Examining the Effects of Pre-service Teachers' Personality Traits on Their Teaching Competencies

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ABSTRACT

The current research aims to investigate the effects of pre-service teachers' personality traits on their perceived teacher competencies. The quantitative study was conducted by employing a cross-sectional survey design with 206 teacher candidates who were preparing for Teacher Qualification Exam (KPSS) in 2013. The quantitative data were collected through two scales entitled 'Adjective Based Personality Test' (ABPT), and 'Teachers' Perception of Competence Scale' (TPCS). The quantitative data were analyzed through utilizing a structural equation modeling (SEM) in AMOS 16.0 and employing path analysis at a significance level of .05. The findings illustrated that extraversion, neuroticism, agreeableness and conscientiousness have significant effects on teaching competencies. Specifically, extraversion has the biggest significant effect on teaching competencies; however, neuroticism has a negative significant effect. On the other hand, personal development was found to be the most influenced dimension of teaching competencies by personality traits.

Introduction

As a country in the process of European Union Membership, in addition to lots of innovations in any other sectors, there are also a lot of educational reform movements in Turkey. Most of these changes are on the structural basis and legislation, infrastructure and curriculum development. On the other hand, the Ministry of National Education (MoNE) gives prominence to teacher qualifications recently and in this sense it provides distance learning modules, encourages teachers to participate in scientific conferences, symposia and congresses as well as devising in-service training activities. Thus, teachers are allowed to participate in scientific conventions with papers, articles and posters started to be considered as unpaid leave during working hours (MoNE, 2012).

More recently, taking heed of personal and professional development of teachers, MoNE prepared a "National Strategy Document of Teacher ". Thereby MoNE aims to;

- increase the quality of teachers,
- select the most successful individuals in teacher training programs,
- improve pre-service teacher education,
- choose the most qualified candidates,
- ensure the lifelong personal and professional development of teachers in the nomination process,
- improve career development and reward system,
- enhance corporate image and communication strategies (MoNE, 2011).

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With all these efforts to improve the quality of education, MoNE also has a mission to take the forefront of Turkey's educational success in PISA (Program of International Student Assessment), in the context of the OECD and other 64 countries (OECD, 2010). Finally, it adopts the vision to be one of the leading countries in the field of education in the world. However, in all educational reform movements, it is a fact that the teachers are the executives of change, like a magic wand in education. Ignoring teachers' key role in a reform movement would be an irreversible error. In this respect, the teachers' personality as well as their generic teaching competencies, knowledge of subject area, personal and professional development and national and global values are of great importance in teaching and learning process. It is palpably agreed that education is shaped in the context of the interaction of teachers and students. Consequently, teachers who respect and love their students, and also are respected and loved by their students have a significant role in promoting their students' achievement and motivation. Given the increasing importance of teacher training programs, this study aims to investigate the effects of pre-service teachers' personality on their teaching competencies. The findings of the study are of significance as it provides a remarkable contribution to the existing literature and shed light to the teacher training curriculum designers and scholars of interest. The research results are also robust and promising for future research as they concur with the findings of the previous research.

The current study aims to examine the direct and indirect effects of pre-service teachers' personality on their perceived competencies. In order to investigate the effects of the predictor variables on the criterion variables, "Adjective Based Personality Test (ABPT)" (Bacanlı, Aslan&İlhan, 2009) and "Teachers' Perception of Competence (TPCS)" (Karacaoğlu, 2008) scales were administered. The following questions were sought to answer in the current research: (1) Is there a significant relationship between pre-service teachers' personality traits and their perceived teacher competencies? (2) Are pre-service teachers' personality traits significant predictors of their perceived teacher competencies? (3) What are the direct, indirect and total effects of pre-service teachers' personality traits on their teaching competencies?

Literature Review

Education in a country is realized to achieve far, general and specific objectives; however, these objectives may change from country to country. In Turkey, it can be said that the general objectives of education are, in short, to educate a good individual, a good citizen and a productive citizen who has a good profession (MoNe, 1973). In accordance with these objectives, education and instruction activities are designed and developed. However, without qualified teachers, these objectives cannot be achieved and the education system cannot meet the requirements of the information society in which we live. As a result, as they are the executives of education, teachers' personal and professional qualifications have gained currency more recently. Thereby, both the students and the teachers' qualifications are taken into consideration and under scrutiny by researchers.

