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Awareness Levels of Students of the Faculty of Technical Education of Süleyman Demirel University about Personality Characteristics and Interpersonal Relationships

Şengül BÜYÜKBOYACI¹, Mehmet KUMARTAŞLI², Leyla KODAMAN³

¹Inst., Süleyman Demirel University, Faculty of Education, Isparta, TURKEY

²Asst. Prof. Dr., Süleyman Demirel University, Faculty of Health Sciences, Isparta, TURKEY

³Dr., Süleyman Demirel University, Faculty of Fine Arts, Isparta, TURKEY

Email: mehmetkmrtsl@hotmail.com

Abstract

The aim of this study was to examine the effect of personality characteristics of the students at the Faculty of Technical Education, Süleyman Demirel University on their awareness levels of interpersonal relationships. This study was conducted with 63 females (%57,28), 47 males (42,72) and totally 110 students at the Faculty of Technical Education, Süleyman Demirel University. Data gathered in accordance with the aims of the study, statistical analysis techniques which are appropriate for data attributes and SPSS 15 program in computer environment were used. The research problem and data concerning sub problems, t test, one way analysis of variance were used; researchers' gender, age and socio demographic attributes were determined as frequency and percentage value. As a result, the research findings revealed that there is no meaningful difference of female and male students between personality attributes and awareness levels of interpersonal relationships. This result indicates that females and males are not aware of what is happening in their interpersonal relationships and do not pay attention to the quality of their relationships.

Keywords: Personality, Personality Attributes, Interpersonal Relationships, Awareness in Interpersonal Relationships

Introduction

Since the beginning of human life the only way is communication for people to familiarize with each other and introduce themselves to others and to be able to agree on some thoughts. Human as a social being continuously asks to communicate with social surroundings. To adapt to recent conditions of the environment developing and continuously changing and to reach some aims a person attempts to make more or less a contact with others every day. This relationship is done by symbolizing oral, written means, gestures and mimics.

Communication defined as “a process of sharing meanings” occurs at every slice of life and at different levels nowadays (Usluata, 1994) because a human living in the developing and continuously changing environment is required to continuously make contact with others.

A human would perform humanity in society as s/he is a social being. Human is a being who knows, builds, cares and experiences values, assuming an attitude, wants, is independent and historical, works, loves, learns and teaches, establishes a country, believes, speaks, includes art and technique, and has biopsychic build. These phenomena confronting us everywhere a human lives are named as “being conditions of a human” (Mengüşoğlu, 1988).

A human is required to keep internal harmony to continue its existence in the world against the conditions of outer environment. It is possible for a human to keep internal harmony by recognizing both outer world and oneself better. A human starts to become social after birth. This human being socialized has some problems as a result of relationships in this social environment.

An individual has difficulty in adapting to social changes that transforms rapidly. The diversity of relationships and the excess of the contents in social life make interaction with people superficial. An individual pays the price for this superficiality by being alienated to the society (Ari, 1989). The personality characteristics of an individual becomes an important factor in social relationships of their surroundings because personality is information about physiological, intellectual and psychological attributes in the sense of an individual. One's personality in the sense of others is to have some attributes and roles (missions) in a society. The functions composing an individual and should be considered as a part of what s/he does and the functions of a person should be considered as a factor revealing personality.

Every person has unique thought and behavior patterns, emotions, attitudes and beliefs, values. Experience gained from outer world is analyzed by five senses and is reflected to shape our aims by means of these internal feelings.

The most commonly used concept used in psychology to define personality is “self”. Self means a way to define “who an individual is” as a component of characteristics an individual accepts and adopts a socio-affective value. This definition is shaped with a connection of an individual with others. Inner world of an individual is related to the characteristics exclusive to an individual like his/her conscious of “concept of self”, “self-confidence”, “considering himself/herself valuable or invaluable”, “expectations”, “aims”, and “weak and strong aspects”. Considering the outer world of an individual is related to the interaction of an individual with surroundings like harmony of an individual with outer world, relationships with other people, family, friends, occupation, relationships with individuals in a group and generally “with people”, satisfaction from these relationships, loving others and being loved by others (Özgüven, 1992).

Interpersonal communication is basically organization of executing emotion and thought. Here the main component is “to tell”. A person who communicates and starts communication wants to explain his/her world of thought and emotion, relationships and equivalents of these relationships in him/her and to transfer to the other person. The aim of the act of explaining is “to be understood” in the sense of communication (Baltaş, 1992).

