



Working together
www.rcis.ro

Revista de Cercetare si Interventie sociala

ISSN: 1583-3410 (print), ISSN: 1584-5397 (electronic)

THE EFFECT OF COMMUNICATION SKILLS TRAINING PROGRAM ON TEACHERS' COMMUNICATION SKILLS, EMOTIONAL INTELLIGENCE AND LONELINESS LEVELS

Sultan Mullacuma TULUHAN, Munevver *YALCINKAYA*

Revista de cercetare și intervenție socială, 2018, vol. 62, pp. 151-172

The online version of this article can be found at:
www.rcis.ro, www.doaj.org and www.scopus.com

Published by:
Expert Projects Publishing House



On behalf of:
„Alexandru Ioan Cuza” University,
Department of Sociology and Social Work
and
HoltIS Association

REVISTA DE CERCETARE SI INTERVENTIE SOCIALA
is indexed by Clarivate Analytics (Web of Science) -
Social Sciences Citation Index
(Sociology and Social Work Domains)

The Effect of Communication Skills Training Program on Teachers' Communication Skills, Emotional Intelligence and Loneliness Levels

Sultan Mullacuma TULUHAN¹, Munevver YALCINKAYA²

Abstract

Aim of this study is to analyze effects of the Communication Skills Training Program on the teachers' communication skills, the emotional intelligence and their loneliness level in their Professional lives. Both sample group and control group of this study is composed of 35 teachers each. The data has been collected through t-test technique (paired sample t test and independent sample t test) in order to test the efficiency of the experiment all process. As a result, it has been found that there was increase in level of the effects of the communication skills training program on the teachers' communication skills, the emotional intelligence and decrease loneliness level in their professional lives.

Keywords: communication skills training, emotional intelligence, loneliness.

Introduction

The teaching profession has been one of the most important professions throughout history. Teachers are the ones who have the greatest influence in the field of civilization, and who play the greatest role in educating the community (Kayaalp, 2002). Teachers are people who work to reach a prosperous society (Celikten, Sanal & Yeliz 2005). For this reason, the teachers are responsible again for the change and development of the society (Ozpolat, 2005). When looking

¹ Cyprus International University, Department of Psychological Counseling and Guidance, Nikosia, CYPRUS. E-mail: sultan-mullacuma@hotmail.com

² Cyprus International University, Department of Psychological Counseling and Guidance, Nikosia, CYPRUS. E-mail: myalcinkaya@ciu.edu.tr

at the oldest literature sources, we can see that the education system has always existed in some way, and it comes with innovations and changes today. What has not changed is the traits of the trainer. To carry a society from one place to another is undoubtedly a great responsibility. Thus, it is very important that the person who trains and guides you in the era you live does the job right. In this context, essential qualities of teachers, who have an important role in the success of the educational system coming from the past, have great importance. Therefore, the teaching profession and the competence of the teachers have become the focal point (Onen, 2012). Teachers have duty of making society an example in both business life and social life. They need to carry a number of qualifications to be able to fulfil this task properly (Yazici, 2006). Thus, having environmental power is the priority which makes teaching profession valuable (Sunbul, 2002). Although the teaching profession differs from society to society, it is a respected one almost in all the countries. It represents an important part of the education and training process -which is in relationship with and interacts with human society, and has an effective power to transfer the norms of society and value judgments from the beginning to the end (Sisman, 2002).

Teacher is the person who takes the effective role of the education system (Bircan & Kavcar, 2003); who has the opportunity to practice with students and monitor them; who adopts the student-centered teaching strategy (Isiktas, 2015); who is the educator practitioner and gain lasting behavior change (Sonmez, 2003) with implementation and tracking (Tunceli, 2013); and who contributes significantly to the student's education and training process (Bircan, 2003). In achievements of past, present and future generations, the person who guides the development of the next generation must be accoutered (Gursimsek, Vural, Ekinci, Demirsoz & Selcioglu, 2008). If the director is not accoutered enough, it will cause the entire community to be affected (Frymier & Houser, 2000). At the top of the list for being accoutered, there are effective communication skills. Effective communication skills are effective in the teaching process of the teachers; they can establish a positive relationship with the students and enable the education system to be carried out successfully and effectively. According to the obtained research, the teacher competence is emphasized, and it is desired to investigate the related variables (Sen & Erisen 2000). The findings obtained from researches of different societies are similar. In other words, teachers are the people who influence the development of society. When communication skills and teaching profession are addressed, it is argued that these skills can be acquired through education; and that the teacher plays a big role in this process. *Communication skills described as sensitivity to verbal and non-verbal messages, listening and responding effectively* (Baker & Shaw, 1987). In spite of those asserting that these skills are innate rather than educational, there is a vast majority who assert that they are gained through education (Buckman, 2001; Korkut, 2005).

The nature of communication that the teacher has shown both in the school environment and in the classroom is an important factor affecting the overall situation of the students. Since the elementary school period, pupils have paid much attention to the use of language by their teachers, their attitudes, their way of speaking and their turnout. Most pupils even imitate their teachers at the break time or at home. Students are influenced by the way their teachers pronounce the language, by the way they speak, their reassuring speech and their usage of persuasive language. According to Ergin & Birol (2000), in the communication processes, teacher is the person who is seen as a reliable source, and whose behaviour is controlled by the environment and is in motion. Every word that comes out of the teacher's mouth is accepted correctly. Community rules also support this. Every communication established with the student has a great impact on the student. The role of the teacher, in addition to student success, has great effect on lessons such as Mathematics, Turkish, Science, etc. which are less and more popular. For this reason, the importance of teacher quality is an irreplaceable element on doctors, lawyers, engineers today. The influence of communication skills is inevitable on every effect left on the student (Pehlivan, 2005).

Teachers, an important part of the education process, must be competent in the field of communication so that they can do their jobs well. Education is a kind of knowledge that is spreading and developing from generation to generation (Yavuzer, 1999; Ustunsel, 2011). A teacher who is well equipped in the teaching profession would know which student can gain a certain amount of communication through how much he or she will obtain (Brophy & Good, 1970). The teacher needs to have strong communication skills in order to be able to act in the positive direction. It is necessary to pay attention to the following items in order to establish an effective communication pattern (Alper, 2007). According to Ceyhan (2006), the effective communication elements are as follows: (1) responding to mutual talk, (2) reflecting the speaker's feelings and thoughts in the given answer, (3) asking non-routers open questions, (4) to solve the codes of nonverbal cues, (5) give correct answers to messages, (6) being willing to listen, (7) eye contact setup, (8) concentrate on understanding, (9) providing accurate feedback, (10) responding to "I" messages, (11) self-revelation, (12) empathic understanding display, (13) positive response to criticism, (14) demonstrating behaviour, (15) resolving conflicts inappropriate ways by managing conflicts and (16) unconditional acceptance. Providing education about communication skills to employees from different sectors will be very beneficial for the society. Communication skills are very important for the employees who are working to educate people in a society like teachers. Providing education about communication skills will help teachers to develop positive and permanent manners. This will assist to raise a good quality of generations in a society. As teachers develop efficient communication skills learners will love school more and they will follow and apply the given instructions without having any problems. Therefore, it can be claimed that providing education

about communication skills will affect the education system in a positive way (Ustundag, 2006).

