

Investigating the Correlation Between Social Studies Teachers' Student Recognition Competencies and Effective Communication Skills

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Abstract: Social studies teachers, who aim to provide primary school students with knowledge, skills and values for daily life, should have effective communication skills and student recognition competencies. In this context, it is important to examine the level of the skills and competencies of social studies teachers and whether they are correlational. Based on this importance, in this research, social studies teachers' student recognition competence and effective communication skill levels were examined. It was also examined whether there is a correlation between the aforementioned competence and skill levels. Correlational research model was used in the research. The sample group, which was formed by maximum diversity sampling, included 242 social studies teachers working in different regions of Turkey. The data were collected with the student recognition competence scale of teachers and effective communication skills scale. Spearman correlation coefficient, descriptive analysis, Mann Whitney U and Kruskal Wallis tests were used to analyze the data. It was determined that social studies teachers had high levels of student recognition competence and effective communication skills. It was also determined that there was a significant correlation between teachers' student recognition competences and effective communication skills levels. Various suggestions were developed based on the results.

Keywords: Social studies teachers, student recognition competency, effective communication skill

Sosyal Bilgiler Öğretmenlerinin Öğrenciyi Tanıma Yeterlilikleri ile Etkili İletişim Becerileri Arasındaki İlişkinin Araştırılması

Öz: İlköğretim düzeyindeki öğrencilere günlük yaşama yönelik bilgi, beceri ve değerler kazandırmayı amaçlayan sosyal bilgiler öğretmenlerinin iletişim becerisi ve öğrenciyi tanıma yeterliliklerinin diğer alanların öğretmenlerinininkine oranla daha yüksek olması beklenir. Bu kapsamda sosyal bilgiler öğretmenlerinin söz konusu beceri ve yeterliliklerinin hangi düzeyde olduğunun ve ilişkili olup olmadığının irdelenmesi önemlidir. Bu önemden hareketle gerçekleştirilen bu araştırmada sosyal bilgiler öğretmenlerinin öğrenciyi tanıma yeterlilikleri ile etkili iletişim becerisi düzeyleri ve söz konusu yeterlilik ve becerileri arasında ilişki olup olmadığı incelenmiştir. Araştırmada nicel ilişkisel tarama modeli kullanılmıştır. Maksimum çeşitlilik örnekleme ile oluşturulan örneklem grubunda Türkiye'nin farklı coğrafi bölgelerinde görev yapan ve aynı zamanda farklı demografik niteliklere sahip olan 242 sosyal bilgiler öğretmeni yer almaktadır. Araştırmanın verileri öğretmenlerin öğrencileri tanıma yeterliliği ölçüğü

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ve etkili iletişim becerileri ölçeği ile toplanmıştır. Verilerin çözümlenmesinde Spearman korelasyon katsayısı, betimsel analiz, Mann Whitney U testi ve Kruskal Wallis testi kullanılmıştır. Araştırmanın sonunda sosyal bilgiler öğretmenlerinin öğrenciyi tanıma yeterliliği düzeyleri ile etkili iletişim becerisi düzeylerinin yüksek olduğu belirlenmiştir. Öte yandan araştırmada öğretmenlerin öğrenciyi tanıma yeterliliği düzeyleri ile etkili iletişim becerisi düzeyleri arasında anlamlı bir ilişki olduğu saptanmıştır. Ulaşılan sonuçlara bağlı olarak çeşitli öneriler geliştirilmiştir.

Anahtar Kelimeler: Sosyal bilgiler öğretmenleri, öğrenciyi tanıma yeterliliği, etkili iletişim becerisi

Introduction

Effective teaching depends on teachers knowing both themselves and their students well and acting in accordance with students' characteristics (Freeman, Katz, Gomez, & Burns, 2015). In other words, effective teaching is related to teachers having the competencies required by the teaching profession. The concept of competence is defined in the Ministry of National Education's General Competencies for the Teaching Profession as the knowledge, skills, attitudes, and values that should be possessed in order to perform a job successfully, effectively, and efficiently (MoNE, 2017). On the other hand, general competencies for the teaching profession are defined as a set of basic knowledge, skills and values that should be possessed in order to properly fulfill the teaching profession (MoNE, 2006).

The competencies that teachers must have are classified by MoNE (2017) as "teaching competencies," "general cultural knowledge and skills," and "specific field knowledge and skills." In the Basic Education Support Program, teacher competencies are listed as personal and professional values, professional development, getting to know students, communication and cooperation, learning and teaching process, monitoring and evaluating learning and development, school, family and community relations, curriculum and content knowledge (MoNE, 2017). Student recognition and communication competencies are also included in the competencies of the teaching profession. In fact, teachers need to know the personality traits of their students and communicate effectively with them in order to design effective and efficient learning processes. These competencies are valid for all teaching fields. One of the teaching fields is social studies.

Given the goals of social studies education, student recognition and communication skills become increasingly important for social studies teachers. This is because social studies education requires intensive communication between teachers and students (Evans, 2004) as it aims to provide primary school students with knowledge, skills, and values that they can use in daily life (Barr, Barth, & Shermis, 1977). Effective social studies education also requires teachers to know their students and design the educational processes according to students' needs (Nelson, 2001). Because of this requirement, it is important that social studies teachers have both student recognition competencies and communication skills. The fact that social studies teachers have student recognition and communication skills contributes to effective social studies education. Based on this point, this research examined the student recognition competencies and communication skill levels of social studies teachers who provide students with content related to daily life. The research also examined whether there was a correlation between teachers' student recognition competencies and communication skill levels.

