



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



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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