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Examining the Relationship between Social Intelligence Levels and Communication Skills of Prospective Social Studies Teachers*

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Abstract

The purpose of this study is to examine the relationship between social intelligence levels and communication skills of pre-service social studies teachers. In the content of the study, the relational screening model, which is one of the descriptive survey models, has been used. The sample of the survey consists of the third- and fourth-year students who study Social Studies Teaching at Faculties of Education at Muğla, Uşak, Afyon and Aksaray Universities in the academic year of 2017-2018. The sample of the survey has been determined by means of convenience sampling. In this study, the unpaired t-test, the one-way analysis variance (ANOVA), the Scheffe and Games-Howell test have been used. In order to reveal the relationship between social intelligence levels and communication skills of pre-service social studies teachers, the Pearson product-moment correlation analysis has been used. As a result of the study, it has been found out that pre-service social studies teachers demonstrate “high” communication skills, but “moderate” social intelligence. It has also been determined that there is a moderate, linear, positive and meaningful correlation between the communication skills and social intelligence levels of pre-service social studies teachers. In addition to these, the results reveal that communication skills and social intelligence levels of pre-service teachers differ to a significant extent according to factors such as gender, universities they attend and the number of books they read per month. On the other hand, their age and grade did not cause significant difference in the communication skills and social intelligence levels of pre-service teachers.

Keywords: Social Studies, Social Intelligence, Communication Skills

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Introduction

Although the concepts of social studies and social sciences are often used interchangeably, it is known that these concepts are different from each other. Social sciences such as history, geography, sociology, psychology and economics, such as the relationship between individuals in society and the social life can be defined as the name given to the general sciences (Oguzkan, 1993: as cited in Koken, 2002: 236). Social Studies, on the other hand, is a curriculum that aims to educate individuals who can produce solutions in the light of changing country and world conditions in many areas in the decision-making process by blending the information obtained from social sciences and humanities (Öztürk, 2012: 6). According to Moffatt (1957: 20); the aim of this course is to broaden the thoughts of the human communities about the people and the world in which they live and to gain knowledge about social life.

Communication is briefly the transfer of information from one person(s) to another person(s) (Batur, Basar, Sener and Uygun 2019). Communication is a process that involves producing, transferring and making sense of information (Karatekin, Sonmez and Kus, 2012: 1697). It is a bi-directional interaction that occurs mutually. This process means transmitting the message through a channel to the recipient to be transmitted by arranging the message which is called totality of icons. The communication process continues to be reciprocated with the feedback sent by the recipient to the source (Gürüz and Temel Eğinli, 2017: 8). Social Studies curriculum should aim to improve students' ability to express themselves correctly and effectively in written and oral form. In this context, students in social studies courses are aimed to get the skills such as listening, establishing relationships, perceiving the thoughts and feelings of others, being open-minded, expressing themselves in written or verbal form, explaining their opinions as reasoned, discussing and having different perspectives (Deveci, 2008: 196).

Social intelligence can be summarized as being informed about the environment, understanding both their and others' feelings and thoughts, carrying out relationships and being able to adapt to the environment (Dogan and Cetin, 2009: 694). Within our education system, the development of social intelligence is not a priority goal. However, social intelligence is one of the most important factors affecting success in life. IQ measurements alone are insufficient to explain success in life. Having an average intelligence or having superior intelligence does not affect the success in life too much (Selcuk, Kayili and Okut, 2004: 73). Communication skill is the most basic condition for the education to be done in a healthy way. In the recent curriculum of social studies, there are many references to communication and communication skills (Uygun, 2018).

When the relevant literature is examined, no study examining the relationship between social intelligence levels and communication skills of social studies teacher candidates was found. Within the scope of the research, the answers to the following questions were sought in order to examine the

relationship between social studies teacher candidates' social intelligence levels and communication skills according to various variables and to explain the relationship between them.

1. What is the level of communication skills and social intelligence levels of social studies teacher candidates?
2. Is there a significant difference between social studies teacher candidates' communication skills and social intelligence levels in terms of gender?
3. Is there a significant difference between social studies teacher candidates' communication skills and social intelligence levels in terms of age?
4. Is there a significant difference between social studies teacher candidates' communication skills and social intelligence levels in terms of university?
5. Is there a significant difference between social studies teacher candidates' communication skills and social intelligence levels in terms of grade?
6. Is there a significant difference between social studies teacher candidates' communication skills and social intelligence levels in terms of the number of the books read monthly?
7. What is the relationship between social studies teacher candidates' social intelligence levels and communication skills?

Method

This descriptive study was conducted by using quantitative research methods in order to determine the relationship between and social intelligence levels and communication skills of social studies teacher candidates. The design of the study was created by using the relational model, which is a descriptive model. Relational studies are the studies carried out in order to reveal the relationship between multiple variables and to reach clues about cause and effect (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2016: 15).

Study Group

The study group of the research consists of 3rd and 4th grade teacher candidates of Social Sciences Teacher Education department in the education faculties of Muğla Sıtkı Koçman University, Uşak University, Afyon Kocatepe University and Aksaray University in the 2017-2018 academic year. The study group was determined through convenience sampling. The convenience sampling is the identification of the persons or groups to be easily investigated. The researchers generally prefer people or groups with whom they can collect data easily (Sonmez and Alacapinar, 2016: 175).

The study group consisted of 331 students studying at related universities. Information on the demographic characteristics of the participants is shown in Table 1.

