

The Relationship Between the Perceptions of Personality Traits and Social Loafing Behaviors of Candidate Teachers

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Abstract

The aim of this study is to investigate the relationship between the personality traits (i.e., neuroticism, extroversion, openness, compatibleness and conscientiousness) and social loafing behaviors of candidate teachers. A correlational survey model was used. The sample consisted of 166 students who attend faculty of education and 155 students who attend a teaching certificate program at a state university in Turkey. Five Factor Personality Scale and Social Loafing Scale were used as the data collection tools. In the data analysis, as descriptive analyses, t-tests and Pearson correlation test were used. Statistically significant differences on some study variables were detected regarding demographic traits. Correlational findings showed that there were significant and negative correlations among social loafing behaviors and personality traits of neuroticism, compatibleness and conscientiousness among candidate teachers. Moreover, Stepwise Multiple Regression Analysis was conducted to examine to what extent personality traits predict social loafing behaviors. According to findings, conscientiousness and compatibleness were significant predictors of social loafing behaviors.

Keywords: Five factor personality theory, personality traits, social loafing candidate teachers

Introduction

The most important factor that distinguishes people or makes them different from others is the personality (Aytaç, 2001). Personality, which has an important place in psychology, is a concept based on the examination of both individuals and societies.

On the other hand, the fact that social influence is an important factor in the formation of personality places personality in the field of both psychology and sociology. The personality, composed of a total of human behavior, is a subject that has long been of interest to researchers in these fields, is a matter of attention and debate.

There are many different definitions of personality. Robbins and Judge (2013) characterize personality as the traits that make people different from others; the ways in which an individual reacts to or interacts with other individuals; the differences in the mental and physical traits of the individual and the way these differences are reflected in the person's behaviors and thoughts. Gerrig and Zimbardo (2016) defined personality as a set of individual traits that stabilize despite the time, place, and condition differences that lead to an individual's behavior. Personality has also been described as

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unique, distinctive and unchanging (Günel, 2010). The most commonly used definition of personality is the definition made by Allport (1937), who defined personality as a dynamic organization within the individual who owns psycho-physical systems that determine his own arrangements while adapting to the environment (as cited in Robbins & Judge, 2013).

Personality theorists put forward a wide variety of theoretical frameworks to explain personality. The theories derived from these different sources occasionally converge on each other but sometimes they contradict. Although the adjectives defining the personality traits are not encompassing, they provide a broad framework for investigating personality. The efforts to classify personality traits started with Galton in the 1900s followed by various classifications. Explanation of personality traits in five dimensions started in the 1960s and gained momentum in the 1980s and 1990s. The most recent classification was made by McCrae and Costa (Gümüş, 2009; Demirkiran, 2006). In this study, McCrae and Costa's Five Factor Personality Model (FFPM), which represents the basic dimensions of personality, were used. "Factor" as coined by McCrae and Costa corresponds to behavior variables that have been determined to be composed of five factors of personality as a result of multidimensional measurement and scoring of large groups of people (Bolat, 2008). They define these five main factors as *neuroticism*, *extroversion*, *openness*, *compatibleness* and *conscientiousness*.

According to Costa and McCrae (1995), neuroticism expresses the lack of positive psychological adjustment and emotional balance. Emotionally balanced people are calm, comfortable, durable and self-confident individuals, while emotionally unbalanced individuals (neurotic) are more tense, anxious, sensitive, pessimistic and insecure. When they are faced with difficult and uneasy situations, they suffer from anxiety, anger and depression and lose their confidence (Arslan & Kılınç, 2019; Bitlisli, Dinç, Çetinceli & Kaygısız, 2013; Bozkaya, 2013; Robbins & Judge, 2013).

Those people with high levels of *extroversion* are positive, social, energetic, cheerful, dominant, ambitious and show concern to others; those with a low level of extroversion prefer shyness, calmness, and loneliness (Bono, Boles, Judge & Lauver, 2002). The positive and energetic features of extroverts are more related to conflicts and facilities. Due to the higher energy potential, extroverts can produce more thoughts in the given time and feel less fatigue than the introverts (Metz, 2006).

Those who have *openness* are helpful, soft-hearted, forgiving, and honest (Tatlıhoğlu, 2014). People who are open to development have an imaginative, creative, humorous, original and artistic personality in general. They value aesthetic values and intellectual pursuits. Individuals with low levels of openness are shallow, simple and plain (Friedman & Schustack, 1999). They have traditional attitudes, are normative, obedient to authority, have low creativity and poor imagination, and are uniform individuals (McCrae & Costa, 1985).

Those people with *compatibleness*, compared to other individuals, are more pro-

cooperative in the work done, kind, loving, flexible, friendly in social relations instead of being competitive (Moody, 2007: 28). Individuals with low levels of compatibility are vindictive, arrogant, stubborn, competitive, incompatible, and difficult to compromise (Bacanli, İlhan & Aslan, 2009; Costa & McCrae, 1995).

