Determination of the Communication Skills of University Students by Sociodemographic Features

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Abstract. As a social being, human life continues in communities with other people. Human being is the only entity that communicates with highly complex learned behaviors that include best use of gestures and mimics, advanced reflex and instinct language as well as language. In our study, we wanted to determine the communication skills of university students with their socio-demographic characteristics. Two separate forms were used in the study. The evaluation of the obtained data was done by SPSS (Version 16.0) Statistical Package Program. The target population of the study is composed of students studying at Marmara University. In the direction of the data obtained within the scope of the research it was observed that the communication skills of the students studying in the departments providing health education are higher. University students are encouraged to develop listening skills and create an environment in which they can express themselves better.

1 Communication concept and definition

As a social being, human lives in communities with other people. Thus it is possible for him to satisfy his social needs and overcome the troubles caused by personal inadequacies. Through the unity and solidarity with other people, it is easier and faster for him to fulfill his needs, to promote individual development and to overcome environmental factors, [1]. Communication is as old as human history; Mankind finds himself in a network of relationships with himself and his surroundings from the first moment that he exists, [2]. The word communication is used as a counterpart in our language of the word "Communication" derived from the root of "communis", which means "common" in Latin. The word "communication" means partnership, socialization, coexistence because of its origins. The existing rules, values and beliefs of the community in which the individual lives are transmitted through communication.

There are different definitions of communication concept in the literature. For the first time in the 5th and 4th centuries BC, Aristotle defined communication as "skill and art of an orator to influence and to convince audiences in any way with his speech, [2]. Eren defined communication as a process of passing information, ideas and feelings from one person to another, [3]. According to Paksoy, a communication takes place when the sender

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sends something to which a meaning is attached and the receiver interprets this as well, [4]. According to Koçel, communication is expressed as the transmission of information, data and understanding from one person to another, [5]. According to another definition, communication is a system which has temporal, objective and social dimensions, which enables the parties to act together to establish attitudes and behaviors and social structures, [6]. According to another definition, communication is "to send information from one place to another via the means of symbols", [7]. Burgoon, Buller and Woodall discuss the relationship and differences between the concepts of information, behavior and communication in order to enable a better understanding of the concept of communication in a personal sense, [8], [9].

In the common expressions given in the literature, communication includes various systems, written, verbal and nonverbal forms of messages in the transfer of information, data, perception, understanding and intuition. Therefore, although communication seems simple, it is a process that carries many problems in its own right.

1.1 Elements of the communication process

Transferring information, datas, ideas, thoughts, perceptions, understanding, approach, intuition, desire, wish and feelings from one to another to have mutual interaction is named as communication process [1]. In the communication process, the transmitter (sender, source) creates a message and transfers it to the receiver (destination). The recipient interprets this message and responds satisfactorily to the sender (feedback). Many models have been developed to explain the communication process. One of these oldest and most widely known model in the literature is Shannon and Weaver's communication model (Figure 1). This model includes all functions such as coding, sending, receiving and feedback during the transmission of certain news or information from a transmitter to a receiver.

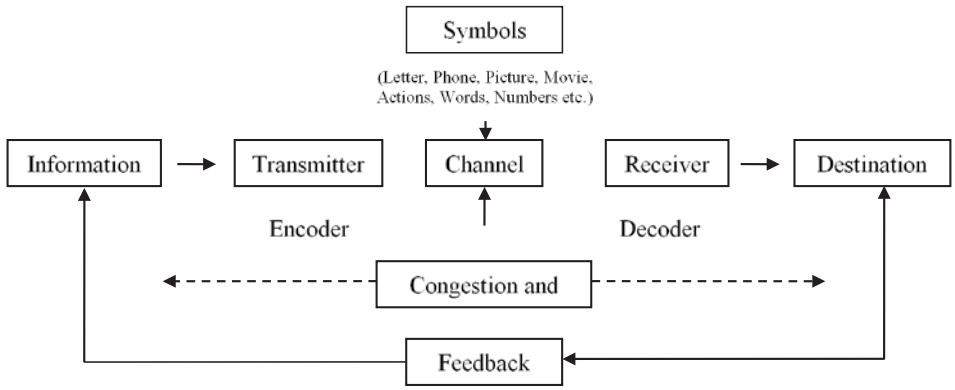

Figure 1. Communication Process

Source: C. E. Shannon, "A Mathematical Theory of Communication" Reprinted with corrections from The Bell System Technical Journal, Vol. 27, pp. 379–423, 623–656, July, October, 1948

