

# RESİM İŞ ÖĞRETMEN ADAYLARININ İLETİŞİM BECERİLERİNE İLİŞKİN ALGILARININ BELİRLENMESİ

Elif Yıldız<sup>1</sup>, Tuba Gültekin<sup>2</sup>

## ÖZET

Bu araştırmanın amacı, Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Resim-İş Eğitimi Anabilim Dalı'nda öğrenim gören öğretmen adaylarının iletişim becerilerine ilişkin görüşlerini belirlemektir. Araştırmanın örneklemini Güzel Sanatlar Eğitimi Bölümü Resim-İş Eğitimi Anabilim Dalı'nda 2015-2016 eğitim öğretim yılında öğrenim gören 1., 2., 3., ve 4. sınıf öğrencileri oluşturmaktadır. Veriler, Ersanlı ve Balcı (1998) tarafından geliştirilen "İletişim Becerileri Envanteri" ile elde edilmiştir. Verilerin analizinde, sıklık(f), yüzde(%) dağılımları ile bağımsız gruplar için t testi ve tek yönlü ANOVA(tek yönlü varyans analizi) kullanılmıştır. İstatistikî analizlerde anlamlılık düzeyi  $p<0.05$  olarak seçilmiştir. Araştırma sonucunda, örnekleme alınan resim iş öğretmen adaylarının iletişim beceri düzeylerinin yüksek olduğu bulgusuna ulaşılmıştır.

**Anahtar Kelimeler:** Resim iş, Öğretmen adayları, eğitim fakültesi, iletişim, iletişim becerileri

---

<sup>1</sup> Doç. Dr. Ege Üniversitesi, İletişim Fakültesi, Kişilerarası İletişim Anabilim Dalı, yildiz.elif(at)ege.edu.tr

<sup>2</sup> Doç. Dr. Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesi, Resim İş Eğitimi Anabilim Dalı, tgultekin(at)hotmail.com

# DETERMINING PERCEPTION OF PROSPECTIVE PAINTING-CRAFTS TEACHERS TOWARDS COMMUNICATION SKILLS

## ABSTRACT

The objective of this study is to determine the views of prospective teachers, attending at the Department of Painting-Crafts Teacher Education in Dokuz Eylül University Buca Faculty of Education, regarding communication skills. The sample of this study is constituted by students of 1st, 2nd, 3rd, and 4th grades who have been studying in the Department of Painting-Crafts Teacher Education in Dokuz Eylül University Buca Faculty of Education within the school year of 2015-2016. The data had been evaluated by “Communication Skills Inventory” developed by Ersanlı and Balcı (1998). The following were used in data analysis: distributions of frequency (f), percentage (%) along with t-test and one-way ANOVA (one-way variance analysis) for independent groups. Ratio of significance was set at  $p < 0.05$  for statistical analyses. The study was concluded with results that signify high communicative skills for sampled prospective painting-crafts teachers.

**Keywords:** Art, Prospective teachers, faculty of education, communication, communication skills.

## INTRODUCTION

Respecting any profession, communication skills, like self-expression and correct reception of the other side, are needed, even at basic levels, for success and satisfaction. Having said that, professions differ in terms of level of communicatory skills they require. Effective communication skills are highly valued in professions where social relationships are at the forefront.

Communications skills being the basis for a variety of skills can be summarized as sensitivity to verbal and non-verbal messages, effective listening and responding (Korkut, 2004). In another definition, communication skills are expressed to be “all of the effective response and efficient listening skills that subserve accurate encoding and transmission of sent messages, and correct decoding of received messages” (Deniz, 2003: 8). To Özer, communication skills include research, investigation and integration of possible points of view and definitions relating to a given event encountered by the individual. An individual who have acquired this skill will be able to decode, rather than a single-perspective, through multiple angles in the face of warning, criticism or complaint directed to his/her person (Özer 2006). Under circumstances where communication is posited to be unhealthy, individuals may find themselves alone, excluded and professionally abortive. If interpersonal skills are not absorbed, productivity and satisfaction significant in any relationship will be hence forfeited. It is thus observed at this juncture that communication skills are particularly crucial for teachers besides being the cornerstone for a variety of professions. Teachers communicate with students, parents, colleagues, and administrators on a daily basis.

