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

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Abstract

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

Keywords: Art Education, Personality, Social Skills

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1. Introduction

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

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

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

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

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

Individuals must fulfill their affective, social and psychological needs while maintaining their social interactions in a world where everything changes rapidly. These requirements form the basis of the behavior of individuals. According to John, Hampson and Goldberg (1991); personality traits are emotional reactions that occur depending on the situation (Akt., Ekici, Y. & Göger, 2018). The

environment in which the individual grows in the society he lives and the education he receives provides the development of personality traits and also improves his social skills.

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

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

1.1. Purpose of the research

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

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

2. Method

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

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

2.2. Study Group

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

2.3. Data Collection Tools

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

2.3.1. Visual arts teacher candidate information form

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

2.3.2. International Personality Inventory Short Form

 Based on the five-factor personality theory developed by Costa and McCrae, the short version of the International personality inventory short version, developed result of validity and reliability studies, while Cronbach alpha ranged from 0.64 to 0.75 for the internal consistency coefficients of the subscales of the scale, this ratio is 0.82 for the whole scale; scope validity of the scale (KGO) "The factor loads of the confirmatory factor analysis of the scale were 0.448 to 0.656 for the extraversion sub-dimension; 0.408 to 0.606 for the emotional balance sub-dimension; 0,387 to 0,629 for the responsibility sub-dimension; 0,339 to 0,698 for the openness sub-dimension; 0.290 to 0.589 for compatibility sub-dimension; 0.466 to 0 690 for the hostility sub-dimension (Yöyen, 2016).by Goldberg in 1999, was adapted in Turkish by Yöyen in 2016 by conducting validity and reliability studies. As a result of validity and reliability studies, while Cronbach alpha ranged from 0.64 to 0.75 for the internal consistency coefficients of the subscales of the scale, this ratio is 0.82 for the whole scale; scope validity of the scale (KGO) "The factor loads of the confirmatory factor analysis of the scale were 0.448 to 0.656 for the extraversion sub-dimension; 0.408 to 0.606 for the emotional balance sub-dimension; 0,387 to 0,629 for the responsibility sub-dimension; 0,339 to 0,698 for the openness sub-dimension; 0.290 to 0.589 for compatibility sub-dimension; 0.466 to 0 690 for the hostility sub-dimension (Yöyen, 2016).

2.3.3. Social skill scale short form

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

measurement tool. It was originally developed for personality and social psychology research. Social Skill Inventory measures six different areas (Yüksel, 1997).

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

2.4. Data Analyses

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

3. Results

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

Variables	1- Extraversion	2- Docility	3- Responsibility [a]	4- Emotional Balance	5- Openness to Development [a]	6-Affective(emotional) Expressionism [b]	7- Affective Responsiveness [b]	8- Affective Control [b]	9- Social Expressionism [b]	10- Social Awareness [b]	11- Social Control [b]	Avg.	SS
1	1											25.59	3.91
2	.22**	1										28.45	3.61
3	.29**	.22**	1									28.24	4.00
4	.10	.23**	.18*	1								26.96	7.22
5	.17*	.21**	.38**	.09	1							24.74	3.69
6	-.27**	-.08	-.02	-.05	.16*	1						15.72	3.32
7	-.07	.22**	.20**	.04	.36**	.02	1					18.96	3.94
8	-.03	-.06	-.04	-.47**	.15*	-.09	.24**	1				16.65	4.19
9	.15*	.19**	.07	-.09	.30**	.23**	.47**	.14	1			16.14	5.18
10	.19**	.21**	.31**	.49**	.04	-.14	.20**	-.44**	.13	1		14.30	4.53
11	-.07	.05	.05	-.32**	.32	.21**	.43**	.36**	.62**	-.22**	1	16.97	3.68

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

As a result of the analysis, first of all, It has been determined that there are significant negative relationships between extraversion and emotional expressionism (r = -. 27, p <.01), there are significant positive relationships between social expressionism (r = .15, p <.05) and social sensitivity (r

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

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

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

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

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

Table 3. Findings Regarding to Examining Personality and Social Skill Points by Class Level