Basically, in the process of education there are some critical competencies and standards for teachers, which provide the grounds of a contemporary and quality education (Gündüz, 2012). The most important one of these standards are generic teaching competencies, knowledge of subject area, personal/professional development and national/global values. These are the key features that differentiate teachers from students. According to Servet (1997), the teaching profession should include the following dimensions: Subject matter expertise, motivating, learners' diversity, education planning, learning strategies, learning environment, communication, and evaluation (as cited in Yüksel, 2001). However, all these are essential elements of the teaching process and there are also some other factors that increase the quality of the education process such as motivating, guiding and role-modeling students as well as teachers' personality.

The term personality originated from the word 'persona'. Originally persona is used to denote 'mask' that is worn by theater actors (Kopliman, 2007). However, today personality denotes 'the whole moral and spiritual qualities that are unique to a person' (TDK, 2013). Personality trait is a comprehensive term and in which it includes a lot of dimensions. In this respect, the teacher should be caring, motivating and understanding; in addition, he should appreciate the students' cultural and moral behavior. Moreover, the teacher should be patient, tactful, diligent, self-sacrifing and extrovert. On the other hand, Songar (1986) defined personality as a synthesis of ideal, sensual, social and moral values (as cited in Sav, 2007). Likewise,

Mayor (2007) made a similar definition of personality. He defined personality as "a system of parts that is organized, develops, and is expressed in a person's actions" (p.1).

In short, thoughts, feelings, and behaviors that make a person different from another one is called "personality" (Levent, 2011:8). In this context, there are many research studies investigating personal characteristics that teachers should have, which illustrates the growing importance of personality traits. However, today, it is impossible to say that there is a consensus on the characteristics of an effective teacher (Çubukçu, Özenbaş, Çetinbaş, Satı & Şeker, 2012:28). Research studies examining personality are generally based on big five personality theory. According to big five personality theory there are five dimensions of personality which are (1) neuroticism, (2) extraversion, (3) openness, (4) agreeableness, (5) conscientiousness (Bacanlı, İlhan, & Aslan, 2009:262). In this research the big five personality theory is used as a framework in order to investigate the participants' personality.

Obviously, personality itself is not an effective tool to promote students' learning. At this point, teacher competencies are of great importance in an effective teaching and learning process. 'Teacher competencies' is a concept that includes knowledge, attitudes and skills in details. This concept was defined by Ministry of Education as knowledge, skills and attitudes that a teacher should have in order to fulfill the teaching profession effectively and efficiently (MoNE, 2008: VIII). There are many factors that make teachers competent. Some of these are knowledge of subject area, personality traits, teaching learning skills, classroom management skills, planning and evaluation skills, use of technology, communication and guidance skills (Şeker, Deniz, Görgen, 2005:240). More specifically, assessing the situation in Turkey, TED (2009:7-8) suggested some teacher standards and competencies. These are as follows:

1. Teachers should be dedicated to student and their learning,
2. Technological pedagogical content knowledge,
3. Instructional planning and implementation,
4. Evaluation and monitoring,
5. To provide an effective communication in teaching and learning environment and managing student behavior.
6. Planning personal and professional development and implementation.
7. To work in partnership with other teachers, parents and school staff, teamwork and cooperation.
8. Knowledge and understanding of the legislation related to professional duties and work (TED, 2009:7-8).

More broadly, in order to determine teaching competencies, Karacaoğlu (2008), developed a scale, "Teachers' Perception of Competence Scale (TPCS)" by employing Delphi technique. He suggested four dimensions of teaching competencies. These are; (1) Generic Teacher Competencies (GTC), (2) Knowledge of Subject Area (KSA), (3) Personal and Professional Development (PD), (4) National and Global values (NGV) (Karacaoğlu, 2008:79-81). In this research, these dimensions are used as a framework and criterion variables in order to examine pre-service teachers' teaching competencies.

It is also suggested that in addition to teacher competencies, the teachers' personality has also a significant role in realizing effective teaching and learning process. At this point, teacher must have a good communication and personality characteristics that facilitate learning (Tatar, 2004:11). The most obvious example, students first of all like the teacher and then subsequently like the course. It doesn't matter how much students love the course unless the teacher provides positive personality traits and academic guidance, by contrast, students' motivation would disappear. In this context, the teachers need to be warm, enthusiastic, organized and excited to work (Sümbül, 1996:605). However, in addition to their academic knowledge and success, it is also expected from teachers to demonstrate positive attitudes and personality traits.

