The Moral Development and Self-Realization Levels of University Students: North Cyprus Context

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Abstract

Problem Statement: When students graduate, they begin to work and start facing the real and difficult life outside school. In addition, what they are obliged to do is that they both have to stand on their own feet and become good members of the society they live in. Furthermore, the students at education faculties are going to be the educators of the future and they will be able to affect many people who will study in their classes. Therefore, it is crucial to study the moral development of university students, especially the students studying at education faculties. Additionally, self-realization, which is the highest level of Maslow's hierarchy for needs, is also important as it is the main force to motivate a person.

Purpose of the Study: This study investigates the moral development of university students who study at education faculty. Then the study aims to find out whether there is a correlation with the moral development abilities of the participants and their self-realization levels.

Methods: The Turkish versions of Defining Issues Test (DIT) prepared by Akkoyun (1987) and Personal Orientation Inventory prepared by Kuzgun (1973) were given to the participants with an introductory part in order to get some demographic information such as age, gender, the literacy of parents, and so forth.

Results: At the end of the study it is found out that the education level of mothers is very important for the moral judgment of participants. The study also shows that students with higher level of self-realization are better at moral judgment.

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Conclusions and Recommendations: The results reveal that the Junior students' level of moral judgment is higher than the level of Freshman students. Also, the education level of mothers and the departments of students affect participants' moral judgment scores. It is suggested to carry out more studies in order to analyze personal and cultural factors affecting people's moral judgment.

Keywords: moral development, self-realization, education faculty students, defining issues test, personal orientation inventory

Introduction

Moral Development

Morality is the combination of good and right behaviours and the rules and manners that people are responsible to obey. The norms about what is right and what is wrong vary from culture to culture or society to society. Besides every single human being has his/her own moral sentiment, the understanding of moral sentiment has been changed again and again throughout the history. Kant is one of the pioneers who devoted himself to work on ethics and moral development in a phase of his life. However, he strongly believed that the individual has to be free in order to talk about ethics as virtues and the personality of the individual are secondary when it comes to moral education (Yazıcı, 2003, p. 162-4).

On the other hand, Lawrence Kohlberg is not the first person who has been interested in and spent time on moral development in history whereas he is the one who mainly focused and deeply and thoroughly examined the stages of moral development, the relationship of these stages with each other, and the basic principles of moral development.

In his research, Kohlberg has used stories which include ethical dilemmas (good-bad / right-wrong) so the reader always has to make a choice but the decision is not as important for Kohlberg as the decision making process; he is more interested in the reasoning process than how the individual ends up with a choice. Therefore, it can be said that cognitive issues play an important role on moral development (Mercin, 2005, p. 76) whereas they do not explain the level of moral development on their own; logical basis of why a person has to act like that is also vital. In brief, Kohlberg tried to identify and differentiate the levels of moral development stages that every individual is in by asking them the question 'why'.

Kohlberg had worked with individuals from various countries including Thailand, Malaysia, Turkey, Mexico and he realized that individuals from different cultures have the same moral concepts like equity, justice, love, respect, and authority. In the moral development approach, there are seven important principles that were emphasized by Kohlberg (1971), which were cited by Akbaba (2011). These basics are listed below:

1. Each and every stage of development follows the previous one.
2. Development can stop at any stage as there is a border for every individual.
3. For every individual there is a certain stage that his/her ethical judgment is concentrated on and s/he mostly shows the characteristics of that certain stage.
4. The moral development of an individual cannot go back to the previous stage but can go forward to the next one.
5. Age is not an indicator of development.
6. Cognitive development is necessary for moral development but it is not enough on its own.
7. Empathy is necessary for moral development but it is also not enough on its own (p.176).

As a result, he claimed that there are three moral development levels and each level consists of two stages as shown below:

1. Level I: Pre-conventional Morality: This level is based on selfishness and egocentrism. The person in this level is open to cultural norms and values –like right/wrong or good/bad. However, the person acts after evaluating the punishment and rewards (which are the physical consequences) or the physical power of the person who sets the rules.

a) *Stage 1*: Obedience and Punishment Orientation: The authority must be obeyed so the people at this stage avoid punishment. A behaviour is identified as either good or bad because of its consequences; if there is punishment after the behaviour (Kohlberg, 1980, p. 91).

b) *Stage 2*: Individualism and Exchange: This is the stage where the people understand that the other people also have needs whereas his/her own needs are still prioritized. Personal gain is important for individuals who are at this stage so if there is personal gain after a behaviour, it becomes the right behaviour (Gander & Gardiner, 1995, p. 432).

2. Level II: Conventional Morality: Personal needs are not being interested in anymore but the society the person lives in, his/her family, friends become more important and the ability to develop 'empathy' is the main characteristic of this level that differentiates conventional morality level from pre-conventional morality level.

c) *Stage 3*: Good Interpersonal Relationships: This is the first stage that good means 'making others happy'. The individual cooperatively works with his/her peers because s/he needs to be involved in a group (Karakavak, 2006, p. 33).

d) *Stage 4*: Maintaining the Social Order: Good behaviour at this stage means obeying the community rules, contributing somehow to the community and maintaining the social order. The rules and regulations of the society the person lives in become very important rather than peers (Aypay, 2009, p. 155).

3. Level III: Post-conventional Morality: The individuals who reach this level can question the social order and rules and regulations. Thus, s/he can choose his/her own moral principles and can have a personal system of moral values.

e) *Stage 5*: Social Contract and Individual Rights: The good behaviour at this stage is the behaviour which is based on accepted principles, supported by human rights and to the benefit of the society (Kağıtçıbaşı, 1985, p. 255). The authorities, rules, order, system are not directly accepted but questioned and if necessary, can be changed.

f) *Stage 6*: Universal Principles: The individual at this stage chooses his/her own moral principles. The main principle at this stage is that 'human life is the most important thing in every single condition – no matter what happens'. Kohlberg states that only a few human beings can reach this kind of moral judgment and usually these people are philosophers and wise people (Çileli, 1987, p. 272).

Self-realization

Abraham Maslow is the first person who has evaluated the nature of human beings in the most positive way in the field of psychology (Şahin, 2011, p. 313) and his very famous notion is self-realization. He defined self-realization as actualizing an individual's potentials, capacities and talents (Crain, 2005, p. 373). He claimed that if a person is given the opportunity to freely choose and to take the responsibility of his/her own actions, s/he will choose the most convenient and beneficial one for himself/herself.

Maslow has worked on motivation and he found out that motivation relies on human needs. He also mentioned that if motivation is defined as the energy or force that makes a person to take an action, this energy or force can be revealed from the needs at different levels (Şahin, 2011, p. 314). He ordered the needs of people in a hierarchic way and self-realization is the need of every healthy person.

Maslow's theory of motivation is in parallel with the theory of self-actualizing tendency propounded by Carl Rogers. Both Maslow and Rogers, as humanist psychologists, believe that the aim of all healthy human beings is to actualize themselves (Şahin, 2011, p. 317). The only difference between these two scholars is that Rogers claimed that the actualized person is the person who fully uses his/her potential (Alkaya, 2010, p. 322).

As the real target of all human beings is to reach the self-actualization stage in moral development (Çetinkanat, 2005, p. 101), this is a vitally important topic to be researched on. Considering the current situation mentioned above, the teacher candidates studying at higher education are about to finish their school life and begin to work. When they graduate, they start facing the real and difficult life outside school, they both have to stand on their own feet and become good members of the society they live in.

