Investigation of the Relationship between Self Esteem and Communication Skills of Primary School Teachers in Terms of Various Variables

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Abstract

The aim of this research is to determine the relationship between self-esteem and communication skills of classroom teachers. The sample of the research consists of 120 classroom teachers working in the primary schools affiliated to the Eskil county of Aksaray province in 2015-2016 education period. "Personal Information Form", "Rosenberg Self- Esteem Scale" and "Communication Skills Scale" were used in the research. Arithmetic mean, standard deviation, Independent Samples t-test, Kruskal Wallis test and Pearson correlation analysis were used to analyze the data. According to the findings from the study, the following results were obtained: The level of classroom teachers 'perceptions about communication skills is "usually". The mental, emotional and behavioral dimensions of communication skills sub-dimensions are also at "usually" level. The level of classroom teachers 'perceptions about self-esteem is "low". There was no significant difference between the perceptions of self-esteem of the class teachers by gender, occupational seniority, education status, and age. Between classroom teachers' communication skills scores and the scores they receive from their mental, emotional, and behavioral subscales, there was no significant difference found according to occupational status, education level, and age.

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The term self-concept is best defined as the sum total of an individual's mental and physical characteristics and his/her evaluation of them.The self-concept is the individual's awareness of his/her own self. It is an awareness of one's own identity (Lawrence, 2006).

The difference between how the individual perceives the features he possesses and the characteristics he thinks he should possess refers to the level of self-esteem of the individual (Pişkin, 2003). Self esteem is the individual's evaluation of the discrepancy between self image and ideal self (Lawrence, 2006). Rosenberg (1965) treats self-esteem as a positive or negative behavior towards one's self. According to him, the individual's self-esteem high, when he has a positive attitude and his self-esteem is low when he has a negative attitude. An individual with high self-esteem respects himself and sees himself as a valuable personality in society. An individual with low self-esteem is experiencing the exact opposite.

The teachers have a great responsibility for raising high self-esteem individuals. When students are well educated both cognitively and emotionally, they can be strong and be better communicators.

Communication is a natural result of people living together. People communicate in daily life by keeping in touch with people or institutions. Since the beginning of the humanity, humans communicate and when they communicate social relations are established. Communication is a must. Because a person with all qualifications in mind can only maintain his life by communicating (Zıllıoğlu, 2003).

Since the teacher is the person who guides the student learning process, he should possess communication skills. An individual spends most of his life learning, which is the most important and beneficial thing to do. For this reason, students need to communicate successfully with their teachers first. Thus, first, students will be affected, and then the students will affect the society they are in (Çetinkanat, 1998).

Certain communication skills are required in all professions. In some professions, communication skills are even more important. Because the execution of these professions is based more on human relations. Teaching is also one of these professions. In our country, 'communication skills' is given as a course in pre-school teachers, classroom teachers and social studies teachers departments of universities.

Communication skills have a very important place in the past. Communication is a bridge between the past and the present age. The community is realized through the communication of interaction with its own individuals and other societies (Demiray, 2016).

Teachers use communication in the classrooms in order to accomplish three things: to elicit relevant knowledge from students, to respond to things that students say and to describe the classroom experiences that they share with students (Farrell, 2009).

Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a status and age teacher need to adopt such skills of communication which motivate the students toward their learning process (Sng Bee, 2012, in Khan et al., 2017)

Teachers who have direct relationships with students during the instructional process should have positive self-designs which will facilitate their interaction with children. Teachers should try to understand and identify

their pupils, show appropriate responses to their failures, avoid derogatory words and behaviors, build a healthy adult model by reassuring them (Gürkan, 1993). Hence, the relation between self-esteem and communication skill, which is one of the important characteristics that should be found in a classroom teacher in the study, was examined in terms of various variables. In the present research, whether there is a relationship between cassrom teachers' self esteem and communication skills is tried to be determined who are working in primary schools in Eskil district in the Aksaray province. Besides, whether this relationship makes a meaningful difference in terms of gender, vocational seniority, education variables.

Method

Universe and Sample

The universe of the research is constituted by the class teachers in the Eskil district of Aksaray province in the academic year of 2015-2016. Since all of the teachers in the school were reached, no attempt was made to take samples. The research sample consisted of 120 class teachers, 56 of them female and 64 of them male.

Data Collection Tools

Rosenberg Self-Esteem Scale. The Rosenberg Self-Esteem Scale was developed by Morris Rosenberg in 1965 as a measuring tool to measure the self-esteem of adolescents. Dr. Füsun Çuhadaroğlu translated this scale to Turkish in 1986.By conducting the validity and reliability studies on high school students, she made it accessible to use it on the adolescents in Turkey. The validity rate was found to be 71. The test-retest reliability coefficient of the scale is 75. In this study, the internal consistency coefficient of the self-esteem inventory was calculated as 82.

Self-esteem scale consists of 10 questions. The scale is a 4-point Likert-type scale (1: very right, 2: right, 3: wrong, 4: very wrong). The questions are scored using the Guttman evaluation method. Questions 1, 2 and 3, questions 4 and 5, questions 9 and 10 are jointly assessed. If any of the first three points are scored (2/3), it gets a score from this set. If he marks one of the scored options in any of the fourth and fifth questions, he gets a score from this set as well. The 9th and 10th questions are evaluated as 4th and 5th. Each of the 6th, 7th and 8th questions are scored on their own. Thus, the maximum score is 6 if the test taker gets points from all the questions. 0-1 points higher, 2-4 points lower, and 5-6 points lower self-esteem level. In group applications, the total score of each subject can be calculated and the self-esteem level of the group can be determined by the average of the scores.

