

## Assessment of Student Views on the Communicative Behaviours of Instructions

Gamze Şahoğlu<sup>1</sup>, Emete Yağcı<sup>1</sup>, Guner Konedrali<sup>2</sup>, Emine Yağcı<sup>1\*</sup>

<sup>1</sup> Near East University, Nicosia, CYPRUS

<sup>2</sup> Ataturk Teacher Training Academy, Nicosia, CYPRUS

Received 19 November 2017 • Accepted 30 November 2017

### ABSTRACT

This study, which was conducted to identify the views of students regarding the communication behaviours of instructors with the role of education administrators, aims to reflect the communication behaviours of instructors in the classroom management and the students' behaviours in the communication styles within the class environment. Therefore, the communication behaviours of instructors in classroom management were identified and then, it was asserted whether such behaviours vary based on the several independent variables, and finally the demographic characteristics of the students taking part in the scale were assessed. Based on the data obtained from such results, the views of instructors on the communication behaviours in the classroom management and their consideration for the lesson were obtained. The inventory of Samsa (2005) "Measuring Communication Behaviors of Instructors" used in the quantitative research was adapted and 5 different dependent variables were obtained. 1. Form of Address, 2. Lecturing, 3. Use of Grammar, 4. Respect to the environment, 5. Clarity of communication are the sub dimensions of the scale. In this context, data was collected through a questionnaire, and the statistical analysis of data was conducted through Statistical Package Program.

**Keywords:** science education, technology education, biology education, environmental education, educational technology

### INTRODUCTION

The use of mass communication tools used by people to communicate regardless our location and time and place is at the highest level. It is true that our life is surrounded by an important communication link and we are in communication and contact with other individuals and objects unavoidably. People may influence each other's behaviours and unify as groups through communication (Pradhan & Chopra, 2008). Communication is considered as a precursor for the performance of management activities and management process tasks. The realization of organisational objectives is possible through an effective communication together with the the accomplishment of processes such as planning, coordination, control, active sharing, participation and motivation. The cooperation, concentration and team work are based on effective communication in every step of the organisational activities (Rusu, 2010). In other words, the importance of communication in an organization can be emphasized as "no organization will exist without communication" (Simon, 1957; Adrignola & Spaynton, 2013). Communication skills, as one of the most important needs of the administrators in the performance of their managerial roles, can be generally defined as making other people work generally during an interaction (Hargie, 2011). The success of organizations is based on the effective and efficient communication skills of administrators and their members. Hence, the communication process is one of the most significant processes in the success of administrators and efficiency of organizations. There is no individual or institution that does not require communication within a social structure as communication is a bridge required for understanding among people, establishment of human relations and their maintenance (Thomson, 2011; Geçimli, 2007; Pandy, 1992). Communication is an act used by an individual to influence the other party via several symbols and tools (Dökmen, 1989). Under such circumstances,

© **Authors.** Terms and conditions of Creative Commons Attribution 4.0 International (CC BY 4.0) apply.

✉ [gamsahoglu\\_82@hotmail.com](mailto:gamsahoglu_82@hotmail.com) ✉ [emetey@hotmail.com](mailto:emetey@hotmail.com) ✉ [gkonedrali@gmail.com](mailto:gkonedrali@gmail.com)

✉ [emineyagci737@yahoo.com](mailto:emineyagci737@yahoo.com) (\*Correspondence)

#### Contribution of this paper to the literature

- It is considered that high communication perceptions of individuals would influence their performances in terms of communication skills and the development of communication skills of teachers would solve the problems in a more constructive way.
- One of the steps to enhance the quality of education at school is to identify the level of communication skills of instructors in the classroom management and avoid any deficiency.
- The instructors should care about the language that they use while talking and avoid any unnecessary repetitions and give more effort to use an appropriate, simple, fluent and clear way of expression.

this is an absolute communication method in education. The effective realization of this activity is definitely based on the communication on the communication between the teacher and students (Bolat, 1996).

Communication is the most crucial component in establishing positive connections between the teacher and students in active classroom management. The teacher should provide a bilateral interaction platform within class for positive learning-teaching environment. The teacher should not have a very harsh attitude against students; on the contrary, they should direct them to get motivated and be eager. For a good teacher-student interaction, the teacher and students should love and understand each other, establish concrete relations and also should have mutual trust (Erdoğan, 2010). Within such circumstances, the in-class communication is interpersonal communication. When interpersonal communication is healthy so the education environment would be. Pursuant to various researches, the sensitiveness, tolerance, mutual respect and friendliness of teachers are important for learning. An inattentive verbal discourse, a wrong behaviour or facial expression may cause a negative situation with regard to the students or their learning (Pala, 2006). For this reason, teachers should show the highest attention and care on their acts. While some experts defend that techniques and skills are effective in quality education, some argue that the personal characteristics are effective. However, there is a consensus regarding the effect of personal characteristics of the teachers on the in-class behaviours (Miron, 1983; Oddens, 2004; Özabacı & Acat, 2005; Saracaloğlu, 2000; Sünbül, 1996). On the other hand, there are challenges in giving correct in-class behaviours to the new instructors and there is a disagreement in relation with the experienced teachers and their adopting such behaviours.

The education of students in parallel with the objective of education system is based on the teachers who have a say in their profession and they should have some roles respectively. Such roles can be classified under five groups in terms of the relations of teachers with their students, colleagues, school administration and parents (Özden, 2003). Effective communication skills have an important role in terms of professional and personal occupational and characteristics of teachers.

Education which is provided to teachers to be sufficient and good (Korthagen, 2004) is founded on the levels of personality, environment, competence, idea, behaviour or duties. Upon the obtained trainings, the problem of instructors or level of problem or the type of support should be identified. A well-trained teacher would comply with such conditions (Korthagen, 2004). Programs providing teacher training use the approach of using theoretical courses for the teachers based on student training approaches (Oddens, 2004). The knowledge of overcoming issues through innovative roles or tasks on the instructors is a step bringing out the universal features through aiming at giving them skills (Şişman & Acat, 2003; Volmari, 2004).

In the studies conducted by Ausubel and Robinson (1969), Brophy and Good (1986), Berklin (1974), regarding the question for the type of communication skills that teachers should have, the teachers and students were asked to make a list, which indicated that the teachers generally take the in-class academic processes as basis while students underline the features standing out in the daily communication processes (Güçlü & Güçlü, 1996). At the same time, there are some other studies conducted by Bolat (1989) and Bayram (1992) regarding the communication skills of teacher showing that the perceptions of teachers and students vary (Arslantaş, 1998).

