



DETERMINING THE COMMUNICATION SKILLS OF HIGH SCHOOL TEACHERS WITH RESPECT TO THE CLASSROOM MANAGEMENT¹

(GENEL LİSE ÖĞRETMENLERİNİN SINIF YÖNETİMİ ÇERÇEVESİNDE
İLETİŞİM ÖZELLİKLERİNİN BELİRLENMESİ)

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ABSTRACT

The purpose of this study is to determine the high school teachers' opinions related to the communication skills in terms of classroom management. In the spring semester of 2005-2006, 121 teachers working in high schools in Kütahya participated to the present research. The research was conducted by means of survey method and its data was collected through a survey entitled "Communication Questionnaire" which was developed by Altinkurt (2003). In order to determine the difference in the opinions of the teachers with reference to variables such as gender and experience in the profession, "Independent Sample T Test" and "Kruskal Wallis H" test were used. The findings of the research revealed that in most of the statements, the participants accommodate with the general communication skills such as, sending effective messages, effective listening and giving effective feedback in terms of classroom management aspect. It was also found out that the communication features of the teachers show slight differences in terms of variables of gender and experience in the profession.

Keywords: Classroom management, communication, communication skills, high school.

ÖZ

Bu araştırmada, genel liselerde görev yapan öğretmenlerin sınıf yönetimi çerçevesinde iletişim özelliklerinin belirlenmesi amaçlanmıştır. Araştırma tarama modelinde desenlenmiştir. Araştırmanın evrenini, 2005–2006 eğitim-öğretim yılı Bahar Döneminde Kütahya il merkezinde yer alan Milli Eğitim Bakanlığına bağlı genel liselerde görev yapan 121 öğretmen oluşturmaktadır. Araştırma verilerinin toplanmasında Altinkurt (2003) tarafından geliştirilen "İletişim Anketi" kullanılmıştır. Öğretmenlerin görüşlerinin; cinsiyet, hizmet süresi değişkenlerine göre farklılık gösterip göstermediğinin belirlenmesi amacıyla ikili küme karşılaştırmalarında "Bağımsız Gruplar Arası t Testi", ikiden fazla küme karşılaştırılmasında ise "Kruskal Wallis H" istatistik tekniği kullanılmıştır. Araştırmada elde edilen bulgulara göre, öğretmenlerin sınıf yönetimi çerçevesinde genel iletişim, etkili ileti gönderme, etkili dinleme, etkili dönüt sağlama özelliklerini belirleyen maddelerin çoğunluğunu sağladıkları görüşünde oldukları belirlenmiştir. Öğretmenlerin iletişim özelliklerinin cinsiyet ve hizmet süresi değişkenlerine göre bazı boyutlarda farklılaştığı belirlenmiştir.

Anahtar Sözcükler: Sınıf yönetimi, iletişim, genel lise.

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INTRODUCTION

There have been rapid changes in every aspects of social system as a result of the developments in communication and information technologies which appears in the last quarter of the century. Since the acceleration of development is increasing day by day, the necessity of qualified man power who could keep up with these rapid changes is also increased. The most effective way of educating the qualified man power is the qualified education, and the key for the effective education could be provided by well qualified teachers. Besides having the well-qualified teachers, the other important elements for effective education are effective classroom management and effective student-teacher communication. The educational management is defined as supplying good learning environments, defining required rules, eliminating the factors that prevent works of teachers and students. Additionally, educational management is a process that requires effective use of human and material sources (Başar, 2001; Çelik, 2003).

One of the important classroom management activities is creating a classroom atmosphere. Behavioural features of the students, their attitudes towards school and lessons, studying and listening habits, cultural accumulation, physical conditions of the class, teacher-student communication and communication among the students form the classroom atmosphere as a whole (Ök, Göde and Alkan, 2002). The main elements of classroom management consist of teacher, student, class climate, learning environment, school management and environment (Başar, 2001; Bayrak and Erişti, 2005). Fulfilling these needs depend on a positive climate constituted by the union of well-qualified teachers, administrators, effective school-parent communication and physical condition that helps reaching aims of the school (Varış, 1998). One of the important features of class atmosphere is student-teacher communication. Effective student-teacher communication is the fundamental requirement of effective education. What is more, the relationships in the classroom are important for effective classroom management as well as effective learning. The more the teacher constitutes this communication, the more s/he gains in the teaching power and the more s/he reaches his or her educational goals (Aydın, 2000; Celep, 2002; Kısaç, 2002). Therefore, the construction of healthy communications, which is the responsibility of the teacher, is one of the most important dimensions of the success or the failure of a class (Geddes, 1993; Ağaoğlu, 2005).

