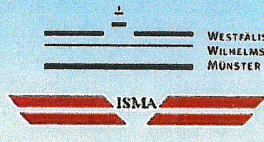
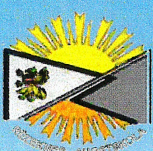
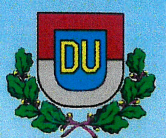
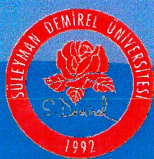


Latvia University of Agriculture  
Faculty of Engineering  
Institute of Education and Home Economics

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## RESEARCH INTO THE COMMUNICATION SKILLS OF PRESERVICE EARLY CHILDHOOD EDUCATION TEACHERS

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### **Abstract**

This research aimed to determine whether several variables had an impact on the communication skills of preservice early childhood education teachers or not. The study group of the research is composed of 162 students in total, attending the first, second, third and fourth grades of the Preschool Teaching program of Elementary Education Department of the Education Faculty of İnönü University in Malatya, Turkey. In order to obtain data in the research, a General Information Form and a Communication Skills Inventory were used. The data were analyzed by conducting One Way ANOVA and Tukey Test. The analyses revealed that the birth order and the educational level of parents did not have an impact on the communication skills of the students ( $p>.05$ ). However, it was determined that the number of siblings and the grade level had a significant impact at a level of .05 on the Cognitive sub-dimension of the Communication Skills Inventory.

**Key Words:** Preservice early childhood education teacher, communication skill

### **Introduction**

Communication is the verbal and non-verbal conversation between people and used as a term for expressing the exchange of emotions and thoughts (Büyükalın Filiz, 2004). In other words, communication is a mutual exchange of ideas or the conveying of a message to the other person verbally or non-verbally (Güçlü, 2000; Deniz 2006). Communication skills can be summarized as sensitivity to verbal and non-verbal messages, listening actively and reacting effectively (Korkut, 2004). Omololu (1984) defines communication skills as listening, speaking in an understandable manner, establishing eye contact, encouraging speech, praising verbally and using non-verbal behaviour appropriately.

Communication skills provide individuals with the possibility of meeting their own needs without violating social norms (Vicki, 1997). In other words, communication skills facilitate a person's establishing a balance between the limitations of the social environment and their own freedom, and help them cope with their social environment (Rutherford *et al.*, 1998). An individual's not having effective communication skills increases the possibility that he or she experiences communication conflicts (Yüksel

Şahin, 1997; Frey *et al.*, 2000; Dökmen, 2004). Not being able to find an alternative during the communication process and becoming hooked on one point may cause emotional and behavioural failures (Frey *et al.*, 2000).

Communication is affected by the values of the speaker and the listener, their behaviour, and the educational levels, experiences, knowledge and cultures of the social class that they live in (Price, 1991). Although some believe that communication skills are innate and they are performed intuitively, many studies emphasize that many elements of the communication techniques display learnable and teachable characteristics (Egan, 1994; Buckman, 2001). Opinions on what skills are involved in communication skills vary. Communication skills are learnable and teachable but also they can be forgotten when not reinforced through exercises (Aspegren, 1999).

The foundation of communication is established in the family. Flannagan and Hardee (1994) stated that healthy communication between the mother and the baby ensures a healthy personality development of the child as well as providing a foundation for the baby to establish healthy relations with others. The communication and interaction of the parents and other members of the family with the child is of great importance for the child. Therefore, it is deemed important that parents establish a healthy communication with their children starting from their birth. Following the parents, the person who has a great contribution to strengthen communication is the teacher. The teacher is one of the most important elements of school and he or she is responsible for the success of the students. The teacher should accept the students for who they are, communicate with them properly and contribute to their learning and achievement. The classroom can be effectively managed if the interests, expectations and requirements of the students are recognized. Therefore, it is necessary that the teacher and the student need to participate in the communication process (Cüceloğlu, 2002; Yavuzer, 2002; Hoşgörür, 2003). Burns *et al.* (1992) emphasizes the importance of regular communication to be established between parents and teachers.