Hence, the aim of this study is to identify the views of students with regard to the communication behaviours of teachers in the class management as well as to reflect the views of students regarding the communication styles in classroom management. Thus, this study aimed at determining the views of instructors with regard to evaluating their communication behaviours in classroom management. In a sense, considering that the performances of candidate teachers in relation to their communication behaviours might be identified through observation, it is possible to deliver the understanding, perception and self-belief of students in terms of acquiring such skills.

The identification of how communication related behaviours of instructors are assessed by students is important in terms of determining the success levels of the instructors in communication and helping to fulfill the deficiencies. As the discourse of communication is important in the communication as the foundation of class management, the perception and impact on the addressee is significant too. Feedback is vitally important in a healthy communication.

Regarding the communication skills of candidate teachers, the abovementioned findings standing out the features in the daily communication processes lead the researcher to question the perceptions of candidate teachers in relation with the basic communication skills considered as the most basic teacher quality. It is considered that high communication perceptions of individuals would influence their performances in terms of communication skills and the development of communication skills of teachers would solve the problems in a more constructive way.

## METHOD

The quantitative research "Assessment of Student Views on the Communicative Behaviours" which consists of quantitative sections is a screening model research identifying the student views. Screening models are the research approaches aiming at describing a past or existing situation as it is (Karasar, 1994).

Under the quantitative research, the communication behaviours of instructors in classroom management were identified and then, it was analysed whether such behaviours vary based on several independent variables (*age, gender, nationality, using communication skills, and curriculum*). After that, five different sub-dimensions were developed and adapted as a result of factor analysis obtained in line with the views of students regarding the communication styles in classroom management. When it was investigated under **5 different dependent variables**, it formed sub-dimensions as *1. Form of address, 2. Lecturing, 3. Use of Grammar, 4. Respect to the environment, 5. Clarity of communication*, and afterwards such behaviours were analyzed whether they vary based on several independent variables (*age, gender, class, nationalities, locations they lived the longest, using their communication skills, any previous training on communication, their satisfaction on the educational programs, the type of high school they graduated from*)

Factor analysis was utilised in this research in consideration of the data obtained. Afterwards, the content analysis was used in the analysis and interpretation of the quantitative data obtained from the participants. In addition to using SPSS 23.0 program for the quantitative data, correlation, t-test and F-test statistical techniques were conducted.

## Population and Sample

The students from the private universities located in Northern Cyprus, who actively continue their education in the academic year of 2016-2017 comprise the population of research. The Stratified Random Sampling method was used to select a representative sample for the population of study, as it would be difficult to reach the whole study population in terms of time, cost and control. The participating students will be stratified according to their departments and a number of certain students from each department would be included into the sample based on their weight of their category. Afterwards, a selection process will take place through simple random sampling method from these categories. Accordingly, the number of participants that should be selected from the population of the research consisting of 1815 students is 317 considering the level of confidence with 95% and sampling error with 5% (Krejcie & Morgan, 1970). The departmental distribution of students constituting the sample group is as follows: (Mathematics: 26, Classroom Teaching: 29, Science: 79, Special Education: 61, Social Sciences: 7, Computer and Instructional Technology Education: 14, English Teaching: 19, Preschool Teaching: 61, Art Teaching: 4, Physical Science Education: 10, Geography: 7) and the total number of students is 317.

## Data Collection Techniques

A personal information form was applied to the participants by the researcher. At the same time, "Communication Behaviors Evaluation Scale" was applied to the sample group. The inventory "Measuring Communication Behavior of Instructors" developed by Samsa in 2005 was used to collect the data of this research. Data collection tool consists of three sections. The first part consists of the questions aiming at determining personal information. The second part consists of the questions aiming to determine the level of instructors in showing communication behaviours that are defined in the inventory, and finally the third part consists of the questions aiming to find out the frequency that instructors show communication behaviours. The inventory "Measuring Communication Behavior of Instructors" consists of 42 questions. The items in the first part of the scale were assessed as "all of them" 4, "most of them" 3, "a part of them" 2, "none of them" 1 based on 4 likert type scale. The items in the second part of the scale were valued as "always" 4, "frequently" 3, "occasionally" 2, "never" 1 based on 4 likert type scale. The reliability of the inventory "Measuring Communication s of Instructors" was tested by Samsa and found as 0.89 (2005).

The general purpose of the research is to determine the views of students regarding communication styles in classroom management. The sub-dimensions were found following the assessment based on the 5 dependent variables *1. Form of address, 2. Lecturing, 3. Use of Grammar, 4. Respect to the environment, 5. Clarity of communication*, all generated as a result of exploratory factor analysis in respect to the results from the sample group of research,

**Table 1.** Test results of KMO and Bartlett's Test

Kaiser-Meyer-Olkin Sample Competency Measurement		0.813
Bartlett's Test of Sphericity	Approximate chi-square value	12629.234
	df	595
	p	0.000

**Table 2.** Described Difference Matrix

	Inception Eigenvalues			Converted Sum of Squared Weights		
	Total	Variation Percentage	Cumulative Percentage	Total	Variation Percentage	Cumulative Percentage
1	8.410	24.030	24.030	5.799	16.569	16.569
2	4.121	11.776	35.805	4.626	13.217	29.786
3	2.440	6.972	42.777	3.438	9.823	39.609
4	2.135	6.101	48.878	2.953	8.436	48.045
5	1.769	5.054	53.932	2.060	5.887	53.932
6	.623	4.636	58.568			
7	.494	4.269	62.837			
8	.367	3.906	66.743			
9	.165	3.328	70.071			
10	.071	3.059	73.129			
11	.026	2.931	76.060			
12	.934	2.669	78.729			
13	.908	2.595	81.325			
14	.807	2.306	83.631			
15	.734	2.098	85.728			
16	.669	1.913	87.641			
17	.660	1.886	89.527			
18	.578	1.653	91.180			
19	.544	1.555	92.735			
20	.462	1.319	94.054			
21	.447	1.276	95.331			
22	.382	1.091	96.422			
23	.361	1.032	97.454			
24	.332	.948	98.402			
25	.198	.566	98.968			
26	.106	.303	99.271			
27	.089	.255	99.526			
28	.051	.145	99.671			
29	.046	.131	99.802			
30	.024	.068	99.870			
31	.018	.051	99.922			
32	.014	.041	99.963			
33	.008	.024	99.987			
34	.004	.010	99.997			
35	.001	.003	100.000			

which used "Measuring Communication Behaviors of Instructors" and they were adapted accordingly. The scale was structured with 5 factor scale, and in consideration of the content and structures of the items in these factors; "Form of address" consists of 12 items (8, 15, 18, 22, 24, 25, 26, 27, 29, 34, 37, 41), "Use of Grammar" consists of 13 items (3, 4, 10, 19, 20, 21, 23, 28, 35, 38, 39, 40, 42), "Lecturing" 7 items (5, 12, 13, 14, 31, 32, 33), "Respect to the environment" 5 items (2, 6, 9, 11, 30) and "Clarity of communication" 5 items (1, 7, 16, 17, 36) respectively. Sub-dimensions were analyzed whether they vary according to several variables (*age, gender, class, nationalities locations they lived the longest, evaluating communication skills, whether they received any training on communication before, their satisfaction on the educational programs, the type of high school they graduated from*).

