					
	D 5 and over	169	24,11	4,78					
Negative Valence	A I'm not doing	261	14,84	6,86	2,949	,032*	D>C		,066
	B 1-2 days	221	15,69	6,69					
	C 3-5 days	327	14,31	6,51					
	D 5 and over	169	15,86	6,51					
Enjoyment	A I'm not doing	261	12,01	3,48	8,995	,000*	C>A D>A	,000*	,000*
	B 1-2 days	221	12,56	2,87					
	C 3-5 days	327	13,13	2,86					
	D 5 and over	169	13,31	2,94					
Anger	A I'm not doing	261	9,15	3,60	1,878	,132			
	B 1-2 days	221	9,30	3,27					
	C 3-5 days	327	8,66	3,42					
	D 5 and over	169	9,20	3,88					
Anxiety	A I'm not doing	261	8,55	3,73	1,582	,192			
	B 1-2 days	221	8,81	3,48					
	C 3-5 days	327	8,45	3,47					
	D 5 and over	169	9,15	4,02					

*p<.05

In consequence of one-way analysis of variance (Anova) committed to identify whether there is a difference in teachers' personality traits subdimensions and teacher emotions subdimensions in regards to variable of how many days a week you do sports, it was specified that there was a meaningful difference in personality traits subdimensions of extraversion, conscientiousness, agreeableness, openness to experience, negative valence and the teacher emotions subdimensions of anger, while there was no meaningful difference in personality traits subdimensions of neuroticism and teacher emotions subdimensions of anger and anxiety.

It was designated that meaningful difference arose between the group that did sports for 3-5 days and the group that did sports for 1-2 days in extraversion subdimension, between group that did sports for 3-5 days and group that did not do sports in conscientiousness subdimension, between group that did sports for 3-5 days

and group that did not do sports in agreeableness subdimension, between group that did sports for 3-5 days and group that did not do sports in openness to experience subdimension, between group that did sports for 5 days and more and group that did not do sports in negative valence sub-dimension, between group that did sports for 5 days and more and group that did sports for 3-5 days, and between group that did sports for 3-5 days and group that did not do sports in enjoyment subdimension.

In consequence of Pearson Correlation test committed to identify whether there is a meaningful relationship between teachers' personality traits subdimensions and teacher emotions subdimensions are given in Table 8.

Table 8. Pearson Correlation Test for Relationship Between Teachers' Personality Traits and Emotional Situations

	Extra version	Conscientiousness	Agreeableness	Neuroticism	Openness to Experience	Negative Valence	Enjoyment	Anger	Anxiety
Extraversion	r								
	p								
Conscientiousness	r	,577**							
	p	,000							
Agreeableness	r	,460**	,729**						
	p	,000	,000						
Neuroticism	r	-,783**	-,554**	-,440**					
	p	,000	,000	,000					
Openness to Experience	r	,406**	,649**	,687**	-,285**				
	p	,000	,000	,000	,000				
Negative Valence	r	-,749**	-,533**	-,455**	,799**	-,279**			
	p	,000	,000	,000	,000	,000			
Enjoyment	r	,366**	,571**	,596**	-,350**	,548**	-,331**		
	p	,000	,000	,000	,000	,000	,000		
Anger	r	-,652**	-,501**	-,420**	,726**	-,278**	,712**	-,428**	
	p	,000	,000	,000	,000	,000	,000	,000	
Anxiety	r	-,651**	-,488**	-,374**	,675**	-,295**	,680**	-,392**	,776**
	P	,000	,000	,000	,000	,000	,000	,000	,000