Communication Skills Scale. In order to measure the communication skills of the teachers in the research, Communication Skills Inventory developed by Ersanlı and Balcı (1998), which is the 5-Likert type, encompassing emotional communication, mental communication skills, and behavioral communication skills, which has 3 subdimensions, and consisting of 45 items. Rating; always (5), usually (4), sometimes (3), rarely (2), never (1). As a result of the reliability test conducted by the test-retest method, the reliability coefficient was found to be 68 and the reliability coefficient in the study conducted by the test split method was found to be 64. The Cronbach alpha coefficient, which was calculated to determine the internal consistency of the scale, was found to be 72. In the validity study, the Cronbach alpha validity coefficient was found to be 70. This value is thought to be enough to make this scale valid. Cronbach alpha internal consistency coefficient was found as 81

in the reliability analysis conducted on this research sample. Scale consists of three dimensions: mental, emotional and behavioral.There are 15 items measuring each dimension.

Analysis of Data

Independent samples t-test, Kruskal Wallis test and Pearson moment product correlation were used in the analysis of the data. Statistical processing was done through SPSS 15.0 package program.

Findings

The relevant findings of the study are given below.

**1. Perceptions of classroom teachers about communication skills**

Table 1

Their Perceptions of Communication Skills

	$\overline{X}$	S_x	Minimum Value	Maximum Value	Skewness	Kurtosis	Level
Mental	55.80	5.06	43.00	72.00	.473	.341	Usually
Emotional	55.19	5.22	43.00	68.00	-.124	-.439	Usually
Behavioral	59.15	5.82	46.00	73.00	-.057	-.410	Usually
Communication Skills	170.14	13.59	139.00	209.00	.114	.209	Usually

When the levels related to the average are examined, it is seen that the teachers' perceptions about communication skills are at "usually" level.

When the skewness and kurtosis coefficients of the scores obtained from both the sub-dimensions of both the scale and the scale are examined, it is observed that these values are between -1 and +1. According to this finding, it can be said that the distribution of points is normal.

Figure 1. Score distributions of mental dimension
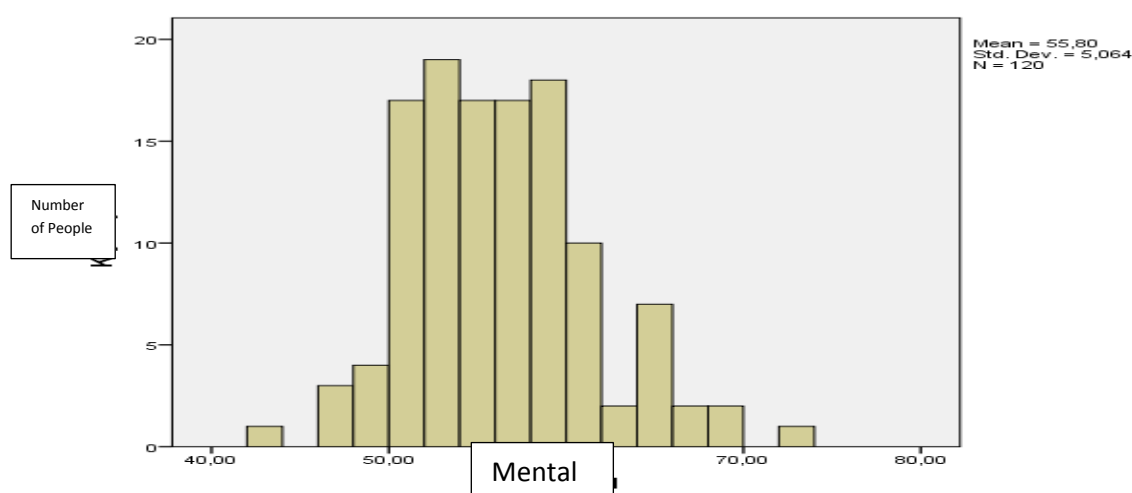
In Figure 1, when the distribution of points related to the mental sub-dimension is examined, it is seen that the scores are collected between 50-60.

