THE RELATIONSHIP BETWEEN PATIENCE AND PERSONALITY TRAITS OF PROSPECTIVE TEACHERS GOING TO AN INTERNSHIP AT THE FACULTY OF SPORTS SCIENCES

A RELAÇÃO ENTRE PACIÊNCIA E TRAÇOS DE PERSONALIDADE DE PROFESSORES FUTUROS QUE VÃO FAZER ESTÁGIO NA FACULDADE DE CIÊNCIAS DO ESPORTE

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Abstract. In this study, it was aimed to examine the relationship between patience and personality traits of prospective teachers going to internship at the faculty of sports sciences.In this study, a descriptive (survey) research model based on quantitative observation was used. The sample of the study consisted of 294 teacher candidates who go to internship in different faculties in Turkey. The "Teacher Patience Scale" developed by Meriç and Erdem (2022) was used to measure the differentiation of teacher candidates participating in the study on patience**,** and the "Ten-item Personality Scale" developed by Gosling et al. (2003) and adapted to Turkish by Atak (2013) was used to determine their personality traits. In the analyses; the differences between the groups were tested with the "Mann-Whitney U test" and "Kruskal-Wallis one-way analysis of variance (K-W ANOVA)" tests, and which groups cause the differences were tested with the "Dunn Bonferroni" test. As a result of the research, there is no significant relationship between the overall scale mean scores of teachers' patience status and personality traits ($p>0.05$). There is a statistically significant and inversely strong relationship between teachers' patience status and "Emotional stability" sub-factor total scores ($p<0.05$). There is no significant relationship between the mean scores of teachers' patience status and the mean scores of other sub-factors of personality traits ($p>0.05$). There is no significant relationship between the mean scores of the general scale of personality traits and the mean scores of the sub-factors of teachers' patience status ($p>0.05$). Considering the relationships between teachers' patience status and sub-factors of personality traits, two significant relationships stand out ($p<0.05$). There is a statistically significant inverse and strong relationship between the mean scores of the sub-factors of "Teaching" and "Agreeableness", as well as "Interaction" and "Emotional stability". As a result, it was concluded that there was no significant relationship between teachers' patience status and personality traits and the mean scores of other sub-factors.

Keywords: Faculty of Sports Sciences, Teacher Candidates, Patience, Personality.

Resumo. Neste estudo, o objetivo foi examinar a relação entre paciência e traços de personalidade de futuros professores que vão para estágio na faculdade de ciências do esporte. Neste estudo, foi utilizado um modelo de pesquisa descritiva (pesquisa) baseado em observação quantitativa. A amostra do estudo consistiu em 294 candidatos a professores que vão para estágio em diferentes faculdades na Turquia. A "Escala de Paciência do Professor" desenvolvida por Meriç e Erdem (2022) foi usada para medir a diferenciação dos candidatos a professores que participaram do estudo sobre paciência, e a "Escala de Personalidade de Dez Itens" desenvolvida por Gosling et al. (2003) e adaptada para o turco por Atak (2013) foi usada para determinar seus traços de personalidade. Nas análises; as diferenças entre os grupos foram testadas com os testes "Teste U de Mann-Whitney" e "Análise de variância unidirecional de Kruskal-Wallis (K-W ANOVA)", e quais grupos causam as diferenças foram testados com o teste "Dunn Bonferroni". Como resultado da pesquisa, não há relação significativa entre as pontuações médias da escala geral do status de paciência dos professores e os traços de personalidade ($p>0,05$). Há uma relação estatisticamente significativa e inversamente forte entre o status de paciência dos professores e as pontuações totais do subfator "Estabilidade emocional" ($p<0,05$). Não há relação significativa entre

as pontuações médias do status de paciência dos professores e as pontuações médias de outros subfatores de traços de personalidade (p>0,05). Não há relação significativa entre as pontuações médias da escala geral de traços de personalidade e as pontuações médias dos subfatores do status de paciência dos professores (p>0,05). Considerando as relações entre o status de paciência dos professores e os subfatores de traços de personalidade, duas relações significativas se destacam (p<0,05). Há uma relação estatisticamente significativa inversa e forte entre as pontuações médias dos subfatores de "Ensino" e "Amabilidade", bem como "Interação" e "Estabilidade emocional". Como resultado, concluiu-se que não havia relação significativa entre o status de paciência dos professores e os traços de personalidade e as pontuações médias de outros subfatores.

Palavras-chave: Faculdade de Ciências do Esporte, Candidatos a Professores, Paciência, Personalidade.