In the literature related to the subject of the research, studies examining the communication skills of both prospective teachers (Pehlivan Baykara, 2005; Özerbaş, & Bulut, 2007; Milli, &

Yağcı, 2017; Bjekic, Zlatic, & Bojovic, 2020; Yavuz, & Güzel, 2020) and teachers (Durukan, & Maden, 2010; Uğurlu, 2013; Aküzüm, & Özdemir Gültekin, 2017; Şimşek, & Erdem, 2020; Andersson et al., 2022) were found. In the literature, studies examining teachers' student recognition competencies (Zengin, 2013; Ak, Yıldırım, & Kadioğlu Ateş, 2016; Gürler, & Tekmen, 2020) were also found. In the literature, there is no research examining the relationship between social studies teachers' communication skills and student recognition competencies. Considering the importance of communication skills and student recognition competencies for social studies teachers, it is important to examine social studies teachers' communication skills and student recognition competencies and to determine the relationship between them. As a matter of fact, it can be said that effective teaching of social studies, which aims to provide students with knowledge, skills, and values related to daily life, depends on social studies teachers' communication skills and student recognition competencies. From this point of view, it is thought that this research will serve as a resource for MoNE, social studies teachers, secondary school administrators and researchers who plan to conduct similar studies.

In this research, it was aimed to examine the relationship between social studies teachers' student recognition competencies and communication skills. Within the scope of this aim, answers to the following questions we

1. What is social studies teachers' student recognition competence levels?
1. What is social studies teachers' effective communication skill levels?
2. Is there a correlation between social studies teachers' student recognition competence and communication skill levels?
3. Do social studies teachers' student recognition competence levels differ significantly according to gender, age, region of duty, professional seniority and professional status variables?
4. Do social studies teachers' effective communication skill levels differ significantly according to gender, age, region of duty, professional seniority and professional status variables?

Method

In this study, which aims to examine the correlation between social studies teachers' student recognition competencies and communication skills, correlational research model was used. Correlational researches aim to examine the correlation between the events and phenomena that the participants in the research are involved in (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2013). The reason for using the correlational model in this research is that the research aims to examine the correlation between teachers' student recognition competencies and communication skills.

Sample

The sample of the research consists of social studies teachers who work in different geographical regions of Turkey and have different age, gender, professional seniority and professional status. Maximum diversity sampling was used to determine the sample of the research. In maximum diversity sampling, the sample consists of individuals with different characteristics (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2020). The reason for using maximum diversity sampling in the research is that it is aimed to include participants with different

characteristics who are working in seven geographical regions of Turkey. The characteristics of the research sample are shown in Table 1:

Table 1

Information about the Sample

Variable	Characteristic	f	%
Gender	Female	101	41.7
	Male	141	58.3
	Total	242	100
Age	Between 22-25	33	13.6
	Between 26-30	85	35.1
	Between 31-35	49	20.2
	Between 36-40	41	16.9
	Over 40 years	34	14.0
	Total	242	100
The region of duty	Marmara	102	42.1
	Central Anatolia	27	11.2
	Aegean	35	14.5
	Mediterranean	24	9.9
	Black Sea	17	7.0
	Southeastern Anatolia	15	6.2
	Eastern Anatolia	22	9.1
Total	242	100	
Professional seniority	Between 1-5 years	114	47.1
	Between 6-10 years	44	18.2
	Between 11-15 years	41	16.9
	Over 15 years	43	17.8
	Total	242	100
Professional status	Contracted	70	28.9
	Permanent	172	71.1
	Total	242	100

When Table 1 is examined, it is understood that 41.7% (101) of the 242 participants of the research were female and 58.3% (141) were male. Table 1 also shows that 13.6% (33) of the participants were 22-25 years old; 35.1% (85) were 26-30 years old; 20.2% (49) were 31-35 years old; 16.9% (41) were 36-40 years old; and 14% (34) were over 40 years old. When Table 1 is examined, it is seen that 42.1% (102) of the participants work in Marmara; 11.2% (27) work in Central Anatolia; 14.5% (35) work in Aegean; 9.9% (24) work in Mediterranean; 7% (17) work in Black Sea; 6.2% (15) work in Southeastern Anatolia; and 9.1% (22) work in Eastern Anatolia. Table 1 also shows that 47.1% (114) of the sample had a professional seniority of 1-5 years; 18.2% (44) had a professional seniority of 6-10 years; 16.9% (41) had a professional seniority of 11-15 years; and 17.8% (43) had a professional seniority of more than 15 years. On the other hand, when Table 1 is examined, it is understood that 28.9% (70) of the participants are contracted and 71.1% (172) are permanent.

Data Collection

The data of the research were collected with the student recognition competence scale of teachers (SRCST) developed by Şahin and Beydoğan (2016) and the effective communication skills scale (ECBS) developed by Buluş, Atan and Sarıkaya (2017).

SRCST consists of 29 items and four subscales. The subscales are; recognizing personal differences, managing learning, recognizing developmental characteristics and guidance. The scale is a 5-point Likert version. The highest score that can be obtained from the scale is 155 and the lowest score is 29. Şahin and Beydoğan (2016) calculated the Cronbach's Alpha coefficient as .91 for the total of the scale, .86 for the recognizing personal differences subscale, .86 for the managing learning subscale, .79 for the recognizing developmental characteristics subscale and .65 for the guidance subscale. To check whether the scale could be used in this study, Cronbach's Alpha coefficient was recalculated with the participation of 168 social studies teachers. The values obtained were .93 for the total of the scale, .86 for the recognizing personal differences subscale, .90 for the managing learning subscale, .79 for the recognizing developmental characteristics .79 and .74 for the guidance subscale. Since the Cronbach's Alpha coefficients for the total and subscales were above .60 (Özdamar, 2002), it was determined that SRCST was a suitable scale to be used in this research.

ECBS consists of 34 items and five subscales. The subscales are; ego-enhancing language, active listening, self-recognition-self-disclosure, empathy and use of I-language. The scale is a 5-point Likert version. The highest score that can be obtained from the scale is 170 and the lowest score is 34. Buluş, Atan and Sarıkaya (2017), calculated the Cronbach's Alpha coefficient as .72 for the ego-enhancing language subscale, .83 for the active listening subscale, .76 for the self-recognition-self-disclosure subscale, .84 for the empathy subscale and .78 for the use of I-language subscale. To check whether the scale could be used in this study, Cronbach's Alpha coefficient was recalculated with the participation of 168 social studies teachers. The values obtained were .94 for the total of the scale, .82 for the ego-enhancing language subscale, .90 for the active listening subscale, .85 for the recognition-self-disclosure subscale, .81 for the empathy subscale and .78 for the use of I-language subscale. Since the Cronbach's Alpha coefficients for the total and subscales were above .60 (Özdamar, 2002), it was determined that ECBS was a suitable scale to be used in this research.