Figure 2. Score distributions of emotional dimensions
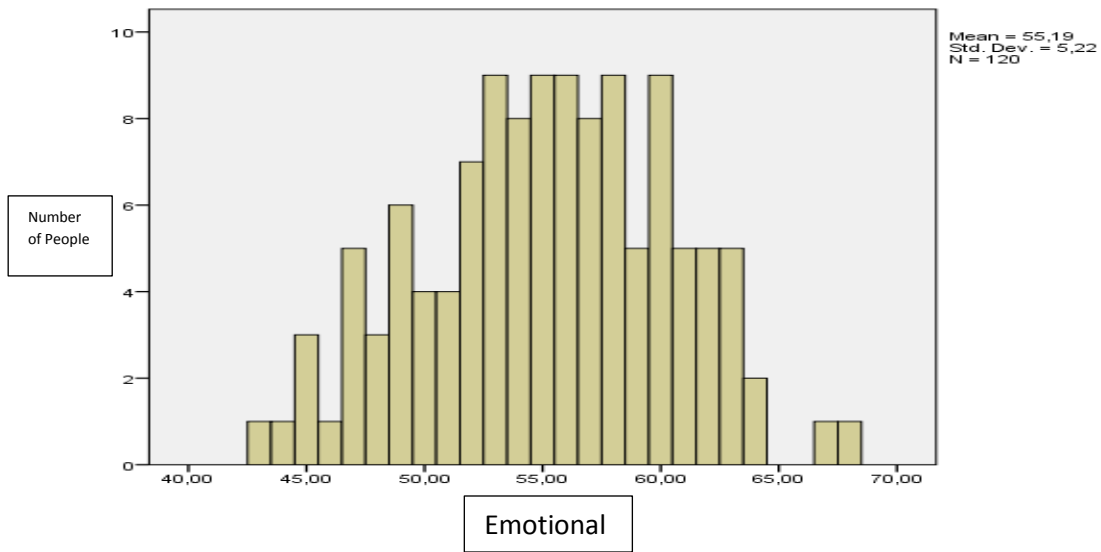
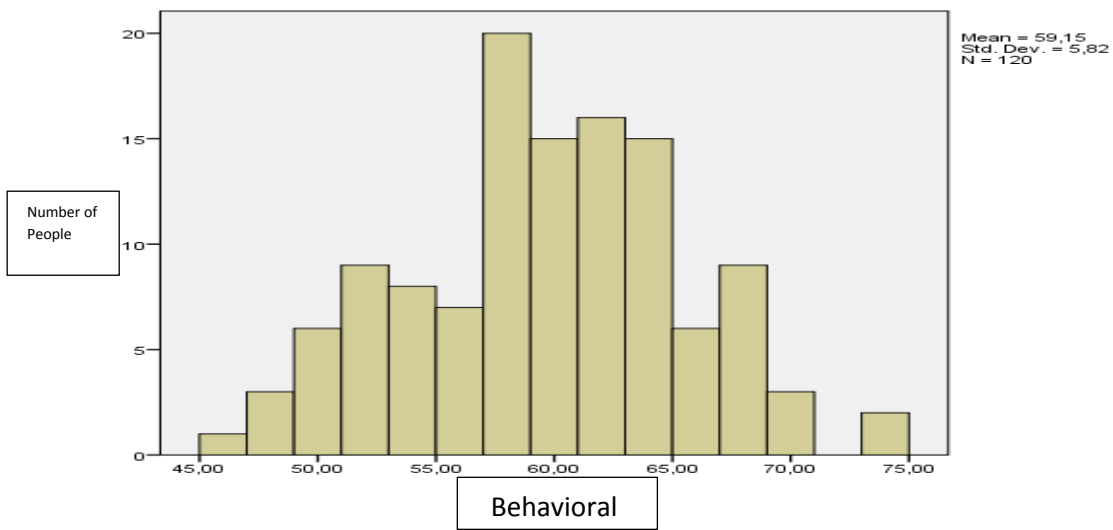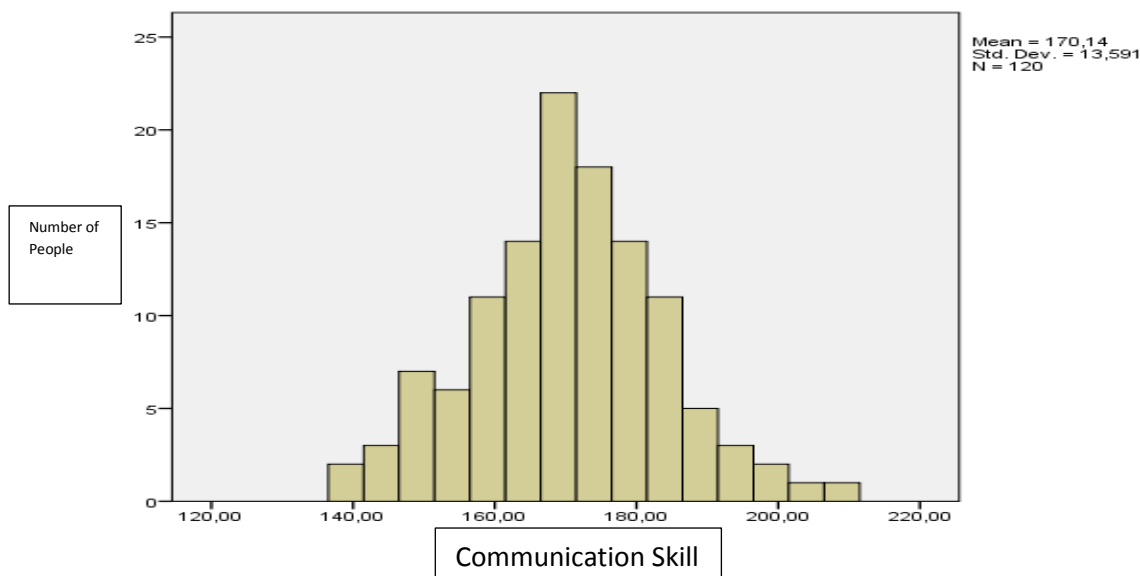In Figure 2, when the distribution of points related to the emotional sub-dimension is examined, it is seen that the scores are collected between 50-65.

