



Faculty of  
Psychology and  
Educational Sciences  
"Ovidius" University  
of Constanta, Romania



# BLACK SEA JOURNAL OF PSYCHOLOGY



[www.bspsychology.ro](http://www.bspsychology.ro)



9 772068 464001



## **The social competencies of preschool teachers and their role in the educational context**

**Lebit Camelia<sup>1</sup>, Laura Giurgiu<sup>2</sup>**

Ovidius University of Constanta, Faculty of Psychology and Educational Sciences<sup>1,2</sup>  
[camelialebit@gmail.com](mailto:camelialebit@gmail.com)<sup>1</sup>, [lauragiurgiu31@yahoo.com](mailto:lauragiurgiu31@yahoo.com)<sup>2</sup>

**Abstract.** In this research we will highlight the social skills of preschool teachers and their influence in the educational environment. A successful teacher will always have a profile of skills, characteristics and competencies that will help him focus his energy and available resources to achieve everything he aims at educationally. From this set of qualities, social skills play an important role in ensuring a harmonious atmosphere at the classroom level, positive relationships with preschoolers, parents and teachers, a socially favorable image and how educational information is transmitted and assimilated by children. An effective teacher knows how to adapt to his social roles, to understand the tasks and emotional states of others, in the sense that he is able to take into account the opinions of others in an assertive way, without negatively affecting the feelings of others. In this article we aimed to highlight the skills profile of a quality teacher, so that in the end we can focus on communication skills and their typology. In the application part we used our own research tool, respectively a questionnaire that focuses on 10 key indicators. Through it, we studied the targeted educational reality and interpreted the results obtained.

**Keywords.** aptitude profile of the teacher, social skills, preschool education

### **1. Introduction**

The developed article aims to present an ideal aptitude profile of preschool teachers, familiarization with the term social skills, their typologies and analysis of these skills in the educational reality of preschool education. There is no denying that the human being has a social nature. In his life full of diversity, a man is directly related to other people from an early age to the end of life. Each person's social interactions develop in many different ways; therefore, everyone needs certain skills and social skills. Some authors (Arghode, 2013; Oberst, Gallifa, Farriols, and Vilaregut, 2009 apud Gedviliene et al., 2014: 3) also argue that concepts such as social competence and emotional intelligence are closely linked, but emphasize the importance of distinguishing them. These authors use K. Topping's definition of social skills- "the possession and use of the ability to



integrate thinking, feelings and behavior to achieve assessed tasks and social outcomes in the host context and culture".

To further complicate the understanding of this concept, social competence depends on developmental characteristics (i.e., expectations of social competence vary according to the person's age), specific social situation (i.e., people may be socially competent in a situation, but not in another or a child may seem more competent when interacting with a socially qualified partner than with a shy person, and cultural characteristics (ie, specific acts of social competence are related to cultural expectations).

Highly effective teachers must prove to be good conversationalists because they have to develop concepts, discuss ambiguities and express their opinions and attitudes associated with the teaching act" (Coombe, 2014: 10). Because teachers have various tasks in the educational environment and in their professional place, they must have studies in the field, but also for solving social asymmetries. Studies suggest that effective relationship skills of the teacher have a positive impact on children's development (Darling-Hammond, 2000; Haberman, 1995; Hanushek, 1971, apud Coombe, 2014), because they take into account how well a teacher accesses information and student skills.

## **2. The aptitude profile of the ideal teacher**

Quality, efficient teachers work conscientiously to create a stimulating work environment, offering for the students they educate, and the same time, to maintain the pleasant social image they build during the evolution of their profession. However, according to Gili (2013) the art of teaching exceptionally seems to have less to do with teachers' information and skills and more precisely with their attitude towards their children, towards the discipline they teach and towards the tasks and the actions they perform.

Another author, Ida, Z. S. (2017) considers that feature/traits groups that illustrate a successful teacher can be divided into two categories. The first focuses on the personality traits of the teacher. The other category of characteristics focuses on the skills, information held and competencies of teachers (Bullock, 2015).

According to Miller (1987) and Orlando (2013) successful teachers have a wide variety of personality traits, such as adaptability, pleasantness, perceived caring, a good relationship with colleagues, high enthusiasm, justice, friendship, dignity, high expectations, sincerity, patience, respect for others and responsibility. Researchers in the field argue that these traits and other personality traits, when properly applied, become catalysts for effective student instruction and, consequently, become fundamental to teacher interaction in the classroom and to the teacher-student relationship.

Another traits presentation is made by Low & Ang (2011), who portrays the teacher with the following qualities: integrity, generosity, kindness, lifelong learning, care for others, meticulousness, discipline, adaptability, incentive, dramaturgical skills, motivation, persuasion, instructive-educational skills, varied baggage of information, positivity and credibility. However, according to another view, Walker, R. J. (2008) describes a profile of the successful teacher very similar to that of the good teacher. The characteristics he highlights are: training in the field, positivity, high expectations, creativity and originality, fairness, authenticity, sense of belonging, empathy, sense of humor, respect, indulgence, taking on mistakes. Another view on the portrait of the successful teacher is described by Stronge (2002), who focuses on the technical side of the education-specific profession. Gao and Liu (2013) are two collaborators who have a different



vision of the characteristics that improve teachers' performance in the classroom. After analyzing the features highlighted by writers in the literature, the portrait of an ideal teacher is characterized by the following features: ability to teach, ability to monitor student progress, professional knowledge, social image of the teacher, managerial and organizational skills, care by others, encouragement, high enthusiasm, kindness, high standards or exigency, sense of humor and communication skills.

