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**Prof. Dr. Teoman Kesercioglu
Editor-in-Chief**

**Prof. Dr. Şule Aycan
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Message from the Editor-in-Chief

I am very pleased to publish first issue in 2013. As an editor of International Online Journal of Primary Education (IOJPE), this issue is the success of the reviewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to International Online Journal of Primary Education (IOJPE), For any suggestions and comments on IOJPE, please do not hesitate to send mail.

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THE SOCIAL SKILLS AND PROBLEM BEHAVIORS COMPARISON OF 6-YEAR CHILDREN WHO GO TO STATE AND PRIVATE PRESCHOOL EDUCATION INSTITUTION

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ABSTRACT

The purpose of this research is to determine whether the social skills and problem behaviors of the 6-year children who go to state and private pre-school education institutions change or not. The research was carried out within the framework of relational survey model. 244 children, who are 6 years old and continue the state and private preschool education institutions, participated in the research. The research data was obtained by using Kindergarten and Kindergarten Behavior Scale which was developed by Merrel (1994). The obtained data was tested with Multivariate Analysis of Variance. In the result of the research, it is found that there are significant differences in the levels of interaction, egocentricity, attention problems, aggression, withdrawal and anxiety according to the type of the institutions and also in the levels of cooperation, interaction, attention problems, and aggression according to the gender of the children.

Keywords: Social skills, problem behaviors, 6-year children, education.

INTRODUCTION

According to the experts (Aykır & Çiftçi-Tekinarslan, 2012; Kapıkıran, İvrendi, & Gültekin, 2006; Poyraz-Tüy, 1999; Yalçın, 2012) social skills are the behavior which enables the communication with the other people, effects the social environment, contains cognitive and affective elements, and they have important roles in the communication between people. As the children have the social skills such as greeting, complying with instructions, waiting the order, apologizing, it shall be easy for them to make healthy communication and harmonize with their environment. Therefore, these skills required to be learnt at early ages when most of the several skills are granted. The lack of social skills during this period causes social adjustment difficulties in adulthood, low academic performance and socio-emotional behavioral disorders, and in addition it is seen to be a part of behavioral disorders. It is stated that the children who have social skills inabilities in the pre-school period, show more problem behaviors, have poor compliance with educational environment and are insufficient for the preparation skills required for the pre-school education. For example, a child who has poor social skills and cannot get into social interaction with the environment in the school is rejected by his/her friends. The rejected child tends to aggressive and anti-social behaviors in order to attract the attention of his/her friends. This behavior leads to the rejection of the child by his/her friends more. The child, who is rejected by his /her friends and isolated socially, may face with internal behavior disorders such as depression and withdrawal. For this reason, the social skills are important skills which must be gained by the children



in the pre-school period. It is required that the children acquire these skills from early ages in different methods.

The social skills occur by affecting directly or indirectly from family, friends, school and other socialization sources. The preschool education institutions are one of the influential sources for the development of social skills. The school life is the most important social environment after the family and the child has the opportunity to learn by experiencing with making many social skills in the pre-school education institution (Günindi, 2011). The pre-school education institution is an educational and social environment which enriches the limited possibilities offered by the family and provides a more adequate environment in the terms of both physical and mental and also social development for the children. This environment, which teaches the intricacies human relationships according to the social values and demands of the society, has an important role in terms of improving behaviors pursuant to expectations of school life for the children. The primary purpose in the pre-school education institutions is to support the child in social aspect. The school has important effects for establishing, maintaining and development of positive relationship in his/her environment. The child gains the qualities in the school such as sharing, cooperation, division of labor, the habit of listening the others, concentrating of the attention, being sensitive to the other's feelings and thoughts, flexibility, thinking and behaving tolerant (Vaizoğlu, 2008; Metin et al., 1993).

While the effects of these preschool education on social skills are well known, the lack of these institutions is emphasized in the studies. For example, Kök, Küçüköğlü, Tuğluk and Koçyigit (2007) determined that almost all the pre-school teachers, classes does not comply with the requirements of pre-school education and need of the children, the physical hardware in the classes are inadequate, the tools and materials are old and inadequate, there are not the landscaping of the school and playground or if there is, they are inadequate, in the study they made. The teachers stated that they faced with the obstacles of the school administration while general planning in school and planning activities in classroom, the content of the program is not sufficient and it is not allowed to make changes in it, the teachers are not knowledgeable enough to make new plans and there are no other people who can guide them for this issues. The majority of the teachers specified that they are insufficient in the classroom management skills (92,8%), they have difficulties in using award-punishment and reinforcements (87%), they cannot intervene the behavior problems in the classrooms efficiently and adequately (75%), they have difficulties in using the time efficiently (56%) and they do not have sufficient knowledge. As it can be understood from the assessments of the teachers, it can be said that the pre-school education institutions are far from being sufficient for gaining social skills and other skills to the children.

When the relevant literature is analyzed, it is seen that researches begin to be made recently, and these researches are about the issues such as pre-school social skills scale validity reliability study (Avcıoğlu, 2007), the educational studies related to social skills (Avcıoğlu, 2003; Durualp& Aral, 2010; Günindi, 2010), the variables that affect social skills (Bülbül, 2008; Gültekin, 2008; Koçak&Tepeli, 2004), situation determination related to the social skills of pre-school children (Kapıkıran, İvrendi& Adak, 2006), social skills and attachment (Seven, 2006). However, it is stated that there is no study made to determine the social skills and problem behavior of the children who continue the state or private pre-school education institutions. For this reason, this study made is expected to fill a gap of research lacking in this issue.

The Sentence of the Problem

In this research, an answer is sought for the question whether the social skills and problem behaviors of the 6-year children who go to state and private pre-school education institutions differentiate or not.



Sub Problems

Do the social skills (cooperation, interaction, independence) and problem behaviors (egocentricity, attention problems, aggression, withdrawal, anxiety) of the six-year old children differentiate according to the gender (state-private)?

Do the social skills (cooperation, interaction, independence) and problem behaviors (egocentricity, attention problems, aggression, withdrawal, anxiety) of the six-year old children differentiate according to the type of the institutions?

Do the social skills (cooperation, interaction, independence) and problem behaviors (egocentricity, attention problems, aggression, withdrawal, anxiety) of the six-year old children differentiate when the variables of institutions type and gender are taken together?

Method

Research model

The research is carried out in compliance with the relational survey model.

Participants

The research's sampling group consists of 6-year old children who go to kindergartens and nursery classes of state and private Primary School in Merkez Selçuklu Province connected to Konya Province National Education Directorate and the independent kindergartens. While determining the sampling group, 9 state and 7 private primary school nursery classes and kindergartens are elected by using the method of random cluster sampling primarily among the primary school and independent kindergartens in the provinces of Selçuklu and Meram, Konya Merkez. While the 8 of 9 stateschools, taken for the research group is the primary school nursery classes and 1 is independent kindergarten, 12 of the private school, taken for the research group is primary school nursery classes and 6 of the private schools are kindergartens and day nurseries. The numbers of 244 children born in 2006 who go to these schools, are included in the scope of the research. The 155 of the children participated in the research go to the state school (63,5%), 89 of them go to the private school (36,5%). 132 of these children are boy (54,1%), 112 of them are girl (45,9%).

70 of the children's mothers who attend state schools were graduated from the primary school (45,2 %), 34 of these children's mothers were graduated from the secondary school (21,9 %), 51 of these children's mothers were graduated from the higher education (32,9%). 83 of the mothers do not work(53,6%) 72of them work (46,4%). 42 of these children's fathers were graduated from the primary school (27,1%), 45 of these children's fathers were graduated from the secondary school (29,0%), 68 of these children's fathers were graduated from the higher education (43,9%). 28 of these children's fathers were self employed (18,0%), 89 of the children's fathers were officer (57,4%), 33 of these children's fathers were worker (21,3%), 5 of these children's fathers were tradesman (3,2%).

12 of the children's mothers who attend private schools were graduated from the primary school (13,5%), 15 of these children's mothers were graduated from the secondary school (16,9%), 62 of these children's mothers were graduated from the higher education (69,7%). 25 of the mothers do not work (28,6%) 64 of them work (71,4%). 7 of these children's fathers were graduated from the primary school (7,9%), 10 of these children's fathers were graduated from the secondary school (11,2%)72 of these children's fathers were graduated from the higher education (80,9%). 5 of these children's fathers were self employed (5,6%), 63 of these children's fathers were officer (70,8%), 15 of these children's fathers were worker (16,9%), 6 of these children's fathers were tradesman (6,7%).The



schools where the children with families representing the middle and high socio-economic level are elected for the research.

Measure

The Nursery Class and Kindergarten Behavior Scale: This scale which was developed by Merrell (1994) and conducted reliability and validity studies by Seçer and others (2010), is used in order to determine the social skills and problem behavior of the children participated in the research. The data collection tool consists of 2 dimension and 76 likert-type questions to determine the social skills and problem behavior of the children who go to the nursery class and kindergarten. The social skills are composed of 3 sub dimensions; social cooperation, social interaction and social independence. 42 of the expressions that are mentioned in the scale are intended to define the problem behavior, 34 of the expressions are intended to define the social skills. The teacher gives answers to the each item figured in the scale by marking one of the following categories; “never”, “rarely”, “sometimes”, “often”, “always”. The teacher gives scores between 1-5 for the items figured in the scale. The high scores gained from social skills dimension expresses that the children are developed in terms of social skills, the high scores gained from problem behavior dimension states that the level of showing problem behavior is high. The scale contains the processes of evaluating the children considering the experiences with these children and defining the social skills and problem behaviors. The teacher filled the scale for each child in the class based on the observation for least two months. Factor analysis was made to provide the structure validity of the scale. Total explanation ratio in the terms of measuring 3 factors that belong to social skills dimension of the scale is %74.34, the Cronbach Alfa reliability co-efficient is 0.98. The factor loads of the items change between .55 and .88. The scale’s social cooperation sub dimension Cronbach Alfa reliability co-efficient is .97, the social interaction sub dimension Cronbach Alfa reliability co-efficient is .95, he social interdependence sub dimension Cronbach Alfa reliability co-efficient is .95.

Data Analysis

Multivariate Analysis of Variance (MANOVA) is used in this study by the reason of having independent and dependent variables more than one. In all analysis, the value of $p < .05$ is accepted as the level of significance.

Findings

The descriptive statistical results regarding the children’s social skills and problem behaviors according to the type of the institution and gender, are given in the Table 1 and Table 2.

Table 1. The descriptive statistical results regarding the children’s social skills and problem behaviors according to the type of the institution and gender

	Institution type	Gender	$\bar{\chi}$	ss	N
Cooperation	State	Boy	46,610	9,379	77
		Girl	48,717	8,818	78
		Total	47,671	9,133	155
	Private	Boy	44,709	9,419	55
		Girl	48,647	8,851	34
		Total	46,213	9,355	89
<i>Total</i>	<i>Boy</i>	<i>45,818</i>	<i>9,407</i>	<i>132</i>	



		<i>Girl</i>	<i>48,696</i>	<i>8,788</i>	<i>112</i>
		<i>Total</i>	<i>47,139</i>	<i>9,222</i>	<i>244</i>
Interaction	State	Boy	38,935	8,651	77
		Girl	41,974	8,648	78
		<i>Total</i>	<i>40,464</i>	<i>8,755</i>	<i>155</i>
	Private	Boy	41,672	8,656	55
		Girl	45,676	8,387	34
		<i>Total</i>	<i>43,202</i>	<i>8,728</i>	<i>89</i>
<i>Total</i>	<i>Boy</i>	<i>40,075</i>	<i>8,726</i>	<i>132</i>	
	<i>Girl</i>	<i>43,098</i>	<i>8,702</i>	<i>112</i>	
	<i>Total</i>	<i>41,463</i>	<i>8,827</i>	<i>244</i>	
Independence	State	Boy	43,013	7,654	77
		Girl	42,589	7,841	78
		<i>Total</i>	<i>42,800</i>	<i>7,727</i>	<i>155</i>
	Private	Boy	41,872	7,203	55
		Girl	42,882	10,286	34
		<i>Total</i>	<i>42,258</i>	<i>8,471</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>42,537</i>	<i>7,463</i>	<i>132</i>
		<i>Girl</i>	<i>42,678</i>	<i>8,609</i>	<i>112</i>
		<i>Total</i>	<i>42,602</i>	<i>7,993</i>	<i>244</i>

Note: Values regarding to the variables and groups contains significant differences according to the results of MANOVA are shown in italic.

