

The Relationship between Communication Skills of Geography Teachers and Students' Level of Motivation towards Geography Lesson

Dr. Yasir AYDOGMUS

Dicle University, Ziya Gökalp Education Faculty, Dept. of Geography Education
Diyarbakır, Turkey
yasir.aydogmus@dicle.edu.tr

Recep AKSU

Dicle University, Ziya Gökalp Education Faculty, Dept. of Geography Education
Diyarbakır, Turkey
recepaksu@gmail.com

Assist. Prof. Dr. Mehmet Fatih KAYA

Siirt University, Education Faculty, Dept. of Social Sciences Education
Siirt, Turkey
mefkaya@gmail.com

DOI: 10.6007/IJARBSS/v4-i5/873 URL: <http://dx.doi.org/10.6007/IJARBSS/v4-i5/873>

Abstract

This study, which aims to determine the relationship between communication skills of geography teachers and students' level of motivation towards geography lesson, was designed in correlational survey model. The data for the research was gathered from 450 high school students studying in randomly chosen secondary education institution, under the Ministry of National Education, in Siirt city center in the academic year 2012 – 2013. As data collection tools were used "Scale for Evaluating the Communication Abilities" developed by Karagöz and Kösterelioglu (2008) and "Scale for Motivation towards Learning Geography" developed by Kaya (2013). The data were transferred to SPSS 15, and descriptive statistics, Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis were made. As results of the study, it was found that (i) there is a significant relationship between communication skills of teachers and students' level of motivation towards geography lesson; (ii) teachers use their communication skills with respect to the Obstacles sub-dimension more, and prefer communication skills for Respect, Expression ability, Values, Motivation and Democratic attitudes sub-dimensions less; (iii) the means for students' levels of motivation towards Geography lesson in Field of interest, self-confidence, knowledge acquisition and performance subscales are very close and were found to be as moderate.

Key words: Constructivist learning, geography education, fieldwork, real life experience, self-efficacy.

1. Introduction

Education is an ongoing process, which lasts from birth to death, to develop and refine the mental and physical aspects of human beings. In this process, Individuals are gathered a variety of knowledge, skills and attitudes (Ada and Keskinliç, 2006: 1). School, a concept which comes to mind first when it is talked of education, (Celkan, 2006: 61) is the common name of institutions which have undertaken the responsibility to train individuals (Çalık, 2010: 7). Individuals access the systematic information they need within the course of life by means of teachers' guidance in school environment. In order to ensure educational activities are successful, teachers' attitudes and behaviours are also important factors, as well as improved physical environment in schools (Deniz, Avşaroğlu and Fidan, 2006: 62). Because, 'to develop desired behaviours in the curriculum' is directly linked to the teachers' professional and personal characteristics (Pehlivan, 2005).

Teachers, the most effective element in classroom management, are expected to prepare classroom environment for the educational activities and to execute the teaching programs (Ağaoğlu, 2002). Teaching strategies, methods, tools and equipment are important for effective education; however, none of these factors can be effective in the strict sense unless there exists a healthy communication between teachers and learners. Effective teachers should also be excellent communicators as well as experts in their field (Güçlü, 2010: 19). Owing to the fact that teachers have effective communication skills makes it possible to present knowledge in a clear and easily comprehensible way, it also affects the quality of teaching. If the teachers send their messages without considering the students' level, a healthy communication process may not be created in the classroom. Therefore, if the teachers want to create a positive climate in the classroom, first of all, they have to align student expectations with their own expectations at a common point (Celep, 2011: 155).

Although there are different definitions of communication, when the literature was reviewed, there basically exists an emphasis on 'a two-way transfer of information'. Communication is defined as "(i) the transmission process of a thought or an emotion from one person to another by taking advantage of the tools and instruments such as facial expression, hand, arm and head movements, speech, writing, telephone, radio, television (Demirel, 2000)", "(ii) exchange of thoughts and emotions between people (Cüceloğlu, 1997)", "(iii) creating a partnership of knowledge, thought and attitudes between the sender and the receiver (Açıkgöz, 2003)", "(iv) the process of knowledge generation, transfer, and signification (Dökmen, 1997)", "(v) a complex form of human behavior composed of the motivation, perception, tendencies and the attitudes of the people speaking and listening (Whirter and Acar, 2000)", and "(vi) in terms of the teaching-learning process, to bring a change in behavior by sharing of knowledge, skills, emotions and thoughts, as well as the basic function of communication – making the meaning common and shared (Lean, 2005)."