Successful societies are aware of the importance of effective relationships. The success of societies is really determined by the quality of the relationships of individuals in the society. Being aware of relationships presents necessary organized information to individuals so that they can establish more efficient relationships. Being aware of relationships not only makes individuals have better relationships but also rescues from social contradiction. Moreover, it introduces social dynamics and helps to use these dynamics in relationships.

Being aware of interpersonal relationships helps an individual to understand the motivation behind behaviors. This helps the individual to recognize himself-herself and establish more successful relationships in social life.

For a healthy and effective communication love, respect, trust and acceptance among people are important. Healthy relationships are very important to develop healthy individuals, and similarly, healthy individuals are for healthy society. If individuals are educated on dimensions of interpersonal relationships, that is, if they recognize the dimensions of individuals, having communication skills which help them understand the reasons for attitude and behaviors, it will be easier to lead a healthy life.

Materials and Method

Aim and Problem of the Research

The aim of this study is to present whether there is an effect on awareness level of students’ personality characters and personal qualifications in relationships who study at the Faculty of Technical Education, Süleyman Demirel University. Is there any effect on awareness level of students’ personality characters and personal qualifications in relationships who study at the Faculty of Technical Education, Süleyman Demirel University?

Sub Problems

The sub problems of the study are as follows:

- 1) Is there a significant difference between the awareness levels of female and male students in interpersonal relationship?
- 2) Is there a significant difference between the awareness levels of the students who have and do not have a friend of opposite sex in interpersonal relationship?
- 3) Is there a significant difference between the awareness levels of students by their department?
- 4) Do the awareness levels of the students by education levels of their mothers indicate a significant difference?
- 5) Is there a significant difference between the awareness levels of the students and age variables?

- 6) Is there a significant difference between the awareness levels of the students and the variables of the number of siblings?
- 7) Is there a significant difference between the awareness levels of the students and the variables of the number of intimate friends of the same sex?

Research Model

This study is survey model and examined the effect of personality characters of university students on their awareness in interpersonal relationships. The method used in this study is a relational screening model which is a sub method of Survey Model. Relational screening model is a research model used to show correlation between at least two conditions or variables. This study was described in the sense of variables of personality characteristics and awareness levels in relationships and then the relations between these two variables were analyzed.

Population and Sample

The population of the study is composed of the students at the Faculty of Technical Education, Süleyman Demirel University. The assessment instrument was applied to the related classes at the departments of Computer Control Teaching, Structural Design Teaching, Design Construction Teaching, Installation Teaching and Automotive Teaching at the aforementioned faculty for the population of the study. In this sense, disproportional cluster sampling method was used.

Data Collection and Analysis

The below stated two instruments were used to gather necessary information in this study.

a) Personality Test Based on Adjectives (SDKT)

Personality Test Based on Adjectives was developed by Bacanlı and İlhan and Aslan (2009). SDKT is composed of five sub dimensions (emotional/neuroticism, extroversion, openness to experience, tendermindedness, responsibility). Principal Components Factor Analysis was done by means of data obtained from 285 participants to test construct validity of SDKT. As a result of the analysis, it was seen that the variance concerning the five factors of SDKT explained %52.63. Sociotherapy Scale, Reaction to Conflicts Scale, Negative-Positive Emotion Scale, Constant Anxiety Inventory were used to test consistence validity of SDKT. Generally examined it was found that the dimensions of SDKT were at intermediate level and had a meaningful structure with the scales used for consistent validity and these results are important in terms of consistent validity.

Within the framework of reliability studies of SDKT internal consistency factors of the instrument by the data obtained from 285 participants were calculated and SDKT was applied to 90 participants two weeks later. It was seen that internal consistency factors of the dimensions of SDKT changed between .73 and .89. Considering the findings of SDKT retest, the highest relation is of Tendermindedness ($r=.86, p<.01$), the lowest relation is of Openness to Experience ($r=.68, p<.01$).