Furthermore, the students at education faculties are going to be the educators of the future and they will be able to affect many people who will study in their classes as Tandoğan (2001) emphasized that "teachers are the people who shape the indi-

vidual, the raw material that is called human power" (p. 93). Therefore, it is crucial to study the moral development of university students, especially the students studying at education faculties. In addition, self-realization, which is the highest level of Maslow's hierarchy for needs, is as important because it is the main force to motivate a person.

Purpose of the Study

The main aims of the study are to examine whether there is an effect of the variables such as the university students' age, gender, department, the year they are in, the literacy level of their mother and fathers, the high school type they have graduated from, hometown, and level of self-realization on the development of their moral judgment abilities; and to examine whether there is a significant difference between the moral judgment abilities of university students and their level of self-realization.

Four research questions have been asked in order to find out the abovementioned aims in the study and these are listed below:

1. Do the factors such as age, gender, department, the year they are in, the literacy level of their mother and fathers, the high school type they have graduated from, hometown, and level of self-realization affect the moral judgment ability points of university students?

2. Is there a significant difference between the moral judgment ability points of university students and the subscale 'time competency level' of the personal orientation inventory?

3. Is there a significant difference between the moral judgment ability points of university students and the subscale 'inner direction level' of the personal orientation inventory?

4. Is there a significant difference amongst the university students in terms of the year they are in, especially between the freshmen and the seniors?

Methods

As the study aims to examine the moral development of university students and to find out whether there is a correlation with the moral development abilities of the participants and their self-realization levels, the independent variables are gender, age, department, the year the participants are in, father and mothers' literacy level, the high school type they have graduated from, hometown and self-realization level. The dependent variable is the moral development abilities.

The Participants

The target population of the study is the students that study at different departments of the Education Faculty at Eastern Mediterranean University in the Spring

Semester of the Academic Year 2011-2012. The sample is the Education Faculty students who take courses from the researchers. There were 290 students in total.

Table 1 shows the distribution of the students according to their gender and age. The table illustrates that 67.4% of the participants are female and 32.2% of participants are male. As it can be seen from the table, half of the participants are either at the age of 20 (28.9%) or at the age of 23 and above (28.5%).

Table 1

Distribution of the Students According to their Gender and Age

Gender	Frequency	Percent	Age	Frequency	Percent
Female		67.4	18 years old		3.4
			19 years old		13.4
			20 years old		28.9
Male		32.2	21 years old		13.4
			22 years old		12.0
			23 and above		28.5
Total		99.6			99.7

Table 2 demonstrates the distribution of the students according to their departments. When the table is examined, it is possible to say that most of the participants are from the Department of Psychological Guidance and Counseling (49.5%). The students from Turkish Language and Literature Teacher Education are on the second place (15.7%) and the students from Elementary School Teacher are on the fourth place (9.6%).

Table 2

Distribution of the Students According to Their Departments

Departments		
	Frequency	Percent
Psychological Guidance And Counseling	114	49.5
Music Teacher Education	20	8.7
Mathematics Teacher Education	11	4.8
Early Childhood Teacher Education	7	3.0
Social Studies Teacher Education	2	.9
Elementary School Teacher Education	22	9.6
Turkish Language And Literature	16	7.0
Turkish Language And Literature Teacher Education	36	15.7
Total	228	99.2

Table 3 displays the distribution of the students according to the year they are in. 20.1% of students are from freshman, 28.3 % of students are from sophomore, 16.5% of students are from junior, 23.9 of them are from senior and 9.6% of them are in their graduation year.

Table 3

Distribution of the Students According to the Year they are in

Class		
	Frequency	Percent
Freshman	48	20.1
Sophomore	65	28.3
Junior	38	16.5
Senior	55	23.9
Graduation Year	22	9.6
Total	230	98.4

Table 4 shows the distribution of students according to their mothers' literacy level. According to Table 4 half of the participants' mothers are either high school or university graduates (30.4% and 20.0% respectively) and 30.1% of them are primary school graduates.

Table 4

Distribution of the Students According to Their Mothers' Literacy Level

Mothers' Literacy Level		
	Frequency	Percent
Illiterate	14	6.1
Primary School Graduate	71	30.1
Secondary School Graduate	28	12.2
High School Graduate	70	30.4
University Graduate	46	20.0
Total	230	98.8

Table 5 shows the distribution of the literacy levels participants' fathers. When it is examined, it is possible to say that most of them are either high school or university graduates (29.1% and 37.0% respectively).

Table 5

Distribution of The Students According to Their Fathers' Literacy Level

Fathers' Literacy Level		
	Frequency	Percent
Illiterate	1	.4
Primary School Graduate	43	18.7
Secondary School Graduate	34	14.7
High School Graduate	67	29.1
University Graduate	85	37.0
Total	230	99.9

The Distribution of the Students According to Their High School Types

Table 6 presents the distribution of the students according to their high school types. Most of the participants (67.8%) were 'General High School' graduate and considerable number of them was 'Anatolian High School Graduate' students.

Table 6

Distribution of the Students According to Their High School Types

High School Types		
	Frequency	Percent
General High School	156	67.8
Science High School	1	.4
Anatolian High School	40	17.4
Religious Vocational High School	2	.9
Industrial Vocational High School	4	29.1
Anatolian Teacher High School	2	1.74
Vocational High School (Trade, Health)	10	4.3
Other	15	6.5
Total	230	99.9

The Distribution of the Students According to their Home Towns

Table 7 shows the distribution of the students according to their home towns and most of them were either from large cities or small cities (41.3% and 30.4% respectively).

Table 7

Distribution of the Students According to Their Home Town

Home Town		
	Frequency	Percent
Village	27	11.7
Town or District	36	15.7
Small City	70	30.4
Large City	95	41.3
Abroad	2	.9
Total	230	100

The Data Collection Instruments

For the data collection, two inventories have been used. The first one is the Defining Issues Test (DIT) which was developed by Rest (1979) and translated and adapted to Turkish by Akkoyun (1987) and the second one is the Personal Orientation Inventory which was developed by Shostrom (1968) and translated and adapted to Turkish by Kuzgun (1973).

Student Personal Information Form

This form has been designed by the researchers in order to collect some personal details on the participants and this part includes the age of the students, their gender, department, the year they are in, the literacy level of their mother and fathers, the high school type they have graduated from, and their hometown.

Defining Issues Test (DIT)

Based on Kohlberg's six-stage model of moral development, in order to measure moral judgment objectively, James Rest (1979) developed Defining Issues Test (DIT) that includes six stories that include moral dilemmas. Even though there are originally six stories in the DIT, five of them have been used in this study as the eliminated one was not very appropriate for the participants due to cultural reasons – Turkish norms. For each story, there were twelve opinions that represent various judgments. Students were expected to answer these by marking one of those Likert choices varying from *very important* to *not important at all.* Then among those twelve opinions, students were expected to choose four of them and put them in the order of importance.

Personal Orientation Inventory (POI)

This inventory was developed by Shostrom (1968) based on the theories of Rogers and Maslow which are used to determine the level of self-actualization of students/individuals. It was then translated and adapted to Turkish by Kuzgun in 1973. It includes one hundred and fifty coupled sentences, which makes three hundred in total. These coupled sentences are two alternative manners or values that the participants are required to select one from and they belong to two major scales and ten subscales.

