Evaluation of social skills of visual arts teacher candidates according to personality traits

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Abstract

The aim of this research is to examine the social skills of visual arts teacher candidates according to their personality traits in terms of different variables. In the research, relational screening method was used in the descriptive survey model, which is a sub-pattern of quantitative research methods. The study group consists of 193 students (135 female, 58 male) studying in the first-year, second, third and fourth grade and above classes in Trabzon University Faculty of Fatih Education, Fine Arts Education Department, Arts and Crafts Education Program in the 2019-2020 academic year. Personal information form, international personality inventory and social skill inventory were used to collect the research data. SPSS 23.0 package program was used to analyze the obtained data. When the findings of the study regarding the relationships between the personality and social skill scores were analyzed, it was determined that there were significant relationships between the personality and social skill scores.

Keywords: Art Education, Personality, Social Skills

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1. Introduction

In developed societies, art is an indicator of the social, economic and cultural development levels of societies. J. Langbehn argues that art emphasizes the importance of art in the education of individuals, emphasizes subjectivity and humanism, enhances the pleasure of art and strengthens creativity and gives souls to individuals (San, 2003: 121). Thus; visual arts teachers are an important factor. Qualified and well-trained visual arts teachers will affect student learning. As Karacaoğlu (2008) stated for teachers; the more sufficient the teacher, the more the students will learn and the permanence of the learning will increase. This is a valid view for visual arts teachers.

“In order for the teaching-learning process to be effective, it requires a very special relationship between the teacher and the student. The ability of the teacher to establish this bond depends on their communication and social skills”(Türkan, Aydoğan & Sezer, 2016). Having an effective social skill in individuals is an important factor in knowing the individual's personality traits for individuals' adaptation to society as good citizens.”

In the current dictionary of the Turkish Language Institution (2006), the concept of personality is defined as “the distinctive feature specific to a person, the whole of their spiritual and spiritual qualities, personality”. Cüceloğlu (2016) defines personality as a distinctive, consistent and structural form of relationship with the individual or the environment. One of the important features of personality, which is considered as the common product of hereditary characteristics and environment, is that people are distinctive in society. It is the characteristics that make the individual different from other individuals. When individuals are considered in terms of distinctive features, numerous features can be seen (McCrae & Costa, 2003, Akt., Şentepe & Güven, 2015). In other words, your personality is your characteristics and beliefs that set you apart from other individuals. It is your relatively permanent aspects that determine who and how you are. It is the whole of certain personality traits, behavioral qualities and beliefs that make an individual (Miller & Shelly, 2007: 27).

As a social asset, a number of skills are required for individuals to establish mutual and healthy relationships with other people. Individuals interact with each other thanks to these skills, which are defined as social skills. Social skills are evaluated as learned behaviors. Kelly (1982, p.3) defines social skills as learned behaviors that provide positive feedback from others used in interpersonal relationships, sees it as a bridge in achieving goals, treats it as objectively identifiable behaviors that can be posited in interpersonal relationships and giving positive feedback. Bacanlı (2000, p.171) expresses social skill as behaviors that enable the individual to interact with others successfully. In another definition, Yüksel (1997) expresses social skill as behaviors can be learnt that involve observable and invisible cognitive affective elements, getting information, analyzing, understanding, responding appropriately in interpersonal relations and target-oriented and changing according to social context.

Cartledge and Milburn (1983) state that the following elements are common in most of the social skills definitions. (1) Social skills as learned behaviors that will bring positive reactions from others and prevent negative reactions, enable interaction with others, and are socially acceptable, (2) social skills as targeted behaviors that have an impact on the environment, (3) social skills that are situation-specific and vary according to social content and (4) social skills as both specific observable behaviors and behaviors that include invisible cognitive and affective elements (Akt., Yüksel, 1997).

Individuals must fulfill their affective, social and psychological needs while maintaining their social interactions in a world where everything changes rapidly. These requirements form the basis of the behavior of individuals. According to John, Hampson and Goldberg (1991); personality traits are emotional reactions that occur depending on the situation (Akt., Ekici, Y. & Göger, 2018). The
environment in which the individual grows in the society he lives and the education he receives provides the development of personality traits and also improves his social skills.

As Küçükahmet (2006) expresses; personality traits and social skills are important factors in the individual's success in family, school and work life. A teacher who is aware of his profession should know that he is influencing them with his personality while trying to equip his students with the necessary knowledge and skills in the classroom atmosphere. Therefore, both the education of the person and the teachers giving the education are very important in the development of the personality and the development of social skills. For this reason, it is thought that the behaviors that teachers will exhibit positively or negatively during the education process may have a negative impact on the development of personality traits and social skills of students.

From this point of view, when the researches on the subject are examined, a lot of researches have been found in which individuals' personality traits and social skills are examined according to various dependent and independent variables. However, no study was found to evaluate the social skills of visual arts teacher candidates according to their personality traits. Therefore, such a study was needed.

1.1. Purpose of the research

The aim of the research is to examine the social skills of visual arts teacher candidates according to their personality traits. The sub-goals determined according to this main purpose are as follows.

1. Are there significant relationships between personality and social skill scores?
2. Do Personality and Social Skill Points differ significantly by Gender?
3. Do Personality and Social Skill Points differ significantly by Class Level?
4. Do Personality and Social Skill Points differ significantly by the Type of High School Graduated?
5. Do Personality and Social Skill Points differ significantly based on the Getting Into the Program Time?
6. Does the Program of Personality and Social Skill Points differ significantly by Reason of Choice the Program?
7. Do Personality and Social Skill Points differ significantly by Mother's Education Level?
8. Do Personality and Social Skill Points differ significantly by Father's Education Level?
9. Do Personality and Social Skill Points differ significantly by Income Level?

2. Method

Under this title, the research model, study group, data collection tools and data analysis are included.

