Araştırma Makalesi

THE EFFECTS OF PERSONALITY TRAITS ON WILLINGNESS TO COMMUNICATE: A STUDY ON UNIVERSITY STUDENTS[1]

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Abstract

The aim of this study is to investigate the effects of personality traits of individuals on their willingness to communicate. The ten item personality inventory and willingness to communicate scale was used in the survey. The main volume of the sample is the total number of students in faculties and colleges of Konya Necmettin Erbakan University in 2016-2017 educational year. The data was analyzed by using percentage, average and correlation. The results indicated that 63.3 % of the participants was female, 36.7 % was male, average age was 20.95, 14.9 % from medical sciences (n=59), 67.3 % from social sciences (n=266), 17.7 % from natural sciences (n=70). With respect to their faculties; 22.3 % was 1st grade (n=88), 33.73 % was 2nd grade (n=133), 26.3 % was 3rd grade (n= 104) and 17.7 % was 4th grade (n=70). From the result of the correlation analysis, willingness to communicate total point and the ten item personality inventory sub-dimensions like extraversion (p=,000), openness to experience (p=,001) and responsibility (p=,001) gave positive and significant relationship.

Key words: Willingness to Communicate, Personality, University Students, Communication.

ÜNİVERSİTE ÖĞRENCİLERİNİN KİŞİLİK ÖZELLİKLERİNİN İLETİŞİME GÖNÜLLÜLÜĞE ETKİSİ ÜZERİNE BİR ÇALIŞMA

Öz

Bu çalışma da bireysel kişilik özelliklerin iletişime gönüllülüğe etkisinin araştırılması amaçlanmaktadır. Araştırma da on maddeli kişilik ölçeği ile iletişime gönüllülük ölçeği kullanılmıştır. Örneklemin ana kütlesi 2016-2017 eğitim-öğretim döneminde Konya Necmettin Erbakan Üniversitesinde fakülte ve dört yıllık yüksekokullarda öğrenim gören toplam öğrenci sayısıdır. Verilerin analizinde yüzde, ortalama ve korelasyondan yararlanılmıştır. Analizler sonucunda katılımcıların %63,3'ünün kadın, %36,7'sinin erkek ve yaş ortalamalarının ise 20,95 olduğu, %14,9'unun sağlık bilimlerinden (n=59), %67,3'ünün sosyal bilimlerden (n=266), %17.7'sinin ise fen bilimleri(n=70) alanındaki fakültelerden, % 22,3'ünün 1.sınıf (n=88), % 33,7'sinin 2.sınıf (n=133), % 26,3'ünün 3. sınıf (n=104), %17,7'sinin ise 4. sınıf (n=70) olduğu görülmüştür. Korelasyon analizleri sonucunda İGÖ toplam puanı ile on maddeli kişilik ölçeği

alt boyutlarından dışa dönüklük (p=,000) deneyime açıklık (p=,001) ve sorumluluk (p=,001) arasında pozitif ve anlamlı bir ilişki saptanmıştır.

Anahtar Kelimeler: İletişime Gönüllülük, Kişilik, Üniversite Öğrencileri, İletişim.

1. INTRODUCTION

The individuals exhibit a wide range of attitudes. Behavioral patterns that can be dissociated in diversity are called ~~as~~ personality traits (McShane & Von Glinow, 2016: 30). These personality traits of the individual are expected to affect their situation of willing to communicate or not. Communication styles can often be considered as communicative expressions of personality traits (de Vries, Bakker-Pieper, Konings & Schouten, 2011: 528). For example, shy individuals have communication anxiety and they are into online linked calls compared to face-to-face communication (Hammick & Lee, 2013: 1). This reveals the effect of individual differences within face-to-face communication. Introvert personalities are observed to prefer self-communication and mass communication to interpersonal communication (Hazar, 2006: 137). These behavior patterns may be accepted as reflection of individual's personality traits.