Conscientious individuals display responsible, dependent, careful, disciplined, success-oriented, self-motivated personality. Individuals with these traits have a high probability of success in any task. People with low responsibility are careless, unreliable, and feel comfortable to reach their goals (Burger, 2006).

Holland (1997) suggests that individuals can be grouped in terms of personality traits and that these groups can be happy and successful in environments suitable for their group traits. One of these circles, and perhaps most importantly, is one's business environment in which he or she spends a significant part of his or her life. Therefore, the happiness and success of the work environment depends on the occupation that the individual chooses. Demirci (2017) emphasizes that it is very important for an individual to choose a profession suitable for his or her personality traits. The reason is that individuals who choose a profession suitable for their interests, talents and personality features and therefore live in that professional environment are expected to be happy and successful in their professional life and social life. Individuals may have chosen the environment, socio-economic level, people they will spend time with, and even the person they will marry with their profession choice (Demirci, 2017).

Individuals can find the opportunity to display their personality features more effectively in some professions. One of these professions is the teaching profession. Teaching is one of the most important professions where personality features are influential. The teacher should be a model for all the students in the classroom or outside the classroom, and must have the personality features that can show the desired qualifications in the activities of education. Individuals who choose the teaching profession must have many personality features such as loving people, being social, sharing, loving teaching and learning, being open to innovations and eager to learn new information. In addition, individuals who are in this profession have certain traits such as being patient, having social skills and high teaching ability. If they do not have these traits, they can also lead to the disappearance of good qualities that exist in students. Therefore, prospective teachers who choose the profession of teaching should evaluate whether this profession is suitable for their personalities. It is thought that a teacher candidate who is not suitable for his or her teaching profession will not be able to show the desired success in his or her profession after a certain period of time. (Demirci, 2017; Kurt, Ekici, Aktas & Aksu, 2013; Yazici, 2006).

Another variable of this study is social loafing, which is one of the concepts that emphasize that when an individual is within the group, his or her efficiency decreases. The concept of social loafing, which negatively affects the performance of the organization, was introduced by Latané, Williams and Harkins (1979). Using the concept of

social loafing for the first time, Latané and others (1979) described social loafing as a “social disease” (İlgin, 2013; Uysal, 2016). In a large number of studies on social loosening, also called “Ringelmann Effect” (Piezon & Ferree, 2008), it was seen that individuals often made less effort when compared to individual studies when they worked jointly (Karau & Williams, 1997).

Individuals who exhibit the social loafing behavior that can be found in every area of life can perform below their potential by thinking that the tasks are being carried out in any way and that there are other people in the group. Individuals do not generally transfer their potential in group studies consciously or unconsciously. This understanding is reminiscent of the X theory of McGregor’s X and Y theory. According to this theory, people do not like to work by nature; however, they demonstrate all their power to achieve an indirect or direct benefit in tasks that require personal performance. In group tasks they tend to avoid working and taking responsibility (Tok, 2008).

In the tasks to be performed within the group, the individual may think that this situation can be tolerated by other group members as a result of his or her inability to fulfil his or her duties. If the same responsibility is given to more than one individual, the individual thinks that personal contribution is unnecessary and these feelings can be effective in the emergence of social loafing behavior (Demir Uslu & Çavuş, 2014). In addition, the organizational and managerial practices that may cause the members to develop negative attitudes and behaviors towards the organization and the negative attitudes and behaviors exhibited by their colleagues may also cause social loafing (Himmatoglu, Ayduğ & Terzi, 2018). However, group work increases productivity in the institution, helps achieve the goals of the institution, solves problems more healthily and easily, helps use time effectively, helps with socialization of employees, increases job satisfaction, increases morale and performance, meets the needs of belonging to a place, and takes more pleasure from the work they do (Başaran, 2004; Cafoglu, 1996; Eren, 2002). However, when group activities cannot be effectively managed, negative results may occur. Eren (2002) states that in such cases, individuals who take advantage of other group members may appear and that such individuals do not exert enough effort to perform their duties as a team member while benefitting group membership; in a sense, they exhibit social loafing behavior. Social loafing, which is one of the important problems that may cause harm to the organization in terms of organizational behavior; is a behavior that negatively affects the integrity and power of the organization that are directly linked to performance, absenteeism and the level of satisfaction of members of the organization (Duffy & Shaw, 2000). Social loafing can lead to other organizational problems ranging from non-adoption, ignorance, inefficient work, burnout, job dissatisfaction, cynicism and dismissal (Güçer, Pelit, Demirdağ & Keleş, 2017). In addition, social loafing causes a negative synergy in the organization (Demir Uslu & Çavuş, 2014).

