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The relationship between candidate teachers' communication skills and their attitudes towards teaching profession

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Abstract

The aim of this research is to analyze the relationship between candidate teachers' communication skills and their attitudes towards teaching profession. This research is a descriptive study and the sample for the research consists of students at the departments of Turkish language teaching at the universities in the Turkish Republic of Northern Cyprus. The instruments used to collect the data for the research were "Teacher Communication Skills Scale" and "Scale for Attitudes towards Teaching Profession". The data obtained was analyzed using the statistical analysis, standart deviation, The Pearson Product Moment Correlation Coefficient and independent samples t-test techniques were used. As a result of the research, significant difference in communication skills and affection sub-dimension was determined according to gender independent variable; it was also determined that there is a significant correlation in a positive way between communication skills and affection sub-dimension; between communication skills and harmony sub-dimension; and between communication skills and attitude towards teaching profession.

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Keywords: Communication, skills, teaching profession, attitude, candidate teachers;

1. Introduction

Affective domain properties related to interests, attitudes, values. These features constitute an important part of the attitudes. Attitude is a front reaction of the individual around him or any social issue, object or event-oriented experience, motivation and information organized on the basis of cognitive, affective and behavioural tendency. (İnceoğlu, 1993). Communication is a process of producing information, transmit and signification. (Dökmen, 1997), psychosocial process that put two people into relationship. (Cüceloğlu, 2000). Communication ability is convey feelings and thoughts to others by using empathy and respect effectively with body-language and unmasked. It is learned behaviours that makes it easy to live with society by building fulfilling relationships (Şahin, 1998). According to being a teacher is a centre of changes being real on education, educational reforms must take place with the support of the teacher, eventually. For this reason, teachers continually refresh their knowledge and skills, must be open to learning and development (Kılbaş, 2000). By the teacher's personality traits, each has a significant

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impact on students. (Küçükahmet 1983). The teacher is being sample to community with knowledge, skills, attitude, and habits, primarily the children and undertakes responsibility of raising children in the sample served as a human being. In this reason, research is needed that will allow be identified the factors affecting teachers' communication skills. Turkish education department students' attitudes towards the teaching profession is one of the affective characteristics, are identified and resolved, existing defects are determined to develop a positive attitude towards their studies, elimination of the future information society and educate the young generation is expected to provide important contributions regarding the training of qualified teachers. It's thought that the results of this study provide important clues about teachers' personality traits and characteristics of effective teachers. The aim of this study is to examine the relation between Turkish teacher candidates' communication skills and attitudes towards the teaching profession. Sentence of the research problem, "Is there a significant relationship between Turkish teacher candidates' communication skills and attitudes towards the teaching profession?" is expressed in the form. This is in line with the basic problem is sought answer to the following sub-problems: Does Turkish teachers' attitudes towards communication skills and the teaching profession significantly differ by sex?, Is there a statistically significant relationship between Turkish teachers' attitudes towards communication skills and the teaching profession?

2. Method

2.1 Research Model

This research is descriptive (relational-scan model) type of study. Commonly used descriptive approach aims to identify the situation of interest. Scan models, which aim to describe the way that there i,s are the research approach. (Karasar 2009)

2.2. Universe and Sample

In Turkish Republic of Northern Cyprus, Turkish education department students constitute the study population .41,40 % determined by the appropriate sample method (n=60) for girls and 58.60 (n=85) for men. A total of 145 students consist of research sample.

2.3. Data Collection Tools

"Teachers' Communication skills inventory (tcsi) is developed as a means of data collection (1997) by Çetinkanat and its Cronbache's alfa reliability coefficient of .81 has been used. The scale was prepared as 6 items likert consist of 44 items. Teacher Communication Skills Scale has the 5 sub-dimension like empathy, transparency, equity, effectiveness and efficacy. High scores indicate the level of proficiency in communication skills.

In determining attitudes towards the teaching profession, "Teaching Professional Attitude Scale was used. It was developed by Çetin (2006) and Cronbache's alfa reliability coefficient of .96. It was prepared as a 5 likert scale consist of 35 mining for a total of 15 negative 20 positive. Profession Attitude Scale has 3 sub-dimension to love value and harmony. High point shows a positive attitude and low point shows a negative attitude. Personal Information Form, which is prepared by researcher, was used to collecting data on independent variables of the study.