1. INTRODUCTION

The word patience is passed from Arabic to Turkish and comes from the root of "sabera". "Sabr" in Arabic means to imprison the self when necessary, to hold on to oneself in adversity and to control one's will (Karakaş, 2016; Doğan, 2016). Patience makes it easier for the individual to cope with the problem by ensuring that he/she remains calm, makes healthy decisions, and makes him/her feel the strength to face the difficulty (Doğan, 2016). Patience is defined as the capacity of individuals not to be angry with the problems they encounter in their daily lives, to accept problems or to tolerate these problems (Music, 2013). Hökelekli (2013) defined patience as "the situation in which an individual who experiences a difficulty, trouble, calamity or distress can meet the situation he/she experiences in a calm manner without getting angry and aggressive emotions, without reproach and complaints". Patience is a psychological condition that provides strength to the individual in the struggle for life, supports balance and harmony, and acts as a mediator in the success of the individual from the moment the individual starts to make sense of life (Doğan & Gülmez, 2014).

Patient individuals are also harmonious, responsible, and open to experience (Schnitker & Emmons, 2007). According to Schnitker (2012), patience is the tendency of the individual to wait calmly in the face of disappointment, distress or pain that occurs in different conditions and time periods. It can occur in ordinary situations such as waiting in traffic, as well as in important conditions such as parenting or encountering a serious illness (Schnitker, 2012). Patience is the first acceptance of a problem faced by the individual, then making an effort to solve the problem and waiting for the result of the activities applied for the solution (Meriç and Erdem (2022). Therefore, patience is to be able to control emotions and impulses, and to be able to proceed calmly when difficult or frustrating situations are encountered (Balcı, 2022).

Personality has always been the subject of research and discussion, as it is a difficult and complex structure to understand and explain. For this reason, it is seen in the literature that it is a concept with many definitions by many scientists. The concept of personality, which can be defined as the cognitive, emotional and behavioral patterns that distinguish an individual from other individuals, has an important place in the lives of individuals (Buecker et al., 2020). Personality is a condition that can vary in addition to its unique characteristics while adapting to one's environment (Allport, 1937).

According to Burger (2021), "personality is defined as consistent behavioral patterns and intrapersonal processes arising from the individual himself/herself". According to Cüceloğlu (1992), personality is "a distinctive, consistent and structured form of relationship established by the individual with his/her internal and external environment. Personality affects the behavior of an individual's personality (Acar, 2022). There are many scientists who think that heredity and environment have an effect on personality (Robbins & Judge, 2012). The environment in which individuals are in their personality is affected by external factors such as family structure and social environment (Burger, 2021). When the factors affecting the formation of personality were investigated, it was stated that the family, which is described as

the first social environment of the child, had an effect (Richter et al. 1998). In the family factor, factors such as the family's attitude towards the child and the number of siblings can be effective in the formation of the child's personality structure (Acar, 2022; Ergin, 2006). The dominant cultural characteristics in the environment we live in are also reflected in our individual behaviors (Kulaksızoğlu, 1998).

Although it is not very effective in childhood, in the transition to adulthood in later ages, the socio-cultural environment is considered important in personality development (Roach, 2006). The culture in which the individual lives and grows is extremely important in the development of personality (Yavuzer, 2010). It provides individuals with different opportunities in the development of personality, providing social support, and gaining social skills (Yiğit et al., 2017). As can be seen, we can say that both heredity, that is, family, and the environment are effective in the formation of personality. Thus, since personality is thought to be effective on many phenomena, it is possible to predict the behaviors and reactions of the individual based on personality classifications. (Kayserili & Ülgen., 2023). The social structure, values, belief and moral structure, school and teacher play an important role in the formation of personality (Çelikten et al., 2005).

Teachers are people who have been trained and assigned to direct the learning experiences of students in educational institutions (Duman, 1991). The profession is defined as a set of activities, the rules of which are determined by the society, based on the systematic knowledge and skills gained with a certain education in order to produce useful goods and services for people and to earn money in return (Üstüner, 2006; Kuzgun, 2000). It is an indispensable element of the teacher education system (Üstüner, 2006). The teaching profession, on the other hand, is a profession that is related to the education sector and requires academic study and professional formation based on special expertise, knowledge and skills in the field with social, cultural, economic, scientific and technological dimensions (Hacıoğlu and Alkan, 1997). Topics such as the teaching profession, the importance of the teacher, teacher roles, teacher training, and teacher attitudes remain up-to-date in all societies (Çiçek-Sağlam, 2008).

Today, the teaching profession is a profession that requires professional competence and has special expertise knowledge and skills in its field with social, cultural, economic, scientific and technological dimensions related to education (Işık et al. 2010; Şişman & Acat, 2003). In terms of playing an active role in shaping society, teachers are expected to have a number of attitudes and behaviors that can fulfill the requirements of their work (Dağ, 2010). In addition to his/her teaching knowledge and skills, the teacher is also required to be competent in his/her relationships with the environment and personal characteristics (Çelikten and Can, 2003).

He/she is a teacher, learning tool, examiner, discipline provider, advocate, deputy of middle class morality, reliable person, substitute parent, student advisor, colleague and social participant (Çelikten, 2005; Balcı, 1991). Countries that want to renew their education systems are successful to the extent that they start their reform studies from teacher training (Sönmez, 2013). In this context, the more important teacher training programs are, the more important the choices of the prospective teachers are (Şişman, 2012). The reason why it is important is that the prospective teachers are the ones who will educate the future generations when their prospective teaching is completed..