2. PERSONALITY TRAITS

Due to the individual differences, they are usually limited and most of them find it difficult to interact with other people in their everyday lives. Besides these, they may be ignored (Goldberg, 1990:1216). The concept of personality is a part of the human social life (Yelboga, 2006: 196) and personality traits (extraversion, control and honesty) are also positively associated with the social power of the individuals (Wood & Harms, 2016: 40). Personality can be defined as a form of relationship being distinctive, consistent and structured from other individuals which is established by the individual's internal and extrovert environment (Hazar, 2006: 125). According to Yelboga (2006: 198), personality is a unique image of the factors affecting an individual's feelings, thoughts and attitudes. The personality traits have an important role in shaping human social life and this reveals the differences in interpersonal communication.

Analyzing the studies conducted and the literature available (Goldberg, 1990; Yelboga, 2006; Robbins & Judge, 2013: 139; Coulter, 2013: 228, McShane & von Glinow, 2016: 30), five dimensions of personal traits (extraversion, agreeableness, openness to experiences, conscientiousness, and emotional stability) are to be examined. The people having extrovert personalities are defined as social, active and talkative while the compliant ones are good-natured, docile, kind, helpful and modest. The individuals' openness to experience are defined as creative, sensitive, open minded and intellectual. The responsible ones are careful, thoughtful, responsible, regular and attentive. Additionally, people having

emotional stability qualification are defined as anxious, depressed, angry and insecure (Roccas, Sagiv, Schwartz & Knafo, 2002: 792-793). The five mentioned dimensions influence the employee's motivation and their role ambiguity in various ways. For example, the honesty (for all professional groups) has a consistent relation with the performance criteria. Extraversion has much more importance for the professions requiring social interaction (e.g. managers and ~~the~~ salesperson). The personality traits such as extraversion and openness to experience are great predictors for educational adequacy criterion. This is because individuals enjoying the mentioned characteristics are suggested to have positive attitudes towards their learning experiences (Barrick & Mount, 1991).

Some of the experts generalize convenience, conscientiousness and emotional stability concepts and aggregate them to the title "getting along with people". Compatible people are more sensitive to others (more empathy, fewer conflicts). People having strong sense of responsibility are more trustworthy and the ones who have emotional stability are more optimistic. According to several people, extraversion is related to living good with other people. The individuals who exhibit these traits are more or less being resistant to change, less open for new ideas, more traditional and also fixed minded (McShane & Von Glinow, 2016: 31).

Personality traits have always been considered as a basis in order to understand individuals (Parks-Leduc, Feldman & Bardi, 2015: 3). There are many studies conducted on the purpose of understanding individuals and analyzing the effects of their behavior on their social or business lives. For example, these may be sorted as effect of personality traits on career success, personality traits and personal values, effect of personality traits on organizational silence or direct effect of personality traits acceptance of technology (Judge, Higgins, Thoresen & Barrick: 1999, Parks-Leduc, Feldman & Bardi: 2015, Dilek & Taşkıran: 2016, Özbek, Alnıaçık, Koç, Akkılıç & Kaş: 2014). In a study conducted by Judge et. al., it was observed that personality is related with career success, and that five-factor personality traits measured in adults are stronger on career when compared to childhood (Judge et.al.:1999). In another study, the effect of personality traits on information retrieval behaviors of students was examined and in accordance with the results it was observed that there is a positive relationship between extroversion, openness and honesty personality traits and information retrieval behavior, whereas it was observed that it is negatively related with neuroticism (Halder, Roy & Chakraborty, 2010: 47). How extensive the effects of individuals' personality traits are and how significant they are for the individuals are revealed by these studies.

3. WILLINGNESS TO COMMUNICATE

Continuity of communication within the context of interpersonal communication reveals the presence of personality variables in willingness to communicate (de Veries et al., 2011:506; Richmond & McCroskey, 1987: 129-130). So, personality has fundamental effect on willingness to communicate (Yu, Li & Gou, 2001: 257). Some people tend to talk only when they are spoken to, insomuch that sometimes they do not even want to talk. Some of these individuals speak very little, mostly they tend to talk only when others talk to them, sometimes they do not even talk. Some of the people use the words constantly; some tend to talk more due to the conditions or the situation of the counterpart (McCroskey, Baer & Elaine, 1985).

