



IS THE COURSE ‘EFFECTIVE COMMUNICATION’ EFFICIENT CONSULTANT CANDIDATES’ ATTITUDES TOWARD BODY LANGUAGE?

MSc Gülay Asit
Girne American University
gulayasit@gau.edu.tr

ABSTRACT

Education is a one of the areas where face to face communication takes place, and includes many verbal and non-verbal factors of communication. Body language is a non-verbal factor which provides support from the visual aspects to verbal communication and consolidate what is said when it is used in an appropriate and efficient manner. There is a significant influence of the lecturer who uses his body language efficiently on students; having high motivation, and following the lecture without getting bored encourages efficient and productive communication between lecturer and learners. The aim of this study is to determine the perceptions of Girne American University Faculty of Education, Department of Guidance and Counseling Students on the body language use of faculty members and lecturers. A descriptive survey is carried out in this research. The survey is applied to Girne American University Faculty of Education in the 2014-2015 academic year studying 1st, and 4th grade students. Data were collected by “Body Language Attitude Scale” developed by Gökçeli (2013). In the questionnaire that was developed to measure attitudes towards body language of academics for students, there is an open-ended statement and 35 items are located. The resulting data will be analyzed with SPSS 20.0 software package and in statistical analysis; percentage (%), t-test (t), one way Anova and Chi-Square Test are used. In considering the results of the analysis it was found that with or without effective communications education students’ attitudes to instructors’ body language are negative.

Keywords: Effective communication, education, body language, counseling, attitude

INTRODUCTION

People present their thoughts and emotions for expressing themselves and sharing. Presenting emotions and thoughts are linked with communication practices. “The word *Communication* comes from the Latin word *Communicare* and in Turkish this word is identified as *Komünikasyon*, *Haberleşme* or *Bildirişim*.” (Baltaş&Baltaş, 2014, p.19).

Engaging in communication as at the requested level, providing the same interaction between the sender and receiver ensures effective communications. Effective communication occurs if the communication skills are incorporated into the communication process. “Communication skills which are accepted as a part of social skills interrelated communications such as oral, non-verbal, and empathy, listening skills, giving feedback correctly and using body language (Bulut, Özerbaş&Usta, 2007, p.125). Education and learning environments are the most important areas for efficient communication. The education process, the students are affected positively by non-verbal communication tools used effectively by the lecturer, while messages are being taught



orally to the students; it helps to build good communication in this area. Body language, one of the most effective communication tools, is also important in this process because body language is the best supporter of oral communication. Using body language correctly is an important factor in effective communication. This is because, without speech, body language is effective, plus if you add body language to oral communication you can provide successful interpersonal communication. “A person communicates firstly with body language then, uses body language to support oral language. Body language helps a person to emphasize and embody the statements.” (Çalışkan&Yeşil, 2005, p.200). Yazıcı (2011) states that an instructor can express his/her emotions with body language, can support his/her speech with gestures and facial expressions, and can direct all the interest to one point with one look.

Guidance and Psychological Counseling (GPC) students are affected firstly by their instructors in school as a role model, and as potential guidance counsellors, see their instructor as a point of reference. During the lecture it is thought that it is helpful to lend support in terms of basic occupational education with the theoretical information and supporting body language on the part of the instructor, and it is thought that this makes them aware of how to communicate with issues that they will meet in the future.

The aim of this study is to analyze the GPC students’ attitude with regard to the effectiveness of communication courses on the part of instructors who use appropriate body language. In this regard, we ask the following questions:

1. What kind of attitude do the students have with regard to the instructors’ body language?
2. Are the students’ attitudes affected by their gender, class level, their parents’ education level and their parents’ income?
3. Does the effective communication course make any difference for commenting the body language?

METHOD

In the research, a General Survey Method was used. The attitudes of GPC students to the instructors’ body languages were examined from 6 different points of view. This study is a descriptive study, the reason of research students’ answers.

The Universe And Sample

The research sample consisted of 192 students who were educated at the Guidance and Psychological Counseling Department of Girne American University in the Turkish



Republic of Northern Cyprus. The students are 1st & 4th year students in 2014 – 2015 academic year. In the research, the method of the sample was not used, it was tried to reach to universe. If some students were missing on the day of the survey or they did not want to take part in the research or if they filled in the form incorrectly, they were left out of the sample. The rate of return was calculated at 57%. The reason for choosing the 1st & 4th year students is that first year students have not been educated about the effective course yet.