In this study, it was aimed to examine the relationship between patience and personality traits of prospective teachers who went to the internship at the faculty of sports sciences.

2. METHOD

The research was conducted with the survey model, and the literature on the subject was reviewed and theoretical information on the subject was included. In this research model, the data of the research group were measured with the determined scales. Statistical analyses of

the collected data are explained. This study conducted with quantitative research methodology. General survey model is used in this study.

Research Group

The research population consisted of 294 students who were randomly selected from among the prospective teachers who went to the internship at the Faculty of Sports Sciences, which also studied at different universities.

Data Collection Tools

In the study, teacher patience scale and personality scale were used for prospective teachers who went to the internship with a personal information form. An online questionnaire was applied through the Google form. Students voluntarily participated in the survey.

Personal Information Form

The personal information form consisted of 5 questions in order to obtain information about the age, gender, academic grade point average, income level and place of residence of the participants.

Teacher Patience Scale

The scale developed by Meriç and Erdem (2022) consists of 11 items and 2 sub-dimensions. The scale has a 5-point Likert-type rating for each statement as “Never (1)”, “Rarely (2)”, “Sometimes (3)”, Mostly (4) ”, and“ Always (5) ”. It is seen that the Cronbach's Alpha coefficient of the entire TPS was calculated as .81 and .82 in the first and second study groups, respectively.

The Cronbach Alpha coefficients of the sub-factors were calculated as .74 and .80 in the teaching dimension and as .73 and .70 in the interaction dimension in the first and second study groups, respectively. When the Cronbach Alpha coefficients calculated for the whole scale and its two sub-factors were examined, it was reported that the scale was reliable.

Personality Scale

The Ten-item personality scale developed by Gosling et al. (2003) and adapted into Turkish by Atak (2013). The scale consists of five sub-dimensions and is prepared in a seven-point Likert type consisting of 1=Completely Disagree and 7=Completely Agree.

In the study of adapting the scale to Turkish, Atak stated that the reliability coefficient of the scale was stated as .89 for the openness to experience sub-dimension, 87 for the agreeableness sub-dimension, .89 for the emotional stability sub-dimension, and .87 for the responsibility sub-dimension as .88 for the extroversion sub-dimension.

3. RESULTS

Distribution of Demographic Characteristics

Table 1. Distribution of Demographic Characteristics of the Participants in the Study

Variable	Frequency (n)	Percentage (%)
Age		
21 – 25	250	85.0
26 – 30	23	7.9
31+	21	7.1
Total	294	100.0
Gender		
Female	94	32.0
Male	200	68.0
Total	294	100.0

Income Level		
High	7	2.4
Medium	224	76.2
Low	63	21.4
Total	294	100.0
Place of residence		
Dormitory	105	35.7
Private Home	131	44.6
Family Home	58	19.7
Total	294	100.0

Out of the sample group of 294 people

- 250 (85.0%) were in the 21-25 age group, 23 (7.9%) were in the 26-30 age group, and 21 (7.1%) were in the 31 years and older group.
- 94 (32.0%) were female and 200 (68.0%) were male.
- 7 (2.4%) stated that the income level was high, 224 (76.2%) stated that the income level was medium, and 63 (21.4%) stated that the income level was low.
- 105 (35.7%) stated that they lived in a dormitory, 131 (44.6%) in a private house and 58 (19.7%) in a family home.

Teacher Patience Scale (TPS)

TPS consists of 2 sub-factors: Factor 1: Teaching (Item 1-2-3-4-5-6)., Factor 2: Interaction (Item 7-8-9-10-11).

Table 2. Summary Statistics Regarding the TPS and Sub-Factor Mean scores

TPS and its Sub-Factors	Minimum	Maximum	Mean	SD
AML	3.27	5.00	4	0.4272
Teaching	3.33	5.00	4	0.3901
Interaction	2.00	5.00	4	0.6185

The mean 11-item TPS score was 4.5244 and the standard deviation was 0.4272. The lowest mean score obtained from the sample of 294 people is 3.27 and the highest mean score is 5.00.

The 6-item "Teaching" sub-factor mean score is 4.7024 and the standard deviation is 0.3901. The lowest mean score obtained from the sample of 294 people was 3.33 and the highest mean score was 5.00.

The 5-item "Interaction" sub-factor mean score is 4.3109 and the standard deviation is 0.6185. The lowest mean score obtained from the sample of 294 people is 2.00 and the highest mean score is 5.00.

Interpretation of the Relationship Between TPS and Sub-Factor Mean Scores with Spearman's ranking Correlation Coefficient

The relationship between the scale and subscale mean scores was measured with the help of Spearman's ranking correlation coefficient since the mean scores of the TPS and Sub-Factor did not meet the assumption of normal distribution. The correlation coefficient takes values ranging from -1 to +1. A positive value indicates a same-directional relationship between two variables, and a negative value indicates an inverse relationship between two variables.