The main aim of POI is to measure the self-actualization level of individuals so its scales focus on personal values, value concepts on personal and social basis. However, the socially desirable responses are not obvious so the effect of response bias is eliminated. The two major scales are time consistency level which is measured with twenty-three coupled items (forty-six in total) and inner-direction level which is measured with one hundred and twenty-seven items (two hundred and fifty-four in total).

A. Time Competency Level (Tc): measures the degree to which a person is oriented towards what is happening now, rather than what happened yesterday or what might happen tomorrow. The time incompetent person lives primarily in the past, with guilts, regrets, and resentments and/or in the future, with idealized goals, plans, and expectations (Fogarty, 1994, p. 4). In brief, it is better to have a present orientation.

B. Inner-Directed Level (I): measures the degree to which a person benefits from his/her inner resources. Inner-directed individuals are guided primarily by internalized principles and motivations while outer directed people are greatly influenced by peers or other external sources (Fogarty, 1994, p. 5).

The ten subscales of POI with their brief definitions, specific abbreviations and the total number of related items are explained below (Fogarty, 1994):

    a. Self-Actualizing Values (SAV): measures the extent to which people hold the values of self-actualized people. The self-actualizing person has a high self-concept and a positive view of life (26 items).

    b. Existentiality (Ex): measures a person's commitment and flexibility in applying values or principles to life. In other words, it is an estimate of a person's sense of judgment. Low scores indicate that a person is rigid and unable to compromise (32 items).

    c. Feeling Reactivity (Fr): measures the sensitivity of a person's feelings and needs. Low scorers are out of touch with their own emotional reactions to situations and events. This subscale deals with a person's awareness of how s/he feels (23 items).

    d. Spontaneity (S): measures the ability to express feelings in spontaneous action. This subscale measures the ability to express a person's feelings in action (18 items).

    e. Self-Respect (Sr): measures the ability to like himself/herself because of perceived strengths as an individual. A low score indicates feelings of low self-esteem (16 items).

    f. Self-Acceptance (Sa): measures the acceptance of himself/herself in spite of his/her weaknesses and deficiencies (26 items).

    g. Nature of Man (Nc): measures whether s/he sees human nature in a positive manner. However, a person with low score is considered as essentially negative (16 items).

    h. Synergy (Sy): measures whether s/he sees the obvious dichotomies in life as being related such as work and play (9 items).

    i. Acceptance of Aggression (A): measures the ability to accept anger and aggression within himself/herself as natural (25 items).

    j. Capacity (C): measures the ability to develop meaningful, contractual relationships with other human beings (28 items) (p. 5).

Data Collection Procedure

As the instruments were lengthy and giving two of them at the same time would take too long, which might cause students to lose their concentration or feel bored and not to respond the items seriously and honestly, the researchers preferred to give them in two separate sessions. Firstly, Defining Issues Test (DIT) was given to the students who took part in this research and the next day Personal Orientation Inventory (POI) was distributed to the same students. Thus, the data collection was completed in two days. On both days, the inventories were given to the participants in class, during class hours by the researchers and necessary help has been provided.

Results

In this section the results of the research are given in detail related with the research questions stated.

The Findings for the Factors Affecting Moral Judgment Scores of Participants

The participants have been categorized as 'conventional' or 'post-conventional' according to their moral judgment scores. Also, in order to have numerical data, the mean of their 'Self Actualizing Value' results was taken and found as 17.55. The participants with lower means were categorized as 'low' and the ones with higher means were categorized as 'high'. In order to evaluate the factors affecting the participants being 'conventional' or 'post-conventional' 'Binomial Logistic Regression Analysis' has been used. Binominal Logistic Analysis "helps the researcher decide which of a set of predictor variables best discriminates two groups of participants." (Howitt and Cramer, 2008, p. 303) In this research gender, age, department, class, education level of mother, education level of father and hometown are used as predicting variables for moral development scores.

In Table 8 the findings of the 'Binominal Logistic Analysis' for the factors affecting moral development scores are provided

Table 8

Factors Affecting Moral Judgment Scores

		B	S.E.	Wald	Sig.
Department	Computer Education and Instructional Technologies	-3.508	1.464	5.742	.017
	Psychological Counseling and Guidance	-3.205	1.325	5.855	.016
	Music Teacher Education	-2.899	1.635	3.142	.076
	Mathematics Teacher Education	12.837	11330.906	.000	.999
	Early Childhood Teacher Education	-2.747	31502.700	.000	1.000
	Social Studies Teacher Education	-2.342	1.190	3.874	.049
	Elementary School Teacher Education	-6.131	2.245	7.461	.006
	Turkish Language and Literature Teacher Education	-3.553	1.823	3.797	.051
Education of mother	Illiterate	1.933	1.545	1.566	.211
	Primary School Graduate	1.217	.880	1.915	.166
	High School Graduate	-.159	.890	.032	.858
	University Graduate	2.749	.965	8.116	.004

When the results are examined, it can be seen that the results are significant when the participants' departments are taken into consideration; especially for the departments of Computer Teaching and Instructional Technologies, Psychological Counseling and Guidance, Social Studies Teacher, Elementary School Teacher Education, and Turkish Language and Literature Teacher Education. The other factor affecting participants' moral development values is the education of their mothers and it is significant for the participants who have university graduate mothers.

It was expected to find out that predicting variables affect the moral judgment scores of the participants. However, it is found out that only the "literacy level of mother" and the "departments" of the participants are the factors affecting the participants' moral judgment scores.

The Findings for the Relationship between Time Competence and Moral Judgment Scores

In order to find out whether there is a significant difference between the participants' 'Time Competence' scores and 'moral judgment' scores, they have been categorized in two different groups according to their Time Competence scores as "low" and "high". In order to obtain these results, the mean of the Time Competence scores has been taken and found as '14.34', so the results of 14 and below are accepted as 'low' and the results above 14 are accepted as 'high'.

In order to compare the means of Time Competence scores and Moral Judgment scores, t-test analysis has been conducted and the results are given in Table 9.

Table 9

The Comparison of Participants' Time Competence Scores and Moral Judgment Scores.

The Groups	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.
Low	88	1.8662	.28913	.03082	2.010	.047
High	142	1.9091	.34165	.02867		

When Table 9 is examined, it can be seen that there is a significant difference between Time Competence scores and Moral Judgment scores of the participants. ($t_{(230)}$ = 2.010, p <.05)

At the beginning of the study it was supposed to observe significant difference between 'Time Competence' scores and 'Moral Judgment' scores of the participants as it is believed that people with high time competence are open for changes and new things in their lives and have their own value judgments. The results support the idea and significant difference has been found between the Time Competence scores and Moral Judgment scores.

The Findings for the Relationship between Inner Directed Level Scores and Moral Judgement Scores

In order to find out whether there is a significant difference between the participants' 'Inner Directed Level' scores and the 'Moral Judgment' scores, the participants have been categorized in two different groups according to their Inner Directed Scores as "low" and "high". In order to obtain these results, the mean of the 'Inner Directed Level' score was taken and found as '14.34', so the results of 14 and below are accepted as 'low' and the results above 14 are accepted as 'high'.

In order to compare the means of 'Inner Directed Level' scores and 'Moral Judgment' scores, t-test analysis has been conducted and the results are given in Table 10.

Table 10

The Comparison of the Participants' Inner Directed Level Scores and Moral Development Scores.