Teachers who have developed efficient communication skills will solve their problems that they've faced in education system by looking at the problems from different perspectives. Communication skills education is about sharing feelings and ideas of individuals. At the same time, it is a group work activity where people can share their experiences and can notice what others think about the things that they shared with them. By means of the communication skills education participants will have wider perspective of the world and as a result of this education participants will change their manners permanently. As the important part of the education system, teachers have to recognise the main dynamics of the communication period including the recognition of the feelings, taking advantage from the power of the feelings, to be able to manage with the feelings in an appropriate way and they shouldn't have loneliness problem by forming strong social bonds. Thus, communication skills education has to be a program that everyone has to be taken advantage of it (Kaya, 2014).

Purpose

The aim of the research is to examine the effects of the communication skills training program, teachers' communication skills, emotional intelligence and loneliness in business life. The following essays have been tested to achieve this general objective: Individuals who has attended communication skills programme:

- Is there a difference in the way of communication skill scores of pre test and final test between the experimental and control group teachers?
- Is there a difference in the emotional intelligent pre test scores and final test scores of the teachers in experimental and control group?
- Is there a difference in the pre test and final test scores of the teachers who are in the experimental and control group that are suffering from loneliness in the work environment?

Why Communication Skills Training Program?

The Communication Skills training program consists of a training program designed to create and communicate effectively with people, to facilitate the solution of communicational problems in the business and social environment, and to be able to communicate directly. Teachers, who are practitioners of the education system, should be in control of their communication skills. According to a survey conducted in the USA, teachers' lack of services in conversational communication before starting work leads to problems in the educational process (Hunt, Simonds ve Cooper, 2002). While seeking for a solution in this matter, such training programs were used and positive effects were seen in similar studies. Adult

communication skills have been seen to increase as a result of a training program prepared for adults by Voltan-Acar (1992) and Korkut (2005). Similarly, in studies conducted with teacher and teacher candidates, communication skills training was found to have an effect on teacher behaviours (Patterson & Sikler 1974; Harbin, 1975; Cam, 1995). In Yuksel-Sahin's (1997) study, perceptions of communication skills of university students who did or did not receive communication skills training started to change, and it was seen that the program was effective. In the study of Demirci (2002), a communication skills training was performed -which had an experiment and control group composing of young workers regularly participating in Ankara Vocational Training Center. On communication skills possessed by young workers who participated in the training program, it has been shown to be positively affected. In the study of Ozan (2008), it has been found that the achievements in basic communication skills have increased on students who used basic communication skills taught, and peer evaluation applications. In the study of Ustundag (2006), after the communication skills training, the students in the experimental group showed a significant increase in the behaviors of "bare to the father, opposite sex friend, teacher and psychological counselor"; but behaviors were not significantly different of "to a mother and same sex friend". In his study (Calim, 2014), he stated that after the communication training was provided according to Travelbee theory to the mid wives, they improved the skills they use in communicating with empathy skills. In the study of Cam (1997), it was seen that the training program for improving communication skills had a positive effect on the teacher candidates. The research of Deniz (2003) shows that Communication Skills Education given to 8th-grade primary school students shows that it has an effect on communication skills of students. Moreover, it has been seen that the communication skills program is effective on communication conflicts (Isik, 1993, Ozgit, 1991). In general, it is observed that the training on communication skills increases communication skills. Thus, the result is that communication skills are learnable and developable skills. Communication skills training program applied in the research aims to change teachers' communication styles positively. Therefore, it is expected that the teachers who participate in the communication skills training program will have a positive effect on communication skills, emotional intelligence and loneliness in business life. Effective communication in the education-training process is extremely important in terms of the quality of learning. When the training process activities become more fun and enjoyable for teachers and students, the time spent in the school is also of high quality (Ayan & Taspinar, 2010). The important element in the quality education process is that the teacher is able to use the communication elements effectively (Martinek, 2013). If the teachers provide an effective communication environment for students, that will help the students for their positive self-development, for being a harmonious personality, for achieving success in their future teaching career

and for realizing themselves (Kester & Letchworth 2014) Teachers should have knowledge about communication and use it correctly, so that the future generations would be healthy individuals, and also welfare level of the society would increase (Ustunsel, 2011)

Emotional Intelligence

Salovey & Mayer (1990) found that the concept of emotional intelligence is “the person can see the emotions of himself or others, be able to distinguish, and the ability to use this knowledge as a guide in thought and action”. Feelings must be incorporated into speech and what is said, according to Reuven, Daniel, Denburg (2003). While speaking to society, listeners not only look at the words but also the pronunciation. The ability of a speaker to influence the other person depends not only on conveying the correct information, but also on the way of transmission. Being able to do these requires effective use of the speaker’s emotional intelligence. According to Ugurlu & Shakar (2015), emotional intelligence affects social life, business life, communication and interaction with others. For this reason, emotional intelligence is crucial for effective communication.

Communication Skills and Emotional Intelligence

Although time, knowledge, emotion, intelligence and success are important, effective use of them depends on effective communication skills (Goleman, 2006). Emotional intelligence competencies and communication skills are at the forefront in this context (Eroz, 2011). Thus, in this research, it is desired to analyze the effect of communication skills education on emotional intelligence. The failures of people with high levels of emotional intelligence, both in the business and social life, and the successes and activities of individuals with average emotional intelligence, have laid the groundwork for debating this conception (Baltas, 2011). In today’s world, the idea of how people control their emotions in both their business and social lives, how they solve problems, how they achieve success, how they use communication skills has spread widely and has become the focal point (Anonymous, 2016).

Loneliness

“Loneliness is a situation in which a person feels himself or herself unrecognized and lonely. Loneliness is the spiritual condition created by the weakness of interpersonal relations and social interaction” (Ernst & Cacioppo, 1999). Loneliness is the emergence of a situation being away from people because of the obstacles and the lack of communication; and because the individual sees the other person as a means of threat in the social environment and a major cause of anxiety, according to Yalom (1999). According to Wright, Burt, and Strongman (2006), the

phenomenon of loneliness originates from person's own inner world. According to Chadsey, DeStefano, O'Reilly, Gonzalez & Collet-Klingenberg (1992), loneliness is the weakness of social relations and a personal mood. Loneliness is not a choice; but a situation caused by low social relations and extreme stress feelings (Hawkley, Burleson, Berntson ve Cacioppo, 2003). The environment, social status and psychological reasons may cause the loneliness (Levin & Stokas 1986).