### **3. Social skills and their characteristics**

The significance of these skills is reflected in the scientific literature, where their growing importance in the personal and public life of teachers is clearly highlighted. Many authors such as (Arghode, 2013; Lang, 2010; Stump, Ratliff, Wu and & Hawley, 2009 apud Gedviliene, Gerviene, Pasvenskiene & Ziziene, 2014) note that there is no universal definition of social competence. One reason could be that social competence is the subject of research in various branches of the social sciences.

As N.C. Lang (2010 apud Gedviliene et al., 2014: 37) points out, "areas of interest in the basic social sciences include psychology, social psychology, child development, communication, sociolinguistics and, in the applied social sciences, social work, education, psychiatry, speech pathology, clinical psychology, gerontology and management". S. Reitz (2012 apud Gedviliene, G. et al., 2014: 37) argues that some similarities in definition could be observed. According to his suggestions, social competence "is the sum of a person's knowledge and skills that determine the quality of competent social behavior."

Social competence is also defined as the ability to effectively manage social interactions. In other words, social competence refers to getting along with others, being able to form and maintain close relationships and responding in adaptive ways in social environments. Given the complexity of social interactions, "social competence is the product of a wide range of cognitive skills, emotional processes, behavioral skills, social awareness, and personal and cultural values related to interpersonal relationships" (Weiner, B. & Craighead, 2010: 1623).

Social competence, as one of the categories of transversal competences, "equips individuals with the skills to understand cultural and personal differences, have the ability to feel empathy, to collaborate, to compromise and to be able to adapt their own behavior in different situations of daily practices at personal, work and study level on average" (Gedviliene, G. et al., 2014: 44). Teachers and children have unique styles of communicating with each other, and linguists call it a register. "A register is a 'pattern' of words, grammar and linguistic structures or specifications that individuals attribute to a relational role" (Seifert & Sutton, 2009: 169).

#### **3.1. Typologies of social skills**

According to Bibaux, B. (2012) some of the most important "social skills" needed to survive in our world include:

1. *Listening skills* - the ability to sit and listen to the people around you. This skill is imperative for school, recreational activities and employment. With this comes the ability to follow directions, a difficulty for some people.



2. *Skills for social acceptance* - these include manners such as please, thank you, apologies, answering the door, answering the phone, asking for help.

3. *Anger management skills* (inner and outer) - this includes learning that it is okay to be upset, but it is not okay to speak or act violently because you are upset. People also need to be taught how to deal with others who are upset so as not to make the situation worse. Some steps to help them learn this skill are to teach them to move away from the situation, count to ten, and return to the situation when it has calmed down.

4. *Personal feelings management skills* - refers to learning that we all have feelings and our feelings are always changing. It is important to be able to express our feelings so that others know how we feel. However, the way we express our feelings must also be appropriate. For example, to feel angry, but not to act or speak violently or to feel happy, but not to laugh too much at the wrong times.

It is also important for people to learn to read the feelings of others so that they can act appropriately and avoid difficult or difficult situations. People need to learn to recognize how to read the feelings of others, that is, body language and facial expressions.

5. *Ability to think before acting* - some people speak or act impulsively, which tends to make them in difficult situations with colleagues and other adults. They need to learn to stop, think about what to say or do, and then make the right decision about how to do it. A good way to learn these skills is to play different roles that the child may encounter and how they should cope with the situation.

6. *Skills for accepting the consequences* - refers to learning that when a person makes a mistake, they must accept the consequences for their actions.

7. *Ability to cope with the pressure of others* - refers to the ability to learn not to give in to pressure from others by saying "NO" in a polite way. This gives the person a sense of control as they become responsible for their own actions and words.

8. *Ability to improve self-image* - a person can improve his self-image by focusing on the positive in his life. By discovering the things they are "good at" (their strengths - playing the piano, art, sports, etc.) and turning them into the main aspects of their lives.

9. *Problem-solving skills*- solving interpersonal problems can be achieved by creating several solutions to a problem. This ability is useful to become a better lawyer for yourself and to create a certain personal independence.

Another typology of social skills is presented by the National Association of School Psychologists (NASP) (2002) which considers that although there are hundreds of important social skills, they can be organized into areas of skills to facilitate identification and determination of appropriate interventions. For example, the "Stop and Think" program organizes skills in four areas:

1. *Survival skills* (eg, listening, following directions, ignoring distractions, using beautiful or courageous speech, rewarding yourself);

2. *Interpersonal skills* (for example, sharing, asking permission, enrolling in an activity, waiting your turn);

3. *Problem-solving skills* (eg request for help, apology, acceptance of consequences, decision to make);

4. *Conflict resolution skills* (eg, tackling teasing, losing, accusations, being left out, peer pressure).



#### **4. Applied research**

##### **4.1. Research objectives and hypothesis**

###### **Specific objectives:**

- O1-** Identifying the most appreciated social competencies among preschool teachers;
- O2-** Highlighting the social competences that have similarities according to the two age categories;
- O3-** Identifying of the social abilities that present asymmetries at the level of answers on the two age categories (teachers under 30 years old and over 30 years old);

###### **Research hypothesis:**

We assume that there are significant differences between respondents, by age, in terms of managing nervousness at work;

##### **4.2. Research methods used**

The questionnaire for identifying social skills was applied to find the indicators of dominant social skills of preschool teachers in urban areas, Constanța. The social skills questionnaire consists of 10 questions related to many elements of social life. This questionnaire was inspired by the classification of Bibaux, B. (2012). The indicators or traits he refers to are: active listening, politeness, management of external and internal anger, assertive expression of feelings, impulsivity, taking responsibility, refusing requests, focusing on positive aspects, highlighting strengths and qualities and ability to elaborate more solutions to a problem. Each participant evaluates these traits in terms of personal experiences, beliefs and thoughts.

