

THE INVESTIGATION OF CHANGING PSYCHOLOGICAL FEATURES OF MALE STUDENTS IN SCHOOL OF PHYSICAL EDUCATION AND SPORTS AT GAZI UNIVERSITY

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INTRODUCTION

Personality is a process whereby education and experiences come together at certain stages and bring about reliable behavioral changes in a person (**Gulford, 1959**). Many factors play role in the change and growth of personality. These are; education, socio-economical level, cultural environment, age, progress in career, etc. How these factors effect the personality has been researched by the personality theorists. In this context a question comes into minds: "What is the relationship between the sportive environment and experiences and the progress and the change of the personality?" Therefore, this is an important psychological factor which causes positive results in the socialization process.

The ego concept developing with game, competition and movement is a significant element of the person's emotional behaviors (**Harter, 1986;Vol 3; 1988**). There is a close relationship between the person's feelings about his/her body and the feelings about himself/herself. The person's height and his/her general body ratios are some of the significant factors that effect the person's feeling about his/her competence (**Honacheck, 1971**).

Another factor about the change of ego is relevant to the vocational life of the individual (**Onur, 1993**). The students in the department of physical education come to the department with a desire and after difficult tests. This situation directly effects the socialization of the students and the processes of perception of the ego. Indirectly, this subject is approached with the relevance of the education to the structure of the ego. Education is a process where permanent changes occur up to a certain degree positively via the person's experiences (**Bloom, 1979**). According to another definition, education is the integration of the powers such as intelligence, perception and experience (**Varis, 1978**). Education is the center where the individuals gain some features which are needed. For example, a strong and athletic person's vocational choice may be different from another person who is aware of his/her musical capability (**Kuzgun, 1979**). The students who have chosen the department of physical education are aware of the fact that they have physical characteristics. This difference is related to the students' developmental, inherital and environmental characteristics and they have dealt with sports before. Kane (1964) states that; "If the children, young people do not show psychological features such as aggression and patience, this means that they cannot participate in some sports where the competition is high"(**Kane, 1964**). Participation in sports becomesan important variable because of this reason.

The scientists have researched the effect of the participation into sports for years. For this purpose, the ones who are sportsmen and the ones who are not or the ones who are

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good at sports and the ones who are moderate are compared. For example, Salokun (Salakun, 1990:70:865-866), Smith Hoffman (Hoffman, 1986:7:390-397), Synder (Synder-Spreitzer, 1976:27:223-229) and Spreitzer have found the effectiveness of the participation in sports on the concept of ego. The sportsmen are satisfied when they participate in a sports activity. This satisfaction triggers the competition motive (Balogun, 1987: 27:343-344; Subhan-White, 1987: 62:863-866). Because of the characteristic differences among the people, some are more competitive than the others. However, competition is not an inherital tendency. It is a learned feature which is lived in the type of the society. The sportsmen who are stubborn, competitive and aggressive have the strong leadership characteristics. In parallel to this, the desire and ambition level of successful players are high. Being aggressive in a moderate level is a desired characteristic among the sportsmen. Some sportsmen do not show any effort to develop their present situations and persuading these is very difficult. Active sports life of these people does not last long. The findings of the research show that sports is effective among the young people for being respectful to each other, obeying the rules, cooperating, behaving independently, having an authority on himself/herself, being ambitious, fastening the socialization process, developing a mighty personality (Kane. 1964).

The importance of the effectiveness of the sports in the individual's personality development has been taken into account in the European parliamentary, it has been suggested that the university students spend % 70 of their free time dealing with sports.

In this study, the first and the last year of the students in the department of physical education are compared in terms of their needs. For this purpose, among the 500 students, 70 male subject group is listed both when they were first years and last years. Edward Personal Preference Schedule is applied to the group which is first year and who are in between 18-25. The same class was observed 4 years and in their last year, the same schedule was applied to them. In this study, it has been carried out whether there is a difference between the first and last year of the students.

This research is a descriptive study. The 15 needs in the Edward Personal Preference Schedule used in the study in order to measure the needs of the subjects are as follows; achievement, deference, order, exhibition, affiliation, succorance, dominance, abasement, nurturance, change, endurance, heterosexuality, aggression. The schedule consists of 225 obligatory choice items, and it desires to measure the 15 needs.

The highest point to get from each need field is 28, the least is 0. Before the grading process, it is necessary to estimate the consistency point which shows whether the individuals answer the compared the same way. The highest consistency point is 15 if the items are answered sincerely. If the consistency point is lower than 12 in the individual applications and if it is lower than 10 in the application used for the research, the reliability of the answers will cause suspicion. Therefore, these answers will not be taken into consideration (Kuzgun, 1979:s:8-9).