The scales were sent to the participants via Google Forms. Fully completed forms were prepared for the analysis.

Analysis of Data

In order to determine the tests to be used in the analysis, it was investigated whether the data were normally distributed. In this context, the skewness and kurtosis values of the data and the Kolmogorov-Smirnov (K-S) test results were analyzed since the sample consisted of more than 35 participants. The values obtained are shown in Table 2:

Table 2

Skewness, Kurtosis and Kolmogorov-Smirnov Results

	SRCST			ECBS			
Scale	Skewness	Kurtosis	K-S	Scale	Skewness	Kurtosis	K-S
Total	-1.04	1.18	.00	Total	-1.38	2.14	.00

Recognizing personal differences	.90	-1.09	.00	Ego-enhancing language	-.84	1.33	.00
Managing learning	-.83	.49	.00	Active listening	.75	2.85	.00
Recognizing developmental characteristics	-1.56	3.39	.00	Self-recognition-self-disclosure	-1.07	.83	.00
Guidance	-1.39	2.76	.00	Empathy	-1.77	4.17	.00
				Use of I-language	-1.07	1.21	.00

When Table 2 is examined, it is seen that the K-S test results of the data collected with SRCST and ECBS are less than .05. Depending on the K-S test results being less than .05 (Büyüköztürk et al., 2013), without considering the skewness and kurtosis values of the scales it was determined that the data collected with both scales did not have a normal distribution. Depending on the non-normal distribution of the data, it was determined that nonparametric tests should be used in the analysis process. In this context, the relationship between the data collected through SRCST and ECBS was analyzed by calculating the Spearman correlation coefficient. On the other hand, descriptive analysis, Mann-Whitney U test and Kruskal-Wallis test were used to analyze the data collected to investigate social studies teachers' student recognition competencies and effective communication skills.

The confidence interval was taken as 95% when analyzing the data. The range of 1.00-1.79 points was evaluated as very low; 1.80-2.59 points range, low; 2.60-3.39 points range, medium; 3.40-4.19 points range, high; and 4.20-5.00 points range, very high. In the research process, the research compliance matrix (Kaya, & Bayram, 2021) was used to check the fit between the variables of the research.

Findings

Social studies teachers' scores from SRCST and ECBS were analyzed by descriptive analysis. The total scores the social studies teachers received from the scales and the scores they received from the subscales are shown in Table 3.

Table 3

The results of Descriptive Analysis

Scale	SRCST			ECBS			
	<i>n</i>	\bar{x}	<i>ss</i>	Scale	<i>n</i>	\bar{x}	<i>ss</i>
Total	242	3.87	.63	Total	242	4.01	.62
Recognizing personal differences	242	3.99	.66	Ego-enhancing language	242	4.05	.69
Managing learning	242	3.79	.86	Active listening	242	4.17	.84
Recognizing developmental characteristics	242	3.69	.67	Self-recognition-self-disclosure	242	3.95	.94
Guidance	242	4.16	.82	Empathy	242	3.85	.65
				Use of I-language	242	4.04	.68

When Table 3 is examined, it is seen that the mean scores of social studies teachers from the total ($\bar{x}>3.40$) and subscales ($\bar{x}>3.40$) of SRCST and ECBS are high. In this context, it can be said that social studies teachers' student recognition competence and effective communication skills levels are high.

In the research, Spearman correlation coefficient was calculated to examine the correlation between the scores of social studies teachers from SRCST and ECBS. The results are shown in Table 4:

Table 4

Spearman Correlation Coefficients

ECBS	SRCST				
	Total	Recognizing personal differences	Managing learning	Recognizing developmental characteristics	Guidance
Total	r: .86 p: .00	r: .73 p: .00	r: .70 p: .00	r: .71 p: .00	r: .69 p: .00
Ego-enhancing language	r: .52 p: .00	r: .73 p: .00	r: .25 p: .00	r: .40 p: .00	r: .35 p: .00
Active listening	r: .60 p: .00	r: .49 p: .00	r: .60 p: .00	r: .41 p: .00	r: .50 p: .00
Self-recognition-self-disclosure	r: .57 p: .00	r: .35 p: .00	r: .67 p: .00	r: .48 p: .00	r: .34 p: .00
Empathy	r: .79 p: .00	r: .60 p: .00	r: .59 p: .00	r: .91 p: .00	r: .68 p: .00
Use of I-language	r: .91 p: .00	r: .82 p: .00	r: .70 p: .00	r: .68 p: .00	r: .87 p: .00

Table 4 shows that there is a significant correlation between the scores of social studies teachers received from SRCST and ECBS. Totals of SRCST and ECBS ($P<.05$) and all subscales ($P<.05$). Based on the results, it can be said that there is a positive correlation between social studies teachers' student recognition competencies and effective communication skills.