### Validity of Communication Behaviour Scale

#### *Exploratory factor analysis of communication behaviors assessment scale*

First of all, KMO and Bartlett's Test results were evaluated in order to determine whether the scale is suitable for factor analysis. The items whose factor loads were under 0.30 value were excluded from the analysis.

According to **Table 1**, Bartlett test developed by Bartlett is the sphericity test testing the integrity of the main mass. The sphericity test value is calculated as 3938.966 in the analysis. This value is significant at level of significance of 0.00, which shows that there is a relation between the variables in the main mass.

The fact that KMO value is above 0.60 and around 0.81 has shown that the sample size is sufficient for applying factor analysis (Cerny & Kaiser, 1977). The difference description level of the factors as a result of the factor analysis made in SPSS are given in the **Table 2**.

**Table 3.** Factor Loads

	Form of Address	Lecturing	Factors		
			Use of Grammer	Respect to the Environment	Clarity of communication
37. Causes meaning gap (expression deficiencies) while aiming to keep the text short.	0.737				
18. Way of expression is clear, certain and absolute.	0.730				
26. Distracts the fluency of speech by halting constantly (at the sounds such as a, e, i).	0.688				
24. Has a comprehensive vocabulary for the form of address.	0.671				
41. Avoids using unnecessary Word during talking.	0.661				
29. Avoids embodying abstract concepts during a lecture.	0.660				
22. Gives consideration to use proper grammer in writing.	0.641				
15. Constantly interrupts during talking and takes the talking turn of others.	0.572				
8. Empathizes while listening.	0.557				
34. Uses sentences that will not bore people while listening and lead them to listen.	0.554				
25. Ignores the perception levels of listeners in choosing words.	0.485				
20. Avoids unnecessary repetitions lest prolong the texts.		0.771			
23. Reiterates the important points with words and statements during lecturing.		0.764			
39. Constantly criticize the listener instead of listening.		0.762			
42. Meanings used in the text is appropriate to the competence of readers.		0.758			
28. Avoids emphasizing the important points during a lecture.		0.514			
10. Avoids giving clear and certain answers in answering questions.		0.493			
21. Uses soft, relaxing tone of voice in addressing.		0.487			
40. Words used in talking do not comply with the grammer rules.		0.483			
19. Sentences do not make any sense during talking.		0.452			
38. Offenses the others during a lecture through mocking attitudes.		0.449			
32. Acts fast and anxious during a lecture.			0.812		
13. Have various typos in writings.			0.808		
31. Uses appropriate words in exact places under writings.			0.659		
12. Uses a form of address that is close to the students.			0.650		
14. keeps the period of a lesson more than normal.			0.584		
33. Gives care to the concent order of writing.			0.583		
4. Has a comprehensive vocabulary in addressing people.				0.570	
11. Gives care to wear appropriately.				0.549	
3. Uses meaningful sentences in writing.				0.531	
2. Constantly deal with other things during communication.				0.502	
9. Respects the ideas of others.				0.436	
6. Always turns the face to the board during lecturing.				0.407	
17. Avoids jabbering while talking.					0.760
36. Focuses only the other person while talking rather than dealing with other things.					0.759

As seen in **Table 2**, the difference decription rate of 4 factors with an eigenvalue more than 1 was found as 53,93% cumulatively. According to the factor analysis, the difference of such factors with an eigenvalue more than 1 refers to the description level. Considering that this rate should be minimum 50%, this rate is sufficient enough in the reflection of difference description level. The factor load of each factor is given in **Table 3**.

Pursuant to **Table 3**, the dependent variables via the factor analysis results are categorised under five sub-dimensions.

1. Form of Address
2. Lecturing
3. Use of grammar
4. Respect to the environment
5. Clarity of communication

The first factor is “the Form of Address”, which represents the 16.57% of total difference. The second factor is “Lecturing” representing the 13.21% of total difference. The third factor is “Use of Grammar” and the fourth factor is “Clarity of Communication” referring to the 5.88% of total difference.

### *Confirmatory factor analysis of communication behavior assessment scale*

Upon the generation of a structure with 5 factors comprised of 35 items, AFA results were taken as a basis and the model of scale with a 5 dimension structure was tested with DFA. The generated data were analyzed by statistics program.