The study of the validity and reliability of the inventory (schedule) has been done by Kuzgun (1984). Inner consistency coefficients may change between .67-.87 and the median correlation is .76. Test-repeat test reliability of the measurement changes between .70-.83. The median correlation is .80. These values seem to be very close to the Edward's values (60. 87 and 76, 74, 88 and 78). T-test has been applied to the same 70 student-group at each class at their last years in order to compare the points gathered from EPPS in terms of 15 psychological needs. To analyze the data, 0,5 meaningfulness level is considered.

FINDINGS

In this part, the psychological needs of the high-class male students who study in the department of physical education at Gazi University in their first and last years have been assessed in terms of 15 variables. T values relating to the difference between the standard deviation and medians of the points which the same male student group in their first and last years gathered from EPPS are given in separate tables for the 15 psychological need. These tables are shown below.

Table 1: The comparison of the student group in their first and fourth years in terms of the motive of achievement.

	X	n	S. Deviation	t Value	p
Achievement 1st year	59	70	25.667	0.407	0.685
Achievement 4th year	57	70	25.849		

As it is seen in the table, the average point of the motive of achievement of the first year (25.667) is higher than the average point of the motive of achievement of the fourth year (25.849). However, there is not a big difference between these two points statistically.

This result can be perceived as there is no difference in the motive of achievement of the students in their first and fourth years, they seem to keep their motive of achievement level. This is probably because of the fact that achievement is vital for a sportsman.

Table 2: The comparison of the student group in their first and fourth years in terms of the conformity.

	X	n	S. Deviation	t Value	p
Conformity 1st year	66	70	25.634	3.180	0.002
Conformity 4th year	52	70	27.354		

As it is seen in the table, the arithmetic average of the points of the conformity in the first year is $X=66$ and the arithmetic average of the points in the motive of deference in the fourth year is $X=52$. This shows a difference between the two points. This result shows a decrease in the conformity of the students. Being an orientation period in the first year may have an effect on this result.

Table 3: The comparison of the student group in their first and fourth years in terms of the order.

	X	n	S. Deviation	t Value	p
Order 1st year	48	70	28.249	0.876	0.384
Order 4th year	45	70	26.924	0.876	0.384

As it is seen in the table, the average point of the motive of order of the first year ($X=48$) is higher than the average point of the motive of order of the fourth year ($X=45$). However, there is not a big difference between these two points statistically. This result shows that there is no difference in the motive of order of the students in their first and fourth years, they seem to keep their motive of order level. This is probably because of the significance of the need of order for a disciplined sportsman.

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Table 4: The comparison of the student group in their first and fourth years in terms of the ostentation.

	X	n	S. Deviation	t Value	p
Ostentation 1st year	57	70	30.086	0.357	0.722
Ostentation 4th year	56	70	27.746		

As it is seen in the table, the average point of the ostentation of the first year ($X=57$) is higher than the average point of the motive of exhibition of the fourth year ($X=56$). However, there is not a big difference between these two points statistically. Therefore, the students in their first and fourth years seem to keep their motive of exhibition. Because they keep their ostentation, their perception of ego is fed positively. This situation may have an effect on the result mentioned above.

Table 5: The comparison of the student group in their first and fourth years in terms of the motive of autonomy.

	X	n	S. Deviation	t Value	p
Autonomy 1st year	40	70	25.334	-1.185	0.240
Autonomy 4th year	44	70	22.213		

As it is seen in the table, the average point of the motive of autonomy of the first year ($X=40$) is lower than the average point of the motive of autonomy of the fourth year ($X=44$). However, there is not a big difference between these two points statistically. The students in their first and fourth years seem to keep their motive of autonomy. When the puberty period of the need of autonomy is taken into consideration, it is expected that maturity roles should increase. Here, if there is a little difference between the arithmetical averages, this difference is not important.

Table 6: The comparison of the student group in their first and fourth years in terms of the warmth.

	X	n	S. Deviation	t Value	p
Warmth 1st year	51	70	27.809	0,963	0.58
Warmth 4th year	47	70	22.362		

As it is seen in the table, the average point of the warmth of the first year ($X=51$) is higher than the average point of the motive of affiliation of the fourth year ($X=47$). However, there is not a big difference between these two points statistically. The students in their first and fourth years seem to keep their warmth.

Table 7: The comparison of the student group in their first and fourth years in terms of the aware of feelings.