Communication in simple terms is an individual aim through behaving (Yu et al., 2001: 254). Many variables exist which are based on personality and affecting willingness to communicate. Some of them are communication anxiety, extraversion and communication competency. Perception also pioneers willingness to communication which is one of the two most important factors. The willingness senses of an individual having less anxiety to communicate and others having much more anxiety about communication competency perception are overmuch (Yu et al., 2001: 257). By examining the relationship among introversion, self-esteem, competence in communication, communication anxiety, cultural diversity, and willingness to communicate, it is observed that the person who communicates is dominant in cognitive decision-making and applying processes (McCroskey & Richmond, 1990: 19). Personal characteristics as well as being willing (or not) of an individual to communicate with others are affected by situational conditions. The influence mentioned may occur due to several variables e.g. how they feel, how they seem, their communication's sufficiency, what is earned or lost by communication etc. (Richmond & McCroskey, 1987: 129). Thus, cultural differences also affect the willingness of individuals. Willingness study conducted by Lu & Hsu (2008: 85), to communicate within intercultural relations between the Chinese people and Americans reveals that the Americans are more willingness to communicate. Another study by Kim (2015: 532) states that personal characteristics are more determinative in speech performance compared to situational factors. Hence, developing a strong interpersonal communication is significantly related to the degree of willingness of the interacting person. Moreover, it is more likely to develop positive interpersonal relations for anyone who is willing to speak and non-verbal expressions (McCroskey & Richmond, 1990: 19). Positive interpersonal relations affect the individual's success on the social fields within the whole life. Example, impressive and accurate communication styles of leaders are associated with various leadership results. Communication has a much more significant effect

today on the qualifications of extraversion and honesty as personal traits (Bakker-Pieper & de Veries, 2013: 15).

Identifying the personality traits which affect individual's social, education and business life is tremendously significant for personal development. Students especially receive training in communication skills according to personality traits throughout students' educational life. It is of great importance that, it affects their success in business life. It is supposed that individuals who have advanced communication skills have a high level of willingness to communicate. Therefore, the studies are to find out personality traits which express the willingness to communicate and solutions to improve this issue. The aim of the study is to analyze the effect of individual personality traits on willingness to communicate among students.

4. METHOD

The research is a descriptive study. Questionnaire used in the research was prepared by the researchers made up of four sections to detect the socio-demographic characteristics of the participants, Ten Items Personality Inventory (10 questions) and willingness to communicate scale (20 questions). The study sample consists of students from school faculties and vocational schools located in Konya in 2016-2017 academic year. The data was collected between February and April 2017.

4.1. Universe and Sample of the Research

The following formula was used in order to determine the sample size of the research (Sümbüloğlu & Sümbüloğlu, 1997: 265).

$$n = \frac{[Nxt^2 x(pxq)]}{d^2 x(N-1) + t^2 x(pxq)}$$

$$n = \frac{[21904x1,96^2 x(0,50x0,50)]}{0,05^2 x(21904-1) + 1,96^2 x(0,50x0,50)} = 377,5$$

Figure 1. Sample Formula

The Target population of the sample is the number of the students having education in Konya from faculties and colleges schools for 2016-2017 academic year. The sample size is calculated to be 378. Social Sciences, Natural and Applied Sciences and Health Sciences are the sub-divisions of the main body. The number of the students within each sub-division is not the same. Therefore, proportional selection method (Erdoğan, Nahçıvan & Esin, 2014: 179-180) was used to make the representation of each sub-division similar. Also, the number of samples representing each sub-division is calculated (Table 1).