Table 1. Distribution of data in terms of the demographic characteristics of participants

Variables	Groups	N	%
Gender	Female	173	52,3
	Male	158	47,5
Age	17-20	24	7,3
	21-23	254	76,7
	24 and over	53	16,0
University	Muğla Sıtkı Koçman University	63	19,0
	Uşak University	106	32,0
	Afyon Kocatepe University	81	24,5
	Aksaray University	81	24,5
Grade	3rd grade	185	52,3
	4th grade	146	47,7
Total		331	100

Data Collection and Analysis

In order to measure the communication skills of social studies teacher candidates, communication skills scale developed by Korkut Owen and Bugay (2014) was used. Communication skills scale is at a level that can be used to measure the communication skills of university students. The internal consistency coefficient (Cronbach Alpha) of the overall scale was measured as .88. Internal consistency coefficients for the sub-dimensions of the scale were; .88 for communication principles and basic skills .72 for self-expression .64 for effective listening and non-verbal communication and .71 for willingness to communicate. In this study, Cronbach Alpha internal consistency coefficient was measured as .91.

Tromso Social Intelligence Scale (TSIS) was used to measure the social intelligence levels of the social studies teacher candidates. The scale was adapted to Turkish by Dogan and Cetin (2009), validity and reliability studies were conducted. The internal consistency coefficient of the scale was .83. In the sub-dimensions, reliability coefficients ranged from .71 to .83. In this study, the Cronbach Alpha internal consistency coefficient of the data obtained from TSIS was measured as .80.

The normality distribution of the data was examined. H0 hypothesis was developed on the supposition that the distribution was not normal. According to the statistical data obtained in the light of Jarque-Bera test results ($p < 0.05$, $p = 0.00$), H1 hypothesis was accepted and the data showed a normal distribution.

Table 2. Normality test

Jarque-Bera test of normality	F	df	Sig.
Social Intelligence level	39,399	331	,000
Communication skills	8,525	331	,000

While analyzing the research, percentage, arithmetic mean, standard deviation, t-test, ANOVA test, Scheffe test and Games-Howell test were used.

Results

Findings related to levels

The average values of prospective teachers' communication skills were examined and the findings are presented in table 3.

Table 3. Descriptive data of social studies teacher candidates' communication skills

Scale/ Sub-dimensions	N	SD	
Communication skills	331	3,87	,63
Principles of communication and basic skills	331	3,88	,68
To express yourself	331	3,91	,76
Effective listening and nonverbal communication	331	3,93	,70
Willingness to communicate	331	3,75	,71

When Table 3 is taken into consideration, the arithmetic mean of the total scores of the social studies teacher candidates obtained from the communication skills scale was measured as $x = 3.87$. It was seen that the communication skills $x = 3.87$ of the social studies teacher candidates were at "high" level.

The average values of prospective teachers' social intelligence levels were examined and the findings are presented in table 4.

Table 4. Descriptive data on social intelligence level of social studies teacher candidates

Scale/ Sub-dimensions	N	x	SD
Social intelligence	331	3,38	,50
Social information process	331	3,58	,63
Social skill	331	3,40	,68
Social awareness	331	3,12	,72

When Table 4 is taken into consideration, the arithmetic mean of the total scores of the social studies teacher candidates received by TSIS was measured as $x = 3.38$. It was seen that the social studies teacher candidates were "appropriate" with social intelligence levels $x = 3.38$.

Findings related to gender

Independent samples t-test was conducted to determine whether there is a difference between the values related to communication skills on gender and the results are presented in Table 5.

Table 5. Social studies teacher candidates' communication skills according to gender variable

Scale/ Sub-dimensions	Gender	N	x	SD	df	T	p																																												
Communication skills	Female	173	3,96	,62	329	2,69	,007																																												
	Male	158	3,77	,62				Principles of communication and basic skills	Female	173	3,95	,65	329	1,90	,057	Male	158	3,80	,71	To express yourself	Female	173	4,01	,72	329	2,73	,007	Male	158	3,79	,78	Effective listening and nonverbal communication	Female	173	4,05	,72	329	3,34	,001	Male	158	3,79	,67	Willingness to communicate	Female	173	3,82	,73	329	1,93	0,54
Principles of communication and basic skills	Female	173	3,95	,65	329	1,90	,057																																												
	Male	158	3,80	,71				To express yourself	Female	173	4,01	,72	329	2,73	,007	Male	158	3,79	,78	Effective listening and nonverbal communication	Female	173	4,05	,72	329	3,34	,001	Male	158	3,79	,67	Willingness to communicate	Female	173	3,82	,73	329	1,93	0,54	Male	158	3,67	,68								
To express yourself	Female	173	4,01	,72	329	2,73	,007																																												
	Male	158	3,79	,78				Effective listening and nonverbal communication	Female	173	4,05	,72	329	3,34	,001	Male	158	3,79	,67	Willingness to communicate	Female	173	3,82	,73	329	1,93	0,54	Male	158	3,67	,68																				
Effective listening and nonverbal communication	Female	173	4,05	,72	329	3,34	,001																																												
	Male	158	3,79	,67				Willingness to communicate	Female	173	3,82	,73	329	1,93	0,54	Male	158	3,67	,68																																
Willingness to communicate	Female	173	3,82	,73	329	1,93	0,54																																												
	Male	158	3,67	,68																																															

When Table 5 is taken into consideration, it was seen that the mean score of the total scores of the social studies teacher candidates was $x = 3.96$ for female teacher candidates and $x = 3.77$ for male teacher candidates. When the mean scores were taken into consideration, it was found that the communication skills were at the “high” level in both groups. It was found that there was a significant difference between male and female teacher candidates according to the scores of the communication skills and this difference was in favor of female teacher candidates $t(329) = 2.69$ [$p = 0.007 < 0.05$]. In addition, there is a significant difference in favor of the female teacher candidates for self-expression $t(329) = 2.73$ [$p = 0.007 < 0.05$] and active listening and non-verbal communication $t(329) = 3.34$ [$p = 0.001 < 0.05$].

