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The Correlation between Speech Self-Efficacy and Communication Skills of Pre-Service Turkish Teachers

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Abstract

In the present study, the presence of a correlation between the communication skills and the speech self-efficacy of pre-service Turkish teachers was investigated. Associational survey model was adopted in the research. Research data were collected with two instruments which aimed to measure the communication skills and speech self-efficacy levels of junior students attending the Turkish Language Education departments of five universities in different regions in Turkey. The study findings demonstrated that there were moderate and large positive significant correlations between the speech self-efficacy perceptions (SSES) and communication skills (CSS) of pre-service Turkish teachers based on total scores and the subscale scores. Based on the findings it was recommended that pre-service teachers should be provided with more opportunities to develop their speech skills to ensure their command in active and healthy communications in the educational processes.

Keywords: Communication skills, pre-service Turkish language teachers, speech self-efficacy.

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Introduction

The desire to communicate is one of the most important requirements for humans. Individuals need to establish healthy and effective communications to cohabit in several social realms such as family, work, social life, etc. In several sources, communication was described using several definitions and these definitions indicated that communication was a psychosocial process based on the mutual desires of at least two individuals to share their emotions, ideas and experiences via different channels (Cüceloğlu, 2002; Kaya, 2014; Oğuzkan, 1974).

Communication is based on a source and a recipient. The topics that individuals desire to share are communicated using various channels. Different desires and needs force people to communicate in all areas of life. The need to get to know others, to acquire new knowledge, and to learn and teach lead individuals to active communication. At the center of the contemporary education system is the requirement of individuals to learn and to teach. The main determinant of the success of the communication process that aims learning and instruction is generally the teacher. Because, in the process of educational communication, teacher is the determinant of all relevant elements (Gökdağ, 2010: 92).

In the educational communication process, the teacher is the resource. In order to acquire an active and healthy process, the teacher should possess certain qualifications. Certain qualifications that the teacher should possess are the qualifications that all teachers possess and are the requirements of the profession. Others are the competencies that the source should possess in the communication process (Gökdağ, 2010: 92). Dilekmen, Başçı and Bektaş (2008: 223) stated that active communications skills are indispensable for teachers and it is important for the pre-service teachers to acquire the internal dynamics of communication skills and their significance in education during training. Because, the individual should acquire adequate listening and speech habits for proper self-expression and comprehension of others. Good communication skills are the most significant professional criteria for effective teaching in teaching occupation, which is based on communications. In the learning-instruction process, it can be claimed that the most frequently used communications channel is speech in the classroom environment. Therefore, a teacher who can speak effectively and accurately in the classroom would ensure the effectiveness of the instruction and would provide a role model for the students. In college education, pre-service teachers should acquire competency in speech skills and their self-efficacy perceptions should be promoted in speech skills and their self-esteem should be improved (Katrancı and Melanlıoğlu, 2013: 653). Only then, the teachers could be role models and the targeted educational level could be achieved (Eryaman, at all, 2013).

A pre-service teacher with speech self-efficacy should be a good speaker. A good speaker can speak comfortably without voicing sound such as “uh/ah,” without looking at her or his notes, and without guidance of others in front of an audience. A good speaker could make others listen and should have good command of the subject. A good speaker supports the speech with an adequate body language. A good speaker commands the intonation to speak effectively. A good speaker uses adequate salutations. A good speaker speaks fluently and respects the rules of courtesy during speech. A good speaker selects the words and phrases at the right time during speech. A good speaker could use accents, tones and pauses at appropriate points during speech. A good speaker establishes eye contact with the audience. A good speaker utilized an audible tone. A good speaker peruses adequate gestures during speech. A good speaker could determine the method and technique adequate for the objective of the speech. A good speaker could use ideas to help emphasize the main idea of the speech. A good speaker uses relevant proverbs and idioms during the speech. A good speaker could use experiences to add charm to the speech. A good speaker could answer the questions that the audience might have. A good speaker could summarize and assess her or his speech (Katrancı and Melanlıoğlu, 2013).