In the research, Mann Whitney U test was conducted to investigate the social studies teachers' student recognition competence and effective communication skill levels according to gender variable. The results obtained are shown in Table 5:

Table 5

The Results of Mann Whitney U Test According to Gender Variable

SRCST	Scale	Gender	n	Mean rank	Sum of ranks	U	p	Difference
	Total		Female	101	122.24	17235.50	7016.50	.19
Male			141	120.47	12167.50			
Total			242					
Recognizing personal differences		Female	101	118.50	16709.00	6698.00	.78	-
		Male	141	125.68	12694.00			

ECBS	Managing learning	Total	242					
		Female	101	122.32	17247.00	7005.00	.21	-
		Male	141	120.36	12156.00			
	Recognizing developmental characteristics	Total	242					
		Female	101	119.32	16824.50	6813.50	.57	-
		Male	141	124.54	12578.50			
	Guidance	Total	242					
		Female	101	124.13	17502.50	6449.50	.70	-
		Male	141	117.83	11900.50			
	Toplam	Total	242					
		Female	101	121.07	17071.50	7060.50	.11	-
		Male	141	122.09	12331.50			
	Ego-enhancing language	Total	242					
		Female	101	116.97	16493.00	6482.00	.98	-
		Male	141	127.82	12910.00			
	Active listening	Total	242					
		Female	101	120.20	16948.00	6937.00	.34	-
		Male	141	123.32	12455.00			
Self-recognition-self-disclosure	Total	242						
	Female	101	124.33	17530.00	6772.00	.74	-	
	Male	141	117.55	11873.00				
Empathy	Total	242						
	Female	101	120.44	16981.50	6970.50	.28	-	
	Male	141	122.99	12421.50				
Use of I-language	Total	242						
	Female	101	123.44	17404.50	6847.50	.51	-	
	Male	141	118.80	11998.50				
		Total	242					

When Table 5 is examined, it is seen that the levels of social studies teachers' student recognition competence and effective communication skills do not have a significant difference in the total ($p>.05$) and all subscales ($p>.05$) of SRCST and ECBS according to gender variable.

In the research, Mann Whitney U test was conducted to investigate social studies teachers' student recognition competence and effective communication skill levels according to professional status variable. The results obtained are shown in Table 6:

Table 6

The Results of Mann Whitney U Test According to Professional Status Variable

	Scale	Professional status	n	Mean rank	Sum of ranks	U	p	Difference
SRCST	Total	Contracted	70	118.01	8261.00	5776.00	.49	-
		Permanet	172	122.92	21142.00			
		Total	242					
	Recognizing personal differences	Contracted	70	129.84	9089.00	5436.00	.97	-
		Permanet	172	118.10	20314.00			
		Total	242					
Managing learning	Contracted	70	107.88	7551.50	5066.50	.98	-	

ECBS	Permanet	172	127.04	21851.50				
		Total	242					
	Recognizing developmental characteristics	Contracted	70	121.20	8484.00	5999.00	.04	Permanent> contracted
		Permanet	172	121.62	20919.00			
	Total	242						
		Guidance	Contracted	70	113.24	7926.50	5441.50	.99
	Permanet		172	124.86	21476.50			
	Total	242						
		Toplam	Contracted	70	125.70	8799.00	5726.00	.59
	Permanet		172	119.79	20604.00			
	Total	242						
		Ego-enhancing language	Contracted	70	145.12	10158.50	4366.50	.99
	Permanet		172	111.89	19244.50			
	Total	242						
Active listening		Contracted	70	122.86	8600.00	5925.00	.19	-
	Permanet	172	120.95	20803.00				
Total	242							
	Self-recognition-self-disclosure	Contracted	70	119.22	8345.50	5860.50	.32	-
Permanet		172	122.43	21057.50				
Total	242							
	Empathy	Contracted	70	121.86	8530.00	5995.00	.06	-
Permanet		172	121.35	20873.00				
Total	242							
	Use of I-language	Contracted	70	116.37	8146.00	5661.00	.73	-
Permanet		172	123.59	21257.00				
Total	242							

When Table 6 is examined, it is seen that there is no significant difference ($p>.05$) in the total of SRCST and ECBS in terms of social studies teachers' student recognition competence and effective communication skill levels according to the professional status variable. On the other hand, Table 6 shows that there is a significant difference between permanent and contracted teachers in the recognizing developmental characteristics subscale of SRCST ($p<.05$) in favor of permanent teachers, while there is no difference between the groups in other subscales of SRCST ($p>.05$). Table 6 also shows that there is no significant difference in all subscales of ECBS ($p>.05$) according to the professional status of the teachers.

In the research, Kruskal-Wallis test was conducted to investigate social studies teachers' student recognition competence and effective communication skill levels according to the age variable. The results are shown in Table 7:

Table 7

The Results of Kruskal-Wallis Test According to Age Variable

	Scale	Age	n	Mean rank	df	χ^2	p	Difference
SRCST	Total	Between 22-25	33	138.53	4	10.40	.03	Between 22-25> over 40 years
		Between 26-30	85	110.06				
		Between 31-35	49	141.97				
		Between 36-40	41	121.01				

ECBS	Managing learning	Over 40 years	34	104.66				
		Total	242					
		Between 22-25	33	137.76	4	7.02	.13	-
		Between 26-30	85	110.31				
		Between 31-35	49	134.79				
		Between 36-40	41	126.13				
	Recognizing developmental characteristics	Over 40 years	34	108.96				
		Total	242					
		Between 22-25	33	135.33	4	7.62	.10	-
		Between 26-30	85	114.24				
		Between 31-35	49	138.57				
		Between 36-40	41	120.62				
	Recognizing developmental characteristics	Over 40 years	34	102.69				
		Total	242					
		Between 22-25	33	134.30	4	8.19	.08	-
		Between 26-30	85	111.76				
		Between 31-35	49	142.18				
		Between 36-40	41	111.76				
	Guidance	Over 40 years	34	115.37				
		Total	242					
		Between 22-25	33	129.95	4	8.42	.07	-
		Between 26-30	85	108.65				
		Between 31-35	49	142.64				
		Between 36-40	41	121.74				
Toplam	Over 40 years	34	114.65					
	Total	242						
	Between 22-25	33	139.70	4	7.28	.12	-	
	Between 26-30	85	115.58					
	Between 31-35	49	135.95					
	Between 36-40	41	116.41					
Ego-enhancing language	Over 40 years	34	103.94					
	Total	242						
	Between 22-25	33	142.18	4	4.10	.39	-	
	Between 26-30	85	119.82					
	Between 31-35	49	116.63					
	Between 36-40	41	123.37					
Active listening	Over 40 years	34	110.40					
	Total	242						
	Between 22-25	33	135.11	4	6.58	.16	-	
	Between 26-30	85	122.84					
	Between 31-35	49	130.83					
	Between 36-40	41	117.07					
Self-recogniti on-self-disclosur	Over 40 years	34	96.85					
	Total	242						
	Between 22-25	33	139.29	4	4.77	.31	-	
	Between 26-30	85	118.46					
	Between 31-35	49	130.41					
Between 36-40	41	112.17						