Communication Skills and Loneliness

Mankind is motivated to interact with people they work together at the workplace (Cacioppo, 2011). There are jobs that require direct communication with individuals, and the importance of social support and interaction in the workplace has become more pronounced for these occupations. Teaching is one of these occupations (Oguz & Kalkan, 2009). The influence of the teacher on the students and the community is major. However, sometimes they feel alone in the school. *Loneliness at work includes self-reliance, isolation and to be left alone (Yilmaz & Aslan, 2013)*. The uneasiness caused by the lack of communication causes the loneliness said Jones (1981) and Marangoni (1989) in describing the concept of loneliness, *"the individual himself and the lack of communication are in the foreground"*.

Communication Skills

Mankind is constantly interacting with each other in their social life. Groups are formed because of this. Communication relationship is born, and interaction begins to occur Within these groups. They have the opportunity to express themselves to each other in the group (Ozer, 2008). They have the opportunity to tell about themselves to other individuals in the group (Ozer, 2008). People need to communicate with each other. This is also a requirement of social structure. Communication is formed by an effort to establish a relationship, and it becomes an interaction (Herguner, Ozbay & Yaman, 1997).

Communication skill is the ability to convey the feelings, thoughts, beliefs and attitudes in an understandable and appropriate manner (Korkut, 1996; Fisne,2009). Communication skills become a source of many skills, and they are the ability to respond effectively to verbal and nonverbal messages that coming from the environment. (Buckman, 2001, Korkut, 2005). The five skills required in language-based communication and listed in five main headings are as follows: (1) speaking (Actually opening the verbal inline to the outside); (2) writing (self-expression); (3) reading (visual listening); (4) listening (silent testimony to self); (5) Thinking (man's self-realization effort) (Ergin and Birol, 2000; Ustundag, 2006). Unable to listen effectively to the other party, continuous conversation, misapply of non-verbal communication, failure to think, conflict, etc. can result when communication skills are not available. Having problems in five basic

communication skills prevents communication to be healthy and successful (Carr, 2003; Kurtilem 2005).

Methodology

The model of the study

In this research, effects of the communication skills training program on teacher communication skills, emotional intelligence were analyzed by conducting an experimental model study with pre-post test control group; and especially, its effect on loneliness in working life was analyzed.

Working group

In the research, The Turkish Republic of Northern Cyprus was selected by the Ministry of National Education and the Ministry of Education; and the sample group consisted of the teachers working in elementary schools affiliated with the Elementary School in 2016-2017 academic years. To select contacts Communication Skills Inventory, Loneliness Scale in Business Life and Schutte Emotional Intelligence Scale was applied to 305 teachers. In the research 70 teachers were selected to form experimental and control groups scored below the arithmetic average by their communication skills inventory with a normal distribution, Schutte Emotional Intelligence Scale and Loneliness Scale in Business life. Then, 35 of them getting low scores from the three scales were selected for the experimental group, and the other 35 for the control group.

Data Collection Tools Communication Skills Inventory (CSI)

Communication Skills Inventory was translated and developed in 1998 by Ersanli and Balci in Turkish. The item number of the scale is 45, representing a Likert-type scale obtained using a rating of 5. All the items in the scale are positive, and the answers to the scale items are “1 point for not at all like me”, “2 points for notlike me”, “3 points for inaccuracy”, “4 points for like me” and 5 points for “exactly like me” will be scored. High score from communication skills inventory shows that communication skills are also high (Ersanli & Balci 1998). Factor analysis was conducted within the validity study of the scale. As a result, there are three subscales on the scale: mental, emotional and behavioural skills and each of them consists of 15 items. The Cronbach alpha reliability coefficient of the Cronbach alpha test was 0.72 (Ersanli & Balci, 1998) to determine the internal consistency of the scale. The Cronbach alpha reliability coefficient was 0.78 according to the results of the Cronbach alpha test performed by the researcher.

The Loneliness Scale in Business Life (LSIBL)

The Original Loneliness Scale (IYY) was originally developed in 2006 by Wright, Burt and Strongman. Studies for its Turkish adaptation were carried out in 2009 by Dogan, Cetin and Sungur. There are 16 propositions including 8 positive and 8 negatives in the scale obtained by the rating of Likert type 5. Negative proposals on the scale are scored as “Not at all appropriate (1 point)”, “Not suitable (2 points)”, “Fairly appropriate (3 points)”, “Fair (4 points)”, “Totally appropriate (5 points)” and positive proposals are scored inversely. The high score obtained from the scale indicates that loneliness is high in business life (Dogan et al., 2009). It is seen that there are two sub-dimensions on the scale: emotional deprivation consisting of 9 items and social companions composed of 7 items as a result of the validity-reliability study conducted by Dogan and his colleagues. The Cronbach alpha reliability coefficient of the scale was 0.91. (Dogan *et al.*, 2009). In addition, the Cronbach alpha reliability coefficient of the test performed by the researcher was 0.84.

Schutte Emotional Intelligence Scale (SEIS)

The Schutte Emotional Intelligence Scale (SDZO) was originally developed in 1998 by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim. The Turkish validity-reliability study was conducted by Tatar, Tok and Saltukoglu in 2011. There are 41 propositions for determining the emotional intelligence of the participants on the scale prepared by grading with Likert type 5. Responses given to positive expressions on the scale were scored as “not at all appropriate = 1 point,” “not suitable = 2 points,” “undecided = 3 points,” “appropriate = 4 points,” “completely appropriate = 5 points”. It was scored in reverse from ten to one since the items on the scale include negative expressions of 3, 4, 6, 8, 10, 12, 13, 14, 17, 20, 22, 23, 24, 25, 26, 28, 34, 35, 39, 40, 41. The high score to be taken from the scale indicates that the emotional intelligence is high (Tatar, Tok & Saltukoglu, 2011). Tatar, Tok and Saltukoglu’s (2011) validity reliability study showed that the scale had three sub-dimensions: optimism/regulation of mood (21 items), evaluation of feelings (13 items) and use of feelings (7 items). The Cronbach alpha reliability coefficient for the scale was found to be 0.82 (Tatar *et al.*, 2011). In addition, it was determined that Cronbach alpha reliability coefficient of the general scale was 0.74 as a result of the reliability analysis performed by the researcher.