Shannon-Weaver's communication model has been made in the sense of communication and continues to be valid today. According to this highly objective and technical model, the main elements of the communication process can be listed as transmitter, receiver, message, communication channel, congestion, hitch and feedback, [6]. In the given model, the source unit, which is called the sender or transmitter, is the person or group sending gathered and created informations, emotions, thoughts and ideas to the receiver. The sender passes the generated message through a communication channel to the receiver. The message in the

communication process is transmitted from the sender to the recipient by certain means. If the recipient does not give the message a meaning close to the sender's meaning, it means that it has not been reached for the purpose of communication. Therefore, the message needs to reach the recipient which means the receiver must be a good listener.

Obstructions and obstacles are the negative elements that arise during the communication process, which degrade communication, impair the authenticity and reliability of the communication. Feedback is the sender's response to the recipient's message, taking a significant place in the communication process and indicating that the communication process is complete, [1].

1.2 Effective communication process

There are similar expressions in the literature for an effective communication process. According to Koçel, [5], in order for communication to be complete, the symbols that indicate the message must be identified by the receiver. Bozdoğan, states that there are three basic conditions: naturalness, acceptance/respect and empathy, [10]. According to this; The naturalness is that the individual is open and honest. Acceptance/respect is that people respect each other's existence and accept this person with his or her own qualities. Empathy is that individuals can put themselves in their place, that is, they can evaluate events from the point of view. Empathy is a difficult skill to win.

According to Hodgetts, an effective communication process in working life occurs in four stages; Empathy, attention, understanding, acceptance and existing response, [11]. Attention is to make the receiver listen to the message that is attempted to be transmitted, to force the receiver to listen. If the transmitter cannot attract the attention of the receiver, communication will not be possible and continuation will not be possible. Understanding is that the recipient understands the content of the message and perceives the message. Acceptance can be explained as the recipient's obedience to the message. The response is the phase in which communication takes place and requires the implementation of the message. Effective listening and effective response is summarized by Korkut as the ability of a healthy communication, [12]. These skills classified as follows; Asking questions, summarizing, repetition, reacting with keywords, identifying and reflecting the behavior, words and feelings of the other person, testing whether they understand or not, and giving effective feedback, [13]. Korkut states that one of the most effective communication skills is effective listening and that the majority of communication problems are due to poor listening, [14].

In order to have better human relationships and to get better in contact besides the good use of body the individual need to be reach emotional maturity. Emotional maturity is that the individual understands his own feelings and arranges the way he can raise his or her level of life, empathizing for the feelings of others. Instead of emotional maturity concept, self-awareness and delayed gratification (delayed gratification) concepts is used. This feature is called "emotional reason", indicating that the individual's success in life will depend on the degree to which he possesses these skills. This concept was later described as "emotional intelligence" and is defined as the individual being aware of their own feelings, [21].

The effective communication process, in which the principal elements are given above, is not fully operational in practice. Communication barriers arise from the fact that lack of communication is effective in this process.

1.3 Communication skills required by different professional groups

Communication has its own place and importance in working life. Individuals, working in industrial enterprises while they found in positive or negative behaviors against the environment benefit from a wide range of communication tools. Whatever the purpose is, businesses, which are part of the social structure, maintain their lives within the framework of internal and external relations. The communication mechanism that is inherent in social life and which is the essence of the organizational structure is a phenomenon aiming to establish relations between individuals, groups and organizations, [22].

Organizations are units created by people who have come together for "production", have different opinions and knowledge, dependent to each other to reach different but common purposes. The most important element of organizations are people who are in continuous interaction with each other. Organizational communication systems that connect these people to one another are systems for providing reconciliation for production. From a broader perspective, organizations today are not only having efforts for production, intra-organizational collaboration and providing feedback. Beside these they have to communicate with "outside world", to transfer information's got from environment to information-processing centers in the organization in order to create a strategy for ambiguous, competitive and dynamic environment.

Just as in every field of social life, communication skills in business life have a great importance. Communication skills are among the interpersonal skills required for almost every type of business, in other words, the overall business dimensions required for success in an enterprise. Therefore, the skills of individuals in communication are an important advantage in a large majority of occupations. Communication skills are important for virtually every profession and every position. Because of the importance of communication skills in business life, employers also attach importance to communication skills when hiring. Thus, communication skills are often referred as the skills required to perform a job well. It has been revealed that the most wanted skills in job advertisements is success in human relations, in other words communication skills. Organizations continue their existence through the interactions of the business potential that they have in their possession.