In educational institutions, it is obvious that while some students are willing to provide solutions to the problems encountered or subjects and lessons, some students are unwilling in lessons and prefer escaping rather than trying to find a solution when they have a problem. Incentive is the first among the factors affecting the formation of this difference between students (Akbaba, 2006: 343). Teachers' expectations about students' achievement and their expression of these expectations affects students' motivation. When methods to stimulate and support students' curiosity are used in teaching-learning situations, achievement levels will increase because students are intrinsically motivated (Yücel and Gülveren, 2011: 127). Motivation appears to be one of the most important factors to highlight the effectiveness of the teaching-learning process as it is effective to energize the students and make them willing for the behaviour (Akbaba, 2006: 343).

Motivation is a common concept which includes wishes, desires, needs and interests. Motives stimulate and activate the organism, and lead the organism behavior into a particular purpose (Akçadağ and Özdemir, 2005: 171). As a force activates and object, motivation to mobilize the people. When the learners pay more attention to the lesson, do homework and study for exams we can say they are motivated. If students can't show those expressed behavior, they are accepted unmotivated or underchallenged (Öncü, 2010: 161). To say that an organism is motivated, there are criteria as follows: (a) It should take an action, (b) the action should have a route or a specific orientation, (c) the organism persist on the action (Yücel and Gülveren, 2011: 114).

Research, which focus on the success and academic performance of the students, are of great importance in terms of their domination in the teaching – learning process. Bolat (1996) states that education and teaching is a communication activity all by itself, and there is parallelism between the quality of this communication activity and teaching – learning process. Alsop & Watts (2000) and Thompson & Mintzes (2002) purport there are umpteen studies focusing on student success in cognitive domain; however, affective domain skills are also important factors.

This paper aims to present the relationship between communication skills of Geography teachers and secondary education students' level of motivation towards Geography lesson. In line with this objective, it was asked

1. What are the students' views with regard to the communication skills of their Geography teachers?
2. How are the students' motivation levels towards Geography lesson?
3. Is there a significant relationship between communication skills of Geography teachers and the students' motivation level towards Geography lesson?
4. Do the communication skills of Geography teachers significantly predict students' motivation level towards Geography lesson?

It is expected that this paper will contribute to future studies in this field, and provide support and help for teachers in the process of organizing educational activities.

2. Methodology

This study was designed in correlational survey model. The correlational survey models are research models which aim to investigate the nature or the extent of the relationship between two or more variables (Karasar, 2007: 81). The research was carried out in randomly selected high schools, under the Ministry of National Education, in Siirt city center in the academic year 2012 – 2013. It was reached a total of 450 high school students. 197 students (43,8 %) are female, and 253 (52,2 %) were male. Data for the research were collected by using “Scale for Evaluating the Communication Abilities” developed by Karagöz and Kösterelioğlu (2008) and “Scale for Motivation towards Learning Geography” developed by Kaya (2013).

Scale for Evaluating the Communication Abilities: The scale developed by Karagöz and Kösterelioğlu (2008) is a 5-point Likert-type scale, and has 6 sub-dimensions (Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitudes) comprised of 25 items. When answering the items on the scale, statements related to the degree of communications skills by the teachers are scored between “5” and “1”, from positive to negative. Negative statements in Obstacles sub-dimension, however, are scored reverse. In this study, Cronbach's alpha reliability coefficient was found to be .90 for the overall scale.

Scale for Motivation towards Learning Geography: This scale developed by Kaya (2013) is a 5-point Likert-type scale. It has 4 sub-dimensions and comprised of 25 items. . When answering the items on the scale, items are scored between “1” and “5”, from negative to positive. For this study, Cronbach's alpha reliability coefficient of the scale was found to be .89. The data were transferred to SPSS 15, and descriptive statistics, Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis were made.

3. Findings

In this section of the study are the findings as results of the analyses described in the Methods section. Table 1 shows the distribution of communication skills of Geography teachers in the overall scale and its sub-dimensions.