This expectation, as it occurs within the society and through acquisition of positive behaviors as a social learning, may differ from culture to culture and from country to country. In the context of Turkey, following qualities are expected from a teacher:

1. to be open-minded and objective to the students,
2. to take into account the needs and expectations of students,

3. to investigate issues related to education by using scientific methods
4. to take into account individual differences in education,
5. to be open to innovations and developments and continuous self-renew,
6. to be able to understand and interpret social changes,
7. to closely monitor developments in Educational technology,
8. to be interested in research,
9. to have high expectations of success (Çelikten, Şanal, Yeni, 2005: 214-215).

When the issue of teaching competencies is empirically investigated, one can see that there are some significant but sparse empirical studies in the literature. For example, Bhargava & Pathy (2011) in their study on Perception of Student Teachers about Teaching Competencies found that "confident and an intelligent teacher can accomplish professional duties convincingly and basic competencies like honest, patient, kind and caring attitude in a teacher help students to realise their true potential" (p.79). On the other hand, O'Connor and Paunonen (2007), in their study framed by Big Five personality, found that there were negative associations between neuroticism and post-secondary academic performance (p. 977).

Moreover, Paaso & Korento, (2010), in a study named "The competences of teaching staff in upper secondary vocational education and training" run by Finnish National Board of Education, asserted that tolerance and openness play a pronounced role in an increasingly international world. They also proposed that social competences were also important as for dealing with challenges involved in the requirement to provide entire age groups with education and training and with students from different cultures (p.42). More specifically, Kalafat (2012), suggested a model to investigate the effects of high school teachers' personality on their perceived teaching competencies. He found that openness and conscientiousness have a positive effect on teaching competencies; however, neuroticism has a negative effect on them.

After reviewing considerable literature, it can be understood that there is not a consensus in the literature on what teacher personality traits and teaching competencies can be effective in teaching and learning process, which illustrates the rationale and significance of the current research. Consequently, the current research extends the existing sparse but conflicting literature in that its results are robust and promising for future research.

Method

The current study aimed to investigate the direct and indirect effects of personality on teaching competencies of pre-service teachers. Consequently, a non-experimental quantitative research design was employed utilizing a correlative model (Creswell, 2012). The predictor variables are *(1) Neuroticism, (2) Extraversion, (3) Openness, (4) Agreeableness, (5) Conscientiousness*, which are the subscales of ABPT. The criterion variables are *(1) Generic Teacher Competencies, (2) Knowledge of Subject Area, (3) Personal and Professional Development, (4) Knowledge of National and Global Values* , which are the subscales of TPCS (See Figure 1 below for a hypothesized model).

Participants

The current study was conducted with 206 teacher candidates preparing for teacher qualifications exam (KPSS 2013) in private teacher training courses in İstanbul. Given the impossibility of reaching all the teacher candidates in the population, the researchers have had to sample the population. In the sampling process, some criteria such as the criterion of delivering the questionnaires conveniently, a voluntary basis among pre-service teachers, the transportation cost for reaching sample units located in a large territory and effective use of time were taken into consideration. Consequently, 250 questionnaires delivered to pre-service teachers from four different private teacher training courses in İstanbul by employing a convenience sampling technique (Creswell, 2012). Prior to data analysis process, the questionnaires were checked if there were incomplete or miscompleted ones. Then 44 questionnaires were left out as they were incomplete or miscompleted. Thus, the return rate of the questionnaires was 82.4% for 206 participants. The demographics