These aspects highlight important aspects of the social side of preschool teachers and their personality, as a whole. The applied research took place during 2019-2020, during 10.04. 2019-15.05.2020, in Constanța, Constanța County, Romania. The group of research subjects consisted of 30 teachers of preschool education, extended, state, from the urban environment of Constanța, aged between 21 and 61 years. At the level of the researched reality, no direct and active intervention was taken, but only statistical data were taken over and analyzed, which highlights the fact that the research was exploratory-descriptive. The applied research started in April, by applying the questionnaire as a working tool. The application of this tool took place over the course of 5 weeks.

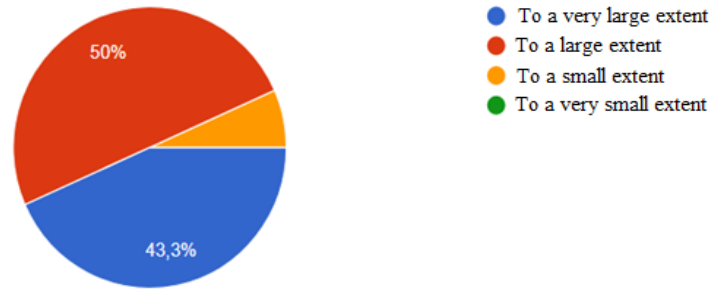
##### **4.3. Presentation of research results and their interpretation**

Following the application of this questionnaire, certain social traits were identified that received higher scores, but at the same time, other elements were observed that received relatively different answers. Items targeting certain social skills traits highlighted responses that complemented certain characteristics. For example, the trait of assertive expression of feelings is reflected in the answers provided by teachers for the item of politely refusal of requests from others. These aspects reflect the degree of sincerity of the group of subjects regarding the answers given to the given questions. At the same time, these items provide an image of the educator community on the perception of social skills.



---

In your profession do you use active listening when you speak to a person?  
30 answers



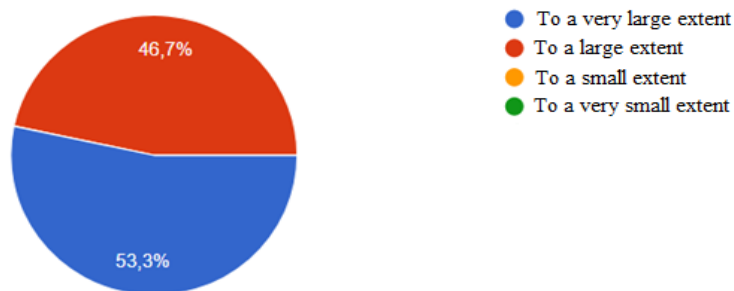
---

**Figure 4.3. 1 Distribution of answers for the item "Active listening"**

It can be seen that the answers given to the question concerning the feature "Active Listening" are predominantly positive. Both teachers under the age of 30 and those over the age of 30 gave the following answers together: 93.3% answers "to a very large extent" and "to a large extent", taken together and 6.7% answers "to a small extent." This aspect shows that preschool teachers consider that active listening is an absolutely essential aspect in the chosen profession and that they constantly use it in their daily life. Teachers' assertiveness focuses on expressing opinions appropriately, without hurting other people's feelings.

---

Do you use politeness formulas such as "Please", "thank you", "excuse me" in your profession?  
30 answers



---

**Figure 4.3. 2 Age distribution of answers for the item "Politeness"**

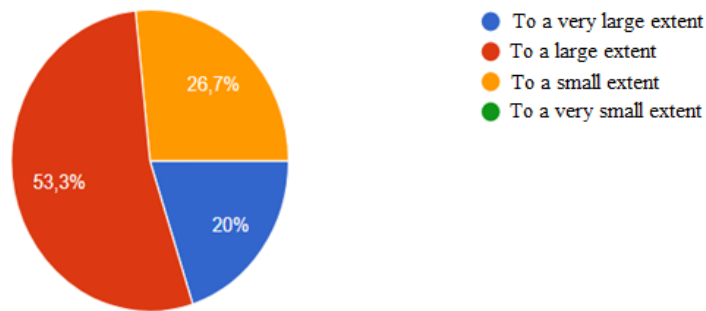


To the question "Do you use politeness formulas like: 'Please', 'thank you', 'excuse me' in your profession?" associated with the feature "Politeness" the answers given by teachers are positive. Both teachers under 30 and those over 30 gave together the following answers on this issue: 53.3% answers "to a very large extent" and 46.7% answers "to a large extent". This distribution of answers shows that politeness is one of the essential elements of the career of a preschool teacher and that contributes to its social image and relationships with others. The politeness was appreciated by preschool teachers regardless of age.

---

Can you manage your inner and outer feelings of anger in your profession?

30 answers



---

**Figure 4.3. 3 Distribution of responses to the item "Internal and external anger management"**

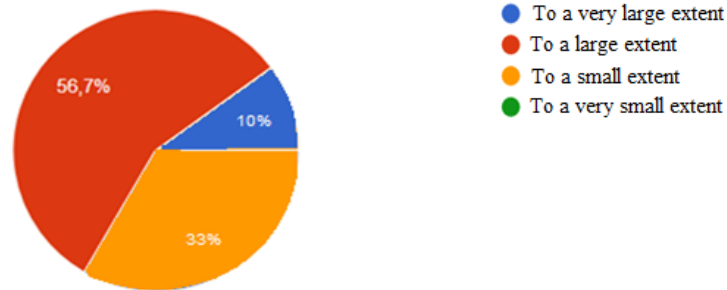
At the level of the question "Can you manage your feelings of inner and outer anger in your profession?" targeting the aspect of anger management, teachers of 30 years, but also those over 30 years offered slightly diversified answers. The answers provided by the participants are as follows: 20% answers "to a very large extent", 53.3% answers "to a large extent" and 26.7% answers "to a small extent".