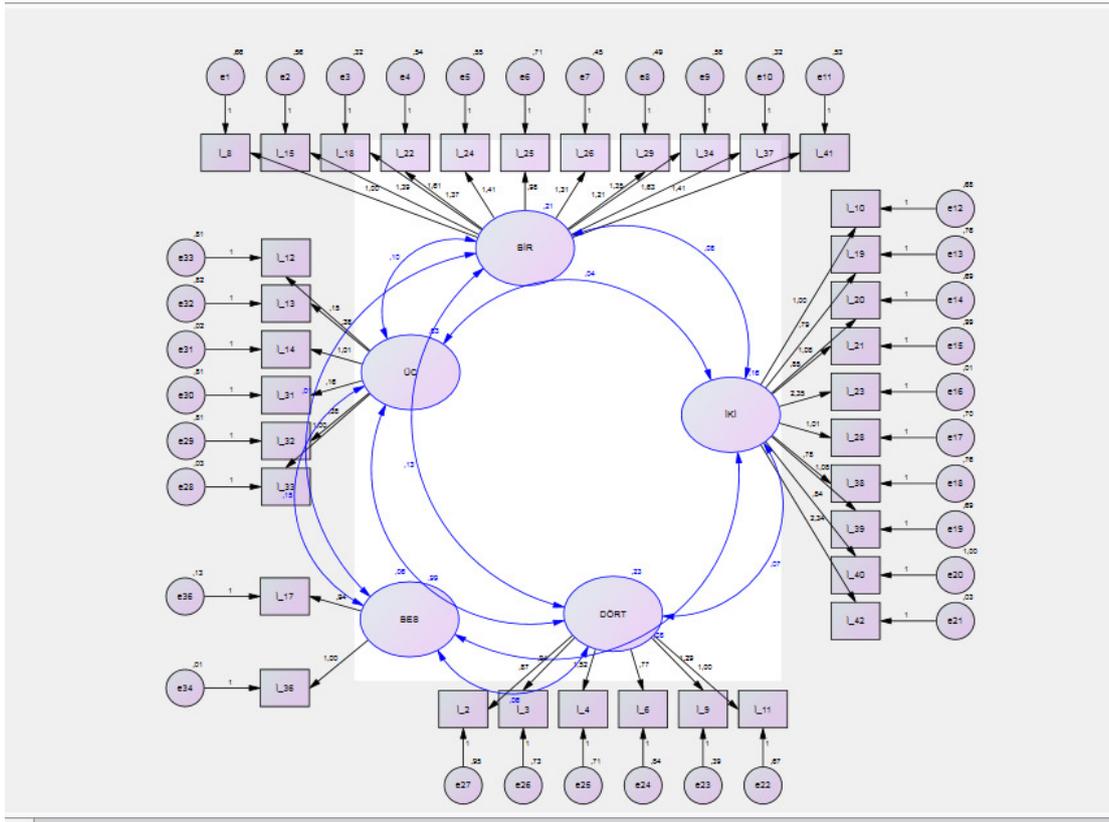


Figure 1. Standardized Results and DFA

Table 4. Fit Indices for Confirmatory Factor Analysis

$\chi^2$	df	p	$\chi^2/df$	CFI	RMSEA
883.132	199	0.000	4.438	0.916	0.073

First of all, that  $\chi^2/df$  value is between 3 and 5, which demonstrates that the model is appropriate for the observed structure (Byrne, 1998).

While the value between 0.90-0.95 is acceptable for goodness of fit indexes, the value above 0.95 signifies a high coherence (Dickey, 1996; Stapleton, 1997; Byrne, 2013). The CFI value in Table 6 as 0.916 shows that the model is compatible with the data. On the other hand, the error (incompatibility) indices of the model are foreseen to be between 0.05-0.08; the model might be considered as good when the value is under 0.05. Particularly, the index value of the Mean Squared Error (MSE) is close to 0.00 demonstrates a good compatibility. The MSE value less than 0.05 indicates that there is a minimal error between the observed and produced matrixes and there is a perfect compatibility (Browne & Cudeck, 1993). The calculation of mean squared error (MSE) value for the model in this study is 0.073, namely; between 0.08 and 0.05, which demonstrates that the error ratio between the observed and produced matrixes is at an acceptable level. In this case, the 5 factor scale generated as a result of exploratory factor analyses can be considered a scale with good construct validity.

### Reliability of Communication Behavior Assessment Scale (İBE)

In this phase, the validity and reliability analyses for the scale were performed that were used in the research process and measured through scoring. Cronbach's Alpha test statistics were used for the validity and reliability of the questionnaire.

As it can be seen in Table 5, it was concluded that; the reliability of sub-dimension Form of address under the Communication Behavior Assessment Scale is  $\alpha=0.888$ , Lecturing as  $\alpha=0.857$  quite reliable; the use of grammar with  $\alpha=0.822$  is quite reliable; Respect to the environment with  $\alpha=0.793$  is quite reliable; and finally the Clarity of communication with  $\alpha=0.863$  is quite reliable respectively. Thus, these values are sufficient for this research.

**Table 5.** Reliability of Communication Behavior Assessment Scale

	Cronbach's Alpha	Item Number
WForm of address	0.888	11
Lecturing	0.857	10
Use of Grammar	0.822	6
ERespect to the environment	0.793	6
QClarity of communication	0.863	2

**Table 6.** Reliability and Validity Analysis of the Scale

	Frequency of Instructor	Frequency of Behaviour
NItem Numberfrom the Scale	42	42
Cronbach's Alfa	0.886	0.865

### *Reliability and validity analysis of the scale*

In relation with communcaition scale, the reliability analysis results in relation with the frequency levels of instructors and their behaviours are in [Table 6](#).

The alpha values calculated as a result of reliability analysis in [Table 6](#) for the instructor frequency and behaviour frequency were found to be respectively 88.6% and 86.5%. Considering the related values, we can say that the scale is reliable. Furthermore, no item was found to decrease the reliability considerably and that should be exempted from the scale.

For the application of questionnaire, the necessary consent was taken and afterwards, a pilot interview was held by selecting an equivalent sample group to the actual sample group. Therefore, it has been detected whether the questions were clear and understandable and the answers reflected the questions that were asked. Later on, during the preparation of interview question again, the professionals, experts of computer and education management and Turkish language linguists for spelling rules were consulted, and an assistance was taken pursuant to whether the questions are clear and understandable, cover the subject herein and provide the required information. Considering that the interview questions would generate the necessary data, the data collection was launched and then applied to the classes. The instructors of the related classes were asked for permission and the scale was applied to the students before the lessons. After the application, the invalid questionnaires due to the reasons such as leaving incomplete, empty, making more than one choice, etc. were excluded and the remaining 317 questionnaires were taken under assessment. Firstly, the communicationbehaviours of instructors in the classroom management were identified and then, the analysis was conducted whether such behaviours vary based on variousvariables, and the demographic characteristics of the students participating the scale.

In this research, the content analysis was used in the analysis and interpretation of the quantitative data obtained from the participants. In addition to using statistics program for the quantitative data, correlation, t-test and F-test statistical techniques were conducted.