illustrated that 66.5% of 206 participating teacher candidates were female and %33.5 of them were male, 46,6% at or under the age of 24 and 53.4% above 25.
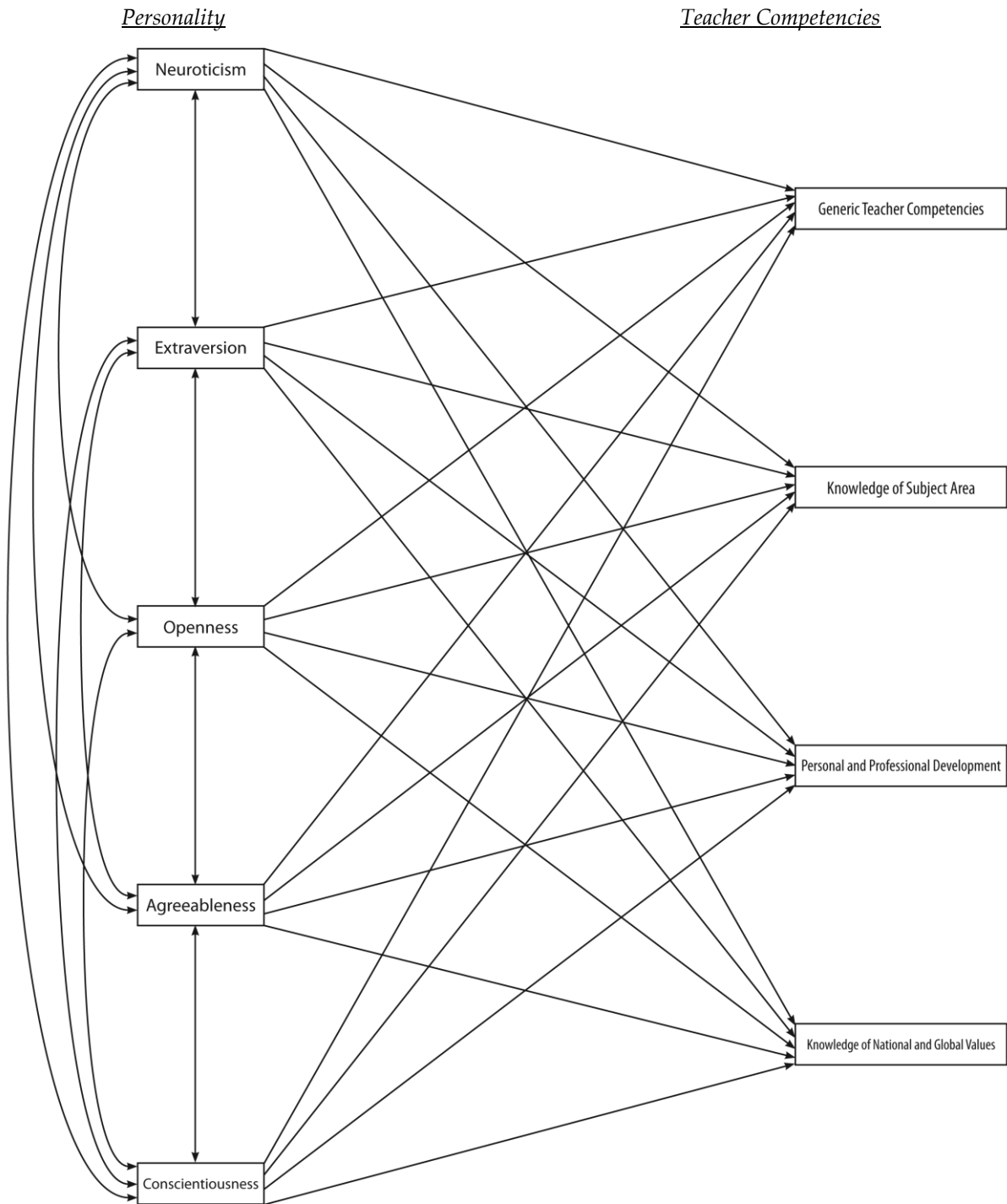

Figure 1. A hypothesized Model

Data Collection Instruments

In order to investigate teacher candidates' personality traits, Adjective Based Personality Test (ABPT) developed by Bacanlı, Aslan and İlhan (2009), based on the Big Five Personality Theory, comprised of 40 items on a 5 point Likert type scale was administered. ABPT is a self-report instrument comprised of five factors (*Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness*). In addition, Teacher's Perception of Competencies Scale (TPCS), developed by Karacaoğlu (2008) by utilizing Delphi technique,

was employed in order to investigate pre-service teachers' perception of teaching competencies. TPCS is also a self-report instrument comprised of 137 items on a 5 point Likert type scale comprised of four factors (*Generic Teacher Competencies, Knowledge of Subject Area, Personal and Professional Development, Knowledge of National and Global Values*) . Reliability analyses were conducted for both scales. The Cronbach Alpha coefficients for subscales and scales overall were presented in Table 1 below.