These aspects suggest that the teaching profession is a complex, unpredictable, stressful one at times, which can cause a loss of control of emotions in critical situations. To avoid unpleasant situations, preschool teachers are guided to take training courses on stress management and sometimes, cases where anger is no longer managed properly, this issue is discussed during the meetings of the Commission for "Combating Violence and Discrimination" in the school environment. At the same time, empathy and sympathy are needed to understand the negative reactions of teachers and appropriate solutions must be found to reduce the problems that arise in the workplace.



In your profession can you express your feelings assertively to others?

30 answers

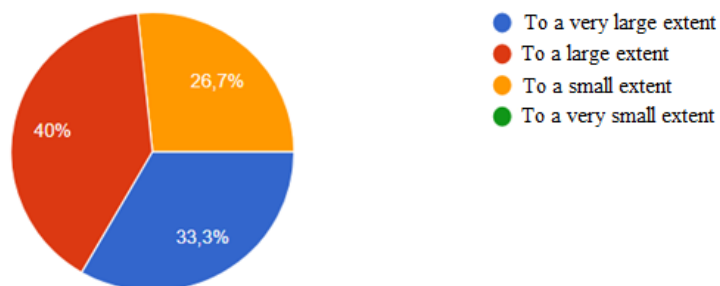


**Figure 4.3. 4 Distribution of answers to the item "Assertive expression of feelings"**

It can be seen that at the level of the question "In your profession can you express your feelings assertively to others?" associated with the feature "Assertive expression of feelings" can be seen predominantly positive responses, which creates confusion compared to the previous indicator, where the responses were much more diverse. The answers provided were as follows: 10% "to a very large extent" answers, 56.7% "to a large extent" answers and 33% "to a small extent" answers. These answers suggest that preschool teachers consider assertiveness an essential aspect in the teaching profession, in relationships with preschoolers, parents and other preschool teachers in the workplace.

Do you think long before you act in your profession?

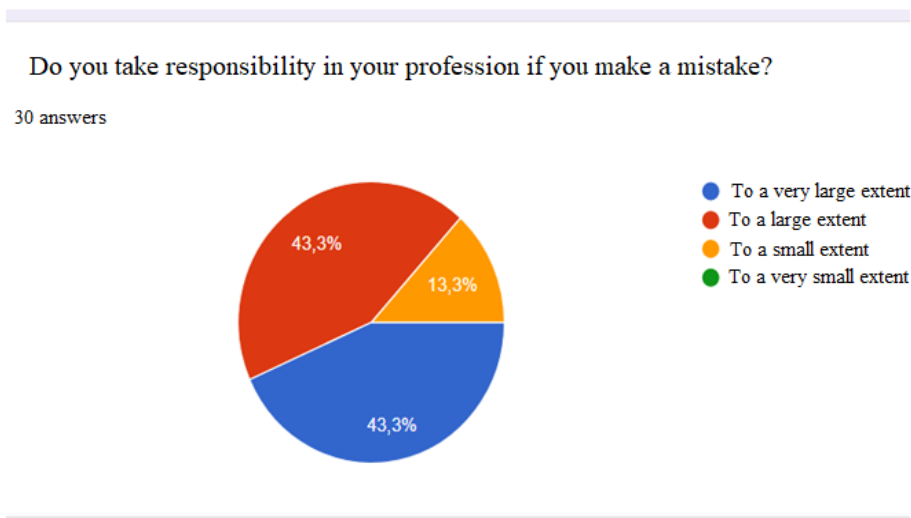
30 answers



**Figure 4.3. 5 Distribution of answers for the trait "Impulsivity"**



It can be seen that at the level of the question "Do you think long before you act in your profession?" regarding the "Impulsivity" indicator, the answers offered by pre-school teachers are very divided, so that the idea of thinking before acting is seen differently by each teacher. Regardless of the age of the teachers, the answers provided were as follows: 33.3% "to a very large extent" answers, 40% "to a large extent" answers and 26.7% "to a small extent" answers. This distribution of answers suggests that preschool teachers have varied answers about impulsivity: some of them prefer to act immediately and then establish a plan, while others prefer to plan ideas before acting. The impulsivity is also reflected in their actions. Teachers can be more spontaneous or more organized.



**Figure 4.3. 6 Distribution of answers for the item "Taking responsibility"**

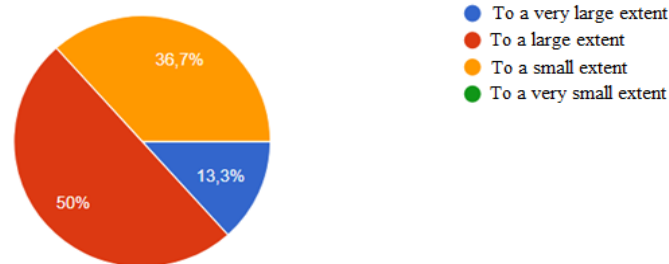
To the question "Do you take responsibility in your profession if you made a mistake?" associated with the item "Assuming responsibility" can be observed predominantly positive answers offered by preschool teachers. Regardless of the age criterion, the answers provided were as follows: 43.3% answers "to a very large extent", 43.3% answers "to a large extent" and 13.3% answers "to a small extent". This distribution of responses by preschool teachers suggests that taking responsibility is an absolutely important element of teachers who show maturity and professionalism and who receive special attention. At the same time, taking responsibility contributes to ensuring a positive image in the professional environment but also to a personal level.



