DEVELOPMENT OF THE SOCIAL SKILLS SCALE: A VALIDITY AND RELIABILITY STUDY[1]

Kübra KANDEMİR
Dr. Independent Researcher, Türkiye, kkandemir1071@gmail.com
ORCID: 0000-0001-7399-2969

Selahattin KAYMAKCI
Prof. Dr., Kastamonu University, Kastamonu, Türkiye, skaymakci37@yahoo.com
ORCID: 0000-0001- 5905-9902

ABSTRACT

While they realize their physiological development, people have to develop forms of behavior from their birth to their death that allow them to adapt to the society they live in to survive as social beings. These behaviors require various social skills. Social skills include abilities and learning tendencies, literacies and competencies that are accepted by many institutions and individuals in order to be successful in the 21st century societies and business sectors. The study aimed to develop a valid and reliable social skills scale. The study data to be used for the development of the Social Skills Scale were collected employing the survey method, one of the quantitative research approaches. The study group 202 5th, 6th, and 7th grade middle school students attending public schools in the city center of Erzurum. The study group was determined by random sampling method. The study data were analyzed using the SPSS 20.0 (IBM Corp.; Armonk, NY, USA) and AMOS software. The data collected were subjected to exploratory and confirmatory factor analyses. The study results revealed a 25-item Likert-type scale with four factors. The scale sub-dimensions were named as self-regulation, interaction, self-control and self-confidence. Cronbach's alpha value for the whole scale was determined as 0.919. The exploratory factor analysis revealed the KMO value as 0.899 and Bartlett's test as significant at the 0.05 level. The explained variance ratio of the scale was found as 51.399%. According to the confirmatory factor analysis results, all goodness-of-fit index values were found as high and at an acceptable fit level. As a result, the developed Social Skills Scale can be considered as a valid and reliable scale.

Keywords: Social skills scale, exploratory factor analyses, confirmatory factor analyses

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INTRODUCTION

While they realize their physiological development, people have to develop forms of behavior from their birth to their death that allow them to adapt to the society they live in to survive as social beings. These behaviors require various social skills. Social skills include abilities and learning tendencies, literacies and competencies that are accepted by many institutions and individuals in order to be successful in the 21st century societies and business sectors. These skills can be transmitted in more detail based on the literature.

Related to social skills that includes interpersonal skills (Kylonen, 2012), one of the 21st century skills, four common elements are addressed. These are: (1) socially acceptable learned behaviors that will ensure positive reactions from others, prevent negative reactions and enable interaction with others, (2) purposeful behaviors that create an impact on the environment, (3) behaviors that are situation-specific and vary according to social context, and (4) behaviors that can be observed in a certain way and behaviors that include unobservable cognitive and affective elements (Bacanlı, 1999; Cartledge & Milburn, 1983; Karataş & Tagay, 2021; Yüksel, 1999). These learned behaviors include receiving, analyzing, and understanding social information and reacting appropriately to it (Yüksel, 1997). Individuals presenting these behaviors become successful individuals who are accepted in their environment, gain popularity, are loved, control their anger and stay away from aggressive behaviors, have no difficulty in making friends, and can overcome stressful situations and social problems (Gülay & Akman, 2009).

Having a multifaceted structure (Yüksel, 1999), social skills have different classifications in the related literature based on its different dimensions (Akkök, 1996; Calderalla & Merrell, 2007; Elksnin & Elksnin, 1995; Gresham & Elliot, 1990). This classification can be discussed as follows (Riggio, 1986; Yüksel, 1998):

• Emotional expressivity. Measures individuals' nonverbal communication skills and in particular their ability to convey emotional messages.
• Emotional sensitivity. Measures the ability to receive and interpret the nonverbal messages of others.
• Emotional control. Measures individuals' nonverbal reactions and their ability to review and control their emotional states.
• Social expressiveness. Measures individuals' ability to communicate with each other.
• Social sensitivity. Measures the ability to interpret the verbal messages of others.
• Social control. Measures individuals' ability to express themselves socially.