Group work, which is of great importance for organizations, is becoming increas-

ingly widespread in schools. Many tasks in schools are carried out in commissions and committees. It is relatively easy to determine the contributions of teachers to the school if they carry out their individual studies, in other words, their routine activities in schools. That is, a person who works individually and does little or no work, will not be involved in any production and such a worker can be identified and disciplined in a variety of ways. If the employees perform their duties within a group, rather than as an individual, it is difficult to determine the individual contributions of the group members in the performance of the group. In such a work environment, some of the teachers may show social loafing behavior. According to Kafes and Kaya (2017), it is an undesirable behavior in the works carried out in team work since social loafing reduces the performance of individuals and leads them to show their laziness, thus, negatively impacts the group they work with and also decreases the performance of the group they work with. Studies show that the tendency of an individual to decrease his or her performance within the group is not only negative for him or her, but also for the other members who may perceive this trend and eventually display the same behavior. This may naturally cause negative situations such as the total performance of the group to decrease (Kafes & Kaya, 2017). It will not be possible to expect an effective and efficient working environment in such schools. The teachers of the future who are consulted in this research, will not only teach in the classes they are responsible for, but will also carry out other responsibilities and duties, as well as participating in group works to contribute to the development of the institution they work from time to time. Albayrak, Ayas and Horzum, (2012) stated that group work is one of the frequently used methods for educating candidate teachers, students take responsibilities in various activities as a group in their schools, and they participate collaborative work in the courses. During these studies, some students make more contributions to the group while others prefer loafing. Not all member in the group fulfills their responsibility in the same and expected level. In this sense, it is important to determine the extent to which people who are candidates for raising the future generations of a country exhibit social loafing behavior that negatively affects group motivation.

Working people spend a large part of their lives in the workplace rather than with their families. Starting from the beginning of his/her working life, a person becomes a member within the organization with his or her own personality structure. Persons with positive traits of personality traits experience less stress. Their job and life satisfaction and performance are higher. Leadership skills begin to emerge. They exhibit unusual behavior at lower levels, and adapt to change more quickly. They have a higher loyalty to its workplace; therefore, they work longer in the institution they work in (Robbins & Judge, 2013), they are more efficient in the workplace. To do this, first of all the person must know himself or herself and know what traits he or she has. By discovering these traits, it becomes more successful and happier when choosing a profession. When he acts without knowing his traits, there is a possibility that he will be unhappy.

Therefore, especially young people should know more about their personality before choosing a profession.

On the other hand, the work environment contributes to the development of the personality of the individual. As the personality of the individual is influenced by the work environment, the work environment is also affected by the personality of the individual. An individual with negative personality traits may adversely affect the organizational climate. If the work to be carried out within the institution is not in line with his or her own personality structure and the organization in which he or she belongs is not in harmony with his or her personality, the individual's performance in the work life, job satisfaction and organizational commitment will decrease, absenteeism and turnover intentions will emerge. All these negative organizational attitudes can also cause social loafing. In this study, it is assumed that there is a relationship between the personality traits of the teacher candidates and social loafing behaviors, and that the personality traits will predict the social loafing behaviors. It is thought negative personality traits will predict higher levels of social loafing behavior and positive personality traits will predict lower levels of social loafing behavior.

Some of the demographic variables may be influential in personality traits and social loafing, such as gender, age, and program type. According to Roccas, Sagiv, Schwartz and Knafo (2002), personality traits of neuroticism, extroversion, openness decrease from adolescence to adulthood while the features of compatibleness and conscientiousness increase. They also note that the differences between traits of neuroticism, extroversion, openness among adolescents and late adults are few, and also that there are many differences between the traits of compatibleness, conscientiousness. McCrae et al (2000), in their studies with different cultures, demonstrate that personality traits have changed in a similar way as age (as cited in Roccas et al. 2002). Tolukan and Bayrak and Dogan (2017), who are also working on social loafing - another variable in this study- found that as age increases, the level of social loafing decreases. Therefore, in this study, it is worth to investigate whether there is a difference between the personality traits and social loafing levels of the participants who fall into different age groups.

Another variable was gender. Gümüş (2009) states that gender has an effect on personality traits; and that in some studies, the level of neuroticism among women is higher than that of men. This may suggest that women can be more compatible with the effect of different socialization. On the other hand, males are expected to be more extroverted than females, depending on their socialization differences (Gümüş, 2009). In terms of social loafing, a study by Karau and Williams (1997) found that female employees were less likely to display loafing behavior than males. It has been concluded that the efforts of men suddenly reduced when they shifted from individual study to group study and also that such a situation is not observed in women. In the studies conducted by Kerr (1983), Doğan et al. (2012) and Karadal and Saygın (2013), it was

found that the social loafing behaviors of males were higher. In the literature review, it was seen that gender could have an effect on both personality traits and social loafing; therefore, gender has been included in the study as a variable.

One other demographic variable is the program type of the participants. In the selection of candidate teachers, it is considered necessary to have different evaluation processes upon entrance to the faculty as well as the university exam (Saracaloğlu & Ceylan, 2016). For example, in Singapore and Japan, the candidate's personality traits are evaluated in addition to the undergraduate degree they receive from the university so that candidate teachers can start their profession (Kinney, 1998). In the USA, in addition to the overall scores obtained from high school grade point averages and standard examinations, interviews, reference letters, personality and behavior tests are used in the USA (Saracaloğlu & Ceylan, 2016). As can be seen in some developed countries, personality traits have an important place in the teaching profession because a teacher with a healthy personality will be more successful in his / her profession. For example, people with a high score of conscientiousness are responsible, well-executed, hard-working, efficient with time and planning, well-organized, ambitious. These people are more likely to succeed in teaching. Those with low scores are irresponsible, harmful, and sociopathic individuals (Yazgan Inanc & Yerlikaya, 2012). It is thought that these individuals will be more inclined to social loafing and thus fail in the profession. The fact that there is yet no study in the literature on the personality traits and social loafing behaviors of students from the faculty of education and those in teaching certificate program has made it necessary to test the program type variable.