2.1. Research Model

In the research which aim to examine the social skills of visual arts teacher candidates according to their personality traits in terms of different variables, relational screening method was used in the descriptive survey model, which is a sub-pattern of quantitative research methods. “Screening models are research approaches that aim to describe a situation that exists in the past or still. The event, individual or object, that is the subject of the research is tried to be defined in its own conditions and as it is. It is not afforded to change or influence them in any way” (Karasar, 2000: 77).
2.2. Study Group

The study group consists of 193 students (135 female, 58 male) studying in the first-year (33 (17.1%)), second (47 (24.35%)), third (60 (31.09%)) and fourth grade (38 (19.69%)) and above classes in Trabzon University Faculty of Fatih Education, Fine Arts Education Department, Arts and Crafts Education Program in the spring semester of 2019-2020 academic year. The average age of the Visual Arts Teacher candidates who participated in the research is 21.48, SS = 2.40 people.

2.3. Data Collection Tools

In this research, visual arts teacher candidate information form was prepared by the researcher himself, and the International Personality Inventory Short Form and Social skill scale short form were used with the permission of the relevant researchers.

2.3.1. Visual arts teacher candidate information form

It was prepared by the researcher in the form of closed-ended questions to obtain information about socio-economic income level, gender, grade level, high school type graduated, time to get the program after high school, duration of private courses, reason for choosing the program, parent education level and family.

2.3.2. International Personality Inventory Short Form

Based on the five-factor personality theory developed by Costa and McCrae, the short version of the International personality inventory short version, developed result of validity and reliability studies, while Cronbach alpha ranged from 0.64 to 0.75 for the internal consistency coefficients of the subscales of the scale, this ratio is 0.82 for the whole scale; scope validity of the scale (KGO) “The factor loads of the confirmatory factor analysis of the scale were 0.448 to 0.656 for the extraversion sub-dimension; 0.408 to 0.606 for the emotional balance sub-dimension; 0.387 to 0.629 for the responsibility sub-dimension; 0.339 to 0.698 for the openness sub-dimension; 0.290 to 0.589 for compatibility sub-dimension; 0.466 to 0 690 for the hostility sub-dimension (Yöyen, 2016).” by Goldberg in 1999, was adapted in Turkish by Yöyen in 2016 by conducting validity and reliability studies. As a result of validity and reliability studies, while Cronbach alpha ranged from 0.64 to 0.75 for the internal consistency coefficients of the subscales of the scale, this ratio is 0.82 for the whole scale; scope validity of the scale (KGO) “The factor loads of the confirmatory factor analysis of the scale were 0.448 to 0.656 for the extraversion sub-dimension; 0.408 to 0.606 for the emotional balance sub-dimension; 0.387 to 0.629 for the responsibility sub-dimension; 0.339 to 0.698 for the openness sub-dimension; 0.290 to 0.589 for compatibility sub-dimension; 0.466 to 0 690 for the hostility sub-dimension (Yöyen, 2016).

2.3.3. Social skill scale short form

Social Skill Scale Short Form was used to determine the social skill levels of Visual Arts Teacher Candidates. This form was developed by Riggio in 1986 and turned into the shape we used in 1989. In 1997, it was adapted to Turkish by Yüksel. Social Skills Inventory is a small scale consisting of 90-item self-definition tool designed to measure basic social skills. Despite its small size, it is a comprehensive
measurement tool. It was originally developed for personality and social psychology research. Social Skill Inventory measures six different areas (Yüksel, 1997).

In 2006, Koydemir formed the inventory made by Yüksel into a short form. The scale, which consists of 90 items, reduced to 30 items evaluated in 6 dimensions. These 6 basic social skills are; affective expressionism, affective control, affective sensitivity, social expressionism, social control and social sensitivity.

2.4. Data Analyses

The data were analyzed with SPSS 23.0 package program. The normality of the data was tested before analysis. Considering the flatness and skewness coefficients, it was found that the variables showed normal distribution properties (between -3 and +3) (Kalayci, 2016). Descriptive statistics, Pearson Moments Product Correlation Coefficient, independent t test and Kruskal Wallis techniques were used in data analysis.

3. Results

Table 1. Findings Regarding to Relationships Between Personality and Social Skill Points

| Variables          | 1- Extraversion | 2- Docility | 3- Responsibility a | 4- Emotional Balance | 5- Openness to Development a | 6- Affective (emotional) Expressionism b | 7- Affective Responsiveness b | 8- Affective Control b | 9- Social Expressionism b | 10- Social Awareness b | 11- Social Control b |
|--------------------|-----------------|-------------|---------------------|----------------------|-----------------------------|----------------------------------------|---------------------------------|---------------------|-----------------------|----------------------|---------------------|
| Avg.               | 1               | 2           | 3                   | 4                    | 5                           | 6                                      | 7                               | 8                   | 9                     | 10                   | 11                  |
| SS                 | 25.59           | 3.91        | 28.45               | 3.61                 | 28.24                       | 4.00                                   | 26.96                           | 7.22                | 24.74                 | 3.69                 |                     |
| 6-27**             | -0.08           | -0.02       | -0.05               | .16*                 | 1                           |                                        |                                  |                     | 15.72                 | 3.32                 |                     |
| 7-07               | .22**           | .20**       | .04                 | .36**                | .02                         | 1                                      |                                  |                     | 18.96                 | 3.94                 |                     |
| 8-03               | .24**           | .15*        | .09                 | .24**                | 1                           |                                        |                                  |                     | 16.65                 | 4.19                 |                     |
| 9-31**             | .31**           | .49**       | .23**               | .47**                | .14                         | 1                                      |                                  |                     | 16.14                 | 5.18                 |                     |
| 10-32**            | .43**           | .36**       | .32                 | .21**                | .69**                       | 1                                      |                                  |                     | 14.30                 | 4.53                 |                     |
| 11-32**            | .22**           |             |                     |                      |                             |                                        |                                  |                     | 16.97                 | 3.68                 |                     |

a personality sub-dimension; b Social Skill sub-dimension, * p <.05, ** p <.01

As a result of the analysis, first of all, It has been determined that there are significant negative relationships between extraversion and emotional expressionism (r = -.27, p <.01), there are significant positive relationships between social expressionism (r = .15, p <.05) and social sensitivity (r
It has been determined that there is a positive relationship between emotional sensitivity and docility \((r = .22, p < .01)\), social expressionism \((r = .19, p < .01)\) and social sensitivity \((r = .21, p < .01)\); responsibility and emotional sensitivity \((r = .20, p < .01)\) and social sensitivity \((r = .31, p < .01)\). In addition, there were positive relationships between emotional balance and social sensitivity \((r = .49, p < .01)\); negative relationships were observed between emotional control \((r = - .47, p < .01)\) and social control \((r = - .32, p < .01)\). Finally, positive relationships were determined among openness to development and emotional expression \((r = .16, p < .05)\), emotional sensitivity \((r = .36, p < .01)\), emotional control \((r = .15, p < .05)\) and social expressionism \((r = .30, p < .01)\).