Application

It was prepared on the basis of research on resources related to communication skills, and the program obtained by the preliminary application (pilot study)

was performed throughout 9 sessions by creating a group environment for the teachers in the experimental group. This program is aimed to enhance and improve communication skills, and it is for participating in nine basic communication skills and using these skills in daily life. The duration of each session is set at ninety minutes. This training process was performed on the experimental group, but it was not performed on the control group. Oral presentation, question-answer technique, practice exercises, self-observation exercises, home working, support (intervention), feedback methods between members and leader were applied while the communication skills training program was performed. Nine basic communication skills are applied in the form of self-recognition and self-disclosure, self-expression in communication, empathy, verbal and nonverbal communication, using language that develops ego, interpersonal communication, conflict resolution skills, feedback receiving and criticism and effective and participative listening which were made in a practical way within the scope of the program. Members were in a state of being ready by studying one or more sessions for each communication skill and providing conceptual information. Then, activities were carried out, and it was aimed to transform the acquired information into permanent behaviour. It was done after giving practice assignments to the members - so that they could practice what they have learned in the sessions until the next session, and make them work as skills. The group rules explained to the members in the first session. The necessity of confidentiality, volunteering, continuity, punctuality, respect, sharing homework was explained. The members' experiences and the evaluations were shared in the last session.

Collection and Analysis of Data

The data collected twenty days before the first session is taken as pre-test scores. The final test data were collected in the experimental group after 20 minutes of the last session. The final test data was collected by reaching 35 persons one day after the end of the experimental application from the control group. SPSS 21.0 package program was used for statistical analysis of the data. The normal distribution fit of the scale scores of the experiment and control group participants was determined by examining the Shapiro-Wilk test, QQ plot graph and skewness-kurtosis values and normal dispersion of the data set. Accordingly, the paired sample t test was used to compare the pretest and post-training scale scores of the experimental and control groups. Independent sample t test was used for comparisons made by groups of participants.

Results

The findings obtained from the test of the three experiments developed based on the problem of the research and the interpretation of these findings are given below.

Table 1. Paired sample t test results (n = 35) for comparing all scale scores pre- and post-training of experiment group teachers.

	Measuring time	\bar{x}	s	t	P
Optimism / regulation of the mood	Before the training	62.89	3.62	-8.83	0.00*
	After the training	69.66	4.49		
Evaluation of feelings	Before the training	38.80	3.50	-5.57	0.00*
	After the training	42.80	3.23		
Use of feelings	Before the training	21.83	3.09	-2.69	0.01*
	After the training	23.69	2.30		
Schutte Emotional General Intelligence Scale	Before the training	123.51	3.14	-22.01	0.00*
	After the training	135.14	0.60		
Mental skills	Before the training	36.63	4.05	-4.87	0.00*
	After the training	40.40	3.47		
Emotional skills	Before the training	39.71	5.90	-3.95	0.00*
	After the training	45.49	5.50		
Behavioral skills	Before the training	38.69	3.73	-4.37	0.00*
	After the training	42.60	3.10		
General Communication Skills Scale	Before the training	115.03	7.50	-8.43	0.00*
	After the training	128.11	5.25		
Emotional deprivation	Before the training	27.60	4.31	3.58	0.00*
	After the training	23.89	4.63		
Social friendship	Before the training	30.66	4.15	2.96	0.01*
	After the training	27.54	4.42		
General Workplace Loneliness Scale	Before the training	58.26	1.62	21.78	0.00*
	After the training	51.43	0.98		

* $p < 0.05$

Table 1 shows the results of the paired sample t test for the comparison of pre- and post-training scale scores of the teachers in the experimental group included in the study. When Table 1 was examined, it was found that there was

a statistically significant difference between the pre - and post – training on the Schutte emotional intelligence scale and the scores they got from the subscales in the scale ($p < 0.05$). Teachers in the experimental group increased the scores of Schutte emotional intelligence scale and subscale scores after training.

It was found that there was a statistically significant difference between the pre - and post - training communication skills of the teachers in the experimental group and the scores they got from the sub - dimensions of the scale ($p < 0.05$). The post- training communication skills of the teachers in the experimental group and the scores they receive from the subscales on the scale have increased after training. Pre-training and post-training scores of the experimental group’s teachers participating in the research was analyzed on loneliness in the workplace scale, and there was a statistically significant difference between the scores of social friendliness subscale ($p < 0.05$). The scores of the loneliness scale at the workplace and the scores of the social friendship subscale were decreased in the experimental group.

Table 2. Paired sample t-test results for the comparison of all scale scores of the control group teachers before and after training ($n = 35$)

	Measuring time	\bar{x}	s	t	P
Optimism / regulation of the mood	First measurement	62.77	3.63	0.76	0.45
	Final measurement	62.23	3.34		
Evaluation of feelings	First measurement	38.77	3.86	2.12	0.04*
	Final measurement	37.31	3.64		
Use of feelings	First measurement	21.91	2.49	2.24	0.04*
	Final measurement	20.54	2.39		
Schutte Emotional General Intelligence Scale	First measurement	123.46	5.40	1.12	0.27
	Final measurement	122.09	5.11		
Mental skills	First measurement	37.63	3.94	0.27	0.79
	Final measurement	37.37	3.53		
Emotional skills	First measurement	40.29	3.12	0.57	0.58
	Final measurement	39.91	2.82		
Behavioral skills	First measurement	39.17	4.27	0.24	0.82
	Final measurement	38.94	4.24		
General Workplace Loneliness Scale	First measurement	117.09	4.77	0.81	0.42
	Final measurement	116.23	4.61		
Emotional deprivation	First measurement	28.06	4.86	0.36	0.72
	Final measurement	27.66	4.70		

Social friendship	First measurement	29.69	4.76	0.85	0.40
	Final measurement	28.69	4.41		
General Workplace Loneliness Scale	First measurement	57.74	3.75	1.38	0.18
	Final measurement	56.34	4.90		

Table 2 shows the results of paired sample t-tests on the comparison of initial and final measurement scale scores of teachers in the control group included in the study. It was found that there was statistically significant difference between the scores of the first and last measurement on the Schutte emotional intelligence scale and subscale scores of the teachers in the control group included in the study ($p > 0.05$). The control group teacher's and their subscales of the scale first measurement and the last measurement communication skills scale have been detected that there was no not statistically significant difference ($p < 0.05$). There wasn't statistically significant difference between the scores of the loneliness scale at the workplace and the scores they received from the subscales of the scale for the teachers in the control group ($p > 0.05$).