Independent samples t-test was conducted to determine whether there is a difference between the values related to social intelligence levels on gender and the results are presented in Table 6.

Table 6. Social studies teacher candidates' social intelligence levels according to gender variable

Scale/ Sub-dimensions	Gender	N	x	SD	df	T	p																																
Social intelligence	Female	173	3,44	,49	328	2,32	,021																																
	Male	158	3,31	,50				Social information process	Female	173	3,64	,61	328	1,69	,090	Male	158	3,52	,64	Social skill	Female	173	3,47	,66	328	1,90	,057	Male	158	3,33	,69	Social awareness	Female	173	3,18	,70	328	1,57	,116
Social information process	Female	173	3,64	,61	328	1,69	,090																																
	Male	158	3,52	,64				Social skill	Female	173	3,47	,66	328	1,90	,057	Male	158	3,33	,69	Social awareness	Female	173	3,18	,70	328	1,57	,116	Male	158	3,06	,75								
Social skill	Female	173	3,47	,66	328	1,90	,057																																
	Male	158	3,33	,69				Social awareness	Female	173	3,18	,70	328	1,57	,116	Male	158	3,06	,75																				
Social awareness	Female	173	3,18	,70	328	1,57	,116																																
	Male	158	3,06	,75																																			

When Table 6 is taken into consideration, the average score of the scores of social studies teacher candidates received from TSIS were; $x = 3.44$ for female teacher candidates and $x = 3.31$ for male teacher candidates. When the arithmetic means were considered, it was found that both groups were at the “appropriate” level of social intelligence levels. According to this comparison, pre-service teachers showed a significant difference in favor of female pre-service teachers according to gender variable $t(3,28) = 2,32$ [$p = 0.021 < 0.05$]. There is no significant difference in the subscales of TSIS.

Findings related to age

Anova t-test was conducted to determine whether there is a difference between the values related to communication skills on age and the results are presented in Table 7.

Table 7. Social studies teacher candidates' communication skills according to age variable

Scale/ Sub-dimensions	Age	N	x	SD	df	F	p																
Communication skills	17-20	24	3,85	,65	328	2,646	,072																
	21-23	254	3,91	,62																			
	24 and over	53	3,69	,62																			
	Total	331	3,87	,63				Principles of communication and basic skills	17-20	24	3,79	,74	328	4,056	,018	21-23	254	3,93	,68	24 and over	53	3,65	,63
Principles of communication and basic skills	17-20	24	3,79	,74	328	4,056	,018																
	21-23	254	3,93	,68																			
	24 and over	53	3,65	,63																			
	Total	331	3,88	,68																			

To express yourself	17-20	24	3,91	,55	2	,634	,531
	21-23	254	3,93	,78			
	24 and over	53	3,80	,77			
	Total	331	3,91	,76			
Effective listening and nonverbal communication	17-20	24	3,88	,68	2	2,319	,100
	21-23	254	3,97	,86			
	24 and over	53	3,74	,80			
	Total	331	3,93	,70			
Willingness to communicate	17-20	24	3,90	,80	2	1,414	,243
	21-23	254	3,76	,71			
	24 and over	53	3,62	,62			
	Total	331	3,75	,71			

The mean values received from the communication skills of the social studies teacher candidates show that it is between 17-20 years old $x = 3.85$, 21-23 years old $x = 3.91$ and 24 years and older $x = 3.69$. The mean scores of the communication skills are $x = 3.87$. The highest score $x = 3.91$ of the pre-service teachers' communication skills according to age variable is between 21 and 23 age. The lowest score $x = 3.69$ obtained by teacher trainees is 24 age. Whether there was a significant difference in the results obtained was measured using variance analysis. When Table 7 was examined, it was found that the communication skills of prospective teachers did not show a significant difference according to age variable $F(2,328) = 2,646$ [$p = 0.72 > 0.05$]. According to Table 7, self-expression $F(2,328) = 0.634$ [$p = 0.53 > 0.05$], effective listening and non-verbal communication $F(2,328) = 2,319$ [$p = 0.10 > 0.05$] and willingness to communicate $F(2,328) = 1,419$ [$p = 0.24 > 0.05$].

There is a significant difference in communication principles and basic skills sub-dimension. Scheffe test was performed to determine which age range caused this difference and the test results are given in Table 8.

Table 8. Scheffe analysis of principles of communication and basic skills of social studies teacher candidates according to age variable

Age		x	Difference Between Means	p
17-20	21-23	3,93	-,143	,615
	24 and over	3,65	,141	,700
21-23	17-20	3,79	,143	,615
	24 and over	3,65	,284	,022*
24 and over	17-20	3,79	-,141	,700
	21-23	3,93	-,284	,022*

As a result of Scheffe analysis in Table 8, it was determined that there is a significant difference between the 21-23 age group and 24 and over age group in the communication principles basic skills sub-dimension of social studies teacher candidates. The significant difference is in favor of the 21-23 age group.

Anova t-test was conducted to determine whether there is a difference between the values related to social intelligence levels on age and the results are presented in Table 9.