Following these classifications, it can be stated that social skills play an important role in the lives of individuals in terms of shaping social relationships. However, most children cannot acquire these skills spontaneously. This situation may have negative consequences for their social relationships and academic achievement (Carter & Sugai, 1988). In order to overcome these negative consequences, it is necessary to provide children with social skills. As a matter of fact, one of the main tasks of educational institutions is carried out in this direction. While performing this task, determining which social skills will be taught to children, the level of children's social skills

and how they will be measured is also considered as important factors (Bacanlı, 1999). The related literature also emphasized the importance of the significant relationship between social skills and academic achievement (Zirpoli & Melloy, 1997). In fact, many studies revealed that there is a significant association between social skills and achievement and that social skills have an important place in learning processes (Arnold et al., 2012; Aydoğan et al., 2017; Coşkun & Samancı, 2012; McClelland et al., 2000; Uz Baş, 2003). Research results also put forth that that social skills are important for academic achievement and should be addressed in education. Accordingly, in their study examining the attitudes and behaviors of elementary school students with poor social skills according to teachers' views, Samancı and Diş (2014) determined that students with low social skills generally have low academic achievement. Similarly, Şara Hürsoy and Güneş (2019) examined the social skills of 4th grade students in terms of various variables and revealed that there is a significant positive relationship between students' social skill levels and academic achievement. Thus, in line with the results of these studies, it can be stated that social skill levels and academic achievement are directly related.

In the relevant literature, in addition to emphasizing the significance of teaching social skills to students (Hoagwood et al., 2007), students having a set of skills that include current skills for new needs is considered another important issue. As a matter of fact, in order for 21st century individuals to achieve success both in education and business life, they should be individuals who can think creatively and critically, cooperate with others, solve problems and who have high communication skills, know how to access the necessary information, use technology to access information, and have leadership skills. Also, these individuals with developed social and cultural skills should be open to new ideas, be flexible and adaptable, be aware of their responsibilities, be self-managed and initiative, and be productive (Eryılmaz & Uluyol, 2015). In this context, in addition to educational institutions having important duties in providing 21st century skills to students, it is believed that there is also a need to integrate these skills into the measurement tools to be used in the measurement of social skills.

In the related literature, there are some social skills scale studies (Akçamete & Avcıoğlu, 2005; Anme et al., 2013; Ataş et al., 2016; Avcıoğlu, 2007; Bacanlı & Erdoğan, 2003; Ece Bülbül, 2008; Elibol Gültekin, 2008; Gresham & Elliot, 1990; Gresham & Elliot, 2008; Kabakçı & Owen, 2010; Kamaraj, 2004; Karataş et al, 2015; Karataş & Tagay, 2021; Kocayörük Yaya, 2000; Matson et al., 1983; Merrell, 2002; Neslitürk & Deniz, 2014; Ömeroğlu et al., 2014; Riggio, 1986; Sucuoğlu & Özokçu, 2005; Tatar et al., 2018; Yüksel, 1998). Most of these scales are adaptation studies into Turkish. The main rationale for developing a valid and reliable new measurement tool was that the study would be unique different from other scale development studies found in the relevant literature in terms of using various methods for item selection (conducting needs analysis and receiving feedback from students), conducting confirmatory factor analyses on the data, the scale having a 4-factor structure including self-regulation, interaction, self-control and self-confidence, and the scale items including current skills for new needs. Accordingly, the study aimed to develop a scale that can be used to measure the social skills of middle school students (5th, 6th, and 7th grade).

METHOD

In the study, the data were collected using the survey method, one of the quantitative research approaches. The studies conducted with the survey method determine participant characteristics such as views, interests, abilities, skills or attitudes and use a larger sample size compared to other studies (Büyüköztürk et al., 2016).

Study Group

The study group was made of 202 5th, 6th, and 7th grade students attending middle school in the city center of Erzurum. Random sampling method was employed to determine the study group. The reason for using the random sampling method was that students had equal chances to participate in the study and the validity and reliability of the study were desired to be at a good level (Canbazoğlu Bilici, 2019; Fraenkel et al., 2011). Table 1 presents the distribution of students according to their grade levels.