Some research has focused on communication skills and commitment styles, relationship between teacher communication skills and educational output of students with low class motivation, relationship between communication skills and irrational beliefs, evaluation of communication skill and empathic tendency level, effects of communication skills training on high school students' assessment of communication skills, and effectiveness of listening (Dökmen, 1986; Korkut, 1996a; Tutuk *et al.*, 2002; Altıntaş, 2006; McCroskey *et al.*, 2006; Yılmaz, 2007). In some research, it was revealed that socio-economic level, age, gender, and birth order affected communication skills (Turiel, 1983; Kerr, 1991; Prather and Bostrom, 1991; Fenson, 1994; Sensebaugh, 1995; Görür, 2001; İlaslan, 2001; Erözkan ve Yılmaz, 2006). However, no research that examined the communication skills of preservice early education teachers, who have great influence on children, was found in literature. Considering that communication, which is transferred to school after the family, is a multi-dimensional concept, it is obvious that those who educate children should be better in this area. Thus, as it is believed that the communication skills of preservice early childhood education teachers who will work with young children will be affected by some factors, this research aimed to examine their communication skills and determine whether the number of siblings, birth order, level of the class being attended and educational level of parents made a difference in the communication skill levels.

## Methodology

The research group was composed of 162 students in total, attending the first, second, third and fourth grades of the Preschool Teaching program of Elementary Education Department of the Education Faculty of İnönü University in Malatya, Turkey.

In order to gather information about preservice early childhood education teachers, a "General Information Form" was used. To determine their level of communication skills, the "Communication Skills Inventory", whose validity and reliability study was conducted by Ersanlı and Balcı (1998), was used.

For the development of the Communication Skills Inventory, Ersanlı and Balcı (1998) examined the relevant sources and inventories and asked 100 university students "how they established effective communication with others". They organized the answers into a list of 150 items, which were applied on a group of 205 people. They eliminated the items that were not accepted by 25% of the group and lowered the number of items to 135, which were then presented for the viewpoints of seven experts. Depending on the points of view of the experts, they eliminated 32 more items, decreasing the number of items to 103 and making changes in item expressions as suggested by the experts. The form prepared after this arrangement was administered to 110 students who were asked to add a question mark next to the items that were not clear and comprehensible. Seventeen items marked with a question mark by 20% or more students were removed; and then the list was administered again to 300 students and an item analysis was carried out. Thus, 16 more items that were not significant at a level of .05 were removed and an inventory with 70 items was prepared. This form was administered to a group of 500 people by Ersanlı and Balcı (1998) and a factor analysis was conducted. By using the Varimax method and the factor analysis, they selected the items with a factor load of more than .30, prepared a draft of 57 items with three factors, administered to 220 students, and carried out item analysis. At the end of the analysis, items that were significant at a level of .05 were selected and a likert type inventory of 15 items with three factors was formed. Considering the contents of the items, these factors were named as cognitive, behavioural and emotional. To test the reliability of the scale, it was administered to a group of 170 people again after one month. As a result of the reliability study conducted through the test-retest method, the reliability coefficient was found as .68, and it was found as .64 when conducted through the split-half test method; the Cronbach Alpha coefficient that was applied to determine the internal consistency of the scale was found as .72. They found a correlation between the total score of the Communication Skills Inventory and its sub scales at a level of .001 and a correlation between the sub-dimensions at a level of .001. For the validity study of the inventory, Ersanlı and Balcı (1998) used the "Communication Skills Assessment Scale" developed by Korkut in 1996(b), as a result of which the validity coefficient was found as .70.

In scoring the scale, items 3, 5, 9, 10, 11, 16, 23, 24, 27, 29, 31, 32, 34, 35, 37, 41 and 42 are reversed. The scale is a 5 Likert type one. "Always" is scored 5 and "never" is scored 1. The highest overall score that can be received from the scale is 225 and the lowest score is 45. Every sub-scale can be evaluated separately or the total score can be used to assess the general communication level of the individual. The highest score that can be received from each sub-scale is 75 and the lowest score is 15. It is accepted that the sub-scale with the high score indicates that the individual is better at that sub-

dimension. For the overall scale, high scores show that the communication skills of that individual are high.

The data were obtained upon administering the form and the scale to the first, second, third and fourth grade students of the Department of Early Childhood Education in the 2008-2009 fall semester. The analyses were conducted by applying the SPSS (Statistical Package for Social Sciences) statistical programme on the scores received from Communication Skills Inventory and the Personal Information Forms of the 162 preservice early childhood education teachers. To examine the effects of factors with more than two variables on the scores received from the sub-tests of the Communication Skills Inventory (Cognitive, Behavioural, Emotional), one-factor ANOVA was used for independent samples. For significant results, Tukey Test was conducted to determine the source of the difference (Büyüköztürk, 2005).