Table 2. The descriptive statistical results regarding the children's problem behaviors according to the type of the institution and gender

	Institution type	Gender	$\bar{\chi}$	ss	N
Egocentricity	State	Boy	18,168	6,777	77
		Girl	19,384	8,394	78
		<i>Total</i>	<i>18,780</i>	<i>7,633</i>	<i>155</i>
	Private	Boy	24,563	9,953	55
		Girl	21,117	7,622	34
		<i>Total</i>	<i>23,247</i>	<i>9,242</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>20,833</i>	<i>8,803</i>	<i>132</i>
		<i>Girl</i>	<i>19,910</i>	<i>8,173</i>	<i>112</i>
		<i>Total</i>	<i>20,409</i>	<i>8,515</i>	<i>244</i>
Attention problems	State	Boy	15,428	6,626	77
		Girl	13,320	5,511	78
		<i>Total</i>	<i>14,367</i>	<i>6,162</i>	<i>155</i>
	Private	Boy	17,672	7,149	55
		Girl	15,176	4,845	34
		<i>Total</i>	<i>16,719</i>	<i>6,454</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>16,363</i>	<i>6,911</i>	<i>132</i>
		<i>Girl</i>	<i>13,883</i>	<i>5,365</i>	<i>112</i>



		Total	15,225	6,359	244
Aggression	State	Boy	11,779	5,207	77
		Girl	10,500	4,474	78
		<i>Total</i>	<i>11,135</i>	<i>4,879</i>	<i>155</i>
	Private	Boy	16,272	7,799	55
		Girl	11,852	4,580	34
		<i>Total</i>	<i>14,584</i>	<i>7,061</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>13,651</i>	<i>6,764</i>	<i>132</i>
		<i>Girl</i>	<i>10,910</i>	<i>4,529</i>	<i>112</i>
		<i>Total</i>	<i>12,393</i>	<i>5,992</i>	<i>244</i>
Withdrawal	State	Boy	10,558	3,488	77
		Girl	11,230	4,354	78
		<i>Total</i>	<i>10,896</i>	<i>3,949</i>	<i>155</i>
	Private	Boy	13,672	5,944	55
		Girl	13,205	5,814	34
		<i>Total</i>	<i>13,494</i>	<i>5,866</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>11,856</i>	<i>4,899</i>	<i>132</i>
		<i>Girl</i>	<i>11,830</i>	<i>4,902</i>	<i>112</i>
		<i>Total</i>	<i>11,844</i>	<i>4,890</i>	<i>244</i>
Anxiety	State	Boy	13,000	4,403	77
		Girl	14,333	5,285	78
		<i>Total</i>	<i>13,671</i>	<i>4,897</i>	<i>155</i>
	Private	Boy	16,454	6,448	55
		Girl	17,029	6,122	34
		<i>Total</i>	<i>16,674</i>	<i>6,297</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>14,439</i>	<i>5,596</i>	<i>132</i>
		<i>Girl</i>	<i>15,151</i>	<i>5,663</i>	<i>112</i>
		<i>Total</i>	<i>14,766</i>	<i>5,626</i>	<i>244</i>

Note: Values regarding to the variables and groups contains significant differences according to the results of MANOVA are shown in italic.

Multivariate Analysis of Variance (MANOVA) Results related to the social skills of the 6 –year old pre-school children according to the variables of institution type and gender, are given in the Table 3.

Table 3. Results related to the social skills according to the variables of institution type and gender

Source of variable	Dependent variables	F	p	Wilks' Lambda	P
Gender	Cooperation	5,960	,015	,894	,000
	Interaction	9,104	,003		
	Independent	,073	,788		
Institution type	Cooperation	,634	,427	,859	,000
	Interaction	7,611	,006		
	Independent	,152	,697		



Institution typeXgender	Cooperation	,546	,461		
	Interaction	,171	,680	,997	,870
	Independent	,434	,511		

As seen in the Table 3, the main effect of gender on the cooperation and interaction scores is significant (respectively (F=5,960, p<.015; F=9,104, p<.003). When looking at the averages where the main effect is significant (see Table 1), it is seen that the average scores of cooperation and interaction of boy children ($\bar{\chi}$ =45,818; $\bar{\chi}$ =40,075) is less than the average scores of cooperation and interaction of girl children ($\bar{\chi}$ =48,696; $\bar{\chi}$ =43,098).

When examining the source of the differences, the main effect of institution type on the interaction (F=7,611, p<.006) scores is significant. When looking at the averages where the main effect is significant (see Table 1), the average interaction score of children who go the state school ($\bar{\chi}$ =40,464), is less than the average score of the children who go to the private school ($\bar{\chi}$ =43,202).

In addition, it is observed that the institution type and gender variables' common effect on the variables of cooperation, interaction and independence is not statistically significant.

The Multivariate Analysis of Variance (MANOVA) results related to the problem behaviors of 6 – year old pre-school children according to type of the institution, gender and institution X gender interaction are given in the Table 4.

Table 4. Results related to the problem behaviors according to the variables of institution type and gender

Source of variable	Dependent variables	F	p	Wilks' Lambda	p
Gender	Egocentricity	1,005	,317	,889	,000
	Attention problems	7,526	,007		
	Aggression	14,010	,000		
	Withdrawal	,026	,873		
	Anxiety	1,675	,197		
Institution type	Egocentricity	13,346	,000	,896	,000
	Attention problems	5,968	,015		
	Aggression	14,744	,000		
	Withdrawal	15,659	,000		
	Anxiety	17,402	,000		
Institution typeXgender	Egocentricity	4,391	,037	,931	,005
	Attention problems	,053	,817		
	Aggression	4,255	,040		
	Withdrawal	,785	,377		
	Anxiety	,265	,607		

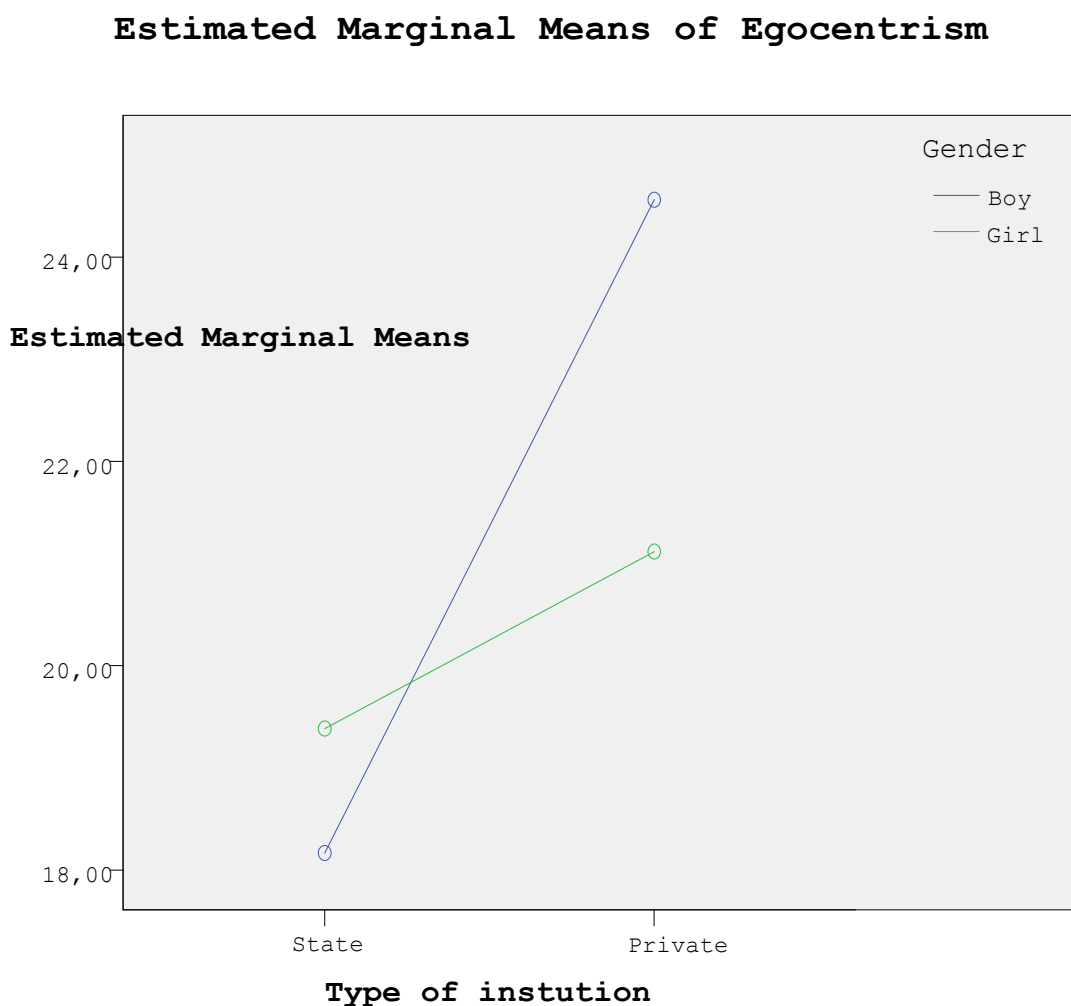
When looking at the Table 4, the main effect of gender on the attention problems and aggression is significant (relatively F=7,526, p<.007; F=14,010; p<.000). When looking at the averages where the main effect is significant (see Table 2), the average scores for attention problems and aggression of boy children ($\bar{\chi}$ =16,363; $\bar{\chi}$ = 13,883), is higher than the average scores of the girl children ($\bar{\chi}$ =13,651; $\bar{\chi}$ =10,910).



When examining the source of the differences, the main effect of institution type is significant upon the scores of egocentricity ($F=13,346$, $p<.000$), attention problems ($F=5,968$; $p<.015$), aggression ($F=14,744$; $p<.000$), withdrawal ($F=15,659$; $p<.000$) and anxiety ($F=17,402$; $p<.000$). When looking at the averages where the main effect is significant (see Table 2) the scores of egocentricity, attention problems, aggression, withdrawal and anxiety (respectively $\bar{\chi}=18,780$; $\bar{\chi}=14,367$; $\bar{\chi}=11,135$; $\bar{\chi}=10,896$; $\bar{\chi}=13,671$) the children who go to the state school, is less than the average scores of the children who go to the private school (respectively $\bar{\chi}=23,24$; $\bar{\chi}=16,719$; $\bar{\chi}=14,584$; $\bar{\chi}=13,494$, $\bar{\chi}=16,674$.

In addition, it is observed that the institution type and gender variables' common effect on the levels of egocentricity ($F=4,391$; $p<.037$) and aggression ($F=4,255$; $p<.040$), is statistically significant. In other words, the results indicate an interaction in the subdimensions of egocentricity and aggression. The results are summarized in the Figure 1.

Figure 1. Differentiation in the egocentricity levels of the children according to the institutional type X gender interaction



The averages of the egocentricity points of the girls and the boys (The expression above the figure).