Each communication involves two important components. The first is the content of the sent message, the second is the emotional impact of the message on the receiver. There exists a bridge between content and emotional impact. At the same time the balance of the message and the impact is multidimensional (Chambers: 2001: 26-27).The necessity for individuals, who work in professional groups such as tutorage where interpersonal relationships are experienced intensely, to acquire a well-defined set of communication techniques and to use such knowledge efficaciously, consequently, comes into prominence. From this point of view, the prerequisite for students, who choose the profession of tutorage where interpersonal relationships are profoundly fundamental, to arrange their program in a direction that would help them develop required communication skills transpires to be substantial. Thus it will be possible for teachers, who recognize and manage their emotions, motivate themselves, control their relationships, and hence cope with problems, form meaningful relationships and realize themselves, to raise successful students beneficial to the society. If it is considered that learning/teaching

environment is a medium of communication and that the communication of teachers in school and in their general domain apart from students has an influence on professional behavior, communications skills of teachers may be regarded as effective in resolution of occupational problems and succeeding at work (Baykara Pehlivan 2005). And, by extension, effective communicatory skills are highly substantive for efficacious pedagogic application, class management and interaction of a teacher.

According to Brophy (1979) and Medley (1979) studies related to teacher activity reveal a relation between the education of students and organized teaching and class management of teachers (Morrison, 1991: 804). Ergo, the contemporary and effective teacher of modern-days is not only tasked with education, but also ought to carry the responsibility to raise individuals who value others, are effective in intra- and interpersonal communication, possess sufficient problem-solving abilities and highly empathetic and self-confident.

### **1. Significance of Communication Skills in Terms of Tutorship**

The highest task in development of the creativity of students lies within the attitude and behavior of teachers against his/her students. When tutorship traits which ease the path for acquisition of creative abilities are considered, a serene establishment of communication in bilateral relations come out at the front, and consequently teachers who can listen effectively, who have high emotional intelligence and who are empathetic towards others have been observed to achieve at their profession.

In the literature there are various studies aiming at a determination of views of teachers or prospective teachers as to their communicatory skills. Whereas Bulut Bozkurt (2004), in a study conducted on form teachers, showed higher mean score in female teachers compared to male ones in sub-dimensions of “effectiveness” and “sufficiency”, Korkut (2005) emphasized that females have more positive perception of communication skills than males. Şeker (2000) also detected a higher ratio of communicatory skills in female teachers compared to males. Yılmaz and Limen (2008), Pehlivan (2005) and Günay (2003), too, suggested that teachers and prospective teachers have high opinions of their communicative skills.

According to Ergin, intraclass experiences, colleagues, teachers unions, other professional relationships, daily interactions with students, parents and society, might be among the influential faculties that determine the socialization of teachers. It is generally conceived that high perception of communicative skills will have a positive influence on individuals’ performances in regards to communication; and

that teachers with improved communications skills will resolve problems with a more constructive manner (Baykara Pehlivan, 2005).

## **2. Significance of Communication Skills of Prospective Painting-Crafts Teachers in Terms of Tutorship**

In general terms, realisation of educational goals is ensured through a qualified cultivation of teachers as an integral constituent of education system. At this point, it is conceived that painting-crafts teachers play a key role in development of creative abilities in students.

San (1977: 2-3), explains the importance of art education as such: The purpose of art education has no grounds on the mere sake of education for artistic purposes, that is, the cultivation of an artist who is occupied in a certain field of artistic endeavor. The purpose is education through art. The artist is the creator, and the educator the practitioner. Almost in all epochs the artist aimed at a reflecting him/herself and the society, whereas the educator at the utilization of this artistic produce for the sake of society. A fine educator reaches successful results in this application, whilst the poor one victimizes the artist with standards and stereotypical habits. In the circumstances, the educator who is ought establish a connection between art and society, conversely, becomes an agent in breaking the very connection he/she should naturally aim at. The establishment of communication between the artist and the educator and hence between the artist and society is consequently a cause of the cultural formation of the society in civilized countries.