### Results and discussion

The findings of this research, which aimed to determine whether the number of siblings, birth order, level of the class being attended and educational level of parents made a difference in the communication skill levels of preservice early childhood education teachers or not.

**Table 1** Means, standard deviations and ANOVA results of the scores (that the preservice early childhood education teachers involved in the research received from the Communication Skills Inventory) by the number of siblings

\*p<.05

| NUMBER OF SIBLING                         | COMMUNICATION SKILLS INVENTORY |                              |                                |                              |                            | Significant Differences |
|---|--------------------------------|------------------------------|--------------------------------|------------------------------|----------------------------|-------------------------|
|   | N                              | Cognitive<br>$\bar{X} \pm S$ | Behavioural<br>$\bar{X} \pm S$ | Emotional<br>$\bar{X} \pm S$ | GENERAL<br>$\bar{X} \pm S$ |                         |
| Two-three children                        | 78                             | 56.33 ± 5.60                 | 59.34 ± 5.63                   | 55.05 ± 6.34                 | 170.73 ± 14.91             |                         |
| Four-five children                        | 45                             | 56.93 ± 4.51                 | 59.33 ± 5.56                   | 55.95 ± 4.44                 | 171.02 ± 13.81             |                         |
| Six or more children                      | 39                             | 59.28 ± 5.35                 | 61.46 ± 6.60                   | 56.12 ± 6.99                 | 176.87 ± 16.33             |                         |
| COGNITIVE ANOVA RESULTS                   |                                | Surn of Squares              | Sd                             | Mean Square                  | F                          | Sig                     |
| Between Groups                            |                                | 230.833                      | 2                              | 115.417                      | 4.165                      | .017*                   |
| Within Groups                             |                                | 4406.031                     | 159                            | 27.711                       |                            |                         |
| TOTAL                                     |                                | 4636.864                     | 161                            |                              |                            |                         |
| BEHAVIOURAL ANOVA RESULTS                 |                                | Surn of Squares              | Sd                             | Mean Square                  | F                          | Sig                     |
| Between Groups                            |                                | 133.098                      | 2                              | 66.549                       | 1.935                      | .148                    |
| Within Groups                             |                                | 5467.346                     | 159                            | 34.386                       |                            |                         |
| TOTAL                                     |                                | 5600.444                     | 161                            |                              |                            |                         |
| EMOTIONAL ANOVA RESULTS                   |                                | Surn of Squares              | Sd                             | Mean Square                  | F                          | Sig                     |
| Between Groups                            |                                | 39.818                       | 2                              | 19.909                       | .544                       | .582                    |
| Within Groups                             |                                | 5824.065                     | 159                            | 36.629                       |                            |                         |
| TOTAL                                     |                                | 5863.883                     | 161                            |                              |                            |                         |
| GENERAL COMMUNICATION SKILL ANOVA RESULTS |                                | Surn of Squares              | Sd                             | Mean Square                  | F                          | Sig                     |
| Between Groups                            |                                | 1080.681                     | 2                              | 540.341                      | 2.409                      | .093                    |
| Within Groups                             |                                | 35660.683                    | 159                            | 224.281                      |                            |                         |
| TOTAL                                     |                                | 36741.364                    | 161                            |                              |                            |                         |

Table 1 shows that the mean score on the cognitive communication skills of the preservice early childhood education teachers is 56.33 for those with two-three siblings, 56.93 for those with four-five siblings and 59.28 for those with six or above siblings. The ANOVA results show that the number of siblings cause a significant difference on the mean scores that the preservice early childhood education teachers received from the cognitive sub-dimension of the Communication Skills Inventory [ $F(2-159)=4.16$ ,  $p<.05$ ]. In other words, the communication skills of the preservice early childhood education teachers vary significantly based on the number of siblings. It was found that a significant difference exists between two-three siblings and four-five siblings; between two-three siblings and six siblings and above; and between four-five siblings and six siblings and above. It was also found that the communication skills increased as the number of siblings increased. The ANOVA results show that the mean scores received from the behavioural sub-dimension [ $F(2-159)=1.93$ ,  $p>.05$ ] and emotional sub-dimension [ $F(2-159)=.54$ ,  $p>.05$ ], as well as the overall communication skills mean scores [ $F(2-159)=2.40$ ,  $p>.05$ ], of the Communication Skills Inventory did not present a meaningful difference as per the number of siblings.