	X	n	S. Deviation	t Value	p
Aware of Feelings 1st year	38	70	26.926	-0.589	0.558
Aware of Feelings 4th year	41	70	24.056		

As it is seen in the table, the average point of the Aware of Feelings of the first year ($X=38$) is lower than the average point of the Aware of Feelings of the fourth year ($X=41$). However, there is not a big difference between these two points statistically. The students in their first and fourth years seem to keep their Aware of Feelings. This is probable because the need for the Aware of Feelings has always been needed.

Table 8. The comparison of the student group in their first and fourth years in terms of the Arousing interest.

	X	n	S. Deviation	T Value	p
Arousing Interest 1st year	69	70	22.922	0.365	0.717
Arousing Interest 4th year	67	70	23.874		

As it is seen in the table, the average point of the Arousing Interest of the first year is $X=69$, standard deviation is 22.922. The average point of the Arousing Interest of the fourth year is $X=67$. (23.874= SD). These averages show that there is not a big difference between them statistically. This result indicates that the Arousing Interest of the student in their fourth year does not increase much.

Table 9: The comparison of the student group in their first and fourth years in terms of the motive of dominance.

	X	n	S. Deviation	t Value	P
Dominance 1st year	38	70	25.480	-4.175	0.000
Dominance 4th year	55	70	29,058		

As it is seen the table, the average point of the motive of dominance of the first year is $X=38$. The average point of the motive of dominance of the fourth year is $X=55$. These averages show that there is a big difference between them statistically. This result indicates that the students' motive of dominance increases in their fourth years. Therefore, it can be stated that the need for the motive of dominance should be high because of the continuous competition in education.

Table 10. The comparison of the student group in their first and fourth years in terms of the self accusation.

	X	n	S. Deviation	t Value	P
Self Accusation 1 year	53	70	28.762	0.517	0.607
Self Accusation 4 year	51	70	26.210		

As it is seen in the table, the average point of the self accusation of the first year is $X=53$. The average point of the self accusation of the fourth year is $X=51$. These averages show that there is not a big difference between them statistically. Therefore, there won't be any difference in the self accusation at the students who are in their first and fourth years.

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Table 11: The comparison of the student group in their first and fourth years in terms of the affectionate.

	X	n	S. Deviation	t Value	p
Affectionate 1st year	55	70	29.957	1.253	0.873
Affectionate 4th year	49	70	28.685		

As it is seen in the table, the average point of the affectionate of the first year ($X=55$) is higher than the average point of the affectionate of the fourth year ($X=49$). However, there is not a big difference between these two points statistically. The students in their first and fourth years seem to keep their affectionate. This situation is both positive and negative in terms of personality characteristic which are expected to be at sportmen. It is expected that the affectionate should go up directly with the gentleness. But it can be stated that not being a meaningful decrease is a positive thing.

Table 12: The comparison of the student group in their first and fourth years in terms of the motive of change.

	X	n	S. Deviation	t Value	p
Change 1st year	49	70	29.428	-0.161	0.873
Change 4th year	50	70	25.581		

As it is seen in the table, the average point of the motive of change of the first year ($X=49$) is lower than the average point of the motive of change of the fourth year ($X=50$). However, there is not a big difference between these two points statistically. The students in their first and fourth years seem to keep their motive of change. In fact, it is expected that the students should show change because of their experiences. Because socialization process gives students different cultural environments these environments are expected to reinforce the change.

Table 13: The comparison of the student group in their first and fourth years in terms of the perseverance.

	X	n	S. Deviation	t Value	p
Perseverance 1st year	41	70	78.073	-1.649	0.010
Perseverance 4th year	53	70	26.331		

As it is seen in the table, the average point of the perseverance of the first year is $X=41$. The average point of the perseverance of the fourth year is $X=53$. These averages show that there is a big difference between them statistically. This result indicates that the perseverance of the students in their fourth year increases. Here it is seen that a personal characteristic is directly related to sports and because of it, there is a meaningful increase. This increase is positive because of the need of the personality of sportsman.

Table 14: The comparison of the student group in their first and fourth years in terms of the motive of heterosexuality.

	X	n	S. Deviation	t Value	p
Heterosexuality 1st year	53	70	28.073	0.964	0.338
Heterosexuality 4th year	50	70	26.332		

As it is seen in the table, the average point of the motive of heterosexuality of the first year ($X=53$) is higher than the average point of the motive of heterosexuality of the fourth year ($X=50$). However, there is not a big difference between these two points statistically. The students in their first and fourth years seem to keep their motive of heterosexuality. All the subjects' being male may be the reason for this directly or indirectly. The answers may not be so sincere because the students may not be comfortable enough.