In development of student's creativity the greatest task lies within the attitude and behavior with which the teacher chooses to approach his/her class. When teacher traits enabling the creative development of students reviewed in the present case, effective communication in bilateral relations is observed to be the primary factor, while dogmatic and strict traits that discourage, over-criticize, and dispirit opportunities of discussion and conversation outside the class, hence ensuing lack of communication, hamper creativity.

An education in painting as many construe does not have as its objective the upbringing of the individual as a future painter through the production of fine works of art. This education is purposed to enhance the creative side of children as well as teach novel methods of overcoming encountered problems. The development of individuals ability to design, and education of a creative, self-confident, and aesthetically motivated youth should be the primary objective of art education. When reached, this purpose will generate a civilized society possessing the same qualities stated above (Dikici and Gürol, 2003, 198).

Painting-crafts teacher s emphasize the importance of this lecture in social and individual life using through their communication skills effective communication methods in school, student and class management. Knowledge and creativity require a prevalent application. Throughout the application social events attract attention to the result of reality. During this process the movement of tendency require a clear determination of change of state and behaviors (Langford, 1978: 8-31). Effective application and communication in intraclass management allow students to form creative environments by assembling the material, subject and environmental factors. Differing assembly of material based on creative thinking is re-explained in accordance with the individual perception of the student in intraclass effective communication. Assembling, and thus uniting, the material, with his/her own notion enables the student to conduct an efficient management of a given process.

Activities of education for teachers are effective communication methods. Such activities transform into a community of education through interpersonal and in-group communications. The knowledge of the student is enhanced, and thus the new notion is shared. As part of in-class communication the student participates in discussions using effective communication skills, enriching his/her thoughts and opinions (Pruitt & Roberts, 2008: 53). As part of this process the student encounters numerous questions, seeking answers that will constitute the basis of his/her study.

In the process of education the student acquires the necessary knowledge with communication methods (Andreas, 2012: 42). Active participation of the teacher will ensure a productive process. Incompetent management of this process is one of the basic factors that inhibit creativity. In a process that blocks creativity, student development slips towards a dependent way thinking instead of an individual one. With effective ability in communications in class management, the painting-crafts teacher carries out creative activities as an active participator with the student.

Parent-teacher relationship is also significant for student motivation. Painting-crafts teacher, if conducts an efficacious process of communication with the parent, student awareness would consequently increase. This process will support the personal development of students in terms of artistic motivation. Effective internal communication will redound a new perspective to other lessons student takes with lecture-oriented approaches and interdisciplinary studies. Cooperative approach having been obtained with teachers will enable the development of new productive lecture models in art education with different

disciplines. At the end, teacher will manage performing a productive and participated lecture.

This research was performed in the Department of Painting-Crafts Teacher Education in Dokuz Eylül University Buca Faculty of Education to examine communication skill levels of prospective teachers who perceive such skills as having a crucial role in professional success and determine whether on grounds of certain variables a difference in levels of communication skills exists.

### **3. Method**

In this study, descriptive method was used in order to present the situation. Due to the objective being the presentation of perception of prospective teachers as to communication skills this study was conducted cross-sectionally in a descriptive model.

#### **3.1. Objective of the Study**

This research aims at evaluating perceptions of prospective teachers who attend at the Department of Painting-Crafts Teacher Education in Dokuz Eylül University Buca Faculty of Education as to their communication skills. In line with this objective answers for following questions were sought throughout the study:

#### **3.2. Sentence of the Problem**

Do the perceptions of prospective painting-crafts teachers as to communication skills differ on a significant measure in terms of age and gender?

#### **3.3. Sub-Problems**

What is the perception of prospective painting-crafts teachers as to communication skills?

Do these perceptions differ in terms of age?

Do these perceptions differ in terms of gender?

### **3.4. Universe and Sample**

Universe of the study was constituted of prospective teachers of 1st, 2nd, 3rd and 4th grades of fall semester at the Department of Painting-Crafts Teacher Education in Dokuz Eylül University Buca Faculty of Education. Sample of the study included a total of 150 individuals who study at this department and could be reached hereon. Sample was formed in terms with accidental and purposeful sampling methods.