Table 9. Social studies teacher candidates' social intelligence levels according to age variable

Scale / Sub-dimensions	Age	N	x	SD	df	F	p
Social intelligence level	17-20	24	3,33	,44	2 327	,655	,520
	21-23	254	3,39	,50			
	24 and over	53	3,91	,50			
	Total	331	3,38	,50			
Social information process	17-20	24	3,51	,57	2 327	,168	,846
	21-23	254	3,58	,62			
	24 and over	53	3,60	,69			
	Total	331	3,58	,63			
Social skill	17-20	24	3,35	,62	2 327	,114	,892
	21-23	254	3,41	,70			
	24 and over	53	3,38	,60			
	Total	331	3,40	,68			
Social awareness	17-20	24	3,12	,59	2 327	2,361	,096
	21-23	254	3,17	,71			
	24 and over	53	2,93	,80			
	Total	331	3,12	,72			

The average of the scores received by the social studies teacher candidates were found $x = 3.33$ for the ages 17-20, $x = 3.39$ for the ages 21-23 and $x = 3.91$ for the age 24.

The mean of the total scores obtained from TSIS is $x = 3.38$. The highest score $x = 3.91$ of teacher trainees according to social intelligence levels age variable is between 21-23 ages. The lowest score is $x = 3.33$ and the prospective teachers who are at the age of 24 or older. Whether there was a significant difference in the results obtained was measured using variance analysis. When Table 9 was examined, there is no significant difference according to social intelligence levels age variable of teacher trainees $F(2,327) = 0,655$ [$p = 0.52 > 0.05$].

In addition, there is no significant difference in the sub-dimensions according to the age variable. Social information process $F(2,327) = 0.168$ [$p = 0.84 > 0.05$], social skill $F(2,327) = 0.111$ [$p = 0.89 > 0.05$] and social awareness $F(2,327) = 2.361$ [$p = 0.09 > 0.05$].

Findings related to university

Anova t-test was carried out to determine whether there is a difference between the values related to communication skills on university and the results are presented in Table 10.

Table 10. Social studies teacher candidates' communication skills according to university variable

Scale / sub-	University	N	x	SD	df	F	p
Communication Skills	Muğla SK University	63	4,11	,59	3 327	9,207	,00
	Uşak University	106	3,63	,67			
	Afyon Kocatepe University	81	3,93	,57			
	Aksaray University	81	3,94	,55			
	Total	331	3,87	,63			
Principles of communication and basic skills	Muğla SK University	63	4,12	,58	3 327	6,937	,00
	Uşak University	106	3,66	,79			
	Afyon Kocatepe University	81	3,92	,59			
	Aksaray University	81	3,94	,60			
	Total	331	3,88	,68			

To express yourself	Muğla SK University	63	4,13	,73	3 327	5,284	,001
	Uşak University	106	3,68	,80			
	Afyon Kocatepe University	81	3,97	,70			
	Aksaray University	81	3,95	,72			
	Total	331	3,91	,76			
Effective listening and nonverbal communication	Muğla SK University	63	4,18	,65	3 327	9,262	,00
	Uşak University	106	3,65	,74			
	Afyon Kocatepe University	81	4,00	,68			
	Aksaray University	81	4,02	,61			
	Total	331	3,93	,70			
Willingness to communicate	Muğla SK University	63	3,98	,72	3 327	7,181	,00
	Uşak University	106	3,51	,71			
	Afyon Kocatepe University	81	3,82	,66			
	Aksaray University	81	3,82	,66			
	Total	331	3,75	,71			

The mean scores of the social studies teacher candidates received from the communication skills are $x = 4.11$ for Muğla Sıtkı Koçman University, $x = 3.94$ for Aksaray University, $x = 3.93$ for Afyon Kocatepe University and $x = 3.63$ for Uşak University. The mean score of communication skills is $x = 3.87$. According to the university variable, the highest score $x = 4.11$ was obtained by the prospective teachers studying at Muğla Sıtkı Koçman University. The lowest score $x = 3.63$ was obtained by prospective teachers studying at Uşak University. Whether there was a significant difference in the results obtained was measured using variance analysis.

Table 10 showed that the communication skills of the prospective teachers showed a significant difference compared to the universities they studied in. $F(3,327) = 9.207$ [$p = 0.00 > 0.05$]. Scheffé analysis was used to determine which university or universities this difference is between and the results of the analysis are shown in Table 11.

Table 11. Scheffé analysis of communication skills of social studies teacher candidates according to university variable

University		x	Difference	Between	p
Muğla SK University	Uşak University	3,63	,477		,00*
	Afyon Kocatepe University	3,93	,181		,368
	Aksaray University	3,94	,173		,412
Uşak University	Muğla SK University	4,11	-,477		,00*
	Afyon Kocatepe University	3,93	-,295		,014*
	Aksaray University	3,94	-,303		,010*
Afyon Kocatepe University	SMuğla SK University	4,11	-,181		,368
	Uşak University	3,63	,295		,014*
	Aksaray University	3,94	-,008		1,00
Aksaray University	Muğla Sıtkı Koçman University	4,11	-,173		,412
	Uşak University	3,63	,303		,10*
	Afyon Kocatepe University	3,93	,008		1,00

According to the Scheffé test results in Table 11, a significant difference was found between the social studies teacher candidates studying at Muğla Sıtkı Koçman University, Afyon Kocatepe University and Aksaray University and the participants who studied at Uşak University. Significant difference is against the candidates teachers of Uşak University. As a result of the analysis of variance regarding the scores of the pre-service teachers from the communication skills sub-dimensions, a

significant difference was found in all sub-dimensions compared to the university variable. According to the results of Scheffe test to determine the direction of this difference, the scores of other universities were found to be significantly higher in all dimensions than Uşak University.