Individuals with good communication skills based on "communication principles and basic skills" always accept others as they are. They listen to others without prejudice and express their

understanding in a proper manner. Individual with good communication skills speak with a calm voice, respect the special areas of others during communication, do not force individuals to have conversation with her or him, help those who need her or his input on any subject, share their experiences when they think they would be of help to others, could articulate their ideas and emotions when it is necessary to express these, ask questions about things they would not understand during interaction. Their speech and body language are consistent during active listening and non-verbal communication. They attempt to understand others instead of thinking about their own response while listening to others and expresses their understanding properly. They pay attention to the harmony between the narrative and gestures and body language of the speaker. While listening to others, they understand the emotions behind the words of the speaker. They could share own experiences with others verbally and using body language and is willing to communicate. They are interested in others. They could initiate conversations easily in any environment. They would spare time for those they communicate with when they need help. They compliment others sincerely (Korkut Owen and Bugay, 2014).

Since the aim of the education-instruction process is to train generations with communication skills, it is necessary to determine the factors that would improve these skills. The idea that since speech skills are an important factor in the communication process, the development of these skills would have a positive impact on the communication skills was the starting point of the present study. Communication skills are also among the skills that all pre-service teachers should acquire. Since Turkish language teachers are required to improve the skills associated with direct communication skills such as speaking and listening, they are instructed how to improve these skills in their educational life. Determination of the correlation between the speech self-efficacy and the communication skills of the students who attend these courses could provide an idea about training generations with good communication skills. The aim of the present study was to determine the correlation between the speech self-efficacy perceptions and communication skills of pre-service Turkish teachers.

This study attempted to answer the following research questions: “Is there a significant correlation between speech self-efficacy and the communication skills of pre-service Turkish language teachers? Is the communication skill of pre-service Turkish language teachers with high speech self-efficacy perceptions are high as well?”

Methodology

Research Model

The present study that aimed to determine the correlation between the communication skills and speech self-efficacy of pre-service Turkish teachers was conducted with the relational screening model. Relational screening models aim to determine the presence and/or degree of the correlation between two or more variables (Karasar, 2010: 81). In the present study, a associational survey was conducted. The study investigated whether the communication skills and speech self-efficacy perceptions were correlated and in the presence of the correlation, the study attempted to determine the type of the correlation.

Population and the Sample

According to Undergraduate Atlas published by The Council of Higher Education (YOK, 2018), 64 public universities have Turkish Teaching Programs in Turkey. However, 4 universities recently started active education. Thus, the study population included junior students attending Turkish Language Teaching Programs at 60 public universities during the spring semester of 2017-2018 academic year. When the study sample was determined, it was planned to include at least one public university from each region in Turkey. However, the researcher could only reach the juniors attending İnönü University, Nevşehir Haci Bektaş Veli University, Adıyaman University, Sakarya

University and Giresun University Turkish Language Teaching Programs. Thus, the study sample included the junior students attending these five universities during the spring semester of 2017-2018 academic year. The study was limited to junior year students because these students attended the "Speech Education" course in that semester.

Table 1. Demographic Information on the Pre-Service Teachers Included in the Sample

University		**N**	**%**
İnönü University	Female	40	74,1
	Male	14	25,9
	Total	54	100
Nevşehir Hacı Bektaş Veli University	Female	15	71,4
	Male	6	28,6
	Total	21	100
Adıyaman University	Female	27	52,9
	Male	24	47,1
	Total	51	100
Sakarya University	Female	33	63,5
	Male	19	36,5
	Total	52	100
Giresun University	Female	37	61,7
	Male	23	38,3
	Total	60	100
Total	Female	152	63,9
	Male	86	36,1
	Total	238	100

Data Collection Instrument

The "Speech Self-Efficacy Scale for Pre-Service Teachers (SSES)" and the "Communication Skills Scale" (CSS) were applied to the sample group. "Speech Self-Efficacy Scale for Pre-Service Teachers" was developed by Katrancı and Melanlıoğlu (2013). The scale that includes 25 items is a 5-point Likert-type scale. The scale has five sub-dimensions including Speaking in Front of an Audience (TOK) (7 items), Active Speech (6 items), Implementing Speech Rules (5 items), Organizing Speech Content (4 items) and Evaluating the Speech (KD) (3 items). The scale items had factor loadings ranging between .46 and .77, explaining about 54.33% of the total variance. For the total scale, the Cronbach Alpha reliability coefficient was determined as .92 by the researchers. The scale reliability coefficient based on the study data was .93. These figures indicated that the scale was highly reliable.

