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Comparing Political Skills in terms of Personality Types: A Research on Students in Individual or Team Sports

Serdar Geri[1]

[1]*Kyrgyz-Turkish Manas University, PE and Sport Dept., Bishkek/Kyrgyzstan*

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ABSTRACT

The aim of this study is to determine whether political skills of student athletes in individual or team sports are differentiated in terms of personality types. The sample group consists of 315 students who are enrolled at the School of Physical Education and Sports in Sakarya University, Marmara University, Kocaeli University and Mugla Sitki Kocman University. SPSS 15.0 software package was used in order to evaluate the collected data. As a conclusion, no significant difference was found between political skills of student-athletes and whether they do sports in individual or in a team. "Thinking" and "Feeling" personality types, which are preferred by student-athletes when making decisions, differ in terms of "Social Astuteness" dimension of the Political Skill Inventory and whether student-athletes do sports in individual or in a team.

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Keywords:
Personality, political behavior, student-athletes, team sports, individual sports

Introduction

Nowadays, sport is an important concept affecting world population in social, cultural, economical and various other terms with its participants from all walks of life. The importance attached to sport reflects itself in scientific studies related to the field of sport as well. These studies can be categorized into two groups within itself; in one group there are subjects related to certain issues such as an athlete's physical characteristics, strength, speed, and skills etc., in another group, there are subjects related to the implementation of successful business models on athletes. The issues such as personality type, leadership style etc. are examples of these implementations (Pearce, 2012:48). In this regard, another issue, which drew attention in literature in recent years related to this research, is political behavior. Political behavior comes into prominence in individual relations, group relations and organizations where human relations can be intensely observed. No matter from what aspect and meaning they are treated, each and every organization is a political structure, where promotion and reward take place (Zaleznik, 1970) and they are defined as a "political arena" (Mintzberg, 1985). Politics, thus political behavior, underlies as the basis of the complex relations seen in these political arenas (Demirel & Seçkin, 2009). Political behavior is defined as influencing tactics, which are unwelcomed by the organization and they are used against others in the organization even by taking the risk of conflicting with the interests of one's colleagues for the purpose of achieving one's own goals. This kind of behavior consists of a series of complicated games in which the rules are not determined by the organization (Mintzberg, 1983, 1985). Employees are unaware of these complicated relations, in other words political behaviors, when they start to work in an organization. Over the course of time, in-house

[1] Corresponding author's address: Kyrgyzstan-Turkey Manas University, 720044, Mira Avenue 56, Bishkek/Kyrgyzstan.
Telephone: +996 552552715
Fax: +996 312 541935
e-mail:serdargeri@hotmail.com
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political behaviors inside the organization begin to be perceived, although its intensity and effect may vary from person to person; and in addition to that, some positive or negative reactions can be given (Demirel & Seçkin, 2009). In this respect, another issue that should be researched is the idea that one of the important determinants of political behaviors is personality. Thus, this will enable the term of political behavior and the related issues belonging to the term to be researched in different groups or organizations.

Personality

Personality can be defined as "feelings, ideas and behavior patterns that are authentic and consistent at a certain degree and interactive with genetic, environmental, physical and mental characteristics which are resulted from this at a certain point". Personality characteristics, on the other hand, are the behaviors generally displayed by an individual. Several adjectives can be benefitted for defining these characteristics. Thus, in researches on personality, some similar definitions can be made, but they differ from each other at certain points (Özsoy & Yıldız, 2013). Personality theories underlie these definitions. One of these theories is the "Psychological Types" theory of Jung.

Carl Jung (1921) claims that there are similarities and differences in human behaviors and proposed a theory based on determining these differences in terms of individuals' preferences (Güneş & Gökçek, 2012). He named his theory as "Psychological Types." In Jung's theory, personality is categorized under two headings: extravert and introvert. His theory is based on whether individuals prefer perceiving (sensing and intuition) or judging (thinking and feeling) while reasoning. Individuals can perceive and judge things in an extravert or in an introvert way (Lawrance, 1993). Thus, as it can be seen in Table 1, four groups were formed in which fundamental personality and sensual characteristics are interrelated in theory (Kolb, 1984:80).