As the correlation value approaches -1 and +1, the severity of the relationship between them increases. A correlation coefficient of 0 indicates that there is no relationship between the two variables. As you get closer to 0, the severity of the relationship decreases. Spearman's ranking correlation coefficient values between all subscales and the general scale are given in the table below. The value in the cell indicates Spearman's correlation coefficient, and the value in parentheses indicates the p-value of whether the relationship is significant.

If the p-value is less than 0.05, there is a statistically significant relationship at the 95% confidence level and if it is less than 0.01, there is a statistically significant relationship at the 99% confidence level. The fact that the correlation coefficient between the two variables is not statistically significant indicates that the two variables are independent of each other.

Table 3. Correlation Coefficient Values

	TPS	Teaching	Interaction
TPS	1.000	0.837** (<0.001)	0.913** (<0.001)
Teaching		1.000	0.563** (<0.001)
Interaction			1.000

** Correlation is significant at the 0.01 level.

When the table is examined, there is a statistically significant positive and strong relationship between the mean scores of TPS and all sub-factor mean scores at the 99% confidence level.

In addition, there is a statistically significant positive and strong relationship between the two "Teaching" and "Interaction" sub-factor mean scores at the 99% confidence level.

Reliability of teacher patience scale (TPS) and its sub-factors

The answers given to the scale by the sample group of 294 people who filled TPS have a direct effect on the scale reliability. Superficial or inconsistent answers reduce the reliability of the questionnaire. Cronbach's Alpha (α) internal consistency coefficient value is used to measure scale reliability. The higher the Cronbach's Alpha (α) value, the higher the reliability of the questionnaire.

The fact that the reliability coefficient in a scale is close to 1 may indicate that the scale is a very reliable measurement tool (Tavşancıl, 2002). The reliability of the measurement tools prepared for use in intergroup comparisons can be between 0.60 and 0.80. The reliability of the measurement tools in making decisions about individuals is expected to be above 0.80 and 0.90 if the decision can lead to very serious consequences (Özçelik, 1989).

Table 4. Cronbach's Alpha Values of TPS and Sub-Factors

Scale and Subscales	Cronbach's Alpha
TPS	0.821
Teaching	0.772
Interaction	0.774

According to the table, the Cronbach's Alpha value of the TPS applied to the sample group was α=0.821, the Cronbach's Alpha value of the "Teaching" sub-factor was α=0.772, and the Cronbach's Alpha value of the "Interaction" sub-factor was α=0.774.TPS is highly reliable and sub-factors are of statistically acceptable reliability.

Ten-Item Personality Scale (Tips)

A 7-point Likert-type scale was used. Scoring: Completely Disagree (1), Mostly Agree (2), Disagree (3), Neutral (4), Agree (5), Mostly Agree (6), Strongly Agree (7). TIPS has 5 sub-factors: Openness to Experience (Item 5, 10), Agreeableness (Item 2, 7), Emotional stability (Articles 4, 9), Responsibility (Articles 3, 8), Extraversion (Articles 1, 6).

Table 5. Summary Statistics on TIPS and Sub-Factor Mean Scores.

TIPS and its Sub-Factors	Minimum	Maximum	Mean	SD
TIPS	**3.30**	**7.00**	**4**	**0.6294**
Openness to Experience	1.00	7.00	4	1.0503

Agreeableness	2.50	7.00	4	0.9026
Emotional stability	1.50	7.00	4	1.0160
Responsibility	3.00	7.00	4	0.8227
Extroversion	1.50	7.00	4	0.9816

The 10-item TIPS mean score is 4.3622 and the standard deviation is 0.6294. The lowest mean score obtained from the sample of 294 people was 3.30 and the highest mean score was 7.00.

The 2-item "Openness to Experience" sub-factor mean score is 4.4575 and the standard deviation is 1.0503. The lowest mean score obtained from the sample of 294 people was 1.00 and the highest mean score was 7.00. The 2-point "Agreeableness" sub-factor mean score is 4.4575 and the standard deviation is 0.9026. The lowest mean score obtained from the sample of 294 people was 2.50 and the highest mean score was 7.00.

The mean score of the 2-item "Emotional stability" sub-factor is 4.2126 and the standard deviation is 1.0160. The lowest mean score obtained from the sample of 294 people was 1.50 and the highest mean score was 7.00. The mean score of the 2-item "Responsibility" sub-factor is 4.2398 and the standard deviation is 0.8227. The lowest mean score obtained from the sample of 294 people is 3.00 and the highest mean score is 7.00.

The 2-item "Extraversion" sub-factor mean score is 4.4439 and the standard deviation is 0.9816. The lowest mean score obtained from the sample of 294 people was 1.50 and the highest mean score was 7.00.