It was determined that there was a significant difference between Muğla Sıtkı Koçman University and Uşak University in the sub-dimension of self-expression. The significant difference is in favor of Muğla Sıtkı Koçman University.

Anova t-test was carried out to determine whether there is a difference between the values related to social intelligence levels on university and the results are presented in Table 12.

Table 12. Social studies teacher candidates' social intelligence levels according to university variable

Scale / Sub-dimensions	University	N	x	SD	df	F	P
Social intelligence level	Muğla SK University	63	3,47	3,49	3 326	3,659	,013
	Uşak University	106	3,25	3,49			
	Afyon Kocatepe University	81	3,44	3,48			
	Aksaray University	81	3,41	3,51			
	<i>Total</i>	331	3,38	3,50			
Social information process	Muğla SK University	63	3,73	3,62	3 326	4,539	,004
	Uşak University	106	3,41	3,66			
	Afyon Kocatepe University	81	3,59	3,59			
	Aksaray University	81	3,67	3,59			
	<i>Total</i>	331	3,58	3,63			
Social skill	Muğla SK University	63	3,48	3,71	3 326	3,581	,014
	Uşak University	106	3,24	3,60			
	Afyon Kocatepe University	81	3,55	3,72			
	Aksaray University	81	3,41	3,68			
	<i>Total</i>	331	3,40	3,68			
Social awareness	Muğla SK University	63	3,16	3,69	3 326	3,345	,79
	Uşak University	106	3,07	3,72			
	Afyon Kocatepe University	81	3,17	3,69			
	Aksaray University	81	3,12	3,79			
	<i>Total</i>	331	3,12	3,72			

The mean of the social studies teacher candidates' TSIS scores are as follows: Muğla Sıtkı Koçman University $x = 3.47$, Afyon Kocatepe University $x = 3.44$, Aksaray University $x = 3.41$ and Uşak University $x = 3.25$.

The mean of the total scores obtained from TSIS is $x = 3.38$. Muğla Sıtkı Koçman University has the highest score $x = 4.47$ of the teacher candidates according to social intelligence levels university variable. Uşak University has the lowest score $x = 3.25$. Whether there was a significant difference in the results obtained was measured using variance analysis.

When Table 11 was examined, it was found that teacher candidates showed a significant difference compared to the universities $F(3,326) = 3,659$ [$p = 0.013 < 0.05$]. Games-Howell test was used to determine the difference between universities. The results of the analysis are shown in Table 13.

Table 13. Games Howel analysis of social intelligence levels of social studies teacher candidates according to university variable

University		x	Difference Means (I-J)	between	p	Games- Howel
Muğla SK University	Uşak University	3,47	,219		,030*	
	Afyon Kocatepe University	3,44	,026		,938	
	Aksaray University	3,41	,053		,919	
Uşak University	Muğla SK University	4,11	-,219		,030*	
	Afyon Kocatepe University	3,44	-,192		,043*	
	Aksaray University	3,41	-,165		,124	
Afyon Kocatepe University	Muğla SK University	4,11	-,026		,988	
	Uşak University	3,47	,192		,043*	
	Aksaray University	3,41	,027		,986	
Aksaray University	Muğla SK University	3,47	-,059		,919	
	Uşak University	3,25	,165		,124	
	Afyon Kocatepe University	3,44	-,027		,989	

According to the results of Games-Howell test in Table 13, social intelligence levels scores of Muğla Sıtkı Koçman and Afyon Kocatepe University social studies teacher candidates showed a significant difference compared to teacher candidates studying at Uşak University. This difference is against the prospective teachers studying at Uşak University. In addition, the scores of in the social information process sub-dimension of Muğla Sıtkı Koçman University and Afyon Kocatepe Universities were significantly higher than the Uşak University scores. In the Social Skills sub-dimension, a significant difference was found between Afyon Kocatepe University and Uşak University in favor of Afyon Kocatepe University.

Findings related to grade

Independent samples t-test was conducted to determine whether there is a difference between the values related to communication skills on grade and the results are presented in Table 14.

Table 14. Social studies teacher candidates' communication skills according to grade variable

Scale / Sub-dimensions	Grade	N	x	SD	df	T	p
Communication Skills	3rd Grade	185	3,84	,63	329	,836	,404
	4th Grade	146	3,90	,61			
Principles of communication and basic skills	3rd Grade	185	3,84	,66	329	1,126	,261
	4th Grade	146	3,93	,70			
To express yourself	3rd Grade	185	3,86	,77	329	1,103	,271
	4th Grade	146	3,96	,75			
Effective listening and nonverbal communication	3rd Grade	185	3,90	,69	329	,777	,438
	4th Grade	146	3,96	,72			
Willingness to communicate	3rd Grade	185	3,76	,74	329	,336	,737
	4th Grade	146	3,74	,66			

When Table 14 is taken into consideration, the average of the scores obtained by the social studies teacher candidates from the communication skills scale are $x = 3.84$ for 3rd grade teacher candidates and $x = 3.90$ for 4th grade teacher candidates. When the mean values were taken into consideration, communication skills were found to be “high” in both groups. It was found that

communication skills of social studies teacher candidates did not show a significant difference according to grade level $t(329) = 0.836$, $[p = 0.40 > 0.05]$.