Table 1. Descriptive Statistics about Communication Skills of Geography Teachers

Variables	N	\bar{X}	SD	Variance	Skewness		Kurtosis	
					Statistics	SD	Statistics	SD
Overall Communication	450	2.11	.015	.101	.853	.115	-.850	.230
Respect	450	1.68	.023	.240	.240	.115	-.825	.230
Expression ability	450	1.63	.022	.213	.295	.115	-.678	.230
Values	450	1.63	.024	.265	.425	.115	-.844	.230
Obstacles	450	4.55	.021	.206	-.933	.115	.199	.230
Motivation	450	1.51	.021	.211	.634	.115	-.563	.230
Democratic attitude	450	1.67	.026	.305	.359	.115	-.916	.230

As seen in Table 1, the mean for the communication skills of Geography teachers was calculated as $\bar{X} = 2.11$. This value indicates that teachers have communication skills at moderate level. When the sub-dimensions are evaluated, the means for Respect ($\bar{X} = 1.68$), Expression ability ($\bar{X} = 1.63$), Values ($\bar{X} = 1.63$), Motivation ($\bar{X} = 1.51$) and Democratic attitude ($\bar{X} = 1.67$) dimensions are lower than the mean for the overall scale; however, it is striking to see that the mean for Obstacles ($\bar{X} = 4.55$) is higher than the overall mean score. When coefficient of skewness is analyzed (Skewness = .853, .240, .295, .425, -.933, .634, .359 < 1), it can be said that all the scores have normal distribution (Büyüköztürk, 2005). Table 2 shows the descriptive statistics with regard to the distribution of students' level of motivation towards Geography lesson in the overall scale and its sub-dimensions.

Table 2. Descriptive statistics with regard to students' level of motivation towards Geography lesson

Variables	N	\bar{X}	SD	Variance	Skewness		Kurtosis	
					Statistics	SD	Statistics	SD
Overall Motivation	450	2.50	.721	.520	.868	.115	.518	.230
Field of interest	450	2.49	.870	.756	.656	.115	-.134	.230
Self-confidence	450	2.56	.760	.576	.788	.115	.519	.230
Knowledge acquisition	450	2.51	.808	.653	.706	.115	.033	.230
Performance	450	2.47	.829	.686	.813	.115	.607	.230

As seen in Table 2, the mean for students' level of motivation was calculated as $\bar{X} = 2.50$. This value indicates that students' motivation level is moderate. When the sub-dimensions of the scale are evaluated, the mean scores for Field of interest ($\bar{X} = 2.49$), Self-confidence ($\bar{X} = 2.56$), Knowledge acquisition ($\bar{X} = 2.51$) and Performance ($\bar{X} = 2.47$) sub-dimensions are moderate just as the overall mean. When coefficient of skewness is analyzed (Skewness = .868, .656, .788, .706, .813 < 1), it can be said that all the scores have normal distribution (Büyüköztürk, 2005).

Table 3. Correlation between communication skills of Geography teachers and students' level of motivation towards Geography lesson

	Respect	Expression ability	Values	Obstacles	Motivation	Democratic attitude	Field of interest	Self-confidence	Knowledge acquisition	Performance
Respect	1	.659**	.708**	-.404**	.676**	.626**	.457**	.365**	.374**	.301**
Expression ability		1	.649**	-.447**	.645**	.586**	.417**	.331**	.407**	.330**
Values			1	-.431**	.643**	.625**	.429**	.338**	.372**	.339**
Obstacles				1	-.463**	-.389**	-.195**	-.116*	-.202**	-.135**
Motivation					1	.606**	.417**	.410**	.428**	.403**
Democratic attitude						1	.335**	.279**	.342**	.251**
Field of interest							1	.681**	.736**	.719**
Self-confidence								1	.698**	.683**
Knowledge acquisition									1	.719**
Performance										1