Variables		Class Level	N	Line Avg.	χ^2	sd	*p*
Personality	Extraversion	1. Class	33	100.30	.74	4	.95
		2. Class	47	97.56			
		3. Class	60	98.73			
		4. Class	38	90.29			
		5. Class and above	15	98.03			
	Docility [a]	1. Class	33	107.42	8.08	4	.09
		2. Class	47	88.09			
		3. Class	60	106.28			
		4. Class	38	80.12			
		5. Class and above	15	107.63			
	Responsibility	1. Class	33	77.98	8.60	4	.07
		2 Class	47	103.41			
		3. Class	60	106.75			
		4. Class	38	85.61			
		5. Class and above	15	108.60			
	Emotional Balance	1. Class	33	80.18	5.85	4	.21
		2. Class	47	100.84			
		3. Class	60	101.39			
		4. Class	38	106.21			
		5 Class and above	15	81.07			
	Openness to Development	1. Class	33	86.33	7.33	4	.12
		2. Class	47	86.49			
		3. Class	60	104.79			
		4. Class	38	96.71			
		5. Class and above	15	122.97			
Social Skill	Affective Expressionism	1. Class	33	105.95	3.76	4	.44
		2. Class	47	85.04			
		3. Class	60	96.33			
		4. Class	38	104.61			
		5. Class and above	15	98.20			
	Affective Responsiveness	1. Class	33	86.97	7.21	4	.13
		2. Class	47	87.10			
		3. Class	60	111.93			
		4. Class	38	92.59			
		5. Class and above	15	101.53			
	Affective Control	1. Class	33	102.92	2.02	4	.73
		2. Class	47	91.28			
		3. Class	60	93.66			
		4. Class	38	98.86			
		5. Class and above	15	110.57			
	Social Expressionism	1. Class	33	90.56	10.11	4	.04
		2. Class	47	88.51			

		N	Line Avg.	χ²	sd	p
	3. Class	60	106.03			
	4. Class	38	85.61			
	5. Class and above	15	130.50			
Social Awareness	1. Class	33	89.29			
	2. Class	47	111.59			
	3. Class	60	100.07	6.33	4	.18
	4. Class	38	85.54			
	5. Class and above	15	85.03			
Social Control	1. Class	33	103.77			
	2 Class	47	81.85			
	3. Class	60	100.22	7.54	4	.11
	4. Class	38	94.49			
	5. Class and above	15	123.07			

The effects of some demographic variables as class level attended by the participants, type of high school graduated, duration of the program getting after high school, duration of private courses, reason for choosing the program, parental education level and family income level of the participants on personality and social skills were examined with the Kruskal Wallis technique. As a result of the analysis, it was first determined that the class level did not affect the personality, and it only caused a difference in the social expression sub-dimension from the social skill scores. (H=10.11, sd=4, *p*<.05) The source of the resulting difference was examined with Thamhane, which is a non-parametric post hoc technique, and it was determined that the difference was due to the fact that those who went to the 4th grade had a lower score than those in the 5 and above classes.

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

Variables		Type of High School	N	Line Avg.	χ²	sd	p
Personality	Extraversion	Anatolian Fine Arts High School	84	96.79			
		Anatolian and Teacher High School	49	102.32	1.37	3	.71
		Vocational / Technical High School	53	90.93			
		Other	7	108.29			
	Docility	Anatolian Fine Arts High School	84	95.17			
		Anatolian and Teacher High School	49	108.90	4.34	3	.23
		Vocational / Technical High School	53	92.48			
		Other	7	69.93			
	Responsibility	Anatolian Fine Arts High School	84	105.75	5.19	3	.16