Independent samples t-test was conducted to determine whether there is a difference between the values related to social intelligence levels on grade and the results are presented in Table 15.

Table 15. Social studies teacher candidates' social intelligence levels according to grade variable

Scale / Sub-dimensions	Grade	N	x	SD	df	T	p
Social intelligence level	3rd Grade	185	3,38	,53	328	,303	,762
	4th Grade	146	3,37	,46			
Social information process	3rd Grade	185	3,57	,63	328	,175	,861
	4th Grade	146	3,59	,63			
Social skill	3rd Grade	185	3,39	,68	328	,269	,788
	4th Grade	146	3,41	,67			
Social awareness	3rd Grade	185	3,16	,73	328	1,022	,308
	4th Grade	146	3,08	,71			

When Table 15 is examined, it is seen that the mean scores of social studies teacher candidates for TSIS are for $x = 3.38$ 3rd grade teacher candidates and $x = 3.37$ for 4th grade teacher candidates. When the arithmetic means were taken into consideration, social intelligence levels were found to be “appropriate” in both groups. It was determined that the social studies teacher candidates did not show a significant difference according to the grade level they studied in social intelligence levels $t(328) = 0,303$ $[p = 0.76 > 0.05]$.

Findings related to the number of the books read monthly

Anova t-test was conducted to determine whether there is a difference between the values related to communication skills to the number of monthly book reading and the results are presented in Table 16.

Table 16. Social teacher candidates' communication skills according to the number of the books read monthly variable

Scale / Sub-dimensions	Book reading	N	x	SD	df	F	p
Communication Skills	0- 1	144	3,77	,64	2 328	4,591	,011
	2 -4	155	3,91	,62			
	5 and over	32	4,12	,53			
	<i>Total</i>	331	3,87	,63			
Principles of communication and basic skills	0- 1	144	3,82	,65	2 328	2,022	,134
	2 -4	155	3,89	,72			
	5 and over	32	4,08	,57			
	<i>Total</i>	331	3,88	,68			
To express yourself	0- 1	144	3,79	,73	2 328	5,222	,006
	2 -4	155	3,95	,73			
	5 and over	32	4,25	,64			
	<i>Total</i>	331	3,91	,76			
Effective listening and nonverbal communication	0- 1	144	3,82	,73	2 328	4,814	,009
	2 -4	155	3,97	,66			
	5 and over	32	4,22	,72			
	<i>Total</i>	331	3,93	,70			
Willingness to communicate	0- 1	144	3,62	,72	2	5,177	,006

2 -4	155	3,83	,70	328
5 and over	32	3,98	,59	
<i>Total</i>	331	3,75	,71	

The mean scores of the social studies teacher candidates received from the communication skills are $x = 3.77$ for 0-1 books, $x = 3.91$ for 2-4 books and $x = 4.12$ for 5 or more books. The mean score of the communication skills is $x = 3.87$. The highest score $x = 4.12$ of teacher candidates' communication skills according to the monthly book reading variable was obtained by those who read 5 or more books. The lowest score $x = 3.77$ was obtained by 0-1 book readers. Whether there was a significant difference in the results obtained was measured using variance analysis. When Table 16 was examined, it was found that the communication skills of prospective teachers showed a significant difference according to the number of books they read monthly $F(2.328) = 4,591$ [$p = 0.011 < 0.05$]. Scheffe analysis was applied to determine among which group or groups this difference was and the results of the analysis are shown in Table 17.

Table 17. Scheffe analysis of social skills teacher candidates' communication skills and sub-dimensions according to the number of books read monthly

The number of monthly book reading		Difference between means (I-J)	p
0-1	2-4	-,132	0,185
	5 and over	-,348*	0,018
2-4	0-1	,132	0,185
	5 and over	-,215	0,208
5 and over	0-1	,348*	0,018
	2-4	,215	0,208

According to the results of Scheffe test in Table 17, there is a significant difference between the social studies teacher candidates who read 5 or more books monthly and the prospective teachers who read 0-1 books ($p = 0.018 < 0.050$). There are significant differences in favor of those who read 5 or more books. There is a significant difference between the scores obtained by reading 5 books and over from the self-expression $F(2.328)=5,222$ [$p=0.006<0.05$] and active listening $F(2.328)=4,814$ [$p=0.009<0.05$] sub-dimensions and those obtained from 0-1 book readers. The difference was found to be in favor of those who read books 5 and over. In addition, according to the results of Scheffe analysis, there is a significant difference in the willingness to communicate sub-dimension between the prospective teachers who read 5 or more books and the prospective teachers who read 0-1 book ($p=0.031<0.05$). There are significant differences in favor of those who read 5 or more books. In addition, a significant difference was found between 2-4 books and 0-1 books in favor of 2-4 books ($p=0.040<0.05$).

Anova t-test was conducted to determine whether there is a difference between the values related to social intelligence levels to the number of books read monthly and the results are presented in Table 18.

