

KEY COMPETENCIES FOR FOSTERING BETTER INTERNATIONAL UNDERSTANDING AND EMPLOYABILITY

This project - running from Sept. 2015 until Sept. 2018 - is part of the programme ERASMUS+.

It is cofinanced by the European Union and funded with support from the European Commission.

The content reflects the view of the author only, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

The project is developed and carried out in steady cooperation during a successful European partnership of following 4 schools:

Gefördert durch



Erasmus+

Schulbildung



Holstentor-Gemeinschaftsschule
Lübeck <http://holstentor-gemeinschaftsschule.de>



Gymnasio
Megala Kalyvia-Trikala
www.gym-m-kalyv.tri.sch.gr



Kauno Maironio
universitetine gimnazija
www.kmug.lt



Szkoly Okretowe i OgoInoksztalce
CONRADINUM Gdansk
www.conradinum.pl

KAP survey analysis

Internal Project Evaluation: Knowledge, Attitude and Practice

Irma Palaimaitė, MSc

Studio of Psychology "Atradimai" (Lithuania)

Key Definitions

Knowledge, Attitude and Practice

In this report, the terms 'knowledge' and 'awareness' are used interchangeably.

The term 'attitude' is used to refer to the perception or way of thinking and 'practice' to refer to the actions or behavior relating to children's education.

Research area

The Project research area comprised body language as a means of communication.

This survey was carried out by using a set of questionnaires, developed by teachers of participating schools to meet these research needs.

It captures the knowledge, attitude and practices (KAP) of teachers and students that were selected for the Project in relation to their education with a view to developing skills of communication so that children can benefit from the alternative communication models.

Results

The results are presented from 66 questionnaires,

- 17 answered by teachers (25,8 %),

- 49 (74,2%) by students,

- among them 35 (53%) were women, girls, 31 (47%) were men, boys.

Also the reliability of the questionnaire (i.e. Cronbach alpha) has been calculated, which is 0,622. This means that the reliability of the questionnaire is sufficient and the results can be used for statistical analysis.

In the table the percentage of positive replies before and after participation in the Project or its activities has been presented.

The highlighted values are those, which difference between the results before and after the Project is statistically significant i.e. $p < 0,05$. ($p < 0,05$ value means that the results are not accidental).

Other results also show that the Project has made a great impact on participants and they are commented in the table below.

No.	Statement	Before the Project answered „YES“	After participation in the Project answered „YES“	Diff	Result or KEY FINDING
1	I criticize people in front of others	54,5%	39,4%	-15,1	+ Increasing politeness as sign for higher quality in communication.
2	If someone makes a mistake, I first praise the person for an achievement before discussing the error	60,6%	57,6%		
3	If I hear someone blaming another person, I join in with my own negative comments	21,2%	18,2%		
4	If I am too busy to see someone, I leave a message of getting back to them as soon as possible	81,8%	87,9%		
5	I adapt my communication style for different people and circumstances	81,8%	87,9%		
6	If I know an awkward person wants to talk to me, I hide.	27,3%	24,2%		
7	If a friend or colleague is struggling to understand something, I go out of my way to help them	81,8%	97,0%	+15,2	+ Increasing empathy as sign for higher quality in social interaction.
8	I am content with who I am	90,9%	81,8%		
9	I find it difficult to make new friends	24,2%	24,2%		
10	Better communication at school can help me to achieve higher learning results	78,8%	90,9%		
11	I am confident about my existing skills and abilities	69,7%	69,7%		
12	I am willing to learn new communication skills	93,9%	78,8%	-15,1	+ a result of intrapersonal feeling after successful workshops
13	I communicate with unnecessary jargon, long words, and complicated sentences	39,4%	39,4%		
14	I compete for the attention of others, if I have to tell important information	69,7%	63,6%		
15	I act dominant because I want to be the leader of a group in any case!	30,3%	24,2%		
16	I think it's most comfortable not to be responsible or a leader of a group	63,6%	48,5%	-15,1	+ Increasing self-esteem causes a higher disposition for taking responsibility.
17	I encourage people to listen to what other people are saying	84,8%	81,8%		
18	I sit and listen with my legs and arms folded in front of me	48,5%	45,5%		
19	I try to have the last word on a subject	51,5%	30,3%	-21,2	+ Increasing politeness as sign for higher quality in communication.
20	When I have something to contribute to a conversation, I'll interrupt the speaker to make my point	33,3%	33,3%		
21	I offer verbal signals while listening, things like, "Go on", or "Uh huh" to encourage the speaker to continue	57,6%	54,5%		

