



AN EXPLORATION OF CANDIDATE TEACHERS' SOCIAL SKILLS LEVELS: AGE, GENDER AND OTHER DIFFERENCES

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Abstract

The aim of this study is to search whether there are variables on social skills levels, gender, age, class, accommodation, receiving education credit or not, monthly income, educational status of each parents, sibling number, occupations of each parents, sport points of students and places where they spent most of their lives of students who studies at Karamanoğlu Mehmetbey University, Sport Teaching Department in Physical Training and Sport School.

142 student questionnaires were taken under review who study at Karamanoğlu Mehmetbey University, Physical Training and Sport School in 2011-2012 spring term so as to set forth social skills of students who attended the study. "Social skills inventory" which was improved by R.E. Riggio in 1986 and adopted to Turkish by Yüksel was carried out. The inventory is a Likert type scale which consists of 90 items that are marked as 1 to 5. On evaluating data statistically, SPSS programme for frequencies, T-test and one way analysis of variance; Anova for independent groups and Scheffe-F test for retaining variables were used.

On the consequence of study, it is comprehended that students who studies at Physical Training and Sport Teaching have social skills beyond a moderate level ($\bar{X} = 285,45$). It is found that while there is no meaningful difference on students' gender, accommodation, receiving education credit or not, educational status of father, sibling number, occupations of each parents, interest levels of sport and places where they spent most of their lives; there is a meaningful difference on social skill levels on their age, class, monthly income, education status of mother.

Key Words: social skills, student, university, physical education and sport.

Introduction

In these days, we live rapid changes and these changes affect social life. These developments reflect interpersonal communications in period of change. Human is a social existence just when s/he has relations with others. The skills of thinking and transferring thoughts to others are the basis of communal living. Interpersonal relations and the quality of these relations have important places in human life. This situation effects the relations of people with their environment. People tend to establish and improve relations with their environment.

Thus, people are in relation and interaction with surroundings. Establishing healthy relations in this interaction process can only be possible by gaining enough social skills. Gained social skills have important roles on emotional, social and behavioral coherence on human relations. These elements offer an opinion on human relations namely social relations (S. Adsız, 1986).

In order to establish successful and satisfying relations, people should acquire good communication skills (C. Özcep, 2007). Skills such as having social skills, performing different social roles and effective communication lead a positive social image on people (A. Bandura, 1977).

Person who has social skills on these areas are

social status and raises self confidence. One who has social skills is reliable on social relations for, these people put their social status on internal reasons rather than external ones (R.E. Riggio et al., 1991). The researches about social skills and abilities started with the study of defining and measuring social intelligence by Thorndike in 1920s (G. Yükses, 1997).

The concept of social skills is "Social Skills" and the words origin is in English. There are many definitions about this concept (H. Bacanlı, 1999). M.L. Combs and D.A. Slaby (1997) defined social skills as the ability of forming interactions socially which are beneficial individually and at the same time beneficial for others principally and acceptable socially with others (M.L. Combs and D.A. Slaby, 1997).

Sergin states that social skills are the ability of contacting compatible and effective relations with other people (C. Sergin, 2001). Social skills are behaviors that are getting social knowledge in between people, analyzing and reacting conveniently and vary in respect of target-driven and social context; and also involve both observable and non-observable cognitive and affective elements and are learnable behaviors (G. Yüksel, 2004).

Liberman, Mueser, Wallace, Jacobs, Eckman ve Massel (1986) referred that social skills

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socially active and this situation causes raising

comprise skills such as receiving social messages

correctly, capacity of solving social problems and ability of sending messages; and defined that social skills are behaviors which are cognitive, verbal and non-verbal that are essential for living in a society and sufficient quality life (D.I. Altunoğlu, 1997).

R.E. Riggio (1986) defined social skills in six sub-dimensions (R.E. Riggio, 1986).

1.1. Emotional Expressivity: The emotional expressivity measures non-verbal communication skills of people especially emotional sending messages. Emotional expressionist person is lively and cheerful and can affect others with these skills. Example: "I often laugh loudly."

1- 2- Emotional Sensitivity: Emotional sensitivity is a skill which receiving and interpreting others' non-verbal communications. Emotionally sensitive people interpret others' emotional implications correctly and right. Example: "I am concerned with what makes people happy."

3- Emotional Control: Emotional control is a skill which is for organizing and controlling people's emotional and non-verbal reactions. This also involves skills that combine principle senses with skills and conceal these senses under a mask. Example: "I can save my real senses from others."

4- Social Expressivity: Social expressivity is a skill which is verbal communication and communicating and attending socially with one another. Social expressivity person is outgoing and social and has an ability of initiating and orienting a chatting in any subject. Example: "I am the person who always initiates dialogues."