Table 15: The comparison of the student group in their first and fourth years in terms of the aggressiveness.

	X	n	S. Deviation	t Value	p
Aggressivness 1st year	38	70	24.705	-1,522	0.133
Aggressivness 4th year	63	70	25.220		

As it is seen in the table, the average point of the aggressiveness of the first year ($X=38$) is lower than the average point of the aggressiveness of the fourth year ($X=63$). However, there is not a big difference between these two points statistically. The students in their first and fourth years seem to keep their aggressiveness. Actually it has been expected that the aggression level should increase because of the personality of sportsman.

The Graph Appreance of the Psychological Changes of Participants' Group

DISCUSSION

In this part, all the findings will not be considered one by one, only the ones which show differences will be assessed. Of the needs of deference, dominance and endurance, it is observed that the needs of dominance and endurance show a meaningful increase in the students' fourth years, but the need of deference shows a decrease in the students' fourth years.

As it is seen in the second table, the subject group's average point of the motive of deference in their first year is $X=66$. The average point of the motive of deference in their fourth year is $X=52$. This shows a meaningful difference between these two points. This result indicates a decrease in the students' fourth years in getting the opinion of others, following the directions, obeying the customs, avoiding from the things that are not appropriate traditionally and leaving the decisions to others. There is a close relationship between the decrease of the point of deference of the students and the desire to be successful in an education environment where there are some certain rules like the students' experiences up to their fourth years and the life standards of living in a big city.

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According to Harter (1986, 1988), the ego concept developing with the help of game, competition and movement forms a significant element of the person's emotional behaviors (13, 11). We can say that the students' deference points decrease in their fourth years because of the education they had in the department of physical education. In their fourth years, the students gain confidence and do not ask other people for their opinions. It seems that they do not need it. Because they have enough knowledge and they do not have to follow every detail in the direction. The burdens of living in a big city force the students to follow their targets but sometimes they may leave the traditions. Most of the students may have some difficulties in making up their minds because of the lack of their parents. However, sports is a phenomenon that contributes to the individual to decide by himself/herself (**Demirbolat, 1988; GSB,1982; DPT, 1983;Kane, 1964; Koç, 1988; Saluman, 1990:s.3459; Tezcan, 1982: No:16**).

As it is seen in the tables 9 and 13, the needs of dominance and endurance points gained acceleration in their fourth years in a meaningful level. Dominance is defencing your own thoughts, being a leader in a group, being accepted as a leader in a group by the others, effecting others to behave as what the leader wants and persuading. The students' dominance point in their first year is $X= 38$, in their fourth year, it is $X= 55$. This shows an increase in their dominance points. This situation can be explained by the education they had directly. The feeling of dominance can be developed after the individual feels himself/herself competent enough with the success in sports. Again it can be observed that the students' endurance points in their first year show a meaningful increase in their fourth year. At it is seen in the table 13, the need for endurance in the students' first year is $X= 4$, in their fourth year, this value becomes $X= 53$. Thus, it can be stated that the motive of endurance in the students' fourth year is high. Endurance is working on something until it is finished, finishing the work, working on something to late hours.

In the researches done, it has been found that participation in sports is effective on the concept of ego (**Hoffman, 1986:7:390-397; Salakon, 1990:70:865-866;Smith, 1986:62: 863-866; Synder-Spreitzer, 1976:27:223-229**). The points of the endurance in the students' fourth year show that they live in an active sports environment. This result is compatible with the other results that the researchers have found in (**Hoffman, 1986:7:390-397; Salakon, 1990:70:865-866;Smith, 1986:62: 863-866; Synder-Spreitzer, 1976:27:223-229**). It has been stated that sports form some behaviors in the individual such as being healthy, being thoughtful, obeying the rules, discipline himself/herself (**Demirbolat, 1988; DPT BSD, 1983; GSB, 1982; Kaneü 1964; Koç, 1988; Saluman, 1990: s.3,4,5,6,9; Tezcan, 1982: No:16**) Sports with these purposes is compatible with the feeling of endurance in the fourth year students. This change in the subject group indicates that the educational activities go with the same direction as the physical education and sports and that teacher trainees are graduated in such a quality to serve for this purpose. The 15 psychological needs, achievements, order, exhibition, autonomy, succorance, understanding the emotions, accepting interest, abasement, nurturance, change, heterosexuality, aggression do not change because this may be related to newly graduated students' claims and opinions about being ideal in their careers.

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