According to the Pearson Correlation Test results, a meaningful moderate positive relationship was found between extraversion subdimension and conscientiousness, agreeableness, openness to experience, and enjoyment subdimensions, a meaningful moderate negative relationship was found between extraversion subdimension and anger and anxiety subdimensions; and a meaningful high negative relationship was found between extraversion subdimension and negative valence subdimension. A meaningful high level positive relationship was designated between conscientiousness subdimension and agreeableness subdimension, a

meaningful moderate level positive relationship was identified between the conscientiousness subdimension and openness to experience, enjoyment subdimensions, and a meaningful moderate level negative relationship was specified between conscientiousness subdimension and neuroticism, negative valence, anger, and anxiety subdimensions. It was designated that there was a meaningful moderate positive relationship between agreeableness subdimension and openness to experience and enjoyment subdimensions, and a meaningful moderate negative relationship between agreeableness subdimension and the neuroticism, negative valence, anger and anxiety subdimensions. It was found that there was a meaningful high level positive relationship between neuroticism subdimension and negative valence, anger subdimensions, a meaningful moderate level positive relationship between neuroticism subdimension and anxiety subdimension, a meaningful weak level negative relationship between neuroticism subdimension and openness to experience subdimension, and a meaningful moderate level negative relationship between neuroticism subdimension and enjoyment subdimension. It was designated that there was a weakly meaningful negative relationship between openness to experience subdimension and negative valence, anger, and anxiety subdimensions, and a moderately meaningful positive relationship between openness to experience subdimension and the enjoyment subdimension. It was specified that there was a meaningful moderate negative relationship between negative valence subdimension and enjoyment subdimension, a meaningful highly positive relationship between negative valence subdimension and anger sub-dimension, and a meaningful moderate positive relationship between negative valence subdimension and anxiety subdimension. It was specified that there was a meaningful moderate negative relationship between enjoyment subdimension and anger and anxiety subdimension, and a meaningful high positive relationship between anger subdimension and anxiety subdimension.

Discussion and Conclusion

In reference to in Table 3 might be said to be due to the fact that the teachers were raised with Turkish culture and Turkish families are usually patriarchal. Raising girls under restriction and pressure with the idea that they are more vulnerable to danger, but raising them with an approach to developing more naive, thoughtful, attentive, selfless, rootstock feelings, male children have more say, and are appreciated regardless of whether the actions are right or wrong, it is thought that it is

not coincidental that in young ages, since there are children who can reach mostly what they want and are usually given intense interest, the negative value levels of men are higher than women in later ages. However, negative valence levels are seen to be very low in both male teachers and female teachers, which means that individuals who choose the teaching profession have low levels of negative valence from their personality traits or are on the way to becoming teachers it can be said that the education received may have a direct impact on the negative valence levels.

Dalkıran (2014) in his study examining the personality traits of middle school students according to their sports branches, found that level of extraversion was higher in female students than in male students, and there was no significant difference in subdimensions of conscientiousness, agreeableness, neuroticism, openness to experience and negative valence, Bayar (1983) found that the level of extraversion of female athletes was higher than in male athletes, Ulucan and Bahadır (2011) in their study examining the personality traits of weightlifters according to different variables, found that there was no meaningful difference in the levels of extraversion of female and male students, while neuroticism levels were higher in male students than in female students. Gölge (2019) in study examining the emotional states and mental endurance of taekwondo athletes, found a meaningful difference between emotional states of female and male athletes. In studies conducted regardless of variable of doing sports, Uçar (2020), Şeker Sır (2016), Köse (2019), Birimoğlu (2015) reached similar results.

In contrast to research conclusions, Zorlu (2017) found that personality traits of athletes in the athletics branch, Acet et al. (2016) of taekwondo referees and coaches, and Özer (2019) of extreme athletes did not differ according to gender. In studies conducted on teacher candidates and teachers without taking into account the variable of doing sports, no meaningful difference was determined between emotion and personality traits in regards to gender (Köse, 2019; Şengül and Demirel, 2016; Atahan, 2022; Göç, 2023).

In accordance with results in Table 4, it is observed that highest level of extraversion is in teachers aged 21-30. Erikson stated that in the stage between the ages of 17-30, the individual who has found his/her identity during adolescence now establishes closeness and friendships with others. Considering that most teachers aged 21-30 are newly appointed, it is thought that teachers are group with highest level of extraversion since they have started to establish wider relationships with their

environment and to mix with society in this period. The reason why extraversion levels decrease with increasing age is that especially for teachers aged 51 and over, the social environment they are in becomes monotonous, and also the level of enjoying life and energy decreases with age, and the time individuals allocate for their own social activities decreases with increasing age, which negatively affects extraversion levels.

