

Full Length Research Paper

# The effect of literature on personality development of individuals using some variables

Kasim Tatlıoğlu

Psychology Department, Arts and Science Faculty, Bingöl University, Kırşehir City, Turkey.

Accepted 3 August, 2016; Accepted 26 February, 2017

The aim of this work is to investigate whether literature has effect on the personality development of individuals or not. This work aims to provide answers to the following research questions: "Does literature have effect on individuals' general harmony level, their social cohesion levels, personal harmony level, self-actualization level, emotional stability level, neurotic tendencies, psychotic symptoms, family relations, social relations, compliance level of social norms and antisocial tendencies? This research was carried out on the students studying in secondary schools located in Kırşehir City, Turkey during 2008 to 2009 academic years. Disproportionate cluster sampling was used to take the sample from 12 different schools. 14 students were randomly selected from each school; a total of 168 students participated in the survey. "Hacettepe Personality Inventory" published by Özgüven and "Personal Information Form" were used as measurement materials. According to the research findings, literature does not have a significant influence on the general, social and personal harmony of individuals, their self-actualization, emotional stability and harmony levels of social norms, neurotic and anti-social tendencies, psychotic symptoms and family relationships; however, literature has a significant influence on their social relations.

**Key words:** Harmony, self-actualization, emotional stability, neurotic tendencies, psychotic symptoms.

## INTRODUCTION

Harmony concept has been discussed and defined in different ways. Özgüven (1992) defines harmony as, a situation whereby an individual can establish good relationship with himself and people around him as well as sustainability of the relationship. Çağlar (1981) defines harmony as, a process where individuals reconcile with all creatures and environmental conditions to maintain their lives and existence. Kılıçlı (2006) defines harmony as when an individual meets his needs by himself, by being in harmony with the environment. Morgan (1998)

defines it as satisfaction obtained from motivation; it is the sustainability of positive relationship which exists between an individual and his social environment.

Individuals show appropriate behavior and attitude based on changes, which occur in them and reconcile their relationship with people, through which they build real harmony. Harmony is not the only way. By interacting with the environment, humans learn the ways of adapting to the environment and also allow the environment to adapt to them. With this, human develops a harmony

\*Corresponding author. E-mail: kasimtatlii@hotmail.com.

Authors agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

pattern. The function of human adaptation pattern is to solve problems faced in the interaction with the environment. The level of harmonization is determined by two main factors; one is personal characteristics of the individual and the other is the situation faced in the environment (Yeğen, 2008).

In the literature, the concept of compliance is to be "normal", "psychologically healthy"; on the other hand, incompatibility is to be "abnormal", "psychologically unhealthy"; and these concepts may be interchangeably used (Özgülven, 1992). Geçtan (2006) approached the concept of normality as compliance, competence and ability to cope with stress. Individuals, who are aware of their feelings, deal with negative emotions in a healthy way, psychologically mature, and having high self-awareness are psychologically healthy people. Social cohesion of these individuals and having close relationship has a positive effect on their frame. According to Wayne and Liden (1995), compliance causes less interpersonal conflict, more work and less family conflicts (Erden and Akman, 2004).

### **The sub-elements of personal adaptation**

#### ***Self-actualization***

The concept of self-actualization was announced for the first time by Jung. According to Jung, the aim of every human is to have self-actualization. According to Maslow (1970), healthy development creates conditions in which people live free throughout their lives. People who have self-actualization have a more intimate and sincere personal relationships more than others. According to Feist and Feist (2008), self-actualization is the process of integrating people opposite polarities (quoted by Mürvetoğlu, 2014).

#### ***Emotional stability***

Personality tends to continuous improvement. The purpose of this development is to develop mature and balanced personalities. This is as a result of interaction between the structural and environmental factors and it is possible with the change and upsizing of the child's function, through a variety of processes (Kuzgun, 1972).