The research concluded that the number of siblings had a significant impact on the cognitive communication skills of preservice early childhood education teachers. The number of people in communication is important for the increase in the quality and intensity of communication. The communication in the family that starts with the parents continues with siblings, and as the number of siblings increase, the intensity of communication also increases. The research findings are notable in that the preservice teachers with six or more siblings have a higher mean score with respect to cognitive communication, which shows that the number of siblings have a considerable impact on cognitive communication. Accordingly, it can be asserted that parallel to the increase in the number of siblings, they share their thoughts more, they can focus on each others' areas of interest more easily and they are more respectful for the other's opinions, thus they do not judge each other for contradicting opinions, they are more eager to talk, and they share time to understand each other. While the number of siblings is significant in terms of cognitive communication skills, it is not so with respect to behavioural and emotional communication skills. When the number of siblings is high, there is a difference between their age groups. Therefore, siblings can establish emotional communication more intensely with their own groups of friends. Individuals share their intense feelings more easily with their friends rather than their siblings. For this reason, the number of siblings may have been found insignificant in emotional communication. Moreover, from behavioural point of view, considering siblings may be impatient when listening and may interrupt one another while speaking, there is the possibility that the siblings may disturb each other from the perspective of emotional communication. Based on these reasons, it can be asserted that siblings establish cognitive communication with each other but avoid behavioural and emotional communication. It was also found that the number of siblings does not influence the overall communication skills. Actually, some other research also indicates that the number of siblings is not influential on the overall communication skills of individuals (Korkut, 1997; Tepeköylü, 2007).

**Table 2** Means, standard deviations and ANOVA results of the scores (that the preservice early childhood education teachers involved in the research received from the Communication Skills Inventory) by the birth order

| BIRTH ORDER                               | COMMUNICATION SKILLS INVENTORY |                              |                                |                              |                            |
|---|--------------------------------|------------------------------|--------------------------------|------------------------------|----------------------------|
|   | N                              | Cognitive<br>$\bar{X} \pm S$ | Behavioural<br>$\bar{X} \pm S$ | Emotional<br>$\bar{X} \pm S$ | GENERAL<br>$\bar{X} \pm S$ |
| First child                               | 55                             | 56.36 ± 5.65                 | 59.83 ± 5.58                   | 55.21 ± 5.64                 | 171.41 ± 14.81             |
| Middle-sized child/one of them            | 65                             | 57.67 ± 5.12                 | 59.98 ± 5.65                   | 55.83 ± 5.97                 | 172.67 ± 15.22             |
| Last child                                | 42                             | 57.59 ± 5.34                 | 59.66 ± 6.74                   | 55.59 ± 6.71                 | 172.83 ± 16.61             |
| COGNITIVE ANOVA RESULTS                   | Surn of Squares                | Sd                           | Mean Square                    | F                            | Sig                        |
| Between Groups                            | 59.802                         | 2                            | 29.901                         | 1.039                        | .356                       |
| Within Groups                             | 4577.062                       | 159                          | 28.787                         |                              |                            |
| TOTAL                                     | 4636.864                       | 161                          |                                |                              |                            |
| BEHAVIOURAL ANOVA RESULTS                 | Surn of Squares                | Sd                           | Mean Square                    | F                            | Sig                        |
| Between Groups                            | 2.599                          | 2                            | 1.300                          | .037                         | .964                       |
| Within Groups                             | 5597.845                       | 159                          | 35.207                         |                              |                            |
| TOTAL                                     | 5600.444                       | 161                          |                                |                              |                            |
| EMOTIONAL ANOVA RESULTS                   | Surn of Squares                | Sd                           | Mean Square                    | F                            | Sig                        |
| Between Groups                            | 11.243                         | 2                            | 5.622                          | .153                         | .858                       |
| Within Groups                             | 5852.639                       | 159                          | 36.809                         |                              |                            |
| TOTAL                                     | 5863.883                       | 161                          |                                |                              |                            |
| GENERAL COMMUNICATION SKILL ANOVA RESULTS | Surn of Squares                | Sd                           | Mean Square                    | F                            | Sig                        |
| Between Groups                            | 63.934                         | 2                            | 31.967                         | .139                         | .871                       |
| Within Groups                             | 36677.431                      | 159                          | 230.676                        |                              |                            |
| TOTAL                                     | 36741.364                      | 161                          |                                |                              |                            |

The table shows that the birth order of preservice early childhood education teachers did not make a statistically significant difference on the mean cognitive scores [ $F(2-159)=1.03$ ,  $p>.05$ ], the mean behavioural scores [ $F(2-159)=.03$ ,  $p>.05$ ], the emotional mean scores [ $F(2-159)=.15$ ,  $p>.05$ ] or the overall communication skills mean scores [ $F(2-159)=.13$ ,  $p>.05$ ] of the Communication Skills Inventory. In a study on the communication skills of students, conducted by Saygıdeğer (2004), it was also determined that the birth order did not cause a significant difference on the communication skills of the students.