Table 3. Independent sample t test results on the comparison of teachers' pre- and post-training scale scores according to the experimental and control groups ($n = 35$)

	Group	Before the Training				After the Training			
		\bar{x}	s	t	p	\bar{x}	s	t	P
Optimism / regulation of the mood	Experimental	62.89	3.62	0.13	0.90	69.66	4.49	7.85	0.00*
	Control	62.77	3.63			62.23	3.34		
Evaluation of feelings	Experimental	38.80	3.50	0.03	0.97	42.80	3.23	5.45	0.00*
	Control	38.77	3.86			36.31	3.64		
Use of feelings	Experimental	21.83	3.09	-0.13	0.90	23.69	2.30	3.82	0.00*
	Control	21.91	2.49			20.54	2.39		
Schutte Emotional General Intelligence Scale	Experimental	123.51	3.14	0.05	0.96	135.14	0.60	15.01	0.00*
	Control	123.46	5.40			122.09	5.11		
Mental skills	Experimental	36.63	4.05	-1.05	0.30	40.40	3.47	3.62	0.00*
	Control	37.63	3.94			37.37	3.53		
Emotional skills	Experimental	39.71	5.90	-0.51	0.61	45.49	5.50	5.33	0.00*
	Control	40.29	3.12			39.91	2.82		
Behavioral skills	Experimental	38.69	3.73	-0.51	0.61	42.60	3.10	4.12	0.00*
	Control	39.17	4.27			38.94	4.24		

General Workplace Loneliness Scale	Experimental	115.03	7.50	-1.37	0.18	128.11	5.25	10.07	0.00*
	Control	117.09	4.77			116.23	4.61		
Emotional deprivation	Experimental	27.60	4.31	-0.42	0.68	23.89	4.63	-3.38	0.00*
	Control	28.06	4.86			27.66	4.70		
Social friendship	Experimental	30.66	4.15	0.91	0.37	27.54	4.42	-1.08	0.28
	Kontrol	29.69	4.76			28.69	4.41		
General Workplace Loneliness Scale	Experimental	58.26	1.62	0.74	0.46	51.43	0.98	-5.82	0.00*
	Control	57.74	3.75			56.34	4.90		

Table 3 shows the results of independent sample t test for the comparison of pre- and post-training scale scores according to the groups of teachers included in the survey. When Table 3 was examined, it was found that there was no difference between experimental and control group teachers' scores on pre-training Schutte emotional intelligence scale and general and scale sub-dimensions ($p > 0.05$). It was found that there was no statistically significant difference between the experimental and control group teachers' scores from the Schutte emotional intelligence scale and general and scale subscales ($p < 0.05$). In the experimental group's teachers' scores from Schutte emotional intelligence scale and the subscales, it was found to be higher than the teachers in the control group. There was no statistically significant difference between the scores of the pre- service communication skills scale of the experiment and control group teachers ($p > 0.05$). It was found that there was a statistically significant difference ($p < 0.05$) between the communication skills according to the groups of the teachers after the training and the scores they got from the subscales in the scale. The post- training communication skills of the teachers in the experimental group were found to be higher than the teachers in the control group in terms of the overall scale and the scores they received from the subscales in the scale. It was found that there was no statistically significant difference between the loneliness scale at the workplace and the scores of the experimental and control group teachers in the scale before the training ($p > 0,05$). After the training, it was found that there was a statistically significant difference between the experimental and control group teachers' scores on the loneliness scale at work and the scores they received from the emotional deprivation subscale of the scale, and the post- training scores of the experimental group were lower than the control group teachers.

Discussion

Findings showed that the teachers who participated in the communication training program had higher scores on Schutte emotional intelligence scale and subscale scores. According to Goleman (2000), to know your own emotional state and control it, being aware of your own motives and moods, self-management, being motive, empathy skill, manages personal relationships and thinking before moving cover the dimensions of emotional intelligence. At the communication skills training program, the skills of being aware of emotions, controlling, motivating, self-understanding and understanding the others, communicating and managing effectively have been applied practically. For this reason, it appears that the program is effective in terms of emotional intelligence. It is impossible to communicate effectively without emotions and emotional intelligence according to Andersen & Guerrero (1997). In the research of Oyur, Mercan, Saylan & Buran (2012), it was seen that communication skills increased when emotional intelligence was used effectively in a business environment. In the study conducted by Gursimsek, Vural & Demirsoz (2008), it was seen that there was a positive and meaningful relationship between teacher candidates' emotional intelligence and communication skills. When the relationship between organizational communication elements and employees' emotional intelligence is investigated except for the dimension of organizational communication that manages the feelings of emotional intelligence, were positively associated with other dimensions in the positive direction in the findings of Hacioglu (2007) In the study of Erdogdu (2008), it has been revealed that the development of emotional intelligence is important for individuals to establish healthy communication and be successful. In the findings of Alparslan & Cetinkaya (2011), it was concluded that the subscales of emotional intelligence and subcategories of communication skills were positively correlated according to the results of correlation analysis. In the end, we can be said that the communication skills training program worked with the experimental group and it was effective to recognize and express feelings made for the evaluation of feelings correctly. When the last test was applied in the control group, it was determined that there was a significant increase in the evaluation of emotions from the Schutte emotional intelligence scale subscales and the use of emotions. The use and evaluation of emotions in the development of emotional intelligence. The word, mimic and other behaviors that are perceived from the outside form external expressions. Internal expressions are emotional and emotional states, all of which constitute human subjective experience (Soylu & Kaginci, 2015). Teachers in the control group who did not participate in the training; as a

result of this period, such a difference may have occurred in the result of personal life styles.

And also, it is seen that there was an increase in communication skills points of the experimental group after the training of the communication skills. Some parts of the communication skills training program are for self-disclosure/acceptance, effective listening, recognition of non-verbal messages, giving and receiving feedback, recognition of the communication barriers. During the evaluation stage of the study, it was stated that the communication process starts with reading, writing, listening and thinking; and it is possible to acquire this through education. While forming an effective and proper communication, the communication skills have great importance in removing or reducing the communication conflicts. The communication skills are related to speaking, writing, reading, listening and thinking. Even though there are those who believe that the communication skills are acquired naturally and intuitively, there are lots of studies showing that most of the elements of the communication techniques are learnable and teachable (Egan, 1994). In his study, Coskuner (1994) observed that there was increase in working and job satisfaction of the experimental group composing of employees after the training of communication skills. In the study conducted by Korkut (1996), it was seen that there was increase in points of the experimental group, composing of high school students, in the communication skills evaluation scale after the training of communication skills.

The results of this study and the results of previous studies conducted about the training of communication skills (Cam, 1997; Karahan *et al.*, 2006; Urguplu, 2006; Akgun *et al.*, 2010 ; Taskin, 2012; Tepeli, 2012; Temiz, 2014; Soylu & Kagnici, 2015) show consistency. In the research of Evans and Kiellerup (1987), it was seen that doctors getting the training of communication skills formed more positive communication with their patients in comparison to the ones who didn't get the training. In the study of Hughes & Wilson (1988), parents were given the communication training, and thus, there was formed a experimental-control group. As a result, it was seen that the training had positive effect.