Table 1. Distribution of the Study Group According to Grade Levels

Grade Levels	*F*	%
5th Grade	93	46,1
6th Grade	53	26,2
7th Grade	56	27,7
Total	202	100,0

Table 1 shows that the students who participated in the scale development study were mostly 5th grade students (n=93, 46.1%), whereas students in the 6th grade (n=53, 26.2%) and 7th grade (n=56, 27.7%) had similar number.

Data Collectıon Tool

In the study, the Social Skills Scale (SSS) was developed. Since the study was a Likert-type scale development study, a process consisting of five stages was followed. First, the theoretical and conceptual foundation of the scale was developed. At this stage, the literature was reviewed and the usability of the existing scales was examined. The existing scales were presented to the experts in the field and in line with their opinions, it was decided to develop a new scale since the existing scales did not sufficiently serve the stud purpose. The second stage involved the development of the item pool. In this context, a total of 41 items were prepared based on the literature. In the third stage, the draft scale was presented to the experts in the field and the necessary feedback was collected. The experts examined many issues such as overlapping items, items that did not serve the purpose, insufficient vocabulary and meaning inadequacy, and nine items were eliminated. Thus, the number of the items in the draft scale was dropped to 32 based on the expert opinions. In the fourth stage, pilot applications were conducted and the necessary initial analysis (exploratory factor analysis [EFA]) of the scale was completed. In the last stage, confirmatory factor analysis (CFA) was conducted using a different sample and validity and reliability analyses of the scale were carried out. The research process was generally carried out in two stages. First, the draft structure of the scale was developed and preliminary analyzes were conducted. In the second stage, the scale was finalized and the validity and reliability applications were carried out.

Data Analysis, Validity And Reliability

The study carried out a two-stage analysis process. First, EFA was conducted to develop the draft scale. In this context, KMO coefficient and Bartlett's test were performed first. The reason for this analysis was to determine whether the scale items showed factorization and also to check whether the sample size was sufficient (Kalaycı, 2009). After the analysis, the KMO value being 0.50 and above and Bartlett's test being significant (Bryman & Cramer, 1999; Tabachnick & Fidell, 2007) allowed the researchers to perform the next analyses. Then, the total variance explained and the scree plot were analyzed. The ratio of total variance explained is expected to be 30% and above in single factor studies and 40% and above in two or more factor studies (Erkuş, 2012). The results were compared with the scree plot to clarify the number of factors. In the second stage, the AMOS software was used to check and verify the scale structure. Then, the fit index values obtained as a result of CFA were compared with the literature and the scale was finalized.

In the reliability phase of the SSS, field experts' opinions were frequently asked and necessary improvements were made in line with the feedback received. In addition, Cronbach's alpha coefficient was determined. Another reliability measure was to take into account the sample size criteria in the literature while determining the study group. In this context, the study group was formed to be at least five times the number of items. In the validity phase, field experts were consulted to ensure content and face validity (Fraenkel & Wallen, 2003). In order to ensure the construct validity of the study, CFA was conducted and the results were compared with the results in the literature and submitted for expert opinion again.

Compliance With Code of Ethies and Ethical Declaration

Within the scope of the study, all processes were carried out transparently by paying maximum attention to ethical rules. The necessary permissions were obtained from Kastamonu University Social and Human Sciences Research and Publication Ethics Committee (Date: 25.12.2020, Number: 4/99) and the Ministry of National Education before the data collection started. Informed consent forms were obtained from the parents of the students participating in the study.

FINDINGS

The study findings are presented in a two-stage structure as in all sections. In the first stage, the EFA results were presented and in the second stage, the CFA results were presented. In Table 2, the results of the KMO analysis and the appropriateness of the study results for preliminary analysis were examined.