| Variable                        | Gender | N   | Avg. | SS  | sd  | t    | p  | d   |
|---------------------------------|--------|-----|------|-----|-----|------|----|-----|
| Extraversion a                   | Female | 135 | 25.07| 3.59| 191 | -2.82| .01 |.27 |
|                                 | Male   | 58  | 26.78| 4.37|     |      |    |     |
| Docility a                       | Female | 135 | 28.56| 3.35| 191 | .65  |.52 |
|                                 | Male   | 58  | 28.19| 4.16|     |      |    |     |
| Responsibility a                 | Female | 135 | 27.75| 3.89| 191 | -2.60| .01 |.40 |
|                                 | Male   | 58  | 29.36| 4.06|     |      |    |     |
| Emotional Balance a              | Female | 135 | 26.97| 7.40| 191 | .03  |.98 |
|                                 | Male   | 58  | 26.93| 6.84|     |      |    |     |
| Openness to Development a        | Female | 135 | 24.49| 3.66| 191 | -1.45| .15 |
|                                 | Male   | 58  | 25.33| 3.72|     |      |    |     |
| Affective (emotional) Expressionism b | Female | 135 | 16.35| 3.27| 191 | 4.18 |.001| .67 |
|                                 | Male   | 58  | 14.26| 2.97|     |      |    |     |
| Affective Responsiveness b       | Female | 135 | 18.64| 3.97| 191 | -1.77| .08 |
|                                 | Male   | 58  | 19.72| 3.79|     |      |    |     |
| Affective Control b              | Female | 135 | 16.38| 4.24| 191 | -1.39| .17 |
|                                 | Male   | 58  | 17.29| 4.04|     |      |    |     |
| Social Expressionism b          | Female | 135 | 16.49| 4.98| 191 | 1.43 |.15 |
|                                 | Male   | 58  | 15.33| 5.57|     |      |    |     |
| Social Awareness b               | Female | 135 | 13.84| 4.66| 191 | -2.15| .03 |.35 |
|                                 | Male   | 58  | 15.36| 4.06|     |      |    |     |
| Social Control b                 | Female | 135 | 16.91| 3.77| 191 | -.33 |.74 |
|                                 | Male   | 58  | 17.10| 3.49|     |      |    |     |

Table 2. Findings for the Analysis of Personality and Social Skill Points by Gender

a personality sub-dimension; b Social Skill sub-dimension

Whether the participants' personality and social skills scores change by gender was examined by independent t test. As a result of the analysis, it was observed that the scores of extraversion \((t = - .2.82, p < .05)\) and responsibility \((t = -2.60, p <.05)\) changed according to gender, and the scores of men were significantly higher than the scores of women. When the social skill scores were examined, it was determined that emotional expressionism \((t = 4.18, p <.01)\) and social sensitivity \((t = -2.15, p <.05)\) scores differed by gender. Accordingly, it was determined that women's emotional expressiveness and men's social sensitivity scores were higher.
Table 3. Findings Regarding Examining Personality and Social Skill Points by Class Level

| Variables                  | Class Level | N   | Line Avg. | $\chi^2$ | sd  | p   |
|----------------------------|-------------|-----|-----------|----------|-----|-----|
| **Extraversion**           |             |     |           |          |     |     |
| 1. Class                   | 33          | 100.30 |           |          |     |     |
| 2. Class                   | 47          | 97.56  |           |          | .74 | .95 |
| 3. Class                   | 60          | 98.73  |           |          |     |     |
| 4. Class                   | 38          | 90.29  |           |          |     |     |
| 5. Class and above         | 15          | 98.03  |           |          |     |     |
| **Docility**               |             |     |           |          |     |     |
| 1. Class                   | 33          | 107.42 |           |          | 8.08| .09 |
| 2. Class                   | 47          | 88.09  |           |          |     |     |
| 3. Class                   | 60          | 106.28 |           |          |     |     |
| 4. Class                   | 38          | 80.12  |           |          |     |     |
| 5. Class and above         | 15          | 107.63 |           |          |     |     |
| **Responsibility**         |             |     |           |          |     |     |
| 1. Class                   | 33          | 77.98  |           |          | 8.60| .07 |
| 2 Class                    | 47          | 103.41 |           |          |     |     |
| 3. Class                   | 60          | 106.75 |           |          |     |     |
| 4. Class                   | 38          | 85.61  |           |          |     |     |
| 5. Class and above         | 15          | 108.60 |           |          |     |     |
| **Emotional Balance**      |             |     |           |          |     |     |
| 1. Class                   | 33          | 80.18  |           |          | 5.85| .21 |
| 2. Class                   | 47          | 100.84 |           |          |     |     |
| 3. Class                   | 60          | 101.39 |           |          |     |     |
| 4. Class                   | 38          | 106.21 |           |          |     |     |
| 5. Class and above         | 15          | 81.07  |           |          |     |     |
| **Openness to Development**|             |     |           |          |     |     |
| 1. Class                   | 33          | 86.33  |           |          | 7.33| .12 |
| 2. Class                   | 47          | 86.49  |           |          |     |     |
| 3. Class                   | 60          | 104.79 |           |          |     |     |
| 4. Class                   | 38          | 96.71  |           |          |     |     |
| 5. Class and above         | 15          | 122.97 |           |          |     |     |
| **Affective Expressionism**|             |     |           |          |     |     |
| 1. Class                   | 33          | 105.95 |           |          | 3.76| .44 |
| 2. Class                   | 47          | 85.04  |           |          |     |     |
| 3. Class                   | 60          | 96.33  |           |          |     |     |
| 4. Class                   | 38          | 104.61 |           |          |     |     |
| 5. Class and above         | 15          | 98.20  |           |          |     |     |
| **Affective Responsiveness**|             |     |           |          |     |     |
| 1. Class                   | 33          | 86.97  |           |          | 7.21| .13 |
| 2. Class                   | 47          | 87.10  |           |          |     |     |
| 3. Class                   | 60          | 111.93 |           |          |     |     |
| 4. Class                   | 38          | 92.59  |           |          |     |     |
| 5. Class and above         | 15          | 101.53 |           |          |     |     |
| **Affective Control**      |             |     |           |          |     |     |
| 1. Class                   | 33          | 102.92 |           |          | 2.02| .73 |
| 2. Class                   | 47          | 91.28  |           |          |     |     |
| 3. Class                   | 60          | 93.66  |           |          |     |     |
| 4. Class                   | 38          | 98.86  |           |          |     |     |
| 5. Class and above         | 15          | 110.57 |           |          |     |     |
| **Social Expressionism**   |             |     |           |          |     |     |
| 1. Class                   | 33          | 90.56  |           |          | 10.11| .04 |
| 2. Class                   | 47          | 88.51  |           |          |     |     |
The effects of some demographic variables as class level attended by the participants, type of high school graduated, duration of the program getting after high school, duration of private courses, reason for choosing the program, parental education level and family income level of the participants on personality and social skills were examined with the Kruskal Wallis technique. As a result of the analysis, it was first determined that the class level did not affect the personality, and it only caused a difference in the social expression sub-dimension from the social skill scores. \((H=10.11, \ sd=4,\ p<.05)\)