		Anatolian and Teacher High School	49	95.82		
		Vocational / Technical High School	53	83.82		
		Other	7	101.07		
	Emotional Balance	Anatolian Fine Arts High School	84	94.96	13.82	3	.003
		Anatolian and Teacher High School	49	86.86		
		Vocational / Technical High School	53	116.29		
		Other	7	46.43		
	Openness to Development	Anatolian Fine Arts High School	84	104.18	11.13	3	.01
		Anatolian and Teacher High School	49	102.19		
		Vocational / Technical High School	53	76.66		
		Other	7	128.43		
Social Skill	Affective Expressionism	Anatolian Fine Arts High School	84	92.38	1.32	3	.73
		Anatolian and Teacher High School	49	103.63		
		Vocational / Technical High School	53	98.39		
		Other	7	95.57		
	Affective Responsiveness	Anatolian Fine Arts High School	84	111.40	14.96	3	.002
		Anatolian and Teacher High School	49	91.54		
		Vocational / Technical High School	53	76.01		
		Other	7	121.36		
	Affective Control	Anatolian Fine Arts High School	84	102.76	14.34	3	.002
		Anatolian and Teacher High School	49	105.44		
		Vocational / Technical High School	53	74.66		
		Other	7	137.93		
	Social Expressionism	Anatolian Fine Arts High School	84	100.90	2.44	3	.49
		Anatolian and Teacher High School	49	96.28		
		Vocational / Technical High School	53	88.87		

				χ^2	sd	p
	Other	7	116.86			
Social Awareness	Anatolian Fine Arts High School	84	104.76	3.13	3	.37
	Anatolian and Teacher High School	49	90.31			
	Vocational / Technical High School	53	92.87			
	Other	7	82.07			
Social Control	Anatolian Fine Arts High School	84	99.70	5.31	3	.15
	Anatolian and Teacher High School	49	106.48			
	Vocational / Technical High School	53	82.72			
	Other	7	106.36			

According to the type of high school graduated, it was determined that emotional balance (H = 13.82, sd = 3, p <.01) and openness to development (H = 11.13, sd = 3, p <.05) from personality sub-dimensions; affective sensitivity (H = 14.96, sd = 3, p <.01) and affective control (H = 14.34, sd = 3, p <.01) from social skills sub-dimension showed differences. When the source of the difference was examined, it was determined that the differences in all dimensions were due to higher scores of Anatolian fine arts high school graduates than the vocational / technical high school graduates.

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

Variables		Getting Duration	N	Line Avg.	χ^2	sd	*p*
Personality	Extraversion	Now	126	95.34	2.36	3	.50
		1 year later	34	98.49			
		2 years later	19	90.11			
		3 years and more	14	117.68			
	Docility	Hemen	126	94.93	1.28	3	.74
		1 year later	34	103.82			
		2 years later	19	104.21			
		3 years and more	14	89.25			
	Responsibility	Now	126	104.07	8.55	3	.04
		1 year later	34	75.72			
		2 years later	19	82.71			
		3 years and more	14	104.46			
	Emotional Balance	Now	126	105.19	12.30	3	.01
		1 year later	34	94.60			
		2 years later	19	61.05			
		3 years and more	14	77.93			
	Openness to Development	Now	126	101.61	3.31	3	.35
		1 year later	34	84.50			

				χ^2	sd	p
		2 years later	19	86.42			
		3 years and more	14	100.25			
Social Skill	Affective Expressionism	Now	126	93.51	3.39	3	.34
		1 year later	34	107.81			
		2 years later	19	109.55			
		3 years and more	14	85.11			
	Affective Responsiveness	Now	126	100.13	5.20	3	.16
		1 year later	34	77.91			
		after 2 years	19	108.16			
		3 years and more	14	100.07			
	Affective Control	Now	126	95.50	2.15	3	.54
		1 year later	34	92.53			
		2 years later	19	100.32			
		3 years and more	14	116.82			
	Social Expressionism	Now	126	98.03	1.61	3	.66
		1 year later	34	94.76			
		2 years later	19	105.50			
		3 years and more	14	81.61			
	Social Awareness	Now	126	102.73	6.40	3	.09
		1 year later	34	87.76			
		2 years later	19	71.45			
		3 years and more	14	102.57			
	Social Control	Now	126	92.62	2.72	3	.44
		1 year later	34	104.29			
		2 years later	19	100.61			
		3 years and more	14	113.82			

As a result of the analysis, the scores of responsibilities (H = 8.55, sd = 3, p <.05) and emotional balance (H = 12.30, sd = 3, p <.05) showed differences according to the getting duration of the program after high school; It was determined that the getting time was not effective on social skills. It is the source of the differences that the individuals who immediately get have higher emotional balance points than the who gets after 2 years and that who get have higher responsibility points than who gets after 1 year.