	Over 40 years	34	110.24				
	Total	242					
Empathy	Between 22-25	33	132.06	4	6.02	.19	-
	Between 26-30	85	113.49				
	Between 31-35	49	139.41				
	Between 36-40	41	116.30				
	Over 40 years	34	111.74				
	Total	242					
Use of I-language	Between 22-25	33	126.14	4	7.98	.09	-
	Between 26-30	85	111.74				
	Between 31-35	49	142.42				
	Between 36-40	41	125.55				
	Over 40 years	34	106.38				
	Total	242					

When Table 7 is examined, it is seen that there is a significant difference between the 22-25 and over 40 years age groups in favor of the 22-25 age group ($p < .05$) in the total of SRCST. There is no significant difference between the groups in the subscales of SRCST ($p > .05$). On the other hand, Table 7 shows that there is no significant difference between the groups in the total ($p > .05$) and subscales of ECBS

In the research, Kruskal-Wallis test was conducted to investigate social studies teachers' student recognition competence and effective communication skill levels according to the region of duty variable. The results are shown in Table 8:

Table 8

The Results of Kruskal-Wallis Test According to Region of Duty Variable

Scale	Region of duty	n	Mean rank	df	χ^2	p	Difference	
SRCST	Total	Marmara	102	122.38	6	9.01	.17	-
		Central Anatolia	27	91.59				
		Aegean	35	116.40				
		Mediterranean	24	130.06				
		Black Sea	17	143.21				
		Southeastern Anatolia	15	146.10				
		Eastern Anatolia	22	119.34				
		Total	242					
	Recognizing personal differences	Marmara	102	117.37	6	10.42	.10	-
		Central Anatolia	27	112.22				
		Aegean	35	117.03				
		Mediterranean	24	109.50				
		Black Sea	17	155.71				
		Southeastern Anatolia	15	160.30				
Eastern Anatolia	22	119.34						

ECBS	Managing learning	Total	242					
		Marmara	102	129.51	6	14.05	.02	Mediterranean>
		Central Anatolia	27	82.07				Central
		Aegean	35	112.39				Anatolia
		Mediterranean	24	147.81				
		Black Sea	17	124.12				
		Southeastern Anatolia	15	118.07				
	Eastern Anatolia	22	118.84					
	Recognizing developmental characteristics	Total	242					
		Marmara	102	119.43	6	6.74	.34	-
		Central Anatolia	27	102.24				
		Aegean	35	113.41				
		Mediterranean	24	127.85				
		Black Sea	17	128.62				
		Southeastern Anatolia	15	152.80				
	Eastern Anatolia	22	133.84					
	Guidance	Total	242					
		Marmara	102	128.07	6	11.45	.07	-
		Central Anatolia	27	95.44				
		Aegean	35	114.80				
		Mediterranean	24	127.73				
Black Sea		17	140.21					
Southeastern Anatolia		15	145.60					
Eastern Anatolia	22	95.98						
Total	Total	242						
	Marmara	102	114.32	6	8.31	.21	-	
	Central Anatolia	27	105.06					
	Aegean	35	127.04					
	Mediterranean	24	126.08					
	Black Sea	17	141.18					
	Southeastern Anatolia	15	158.00					
Eastern Anatolia	22	121.07						
Ego-enhancing language	Total	242						
	Marmara	102	103.88	6	19.86	.00	Southeastern Anatolia>	
	Central Anatolia	27	132.57				Marmara	
	Aegean	35	123.54					
	Mediterranean	24	111.58					
	Black Sea	17	154.71					
	Southeastern Anatolia	15	167.97					
Eastern Anatolia	22	139.84						
Active listening	Total	242						
	Marmara	102	118.77	6	5.10	.53	-	
	Central Anatolia	27	107.06					
	Aegean	35	123.90					

	Mediterranean	24	138.88				
	Black Sea	17	124.06				
	Southeastern Anatolia	15	145.20				
	Eastern Anatolia	22	110.95				
	Total	242					
Self-recognition-self- disclosure	Marmara	102	117.04	6	4.67	.58	-
	Central Anatolia	27	102.22				
	Aegean	35	131.16				
	Mediterranean	24	130.06				
	Black Sea	17	129.76				
	Southeastern Anatolia	15	138.27				
	Eastern Anatolia	22	123.30				
	Total	242					
Empathy	Marmara	102	114.16	6	8.81	.18	-
	Central Anatolia	27	103.94				
	Aegean	35	124.67				
	Mediterranean	24	120.92				
	Black Sea	17	134.53				
	Southeastern Anatolia	15	157.80				
	Eastern Anatolia	22	137.84				
	Total	242					
Use of I-language	Marmara	102	126.33	6	10.12	.11	-
	Central Anatolia	27	95.33				
	Aegean	35	118.26				
	Mediterranean	24	126.50				
	Black Sea	17	143.97				
	Southeastern Anatolia	15	143.33				
	Eastern Anatolia	22	98.66				
	Total	242					

When Table 8 is examined, it is seen that there is no significant difference ($p>.05$) in the total of SRCST and ECBS in terms of social studies teachers' student recognition competence and effective communication skill levels according to the region of duty. Table 8 shows that there is a significant difference between the Mediterranean and Central Anatolia regions in favor of the Mediterranean region in the managing learning subscale of the SRCST ($p<.05$), while there is no significant difference between the groups in the other subscales ($p>.05$). In addition, it is seen that there is a significant difference between Southeastern Anatolia and Marmara regions in favor of Southeastern Anatolia region in the ego-enhancing language subscale of ECBS ($p<.05$), while there is no significant difference between the groups in other subscales of ECBS ($p>.05$).