The better the personal relations of the employees of the organization, the better it is to develop the organization, and if it is bad, the organization is in danger. Any kind of behavior that the person exhibits with the knowledge, skills and abilities that he possesses affects his working life. In order for the individual to achieve success and satisfaction in his working life; knowledge, skills and abilities, personality characteristics and interests that are possessed are relevant to the chosen occupation is important. Orientation to a profession appropriate to the characteristics of the individual, it is an important and a big step in professional life. From this point of action, individual must know himself and what qualifications are required of the profession he chooses. Every profession requires different knowledge, skills and abilities. One of the basic skills that is important for almost all professions is "communication skills".

2 Method

2.1 Purpose and design of research

In this study, aimed to determine whether there are differences in communication skills between students who receive vocational education in different fields at Marmara University and whether communication skills of these students differ or not in terms of socio demographic variables. In addition, the influence of the advanced communication skills on professional success in different professions is examined. Within the scope of the research, a sample of students in the fields of health, technical, educational sciences was

used to represent different professional orientations. In the creation of the sample, the "Change over Years in the Distribution of Students among Academic Units" statistics published by Marmara University was used. During the application of the questionnaire to the university students studying in vocational branches, the necessary permissions were taken from the top management. During the application of the forms, explanations were made about the purpose of the study each class separately and verbal approval received. Participation in the study was voluntary, and the name and personal information of the student were not included in the questionnaire.

2.2 Sampling

The target population of the study is composed of 1116 students who are studying in the fields of health, technical and educational sciences. The universe of the research is limited with students studying in the fields of health, technology and education.

2.3 Data collection tools

Two separate forms were used as data collection tools in the study. The first form was developed by the researchers through a literature review and included 34 questions of information such as age, gender, parental education status, income status, participation in cultural and artistic activities, and follow-up of written and verbal communication tools and materials in order to determine the socio- demographic characteristics of the students.

The second form used in the study is "Communication Skills Inventory" developed by Ersanlı and Balcı, [17]. "Communication Skills Inventory" used by the researchers to measure the communication skills of the vocational students was first developed and used by Balcı. The required validity and reliability studies are 70 items in this first version of the inventory. The inventory was then applied again to a sample of 500 university students and the number of items was reduced to 45 as a result of factor analysis. The inventory, finalized by Ersan and Balcı, consists of Likert type 45 questions. Inventory measures mental, emotional and behavioral communication skills. There are 15 items measuring each dimension. The following items appear in each dimension:

Mental: 1, 3, 6, 12, 15, 17, 18, 20, 24, 28, 30, 33, 37, 43, 45

Emotional: 5, 9, 11, 26, 27, 29, 31, 34, 35, 36, 38, 39, 40, 42, 44

Behavioral: 2, 4, 7, 8, 10, 13, 14, 16, 19, 21, 22, 23, 25, 32, 41

Materials; "Always", "Usually", "Sometimes", "Rarely", "Never". Higher scores in size and overall (total) communication skills correspond to higher communication skills.

As a means of collecting data, a questionnaire form prepared by the researchers was distributed to the students who want to fill in "Communication Skills Inventory" voluntarily.

2.4 Analysis of data

The evaluation of the obtained data was done with SPSS Statistical Package Program (16.0 version). As a statistical analysis technique, (Ural and Kılıç, 2005; Yazıcıoğlu and Erdoğan, 2005; Altunışık et al., 2005; Akgül and Çevik, 2005; Bekiroğlu, 1998) frequency distributions, "Independent Sampling T-Test", "Single Factor Analysis of Variance" (One-Way ANOVA) and Tukey Multiple Comparison Test (Post-Hoc) were used, [18], [19], [20], [21], [22].

2.5 Hypotheses

Based on the various literatures given in the general theoretical framework, the following hypotheses have been formulated.

Hypothesis 1. There is a difference between educations field of the students and communication skills (mental, emotional, behavioral) inventory average scores.

Hypothesis 2. There is a difference between gender and communication skills (mental, emotional, behavioral) inventory average scores.

Hypothesis 3. There is a difference between socioeconomic status and communication skills (mental, emotional, behavioral) inventory average scores.