Psychological maturities, also known as self-realization, are necessary for realization of oneself. Individuals, who have psychological maturity, try to establish relations based on mutual trust and sincerity with other people and may maintain the sustainability and responsibility of these relationships (Kılıççı, 2006).

#### ***Neurotic tendencies***

McCrae and Costa (1991) point out that, neuroticism

personality is a term that refers to normal personality dimensions which characterize experience of psychological unease as susceptibility. Individuals with high neuroticism tendencies are described as being anxious, angry, impulsive, depressed and insecure, while individuals with low neuroticism tendencies are described as, being calm, confident and emotionally stable (Şengül and Cesur, 2011; Barrick and Mount, 1991; McCrae and Costa, 2006).

People who have the symptoms of neurotic tendencies, suffer from a few or several psychosomatic symptoms such as chronic fatigue, headaches, insomnia, impaired vision, loss of appetite and so on (Metem, 2006). People who are showing neurotic symptoms and behavioral tendencies tend not to perform to full capacity (Knapp, 1965; quoted by Mürvetoğlu, 2014). Partial compulsion to unconscious theory is one of the cornerstones for understanding neurosis (Freud, 2006; 2013).

#### ***Psychotic symptoms***

Psychotic symptoms are symptoms related to psychotic disorder, mood disorders, substance abuse and thought, perception, mood and behavior which are seen as some medical conditions (Buchanan and Carpenter 2005; APA, 1994; akt:- Binbay, 2009). In the literature, people who have psychotic features exhibit behavior disorders such as aggression, restlessness and psychomotor agitation (Buchanan and Carpenter 2005; APA, 1994; quoted by Binbay, 2009).

### **Sub-Components of Social Cohesion**

#### ***Family relationships***

Mental health, fundamentals of personal and social adaptation level of the child are given attention to first in the family. The family prepares the necessary conditions for the child's social adaptation.

Family helps the child to get oral and social habits, related to behavior which is required for compliance. People who are sociable will require institutions which provide social security, in order to live happily in society. In those institutions it is undoubtedly that the family comes first (Ulutaş, 2011).

Parenthood is a complex process that reflects individual, social and cultural effects. Many authors have expressed that, family is a fundamental institution which provides children with positive mental and physical developments (Kulaksızoğlu, 1999; Sezer, 2010; Stams et al., 2009; Bornstein, 1992; Ulusoy and Durmuş, 2011; Yavuzer, 2001).

#### ***Social relationships***

An individual goes through different developmental

stages: developing life from childhood to adulthood. And in these periods, an individual exhibits physiological and psychological characteristics which are not the same with each other. Another important development dimension is the social development in adolescence period. Personality development continues until the end of adolescence; when a person achieves a consistent and integrity structure in feeling, thoughts and behavior dimensions, then this personality is considered as being formed. This structure shows that, there are less conflicts and more stable situations.

The structure tends to maintain its basic features although it changes with time. This is the period that, sense of identity and social productivity are gained when the young is preparing for the role of adulthood (Koç, 2004; Atak, 2011). Humans are continuously redefined in their relations. It is impossible to think that there is a human who has no relationship with other people (Cüceloğlu, 2000). According to Fromm, today's human dilemma stems from the conflict between the social and personal needs and difficulties in satisfying them. Learning to adapt to other people is one of the leading problems in human life (Yavuzer, 2001).

### **Social norms**

As a social being, humans like to communicate with other people, like to understand others' thoughts and perspectives, and desire to be with other people. In these cases, they are likely to be some challenges. Social skills mean the ability of people to cope with their own problems without needing any support of others; the ability of people to use their sense in fighting obstacles and ability to manage conflicts with required behaviors (Akkök, 1996; Bacanlı, 1999; Çetin et al., 2003; Sudak and Zehir, 2013).

The most influential environmental condition is the socio-cultural characteristics of the society in which people live. These make people to have standard behavior (Özdemir et al., 2012; Yörükoğlu, 2002). When people begin to define themselves and their surroundings, it is known as interpersonal relationship (Erözkan, 2009).