There are few studies that directly address the relationship between personality and social loafing. One of these studies was conducted by Klehe, Anderson and Hoefnagels (2007). The relationship between culture and personality, and social loafing was investigated among university students studying psychology. Hoon and Tan (2008) examined the impact of motives and personality role on social loafing and organizational citizenship behaviors (Organizational Citizenship Behavior and Social Loafing: Personality, Motives, and Contextual Factors) on university students. After the study, they determined the negative relationship between social loafing and conscientiousness. Another study was conducted in the IT sector in Turkey by Ülke (2006) and five factor personality traits and the effect of perceived justice on social loafing were discussed. In other studies, personality and social loafing have been associated with other variables. Some of these studies are as follows:

Günel (2010) conducted a research on the mobbing phenomenon and the personality traits of mobbing victims. Demirci (2017) discussed the relationship between Holland's professional types and five-factor personality traits; Tokat, Kara and Karaa (2013) discussed the tendencies of employees in terms of personality types in the face of an organizational change. In the study conducted by Örucü and Aksoy (2018), the relationship between cyberloafing behavior and five major personality traits was inves-

tigated. Research findings showed that there was a significant and positive relationship between personality trait of neuroticism and significant cyberloafing behaviors.

Some of the international studies carried out in the field of education on personality are as follows: Chambers, Henson and Sienty, (2001) discussed the relationship between personality types and teaching effectiveness of newly recruited teachers. Decker and Rimm-Kaufman (2008) have studied on personality beliefs and teacher beliefs. In studies conducted in Turkey, Kurt et al. (2013), have evaluated the effects of candidate teachers' personality types on their attitudes and beliefs about classroom management. While pre-service teachers' attitude and belief levels significantly differed according to personality types, there were positive, low-medium and high-level relationships between personality types and attitudes and beliefs towards classroom management. It was determined that the personality traits of the candidate teachers affect their attitudes and beliefs towards classroom management at a moderate level. Another study in education field was conducted by Sudak and Zehir (2013) to understand the relationship between personality traits, emotional intelligence, and job satisfaction among instructors. They found all of personality traits as significant associates of emotional intelligence and job satisfaction. In a study conducted by Atalay (2005), the researcher tried to determine the personality traits and the level of attitudes of students in Anatolian Teacher Training High Schools towards teaching profession. The students in the high school have received high scores in all aspects of the personality tests, and it has been observed that they are individuals who are suitable for teaching profession with their personalities. In the study of Tatlıoğlu (2014), according to five-factor personality theory, sub-dimensions of university students' personality traits were examined according to some variables.

As for the studies on social loafing, when international literature is reviewed, it has been observed that the studies on social loafing are usually done in the field of social psychology; the majority of these studies have been carried out in different fields of work in the private sector. Such studies investigated how individuals behave in group studies, the relationship between various variables and social loafing and how they affect social loafing. When the national literature is examined, it is seen that there is a limited number of studies (Candan, 2017). In one of the studies, Uysal (2016) investigated the employees' perceptions of social loafing towards their colleagues in the same organizational climate and the effect of these perceptions on employees' feelings of burnout.

According to the studies conducted in the field of education on social loafing, Şeşen and Kahraman (2014) concluded from their study with the participation of teachers that the employees who realized that their colleagues were loafing also showed a tendency to lose themselves. It was also observed that the decrease in job satisfaction and organizational commitment of the employees increased their social loafing behavior. In the study by Ilgin (2010), the relationship between social loafing and organiza-

tional citizenship behaviors in schools was investigated. In the study of Himmetoglu, Aydug and Terzi (2018), the relationships between the political behaviors of the school administrators and the social loafing levels of the colleagues perceived by the teachers were examined based on the opinions of primary school teachers. In addition, it was investigated whether the political behavior of the school administrators was a predictor of the social loafing level of the teachers' colleagues. Another study in the field of education was conducted by Yıldız (2018). Yıldız investigated the relationship between political skills and social loafing perceptions of candidate teachers and found negative and moderate level relationship. Albayrak et al. (2012) investigated whether university students were loafing in group work or not and the reasons of loafing. The students stated that they were loafing from their responsibilities if their opinions were not taken seriously in the group or other group members did not work.

As it can be seen above, based on the literature review, since no study could be found in the field of education that studies the relationship between the personality traits of the candidate teachers and their social loafing behavior. It is thought that this study may be one of the first studies in the education field examining the relationship between the personality traits of candidate teachers and their social loafing behaviors. Thus, this study will contribute to the other researches in the field. In this respect, within the context of Five Factor Personality Theory (Costa & McCrae, 1995); the relationship between five major personality traits, which are neuroticism, extroversion, openness, compatibleness, and conscientiousness and social loafing behavior was investigated.