---

In your profession can you say 'NO' to the requests of others politely?

30 answers



---

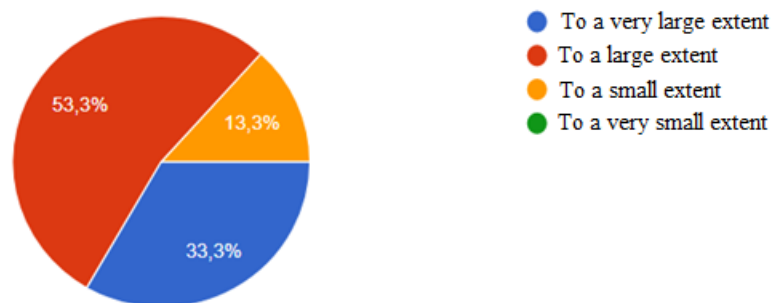
**Figure 4.3. 7 Distribution of responses to the item 'Rejection of requests'**

It can be seen that at the level of the question "In your profession can you say 'NO' to the requests of others politely?" associated with the item "Rejection of requests", the answers provided have a different weight. Both teachers under the age of 30 and those over the age of 30 provided the following answers: 13.3% answers "to a very large extent", 50% answers "to a large extent" and 36.7% answers "to a small extent". This distribution shows that rejecting requests in a polite way is not so simple for everybody. Not all teachers can refuse requests from others. Pressures from the work environment can cause preschool teachers to express their opinions and ideas less in front of others.

---

In your profession do you focus on the positive aspects of your life?

30 answers



---

**Figure 4.3. 8 Distribution of answers for the item "Focus on the positive aspects of life"**

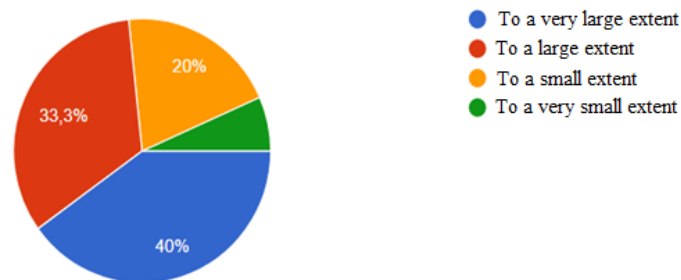


It can be seen that at the level of the question "In your profession do you focus on the positive aspects of your life?" associated with the item "Focus on the positive aspects of life" the answers provided were predominantly positive, regardless of age. The answers provided were as follows: 33.3% answers "to a very large extent", 53.3% answers "to a large extent" and 13.3% answers "to a small extent". This distribution of responses suggests that preschool teachers focus much more on the positive and happy aspects of their professional lives. From the answers provided, only a small part of the participating teachers do not consider the beautiful aspects of professional life so much, for various reasons. The workplace can be very stressful due to many responsibilities and problems that appear and so the positive attitude toward life can be minimalized.

---

In your profession do you tend to emphasize your qualities and strengths?

30 answers



---

**Figure 4.3. 9 Distribution of responses to the item "Emphasis on quality"**

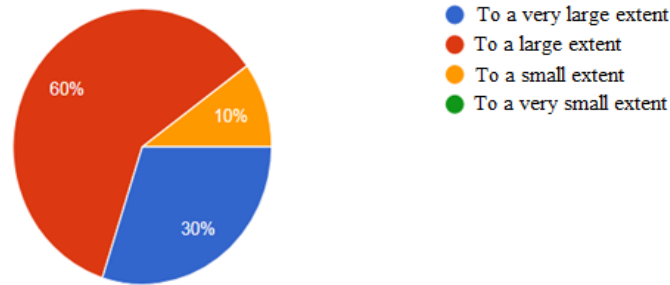
It can be seen that at the level of the question "In your profession do you tend to emphasize your qualities and strengths?" associated with the "Emphasis on qualities" feature, the answers offered by preschool teachers were varied, regardless of age. The answers provided were as follows: 40% "to a very large extent" answers, 33.3% "to a large extent" answers, 20% "to a small extent" answers and 6.7% "to a very small extent" answers. The answers are more diverse than other questions.

This distribution of responses may suggest certain aspects of teachers' self-esteem or issues related to their beliefs. Prechool teachers who have given low values to this question may have low self-esteem or may have the belief that modesty is a special aspect of the teaching profession. Sometimes, people let their action to speak for themselves and so the qualities are shown in other ways .