Table 1. Cronbach alpha (α) coefficient for scales and subscales

ABPT	*α*	*TPCS*	*α*
Neuroticism	.70	Generic Teacher Competencies	.97
Extraversion	.80	Knowledge of Subject Area	.82
Openness	.74	Personal and Professional Development	.94
Agreeableness	.75	Knowledge of National and Global Values	.96
Conscientiousness	.72		
ABPT overall	.84	*TPCS overall*	.98

As it is clearly seen in Table 1, both scales and subscales have a high level of reliability standard (ABPT $\alpha =.84$; TPCS $\alpha =.98$). Furthermore, the researchers have conducted confirmatory factor analyses (CFA) for both scales in order to ensure scale construct validity and evaluate the fit of the data to alternative models in CFA. CFA results for both scales were presented in Table 2 below.

Table 2. Confirmatory factor analyses of scales

Scales	X^2	*df*	*p*	X^2/df	RMSEA	GFI	AGFI	CFI	IFI
ABPT	1708.097	740	.00	2.308	.080	.699	.666	.585	.592
ABPT first-order covaried	1371.050	730	.00	1.878	.065	.744	.712	.725	.731
ABPT second-order covaried	1400.922	735	.00	1.906	.066	.740	.710	.714	.720
TPCS	22343.430	9179	.00	2.434	.084	.416	.399	.501	.503
TPCS first-order covaried	21854.498	9173	.00	2.382	.082	.419	.402	.519	.521
TPCS second-order covaried	21881.533	9175	.00	2.385	.082	.419	.401	.518	.520

* *p< .01*

Assessing a range of goodness-of-fit indices presented in Table 2, the first-order CFA results for each scale illustrated a good fit of the model. (ABPT primary: *X^2: 1371.050; df: 730; p: .00; X^2/df: 1.878; RMSEA: .065; GFI: .744; AGFI: .712; CFI: .725; IFI: .731*) (TPCS primary: *X^2: 21854.498; df: 9173; p: .00; X^2/df: 2.382; RMSEA: .082; GFI: .419; AGFI: .402; CFI: .519; IFI: .521).* As a result of CFA, a path analysis was performed in AMOS 16.0 with the first-order covaried models, as they show better CFA results.

Data Analysis

Initially, in order to examine the relationship between pre-service teachers' personality and their perceived teaching competencies, Pearson correlation coefficient were calculated. Next, 'path analysis' was performed by employing SEM on AMOS 16.0 in order to investigate the direct and indirect effects of predictor variables on criterion variables.

Limitations

The current study is limited with the 206 pre-service teachers who were preparing for teacher qualifications exam (KPSS 2013) in four different private teacher training courses in İstanbul. The analyses were conducted assuming that the participants filled the questionnaires sincerely and objectively. Although,

convenience sampling technique comprises another limitation of the study, it offers many opportunities in order to test the robustness of the study and set direction for future research.

Findings

Relationship among the Variables

Prior to investigating the direct and indirect effect of the pre-service teachers' personality on their perceived teaching competencies, Pearson correlation coefficient was conducted in order to find whether there is a significant relationship between the pre-service teachers' personality and their perceived teaching competencies. Table 3 below shows correlations between observed variables.

Table 3. Correlations between the observed variables

Observed Variables	*N*	1	2	3	4	5	6	7	8	9
1 Neuroticism	206	1	-.049	-.095	-.210**	-.076	-.158*	-.057	-.165*	-.161*
2 Extraversion	206		1	.663**	.423**	.379**	.401**	.182**	.352**	.310**
3 Openness	206			1	.525**	.391**	.311**	.259**	.313**	.284**
4 Agreeableness	206				1	.522**	.363**	.196**	.282**	.345**
5 Conscientiousness	206					1	.314**	.175*	.226**	.235**
6Generic Teacher Competencies	206						1	.611**	.761**	.701**
7Knowledge of Subject Area	206							1	.730**	.458**
8Personal Development	206								1	.664**
9 National and Global Values	206									1

* *p*< .05; ** *p*< .01
*** GTC: Generic Teacher Competencies, KSA: Knowledge of Subject Area, PD: Personal Development, NGV: National and Global Values