The Groups	N	Mean	Std. Deviation	Std. Error Mean	T	Sig.
Low	105	.33660		.33660	.565	.257
High	124	1.8710	.30772	.03003		

When Table 10 is examined, it can be seen that no significant difference between Inner Directed Level scores and Moral judgment of the participants is found. (t $_{(229)}$ = .565, p >.05)

At the beginning of the study, it was supposed to observe significant difference between 'Inner Directed Level' scores and the 'Moral Judgment' scores of participants as it is believed that people with high inner-directed level are tend to be independent, democratic, autonomous, and self-regulated, and behave according to their own value judgment. However, the results do not support the expected notion and no significant difference between 'Inner Directed Level' scores and 'Moral Judgment' scores has been observed.

The Findings Related to Freshman and Senior Students' Moral Judgment Scores

The students were categorized as Freshman and Senior students and the results which were given in Table 11, were analyzed using 'Independent Samples t-Test Analysis'.

Table 11

Freshman and Senior Students' Moral Judgment Scores

The Groups	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.
Freshman	48	1.9583	.30772	.20194	3.537	.002
Senior	55	1.8727	.33660	.33635		

Table 11 shows that the mean of moral judgment results for Freshman students is (X=1.8727) and the mean of moral judgment scores for Senior year students is (X=1.9583). When the results are examined to see whether there is significant different between these two groups, it can be seen that there is a significant difference between the two groups ($t_{(103)}$=3,537 p,<.05).

At the beginning of the study it was expected to find a significant difference between Freshman and Senior students as the years they have spent at the university might have affected their moral judgment levels and the results support the expectations.

Discussion and Conclusion

In this part the results obtained at the end of the study is discussed. Here the aim is to understand the data obtained from the research.

There are different variables which can affect the moral judgment of people and the aim of this study is to find out which factors are affecting the participants' moral judgment scores. The results of the study indicate that the education level of mothers and the departments of students are two variables which affect their moral judgment scores. Thus, it is possible to say that having more educated mothers is necessity for growing up young generations who take more responsibilities, do research, ask questions and analyze.

Furthermore, at the end of the study it is expected to find out that the students with high time competence have better moral judgment scores and the results of the study match up with the hypothesis. As the students with higher time competence are better in moral judgment, it is possible to suggest that there is a need to have an education system which encourages students to be more democratic, autonomous, self-regulated and analytical.

The findings of the study also supported that students in their Senior year have better moral judgment values than the Freshman students. Therefore, during the education of teachers the perceptions and approaches mentioned above should be adopted and theories lying behind these perceptions and approaches should be taught. For the current should have in-service training dealing with the perceptions and approaches mentioned above.

In the light of the results of the research it is suggested that if the moral education at schools aims the development of individuals, reveals their existing potentials and is suitable for their nature, it will increase the levels of students' self-actualization and help them to have ethical judgments at a higher level. Moreover, in family circumstances children should be encouraged more to be autonomous, outgoing, self-determined and plan their own lives as the study shows us that these personal characteristics help people to be better in their moral judgment. Additionally, the life-related problems should be used as instructional materials and students should be encouraged to discuss the issues in their classes, schools and neighborhood. While discussing the problems the conflicting values and moral dilemmas will be thought,

discussed, different ideas and truths will be listened and understood. Last but not least, psychological guides and counselors at schools can contribute moral development of students and teachers via having sessions which aim to support them to put with different ideas, developing tolerance and empathy.

In consideration of the results of the research, it is recommended that more studies should be carried out to analyze the cultural and personal factors affecting people's moral judgment. Qualitative research is suggested to be the next step as Işıkoğlu (2005) pointed out that this type of research can provide more comprehensive and accurate data about the issue due to the facts that it brings out a more holistic perspective and that it provides researchers to examine the issues in their natural context (p. 161). Besides, more comparative studies should be done in order to find the differences among different ages and different cultures. Likewise, the relationship between moral judgment and different personal dimensions should be examined closer. Also, the effects of psychological sessions on the development of psychological sessions and creative drama should be done as experimental research.

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Üniversite Öğrencilerinin Ahlaki Gelişim ve Kendini Geliştirme Düzeyleri: Kuzey Kıbrıs Örneği

Atıf:

(Özet)

Problem Durumu: Öğrenciler mezun olduklarında çalışmaya başlarlar ve okul dışındaki gerçek ve zor hayatla yüzleşirler. Ayrıca hem kendi ayakları üzerinde durmak, hem de yaşadıkları toplumda iyi birer birey olmak zorundadırlar. Dahası eğitim fakültesi öğrencileri geleceğin eğitimcileri olacaklar ve sınıflarında okuyacak birçok insanı etkileme şansına sahip olacaklardır. Bu yüzdendir ki üniversite öğrencilerinin özellikle de eğitim fakültesi öğrencilerinin ahlaki gelişimi üzerine bir çalışma yapmak çok önemlidir. Ayrıca Maslow'un ihtiyaçlar hiyerarşisinin en üst düzeyinde bulunan kendini gerçekleştirme konusu da insanın güdülenmesinde bir güç olduğu için önemli bir konudur.

Araştırmanın Amacı: Bu çalışmanın esas amaçlarından bir tanesi eğitim fakültesinde okuyan öğrencilerin yaşları, cinsiyetleri, okudukları yıl, ailelerinin eğitim düzeyleri, mezun oldukları okul türü, geldikleri şehir ve kendini gerçekleştirme düzeyleri gibi değişkenlerin ahlaki gelişim düzeyleri üzerinde etkisi olup olmadığını araştırmaktır. Ayrıca üniversite öğrencilerinin ahlaki gelişim düzeyleri ile kendilerini gerçekleştirme düzeyleri arasında belirgin bir farklılık olup olmadığını araştırmak çalışmanın amaçları arasında yer almaktadır. Bu amaçlar göz önünde bulundurularak araştırmacılar tarafından dört araştırma sorusu belirlenmiştir.

5. Yaş, cinsiyet, bölüm, bulundukları yıl, anne-babanın eğitim yılı, mezun olunan lise türü, geldikleri şehir ve kendilerini gerçekleştirme düzeyleri gibi değişkenlerin, üniversite öğrencilerinin ahlaki yargı düzeyleri üzerinde etkisi var mıdır?

6. Üniversite öğrencilerinin "Zamanı İyi Kullanma" puanları ile ahlaki değer yargıları arasında anlamlı bir fark var mıdır?

7. Üniversite öğrencilerinin "Desteği İçten Alma" puanları ile ahlaki değer yargıları arasında anlamlı bir fark var mıdır?

8. Öğrencilerin okudukları yıllar ile ahlaki değer yargıları arasında anlamlı bir fark var mıdır?

Araştırmanın Yöntemi: Çalışmanın örneklemini 2011-2012 Bahar Döneminde Doğu Akdeniz Üniversitesi Eğitim Fakültesi'nin farklı bölümlerinde okuyan ve araştırmacıların derslerine katılan 155'i kız ve 74'ü erkek toplam 229 eğitim fakültesi öğrencisi oluşturmaktadır.

Çalışmada Akkoyun tarafından 1987 yılında Türkçe'ye uyarlanan Ahlaki Yargılar Ölçeği (DIT) ve Kuzgun tarafından 1973 yılında Türkçe'ye uyarlanan Kişisel Yönelim Envanteri kullanılmıştır. Envanterlerle birlikte katılımcıların yaş, cinsiyet, ailelerin eğitim düzeyi gibi demografik bilgilerini toplamak amacıyla bir giriş bölümü araştırmacılar tarafından hazırlanmıştır.