Table 1. Jung's psychological types

Mode of relation to the world	EXTROVERT TYPE (E) Oriented toward external world of other people and things	INTROVERT TYPE (I) Oriented toward inner world of ideas and feelings
Mode of decision making	JUDGING TYPE (J) Emphasis on order through reaching decision and resolving issues	PERCEIVING TYPE (P) Emphasis on gathering information and obtaining as much data as possible
Mode of perceiving	SENSING TYPE (S) Emphasis on sense perception, on facts, details, and concrete events	INTUITION TYPE (N) Emphasis on possibilities. imagination, meaning, and seeing things as a whole
Mode of judging	THINKING TYPE (T) Emphasis on analysis, using logic and rationality	FEELING TYPE (F) Emphasis on human values. establishing personal friendships, decisions made mainly on beliefs and likes

According to Jung, people are able to use both of the personality characteristics shown above in Table 1, but they tend to choose one of the personality types, which outweigh the other, and the letter next to the personality characteristics represents them. (Lawrance, 1993). Considering preferences, one of the types in each dimension shows a tendency that drifts away from the other (Capraro & Capraro, 2002).

Isabelle Myers and Katherine Briggs developed Myers–Briggs Psychological Type Indicator (MBTI) based on Jung's theory for the purpose of testing personality types and helping Jung's classification to become more practical (Dench, 2007). This test basically contains four main categories (Montgomery & Groat, 1998):

a. What is our orientation to life? (***Extroverted-Introverted; E-I***)
b. How do we get information? Senses or intuitions? (***Sensing-Intuitive; S-N***)
c. How do we make decisions? Thoughts or senses? (***Thinking-Feeling; T-F***)
d. What is our attitude towards life? (***Judgment-Perception; J-P***)

In this test, personality characteristics of individuals can be determined according to their preferences by using letter combinations of four basic preferences. With the help of this letter classification, 16 different personality types can be named. These are ESTJ, ENTJ, ISTP, INTP, ENTP, ENFP, INFJ, INTJ, ESFJ, ENFJ, ESFP, INFP, ESTP, ESFP, ISFJ and ISTJ (Boyle, 1995). For example, if an individual's orientation to life is extroverted (E), gets information by his intuitions (N), makes his decisions by thinking (T) and shapes his attitude towards outside world by perceiving (P), then his personality type is ENTP (Flanum, 1999). Individuals with ENTP type of personality are extroverted, creative, logical and flexible people. They enjoy participating in various activities and their interests are generally unsteady. Their ability to produce ideas can be benefited in every field. They always come up with new ideas. They always start new projects and in the mean time, their ideas change as they get new information. They may carry out more than one project at the same time (Isır, 2006).

Numerous scales were used in surveys aimed at analyzing personality in the field of sport psychology. Some of these scales are: the Cattel Sixteen Personality Factor Questionnaire, the Big Five Observer Scale, the Five Factor Personality Inventory, and the Eysenck Personality Inventory. Although sample groups differ in these researches, they can be classified as participants in different sports branches, athletes, team sport participants, individual sport participants and non-participants. The main subject in these researches is whether personality characteristics differ in terms of sample groups (McGill, Hall, Ratliff, & Moss, 1986; Kajtna, Tuŝak, Baric, & Burnik, 2004; Tok, 2011; Eagleton, McKelvie, & DeMan, 2007).

The number of studies where MBTI scale is used in the field of sports is limited whereas MBTI is generally used in business world and in the field of education. MBTI was used in a study conducted on 57 female tennis players from 16 different countries. The players included in this study are the Elite College Female Tennis Players playing in the National Collegiate Athletic Association (NCAA) Division I league. In this research, the aim was to find whether the elite college female tennis players had a common typology or dichotomy. Significant differences were found between Extraversion-Introversion (EI), Sensing-Intuition (SN), and Judging-Perceiving (JP) dichotomies except Thinking-Feeling (TF) dichotomy (Pearce, 2012).