Figure 3. Score distributions of behavioral dimension

In Figure 3, when the distribution of the scores related to the behavioral sub-dimension is examined, it is seen that the scores are collected between 55-70.

Figure 4. Score distributions of communication skill dimensions

In Figure 4, when the distribution of points related to the communication skill sub-dimension is examined, it is seen that scores are collected between 160-200.

2. Classroom teachers' perceptions of their self-esteem

Table 2

Self-Esteem Levels

	$\overline{X}$	S_x	Minimum Value	Maximum Value	Skewness	Kurtosis
Mental	5.51	.66	3.00	6.00	-1.185	.989

The lowest point that can be taken from the self-esteem scale is 0, the highest score is 6. Teachers have the lowest score of 3, the highest score of 6 on self-esteem scale. The average of the scores they receive from this scale is = 5.51. $\overline{X}$ According to these findings, it can be inferred that the teachers' self-esteem is "at a low level".

When the skewness and kurtosis coefficients of the scores taken from the scale are examined, it is observed that the skewness and kurtosis values are very close to -1 and +1 values. According to this finding, it can be said that the distribution of points is normal.

Figure 5. Score distributions of self-esteem scale
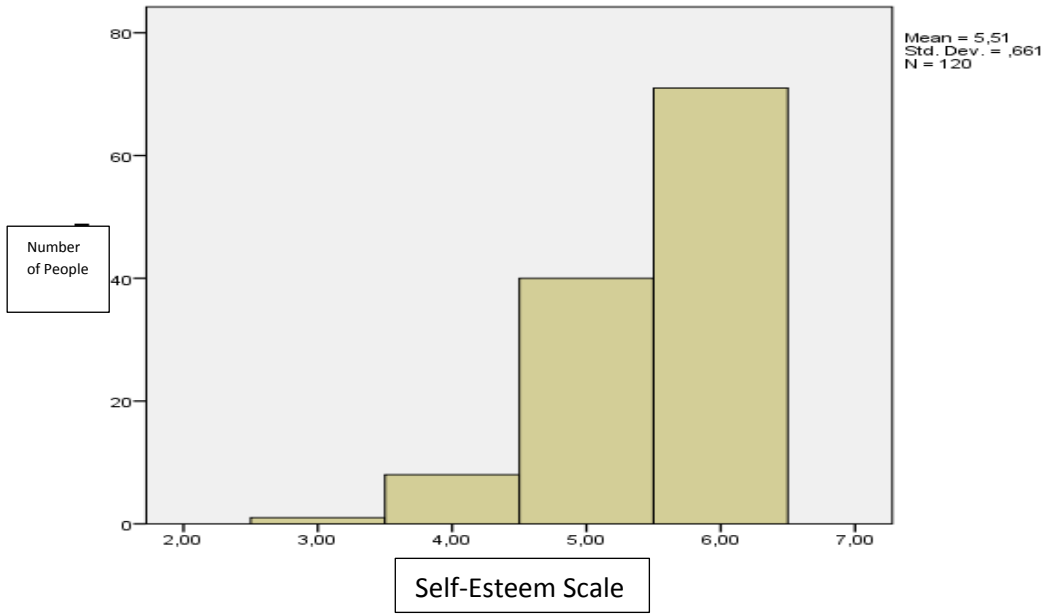
When Figure 5 is examined, it is observed that the scores on the self-esteem scale are collected between 5-6 points.

3. The relationship between 3rd-grade classroom teachers' communication skills and self-esteem

Table 3

Pearson Correlation Coefficients

	Self-esteem	Mental	Emotional	Behavioral
Mental	.09	-		
Emotional	.27**	.42**	-	
Behavioral	.23**	.68**	.58**	-
Communication Skills	.24**	.82**	.79**	.90**

**p<0.01*

There was a low positive correlation between teachers' self-esteem and communication skills (r = 0.244, *p*<0.01). There was a low, positive, and significant relationship (*p* <0.01) between the emotional and behavioral sub-dimensions of the teachers' self-esteem and communication skills. However, there was no significant relationship between mental sub-dimensions (*p*>0.01).

4. Gender variable

Table 4

Descriptive Statistics of Gender Variable

		N	$\overline{X}$	Sx	Minimum Value	Maximum Value	Level
Self-Esteem	Female	56	5.59	.65	4.00	6.00	Low
	Male	64	5.44	.66	3.00	6.00	Low
Mental	Female	56	57.07	5.32	43.00	72.00	Usually
	Male	64	54.69	4.58	46.00	68.00	Usually
Emotional	Female	56	55.43	5.03	44.00	67.00	Usually
	Male	64	54.98	5.41	43.00	68.00	Usually
Behavioral	Female	56	60.20	5.15	49.00	73.00	Usually
	Male	64	58.23	6.25	46.00	73.00	Usually
Communication Skills	Female	56	172.70	12.69	145.00	205.00	Usually
	Male	64	167.91	14.05	139.00	209.00	Usually

According to Table 4, the arithmetic mean of female teachers is $\overline{X}$ =5.59 and the arithmetic mean of male teachers is $\overline{X}$ =5.44. It can be said that the teachers' self-esteem is low.