5- Social Sensitivity: Social sensitivity is the skill which interpreting others' verbal communications. Social sensitivity people care social norms while displaying social behaviors and are conscious of behaving conveniently. Example: "I am considerably affected by people who have somber aura around".

6- Social Control: Social control is a skill of playing social role and self-manifesting socially of person. Person who has developed social control behaves aptly in any social case and are self-confident and can easily settle on social cases. Example: "I am at ease with any kind of person."

Material and method

A method which is for depictive scanning and relational scanning was used to reveal current situation in the study. The nature of the study consists of 213 students who study at Karamanoğlu Mehmetbey University, School of Physical Education and Sport at the department of Physical Education and Sport Teaching in spring term of 2011-2012 education year. The sample of the study was given to all students in the nature but 142 questionnaires were taken under review.

The Social Skills Inventory which was improved by Riggio in 1986 and adopted to Turkish by Yükses (G. Yükses, 1997) was carried out in the study. The Social Skills Inventory involves six sub-

scales which measure two levels as emotional and social and "expressivity", "sensitivity" and "control" are evaluated with each level. Expressivity expresses the skills of persons' communicating each other, sensitivity is the skill of interpreting messages that are received from others and control is the skill of organizing communication process on social occasions.

In the social skill inventory there are 90 questions and is measured by 1 to 5 Likert type. The each social skills inventory consists of 15 questions which have six sub-dimensions. These are emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity and social control. The 1st, 3rd, 5th, 9th, 10th, 15th, 17th, 18th, 21st, 24th, 25th, 30th, 36th, 37th, 39th, 41st, 43rd, 48th, 49th, 54th, 56th, 60th, 64th, 66th, 67th, 69th, 72nd, 73rd, 76th, 81st, 84th and 85th questions in the inventory are the questions which are marked inversely. The least mark is 1 and the highest mark is 5 in the answer key. One can only get minimum 90 and maximum 450 points from the total skills inventory. In each sub-scales minimum 15 maximum 75 points can be taken (on the occasion of being 15 questions in each sub-scale). High mark means having high social skill levels and low marks means having low social skills levels (G. Yükses, 1997). The statistical evaluations were analyzed with SPSS for Windows version 15,00 packet programme.

Findings

Gathered information in this study, which was done to reveal the social skill levels of students who study at Physical Education and Sport Teaching, was interpreted thus. Participatory students' personal characteristics were determined on the primordium of the study.

According to this, the sex distribution of the participants is 59 (541,40) women and 83 (%58,50) men. The age distribution of the participants is 2 (%1,40) 17 years and under, 43 (%30,30) between 18 and 20 years, 57 (%40,10) between 21 and 23 years and 40 (%28,20) 24 years and over. The class distribution of the participants is 42 (%29,60) 1st year, 42 (%29,60) 2nd year, 32 (%22,50) 3rd year and 26 (%18,30) 4th year.

The accommodation distribution of the participants is 90 (%63,40) of them at student house, 19 (%13,40) of them at state dormitory, 19 (%13,40) of them at private dormitory and 14 (%9,80) of them at family stay. 82 (%57,70) students get education credit while 60 (%42,30) of them do not get education credit. The monthly income distribution of the participants is 30 (%21,20) between 0 and 250TL, 50 (%35,20) between 251 and 500 TL, 29 (%20,40) between 501 and 750 TL and 33 (%23,20) 751 TL and over.

The mother education distribution of the participants is 36 (%25,40) illiterate, 67 (%47,10) graduated from primary school, 22 (%15,50)



graduated from secondary school and 17 (%12,00) graduated from high school. The father education distribution of the participants is 11 (%7,70) illiterate, 44 (%31,00) graduated from primary school, 40 (%28,20) graduated from secondary school, 31 (%21,80) graduated from high school and 16 (%11,30) graduated from university. The sibling number distribution of the participants is 1 (%0,70) singleton, 17 (%12,00) two siblings, 44 (%31,00) 3 siblings, 25 (%17,60) 4 siblings, 16 (%11,30) 5 siblings, 13 (%9,20) 6 siblings and 26 (%18,30) 7 siblings. The father occupation distribution of the participants is 46 (%32,40) retired, 24 (%16,90) officials, 18 (%12,70) worker, 13 (%9,20) tradesmen, 21 (%14,80) farmer and 20 (%14,10) self employment. The mother occupation

distribution of the participants is 7 (%4,90) retired, 1 (%0,70) officials, 2 (%1,40) tradeswomen and 132 (%93,00) housewives.