The "Communication Skills Scale," developed by Korkut Owen and Bugay (2014), includes 25 items and four sub-dimensions. The scale is a 5-point Likert-type scale (never, rarely, seldom, often, and always). The scale has 5 items in Communication Principles and Basic Skills (ICT) subscale, 4 items in Self Expression (KIE) subscale, 6 items in Active Listening (EDSOI) subscale, 6 items in Non-Verbal Communication subscale, and 5 items in Willingness to Communicate (IKI) subscale. The scale items had factor loadings ranging between .308 and .714, explaining about 46% of the total variance. For the total scale, the Cronbach Alpha reliability coefficient was determined as .88 by the researchers. The scale reliability coefficient was .89 based on the study data. These figures indicated that the scale was reliable.

Data Analysis

In order to test whether the distribution of the total scores the sample received previously on SSES and CSS met the basic assumptions of the parametric tests, the data were examined based on the arithmetic mean, median, mode, skewness and kurtosis coefficients.

Table 2. Descriptive Statistics for SSES and CSS Total and Sub-Scale Scores

Scale	N	$\bar{X}$	Median	Mode	Skewness	Kurtosis
TÖK	238	24,76	24,36	24	-,12	-,13
EK	238	24,14	24	27	-,38	-,34
KKU	238	19,95	20	20	-,36	,13
KİD	238	15,23	15	15	,12	-,35
DD	238	12,43	12	12	-,48	,16
SSES	238	96,53	95,10	93	,07	-,42
İİTB	238	40,96	41	42	-,31	-,04
KİE	238	16,16	16	16	-,45	-,20
EDSOİ	238	24,53	24	24	-,37	,08
İKİ	238	19,16	19	19	-,15	-,15
CSS	238	100,82	100,19	110	-,16	-,23

Table 2 demonstrates that the skewness and kurtosis coefficients varied between +1 and -1, which suggests acceptable deviance from normal distribution (Büyüköztürk, 2006). Thus, parametric tests were used in data analysis. A simple linear correlation analysis was conducted to determine the correlation between the speech self-efficacy perceptions and communication skills of pre-service Turkish teachers. The normality, linearity and covariance assumptions were checked with preliminary analysis.

Findings

The findings of the analysis conducted to respond the questions "Is there a correlation between speech self-efficacy and the communication skills of pre-service Turkish language teachers? Is the communication skills of pre-service Turkish language teachers with high speech self-efficacy perceptions are high as well?" are presented in Table 3.

Table 3. Pearson Product-Moments Correlation between Speech Self-Efficacy and Communication Skill Measurements

		ÖKÖ	r^2	TÖK	r^2	EK	r^2	KKU	r^2	KİD	r^2	KD	r^2
İİTB	r	,43**	,19	,27**	,07	,45**	,20	,32**	,10	,41**	,16	,47**	,22
	p	,00		,00		,00		,00		,00		,00	
	N	238		238		238		238		238		238	
KİE	r	,52*	,27	,42**	,18	,44**	,19	,51**	,26	,39**	,15	,37**	,13
	p	,00		,00		,00		,00		,00		,00	
	N	238		238		238		238		238		238	
EDSOİ	r	,57**	,32	,40**	,16	,56**	,31	,49**	,24	,50**	,25	,48**	,23
	p	,00		,00		,00		,00		,00		,00	
	N	238		238		238		238		238		238	
İKİ	r	,55**	,30	,39**	,15	,50**	,25	,55**	,30	,46**	,21	,42**	,17
	p	,00		,00		,00		,00		,00		,00	
	N	238		238		238		238		238		238	
İBÖ	r	,63**	,40	,44**	,19	,61**	,37	,56**	,31	,54**	,29	,55**	,30
	p	,00		,00		,00		,00		,00		,00	
	N	238		238		238		238		238		238	

** p < .01

According to Cohen (1988, as cited in Pallant, 2016: 150), when r = .10 - .29, the correlation is weak; when r = .30 - .49, the correlation is moderate; when r = .50 - .1.0, the correlation is strong. Table 3 demonstrated that there were mostly moderate and strong positive correlations between speech self-efficacy perceptions (SSES) and communication skills (CSS) of pre-service Turkish teachers based on both total and subscale scores.

A detailed analysis of the Table 3 demonstrated a significant, strong and positive correlation between self-efficacy perceptions and communication skills (r = .63, p <.00). Furthermore, the determination coefficient (r^2 = squared correlation coefficient) showed that the speech self-efficacy perception explained 40% of the variation in the scores of the participants in Communication Skills Scale (CSS).