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

Variables	Preference Reason	N	Line Avg.	χ^2	sd	p
Personality	Extraversion	Being a Art Teacher	123	99.27	7.55	4	.11
		Being an Artist	17	91.06			
		Being a Higher Education Graduate	6	121.92			
		Being an Academician	29	104.62			
		Other	18	66.50			
	Docility	Being a Art Teacher	123	101.85	3.55	4	.47

		Being an Artist	17	77.09			
		Being a Higher Education Graduate	6	96.00			
		Being an Academician	29	91.60			
		Other	18	91.72			
	Responsibility	Being a Art Teacher	123	100.74	6.54	4	.16
		Being an Artist	17	69.85			
		Being a Higher Education Graduate	6	74.83			
		Being an Academician	29	105.69			
		Other	18	90.47			
	Emotional Balance	Being a Art Teacher	123	101.48	9.60	4	.04
		Being an Artist	17	84.97			
		Being a Higher Education Graduate	6	87.08			
		Being an Academician	29	73.62			
		Other	18	118.75			
	Openness to Development	Being a Art Teacher	123	89.56	7.31	4	.12
		Being an Artist	17	115.59			
		Being a Higher Education Graduate	6	86.67			
		Being an Academician	29	111.26			
		Other	18	110.78			
Social Skill	Affective Expressionism	Being a Art Teacher	123	95.67	8.07	4	.09
		Being an Artist	17	107.50			
		Being a Higher Education Graduate	6	43.33			
		Being an Academician	29	96.71			
		Other	18	114.56			
	Affective Responsiveness Affective Control	Being a Art Teacher	123	87.54	13.59	4	.01
		Being an Artist	17	127.56			
		Being a Higher Education Graduate	6	97.08			
		Being an Academician	29	119.91			
		Other	18	95.81			
	Social Expressionism	Being a Art Teacher	123	93.58	4.43	4	.35
		Being an Artist	17	120.41			
		Being a Higher Education Graduate	6	108.58			
		Being an Academician	29	101.31			
		Other	18	87.44			
	Social Awareness	Being a Art Teacher	123	91.24	9.21	4	.06
		Being an Artist	17	110.85			
		Being a Higher Education Graduate	6	65.17			

	Being an Academician	29	119.90			
	Other	18	96.97			
Affective Responsiveness	Being a Art Teacher	123	102.54	11.39	4	.02
	Being an Artist	17	59.76			
	Being a Higher Education Graduate	6	71.92			
	Being an Academician	29	91.88			
	Other	18	110.89			
Social Control	Being a Art Teacher	123	88.18	12.64	4	.01
	Being an Artist	17	116.44			
	Being a Higher Education Graduate	6	82.00			
	Being an Academician	29	124.33			
	Other	18	99.89			

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

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

Variables		Mother's Education Level	N	Line Avg.	χ^2	sd	*p*
Personality	Extraversion	Primary school and below	107	95.05	4.64	3	.20
		Middle School	36	111.92			
		High school	37	95.61			
		Undergraduate	13	75.73			
	Docility	Primary school and below	107	96.36	2.21	3	.53
		Middle School	36	103.49			
		High school	37	99.49			
		Undergraduate	13	77.27			
	Responsibility	Primary school and below	107	99.04	2.33	3	.51
		Middle School	36	104.33			
		High school	37	86.27			
		Undergraduate	13	90.46			

Social Skill	Emotional Balance	Primary school and below	107	95.34	2.09	3	.56
		Middle School	36	89.46			
		High school	37	105.12			
		Undergraduate	13	108.46			
	Openness to Development	Primary school and below	107	92.43	8.34	3	.04
		Middle School	36	117.65			
		High school	37	84.93			
		Undergraduate	13	111.81			
	Affective Expressionism	Primary school and below	107	94.13	2.74	3	.43
		Middle School	36	99.97			
		High school	37	107.74			
		Undergraduate	13	81.81			
	Affective Responsiveness	Primary school and below	107	98.23	13.18	3	.004
		Middle School	36	103.93			
		High school	37	73.46			
		License	13	134.69			
	Affective Control	Primary school and below	107	96.18	6.79	3	.08
		Middle School	36	99.61			
		High school	37	84.80			
		Undergraduate	13	131.23			
	Social Expressionism	Primary school and below	107	91.29	3.56	3	.31
		Middle School	36	111.32			
		High school	37	98.43			
		Undergraduate	13	100.23			
	Social Awareness	Primary school and below	107	98.47	1.18	3	.76
		Middle School	36	101.54			
		High school	37	92.66			
		Undergraduate	13	84.65			
	Social Control	Primary school and below	107	93.56	4.26	3	.24
		Middle School	36	107.68			
		High school	37	89.26			
		Undergraduate	13	117.77			