---

In your profession can you develop more solutions to solve a problem?  
30 answers



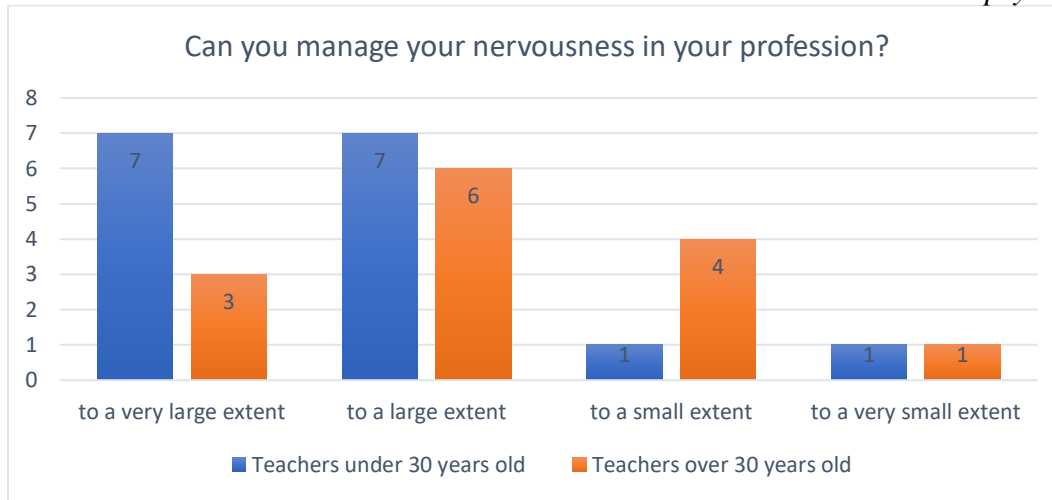
---

**Figure 4.3. 10 Distribution of answers for the item "Ability to develop multiple solutions to a problem"**

It can be seen that at the level of the question "In your profession can you develop more solutions to solve a problem?" associated with the item "Ability to develop multiple solutions to a problem", the answers provided by teachers are predominantly positive. The answers were as follows: 30% answers "to a very large extent", 60% answers "to a large extent", 10% answers "to a small extent". This distribution of responses suggests that preschool teachers have an extensive ability to develop diverse solutions if they face a problem.

Thus, figures 4.3.1., 4.3.2., 4.3.3., 4.3.4., 4.3.5., 4.3.6., 4.3.7., 4.3.8., 4.3.9. and 4.3.10. shows the distribution of answers for each of the 10 social skills mentioned above. The data obtained in this questionnaire highlight the social competencies most appreciated by teachers, in descending order: 100% answers "to a very large extent" and "to a large extent" for the item "Politeness", 93.3% answers "to a very large extent" and "to a large extent", taken together, for the feature "Active listening", 90% answers "to a very large extent" and "to a large extent" taken together, 86.6% answers "to a very large extent" and "to a large extent" for the feature "Taking responsibility" and 86.6% answers "to a very large extent" and "to a large extent" for the feature "Focusing on the positive aspects of life". Hence the preferred social competence of the preschool teachers- "Politeness".

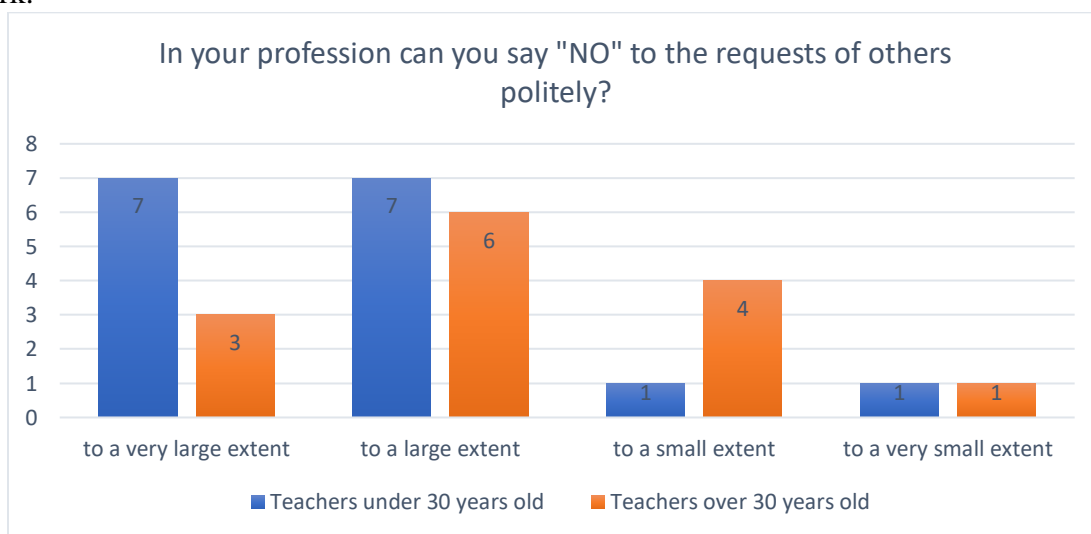
Next, I will make a short presentation through the graphs of those qualities where there are differences and asymmetries of the answers based on age. The sample of subjects under 30 years of age shows some differences in the values of the answers in terms of the following social skills of teachers: "Managing anger", "Refusing the requests of others" and "Emphasizing personal qualities".



**Figure 4.3. 11 Distribution of age responses for social competence "Nervousness management"**

It can be seen that, at the level of the question regarding the social competence “Managing nervousness”, the answers offered by teachers are varied. The differences in the frequencies of the answers offered by teachers under 30 and those over 30 are: 3 with 3 answers "to a very large extent", 12 with 4 answers "to a large extent", 1 with 7 answers "to a small extent". This distribution of answers highlights the differences of opinion between the two categories of teachers.

The answers given by teachers under the age of 30 are predominantly positive, while the answers given by teachers over the age of 30 are much more scattered and taken to much lower values. This suggests that preschool teachers under the age of 30 have higher nervousness control due to less experience in education. Teachers over the age of 30 tend to have a lower control of nervousness, due to mental wear and tear that occurs with age and mental wear and tear. To reduce this, teachers are instructed to take stress management courses and have assertive communication at work.