The sports position distribution of the participants is 24 (%16,90) participated in international competitions, 47 (%33,10) participated in national competitions, 62 (%43,70) do sport without going in competitions and 9 (%6,30) spectator or supporter. The places where they spent most of their lives distribution of the participants is 87 (%61,30) city center, 34 (%23,90) district center, 8 (%5,60) town and 13 (%9,20) village. Students' social skills were tied to be determined in the second stage of the search. As for that;

Table1: The general results of sub-dimensions of social skills and total scores of participators

Sub-dimensions of Social Skills	n	\bar{X}	Ss	Min	Max	The highest and the lowest points that can be taken in the inventory
Emotional Expressivity	142	44,20	5,99	29	61	15 - 75
Emotional Sensitivity	142	50,34	8,75	28	71	15 - 75
Emotional Control	142	44,04	7,88	25	66	15 - 75
Social Expressivity	142	46,86	10,59	21	71	15 - 75
Social Sensitivity	142	46,45	7,28	31	64	15 - 75
Social Control	142	53,53	8,52	26	71	15 - 75
Total Score	142	285,45	28,57	202	358	90 - 450

Social skills sub-dimensions of participant students and the mean of total social skills scores are analyzed in Table 1. At the end of this analysis it is seen that the emotional expressivity sub-dimension is $\bar{X} = 44,20$, the emotional sensitivity s

ub-dimension is $\bar{X} = 50,34$, the emotional control sub-dimension is $\bar{X} = 44,04$, the social expressivity sub-dimension is $\bar{X} = 46,86$, the social sensitivity sub-dimension is $\bar{X} = 46,45$, the social control sub-dimension is $\bar{X} = 53,53$ and the total social skill has $\bar{X} = 285,45$ mean score.

When $\bar{X} = 285,45$ total score of social skills inventory of participated student and the max and the min values (Min 90-Max.450) that can be taken from the inventory are considered it can be said that students have middle level of social skills. When the min and max levels of sub-dimensions (Min15-Max.75) of the inventory are considered, because the means of scores which were taken from students' social skills sub-dimensions differs from $\bar{X} = 44,20$ and $\bar{X} = 53,53$, it can be said that they have social skills over the middle level in terms of social skills sub-dimensions.

Table 2: The social skills inventory sub-dimensions according to participants' monthly income levels and total f-test results

Sub-Dimensions of Social Skills	Monthly Income	n	\bar{X}	Ss	Sd	F	p-Rate
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Emotional Expressivity	Between 0 and 250 TL	30	42,63	6,32	3,138	1,530	0,210
	Between 251 and 500 TL	50	43,92	5,98			
	Between 501 and 750 TL	29	45,86	5,52			
	More than 751 TL	33	44,60	5,95			
Emotional Sensitivity	Between 0 and 250 TL	30	46,40	9,19	3,138	2,824	0,041
	Between 251 and 500 TL	50	51,78	8,75			
	Between 501 and 750 TL	29	50,48	8,24			
	More than 751 TL	33	51,63	8,04			
Emotional Control	Between 0 and 250 TL	30	42,90	7,24	3,138	1,281	0,283
	Between 251 and 500 TL	50	42,94	7,26			
	Between 501 and 750 TL	29	45,17	9,28			
	More than 751 TL	33	45,78	7,91			
Social Expressivity	Between 0 and 250 TL	30	43,16	9,48	3,138	3,322	0,022
	Between 251 and 500 TL	50	46,40	10,40			
	Between 501 and 750 TL	29	46,48	11,64			
	More than 751 TL	33	51,27	9,70			
Social Sensitivity	Between 0 and 250 TL	30	46,16	8,54	3,138	1,557	0,203
	Between 251 and 500 TL	50	47,06	7,59			
	Between 501 and 750 TL	29	44,10	4,59			
	More than 751 TL	33	47,84	7,31			
Social Control	Between 0 and 250 TL	30	51,20	8,55	3,138	4,129	0,008
	Between 251 and 500 TL	50	52,52	8,73			
	Between 501 and 750 TL	29	58,17	7,13			
	More than 751 TL	33	53,12	8,14			
Total Score	Between 0 and 250 TL	30	272,46	28,57	3,138	3,591	0,015
	Between 251 and 500 TL	50	284,62	28,46			
	Between 501 and 750 TL	29	290,27	28,66			
	More than 751 TL	33	294,27	25,23			

Social skills sub-dimensions of participant students and the mean of total social skills scores according to participants' monthly income level variables are analyzed in Table 2. When participants monthly income level varieties of social skills are analyzed it is seen that social skills scores are between $\bar{X} = 272,46$ and $\bar{X} = 294,27$ and when considered the value that can be taken from inventory (Min 90-MAx450) it is seen that participants are at the middle and over level of their social skills.

A meaningful difference was found statistically in terms of emotional sensitivity, social expressivity, social control and social skills' total scores according to participants' monthly income levels. Under these circumstances it is understood that participants whose economic conditions are better have high level of social skills than those who aren't. In this study it is stated that monthly income level affects social skills level.