It has been found that the post-training points of the teachers composing of the experimental group were lower than the control group. In his study that Armagan (2014) carried out on the students, he found that the more the communication skills increased, the less the students' loneliness level was. On the other hand, in the study conducted by Koester (1989), there was discovered a meaningful correlation between loneliness and communication skills; and it was seen that the loneliness decreased as the communication skills increased. In accordance with the findings of this study and other studies, it can be said that self-knowledge/disclosure, empathy, verbal and non-verbal communication, usage of the language improving ego, interpersonal relations, giving and receiving feedback and effective/participating listening could be effective at reducing teachers' loneliness level (Solano &

Koester,1989). Furthermore, it is seen that the training of communication skills lead up to practicing the attitudes learned because it is a group program.

As a result of the findings obtained from all the scales, it is seen that post-training points of the experimental group teachers increased positively. Thus, it can be said that the training program was effective. Because it can be thought that the teachers taking place in the training program of communication skills have developed their establishing social friendship, solving their problems by sharing them through communication and tendency of participating in activities. According to Karakurt (2012), it is inevitable to have problems for the teachers who don't share their problems, don't participate in activities and keep away from social environments.

Conclusion

As a result, it is seen that the training program of communication skills which was applied to teachers through group-training method during 9 weeks had positive effects at their communication skills, emotional intelligence level and loneliness level in their professional life. Because learning by practicing and experiencing method is mainly used in the program, it is thought that it has power to create effect on the participants. After the communication skills program, according to the final scores of the participants and the observations of the researcher's, showed that the participants became successful in these subjects such as: general mood, evaluating their emotions and using and sharing their feelings, mental, emotional and behavioural skills, to show empathy self criticizing and motivation.

Suggestions

Suggestions for the Practitioners

- If the training program of communication skills for teachers is applied once in a year in all the schools, it would contribute to development of both teachers' interpersonal communication and students' communication skills.
- It would be beneficial making the teachers to participate in seminar, conference or training courses related to communication skills, emotional intelligence and loneliness.
- Number of the social activities could be increased in schools in order to reduce the loneliness level.
- Teachers could be given social responsibility projects in order to help them develop themselves.

- The training program of communication skills could be involved in developmental and preventive counseling. The developmental and preventive counseling provides to take measures before any kind of problem or negative situation occurs.
- School counselor and management should give required importance to the training program of communication skills.
- It is possible to include the communication skills course in curriculum of the schools training teachers.
- Training of communication skills and emotional intelligence could be given to the students and school management.

Suggestions for the Researchers

- This study was conducted on teachers; however, it is possible to apply it to other occupational groups.
- There are a few sources about the relationship between loneliness and communication in the literature. It is possible to do research with different groups on relationship of teachers' loneliness and communication skills.
- This study was carried out on the primary school teachers. It could be applied to teachers of higher grades.
- In this study, the training program of communication skills was applied during 9 weeks. This period could be extended.

References

- Adsiz, E. (2016). *Yoneticilerin duygusal zeka duzeylerinin karar verme stillerine etkisi* Yayinlanmamis Yuksek Lisans Tezi Hitit Universitesi, Sosyal Bilimler Enstitusu, Corum.
- Akgun, R. ve Polat Uluocak, G. (2010). Evlilikte etkili iletisim ve problem cozme: bir toplum merkezindeki kadinlarla gerceklestirilen grup calismasi. *Aile ve Toplum Egitim, Kultur ve Arastirma Dergisi, Dergi Sayisi, 6 (23)*, 9-22.
- Alparslan, M., & Cetinkaya, O. (2011). Duygusal zekanin iletisim becerileri uzerine etkisi: universite ogrencileri uzerinde bir arastirma, *Suleyman Demirel Universitesi İktisadi ve İdari Bilimler Fakultesi Dergisi, 16(1)*, 363-377.
- Alper, D. (2007). Psikolojik danismanlar ve sinif ogretmenlerinin duygusal zeka duzeyleri, iletisim ve empati becerilerinin karsilastirilmesi. Yayinlanmamis Yuksek Lisans Tezi , Dokuz Eylul Universitesi, İzmir.
- Armangan, A. (2014). Yalnizlik ve kisilerarasi iletisim iliskisi: ogrenciler uzerinde bir arastirma. *Journal of International Social Research. 7(3)*, 27-43.
- Ayan, M., & Taspinar, M. (2010) Sempozyum: I. Uluslararası Egitim Programlari ve Ogretim Kongresi.
- Baltas, Z. (2011). İnsanin dunyasini aydinlatan ve isine yansiyen isik duygusal zeka(4. Basim). Istanbul: Remzi Kitabevi.
- Bar-On,R., Tranel, D., & Denburg, N. L.(2003 a), Exploring the neurological substrate of emotional and social intelligence, *A Journal of Neurology, 126*, 1790-1800.