Analysis of the SSES and CSS sub-scale scores led to the following findings:

It can be suggested that there was a significant and moderate correlation between the self-efficacy perceptions (SSES) and communication principles and basic skills (IITB) of pre-service teachers (r = .43, p <.00) and the speech self-efficacy perception of the participants explained 19% of the variance in the IITB subscale scores of the participants in CSS based on the r^2 value.

It can be suggested that there was a significant and strong correlation between the self-efficacy perceptions (SSES) and self-expression (KIE) of the pre-service teachers (r=.52, p<.00) and the speech self-efficacy perception of the participants explained 27% of the variance in the KIE subscale scores of the participants in CSS based on the r^2 value.

It can be suggested that there was a significant and strong correlation between the self-efficacy perceptions (SSES) and active listening and non-verbal communication (EDSOI) of the pre-service teachers (r=.57, p<.00) and the speech self-efficacy perception of the participants explained 32% of the variance in the EDSOI subscale scores of the participants in CSS based on the r^2 value.

It can be suggested that there was a significant and strong correlation between the self-efficacy perceptions (SSES) and willingness to communicate (IKI) of the pre-service teachers (r=.55, p<.00) and the speech self-efficacy perception of the participants explained 30% of the variance in the IKI subscale scores of the participants in CSS based on the r^2 value.

It can be suggested that there was a significant, positive and weak correlation between the speaking in front of an audience subscale of SSES and communication principles and basic skills subscale of CSS (r=.27, p<.00) and TOK scores of the pre-service teachers explained 7% of the variance in their scores in IITB based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the speaking in front of an audience subscale of SSES and self-expression subscale of CSS (r=.42, p<.00) and TOK scores of the pre-service teachers explained 18% of the variance in their scores in KIE based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the speaking in front of an audience subscale of SSES and active listening and non-verbal communication subscale of CSS (r=.40, p<.00) and TOK scores of the pre-service teachers explained 16% of the variance in their scores in EDSOI based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the speaking in front of an audience subscale of SSES and willingness to communicate subscale of CSS (r=.39, p<.00) and TOK scores of the pre-service teachers explained 15% of the variance in their scores in IKI based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the speaking in front of an audience subscale of SSES and CSS (r=.44, p<.00) and TOK scores of the pre-service teachers explained 19% of the variance in their scores in CSS based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the effective speech subscale of SSES and communication principles and basic skills subscale of CSS

(r=.45, p<.00) and EK scores of the pre-service teachers explained 20% of the variance in their scores in IITB based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the effective speech subscale of SSES and self-expression subscale of CSS (r=.44, p<.00) and EK scores of the pre-service teachers explained 19% of the variance in their KIE scores based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the effective speech subscale of SSES and active listening and non-verbal communication subscale of CSS (r=.56, p<.00) and EK scores of the pre-service teachers explained 31% of the variance in their EDSOI scores based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the effective speech subscale of SSES and willingness to communicate subscale of CSS (r=.50, p<.00) and EK scores of the pre-service teachers explained 25% of the variance in their IKI scores based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the effective speech subscale of SSES and CSS (r=.61, p<.00) and EK scores of the pre-service teachers explained 37% of the variance in their CSS scores based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the application of the rules of speech subscale of SSES and communication principles and basic skills subscale of CSS (r=.32, p<.00) and KKU scores of the pre-service teachers explained 10% of the variance in their scores in IITB based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the application of the rules of speech subscale of SSES and self-expression subscale of CSS (r=.51, p<.00) and KKU scores of the pre-service teachers explained 26% of the variance in their scores in KIE based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the application of the rules of speech subscale of SSES and active listening and non-verbal communication subscale of CSS (r=.49, p<.00) and KKU scores of the pre-service teachers explained 24% of the variance in their EDSOI scores based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the application of the rules of speech subscale of SSES and willingness to communicate subscale of CSS (r=.55, p<.0) and KKU scores of the pre-service teachers explained 30% of the variance in their IKI scores based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the application of the rules of speech subscale of SSES and CSS (r=.56, p<.00) and KKU scores of the pre-service teachers explained 31% of the variance in their CSS scores based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the organization of the speech content subscale of SSES and communication principles and basic skills subscale of CSS (r=.41, p<.00) and KID scores of the pre-service teachers explained 16% of the variance in their KID scores based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the organization of the speech content subscale of SSES and self-expression subscale of CSS (r=.39, p<.00) and KID scores of the pre-service teachers explained 15% of the variance in their KIE scores based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the organization of the speech content subscale of SSES and active listening and non-verbal communication subscale of CSS (r=.50, p<.00) and KID scores of the pre-service teachers explained 25% of the variance in their EDSOI scores based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the organization of the speech content subscale of SSES and willingness to communicate subscale of CSS (r=.46, p<.00) and KID scores of the pre-service teachers explained 21% of the variance in their IKI scores based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the organization of the speech content subscale of SSES and CSS (r=.54, p<.00) and KID scores of the pre-service teachers explained 29% of the variance in their CSS scores based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the evaluation of the speech subscale of SSES and communication principles and basic skills subscale of CSS (r=.47, p<.00) and KD scores of the pre-service teachers explained 22% of the variance in their IITB scores based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the evaluation of the speech subscale of SSES and self-expression subscale of CSS (r=.37, p<.00) and KD scores of the pre-service teachers explained 3% of the variance in their KIE scores based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the evaluation of the speech subscale of SSES and active listening and non-verbal communication subscale of CSS (r=.48, p<.00) and KD scores of the pre-service teachers explained 23% of the variance in their EDSOI scores based on the r^2 value.

