EXTENDED SUMMARY

The aim of this research is to appoint the relation between communication skills and class management skills of prospective teachers and to determine to what extend do communication skills predict class management skills. Another aim is to determine whether there are differences in range points of communication skills and class management skills in opinions of prospective teachers in aspects of gender, study branch, and mean values. The research is in relational scan model and held with quantitative method the population of the research is formed by 349 4th grade students studying at the Department of Education in Siirt University and taking Teaching Practice Course. A “Scale of Evaluation of Communication Skills” formed of 25 items and developed by Korkut (1996) and a “Scale of Class Management” formed of 32 items and developed by Özay Köse (2010) by are used in the research.

The data collected in the research, are interpreted using descriptive statistical techniques, (Frequency, percentage, mean, Standard deviation); parametric tests (t-test and one-way analysis of varianc-Anova) in order to determine the differences according to variables and using correlation and regression analysis among variables.

The scales used in the research are subjected to variance analysis again. According to this explanatoriness of evaluation of communicative skills scale is % 50,338 (KMO=0,897; Bartlett sphericity chi square =1963,193; sd300; p<0,000); explanorines of class management skills scale is % 52,531 (KMO=0,877; Bartlett sphericity chi square = 2874,606; sd=496; p < 0,000). In addition it is seen that factor load values of the items of scales are above 0,50. Cronbach Alpha internal consistency measures of evaluation of communicative skills scale is found .87 for the scale as whole. For class management skills scale it is found .88 for the whole scale. Internal consistency measures of both scales are at a quite reliable level.

As a result of this research it is seen that prospective teachers participating in the research agreed in their opinions most in item 5 (I think people are important and valuable./ Ÿ= 4.57, Ss = .698) in communication skills scale. Whereas they agreed least in item 25 (I hesitate to ask questions someone I talk just that I am curious while I listen to him/ Ÿ= 3.58, Ss = 1.06). When these mean values are analysed, it can be concluded that participants perceptions of communication are at a high level. The item that prospective teachers agreed most in scale of communicative skills is the item 15 (I punish students who don’t obey class rules./ Ÿ= 4.36, Ss = .754). When these mean values are analysed it is seen that prospective teachers/ Ÿ= 3.01, Ss = 1.053. Think that they can communicate with the students outside the classroom and direct the class effectively as part of class management skills.

According to the variable of gender, relation between prospective teachers’ skills of communication and class management differs significantly [F(3,43)= 2.170; p<.05] in favor of communication skills whereas it doesn’t differ in favor of class management skills [F(3,43)= 1.212; p>.05]. As for mean values, the results are in favor of female participants in communicative skills. Therefore female prospective teachers agreed more that they are good at communicative skills. It can be concluded that communicative skills of female prospective teachers are higher than male prospective teachers.

According to the variable of study branch, the effect of prospective teachers’ communication skills on class management doesn’t differ significantly in favor of neither the skills of communication [F(5,343)= 2.229; p>.05] nor class management [F(5,343)= 1.9212; p>.05].

According to the results of correlation analysis, it is seen that there is a positive and mid-level relation (r =.659**; p ≤.000) between prospective teachers’ perceptions of communication and class management skills.

When the results of regression analysis relating to what extend do communication skills of prospective teachers predict their skills of class management, it is seen that there is a significant relation (R=.659, R²=.434, F=266,585, p ≤ .05 ve p ≤ .01) between communication and class management skills. F value shows that independent variable predicts dependent variable as a whole. Communication skills of prospective teachers participating in the research depicts 43% of the total variance of class management skills. Multiple regression analysis made on communication skills as predictor variables show that communication skills predict class management skills significantly ( p ≤ .01). Therefore, it can be concluded that prospective teachers having high communication skills will have high class management skills either.