Table 1. Calculating the Number of Samples for Each Sub-division

Sub-division	Number of Students	Weight of the Sub-division	Number of the Students within Each Sample
Social Sciences	15434	15434/21904=0,70	0,70x378=265
Natural and Applied Sciences	3613	3613/21904=0,17	0,17x378=64
Health Sciences	2857	2857/21904=0,13	0,13x378=49
Total	**21904**	**1.00**	**378**

4.2. Measures

The Ten-Item Personality Inventory

The scale is formed of sub-dimensions (10 questions) such as; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability. Each of the sub-dimensions has two questions Likert type 7-grades. The sub-dimensions of openness to experience, agreeableness, emotional stability, conscientiousness, and extraversion respectively include the items (questions) of 5th-10th, 7th-2nd, 9th-4th, 3rd-8th and 1st-6th ones. The scale developed by Gosling et al (2003) was translated into Turkish language by Atak (2013) and Validity and reliability studies were conducted. Internal consistency of the scale was calculated (Openness to experience: 0.83; Agreeableness: 0.81; Emotional Stability: 0.83; Conscientiousness: 0.84; Extraversion: 0.86) and reliability analyses were conducted based on test-retest method (n=54; openness to experience: 0.89, Agreeableness: 0.87, Emotional Stability: 0.89, Conscientiousness: 0.87, Extraversion: 0.88) indicating that they are reliable and applicable. Cronbach alpha value of Ten Items Personality Inventory was calculated as .66. This was the results from the data anlysed.

Willingness to Communicate Scale

Willingness to Communicate Scale (WTC) is used in the study, which was developed by McCroskey (1992) and translated into Turkish language via Karadag, Kaya & Uludag (2016) then reliability and also validity studies were conducted. The scale consisted of 20 questions; 12 substantial and 8 secondary ones, having a 3-factor structure with 12 basic substances. These factors are arranged as; Making a Presentation to Friends and Acquaintances (MPFA) (19,15,20,14,11), Talking to strange People (TSP) (3,17,8,12) and also Talking to Friends and Acquaintances (TFA) (9,4,6). Cronbach alpha value of the research was calculated because of the reliability and validity of the study. The Cronbach alpha value is .88 (Karadag et al., 2016: 101). Cronbach alpha value of WCS was measured as .85 by administering questionnaire and applying scales in the research.

4.3. Analysis of Data

SPSS was used to analyze the data gathered in the research. To detect the socio-demographic characteristics of the students included in the sample in the study, their views are used. Additionally, the averages and standard deviations of the data are evaluated. The values of kurtosis and skewness of the data are examined to detect whether the data set has a normal distribution or not. Kurtosis and skewness values range between -1.96 and +1.96 with 0.05 significance level are concluded to be in a standard normal distribution (Kalaycı, 2010:6). By considering the normal distribution of data; Anova test, Independent t test, Pearson correlation analysis between dimensions and multivariate regression analysis among the sub-dimensions that correlated with each other were observed. The results of the analysis and the scales are represented in tables.

5. RESULTS

The sample size of the study is 396. During the application, inappropriate questionnaires were excluded from the study and the rest were included. So, the number of questionnaires is higher than the number of samples.

Table 2. Shares of Socio-demographic Characteristics

		Frequency	Percent (%)
Faculty	Health Sciences	59	14,9
	Social Sciences	266	67,3
	Natural and Applied Sciences	70	17,7
Gender	Female	250	63,3
	Male	145	36,7
Level of University Grade	1st Grade	88	22,3
	2nd Grade	133	33,7
	3rd Grade	104	26,3
	4th Grade	70	17,7
	Minimum	**Maximum**	**Average**
Age	18	36	21
Total		396	100,0

According to the analyses, it is observed that 63.3% of the participants are women and 36.7% is consisted of men. Their average age is measured as 20.95, 14.9% of the students are attending the faculties from Health Sciences (n=59), 67.3% are from Social Sciences (n=266), 17.7% of the students are from Natural and Applied Sciences (n=70). 22.3% of the students are from1st grade (n=88), 33.7% of them are the 2nd grade (n=133), 26.3% of the students are attending the 3rd grade (n=104) and the rest 17.7% are the 4th graders (n=70).