### **Data Analysis**

Statistics package program was used in the analysis of the data obtained from the Communication Behavior Assessment Scale applied to the sample group. *Kolmogorov-Smirnov* tests were conducted to test whether dependent variable scores were normally distributed. As a result of these tests conducted for all dependent variables, the values of  $0.678 \leq D(317) \leq 0.453$ ,  $0.232 \leq p \leq 0.546$  were obtained. In this context, it was identified that each of the dependent variables showed normal distribution. As the binary correlation coefficients between dependent variables are higher than 0.84 value, the independent groups showed that the use of *t*-test and ANOVA data analysis methods is suitable (Maxwell, 2001). Upon a result of significant difference in the ANOVA test, first the homogeneity of differences were analyzed and in case of homogeneous differences the Scheffe Test and if not then Tamhane's T<sup>2</sup> Test were performed. The level of significance is accepted as .05 in the interpretation of all results. The frequency analysis was used for the findings regarding the demographic and personal information of the sample group participants. Frequency analysis (f) was conducted to tabulate the data as numbers and percentages (%) in order to describe the characteristics of the distribution of the scores or values belonging to the variables. The data of contrary items with regard to communication in the scale was inverted and included in calculations in the course of analysis. Similarly, the related facts were transposed verbally and the inclusion of contrary items under the scale was prevented. The levels of statements in the scale were prepared on the basis of 4-way likert scale principle; the average of the statements close to 1 signify the most negative/rare while the statements close to 4 represent the most positive/strict. The limits regarding the mentioned levels are given in [Table 8](#).

**Table 7.** *t* Test Results by Gender

		<b>N</b>	<b>Average</b>	<b>SD</b>	<b>t</b>	<b>p</b>
WFORM OF ADDRESS	Female	153	1.77	0.58	-1.039	0.300
	Male	164	1.85	0.72		
LECTURING	Female	153	2.13	0.61	-2.809	0.005
	Male	164	2.33	0.64		
USE OF GRAMMAR	Female	153	2.42	0.62	-2.648	0.008
	Male	164	2.62	0.66		
ERESPECT TO THE ENVIRONMENT	Female	153	2.23	0.62	0.221	0.825
	Male	164	2.22	0.64		
QCLARITY OF COMMUNICATION	Female	153	2.53	0.98	-0.008	0.994
	Male	164	2.53	1.00		

**Table 8.** Gender Based T Test

		<b>N</b>	<b>AAve.</b>	<b>SD</b>	<b>F</b>	<b>p</b>
WFORM OF ADDRESS	18-29 ages	292	1.85	0.71	1.473	0.030
	30-35 ages	25	1.81	0.58		
	Total	317				
LECTURING	18-29 ages	292	2.31	0.67	3.553	0.231
	30-35 ages	25	2.17	0.56		
	Total	317		0.63		
USE OF GRAMMAR	18-29 ages	292	2.51	0.68	0.931	0.395
	30-35 ages	25	2.52	0.63		
	Total	317		0.65		
ERESPECT TO THE ENVIRONMENT	18-29 ages	292	2.25	0.68	0.454	0.636
	30-35 ages	25	2.18	0.55		
	Total	317		0.63		
QCLARITY OF COMMUNICATION	18-29 ages	292	2.48	1.03	1.680	0.188
	30-35 ages	25	2.66	0.93		
	Total	317		0.99		

## FINDINGS

This section of the research includes the findings obtained as a result of the analysis through appropriate statistical method for the data generated in order to explain the demographical information for the sample group and resolve the sub-problem of research, and the interpretation of such findings.

As seen in **Table 7**, upon the result of independent groups *t* test performed to identify whether “Form of Address” scores reflect significant difference in terms of gender variable, the difference between arithmetic averages of the groups was not found significant ( $p > 0.05$ ).

Upon the result of independent groups *t* test performed to identify whether “Lecturing” scores reflect significant difference in terms of gender variable, the difference between arithmetic averages of the groups was found significant ( $p < 0.05$ ). Consequently, the way of lecturing of male participants is higher than female participants.

Upon the result of independent groups *t* test performed to identify whether “Use of Grammar” scores reflect significant difference in terms of gender variable, the difference between arithmetic averages of the groups was found significant ( $p < 0.05$ ). Consequently, the use of grammar by female participants is higher than male participants.

Upon the result of independent groups *t* test performed to identify whether “Respect to the environment” and “clarity of communication” scores reflect significant difference in terms of gender variable, the difference between arithmetic averages of the groups was not found significant ( $p > 0.05$ ).

As seen in **Table 8**, upon the result of independent groups *t* test performed to identify whether “Form of Address” scores reflect significant difference in terms of age variable, the difference between arithmetic averages of the groups was found significant ( $p > 0.05$ ). Thus, form of address of the participants between the ages of 18-29 is found as higher than the participants at the age of 30 and above.

Upon the result of independent groups *t* test performed to identify whether “Lecturing”, “Use of Grammar”, “Clarity of Communication”, “Respect to the Environment” scores reflect significant difference in terms of age variable, the difference between arithmetic averages of the groups was not found significant ( $p > 0.05$ ).

**Table 9.** ANOVA by Nationality

		<b>N</b>	<b>Ave.</b>	<b>SD</b>	<b>F</b>	<b>p</b>	<b>Difference</b>
FORM OF ADDRESS	TRNC	59	1.66	0.52	1.391	0.246	
	TR	128	1.85	0.59			
	TR+TRNC	92	1.85	0.77			
	Other	38	1.87	0.73			
	Total	317	1.82	0.65			
LECTURING	TRNC	59	1.99	0.58	4.35	0.005	TR+TRNC>TRNC TR+TRNC<TRNC
	TR	128	2.27	0.60			
	TR+TRNC	92	2.36	0.68			
	Other	38	2.23	0.65			
	Total	317	2.24	0.63			
USE OF GRAMMAR	TRNC	59	2.61	0.69	0.712	0.545	
	TR	128	2.47	0.60			
	TR+TRNC	92	2.55	0.68			
	Other	38	2.56	0.71			
	Total	317	2.53	0.65			
RESPECT TO THE ENVIRONMENT	TRNC	59	2.20	0.58	0.348	0.791	
	TR	128	2.19	0.57			
	TR+TRNC	92	2.27	0.67			
	Other	38	2.26	0.75			
	Total	317	2.23	0.63			
CLARITY OF COMMUNICATION	TRNC	59	2.59	0.94	0.552	0.647	
	TR	128	2.59	0.90			
	TR+TRNC	92	2.47	1.07			
	Other	38	2.41	1.14			
	Total	317	2.53	0.99			

As seen in **Table 9**, upon the result of ANOVA performed to identify whether the results of “Form of Address”, “Use of Grammar”, “Respect to the Environment”, “Clarity of Communication” reflect significant difference in terms of nationality variable, the difference between arithmetic averagess of the groups was not found significant ( $p>0.05$ ).