22	I finish people's sentences for them, when they pause and I know what they are going to say	42,4%	36,4%		
23	I am often thinking of something witty to say in response while listening	84,8%	63,6%	-21,2	+ Increasing politeness as sign for higher quality in communication. Listening is more important than comments.
24	I get bored with conversations easily - most people have nothing interesting to say	45,5%	30,3%	-15,2	+ Increasing politeness as sign for higher quality in communication.
25	I will interrupt the speaker if I disagree with a statement they have made	57,6%	51,5%		
26	When communicating with others, I pay attention to non-verbal signals - body language, facial expressions and gestures	75,8%	84,8%		
27	I nod my head and use other gestures and facial expressions to show that I'm interested in what is being said	75,8%	87,9%		
28	I make eye contact with others while speaking/ listening	69,7%	93,9%	+24,2	+ Body-language for increasing quality of communication.
29	I decide whether or not to listen based on the speaker's appearance and how they talk	51,5%	66,7%	+15,2	Increasing criteria of judgment available as result of project trainings.
30	I can identify elements of good non-verbal communication skills	66,7%	75,8%		
31	I am aware of my non-verbal skills strengths and areas I can improve	66,7%	63,6%		
32	I can understand the mood of others when I communicate with them	84,8%	87,9%		
33	I am aware when a person is lying	75,8%	72,7%		
34	I make a conscious effort to match my body language to the message	57,6%	72,7%	+15,1	+ Body-language for increasing quality of communication.
35	I need more knowledge of the body language and the meaning of body signals	63,6%	51,5%		+ This might mean awareness of knowledge and skills gained after successful workshops or just a result of intrapersonal feeling after successful workshops.

Key Findings

Non-verbal communication is often more subtle and more effective than verbal communication and can convey meaning better than words. For example, perhaps a smile conveys our feeling much easier than words. Silent speech is of great importance in human's daily interactions and it influences one's chances of failure or success in personal and professional social encounters.

A great majority of the respondents have learned such features as

- curiosity, self-discipline (23- listening),
- more favorable attitude towards others, improved their social development (7- it is important to be more helpful, 23 - listening is more important, interrupting is inappropriate),
- they use non-verbal behavior in order to complete their interpersonal interaction (23 - listening, 28 - eye contact).

The results have revealed that there was a strong relationship among the quality of communication, namely response to human relations, and the use of non-verbal communication.

An important point in communication process is that the teacher-students relationship in the classroom is one of the complex human relationships, and certainly different ways are involved in how to establish this communication, i.e. verbal and non-verbal communication.

Therefore, teaching can be defined as teacher's planned activities to create an ever-lasting change in the learners' behavior which is done in the form of a mutual relationship. The stronger this relationship and the

communication skills are, the deeper the outcome of this interaction will be, i.e. the stable and effective learning. Only in this way the teacher can develop and emerge the students' potentials. Therefore, before any action for teaching, the teacher's relationship with the students should be strengthened at the beginning.

In conclusion, non-verbal communication skill affects teaching and learning more deeply and specifically.

Recommendations

It was concluded that if this skill is practiced by teachers, it has a positive and profound effect on the students' mood.

Non-verbal communication is highly reliable in the communication process, so if the recipient of a message is between two contradictory verbal and nonverbal messages, logic dictates that we push him toward the non-verbal message and ask him to pay more attention to non-verbal than verbal messages because non-verbal cues frequently reveal the intention of the sender of the information and reflect his/her emotional reactions. Based on the obtained results of this research, it is recommended that attention to non-verbal communication skills can make a positive change in the future of a student's life.

It seems necessary for the teachers to practice and learn effective communication skills, especially for those who always interact with a large group of students.

One of the factors contributing to the success or failure of students is the quality of the relationship and how the teacher builds this relationship with students. Especially, it is more effective for students who are more responsive to human relations and communication.

Finally, it is recommended that teachers should improve their communication skills to have better communication with their audience.

The authorities are recommended to help improve the teachers' level of communication skills through holding training courses.

Also, it is important for students to practice non-verbal behavior which is more reliable, multi-faceted and continuous.

Due to lack of studies in the field of educational communication, further research and curriculum improvement is recommended.

It is suggested that educational programs should be supported by specific workshops and seminars so that not only teachers, but also the students can get practically familiar with non-verbal communication skills to solve their communication problems or 'to see the world in different colours'.