Table 3. Distributions of Total and Subgroup Scores for Willingness to Communicate and 10-Items Personality Scale

	Number	Minimum	Maximum	X ± SD
Willingness to Communicate Scale, Total Scores (WTC)	395	0	100	69,39 ± 16,72
Making a Presentation to Friends and Acquaintances (MPFA)	395	0	100	77,57 ± 18,62
Talking to Strange People (TSP)	395	0	100	50,63 ± 24,75
Talking to Friends and Acquaintances (TFA)	395	0	100	79,98 ± 17,11
Extraversion	395	1,00	7,00	4,77 ± 1,62
Emotional Stability	395	1,00	7,00	4,53 ± 1,44
Openness to Experience	395	1,00	7,00	4,80 ± 1,37
Conscientiousness	394	1,00	7,00	5,39 ± 1,52
Agreeableness	394	1,00	7,00	5,23 ± 1,26

From the analysis done; total average score for WTC is 69,39 ± 16,72 (Table 3). From to the results; Students' willingness to communicate value is observed to be higher than the average. By analyzing the sub-dimensions of scale, sub-scores of MPFA and TFA (77,57 ± 18,62, 79,98 ± 17,11), it was determined to be higher than total scores besides TSP sub-score being calculated as 50,63 ± 24,75. Willingness percentage of the participants to talk to strange people is measured to be 50%. The mentioned situation indicates that individuals hesitate to talk to others who are perceived as stranger. Lower TSP sub-score affects the total score to be low.

From the analysis of Ten items personality scale sub-group scores; conscientiousness and agreeableness (5,39 ± 1,52, 5,23 ± 1,26) sub-scales are determined to be higher than average score while extraversion, emotional stability and openness to experience sub-groups values are similar to the average (Table 3). Most of the participants are concluded to have conscientiousness and agreeableness personality qualifications with respect to the result of analysis.

Table 4. Comparing the Scales Due to The Variables of Gender and Grades

Willingness to Communicate and Ten Items Personality Inventory	Gender	N	Mean	t-test	p
MPFA	women	250	79,25 ± 17,81	t=2,37	**p<,018**
	Men	145	74,67 ± 19,65	t=2.31	
TFA	women	250	82,14 ±1 5,87	t=3,33	**p<,001**
	Men	145	76,26 ± 18,52	t=3.20	
Emotional Stability	women	250	4,38 ± 1,46	t=-2,63	**p<,009**
	Men	145	4,78 ± 1,38	t=-2.67	
	Grade	**N**	**Mean**	**Anova**	
Talking to strange People	1st Grade	88	48,55 ± 25,45	**F=2,971**	
	2nd Grade	133	49,58± 24,40	**p<,032**	
	3rd Grade	104	48,44 ± 24,10		
	4th Grade	70	58,52 ± 24,44		

Based on the independent t-test conducted between the total score of WTC and sub-groups and gender variable of Ten Items Personality Scale sub-groups, a significant relation is

found between gender and TFA and also emotional stability sub-groups and TFA (p<,05) (Table 4). Any other significant difference is not observed between gender and other sub-groups (p>,05).

From the analysis, (Table 4), there is no significant difference between personality scales and willingness to communicate values and the grades of the students (p>,05). Solely, a significant relation is found between TSP sub-group and the grade by the Anova test made (F=2,971 p<,032). 4th grades are observed to have the highest score within TSP sub-group from the data analyzed. Hence, it is suggested to be the group to cause the significance.

Table 5. Comparing Willingness to Communicate Total and Subgroup Scores with Ten Items Personality Inventory Subgroup Scores

		Extraversion	Emotional Stability	Openness to Experience	Conscientiousness	Agreeableness
WTC Total Scores	Pearson Correlation	,355**	,047	,168**	,160**	,095
	Sig. (2-tailed)	**,000**	,356	**,001**	**,001**	,059
	N	395	395	395	394	394
MPFA	Pearson Correlation	,348**	,057	,182**	,247**	,089
	Sig. (2-tailed)	**,000**	,259	**,000**	**,000**	,078
	N	395	395	395	394	394
TFA	Pearson Correlation	,236**	,009	,062	,114*	,092
	Sig. (2-tailed)	**,000**	,863	,216	**,023**	,069
	N	395	395	395	394	394
TSP	Pearson Correlation	,295**	,046	,160**	,060	,063
	Sig. (2-tailed)	**,000**	,366	**,001**	,236	,213
	N	395	395	395	394	394

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
r<0.30 low-level relationship, 0.30<r<0.69 mid-level relationship, r≥0.70 high-level relationship (Geçkil ve Tikici, 2016).