It is seen that the communication skills of both female and male teachers are generally in the level of arithmetic averages as mental skills (female $\overline{X}$ =57.07 male $\overline{X}$ =54.69), emotional skills (female $\overline{X}$ =55.43 male $\overline{X}$ =54.98) and behavioral skils (female $\overline{X}$ =60.20 male $\overline{X}$ =58.23)

Table 5

Independent Samples of Gender Variables Results of t-Test

Scale	Gender	N	sd	t	*p*	η^2
Self-esteem	Female	56	118	1.258	.211	0.013
	Male	64				
Mental	Female	56	118	2.636	**.010***	**0.056**
	Male	64				
Emotional	Female	56	118	0.464	.644	0.002
	Male	64				
Behavioral	Female	56	118	1.861	.065	0.029
	Male	64				
Communication Skills	Female	56	118	1.949	.054	0.031
	Male	64				

There was no significant difference between teachers' self-esteem perception scores by gender (t = 1.258, p>0.05). There was no significant difference between the scores obtained from the emotional and behavioral sub-dimensions of the teachers' communication skill scale and the scores obtained from the whole scale (p>0.05).

There was a significant difference between the scores obtained from mental sub-dimension according to gender (t = 2.636, p<0.05). The eta-square (η^2) value was calculated to determine how effective the gender variable is on the mental sub-dimension of the classroom teachers' communication skills. When Table 4 is examined, the eta-square effect size value as obtained as η^2 = 0.058 to determine the effectiveness of the gender

variable on the mental sub-dimension. This finding suggests that the gender variable has a moderate effect on mental skill.

5. Occupational seniority

Table 6

Descriptive Statistics of Seniority Variable

		N	$\overline{X}$	Sx	Minimum Value	Maximum Value	Level
Self-esteem	0-5	43	5.58	.63	4.00	6.00	Low
	6-10	57	5.42	.73	3.00	6.00	Low
	11-15	14	5.71	.47	5.00	6.00	Low
	16-20	5	5.40	.55	5.00	6.00	Low
	21 and up	1	5.00	-	5.00	5.00	Low
Mental	0-5	43	56.72	4.68	47.00	68.00	Usually
	6-10	57	55.09	5.47	43.00	72.00	Usually
	11-15	14	54.79	3.87	49.00	64.00	Usually
	16-20	5	58.40	5.98	51.00	65.00	Usually
	21 and up	1	58.00	-	58.00	58.00	Usually
Emotional	0-5	43	54.70	5.47	44.00	67.00	Usually
	6-10	57	55.44	4.99	43.00	68.00	Usually
	11-15	14	56.14	5.29	47.00	64.00	Usually
	16-20	5	54.20	6.98	47.00	63.00	Usually
	21 and up	1	54.00	-	54.00	54.00	Usually
Behavioral	0-5	43	59.54	5.35	48.00	68.00	Usually
	6-10	57	58.70	6.25	46.00	73.00	Usually
	11-15	14	59.64	5.33	49.00	69.00	Usually
	16-20	5	59.80	7.86	49.00	68.00	Usually
	21 and up	1	58.00	-	58.00	58.00	Usually
Communication Skills	0-5	43	170.95	11.95	142.00	199.00	Usually
	6-10	57	169.23	14.92	139.00	209.00	Usually
	11-15	14	170.57	12.67	147.00	196.00	Usually
	16-20	5	172.40	18.20	147.00	193.00	Usually
	21 and up	1	170.00	-	170.00	170.00	Usually

According to Table 6, it can be said that the teachers' self-esteem is "low" at all seniority levels. It can be said that the teachers' mental, emotional and behavioral communication skills are at "usually" level at all levels of seniority. It can be said that the communication skills of the teachers are at "usually" level at all levels of seniority.

Table 7

Results of Kruskal Wallis Test Depending on Seniority Variable

Scale	Seniority	N	Rank Average	sd	χ^2	*p*
Self-esteem	0-5	43	63.97	4	3.913	.882
	6-10	57	57.08			
	11-15	14	69.14			
	16-20	5	51.70			
	21 and up	1	29.50			
Mental	0-5	43	68.17	4	5.583	.243
	6-10	57	54.79			
	11-15	14	53.29			
	16-20	5	75.30			
	21 and up	1	83.00			
Emotional	0-5	43	57.41	4	1.202	.878
	6-10	57	62.11			
	11-15	14	66.64			
	16-20	5	53.90			
	21 and up	1	48.50			
Behavioral	0-5	43	64.71	4	1.540	.819
	6-10	57	56.61			
	11-15	14	62.86			
	16-20	5	64.00			
	21 and up	1	51.00			
Communication Skills	0-5	43	63.85	4	1.109	.893
	6-10	57	57.28			
	11-15	14	60.75			
	16-20	5	67.80			
	21 and up	1	60.00			

There was no significant difference between the teachers' self-esteem scores depending on the seniority variable. ($\chi^2_{(4)}$=3.913, *p*>0.05). There was no significant difference between the scores of the communication skills scale and the scores they received from the mental, emotional and behavioral sub-dimensions (*p*>0.05).