Kohlberg'in ahlak gelişimi modelindeki altı evreye dayandırılarak, objektif olarak ahlak yargısını ölçmek için James Rest (1979) tarafından geliştirilen DIT, ahlaki ikilem içeren altı öyküden oluşmaktadır. Ölçeğin Türkçe'ye uyarlaması, Akkoyun tarafından yapılmıştır. Orijinal envanterde altı hikâye bulunmasına rağmen bu çalışmada beş hikaye kullanılmış ve hikayelerden bir tanesi Türk öğrencilerin kültürlerine uygun olmadığı için çalışmadan çıkarılmıştır. Ahlaki Yargılar Ölçeği'nde her bir öykü ile ilgili, çeşitli yargıları temsil eden 12 düşünce yer almaktadır. Öğrencilerden, bu düşüncelerin her birini kendilerine uygunluk bakımından 5'li Likert ölçeği üzerinde önem sırasına göre (çok önemli, önemli, biraz önemli, az önemli, önemsiz) işaretlenmeleri istenmektedir. Daha sonra bu 12 düşünce içerisinde, öğrencinin en önemli bulduğu dört düşünceyi, yine önem sırasına göre (en önemli, ikinci önemli, üçüncü önemli, dördüncü önemli) sıralaması gerekmektedir. Teste göre belirlenen evre puanları, öğrencilerin en yüksek puanı topladığı evreye atanması yoluyla oluşturulmuştur. Her öğrencinin 5A, 5B ve 6. Evreye denk gelen puanlarının toplanması yoluyla P puanları elde edilmiştir.

Kişisel Yönelim Envanteri (KYE) bireyin kendini gerçekleştirme düzeyini belirlemede kullanılmaktadır. KYE'de, 150 çift davranış ya da değer karşılaştırılmasına olanak veren ifadeden meydana gelmiştir ve katılımcıların bu iki ifadeden birini seçmeleri gerekmektedir. İfadeler "Zamanı İyi Kullanma" ve "Desteği İçten Alma" özelliklerini ölçmektedir. Bu iki ölçek çifti, envanterin temel ölçekleri olup, tamamen birbirlerinden farklı maddelerden meydana gelmiştir. Envanterin bu iki temel ölçeği dışında, 10 alt ölçek daha bulunmaktadır. Bu alt ölçekler; Kendini Gerçekleştirmeye Götüren Değerleri Benimseme, Varoluşsal Bir Hayat Sürme, Duygusal Bakımdan Açık Olma, İçten Geldiği Gibi Davranabilme, Kendine Saygı, Kendini Kabul Edebilme, İnsan Tabiatı Hakkında Olumlu Bir Görüşe Sahip Olabilme, Dünyaya Uzlaştırıcı Bir Gözle Bakabilme, Saldırganlık Eğilimlerini Kabul Edebilme ve Başkaları ile Yakınlık Kurma'dır. Çalışmada envanterin iki temel ölçeğinden alınan puanlar göz önünde bulundurulmuştur.

Çalışmada kullanılan ölçme araçları uzun olduğu ve katılımcıların sıkılabilme ya da konsantrasyonlarını kaybedebilme riski olduğu için araştırmacılar, ölçekleri iki farklı zamanda vermeyi tercih etmişlerdir. Daha sonra toplanan veriler bilgisayar ortamına girilmiş ve PASW18 istatistik program kullanılarak değerlendirilmiştir.

Araştırma Bulguları: araştırma soruları göz önünde bulundurularak ortaya çıkan sonuçlar şu şekilde ifade edilmiştir;

1. Yaş, cinsiyet, bölüm, bulundukları yıl, anne-babanın eğitim yılı, mezun olunan lise türü, geldikleri şehir ve kendilerini gerçekleştirme düzeyleri gibi değişkenlerin, üniversite öğrencilerinin ahlaki yargı düzeyleri üzerinde etkisi var mıdır?

Çalışmanın sonucunda annenin eğitim düzeyinin katılımcıların ahlaki yargılarında çok önemli bir rol oynadığı ortaya çıkmıştır. Annenin eğitim düzeyi ile doğru orantılı, bir şekilde çalışmaya katılanların ahlaki değer yargılarının daha üst düzeyde olduğu görülmektedir. Ayrıca katılımcıların bölümlerinin de ahlaki değer yargı düzeylerinin belirlenmesinde etkili olduğu görülmüştür.

2. Üniversite öğrencilerinin "Zamanı İyi Kullanma" puanları ile ahlaki değer yargıları arasında anlamlı bir fark var mıdır?

Çalışmaya başlarken 'Zamanı İyi Kullanma' ile ahlaki değer yargı puanları arasında anlamlı bir fark bulunması ve zamanı iyi kullanma puanları yüksek olan katılımcıların ahlaki değer yargı puanlarının da yüksek olması beklenmiştir çünkü zamanı iyi kullanma özelliği olan kişilerin hayatlarında değişikliklere ve yeniliklere açık oldukları bilinmektedir. Çalışma bu varsayımı destekleyecek sonuçlar içermektedir. Kısacası 'Zamanı İyi Kullanma' puanı yüksek kişilerin ahlaki değer yargılarının daha yüksek olduğu görülmüştür.

3. Üniversite öğrencilerinin "Desteği İçten Alma" puanları ile ahlaki değer yargıları arasında anlamlı bir fark var mıdır?

Çalışmanın başında 'Desteği İçten Alma' puanları ile ahlaki değer yargı puanları arasında anlamlı bir fark bulunması öngörülmüştür çünkü desteği içten alan kişilerin daha bağımsız, demokratik, özerk ve öz-düzenlemeli oldukları bilinmektedir. Ancak çalışma sonuçları bu öngörüyü desteklememiş ve katılımcıların 'Desteği İçten Alma' puanları ile ahlaki değer yargı puanları arasında anlamlı bir fark bulunamamıştır.

4. Öğrencilerin okudukları yıllar ile ahlaki değer yargıları arasında anlamlı bir fark var mıdır?

Üniversite eğitiminin öğrencilerin ahlaki yargı değerleri üzerinde olumlu etkisi olacağı düşünülmüş ve öğrencilerin bulundukları yıl ile ahlaki değer yargıları arasında anlamlı bir fark olacağı öngörülmüştür. Çalışmanın sonuçları öngörüyü desteklemiş ve üniversitenin son yılında olan öğrencilerin ahlaki yargılarının ilk yılında olanlara göre daha yüksek olduğu sonucuna da varılmıştır.

Araştırmanın Önerileri: Çalışmanın sonuçları ışığında kişilerin değer yargılarını etkileyen kişisel ve kültürel nedenleri bulabilmek için daha fazla çalışmalar yapılmalı, farklı kişisel boyutların etkisini ortaya çıkaracak çalışmalar yapılarak bunlar ortaya konmalıdır. Ayrıca psikolojik seanslar yapılarak bu boyutların katılımcılar üzerindeki etkisini ve ahlaki değer yargılarındaki değişimi ortaya çıkarmak amacıyla deneysel çalışmaların da yapılması önerilmektedir.