The purpose of the study

The purpose of this study is to investigate the relationship between the personality traits and social loafing behaviors of candidate teachers. For this purpose, the following questions were formulated:

1. How do the candidate teachers perceive their personal traits? Do their perceptions of personality traits differ significantly by age, gender and program type?
2. To what extent do the candidate teachers show social loafing behaviors? Do these behaviors differ significantly according to age, gender and program type?
3. Are personality traits (neuroticism, extroversion, openness, compatibleness, conscientiousness) significant predictors of social loafing behavior?

Method

Research design

A correlational survey model was used in this study. The study aims to determine, by means of correlational survey model, whether there is a significant relationship between personality traits and social loafing behaviors of candidate teachers; if these two variables affect each other, and if so, how they affect each other. Correlational models

are often used to determine whether two or more concepts vary consistently and the consequent degree of relationship between these concepts (Creswell, 2012).

Participants

The population in this study comprises freshman students attending faculty of education at a state university and those attending a teaching certificate program at the same university in the 2018-2019 academic year in Turkey. Total number of students studying at the faculty of education is 198 people. Total number of teaching certificate program students is 180 people. Thus, the population consists of 378 candidate teachers. The data collection tools were implemented to these 378 candidate teachers, but total response equals to 321. As a result, the sample is composed of 321 candidate teachers. 166 (51,1%) of participants were students at faculty of education faculty while 155 (48,3%) are students at teaching certificate program. 89 (27,7%) of participants was males while 232 (72,3%) were females. Based on age, 221 (68,8%) of participants was between the ages of 18-22, 100 (31,2%) of participants was 23 years or older.

Research instruments and procedures

The data collection tool used in the research consists of two parts. In the first part, personal information form and in the second part, Five Factor Personality Scale and Social Loafing Scale were used. In the Personal Information section, students were asked about their age, gender and program type (undergraduate teaching program or teaching certificate program). The answers to all questions except for personality variables were marked with a 5-point Likert scale: (1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, (5) Strongly agree.

The Five Factor Personality Scale (FFPS) was developed by John, Donahue and Kentle (1991) and adapted to Turkish by Alkan (2007). The scale was obtained from the doctoral thesis of Gümüş (2009) On this scale, there are some statements that people use to describe themselves and their personality traits. Participants are required to read each statement and indicate the extent to which they describe them in general, by marking the appropriate number. For example, if the item "Sometimes I can be careless", fully fits a participant, he or she should mark 5, or 1 if it does not fit at all. BFI consists of 44 questions and 5 sub-dimensions. These dimensions are neuroticism (**4**, 9, **14**, **19**, 24, **29**, 34, **39**), extroversion (1, **6**, 11, 16, **21**, 26, **31**, 36), compatibleness (**2**, 7, **12**, 17, 22, **27**, 32, **37**, 42), conscientiousness (3, **8**, 13, **18**, **23**, 28, 33, 38, **43**) and openness (5, 10, 15, 20, 25, 30, **35**, 40, **41**, 44). 18 items of FFPS were negative while 26 items were positive; positive items (1) were scored as Strongly disagree, (5) Strongly agree while and negative items were scored in reverse. The words written in bold are negative items (Çelebi Çakıroğlu, 2016). The scores of subscales could be different based on number of questions in it. For instance, openness subscale has 10

questions that points could be from 10 to 50. The increase on Five Factor Personality Scale's sub scales means that participants more likely have these personality traits. The reliability coefficients obtained by John et al. (1991) were as follows: neuroticism .84; extroversion.88; compatibleness.79; conscientiousness.82 and openness.81. In the reliability study conducted by Alkan (2007), which adapted the scale to Turkish, the internal reliability coefficient of the scale was found as .87. The internal reliability coefficients of the sub-dimensions were found to be neuroticism.79, extroversion.89, compatibleness.67, conscientiousness.79, and openness .79, respectively (Gümüő, 2009). The reliability of the scale was re-examined for this study. The Cronbach-Alpha reliability value of the scale was calculated to be 0.86.

The scale of social loafing consisting of one dimension; it was developed by Liden, Wayne, Jaworski and Bennett (2004) and adapted into Turkish by Ülke (2006). The Cronbach Alpha reliability coefficient, which is the internal consistency coefficient for the reliability of the scale, is α : 0,96 (Ülke, 2006). The reliability of the scale was re-examined for this study. The Cronbach-Alpha reliability was calculated to be 0.92. The scale normally contains 13 items. However, the participants of this study are students not employees; therefore, 5 items such as "I spend less time in helping other departments or customers if other group members are available for help" were not suitable for the research were removed. Remaining 8 items related to social loafing were adapted to students. For example, if the item "If there's someone can help in the group work, I spend less time for helping.", fully fits a participant, he or she should mark 5, or 1 if it does not fit at all. Only the first item was scored in reverse in the scale. The scores of the social loafing scale could be from 8 to 40 points. The increase on social loafing scale means that participants more likely show social loafing behaviors.