The source of the resulting difference was examined with Thamhane, which is a non-parametric post hoc technique, and it was determined that the difference was due to the fact that those who went to the 4th grade had a lower score than those in the 5 and above classes.

**Table 4.** Findings Regarding to Examining Personality and Social Skill Points According to the Type of High School Graduated.

| Variables  | Type of High School                      | N  | Line Avg. | \(\chi^2\) | sd  | p  |
|------------|-----------------------------------------|----|-----------|------------|-----|----|
| Extraversion | Anatolian Fine Arts High School         | 84 | 96.79     |            |     |    |
|             | Anatolian and Teacher High School       | 49 | 102.32    | 1.37       | 3   | .71|
|             | Vocational / Technical High School      | 53 | 90.93     |            |     |    |
|             | Other                                   | 7  | 108.29    |            |     |    |
| Personality | Anatolian Fine Arts High School         | 84 | 95.17     |            |     |    |
|             | Anatolian and Teacher High School       | 49 | 108.90    | 4.34       | 3   | .23|
|             | Vocational / Technical High School      | 53 | 92.48     |            |     |    |
|             | Other                                   | 7  | 69.93     |            |     |    |
| Docility | Anatolian Fine Arts High School         | 84 | 105.75    | 5.19       | 3   | .16|
|             | Anatolian and Teacher High School       | 49 | 108.90    |            |     |    |
|             | Vocational / Technical High School      | 53 | 92.48     |            |     |    |
|             | Other                                   | 7  | 69.93     |            |     |    |
| Responsibility | Anatolian Fine Arts High School         | 84 | 106.03    |            |     |    |
|             | Anatolian and Teacher High School       | 49 | 111.59    |            |     |    |
|             | Vocational / Technical High School      | 53 | 100.07    |            |     |    |
|             | Other                                   | 15 | 85.03     |            |     |    |
| Social Awareness | 1. Class | 33 | 89.29 |            |     |    |
|             | 2. Class                                 | 47 | 111.59    |            |     |    |
|             | 3. Class                                 | 60 | 100.07    |            |     |    |
|             | 4. Class                                 | 38 | 85.54     |            |     |    |
|             | 5. Class and above                       | 15 | 130.50    |            |     |    |
| Social Control | 1. Class | 33 | 103.77 |            |     |    |
|             | 2 Class                                  | 47 | 81.85     |            |     |    |
|             | 3. Class                                 | 60 | 100.22    |            |     |    |
|             | 4. Class                                 | 38 | 94.49     |            |     |    |
|             | 5. Class and above                       | 15 | 123.07    |            |     |    |
| Social Skill               | Anatolian Fine Arts High School | Vocational / Technical High School | Other | p-value |
|---------------------------|---------------------------------|-----------------------------------|-------|---------|
| **Emotional Balance**     |                                 |                                   |       |         |
| Anatolian Fine Arts High School | 84                              | 94.96                             |       |         |
| Anatolian and Teacher High School | 49                              | 86.86                             |       |         |
| Vocational / Technical High School | 53                              | 116.29                            |       |         |
| Other                      | 7                               | 46.43                             |       |         |
| **Openness to Development** |                                 |                                   |       |         |
| Anatolian Fine Arts High School | 84                              | 104.18                            |       |         |
| Anatolian and Teacher High School | 49                              | 102.19                            |       | .01     |
| Vocational / Technical High School | 53                              | 76.66                             |       |         |
| Other                      | 7                               | 128.43                            |       |         |
| **Affective Expressionism** |                                 |                                   |       |         |
| Anatolian Fine Arts High School | 84                              | 92.38                             |       | .73     |
| Anatolian and Teacher High School | 49                              | 103.63                            |       |         |
| Vocational / Technical High School | 53                              | 98.39                             |       |         |
| Other                      | 7                               | 95.57                             |       |         |
| **Affective Responsiveness** |                                 |                                   |       |         |
| Anatolian Fine Arts High School | 84                              | 111.40                            |       | .02     |
| Anatolian and Teacher High School | 49                              | 91.54                             |       |         |
| Vocational / Technical High School | 53                              | 76.01                             |       |         |
| Other                      | 7                               | 121.36                            |       |         |
| **Affective Control**      |                                 |                                   |       |         |
| Anatolian Fine Arts High School | 84                              | 102.76                            |       |         |
| Anatolian and Teacher High School | 49                              | 105.44                            |       | .02     |
| Vocational / Technical High School | 53                              | 74.66                             |       |         |
| Other                      | 7                               | 137.93                            |       |         |
| **Social Expressionism**   |                                 |                                   |       |         |
| Anatolian Fine Arts High School | 84                              | 100.90                            |       | .49     |
| Anatolian and Teacher High School | 49                              | 96.28                             |       |         |
| Vocational / Technical High School | 53                              | 88.87                             |       |         |
According to the type of high school graduated, it was determined that emotional balance ($H = 13.82$, $sd = 3$, $p < .01$) and openness to development ($H = 11.13$, $sd = 3$, $p < .05$) from personality sub-dimensions; affective sensitivity ($H = 14.96$, $sd = 3$, $p < .01$) and affective control ($H = 14.34$, $sd = 3$, $p < .01$) from social skills sub-dimension showed differences. When the source of the difference was examined, it was determined that the differences in all dimensions were due to higher scores of Anatolian fine arts high school graduates than the vocational / technical high school graduates.