Another study was conducted on 53 members of the 1984 football team of the University of Wisconsin-La Crosse. In this study, it was analyzed whether there was a difference between Judging-Perceiving (JP) and Thinking-Feeling (TF) dichotomies considering the positions of football players (defensive, offensive etc.). In addition, various football team positions were researched to see if there were associations between selected MBTI preferences and the coaches' performance ratings (Miyamoto, 1985).

In their study, Schurr, Ruble and Nesbit (1984) aimed to determine personality characteristics of football players by using MBTI scale. They also compared their personality characteristics in terms of their positions they play.

Political Behavior

There are three common characteristics that come forward in definitions regarding the political behavior: serving to the interests of a person, helping to achieve the desired results and not being tolerated by the organization (İslamoğlu & Börü, 2007). However, there are also some opinions arguing that political behavior is a positive and necessary kind of behavior for institutions to adapt with the environment considering the effective direction of change (Pfeffer, 1981). In the literature, it is has been cited that political behaviors have "positive" or "negative" effects on organizations (Gandz & Murray, 1980). From this perspective, employees of institutions can use political tactics or can involve in political activities. While those who suffer from this political process consider it as something negative, the others in a better condition consider the process as an essential tool (İşcan, 2005). The commonly encountered causes of political behaviors in institutions can be listed as follows in terms of individual interest: Personality characteristics of individuals being prone to political behaviors, unwilling to be excluded by colleagues and directors, the

desire of having a successful career in a short period of time and the desire to be seen as an important figure among others in the environment. Causes in terms of group interest could be listed as follows: the existence of groups that employees would avoid to oppose and informal relations and their degree of activity (Demirel & Seçkin).

Political skill is a social ability in which an outgoing attitude is adopted that is attractive to others, which arouse feelings of trust, earnestness and authenticity by a person in order to attract and influence the other individuals (Cingöz). Some scientists made references to qualities such as "savvy", "street smarts" and "political skill" by considering this skill as an interpersonal style. Political skills can be analyzed and examined in four dimensions in the literature of organizational politics: interpersonal influence, social astuteness, apparent sincerity and networking ability (Ferris, Treadway, Kolodinsky, Hochwarter, Kacmar, Douglas, & Frink, 2005). In order for the political influence to be successful, individuals need to have intuitional characteristics about their behaviors according to the situations and conditions (Demirel & Seçkin, 2009).

Significance of the Research

In the research, the intuitive characteristic, which is a component of personality types, makes it important to examine whether there was a difference among the components of personality in terms of political behavior. In addition, every group can be considered as "a political arena" as a result of its environment and structure. In organizational or group behaviors, namely political arenas, political skills have an important place. The fact that the sport activities are considered as a group behavior, it may result with the display of political skills in terms of environments of sports activities and relations between athletes. For instance, athletes may show political behaviors due to various reasons such that they want to win their coach's favor in their team or not to face factionalism in their team, which can be interpreted as examples of political behaviors of athletes. This situation may differ upon whether it happens in individual or in a team.

In this context, the main purpose of the research is to compare political skills of student-athletes individually or in a team in terms of personality types.

The sub-goals of the research are as follows:

a. Determining the levels of political skills of student-athletes,
b. Determining the differences of political skills of student-athletes in terms of doing individual or team sports,
c. Determining the personality types of student-athletes,
d. Determining the difference in personality types of student-athletes in terms of doing individual or team sports,
e. Determining whether political skills of student-athletes differentiate in terms of personality types.

Method

In this research, descriptive research model was used to determine political skills and personality types of student-athletes; and relational screening model was used to compare the differences between political skills and personality types in terms of doing individual or team sports.

Participants

The research population is composed of students who are enrolled at the School of Physical Education and Sports in Sakarya University, Marmara University, Kocaeli University and Mugla Sitki Kocman University. The sample group consists of 315 volunteer students in different teams (football, volleyball, basketball, and handball) and individual sports (taekwondo, boxing, karate, and judo) who have been exercising regularly and participating in sports competitions for the last five years. Of the total students, 197 are in the branches of team sports and 118 are in the branches of individual sports.