- Bircan, I. (2003). Eğitimde yeni yönelimler gelişmiş ülkelerde sınıf öğretmeni yetistirme uygulamaları. Eğitimde Yansımalar: VII. Çağdaş eğitim sistemlerinde öğretmen yetistirme ulusal sempozyumu Kitabı, Cumhuriyet Üniversitesi, Sivas.
- Calim, S.İ. (2014). *Travelbee kuramına göre verilen kisilerarası iletisim eğitiminin ebelerin iletisim becerilerine ve annelerin dogum memnuniyetine etkisi* (Yayınlanmamış Doktora Tezi), İzmir: Ege Üniversitesi.
- Cam, S. (1995). Öğretmen adaylarının ego durumları ile problem çözme becerisi algısı ilişkisinin incelenmesi, *Psikolojik Danışma Ve Rehberlik Dergisi*, 6(2), 37-42.
- Cam, S. (1997). İletisim becerileri eğitimi programının öğretmen adaylarının ego durumlarına ve problem çözme becerisi algılarına etkisi, Yayınlanmamış Doktora Tezi, Ankara: Ankara Üniversitesi, Sosyal Bilimler Enstitüsü.
- Celikten, M., Sanal, M., & Yeni, Y. (2005). Öğretmenlik mesleği ve özellikleri *Sosyal Eğitim Fakültesi Dergisi*, 19(2). 253-267.
- Ceyhan, A. A (2006). An investigation of adjustment levels of turkish univeristy students with respect to perceived communication skilll evels. *Social Behaviour and Personality*, 34(4), 367-379.
- Coskuner, A. (1994). İletisim becerisini geliştirme eğitiminin iş görenlerin iletişim çatismalarına girme eğilimlerine, yalnızlık düzeylerine ve iş doyumlarına etkisi Yayınlanmamış Doktora Tezi, Ankara: Ankara Üniversitesi. Sosyal Bilimler Enstitüsü.
- Demirci, E.E. (2002). İletisim becerileri eğitiminin mesleki eğitim merkezi'ne devam eden genç işçilerin iletişim becerilerini değerlendirmelerine etkisi, Yayınlanmamış Yüksek Lisans Tezi, Ankara: Hacettepe Üniversitesi.
- Deniz, I. (2003). *İletisim becerileri eğitiminin ilköğretim 8.sınıf öğrencilerinin iletişim becerisi düzeylerine etkisi* Yayınlanmamış Yüksek Lisans Tezi, Ankara: Gazi Üniversitesi, Sosyal Bilimler Enstitüsü.
- Dogan, T., Cetin, B. & Sungur, M.Z. (2009). İş yaşamında yalnızlık ölçeği turkçe formunun geçerlilik ve güvenilirlik çalışması. *Anadolu Psikiyatri Dergisi*, 10, 271-279.
- Erdogdu, Y. (2008). Duygusal zekanın bazı değişkenler açısından incelenmesi, *Elektronik Sosyal Bilimler Dergisi*, 23(7), 62-76.
- Ergin, A. & Birol, C. (2000). *Eğitimde iletişim*. Ankara: Ani Yayıncılık.
- Eroz, S.S. (2011). *Duygusal zeka ve iletişim arasındaki ilişki: bir uygulama* Yayınlanmamış Doktora Tezi Uludağ Üniversitesi, Bursa: Sosyal Bilimler Enstitüsü.
- Ersanlı, K & Balci, S.(1998). İletisim becerileri envanterinin geliştirilmesi: geçerlik ve güvenilirlik çalışması . *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 10(2), 7-12.
- Fisne, M. (2009). Fiziksel aktivitelere katılım düzeyinin üniversite öğrencilerinin akademik başarıları iletişim becerileri ve yaşam tatminleri üzerine etkisinin incelenmesi, Yayınlanmamış Yüksek Lisans Tezi), Kayseri: Erciyes Üniversitesi, Sosyal Bilimler Enstitüsü.
- Goleman, D. (2000 a). *İşbasında duygusal zeka*, (Cev. Handan ,Balkara), 2. Basım, İstanbul: Varlık Yayınları.
- Goleman, D. (2006 c). *Duygusal zeka neden iq'dan daha önemlidir*, (Cev. Banu, Seckin Yüksel) 30.Basım, İstanbul: Varlık Yayınları.
- Gursimsek, I., Vural, D. E. & Demirsoz, E. S.(2008). Öğretmen adaylarının duygusal zekaları ile iletişim becerileri arasındaki ilişki, *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 8(16), 1-11.

- Hacioglu, B. (2007). *Duygusal zekanin orgutsel iletisim uzerindeki etkileri ve bir arastirma*, Yayimlanmamis Yuksek Lisans Tezi, Kadir Has Universitesi, Istanbul: Sosyal Bilimler Enstitusu.
- Harbin, S.L. (1975). The effects of a teacher workshop in transactional analysis of teacher flexibility in thinking, locus of control, flexibility in use of ego states, and on teacher-pupilinteractions. *Dissertation Abstracts International*, 35(9), 4632-4633B.
- Herguner, G., Ozbay, G. & Yaman, M. (1997). Sporum universite ogrencilerinin iletisim beceri duzeylerine etkisi *Pamukkale Universitesi Egitim Fakultesi Dergisi*, 3, 95-102.
- I;ik, A.Z. (1993). İletisim becerileri konusunda ebeveynlere verilen egitim iletisim catismalarına girme egilimi uzerindeki etkisi, Yayinlanmamis Yuksek Lisans Tezi, Marmara Universitesi, Istanbul: Sosyal Bilimler Enstitusu.
- Isiktas, S. (2015). Ogretmen adaylarinin iyi ogretmen olma ile ilgili gorusleri *Hacettepe Universitesi Egitim Fakultesi Dergisi (H.U Journal Of Education)*, 30(4), 119-131.
- Karahan, T. F. ,Sardogan, M. E.; Guven, M. Cagatay; Ozkamali, E. & Dicle, A. N. (2006). İnsan iliskileri ve iletisim dersi'nin ogretmen adaylarinin catisma cozme ve empatik beceri duzeylerine etkisi. *Eurasian Journal of Educational Research (EJER)*, 23,127-136.
- Karakurt, A. (2012). *Ogretmenlerin is yerinde yalnızlık duzeyinin orgutsel destek ve bazı degiskenler acisindan incelenmesi* Yayimlanmamis Yuksek Lisans Tezi, Konya: Necmettin Erbakan Universitesi.
- Kavcar, C. (2003). Alan ogretmeni yetistirme egitimde yansimalar: *VII Cagdas Egitim Sistemlerinde Ogretmen Yetistirme Ulusal Sempozyumu Kitabi*. Cumhuriyet Universitesi, Sivas, pp. 81-89.
- Kaya, A.(Ed). (2014). *Kisilerarasi iliskiler etkili iletisim. 6.Baski*, Ankara: Pegem Yayinlari.
- Kayaalp, İ.(2002). *Egitimde iletisim dili*. Istanbul: Bilge Yayinlari.
- Kolesoglu, G. (2009). *İlkoğretim öğretmenlerinin liderlik ozellikleri ile iletisim becerileri arasindaki iliski (Istanbul ili beyoğlu ilkoğretim okullarında bir uygulama)* Yayimlanmamis Yuksek Lisans Tezi, Istanbul: Beykent Universitesi Sosyal Bilimler Enstitusu.
- Korkut, F. (1996). İletisim becerileri egitiminin lise ogrencilerinin iletisim becerilerini degerdirmelerine etkisi *3P Dergisi*, 4(3), 191-198.
- Korkut, F. (2005). Yetiskinlere yonelik iletisim becerileri egitimi, *Hacettepe Universitesi Egitim Fakultesi Dergisi*, 28, 143-149.
- Korkut, F.(1996 a) İletisim becerileri degerdendirme olceginin gelistirilmesi guvenlilik ve gecerlilik calismalari. *Psikolojik danisma ve Rehberlik Dergisi*, 2(7), 18-23.
- Kurtyilmaz, Y. (2005). *Oğretmen adaylarının saldirganlik duzeyleri ile akademik basarilari iletisim ve problem cozme becerileri arasindaki iliskiler* Anadolu Universitesi ve Osmangazi Universitesi Ogrencileri Uzerinde Bir Arastirma, Yayimlanmamis Yuksek Lisans Tezi, Eskisehir: Anadolu Universitesi.
- Oguz, E & Kalkan, M.(2014). Ogretmenlerin is yasamında algiladıkları yalnızlık ile sosyal destek duzeyleri arasindaki iliski *Elementary Education Online*, 13(3), 787-795.
- Onen, A.S. (2012). Ogretmen adaylarının kisilik ozellikleri ve duygusal zeka duzeylerinin stresle basa cikmalarına etkileri *Hacettepe Universitesi Egitim Fakultesi Dergisi (H.U Journal of Education)* 42, 310-320.