**p<.01, *p<.05

When the distribution of communication skills of Geography teachers and students' level of motivation towards Geography lesson in sub-dimensions (Table 3) is analyzed, there appears to be a significant relationship between teachers' communication skills. The highest and significant relationship among sub-dimensions with regard to communication skills is between Respect and Values ($r = .71, p < .01$). Besides, there is a moderate positive correlation between Respect and Expression ability ($r = .66, p < .01$), Respect and Motivation ($r = .68, p < .01$), Respect and Democratic attitude ($r = .63, p < .01$); Expression ability and Values ($r = .65, p < .01$), Expression ability and Motivation ($r = .65, p < .01$) and Expression ability and Democratic attitude ($r = .59, p < .01$); Values and Motivation ($r = .64, p < .01$), and democratic attitude ($r = .63, p < .01$); and Motivation and Democratic attitude ($r = .61, p < .01$). The sub-dimensions, namely Respect, Value, Expression ability, Motivation and Democratic attitude complement each other, and teachers who have one of the skills in these sub-dimensions can be said to pave the way for other communication skills. However, it was found that there is a low negative correlation between Obstacles and Respect ($r = -.404, p < .01$), Expression ability ($r = -.447, p < .01$), Values ($r = -.431, p < .01$), Motivation ($r = -.463, p < .01$), and Democratic attitude ($r = -.389, p < .01$). It can be inferred that teachers who have one of the skills in sub-dimensions, namely Respect, Value, Expression ability, Motivation and Democratic attitude, have less communication skills in terms of Obstacles.

When the sub-dimensions with regard to the communication skills of Geography teachers and students' level of motivation towards Geography lesson are analyzed, in general, it is observed that there is a positive significant correlation between Respect, Expression ability and Values

and sub-dimensions for Field of Interest, Self-confidence, Knowledge acquisition and Performance. The highest and significant relationship between communication skills of Geography teachers and students' level of motivation towards Geography lesson is between sub-dimensions Respect and Field of Interest ($r = .457, p < .01$). It is also found out that there is a negative significant correlation between Obstacles and Field of Interest ($r = .020, p > .01$), Self-confidence ($r = -.12, p < .05$), Knowledge acquisition ($r = -.20, p > .01$) and Performance ($r = -.14, p > .01$) sub-dimensions. According to these findings, it can be thought that teachers who have communication skills in Respect, Values, Motivation and Democratic attitude dimensions positively affect students' level of motivation towards Field of Interest, Self-confidence, Knowledge acquisition and Performance while those having skills in Obstacles sub-dimension have a negative effect on students' level of motivation towards Geography lesson.

The results of regression analysis for Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitude, sub-dimensions for communication skills of teachers, and Field of Interest, one of the sub-dimensions for students' level of motivation towards Geography lesson, are presented in Table 4.

Table 4. Multiple Regression Analysis to predict the level of motivation for Field of Interest

Variable	B	SE _B	β	t	p	Dual r	Partial r
(Constant)	.085	.521	-	.164	.870	-	-
Respect	.381	.119	.215	3.202	.001	.457	.150
Expression ability	.267	.117	.141	2.284	.023	.417	.108
Values	.244	.110	.144	2.213	.027	.429	.105
Obstacles	.135	.092	.070	1.469	.142	-.195	.070
Motivation	.263	.120	.139	2.194	.029	.417	.104
Democratic attitude	-.046	.082	-.029	-5.06	.613	.335	-.024
R = .503	R² = .253	F_(6,443) = 25.049	P = .000				

When the partial and dual correlations between the predictor variable and the dependent variable (Table 4) are analyzed, it is observed that there is a positive correlation between Respect, Values, Motivation and Democratic attitude dimensions ($r = .46; .42; .43; .42; .34$); and Obstacles sub-dimension and Field of Interest dimension is negatively correlated ($r = -.20$). When the other variables are controlled, the correlation between Field of Interest and Respect, Values, Obstacles, Motivation and Democratic attitude dimensions was calculated as $r = .15; .11; .11; .07; .11$.

Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitude variables altogether indicate that there is a relationship between the scores in Field of Interest ($R = .50, R^2 = .25, p < .01$). These variables overall explain about 25% of the total variance in the Field of Interest sub-dimension. According to the standardized regression coefficient (β), the order of relative importance of the predictor variables in Field of Interest sub-dimension is as follows: Respect, Values, Expression ability, Motivation, Obstacles and Democratic attitude. Analyzing the results of t-test for significance of regression coefficients, however, it is found that there is

a significant relationship between Respect and Field of Interest, and there exists no significant relationship between Field of Interest and other variables. According to the results of the regression analysis, the regression equation to predict the level of motivation for Field of Interest is as follows: Level of Motivation for Field of Interest = $.085 + .381 \text{ Respect} + .267 \text{ Expression ability} + .263 \text{ Motivation} + .244 \text{ Values} + .135 \text{ Obstacles} - .046 \text{ Democratic attitude}$.

The results of regression analysis for Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitude, sub-dimensions for communication skills of teachers, and Self-confidence, one of the sub-dimensions for students' level of motivation towards Geography lesson, are presented in Table 5.