Data Collection Instrument

In the research, "Political Skill Inventory" of Ferris et al. (2005) was used for the measurement of political skill. Political Skill Inventory is a four-dimension scale comprised of 18 items. Items of the Political Skill Inventory of this study were responded on a 5-point Likert-type scale ranging 1 (strongly disagree) to 5 (strongly agree). Primarily, the scale was adapted to Turkish. For that end, two experts translated the scale, which is originally in English, into Turkish. Once it was determined that translations equally match each other, another expert translated the scale back to English and it was confirmed that the statements were equal. The scale was applied to a group of 25 university students in order to determine the clearness of the translation. With the feedbacks from students, the scale was made ready to apply. Exploratory Factor Analysis was used to determine construct validity of the scale.

Hogan and Champagne's (1979) "Personal Style Inventory" was used to determine the personality characteristics in the study. Personal Style Inventory is a questionnaire developed in order to determine the personality types in accordance with the personality types that were specified in Katharine Myers & Isabel Briggs' study named as "Myers-Briggs Type Indicator (MBTI)" and this study is based on Carl Jung's (1921) theory of psychological types (Isır, 2006). Hogan and Champagne (1980) performed the reliability and validity studies of the scale (instrument). The reliability coefficient of the scale was found as a result of studies of Hogan and Champagne as follows: Attitude (E-I) .60, perceiving function (S-N) .74, judging function (T-F) .66, and orientation (J-P) .61. The results of Phi correlations made for the validity studies of the scale were .78, .55, .90, and .71 for four dichotomies respectively (Davis, 2006). Turkish version of the Personal Style Inventory questionnaire was used in the study. Claiming that validity and reliability of the scale were both tested before, Isir did not conduct a reliability study (Isir, 2006). Reliability coefficients of the research are as follows: Attitude (E-I) .63, perceiving function (S-N) .60, judging function (T-F) .72 and orientation (J-P) .64.

The questionnaires used in the research were conducted to the athletes by the researcher in face-to-face. Participants were provided 15 minutes to complete the questionnaire. 362 questionnaires were used for the research. However, 47 of these questionnaires have not been evaluated, as they are not fully completed.

Analysis

The obtained data was analyzed by using SPSS 15.0 software package and the significance level was found 0.05. For the demographic data of the participants frequency (F) and percentage (%) were used. In addition to that, descriptive statistical analyses (mean, standard deviation, frequency and percentage), exploratory factor analysis and independent samples t-test were used.

Findings

In the research, Exploratory Factor Analysis was used to determine construct validity of the Political Skill Inventory. Firstly, Kaiser-Meyer-Olkin Measure of Sampling Adequacy Test was performed for determining whether the scale database is suitable for factor analysis. Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.81. Bartlett Test of Sphericity that shows significant factors can be obtained from database is p=.000 (X^2=946.623; S.D.=66; P<0.001). These values show that the scale is reliable and suitable for the factor analysis (Table 2).

As in Table 2, four different factors with eigenvalue higher than 1 were determined as a result of Varimax rotation factor analysis being applied to the Political Skill Inventory that has 18 items. The statements with loading values lower than 0.50 were removed from the scale one by one during this analysis. Obtained 4 factors are composed of 12 items and they describe 63.59% of the variance cumulatively. As a result of factor analysis, items included in the factors shows parallelism to the items in the original scale.

Table 2. Factor analysis, descriptive statistics and Cronbach's alpha coefficients of the Political Skill Inventory

	$\overline{X}$	S.D.	Factor Load	Eigenvalue	Variance	Total Variance
Interpersonal Influence ($\overline{X}$: 4.01 ± .80) C. Alpha: 0.72						
I am able to communicate easily and effectively with others.	4.08	.914	.871	3.871	32.257	32.257
I am good at getting people to like me.	3.90	1.08	.678			
It is easy for me to develop good rapport with most people.	4.04	1.01	.668			
Social Astuteness ($\overline{X}$: 3.83 ± .67) C. Alpha: 0.68						
I am particularly good at sensing the motivations and hidden agendas of others.	3.75	1.05	.795	1.566	13.050	45.307
I understand people very well.	3.92	.941	.681			
I always seem to instinctively know the right thing to say or do to influence others.	3.79	.981	.642			
I have good intuition or savvy about how to present myself to others.	3.85	.912	.550			
Apparent Sincerity ($\overline{X}$: 4.23 ± .76) C. Alpha: 0.70						
I try to show a genuine interest in other people.	4.05	1.00	.800	1.16	9.669	55.975
When communicating with others, I try to be genuine in what I say and do.	4.29	.926	.723			
It is important that people believe I am sincere in what I say and do.	4.35	.973	.684			
Networking Ability ($\overline{X}$: 2.86 ± .99) C. Alpha: 0.64						
I spend a lot of time and effort at work networking with others.	2.71	1.17	.858	1.033	8.611	63.587
I spend a lot of time at work developing connections with others.	3.01	1.12	.826			