Upon the result of ANOVA performed to identify whether the score of “Lecturing” reflect significant difference in terms of nationality variable, the difference between arithmetic averagess of the groups was found significant ( $p>0.05$ ). Hence, the lecturing of participants with TRNC and TR nationalities is higher than the participants with TR and TRNC nationalities.

As seen in **Table 10**, upon the result of ANOVA performed to identify whether the results of “Form of Address” reflect significant difference in terms of the department of study variable, the difference between arithmetic averagess of the groups was found significant ( $p>0.05$ ). Theform of address of the participants from Music Department is higher than the participants from the Classroom Teaching, Psychological Counseling and Guidance and Pre-school Teaching.

**Table 10.** ANOVA by Department

		N	Average	SD	F	p	Difference
WFORM OF ADDRESS	Turkish Teaching	26	1.89	0.80	2.314	0.012	Music > Classroom Teaching Music > Psychological Counseling and Guidance Music > Pre-school Teaching
	Classroom Teaching	29	1.62	0.53			
	Psychological Counseling and Guidance	79	1.80	0.62			
	Special Education	61	1.84	0.73			
	Social Sciences	7	2.01	0.56			
	Computer Education and Instructional Technology	14	2.14	0.65			
	English Teaching	19	1.48	0.51			
	Pre-school	61	1.75	0.59			
	Painting	4	2.45	1.12			
	Music	10	2.23	0.39			
	Geography	7	2.16	0.57			
Total	317	1.82	0.65				
LECTURING	Turkish Teaching	26	2.39	0.59	1.932	0.041	Music > Classroom Teaching
	Classroom Teaching	29	1.99	0.65			
	Psychological Counseling and Guidance	79	2.17	0.65			
	Special Education	61	2.37	0.65			
	Social Sciences	7	2.36	0.52			
	Computer Education and Instructional Technology	14	2.26	0.39			
	English Teaching	19	2.05	0.74			
	Pre-school	61	2.22	0.61			
	Painting	4	1.98	0.91			
	Music	10	2.75	0.34			
	Geography	7	2.23	0.49			
Total	317	2.24	0.63				
USE OF GRAMMAR	Turkish Teaching	26	2.49	0.66	0.566	0.841	
	Classroom Teaching	29	2.55	0.63			
	Psychological Counseling and Guidance	79	2.58	0.65			
	Special Education	61	2.56	0.73			
	Social Sciences	7	2.43	0.37			
	Computer Education and Instructional Technology	14	2.38	0.47			
	English Teaching	19	2.46	0.83			
	Pre-school	61	2.51	0.62			
	Painting	4	1.92	0.83			
	Music	10	2.60	0.48			
	Geography	7	2.60	0.48			
Total	317	2.53	0.65				
ERESPECT TO THE ENVIRONMENT	Turkish Teaching	26	2.55	0.58	1.545	0.123	
	Classroom Teaching	29	2.22	0.61			
	Psychological Counseling and Guidance	79	2.25	0.61			
	Special Education	61	2.15	0.60			
	Social Sciences	7	2.02	0.56			
	Computer Education and Instructional Technology	14	2.44	0.64			
	English Teaching	19	2.03	0.64			
	Pre-school	61	2.18	0.66			
	Painting	4	1.75	0.87			
	Music	10	2.30	0.57			
	Geography	7	2.31	0.70			
Total	317	2.23	0.63				
QCLARITY OF COMMUNICATIO N	Turkish Teaching	26	2.58	1.03	1.050	0.401	
	Classroom Teaching	29	2.69	1.04			
	Psychological Counseling and Guidance	79	2.43	1.05			
	Special Education	61	2.59	0.88			
	Social Sciences	7	2.86	1.07			
	Computer Education and Instructional Technology	14	2.79	1.12			
	English Teaching	19	2.11	1.10			
	Pre-school	61	2.57	0.92			
	Painting	4	1.75	0.96			
	Music	10	2.50	0.94			
	Geography	7	2.86	0.56			
Total	317	2.53	0.99				

Upon the result of ANOVA performed to identify whether the score of “Lecturing” reflect significant difference in terms of the department of study variable, the difference between arithmetic averagess of the groups was found significant ( $p>0.05$ ). Hence, the lecturing of participants from the music department is higher than the participants from Classroom teaching.

**Table 11.** Anova by Communication Skills

		<b>N</b>	<b>Ave.</b>	<b>SD</b>	<b>F</b>	<b>p</b>	<b>DDifference</b>
WFORM OF ADDRESS	Good	25	1.79	0.84	1.600	0.204	
	MAverage	235	1.79	0.62			
	Bad	57	1.96	0.69			
	Total	317	1.82	0.65			
LECTURING	Good	25	2.32	0.78	1.531	0.218	
	MAverage	235	2.20	0.61			
	Bad	57	2.35	0.65			
	Total	317	2.24	0.63			
USE OF GRAMMAR	Good	25	2.57	0.77	0.068	0.934	
	MAverage	235	2.52	0.64			
	Bad	57	2.53	0.67			
	Total	317	2.53	0.65			
ERESPECT TO THE ENVIRONMENT	Good	25	2.14	0.65	3.113	0.046	Medium > Good
	MAverage	235	2.19	0.63			
	Bad	57	2.41	0.59			
	Total	317	2.23	0.63			
QCLARITY OF COMMUNICATION	Good	25	2.40	1.19	0.654	0.521	
	MAverage	235	2.57	0.98			
	Bad	57	2.44	0.93			
	Total	317	2.53	0.99			

Upon the result of ANOVA performed to identify whether the score of "Use of Grammar", "Respect to the Environment", "Clarity of Communication" reflect significant difference in terms of the department of study variable, the difference between arithmetic averagess of the groups was not found significant ( $p > 0.05$ ).

As seen in **Table 11**, upon the result of ANOVA performed to identify whether the results of "Form of address", "Lecturing", "Use of Grammar", "Clarity of communication" reflect significant difference in terms of the communication skill variable, the difference between arithmetic averagess of the groups was not found significant ( $p > 0.05$ ).

Upon the result of ANOVA performed to identify whether the score of "Respect to the Environment", reflects significant difference in terms of the communication skill variable, the difference between arithmetic averagess of the groups was found significant ( $p < 0.05$ ). It was observed that the participants with an average communication skills have higher level of respecting to the environment than the participants with good communication skills.

## CONCLUSION AND RECOMMENDATIONS

This section indicates the findings from the research and results based on interpretation and includes recommendations pursuant to such results.