### **3.5. Data Collection Device**

“Communication Skills Inventory” developed by Ersanlı and Balcı (1998) was used to evaluate the communication skills of prospective teachers. Researchers developed a likert type inventory that consist of 45 articles and 3 sub dimensions in order to develop a device that can measure the level of communication skills that university students sampled in the research possess. These sub-dimensions were named, in accordance with the content of their articles, as such; (mental) cognitive, (emotional) affective and behavioral. A total of 15 articles function measure each sub-dimension accordingly. Articles that are comprised in the cognitive dimension are questions numbered 1, 3, 6, 12, 15, 17, 18, 20, 24, 28, 30, 33, 37, 43 and 45. Those that fall into emotional dimension are 5, 9, 11, 26, 27, 29, 31, 34, 35, 36, 38, 39, 40, 42 and 44. And those that measure the behavioral dimension are 2, 4, 7, 8, 10, 13, 14, 16, 19, 21, 22, 23, 25, 32, 41. In the outcome of reliability study conducted with test-retest method Cronbach’s Alpha reliability coefficient was .68, and in the study carried out with split-half method the same coefficient was found to be .64. A correlation of .001 was found between the total score of communication skills inventory and sub-scales and a correlation of .001 was found within the sub-dimensions (Ersanlı and Balcı 1998). Articles given in the scale were scored as “5=always”, “4=usually”, “3=sometimes”, “2=rarely”, and “1=never.” Cronbach Alpha coefficient that was applied in order to determine the internal consistency of the scale was found to be .72. In this study Cronbach Alpha coefficient was found to be .85. This shows a high consistency in the scale.

### **3.6. Analysis of the Data**

Collected data were analyzed in SPSS 15 program. In order to present perception of prospective students relating to communication skills and differentiation of these perceptions on grounds of age and gender distributions of frequency (f) and percentage (%) were used, and for independent groups t-test and one-way ANOVA (one-way variance analysis) was used.

### 3.6.1. Results and Interpretation

In scoring the scale highest score to be obtained from the general is 225, and the lowest score is 45. Higher scores indicate higher communicative abilities. Highest point that can be scored from each sub-groups is 75 and lowest is 15. A higher score in a given sub-scale indicates that the sample has higher performance/efficiency on that given sub-dimension (Ersanlı & Balcı, 1998).

In the outcome of this research, according to the statistical results obtained from the general score of Communication Skills Scale, the average score of the participants is 165,75. This result indicated that prospective teachers have high perception of communication skills.

In each sub-dimension according to statistical results the mean scores were (B):57,40 for behavioral sub-dimension; (C): 56 for cognitive sub-dimension; and (E): 52,36 for emotional sub-dimension. On the basis of these results it can be surmised that prospective painting-crafts teachers have a better performance in terms of behavioral (B) aspect.

**Table 1: Results of Independent Group T-Test Carried out in Order to Determine Whether Scores of Communication Skills Scale Differentiate in Accordance with Gender Variable**

Gender	N	X	S	sd	t	p
Female	96	167,83	17,64	149	1,99	.047
Male	55	162,12	15,43			

The results of independent group t-test, carried out in order to detect a differentiation in relation to age and gender in perception of communication skills by prospective teachers who attend at Buca Faculty of Education, revealed a statistically significant outcome ( $t(149) = p < 0,05$ ). Female prospective students have a more positive perception of communication skills ( $X=167,83$ ) compared to males

( $X=162,12$ ). In the light of the collected statistical results a significant relation to gender in terms of differentiation was discovered. The better female perception of communication skills had been linked by Korkut (1997) to the process of socialization. Sets of behavior differing according to gender were supported in the process of socialization of male and female subjects.

Tepeköylü et al. (2009) suggested a significantly higher score in scales in favor of female students in terms of communication skills. In a similar study McDowell (1993) stated that in terms of skills applied during the process of class management male teachers show more dominant and strict characteristics whereas female teachers display a more emotional, informal, friendly and open outlook. Studies carried out abroad reveal that females are able to express their expectations, thoughts and concerns more often and more openly. In addition, there are studies that emphasize females care more about deep relationships with friends, and display characteristics that are more sensitive, loving, graceful and amicable to others (Bingöl and Demir, 2011).