Teacher's success in classroom management and students' achievement of democratic attitude and positive behaviour depend on teacher's skills of creating a positive classroom atmosphere and a healthy communication environment (Erden, 1996). Teachers should have an effective interaction with the students. Because students who are in positive interaction, would take this effective interaction as a basic rule in their relationships and might facilitate it

while s/he is trying to communicate with other people. Being able to communicate without difficulty would bring self-control and self esteem (Cafoglu, 1992). Therefore, it can be claimed that communication enables self-control as well.

Having effective communication skills, effective self-defining, appropriate listening and speaking habits to understand others are important factors (Lewis, Goodman and Fandt, 1994; Hartley and Bruckmann, 2002). If teachers want his/her students to gain positive behaviour, they should establish good communications with them. If teachers do not use a good language while communicating, their contribution to students' success will decrease (Aydın, 2000). All of the students should be able to get the same meaning when teacher speaks. When there is a misunderstanding, there will be misbehaviour and when there is a deficiency in understanding, there will be a deficiency in behaviour (Başar, 1996). Teachers should behave consciously and should plan their speech. Many researches show that academic success and student behaviours are affected by efficient student teacher communication (Orpen, 1997). While positive student-teacher communication increases academic success, negative student teacher communication is one of the most important factors of unexpected behaviour (Seeman, 2000). Therefore, communication features of teachers in educational management directly affect the reaching level to the aims.

Effective communication forms the basics of effective classroom management. All kinds of efforts to create an effective classroom environment in the classes where there is no effective communication is seen, are restricted and has short term effects (Kısaç, 2002). The message should be sent and received effectively in order to form effective communication (Celep, 2002). Furthermore, educational, individual and non-verbal communication features of the teacher are also important (Şimşek, 2000).

The most and realist solution to overcome these problems emanated from communication features of teachers in high schools, is to give them in-service training and make them eligible in terms of communication features. This research emerged from similar kinds of interest. The present study is conducted in four dimensions with reference to the previous studies in the literature (Arslantaş, 2001; Celep, 2002; Kısaç, 2002; Şimşek, 2000). These are general communication, transmitting effective message, effective listening and effective feedback. These features are briefly described below:

General Communication Features: Communication characteristics emanated from personal and educational characteristics of teachers. General culture, field knowledge and teaching skills of teachers are such educational features. On the other hand, gender, reliability, tolerance, and being systematic are personal characteristics (Şimşek, 2000).

Feature of Effective Message Transmitting: This is a feature of teachers' transmitting their message effectively by using verbal and body language.

Feature of Effective listening: This is a feature of receiving verbal and non-verbal messages, which were sent by students.

Feature of Effective Feedback: Giving effective feedback to verbal and non-verbal messages of students is to make them successful and to make them have responsibility.

Purpose of the study

The purpose of this study was to define communication features of high school teachers with reference to the classroom management aspects. Regarding this purpose, following questions were sought to answer:

1. What were the high school teacher's opinions related to the communication features of in-class communication?
2. What were the opinions of the teachers related to the communications features in terms of classroom management? Does classroom management show differences in terms of gender and service period,

Limitations of study

1. This research was limited with high schools in municipality area of Kütahya city.
2. This research was limited with communication features of teachers in classroom management. Items in classroom management such as physical conditions of education environment, management structure, features of students were in the scope of the research.
3. Communication features of teachers were limited with verbal and non-verbal communication features. Written communication features were out of the research.

METHOD

In the present study, the survey method has been used as a research methodology. Survey method aims to describe the situation as possible as how it was existed in the past or how it exists at present (Karasar, 1994).

High school teachers who work in Kütahya city centre in 2005-2006 teaching semester have formed the participant sample. Since, there is not any difficulty in reaching to the population; it was not preferred to form a participant sample and meaningful data have been gathered from the % 66,1 of the teachers who form the research population.