Anahtar Kelimeler: ahlaki gelişim, kendini gerçekleştirme, eğitim fakültesi öğrencileri, ahlaki yargılar envanteri, kişisel yönelim envanteri

The Relationships Among Negative Thoughts, Problem Solving and Social Skills of School Psychological Consultants

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Abstract

Problem Statement: In Turkey, while we examine the studies related to psychology counselors, we observe that many studies have been conducted on their emotional intelligent quotient, communicative and empathy skills, life satisfaction, automatic thinking and coping with stress levels, psychodrama practices, and burnout level and problem solving. However, there are no studies dealing with the interrelationship among automatic thoughts, problem solving skills and social skills of school counselors. Furthermore, while the thinking styles, social skills and problem solving skills of students were investigated, not enough research was conducted on whether school counselors possess these skills or not. In this respect, it is believed that the results of the present study will contribute significantly to the literature in the field.

Purpose of the Study: The aim in conducting this study is to determine among school psychological counselors' automatic thoughts, perceptions on problem-solving skills and social skills.

Methodology: This study is a literature review which uses a qualitative research technique. The population of this study encompasses the psychological counsolers working at the public primary/secondary

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schools in İzmir. In this study random sampling method was used. The data collecting tools used in this research are Automatic Thoughts Qustionnaire-Revised (ATQ-R), Problem Solving Inventory (PSI), Social Skills Inventory (SSI), and Personal Information Form developed by the researchers. To determine whether there is any relationship among dependent variables, "Pearson Moments Correlation Coefficient" technique was used. The significance level was accepted as .05 in the study.

Findings: The results of the study show that there is a strong negative relationship among psychology counselors' automatic thoughts, problem solving skills, and social skills, working at primary and secondary schools. The study depicted a strong positive relationship between school psychological counselors' problem solving skills and social skills.

Conclusion and Recommendations: In general, the findings of the study state that there is a direct relationship between school psychological counsellors' problem solving, negative thinking and social abilities. According to this, it is significant to design educational environments where school psychological counsellors can improve their problem solving and social ability levels. For this reason it is necessary to improve particularly social abilities, and problem solving approaches in the training of pre-service school psychological counsellors. Regarding this aim, it is good to support pre-service school psychological counsellors to present behaviours in developing these traits so as to gain positive approaches.

Keywords: School psychological counselors, automatic thoughts, problem-solving skills, social skills.

Many individuals, who have plans on how to solve certain problems, are unable to do so, for they lack the social skills required to implement those plans. Social skills are important for all individuals and even more important for some professions one of which is psyhological consultancy (Yüksel, 1997). Social skills are said to be the abilities of setting the proper actions in interpersonal relation in compliance with the thoughts and feelings of individuals. In other words; they are a set of behaviors enabling to effectively perceive the social stimuli and use them effectively (Marlowe, 1986). Social skills are abilities that increase interrelations and help manage problems. Likewise, according to Howing, Wodarski, Kurtz, and Guadin (1990), social abilities enable individuals to act properly and skillfully in social environments, case their interrelations as well as problem-solving. As can be seen in the above mentioned excerpts, social abilites and interpersonal problem-solving skills are discussed in the relevant literature from both psychological and behavioristic view. Social skills have a highly important role in the life of an individual because they facilitate relationships with people (Akkök, 1996; Yüksel, 1999). According to studies conducted in this area, indiviuals with a high level of social skills can solve problems effectively (Bell & D'Zurilla, 2009; D'Zurilla, Nezu, & Maydeu-Olivares, 2002; Frauenknecht & Black, 1995; Nezu, 2004; Deniz, Hamarta, &

Arı, 2005; Zebehazy & Smith, 2011). Effective interpersonal problem solving skills are said to be an important factor in determining the level of social skills). In this sense interpersonal problem solving skills are a quality of social behavior (Fallon, Barbieri, Boggian, & Lamonaca, 2007).

Problem-solving skills, another important variable in accomplishing desirable interpersonal relationships enable to focus on cognitive processes and thus direct problem-solving processes towards the target (Anderson, 1980). While problems could be classified in such groups as long, short, simple or complex, they could also be categorized in such groups as emotional, economic or physical (Spence, 2003). Effective problem solvers are said to solve problems through independent thoughts and creative moods and they are believed to tolerate uncertainties and ambiguities, employing their high self confidence and adequate social skills (Dow & Mayer, 2004, p.1). In a sense, therefore, the features of interpersonal problem solving skills and social skills are a set of social behaviors comprising certain cultural factors that could be effective in reaching the targets (Argyle, 1986). In recent years studies related with problem solving and effective styles to cope with problems are being conducted (Aliss, Bell, Thomas, & D'Zurilla, 2009; Taylan, 1990; Serin, 2001; Saracaloğlu, Silkü, & Özkütük, 2001; Saracaloğlu, Serin, & Bozkurt, 2002; Korkut, 2002; Ünüvar, 2003; Corner, 2004; Nezu, 2004; Özkök, 2005; Brigmann & Webb, 2006; Serin, 2006; Gültekin, 2006; Otacıoğlu, 2007; Eschenbeck, Kohlmann, & Lohaus, 2007; Bulut-Serin & Derin, 2008; Hamamcı & Esen-Çoban, 2009; Bell & D'Zurilla, 2009; Anlıak & Dinçer, 2009; Tümkaya, Aybek, & Aldağ, 2009).

Automatic thoughts of individuals are the forms of their perceiving / understanding / interpreting the social stimuli effecting their social skills as well as their psychological power of overcoming problems and also that form pressure on individuals. Thus, negative attitudes prevent individuals from acting in society effectively and getting satisfied with their lives. With such destructive features, automatic thoughts are thought to be irrational forms of ideas that are the basics of psyhological deficiencies (Ellis, 1968, p.8). In a sense, automatic thoughts are the attitudes accompanied by negative attitudes and automatically taking place against the will of individuals (Türküm, 1999). Ellis (1968) pointed out an obvious relationship between the means of thinking and negative attitudes.

While social skills are important for many people, it gains more importance for some profesions. One of these profesions is the psychological counseling (Yüksel, 1997). An effective psychological consultant is an individual who has the ability to think positively and high skills of problem solving and social ability level. These variables should be defined in determining and evaluating an effective psychological consultant. Maag (1994) suggested that it would be acceptable to provide the students who have learning disabilities with certain social skills. Besides, according to Wentzel (2003), social and emotional developments of teachers are very important Wentzel suggested that teachers should be individuals provided with affective class management who are able to establish positive interrelationships. Likewise; Plucker, Beghetto, and Dow (2004) pointed out that psychological consultants at schools should have the personality as well as the skills required by their professions and

should be equipped with professional knowledge well enough to structure social skills education programs: The personality factors in particular are of great importance if the social skills education program is to be effective. According to Plucker, Bechketto and Dow (2004), the psyhological consultants at schools form models both for students and others who need such consultary.

School psychological consultants are expected to be equipped with adequate konowledge and skills to be able to effectively solve problems and apply programs (Bell & D'Zurilla, 2009). School counselors and counselor educators are aware of the strong influence the principal exerts on a school's counseling program and also of the need to make graduating school counselors aware of their future supervisors' views of the counselor's role (Fitch, Newby, & Ballestero, 2001). School counselor outcome data that aim at improving student learning are receiving increased amounts of attention and reflect trends within the school counseling profession and the larger educational community (Paisley & Hayes, 2003).