Data analysis

Kolmogorov-Smirnov test, Skewness-Kurtosis values, histograms and Q-Q plots were checked whether the data had a normal distribution or not. All Kolmogorov-Smirnov values were significant. However, considering the investigation of Skewness-Kurtosis values, histograms, and Q-Q plots, it was determined that the data were distributed normally. Skewness values were ranged between -.110 and .616 while Kurtosis values were ranged between .045 and .437. When Skewness and Kurtosis values -1.5 and +1.5, it is assumed that there is normal distribution (Tabachnick & Fidell, 2013). Therefore, it was concluded that the data were distributed normally and suitable for parametric tests. In the data analysis, in addition to descriptive statistics (arithmetic mean, standard deviation), t-test was used for detecting any significant difference on social loafing behaviors regarding the demographic variables of age, gender, and program type. Multiple Linear Regression Analysis was used to examine to what extent personality traits predict social loafing behaviors of candidate teachers. Before conducting regression analysis, necessary assumptions of normality, linearity, homo-

scedasticity, outliers, multicollinearity, and independence of errors were checked, and it was concluded that it was appropriate to conduct regression analysis.

Results

Personality traits of candidate teachers

Findings related to traits of neuroticism, extroversion, openness, compatibleness and conscientiousness are as follows. When the findings are examined, it is understood that the participants perceive themselves as slightly neurotic-(disagree) ($X = 21.12$), moderately extroverted - (neither agree nor disagree) ($X = 26.61$) and conscientious -($X = 31.09$); and also that they display high openness - (agree) ($X = 37.55$)- and compatibleness ($X = 35.31$).

Personality traits of candidate teachers based on age, gender and program type

The personality traits (neuroticism, extroversion, compatibleness and conscientiousness) perceptions of the candidate teachers change significantly by age. However, it was found that openness trait does not differ significantly by age. In regard to neuroticism a statistically significant difference was found between the mean scores of those between 18-22 years old ($X = 20.24$) and those 23 and over years old ($t = 3.992$; $p < 0.05$). Considering extroversion mean scores of those between the ages of 18-22 ($X = 26.04$) and those 23 and over years old ($t = -2.234$; $p < 0.05$); regarding the compatibleness means of those between 18-22 years old ($X = 34.88$) and those who are 23 years and older ($X = 36.26$) a statistically significant difference was found ($t = 2.476$; $p < 0.05$); and finally bearing in mind the conscientiousness mean scores of those between 18-22 years old ($X = 30.29$) and those who are 23 years and older ($X = 32.85$) a statistically significant difference was found ($t = 3.741$; $p < 0.05$). However, when the openness mean scores of those between 18-22 years old ($X = 37.73$) and those who are 23 years and older ($X = 37.15$) are taken into consideration, a statistically significant difference was not found ($t = .764$; $p > 0.05$). As a result, it is understood that those are who 23 years and older have higher levels of neuroticism, extroversion, compatibleness and conscientiousness than those aged between 18-22 years.

A statistically significant difference was found between the personality traits of neuroticism and compatibleness, and gender when findings regarding the personality traits of candidate teachers based on gender were examined. However, extroversion, openness, and conscientiousness traits were not significantly different by gender. There was a statistically significant difference between women ($X = 31.36$) and men ($X = 30.38$) on not only compatibleness mean scores ($t = 5.878$; $p < 0.05$) but also neuroticism mean scores of women ($X = 20.17$) and men ($X = 23.60$) ($t = -4.761$; $p < 0.05$). It is concluded that men are more neurotic than women and also that women are more compatible than men. Besides, there was not a statistically significant difference between extroversion mean scores of women ($X = 26.53$) and men ($X = 26.83$) ($t = -354$;

$p > 0.05$) as well as between openness mean scores of women ($X = 37.64$) and men ($X = 37.31$) ($t = 415$; $p > 0.05$); and also no statistically significant difference was observed between conscientiousness means of women ($X = 31.36$) and men ($X = 30.38$) ($t = 1.370$; $p > 0.05$).

A statistically significant difference was found between the personality traits of neuroticism, extroversion, compatibleness and conscientiousness, and program type. However, openness trait was not significantly different based on program type. There was a statistically significant difference between neuroticism mean scores of education faculty students ($X = 20.44$) and teaching certificate program students ($X = 21.85$) ($t = -2.117$; $p < 0.05$); between extroversion means of education faculty students ($X = 25.87$) and teaching certificate program students ($X = 27.40$) ($t = -2.022$; $p < 0.05$); between compatibleness means of education faculty students ($X = 34.77$) and teaching certificate program students ($X = 35.89$) ($t = -2.166$; $p < 0.05$); and also between the conscientiousness means of education faculty students ($X = 30.06$) and teaching certificate program students ($X = 32.20$) ($t = -3.372$; $p < 0.05$). Openness means showed that there was no statistically significant difference between education faculty students ($X = 37.57$) and formation students ($X = 37.52$) ($t = .079$; $p > 0.05$). As a result, it is concluded that students in the teaching certificate program are more neurotic, extroverted, compatible and conscientious than the students of education faculties.