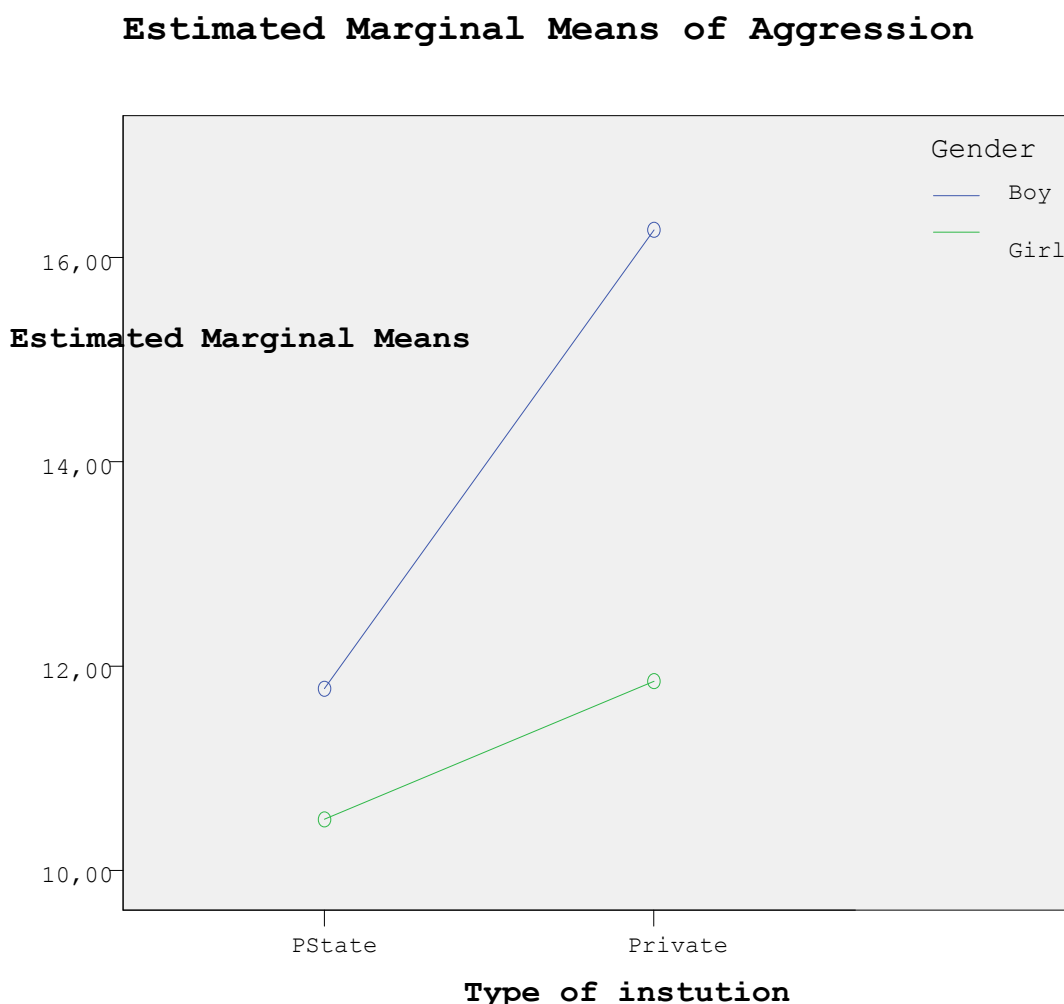


The averages of the girls and the boys (vertical axis).
Institutional type–state–private (horizontal axis).

As it is seen in Figure 1, the egocentricity points of the girl and boy children attending the state schools are lower than the points of the girls and boys attending private schools. It is seen that the lowest point is taken by the boy children attending the state schools.

Differentiation in the level of aggression of the children according to the institutional type X gender interaction has been demonstrated in Figure 2.

Figure 2. Differentiation in the level of aggression of the children according to the institutional type



As it can be seen in Figure 2, the point of the boychildren attending private schools is remarkably higher than that of the boychildren attending state schools.



Discussion

In this research, it has been examined whether the skills and the problem behaviors of the 6-year-old preschool children differentiate or not according to the variables of gender and the type of institution in line with the problems and sub-problems.

When the first finding of the study is examined, it is seen that there are meaningful differences of the levels of *cooperation, interaction, attention problems and aggression* according to their gender. In the related literature, (Abdi, 2010; Karaca, Gündüz, & Aral, 2011; Kapıkıran, İvrendi, & Adak, 2006; Merrell, 1994; Seven, 2007) when the social skills and problem behaviors in terms of the variable of gender are examined, it is reported that the social skills of the girls have higher points than the boys, and besides this, the boys get higher points in problem behaviors. It is pointed out that especially the boys are more aggressive. As the reason of these, it has been put forward that the girls are affected more by the aggressive images and that the parents display different attitudes towards their children as based on gender.

Furthermore, according to the type of the institution attended by the children, it has been discovered that there are meaningful differences in the sub-dimension of *interaction* in social skills and in the sub-dimensions of *egocentricity, attention problems, aggression, withdrawal and anxiety*. In other words, it was seen that both the interaction and the problem attitude points of the children attending private schools were higher compared to the children attending state schools. In this research, the result of the study related to the social skills of the children at private schools overlap with the result of the research of Dervişoğlu (2007). According to this, the social skills of the children attending private educational institutions are higher compared to those of the children studying at state schools. One of the possible reasons of this can be explained like this: The children obtain social behaviors such as sharing, solidarity, cooperation by interacting with their friends by means of the equipment and the tools in the corners of interest in the classroom environment. In other words, first of all, it is necessary to prepare a good physical environment so that an effective education-training process can be realized in the group and that the required student behaviors can be generated. Preparation of this environment and presenting it to the child effectively depends both on the pre-school teacher and the potentials of the school. The preschool teacher must determine the purposes and gaining that will activate the progressive areas of the child, must be able to supply the equipment addressing various senses in line with these purposes and gaining, and must be able to use the activities in the class environment (Aksoy, 2009; Aksoy & Öğretir, 1999; Çelik & Kök, 2007; Ünal, Baran, & Bütün-Ayhan, 2011). According to Gol-Guven (2009), the teachers who work in private schools are able to realize the daily routines, family-child interaction, the activities directed towards personal and professional needs in a higher level than the teachers working in state schools. Apart from this, Ögülmüş and Özdemir (1995) stated that the magnitude of the school affects the experiences of the children, and accordingly, especially their personality and social developments, and that this effect is in favor of small schools. Depending on these pieces of information, it can be put forward that the teachers in private schools employ examples based on interaction and the fact that the magnitude of the school and the number of the children in the classroom are lower compared to the state schools are among the factors supporting the social skills of the child in the private schools. When the related literature is examined, the results of the research related to the problem behaviors and the results of similar researches. For example, Altay (2007) determined the fact that the children studying at state schools and the children attending the private schools are in negative relationships with their peers and that there are differences in their social participation points, and that the pre-school children attending private institutions are more aggressive towards their peers and their teachers. He also put forward that the situation might arise from the fact that the behaviors of the children in the state schools are more restricted compared to those in private schools. He stated that because there are more children in state schools than the others,



the teachers struggle more in order to discipline the children and restrict the behaviors of the children more. According to Karataş (2002), on the other hand, the proficiency levels of the teachers working in state schools are higher compared to the teachers working in private schools. In this case, it can be said that the teachers in the state schools are more qualified in coping with the problem behaviors of the children. Nevertheless, different research results have also been observed in the related literature. Dervişoğlu (2007) inferred that the problem behaviors are observed more in children attending state schools compared to the children in private schools.

The last finding of the research has also put forward the fact that there is a meaningful differentiation in the levels of *egocentricity and aggression* of the children related to the type of institution and gender interaction. It has been found that both the egocentricity and aggression points of the boy children studying at private schools are higher compared to the others. According to the specialists, (Polat, 2008/2009; Uyanık-Balat, Şimşek,&Akman, 2008) education does not only take place at school, but it also contains the transmission of certain characteristics inherited from the family. Therefore, it is set forth that the behavioral problems in the children cannot be evaluated by the pieces of information taken from a single source, and a field perceived by the mothers as a problem behavior is not evaluated as a problem by the educationalists, or just the adverse of this is possible. Setting forth from this result of the research and the explanations, the presence of a complex structure in which both the school and the environment and also the familial factors could be effective on the problem behavior of the children can be mentioned.

Limitations of the Research

An important limitation of this research is the fact that the pieces of information related to the social skills and problem behaviors of the students are obtained as based on a two-month observation in the first semester of the school period based on the opinions of the teachers.

In the related literature, it is seen that the preschool teacher is influential on the social skills and problem behaviors of the children. However, in this study, teachers working in private and state schools are not obtained information about teachers. Therefore, this situation is seen as another limitation of the research.

Another limitation of the research is that the study has been realized only in the state and private schools located in the center of the province of Konya.

Conclusions and Suggestions

In line with the data obtained from the study, it has been observed that

- While the *cooperation and interaction points of the girls increased, their attention problems and levels of aggression decreased* compared to the boys,
- Both the points related to the interaction and problem behaviors of the children attending private schools increased compared to the children attending state schools,
- The type of institution and gender interaction in the levels of *egocentricity and aggression* of the children create a difference.

In line with the results of this research, the following suggestions have been developed.

- The research has been realized by quantitative data by using a relational survey model. New researches can be made by using both quantitative and qualitative research techniques.



- In this research, the information related to the social skills and problem behaviors of the children has been only restricted to the data obtained from the teachers based on a two-month observation. In the researches that will be made, multi-directional data can be gathered by the data that will be obtained by the children' being observed by the teachers and the researches and from their families. Thus, more reliable data can be obtained.
- In the researches that will be made, analyses being made by taking the familial variables such as the socio-economic levels of the families, the educational levels of the parents and the numbers of the brothers and sisters can contribute to the explanation of the findings.
- Similar studies can be made in different cities through more extensive sampling groups.

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INVESTIGATION OF SOCIAL SKILLS LEVEL SECONDARY SCHOOL TEACHERS

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ABSTRACT

This study aimed to determine the factors affecting teachers' level of social skills. The data in this study is a descriptive study, 40 teachers working in Morphou collected by Independence High School. This collection of research data, personal information form developed by the researcher and the "Social Skills Inventory" (SSI) were used. Analyze data, t-test for comparison of the two independent variables, the study with the teachers teaching social skills scores found significant differences between satisfaction levels of their profession.

Keywords: Teacher, secondary education, social skills.

INTRODUCTION

For individuals living in the community that will bring positive responses from others and to have the skills to help avoid the negative reactions and emotions, may be important to transmit to people around the established relationships. (Burkitt, 1994; Bacanlı, 1999; and Aydin, 1985) according to the human, interpersonal communication due to his connection with people's feelings, thoughts you want to understand. This is possible by having the individual skills of a team. This behavior is in general referred to as social skills (Yüksel, 2001 Acar, 1980; Akkök, 1996; Bacanlı, 1990). Giblin (1995) according to the individual's life has an important role social skills. Because the facilitator is an important feature to communicate with other people. People learn to establish successful relationships with other people, then all lines of business, career and work in pursuit of work on the road to personal happiness and 99%, 85% will be settled. (Ergun and Duman, 1998; Cetin, 2001; Demirhan et al., 1996; Demirhan, 2001), who worked in all sections of the society was happy to have the social skills of individuals, but some is inevitable that the need to have social skills for professional groups, one of these occupational groups suggest that the teaching profession. Küçükahmet (1997) according to the relationship between classroom teachers and students, are the basis of learning and education. These skills before the course, can be grouped as a class and after class. If these relationships are based on the good word and action, consists of a positive atmosphere in the classroom; relationship is bad, going to the atmosphere of the class is broken and can not reach educational goals. So the teacher's classroom behavior, educational environment due to a large extent be said to be (a teacher who is aware Profession, in the atmosphere of the class on the one hand while trying to equip students with the necessary knowledge and skills should be aware that personality affects them.) Küçükahmet, (1997); of the academic institutions positive communication is established between teacher and student to explain a positive effect on learning, education and training in this direction to improve the quality of teachers is expected to have positive communication also suggests that the necessary social skills. The social skills of teachers working in schools do occur in this respect also is believed to be useful. Teachers identify social skills that would result if the examination of this issue with different aspects of research related to the literature can be reached despite the efforts made in this regard were found in the TRNC.