2.4. Data Analysis

SPSS 12 package program was used to analyze the data. T-test for binary comparisons, one-way analysis of variance (ANOVA) and Pearson Product Moment Correlation Coefficient for multiple comparisons were calculated. Research significance (importance) levels were taken as 0.05.

3. Findings and Interpretation

In this section, research findings and interpretations are given for sub-problems.

The first sub-problem of the study, “Does Turkish Teachers’ attitudes towards communication skill and the teaching profession significantly differ by sex?” is expressed in the form. As shown in Table-1 the average of the female teacher candidates’ communication skills =239,433, the average of male teachers =231,647, female teacher candidates’ attitudes towards the teaching profession = 121,066, for male =112,925 were found. T-test was used for determining whether there is a statistically significant changing between communication skills and attitude towards the teaching profession according to independent variable of the participants.

Table 1. According to Sex Turkish Teacher Candidates’ Communication Skills (CS) And Average of Attitudes Towards Teaching Profession (ATTP), Deviation and T Values, Standard Deviation

Dependent Variable	Sex	n	\bar{x}	ss	t	p
CS	Female	60	239.433	15.870	2.571	.011*
	Male	85	231.647	19.292		
ATTP	Female	60	121.066	9.864	4.477	.000*
	Male	85	112.670	11.925		

*p<.05

As a result of the T-test applied to the data, teacher candidates’ communication skills and attitudes towards the teaching profession of average are detected to alter in a statistically significance. This changing is in favour of women Turkish teacher candidates. In this case, it can be said that female teacher candidates’ communication skills and their attitudes toward teaching profession are in a better level. Sub-dimension of the scale of attitude towards the teaching profession is the love (t=4,762; p<.05) was found significant differences in favour of female teacher candidates. The research was realized by Aşkar and Erden (1986), Aşkar and Çelenk (1988) and Saracaloğlu (1991, 1992), Şahin (1992), Luke and Cope (1994), Erden (1995), Saracaloğlu (1995) and Kesercioğlu and friends (2000), Serin (2001), Keskin (2003), Bölükbaş (2004), Akkaya (2009) were found female teacher candidates’ attitudes towards teaching are more positive. In this context, it can be said that the findings of research are similar to and supporting each other. Findings of female turkish teacher candidates’ communication skills are more positive than male and parallel direction findings were made by Serin (2010) Güven and Akyüz (2001) Saracaloğlu, Silkü ve Özkütük (2001).

“Is there a statistically significant relationship between Turkish teacher candidates’ communication skills and their attitudes towards teaching profession?” is expressed in the form.

Table 2. Correlation Result Between Communication Skills and Attitude Towards Teaching Profession

	ATTP \bar{x} =117,827 ± 11,415	Love Dimension \bar{x} =77,855 ±11,191	Harmony Dimension \bar{x} =15,082 ± 2,704
Communication Skills \bar{x} =234.869 ± 18.306	.375(**) .000 145	.298(**) .000 145	.323(**) .000 145

** Correlation is significant at the .01 level (2-tailed)

Table 2 is examined, communication skills and attitude towards the teaching profession (r=.375, p<.01) was a significant relationship between the positive direction communication skills and love the lower size (r=.298,p<.01) and communication skills compliance with sub-dimension (r=.323,p<.01) among the statistically significant relationship was found to be positive. In this case, it can be said that the more communication skills of the teacher candidates increase, the more attitude towards teaching profession increase. There is no statistical significant relationship between the communication skills of Turkish teacher candidates and its value dimension (r=.042,p<.05).

4. Results and suggestions

As a result, Turkish teachers' attitude towards the teaching profession ($t=4.477, p<0.09$) and communication skills ($t=2.571, p<0.05$) independent variable, significant differences between gender, communication skills and attitude towards the teaching profession ($r=.375, p<.01$), communication skills and love the lower size ($r=.323, p<.01$) and statistically significant positive was found to be a direction of the relationship.

In accordance with the survey result some suggestions were made:

1. A qualitative research that review in-depth male Turkish teacher candidates' communication skills and negative attitudes towards the teaching profession can be done.
2. For Turkish teacher trainees studying to become teachers in faculties of education, some programs to improve communication skills and request to become teachers can be prepared.
3. Similar surveys can be done in different department and faculties.

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