

Investigation of Preservice Teachers' Communication And Classroom Management Skills

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Abstract

The aim of this study is to investigate the predictive effect of communication skills on classroom management skills. The existing study was carried out in 2011-2012 fall semester in Erzincan university faculty of education with pre-service teachers taking the classroom management lesson. Studying in the 3rd grade classroom teaching department, 204 pre-service teachers participated to the study.

Within the scope of relational surveying model, it was used as a data collecting tool "Scale of opinion about classroom management" developed by Özyay Köse (2010) for the purpose of determining pre-service teachers' views on classroom management. With regards to communication skills of participants, it was used a scale developed by Öner (2009) for the aim of communicating in the classroom of first level elementary education.

The obtained data were analyzed by the techniques of descriptive, t-test, ANOVA and simple linear regression. They were then commented by the light of these techniques. According to the data, it was revealed that 66 % of classroom management skills of participants were predicted by communication skills. There was not revealed any meaningful correlation about classroom management skills between the gender and graduated high schools but also a meaningful correlation about communication skills between women and graduated schools such as Anatolian and Anatolian teacher training high schools. On the other hand, there was no meaningful correlation about reasons of teacher training choosing as a career in classroom management and communication skills.

Keywords: Classroom management skills, communication skills

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Extended Summary

Purpose

Effective communication skill is basically defined as being sensitivity to oral and written messages and making possible to communicate between people requiring cognitive and behavioral competences. Accordingly, the purpose of this research is to investigate the predictive effect of communication skills on classroom management skills. The existing study was carried out in 2011-2012 fall semester in Erzincan university faculty of education with pre-service teachers taking the classroom management lesson. 204 pre-service teachers studying in the 3rd grade classroom teaching department participated to the study.

Results

Within the scope of relational surveying model, as a data collecting tool, "Scale of opinion about classroom management" developed by Özay and Köse (2010) was used for the purpose of determining pre-service teachers' views on classroom management. With regards to communication skills of participants, a scale was used developed by Öner (2009) for the aim of determining communicating skills in the classroom of first level elementary education. The obtained data were analyzed by the descriptive techniques such as t-test, ANOVA and simple linear regression. They were then commented by the light of these techniques. According to the data, it was revealed that 66 % of classroom management skills of participants were predicted by communication skills. There was not revealed any meaningful correlation about classroom management skills between the gender and graduated high schools but also a meaningful correlation about communication skills between women and graduated schools such as Anatolian and Anatolian teacher training high schools. On the other hand, there was no meaningful correlation on the reasons of choosing teaching as a career in classroom management and communication skills.

Discussion and Conclusion

In light of the current findings, 44 % of classroom management skills of the preservice teachers are predicted by communication skills. Accordingly, communication skills of preservice teachers are the biggest predictors of their classroom management skills. The preservice teachers having higher communication skills have the same level classroom management skills as well. The findings are in parallel with those of being in related literature (Seidel, 2009; Worley, et al., 2007). As mentioned by Lineburgh and Paul (1998), there is meaningful relationship between effective teaching and communication skills. Classroom management which is defined as the whole activities addressed by teacher for the aim of motivating learning activities in classroom (Hasselhorn & Gold, 2006), is related to communication skills defined in the literature to be effective. In the process of verbal teaching or social interaction carried out in classroom, classroom orientation and management come into prominence. Especially, classroom management has then a close relationship with effective feedback, listening and comprehension being in the classrooms.

As a final statement of this study, there is no meaningful relationship between classroom management skills and communication skills of preservice teachers according to choosing teaching as a career. In light of this result, it is strongly recommended for teacher trainers to take into account this crucial situation and to try to make more effective the learning environment.

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