**Tablo 2: Results of Independent Group T-Test Performed in Order to Determine Whether Scores of Sub-Groups of Communication Skills Scale Differentiate in Accordance with Gender Variable**

Gender	N	X	S	sd	t	p
<b>TİBE Z</b>						
Female	96	56,48	5,82	149	1,35	.17
Male	55	55,14	5,91			

**TİBE T**

<b>Female</b>	96	58,01	7,05	149	1,45	.14
<b>Male</b>	55	56,32	6,42			

**TİBE D**

<b>Female</b>	96	53,33	7,52	149	2,19	.02
<b>Male</b>	55	50,65	6,60			

---

**Table 3: Descriptive Statistics of Communication Skills Scale Scores in Terms of Age Variable**

Age Groups	N	X	SS
17-18	21	160,14	17,44
19-20	14	164,42	17,71
20-21	41	166,63	13,03
22+	75	167,09	18,65

**Table 4: Results of Variance Analysis (ANOVA) Performed to Determine Whether Communication Skills Scale Scores Differentiate in Accordance with Age Variable**

Source of Variance	Sum of Squares	sd	Mean of Squares	F	P	Significant Difference
Intergroup	852,075	3	284,025	.97	.40	–
In-group	42717,859	147	290,598			
<b>Total</b>	43569,934	150				

In a comparative review, the age group of 22+ (X=167,09) was found higher in rates in the descriptive statistics results against those of 20-21 (X=166,63), 19-20

( $X=164,42$ ) and 17-18 ( $X=160,14$ ). This ratio may be interpreted in a descending sort as  $22+ > 20-21 > 19-20 < 17-18$ . The difference between arithmetic means of Communication Skills Scale scores  $F(3,147) = 0,97$ ,  $p > 0,05$  was not found to be statistically significant in the outcome of variance analysis (ANOVA) carried out to determine whether the scores differ in concert with age variable. Results of the analysis show no significant difference between degrees of general compatibility in prospective teachers. Regarding the findings obtained from descriptive results, the conclusion that no significant relation exists between age groups and communication skills may be reached.

**Table 5: Results of Variance Analysis (ANOVA) Performed to Determine Whether Communication Skills Scale Scores Differentiate in Accordance with Age Variable in Sub-Dimensions**

Source of Variance	Sum of Squares	sd	Mean of Squares	F	P	Significant Difference
<b>TibeZ</b>						
Intergroup	73,521	3	24,507	.70	.55	_
In-group						
Total	5106,479	147	34,708			
	5180,00	150				
<b>TibeT</b>						
<b>Intergroup</b>						

<b>In-group</b>	128,525	3	42,842	.90	.44	–
<b>Total</b>	6927,634	147	47,127			
	7056,159	150				
<b>TibeD</b>						
<b>Intergroup</b>	130,916	3	43,639	.81	.49	–
<b>In-group</b>						
<b>Total</b>	7857,772	147	53,454			
	7988,689	150				

In the outcome of variance analysis (ANOVA), which was performed to determine differentiations in the sub-dimensions of Communication Skills Scale in terms of age variable, no statistically significant difference was found between arithmetic means, which were  $F(3,147) = 0,70, p > 0,05$  in cognitive sub-dimension,  $F(3,147) = 0,90, p > 0,05$  in behavioral sub-dimension and  $F(3,147) = 0,81, p > 0,05$  in emotional sub-dimension. This finding may be interpreted as that there is no statistically significant difference between sub-dimensions and age groups.

#### 4. Discussion and Outcome

It is apparent that communication skills are very important for a teaching profession. Quality of this communication is hence dependent upon the views of teachers as to this skill. Therefore in this research, views with regards to communication skills were obtained according to age and gender from prospective teachers who attend at the Department of Painting-Crafts Teacher Education in Dokuz Eylül University Buca Faculty of Education. In line with the findings, it was deduced that participators maintain a high perception of communication skills.