Dimensions:

Factors

Neuroticism 1,6,11,16,21,26,31

Extroversion 2,7,12,17,22,27,32,37,39

Openness to experience 3,8,13,18,23,28,33,36

Tendermindedness 4,9,14,19,24,29,34,38,40

Responsibility 5,10,15,20,25,30,35

b) Relationship Awareness Scale

Awareness scale in interpersonal relationships is a measurement instrument which individuals can tick by themselves. It can be practiced as an individual or a group. One-page form is composed of 30 questions. The factors numbered 1,4,7,10,13,16,19,25,28 tend to assess conscious; the factors numbered 2,5,8,11,14,20,23,26,29 assess image; the factors numbered 3,6,9,12,15,18,21,24,30 assess anxiety state in relationships. It is a five-Likert type scale. There is a one paragraph long directive at the beginning of the form and after each statement there are five options under the head of I never agree (1), I agree somewhat (2), I agree a little (3), I agree more or less (4), I agree absolutely (5). These grades are attained from 1 to 5 respectively. The points of every space opposite every statement are calculated and are graded between 30 and 150. There is no score interval.

Findings and Discussion

In this section the findings of the study were stated. The order of the findings are in accordance with the order of sub problems.

1. Is there a significant difference between the awareness levels of female and male students in interpersonal relationship?

Whether there is a significant difference between personal characteristics in interpersonal relationships and awareness levels in relationships by gender was analyzed by t-test. The results of t-test applied were given in Table 1.

Table 1. Comparison of Scale Points Related to Personality Characteristics of Female and Male Students and Awareness in Relationships

GENDER			N	Mean	Standard Deviation	t	P
SDKTt op	dimension1	female	63	199,30	26,819	3,379	,417
		male	47	199,40	30,024		
İFOÖt op	dimension1	female	63	93,38	14,728	1,856	,915
		male	47	92,87	16,458		

According to the Table, personality characteristics do not show any significant difference in the sense of gender. Based on the results of SDKT conducted to find between which groups there is a difference by gender the mean of females 199,30 and the mean of males is 199,40.

According to the results of İFO conducted to find between which groups values are different it is seen that the values do not vary by gender. In other words, the mean of females 93,38 and the mean of males is 92,87 which means there is no significant difference.

According to $P > .01$. it is seen there is no significant relation between personality characteristics and gender variable.

According to $P > .01$. it is not seen there is a meaningful relation between awareness and gender variable.

2. Is there a significant difference between the awareness levels of the students who have and do not have a friend of opposite sex in interpersonal relationship?

Whether there is a significant difference between having or not having a friend of opposite sex in the sense of personal characteristics in interpersonal relationships and awareness levels in relationships was analyzed by t-test. The results of t-test applied were given in Table 2.

According to the Table, personality characteristics do not show any significant difference in the sense of having or not having a friend of opposite sex. Based on the results of SDKT conducted to find between which groups there is a difference by having or not having a friend of opposite sex the mean of females 197,45 and the mean of males is 203,40.

According to the results of İFO conducted to find between which groups values are different it is seen that the values do not vary by having or not having a friend of opposite sex. In other words, the mean of females 91,73 and the mean of males is 96,23 which means there is no significant difference.

According to $P > .01$. it is seen there is no significant relation between personality characteristics and the variable of having or not having a friend of opposite sex.

According to $P > .01$. it is not seen there is a meaningful relation between awareness and the variable of having or not having a friend of opposite sex.

Table 2. Comparison of Scale Points Related to Students' Personality Characteristics and Awareness in Relationships by Having or not Having a Friend of Opposite Sex

FRIEND OF OPPOSITE SEX		N	Mean	Standard Deviation	t	P
SDKTto p	yes	75	197,45	28,172	3,253	,897
	no	35	203,40	27,911	4,718	
İFOÖto p	yes	75	91,73	13,378	1,545	,058
	no	35	96,23	18,933	3,200	

3. Is there a significant difference between the awareness levels of students in interpersonal relationships by their department?

Whether there is a significant difference between the awareness levels of students in interpersonal relationships by their department was analyzed by t-test. The results of t-test applied were given in Table 3.

According to the Table, personality characteristics do not show any significant difference by their department. Based on the results of SDKT conducted to find between which groups there is a difference in terms of department the mean of automotive teaching 200,19, computer control teaching is 184,95, structure design teaching is 202,95, installation teaching is 207,32 and design construction teaching is 199,35.

According to the results of İFO conducted to find between which groups values are different it is seen that the values do not vary by departments. In other words, the mean of automotive teaching is 91,33, computer control teaching is 95,59, structure design teaching is 90,68, installation teaching is 94,41 and design construction teaching is 93,70 which means there is no significant difference. According to $P > .01$. it is seen there is no significant relation between personality characteristics and the department variable. According to $P > .01$. it is not seen there is a meaningful relation between awareness and the department variable.