The difficulties encountered, personalities and capabilities of the siblings born in the same family are different from each other's. Some of these differences stem from the genes and others are caused by the character of the individual. The oldest children usually obey the rules, are leaders, have higher sense of responsibility and try to satisfy the expectations of the parents. The youngest children always stay as the youngest of the household at whatever age they are and they grow up in a more relaxed manner and spontaneously. The role of the middle ones is not very clear and they do not have a defined place in the family (Rossberg, 2008). Nevertheless, the birth order does not have an effect on communication skills. In other words, it can be stated that the communication skills of individuals develop independent of the birth order and are affected by other individual and environmental factors.



**Table 3** Means, standard deviations and ANOVA results of the scores (that the preservice early childhood education teachers involved in the research received from the Communication Skills Inventory) by the level of class being attended

\*p<.05

An examination of Table 3 shows that the mean scores received by the fourth-grade preservice early childhood education teachers on the cognitive sub-dimension of the Communication Skills Inventory (55.63) is lower than those attending first (58.59) and third grades (58.09). According to the ANOVA results, the class levels of the

| LEVEL OF CLASS                            | COMMUNICATION SKILLS INVENTORY |                    |                      |                    |                  | Significant Differences |
|---|--------------------------------|--------------------|----------------------|--------------------|------------------|-------------------------|
|   | N                              | Cognitive<br>X ± S | Behavioural<br>X ± S | Emotional<br>X ± S | GENERAL<br>X ± S |                         |
| Year 1                                    | 37                             | 58.59 ± 6.04       | 61.32 ± 6.80         | 56.05 ± 7.01       | 175.97 ± 17.70   |                         |
| Year 2                                    | 37                             | 56.83 ± 5.06       | 58.05 ± 6.22         | 54.62 ± 5.06       | 169.48 ± 13.85   |                         |
| Year 3                                    | 41                             | 58.09 ± 5.34       | 60.00 ± 5.50         | 56.63 ± 5.92       | 174.73 ± 13.98   |                         |
| Year 4                                    | 47                             | 55.63 ± 4.72       | 59.66 ± 4.94         | 54.97 ± 6.01       | 169.46 ± 14.22   |                         |
| COGNITIVE ANOVA RESULTS                   |                                |                    | Surn of Sd           | Mean Square        | F                | Sig                     |
| Between Groups                            |                                | 224.457            | 3 74.819             |                    | 2.679            | .049*                   |
| Within Groups                             |                                | 4412.407           | 158 27.927           |                    |                  |                         |
| TOTAL                                     |                                | 4636.864           | 161                  |                    |                  |                         |
| BEHAVIOURAL ANOVA RESULTS                 |                                |                    | Surn of Sd           | Mean Square        | F                | Sig                     |
| Between Groups                            |                                | 201.466            | 3 67.155             |                    | 1.965            | .121                    |
| Within Groups                             |                                | 5398.979           | 158 34.171           |                    |                  |                         |
| TOTAL                                     |                                | 5600.444           | 161                  |                    |                  |                         |
| EMOTIONAL ANOVA RESULTS                   |                                |                    | Surn of Sd           | Mean Square        | F                | Sig                     |
| Between Groups                            |                                | 104.797            | 3 34.932             |                    | .958             | .414                    |
| Within Groups                             |                                | 5759.086           | 158 36.450           |                    |                  |                         |
| TOTAL                                     |                                | 5863.883           | 161                  |                    |                  |                         |
| GENERAL COMMUNICATION SKILL ANOVA RESULTS |                                |                    | Surn of Sd           | Mean Square        | F                | Sig                     |
| Between Groups                            |                                | 1411.397           | 3 470.466            |                    | 2.104            | .102                    |
| Within Groups                             |                                | 35329.967          | 158 223.607          |                    |                  |                         |
| TOTAL                                     |                                | 36741.364          | 161                  |                    |                  |                         |

preservice early childhood education teachers create a significant difference on the mean scores received from the cognitive sub-dimension of the inventory [F(3-158)=2.67, p<.05]. In other words, the cognitive communication skills of preservice early childhood education teachers vary meaningfully depending on their class levels. A significant difference was found between the following grades: first and second, first and third, first and fourth, second and third, second and fourth, and third and fourth. The ANOVA results show that the class levels of preservice early childhood education teachers did not make a statistically significant difference on the mean behavioural scores [F(3-158)=1.96, p>.05], the emotional mean scores [F(3-158)=.95, p>.05] or the overall communication skills mean scores [F(3-158)=2.10, p>.05] of the Communication Skills Inventory.