One objective of this study was to determine the status of communication skills as effected by certain variables. The first variable considered was gender. In the research, a significant difference was revealed between gender variable and views on communication skills. Female prospective teachers reported more positive views of communication skills (167,83) than males (162,18). König (1992) states that females and males display different communicative treats based on their socialization process. He expresses that communication became equivalent to the process of establishing and maintaining a relationship for females. Özerbaş, Bulut and Usta (2007) Kılıçgil, Bilir, Özdiñç et al. (2009) suggested in their research that female students score higher in communication scales than male students, finding a statistically significant difference in gender variable. Bulut (2004) also reached the conclusion that female teachers have a stronger position in terms of “effectivity” and “sufficiency” than male teachers. In studies carried out on prospective form teachers, science and technology teachers and physical education teachers by Güven et al. (2001), median of views of female students as to communication skills was found to be statistically more significant. However, Pehlivan (2005), Dilekmen, Başcı and Bektaş (2008), Yılmaz and Limen (2008), Çiftçi and Taşkaya (2010), Günay (2013) obtained no data indicating a statistically significant difference in terms of gender variable. As it appears, literature contains a varying set of outcomes. Therefore any generalization on gender variable becomes far-fetched. Although, based on the findings of this research, communication skills levels show a significant difference in terms of gender variable. Communication skills scale scores were concluded to display a significant relationship with gender variable on the emotional sub-dimension. Findings indicating that scores of prospective female teachers were higher were obtained on the emotional sub-dimension. The conclusion that prospective teachers receiving art education are more successful in establishing communication on the emotional sub-dimension could be reached with these data.

In this research, another variable examined in terms of communication skills was age. Data were obtained which indicate high descriptive statistics according to age variable from elder age group to younger. However, on the basis of findings of this research no statistically significant difference was found with regards to age variable in terms of communication skills of participants. In addition, no significant difference was obtained in each sub-dimension through variance analysis performed to determine whether age variable differentiates according to sub-dimensions. With these findings it may be safely surmised that age does not affect communication skills significantly.

Communication skills scores of prospective teachers are observed to be high in behavioral sub-dimension. On this account, it is concluded that prospective teachers possess communicative skills in a behavioral sub-dimension. This outcome can be interpreted as that the process of art education prospective teachers receive affects their demeanor and hence is the most important sub-dimension in relation to communication. On the bases of all the obtained data, it is ostensibly important that institutions tasked with education of teachers should be evaluated in terms of effectivity and updated thus in concert with the conditions of the communication age, since education of teachers with high communicative abilities and positive attitude towards the profession would then be reflected upon future generations they are to educate themselves, who would consequently contribute to the development of their country as qualified individuals.

## REFERENCES

- Andreas, Schleicher (2012). International Summit on the Preparing Teachers and Developing School Leaders for the 21st Century Lessons from around the World: Lessons from around the World, doi:10.1787/9789264xxxxx-en, <http://www.oecd.org/site/eduistp2012/49850576.pdf>, 19.01.2016 tarihinde elde edilmiştir.
- Bingöl G., Demir A. (2011). *Amasya Sağlık Yüksekokulu Öğrencilerinin İletişim Becerileri*, Göztepe Tıp Dergisi 26(4):152-159.
- Bulut, B.N. (2004). *İlköğretim Sınıf Öğretmenlerinin İletişim Becerilerine İlişkin Algılarının Çeşitli Değişkenler Açısından İncelenmesi*. Türk Eğitim Bilimleri Dergisi, 2(4): 443-452.
- Chambers, Harry. (2001). *Effective Communication Skills for Scientific and Technical Professionals*, Basic Books: New York: 26-27
- Çiftçi, S. ve Taşkaya, S. M. (2010). *Sınıf Öğretmeni Adaylarının Öz Yeterlik ve İletişim Becerileri Arasındaki İlişki*. 9. Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu 20-22 Mayıs 2010. Fırat Üniversitesi Bildiriler Kitabı, Elazığ, 509-512.
- Deniz, İ. (2003), *İletişim Becerileri Eğitiminin İlköğretim 8. Sınıf Öğrencilerinin İletişim Becerisi Düzeylerine Etkisi*, Yayınlanmamış Yüksek lisans Tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