It has been observed that the dimension with the highest mean value is "Apparent Sincerity ($\overline{X}$=4.23 ± .76)" and the dimension with the lowest mean value is "Networking Ability ($\overline{X}$=2.86 ± .99)." Cronbach Alpha coefficients of the scale vary between 0.64 and 0.72.

Table 3. Differences between political skill dimensions in terms of doing team or individual sports

Political Skill Dimensions	Sport Type	N	$\overline{X}$	S.D.	t	p
Interpersonal Influence	Team	197	4.04	.753	1.217	.224
	Individual	118	3.93	.884		
Social Astuteness	Team	197	3.85	.670	.714	.476
	Individual	118	3.79	.737		
Apparent Sincerity	Team	197	4.23	.758	.217	.829
	Individual	118	4.21	.783		
Networking Ability	Team	197	2.87	1.00	.391	.696
	Individual	118	2.83	.963		

As it can be seen in Table 3, no significant difference was found between the student-athletes doing team or individual sports in terms of Interpersonal Influence (t=1.217, p=.224), Social Astuteness (t=.714, p=.476), Apparent Sincerity (t=.217, p=.829), and Networking Ability (t=.391, p=.696) dimensions of Political Skill Inventory.

Table 4. Personality types of student-athletes

Personality Type	f	%	Personality Type	f	%
ESTP	9	2.9	ISTJ	9	2.9
ESFP	5	1.6	ISFJ	8	2.5
ESTJ	6	1.9	ISTP	6	1.9
ESFJ	9	2.9	ISFP	11	3.5
ENFP	68	21.6	INFJ	20	6.3
ENTP	39	12.4	INTJ	10	3.2
ENFJ	30	9.5	INFP	33	10.5
ENTJ	12	3.8	INTP	40	12.7

As it can be seen in Table 4, 66.7% of the personality types of student-athletes are as follows respectively: 21.6% are ENFP (Extraversion-Intuitive-Feeling-Perception), 12.7% are INTP (Introversion-Intuitive-Thinking-Perception), 12.4% are ENTP (Extraversion-Intuitive-Thinking-Perception), 10.5% are INFP (Introversion-Intuitive-Feeling-Perception), and 9.5% are ENFJ (Extraversion-Intuitive-Feeling-Judging).

The characteristics of the personality types that 66.7% of the student-athletes have in total can be defines as follows (Hogan & Champagne, 1980; Isır, 2006; Asan, 2011):

ENFP (Extroversion-Intuitive-Feeling-Perceiving): They are extroverted, warmly enthusiastic, exhilarated and creative persons. They quickly find solutions to problems. They are ready to help anyone with a problem.

INTP (Introversion-Intuitive-Thinking-Perceiving): INTPs are shy, logical, quiet, and reserved persons. They tend to be very quiet and easy-going. They take their energy from their inner world and make their decisions within a logical framework. They analyze the problems and solve them rationally. They are generally thought to be very clever. They especially like theoretical and scientific subjects. They are very interested in the functions of things and how they function. And they sometimes have amazing ideas.

ENTP (Extraversion-Intuitive-Thinking- Perceiving): They are quick, smart, ingenious and good at many things. They gain their energy from the outer world of actions and spoken words. They make their decisions within logical frameworks. They use their superior ability to produce ideas for almost everything they face. They stimulate, alert and warn the company. They are resourceful in solving new and challenging problems. They tend to be successful in solving problems that require creative effort.