For this reason, the teachers, to obtain evidence about the factors affecting the level of social skills is the objective. This general purpose answer the following questions were sought: Secondary school teachers;

- 1 - Is there a significant difference by sex, social skill levels?
- 2 - Is there a significant difference according to marital status of the social skill levels?
- 3 - Is there a significant difference according to age levels of social skills?
- 4 - Social skill levels Is there a significant difference by year in the job?



5 - significant differences in satisfaction levels and the social skill levels gösermekte Is the teaching profession?

6 - Social skills levels, significant differences were found with the salaries Is there enough?

METHOD

Model of the study

Research, data analysis, considering both the between-group comparisons, as well as descriptive and correlational analysis techniques required. For this reason, research, models, relational models capable of general screening.

Population and sample Research group, 20 secondary schools under the Ministry of Education is in the TRNC. Research, through secondary schools were chosen by random Morphou Independence High School. 56 teachers of the school has been reached. However, a total of 25 women and 17 men, including the study a total of 40 teachers agreed to participate.

Data Collection Tools

Data in this research was prepared by the Personal Information Form and Riggio (1986), developed by Yüksel (1986), was used by the Social Skills Inventory. Turkish version of the Social Skills Inventory, the reliability and validity studies Yuksel (1997) were made by. SBE designed to measure basic social skills in the form of 90-item measure of self-identification tool. The Social Skills Inventory measures six separate areas. In addition, social competence, social skills or social skills level of the global total to cover all the financial statements. Retest reliability coefficient was calculated with the entire scale was $r = .92, .80$ and $.89$ for the subscales were found in the. Total score on the internal consistency (Cronbach's alpha) coefficients were found to be $.85$, internal consistency coefficient was obtained according to the sub-scales in UPPERCASE calculated as $.82$ to $.56$.

Data Collection and Analysis

The aim of analyzing the data, to determine the factors affecting teachers' levels of social skills, social skills, and the inventory of personal information in the form of answers to the statements veridikleri, and ANOVA using SPSS 12.0 package program Calculated by t-test statistical techniques.

RESULTS AND INTERPRETATION

In this section, descriptive statistics and distributions of survey data collected in accordance with the findings of the research sub-objectives are given.

Table 1. Secondary school teachers by Sex Comparison of findings on social skills

Group	Sexuality	n	Average	Standard Error (SS)	Standard Deviation (SD)	t	P value
Emotional	Woman	24	50,54	1,03	5,06	,609	,546
Expressivity	Man	16	49,50	1,40	5,63		
Affective	Woman	24	50,62	1,63	8,02	,665	,510
Sensitivity	Man	16	48,81	2,26	9,04		
Affective Control	Woman	24	50,45	1,09	5,34	1,119	,270
	Man	16	48,62	1,16	4,64		
Social Expressivity	Woman	24	50,20	1,36	6,68	1,617	,114
	Man	16	46,62	1,78	7,13		
Social	Woman	24	44,58	1,30	6,37	-,991	,328
Sensevity	Man	16	46,81	1,94	7,78		
Social	Woman	24	56,29	1,56	7,67	1,112	,273



Control	Man	16	53,93	1,08	4,32		
TOTAL	Woman	24	302,70	4,58	22,43	1,050	,300
	Man	16	294,31	6,99	27,98		

Table 1 shows Secondary school teachers by gender, such as social skills, there was no significant difference between the levels.

Table 2. Secondary school teachers Comparison of findings on social skills by Marital Status

Group	Civil Status	n	Average	Standard Error (SS)	Standard Deviation (Sd)	t	P value
Emotional Expressivity	Married	5,42	31	,975	50,48	,798	,430
Affective Sensitivity	Single	4,67	9	1,55	48,89		
Affective Control	Married	8,78	31	1,57	50,12	,317	,753
	Single	7,23	9	2,41	49,11		
Social Expressivity	Married	4,95	31	,89	50,45	1,71	,094
	Single	5,01	9	1,67	47,22		
Social Sensevity	Married	6,97	31	1,25	49,32	,915	,366
	Single	7,18	9	2,39	46,88		
Social Control	Married	7,55	31	1,35	46,00	,882	,383
	Single	4,21	9	1,40	43,66		
TOTAL	Married	6,23	31	1,11	56,06	1,285	,207
	Single	7,52	9	2,50	52,88		
TOTAL	Married	26,32	31	4,72	302,84	1,490	,144
	Single	15,37	9	5,12	288,66		

Secondary school teachers, as shown Tabo 2 according to marital status, social skills, a significant difference between the total scores and subscale scores were found.

Table 3. Secondary school teachers byAgeGroups Comparison of findings on social skills

Grup	Age	n	Average	Standard Deviation (SD)	P < 0.05
Emotional Expressivity	Teenager 20-30	8	49,50	4,14	,617
	Middle 31-40	15	51,20	5,69	
	Adult 41-	17	49,47	5,44	
	Total	40	50,13	5,25	
Affective Sensitivity	Teenager 20-30	8	48,00	6,50	,638
	Middle 31-40	15	51,40	8,99	
	Adult 41-	17	49,47	8,82	
	Total	40	49,90	8,38	
Affective Control	Teenager 20-30	8	49,50	6,96	,681
	Middle 31-40	15	48,93	3,69	
	Adult 41-	17	50,52	5,36	
	Total	40	49,72	5,09	
Social Expressivity	Teenager 20-30	8	50,00	6,18	,783
	Middle 31-40	15	49,06	8,22	
	Adult 41-	17	47,94	6,49	
	Total	40	48,77	7,00	
Social Sensevity	Teenager 20-30	8	44,00	5,12	,521
	Middle 31-40	15	44,60	7,00	
	Adult 41-	17	46,94	7,72	
	Total	40	45,47	6,96	
Social Control	Teenager 20-30	8	56,25	7,28	,869
	Middle 31-40	15	55,53	7,15	
	Adult 41-	17	54,76	6,06	
	Total	40	55,35	6,58	
TOTAL	Teenager 20-30	8	297,25	21,45	,951
	Middle 31-40	15	300,73	28,26	



Adult 41-	17	299,11	24,41
Total	40	299,35	24,80

Secondary school teachers by age 3, as shown, social skills, a significant difference between the total scores and subscale scores were found.

Table 4. Secondary school teachers by profession, Comparison of findings on social skills

Group	Satisfaction	Average	Standard Deviation	n	P < 0.05
Emotional Expressivity	Yes	51,06	4,79	31	,099
	No	45,50	2,12	2	
	Sometimes	47,29	6,52	7	
	Total	50,13	5,25	40	
Affective Sensitivity	Yes	50,61	7,80	31	,079
	No	37,00	8,48	2	
	Sometimes	50,42	9,03	7	
	Total	49,90	8,38	40	
Affective Control	Yes	50,45	5,13	31	,196
	No	45,00	,00000	2	
	Sometimes	47,85	4,74	7	
	Total	49,72	5,09	40	
Social Expressivity	Yes	50,29	5,74	31	,016
	No	38,50	10,60	2	
	Sometimes	45,00	8,46	7	
	Total	48,77	7,00	40	
Social Sensevity	Yes	46,12	6,47	31	,309
	No	38,50	7,77	2	
	Sometimes	44,57	8,73	7	
	Total	45,47	6,96	40	
Social Control	Yes	55,67	6,33	31	,509
	No	50,00	4,24	2	
	Sometimes	55,42	8,24	7	
	Total	55,35	6,58	40	
TOTAL	Yes	304,22	22,41	31	,010
	No	254,50	24,74	2	
	Sometimes	290,57	22,44	7	
	Total	299,35	24,80	40	

Table 4, as shown in Table professional satisfaction of secondary school teachers, social skills, and between the total scores were significantly different between the social expressivity

Table 5. Secondary school teachers Comparison of findings on social skills of the profession by working for the Years

Group	Year of the Profession	Average	Standard Deviation	n	P < 0.05
Emotional Expressivity	1-5 years	49,75	3,49	8	,220
	6-10 years	52,00	5,91	7	
	11-15 years	49,83	3,31	6	
	16-20 years	52,14	6,96	7	
	21-25 years	45,86	5,55	7	
	25-30 years	51,60	3,78	5	
	Total	50,13	5,25	40	
Affective Sensitivity	1-5 years	51,12	8,55	8	,739
	6-10 years	52,42	11,13	7	
	11-15 years	48,00	5,58	6	
	16-20 years	47,85	7,71	7	
	21-25 years	52,14	10,47	7	



	25-30 years	46,40	5,17	5	
	Total	49,90	8,38	40	
Affective Control	1-5 years	49,00	4,98	8	
	6-10 years	47,14	3,02	7	
	11-15 years	51,16	5,98	6	
	16-20 years	48,85	6,44	7	,363
	21-25 years	50,00	4,69	7	
	25-30 years	53,60	4,44	5	
	Total	49,72	5,09	40	
Social Expressivity	1-5 years	50,00	5,60	8	
	6-10 years	49,71	10,76	7	
	11-15 years	49,50	7,60	6	
	16-20 years	48,14	6,30	7	,972
	21-25 years	47,28	8,30	7	
	25-30 years	47,60	1,67	5	
	Total	48,77	7,00	40	
Social Sensevity	1-5 years	43,75	4,52	8	
	6-10 years	43,85	6,54	7	
	11-15 years	43,83	8,51	6	
	16-20 years	50,85	10,25	7	,307
	21-25 years	43,85	4,77	7	
	25-30 years	47,20	4,08	5	
	Total	45,47	6,96	40	
Social Control	1-5 years	55,75	6,84	8	
	6-10 years	56,14	7,81	7	
	11-15 years	56,83	7,88	6	
	16-20 years	55,00	4,58	7	,972
	21-25 years	54,42	8,24	7	
	25-30 years	53,60	5,22	5	
	Total	55,35	6,58	40	
Total	1-5 years	2299,37	221,67	28	
	6-10 years	301,28	35,20	7	
	11-15 years	299,16	19,17	6	
	16-20 years	302,85	34,19	7	,991
	21-25 years	293,57	25,25	7	
	25-30 years	300,00	7,90	5	
	Total	299,35	24,80	40	

As shown in Table 5 years of secondary school teachers' work according to their levels of pessimism, there was no significant difference between the levels of social skills.

Table 6. Secondary school teachers' salaries Comparison of findings on social skills according to

Group	Salary	n	Average	Standard Error(SS)	Standard Deviation(SD)	t	P value
Emotional	Yes	14	48,07	,528	5,71	-1,871	,069
Expressivity	No	26	51,23	,929	4,73		
Affective	Yes	14	48,21	1,95	7,31	-,932	,357
Sensitivity	No	26	50,80	1,74	8,90		
Affective Control	Yes	14	48,21	1,45	5,45	-1,393	,172
	No	26	50,53	,941	4,80		
Social Expressivity	Yes	14	47,28	2,05	7,68	-,986	,330
	No	26	49,57	1,30	6,63		
Social Sensevity	Yes	14	45,14	1,48	5,55	-,219	,828
	No	26	45,65	1,51	7,71		
Social Control	Yes	14	55,21	2,17	8,12	-,094	,925
	No	26	55,42	1,13	5,76		
TOTAL	Yes	14	292,14	6,97	26,09	-1,363	,181
	No	26	303,23	4,64	23,69		

Secondary school teachers' salaries exceed Table 6, as shown by the total scores of social skills and was a significant difference between the social expressivity.