### Results

1. Pursuant to the significance relation of dependent variables based on the *gender variable*, upon the result of independent groups *t* test performed to identify whether "Form of Address", "Respect to the Environment", "Clarity of Communication" scores reflect significant difference in terms of gender variable, the difference between arithmetic averagess of the groups was not found significant ( $p > 0.05$ ). Additionally, the result of independent groups *t* test performed to identify whether "Lecturing" scores reflect significant difference in terms of gender variable, the difference between arithmetic averagess of the groups was found significant ( $p < 0.05$ ). Therefore, the lecturing levels of male participants is higher than female participants. As a result of the independent groups *t* test performed to identify whether "Use of Grammar" scores reflect significant difference in terms of gender variable, the difference between arithmetic averagess of the groups was found significant ( $p < 0.05$ ). Hence, the use of grammar by female participants is higher than male participants. The fact of same student expectations under the scopes of different classes indicates that the interaction styles and attitudes of teachers are known (Coates, 2015).

2. Pursuant to the significance relation of dependent variables based on the *age variable*, upon the identification whether "Form of Address" scores reflect significant difference in terms of age variable, the difference between arithmetic averagess of the groups was found significant. Thus, the form of address of participants between the ages of 18-35 is observed higher than the participants at the age of 36 and above. No significant difference was found in the scores of "Lecturing", "Use of Grammar", "Respect to the environment", "Clarity of communication" based on the age variable. The study of Masuda et al. (2005) aimed to reflect the interaction of race,

gender and experiences with the psychological support covered the Japanese students and American university students. In consideration with the study results, Japanese people need more psychological support and have more respect for the experts working in the domain of mental health than those without any experience.

3. Pursuant to the significance relation of dependent variables based on the *nationality variable*, upon the identification whether “*Form of Address*”, “*Use of Grammar*”, “*Respect to the Environment*”, “*Clarity of Communication*”, the difference was not found significant; while there is a significant difference based on the scores of “*Lecturing*”. Hence, the lecturing levels of participants both with TRNC and TR nationality are higher than the participants with TR and TRNC nationalities.

4. Pursuant to the significance relation of dependent variables based on the *department of study variable*, the “*Form of Address*” scores reflect significant difference in terms of department of study variable. The form of address of the participants from the Music Department is higher than the participants from the Classroom Teaching, Psychological Counseling and Guidance and Pre-school Teaching. Furthermore, a significant difference was found in “*Lecturing*” scores according to the department of study variable. The lecturing levels of the participants from the Music Department is higher than the participants from the Classroom Teaching. In consideration with the other dependent variables, no significant difference was found in the scores of “*Use of Grammar*”, “*Respect to the environment*”, “*Clarity of communication*” according to the department of study variable.

In a research of the attitudes of classroom teaching students and instructors towards the perceptions fit to democracy (Erdem & Sarıtaş, 2006), the attitudes for lecturing in parallel with their own ideas, not behaving negative to the students with opposite opinions, their ideals, judgments of the students to be friends with the students, coping with the problems of the students, understanding the students in the class, making them adapt have been found very low. In the similar topics like “students working on the out-of-class problems”, the openness to criticism, arguing during the class, giving the opportunity to change the place of student are very crucial attitudes.

5. Pursuant to the significance relation of dependent variables based on the *communication skill variable*, the “*Form of Address*”, “*Lecturing*”, “*Clarity of Communication*” scores do not reflect significant difference in terms of communication skills variable. Therefore, the significant difference was only found in “*Respect to the environment*” scores according to the communication skills variable. It was observed that the respect to the environment levels of the participants with average communication skills are higher than the participants with good communication skills.

The study conducted concerning the assessment of cognitive awareness and motives of students from the classroom teaching in relation with several socio-demographic variables (Saban, 2008), the students from different age clusters have similar averages under the sub-scales other than the averages of “*effort*” sub-scale (X 17-19 age= 4.15, X 20-22 age=4.02, X 23 and above=3.88) in case of assessment the cognitive awareness and motive by the ages of students.

In consideration of general results, we can conclude that the teachers, students and class are at the core of education and training activities. The first exposure of students with the instructor and high level of communication occur within the classroom. Many students may finish their school without any communication with their instructors out-of-the classroom. Therefore, the quality of education at school mainly depends on the classroom, quality of classroom and quality of in-class. One of the steps to enhance the quality of education at school is to identify the level of communication skills of instructors in the classroom management and avoid any deficiency.

## RECOMMENDATIONS

The following recommendations could be developed in line with the results of this research.

- i. The instructors should care about the language that they use while talking and avoid any unnecessary repetitions and give more effort to use an appropriate, simple, fluent and clear way of expression.
- ii. The instructors should avoid using sentences that could be misunderstood and misinterpreted.
- iii. The instructors should care about using body language more efficiently.
- iv. The instructors should have more sincere relations with their students and also have a close contact with them.
- v. Even though the instructors do not make any compromise from using academic language, they should write more simple and clear, and they should not consider academic language as making incomprehensible sentences.
- vi. The students should improve themselves so that they understand the level of academic wording.
- vii. The instructors should avoid unnecessary repetition in their grading.

- viii. The instructors should empathize with students and minimize the distances with the students.
- ix. Organizations that can bring instructors and students closer in out-of-class environments might be organised.
- x. Effective communication skills can be developed provided to individual efforts and acquiring the training accordingly.
- xi. Further studies similar to this should be conducted regarding the communication status of students in from the perspective of instructors and the deficiencies should be identified and resolved in the respectively.
- xii. Within the scope of similar studies and results generated under the inventory used in this research, 5 dependent variables of the inventory was determined. Thus, the scale used in this study was redeveloped and a new inventory has been introduced to the literature. This inventory is suggested to be used in different sections and, therefore, the interpretation of the results will become easier and there will be a possibility for comparison.