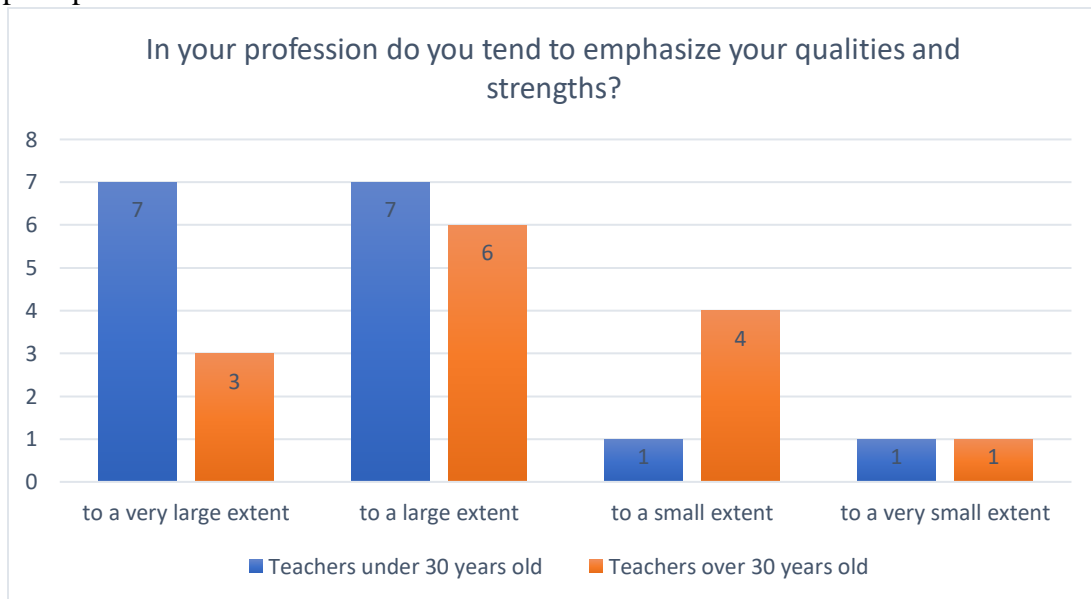
**Figure 4.3. 12 Distribution of age responses at the level of "Assertiveness (Saying NO)"**



The next social competence that presents different asymmetries in the answers is related to assertiveness. It can be noticed that, at the level of the question regarding the social competence "Refusal of requests", the answers offered by the teachers are different. The differences in the frequencies of the answers offered by teachers under 30 and those over 30 are: 4 with 0 answers "to a very large extent", 5 with 11 answers "to a large extent", 7 with 3 answers "to a small extent". This distribution of answers highlights the differences of opinion between the two categories of teachers.

The answers given by teachers under the age of 30 are very scattered, while the answers of teachers over the age of 30 are much more focused on a response variant and towards high values of the answers. This suggests that preschool teachers under the age of 30 have difficulty expressing their rejection of requests from others. In the first years of their teaching career, many preschool teachers want to integrate into the workspace, to ensure a harmonious relationship with others, to prove their potential, even if this aspect involves neglecting their own desires and implicitly, the desire to say "NO".

However, teachers over the age of 30 have more experience in communicating with other people, and this makes it easier for them to properly refuse the people they come in contact with in the educational institution. They have a much clearer view of their goals and interests in the workplace. At the same time, the ability to say "NO" is closely related to a person's character and inner perceptions of the world and those around them.



**Figure 4.3. 13 Distribution of age responses for social competence "Emphasizing the qualities"**

It can be observed that, at the level of the question regarding the social competence "Emphasizing the qualities", the answers offered by the teachers are different. The differences in the frequencies of the answers offered by teachers under 30 and those over 30 are: 7 with 3 answers "to a very large extent", 7 with 6 answers "to a large extent", 1 with 4 answers "to a small extent"



and 1 with 1 “to a very little extent” answers. This distribution of responses highlights the differences of opinion between the two categories of teacher evaluation through the questionnaire.

The answers given by teachers under 30 are focused on high values of answers, while the answers of teachers over 30 are much more scattered and much more focused on low response values. This suggests that preschool teachers under the age of 30 have a higher desire to assert themselves personally.

However, teachers over 30 years of age have more experience in teaching, and this determines the divergent answers they have offered. Although some teachers over the age of 30 still want to highlight their qualities, most no longer consider this a priority because they already have a stable job, have created a clear social image and have other values and goals personally and professionally.

### **Conclusions of the reseach**

The paper aimed to study and investigate the perceptions of preschool teachers on social skills related to the chosen profession, but also the impact they have on the educational reality studied in preschool institutions. After analyzing the literature, it was found that the most important social skills used by preschool teachers highlighted aspects such as: active listening, politeness, anger management, expressing feelings properly, assertiveness, impulsivity, taking responsibility, refusing demands, focusing on the positive aspects of life, emphasizing the qualities and the potential to offer multiple solutions to a problem.

I consider that the hypotheses formulated in the present research have been validated. In the research data presentation section it was found that both teachers under 30 and teachers over 30 years of age presented divergent opinions on certain qualities of the teacher but also on certain social skills. The objectives set at the beginning of the research chapter were achieved through the application part. Following the practice and the educational research carried out, we found that:

- The social competencies in the first places in the preferences of preschool teachers were highlighted;
- The social competences that showed similarities according to the two age categories were identified;
- The social competences that presented asymmetries at the level of answers according to the two age categories were highlighted;
- The hypothesis “We assume that there are significant differences between respondents, by age, in terms of managing nervousness at work” was confirmed;
- The investigative potential of the research tools used in data collection and processing was exploited, so that it managed to highlight relevant and detailed information on teachers' competencies, but also on their perceptions of their importance.