6. Education Type Variable

Table 8

Descriptive Statistics of Education Type Variable

		N	$\overline{X}$	Sx	Minimum Value	Maximum Value	Level
Self-esteem	Faculty of Education	104	5.51	.67	3.00	6.00	Low
	Other Faculties	12	5.33	.66	4.00	6.00	Low
	Graduate	4	6.00	.00	6.00	6.00	Low
Mental	Faculty of Education	104	55.64	5.07	43.00	72.00	Usually
	Other Faculties	12	58.00	5.24	51.00	66.00	Usually
	Graduate	4	53.25	2.22	51.00	56.00	Usually
Emotional	Faculty of Education	104	55.52	4.83	43.00	68.00	Usually
	Other Faculties	12	53.17	7.06	44.00	67.00	Usually
	Graduate	4	52.75	8.34	45.00	63.00	Usually
Behavioral	Faculty of Education	104	59.31	5.81	46.00	73.00	Usually
	Other Faculties	12	59.08	5.63	49.00	68.00	Usually
	Graduate	4	55.25	7.09	49.00	64.00	Usually
Communication Skills	Faculty of Education	104	170.47	13.35	139.00	209.00	Usually
	Other Faculties	12	170.25	14.68	147.00	194.00	Usually
	Graduate	4	161.25	17.56	147.00	183.00	Usually

Looking at Table 8, it can be said that the teachers' self-esteem is "low" at all levels of education type. It can be said that the teachers' mental, emotional and behavioral communication skills are "usually" at all levels of education types. It can be said that the communication skills of the teachers are "usually" at the level of all education types.

Table 9

Results of Kruskal Wallis Test Depending on the Education Types

Scale	Education Type	N	Rank Average	Sd	χ^2	p
Self-esteem	Faculty of Education	104	60.70	2	3.910	.142
	Other Faculty	12	50.63			
	Graduate	4	85.00			
Mental	Faculty of Education	104	59.59	2	3.366	.186
	Other Faculty	12	74.83			
	Graduate	4	41.13			
Emotional	Faculty of Education	104	62.64	2	2.973	.226
	Other Faculty	12	46.04			
	Graduate	4	48.25			
Behavioral	Faculty of Education	104	61.03	2	1.305	.521
	Other Faculty	12	62.38			
	Graduate	4	41.13			
Communication Skills	Faculty of Education	104	61.39	2	1.296	.523
	Other Faculty	12	59.17			
	Graduate	4	41.38			

There was no significant difference between teachers' self-esteem scores depending on the educational background variable.($\chi^2_{(2)}$=3.910, p>0.05). There was no significant difference between the scores of the communication skills scale and the scores they received from the mental, emotional and behavioral sub-dimensions depending on their educational background (p>0.05).

7. Age Variable

Table 10

Descriptive Statistics of The Age Variable

		N	$\overline{X}$	Sx	Minimum Value	Maximum Value	Level
Self-esteem	21-30	70	5.53	.70	3.00	6.00	Low
	31-40	46	5.52	.62	4.00	6.00	Low
	41-50	1	5.00	.	5.00	5.00	Low
	51 and up	3	5.00	.00	5.00	5.00	Low
Mental	21-30	70	56.20	5.10	47.00	72.00	Usually
	31-40	46	54.96	5.04	43.00	68.00	Usually
	41-50	1	55.00	.	55.00	55.00	Usually
	51 and up	3	59.67	3.79	57.00	64.00	Usually
Emotional	21-30	70	54.66	5.23	43.00	67.00	Usually
	31-40	46	56.07	5.14	45.00	68.00	Usually
	41-50	1	49.00	.	49.00	49.00	Usually
	51 and up	3	56.33	5.86	52.00	63.00	Usually
Behavioral	21-30	70	59.24	5.89	46.00	73.00	Usually
	31-40	46	58.94	5.90	48.00	73.00	Usually
	41-50	1	58.00	.	58.00	58.00	Usually
	51 and up	3	60.67	5.51	57.00	67.00	Usually
Communication Skills	21-30	70	170.10	13.27	140.00	205.00	Usually
	31-40	46	169.96	14.56	139.00	209.00	Usually
	41-50	1	162.00	.	162.00	162.00	Usually
	51 and up	3	176.67	7.02	170.00	184.00	Usually

According to Table 10, it can be said that the teachers' self-esteem is "low" at all age levels. It can be said that the mental, emotional and behavioral communication skills of teachers are "usually" at all age levels. It can be said that the communication skills of the teachers are "usually" at all age levels.

Table 11

Results of Kruskal Wallis Test Depending on the Age Variable

Scale	Age	N	Mean Rank	sd	χ^2	p
Self-esteem	21-30	70	62.26	3	4.443	.217
	31-40	46	60.51			
	41-50	1	29.50			
	51 and up	3	29.50			
Mental	21-30	70	62.94	3	3.662	.305
	31-40	46	54.97			
	41-50	1	57.00			
	51 and up	3	89.50			
Emotional	21-30	70	57.57	3	3.074	.380
	31-40	46	65.61			
	41-50	1	17.50			
	51 and up	3	64.83			
Behavioral	21-30	70	61.92	3	.507	.917
	31-40	46	58.13			
	41-50	1	51.00			
	51 and up	3	66.83			
Communication Skills	21-30	70	60.80	3	1.924	.588
	31-40	46	59.26			
	41-50	1	31.50			
	51 and up	3	82.17			

There was no significant difference between teachers' self-esteem scores depending on the age variable ($\chi^2_{(4)}$=4.443, p>0.05). There was no significant difference between the scores of the communication skills scale and the scores they received from the mental, emotional and behavioral subscales depending on the age variable (p>0.05).