3 Findings and discussion

According to the results obtained in the research, when the genders of the vocational educated youth are examined, it is found that more than half of them are female students (63.6%); in terms of education fields; 31,3% in health fields (Vocational High School), 37,3% in technical fields, 31,4% in education and technical fields (Bachelor) (31,4%). The vast majority of the ongoing vocational education students (55.2%) stated that they did not study in the section they had imagined. The result is similar to the result that Yiğit and his colleagues reached in 2007 as they have been researching on the same subject at university students, [23]. In this study, 55.2% of the students indicated that they are not studying at the university and area that they have dreamed of. The majority of the students (60.4%) are living in the city. Başer, reached on the research with Hacettepe University nursing students that most of the students (48,2%) were of urban origin, [24].

Most of the university students who participated in the survey lived with their families (62.5%) while the other part (16.5%) reside with their friends. In the research of Yiğit and his colleagues in 2007, 37.6% of the students are living with their families, 31.2% in student dormitories, and 31.2% living together with other students. It can be seen that the percentage distribution is very close together. The difference between these two surveys can be interpreted as the fact that the majority of the students in our study consisted of vocational high school students and according to the transition system without examination the students were preferentially directed to Marmara University which is located in their Vocational and Technical Education Region and their families also reside in this region.

When the educational status of the parents of the students is examined (**Table 1a**); A majority of the parents, mother (47%) and father (32.8%), were primary school graduates. In other studies on youth receiving vocational education, similar results were obtained regarding the educational status of parents, [25].

If we look to the reading habit of the students (Table 1b) it is seen that most of the vocational education students do not have the habit of reading books (27.5%), and it is observed that the majority of the same students are not participating to courses (82.3%) and to sport activities (62.4%). In this case, university administrations should open courses and sports activities in which students can actively participate and they have to orient the students to these activities.

From the data of research, we have seen the following: the vast majority of students have vocational high school graduate (73.3%), more than half of the students are studying in the first year at the university (58.3%), 60,6% of the students are living their life in the city center, from 39.2% the family members consist of 4 persons, from 27.2% of 5 persons and from 14% of 6 persons. As a family income, participants reported the following: between 1000 TL and less (37.1%), between 1000 - 1500 TL (35.6%), between 1500 - 2000 TL (12.4%); Their own expenditures were as follows: between 200 and less (28,2%),

between 200 and 300 TL (% 31.2), between 300 and 400 TL (17.3%), between 400 TL and above (22.5%).

Table 1a. Socio-Demographic Characteristics of Students

		n	Percentage
Gender	Male	710	63,62%
	Female	406	36,38%
	Total	**1116**	100,00%
Faculty or College of Education	Faculty of Education	191	17,11%
	Faculty of Technical Education	160	14,34%
	Vocational School of Health Services	349	31,27%
	Vocational School of Technical Sciences	416	37,28%
	Total	**1116**	**100,00%**
Is the chosen subject of study the subject you imagine?	Yes	499	44,71%
	No	615	55,11%
	No Answer	2	0,18%
	Total	**1116**	**100,00%**
Whom do you live with?	with the family	698	62,54%
	with relatives	67	6,00%
	by itself	26	2,33%
	with a friend	184	16,49%
	State Dorm	57	5,11%
	Private Dorm	70	6,27%
	Housing	14	1,25%
	Total	**1116**	**100,00%**
Mother's education	Illiterate	66	5,91%
	Can Read and Write	51	4,57%
	Primary School Graduate	524	46,95%
	Secondary School graduate	206	18,46%
	High school graduate	201	18,01%
	Graduated from a University	56	5,02%
	I do not know	7	0,63%
	No Answer	5	0,45%
	Total	**1116**	**100,00%**
Father's Education	Illiterate	6	0,54%
	Can Read and Write	22	1,97%
	Primary School Graduate	366	32,80%
	Secondary School graduate	243	21,77%
	High school graduate	309	27,69%
	Graduated from a University	147	13,17%
	I do not know	12	1,08%
	No Answer	11	0,99%
	Total	**1116**	**100,00%**