INFP (Introversion Intuitive- Feeling - Perceiving): INFPs care about people and are shy, creative and flexible persons. They are extraordinary persons as they are very sensitive and intuitional. They gain their energy from the inner world of thoughts and feelings. They are interested in learning, ideas, language and independent projects of their own. They tend to undertake too much, then they somehow get it done.

ENFJ (Extraversion - Intuitive- Feeling - Judging): They care about people and are extraverted, creative, tidy, responsive and responsible persons. They are warm and care about other people. They are very social and can easily reflect their feelings to others. When believe in something, they motivate the others and tempt them with their fluent speech and convincing behaviors. They can make plans easily.

As in Table 5, a significant difference was found between “Thinking” personality type scores and the sports type variable in terms of decision making styles in favor of students in individual sports (t=-2.612, p=.009). Considering “Feeling” personality type scores, the difference is in favor of students in team sports (t=2.562, p=.011).

Considering Figure 1, it can be concluded that athletes in team and individual sports have very similar personality structures in terms of their scores or they are in balance at equilibrium. The difference is seen between “Thinking (T)” and “Feeling (F)” personality types.

Table 5. Analysis of differences between personality types of student-athletes in terms of doing team or individual sports

	Personality	Sport Type	N	$\overline{X}$	S.D.	t	p
How you energize	Extraversion	Team	197	20.28	4.36	.314	.754
		Individual	118	20.12	3.80		
	Introversion	Team	197	19.71	4.36	-.369	.713
		Individual	118	19.89	3.83		
How you perceive information	Sensing	Team	197	16.26	5.10	-.909	.364
		Individual	118	16.79	4.91		
	Intuiting	Team	197	23.74	5.10	.904	.367
		Individual	118	23.21	4.90		
How you make decisions	Thinking	Team	197	19.01	3.66	-2.612	**.009**
		Individual	118	**20.14**	3.87		
	Feeling	Team	197	**20.97**	3.67	2.562	**.011**
		Individual	118	19.86	3.87		
How you live your life	Judging	Team	197	18.28	4.30	-.573	.567
		Individual	118	18.58	4.48		
	Perceiving	Team	197	21.73	4.33	.669	.504
		Individual	118	21.39	4.46		

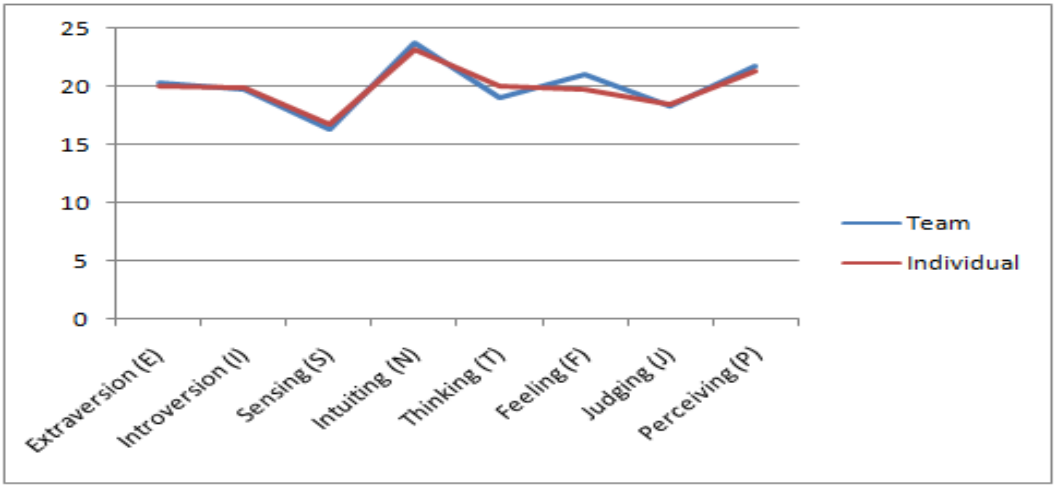


Figure 1. Personality type scores of athletes in terms of doing team or individual sports

Table 6. Differences between the Personality Type Scores of Athletes in terms of Political Skill Dimensions