Data Gathering Technique And Tools

The body language oriented attitude questionnaire (Gökçeli, 2013) was used in research as a data gathering tool. In the first part of questionnaire there were 7 questions related to personal information, while in the second part there were 35 statements each offering 5 points on a Likert scale in order to evaluate the attitude of the instructors to body language. Students indicated their views by choosing one of the following options: “strongly agree, agree, neutral, disagree and strongly disagree”. Students answered these questionnaires during the lecture.

Data Analysis

SPSS.20.0 Packaged Software was used to organize the data from the questionnaires. The status of being positive or negative in attitude statements was not considered when giving points to the questionnaire items. The attitude statements were marked as 5-4-3-2-1. It was determined that students could score 175 points at most, and a minimum of 35 points in the questionnaire. The result of the T-Test and One Way Anova Analysis and Chi-Square were tested at the $p=0.05$ significance level depending on the research question.

Results And Interpretation

Results and interpretation which are obtained from research according to the sub-problems are given below.

Table 1. Results in terms of attitude points

	n	Minimum	Maximum	Mean	Std. Deviation
Total	192	35,00	153,00	103,8073	14,60866
Valid N (list wise)	192				



It is observed that students could award at least 35 points, at most 153 points. 103.81 was calculated as a point average of answers to the scale. The body language attitudes of instructors were detected to be negative according to the GPD Department students.

Gender

The body language attitudes of instructors were analyzed in terms of the gender variable in the first research sub-problem by the GPD students. For this, students were divided into two groups - male and female - and both groups' points were determined by T-Test. We can see that 108 female students and 84 male students answered the questionnaire. The percentage distributions are 56.2% female students, 43.75% male students. The female students' attitude points are 102.15 and the male students' attitude points are 105.60. The difference is directly proportional to the percentage. Both groups' attitude points were observed to be low. That is to say, the body language attitudes of instructors are not viewed differently in terms of gender.

Table 2. Results in terms of gender

		n	Mean	Std. Deviation	Std. Error Mean
Gender	Female	108	1,50	,502	,048
	Male	84	1,60	,494	,054

Class Level

Class level was determined as a part of the second research sub-problem. 1st and 4th year students were selected in terms of class level. Guidance and Psychological Counseling candidate responses were analyzed to see if there was any difference between first and last year students. The attitude score is lower for the 87 students in the 4th year than for the 94 students in the 1st year.

Table 3. Results in terms of class level

	Class	n	Mean	Std. Deviation	Std. Error Mean
Total	I	94	105,5851	14,61360	1,50728
	IV	87	101,7241	11,44724	1,22727



Mother’s Education Status

The mother’s education status was examined by observing the students’ attitude to instructors’ body language. When data were examined using One way Anova analysis, no meaningful difference was detected for ($p>.05$) in terms of the mother’s education status according to students’ attitude to instructors’ body language as a result of meaningful (sig.) column .007 on the table.

Table 4. One way Anova results regarding mother’s education status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4032,472	7	576,067	2,886	,007
Within Groups	36729,398	184	199,616		
Total	40761,870	191			

Father’s Education Status

The father’s education status was examined by observing the students’ attitude to instructors’ body language. According to the results, no meaningful difference was seen, so it was clear that the father’s education status did not affect the student’s attitude.

Table 5. One way Anova results regarding father’s education status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1225,470	7	175,067	,815	,576
Within Groups	39536,400	184	214,872		
Total	40761,870	191			

Parents’ Income Status

The sub-problem regarding parents’ income status was examined by observing the students’ attitude to instructors’ body language. According to the One way Anova analysis, as a result of meaningful (sig.) column .392 on the table, it can be seen that ($p>0.05$) the father’s income status does not affect the students’ attitude to instructors’ body language.



Table 6. One way Anova results regarding father’s education status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	879,774	4	219,944	1,031	,392
Within Groups	39882,096	187	213,273		
Total	40761,870	191			

Effective Communication Course

In the third sub-problem, the students’ attitudes to instructors’ body language was analyzed in relation to whether or not the students had taken the effective communication course. The data which were related to this sub-problem was analyzed using a Chi-Square Test. No difference was observed between the students who had already taken the effective communication and those who had not yet. Both groups’ attitudes were negative.