A meaningful difference was found in terms

of social expressivity and social skills total score statistically when analysed the social skills inventory sub-dimensions and social skills total score according to participants' age variable. According to this, students' social expressivity levels of 21-23 age group students is $\bar{X} = 49,35$, the social expressivity score of 24 age and over students is $\bar{X} = 46,92$, the social expressivity levels of 18-20 age group students is $\bar{X} = 44,58$ and the social expressivity levels of 17 age and under students is $\bar{X} = 24,00$. When analysed the scoring related to social skills inventory total scores, likewise social expressivity, social skills level rises with age. It is seen that social skills level rises with age. It can be said that education raises social skills level.

It is found that there is a meaningful difference on emotional sensitivity when considered social skills according to class variable. It is found that students'

emotional sensitivity level is $\bar{X} = 53,34$ who are at the 4th class, $\bar{X} = 52,06$ who are at the 3rd class, $\bar{X} = 49,35$ who are at the 2nd class and $\bar{X} = 48,16$ who are at the 1st class. It can be said that the more grade level the more social skills level.

It is found that there is a meaningful difference when analyzed social skills according to participants' mother education variable. It is found that the social sensitivity score of participants' mother who are graduated from high school is $\bar{X} = 50,05$, the social sensitivity score of participants' mother who are graduated from secondary school is $\bar{X} = 47,63$, the social sensitivity score of participants' mother who are graduated from primary school is $\bar{X} = 44,77$ and the social sensitivity score of participants' mother is illiterate is $\bar{X} = 42,77$. It is seen that mother education level effects social skills level and children of persons with high education level have higher level of social skill than others.

Meaningful differences were found statistically on participants' gender, accommodations, receiving education credit, father education level, sibling numbers, mother occupation, father occupation sport interest levels and places where they live.

Discussions and conclusions

This study was done with the aim of determining the students' social skills levels and whether they change or not for personal specialities who study at the department of Physical Education and Sport Teaching.

It is understood that students are over the middle level when looked at social skills inventory total score and total score values that can be taken. At the same time, when considered the maximum and the minimum score that can be taken from social skills inventory sub-dimensions, students are over middle level on all sub-dimensions.

On this study it is found that whether there is not a meaningful difference on participants' gender, accommodations, receiving education credit or not, father education level, sibling numbers, mother occupation, father occupation sport interest levels and places where they live; there is a meaningful difference on age, class, monthly income facts and mother education levels on social skill levels.

On the study which is for determining "social skills level of students who are at the department of physical education and sport" that was done by Z. Avşar and K.F. Öztürk (2007); it is found that students' social skills level was found mid level who study at Uludağ University, Education Faculty, Physical Education and Sport Department (Z. Avşar, K.F. Öztürk 2007). On another study named "Determining social skills level of Education Faculty students" done by M. Sağlan and others (2005);

students' social skills level was found as mid level (M. Sağlan and others). Yet another study named "Examining social skills level of university students in terms of some variables" done by M.E. Deniz (2003); students' social skills level was found as mid level (M.E. Deniz, 2003). On a study of Özcep, in the year 2007, on the subject of "A comparison of social skills level of physical education and class teachers working at primary school in terms of several variables" it is come out that while emotional expressivity, emotional sensitivity, social expressivity and total differ in accordance with branch variable of physical education and class teacher social skills, emotional control, emotional sensitivity and social control do not differ (C. Özcep, 2007) On the study of analyzing deciding styles, social skills levels and forms of coping with stress of students who are at physical education and sport vocational school by Çetin (2009) in terms of some variables; students' social skills level was set as mid level (C.M. Çetin, 2009). The five studies above show parallelism with this study aimed to set forth the students' social skills level.

In a research, done by Huprich (2004), named "Interpersonal social skills level of individuals in the relationship between the degree of commitment and to determine the risk of depression" it is determined that the risk of addiction and depression rise and social skills level decreases (S.K. Huprich, 2004).

In an other study, done by Eliot and his friends (2001), they examined "the effects of social skills on education and its effects on motivation of learners especially on learning atmosphere" and they concluded that there are important relations between social skills, academic success and social support and the relationship between these three factors should be taken into account on studies done for primary and high school students (H. Eliot and others, 2001).

On Sergin's study (2001) named "Relations between university students' social skills and negative life events" it is concluded that there is a relation between social skills and negative life events and individuals who have low level of social skills live more negative life events (C. Sergin, 2001). On Banju's study (2004) named "An analysis of social skills of students who attend physical education class at secondary school in terms of gender, class and orientation", it is found that male students have more self-confidence than female students and female students can maintain friendships more than male students (S. Banju, 2004).

As a result, it is understood that students' social skills inventory total score mean is over mid level considering total score values that can be taken. At the same time, considering the maximum and minimum social skills inventory sub-dimension scores that can be taken students are over mid level on all sub-dimensions.



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