Table 18. Social studies teacher candidates' social intelligence levels according to the number of books read monthly

Scale / Sub-dimensions	Monthly book reading	N	x	SD	df	F	p
Social intelligence level	0- 1	144	3,52	,50	2	,775	,462
	2 -4	155	3,38	,48			
	5 and over	32	3,47	,60			
	<i>Total</i>	331	3,38	,50			
Social information process	0- 1	144	3,57	,67	2	2,613	,075
	2 -4	155	3,54	,56			
	5 and over	32	3,82	,69			
	<i>Total</i>	331	3,58	,63			
Social skill	0- 1	144	3,36	,69	2	,449	,639
	2 -4	155	3,43	,66			
	5 and over	32	3,46	,72			
	<i>Total</i>	331	3,40	,68			
Social awareness	0- 1	144	3,08	,70	2	,583	,559
	2 -4	155	3,17	,71			
	5 and over	32	3,08	,85			
	<i>Total</i>	331	3,12	,72			

The mean scores of social studies teacher candidates were found as; $x = 3.35$ for monthly 0-1 books, $x = 3.38$ for 2-4 books and $x = 3.47$ for 5 or more books. The mean of the total scores obtained from TSIS is $x = 3.38$. It was observed that the highest score $x = 4.47$ was obtained by those who read 5 books or more, and the lowest score $x = 3.35$ was obtained by those who read 0-1 books. Whether there was a significant difference in the results obtained was measured using variance analysis. When Table 18 was examined, it was found that there was no significant difference between the pre-service teachers' monthly book reading variable $F(2.327)=0,775$ [$p=0.462<0.05$].

Findings about the relationship between social studies teacher candidates' social intelligence levels and communication skills

Pearson correlation analysis was conducted to reveal the relationship between social studies teacher candidates' communication skills and social intelligence levels, and the results are shown in Table 19.

Table 19. The relationship between social skills teacher candidates' communication skills and social intelligence levels

		Communication	Social intelligence
Communication Skills	Pearson R	1	,512*
	P		,000
	N	331	331
Principles of communication and basic skills	Pearson R	,922*	,417*
	P	,000	,000
	N	331	,331
To express yourself	Pearson R	,858*	503*
	P	,000	,000
	N	331	331

Effective listening and nonverbal communication	Pearson R	,905*	,479*
	P	,000	,000
	N	331	331
Willingness to communicate	Pearson R	,837*	,462*
	P	,000	,000
	N	331	331
Social intelligence level	Pearson R	,512*	1
	P	,000	
	N	331	331
Social information process	Pearson R	,483*	,750*
	P	000	,000
	N	331	331
Social skill	Pearson R	,425*	,818*
	P	,000	
	N	331	331
Social awareness	Pearson R	,241*	,671*
	P	,000	,003
	N	331	331

According to Table 19, it is determined that there is a moderate, linear and positive relationship between the communication skills of social studies teacher candidates and social intelligence levels [Pearson R=0,512; p=0.000<0.001]. According to these results; it is seen that social intelligence levels of social studies teacher candidates increase as social communication skills increase and social intelligence levels decrease as communication skills decrease.

It has been determined that there is a moderate, linear and positive relationship between communication principles and basic skills of social studies teacher candidates and social intelligence levels [Pearson R=0,417; p=0.000<0.001]. According to these results; it is seen that social intelligence levels of social studies teacher candidates increase as communication principles and basic skills increase, and social intelligence levels decrease as communication principles and basic skills decrease.

When the results are examined, it is determined that there is a moderate, linear and positive relationship between self-expression which is the communication skills sub-dimension of social studies teacher candidates and social intelligence levels [Pearson R=0,503; p=0.000<0.001]. According to these results; it is seen that social intelligence levels of social studies teacher candidates increase as self-expression skills increase and social intelligence levels decrease as self-expression skills decrease.

Table 19 shows that there is a moderate, linear and positive relationship between the candidates' effective listening and non-verbal communication skills and social intelligence levels [Pearson R=0,479; p=0.000<0.001]. According to these results; it was found that social intelligence levels of social studies teacher candidates increased as active listening and non-verbal communication skills increased and social intelligence levels decreased as effective listening and non-verbal communication skills decreased.

When the results are taken into consideration, it is determined that there is a moderate, linear and positive relationship between teacher candidates' willingness to communicate and social intelligence levels [Pearson $R=0,462$; $p=0.000<0.001$]. According to these results; it was seen that social intelligence levels of social studies teacher candidates increased as willingness to communicate increased and social intelligence levels decreased as willingness to communicate decreased.

According to Table 19, it is determined that there is a moderate, linear and positive relationship between social studies teacher candidates' social knowledge process levels and communication skills [Pearson $R=0,483$; $p=0.000<0.001$]. According to these results; it is seen that the communication skills of social studies teacher candidates increase as their social knowledge process levels increase, and their communication skills decrease as social science process levels decrease.

In table 19, it is seen that there is a moderate, linear and positive relationship between the social skills levels of the prospective teachers and communication skills [Pearson $R=0,425$; $p=0.000<0.001$]. According to these results; it is seen that social studies teacher candidates' communication skills increased as social skills levels increased and their communication skills decreased as social skills levels decreased.

According to these results, it is determined that there is a moderate, positive and linear relationship between the social awareness level and communication skills of the pre-service teachers [Pearson $R=0,241$; $p=0.000<0.001$]. According to these results; it is seen that the communication skills of social studies teacher candidates increase as social awareness levels increase, and their communication skills decrease as social awareness levels decrease.

Discussion and Conclusion

In the scope of this study, it can be concluded that the communication skills of social studies teacher candidates were high. This result is similar to the previous studies on the communication skills of prospective teachers (Tan and Tan, 2015; Milli and Yağcı, 2017). In another study, it was determined that teacher candidates defined themselves as proficient enough according to their communication skills (Çuhadar, Özgür, Akgün and Gündüz, 2014; Riedler and Eryaman, 2016). However, it is seen that the literature is inconsistent with some studies. In Yeşil's (2010) study, it is concluded that teacher candidates are not fully competent in communication skills. Teacher candidates' having high communication skills of the social studies is a desirable and important situation in terms of transferring communication skills and being taught in primary education which covers the teaching of an interdisciplinary field due to the content of Social Studies course. (Kılıçoğlu, Gedik and Akhan, 2011; Kılıç, 2013).