Table 2. KMO Aanalysis and Checking the Appropriatenses for Preliminary Analyses

KMO Coefficient		0,899
Chi-Square value		4001,614
Bartlett's test	Sd	300
p (p<0,05)		0,000

According to Table 2, the KMO coefficient was 0,899 and Bartlett's test result was p<0.05 and found to be significant. In social sciences, a KMO value of 0,50 and above and a significant Bartlett's test result are considered sufficient (Bryman & Cramer, 1999; Tabachnick & Fidel, 2007). These results indicate that the scale items have the ability to factorize and that the study group used is sufficient (Kalaycı, 2009). After the preliminary checks in EFA, determining how many different factors the application data will load on comes next. In the study, principal component analysis was employed for factor analysis and Varimax rotation technique was used. At this point, total variance explained, eigenvalue analysis and scree plot results are used. Table 3 shows the results of total variance explained and eigenvalue, which are other applications of EFA.

Table 3. Total Variance Explained Value and Eigenvalue Results

Factor	Eigenvalue	Explained Total Variance (%)
1	8,198	15,437
2	1,865	30,588
3	1,488	41,218
4	1,298	51,399

In determining the number of factors, eigenvalue results and total variance explained ratio are examined first. The literature state that factors with eigenvalue results of 1 and above should be accepted (Büyüköztürk, 2010). Accordingly, as a result of the factor analysis, it was determined that the scale could consist of four factors. In addition, the total variance explained was found as 51,399%. Considering that the scales consisting of two or more categories should be at least 40% and above in social sciences, these results are considered valid. Figure 1 shows the results of the scree plot.
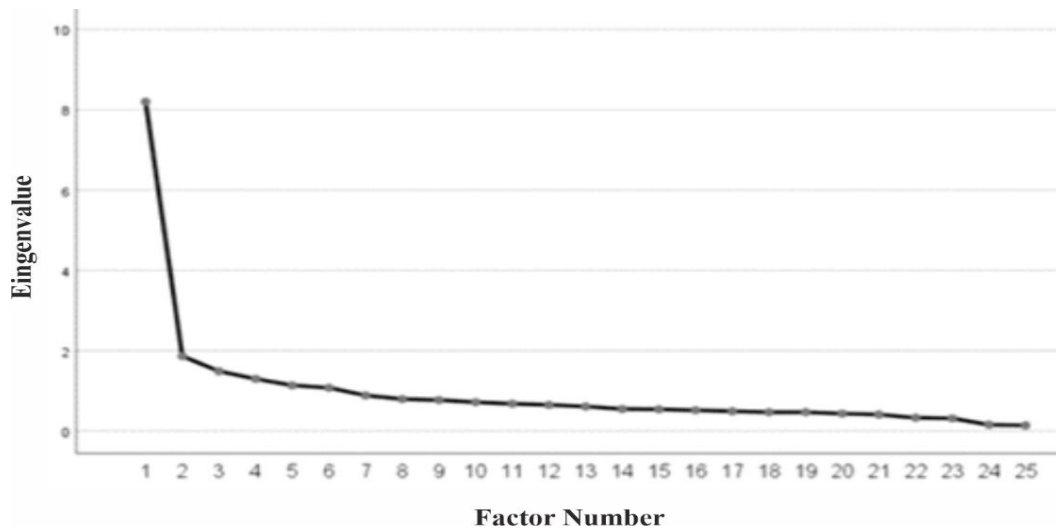

Figure 1. Scree Plot

As Figure 1 shows, the break point of the scree plot is between 4 and 5 values. The literature emphasize that when determining the factor dimensions, it should be decided together with the eigenvalue table (Brown, 2006).

At this point, the scale was decided to be made up of four factors since there was a 4-factor structure and the explained variance ratio was sufficient. Table 4 shows the item factor loadings and reliability coefficients.