Discussion and Conclusion

When the research findings are examined, it is seen that teachers' perceptions about communication skills are at "usually" level. Baydar Posluoğlu (2014) identified the sub-dimensions of the communication skills (mental, emotional and behavioral communication skills) and communication skills of the class teachers as at "usually" level. Erigüç, Şener, and Eriş (2013) have reached a conclusion parallel to this study by finding positive opinions of the students of Vocational School on communication skills. In addition, Çetinkaya (2011) reached a conclusion parallel to this study by finding positive opinions of prospective Turkish teacher regarding communication skills. Similarly, Baykara Pehlivan (2005) found that prospective teachers' perception of communication skills was high. Bedur (2007) reached the conclusion that class teachers working in provincial centers act more positively in communication with students than teachers working in district centers and villages.

The findings of the study revealed that according to the findings in Table 1, when the sub-dimensions of communication skills were ranked from lower to higher perception level, the ranking is as follows: "behavioral", "mental", "emotional". This finding was supported by another study by Erigüç, Şener, and Eriş (2013). The same ranking was obtained in Vocational School students. Gürşimşek, Vural, and Demirsöz (2008) found that the

levels of behavioral communication skills of the prospective teachers were higher than other skills. Also, Toy (2007) found that behavioral communication skill levels of engineering and law faculty students were higher than other skills. However, Acar (2009) found that prospective teachers' mental communication skills were higher than other skills. As can be seen, the students vary in communication skills sub-dimensions.

In the research, it appears that teachers' self-esteem is "at a low level". This result is consistent with the result of Arıcak (1995). Arıcak (1995) investigated the relationship between aggressiveness, self-esteem and supervisory status in university students and found that the department with the lowest self-esteem was the Department of Classroom Teaching. The reason for this is that the society has shown negative attitudes damaging the prestige of the profession, therefore making the students unable to perceive this profession. Madenoğlu (2010) found that the rate of self-esteem of the education organization managers was moderate and high. But it was observed that the managers' self-esteem levels declined with the increasing influence of stress. The end result of the research and this result turns out to be parallel. It can be considered that the reason for the low self-esteem level of Eskil class teachers who form the sample of this research is stress-related. Yıldız (2012) observed that the prospective teachers' self-esteem and personality traits revealed that there is a significant positive correlation between self-esteem scale scores and sub-dimensions of values scale, power, achievement, hedonism, self-control, benevolence, compliance and safety scores. In conclusion, it can be considered that the low self-esteem of the class teachers who make up the sample originated from the fact that they adopted these values less frequently. Unlike this study, Yüksekkaya (1995) found that university students' self-esteem is close to high. Delikoyun (2017) observed that university students' self-esteem was at a sufficient level. Odacı (1994) and Emel (2003) found that the university students' self-esteem levels are high.

When the relationship between teachers' communication skills and self-esteem is examined by gender variable; it is seen that the self-esteem of both female and male teachers is 'low'. It can be observed that mental, emotional and behavioral skills, which are sub-dimensions of communication skills and communication skills of both male and female teachers, are at "usually" level. Teachers' self-esteem scores were not significantly different by gender. There was no significant difference between the scores obtained from the emotional and behavioral subscales of the teachers' communication skill scale and the scores obtained from the whole scale. There was a significant difference between the scores obtained from mental sub-dimension depending on gender variable. This finding of the research is in parallel with the results of previous research. Evran (2011) found no significant difference between the levels of self-esteem of the teachers in terms of the job satisfaction and self-perception levels of the fourth and fifth-grade teachers working in government and private primary schools depending on the gender. Similarly, in Acar (2009) teacher candidates; Toy (2007) did not have a significant difference in communication skills between engineering and law faculty students by gender. According to Dilekman, Başçı, and Bektaş (2008) and Kayabaşı and Akcengiz (2014), there was no significant difference in communication skills among the prospective teachers by gender. From these results, it can be thought that the teachers showed a positive attitude towards their characteristics.

On the other hand, in the findings of the research conducted by Şeker (2000) with the sample of classroom teachers, the gender factor provided significant results and in the findings of the research conducted by Çalışgan (2006) with the sample of school administrators, the gender factor provided significant results. Nacar (2010) found that communication skills differ significantly in favor of female teachers in the study of classroom

teachers in examining the relationship between communication skills and interpersonal problem-solving skills. When we look at the studies conducted by Ök, Göde, and Alkan (2000), Erol (2006) and Bulut (2004), there is a difference between female teachers and male teachers in terms of communicating with the students. The study conducted by Çetinkaya (2011) found that there was a significant difference in the prospective Turkish teachers according to gender and that the communication skill levels of female students were more positive and in the study conducted by Erigüç, Şene, and Eriş (2013) it was found that there was a significant difference found in the students of Vocational School of Health Services by gender and that the communication skill levels of female students were found to be more positive. The reason for the contradiction in these research results is the comparison of communication skills and different skills. It can be said that female teachers are able to communicate better with the students, to understand them better, to make students feel like they are understood, to give more importance to the relationships.