**Table 5.** Findings Regarding to the Examination of Personality and Social Skill Points by Duration of Getting the Program

| Variables        | Getting Duration | N   | Line Avg. | $\chi^2$ | sd  | $p$   |
|------------------|------------------|-----|-----------|----------|-----|-------|
| **Personality**  |                  |     |           |          |     |       |
| Extraversion     | Now              | 126 | 95.34     |          |     |       |
|                  | 1 year later     | 34  | 98.49     | 2.36     | 3   | .50   |
|                  | 2 years later    | 19  | 90.11     |          |     |       |
|                  | 3 years and more | 14  | 117.68    |          |     |       |
| Docility         | Hemen            | 126 | 94.93     | 1.28     | 3   | .74   |
|                  | 1 year later     | 34  | 103.82    |          |     |       |
|                  | 2 years later    | 19  | 104.21    |          |     |       |
|                  | 3 years and more | 14  | 89.25     |          |     |       |
| Responsibility   | Now              | 126 | 104.07    | 8.55     | 3   | .04   |
|                  | 1 year later     | 34  | 75.72     |          |     |       |
|                  | 2 years later    | 19  | 82.71     |          |     |       |
|                  | 3 years and more | 14  | 104.46    |          |     |       |
| Emotional Balance| Now              | 126 | 105.19    | 12.30    | 3   | .01   |
|                  | 1 year later     | 34  | 94.60     |          |     |       |
|                  | 2 years later    | 19  | 61.05     |          |     |       |
|                  | 3 years and more | 14  | 77.93     |          |     |       |
| Openness to Development | Now | 126 | 101.61    | 3.31     | 3   | .35   |
|                  | 1 year later     | 34  | 84.50     |          |     |       |
As a result of the analysis, the scores of responsibilities ($H = 8.55$, $sd = 3$, $p < .05$) and emotional balance ($H = 12.30$, $sd = 3$, $p < .05$) showed differences according to the getting duration of the program after high school; It was determined that the getting time was not effective on social skills. It is the source of the differences that the individuals who immediately get have higher emotional balance points than the who gets after 2 years and that who get have higher responsibility points than who gets after 1 year.

**Table 6.** Findings Regarding to Examining Personality and Social Skill Points According to Program Preference Reason

| Variables     | Preference Reason                  | N   | Line Avg. | $\chi^2$ | sd  | p    |
|---------------|------------------------------------|-----|-----------|----------|-----|------|
| Personality   |                                    |     |           |          |     |      |
| Extraversion  | Being a Art Teacher                | 123 | 99.27     |          |     |      |
|               | Being an Artist                    | 17  | 91.06     |          |     |      |
|               | Being a Higher Education Graduate  | 6   | 121.92    | 7.55     | 4   | .11  |
|               | Being an Academician               | 29  | 104.62    |          |     |      |
| Docility      | Other                              | 18  | 66.50     |          |     |      |
|               | Being a Art Teacher                | 123 | 101.85    | 3.55     | 4   | .47  |
| Skills                      | Group                             | Mean | Std. Dev. | F  | df  | p   |
|-----------------------------|-----------------------------------|------|-----------|----|-----|-----|
| Responsibility              | Being an Art Teacher              | 123  | 100.74    |    |     |     |
|                             | Being an Artist                   | 17   | 69.85     |    |     |     |
|                             | Being a Higher Education Graduate | 6    | 74.83     | 6.54| 4   | .16 |
|                             | Being an Academician              | 29   | 105.69    |    |     |     |
|                             | Other                             | 18   | 90.47     |    |     |     |
| Emotional Balance           | Being an Art Teacher              | 123  | 101.48    |    |     |     |
|                             | Being an Artist                   | 17   | 84.97     |    |     |     |
|                             | Being a Higher Education Graduate | 6    | 87.08     | 9.60| 4   | .04 |
|                             | Being an Academician              | 29   | 73.62     |    |     |     |
|                             | Other                             | 18   | 118.75    |    |     |     |
| Openness to Development     | Being an Art Teacher              | 123  | 89.56     |    |     |     |
|                             | Being an Artist                   | 17   | 115.59    |    |     |     |
|                             | Being a Higher Education Graduate | 6    | 86.67     | 7.31| 4   | .12 |
|                             | Being an Academician              | 29   | 111.26    |    |     |     |
|                             | Other                             | 18   | 110.78    |    |     |     |
| Affective Expressionism     | Being an Art Teacher              | 123  | 95.67     |    |     |     |
|                             | Being an Artist                   | 17   | 107.50    |    |     |     |
|                             | Being a Higher Education Graduate | 6    | 43.33     | 8.07| 4   | .09 |
|                             | Being an Academician              | 29   | 96.71     |    |     |     |
|                             | Other                             | 18   | 114.56    |    |     |     |
| Social Control              | Being an Art Teacher              | 123  | 87.54     |    |     |     |
|                             | Being an Artist                   | 17   | 127.56    |    |     |     |
|                             | Being a Higher Education Graduate | 6    | 97.08     | 13.59| 4 | .01 |
|                             | Being an Academician              | 29   | 119.91    |    |     |     |
|                             | Other                             | 18   | 95.81     |    |     |     |
| Social Expressionism        | Being an Art Teacher              | 123  | 93.58     |    |     |     |
|                             | Being an Artist                   | 17   | 120.41    |    |     |     |
|                             | Being a Higher Education Graduate | 6    | 108.58    | 4.43| 4 | .35 |
|                             | Being an Academician              | 29   | 101.31    |    |     |     |
|                             | Other                             | 18   | 87.44     |    |     |     |
| Social Awareness            | Being an Art Teacher              | 123  | 91.24     |    |     |     |
|                             | Being an Artist                   | 17   | 110.85    |    |     |     |
|                             | Being a Higher Education Graduate | 6    | 65.17     | 9.21| 4 | .06 |