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

was determined that they had lower affective sensitivity scores compared to those whose mothers had a bachelor's degree.

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

	Variables	Father's Education Level	N	Line Avg.	χ^2	sd	*p*
Personality	Extraversion	Primary school and below	107	95.44	6.68	3	.08
		Middle School	36	111.31			
		High school	37	83.02			
		Undergraduate	13	92.09			
	Docility	Primary school and below	107	92.93	2.68	3	.44
		Middle School	36	94.36			
		High school	37	96.88			
		Undergraduate	13	121.59			
	Responsibility	Primary school and below	107	90.63	1.68	3	.64
		Middle School	36	96.95			
		High school	37	101.07			
		Undergraduate	13	107.32			
	Emotional Balance	Primary school and below	107	98.42	5.20	3	.16
		Middle School	36	86.99			
		High school	37	93.98			
		Undergraduate	13	127.91			
	Openness to Development	Primary school and below	107	90.76	7.17	3	.07
		Middle School	36	102.78			
		High school	37	89.68			
		Undergraduate	13	133.27			
Social Skill	Affective Expressionism	Primary school and below	107	91.69	4.27	3	.23
		Middle School	36	94.85			
		High school	37	96.95			
		Undergraduate	13	128.09			
	Affective Responsiveness	Primary school and below	107	93.46	2.05	3	.56
		Middle School	36	93.90			
		High school	37	97.22			
		Undergraduate	13	118.18			
	Affective Control	Primary school and below	107	96.03	.24	3	.97

				χ^2	sd	p
	Middle School	36	93.64			
	High school	37	96.88			
	Undergraduate	13	102.18			
Social Expressionism	Primary school and below	107	92.96	1.91	3	.59
	Middle School	36	101.36			
	High school	37	92.13			
	Undergraduate	13	112.23			
Social Awareness	Primary school and below	107	94.57	1.32	3	.72
	Middle School	36	94.79			
	High school	37	95.42			
	Undergraduate	13	114.50			
Social Control	Primary school and below	107	89.93	3.26	3	.35
	Middle School	36	100.62			
	High school	37	96.08			
	Undergraduate	13	119.18			

As a result of the analysis, it was determined that the personality and social skill scores of the participants did not show differences depending on the level of father's education.

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

Variables		Income Level	N	Line Avg.	χ^2	sd	p
Personality	Extraversion	0-1000 TL	20	120.77	6.55	3	.09
		1001-2000 TL	37	106.19			
		2001-3000 TL	60	94.03			
		3001 TL and above	76	88.62			
	Docility	0-1000 TL	20	132.55	11.48	3	.01
		1001-2000 TL	37	105.32			
		2001-3000 TL	60	90.13			
		3001 TL and above	76	89.01			
	Responsibility	0-1000 TL	20	106.88	4.19	3	.24
		1001-2000 TL	37	97.64			
		2001-3000 TL	60	105.31			
		3001 TL and above	76	87.53			
	Emotional Balance	0-1000 TL	20	99.53	1.17	3	.76
		1001-2000 TL	37	99.20			
		2001-3000 TL	60	90.57			
		3001 TL and above	76	100.34			
	Openness to Development	0-1000 TL	20	103.55	4.85	3	.18
		1001-2000 TL	37	105.80			
		2001-3000 TL	60	84.11			
		3001 TL and above	76	101.17			
Social	Affective	0-1000 TL	20	83.83	2.94	3	.40