Table 5. Multiple Regression Analysis to predict the level of motivation for Self-confidence

Variable	B	SE _B	β	t	p	Dual r	Partial r
(Constant)	.130	.471	-	.276	.783	-	-
Respect	.191	.107	.123	1.779	.076	.365	.084
Expression ability	.126	.105	.076	1.193	.234	.331	.057
Values	.115	.100	.078	1.150	.251	.338	.055
Obstacles	.222	.083	.133	2.679	.008	-.116	-.026
Motivation	.502	.108	.303	4.631	.000	.410	.215
Democratic attitude	-.032	.083	-.024	-.391	.696	.279	-.019
R= .446	R²=.199	F_(6,443)=18.354	P=.000				

When Table 5 is analyzed, it is observed that there is a positive correlation between Respect, Expression ability, Values, Motivation and Democratic attitude dimensions and Self-confidence ($r=.37; .33; .34; .41; .28$); and a negative relationship between Self-confidence and Obstacles sub-dimensions ($r= -.116$). When the other variables are controlled, it is identified there is a positive correlation between Self-confidence and Respect, Expression ability, Values and Motivation dimensions ($r=.08; .06; .06; .22$) and a negative correlation between Obstacles and Democratic attitude and Self-confidence ($r= -.03, -.02$).

Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitude variables indicate that there is a moderate relationship between the sub-dimension scores in Self-confidence ($R=.45, R^2=.199, p<.01$). These variables overall explain about 20% of the total variance in the Self-confidence sub-dimension. According to the standardized regression coefficient (β), the order of relative importance of the predictor variables in Self-confidence sub-dimension is as follows: Motivation, Obstacles, Respect, Values, Expression ability, and Democratic attitude.

Analyzing the results of t-test for significance of regression coefficients, however, it is found that there is a significant relationship between Obstacles and Motivation, and there exists no significant relationship between Self-confidence and other variables. According to the results of the regression analysis, the regression equation to predict the level of motivation for Self-

confidence is as follows: Level of Motivation for Self-confidence = .130 + .502 Motivation + .222 Obstacles + .191 Respect + .126 Expression ability + .115 Values - .032 Democratic attitudes.

Table 6 presents the results of regression analysis for Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitude, sub-dimensions for communication skills of teachers, and Knowledge acquisition, one of the sub-dimensions for students' level of motivation towards Geography lesson.

Table 6. Multiple Regression Analysis to predict the level of motivation for Knowledge acquisition

Variable	B	SE _B	β	t	p	Dual r	Partial r
(Constant)	.563	.495	-	1.137	.256	-	-
Respect	.065	.113	.039	.577	.564	.374	.027
Expression ability	.316	.111	.180	2.847	.005	.407	.134
Values	.106	.105	.067	1.010	.313	.372	.048
Obstacles	.090	.087	.051	1.035	.301	-.202	.049
Motivation	.418	.114	.237	3.670	.000	.428	.172
Democratic attitude	.067	.087	.046	.768	.443	.342	.036
R= .469	R²=.220	F_(6,443)=20.819	P=.000				

When Table 6 is analyzed, it is observed that there is a positive correlation between Respect, Expression ability, Values, Motivation and Democratic attitude dimensions and Knowledge acquisition ($r=.37; .33; .34; .41; .28$); and a negative relationship between Knowledge acquisition and Obstacles sub-dimensions ($r= -.20$). When the other variables are controlled, it is identified there is a positive correlation between Respect, Expression ability, Values, Obstacles and Motivation dimensions and Respect and Knowledge acquisition ($r= .03, .13, .05, .05, .17; .04$).

Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitude variables indicate that there is a moderate relationship between the sub-dimension scores in Knowledge acquisition ($R=.45, R^2=.199, p<.01$). These variables overall explain about 22% of the total variance in the Field of Interest sub-dimension. According to the standardized regression coefficient (β), the order of relative importance of the predictor variables in Field of Interest sub-dimension is as follows: Motivation, Expression ability, Values, Obstacles, Democratic attitude and Respect.

Analyzing the results of t-test for significance of regression coefficients, it is found out that there is a significant relationship between Knowledge acquisition and Motivation; nonetheless, there exists no significant relationship between Knowledge acquisition and other variables. According to the results of the regression analysis, the regression equation to predict the level of motivation for Knowledge acquisition is as follows: Level of Motivation for Knowledge acquisition = .563 + .418 Motivation + .316 Expression ability + .106 Values + .090 Obstacles + .067 Democratic attitude + .065 Respect.

