Primary Schools Administrators' Social Skill Levels and Thinking Styles

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Abstract

The aim of this study is to identify the relationship between level of the social skills levels and thinking styles of primary school administrators. This study group is formed by (N:40) primary school administrators working at primary schools located in the city center Bolu and in other provinces of Bolu. In the study two data collection instruments were used. In order to identity the social skills level of school administrators. Social Skills Invertory and to identity the thinking styles of school administrators Thinking Styles Scale were used. It was found that the social skills level of school administratorsare at moderate level. When the sub-scales social control and social expessivity are concerned, it was found that their social skills are at mostly level with high means scories. When emonotional expreeivity and social sensitivity subscales are concerned, their social skills are at moderate level with low mean scores. It was found the primary school administrators mostly preferred hiarachy thinking style while anarchic thinking is the least preferred thinking style. A positive and negative relationship was found between the social skills level and thinking styles of primary school administrators.

Key Word: Social Skills Level, Thinking Style, Primary school administrators

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Extended Summary
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Purpose

School administrator is the internal leader who actualizes the school's aims, leads the school structure and its climate. In order for schools that are considered as social systems to keep the balance between the individual and organizational dimensions, school administrators are required to be social engineers and to have the knowledge of engineering as they are considered as ın that they are organizational engineers. Meanwhile school administrators are required to have both the knowledge and skills about administration concepts and theories and human relations. In this respect one of these skills is the social skills.

Social skills are defined as behaviors that covers getting the information in inter-personal relations, analyzing and understanding the message, and reacting accordingly, chancing according to the target and the context, cognitive and affective elements that are not only learned but also both observable and unobservable elements.,

Even though thinking style is defined as a way preferred by individuals to use his/ her skills, method is defined as the way individuals mostly use and / or appropriate way to process information. In this regard, thinking style is not a skill but it is a preference.

The aim of the present study is to determine the relationship between the social skills levels and thinking styles of primary school administrators and the following questions are answered in the study.

    1. What are the social skills levels of primary school administrators?
      2. What are the thinking styles of primary school administrators?
    3. Is there any significant the relationship between the social skills and thinking styles of primary school administrators

IV. Method

V. This study is designed as a descriptive and designed as survey study and aims

VI.   to determine the relationship between the social skills levels and thinking styles of primary school administrators

VII.   This study group is formed by primary school administrators working at 64 primary school teachers working in the city center and in the province centers of Bolu in 2011 – 2012 academic year.

VIII.   In order to collect the data, two data collection instruments were used. For the social skills of the primary school administrators, Social Skills Inventory and for the

IX.   thinking styles of primary school administrators, Thinking Styles Scale were used.

X. To analyze the data collected SPSS 15.0 (Statistical Packages for Social Sciences) was used. By means of this program in order to find the social skills levels and the thinking styles of primary school administrators the frequency, percentage, mean scores and standard deviation scores were calculated and to find out the relationship between the social skills levels and the thinking styles of primary school Pearson product moment correlation coefficient was used.

Results

The primary school administrators' social skills level is at the Moderate level and they mostly preferred the Hierarchic thinking style while the least preferred thinking style is Anarchic thinking style.

There is a relationship between the social skills levels and the thinking styles of the primary school administrators. Even though there is a positive moderate relationship between in Emotional Expressivity dimension as the sub-dimension of social skills and Hierarchic and Global thinking styles, there is a negative relationship in the Oligarchic thinking style. In the Emotional Sensitivity dimension, there is a positive and low level relationship with Legistlative thinking style, a positive and low level relationship with Judicial and Anarchic thinking style while there is a negative relationship with Executive thinking style. There is a relationship between Emotional Control dimension with Judicial, Hierarchic, Oligarchic, Global, Local, Liberal and Conservative thinking styles. There is a positive and Modarate) relationship between Social Expressivity and Legistlative, Hierarchic, Anarchic and External thinking styles and highly positive relationship with Judicial thinking styles; however, there is a negative relationship with Executive, Monarchic and Oligarchic thinking styles. In social Emotional Sensitivity, there is a positive and moderate relationship with Conservative, Internal and Monarchic thinking styles while there is a negative relationship with Legistlative, Liberal and External thinking styles. Although there is a positive and moderate in social control dimension with Executive, Hierarchic and External thinking styles, there is a negative relationship with Executive, Hierarchic and External thinking styles.

Conclusion and Discussion

Social skills have important roles in individuals' lives as they make easier the communication between people. However, the primary school administrators' believe that they have these skills at the moderate level. It is expected that they have these skills at the highest level in that they have to interact with people because of their roles and status and this is an expected situation. When the sub-dimensions of the scale is examined, it is seen that their perceptions are high at social control and Social Expressivity sub-dimensions. People who have high social control skills they perform their social roles well and easily adjust themselves in any social environment in which they are.

The primary school administrators mostly preferred the Hierarchic thinking style as it is about the tendency of considering the whole objectives at the same time that are related to different duties and subject areas. Meanwhile, the primary school administrators mostly preferred this style are aware the importance of primary needs, well organize the situations and problems and work systematically. However, the least preferred thinking style is that the primary school administrators prefer is the Anarchic thinking style as it is related to the tendency of being unsystematic. As the consequence of this, one's preferred this do not have the motivation to be motivated and unsystematic and their approach to solve the problems is to be unsystematic. They do not consider the systems; obey the rules and procedures, strict attitude, are opposed to the authority but they like focusing on work that do not create anxiety, that give comfort and flexibility and do not like to be bound to something.

There is a positive and negative relationship between thinking styles and social skills levels of primary school administrators in some dimensions

Recommendations

1. It is possible to improve social skills and thinking styles of the primary school administrators through several in-service training programs.

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