Table 4. Item Factor Loadings and Reliability Coefficients

Factor	Item No.	Factor 1	Factor 2	Factor 3	Factor 4	Cronbach's Alpha
Self-Regulation	S26	0,736				
	S24	0,685				
	S23	0,655				
	S32	0,640				0,838
	S25	0,635				
	S6	0,628				
	S31	0,611				
Interaction	S22		0,703			
	S20		0,618			
	S7		0,616			
	S12		0,564			
	S21		0,550			0,818
	S11		0,534			
	S18		0,506			
	S19		0,494			
	S14		0,468			
Self-Control	S29			0,778		
	S30			0,742		
	S28			0,679		0,811
	S27			0,629		
Self-Confidence	S10				0,669	
	S13				0,575	
	S8				0,574	0,705
	S3				0,527	
	S4				0,506	
				Total Cronbach's Alpha		**0,919**

Table 4 shows the final version of the scale. Accordingly, Self-Regulation factor has seven items, Interaction factor has nine, Self-Control factor has four and Self-Confidence factor has five items. The analysis of the item factor loadings of the scale revealed that the lowest factor loading was 0,468 and the highest factor loading was 0,778. In social sciences, item factor loadings should be at least 0,30 and above (Brown, 2006). Furthermore, the reliability analysis of the scale showed that the Cronbach's alpha value of the Self-Regulation factor was 0,838, the Interaction factor was 0,818, the Self-Control factor was 0,811 and the Self-Confidence factor was 0,705. The Cronbach's alpha avlure for the whole scale was 0,919. The literature state that Cronbach's alpha values of 0,70 and above are acceptable (Tabachnick & Fidell, 2007). In this respect, the reliability coefficients were within the appropriate ranges.

After the completion of the EFA, the second step was taken and CFA was conducted through the AMOS software. Figure 2 presents the CFA results of the SSS and Table 5 presents the goodness of fit index results.
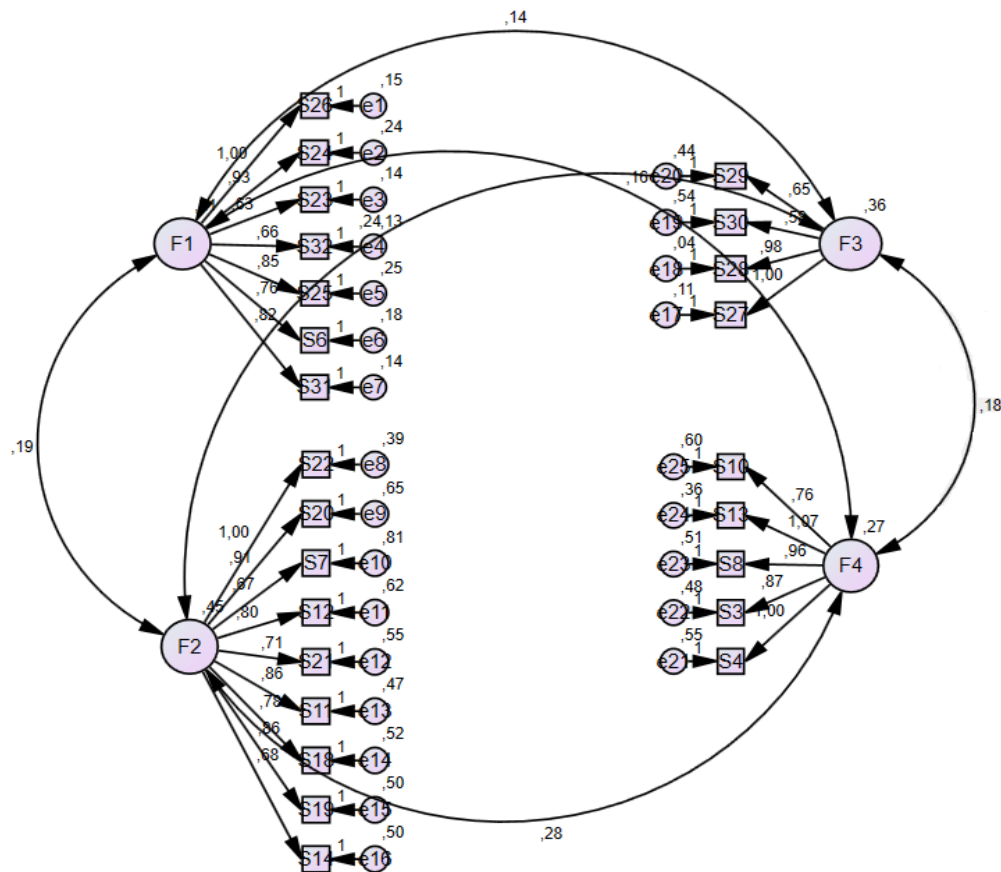
Figure 2. CFA Analysis Result