Table 1b. Socio-Demographic Characteristics of Students

		n	Percentage
Socio-Economic Level	Lower income group	166	14,87%
	Middle income group	871	78,05%
	Upper income group	68	6,09%
	No Answer	11	0,99%
	Total	**1116**	100,00%
Do you receive a scholarship?	Yes	298	26,70%
	No	808	72,40%
	No Answer	10	0,90%
	Total	**1116**	100,00%
Book Reading Habit	Yes	801	71,77%
	No	307	27,51%
	No Answer	8	0,72%
	Total	**1116**	100,00%
Newspaper / Magazine Reading Habit	Yes	969	86,83%
	No	136	12,19%
	No Answer	11	0,99%
	Total	**1116**	100,00%
Participation in Cultural Activities	Yes	606	54,30%
	No	503	45,07%
	No Answer	7	0,63%
	Total	**1116**	100,00%
Participation in Courses	Yes	179	16,04%
	No	919	82,35%
	No Answer	18	1,61%
	Total	**1116**	100,00%
Participation in Sportive Activities	Yes	386	34,59%
	No	716	64,16%
	No Answer	14	1,25%
	Total	**1116**	100,00%

As seen in Table 2, there was a significant difference between the field of education of vocational education students at Marmara University and the communication skills (mental, emotional, behavioral) inventory average scores ($p < 0.05$). The H0 hypothesis has been rejected. Toy achieved similar results in his work on engineering and law faculty students in 2007. It seems to be similar to the results obtained in this study, [26].

It was seen that university students had a meaningful difference between their field of study and their communication skills and that this difference was caused by the questions that measured communication skills in behavioral, mental and emotional dimensions and the general sum of these questions ($p < 0.05$).

As shown in Table 3, a multiple comparison Tukey statistic test was done to show the difference between the students' total scores of Communication Skills Inventory and the area they studied. The differences; Behavioral, mental, emotional, and general totals were found to have originated from the technical and health sciences by occupation. In the research; The fact that the communication skills average scores of the students in the health

field are higher than in the other fields requires strong communication skills to be established with patients, health personnel and patient relatives in order to carry out health services effectively. From this point of view, behavioral sciences and communication skills lessons in schools offering health education can be considered as effective in the curriculum.

Tablo 2. Meslek Alanlarına Göre İletişim Becerileri Farklılığı Testi (ANOVA)

Communication Skills Inventory / Question No.	Sum of Squares	Degree of Freedom	Mean Square	F	P
Behavioral Question: 2, 4, 7, 8, 10, 13, 14, 16, 19, 21, 22, 23, 25, 32, 41	1209.997	3	403.332	12.595	**.000**
	35608.737	1112	32.022		
	36818.734	1115			
Mental Question: 1, 3, 6, 12, 15, 17, 18, 20, 24, 28, 30, 33, 37, 43, 45	1542.641	3	514.214	11.798	**.000**
	48467.134	1112	43.586		
	50009.774	1115			
Emotional Question: 5, 9, 11, 26, 27, 29, 31, 34, 35, 36, 38, 39, 40, 42, 44	506.085	3	168.695	5.127	**.002**
	36589.937	1112	32.905		
	37096.022	1115			
Total	8987.791	3	2995.93	14.045	**.000**
	237206.819	1112	213.315		
	246194.609	1115			

Table 3. Determination of Source of Difference according to Learning Appearance Areas (Multiple Comparison Analysis Post Hoc Tests) Tukey Test

Communication Skills Inventory / Question No.	Area of Study	Area of Study	Mean Difference	Standard Error	P Değeri
BehavioralQuestion: 2, 4, 7, 8, 10, 13, 14, 16, 19, 21, 22, 23, 25, 32, 41	**Educational Sciences**	Faculty of Technical Education	.59617	.60646	.759
		Vocational School of Health Services	**2.02309(*)**	.50932	**.000**
		Vocational School of Technical Sciences	-.42402	.49460	.827
	Technical Sciences	Faculty of Education	-.59617	.60646	.759
		Vocational School of Health Services	**1.42692(*)**	.54027	**.042**
		Vocational School of Technical Sciences	-102.019	.52642	.213
	Health Sciences (Associate degree)	Faculty of Education	**-2.02309(*)**	.50932	**.000**
		Faculty of Technical Education	**-1.42692(*)**	.54027	**.042**
		Vocational School of Technical Sciences	**-2.44711(*)**	.41077	**.000**
	Technical Sciences (Associate degree)	Faculty of Education	.42402	.49460	.827
		Faculty of Technical Education	102.019	.52642	.213