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Depending on the reasons for choosing the program, it has been determined that there are differences in scores of participants’ emotional balance ($H = 9.60$, $sd = 4$, $p < .05$), affective sensitivity ($H = 13.59$, $sd = 4$, $p < .05$), social sensitivity ($H = 11.39$, $sd = 4$, $p < .05$) and social control ($H = 12.64$, $sd = 4$, $p < .05$). The source of the difference in affective sensitivity and social control scores is that those who want to become art teacher have lower scores than those who prefer the program in order to become an academician. Those who want to be academicians have lower emotional balance points than those who prefer to be a painting teacher or for other reasons. Finally, it was observed that those who want to be artists have lower social sensitivity than people who want to be art teachers and who state other reasons.

### Table 7. Findings Regarding to Examining Personality and Social Skill Points According to Mother’s Education Level

| Variables  | Mother’s Education Level | N   | Line Avg. | $\chi^2$ | sd  | p   |
|------------|--------------------------|-----|-----------|----------|-----|-----|
| Extraversion | Primary school and below | 107 | 95.05     |          |     |     |
|            | Middle School            | 36  | 111.92    | 4.64     | 3   | .20 |
|            | High school              | 37  | 95.61     |          |     |     |
|            | Undergraduate             | 13  | 75.73     |          |     |     |
| Docility   | Primary school and below | 107 | 96.36     |          |     |     |
|            | Middle School            | 36  | 103.49    | 2.21     | 3   | .53 |
|            | High school              | 37  | 99.49     |          |     |     |
|            | Undergraduate             | 13  | 77.27     |          |     |     |
| Responsibility | Primary school and below | 107 | 99.04     |          |     |     |
|              | Middle School            | 36  | 104.33    | 2.33     | 3   | .51 |
|              | High school              | 37  | 86.27     |          |     |     |
|              | Undergraduate             | 13  | 90.46     |          |     |     |
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| Social Skill                  | Level                              | Participants | Mean   | SD    | F    | df  | p    |
|------------------------------|------------------------------------|--------------|--------|-------|------|-----|------|
| Emotional Balance            | Primary school and below           | 107          | 95.34  | 2.09  | 3    | .56 |
|                              | Middle School                      | 36           | 89.46  | 3.56  | 3    | .18 |
|                              | High school                        | 37           | 105.12 | 3     | .08  |
|                              | Undergraduate                      | 13           | 108.46 | 3     | .04  |
| Openness to Development      | Primary school and below           | 107          | 92.43  | 8.34  | 3    | .04 |
|                              | Middle School                      | 36           | 117.65 | 13.18 | 3    | .004|
|                              | High school                        | 37           | 84.93  | 3     | .31  |
|                              | Undergraduate                      | 13           | 111.81 | 3     | .04  |
| Affective Expressionism      | Primary school and below           | 107          | 94.13  | 2.74  | 3    | .43 |
|                              | Middle School                      | 36           | 99.97  | 6.79  | 3    | .08 |
|                              | High school                        | 37           | 107.74 | 3     | .08  |
|                              | Undergraduate                      | 13           | 81.81  | 3     | .04  |
| Affective Responsiveness     | Primary school and below           | 107          | 98.23  | 13.18 | 3    | .004|
|                              | Middle School                      | 36           | 103.93 | 13.18 | 3    | .004|
|                              | High school                        | 37           | 73.46  | 3     | .31  |
|                              | License                            | 13           | 134.69 | 3     | .04  |
| Affective Control            | Primary school and below           | 107          | 96.18  | 6.79  | 3    | .08 |
|                              | Middle School                      | 36           | 99.61  | 6.79  | 3    | .08 |
|                              | High school                        | 37           | 84.80  | 3     | .08  |
|                              | Undergraduate                      | 13           | 131.23 | 3     | .08  |
| Social Expressionism         | Primary school and below           | 107          | 91.29  | 3.56  | 3    | .31 |
|                              | Middle School                      | 36           | 111.32 | 3.56  | 3    | .31 |
|                              | High school                        | 37           | 98.43  | 3     | .31  |
|                              | Undergraduate                      | 13           | 100.23 | 3     | .31  |
| Social Awareness             | Primary school and below           | 107          | 98.47  | 1.18  | 3    | .76 |
|                              | Middle School                      | 36           | 101.54 | 1.18  | 3    | .76 |
|                              | High school                        | 37           | 92.66  | 1.18  | 3    | .76 |
|                              | Undergraduate                      | 13           | 84.65  | 1.18  | 3    | .76 |
| Social Control               | Primary school and below           | 107          | 93.56  | 4.26  | 3    | .24 |
|                              | Middle School                      | 36           | 107.68 | 4.26  | 3    | .24 |
|                              | High school                        | 37           | 89.26  | 4.26  | 3    | .24 |
|                              | Undergraduate                      | 13           | 117.77 | 4.26  | 3    | .24 |

It was determined that the scores of participants' openness to development ($H = 8.34$, $sd = 3$, $p < .05$) and affective sensitivity ($H = 13.18$, $sd = 3$, $p < .01$) showed differences depending on the level of mother's education level. The people who have mothers having primary school and below and high school graduates have lower openness to development than those whose middle school graduates; It
was determined that they had lower affective sensitivity scores compared to those whose mothers had a bachelor's degree.