A positive and significant relation is found owing to correlation analyses as weak-mid level respectively, between WTC total score also MPFA and extraversion (r=,355; r=,348; p<,01), openness to experience (r=,168; r=,182; p<,01), conscientiousness (r=,160; r= ,247; p<,01) from Ten Items Personality scale sub-groups. Similarly, a positive relation is observed in low level between TFA and extraversion (r=,236; p<,01) and conscientiousness (r= ,023; p<,05) besides TSP and extraversion and openness to experience (r=,295; r= ,160; p<,01). No significant relation exists amongst the other dimensions (p>,05).

Table 6. Regression Analysis Results Relating the Evaluation of the Effect of Extraversion on Willing to Communicate Scale Total and Subgroup Scores

Variable	B	Std. Error	β	t	p
Constant	2,43	,39		6,182	.00
WTC Total Scores	,030	,011	.307	2,67	,01
MPFA	,013	,008	,148	1,697	,090
TFA	-,009	,007	-,095	-1,202	,230

R= ,371[a]   R^2= ,138   F = 20,86   p = .00

a.   Dependent Variable: Extraversion
b.   Predictors: (Constant), WCS Total Scores, MPFA, TFA

As it is seen from Table 6; the findings by the regression analysis (study between the related dimensions from correlation analysis) are significant (F = 20,86; p = .00). The relation coefficient between dimensions is R=0,371. Extraversion as a personality qualification, willingness to communicate total and sub-groups scores is 13,8% of total variance. By analyzing the findings relating to the significance of regression coefficient, it is understood that statistically significant effect is about willingness to communicate (t=6,182; p = .00). Extraversion has no significant effect on MPFA and TFA sub-groups (p> 0.05).

6. DISCUSSION

The primary aim of the research is analyzing the effect of personality qualification on willingness to communicate. Total score of willingness to communicate (USA 65.2, Switzerland 58.1, Australia 56.6, Finland 54.6) can differentiate between various cultures (Yu & Chia-Fang, 2008, McCroskey, 1992, Barraclough, Christohel & McCroskey, 1988). So individual variety is inevitable. Total score of willingness to communicate of the participants within this study (X=69.39, SD=16,76) is observed to be higher than the average score. It is evaluated as a predictable score for the Turkish society generally being known as hospitable and warm. Similarly, student groups are observed to be willingness to communicate in usual. Since scores of WTC TSP sub-groups are observed as low. Therefore; participants are observed to be shy to communicate with someone who is unfamiliar or not known to them. In case of an intercultural situation, anxiety is displayed and being less willingness to communicate occurred. Higher anxiety experienced by an individual may cause him/her to be less willing to interact intercultural (Logan, Steel & Hunt, 2015: 49).

Students' sub-scores acquired from making presentation to their acquaintances and friend groups and speaking with familiar friends is found above the average. This can be explained with the fact that individuals feel themselves more secure and comfortable among the ones they know. Similarly, it is observed that particularly women's level of volunteering for communication with these two sub-groups is quite higher compared to men. When

evaluated in general, it is seen that women's communication skills are higher than in proportion to men (Golonu & Karcı, 2010:133).

A positive and significant relation is found between the total scores of WTC with sub-groups and extraversion. 13.8% of extraversion as a personality trait is explained by willingness to communicate. According to Robbins and Judge (2013: 139) extraversion is evaluated to have better interpersonal communication abilities. Extraversion individuals feel themselves better due to their communication abilities and they are less anxious and also ~~they~~ probably have higher self-esteem (MacIntyre, Babin & Clement, 2009: 222). Extraversion includes higher self-confidence. The extrovert individuals are defined as social, chatty, confident and active ones; they are open to experiences, intellectual, open-minded, creative and sensitive individuals. Thus; it is evaluated to be an expected result that the individuals having these traits have higher scores about willingness to communicate. Similarly, the individuals having responsibility qualification are determined to be attentive, thoughtful, responsible, tidy and conscientious (Roccas, et al, 2002: 792-793). From the research held on paramedic students by Ross, Boyle, Williams, Fielder & Veenstra (2014), it is considered that the interpersonal communication abilities of students are related to their self-confidence and listening abilities. The effect of five-factor personality traits are subjected to active empathic listening, self-confidence and communication competence that extraversion as a personality qualification has the biggest effect on self-confidence (Sims, 2016: 1).