		Vocational School of Health Services	**2.44711(*)**	.41077	**.000**

Table 3. *Continued*

MentalQuestion: 1, 3, 6, 12, 15, 17, 18, 20, 24, 28, 30, 33, 37, 43, 45	**Educational Sciences**	Faculty of Technical Education	.47925	.70754	.906
		Vocational School of Health Services	**2.65916(*)**	.59421	**.000**
		Vocational School of Technical Sciences	.07877	.57704	.999
	Technical Sciences	Faculty of Education	-.47925	.70754	.906
		Vocational School of Health Services	**2.17991(*)**	.63031	**.003**
		Vocational School of Technical Sciences	-.40048	.61415	.915
	Health Sciences (Associate degree)	Faculty of Education	**-2.65916(*)**	.59421	**.000**
		Faculty of Technical Education	**-2.17991(*)**	.63031	**.003**
		Vocational School of Technical Sciences	**-2.58039(*)**	.47923	**.000**
	Technical Sciences (Associate degree)	Faculty of Education	-.07877	.57704	.999
		Faculty of Technical Education	.40048	.61415	.915
		Vocational School of Health Services	**2.58039(*)**	.47923	**.000**
EmotionalQuestion: 5, 9, 11, 26, 27, 29, 31, 34, 35, 36, 38, 39, 40, 42, 44	**Educational Sciences**	Faculty of Technical Education	.82618	.61476	.535
		Vocational School of Health Services	119.724	.51629	.094
		Vocational School of Technical Sciences	-.33680	.50137	.908
	Technical Sciences	Faculty of Education	-.82618	.61476	.535
		Vocational School of Health Services	.37106	.54766	.906
		Vocational School of Technical Sciences	-116.298	.53362	.130
	Health Sciences (Associate degree)	Faculty of Education	-119.724	.51629	.094
		Faculty of Technical Education	-.37106	.54766	.906
		Vocational School of Technical Sciences	**-1.53404(*)**	.41639	**.001**
	Technical Sciences (Associate degree)	Faculty of Education	.33680	.50137	.908
		Faculty of Technical Education	116.298	.53362	.130
		Vocational School of Health Services	**1.53404(*)**	.41639	**.001**
Total	**Educational Sciences**	Faculty of Technical Education	190.160	156.527	.617
		Vocational School of Health Services	**5.87949(*)**	131.455	**.000**
		Vocational School of Technical Sciences	-.68205	127.656	.951
	Technical Sciences	Faculty of Education	-190.160	156.527	.617
		Vocational School of Health Services	**3.97788(*)**	139.443	**.023**
		Vocational School of Technical Sciences	-258.365	135.868	.228
	Health Sciences (Associate degree)	Faculty of Education	**-5.87949(*)**	131.455	**.000**
		Faculty of Technical Education	**-3.97788(*)**	139.443	**.023**
		Vocational School of	**-6.56154(*)**	106.019	**.000**

		Technical Sciences			
	Technical Sciences (Associate degree)	Faculty of Education	.68205	127.656	.951
		Faculty of Technical Education	258.365	135.868	.228
		Vocational School of Health Services	**6.56154(*)**	106.019	**.000**

As shown in Table 4 and 5, with the students Average Distribution by Gender values, the comparison of the distribution of communication skills (mental, emotional, behavioral) by sex was analyzed with T-test. Accordingly, a significant difference was found between Communication Skill Inventory Score Average ($p < 0.05$). The H0 hypothesis has been rejected. Differences according to sex were found to be due to male student group. This result shows a difference with the results of Bulut Bozkurt, Korkut and Toy, [27], [28], [26]. It is thought that the determination of the causes of this difference may be the subject of another research.

Table 4. Mean Distribution of Students by Gender

Communication Skills Inventory / Question No.	**Gender**	**n**	**Mean**	**Standard Deviation**
Behavioral	Male	710	37.6028	5.93785
	Female	405	38.9827	5.29545
Mental	Male	710	43.6000	6.52179
	Female	405	44.3901	6.98165
Emotional	Male	710	33.2342	5.34515
	Female	405	34.3827	6.37711
Total	Male	710	114.437	14.65457
	Female	405	117.7556	15.00864

Table 5. Comparison of Distribution of Communication Skills by Gender (T-test)

Communication Skills Inventory / Question No.	**T-Test**	**Degree of Freedom**	**P Value**
Behavioral	**-3.879**	1113	**.000**
	-4.002	921.287	**.000**
Mental	**-1.896**	1113	**.058**
	-1.861	794.161	**.063**
Emotional	**-3.212**	1113	**.001**
	-3.062	726.226	**.002**
Total	**-3.605**	1113	**.000**
	-3.581	824.027	**.000**

As shown in Table 6, there is no significant difference between the socioeconomic status of the students in the study and the mean scores of Communication Skills Inventory

(mental, emotional, behavioral) (p> 0.05). H0 hypothesis has been accepted. According to this, no significant relationship was found between the total scores of behavioral, mental and emotional points in the socio-economic level and communication skills inventory of vocational education students. This result is similar to Toy's survey, [26].