Political Skill Dimensions	Personality Type	N	$\overline{X}$	S.D.	t	p
Interpersonal Influence	Thinking (T)	131	4.08	.77	1.445	.149
	Feeling (F)	184	3.95	.82		
Social Astuteness	Thinking (T)	131	3.94	.69	2.434	.015
	Feeling (F)	184	3.75	.68		
Apparent Sincerity	Thinking (T)	131	4.31	.74	1.682	.093
	Feeling (F)	184	4.16	.78		
Networking Ability	Thinking (T)	131	2.93	1.03	1.098	.273
	Feeling (F)	184	2.80	.95		

Considering Table 6, significant differences were found between the students' mean scores in "Social Astuteness" dimension and personality type variable. This difference is in favor of students preferring "Thinking" personality type (t=2.43, p=.015). No significant difference was found between personality types of student athletes in terms of other political skill dimensions (p >0.05).

Discussion and Conclusion

The student athletes identify their political skills in four dimensions. Twelve items gathered on these dimensions fully correspond to the original scale. Thus, the student-athletes can be said to show characteristics of political skill.

Student-athletes display more "Apparent Sincerity" characteristic than other political skills. This situation is consistent with the study conducted by Cingöz (2013) about the administrative staff in businesses and study conducted by Ferris et al. (2005) on different sample groups. The least displayed characteristic of political skill in the research is "Networking Ability." This situation is consistent with the study of Ferris et al. (2005) but in Cingöz's (2013) study the least average dimension was "Social Astuteness". The reason why student-athletes want to display apparent sincerity, which is defined as the skill to disguise ulterior motives (Moos & Barbuto, 2010), may originate in their desire to be seen as a reliable person in the eyes of their teammates.

According to the results of this research, ENFP is the most observed type of personality in student-athletes. In the literature, similar and different results can be seen in studies conducted with MBTI. Dench (2007) found that ENFP and ENFJ types are dominant in athletic populations. Gontag, Clitsome, and Kostrubala (1977) determined that ISTJ is the dominant personality type for the sample group consisting of a total of 50 sub-3-hour marathoners. The personality types with zero frequency in this study are ISTP and ESTP personality types. Pearce (2012) found that ESTJ typology of elite tennis players have a higher percentage up to 22.8%. Farni (1987) conducted a study on a total of 168 individuals consisting of Resident Assistants (n=75), Student-Athletes (n=49) and Undergraduates (n=42) living in the dormitories of Iowa State University. It is seen that his sample group is mostly comprised of ESTJ (n=10) and ISTP (n=9) personality types.

These similarities and differences in results may occur due to the diverseness of the sample group. ENFP student-athletes' orientation to life is extrovert in the research. They get their information by their intuitions. They decide by feelings. Their attitude towards the outer world is perceptive.

The reason why student-athletes in team sports prefer the personality type of "Feeling" when making decisions may depend on the characteristics of team sports. Experiencing the feelings, like happiness and sadness, together after a competition within the members of the team intensifies the relations and interactions among athletes. This situation may help student-athletes in team sports to take other people's feelings and thoughts into account when making decisions and to develop and establish empathy and bring these feelings forward. In a reversed situation, this may make student-athletes in individual sports to prefer the personality type of "Thinking".

Those with the skill of "Social Astuteness" can adapt themselves to different social environments and people by analyzing them and the circumstances accurately and they are also extremely careful (Cingöz, 2013). According to the study, why student-athletes prefer the personality type of "Thinking", which is the sub-dimension of "Social Astuteness", is because of the fact that these two concepts can complement each other. For, being analytical and being logical are among the characteristics of the personality type of "Thinking".

When the research results are evaluated as a whole, the estimated differences were not found among personality types of the student-athletes in individual and team sports according to their political skills. It would be beneficial to conduct more comprehensive studies on political behavior and personality types that are important for athlete behaviors and to test the results of this research. Yet, the fact that there are several factors affecting personality and political behavior shouldn't be ignored. Through similar studies, different

generalizations can be obtained by examining different sport branches or different demographic variables in a more comprehensive way.

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