Figure 2 shows that the item factor loadings were between 0,66 and 0,.93 for the first factor, between 0,67 and 0,91 for the second factor, between 0,65 and 0,98 for the third factor and between 0,76 and 1,07 for the fourth factor. As a result of the CFA analysis, the construct validity of the scale was ensured, latent variables were found to be fit, and no residual items were formed.

Table 5. Goodness of Fit Index Values

Index Type	Analysis Result	Decision
X^2	777,410	Acceptable
Df	269	Acceptable
X^2/Df	2,89	Model fit
P	0,000	Acceptable fit
RMSEA	0,006	Good fit
NFI	0,940	Model fit
NNFI	0,950	Model fit
CFI	0,980	Model fit
RMR	0,045	Good fit
SRMR	0,050	Good fit
AGFI	0,904	Model fit
GFI	0,901	Good fit

As the goodness of fit values in Table 5 shows all values were within the appropriate value ranges (Sumer, 2000; Brown, 2006) and it can be stated that the construct validity of the 25-item scale was ensured. The score ranges of the scale were determined as 25 points the lowest and 100 points the highest. As a result, 0-25 points indicate low skill, 26-50 points indicate moderate skill, 51-75 points indicate good skill, and 76-100 points indicate high skill.

CONCLUSION and DISCUSSION

Before the development of the scale, the researchers first reviewed the literature and examined the usability of the existing scales. The examination of the related literature revealed that there were some scale development studies on social skills and that the majority of these scales were scale adaptation studies into Turkish (Akçamete & Avcıoğlu, 2005; Anme et al., 2013; Ataş et al, 2016; Avcıoğlu, 2007; Bacanlı & Erdoğan, 2003; Ece Bülbül, 2008; Elibol Gültekin, 2008; Gresham & Elliot, 1990; Gresham & Elliot, 2008; Kabakçı & Owen, 2010; Kamaraj, 2004; Karataş et al, 2015; Karataş & Tagay, 2021; Kocayörük Yaya, 2000; Matson et al., 1983; Merrell, 2002; Neslitürk & Deniz, 2014; Ömeroğlu et al., 2014; Riggio, 1986; Sucuoğlu & Özokçu, 2005; Tatar et al., 2018; Yüksel, 1998). Although there are already social skills scales in the related literature, the main reasons for conducting the present scale development study were that various and new methods were used for item selection, the data collected was subjected to CFA, the scale has a 4-factor scale structure including self-regulation, interaction, self-control and self-confidence, and the items in the scale include current skills for new needs. There are certain implementation steps in scale development studies. These are forming the theoretical and conceptual framework (Yılmaz & Aydın, 2019), developing of the item pool (Duatepe & Çilesiz, 1999), taking expert opinions (Demir & Akengin, 2010), conducting pilot applications (Gül and Sözbilir, 2015) and finally conducting CFA on the data (Yılmaz, 2018). The fact that the aforementioned process steps have been used in many studies can be considered as a situation supported by the relevant literature. Since CFA were not used in the studies in the literature, the scale items did not cover current skills for new needs, and the skill scales in question did not fully serve the study purpose, it was decided to develop a new skill scale.