"Communication Survey", was developed by Altinkurt (2003) and its validity and reliability scores were calculated and used in another study in industrial vocational high schools by the same author. The statements related to the communication features of teachers in the data gathering instrument were gathered in four dimensions as; general communication features (11

items), sending effective message features (6 items), effective listening features (7 items), effective feedback features (6 items). There were 32 total statements in the survey and two of them were serving as controlling questions. 17 of those items were linear whereas 15 were reversed coded. The data-gathering instrument was a 5-point Likert scale, and the options in Likert scale was defined as; “always”, “usually”, “sometimes”, “hardly ever” and “never”.

In order to provide inner reliability of the scale, Cronbach Alpha coefficient (Alpha) method was used. With reference to the statistical analysis, Alpha coefficient of measurement tool was calculated as 0.73. If the Alpha coefficient score is between 0.60 and 0.80, then it shows that the data-gathering tool is reliable (Özdamar, 1997). Two items in the instrument were determined as controlling questions in order to ensure that the participants answer the questions faithfully and to increase the reliability. If the participants’ answers to those controlling questions, which were the same in form and content, were different, those participants were excluded from the study since it shows the inaccuracy of the participants’ answers to the survey. Additionally, the answers given to the questionnaire confirmed by the researchers in an attempt to control whether they have been answered appropriately throughout the instructions whether there have been unanswered questions, whether there have been different answers for the controlling questions. The answers given inappropriately to the questionnaire were eliminated. Consequently, 80 teachers from three high schools have formed the population of the study.

In this study, frequency and percentage calculations have been used so as to analyse the items to determine communication features of the teachers. As to interpretation of the findings, the statements such as “always” and “usually” were assumed as “effective communication skills”. In order to examine the communication characteristics of the high school teachers with reference to their gender, the t-test is used among independent groups for binary cluster comparing. Although t-test reveals whether the difference is statistically significant or not, it does not give any information about the interrelations of the variables. When t-test results revealed that there is a significant difference between the opinions, the level of affection is calculated through η^2 (eta-squared). η^2 is used to depict the variables’ rates of the variance in independent variables. Generally, following limitations were regarded in the calculation of the η^2 (Pallant, 2003): if the η^2 value is between 0,01-0,05, then it is considered as a weak value, if the η^2 value is between 0,06-0,13, then it is considered as average, and if the η^2 value is higher than 0,14, it is considered as strong value. Kruskal Wallis H Test is used to examine if the opinions of the teachers show any difference in terms of the years in their profession (Büyüköztürk, 2002). Additionally, “Mann Whitney U Test” is employed in order to define the source of the difference. “Kruskal

Wallis H” statistic techniques was used in multilateral cluster comparing in order to determine the opinions of teachers about the communication features and whether these features show differences in terms of gender and experience in the profession variables. When the “H test” statistic is significant, subsequent to the variance analysis, “Mann Whitney U” test was used in order to determine the group that was the source of the differences. Significance level has been accepted as 0.05 in statistical analysis in this research.

FINDINGS AND DISCUSSION

In this part, the findings concerning the statistical analyses, which made it possible to answer the research questions and their interpretations, were presented. The order of the research questions have been followed while presenting the findings. Following each table, its analysis was made under the same headline.

Communication features of high school teachers in classroom management

Communication features of high school teachers in student–teacher communication are classified, these were; general communication features, sending effective message features, effective listening features, and effective feedback features.

Opinions of the teachers about general communication features

There are 11 items, which intends to have opinions of the teachers related to the general communication features. The distribution of the answers is demonstrated in Table 1 below.

Table 1. Opinions of the Teachers about General Communication Features

<i>Opinions Items</i>	Always		Usually		Sometimes		Hardly Ever		Never	
	n	%	n	%	n	%	n	%	n	%
1	27	33,8	47	58,8	5	6,3	1	1,3	0	0,0
2	23	28,8	34	42,5	9	11,3	4	5,0	10	12,5
3	19	23,8	40	50,0	18	22,5	3	3,8	0	0,0
4	0	0,0	8	10,0	35	43,8	19	23,8	18	22,5
5	17	21,3	25	31,3	35	43,8	2	2,5	1	1,3
6	18	22,5	29	36,3	29	36,3	4	5,0	0	0,0
7	0	0,0	2	2,5	28	35,0	25	31,3	25	31,3
8	35	43,8	36	45,0	5	6,3	3	3,8	1	1,3
9	5	6,3	14	17,5	43	53,8	10	12,5	8	10,0
10	18	22,5	28	35,0	27	33,8	3	3,8	4	5,0
11	38	47,5	33	41,3	9	11,3	0	0,0	0	0,0