DISCUSSION

In this study, the research group of the secondary school teachers on the identification of the factors affecting the level of social skills are given in the discussion of the findings. The first teachers of the studies is to determine the social skill levels varies according to gender. A statistically significant difference between the teachers observed characteristics of emotional expressivity. Likewise, affective sensitivity, emotional control, social expressivity, social sensitivity, and there were no differences between groups in social control. Women, social skills were higher than the boys. As a result, according to the gender variable level of social skills of teachers did not show a statistically significant difference between the sub-dimensions. Yuksel (1999), his study of university students studying the various sections depending on the Faculty of Education, did not find significant differences between gender and level of social skills. Gravel (1998), Bee and Hamarta (2000) his study of college students did not differ by sex, levels of social skills. Hand with the results of this research study can be said that the finding of parallel and mutually supporting.

According to another finding of the study, according to marital status of teachers in the Social Skills Inventory emotional expressivity, emotional sensitivity, emotional control, social expressivity, and Social Control subscales of Social Involvement in the average levels of proficiency is seen to be very close to each other. So those who are unmarried marital status a significant difference between married people seem to. Teachers to be married or single, not as a variable that affects social skills. Secondary school teachers' perceptions of career problems encountered no significant difference according to their age, do not work. Secondary school teachers by age, profession, work, Social Skills Inventory emotional expressivity, emotional sensitivity, emotional control, social expressivity, and Social Control subscales of Social Involvement in the average levels of proficiency is seen to be very close to each other. Accordingly, as related to age variable etkilememektedir. Yaşla social skills of a study of teachers' social skills, significant differences emerged between the levels (Bacanlı, 2003). Differs from the findings of this study. Secondary school teachers in the profession of social skills than Saturation inventory they receive social expressivity [$F(2, 37) = 4611, p < .05$] and social control [$F(2, 37) = 5241, p < .05$], the lower the dimensions given There are significant differences between the answers. The Social Skills Inventory emotional expressivity, emotional sensitivity, emotional control and social sensitivity in the lower levels of proficiency in the average size seems to be very close to each other. In a study conducted in relation to professional satisfaction of teachers working in public schools that have emerged at the level of job satisfaction (Crossman and Harris, 2006, p.29-46). The findings of this study was to pessimism örtüşmektedir. Secondary school teachers according to their profession of Social Skills Inventory emotional expressivity, emotional sensitivity, emotional control, social expressivity, and Social Control subscales of Social Involvement in the average levels of proficiency is seen to be very close to each other. By year of school teachers in the job of Social Skills Inventory emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity and social control is seen to be very close to each other subscales the mean levels of proficiency. As a result of the analysis performed for this variable $p < .05$ level, significant differences were found for any.

Secondary school teachers' salaries by the Social Skills Inventory emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity and the Social Control subscales average levels of proficiency is seen to be very close to each other. According to teachers' salary factor, as a variable that affects social skills bulunmamıştır. Yapılan social skill levels of teachers in relation to research, sex, marital status, age, professional experience, variables such as job satisfaction, social skills observed a significant difference between the gender variable, indicated that significant relationships to other variables. However, these variables, group differences in research that sampling is expressed differs depending on the level of social skills (Gravel, 1998). This research group avoid significant differences between variables in general, the research group consisted of social skill levels of teachers are able to express very farklılaşmadığını.



Recommendations

The idea that the contribution of thread on the subject to the following recommendations for future research and other studies are included:

- ✓ Teachers in their professions to achieve a high level of satisfaction, professional qualifications and job satisfaction measures can be taken to carry out full duties of an enhancer.
- ✓ The study findings support the role of latitudinal and longitudinal level proposed for the new facilities.
- ✓ In this research, teachers, social skill levels of the factors which influenced the level of awareness and social skills acquisition may be a guide to unravel.
- ✓ In addition, the results of this study, our country, the issue of teachers' level of social skills of researchers who want to examine the basis for the work to create different sizes.

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ANALYSIS OF SOCIO-CULTURAL ASPECTS OF AMATEUR MUSIC ENSEMBLES: IZMIR EXAMPLE

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ABSTRACT

Amateur music ensembles appear as a multi-faceted social phenomenon. Most of them enjoy the presence of a patron society, as well as of a community of audience members, that support their activities. In this study, this phenomenon is studied in a socio-cultural model, through the ensemble's social and economic parameters. Thus, amateur music ensembles, communities and societies are viewed in terms of "where they get their energy" and "what are their weaknesses. In this research, a theoretical overview of a phenomenon of "amateur ensembles" is presented. Survey method is used in the research. 62 music communities of within the İzmir Municipality are examined in regards to their inner dynamics and the interactions between different communities.

Keywords: Amateur, ensemble, community, music.

INTRODUCTION

In the general meaning, communities is a form of organization consisting of persons who come together with in the framework of a specific purpose thought or expediency (Narı, 1999: 33). Having a form of social organization it is necessary to maintain the social structure itself. Therefore organizing communities come together is located within the social structure of each. The concept of the choir according to the Turkish dictionary published by the Institution of the Turkish Language, it is defined as a community coming together to implement a musical work written in a single or multi-voice (T.D.K, 2005: 1219). Çevik (1997) defines choirs as follows: Choirs are sound collection balanced in terms of analog process or voice audio type audio capability and timbre, in accordance with a predetermined model established for the purpose of performing of interpretation of polyphonic music or work of a single work activities that contribute to society's cultural and artistic life.

Music communities have an important role on creation of the traditional singing together and transferring from generation to generation. Akdeniz (1987), "Music communities in our society extending today to tomorrow will have continuity by people pointed out that music communities had a great value on transposition of music" with the words, he wants to mean that music communities will make great contributions to our country's musical life. Music communities are effective in educational environments in which individual can develop his personality, spice up his life, prove himself, learn self confidence, learn to control himself and respect for others. Accordingly facilitate compliance with his life and community.

The most common execution area of music playing on important role in the development of social communication between people are amateur music communities. Amateur music communities were established in the aim of execution and representation of music a very important branch of our national culture, being able to transfer this art to future generations as required, ensuring the prevalence by introducing the music genres they are present, developing quality of music and culture of the society by increasing and ensuring that the assessment of leisure time with the music. While creating amateur music groups art is not considered as a commercial commodity. Most of the commodities have survived economically under very bad conditions for the sake of maintaining social activities showing continuity and cherishing their favorite music. People who keep these communities in the majority of the time outside of work make music by working diligently regardless of any material interest even giving a certain amount of money. It isn't possible for maintaining their existence of music groups without payment and giving concerts. Amateur music communities, although not established for the purpose of earning, these expenses such as working and concert halls rent, payments to made to



instrument players and technical staff, the amount payable for stage setting in the concerts, supplying their requirements of music stand, chair, tea, coffee, glasses etc. in the working parts must be met. Amateur groups meet these expenses with membership fees, donations and grants to community, in come from social activities and through the people and institutions that sponsored. Many forms of the basis of event activity are sponsorship programs. Music also about sponsorship is one of the popular sectors. Most of the music sponsorship is on supplying of concert clothing, concert hall rental, subsidy etc...

Obtaining prestige, it is an area in which music is used as a means of personal expression. This usage resulting from the desire to show case their skills in front of others is defined “the athletic of music” by Bruno Nettl. Making music with the aim of obtaining prestige brings benefits not only to good music player but also to communities supporting and organising him/her (Odabaşı 2001-41).

Members in the on going musical communities resolve quests to make music together, create friends environment based on their musical tastes by obtaining environment, extend their social activities. Member have the chance to develop their repertoires and sing right sounds. People who learned the some songs in a community can say the same songs in their daily lives when they come together for reasons such as trip leisure, evening gatherings. This situation will reinforce the sense of togetherness by ensuring unity for feeling and behavior in interpersonal. On the other hand, music is an activity that contributed to the development of personality is determined by the social environment and finalized within the limits imposed by the social environment. But being independent is of great importance in the development of personality. The amateur music groups are important as of education where people can feel free to get rid of these limited circles. This study, communities comprising of established without having objection of providing in come and on going members unpaid to participate in community have been included in “amateur communities. This study, with a review of cognitive and made in the context of music ensembles has a pattern of aiming at defining the continuity of communities, working styles and how to organise the human relationship of members.

The Purpose of The Research and the Research Hypothesis

The purpose of this study is to examine amateur music communities' social economic status in Izmir and to find out what is going on elements allowing communities to continue for many years. In the scope of the research, they seek solutions for the following research questions.

1. Despite the material impossibility, rather than the love of music, socio-cultural reasons lie maintaining their existence of amateur music communities.
2. The majority of the members who continue to the music community in Izmir have taken place any music community before.
3. The majority of music communities in Izmir are established in Karşıyaka town where persons with a high level of income and education are located.
4. In communities, the most common discussion subject is “making solo” between managers and members.

METHOD

In a model survey type, the music-society continuity has been examined and a study was carried out in a wide range of research base on the observation. Mainly through personal interviews specific concept is accessed and overview of the use of survey the general data has been obtained. The study group within the boundaries of the municipality of Izmir is a collection of 64 amateur groups.

The method of survey has been conducted to one third of the number of members in each community in the sample. Survey questions are applied to at least 6 persons. In communities with less than 6, it



has been applied to all the members of the community. Interview questions have been asked to community manager, to a person involved in the community management and/or to the eldest member. While determining amateur music groups, survey questions be asked of these groups;

- a. Communities have a high rate of recognition,
- b. Communities rooted for many years,
- c. Communities referenced by the music authorities.
- d. Being visited of all the communities managed by the managers' running more than one group of amateur music the principles like these are based on.

FINDINGS

The data obtained from evaluating of the applied interviews survey questions and verifies the hypothesis "Rather than the love of music, socio-cultural reasons lie maintaining their existence of amateur music communities".

The majority of the managers of the research groups, despite the differences of their education institutions and area, have musical background.

Amateur music groups, for the "social-environment" encircling music community has a high and effective educational quality.

In majority of the communities a definite number of tickets are given members to sell and they sell them to their acquaintances. Therefore the majority of audiences consist of the acquaintances of the on going members of the communities.

The data obtained from the questions applied to members in samples verifies the hypothesis "The majority of the members who continue to the communities in Izmir have taken place any music community before".

With the studies of survey and interview the data verifying the hypothesis "The majority of the amateur music groups are in Karşıyaka" are obtained.

The data obtained from the interviews and observations verify the hypothesis "The most common problem arising between managers and members is about 'making solo'".

RESULT-DEBATE-SUGGESTIONS

A limited percentage of the amateur music groups in Izmir, instead of meeting their outcome from the membership fees or grants, they prefer the way of finding sponsors. So, to satisfy the sponsor institutions having them financial support, carry out the majority of their wishes. These communities can't act totally independently. In the communities depended on any association this station is more clear. Some institutions determine from how many year to determining the concert hall where the performance is going to be hold and about technical staff. The autonomy of the community completely abandoning itself to completely sponsored support, naturally, will be debated. But on the other hand, the sponsored support plays an important role for communities to perform their activities. From the financial point of that their freedom will be limited, they still would like to have a sponsor.

The most common disagreement having between the managers and members in communities about 'making solo', it can be explained that rather than having a feel of unity, the self ago becomes



dominant. On the ongoing members of these communities in Izmir explains the interpersonal disputes less.

In the collection of in Karşıyaka of the most amateur music communities and music associations in Izmir, it is thought that financial position of the residents of this neighborhood cultural heritage the social structure of Karşıyaka are effective.

In the light of knowledge obtain from the questions applied to members, it is determined that most of the amateur music groups in Izmir have concert twice a year. The communities in Izmir with a number of the given concerts and activities significantly contributed to music lie alive.

While the young groups in Izmir trying to continue the search for modernization, Turkish classical music and Turkish Folk music groups are pushing a lot for the protection and revitalization of tradition. The young communities towards popular types of music when moving the popular community identity, the other communities who seem to be more commitment to their traditions and customs carry the traditional community identity. These identification structures different from each other of amateur groups in Izmir provides living species of both traditional and popular music in this town. This situation contributes to “urban awareness” of Izmir.