The results of regression analysis for Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitude, sub-dimensions for communication skills of teachers, and Performance, one of the sub-dimensions for students' level of motivation towards Geography lesson, are presented in Table 7.

Table 7. Multiple Regression Analysis to predict the level of motivation for Performance

Variable	B	SE _B	β	t	p	Dual r	Partial r
(Constant)	.198	.518	-	.382	.703	-	-
Respect	-.053	.118	-.031	-.445	.656	.301	-.021
Expression ability	.209	.116	.116	1.802	.072	.330	.085
Values	.241	.110	.150	2.199	.028	.339	.104
Obstacles	.187	.091	.103	2.050	.041	-.135	.097
Motivation	.599	.119	.332	5.033	.000	.403	.233
Democratic attitude	-.080	.091	-.053	-.879	.380	.251	-.042
R= .432	R²=.187	F_(6,443)=16.940	P=.000				

As seen in Table 7, it is observed that there is a positive correlation between Respect, Expression ability, Values, Motivation and Democratic attitude dimensions and Performance ($r=.30, .33, .34, .40, .25$); and there exists a negative relationship between Performance and Obstacles sub-dimensions ($r= -.14$). When the other variables are controlled, it is identified there is a positive correlation between Expression ability, Values, Obstacles and Motivation dimensions and the level of motivation for performance ($r= .09, .10, .10, .23$) while there exists a negative correlation between Respect and Democratic attitude and the level of motivation for Performance ($r= -.02, -.04$).

Respect, Expression ability, Values, Obstacles, Motivation and Democratic attitude variables indicate that there is a moderate relationship between the sub-dimension scores in Motivation for Performance ($R=.432, R^2=.19, p<.01$). These variables overall explain about 19% of the total variance in the Field of Interest sub-dimension. According to the standardized regression coefficient (β), the order of relative importance of the predictor variables in Field of Interest sub-dimension is as follows: Motivation, Values, Expression ability, Obstacles, Democratic attitude and Respect.

When the results of t-test for significance of regression coefficients were analyzed, it is found out that there is a significant relationship between Performance and Motivation; however, there exists no significant relationship between Performance and other variables. According to the results of the regression analysis, the regression equation to predict the level of motivation for Performance is as follows: Level of Motivation for Performance= .198 + .599 Motivation + .241 Values + .209 Expression ability + .187 Obstacles - .080 Democratic attitude - .053 Respect.

4. Conclusion

In this paper which aims to determine the relationship between communication skills of Geography teachers and students' level of motivation towards Geography lesson, it was found that teachers use their communication skills with respect to the Obstacles sub-dimension more, and prefer communication skills for Respect, Expression ability, Values, Motivation and Democratic attitudes sub-dimensions less. From this point of view, it can be inferred that teachers do not have effective communication skills. Another noteworthy finding is that there is not a negative correlation between communication skills for Obstacles and Respect, Expression ability, Values and Motivation sub-dimensions. This result can be interpreted that negative communication skills teachers have in fact hinder their use of positive skills. Bearing the relationship between Obstacles and students' level of motivation in mind, it can be inferred that communication skills for Obstacles sub-dimension negatively affect students' level of motivation. Bayraktutan (2008) also reported that unsuccessful communication reduced students' interest.

Because of the fact that the means for students' levels of motivation towards Geography lesson in Field of interest, self-confidence, knowledge acquisition and performance subscales are very close and were found to be as moderate, we can say that if students are motivated in one of these dimensions this will also influence the motivation level in other dimensions. This means that they improve success. Moriarity, Kim, Deborah and Wilson (2001) stated students' attitudes in learning are affected by various factors; Bahar (2002), Kauffman and Humsan (2004), Martin (2001), Glynn, Aultman and Owens (2005), however, found that there is a relationship between student motivation and academic success, and motivation is a triggering element for being successful.

We can assert that teachers' preference of communication skills mainly focusing on obstacles is cause of the moderate mean for students' level of motivation. This also indicates that effective communication skills have impact on students' level of motivation towards Geography lesson. Okkalı (2008), Ergin and Birol (2000), Şeker (2000) stated that effective communication skills facilitate developing positive attitudes towards lessons and success as they influence classroom atmosphere. Bayraktutan (2008) found that unsuccessful communication decreases level of motivation; however, Cavallo, Miller and Saunders, (2002) advocate that teachers need activities to attract students and draw their attention within the process of motivation improvement.