Interpretation of the Relationship Between TIPS and Sub-Factor Mean Scores with Spearman's ranking Correlation Coefficient

Since the TIPS and Sub-Factor mean scores did not meet the normal distribution assumption, the relationship between the scale and sub-scale mean scores was measured with the help of Spearman's ranking correlation coefficient. The correlation coefficient takes values ranging from -1 to +1.

A positive value indicates a same-directional relationship between two variables, and a negative value indicates an inverse relationship between two variables. As the correlation value approaches -1 and +1, the severity of the relationship between them increases. A correlation coefficient of 0 indicates that there is no relationship between the two variables. As you get closer to 0, the severity of the relationship decreases.

Spearman's ranking correlation coefficient values between all subscales and the general scale are given in the table below. The value in the cell indicates Spearman's correlation coefficient, and the value in parentheses indicates the p-value of whether the relationship is significant. If the p-value is less than 0.05, there is a statistically significant relationship at the 95% confidence level and if it is less than 0.01, there is a statistically significant relationship at the 99% confidence level.

The fact that the correlation coefficient between the two variables is not statistically significant indicates that the two variables are independent of each other.

Table 6. Correlation Coefficient Values

	TIPS	Openness to Experience	Agreeableness	Emotional stability	Responsibility	Extroversion
TIPS	**1,000**	**0.687** (<0.001)**	**0.508** (<0.001)**	**0.667** (<0.001)**	**0.490** (<0.001)**	**0.624** (<0.001)**
Openness to Experience		1.000	0.169** (0.004)	0.419** (<0.001)	0.116** (0.046)	0.293** (<0.001)
Agreeableness.			1.000	0.149* (0.011)	0.192** (<0.001)	0.124* (0.034).
Emotional stability				1.000	0.294** (<0.001)	0.267** (<0.001)
Responsibility					1.000	0.392** (<0.001)
Extroversion						1.000

** Correlation is significant at the 0.01 level.
** The correlation is significant at 0.05 level.

When the table is examined, there is a statistically significant positive and strong relationship between TIPS mean scores and all sub-factor mean scores at 99% confidence level.

In addition, there is a statistically significant and same-way relationship at 95% confidence level between the sub-factors of “Openness to Experience” and “Responsibility”, “Agreeableness” and “Emotional stability”, “Agreeableness” and “Extraversion”.

Among all other sub-factors, there is a statistically significant positive and strong relationship at the 99% confidence level.

Reliability Of The Ten-Item Personality Scale (Tıps) And Its Sub-Factors

The Cronbach's Alpha value of the TIPS applied to the sample group of 294 people is α=0.581. The scale is highly reliable.

Analysis Of Teacher Patience Scale (Tps) And Sub-Factor Mean Scores Accordıng To Demographıc Characterıstıcs Of Indıvıduals

In the tables below, summary statistics of the scale mean scores depending on demographic characteristics are given. In addition, since the scale and sub-factor mean scores did not meet the normal distribution assumption, the differences between the groups were tested with the "Mann-Whitney U test" and "Kruskal-Wallis one-way analysis of variance (K-W ANOVA)" tests, and which groups cause the differences were tested with the "Dunn Bonferroni" test. Analyses were conducted at 95% confidence interval.

Table 7. Participants' Results According to TPS and Subscales

		Teaching	Interaction	TPS
Age				
21 - 25	**Mean**	4.7000	4.3224	4.5284
	St. Deviation	0.3943	0.6311	0.4301
26 - 30	**Mean**	4.6522	4.4174	4.5455
	St. Deviation	0.4201	0.4820	0.4299
31 +	**Mean**	4.7857	4.0571	4.4545
	St. Deviation	0.2988	0.5554	0.4014
	p-value	0.657	0.139	0.724
Gender				
Female	**Mean**	4.6755	4.0723	4.4014
	St. Deviation	0.3805	0.5302	0.3762
Male	**Mean**	4.7150	4.4230	4.5823
	St. Deviation	0.3949	0.6264	0.4382
	p-value	0.137	**<0.001***	**<0.001***
Income Level		0.148	0.496	0.126
High	**Mean**	4.8571	4.7714	4.8182
	St. Deviation	0.2439	0.3903	0.3105
Medium	**Mean**	4.6897	4.2393	4.4850
	St. Deviation	0.3772	0.6039	0.4141
Low	**Mean**	4.7302	4.5143	4.6320
	St. Deviation	0.4444	0.6301	0.4573
	p-value	0.114	**<0.001***	**0.002***
Place of residence				
Dormitory	**Mean**	4.5540	4.2019	4.3939
	St. Deviation	0.4839	0.5754	0.4622
Private Home	**Mean**	4.7672	4.4168	4.6079
	St. Deviation	0.2950	0.5429	0.3464
Family Home	**Mean**	4.8247	4.2690	4.5721
	St. Deviation	0.3017	0.8004	0.4740
	p-value	**<0.001***	**0.023***	**0.002***

The mean TPS and sub-factor scores of the individuals do not show a statistically significant difference according to age groups.