The majority of the amateur music groups in Izmir besides being the communities to get qualities such as of music education help developing social and emotional skills, having mutual respect, tolerance, acceptance in the process of social interaction looking at the events in terms of others, yourself and others establish, positive human relations, taking responsibility, avoid rowing in concerns, be more flexible, be open to aid.

Finally, amateur music groups are of great importance in many ways such as contribution to cultural life and musical education of town. Residents initiatives to meet the needs of these communities must be the lead, institutions to create bodies of band requests should be encouraged, community leaders should be chosen well, the importance given human relations in the community should be increased and the adequacy of the music given communities should be increased.

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THE RELATIONSHIP BETWEEN THE STATE-TRAIT ANXIETY LEVELS AND THE ACADEMIC ACHIEVEMENT OF MUSIC TEACHER CANDIDATES

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ABSTRACT

This study aims to test the relationship between state-trait anxiety levels and academic achievement among music teacher candidates. The sample for the study consisted of 80 music teacher candidates who were undergraduate students in the Faculty of Education in Gaziosmanpaşa University during the 2010-2011 academic year. For the purpose of the study, music teacher candidates' anxiety levels were assessed by the State-Trait Anxiety Inventory. Academic achievement scores were acquired from students' official transcripts and a personal information form was used to gather demographic information. Result of the study revealed a significant relationship between music teacher candidates' levels of trait anxiety and their academic achievement. However, no statistically significant relationship was found between state anxiety levels and academic achievement scores. In addition, there were statistically significant differences in academic grade point averages on the basis of class variable. Juniors' and seniors' academic achievement scores were higher than freshmen and sophomores. According to the class variable, there was not any statistically significant difference with regard to state-trait anxiety levels. According to gender, male and female students' state-trait anxiety levels and academic achievement scores did not differ.

Keywords: State-trait anxiety; music education; music teacher candidate; academic achievement.

INTRODUCTION

Anxiety is a state of depression, concern and oppression and some physiologic reaction occurring in various situations in which an individual feels threatened. Anxiety, which is occasionally experienced by individuals and is considered as a normal situation, can sometimes become severe and turn into a pathologic situation. Anxiety can appear in any part of life and various situations can increase the frequency and severity of anxiety. It is known that a mild level of anxiety increases success by forcing individuals to be more cautious; however severe anxiety situation affects achievement negatively (Yılmaz & Ocağcı, 2010). Spielberger (1966: as cited in Aydın, 2009) divided anxiety to two categories which are state anxiety and trait anxiety. State anxiety makes individuals to feel fear under stressful situations and additionally causes individuals to experience physiological difficulties such as blushing and trembling due to the stimulation of nervous system. When stress level is high, state anxiety level increases as well. On the other hand, trait anxiety is the state of a constant state of discontent and sadness in individuals without a certain reason. Individuals who experience state anxiety perceive numerous situations they experience as a potential threat or danger. In contrast to state anxiety, trait anxiety is not directly related to a certain situation. Anxiety is personality-based (Öner & Le Compte, 1983: as cited in Aydın, 2009).

Factors such as coping with anxiety and stress are popular subjects which are believed to affect academic achievement negatively. Şimşek (2010) investigated how psychosomatic symptoms experienced by an individual affected academic achievement and found that experienced psychosomatic symptoms had a negative effect on academic achievement. In addition, the literature contains studies on different fields of education which found that anxiety situation decreased performance achievement and problem-solving skills (Andrews & Wilding, 2004; Horwitz, 2001; Ma, 1999; Meece, Wigfield, & Eccles, 1990). Studies in the literature also concentrated on the relationship between achievement and anxiety levels. Previous studies generally found that students with high levels of anxiety had low levels of achievement. One of these studies aimed to determine the relationship between achievement levels and different anxiety criteria and it was found that anxiety was a variable which prevented achievement (Gardner & et al., 1987: as cited in Aydın, Zengin, 2008).



Analysis of previous studies on anxiety in the field of music teaching revealed that the literature mainly contains studies which focused on examination anxiety of music teacher candidates. Studies results generally showed that (Kurtuldu, 2009; Küçük, 2010) generally music teacher candidates experienced examination anxiety due to the fear of receiving low marks, inability to be completely prepared for the exam and low performance and that there was a significant relationship between exam anxiety level and musical instrument achievement.

Although music education is a field of education in which cognitive, kinetic and emotional skills are intertwined, it can be stated that music education mostly focuses on developing kinetic skills. Cognitive skills require understanding, comprehension, analysis, defining and synthesizing musical information and mainly involve mental activities. Emotional skills can be considered as subjective and emotional reactions towards music. Kinetic skills define behaviors which require mental and muscle coordination (Yokuş & Yokuş, 2010). Among many psychological phenomena which can affect the development of musical skills for three domains, anxiety is believed to be an important factor for music teacher candidates. In music education which mostly involves kinetic skill areas due to its nature, low performance can be experienced due to physical symptoms.

This study analyzed the relationship between “state-trait anxiety” levels and “academic achievement” scores of music teacher candidates and whether the relationship between state-trait anxiety levels and academic achievement scores were affected by various variables. The significance of the study is that it determines the relationship between state-trait anxiety levels and academic achievement scores based on analyzed dimensions and whether the relationship between trait-state anxiety levels and academic achievement scores varied according to grade level and gender variables.

The following questions were tried to be answered in the study:

1. Do state-trait anxiety levels and academic achievement scores of music teacher candidates vary according to “grade level and gender independent variables”?
2. Is there a statistically significant relationship between state-trait anxiety levels and academic achievement scores?

METHOD

Study Model

This is a field study which used survey model. Survey method is an appropriate and advantageous design to determine the present situation in terms of certain variables (Balci, 2005). This study was designed to determine whether there was a relationship between state-trait anxiety levels and academic achievement scores of music teacher candidates and whether the relationship between state-trait anxiety and academic achievement levels of music teacher candidates was affected by various variables.

Study Group

Study group of the study consisted of 1. (n=22), 2. (n=20), 3. (n=18) and 4. grade (n=20) students (N=80) enrolled in Program of Music Teaching, Department of fine Arts Teaching, Faculty of Education at Gaziosmanpaşa University who voluntarily participated in the study. Of the students, 51.2% were female, 48.8% were male.

Data Collection Tools

A Personal Information Form was prepared by the researcher to collect data about demographic characteristics of teacher candidates. This form consisted of 5 personal questions about music teacher



candidates who participated in the study. Among these questions, the ones necessary for the study were selected and used. In addition, musical instrument achievements of music teacher candidates were obtained from their transcripts.

State-Trait Anxiety Inventory [STAI] which was developed by Spielberg et al., (1964) and was adapted into Turkish by Öner and Le Compte (1983) was used to measure state and trait anxiety levels of music teacher candidates. The scale is a self-evaluation scale consisting of short statements. State anxiety form gave information only about how an individual feels now while trait anxiety form was developed to measure how an individual has been feeling in the last 7 days. STAI is a Likert-type scale graded between 1-4, consisting of 20 items. Reliability coefficients of the scale obtained on normal and patient samplings varied between .83 and .87 (Aydemir & Koroğlu, 2000; Şahin, Batıgün, & Uğurtaş, 2002). This study used both state and trait sub-scales.

Data Analysis

“Frequency and percentage” calculations were used to determine demographic characteristics of music teacher candidates in terms of determine variables. One factor “ANOVA” was used to determine “state-trait anxiety and academic achievement” levels according to grade level variable and independent group “t” test was used to determine “state-trait anxiety and academic achievement” levels according to gender variable. “Pearson’s Product Moments Correlation Coefficient” test was used to determine the relationship between “state-trait anxiety and academic achievement” levels of music teacher candidates.

FINDINGS

In this section, data obtained according to sub-problems of the study were presented in tables and were interpreted.

Sub-problem 1: Do “state-trait anxiety and academic achievement” levels of music teacher candidates vary according to “grade level and gender independent variables”?

Table 1. One Factor Anova Results for “State-Trait Anxiety and Academic Achievement” Levels of Music Teacher Candidates According to Grade Level Variable

State anxiety	Sum of squares	df	Mean square	F	p	Significant difference
Between groups	120.041	3	40.014	1.269	.291	
Within groups	2458.655	78	31.521			
Total	2578.695	81				
Trait anxiety	Sum of squares	df	Mean square	F	p	Significant difference
Between groups	195.724	3	65.241	2.277	.086	
Within groups	2235.155	78	28.656			
Total	2430.878	81				
Adademic achievement	Sum of squares	df	Mean square	F	p	Significant difference
Between groups	3142.666	3	1047.555	9.986	.000	4-1, 4-2, 3-1, 3-2
Within groups	8182.157	78	104.899			
Total	11324.823	81				

It is understood from Table 1 that according to one factor Anova results conducted for “state-trait anxiety levels and academic achievement scores” there was a statistically significant difference between academic achievement scores of music teacher candidates at the significance level of .01 [$F_{(3, 78)}$].



$t_{78}=9.98, p<.01]$. According to Scheffe test results, 3. grade ($\bar{X}= 74.85$) and 4. grade ($\bar{X}= 74.94$) academic achievement scores were higher than those of 1.grade ($\bar{X}= 60.14$) and 2. grade ($\bar{X}= 67.81$) students. In conclusion, this finding indicated that academic achievement scores of 3.grade and 4.grade students were higher than those of 1.grade and 2.grade students. On the other hand, there was no statistically significant difference in terms of “state-trait anxiety level” according to grade level variable.

Table 2. Independent Group “T” Test Results for “State-Trait Anxiety Levels and Academic Achievement Scores” of Music Teacher Candidates According to Gender Variable

State anxiety	N	\bar{X}	S	df	t	p
Female	42	45.92	5.93	80	.017	.986
Male	40	45.95	5.39			
Trait anxiety	N	\bar{X}	S	df	t	p
Female	42	40.14	5.99	80	.123	.265
Male	40	41.50	4.85			
Academic achievement	N	\bar{X}	S	df	t	p
Female	42	70.50	10.34	80	.015	.313
Male	40	67.85	13.19			

As indicated in Table 2, there was no statistically significant difference according to “t” test results performed for “state-trait anxiety levels and academic achievement scores” of music teacher candidates according to gender variable; state-trait anxiety levels and academic achievements of female and male students did not vary.

Sub-problem 2: Is there a statistically significant relationship between state-trait anxiety levels and academic achievement scores of music teacher candidates?

Table 3. “Pearson Product Moments Correlation Coefficient” Results for The Relationship Between “State-Trait Anxiety Levels and Academic Achievement Scores” of Music Teacher Candidates

	N	\bar{X}	S	r	p
State anxiety	82	45.93	11.82	-.353	.001
Academic achievement	82	69.21	18.26		
Trait anxiety	82	40.80	5.47	.192	.084
Academic achievement	82	69.12	11.82		

It is understood from Table 3 that there was a statistically significant relationship between “state anxiety levels and academic achievement scores” of music teacher candidates at a significance level of .01. On the other hand, there was no statistically significant relationship in trait anxiety levels of music teacher candidates. In conclusion, it was understood that trait anxiety levels and academic achievements of the students affected each other.

DISCUSSION

Anxiety, which causes individuals to experience the feeling of apprehension and concern towards various situations or events, is considered as an important psychological problem due to its effects on individuals. Orientation, interpretation and evaluation of events by individuals are important factors which increase or decrease anxiety. For example, while some individuals are comfortable and happy in



the same physical and social environment, some others might be extremely tense (Cüceloğlu, 1999: as cited in Arslan, Dilmaç, & Hamarta, 2009). University life and being a university student generally forms the basis of an environment which causes anxiety and stress in Turkey and in other countries. University students might experience fear and anxiety situations caused by various stressful and exciting situations (exam experience, stage performance etc.) in university environment (Bayram & Bilgel 2008: as cited in Yılmaz & Ocakçı, 2010).