Social loafing behaviors of candidate teachers

Findings related to social loafing behaviors of candidate teachers indicate that participants definitely disagree with the items (strongly disagree) ($X = 17.95$) for social loafing behavior. This finding shows that prospective teachers definitely not display loafing behavior.

Social loafing behaviors of candidate teachers based on age, gender and program type

When the candidate teachers' social loafing behaviors are examined by their age, gender and program type, it is found that their social loafing behaviors. Differ significantly by all three demographic variables. A statistically significant difference was found between the ages of 18-22 years ($X = 18.46$) and those aged 23 and over ($X = 16.84$) ($t = 2.970$; $p < 0.05$). It is understood that 18-22-year-olds exhibited more social loafing behavior than those aged 23 and over. There was a statistically significant difference between women ($X = 17.37$) and men ($X = 19.46$) considering gender means ($t = -3.712$; $p < 0.05$). In other words, men have more social loafing behavior than women. A statistically significant difference was found between education faculty students ($X = 18.57$) and teaching certificate students ($X = 17.29$) ($t = 2.536$; $p < 0.05$). This finding shows that the students of the faculty of education exhibited more social loafing behavior than teaching certificate students.

The role of personality traits of candidate teachers in predicting their social loafing behaviors

The predicting role of personality traits in social loafing behaviors of candidate teachers is presented in Table 1.

Table 1.

Results of The Multiple Linear Regression Analysis of Personality Traits as Social Loafing Predictors

Personality Traits	B	St. Error	β	t	p	Zero r	Partial R
Constant	35.956	1.966	-	18.284	.000	-	-
Neuroticism	-.001	.040	-.002	-.034	.973	-.153	-.002
Extroversion	.032	.037	.048	.863	.389	-.096	.049
Openness	.010	.038	.014	.270	.788	-.107	.015
Compatibleness	-.243	.051	-.247	-4.793	.000	-.423	-.261
Conscientiousness	-.341	.043	-.430	-7.900	.000	-.520	-.407

$R = .567, R^2 = .322 F(5, 315) = 29.906, p = .000$

It is observed that there is a low level, negative and significant relationship between neurotic personality feature and social loafing ($r = -.153, p < .01$). There is a moderate, negative and significant relationship between the personality traits of compatibleness ($r = -.423, p < .01$) and conscientiousness ($r = -.520, p < .01$), and the social loafing behavior. However, when we look at the relationship between the personality traits of extroversion ($r = -.096, p > .01$) and openness ($r = -.107, p > .01$), there is no significant relationship between these variables and the social loafing behaviors. It is observed that as the level of compatibleness and conscientiousness decreases, social loafing behaviors increase (Table 1).

Table 1 provides information on the predictive role of the personality traits of participants on their social loafing behaviors. As a result of the analysis, personality traits of “compatibleness” and “conscientiousness” were found as significant predictors. The personality traits of “neuroticism”, “extroversion” and “openness” were not found to be significant predictors.

The model consists of personality traits (i.e., neuroticism, extroversion, openness, compatibleness and conscientiousness) significantly predicted social loafing behaviors of candidate teachers ($R = .567, R^2 = .322, p < .05$). The model explained approximately 32% of the total variance in social loafing behaviors. According to standardized regression coefficient (β), the strongest predictor was conscientiousness followed by compatibleness, extroversion, openness and neuroticism, respectively. The t-test results for the significance of regression coefficients showed that only conscientiousness and compatibleness variables are statistically significant predictors of social loafing behav-

iors. The prediction of other variables was not significant.

Discussion, Conclusion and Recommendations

In this study, which examines the relationships between personality traits of candidate teachers and their social loafing behaviors, firstly personality traits of candidate teachers have been determined and it is concluded that the participants are slightly neurotic, moderately extroverted and conscientious. Besides, among the personality traits, they have been observed to possess openness and compatibleness at a great degree. Individuals with low levels of neuroticism are balanced, calm and comfortable, and have strong ability to manage stress (Chamorro-Premuzic, 2007). People with high openness personality traits are curious, learn from their experiences, think independently, question traditions, have creativity, are cultured, and have intellectual traits. Those with high compatibleness personality traits are compatible, reliable, helpful (Yazgan İnanç & Yerlikaya, 2012; Tatlılioglu, 2014). These personality traits are also cited among the general attitude and values of the teaching profession which include the approach to students, universal values, communication and cooperation, and personal development and competences (Milli Eğitim Bakanlığı, 2017). However, the moderate level of extroversion and conscientiousness suggests that they need awareness and support to become more extroverted and conscientious people. According to the meta-analytic study of Roberts et al. (2017), it was concluded that there may be positive changes in some of the negative personality traits when the necessary support (e.g., psychological support) is provided, and these positive changes may be observed mostly in neuroticism and secondly in the extroversion personality traits.