In the research, Kruskal-Wallis test was conducted to investigate social studies teachers' student recognition competence and effective communication skill levels according to the professional seniority variable. The results are shown in Table 9:

Table 9

The Results of Kruskal-Wallis Test According to Professional Seniority Variable

	Scale	Professional seniority	n	so	sd	χ^2	p	Difference
SRCST	Total	Between 1-5 years	114	127.30	3	2.2	.52	-
		Between 6-10 years	44	123.65		4		
		Between 11-15 years	41	113.90				
		Over 15 years	43	111.17				
		Total	242					
	Recognizing personal differences	Between 1-5 years	114	124.39	3	.48	.92	-
		Between 6-10 years	44	119.11				
		Between 11-15 years	41	121.44				
		Over 15 years	43	116.34				
		Total	242					
	Managing learning	Between 1-5 years	114	126.15	3	3.2	.36	-
		Between 6-10 years	44	128.31		1		
		Between 11-15 years	41	117.71				
		Over 15 years	43	105.83				
		Total	242					
	Recognizing developmental characteristics	Between 1-5 years	114	128.74	3	2.9	.40	-
		Between 6-10 years	44	116.34		4		
		Between 11-15 years	41	108.41				
		Over 15 years	43	120.07				
		Total	242					
Guidance	Between 1-5 years	114	121.31	3	.84	.83	-	
	Between 6-10 years	44	128.94					
	Between 11-15 years	41	115.51					
	Over 15 years	43	120.09					
	Total	242						
ECBS	Toplam	Between 1-5 years	114	129.48	3	2.8	.41	-
		Between 6-10 years	44	116.17		5		
		Between 11-15 years	41	112.72				
		Over 15 years	43	114.17				
		Total	242					
	Ego-enhancing language	Between 1-5 years	114	128.63	3	3.7	.28	-
		Between 6-10 years	44	104.86		7		
		Between 11-15 years	41	119.01				
		Over 15 years	43	122.00				
		Total	242					
	Active listening	Between 1-5 years	114	130.85	3	4.3	.22	-
		Between 6-10 years	44	115.27		6		
		Between 11-15 years	41	117.16				
		Over 15 years	43	107.22				
		Total	242					
	Self	Between 1-5 years	114	129.30	3		.43	-

	Between 6-10 years	44	115.08		2.7		
	Between 11-15 years	41	112.82		6		
	Over 15 years	43	115.66				
	Total	242					
Empathy	Between 1-5 years	114	127.02	3	1.6	.64	-
	Between 6-10 years	44	114.34		8		
	Between 11-15 years	41	113.79				
	Over 15 years	43	121.55				
	Total	242					
Use of I-language	Between 1-5 years	114	123.47	3	1.6	.64	-
	Between 6-10 years	44	128.86		6		
	Between 11-15 years	41	119.49				
	Over 15 years	43	110.66				
	Total	242					

When Table 9 is examined, it is seen that the levels of social studies teachers' student recognition competence and effective communication skills do not have a significant difference in the total ($p>.05$) and all subscales ($p>.05$) of SRCST and ECBS according to professional seniority variable.

Discussion and Conclusion

In the research, it was determined that social studies teachers' student recognition competence and effective communication skill levels are high. In the research conducted by Gülbahar and Sıvacı (2018), it was determined that pre-service teachers' communication skill and classroom management competency perception levels were high. In the research conducted by Aküzüm and Özdemir Gültekin (2017), it was determined that teachers' communication skill levels were high. In addition, some other researches (Çalışkan, 2003; Yeşil, 2006) found that teachers use body language well in the classroom and thus communicate effectively with students. When teachers know and communicate with students, effective learning processes can be realized and communication between students and teachers can be strengthened. Considering that social studies is a course that focuses on daily life, it can be said that social studies teachers' high level of student recognition and effective communication skills is an advantage for effective social studies education.

In the research, it was determined that there was a positive correlation between social studies teachers' student recognition competencies and communication skills. In the research conducted by Çiftçi and Taşkaya (2010), a positive correlation was found between pre-service teachers' communication skills and self-efficacy. In the research conducted by Gülbahar and Sıvacı (2018), a positive correlation was found between pre-service teachers' communication skills and classroom management efficacy perceptions. Yılmaz and Altunbaş (2012) and Tan and Tan (2016) concluded that pre-service teachers with high communication skills are successful in classroom management.

In the research, it was determined that there the levels of social studies teachers' student recognition competence and effective communication skills do not have a significant difference according to gender variable. In the research conducted by Çiftçi and Taşkaya (2010), it was found that there was no significant difference between female and male pre-service teachers'

communication skills. In the research conducted by Yavuz and Güzel (2020), it was determined that there was no significant difference between the communication skills of teachers' communicative skills according to gender variable. In the research conducted by Çalışkan (2003), it was found that male teachers had more problems with body language communication than female teachers. In the research conducted by Tan and Tan (2016), Aküzüm and Özdemir Gültekin (2017), Nacar (2010), Koç, Terzi, and Gül (2015), and Bozkurt Bulut (2004), it was determined that the level of communication competence of female teacher candidates was higher than the level of communication competence of male teacher candidates.

In the research, it was determined that there the levels of social studies teachers' student recognition competence and effective communication skills do not have a significant difference according to professional status variable. Khan, Khan, Zia-Ul-Islam, and Khan (2017) examined the role of a permanent teacher's communication skills in students' academic achievement. Contrary to the results of that research, Khan, Khan, Zia-Ul-Islam, and Khan (2017) found that the teacher communicated well with the students, knew the students well, and contributed significantly to the academic achievement of the students in this context. Ihmeideh, Al-Omari, and Al-Dababneh (2010) examined student-teacher communication in Jordanian public universities and found that permanent professors and associate professors knew students more and communicated better than non-permanent lecturers. Lanning, Lanson, and Willet (2008) examined how teachers' communication methods were perceived by students and found that the communication methods of permanent teachers was perceived positively by students.