- Dilekmen, M., Başçı, Z. ve Bektaş, F. (2008). *Eğitim fakültesi öğrencilerinin iletişim becerileri*. Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 12(2), 223-231.
- Ersanlı, K. & Balcı, S. (1998). *İletişim Becerileri Envanterinin Geliştirilmesi: Geçerlik ve Güvenirlilik Çalışması*, Türk Psikolojik Danışma ve Rehberlik Dergisi, 10 (2), 7-12.
- Günay, K. (2003). Sınıf Yönetiminde Öğretmenlerin İletişim Becerilerinin Değerlendirilmesi. Yayınlanmamış Yüksek Lisans Tezi, Adana: Çukurova Üniversitesi Sosyal Bilimler Enstitüsü.
- Güven, A. ve Yalçınkaya Akyüz, M. (2001). *Öğretmen Adaylarının İletişim ve Problem Çözme Becerilerine İlişkin Görüşleri*. Ege Eğitim Dergisi (1), 1:13-22.
- Johnson, D. W. (1993), *Reaching Out: Interpersonal Effectiveness and Self-Actualization*. Boston: Allyn and Bacon, 15. Edition.
- Kılıcıgil, E., Bilir, P., Özdiñç, Ö., Erođlu, K. ve Erođlu, B. (2009). *İki Farklı Üniversitenin Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinin İletişim Becerilerinin Değerlendirilmesi*. Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 7 (1): 19-28.
- Korkut F. *Üniversite Öğrencilerinin İletişim Becerilerinin Değerlendirilmesi*. IV. Ulusal Eğitim Bilimleri, Kongresi Bildirileri. Anadolu Üniversitesi, 208-218, Eskişehir, (1997).
- Korkut F. (2004). *Okul Temelli Önleyici Rehberlik ve Psikolojik Danışma*. Anı Yayıncılık, Ankara.
- König, G. Ç. (1992). *Dil ve Cins: Kadın ve Erkeklerin Dil Kullanımı*. Dilbilim Araştırmaları Dergisi, 25-36.
- Langford, Glenn (1978). *Teaching as a Profession: An Essay in the Philosophy of Education*, Manchester University Press, Manchester:8-31
- Özer K. İletişimsizlik Becerisi. İstanbul, Altıncı basım. Sistem Yayıncılık, (2006).
- Özerbaş, M. A., Bulut, M. ve Usta, E. (2007). *Öğretmen Adaylarının Algıladıkları İletişim Becerisi Düzeylerinin İncelenmesi*. Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD), 8 (1): 123-135. 11.
- Pehlivan, K. (2005). *Öğretmen Adaylarının İletişim Becerisi Alguları Üzerine Bir Çalışma*. İlköğretim Online, 4 (2), 17-23, [Online]: <http://ilkogretim-online.org.tr> adresinden 20.01.2016 tarihinde indirilmiştir.
- Pehlivan Baykara, K. (2005). *Öğretmen Adaylarının İletişim Becerisi Alguları Üzerine Bir Çalışma*. İlköğretim Online Dergisi. 4 (2). 2005. 17-23.

- Roberts Sylvia & Pruitt Eunice (2008). *Schools as Professional Learning Communities: Collaborative Activities and Strategies for Professional Development*. Corwin Press, California:53
- San, İ. (1977). Sanatsal Yaratma Çocukta Yaratıcılık, Ankara: Türkiye İş Bankası Kültür Yayınları.
- Şeker, Aysel., “*Sınıf Öğretmenlerinin İletişim Becerileri İle Sınıf Atmosferi Arasındaki İlişkinin Çeşitli Değişkenler Açısından İncelenmesi*”, Yayımlanmamış Yüksek Lisans Tezi, Konya, 2000.s.69.
- Tepeköylü ö, Soytürk m, Çamlıyer H. *Beden Eğitimi ve Spor Yüksekokulu (Besyo) Öğrencilerinin İletişim Becerisi Algılarının Bazı Değişkenler Açısından İncelenmesi*, Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 2009;7:115-124.
- Yılmaz, İ. ve Çimen, Z. (2008). Beden Eğitimi Öğretmen Adaylarının İletişim Beceri Düzeyleri. Atatürk Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi, 10 (3): 3-14.
- Yılmaz, M., Üstün, A. ve Odacı, H. (2009). *Okul Öncesi Öğretmen Adaylarının İletişim Becerileri Düzeylerinin Çeşitli Değişkenlere Göre İncelenmesi*. Giresun Üniversitesi Sosyal Bilimler Enstitüsü Karadeniz Sosyal Bilimler Dergisi, 1(1).