Although the age group of 51 and above has accomplished possible goals of teachers to have lowest level of conscientiousness, or they have struggled for many years, their levels of hopelessness and burnout have increased due to the unrealisation of their goals and dreams that it may be considered. The high level of conscientiousness in teachers between 21-30 and 31-40 years of age is also the conscientiousness that comes with individuals having to primarily stand on their own feet, it can be explained that they are affected by responsibilities they have taken to make the course they have processed due to the fact that they have little professional experience yet.

Since individuals aged 31-40 are in a transition period, they have overcome the inexperience of their 21-30 years of age and have not yet experienced the feelings of fatigue and burnout that come with age for individuals aged 51 and over, it is thought that their social relationships have also developed, and therefore it is thought that the teachers with the highest level of agreeableness are those aged 31-40.

It can be said that older teachers have worked hard for years to sustain their lives and achieve the lifestyle of their dreams, that they have been worn out materially and spiritually in this process, that their burnout levels have increased, their enjoyment of life has decreased, and that they have become more impatient, hasty, irritable, and touchy, and that this situation has caused their neuroticism and negative valence levels to increase.

As Erikson expresses in his psycho-social development theory, since 31-40 age interval is transition period, individuals continue to produce in this period and acquire the productivity of new generation and guiding targets, it can be interpreted that teachers participating in research have the highest level of openness to experience for the development of their students during this period because they themselves are open to development and innovations. The reason that level of openness to experience in teachers aged 51 and over is the lowest in this period, level of enjoyment of life of individuals is decreasing, they are not as open to innovations from their commitment

to their own right and wrong, and they are not as open to their own right and wrong, since the interest in today's technology decreases with age increase, it is thought that level of openness to experience is less than other groups.

It is thought that enjoyment teachers in the 51 and above age group get while teaching is significantly lower than teachers in other age groups, reason why their anger levels while teaching are higher than in other age groups is that with increasing age, the levels of extraversion, openness to experience, conscientiousness, agreeableness decrease, negative valence, neuroticism levels increase, and the feeling of enjoyment they get while teaching decreases and the feeling of anger increases. It is also thought that the higher sense of enjoyment that younger teachers feel while teaching is higher, their theoretical knowledge is fresher despite not having as much professional experience as older teachers, they are more willing to transfer the information they have to students, their communication is better since their ages are closer to the students' ages, and thus teachers can express themselves better in the classroom environment, which positively affects the sense of enjoyment.

In research committed by Gölge (2019) examining emotional states and mental endurance of taekwondo athletes, no statistically meaningful difference was observed in subdimensions of enthusiasm, happiness and excitement, anxiety and anger according to the age range variable of under 18 and over 18, while a meaningful difference was observed in subdimension of malaise and it was determined that the group with the highest level of malaise was the group aged 18 and over. In a study where the variable of doing sports was not used, Köse (2019) found that there was a meaningful difference in emotional and personality traits of teacher candidates according to age, while Pekiürek (2018) found that as age of adolescents increased, their levels of extraversion and open-mindedness increased.

Contrary to research results, Ulucan and Bahadır (2011) found that the personality traits of weightlifters did not indicate a meaningful difference as regards age variable. Güler (2021) specified that there was no meaningful relationship between basic personality traits of sports high school students and the age variable.

In studies conducted regardless of the sports variable, Atahan (2022), Göç (2023) concluded that age did not affect the emotional state level, and Birimoğlu (2015) concluded that it did not affect personality traits.

In proportion to results in Table 5, it is considered that reason single teachers have the highest level of extraversion is because they are younger and have more time

and energy to spare only for their own social activities and hobbies; the reason divorced teachers have the lowest level of extraversion is because they may have gone through a problematic divorce process, their social relationships and personality traits may have been negatively affected by this situation, and their talkativeness and assertiveness traits may have decreased.