There is a relation between openness to experiences and total score of WTC and sub-groups, MPFA and TSP scores. The previous researches done displayed that the individuals who are open to experiences have higher creativity and mental skills (Kaufman, 2013: 233; Harris, 2004: 913). They can be defined as "focused on learning via communication" due to their mentioned qualification. A significant relation exists between conscientiousness and total scores of WTC, MPFA, TFA which can be concluded as willingness to communicate ~~of~~ to responsible people.

Any other significant relation is not found between emotional stability and MPFA and TFA as WTC sub-groups. The individuals having emotional stability (neuroticism) tend to react to negative feelings or situations such as anxiety, threat, disappointment, or loss (Lahey, 2009: 241). Communicative competence and willingness are important to tackle with interpersonal conflict resolution approaches. According to the study based on personality qualifications affecting interpersonal conflict resolution approaches and focusing on communication processes, conducted by Basım et al (2009: 31), it is revealed that the people who are willing to develop, having self-discipline, extrovert and compatible prefer

confrontational approach to conflict resolution. Additionally, the other people (who do not have the mentioned traits sufficiently) are observed to avoid confronting. The researches prove that an important relation exists between personality dimensions and business performance (Coulter, 2013: 229). Extraversion, compliance, conscientiousness qualifications are suggested to require expressive teamwork or interpersonal interactions to display better performance (Robbins and Judge, 2013: 139).

Education is a phenomenon influencing the individual's development in every sense and they are expected to add new information to their lives at every stage of education to affect their social lives. The data gathered is analyzed for this reason whether grades of the participants as personal qualifications affect willingness to communicate or not. Any significant relation is not found within the study between personality qualifications (extraversion, emotional stability, openness to experiences, conscientiousness, agreeableness), total score of willingness to communicate, making presentation to friends and acquaintances (MPFA), talking to friends and acquaintances sub-scores (TFA) and grades of the students. Only a significant relation exists between talking to strange people (TFG) sub-scores and grades. Specifically, it is observed that final year students' level of volunteering for communication with strangers is higher. This can be explained with that students' increase in level of education and positive effects that education provides them make students more extrovert. It is considered that this case will be reflected on business life of students' in the future in a more positive manner.

While analyzing the study of Pehlivan-Baykara (2005: 17) to examine communication skills, perceptions of candidate, teachers in terms of the grades; a significant difference is detected between 1st and 4th grades. Communication skills develop through the 1st grade to the 4th one. Besides this, no other significant relation is ~~not~~ found for high school students about their willingness to communicate within the study held by Watanebe (2013: 163) relating the change of willingness to communicate in English for the high schools in Japan for 3-years period.

7. CONCLUSION

Willingness to communicate has (also mush have) an important role on social, educational and business life of the individual. It is aimed to reveal the effect of personality traits on willingness to communicate within the study. According to the analyses made; extraversion is observed to be directly related with willingness to communicate besides openness to experiences and conscientiousness qualifications that affect willingness to communicate.

Employers have been shocked in recent years owing to worse communication abilities of university graduates (Bateman & Snell, 2016:311). Though employers use personality tests for employee selection and promotion decision processes. While correlations have occurred between proper personality qualifications and certain indicators of duty performance within the studies (McShane & Von Glinow, 2016: 33), it is important to develop the personality and willingness to communicate before business life. Therefore, particularly in this age which is specified as communication age and personal achievement age, impressed by communication skills, beginning from elementary school, it is essential to make progress in improving personality traits. The study recommends that additional courses related to behaviors and communication should be included in the curriculum in universities coupled with other applicable programs.

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