Expressionism	1001-2000 TL	37	95.81			
	2001-3000 TL	60	92.53			
	3001 TL and above	76	104.57			
Affective Responsiveness	0-1000 TL	20	77.55	4.70	3	.20
	1001-2000 TL	37	96.12			
	2001-3000 TL	60	92.83			
	3001 TL and above	76	105.84			
Affective Control	0-1000 TL	20	86.38	1.37	3	.71
	1001-2000 TL	37	92.31			
	2001-3000 TL	60	100.73			
	3001 TL and above	76	99.14			
Social Expressionism	0-1000 TL	20	92.85	2.55	3	.47
	1001-2000 TL	37	97.64			
	2001-3000 TL	60	89.05			
	3001 TL and above	76	104.06			
Social Awareness	0-1000 TL	20	105.55	2.92	3	.40
	1001-2000 TL	37	103.42			
	2001-3000 TL	60	100.72			
	3001 TL and above	76	88.69			
Social Control	0-1000 TL	20	74.75	10.22	3	.02
	1001-2000 TL	37	101.16			
	2001-3000 TL	60	85.33			
	3001 TL and above	76	110.05			

Finally, when the effect of family income level on personality and social skill scores is examined, the docility (H = 11.48, sd = 3, p <.05) and social control (H = 10.22, sd = 3, p <.05) scores showed differences depending on income level. It was determined that those who have income of 1000 TL and below have higher docility than those who have income of 2001-3000 TL and above 3001 TL; It was determined that those with income above 3001 TL had lower social control scores.

4. Conclusion and Discussion

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

Findings Regarding Relationships Between Personality and Social Skill Points; As a result of the analysis of the relationship between the visual arts teacher candidates' Personality and Social Skill Points; Firstly, it has been determined that there is a negative relationships between extraversion and emotional expressionism of personality sub-dimension, and there is a positive relationships between social expressionism and social sensitivity. It has been determined that there is a positive meaningful relationship between docility and emotional sensitivity, social expressionism and social sensitivity; between responsibility, emotional sensitivity and social sensitivity from personality sub-dimensions. In addition, it was observed that there were positive relationships between emotional balance and social sensitivity, and negative relationships between emotional control and social control. Finally, it has been determined that there is a positive relationship between openness to development, affective expressionism, emotional responsiveness, emotional control and social expressionism.

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

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

Findings Regarding to Examining Personality and Social Skill Points According to the Type of High School Graduated; It was determined that emotional balance and openness to development from personality sub-dimensions; affective sensitivity and affective control from social skills sub-dimensions differ according to the type of high school graduated. When the source of the difference was examined, it was determined that the differences in all dimensions were due to higher scores of Anatolian fine arts high school graduates than the vocational / technical high school graduates. In the

study conducted by Erkan (2019), it was observed that the personality traits scores did not differ significantly according to the high school type of pre-service teachers. In the study conducted by Seven and Yoldaş (2007) for the Examination of the Social Skill Levels of Class Teacher Candidates, it was concluded that there is no difference between the graduated school and social skills. In a study conducted by seven et al. (2005), no result was reached.

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

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

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

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

Findings Regarding to Examining Personality and Social Skill Points According to Income Level; Finally, when the effect of family income level on personality and social skill scores was examined, it was determined that docility and social control scores differ depending on income level. It was determined that those who have income of 1000 TL and below have higher softness than those who have income of 2001-3000 TL and above 3001 TL; those with income above 3001 TL had lower social control scores. In the study titled "Examining Critical Thinking Skills According to the Personality of Teacher Candidates Receiving Visual Arts Education by Erkan (2019), it was seen that the scores of openness to development from personality trait differ significantly according to the economic level. It

was observed that the scores of openness to development personality trait of teacher candidates with high economic status were significantly higher than the scores of teacher candidates with moderate economic status. In the research conducted by Şenol (2015), it was concluded that there was no statistically significant difference in social skill levels according to the income level variable. In another study conducted by Seven and Yoldaş (2007), it was concluded that there was no difference between the income level of the family and social skills. In a different study conducted by Avşar and Ö.Kuter (2007), students who stated their socioeconomic level as medium and high received higher scores than the students who stated their economic status as low from all of social skill scale and the subscales of affective expressionism, affective sensitivity and social control.

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

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