Table 6. Determination of Source of Difference by Socio Economic Level (Multiple Comparison Analysis Post Hoc Tests) Tukey Test

Communication Skills Inventory / Question No.+H2:M26	**Socio-economic Level**	**Socio-economic Level**	**Mean Difference**	**Standard Error**	**P Value**
Behavioral Question: 2, 4, 7, 8, 10, 13, 14, 16, 19, 21, 22, 23, 25, 32, 41	Lower	Mid	-.14948	.48676	.949
		Upper	-1.26417	.82755	.278
	Mid	Lower	.14948	.48676	.949
		Upper	-1.11469	.72371	.273
	Upper	Lower	1.26417	.82755	.278
		Mid	1.11469	.72371	.273
Mental Question: 1, 3, 6, 12, 15, 17, 18, 20, 24, 28, 30, 33, 37, 43, 45	Lower	Mid	.28178	.56550	.872
		Upper	.80900	.96140	.677
	Mid	Lower	-.28178	.56550	.872
		Upper	.52722	.84076	.805
	Upper	Lower	-.80900	.96140	.677
		Mid	-.52722	.84076	.805
Emotional Question: 5, 9, 11, 26, 27, 29, 31, 34, 35, 36, 38, 39, 40, 42, 44	Lower	Mid	.19066	.48731	.919
		Upper	-.29376	.82848	.933
	Mid	Lower	-.19066	.48731	.919
		Upper	-.48443	.72452	.782
	Upper	Lower	.29376	.82848	.933
		Mid	.48443	.72452	.782
Total	Lower	Mid	.32296	1.25650	.964
		Upper	-.74894	2.13617	.934
	Mid	Lower	-.32296	1.25650	.964
		Upper	-1.07190	1.86813	.834
	Upper	Lower	.74894	2.13617	.934
		Mid	1.07190	1.86813	.834

4 Conclusions and recommendations

In general, communication skills such as self-expression and correct understanding of the other side are needed for success and satisfaction at the basic level. However, occupations differ in terms of the level of communication skills they need. For jobs that do not rely on human relations, communication skills are not expected to be high. Communication skills at a high level are of utmost importance if the social relations are in the forefront.

People who are technically trained will encounter in their business life during the production process for reasons arising from the necessities of the business environment - ensuring accurate and complete information flow (the smallest error resulting from lack of communication in mass production enterprises leads to quality, time, labor, price costs), monitoring and exploitation of the technology- as well as in their private life to have a balanced personality characteristics it is thought that they should have effective communication skills.

According to the data obtained within the scope of the research, it is seen that the communication skills of the students studying in the departments providing health education are higher. It is thought that the staff working or will work in the field of health care have to communicate well with a sensitive audience such as patients and their relatives as well as with other health personnel, and that the lessons they took during vocational education in the university have positive effects on improving their communication skills. As a result of our research, the average scores of the communication skills of the students who are studying in technical field were low. In real life, as a result of accurate (without obstacles) information flow in technical field it is possible to create quality products (output).

In the technical field where the technology is used at a high level, the human and communication factor plays an important role. From this point of view, it is thought that the persons who works or will work in vocational fields (health, social, technical, education, etc.) should have effective communication skills and should be able to use these skills effectively in daily and business life.

For individuals, especially for professionals who will take part in professional business life, for effective communication skills both in business environment and daily life;

- clear and accurate message delivery,
- provide a sense of respect and trust
- eye contact setup,
- attention to body language,
- feedback,
- being a good listener and learning to listen,
- building empathy,
- communication with the right person at the right time,
- accurate communication of information,
- being polite and flexible,
- to be practical,
- qualities such as being gum-faced and optimistic

are among the expected values.

In addition, it is suggested that all branches that provide vocational education in different fields should take in courses related to effective communication skills in the curriculum, and the relevant sector should carry out works to develop these skills both through education programs after graduation or periodical in-service trainings.

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