**Table 8.** Findings Regarding to Examining Personality and Social Skill Points According to Father's Education Level

| Variables            | Father's Education Level | N   | Line Avg. | $\chi^2$ | sd | p  |
|----------------------|--------------------------|-----|-----------|----------|----|----|
| Extraversion         | Primary school and below | 107 | 95.44     | 6.68     | 3  | .08|
|                      | Middle School            | 36  | 111.31    |          |    |    |
|                      | High school              | 37  | 83.02     |          |    |    |
|                      | Undergraduate             | 13  | 92.09     |          |    |    |
| Docility             | Primary school and below | 107 | 92.93     | 2.68     | 3  | .44|
|                      | Middle School            | 36  | 94.36     |          |    |    |
|                      | High school              | 37  | 96.88     |          |    |    |
|                      | Undergraduate             | 13  | 121.59    |          |    |    |
| Personality          | Primary school and below | 107 | 90.63     | 1.68     | 3  | .64|
|                      | Middle School            | 36  | 96.95     |          |    |    |
|                      | High school              | 37  | 101.07    |          |    |    |
|                      | Undergraduate             | 13  | 107.32    |          |    |    |
| Emotional Balance    | Primary school and below | 107 | 98.42     | 5.20     | 3  | .16|
|                      | Middle School            | 36  | 86.99     |          |    |    |
|                      | High school              | 37  | 93.98     |          |    |    |
|                      | Undergraduate             | 13  | 127.91    |          |    |    |
| Openness to Development | Primary school and below | 107 | 90.76     | 7.17     | 3  | .07|
|                      | Middle School            | 36  | 102.78    |          |    |    |
|                      | High school              | 37  | 89.68     |          |    |    |
|                      | Undergraduate             | 13  | 133.27    |          |    |    |
| Affective Expressionism | Primary school and below | 107 | 91.69     | 4.27     | 3  | .23|
|                      | Middle School            | 36  | 94.85     |          |    |    |
|                      | High school              | 37  | 96.95     |          |    |    |
|                      | Undergraduate             | 13  | 128.09    |          |    |    |
| Affective Responsiveness | Primary school and below | 107 | 93.46     | 2.05     | 3  | .56|
|                      | Middle School            | 36  | 93.90     |          |    |    |
|                      | High school              | 37  | 97.22     |          |    |    |
|                      | Undergraduate             | 13  | 118.18    |          |    |    |
| Affective Control    | Primary school and below | 107 | 96.03     | .24      | 3  | .97|
As a result of the analysis, it was determined that the personality and social skill scores of the participants did not show differences depending on the level of father's education.

Table 9. Findings Regarding to Examining Personality and Social Skill Points According to Income Level

| Variables               | Income Level            | N  | Line Avg. | $\chi^2$ | sd | p   |
|-------------------------|-------------------------|----|-----------|----------|----|-----|
| Extraversion            | 0-1000 TL               | 20 | 120.77    |          |    |     |
|                         | 1001-2000 TL            | 37 | 106.19    |          |    |     |
|                         | 2001-3000 TL            | 60 | 94.03     |          |    |     |
|                         | 3001 TL and above       | 76 | 88.62     |          |    |     |
| Docility                | 0-1000 TL               | 20 | 132.55    |          |    |     |
|                         | 1001-2000 TL            | 37 | 105.32    |          |    |     |
|                         | 2001-3000 TL            | 60 | 90.13     |          |    |     |
|                         | 3001 TL and above       | 76 | 89.01     |          |    |     |
| Responsibility          | 0-1000 TL               | 20 | 106.88    |          |    |     |
|                         | 1001-2000 TL            | 37 | 97.64     |          |    |     |
|                         | 2001-3000 TL            | 60 | 105.31    |          |    |     |
|                         | 3001 TL and above       | 76 | 87.53     |          |    |     |
| Emotional Balance       | 0-1000 TL               | 20 | 99.53     |          |    |     |
|                         | 1001-2000 TL            | 37 | 99.20     |          |    |     |
|                         | 2001-3000 TL            | 60 | 90.57     |          |    |     |
|                         | 3001 TL and above       | 76 | 100.34    |          |    |     |
| Openness to Development | 0-1000 TL               | 20 | 103.55    |          |    |     |
|                         | 1001-2000 TL            | 37 | 105.80    |          |    |     |
|                         | 2001-3000 TL            | 60 | 84.11     |          |    |     |
|                         | 3001 TL and above       | 76 | 101.17    |          |    |     |
Finally, when the effect of family income level on personality and social skill scores is examined, the docility (H = 11.48, sd = 3, p < .05) and social control (H = 10.22, sd = 3, p < .05) scores showed differences depending on income level. It was determined that those who have income of 1000 TL and below have higher docility than those who have income of 2001-3000 TL and above; It was determined that those with income above 3001 TL had lower social control scores.

4. Conclusion and Discussion

In this study, where the visual arts teacher candidates' social skills were evaluated according to their personality traits, the relationship between the visual arts teacher candidates' personality and social skill scores, respectively, has been explained with the findings.

Findings Regarding Relationships Between Personality and Social Skill Points; As a result of the analysis of the relationship between the visual arts teacher candidates' Personality and Social Skill Points; Firstly, it has been determined that there is a negative relationships between extraversion and emotional expressionism of personality sub-dimension, and there is a positive relationships between social expressionism and social sensitivity. It has been determined that there is a positive meaningful relationship between docility and emotional sensitivity, social expressionism and social sensitivity; between responsibility, emotional sensitivity and social sensitivity from personality sub-dimensions. In addition, it was observed that there were positive relationships between emotional balance and social sensitivity, and negative relationships between emotional control and social control. Finally, it has been determined that there is a positive relationship between openness to development, affective expressionism, emotional responsiveness, emotional control and social expressionism.
Findings Regarding to Examining Personality and Social Skill Points by Gender; whether the participants' personality and social skills scores change by gender was examined by independent t test. As a result of the analysis, it was observed that the scores of extraversion and responsibility vary according to gender, and the scores of men are significantly higher than the scores of women. In the study of Tatlıoğlu (2014), while the mean scores of extraversion, openness to experience, docility and responsibility did not differ significantly, a significant differentiation was observed in terms of gender variable in the emotional imbalance / neuroticism sub-dimension. Emotional imbalance / neuroticism mean scores of female students were significantly higher than male students. In a different study, Uzun (2017) showed that personality traits did not differ significantly according to gender; Tortop et al. (2012), on the other hand, that personality traits did not differ significantly according to the departments and age groups; responsible personality is significantly higher in female students in meaningful level; they obtained the results that other personality traits did not differ significantly according to gender. When the social skill scores were examined, it was determined that emotional expressionism and social responsiveness scores differed by gender. Accordingly, it was determined that women's emotional expressionism scores were higher and men's social sensitivity scores were higher. In the emotional expressionism sub-dimension, it can be explained that women show more social skills than men by the fact that women express themselves better emotionally. The higher social sensitivity scores of males are due to the change in extraversion and responsibility scores by gender and the higher scores of males than women's scores. In the study conducted by Bozgün and Pekdoğan (2018), emotional expressionism is in parallel with the sub-dimension, and in a different study conducted by Açak and Taşlı (2019), it was found that there was a statistically significant difference in favor of women according to gender in terms of social skill levels. In the study by Sağlam et al. (2005), the difference was found only in favor of male students in the affective control subscale. On the other hand, in the study conducted by Seven and Yoldaş (2007), it was observed that the average scores of women were lower than that of men. In another study of Yüksel (1999) with university students, it was concluded that there was no significant difference in social skill levels according to gender.