Table 7. Chi-Square results regarding the effective communication course

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,087 ^a	1	,768		
Continuity Correction^b	,022	1	,883		
Likelihood Ratio	,087	1	,768		
Fisher's Exact Test				,883	,442
Linear-by-Linear Association	,087	1	,769		
N of Valid Cases	192				

Conclusion and Recommendations

As a result of this research which aims to determinee the attitude to instructors’ body language in terms of the effective communication course which has been taken by some GPC students.



28There is a difference between the first year students who have started their education and the fourth year students who have taken the necessary theoretical and practical courses. When we look at the attitudes of the first year students it is seen as positive, but the in the final year the students the attitude is negative. The means of effective communication seemed effective when the students have a positive attitude due to their possessing limited information concerning verbal or non-verbal behavior codes. The situation is different in the case of the fourth year students. These students were of the opinion that an effective lecture environment was not apparent. This was because they have taken the courses on this subject including effective communication courses, and they have observed the lecturers' attitudes based on this information.

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Personal Information		RATINGS				
Class: <input type="checkbox"/> I <input type="checkbox"/> IV Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male Mother's Educational Status: <input type="checkbox"/> illiterate <input type="checkbox"/> Primary School Non-Graduate <input type="checkbox"/> Primary School Graduate <input type="checkbox"/> Secondary school graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Bachelor Graduate <input type="checkbox"/> Master/PhD Graduate Father's Educational Status: <input type="checkbox"/> illiterate <input type="checkbox"/> Primary School Non-Graduate <input type="checkbox"/> Primary School Graduate <input type="checkbox"/> Secondary school graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Bachelor Graduate <input type="checkbox"/> Master/PhD Graduate Family Income Status: <input type="checkbox"/> Below 1000 TL <input type="checkbox"/> 1000-1999 <input type="checkbox"/> 2000-2999 <input type="checkbox"/> Above 3000 TL Have you taken an Effective Communication Course: <input type="checkbox"/> Yes <input type="checkbox"/> No						
Your opinion about academicians's attitude to body language		Strongly	Agree	Neutral	Disagree	Strongly
		Disagree				Disagree
1	The instructor sits at the table while teaching the course.					
2	The instructor stands while teaching the course					
3	The instructor uses the front blank in the class.					
4	The instructor walks between the desks generally while teaching the course.					
5	The instructor flashes at the students to keep the silence.					
6	The instructor hits the board with an object to keep the silence.					
7	The instructor hits the pencil on the table to keep the silence.					
8	The instructor warns the students with loud volume.					
9	The instructor teaches the course with a smile.					
10	The instructor teaches the course without a smile.					
11	The instructor teaches the course with fast moves or walking.					
12	The instructor sometimes sits at students' desks while teaching the course					
13	The instructor sits at students' desks while teaching the course.					
14	The instructor crosses his/her arms while teaching the course.					
15	The instructor points with his/her finger at the students when asking the student to speak.					
16	The instructor points with his/her hand at the students when asking the student to speak.					
17	The instructor gets us to speak by touching our shoulders.					
18	The instructor gets us to speak by touching our hands.					



19	The instructor stands close to us while teaching the course.					
20	The instructor takes our answers by standing close to us.					
21	The instructor supports what the instructor told by lengthily the last word.					
22	In the speech of the instructor, there are silences, swallowing and vocal repetition.					
23	The instructor increases or decreases the volume of his/her voice often.					
24	The instructor’s speech is not clear, he/she speaks fast.					
25	The instructor touches his/her hair, buttons or hair grip while teaching the course.					
26	The instructor wets his/her lips with his/her tongue while teaching the course.					
27	The instructor supports his/her speech with his/her gestures.					
28	The instructor reflects happiness and wonder with facial expressions.					
29	The instructor reflects anger, sadness, repulsion and fairness with facial expressions.					
30	The instructor supports his/her speech with voice tags (mm, eh..erm.. oh..).					
31	The instructor approves our speech by nodding his/her head to show he is listening to us.					
32	The instructor sits cross legged on the table.					
33	The instructor sits cross legged on the desks.					
34	The instructor reposes on the wall while teaching the course.					
35	The instructor moves in the class with his/her hands together behind his/her back.					

The instructor’s body languages behaviors that I like/ I do not like out of these....