According to Table 1, 88 % of the teachers think that they are sufficient in presenting their field knowledge (item 8); 92,6 % of the teachers explain the importance of the topic before they teach it (item 1); 71,3 % of the teachers take the students' individual differences into consideration (gender, social aspect of their family etc.) (item 2); 73,8 % of the teachers establish empathy with students while interacting with students (item 3); 52,6 % of teachers let students criticise themselves (item 5); 62,6 % of them stated that their students are not afraid of giving wrong answers (item 7); 88,8 % of them think that they give examples from daily life (item 11). However 53,8 % of teachers think that they have difficulty in recognizing students in different aspects (item 4); 58,8 % of them believe that students who have negative behaviours in class should be punished (item 6); 57,5 % of the teachers think that they should be authoritarian to make students respectful (item 10).

Findings conclude that teachers have positive behaviours in general communication features, but they have difficulty in recognizing students and it can be said that they behave autocratic in class communication. Opinions of teachers about recognizing students in the present do not demonstrate similarities with the findings of similar studies. For instance, Başar's study (2001) state that "teachers' recognizing students' is in acceptable level". Regarding the studies about the autocratic behaviour, the findings of the present study present similarities with other studies, that is; "Over half of the teachers believe that students should be punished when they perform negative behaviours" (Terzi, 2001). "Teachers are optimistic and humanist before they have started the work, in other words, they are optimistic and humanist during their education period; however, they are repressive and strict in classroom management during their profession" (Celep, 2000).

Opinions of teachers about sending effective message

There were 6 statements in the data-gathering instrument which intend to figure out the teachers' opinions related to sending effective message. The distribution of the answers is given in Table 2 below.

Table 2. Opinions of Teachers about Sending Effective Message

<i>Opinion Items</i>	always		usually		sometimes		hardly ever		never	
	n	%	n	%	n	%	n	%	n	%
1	1	1,3	1	1,3	29	36,3	19	23,8	30	37,5
2	0	0,0	1	1,3	10	12,5	17	21,3	52	65,0
3	2	2,5	1	1,3	14	17,5	20	25,0	43	53,8
4	0	0,0	3	3,8	19	23,8	28	35,0	30	37,5
5	33	41,3	36	45,0	9	11,3	2	2,5	0	0,0
6	1	1,3	5	6,3	18	22,5	24	30,0	32	40,0

According to Table 2; 70 % of the teachers are not embarrassed in speaking in front of the community (item 6); 63,1 % of the teachers do not have difficulty in regulating their speaking rate (item 1); 86,3 % of them are able to use body language (gestures and mimes) (item 2); 78,8 % of them are able to regulate intonation due to conditions (size of the classroom, student number etc.) (item 3); 72,5 % of them do not deal with only the students sitting in front desks (item 4); 86,3 % of them thinks that students are able to understand what they mean from their behaviours, gestures and mimes (item 5).

With reference to these findings, it can be claimed that teachers have positive behaviours in sending effective message. The result of Celep's (2000) study, which revealed that "most of the students think that teacher teach slowly enough" is consistent with the findings of the present research. Likewise, another related study about using body language says "teachers are able to send their messages by using gestures and mimes as well as right intonation" Pektaş (1998). Similarly, the findings related to regulating intonation, Başar (2001) found out that "perception rate level of teachers' speech in classroom is fine" which is consistent with the present study.

Opinions of Teachers about Effective Listening

There were 7 statements in the data-gathering instrument which intend to figure out the teachers' opinions about effective listening. Their distribution is shown in Table 3 below.

Table 3. Opinions of Teachers about Effective Listening

<i>Opinions İtems</i>	always		usually		sometimes		hardly ever		never	
	n	%	n	%	n	%	n	%	n	%
1	0	0,0	2	2,5	9	11,3	16	20,0	53	66,3
2	2	2,5	11	13,8	20	25,0	20	25,0	27	33,8
3	3	3,8	10	12,5	49	61,3	11	13,8	7	8,8
4	26	32,5	36	45,0	15	18,8	3	3,8	0	0,0
5	35	43,8	36	45,0	4	5,0	5	6,3	0	0,0
6	14	17,5	21	26,3	27	33,8	9	11,3	9	11,3
7	37	46,3	33	41,3	5	6,3	4	5,0	1	1,3

According to Table 3; 86,3 % of the teachers do not hesitate having eye contact (item 1); 58,8 % of them do not have preconceptions about students' outward appearance while listening students (item 2); 77,6% of them recognize successful students much more (item 3); 77,5% of them asks questions about the topic to clarify students' understandings while they are listening (item 4); 58,8% of teachers hesitate being interrupted before they finish their word (item 5); 87,6% of them follow whether students understand

the topic from their gestures and mimes (item 7). However, 56,4% of them pay attention to what students would say first, while listening to them (item 6).