According to the occupational seniority variable, teachers' self-esteem seems to be "low". It can be said that the teachers' mental, emotional and behavioral communication skills are determined to be "usually" at all levels of seniority. Teachers' self-esteem scores were not significantly different depending on the seniority variable. There was no significant difference between the scores of the communication skills scale and the scores they received from the mental, emotional, and behavioral subscales depending on their seniority. Öztaş (2001) reached the conclusion that vocational high school teachers communications skills are not affected by occupational seniority. In the study of Alper (2007), it was found that guidance and psychological counselors and class teachers did not differ according to their professional seniority in terms of communication skill scores. Bedur (2007) concluded that there is no significant difference between classroom teachers' communication with students depending on their seniority. The results are in parallel with this study.

According to research findings of Baydar Posluoğlu (2014) and Yılmaz (2011), teachers' emotional communication competencies vary depending on their years of service. Those with 11-20 years of service experience have higher emotional communication competencies than those with 21 years and over. Şeker (2000) observed that teachers who freshly started to work have the lowest performance in terms of communication skills and those teachers with 16-25 years of work experience have the highest performance in terms of communication skills. Gunay (2003) and Ceylan (2007) found that the communication skills of teachers who have worked for 21 years or more are higher. These results contradict with the results of the study. According to findings, it can be suggested that the teachers with high occupational seniority will have better professional and field knowledge, general culture and general ability.

According to the educational background variable, teachers' self-esteem seems to be "low". It can be said that the teachers' mental, emotional and behavioral communication skills are determined to be "usually" at all levels of education types. There was no significant difference between the scores of the communication skills scale and the scores they received from the mental, emotional and behavioral subscales depending on their educational background. The lack of significant differences in the results of the research may be due to the fact that the educational background of the teachers in the study group is similar. Öztaş (2001) found that the communication skills of teachers are not differentiated depending on the school they graduated. This result is in parallel with this study.

Unlike the results of this study, Şeker (2000) and Nacar (2010) found that the teachers who graduated from the Teaching School had higher communication skills than the teachers who graduated from other schools. Ceylan (2007) concludes that the communication skills of teachers who graduated from the Institute of Education are high. Baydar Posluoğlu (2014) found that the communication skills of those graduating with a master's degree are higher than those who only have a bachelor's degree. A study on the school principals conducted by Çalışgan (2006) also supports this result.

According to the age variable, teachers' self-esteem seems to be "low". It can be said that the teachers' mental, emotional and behavioral communication skills are determined to be "usually" at all age levels. There was no significant difference between the scores of the communication skills scale and the scores they received from the mental, emotional, and behavioral subscales depending on their ages. This may be due to the fact that the ages of the teachers in the study group are the same. In a study conducted by Evran (2011), no significant difference was observed in their self-perceptions depending on the teachers' average age. In Alper (2007)'s study, it was found that there was no significant difference between classroom teachers' and guidance and psychological counselors in terms of communication skills and their age. Kumcagız, Yılmaz, Çelik, and Avcı (2011) observed that there was no significant difference between the ages of the nurses participating in the study and their communication skill levels and sub-dimensions in their study conducted concerning the communication skills of the nurses. Yerkekaban (2007) found no significant difference in the self-esteem scores of managers by age. Likewise, Erigüç, Şener, and Eriş (2013) reached the conclusion that the level of communication skills of vocational school students did not change with age. Yılmaz, Üstün, and Odacı (2009) also found that the level of communication skills of preschool prospective teachers did not change with age.

Yılmaz (2011) found a significant difference in the sub-dimension of "mental communication skills" from the communication skills dimension according to the "age" variable of preschool teachers and in terms of emotional and behavioral communication skills, he found no statistically significant difference between the age groups. This result is in parallel with this study. The result can be interpreted as the experience of senior teachers and the effect of seminars and courses they have taken.

In the study, there was a low positive correlation between teachers' self-esteem and communication skills. There was a low, positive, and significant relationship between the emotional and behavioral subscales of the teachers' self-esteem and communication skills. However, there was no significant relationship between mental subscales. Some of the other research that resulted in a significant relationship such as this study is: Erol (2004), in his research, found a positive relationship between the emotional intelligence and self-esteem of the highly gifted. Ayvalı (2012) found a positive significant relationship between the self-esteem and social adjustment level of the fourth and fifth-grade students. Taşgit (2012) found that there was a significant relationship between university students' decision-making self-esteem and self-esteem values. Nacar (2010) found a significant relationship between classroom teachers' communication skills and interpersonal problem-solving skills. Event (2011) found a significant relationship between classroom teachers' personality traits and communication skills. Yılmaz (2011) found a significant relationship between communication skills sub-dimensions of pre-school teachers and empathic tendency levels and problem-solving skills sub-dimensions. Baydar Posluoğlu (2014) also found a significant relationship between the empathic tendencies of primary school teachers and communication skills.

Research that conflicts with this finding of the research is as follows: Yerbakaban (2007) did not find any significant relationship among the managers in primary schools. Aksoy (1992) did not find any significant relationship between the self-esteem and the focus of audit levels of senior high school students. Delikoyun (2017) found no significant difference between university students' emotional intelligence and self-esteem.

Within the scope of these results, training seminars can be organized on how to improve the communication skills and especially the self-esteem levels of classroom teachers, how they can better communicate with their environment and their students, and improve their self-esteem. Teachers can be provided with in-service training in this regard. The research can be repeated on different sample groups. Qualitative research can also be carried out using observations and interviews to obtain broader conclusions about this research.

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