As presented in Table 3 above, there is a weak but significant negative correlation between neuroticism and GTC (*r* = -.158), PD (*r* = -.165) and NGV (*r* = -.161). Other personality factors were found weakly or moderately but positively correlated between the factors of teaching competencies. These included extraversion and GTC (*r* = .401), KSA (*r* = .182), PD (*r* = .352) and NGV (*r* = .310); openness and GTC (*r* = .311), KSA (*r* = .259), PD (*r* = .313) and NGV (*r* = .284); agreeableness and GTC (*r* = .363), KSA (*r* = .196), PD (*r* = .282) and NGV (*r* = .345); conscientiousness and GTC (*r* = .314), KSA (*r* = .175), PD (*r* = .226) and NGV (*r* = .235). As a result of the correlation analysis, compared with other personality factors, extraversion has the strongest correlation with the teaching competencies. Another salient result is that neuroticism performed negative correlations with teaching competencies as it is expected.

Path Analysis

In order to investigate the direct and indirect effect of the pre-service teachers' personality on their perceived teaching competencies, a path analysis was performed. First we tested the hypothesized model, in which covaried personality variables predict the teaching competencies. However, the fit indices of hypothesized model didn't suggest a good fit for the data set (see Table 4). When the fit indices of hypothesized model in Table 4 were investigated, it can be seen that chi-square is 428.889 and it is statistically significant (*p*< .01). Chi-square is one of the most important fit indices that show how well the model fits the data set and when it is near zero but not significant it means that the model shows a perfect fit (Hu &Bentler, 1999). $X^2/df$is also another fit parameter and when it is between 1 and 5, it means that the model fit value is acceptable. However, the hypothesized model has a greater value of X^2/df(71.482), which means the model does not fit the data at all.

In order to modify the model, the non-significant paths were systematically removed from the model as in a similar way that Kalafat (2012) suggested. Then the modified model re-run and the fit indices generated far better results than the first model (see Table 4 and Figure 2 for the modified model). The modified model illustrated a perfect fit with the data set as the seven parameters were significant.

Table 4. Hypothesized and modified model

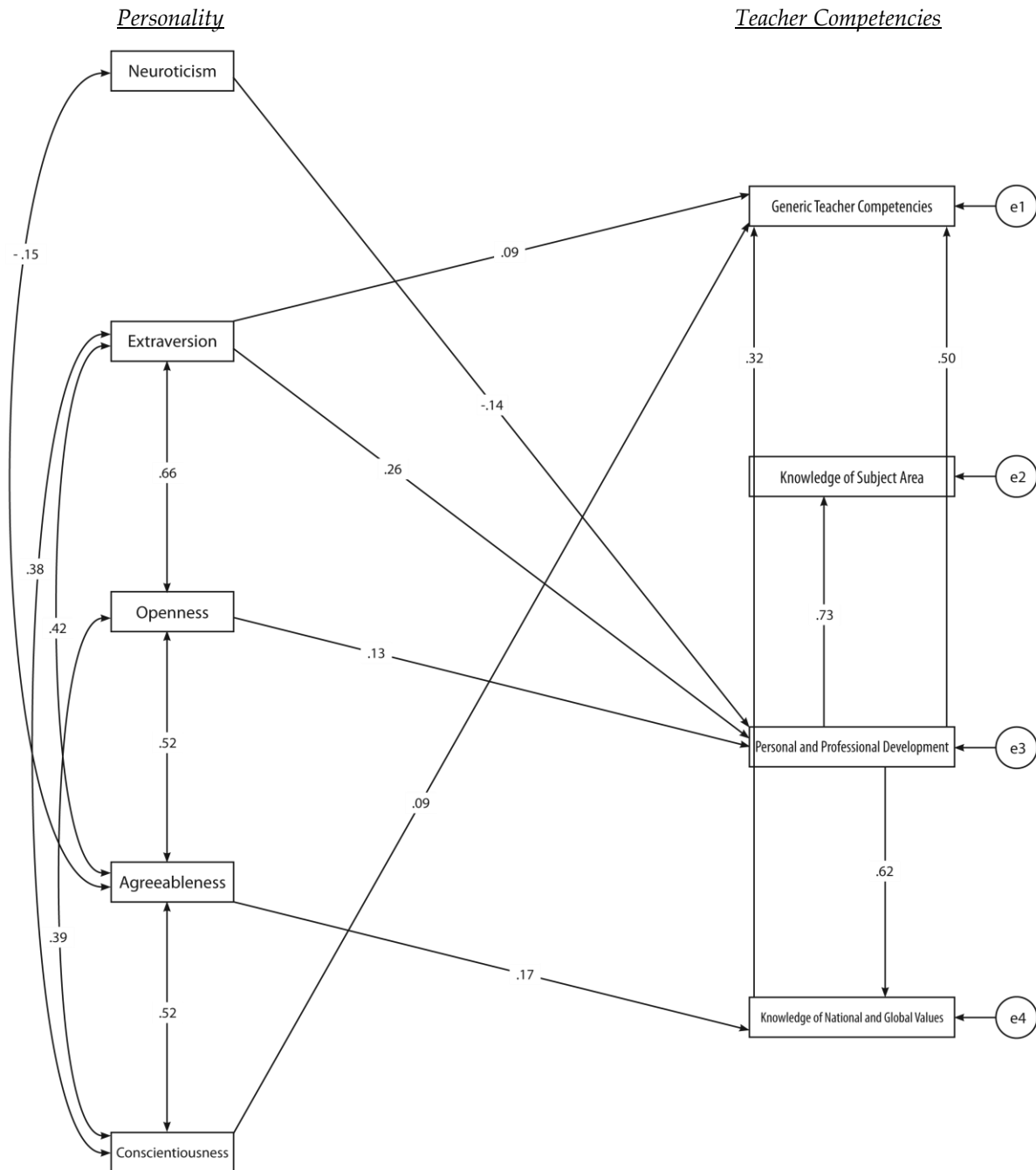| Models	X^2	Df	p	X^2/df	RMSEA	GFI	AGFI	CFI	IFI
Hypothesized model	428.889	6	.00	71.482	.586	.659	-1.559	.476	.495
Modified model	26.968	19	.10	1.419	.045	.974	.939	.990	.990