Following the formation of the theoretical and conceptual framework, an item pool was developed. First, a 41-item pool was formed. This item pool was presented to experts in the field for their opinions and recommendations and feedback was received. Expert opinions are of great importance in terms of validity and reliability in scale development studies (Tavşancıl, 2006). Accordingly, overlapping items were merged, items with inadequate vocabulary and meaning were edited, and items that were determined not to serve the purpose were eliminated. Then, the pilot application of the scale was conducted with a study group consisting of 202 participants. In the literature, there are important criteria for determining the study group and sample size. Among these criteria, the most accepted practice is to carry out applications with at least five times as many participants as the item pool (Özdamar, 2016). At this stage, conducting the application with 202 participants not only supports the literature but also complies with scale development approaches.

The data from the pilot application are not directly subjected to analysis. Therefore, whether the data set fulfilled certain prerequisites was examined. First, whether there were missing and incorrect data in the data set was checked and no missing/incorrect data were found. Furthermore, the application data showed a normal distribution and were determined to be appropriate for the analyses to be performed. Finally, whether there were residual values/outliers in the application data were examined. As a result, no negative data were found. Establishing the theoretical and conceptual framework, creating an item pool, obtaining expert opinions, conducting pilot applications, and finally conducting CFA on the data are considered as necessary steps to be followed in scale development studies (Bektaş, 2017; Yılmaz, 2018). Thus, these steps were followed in the study. EFA was performed in the next stage in order to meet the necessary prerequisites.

As a result of the exploratory factor analysis, the KMO value and Bartlett's test results were first analyzed. The KMO value was found to be 0,899 and Bartlett's test was found to be significant at the 0,05 level. This indicate that the scale items can be factorized and that the scale has a sufficiently large study group. These results are considered appropriate value ranges in the relevant literature (Bryman & Cramer, 1999). In addition, the fact that Bartlett's test was determined to be significant at the level of 0,50 supports that the application data showed a normal distribution (Şimşek, 2007). Then, total variance explained, eigenvalue analysis and scree plot were analyzed together to determine how many factors the items were grouped under. The analyses showed that there were four factors with an eigenvalue analysis of 1 and above and the total variance explained was 51,399%. Furthermore, the scree plot also had a 4-factor break structure. According to the literature, it is expected that factors with eigenvalue analysis of 1 and above should be used and the total variance explained should be at least 40% and above in structures with more than one factor (Büyüköztürk, 2010; Özdamar, 2016; Tavşancıl, 2006). The values of the present study are within this range. In their studies, Karataş and Tagay (2021) developed an 8-factor social skills scale consisting of 37 items, Ataş et al. (2016) developed a 7-factor social skills assessment scale consisting of 76 items, and Akçamete and Avcıoğlu (2005) developed a 12-factor social skills assessment scale consisting of 69 items. In the current study, 4 sub-factors were determined. These factors were named as "elf-regulation, interaction, self-control and self-confidence. The 25-item 4-factor scale is rated as never (1 point), sometimes (2 points), usually (3 points) and all the time (4 points). This newly developed scale differs from the related literature in terms of the number of items, factor size and statistical applications.

The examination of the distribution of the item factor loadings of the SSS revealed that the lowest factor loading was 0,468 and the highest factor loading was 0,778. In scale development studies in social sciences, the item factor loadings should be at least 0.30 and above and if this evaluation criterion is kept high, it can give more meaningful results (Brown, 2006). Considering these conditions, it can be said that the item factor loadings of the present scale are within the ideal ranges. According to the reliability analysis results of the SSS, the Cronbach's alpha value was 0,838 for the self-regulation factor, 0,818 for the interaction factor, 0,811 for the self-control factor, 0,705 for the self-confidence factor, and 0,919 for the whole scale. The literature state that Cronbach's alpha value should be 0,70 and above (Tabachnick & Fidell, 2007). Therefore, the Cronbach's alpha value of the present scale is within the acceptable range.