Table 3. Comparison of Scale Points Related to Students' Personality Characteristics and Awareness in Relationships by Their Department

Department	N	Mean	Standard	t	P
SDKT top					
Computer control teaching	22	184,95	32,192	6,863	
Structure design teaching	22	202,95	28,685	6,116	
Installation teaching	22	207,32	25,207	5,374	
Design construction teaching	23	201,26	25,343	5,284	
Total	110	199,35	28,099	2,679	,088
İFO top					
Computer control teaching	22	95,59	16,624	3,544	
Structure design teaching	22	90,68	13,192	2,813	
Installation teaching	22	94,41	17,311	3,691	
Design construction teaching	23	93,70	12,197	2,543	
Total	110	93,16	15,419	1,470	,818

4. Do the awareness levels of the students by education levels of their mothers indicate a significant difference?

Whether there is a significant difference between personality characteristics and awareness levels of students in interpersonal relationships by education levels of their mothers was analyzed by t-test. The results of t-test applied were given in Table 4.

Table 4. Comparison of Scale Points Related to Students' Personality Characteristics and Awareness in Relationships by Education Levels of their Mothers

Education Level of Mother	N	Mean	Standard Deviation	t	P
SDKT top					
University	8	192,75	29,970	10,596	
High School	13	185,69	29,355	8,142	
Secondary School	22	209,09	28,579	6,093	
Primary School	52	198,83	27,403	3,800	
Illiterate	15	202,20	25,338	6,542	
Total	110	199,35	28,099	2,679	,175
İFOÖ top					
University	8	93,25	11,386	4,026	
High School	13	84,77	13,065	3,624	
Secondary School	22	97,45	15,711	3,350	,208
Primary	52	92,81	15,836	2,196	
Illeterate	15	95,33	16,007	4,133	
Total	110	93,16	15,419	1,470	

According to the Table, personality characteristics do not show any significant difference by education levels of their mothers. Based on the results of SDKT conducted to find between which groups there is a difference in terms of education levels of mothers university was found to be 192,75, high school is 185,69, secondary school 209,09, primary school 198,83, and illiterate one is 202,20.

According to the results of İFO conducted to find between which groups values are different it is seen that the values do not vary by education levels of their mothers. In other words, the mean of university is 93,55, high school is 84,77, secondary school is 97,45, primary school is 92,81, illiterate is 95,33 which means there is no significant difference. According to $P > .01$. it is seen there is no significant relation between personality characteristics and the variable of

mother's education level. According to $P > .01$, it is not seen there is a meaningful relation between awareness and the variable of mother's education level.

5. Is there a significant difference between the awareness levels of the students and age variables?

Whether there is a significant difference between personality characteristics and awareness levels of students in interpersonal relationships by age was analyzed by t-test. The results of t-test applied were given in Table 5.

Table 5. Comparison of Scale Points Related to Students' Personality Characteristics and Awareness in Relationships by Age Variable

Age	N	Mean	Standard Deviation	t	P	
SDKTto p	21 aged and below	19	188,68	24,840	5,699	
	22	19	204,21	28,409	6,517	
	23	30	199,17	30,335	5,538	
	24	17	204,12	29,161	7,073	
	25 aged and above	25	200,72	26,687	5,337	
	Total	110	199,35	28,099	2,679	
İFOÖtop	21 aged and below	19	95,95	16,457	3,775	
	22	19	93,47	13,721	3,148	
	23	30	94,17	17,574	3,208	
	24	17	91,53	16,133	3,913	
	25 aged and above	25	90,72	13,161	2,632	
	Total	110	93,16	15,419	1,470	

According to the Table, there is no significant difference when the points of personality and awareness are considered by age. However, considering the points of personality and awareness in themselves by age it is observed the mean is high.

According to $P > .01$, it is seen there is no significant relation between personality characteristics and the age variable. As the age increases there is no any differentiation in personality characteristics.

According to $P > .01$, it is not seen there is a meaningful relation between awareness and the age variable.

6. Is there a significant difference between the awareness levels of the students and the variables of the number of siblings?

Whether there is a significant difference between personality characteristics and awareness levels of students in interpersonal relationships by the number of siblings was analyzed by t-test. The results of t-test applied were given in Table 6.