At the same time, the research carried out has some weaknesses or limitations. The small number of the sample of subjects in this research suggests that the interpretations obtained by obtaining and collecting information are limited only to the participating teachers included in the research.

At the same time, this research was limited only to a process of data collection and interpretation, which did not allow the identification of more dynamic aspects of the scientific



variables followed. Another weak point of this research is the degree of sincerity of the subjects involved in this research. As this questionnaire was applied through the Google Docs application, the data provided by the subjects were exposed to the researcher. It is very possible that the answers provided are an attempt by the participants to present themselves in a way that is as favorable as possible so that they do not feel judged. Thus, each preschool teacher evaluated in the questionnaire wanted to present himself in a light as favorable as possible and to minimize their potential weaknesses.

### **Bibliography**

Bibaux, B. (2012). „What Are Social Skills?”. (<https://www.ldabc.ca/wp-content/uploads/2012/08/English-Social-Emotional.pdf>).

Bullock, M. (2017). What Makes a Good Teacher? Exploring Student and Teacher Beliefs on Good Teaching. (<http://www.smcm.edu/mat/wp-content/uploads/sites/73/2015/06/Bullock-2015.pdf>).

Coombe, C. (2015) „10 Characteristics of Highly Effective EF/SL Teachers”, TESOL Arabia Perspectives, 22(2), 6-12. (<https://mldbulletin.files.wordpress.com/2015/09/10-characteristics-of-highly-effective-ef-sl-teachers.pdf>).

Gao, M. & Liu, Q. (2013). „Personality Traits of Effective Teachers Represented in the Narratives of American and Chinese Preservice Teachers: A Cross-Cultural Comparison”, International Journal of Humanities and Social Science, 3(2), 84-95. ([http://www.ijhssnet.com/journals/Vol\\_3\\_No\\_2\\_Special\\_Issue\\_January\\_2013/9.pdf](http://www.ijhssnet.com/journals/Vol_3_No_2_Special_Issue_January_2013/9.pdf)).

Gedviliene, G., Gerviene, S., Pasvenskiene, A., & Ziziene, S. (2014). „THE SOCIAL COMPETENCE CONCEPT DEVELOPMENT IN HIGHER EDUCATION” European Scientific Journal, 10(28), 36-49. ([ejournal.org/index.php/esj/article/download/4385/4182](http://ejournal.org/index.php/esj/article/download/4385/4182)).

Gili, G. (2013). „Expertise, justice, reciprocity: the three roots of teachers' credibility”, Italian Journal of Sociology of education, 5(1), 1-14. ([http://ijse.padovauniversitypress.it/system/files/papers/2013\\_1\\_1.pdf](http://ijse.padovauniversitypress.it/system/files/papers/2013_1_1.pdf)).

Ida, Z. S. (2017). „What Makes a Good Teacher?”, Universal Journal of Educational Research, 5(1), 141-147. (<https://files.eric.ed.gov/fulltext/EJ1124615.pdf>)

Low, P. K. C. & Ang, S. L. (2011). „How To Be A Good Teacher?”, Educational Research, 2(5) 1118-1123. (<https://www.interestjournals.org/articles/how-to-be-a-good-teacher.pdf>).

NASP, 2002, Social Skills: Promoting Positive Behavior, Academic Success, and School Safety ([https://www.hcps.org/departments/docs/student-services/psychology/socialskills\\_rk.pdf](https://www.hcps.org/departments/docs/student-services/psychology/socialskills_rk.pdf)).

Orlando, M., 2013, Nine Characteristics of a Great Teacher ([https://www.vetmed.wsu.edu/docs/librariesprovider16/Docs---Teaching-Academy/characteristics-of-great-teachers.pdf?sfvrsn=3587f938\\_0](https://www.vetmed.wsu.edu/docs/librariesprovider16/Docs---Teaching-Academy/characteristics-of-great-teachers.pdf?sfvrsn=3587f938_0)).

Seifert, K. & Sutton, R., 2009, Educational Psychology. Second Edition (<https://www.saylor.org/site/wp-content/uploads/2012/06/Educational-Psychology.pdf>).

Stronge, J., 2002, Qualities of Effective Teachers (<http://mnprek-3.wdfiles.com/local--files/teacher-effectiveness/Qualities%20of%20Eff%20Teachers%20-%20Stronge.pdf>).

Stronge, J., 2002, Qualities of Effective Teachers (<http://mnprek-3.wdfiles.com/local--files/teacher-effectiveness/Qualities%20of%20Eff%20Teachers%20-%20Stronge.pdf>).



**BLACKSEA JOURNAL  
OF PSYCHOLOGY**

eISSN: 2068-4649; Print ISSN: 2068-1186

*The "Black Sea" Journal of Psychology*

*Vol. 12, Issue 1, 86-102, Spring, 2021*

*ISSN: 2068-4649*

*www.bspsychology.ro*

Walker, R. J., 2008, „Twelve Characteristics of an Effective Teacher. A Longitudinal, Qualitative, Quasi-Research Study of In-service and Pre-service Teachers’ Opinions”, *Educational Horizons*, 87(1), pp.61-68. (<https://files.eric.ed.gov/fulltext/ED509938.pdf>).

Weiner, B. & Craighead, W.E., 2010, „The Corsini Encyclopedia of Psychology, 4 Volume Set, 4th Edition”. (<https://www.wiley.com/en-us/The+Corsini+Encyclopedia+of+Psychology%2C+4+Volume+Set%2C+4th+Edition-p-9780470170243>).