### **Anti-social personality disorder**

People who have anti-social personality disorder exhibit behavior disorders in their adolescence period and also dangerous and irresponsible socially in their adulthood period (Sardoğan and Kaygısız, 2006). This disorder is known as sociopathic which is a psychological imbalance associated with psychopathy.

Contentiousness, forgery, theft, gambling, irresponsibility in family and social life, perpetration, using psychoactive substance are commonly observed in anti-

social personality disorder which is one of the personality disorders (Öztürk, 2002; Yıldırım and Türeli, 2015). The original meaning of the word, personality means "persona" in Latin. The term, 'persona' has been used to explain interpersonal differences (Groesbebeck, 1985; trans: Eroğlu, 2011). Personality has been defined in diverse ways and times. In defining personality, using DSM and ICD classification criteria (Ak, Gülsün and Özmenler, 2009) is more common and practical. Personality in psychology is one of the most extensive covered concepts because it has many features related to human behaviors (Sevi, 2009; Sudak and Zehir, 2013). There are various reasons why people have different behaviors in certain situations. This is one area of interest for behavioral science and behaviourists (Arı, 1991). Many theories have been developed to define and explain personality. Each theory has attempted to identify personality with different perspectives (Deniz and Erciş, 2008; Ordun, 2004; Cüceoğlu, 1991).

According to Morgan (1999), personality is "the behavior characteristics of a person displayed to other people. Burger (2006) defines personality as, the process of consistent behavior patterns and interpersonal behaviors arising from an individual. Yanbastı (1991) sees personality as a relatively immutable characteristic which separates a person from other people, distinguishes and forms the basis of an individual's future behavior. Köknel (2005) defines personality as a product of structural-developmental factors and social experience; it is also a unique life style of a person and determines compliance models, intimidated thought, perception and behavior patterns. According to Semenoğlu (2004), personality separates an individual from others and these are the features a person brings from his birth and gains later.

Literature and human psychology is always considered as one within the other. As a science, literature and psychology are not really far from each other. The most obvious and generalized common feature of literature and psychology is that, they choose an entire population as a target and material. Both literature and psychology intend to catch human soul; to take a closer look into the subconscious processes which shape human's thoughts, behavior and emotions. Finally, these science courses also intend to see man as a "whole" without separating him from his environment (İsmet, 2006).

## **METHOD**

### **Participant**

Relational scanning model was used in this research. General scanning model is a scanning process used for a whole universe or specific group, sample or paradigm in order to take a measure of the universe, which consists of many elements. The universe of this research is the students of formal secondary schools and institutions, affiliated to the Ministry of Education; the schools and institutions are located in Kırşehir City, Turkey. The sample was

taken from 12 disproportionate cluster groups in the universe of the study. Each school represents a cluster.

The sample consists of a total of 168 students; 14 students were randomly chosen from each school. The universe of the study is accessible. The researcher comments on the universe of the study, by observing a sample cluster (Smith, 1975; quoted by Karasar, 1995).

### Instruments

In this study, "Hacettepe Personality Inventory" and "Personal Information Form" are used to collect data from other variables. Hacettepe Personality Inventory was developed by Özgüven (1976) to measure individual personality characteristics, levels of personal, social and general harmony; to identify clinical and normal cases and to make mental health scanning. According to a study conducted on inventory, the first revision was done in 1978 and the second done in 1982, and Hacettepe Personality Inventory Manual Book was published in 1993.

Hacettepe Personality Inventory has two main sections as "personal harmony" and "social cohesion". There are eight subscales based on these two sections and there is also "validity" scale related to individual's test-taking behavior. Personal harmony subscales are respectively: (1) self-actualization (2) Emotional stability (3) Neurotic tendencies (4) The psychotic symptoms and social cohesion subscales (5) Family relationships (6) Social relationships (7) Social norms (8) Anti-social tendencies (Özgüven, 1994).