Table 6. Comparison of Scale Points Related to Students' Personality Characteristics and Awareness in Relationships by the Number of Siblings

Number of Siblings	N	Mean	Standard Deviation	t	P	
SDKTto p	2 and below	52	203,31	26,668	3,698	
	3	28	200,89	30,902	5,840	
	4 and above	30	191,03	26,945	4,919	
	Total	110	199,35	28,099	2,679	
İFOÖtop	2 and below	52	93,56	15,427	2,139	
	3	28	94,64	15,490	2,927	
	4 and above	30	91,10	15,650	2,857	
	Total	110	93,16	15,419	1,470	

According to the Table, it is seen there is no significant difference at awareness and personality characteristics by the number of siblings when the points of personality and awareness are considered by age.

According to $P > .01$. there is no significant relation between personality characteristics and the number of siblings.

According to $P > .01$. it is not seen there is a meaningful relation between awareness and the number of siblings.

7. Is there a significant difference between the awareness levels of the students and the variables of the number of intimate friends of the same sex?

Whether there is a significant difference between personality characteristics and awareness levels of students in interpersonal relationships by the number of intimate friends of the same sex was analyzed by t-test. The results of t-test applied were given in Table 7.

Table 7. Comparison of Scale Points Related to Students' Personality Characteristics and Awareness in Relationships by the Number of Intimate Friends of the Same Sex

	N	Mean	Standard Deviation	t	P
SDKTto P	2	196,33	31,944	5,051	
	3	202,00	26,251	4,961	
	4	201,18	26,163	4,189	
	Total	107	199,58	28,335	
İFOÖtop	2	95,93	16,288	2,575	
	3	89,79	11,308	2,137	
	4	92,23	17,136	2,744	
	Total	107	92,97	15,544	

According to the results of the study, it is seen there is no significant difference at awareness and personality characteristics by the number of intimate friends of the same sex.

According to $P > .01$, there is no significant relation between personality characteristics and the number of intimate friends of the same sex.

According to $P > .01$, it is not seen there is a meaningful relation between awareness and the number of intimate friends of the same sex.

Results and Suggestions

In this section, general results based on obtained findings as a result of the study and suggestions were stated.

1. According to the research findings, there is no significant difference between female and male students in the sense of personality characteristics in interpersonal relationships and awareness levels in relationships. This result suggests that females and male are unaware of what is happening in their interpersonal relationships and do not pay attention to the quality of their relationships.
2. In accordance with the variables of having or not having a friend of opposite sex do not suggest any significant difference between personality characteristics and awareness levels in interpersonal relationships. It is seen there is no difference in proportion to the state of having or not having a friend of opposite sex.
3. The department variable does not suggest any significant difference between students' personality characteristics and awareness levels in interpersonal relationships. There is no significant difference between the department variable and departments.
4. It is suggested that there is no significant differentiation at personality characteristics and awareness levels in interpersonal relationships by education levels of their mothers.

5. It is suggested that there is no significant difference between the age variable and personality characteristics and awareness levels in interpersonal relationships.
6. There is no significant difference between the variable of the number of siblings and personality characteristics and awareness levels in interpersonal relationships.
7. It is suggested that there is no significant difference between the variable of the number of friends and personality characteristics and awareness levels in interpersonal relationships.

Based on the obtained results the following suggestions were developed.

1. Education for communication skills, social adaptation and personal adaptation should be given by means of counseling services which would be composed within the framework of university to the students whose personality characteristics and awareness levels in interpersonal relationships are low.
2. Universities should establish guidance services which provide orientation training to students so that they can adapt to their educational environment and the place they live in a better way and feel more comfortable in their interpersonal relationships, and the works in this aspect should be furthered.
3. Education for communication skills that might influence awareness in interpersonal relationships should be given during university education especially at the faculties of education, and the extension of these works should be maintained during their higher education.
4. Students should be encouraged to attend social activities to decrease their communication problems and make use of their free time well during their education and these types of activities should be increased.
5. As a result of this study, education for communication skills should be given to the students whose awareness levels in interpersonal relationships are low.
6. Parents might be educated about the importance and introduction of values to enhance personality characteristics of the participants in the study.
7. At the same time, various studies oriented at education for values might be increased at the curriculums of primary school, high school and university.
8. It would be useful to conduct similar studies at different faculties and universities to be able to make generalizations in accordance with the results of this study.

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