With reference to the findings of the research, we can count how various kinds of communication skills teachers use affect students' level of motivation towards Geography lesson as follows:

- We can infer that when teachers take feedback from students into account, care not to break hearts because of criticism, appreciate some thoughts of the students, make the learners feel that s/he respects, and shows s/he really understands them, they will increase students' level of motivation towards Geography lesson.

- It can be said that when teacher blame students in class, are parties in class, call students by using different names instead of their names, and use commands often they have a negative impact on students' self-confidence and motivation levels. When they reinforce feedbacks in positive terms, explain concepts again, begin the lessons in a positive mood, use voice in an effective way they have a positive impact on students' self-confidence and level of motivation for performance.
- It was concluded that when teachers make use of gestures and facial expressions effectively, produce solutions to problems, provide live and concrete examples, adjust the pace of speaking and establish eye contact with the students they will have a positive impact on students' level of motivation to learn Geography.
- It can be said that teachers will have a positive impact on students' level of motivation for performance, knowledge acquisition, field of interest when they are patient, consider students' ideas important, provides right of choice and manages to control variables within the classroom.

Suggestions

- To provide in-service training for teachers about using effective communication skills
- To teach courses for preservice teachers about communication skills
- To do research by using various variables in order to determine factors which influence students' motivation
- To do qualitative research studies in order to have more information in depth

Future studies focusing on the motivation level of teacher candidates and making arrangements necessary in line with the findings obtained are thought to lead efficient results as they affect attitudes towards the profession.

5. References

- Açıkgöz, Ü. K. (2003). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
- Ada, Ş. ve Keskinliç, K. (2006). Eğitimin Temel Kavramları. (Ed. Ş. Şule Erçetin ve Necmettin Tozlu). Eğitim Bilimine Giriş. Ankara: Hegem Yayınları.
- Ağaoğlu, E.,(2002). Sınıf Yönetimi. (Ed. Zeki Kaya). Sınıf Yönetimi İle İlgili Genel Olgular. Ankara: Pegem Akademi Yayıncılık.
- Akbaba, S. (2006). Eğitimde Motivasyon. Kazım Karabekir Eğitim Fakültesi Dergisi, 13, 343-361.
- Akçadağ, S., Özdemir, E. (2005), İnsan Kaynakları Kapsamında 4 ve 5 Yıldızlı Otel İşletmelerinde İş Tatmini: İstanbul'da Yapılan Ampirik Bir Çalışma. Kocaeli Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (10) 2, 167-193.
- Alsop, S., Watts, M. (2000). Facts and Feelings: Exploring the Affective Domain in the Learning of Physics. Physics Education, 35, 132-138.
- Bahar, M. (2002). A Diagnostic Study of Biology Students' Motivational Styles. G.Ü. Gazi Eğitim Fakültesi Dergisi, 22(2), 23-34.