With reference to these findings, it can be claimed that teachers perform positive behaviours generally in effective listening. However, some of the teachers have negative behaviours like having preconceptions about students' outward appearance in classroom communication. This finding shows similarities with the findings of Altinkurt (2003) and Başar (2001), who found out that “preconceptions of teachers are effective in communication period”.

Opinions of teachers about the effective feedback

There were 6 statements in the data-gathering instrument which intend to figure out the teachers' opinions about effective feedback. Their dispersion is shown in Table 4 below.

Table 4. Opinions of Teachers about the Effective Feedback

<i>Opinions Items</i>	always		usually		sometimes		hardly ever		never	
	n	%	n	%	n	%	n	%	n	%
1	53	66,3	23	28,8	3	3,8	0	0,0	1	1,3
2	20	25,0	40	50,0	19	23,8	0	0,0	1	1,3
3	11	13,8	23	28,8	36	45,0	8	10,0	2	2,5
4	48	60,0	23	28,8	4	5,0	5	6,3	0	0,0
5	35	43,8	25	31,3	13	16,3	6	7,5	1	1,3
6	33	41,3	36	45,0	8	10,0	3	3,8	0	0,0

According to Table 5, 95,1% of the teachers appreciate success of students (item 1); 75% of them try to say positive things even if students have negative behaviours (item 2); 57,5% of them are affected by the former behaviours (failures and negative behaviours etc.) of the students when they criticise them (item 3); 88,8% of them make their students believe in that they evaluate exams objectively (item 4); 75,1% of them explain the answers of the exams questions after the exam (item 5); 86,3% of the teachers take the students thoughts into consideration when giving feedback (item 6).

With reference to these findings, it can be claimed that teachers perform positive behaviours generally in effective feedback. However, some of the teachers think that negative performances of students in the past, affect their feedback. The finding of Altinkurt (2003) that “teachers' feedback change concerning the students' performances in the past” and finding of Cooper and Good (1983), “teachers give less feedback to unsuccessful students” are consistent with this study.

Opinions of teachers related to the communication with reference to the gender differences

One of the sub goals of the present study was to figure out whether the participants' opinions related to the communication features show difference in terms of their genders. Concerning this sub goal, t-test was used. The statistical analysis of t test is shown in Table 5 below.

Table 5. Opinions of Teachers Based On Gender Differences (Df= 78)

<i>Communication Feature</i>	<i>n</i>	\bar{x}	<i>S</i>	<i>t</i>	<i>p</i>
General Communication					
Female	38	3,51	0,32	1,220	0,22
Male	42	3,61	0,42		
Sending Effective Message					
Female	38	4,25	0,48	1,427	0,15
Male	42	4,09	0,53		
Effective Listening					
Female	38	3,94	0,37	2,925	0,00*
Male	42	3,68	0,40		
Effective Feedback					
Female	38	4,04	0,31	1,310	0,19
Male	42	3,92	0,49		

As it is seen in the Table 5, there is not any statistically significant difference between the opinions of teachers related to the general communication, sending effective message, effective listening, and effective feedback in terms of their genders. However, the t-test results of teachers' "effective listening [$t=2.925$, $p<0.05$]" shows a significant difference. Therefore, the difference between males and females' opinions considered as statistically significant. The findings revealed that female teachers have much more positive listening features than males. In this respect, the findings of Arslantaş (1998), "there is not any relation between genders and communication features" is not consistent with this study.

Opinions of teachers related to the communication features with reference to their experience in the profession

Another sub goal of the present study was to figure out whether the participants' opinions related to the communication features show difference in terms of their experience in the profession. Since the number of the participants in the sub groups are less than 30, non-parametric Kruskal Wallis H" test is used. The "Kruskal Wallis H" statistic analysis is given in Table 6 below.