* *p< .01*

Figure 2. Path analysis with modified model (Standardized regression weights)

Unstandardized and standardized regression weights that show the significance and predictive power of observed variables in the modified model were presented below in Table 5 and Table 6.

When we examine the regression weights in Table 5 and 6 and paths in Figure 2, it can be seen that all the paths are significant except for from openness to PD (R^2=.13, p = .141). This path was not removed from the model in order not to cause low level fitness parameters. On the other hand, the strongest predictor of PD is extraversion (R^2=.26, $p<$. 05). Surprisingly, PD is both dependent and independent variable in the

modified model and it is a strong predictor of other teaching competencies, GTC (R^2=.49, $p<$. 01), KSA (R^2=.72, $p<$. 01) and NGV (R^2=.62, $p<$. 01).

Table 5. Regression weights, standard errors, critical ratio and p values for modified model

			Estimate	S.E.	C.R.	p
PD	<---	Extraversion	.216	.071	3.049	**
PD	<---	Neuroticism	-.107	.049	-2.191	**
PD	<---	Openness	.123	.083	1.473	.141
NGV	<---	Agreeableness	.163	.050	3.280	***
NGV	<---	PD	.597	.051	11.793	***
GTC	<---	NGV	.302	.051	5.970	***
KSA	<---	PD	.923	.061	15.244	***
GTC	<---	PD	.448	.050	9.030	***
GTC	<---	Extraversion	.069	.034	2.003	**
GTC	<---	Conscientiousness	.074	.035	2.115	**

** $p <.05$, *** $p <.01$

Table 6. Standardized regression weights for modified model

			Estimate
PD	<---	Extraversion	.262
PD	<---	Neuroticism	-.141
PD	<---	Openness	.127
NGV	<---	Agreeableness	.172
NGV	<---	PD	.620
GTC	<---	NGV	.323
KSA	<---	PD	.729
GTC	<---	PD	.498
GTC	<---	Extraversion	.093
GTC	<---	Conscientiousness	.093

The Effects of Personality Traits on Teaching Competencies

In order to understand how pre-service teachers' personality effects their perceived teaching competencies, a path analysis was conducted and direct, indirect and total effects of personality on teaching competencies were calculated (see Table 7 below).