In the research, it was found that social studies teachers' student recognition competence and effective communication skill levels differed significantly at some age levels and did not differ significantly at some age levels. A significant difference was found between the 22-25 and over 40 years age groups in favor of the 22-25 age group. Aküzüm and Özdemir Gültekin (2017) examined teachers' communication skills and classroom management skills and found that teachers under the age of 30 had higher levels of communication skills and classroom management skills than teachers in other age groups. The high level of communication skills of young teachers can be attributed to the fact that young people are social individuals. In contrast to the results of this study, Nacar (2010) found that older teachers had higher levels of communication skills than younger teachers.

In the research, it was determined that there the levels of social studies teachers' student recognition competence and effective communication skills do not have a significant difference according to region of duty variable in general. However, in the study, it was determined that there were significant differences within the scope of managing learning dimension of SRCST and ego-enhancing language dimension of ECBS. In the literature review, studies with different results were found. For example, Lavrijsen and Verschueren (2020) found that teachers living in cities recognized students' qualities earlier than teachers living in rural areas. Trudgen and Lawn (2011) found that teachers working in large settlements recognized students' anxiety and worry earlier than teachers working in small settlements. Lewis, Romi, Qui, and Katz (2005) found that teachers working in developed cities have a high level of student recognition and provide effective classroom discipline.

In the research, it was determined that there the levels of social studies teachers' student recognition competence and effective communication skills do not have a significant difference according to professional seniority variable. In the research conducted by Bozkurt Bulut (2004), it was determined that professional seniority did not affect the perception of communication skills in

any way. On the other hand, in the studies conducted by Aküzüm and Özdemir Gültekin (2017), Levent (2011) and Çam (1999), it was determined that the communication skills of teachers with high professional seniority were high. In the study conducted by Türkmen (2018), it was determined that the communication skills of teachers with lower professional seniority were high.

As a result, it was determined in the study that social studies teachers had high levels of student recognition competencies and communication skills. In the study, it was also found that there was a positive relationship between social studies teachers' student recognition competencies and communication skills levels. It was determined that social studies teachers' student recognition competencies and communication skills levels did not show a significant difference according to gender, professional status, age, region of duty, and professional seniority variables.

Suggestions

Depending on the results of the study, various suggestions were developed. The suggestions in question are listed below:

- Research can be conducted to examine the relationship between social studies teachers' student recognition competencies and communication skills within the scope of different variables than this study.
- The relationship between social studies teachers' student recognition competencies and communication skills can be investigated with larger sample groups.
- Research can be conducted to examine the relationship between social studies teachers' student recognition competencies and communication skills in different countries.
- Qualitative and mixed researches can be conducted to examine social studies teachers' effective communication skills.
- Qualitative and mixed researches can be conducted to examine social studies teachers' student recognition competencies.

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Geniş Özet

Giriş

Bireyi tanımak; onun ilgilerini, yeteneklerini, başarı ve başarısızlıklarını, kişisel ve toplumsal uyum sorunlarını, tutum, davranış ve değerlerini, yetiştiği çevrenin sosyo-ekonomik durumunu, biyolojik, psikolojik ve sosyolojik davranışlarını ve ihtiyaçlarını, öğrenme stilleri ve hazırbulunuşluk seviyelerini bilmektir. İletişim ise, bilgiyi paylaşma etkinliğidir. Sosyal bilgiler eğitiminin amaçları göz önüne alındığında, öğrenciyi tanıma ve iletişim yeterlilikleri sosyal bilgiler öğretmenleri için ayrıca önem kazanmaktadır. Zira sosyal bilgiler eğitimi, ilköğretim düzeyindeki öğrencilere günlük yaşamda kullanabilecekleri bilgi, beceri ve değerler kazandırmaya (Barr, Barth ve Shermis, 1977) yönelik olması itibarıyla öğretmenle öğrenci arasında yoğun iletişim gerektirmektedir (Evans, 2004). Etkili sosyal bilgiler eğitimi için aynı zamanda öğretmenin öğrencileri tanımasına ve eğitim süreçlerini onların gereksinimlerine göre tasarlamasına ihtiyaç duyulmaktadır (Nelson, 2001). Söz konusu gereklilik itibarıyla sosyal bilgiler öğretmenlerinin hem iletişim becerisine hem de öğrenciyi tanıma yeterliliğine sahip olmaları önem kazanmaktadır. Bu esas göz önünde bulundurularak gerçekleştirilen bu çalışmada öğrencilere günlük yaşamla ilgili içerik sunan sosyal bilgiler öğretmenlerinin öğrenciyi tanıma yeterlilikleri ve iletişim becerisi düzeyleri ile öğrenciyi tanıma yeterlilikleri ile iletişim becerisi düzeyleri arasında korelasyon olup olmadığı araştırılmıştır.

Yöntem

Sosyal bilgiler öğretmenlerinin öğrenciyi tanıma yeterlilikleri ile iletişim becerisi arasındaki ilişkinin irdelenmesine yönelik bu çalışmada nicel ilişkisel tarama modeli kullanılmıştır. Çalışmada ilişkisel tarama modelinin kullanılmasının nedeni, çalışmanın öğretmenlerin öğrenciyi tanıma yeterlilikleri ile iletişim becerisi arasındaki ilişkiyi irdelemeye yönelik olmasıdır.

Çalışmanın evrenini Türkiye'deki sosyal bilgiler öğretmenleri oluşturmaktadır. Çalışmanın örneklemini ise Türkiye'nin farklı coğrafi bölgelerinde görev yapan ve aynı zamanda farklı yaş, cinsiyet, mesleki kıdem ve mesleki statüye sahip olan sosyal bilgiler öğretmenleri oluşturmaktadır. Çalışmanın örneklemini belirlerken maksimum çeşitlilik örnekleme yöntemi kullanılmıştır.