It is seen that social intelligence levels of candidates are at the "appropriate" level. This result is similar to the result obtained by Ülker (2016) but contradicts with Kozağaç (2015).

According to the results of the study, 'self-expression' sub-dimension, 'listening and non-verbal communication' sub-dimension and communication skills total score differed according to gender. This difference is in favor of female teacher candidates. When the relevant literature is

examined, it is seen that many studies support these results (Bozkurt Bulut, 2004; Kılıçoğlu et al., 2011; Çuhadar et al., 2014; Ocak and Erşen, 2015; Milli and Yağcı, 2017; Uygun and Arıkan, 2019).

As a reason for the higher communication skills of female teacher candidates compared to male teacher candidates; social roles change and women's participation in social life and success in many areas can be considered. In addition, it is thought that such a result may have come out since the perception that teaching profession is primarily a profession specific to women and can trigger the desire of female teacher candidates to realize their basic teaching skills (Ocak and Erşen, 2015).

On the other hand, when the previous studies are examined, there are also studies which found that the communication skills of the pre-service teachers did not show a significant difference according to gender variable (Acar, 2009; Dilekman, Başcı and Bektaş, 2008; Tunçeli, 2013; Yeşil, 2010).

According to the findings of the study, it was concluded that social studies teacher candidates differed according to gender. It was found that female teacher candidates had significantly higher social intelligence levels than male teacher candidates. This result is similar to some studies in the literature (Ermış, İmamoğlu and Erilli, 2012; Silvera, Martinussen and Dahl, 2001) it also differs with some studies (Doğan, Totan and Sapmaz, 2009; Saxena and Jain, 2013). Ülker (2016) concluded that social information process, social skills and social intelligence levels did not show a significant difference according to gender variable, but social awareness sub-dimension showed a significant difference in favor of females.

The communication skills of teacher trainees do not show a significant difference according to age. The reason for this is that the data were collected from the 3rd and 4th grade prospective teachers and these class levels are generally in similar age groups. This result is similar to previous studies (Acar, 2009; Kılıçoğlu et al., 2011; Tepeköylü, Soytürk and Çamlıyer, 2009).

Communication skills of social studies teacher candidates showed a significant difference compared to universities. The communication skills of prospective teachers at Muğla Sıtkı Koçman University, Afyon Kocatepe University and Aksaray University are significantly higher than those of Uşak University. As a reason for this difference; the human relations and communication skills given in the faculties of education and other field courses, ease of access to social activities in cities, individual differences and the academic score obtained at entrance to universities are thought to be effective. This result is in parallel with the work of Kılıcıgil, Bilir, Özdiñç, Erođlu and Erođlu (2009), while it is in contrast with Saraçođlu, Yenice and Karasakalođlu (2009).

It was concluded that social intelligence levels of teacher candidates studying at Uşak University are significantly lower than those who were studying at Muğla Sıtkı Koçman, Afyon Kocatepe and Aksaray University. This situation may be due to the socio-cultural characteristics of the city where the teacher candidates live, the importance given to social activities by universities and the scores in the university entrance exams. The results obtained from this study are similar to those obtained by Yazıcı and Yıldırım (2017).

According to the results, there is no significant difference between social studies teacher candidates and their communication skills. It is seen that the results obtained from previous studies are also similar (Dilekman et al., 2008; Tepeköylü et al., 2009; Ülker, 2016; Tunçeli, 2013; Milli and Yağcı, 2017).

It is thought that this result has been obtained because the prospective teachers participating in this study have been studying in 3rd and 4th grade and both groups have taken human relations and communication lessons.

It was concluded that the communication skills of the teacher candidates differed significantly according to the number of books they read monthly. It was found that the teacher candidates who read 5 and more books per month are significantly higher in terms of communication skills and self-expression, willingness to communicate, effective listening and non-verbal communication skills than those who read 0-1 book.

This result supports the findings previously obtained by Saraçoğlu, Yenice and Karasakaloğlu (2009). In addition, it was found that there was no significant difference between the social studies teacher candidates' according to the number of the books they read. When the previous studies were examined, no studies were available in this area. It was seen that the reading levels of the teacher candidates caused a significant difference in communication skills but did not lead to a significant difference in social intelligence levels. In order to interpret the reason for this situation, it can be indicated that communication skills can improve by reading books but social intelligence cannot be developed in this way. On the other hand, it can be said that social intelligence can be developed by being more present in social environments, doing more practice and having experiential learning.

According to the results of the study, it is seen that there is a moderate, positive and positive relationship between communication skills and social intelligence levels of social studies teacher candidates. According to these results; as the communication skills of teacher trainees increased, their social intelligence levels increased and as communication skills decreased, their social intelligence levels decreased as well. This situation is similar to previous studies (Kaya et al., 2016; Ülker, 2016).

According to the results of the research, the following recommendations can be given. Social intelligence levels and communication skills of teachers, prospective teachers and students can be measured and compared. Later research on social intelligence and communication skills can be expanded according to different samples, branches and faculties. As it is seen in the research results, the communication skills of the teacher candidates who read 5 or more books monthly are significantly higher than the other groups. For this reason, prospective teachers should acquire reading habits. Courses such as human relations, communication and drama should be taught practically.

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