## REFERENCES

- Adrignola, & Spaynton. (2013). Survey of Communication Study/Chapter 11 - Organizational Communication. (2017, May 1). Wikibooks, *The Free Textbook Project*. Retrieved on November 12, 2017 from [https://en.wikibooks.org/wiki/Survey\\_of\\_Communication\\_Study/Chapter\\_11\\_-\\_Organizational\\_Communication](https://en.wikibooks.org/wiki/Survey_of_Communication_Study/Chapter_11_-_Organizational_Communication)
- Arslantaş, Y. (1998). *Sınıf yönetiminde öğretmen iletişim becerilerine ilişkin öğretmen ve öğrenci görüşleri* (Unpublished Masters Thesis). Abant İzzet Üniversitesi, Bolu.
- Ausubel, D. P., & Robinson, F. G. (1969). *School learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston.
- Bayram, H. (1992). *Eğitim yüksekokullarında öğretim elemanı-öğrenci iletişimi* (Masters Thesis). Gazi Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Berklin, C. T. (1974). *Öğrenci problemleri*. İstanbul: Türkiye İş Bankası Kültür Yayınları.
- Bolat, A. (1989). *Generalized mixed model assembly line sequencing problem* (Doctoral Thesis). University of Michigan, Ann Arbor.
- Bolat, S. (1996). Eğitim örgütlerinde iletişim: HÜ Eğitim Fakültesi uygulaması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 12(12).
- Brophy, J., & Good, T. (1986). Teacher-effects results. *Handbook of research on teaching*. New York, Macmillan.
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. *Sage focus editions*, 154, 136-136.
- Byrne, B. M. (2013). *Structural equation modeling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications, and programming*. Hove: Psychology Press.
- Byrne, D. S. (1998). *Complexity theory and the social sciences: an introduction*. Hove: Psychology Press.
- Cerny, B. A., & Kaiser, H. F. (1977). A study of a measure of sampling adequacy for factor-analytic correlation matrices. *Multivariate Behavioral Research*, 12(1), 43-47.
- Coates, J. (2015). *Women, men and language: A sociolinguistic account of gender differences in language*. London: Routledge.
- Dickey, D. (1996). Testing the fit of our models of psychological dynamics using confirmatory methods: An introductory primer. *Advances in social science methodology*, 4, 219-227.
- Dökmen, Ü. (1989). *Okuma becerisi, ilgisi ve alışkanlığı üzerine psiko-sosyal bir araştırma* (Unpublished Research). A. Ü. Eğitim Bilimleri Fakültesi, Ankara.
- Erdem, A. R., & Sarıtaş, E. (2006). Sınıf Öğretmenliği öğrencilerinin Öğretim Elemanlarının Davranışlarının Demokratikliğine İlişkin Algıları (Paü Örneği). *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (16), 525-538.
- Erdoğan, İ. (2010). *Sınıf yönetimi*. İstanbul: Sistem Yayıncılık.
- Geçimli, A. (2007). *Örgütsel Davranış Biçimi Olarak İletişim* (Unpublished Masters Thesis). Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Karaman.
- Güçlü, N., & Güçlü, M. (1996). Öğretmen Eğitiminde Nitelik Sorunu. *Sempozyum'96: Modern Öğretmen Yetiştirmede Gelişme ve İlerlemeler*, 48-62.
- Hargie, O., & Dickson, D. (2011). *Skilled interpersonal interaction: Research, theory, and practice*. Hove: Psychology Press.

- Karasar, N. (1994). *Bilimsel araştırma yöntemi*. Ankara: 3A Araştırma Eğitim Danışmanlık Limited.
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and teacher education*, 20(1), 77-97.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Masuda, A., Suzumura, K., Beauchamp, K. L., Howells, G. N., & Clay, C. (2005). United States and Japanese college students' attitudes toward seeking professional psychological help. *International Journal of Psychology*, 40(5), 303-313.
- Maxwell, S. (2001). When to use MANOVA and significant MANOVAs and insignificant ANOVAs or vice versa. *Journal of Consumer psychology*, 10(1/2), 29-30.
- Miron, M. (1983). What makes a good teacher? *Higher Education in Europe*, 8(2), 45-53.
- Oddens, D. A. M. (2004). Kişilik Nitelikleri Açısından Hollanda'da Mesleki Eğitim için Öğretmen Eğitimi Eğilimleri. *Mesleki Ve Teknik Eğitimde Öğretmen Eğitimi Uluslar Arası Konferansı*, 37-44.
- Özabacı, N., & Acat, B. M. (2005). Öğretmen adaylarının kendi özellikleri ile ideal öğretmen özelliklerine dönük algılarının karşılaştırılması. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 11(2), 211-236.
- Özden, Y. (2003). *Öğrenme ve öğretme*. Ankara: PEGEM Akademi Yayıncılık.
- Pala, A. (2006). İlköğretim birinci kademe öğretmenlerinin eğitim teknolojilerine yönelik tutumları. *Sosyal Bilimler Dergisi*, 16(1), 77-188.
- Pondy, L. R. (1992). Reflections on organizational conflict. *Journal of organizational behavior*, 13(3), 257-261.
- Pradhan, N., & Cropra, N. (2008). *Communication skills for educational managers*. India: Book Enclave.
- Rusu, C. (2010). Theoretical and methodological aspects on organisational communication in higher education. *Quality Management in Higher Education*, 2, 243-246.
- Saban, A. İ. (2008). Sınıf Öğretmenliği Öğrencilerinin Bilişsel Farkındalıkları İle Güdülerinin Bazı Sosyo Demografik Değişkenlere Göre İncelenmesi. *Ege Eğitim Dergisi*, 9(1).
- Samsa, S. (2005). *Öğrencilerin, yüksekoğretim kurumlarında görev yapmakta olan öğretim elemanlarının iletişim biçimlerine ilişkin algı ve beklentileri (Pamukkale üniversitesi örneği)* (Doctoral dissertation). Pamukkale Üniversitesi, Denizli.
- Saracaloğlu, A. S. (2000). *Fen ve edebiyat fakülteleri öğrencilerinin öğretmenlik mesleğine ilişkin görüşleri*. İzmir: Ege Üniversitesi Edebiyat Fakültesi Yayınları.
- Simon, H. A. (1957). *Administrative Behavior* (2nd Edition). New York: Macmillan.
- Stapleton, C. D. (1997). Basic Concepts and Procedures of Confirmatory Factor Analysis. Paper presented at the *Annual Meeting of the Southwest Educational Research Association*. Austin, TX.
- Sünbül, A. M. (1996). Öğretmen niteliği ve öğretimdeki rolleri. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 2(4), 597-608.
- Şişman, M., & Acat, M. B. (2003). Öğretmenlik uygulaması çalışmalarının öğretmenlik mesleğinin algılanmasındaki etkisi. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 13(1), 235-250.
- Thomson, S. (2011). *Importance of Communication in an Organization*. Retrieved on November 12, 2017.
- Volmari, K. (2004). Avrupa Birliğinde Sürekli Öğretmen Eğitimiyle İlgili Eğilimler. *Mesleki ve Teknik Eğitimde Öğretmen Eğitimi Uluslar Arası Konferansı*, 29-36.