INVESTIGATION IN TO THE EFFECTS OF VARIOUS VARIABLES
ON SOCIAL PROBLEM SOLVING SKILLS OF CLASSROOM TEACHER CANDIDATES

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Abstract

This study aimed to investigate the effects of various variables on social problem solving skills of classroom teacher candidates. The participants included 191 students (female n= 112- 58.6% ; male n=79 41.4%) from classroom teaching department of Faculty of Education in a state university in Turkey between 2014-2015 academic year. Data collection tool was the short form of the Revised Social Problem Solving Inventory. Based on the findings, significant differences were found in the avoidant style, $t_{(189)} = 0.005$, $p < .05$. in terms of gender dimension: preference of the department $t_{(189)} = 0.011$, $p < .05$; avoidant dimensions $t_{(189)} = 0.009$, $p < .05$.   The average scores related to negative problem orientation and avoidant style of classroom teacher candidates who inadvertently selected the department were higher. Significant differences were found in avoidant dimensions in terms of both gender and educational level of fathers; however, the effect of education level of the fathers on the avoidant dimension was not found significant $F_{(4,181)} = 1.804$, $p > .05$.

Keywords: Social problem solving skills, classroom teacher candidates, teacher education.