Aydın (2009) investigated the relationship between automatic opinions and state anxiety levels of university students. The researcher found that there was a significant relationship between negative or dysfunctional opinions and state anxiety and reported that state anxiety levels of students affected negative opinions at the level of 39% or reverse. Yılmaz and Ocakçı (2010) tried to determine anxiety levels of university students and found that 77.2% of the students experienced a mild level and 19.6% experienced a moderate level of anxiety. The researchers found no statistically significant relationship between anxiety levels of students and demographic variables. İkiz (2000) investigated the relationship between self-esteem, academic achievement and trait anxiety levels of adolescents in different high schools and found that there was no significant relationship between academic achievements and trait anxiety levels of adolescents. The researcher also found that trait anxiety levels and academic achievements of adolescents did not significantly vary according to gender variable.

Engür (2002) analyzed the effect of achievement motivation on state anxiety of athletes and found that there was no statistically significant effect in state anxiety levels according to gender variable. Alver, (2003) analyzed psychological symptoms of the students enrolled in Department of Fine Arts Teaching and found that there was a significant difference between anxiety disorder and global symptom index scores in favor of females. Develi (2006) investigated trait anxiety levels of physical education teachers and found no significant relationship between gender and trait anxiety scores. Başaran, Taşgın, Sanioglu and Taşkın (2009) analyzed trait and state anxiety levels of athletes from different branches and found that there was no statistically significant difference between trait anxiety scores of athletes according to gender variable, while there was a significant difference between state anxiety scores. It was found that male students had higher state anxiety levels than female students.

In the study it was found that there was a statistically significant difference between academic achievement scores of music teacher candidates according to grade level variable at the level of .01. 3.grade and 4.grade academic achievement scores of the students were found to be higher than those of 1.grade and 2.grade students. On the other hand, there was no statistically significant difference according to grade level variable in terms of trait-state anxiety level. It was found that there was no statistically significant difference between state-trait anxiety levels and academic achievement scores of music teacher candidates according to gender variable. State-trait anxiety levels and academic achievement scores of female and male students did not vary. It can be stated that this result is in parallel to the results of İkiz (2000), Engür (2002), Develi (2006) and Yılmaz and Ocakçı (2010)

It was found that there was statistically significant difference between “trait anxiety levels and academic achievement scores” of music teacher candidates at the significance level of .01. This result is different from the results obtained by İkiz (2000). Shek (1988) found that there was a relationship between anxiety levels and school marks of secondary school students. This result is consistent with the results of the present study. In conclusion it was understood that trait anxiety levels and academic achievement scores of students affected each other. There was no statistically significant relationship between state anxiety levels and academic achievements of music teacher candidates. It was found that state anxiety level increased in case of high stress and decreased in case of no stress (Develi, 2006). Considering that state anxiety is related with how an individual feels at a certain moment and under certain conditions, it is believed that it would be beneficial to perform measurements to determine the relationship between state anxiety level and achievement for music teacher candidates prior to performance show (singing, playing musical instrument etc).



Based on the findings of the study, psychological counseling services of faculties of education can be used and coping strategies with anxiety can be developed to decrease anxiety levels of music teacher candidates. Thus, negativities caused by anxiety situation can be minimized and academic achievement level can be increased. Furthermore, it can be recommended to carry out similar studies on larger sampling to make study results more generalizable.

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THE ASSESSMENT OF THE RELATION BETWEEN THE DIMENSIONS OF SELF ESTEEM, SELF PERCEPTION AND PERSONALITY OF YOUNG ADULT SOLDIERS

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ABSTRACT

The objective of this research; is to examine the relation between the dimensions of self esteem, self perception and personality of young adult males who fulfils their temporary military duty in the Turkish Republic of Northern Cyprus. The young adult males aged between 18-25 who fulfil their temporary military duty in the Turkish Republic of Northern Cyprus constitutes the sampling universe of the research. 304 young adult males determined through appropriate sampling method have been included (added) into the research. As a means to collect data; Self-Esteem Scale whose Cronbach alpha reliability coefficient is 0,89 which was developed by Gilbert Allan and Trent in 1991 and adapted into Turkish by Şahin, Durak and Şahin and Eysenck Inordinate Self-Esteem Survey (EKA-GGK) which was developed by Francis, Brown and Philipchalk (1992) and adapted into Turkish by Karancı, Dirik and Yorulmaz (2007) whose internal consistency coefficient for extroversion, neurotism, psychotism and lie dimensions respectively are 78, 65, 42, 64; both have been used for the research. In the analysis of the data, SPSS 17.0 package program has been used. (Büyükoztürk, 2009; Sipahi, Yurtkoru and Çinko, 2008). In the research, analysis towards the relation between the level of self esteem with dimensions of personality and self perception of young adult soldiers who are already fulfilling their military duty has been conducted through "Spearman" correlation technique. In this research, the level of meaningfulness is taken as 0,05. As a result of the research, the relation between the levels of self-respect and self perceptions have been found meaningful in terms of positive and statistical angle. ($p < 0.01$; $0.42 > r > 0.15$). In between self respect and "psychotism" from the personality dimensions, negative, in between self respect and "extroversion", positive, and in between self respect and neurotism have been found meaningful relation towards positive direction. It has been observed that, as a result of the relations of self esteem with regard to perceptions of self and personality dimensions, several emotions have been able to be explained through self respect (self-esteem)

Keywords: Self perception, self esteem, personality dimensions, young adult male.

INTRODUCTION

According to Coopersmith (1967), self-esteem is a result of one's assessments about oneself. It comes into being through one's individual assessment of whether s/he accepts himself/herself or not, whether s/he finds herself/himself adequate or inadequate, whether s/he feels herself/himself important or unimportant and whether s/he finds herself/himself successful or unsuccessful over facts For Cüceloğlu (2002), it is as a result of one's positive or negative thoughts, opinions, and forms of self perceptions. According to Lelord (2006), self-esteem is a result of emotions which come into being as a consequence of self perceptions and one's standard of judgment which one arrives against such emotions. As it can be understood from the definitions, in order for individuals to form healthy relations, it is fundamental characteristic that they are well-adjusted and at peace with themselves. It For the individual to be well-adjusted, and demonstrate a healthy psychological improvement, s/he needs to think positively about herself/himself (Kılıççı, 1988).

Positive perception of self increases the skills of individuals to healthily cope with facts. Individuals with positive sense of self see themselves as more worthless (Josephs, Bosson and Jacobs, 2003). Individuals' perception of self which affects their emotional state, when observed indicates that even the perception of loneliness alone can cause inadequacy in social abilities, depression, alcoholism, and many psychological problems even extending to suicide (Çeçen 2007).

Together with this, it is indicated that the power to defend against anxiety, positive thinking and emotional stability are related with the perception of being sufficient. The inadequacy of the



perception of sufficiency leads to the individuals' feelings of inability to solve problems, causes even little problems to seem like big ones and hence enhances stress of living (Kumar and Lal, 2006).

Self confidence, which strengthens the ability to struggle against and resist difficulties, is another style of perception. In the absence of it, indications of increased hesitant behavior, discontinuation of tasks and increased inability to show patience arise (Lelord, 2006).

Personality structures have great effect on the intense experience of negative emotions and behavior due to low self-perceptions. A strong structure of personality comes from being far from inner clashes and overcoming fear and anxiety (Eysenck, 1996). Individuals' hesitance, unease, anxiety, touchiness, stance that inclines for emotional behavior, quick saddening or anger, immense emotional reactions towards even little problems and difficulties in returning to normal again (İnanç and Yerlikaya 2009) and many more similar emotional stances show relation with neurotic personality traits.

Every citizen of the Turkish Republic of Northern Cyprus is obliged to complete their military duty. This obligation makes way for individuals with various emotions, thinking and personality traits to come together. These individuals who bear the same rights have to comply in a rule based organization culture, with unfamiliar behavior and manner of conduct.

Whilst prior to attending the army the individual can take advantage of means of family and other social support, when in the army the individual is limited in taking advantage of such support; instead the individual has to maintain relationship with peers. Also, it is observed that failure because of the physical, mental and skillful requirements of many of military activities leads to weakening of feelings of being part of a group, acceptance and emotions of being loved and intensified feelings of loneliness.

When we look at the emotional, thinking and behavioral effects of self-perception and individual structures, we understand the importance of the preservation of psychological health in military environment. Therefore, in terms of preserving psychological health it is necessary and important for the investigation of the relationship between self esteem and self-perception and personality levels in adult males who are doing their obligatory military service.

The Research Hypothesis

Is there a reasonable relationship between self esteem and self-perception and personality levels in adult males who are doing their obligatory military service?

Sub Problems

1. Is there a reasonable relationship between self esteem and self-perception in adult males who are doing their obligatory military service?
2. Is there a reasonable relationship between self esteem and personality levels in adult males who are doing their obligatory military service?



METHOD

The Research Model

This research has been conducted using the scanning model. Scanning models are models that aim to describe as it is, a present or past situation (Karasar 2006).

Study Group

For this research the applied sampling method was used. The sample used for the research comprised of 304 male adults doing their obligatory military service in Nicosia city in the Turkish Republic of Northern Cyprus. The sample ages ranged from 18 to 25.

Statistical Analysis of the Data

For the data analysis SPSS 17.0 package software was used (Büyüköztürk, 2009; Sipahi, Yurtkoru and Çinko, 2008). In studying the relationship between self esteem and personality levels and self-perception amongst adult males doing their obligatory military service, the “Spearman” correlation technique was used.

Data Collection Tools

Self Esteem Measure: The Self Esteem developed by Bogenç (2005) is comprised of Likert 5 style 20 items. 15 of these items were arranged as positive and the rest 5 as negative. The response given to these items are identified as “always”, “often”, “once in a while”, “seldom” and “never”. For the positive items, the “always” response is scored 1 and the “never” response is scored 5. Low scores for the measure indicate low self respect and high scores for the measure indicate high self respect. The lowest score possible for the measure is 20 and the highest is 100. The Cronbach Alpha Factor for the measure is set as .81 (Bogenç, 2005). However for this research the Cronbach Alpha Factor has been found to be .80.

Self-Perception Measure: “The Self-Perception Measure” developed by Gilbert, Allan and Trent (1991) and translated to Turkish by Şahin Durak and Şahin (1993) has been used. It is a measure aimed at specifying the perceptions linked with how the individual, when compared to others sees himself in various dimensions. The measure is an 18 item 6 style Likert scored measure. High scores indicate a positive self scheme. The Cronbach Alpha Factor obtained from the original measure is indicated as .87 (Şahin and others 2002:127). For this study however, the Cronbach Alpha Factor is found to be .84.

Eysenck Personality Survey (EKA-GGK): Developed by Francis, Brown and Philipchalk (1992) and translated to Turkish by Karancı, Dirik and Yorulmaz (2007), Eysenck’s “Self” survey (EKA-GGK) has been used by many researchers (Savaşır and Şahin, 1997; Aydemir and Köroğlu, 2009). Inner consistency factor was specified for extroversion, neuroticism, psychotics and lying levels as .78, .65, .42, .64 respectively. The measure is comprised of 24 items and 4 sub measures. These sub measures are: Extroversion (6 items), neuroticism (6 items), psychosis (6 items) and lies (6 items). For each personality trait the score ranges from 0 to 6. For this study the Cronbach Alpha Factor has been found .279. (The Alpha value might be low because of the fact that the sample contains only men).

RESULTS

In this section, the results of the statistical analysis’ conducted with the aim of testing the questions formed as part of the general aim of the research are presented.



With Respect to the Research’s Primary Sub Problem, the Findings of the Relationship between Self Esteem and Self-Perception:

In the below table (Table-1) the correlation between the scores from the self esteem measure and self-perception measure are presented.