Pyschological consultants are to have been well-equipped with both profesional knowledge and skills and personal features required for this job to be implemented effectively (Eisenberg & Harris, 1984). Consultants should have the ability that can perform this employ in point of both professional knowledge and skill and personal specialities (Eisenberg & Delanay, 1993). An efficient psychological consultant is an individual who has a high level problem solving skill and realiable rational ideas. At the same time, S/he is an individual who thinks positively and also who has an high problem solving skill. According to this, it is needed that this will expose the factors which effect the school psychological consultants' automatic negative ideas, problem solving skills and social ability levels. In our county studies related with the fact that school psychological consultants encounter too many problems at work (Kulaksızoğlu, 1990; Yeşilyaprak, 2000) and there are results which show that these problems affect the job satisfaction and stress level of counselors (Doğan, 1996; Koç, 2001; Bulut, 2007).

In Turkey in the studies related with counselors the relationship between the emotional quotient of counselors and communication and empathy skills (Alper, 2007), between their life satisfaction and automatic thoughts and coping with stress levels (Bulut, 2007), between psychodrama and problem solving (Hamamcı & Esen-Çoban, 2009) between levels of empathy and exasperation (İkiz, 2006; 2009), However there are no studies dealing with the interrelationship among automatic thoughts, problem solving skills and social skills of school counselors Furthermore, while the thinking styles, social skills and problem solving skills of students were investigated, not enough research was conducted on whether school counselors possess these skills. In this respect it is believed that the results of the present study will contribute significantly to the literature in the field.

Method

Research Design

This research is performed by descriptive type of associational model. Descriptive approach, which is widely used, aims to describe the relevant cases. However, screening models are research approaches that aim to describe an existing case as it is (Karasar, 2009). The dependent variables in this research are problem-solving skills, automatic thoughts and social skills.

Sample

The population of this study consists of the psychological consultants working at the public primary/secondary schools in İzmir. Sample of the research was determined with random sampling method. The sampling of the research comprises a total of 145 psychological consultants, 113 of whom are female (77.90%) and 32 of whom are male (22.10%).

Research Instruments

The data collecting tools used in this research are Automatic Thoughts Qustionnaire-Revised (ATQ-R), Problem Solving Inventory (PSI), Social Skills Inventory (SSI).

Problem Solving Inventory (PSI): Developed by Heppner and Peterson (1982) and interpreted into Turkish by Şahin, Şahin and Heppner (1993). Cronbach-alpha reliability coefficient of this inventory has been found to be .88 and the reliability as r=.81. Problem-solving inventory is a self-report scale with 35 items and 1-6 likert type, through which and individual perceives his/her own problem-solving skills. While grading, the items of 9, 22 and 29 are excluded. The range of points is 32-192. The high rate of points gained in the scale means that individuals perceive that they are poor at problem-solving skills.

Automatic Thoughts Qustionnare-Revised (ATQ-R): Developed by Kendall, Howard and Hays (1989). The original form of the scale (Auotmatic Thoughts Questionnare ATQ-30) had been developed by Hollon and Kendall (1980) and interpreted into Turkish including reliability-dependibility by Hisli (1990). The review-study on the reliability-dependibility of the ATQ-R formed by adding 10 positive statements on the original 30 statements, was carried out by Bozkurt (1997). The overall range of points to be gained in the scale is 40-200.

Social Skills Inventory (SSI): Developed by Riggio (1986) and revised by Yüksel (1997). The reliability coefficient gained from the total points is r=.94. The reliability coefficients gained from the subscales range from r=.81 to r=.96. The median internal consistency coefficient found was .84 for males and .80 for females. The dependibility coefficient .001 was regarded important for the whole "Social Skills Inventory" while .01 was regarded important for sub-scales (Yüksel, 2004). The basic subscales are: Emotional Expresivity (measures nonverbal communication skills, particularly emotional message relaying skills), Emotional Sensitivity (Skills of receiving and interpreting the nonverbal messages-communication of others), Emotional Control

(Skills for designing and controlling the emotional and nonverbal responses), Social Expressivity (verbal expressivity and social communication and relation establishing skill), Social Sensitivity (skills for interpreting the verbal communication of others), and Social Control (social role playing and social involvement).

Data Analyses

Data obtained from the measurements were analyzed with the SPSS.16 package program. To determine whether there is any to determine its direction "Pearson Moments Correlation Coefficient" technique is used. The significance level was accepted as .05 in the study.

Results

In this part of the study, the findings gained through certain relevant statistical techniques are presented as responses to the questions of the study.

Question of the study: Is there a significant relationship among the automatic thoughts of the psychological consultants and their perceptions on problem-solving skills and social skills?

Table 1

The Correlation among the Psychological Consultants Automatic Thoughts, their Perceptions On Problem-Solving Skills, and Sub-Scales of Social Skills.

Depedent Variables	PSI	ATQ-R	EE	ES	E-CTRL	SE	SS
ATQ-R	.37**	-					
EE	.32**	.36**	-				
ES	.45**	.35**	.78**	-			
E-CTRL	.40**	.21**	.50**	.70**	-		
SE	.41**	.23**	.84**	.84**	.65**	-	
SS	.36**	.52**	.70**	.76**	.53**	.64**	-
S-CTRL	.45**	.23**	.83**	.83**	.72**	.87**	.58**

**Correlation is significant at the .001 level (2-tailed). *ATQ-R*: Automatic Thoughts-Revised, PSI: Problem Solving Inventory, EE: Emotional Expressivity, ES: Emotional Sensitivity, E-CTRL: Emotional Control, SE: Social Expressivity, SS: Social Sensitivity, S-CTRL: Social Control.

The Table 1 reveals that there is a significant relationship between the automatic thoughts and problem-solving skills (r=.372, p<.001). The high rate of the total points in the scale of interPersonal problem-solving skills and automatic thoughts is regarded as a negative result, in other words, such a result means that problem-solving skills and automatic thoughts are negative. The relationship between the two

scales has been found between the problem-solving skills and the sub-scala of social skills: PSI with ATQ-R (r=.372; p<.001), PSI with EE (r=.327; p<.001), PSI with ES (r=.450; p<.001), PSI with E-CTRL (r=.401; p<.001), PSI with SE (r=.412; p<.001), PSI with SS (r=.360, p<.001), and PSI with S-CTRL (r=.456; p<.001). This means that the greater the problem-solving skills are, the greater the EE (Emotional Expression), ES (Emotional Sensitivity), E-CTRL (Emotional Control), SE (Social Expressivity) and SS (Social Sensitivity) get.

Another positive relationship has been observed between the automatic thoughts and such sub-dimensions of social skills. ATQ-R with EE (r=.367; p<.001), ATQ-R with ES (r=.352; p<.001), ATQ-R with E-CTRL (r=.212; p<.001), ATQ-R with SE (r=.231; p<.001), SS (r=.522; p<.001), ATQ-R with S-CTRL (r=.231; p<.001). This means that the higher automatic thoughts are the higher are EE, ES, E-CTRL, SE, SS and S-CTRL.

Still another positive relationship is seen between EE with ES (r=.781; p<.001), EE with E-CTRL (r=.502; p<.001), EE with SE (r=.841; p<.001), EE with SS (r=.701; p<.001). This means that the higher the emotional expressivity, the higher are the emotional sensitivity, emotional control, social expressivitiy, social sensitivity and social control.