Findings Regarding to Examining Personality and Social Skill Scores According to Class Level; As a result of the analysis, it was first determined that the class level did not affect the personality, and it only caused a difference in the social expression sub-dimension from the social skill scores. The source of the resulting difference was examined with Thamhane, which is a non-parametric post hoc technique, and it was determined that the difference was due to the fact that those who went to the 4th grade had a lower score than those in the 5 and above classes. In the research carried out by Erkan (2019), it was observed that the personality trait scores of openness to development showed a significant difference according to the class that pre-service teachers study. According to the results of LSD post hoc test conducted to determine that there is difference between in which groups, it was seen that the pre-developmental personality trait scores of the pre-service teachers who were studying in the 4th grade were significantly higher than the scores of the pre-service teachers in the 1st, 2nd and 3rd grades. In the study conducted by Avşar and Kuter (2007), they found a significant difference between the grade levels and the scores they got from the affective control subscale. In another study conducted by Bozgün and Pekdoğan (2018), it was determined that social expressionism sub-dimension differed significantly between 2nd and 3rd grades in favor of 3rd class.

Findings Regarding to Examining Personality and Social Skill Points According to the Type of High School Graduated; It was determined that emotional balance and openness to development from personality sub-dimensions; affective sensitivity and affective control from social skills sub-dimensions differ according to the type of high school graduated. When the source of the difference was examined, it was determined that the differences in all dimensions were due to higher scores of Anatolian fine arts high school graduates than the vocational / technical high school graduates. In the
study conducted by Erkan (2019), it was observed that the personality traits scores did not differ significantly according to the high school type of pre-service teachers. In the study conducted by Seven and Yoldaş (2007) for the Examination of the Social Skill Levels of Class Teacher Candidates, it was concluded that there is no difference between the graduated school and social skills. In a study conducted by seven et al. (2005), no result was reached.

Findings Regarding Examining Personality and Social Skill Points According to the Duration of Getting the Program; As a result of the analysis, it was determined that the responsibilities and emotional balance scores from the personality sub-dimensions differ according to the time of placement in the program after high school, and the placement time was not effective on the social skill. It is the source of the differences that the individuals who immediately get the program have higher emotional balance points than who get after 2 years and that the individuals getting immediately have higher responsibility points than who get after 1 year.

Findings Regarding to Examining Personality and Social Skill Points According to Program Preference Reason; Depending on the reasons for choosing the program, it was determined that the participants differed in their emotional, affective sensitivity, social sensitivity and social control scores. The source of the difference in affective sensitivity and social control scores is that those who want to become art teacher has lower scores than those who prefer the program in order to become an academician. Those who want to be academicians have lower emotional balance points than those who prefer to be a art teacher or for other reasons. Finally, it has been observed that those who want to be artists have lower social sensitivity than those who want to be art teachers and indicate other reasons. Erkan (2019) showed that the extroversion and responsibility scores differ significantly according to the reason for choosing the program and in favor of those who prefer the program with their own will; Erkan (2019) concluded that the scores of compatible personality traits differ significantly according to the reason for choosing university and in favor of teacher candidates who prefer university because of their education quality.

Findings Regarding to Examining Personality and Social Skill Points According to Mother's Education Level; It has been determined that the participants' openness to development and affective sensitivity scores differ depending on the mother's education level. It has been determined that the individuals whose mothers have primary school and high school graduates have lower openness to development than those whose have middle school graduates; they had lower affective sensitivity scores compared to those whose mothers had a bachelor's degree. In the study conducted by Seven and Yoldaş (2007), it was concluded that there was no difference between the educational status of the mother and social skill scores.

Findings Regarding to Examining Personality and Social Skill Points According to Father's Education Level; As a result of the analysis, it was determined that the personality and social skill scores of the participants did not differ depending on the level of father's education. In the study conducted by Seven and Yoldaş (2007) for the Examination of the Social Skill Levels of Class Teacher Candidates; it was concluded that there was no difference between the educational status of the father and the social skill scores.

Findings Regarding to Examining Personality and Social Skill Points According to Income Level; Finally, when the effect of family income level on personality and social skill scores was examined, it was determined that docility and social control scores differ depending on income level. It was determined that those who have income of 1000 TL and below have higher softness than those who have income of 2001-3000 TL and above 3001 TL; those with income above 3001 TL had lower social control scores. In the study titled “Examining Critical Thinking Skills According to the Personality of Teacher Candidates Receiving Visual Arts Education by Erkan (2019), it was seen that the scores of openness to development from personality trait differ significantly according to the economic level. It
was observed that the scores of openness to development personality trait of teacher candidates with high economic status were significantly higher than the scores of teacher candidates with moderate economic status. In the research conducted by Şenol (2015), it was concluded that there was no statistically significant difference in social skill levels according to the income level variable. In another study conducted by Seven and Yoldaş (2007), it was concluded that there was no difference between the income level of the family and social skills. In a different study conducted by Avşar and Ö.Kuter (2007), students who stated their socioeconomic level as medium and high received higher scores than the students who stated their economic status as low from all of social skill scale and the subscales of affective expressionism, affective sensitivity and social control.

When the literature on the subject is analyzed, it is seen that the studies examining the relationship between demographic characteristics and personality and social skill characteristics differ according to the groups. Although the findings are partially compatible and partially different with the findings of the literature, this difference causes the personality traits and social skills to differ because of the groups used in researches receive education in different disciplines, live in different regions and cultures, and each study has sampling and different sampling profile.

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