### Personal information form

In the personal information form, there are questions related to student's age, gender, department, grade level, socio-economic status and health status. In order to determine students' socio-economic status (SES) in the personal information form, "Socio-economic level scale" developed by Bacanlı (1997) was used based on the purposes of the research. Some articles have been updated in the form.

### Data Collections

The scale known as "Hacettepe Personality Inventory" developed by Özgüven (1994) was used as a data collection tool. It was used to measure students' personality characteristics, their general, personality and social harmony level. Hacettepe Personality Inventory was applied to a total of 168 students randomly chosen from 12 different schools and each school provided 14 students with disproportionate cluster sample.

All the applied scales were collected. The data collection tools were also examined and 10 of them were declared invalid. 158 data tools were considered as valid from the 168 data tools. The data were evaluated with SPSS 10.00 Statistical Package Program and t test was used, a parametric technique.

### Reliability and Validity of the Scale

The reliability coefficient of the scale was measured with KR-21 and episodic repetition inventory method realized by Özgüven and others on different groups. The reliability coefficients for the subscales are between 0.58 and 0.92, and the average is about 0.82. The reliability coefficients of the total scores are 0.93 in personal harmony, 0.84 in social cohesion and 0.92 in general compliance. Correlations between the eight subscales of Hacettepe

Personality Inventory are around 0.38 to 0.43 for "personal harmony", 0.41 for median; the correlations between the subscales of "social cohesion" are around 0.35 to 0.46 and the median is 0.40.

These results show that the subscales are too low to account for the quality inherent in the scale. And on the other hand, the subscales have a highly coherent and homogeneous structure which will bring substantially contribution to the total points. In the research conducted on the "opposite groups" known as "normal" and "incompatible", it has been observed that all subscales of the inventory can distinguish these significant groups. The study results of "spoofing" related to the purposeful answering behavior of individuals show that, they were unable to indicate themselves as significantly "compatible" or "incompatible". In the study conducted with "similar scales validity" method, most of the correlations between the MMPI subscales and Hacettepe Personality Inventory scores have changed from 0.50 and to 0.40 to 0.78. "Nature-concept" and "similar scale validity" work conducted with "SCL-90", "state and constant anxiety inventory", "apperception" scales show that Hacettepe Personality Inventory can distinguish between clinical cases and normal people (Özgüven, 1994).

## RESULTS

In this section, the data collected relating to the sub-problems were analyzed with appropriate statistical techniques as presented in these tables.

As shown in Table 1 to 11 there is no significant difference between, the overall level of compliance of individuals, the social cohesion levels of individuals, personal cohesion levels of individuals, personal self-realization levels of individuals, the emotional stability levels of individuals, the neurotic tendencies levels of individuals, the psychotic symptoms of the individuals, the family relationship of the individuals, the social relationship of the individuals, the social norms of the individuals, being and not being interested in literature and anti-social tendency of the individuals [ $t_{(156)}=0.735$ ,  $p>0,05$ ], respectively. Social relationship of the people who are not interested in literature ( $\bar{X} = 13.83$ ) is stronger than the social relationship of the people who are interested in literature ( $\bar{X} = 12.71$ ).

## DISCUSSION AND CONCLUSION

In this study, it has been seen that, literature does not have a significant effect on the general, social and personal compliance of people, their self-realization, emotional stability and harmony levels of social norms, neurotic and anti-social tendencies, psychotic symptoms and family relationships. On the other hand, literature has meaningful effect on social relationship of people and it has been found that, people who are interested in literature have more social relationship than people who are not interested in literature. Even though, general, social and personal compliance, self-realization, emotional stability, harmony of social norms, neurotic and anti-social tendencies, psychotic symptoms and family

**Table 1.** t Test results relating to general compliance level of individuals in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People interested in literature	121	91.44	21.64	156	0.106	0.236
People not interested in literature	37	91.86	19.07			

P>0.05.

**Table 2.** t Test results relating to "social cohesion" level of individuals in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	48.53	10.90	156	0.419	0.815
People are not interested in the literature	37	49.40	11.42			

P>0.05.