- Oyur, E, Mercan, N, Saylan, O & Buran, A.C. (2012). İis ortamında duygulari ifade etme ve iletisim becerileri uzerine bir arastirma. *Organizasyon Ve Yonetim Bilimleri Dergisi*, 4(1),1309-8039.
- Ozan, S. (2008). *Oz ve akran degerlendirmenin temel iletisim becerileri uzerindeki etkileri*, Yayimlanmamis Doktora Tezi, Dokuz Eylul Universitesi, Izmir: Sosyal Bilimler Enstitusu.
- Ozer, K. (2000). *İletisimsizlik becerisi*, Istanbul: Sistem Yayıncılık.
- Ozgit, S. (1991). *İletisim becerileri konusunda verilen egitimin iletisim catismalarına girme egilimi uzerindeki etkisi*. Yayinlanmamis Yuksek Lisans Tezi, Marmara Universitesi, Marmara: Egitim Bilimleri Enstitusu.
- Ozkan, N.P. (2015). *Sinif ici iletisiminde gurultu duzeyinin sinif ortamındaki dikkat daginikligiyla iliskisi* Girne Amerikan Universitesi K.T.U. İletisim Fakultesi Halkla İlişkiler Ve Reklamcilik Bolumu Ornegi, Girne: Yayimlanmamis Yuksek Lisans Tezi.
- Ozpolat, A. (2005). Ogretmenlik meslegindeki degismelerin tarihsel, toplumsal baglami. *Milli Egitim Dergisi* 166(33), 224-233.
- Pehlivan, K.B. (2005). Ogretmen adaylarinin iletisim becerisi algilari uzerine bir calisma. *Ilkogretim Online* 4(2), 17-23.
- Sen, H.S & Erisen, Y. (2002). Ogretmen yetistiren kurumlarda ogretim elemanlarinin etkili ogretmenlik ozellikleri. *G.U. Gazi Egitim Fakultesi Dergisi*, 22(1), 99-116.
- Sisman, M. (2002). *Ogretmenlik meslegine giris*. Ankara: Pegem Yayinlari.
- Sonmez, V. (2003). Egitimin tarihsel temelleri. ogretmenlik meslegine giris (Ed. Sonmez, V.) Ankara: Ani Yayıncılık.
- Soylu, Y. & Kagnici, D.Y. (2015). Evlilik uyumunun empatik egilim, iletisim ve catisma cozme stillerine gore yordanmasi. *Turkish Psychological Counseling and Guidance Journal*, 5(43), 44-54.
- Sunbul, A.M. (2002). Bir meslek olarak ogretmenlik. ogretmenlik meslegine giris (editor: demirel, ozcan ve kaya, zeki) ogretmenlik meslegine giris icinde Ankara: Pegema Yayıncılık.
- Suslu, A.S. (2016). *Duygusal zeka ve orgutsel stres: orgutlerde hemsirelerin duygusal zeka becerileri ve stresle basa cikma duzeyleri arasındaki iliski* Yayimlanmamis Yuksek Lisans Tezi, Istanbul: Beykent Universitesi.
- Taskin, U. (2012). *İletisim becerisinin catisma egilimi ve algilanan ana baba tutumlari ile iliskisi*. Yayimlanmamis Yuksek Lisans Tezi, Kirsehir: Ahi Evran Universitesi.
- Tatar, A., Tok, S. & Saltukoglu, G.(2011). Gozden gecirilmis schutte duygusal zeka olceginin turkceye uyarlanmasi ve psikometrik ozelliklerinin incelenmesi. *Klinik Psikofarmakoloji Bulteni*, 21(4). 325-338.
- Temiz, G. (2014). *Anne cocuk iletisim becerileri egitiminin cocuklarin duygulari tanima ve ifade etme becerilerine etkisi*. Yayimlanmamis Doktora Tezi, Selcuk Universitesi, Konya: Sosyal Bilimler Enstitusu.
- Tepeli, K. (2012). Cocuklarin istenmeyen davranislarina karsi annelerin kullandiklari iletilerin niteliksel analizi. *E-Journal of New World Sciences Academy*, 8(1), 138-158.
- Tunceli, H.İ. (2013). Ogretmen adaylarinin iletisim becerileri ile ogretmenlik meslegine yonelik tutumlari arasındaki iliskinin incelenmesi (sakarya universitesi ornegi). *Pegem Egitim ve Ogretim Dergisi*, 3(3), 51-58.

- Ugurlu, F.M & Sakar, M.(2015). Spor yapan ve spor yapmayan universite ogrencilerinin duygusal zeka ve mutluluk duzeylerinin karsilastirilmesi. *Akademik Sosyal Arastirmalar Dergisi*, 3(17), 461-469.
- Urguplu, S.F. (2006). *Etkili ogretmenlik egitiminin ogretmenlerin iletisim becerilerine etkisi*. (Yayimlanmamis Yuksek Lisans Tezi), Hacettepe Universitesi, Ankara: Sosyal Bilimler Enstitusu.
- Ustundag, E. (2006). Iletisim becerilerini gelistirme programinin guvenlik bilimleri fakultesi ogrencilerinin kendini acma davranislarina etkisi (Yayimlanmamis Yuksek Lisans Tezi) Ankara Universitesi, Ankara: Egitim Bilimleri Enstitusu.
- Ustunsel, G. (2011). *Etkili iletisim becerileri ve beden dili*, (Yayimlanmamis Yuksek Lisans Tezi, Tekirdag: Namik Kemal Universitesi Fen Bilimleri Enstitusu.
- Voltan, A.N. (1992). Grupla psikolojik danismada surecin gozonune alinmasi: bir ornek, *Psikolojik Danisma ve Rehberlik Dergisi*, 1(3), 1-3.
- Yalom, I. (1999). *Varoluscu psikoterapi* (Cev. Z. I. Babayigit). Istanbul: Kapakci Yayinlari.
- Yavuzer, H. (1999). *Cocuk psikolojisi*. Istanbul: Remzi Kitabevi.
- Yazici, K. (2006). Degerler egitimine genel bir bakis. *Turkluk Bilimi Arastirmalari*, 19(19), 499.
- Yilmaz, E. & Aslan, H. (2013). Ogretmenlerin is yerindeki yalnizliklari ve yasam doyumlari arasindaki iliskinin incelenmesi. *Pegem Egitim ve Ogretim Dergisi*, 3(3), 59-69.
- Yuksel-Sahin, F.(1997).Grupla iletisim becerileri egiliminin universite ogrencilerinin iletisim beceri duzeylerine etkisi. Yayinlanmamis Doktora Tezi, Ankara: Gazi Universitesi.