The "Teaching" sub-factor mean scores of the individuals do not differ significantly according to their gender. Men's "Interaction" sub-factor and TPS mean scores are higher than women's.

The "Teaching" sub-factor mean scores of the individuals do not differ significantly according to their income levels. The "Interaction" sub-factor and TPS mean scores of individuals with high income levels are higher than other individuals.

There are statistically significant differences according to the place of residence. The "Teaching" sub-factor and TPS mean scores of the students living in the dormitory are lower than the other students. In addition, the "Interaction" sub-factor mean scores of students living in private homes are higher than other students.

Analysis of Ten-Item Personality Scale (Tıps) and Sub-Factor Mean Scores According to Demographic Characteristics Of Individuals

In the tables below, summary statistics of the scale mean scores depending on demographic characteristics are given. In addition, since the scale and sub-factor mean scores did not meet the normal distribution assumption, the differences between the groups were tested with the "Mann-Whitney U test" and "Kruskal-Wallis one-way analysis of variance (K-W ANOVA)" tests, and which groups cause the differences were tested with the "Dunn Bonferroni" test. Analyses were conducted at 95% confidence interval.

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Table 8. Results of the Participants According to TIPS and its Subscales.

		Openness to Experience	Agreeableness.	Emotional stability	Responsibility	Extroversion	TIPS
Age							
21 - 25	**Mean**	4.4240	4.4980	4.2100	4.2440	4.5820	4.4116
	St. Deviation	1.0586	0.9297	1.0436	0.8633	0.9732	0.6581
26 - 30	**Mean**	4.6522	4.4348	4.4348	4.2174	4.7630	4.4804
	St. Deviation	0.9586	0.6087	0.8434	0.7202	0.7485	0.4994
31 +	**Mean**	4.6429	4.0000	4.0000	4.2143	4.0714	4.1857
	St. Deviation	1.0505	0.7245	0.8215	0.2535	1.1433	0.2651
	p-value	0.657	0.137	0.217	0.474	**0.018***	**0.026***
Gender							
Female	**Mean**	4.3777	4.1649	4.6223	4.1649	4.3245	4.3309
	St. Deviation	1.1112	0.7491	1.0151	0.7876	0.9523	0.4925
Male	**Mean**	4.4950	4.5950	4.0200	4.2750	4.5000	4.3770
	St. Deviation	1.0211	0.9369	0.9600	0.8383	0.9924	0.6849
	p-value	0.882	**<0.001***	**<0.001***	0.237	0.407	0.576
Income Level							
High	**Mean**	5.5714	6.0000	5.1429	4.7857	6.1429	5.5286
	St. Deviation	0.9759	1.3844	2.0148	1.5773	0.6267	0.9411
Medium	**Mean**	4.4308	4.4107	4.2500	4.2563	4.3616	4.3219
	St. Deviation	1.1108	0.8449	1.0221	0.7562	0.9835	0.5968
Low	**Mean**	4.4286	4.4524	3.9762	4.3762	4.5476	4.3762
	St. Deviation	0.7342	0.9056	0.7536	0.8864	0.8216	0.5877
	p-value	**0.016***	**0.014***	0.097	**0.014***	**<0.001***	**<0.001***
Place of residence							
Dormitory	**Mean**	4.7762	4.4524	4.5619	4.4333	4.5810	4.5610
	St. Deviation	1.1179	1.0481	1.1238	1.0787	1.0900	0.8095
Private Home	**Mean**	4.2481	4.4351	3.9466	4.1756	4.3664	4.2344
	St. Deviation	0.7321	0.7829	0.8798	0.6042	0.7986	0.4292
Family Home	**Mean**	4.3534	4.5172	4.1810	4.0345	4.3707	4.2914
	St. Deviation	1.3669	0.8834	0.9209	0.6342	1.1299	0.5522
	p-value	**<0.001***	0.464	**0.001***	0.157	0.167	**0.007***

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The "Extraversion" sub-factor and TIPS mean scores of individuals aged 31 and over are lower than those of other individuals. For other sub-factors, there is no significant difference according to the age of the individuals.

"Agreeableness" sub-factor mean scores of males are higher than females. Women, on the other hand, have higher "Emotional stability" sub-factor mean scores than men. There is no significant difference according to the gender of the individuals for other sub-factors and TIPS.

There is no significant difference between the mean scores of the "Emotional stability" sub-factor according to the income levels of the individuals. For all other sub-factors and TIPS, the mean scores of individuals with high income levels are higher than individuals with medium and low income levels.

The "Openness to Experience", "Emotional stability" sub-factor and TIPS mean scores of the students living in the dormitory are higher than the students living in a private home or homestay. For other sub-factors, there is no significant difference according to the place of residence.