**Table 3.** t Test results relating to "personal cohesion" level of individuals in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	43.47	12.02	156	0.545	0.051
People are not interested in the literature	37	42.29	9.80			

P>0.05.

**Table 4.** t Test results relating to "personal self-realization" level of individuals in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	12.87	3.34	156	0.595	0.193
People are not interested in the literature	37	12.51	2.85			

P>0.05.

**Table 5.** t Test results relating to "emotional stability" level of individuals in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	9.42	3.63	156	0.169	0.141
People are not interested in the literature	37	9.54	2.97			

P>0.05.

**Table 6.** t Test results relating to "neurotic tendencies" level of individuals in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	10.24	3.74	156	0.686	0.872
People are not interested in the literature	37	10.72	3.71			

P>0.05.

**Table 7.** t Test results relating to "psychotic symptoms" which is seen in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	9.25	3.52	156	0.103	0.580
People are not interested in the literature	37	9.18	3.29			

P&gt;0.05.

**Table 8.** t Test results relating to "family relationship" of the people in terms of variance attention to the literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	13.81	4.29	156	0.458	0.786
People are not interested in the literature	37	14.18	4.37			

P&gt;0.05.

**Table 9.** t Test results relating to "social relationship" of the people in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	12.71	3.73	156	0.683	0.022
People are not interested in the literature	37	13.83	16.81			

P&lt;0.05.

**Table 10.** t Test results relating to "social norms" of the people in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	12.76	2.73	156	0.127	0.819
People are not interested in the literature	37	12.70	2.86			

P&gt;0.05.

**Table 11.** t Test results relating to "anti-social tendency" of the people in terms of variance in attention given to literature.

Variable	N	$\bar{X}$	S	Sd	t	P
People are interested in the literature	121	11.28	3.26	156	0.735	0.569
People are not interested in the literature	37	11.72	3.17			

P&gt;0.05.

relationships are directly involved in people's life, due to an indirect reflection of life, literature seems natural when it does not have an impact in these aspects.

When we take a look at the concept of social relationship, it has a significant relationship between literature, people who are interested in literature and are

inadequate in terms of creating social relationship. When we take a look at the cause and effect relationship, does literature affect the social relationship or do people who are insufficient on social relationship try to express themselves in literature? These questions can be debatable issues. The result of people who are interested

in literature is insufficient in terms of social relationship, which can be interpreted as people who are insufficient in social relationship and try to express themselves with literature. The use of psychology in a wide range of social life has caused this branch of science to become functional. In addition, intense study and research in the framework of the various sub-disciplines of psychology have resulted in the acquisition of very important information and data in these topics.

Literature psychology is an interdisciplinary, consisting of common psychology and literature field. Literature psychology is a field of science which is trying to become independent by taking advantage of literature, psychoanalysis and psychology science. In social science, literature is one of the fundamental sciences which has direct ties and takes upon the rules of life itself. The most obvious and generalized common trait of literature and psychology is that, they choose the entire population as a target. All in all, both literature and psychology are trying to understand the human soul; to take a close look at the subconscious processes that shape his thoughts, behaviors and emotions; to see human as "whole" without separating him from his environment. This position and view proximity mostly take advantage of each other and behave collectively (Cebeci, 2004; Emre, 2006; Eroğlu, 2011). The reasons underlie why the social relationship is not stronger for people who are interested in literature than people who are not interested in literature. These reasons must be investigated and necessary measures have to be taken in this direction.

Literature curriculum has to be overhauled in order to contribute to the personality development of people. The same measuring tool must be applied to the wide range of sampling, gender, age type of school etc. Thus, more detailed results will be obtained in these groups. Such a research can be performed with a larger sample group.

## CONFLICT OF INTERESTS

The author has not declared any conflicts of interest.