Çalışmanın verileri, Şahin ve Beydoğan (2016) tarafından geliştirilen öğretmenlerin öğrencileri tanıma yeterliliği ölçeği (ÖTYÖ) ve Buluş, Atan ve Sarıkaya (2017) tarafından geliştirilen etkili iletişim becerileri ölçeği (EİBÖ) ile toplanmıştır. ÖTYÖ ve EİBÖ aracılığıyla toplanan verilerin normal dağılım göstermemesine bağlı olarak verilerin çözümlenmesinde parametrik olmayan testlerin kullanılmasına karar verilmiştir. Bu kapsamda sosyal bilgiler öğretmenlerinin öğrenciyi tanıma yeterlilikleri ile etkili iletişim becerileri arasındaki ilişki, Spearman korelasyon katsayısı hesaplanarak çözümlenmiştir. Öte taraftan her bir ölçek ile toplanan veriler çözümlenirken betimsel analiz, Mann Whitney U testi ve Kruskal Wallis testi kullanılmıştır. Çalışma sürecinde çalışmanın değişkenleri arasındaki uyumu kontrol etmek amacıyla çalışma uyum matrisi (Kaya ve Bayram, 2021) kullanılmıştır.

Sonuç ve Tartışma

Çalışmada sosyal bilgiler öğretmenlerinin öğrenciyi tanıma yeterlilik düzeyleri ile iletişim becerisi düzeylerinin yüksek olduğu belirlenmiştir. Gülbahar ve Sıvacı (2018) tarafından yapılan

araştırmada, öğretmen adaylarının iletişim becerileri ile sınıf yönetimi yeterlilik algılarının yüksek düzeyde olduğu tespit edilmiştir.

Araştırmada sosyal bilgiler öğretmenlerinin öğrenciyi tanıma yeterlilikleri ile iletişim becerileri arasında pozitif bir ilişki olduğu saptanmıştır. Çiftçi ve Taşkaya (2010), tarafından yapılan araştırmada, öğretmen adaylarının iletişim becerileri ile öz yeterlilikleri arasından pozitif bir ilişki bulunmuştur.

Araştırmada sosyal bilgiler öğretmenlerinin cinsiyet değişkenine göre öğrenciyi tanıma yeterliliği düzeyleri ile iletişim becerisi düzeylerinin anlamlı bir farklılık göstermediği sonucuna ulaşılmıştır. Çiftçi ve Taşkaya (2010), tarafından yapılan araştırmada, iletişim becerileri algılarında her ne kadar kadın öğretmen adaylarının puanları erkek adaylara göre yüksek bulunmuş olsa da bu fark anlamlı düzeyde bulunmamıştır.

Araştırmada sosyal bilgiler öğretmenlerinin mesleki statü değişkenine göre öğrenciyi tanıma düzeyleri ile iletişim becerisi düzeylerinin anlamlı bir farklılık göstermediği belirlenmiştir. Khan, Khan, Zia-Ul-Islam ve Khan (2017), bir öğretmenin iletişim becerisinin öğrencilerinin akademik başarısındaki rolünü irdeledikleri araştırmada bu araştırmanın ulaştığı sonuçların aksine öğretmenin kadrolu olması nedeniyle öğrencilerle iyi iletişim kurduğunu, öğrencileri iyi tanıdığını ve bu kapsamda öğrencilerin akademik başarısına anlamlı katkı sağladığını belirlemişlerdir.

Araştırmada sosyal bilgiler öğretmenlerinin yaş değişkenine göre öğrenciyi tanıma düzeyleri ile iletişim becerisi düzeylerinin bazı yaş düzeylerinde anlamlı farklılık gösterdiği bazı yaş düzeylerinde ise anlamlı farklılık göstermediği saptanmıştır. Nacar (2010) tarafından yapılan araştırmada ise, üst yaş grubundaki öğretmenlerin alt yaş grubundaki öğretmenlere göre iletişim becerileri anlamlı bir şekilde daha yüksek bulunmuştur.

Araştırmada sosyal bilgiler öğretmenlerinin görev yapılan bölge değişkenine göre öğrenciyi tanıma düzeyleri ile iletişim becerisi düzeylerinin anlamlı bir farklılık göstermediği belirlenmiştir. Alanyazın incelemesinde bu araştırmanın ulaştığı sonuçlardan farklı sonuçlara ulaşan araştırmalara rastlanmıştır. Örneğin Lavrijsen ve Verschueren (2020), öğrencilerin öğretmenler tarafından fark edilen bilişsel yeteneklerini irdeledikleri araştırmada şehirlerde yaşayan öğretmenlerin öğrencilerin niteliklerini kırsal bölgelerde yaşayan öğretmenlere oranla daha erken fark ettiklerini saptamışlardır.

Araştırmada sosyal bilgiler öğretmenlerinin mesleki kıdem değişkenine göre öğrenciyi tanıma yeterliliği düzeyleri ile iletişim becerisi düzeylerinin anlamlı bir farklılık göstermediği sonucuna ulaşılmıştır. Bozkurt Bulut (2004) tarafından yapılan araştırmada da mesleki kıdem ile iletişim becerisi algılarında bir değişiklik meydana getirmediği sonucuna ulaşılmıştır.

Öneriler

Araştırmada ulaşılan sonuçlara bağlı olarak çeşitli önerilerde bulunulmuştur. Söz konusu öneriler, aşağıda sıralanmıştır:

- Öğrencilerle nasıl etkili iletişim kurabilecekleri konusunda sosyal bilgiler öğretmenlerine hizmetiçi eğitim verilebilir.
- Sosyal bilgiler öğretmenlerine öğrenciyi tanıma yeterliliklerinin geliştirilmesi amacıyla özel eğitim verilebilir.

- Sosyal bilgiler öğretmenlerinin etkili iletişim becerilerini irdelemeye yönelik nitel ve karma araştırmalar yapılabilir.
- Sosyal bilgiler öğretmenlerinin öğrenciyi tanıma yeterliliklerini irdelemeye yönelik nitel ve karma araştırmalar yapılabilir.