A statistically significant difference was found between the personality traits of neuroticism, extroversion, compatibleness and conscientiousness, and both the age and program type variables when the findings of the personality traits of candidate teachers based on age and program type were examined. However, the personality trait of openness did not differ significantly by age and program type. It is understood that those aged 23 and over have more neuroticism, extroversion, compatibleness and conscientiousness than those aged 18-22. Teaching certificate program students are mostly those aged 23 and over. These students are mostly people who see teaching as a way out due to their employability concerns because they cannot do the profession they have been educated for. Therefore, this may have increased their neuroticism. At the same time, these individuals are people who display more mature behaviors than others in addition to having more life experience. These traits may have made them more extroverted, compatible and conscientious. Roccas et al. (2002) also indicate that the features of compatibleness and conscientiousness have increased from adolescence to adulthood. In addition, Roberts et al. (2017) also note that personality can change over time. They state that people tend to adopt a more responsible and emotionally balanced attitude as they age, and these changes usually occur over the years and reflect

a natural development process.

A statistically significant difference was found between the age and personality traits of neuroticism and compatibleness when the findings of the personality traits of candidate teachers based on gender were examined. Contrarily, the personality traits of extroversion, openness, and conscientiousness did not differ significantly by gender. It was observed that women had a lower level of neuroticism and a higher-level compatibleness than males. Gümüş (2009) not only reports studies in which no significant gender difference was found in the prediction of the personality traits of compatibleness and neuroticism (Aluja & Garcia, 2004) but also reports those studies like his own in which scores of women were higher than men in regards to neuroticism and compatibleness (Costa, Terracciano & McCrae, 2001).

When the social loafing behaviors of candidate teachers are considered in general, it is seen that the participants strictly disagree with the items related to social loafing behaviors (i.e. strongly disagree), in other words, they do not show social loafing behavior. However, when the findings regarding social loafing behavior of the participants according to the age, gender and program type of the participants are explored, social loafing behavior is observed more among those aged between 18-22 than those aged 23 or over; and also social loafing behavior occurs more in men than women, and among students of the faculty of education than the students in the teaching certificate program. The majority of students aged between 18-22 years are from the faculty of education. It is concluded that students between the ages of 18 and 22 show less compatibleness and conscientiousness traits in the section where personality features and age were discussed. These features also affect the traits of social loafing behavior. Therefore, it is not surprising that participants in this group exhibit more social loafing behavior. Tolukan, Bayrak and Doğan (2017) also found that as the age increases, the level of social loafing decreases. In terms of gender, in other studies, it is seen that men exhibit more social loafing behavior than women (Karau & Williams, 1997; Kerr, 1983; Doğan et al., 2012; Karadal & Saygın, 2013). According to research findings, compared to boys, girls are more prone to group work and have less neglected behaviors than boys because they are more coherent and look after more for their responsibilities (Ang & Kuo, 2003; Ciochină & Faria, 2009).

However, there are both studies which report no gender-related significant difference and those which cite gender-specific significant difference in the tendency towards social loafing (Öneren, Demirel, Arar & Kartal, 2019). More in-depth and comprehensive research can be done on this issue. In order to prevent social loafing behaviors, (a) task descriptions can be defined more clearly in the group work with students, (b) task assignments can be arranged according to the individual abilities of the students, (c) through the continuous check of groups, each student in the group can be evaluated and graded based on their own contribution rather than giving same grade to all group members.

Between the social loafing behaviors of candidate teachers and their personality trait of neuroticism, there is a negative significant relationship; also between the social loafing behaviors of candidate teachers and their personality traits of compatibleness and conscientiousness, there is a moderate, negative and significant relationship. As the level of neuroticism, compatibleness and conscientiousness decreases, social loafing behaviors increase. However, there is no significant relationship between other personality traits and social loafing behaviors.

When we look at the effect of personality traits on social loafing, participants' personality traits of conscientiousness and compatibleness were found to be significant predictors of their social loafing behaviors. The most powerful predictor of their social loafing behavior has been the feature of conscientiousness. Hoon and Tan (2008) found that the personality trait of conscientiousness had a negative relationship with social loafing. Conscientious people are self-regulated, trustworthy, careful, ambitious, success-oriented, committed to work and organization, self-disciplined, well-organized, timely, and self-controlled (Costa & McCrae, 1995). Therefore, it is unlikely that a person with these traits will have social loafing in both individual and group work. On the contrary, conscientious people will be diligent and attentive in realizing not only their own goals but also the goals of the group; they will also try to fulfill the given responsibility meticulously and perfectly because these people who have high self-regulation are less likely to display social loafing due to the misfit between social loafing and their personality trait. People who have compatibleness are those who attach importance to cooperation, who depend on the group they belong to, and think of others before themselves (Yazgan İnanç & Yerlikaya, 2012; Tatlıhoğlu, 2014). In the interpersonal relations, compatible people are those who are tolerant, respectful, modest, show adjustment to all norms of the organization, who prefer more accepting and supportive relations than those who are incompatible, and maintain positive relations with managers and other employees (Örücü & Aksoy, 2018). Balcı (2017) states that social loafing can be caused by multiple factors such as expectation-value, social impact, decrease of enthusiasm, unneeded efforts, and equality of effort.

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