In this research a significant relationship has been found between ages and automatic thoughts scale (r=.113), problem-solving skills (r=.064), social skills-emotional sensitivity (r=-.155), social skills-emotional control (r=-.107), social skills-social expressivity (r=-.164), social skills-social sensitivity (r=-.139), social skills-social control (r=-.151). A significant negative relationship has been found between the age variable and social skills-emotional expressivity sub-scale (r=-.217).

Discussion and Conclusion

On the whole, regarding the results of the study, when negative thinking increases in school psychological counsellors, the perception of ability of problem solving decreases. This finding is parallel to the following studies (Cheng, 2001; Dixon, 1992; 2000; Nezu & Ronan, 1985; Shanmugham, 2009). Having an effective problem solving ability affects the reduction of some cognitive distortions (Hollon, Haman, & Brown, 2002). When Nezu (1985) examined the relation between problem solving with cognitive approach, and depression, a strong opposite relationship between the ability of problem solving and depression was found in the study. Having negative life stress and ineffective problem solving ability might cause depressive symptoms which are related to negative thoughts. In the study which was carried out with the students a strong positive relationship between negative automatic thoughts and problems solving was obtained (Tanrukulu, 1999). It is obvious that having high level of negative automatic thinking leads to negative sense of self perception in problem solving ability. School psychological counsellors are expected to be individuals who can improve themselves, are happy, productive, think positively, and have effective problem solving ability. It might be said that negative automatic thoughts might influence effective problem solving abilities in a

negative way. it is stated that optimistic individuals present active behaviours towards problem solving (Scheier & Carver, 1987). When school psychological counsellors' problem solving ability perception grows, there is an increase in social ability sub scales such as affective expressivity, affective sensitivity, affective control, social expressivity and social sensitivity. According to Plucker, Bechketto and Dow (2004), every school psychological counsellor must have the knowledge of designing social educational program, personality traits and counselling abilities. It is expressed that individuals who can solve problems effectively are the ones who can think freely and independently, have enough sociality, have self-confidence, and can tolerate uncertainty (Dow & Mayer, 2004). That is so it is accepted that social ability behaviour and problem solving ability are related. According to Howing, Wodarski, Kurtz and Guadin (1990), social abilities are considered as abilities that enable individuals to behave effectively in social situations, make social interaction easier, and empower to use some problem solving abilities. When school psychological counsellors' social ability levels increases, the decrease in their negative thinking is observed. It is remarked that individuals with positive thinking have high affective sensitivity, social control, and social sensitivity from social abilities (Vlasta & Darja, 2004). Heppner, Reeder and Larson (1983), conducted a study which examined the difference between the level of problem solving and irrational thinking of university students who study at the Department of Psychology. According to the study, students with effective problem solving abilities have a positive sense of self and have a negative correlation between irrational thinking and the level of problem solving. The results of the study support the previous studies results.

Conclusion

In general, the findings of the study state that there is a direct relationship between school psychological counsellors' problem solving, negative thinking and social abilities. According to this, it is significant to design educational environments where school psychological counsellors can improve their problem solving and social ability levels. For this reason it is necessary to improve particularly social abilities, and problem solving approaches in the training of pre-service school psychological counsellors. Regarding this aim, it is good to support pre-service school psychological counsellors to present behaviours in developing these traits so as to gain positive approaches. There are some limitations in the generalization of the study.

Further studies which examine the relation between problem solving, social abilities and negative automatic thoughts with different social and emotional variables can be conducted by including school psychological counsellors who work in different regions of Turkey to the study sample.

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Okul Psikolojik Danışmanlarının Sosyal Beceri Düzeyleri, Problem Çözme Becerileri ve Olumsuz Düşünmeleri Arasındaki İlişkiler

Atıf:

(Özet)

Problem Durumu: Türkiye'de psikolojik danışmanlarla ilgili yapılan çalışmalar incelendiğinde, psikolojik danışmanların duygusal zeka düzeyleri, iletişim ve empati becerileri, yaşam doyumu, otomatik düşünme ve stresle başa çıkma düzeyleri, psikodrama uygulama, tükenmişlik düzeyleri ve problem çözme becerileri konusunda araştırımaların yapılmış olduğu görülmüştür. Ancak okul psikolojik danışmanlarının otomatik düşünme, problem çözme ve sosyal becerileri düzeylerinin birbirleriyle ilişkisini ele alan araştırmanın bulunmadığı; düşünme stilleri, problem çözme becerisi ve sosyal beceri çalışmalarında öğrencilerin araştırıldığı, okul psikolojik danışmanlarıyla ilgili yeterli çalışmanın yapılmadığı belirlenmiştir. Bu nedenle bu konuda yapılacak bir araştırmanın bulguları ile alanyazına önemli bir katkı sağlayacağı düşünülmüştür.

Çalışmanın Amacı: Bu çalışmanın amacı ilköğretim ve orta öğretim okullarında görev yapan psikolojik danışmanların sosyal beceri düzeyleri, problem çözme becerileri ve olumsuz otomatik düşünceleri arasındaki ilişkileri belirlemektir.

Araştırmanın Yöntemi: Araştırma, betimsel türde genel tarama modelinde olup, nicel araştırma tekniği ile gerçekleştirilmiştir. Bu çalışmanın katılımcılarını İzmir ili ilköğretim ve ortaöğretim okullarında görevli psikolojik danışmanlar oluşturmaktadır. Çalışmada tesadüfi örnekleme yöntemi kullanılmıştır. Çalışmada veri toplama aracı olarak Olumsuz Otomatik Düşünceler Ölçeği, Problem Çözme Envanteri ve Sosyal Beceri Envanteri kullanılmıştır. Bağımlı değişkenler arasındaki ilişkileri belirlemek için Pearson Momentler Çarpmı Korelasyon Katsayısı hesaplanmıştır. Araştırmada önem düzeyi .05 olarak kabul edilmiştir.

Bulgular: Araştırmanın sonucunda, ilköğretim ve ortaöğretim okullarında görev yapan psikolojik danışmanların olumsuz otomatik düşünceleri, problem çözme becerileri ve sosyal becerileri arasında negatif yönde güçlü bir ilişkinin olduğu tespit edilmiştir. Okul psikolojik danışmanlarının problem çözme becerileri ile sosyal becerileri arasında pozitif yönde anlamlı güçlü ilişkilerin olduğu saptanmıştır.

Sonuç ve Öneriler: Araştırmadan elde edilen bulgular bir bütün olarak ele alındığında, okul psikolojik danışmanlarının problem çözme, olumsuz düşünceler ve sosyal beceriler arasında doğrudan bir ilişki olduğu görülmektedir. Buna göre, okul psikolojik danışmanların, problem çözme ve sosyal beceri düzeylerinin geliştirilmesine dönük eğitsel ortamların düzenlenmesi önemli görülmektedir. Bu nedenle okul psikolojik danışmanların eğitiminde özellikle, sosyal beceriler ve problem çözme yaklaşımlarının geliştirilmesinin önemli olduğu görülmektedir. Bu amaçla öğrenim gören psiko-

lojik danışman adaylarının bu özelliklerini geliştirici şekilde yaklaşımlar sergilenmesi ve olumlu yaklaşımlar kazanması için desteklenmesi uygun olabilir.

Anahtar Sözcükler: Okul Psikolojik Danışmanları, Olumsuz Otomatik Düşünceler, Problem Çözme Becerileri, Sosyal Beceriler.