- Bayraktutan, S. (2008). İlköğretim Okullarında Sınıf İçi İletişimin Öğrenci Okul Başarısına Etkisi (İstanbul İli Kartal İlçesi Örneği). Yayınlanmamış Yüksek Lisans Tezi, Beykent Üniversitesi, İstanbul.
- Bolat, S. (1996). Eğitim Öğretimde İletişim: Hacettepe Eğitim Fakültesi Uygulaması. Hacettepe Eğitim Fakültesi Dergisi, 12, 75-78.
- Büyüköztürk, Ş. (2005). Sosyal Bilimler İçin Veri Analizi El Kitabı: İstatistik, Araştırma Deseni SPSS Uygulamaları ve Yorum. Ankara: Pegem Akademi Yayıncılık.
- Cavallo, A. M. L., Miller, R. B., Saunders, G. (2002). Motivation and Affect toward Learning Science among Preservice Elementary School Teachers: Implications for Classroom Teaching. Journal of Elementary Science Education, 14 (2), 25-38.
- Celep, C. (2011). Sınıf Yönetiminde Kuram ve Uygulama. Ankara: Pegem Akademi Yayıncılık.
- Celkan, H. Y. (2006). Eğitimin Sosyal Temelleri. (Ed. Ş. Şule Erçetin ve Necmettin Tozlu). Eğitim Bilimine Giriş. Ankara: Hegem Yayınları.
- Cüceoğlu, D. (1997). Yeniden İnsan İnsana. İstanbul: Remzi Kitabevi.
- Çalık, T. (2010). Sınıf Yönetimi ile İlgili Temel Kavramlar. (Ed. Leyla Küçükahmet). Sınıf Yönetimi. Ankara: Pegem Akademi Yayıncılık.
- Demirel Ö. (2000). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: Pegem Akademi Yayınları.
- Deniz, M., Avşaroğlu, S. ve Fidan, Ö. (2006). İngilizce Öğretmenlerinin Öğrencileri Motive Etme Düzeylerinin İncelenmesi. İnönü Üniversitesi Eğitim Fakültesi Dergisi, 7 (11), 61-73.
- Dökmen, Ü. (1997). İletişim Çatışmaları ve Empati, İstanbul: Sistem Yayıncılık.
- Ergin, A., Birol, C. (2000). Eğitimde İletişim. Ankara: Anı Yayıncılık.
- Glynn, S.M., Aultman, L.P., Owens, A.M. (2005). Motivation to Learn in General Education Programs. The Journal of General Education, 54 (2), 150- 170.
- Güçlü ,N. (2010). Sınıf İçi İletişim ve Etkileşim. (Ed. Leyla Küçükahmet). Sınıf Yönetimi. Ankara: Pegem Akademi Yayıncılık.
- Okkalı, M. (2008). İlköğretim Okullarında Örgütsel İletişim Becerilerinin Örgütsel Öğrenmeye Etkisinin Öğretmenler Tarafından Algılanması. Yayınlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi, İstanbul.
- Öncü, H. (2010). Motivasyon (Güdülenme). (Ed.LeylaKüçükahmet). Sınıf Yönetimi. Ankara: Pegem Akademi Yayıncılık.
- Karagöz, Y., Kösterelioğlu, İ. (2008). İletişim Becerileri Değerlendirme Ölçeğinin Faktör Analizi Metodu İle Geliştirilmesi. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi, 21, 81-98.
- Karasar, N. (2007). Bilimsel Araştırma Yöntemi. Nobel Yayın Dağıtım.
- Kaya, M. F. (2013). Coğrafya Öğrenme Yönelik Motivasyon Ölçeği Geliştirme Çalışması. Doğu Coğrafya Dergisi, 30, 155-174.
- Kauffman, D. F., Humsan, J. (2004). Effects of Time Perspective on Student Motivation: Introduction to a Special Issue. Educational Psychology Review, 16 (1), 1-7.
- Martin, A.J. (2001). The Student Motivation Scale: A Tool for Measuring and Enhancing Motivation. Australian Journal of Guidance and Counseling, 11, 1-20.
- Pehlivan, K., B. (2005). Öğretmen Adaylarının İletişim Becerisi Algıları Üzerine Bir Çalışma. İlköğretim-Online, 4 (2), 17-23

- Şeker, A., (2000). Sınıf Öğretmenlerinin İletişim Becerileri İle Sınıf Atmosferi Arasındaki İlişkinin Çeşitli Değişkenler Açısından İncelenmesi. Yayınlanmamış Yüksek Lisans Tezi. Selçuk Üniversitesi, Konya.
- Thompson, T. L., Mintzes, J. J. (2002). Cognitive structure and the affective domain: On knowing and feeling in biology. *International Journal of Science Education*, 24 (6), 645–660.
- Whirter, J., Acar, N. V. (2000). Ergen ve Çocukla iletişim: Öğretme, Destekleme ve Çocuk Yetiştirme Sanatı, Ankara: US-A Yayıncılık.
- Moriarity J., Kim P., Deborah P., Wilson J. (2001). “Increasing Student Motivation through the use of Instructional Strategies” An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership. ERIC Document Reproduction Service No. Report No. ED 455962,
- Yalın, H. İ. (2005). Öğretim Teknolojileri ve Materyal Geliştirme. Ankara: Nobel Yayıncılık.
- Yücel, C. ve Gülveren, H. (2011). Sınıfta Öğrencilerin Motivasyonu. (Ed. Mehmet Şişman ve Selahattin Turan). Sınıf Yönetimi. Ankara: Pegem Akademi Yayıncılık.