Table 6. Kruskal Wallis H Test Results with Reference to The Teachers' Experience in the Profession

<i>Communication Feature</i>	<i>Service Period</i>	<i>n</i>	<i>Mean Rank</i>	<i>df</i>	χ^2	<i>p</i>	<i>Differences</i>
General Communication	1. 1-5 year	11	38.32	3	10.476	0.015*	2-3 (U=123.5) 2-4 (U=205.5)
	2. 6-10 year	32	31.23				
	3. 11-15 year	15	50.37				
	4. 16 years and over	22	48.34				
Sending Effective Message	1. 1-5 year	11	36.05	3	3.263	0.353	-
	2. 6-10 year	32	38.00				
	3. 11-15 year	15	49.87				
	4. 16 years and over	22	39.98				
Effective Listening	1. 1-5 year	11	43.14	3	0.320	0.956	-
	2. 6-10 year	32	41.06				
	3. 11-15 year	15	40.20				
	4. 16 years and over	22	38.57				
Effective Feedback	1. 1-5 year	11	41.27	3	10.352	0.016*	2-4 (U=214.0) 3-4 (U=64.0)
	2. 6-10 year	32	36.72				
	3. 11-15 year	15	29.90				
	4. 16 years and over	22	52.84				

As the Table 6 illustrates, there is not any statistically significant difference between the opinions related to sending effective message and effective listening in terms of their experience in the profession. However, there is significant difference in terms of “general communication” [$\chi^2(3)=10.476, p<0.05$], and “providing effective feedback” [$\chi^2(3)=10.352, p<0.05$]. “Mann Whitney U” test is used to examine the source of the difference.

It is ascertained that the difference in the opinions of the teachers on general communications originated from the years of professions of the teachers. That is, the difference is originated from the difference between the experiences of teachers who have 6-10 years experience and who have 11-and over years of experience in their professions. Similarly, the difference in the opinions of the teachers on the “providing effective feedback” is also resulted from the difference between the experiences of the teachers who have 6-10 and 11-15 years of experience in their profession. The difference that found in the general communications and “providing effective feedback” dimensions are in favour of the teachers who have higher level of experience in their professions. This finding could be interpreted as the more years in the profession help to develop more communication skills in the teachers. Although the studies conducted by Altinkurt (2003) and Günay (2003) revealed that there is a significant difference in the opinions of the teachers in terms of their years in the profession, the studies of Bedur (2007), Çubukçu and Girmen (2008) revealed that the years in the profession do not cause any difference in the opinions.

CONCLUSIONS AND RECOMMENDATIONS

The conclusions below have been gathered from the findings of the research:

Teachers believe that they have positive behaviours in general communication features, but they have difficulty in recognizing students. Moreover, sometimes they behave autocratic in classroom communication.

Teachers believe that they behave positively while sending effective messages.

On the other hand, although they believe that they have positive behaviours in effective listening, some of the teachers might have preconceptions concerning the outward appearances of the students in class communication

Teachers generally believe that they have positive behaviours about effective feedback. However, most of the teachers believe that, students' former negative behaviours overshadow their feedback.

Although there is not any significant differences between the participants' opinions related to general communication in terms of their genders, effective feedback, effective message sending; there is significant difference in terms of effective listening. That is to say, female teachers have an idea that they have much more positive listening features than males.

It is found that, there is not any significant difference in the opinions of the teachers related to the general communication, effective message sending and effective listening with reference to their experience in the profession however, there seems a difference in terms of feedback features. Teachers who have 16-20 years experience in the profession believe that they have much more positive behaviours than the teachers who have 6-10 years and 11-15 years experience in the profession.

Concerning the findings of the present study, precautions should be taken into consideration in order to improve communication features of teachers. Possible implications that thought to be effective on this issue were as follows:

Education activities should be prepared to develop communication features of teachers in teacher education programmes.

In-service education activities in relation with developing the communication features should be imposed to teachers especially to the ones who have less experience in their profession. These activities should include; ways of cognizing students, student-teacher interaction, learning-teaching period, communication barriers, ways of effective listening, and democracy education.

Studies related to the communication features of teachers in classroom can be conducted concerning the students' opinions. Similar research can be done through observation method by the researchers and findings of those studies might be compared. Accordingly, reliable and valid data could be gathered.

Additionally, other studies could be conducted to identify the communication features during the teachers' in-service period. What is more, studies could be conducted to identify the role of their educational background and the role of their instructors in the university where they have graduated and where the communication features of the teachers were formed.

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