Interpretation of the Relationship Between TPS and TIPS Mean Scores by Spearman's rank Correlation Coefficient

Table 9. Correlation Coefficient Value

	TIPS	Openness to Experience	Agreeableness	Emotional stability	Responsibility	Extroversion
TPS	-0.037 (0.532)	-0.058 (0.324)	0.073 (0.209)	-0.212** (<0.001)	0.005 (0.928)	0.065 (0.268)
Teaching	0.022 (0.712)	-0.077 (0.188)	0.159** (0.006)	-0.114 (0.051)	0.062 (0.292)	0.024 (0.692)
Interaction	-0.074 (0.206)	-0.017 (0.777)	-0.019 (0.746)	-0.256** (<0.001)	-0.033 (0.568)	0.089 (0.130)

** Correlation is significant at the 0.01 level.

According to the table, there is no significant relationship between the mean scores of the overall scale of TPS and TIPS.

There is a statistically significant and inversely strong relationship between the total scores of the "Emotional stability" sub-factor. There is no significant relationship between the mean scores of TPS and the mean scores of other sub-factors of TIPS.

There is no significant relationship between the mean scores of the TIPS overall scale and the mean scores of the sub-factors of the TPS.

Considering the relationships between the sub-factors of TPS and TIPS, two significant relationships stand out. There is a statistically significant inverse and strong relationship between the mean scores of the sub-factors of "Teaching" and "Agreeableness", as well as "Interaction" and "Emotional stability". There is no significant relationship between the mean scores of TPS and other sub-factors of TIPS.

4. DISCUSSION AND CONCLUSION

In this section, findings related to socio-demographic characteristics, patience and ten-item personality traits of prospective teachers who went to the internship at the faculty of sports sciences are discussed.

The mean TPS and sub-factor scores of the individuals do not show a statistically significant difference according to age groups. We can say that patience has an effect on all ages. Without patience, people cannot overcome the work they are going to do. Since the end of patience comes to salvation, every person knows how to be patient.

The individual who cannot be patient cannot achieve the result or goal. In some studies, it has been observed that there is no statistically significant relationship between the patience

levels of individuals and their age groups (Fidan, 2024; Özdal, 2020; Süzen, 2020; Yavuz, 2020; Çeliköz & Gül, 2018). These studies support our study.

When the patience levels of the prospective teachers were evaluated according to demographic variables, it was found that the patience levels of the teachers in the interaction with the general patience levels sub-dimension differed in terms of gender, and the patience levels of the male teachers in both the general patience and interaction dimensions were higher than the women.

In the teaching sub-dimension of the prospective teachers, no significant difference was found between the patience levels of the teachers in terms of gender. We can say that the low level of patience in women compared to men is due to the fact that they are engaged in work outside of school.

Since their responsibilities at home are ahead of men, their patience levels may differ from men. It was determined that the patience levels of sports science students made by Bayıroğlu and Pepe (2023) differed in terms of male students in their patience tendencies according to the gender variable. In the study conducted by Meriç and Erdem (2023) on the relationship between patience and burnout in teachers, it was concluded that teachers' general patience levels were higher than women. In the study titled patience tendency of university students conducted by Çeliköz and Gül (2018), it was concluded that the patience levels of men were higher than women.

In the study of Ermiş & İmamoğlu (2019), it was revealed that there was a difference between patience and gender, and the patience score of male students was higher. In his study with university students, Dudley (2003) found that patience tendencies differed according to the gender variable in the direction of male students.

The "Teaching" sub-factor mean scores of the individuals do not differ significantly according to their income levels. The "Interaction" sub-factor and TPS mean scores of individuals with high income levels are higher than other individuals. It was found that there was no significant difference according to the "income level" variable of the "teaching" sub-factor of prospective teachers who went to university internships, and the mean scores of the "interaction" sub-factor and TPS were higher than those of other individuals.

Since the prospective teachers who are going to internship have a role in which their perspective on life has changed and they have responsibilities in the society, the effect of income level is expected to be high. During this period, prospective teachers started to become economically conscious and became candidates for starting a family at the end of their graduation. As a result, it can be said that the income level is an expected result to be affected. Since there was no study, no findings were found to support our study.

There are statistically significant differences according to the place of residence. The "Teaching" sub-factor and TPS mean scores of the students living in the dormitory are lower than the other students. In addition, the "Interaction" sub-factor mean scores of students living in private homes are higher than other students.

Since the prospective teachers who go to the internship face the difficulties of life as a result of staying in the family and in the private house, struggle everything on their own or give responsibility to the family, learn to cope with the difficulties, become conscious and have the awareness that they have responsibilities in the society, the effect of "Teaching" sub-factor and TPS is expected to be high because the place of residence affects the personality of the individual.

In this period, prospective teachers are in a situation where the place of residence affects the personality of the individual and raises awareness about life. As a result, it can be said that the place of residence is an expected result as a result of the individual becoming conscious and taking responsibility. Since there was no study, no findings were found to support our study.