In a study conducted by Baykara Pehlivan (2005), a significant difference between the first and fourth grades was found. The class level creates a meaningful difference on cognitive communication skills. During the process of preparing for the university, students try to make new friends and thus they get involved in intense communication efforts. According to the findings of the research, it can be stated that

within the frame of new friendships, cognitive communication is established more and at this stage, individuals spare more time to get to know, understand, speak with and listen to each other. In addition, people who just meet avoid sudden spurts in order not to hurt one another, are more careful about being open to each other, do not judge each other when their feelings and thoughts are different and they can control their own wrong attitudes and behaviour more easily. These are part of cognitive communication. The efforts of establishing intense communication at the first class continue in the further grades as well. However, it is observed that the preservice teachers in the fourth class establish less cognitive communication. It can be asserted that the preservice early childhood education teachers at the last grade have worries about issues such as whether they will work in the future or not, how they will be able to find a job after graduation, where they will live or whether they will continue to see their friends from university after graduation, and these worries may cause them to have difficulty in establishing communication with others at the cognitive level. Furthermore, as a requirement of the last grade that involves application/practice classes, they continuously need to make daily plans and prepare the instruments needed for the application of these plans, which takes most of their time; they may additionally have concerns about practices and all of such worries might be causing difficulties in cognitive communication.

The research also examined whether the educational level of parents had an impact on the communication skills of the preservice early childhood education teachers. It was determined that mothers' educational level did not make a statistically significant difference on the mean cognitive scores [ $F(4-157)=1.85$ ,  $p>.05$ ], the mean behavioural scores [ $F(4-157)=.67$ ,  $p>.05$ ], the emotional mean scores [ $F(4-157)=.25$ ,  $p>.05$ ] or the overall communication skills mean scores [ $F(4-157)=.39$ ,  $p>.05$ ] of the Communication Skills Inventory. The educational level of the mother did not create a difference on the communication skills of the preservice early childhood education teachers. In other studies examining the communication skills level of university students in terms of several variables, it was determined that the educational level of the mother did not have an influence on the communication skill (Tepeköylü, 2007; Yılmaz, 2007).

It was observed that fathers' educational level did not create a significant difference on the mean cognitive scores [ $F(4-157)=.23$ ,  $p>.05$ ], the mean behavioural scores [ $F(4-157)=.14$ ,  $p>.05$ ], the emotional mean scores [ $F(4-157)=.40$ ,  $p>.05$ ] or the overall communication skills mean scores [ $F(4-157)=.18$ ,  $p>.05$ ] of the Communication Skills Inventory. Similar research results support our findings. The studies conducted reveal that the educational level of the father does not create a significant difference on the communication skills of the students (İlaslan, 2001; Altıntaş, 2006; Tepeköylü, 2007). The group participating in the research was composed of adults who are continuing their education at the university level. University environment is an important factor in acquiring communication skills and social communication and interaction is performed more intensely there. Although the foundation of communication is formed in the family, it is more probable that individuals are affected by their friends whom they are in continuous communication with. Therefore, the educational level of parents might not have a significant effect on the communication skills of the preservice early childhood education teachers.

## Conclusions

As a result of the research that aimed to determine whether the number of siblings, birth order, level of the class being attended and educational level of parents created a difference in the communication skill levels of preservice early childhood education teachers, it was determined that the birth order and the educational level of parents did not cause a significant difference on the communication skills scores; but the number of siblings and the class levels did so.

Some recommendations can be made drawing on the research results. Training programs on effective communication skills for preservice and practicing early childhood education teachers can be arranged. Studies for developing the communication skills of children in the early childhood period can be conducted. In further studies, the communication skills of preservice early childhood education teachers and preservice teachers studying at different departments can be compared. Research to determine the relation between the communication skills of preschool teachers and children at the preschool period can be carried out. Experts working on communication can contribute to improve scales for measuring communication skills. A larger sample can be used for studies on communication skills.

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