It can be said that reason why level of conscientiousness is higher in single teachers compared to married teachers is that, while many responsibilities are shared with the spouse in marriage, single teachers are younger and probably newly appointed, have to take on more responsibility in order to stand on their own feet, and their level of professional experience is lower, requiring them to make more preparations before going to class, which is why their level of conscientiousness is higher than in other groups.

It is thought that the fact that neuroticism and negative valence from the personality traits sub-dimensions, anger and anxiety from the teacher emotions sub-dimensions are at the highest levels in divorced teachers and agreeableness and negative valence from the personality traits sub-dimensions are at the lowest levels in the enjoyment sub-dimension from the teacher emotions sub-dimensions are due to similar reasons, that the material and spiritual wear and tear of divorced teachers during the divorce process affects the existing sub-dimensions, and that since their personality traits were at these levels before the divorce, disagreements arise and they choose to divorce.

Özer (2019) found that the marital status of extreme athletes affected the personality traits sub-dimensions of emotional instability, extraversion, openness to experience, agreeableness and conscientiousness, and found that the levels of neuroticism and openness to experience were higher in unmarried athletes than in married athletes, and that the levels of extraversion, agreeableness and conscientiousness were higher in married athletes than in unmarried athletes. In studies where the variable of doing sports was not taken into account, Birimoğlu (2015), Çelebi and Uğurlu (2014), Sav (2007) reached similar results in their studies on teachers.

In research committed on physical education and sports teachers, Kartal (2021) found that negative mood levels differed according to marital status, while positive mood levels did not differ. In studies where the sports variable was not used, Göç (2023) found that teachers' positive and negative mood levels did not differ

meaningfully as regards marital status variable, while Atahan (2022) found that there were meaningful differences in some subdimensions of mood level.

The results in Table 6 are evidence that regular sports have a significant effect on teachers' personality traits and emotional states. It is observed that individuals who do sports exhibit more hardworking, disciplined, organized, determined, sensitive, sharing, well-intentioned, sincere, affectionate, self-confident, brave and creative personality traits than individuals who do not.

Özer (2019) found that the levels of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness, which are subdimensions of personality traits of extreme athletes, were at a level high enough to create a meaningful difference contrast to athletes who did not exercise.

According to findings in Table 7, it can be said that excessive exercise will reduce the positive aspects of exercise. In the study, it was found that the extraversion, conscientiousness, agreeableness levels of teachers who exercised for 5 days or more were meaningfully lower than those who exercised for 3-5 days, which supports the idea that the effects of exercise are related to overtraining and that the ideal exercise day is 3-5 days a week.

However, it is thought that the level of openness to development increases as the number of days of doing sports increases, that meaningful difference is in favor of teachers who do sports for 5 days or more, that this situation is due to the fact that individuals who do not do sports have a more monotonous lifestyle, and that individuals who do sports for 5 days or more do sports almost every day in order to improve themselves.

In regard to results in Table 8, it is observed that increase in a positive trait among the personality traits and emotional states of teachers causes the increase in other positive traits and the decrease in negative traits. It can be explained that as the negative traits of individuals decrease, they will have a structure with strong communication, developed social relationships, and enjoy life, and this will enable them to be mentally peaceful and have high self-confidence, and their levels of openness to development, compatibility and extroversion are also positively affected. It can be said that the decrease in negative traits and the increase in positive traits among the personality traits directly affect the emotional states of teachers during the lesson.

Gözmen and Aşçı (2016) found that athletes' optimal performance moods had negative relationships with neuroticism, a personality trait, and positive relationships with extraversion, agreeableness, openness to experience, and self-control.

Suggestions

Since it has been designated that doing sports has a positive effect on teachers' emotional levels and personality traits, awareness seminars can be held to encourage all teachers to do sports. It is seen that teachers' personality traits and emotional states are affected by external factors. For this reason, studies can be carried out to improve the working conditions of teachers so that they can teach more efficiently and practice their profession under better conditions. It has been specified that doing sports has positive effects on teachers' personality traits and teacher emotions, and the differences in personality traits between licensed athletes and sedentary individuals can be examined. A study can be conducted to look into effects of personality traits on athlete performance.

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