The "Extraversion" sub-factor and TIPS mean scores of individuals aged 31 and over are lower than those of other individuals. The reason why extraversion and TIPS are lower than young individuals as the age increases is that the individual closes in on himself/herself as the age increases and we can say that there is no difference in the general personality trait as the age increases. For other sub-factors, there is no significant difference according to the age of the individuals.

We can mention that other personality traits are the same. In a study conducted by Karakaş (2023), it was observed that there was no significant difference between the age and personality traits of physical education and sports teachers. In a study by Acar (2022), while there was no significant difference in the dimensions of responsibility, openness to experiences, and extroversion, which are personality traits according to age, a significant difference was found in the dimensions of emotional stability and agreeableness.

Güler (2021) examined the relationship between basic personality traits and psychological resilience levels of sports high school students and found that basic personality traits did not differ significantly between them and the age variable. It is seen that these findings differ from the results of the current research and show the same results.

"Agreeableness" sub-factor mean scores of males are higher than females. Women, on the other hand, have higher "Emotional stability" sub-factor mean scores than men. There is no significant difference according to the gender of the individuals for other sub-factors and TIPS. In a study by Acar (2022), while there was no significant difference in the personality traits of teachers according to gender from the sub-dimensions of responsibility and agreeableness, significant differences were found in the sub-dimensions of openness to experience, emotional stability, and extroversion.

Zorlu (2017) stated in his research on the personality traits of athletes in the field of athletics that personality traits do not differ according to gender. In our study, we can say that the reason why male prospective teachers are agreeable compared to women is that male athletes are mostly team athletes. Individuals who engage in team sports have to be gentle within the team. Otherwise, it causes great fights. Someone has to calm the environment. We can mention that the fact that women have a higher "Emotional stability" than men is due to the personality traits of women. Some findings support our current study.

There is no significant difference between the mean scores of the "Emotional stability" sub-factor according to the income levels of the individuals. For all other sub-factors and TIPS, the mean scores of individuals with high income levels are higher than individuals with medium and low income levels. In a study conducted by Karakaş (2023), it was observed that there was no significant difference between the socio-economic levels and personality traits of physical education and sports teachers.

Çobanoğlu (2021) concluded that there was no significant difference in the income status variable of the five factor personality inventory sub-dimensions that I applied to the personnel working at Istanbul Medipol University. The reason for the significant difference in the income status variable in this study is thought to be due to the fact that the majority of the students are at low, medium and high socio-economic levels and the average income level of this study is different. No findings have been found to support this study.

The "Openness to Experience", "Emotional stability" sub-factor and TIPS mean scores of the students living in the dormitory are higher than the students living in a private home or family home. For other sub-factors, there is no significant difference according to the place of residence. As a result of staying in the dormitory, prospective teachers who are going to internship are expected to face the difficulties of life, to struggle everything on their own, to have responsibility in the dormitory, to learn by living, to learn to cope with difficulties, to become aware of their responsibilities in the society, and to be high because it positively affects the personality of the individual living in the dormitory. In this period, prospective teachers are

in a situation where their life in the dormitory positively affects the personality of the individual and raises awareness about life in a positive way. As a result, it can be said that the place of residence is an expected result of the individual's positive awareness and taking responsibility. Since there was no study, no findings were found to support our study.

There is no significant relationship between teachers' patience scale (TPS) and the overall scale mean scores of the ten-item personality scale (TIPS). There is a statistically significant and inverse strong relationship between teachers' patience scale (TPS) and "Emotional stability" sub-factor total scores.

There is no significant relationship between the mean scores of TPS and the mean scores of other sub-factors of TIPS. There is no significant relationship between the mean scores of the TPS overall scale and the mean scores of the sub-factors of the TPS. Considering the relationships between the sub-factors of TPS and TIPS, two significant relationships stand out. There is a statistically significant inverse and strong relationship between the mean scores of the sub-factors of "Teaching" and "Agreeableness", as well as "Interaction" and "Emotional stability".

There is no significant relationship between the mean scores of TPS and other sub-factors of TIPS. In this study, it was concluded that patience and personality trait were not effective on each other. It is seen that some sub-items are effective. Although the personality traits of individuals are very different, we can say that their patience levels are different. He/she may know that individuals with no personality need to be patient to achieve a goal. In short, patience and personality are two different concepts.

Individuals can know that the result will be positive by being patient. After all, there is a positive situation. In the study conducted by Özdal (2020), an inverse relationship was found in the relationship between the patience levels and personality traits of the students of the faculty of health sciences. Schnitker & Emmons (2007) found a high positive relationship between patience and agreeableness, responsibility, extraversion, openness to experience, and a low negative relationship between emotional imbalance (neuroticism) in their study of patience and five-factor personality theory on undergraduate psychology students. Although these studies support our findings for some items, it has been observed that they do not support some items.

RECOMMENDATIONS

- It can be applied to different people in faculties and teacher candidates in different groups.
- It can be applied to academics at university and teachers in national education.
- Seminars on patience and personality can be organized in universities and national education.
- A new knowledge can be brought to the literature.

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