Table 7. Standardized direct, indirect and total effects of personality on teaching competencies

	GTC			KSA			PD			NGV		
	* DE	IE	TE	DE	IE	TE	DE	IE	TE	DE	IE	TE
Neuroticism	.000	-.099	-.099	.000	-.103	-.103	-.141	.000	-.141	.000	-.087	-.087
Extraversion	.093	.183	.276	.000	.191	.191	.262	.000	.262	.000	.163	.163
Openness	.000	.088	.088	.000	.092	.092	.127	.000	.127	.000	.079	.079
Agreeableness	.000	.056	.056	.000	.000	.000	.000	.000	.000	.172	.000	.172
Conscientiousness	.093	.000	.093	.000	.000	.000	.000	.000	.000	.000	.000	.000

* DE: Direct Effects, IE: Indirect Effects, TE: Total Effects.

As it is seen in Table 7, neuroticism has negative effects on all teaching competencies. However extraversion is the most significant variable and compared with other personality factors, it has the biggest total effects on all teaching competencies, consecutively on GTC, PD, KSA and NGV. It has also direct and

indirect effects on GTC. Surprisingly but the other personality factors (openness, agreeableness, and conscientiousness) have weak effects on teaching competencies. Although GTC has been influenced by all personality traits, PD is the most influenced dimension of teaching competencies.

Conclusion, Discussion and Implications

The current study aimed to investigate direct, indirect and total effects of personality traits on teaching competencies by employing a structural equation model. First we administered a correlation analysis in order to calculate Pearson correlation coefficient between the variables of personality and teaching competencies. The findings illustrated that neuroticism is significantly but negatively correlated between the variables of teaching competencies. This finding concurs with the results of previous research by Kalafat (2012). Furthermore, extraversion, openness, agreeableness and conscientiousness are significantly and positively associated with the teaching competencies, which presented a support for the previous research by Kalafat (2012) and Murray (1975).

Next we administered a path analysis employing structural equation modeling in order to test the hypothesized model and examine the significant direct, indirect and total effects of personality on teaching competencies. Findings indicated that hypothesized model does not fit the data set; however, modified model performed a perfect fit (as suggested in Kalafat, 2012). According to the results of the modified model, extraversion is the strongest predictor of teaching competencies and it has the biggest total effect on teaching competencies. This finding partly supported the results of previous research by (Murray, 1975). However, Kalafat (2012) found that the strongest predictor of teaching competencies was openness. This contradiction can be explained by the different context of participants or the similarity of conceptions such as openness and extraversion. On the other hand, neuroticism has a negative significant effect on PD, which overlapped with the findings of the previous research carried out by Kalafat (2012) and O'Connor &Paunonen (2007).

Finally, on the theoretical side, we presented an empirically tested model. For future research we suggest that, based on the findings and also hypothesized model, pre-service teachers' personal and professional development (PD) can be a mediator variable, which means in our modified model it is both an independent and a dependent variable. Concurrently, future models can be employed to test its mediating effect on teaching competencies. Another suggestion is that students' academic achievement can also be included in the model as a dependent variable in order to test the effects of personality and teaching competencies on students' achievement.

On the practical side, we made some suggestions for teacher training institutions. Findings illustrated that neuroticism has a negative effect on teaching competencies and there is significant evidence presented by the current and previous research. Concurrently, for teacher training institutions, we recommend that teacher candidates should be administered ABPT. The test results should be thoroughly investigated and the teacher candidates with a high level of neuroticism can be psychologically supported during their training. Moreover, since openness, agreeableness, conscientiousness and especially extraversion have significant positive effect on teaching competencies, the mentor teachers should also have these qualities and they should be a role model for teacher candidates. As part of teacher candidates' interwoven training, it was also suggested that some personality training courses can be incorporated into the teacher training curriculum. Since the mediating role of personal and professional development of teacher candidates, MoNE and teacher training institutions can provide teachers and teacher candidates with personal and professional development training as an in-service or pre-service training activity.

Although the findings of the current research are invaluable and robust, it has some limitations. It is limited with 206 pre-service teachers who are preparing for KPSS 2013 exam in İstanbul. Convenience sampling also formed another limitation. In order to generalize the results, there is a need for further research with more participants who were randomly selected. As in the current and previous research, the path analyses were conducted with observed variables, future path analyses can also be carried with unobserved variables in order to reduce the residual error of the model.

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