The majority of the social skills scale development studies used EFA (Avcıoğlu, 2007; Kocayörük Yaya, 2000; Riggio, 1986; Tatar et al., 2018). However, there were only a few scale development studies that used CFA (Ataş et al., 2016; Karataş & Tagay, 2021). Some studies argued that using only EFA in scale development studies may not be sufficient (Erkuş, 2012; Özdamar, 2016). Thus, it can be stated that the present study adopted an application process supported by the relevant literature. After the completion of the EFA, the second step was taken and CFA was conducted using the SPSS Amos application. The main reason for performing CFA was to check the results of the EFA, which were prepared in draft form and supported by certain analyses, in terms of construct validity by taking latent variables into consideration. In addition, the structures of latent variables cannot be fully tested with EFA (Aybar, 2016; Demiralp, 2016; Yılmaz & Aydın, 2019). In fact, it was aimed to ensure the construct validity of the study by conducting CFA.

The CFA results revealed that the item factor loadings were between 0,66 and 0,93 for the first factor, between 0,67 and 0,91 for the second factor, between 0,65 and 0,98 for the third factor, and between 0,76 and 1,07 for the fourth factor. All the goodness of fit index values "X2/Df, RMSEA, NFI, NNFI, CFI, RMR, SRMR, AGFI, GFI" were model and good fit. Therefore, CFA results and goodness of fit index results are within the appropriate value ranges (Sümer, 2000; Brown, 2006). These results are supported by many studies in the related literature (Çıkrıçı, 2015; Yılmaz & Aydın, 2021). Within the scope of the goodness of fit index values, the construct validity of the scale was ensured, the latent variables were determined to be compatible, and there were no residual items. As a result, a valid and reliable scale that can be used with 5th, 6th and 7th grade middle school students was developed.

SUGGESTIONS

The present study was conducted with a limited study group. It may be recommended to conduct the study again with larger groups. The sub-factors of the study were limited under 4 headings. Not having a criterion validity study in the research can be considered a limitation. This valid and reliable scale can be used to measure the social skill levels of middle school students. As a result, a valid and reliable social skills scale that can be used at the 5th, 6th, and 7th grade level was developed (See Appendix-1 for the final version of the scale).

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CONTRIBUTION RATE	CONTRIBUTORS
Idea or Notion	Kübra KANDEMİR-Selahattin KAYMAKCI
Literature Review	Kübra KANDEMİR-Selahattin KAYMAKCI
Yöntem	Selahattin KAYMAKCI
Data Collecting	Kübra KANDEMİR
Data Analysis	Kübra KANDEMİR-Selahattin KAYMAKCI
Findings	Kübra KANDEMİR-Selahattin KAYMAKCI
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APPENDIX

EK 1: SOCIAL SKILLS SCALE (SSS)

Dear Students;

This scale was developed to determine your social skill levels. Opposite each sentence given in the scale, there are four options: **Never, Sometimes, Usually** and **All the Time**. After reading each sentence carefully, mark the appropriate option with (x). The data collected from the scale will be used entirely for scientific purposes. Your names will be kept confidential and will not be shared with any third parties. Thank you in advance for your contribution.

No	Questions	Never	Sometimes	Usually	All the time
1.	I exhibit controlled behavior in conflict situations.				
2.	I decide in advance what I am going to do with a plan.				
3.	I don't like to enter new friendship environments.				
4.	I follow the rules of the environment I am in.				
5.	I can make the right decision in a difficult situation.				
6.	When I have a problem, I first try my own solutions.				
7.	I have difficulty communicating with people.				
8.	I know how to trust myself as a prerequisite for success.				
9.	I do not hesitate to ask people for help when I have a problem.				
10.	When I have a need, I rush to work to fulfill it.				
11.	I cannot express my feelings easily.				
12.	I participate in socia l activities that I enjoy.				
13.	I participate in social activities voluntarily.				
14.	I take tasks in the classroom when necessary.				
15.	I hesitate to cooperate with my friends.				
16.	I know how to say thank you when necessary				
17.	I help people when they have problems.				
18.	I respect the opinions of others.				
19.	I find it difficult to defend my rights.				
20.	I know how to apologize when necessary				
21.	I do not take responsibility in the classroom.				
22.	I protect people's rights.				
23.	I defend people's rights.				
24.	I respect people's rights.				
25.	I protect my rights.				