Table 1: The Correlation Values Between Self Esteem and Self-Perception

Self-Perception Sub Items	Self Esteem (r)	p
Sufficient-Insufficient	0.15**	0.009**
Skillful-Incompetent	0.42**	0.000**
Successful-Unsuccessful	0.28**	0.000**
Disliked One- Liked One	0.38**	0.000**
Introvert-Extrovert	0.17**	0.003**
Alone-Not Alone	0.23**	0.000**
Left Out-Accepted	0.21**	0.000**
Impatient-Patient	0.31**	0.000**
Tolerant-Intolerant	0.21**	0.000**
Obedient-Initiative User	0.22**	0.000**
Coward-Brave	0.23**	0.000**
Not Self-confident-Self-Confident	0.40**	0.000**
Shy-Bold	0.36**	0.000**
Untidy-Tidy	0.43**	0.000**
Passive-Active	0.24**	0.000**
Hesitant-Determined	0.41**	0.000**
Antipathetic-Sympathetic	0.42**	0.000**
Submitting-Right Seeker	0.33**	0.000**

n=304 **p<0.01

It has been found that between self esteem and “Sufficient-Insufficient” perception there is a positive, low level reasonable relationship ($r=0.15$ $p=0.009$). As self esteem raises the self-sufficient perception raises. As self esteem declines the self-insufficient perception increases.

It has been found that between self esteem and “Skillful-Incompetent” perception there is a positive, mid level reasonable relationship ($r=0.42$ $p=0.000$). As self esteem raises the self-skillful perception raises. As self esteem declines the self-incompetent perception increases.

It has been found that between self esteem and “Successful-Unsuccessful” perception there is a positive, low level reasonable relationship ($r=0.28$ $p=0.000$). As self esteem raises the self-skillful perception raises. As self esteem declines the self-unsuccessful perception increases.

It has been found that between self esteem and “Liked-Disliked” perception there is a positive, low level reasonable relationship ($r=0.13$ $p=0.003$). As self esteem raises, an extrovert person’s perception of being liked increases. As self esteem declines an extrovert person’s perception of being disliked increases.

It has been found that between self esteem and “Introvert-Extrovert” perception there is a positive, low level reasonable relationship ($r=0.18$ $p=0.003$). As self esteem raises the self-extrovert perception raises. As self esteem declines the self-introvert perception increases.

It has been found that between self esteem and “Alone-Not Alone” perception there is a positive, low level reasonable relationship ($r=0.23$ $p=0.000$). As self esteem raises the self-not alone perception raises. As self esteem declines the self-alone perception increases.



It has been found that between self esteem and “Left Out-Accepted” perception there is a positive, low level reasonable relationship ($r=0.207$ $p=0.000$). As self esteem raises the self-acceptance perception raises. As self esteem declines the self-being left out perception increases.

It has been found that between self esteem and “Impatient-Patient” perception there is a positive, mid level reasonable relationship ($r=0.31$ $p=0.000$). As self esteem raises the self-patience perception raises. As self esteem declines the self-impatient perception increases.

It has been found that between self esteem and “Tolerant-Intolerant” perception there is a positive, low level reasonable relationship ($r=0.21$ $p=0.000$). As self esteem raises the self-tolerance perception raises. As self esteem declines the self-intolerant perception increases.

It has been found that between self esteem and “Obedient-Initiative User” perception there is a positive, low level reasonable relationship ($r=0.22$ $p=0.000$). As self esteem raises the self-initiative using perception raises. As self esteem declines the self-obedient perception increases.

It has been found that between self esteem and “Coward-Brave” perception there is a positive, low level reasonable relationship ($r=0.23$ $p=0.000$). As self esteem raises the self-braveness perception raises. As self esteem declines the self-afraid perception increases.

It has been found that between self esteem and “Not Self-Confident – Self-Confident” perception there is a positive, mid level reasonable relationship ($r=0.40$ $p=0.000$). As self esteem raises the self-confidence perception raises. As self esteem declines the self-unconfident perception increases.

It has been found that between self esteem and “Shy-Bold” perception there is a positive, mid level reasonable relationship ($r=0.36$ $p=0.000$). As self esteem raises the self-boldness perception raises. As self esteem declines self-shyness perception increases.

It has been found that between self esteem and “Untidy-Tidy” perception there is a positive, low level reasonable relationship ($r=0.36$ $p=0.000$). As self esteem raises the tidiness perception raises. As self esteem declines the self-untidy perception increases.

It has been found that between self esteem and “Hesitant-Determined” perception there is a positive, mid level reasonable relationship ($r=0.41$ $p=0.000$). As self esteem raises the self-determined perception raises. As self esteem declines the self-hesitant perception increases.

It has been found that between self esteem and “Antipathetic-Sympathetic” perception there is a positive, mid level reasonable relationship ($r=0.42$ $p=0.000$). As self esteem raises the self-sympathetic perception raises. As self esteem declines self-antipathetic perception increases.

It has been found that between self esteem and “Successful-Unsuccessful” perception there is a positive, low level reasonable relationship ($r=0.28$ $p=0.000$). As self esteem raises the self-skillful perception raises. As self esteem declines the self-unsuccessful perception increases.

It has been found that between self esteem and “Submitting-Right Seeker” perception there is a positive, mid level reasonable relationship ($r=0.33$ $p=0.000$). As self esteem raises the self-right seeking perception raises. As self esteem declines the self-submitting perception increases.

With Respect to the Research’s Primary Sub Problem, the Findings of the Relationship between Self Esteem and Self-Perception:

The correlation values of the relationship between the scores taken from the self esteem measure and personality levels measure are presented in Table 2 below.

**Table 2: The Correlation Values Between Self Esteem and Personality Sub Levels**

Personality Sub Levels	Self Esteem(r)	p
Neuroticism	-0.21**	0.000**
Extroversion	0.33**	0.000**
Psychosis	-0.39**	0.000**

n=304 **p<0.01

It has been found that between self esteem and Neuroticism personality features there is a negative, mid level reasonable relationship ($r=0.21$ $p=0.000$). As self esteem raises neuroticism personality features diminishes. As self esteem declines the neuroticism personality features increases.

It has been found that between self esteem and Extroversion personality features there is a positive, mid level reasonable relationship ($r=0.33$ $p=0.000$). As self esteem raises extroversion personality features increases. As self esteem declines the introversion personality features increases.

It has been found that between self esteem and Psychotic personality features there is a negative, mid level reasonable relationship ($r=0.39$ $p=0.000$). As self esteem raises psychotic personality features diminishes. As self esteem declines the psychotic personality features increases.

DISCUSSION

In this section, the results obtained after statistical analyses are discussed and interpreted with respect to the literature.

It has been found in the research that, there is a positive rise in positive self perception linked with self esteem and extroversion linked with personality levels; and that there is a negative relationship between psychotic, neurotic and introvert personality levels. According to Eisenbarth (2008) individuals with high self esteem tend to have higher abilities to cope with stress and depression, to focus better on problem solving whilst on the other hand individuals with low self esteem tend show less resistance to such problems; when these individuals fail to achieve they feel bad and this causes inter relations to lose strength (Takagishi, Sakata and Kitamura, 2011). Lee-Flynn, Pomaki, DeLongis, Biesanz and Puterman (2011) indicate that individuals with low self esteem tend to have high depression and bear depression for longer periods of time. According to Rios, Wheeler and Miller (2012), individuals with low self esteem in uncertain conditions tend to have adaptation problems with others; individuals with high self esteem however tend to be able to use their problem solving and persuasion techniques more effectively.

Also according Doğan (2010) depression rises and social behavioral disorders appear with individuals who have low self esteem. For Boden, Fergusson and Horwood (2011), young adults who have low self esteem, when they come to the ages of 18, 21, and 25, they witness social problems as well as mental health problems. In addition, it has been observed that their hopes towards a brighter future have been diminished. Vess, Arndt and Schlegel, (2011) in their research have found that there is a correlation between psychological state of health and positive thinking. Forest and Wood (2011), stated that the decrease in self esteem against the facts ultimately increase aggressive approaches whilst an increase in self esteem ultimately increases rational thinking.

Katsounari (2009) observes that the decrease in self esteem ultimately increases the level of depression and eating disorder. Kiang and Fuligni (2010), states that an increase in self esteem positively affects life satisfaction. According to Brown (2010), individuals who have low self esteem, experiences long time anxiety against failures in their business lives.



It has been seen that an increase in neurotic emotions, (anxiety, indecision, uneasiness of mind, being enraged) lowered self esteem. Cai, Wu and Brown (2009), argue that lower self esteem causes negative effects over depression and level of anxiety.

Change in the perception of acceptability increases self esteem. DeHart, Tennen, Armeli, Todd and Mohr (2009), argue individuals whose self esteem is low, have lower belief of social acceptance.

Increase in the perception of adequacy increases self esteem, whereas increase in the perception of inadequacy lowers self esteem. Increasing perception of inadequacy affects perceptions of lack of confidence and lack of harmony towards others, (Singh and Bussey, 2010) drug addiction (Geng, Jiang and Han, 2011) and increase in the level of depression (Gordon, Flett and Paul, 2011).

It has been seen that extroversion characteristic increases self esteem. Mehdizadeh, in his research (2010), found that the decrease in extroversion personality causes problems in social relations (Mutlu, Balbag and Cemrek, 2010) and increases emotions of despair. The conviction that being social, audacity, friendliness, acting well-adjusted as the foundation of extroversion demonstrate parallelism with Eysenck's theoretical explanations. (İnanç and Yerlikaya, 2009). Also, according to Rizwan and Ahmad's research (2010), it has been seen that decrease in self esteem increases mental health problems. In Kenneth's research, (2012), it has been observed that, decrease in self esteem increases the feeling of shame.

It has been seen that the decrease in self esteem ultimately decreases the perception of pursuing justice. Kernis, Lakey and Heppner (2008), in their research on the effect of self esteem over pursuing justice, found out that the decrease in self esteem negatively affects behavior of pursuing justice and increase in self esteem positively increases such behavior.

It has been seen that the increase in the perception of loving oneself increases self esteem. Neff and Vonk (2009), found that there is a statistical positive relationship between self esteem and loving oneself.

It has been seen that the increase in the perception of indecision decreases self esteem. DeMarree, Petty and Strunk (2010), argues that individuals who have higher self esteem demonstrate appropriate decision making behavior when it comes to facts. On the other hand, individuals who have lower self-esteem demonstrate indecision against facts. Haddock and Gebauer (2011), argue individuals who have stable self esteem are directly related with focusing, determination and positive thinking.

It has been seen that the increase in the perception of audacity increases self-esteem. Macsinga and Nemeti (2012), state that the increase in self-esteem enables individuals to be able to express themselves better and increase the power of their will.

CONCLUSION AND RECOMMENDATIONS

As a result of this research, among young male adults who fulfill their military duty there has been found positive meaningful relation between self esteem and perception of self, in between self respect and "psychosis" from the personality dimensions, negative, finally with extroversion personality dimension positive relationship have been found which show parallelism in accordance with the findings of literature. It has been seen that, thought structures, state of emotions and styles of behavior which self-esteem, perceptions of self and personality dimensions created over individuals, have invaluable high significance in terms of protection of mental health, enhancing the level of their harmony and their performance at work. In order for self esteem to be enhanced, "Short-Term Solution Focused Individual and Group Consultations" could be carried out. Also, educational models towards decreasing the effects of personality characteristics and perceptions of self could be



developed and implemented. In this research, there are some limitations. Data of the research have been obtained from young adult males who are already fulfilling their military duty in the Turkish Republic of Northern Cyprus. The results of the research can be generalized to this group. It is suggested that, future studies be carried out with bigger and heterogeneous working groups qualitatively as well as quantitatively.

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