## REFERENCES

- Ak M, Gülsün M, Özmenler KN (2009). Suicide and personality. *Current Approache Psychiatry*, 1:45-54.
- Akkök F (1996). Development of social skills in primary education. Ankara: The Ministry of Education Press.
- Arı R (1991). Comparison of assertiveness of undergraduates according to the several variables. *Selçuk University J. Faculty Educ.* 5:163-173.
- Atak H (2011). Identity development and identity formation: A theoretical assessment. *Current Approache Psychiatry*, 3(1):163-213.
- Bacanlı H (1999). Social skills training. Ankara: Nobel Press.
- Bacanlı H (1997). Self in social relations, psychology of self-monitoring. İstanbul: Ministry of Education Press.
- Barrick M, Mount M (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychol.* 44(1):1-26
- Binbay İT (2009). Association between social inequalities and psychosis continuum (Psychotic-like experiences, psychotic symptoms and psychotic disorders) in a representative sample of the urban adult population in Izmir metropolitan area. Thesis in Medicine. Ege University, İzmir.
- Bornstein RF (1992). The dependent personality: Developmental, social and clinical perspectives. *Psychol. Bull.* 112:3-23.
- Burger JM (2006). *Personality*. (1<sup>st</sup> edition). (Translated: İ. Deniz, E. Sarıoğlu). İstanbul: Kaktüs Press.
- Cebeci O (2004). Psychoanalytic literary theory. İstanbul: İthaki press.
- Cüceloğlu D (2000). Human to human. İstanbul: Remzi publishing.
- Cüceloğlu D (1991). Human and behavior. İstanbul: Remzi bookstore.
- Çağlar D (1981). Incompatible children and education. (2<sup>st</sup> edition). Ankara University Faculty of Education Publications, number, 103.
- Çetin F, Bilbay AA, Kaymak AD (2003). Social skills in children. İstanbul: Epsilon publishing.
- Deniz A, Erciş A (2008). A research on investigation relations between personality traits with perceived risk. *Ataturk University J. Econ. Admin. Sci.* 22(2):301-330.
- Emre İ (2006). Literature and psychology. (2<sup>st</sup> edition). Ankara: Anı publishing.
- Eroğlu F (2011). Behavioral sciences. (11<sup>st</sup> edition). İstanbul: Beta publishing.
- Erden M, Akman Y (2004). Development and learning. (13<sup>st</sup> edition). Ankara: Arkadaş publishing.
- Erozkın A (2009). The predictors of interpersonal relationship styles in high school students. *Selçuk University J. Institute Soc. Sci.* 29:543-551.
- Freud S (2006). On art and artists. (2<sup>st</sup> edition). (Translated: K. Şipal). İstanbul: Yapı Kredi publishing.
- Freud S (2013). Life and psychoanalysis. (11<sup>st</sup> edition). (Translated: K. Şipal). İstanbul: Say publishing.
- Geçtan E (2006). Psychodynamic psychiatry and abnormal behavior. (18<sup>st</sup> edition). İstanbul: Metis publishing.
- İsmet E (2006) Literature and psychology. (2<sup>st</sup> edition). Ankara: Anı publishing.
- Karasar N (1995). Research method. Ankara: Sim printing press.
- Kılıççı Y (2006). Mental health in schools. (5<sup>st</sup> edition). İstanbul: Anı publishing.
- Koç M (2004). Adolescence and characteristics in terms of developmental psychology. *Uludağ University J. Institute Social Sci.* 17(2):231-256.
- Köknel Ö (2005). From happiness without anxiety. (17<sup>st</sup> edition). İstanbul: Akdeniz publishing.
- Kulaksızoğlu A (1999). Psychology of adolescence. (2<sup>st</sup> edition). İstanbul: Remzi bookstore.
- Kuzgun Y (1972). Self-realization. Ankara University Faculty of Language, history and geography, *J. Phil. Dep.* 10:162-172.
- Maslow A (1970). Motivation and personality. (3<sup>st</sup> edition). New York: Harper&Row press.
- McCrae RR, Costa PT (1991). The NEO personality inventory: Using the five factor model in counseling. *J. Counsel. Devel.* 4(69):367-372.
- McCrae RR, Costa PT (2006). Personality in adulthood, A five-factor theory perspective. (2<sup>st</sup> edition). New York: Guilford press.
- Mete C (2006). An investigation relation-ship between job satisfaction and personality characteristics of teachers who work in the primary schools. Unpublished Master Thesis. Yeditepe University Institute of Social Sciences, İstanbul.
- Morgan CT (1998). Introduction to Psychology. (13<sup>st</sup> edition). Hacettepe University Publications Department of Psychology, number, 1.
- Mürvetoğlu A (2014). Self-actualization and Personality. Unpublished Master Thesis. Arel University Institute of Social Sciences, İstanbul.
- Ordu, G (2004). A research five key personality and on the analysis of sub-factor. *İstanbul University J. Bus. Admin.* 2(33):47-71.
- Özdemir O, Özdemir P, Kadak MT, Nasıroğlu S (2012). Personality development. *Current Approaches in Psychiatry*, 4(1):566-589.
- Özguven İE (1992). Hacettepe personality inventory manual. (2<sup>st</sup> edition). Ankara.
- Özguven İE (1994). Psychological testing. Ankara: Yeni Doğu printing house.
- Öztürk MO (2002). Mental health and disorders. (9<sup>st</sup> edition). Ankara:

- Feryal printing house.
- Sardoğan ME, Kaygusuz C (2006). Investigation of the individuals who were diagnosed as anti-social personality disorder and not diagnosed in terms of emotional intelligence levels. *Ege J. Educ.* 7(1):85-102.
- Semenoğlu N (2004). *Development learning and instructional.* (9<sup>st</sup> edition). Ankara: Gazi publishing.
- Sevi ES (2009). Psychobiological personality model and five factor personality theory: Comparison of temperament and character inventory (TCI) and Five Factor Personality Inventory (5FPI). Unpublished Master Thesis. Ege University Institute of Social Sciences, İzmir.
- Stams GJM, Dekovic M, Reijntjes AHA, Belsky J, Prinzie P (2009). The relations between parents' big five personality factors and parenting: A meta-analytic review. *J. Personality Soc. Psychol.* 97(2):351-362.
- Sezer Ö (2010). The relationship between adolescents' self perception, parental attitudes and some other variables. *Yüzüncü Yıl University J. Educ. Faculty*, 1(1):01-19.
- Sudak KM, Zehir C (2013). Types of personality, emotional intelligence, with a study on the relationship between job satisfaction. *J. Adm. Sci.* 11(22):141-165.
- Şengül G, Cesur S (2011). The relationships between parentall attitudes and their personalities and values. *Electronic J. Soc. Sci.* 10(38):1-22.
- Ulusoy Y, Durmuş E (2011). Investigation of interpersonal dependency tendency in terms of five-factor personality traits. *Inonu University J. Faculty Educ.* 12(2):01-21.
- Ulutaş N (2011). *Suicide and novel.* (1<sup>st</sup> edition). Ankara: Akçağ publishing.
- Wayne S, Liden RC (1995). Effects of impression management on performance ratings: A Longitudinal study. *Acad. Manage. J.* 30(1):232-260.
- Yanbaşı G (1991). *Theories of personality.* Ege University Faculty of Education press, İzmir.
- Yavuzer H (2001). *Parents and children.* (14<sup>st</sup> edition). İstanbul: Remzi bookstore.
- Yeğen B (2008). Review of relation between agression reactions and Social adaptation levels of Secondary Education Students. Unpublished Master Thesis. Yeditepe University Institute of Social Sciences, İstanbul.
- Yıldırım A, Türel D (2015). Neuroimaging in Antisocial Personality Disorder. *Curr. Approaches Psych.* 7(1):98-108.
- Yörükoğlu A (2002). *Child mental health.* (25<sup>st</sup> edition). Ankara: Özgür publishing.