It can be suggested that there was a significant, positive and moderate correlation between the evaluation of the speech subscale of SSES and willingness to communicate subscale of CSS (r=.42, p<.00) and KD scores of the pre-service teachers explained 17% of the variance in their IKI scores based on the r^2 value.

It can be suggested that there was a significant, positive and strong correlation between the evaluation of the speech subscale of SSES and CSS (r=.55, p<.00) and KD scores of the pre-service teachers explained 30% of the variance in their CSS scores based on the r^2 value.

Conclusion and Discussion

Communication skills of teachers should be good to establish active and healthy communications with students and parents. One of the important factors that lead to active and healthy communications is speech skills. Therefore, it is expected that all teachers, especially the native language teachers should have good speech skills. Thus, courses such as Effective Communication and Speech Education are provided for pre-service teachers in Turkish Language Teaching Programs in faculties of education. The objective of the present study was to determine the correlation between the speech self-efficacy perceptions and communication skills of pre-service Turkish language teachers attending the above-mentioned courses. Thus, the present study attempted to respond to the question " Is the communication skill of pre-service Turkish language teachers with high speech self-efficacy perceptions are high as well?"

The study findings demonstrated that there was a strong positive correlation between the speech self-efficacy perceptions (SSES) and communication skills (CSS) of pre-service Turkish teachers. In other words, it can be suggested that the communication skills of pre-service Turkish teachers with high self-efficacy perceptions were also high.

There was a significant, positive and strong correlation between the total speech self-efficacy perception scores and communication skills scale subscales of the communication self-efficacy perceptions of pre-service Turkish teachers except "communication principles and basic skills" subscale (the correlation with this dimension was moderate). This finding demonstrated that pre-service Turkish teachers with a high speech self-efficacy perception also had high self-expression, active listening, non-verbal communication skills and they were willing to communicate.

Correlations between SSES and CSS subscales demonstrated that the pre-service Turkish teachers who considered that they can speak effectively also had high active listening, non-verbal communication and willingness to communicate skills. Because there was a significant, positive and strong correlation between the related subscales. It can be suggested that the candidates who considered that they were good following the rules of speech were also good in self-expression and willing to communicate, since there was a significant, positive and strong correlation between the implementation of the rues of speech subscale and self-expression and the willingness to communicate subscales. There was a significant, positive and strong correlation between organization of the speech content subscale and active listening and non-verbal communication subscales. Thus, it can be suggested that these skills influenced each other.

Furthermore, there was a significant, positive and strong correlation between the SSES subscales except speaking in front of an audience (moderate correlation) and total CSS scores. Thus, it can be suggested that the pre-service Turkish teachers who perceived that they had high effective speech, implementation of the rules of speech, organization of the speech content, and evaluation of the speech skills would also have high level communication skills. Similar studies on speech in front of an audience reported that the speaking in front of an audience skills of individuals were low due to factors such as the sarcastic behavior of the audience and the teachers, lack of knowledge and self-confidence, fear of providing false or incomplete information, shy temperament, not being accustomed to talking before an audience, lack of mastery in Turkish, feeling uncomfortable, stammering, trembling, etc. (Akkaya, 2012; Arslan, 2012; Katrancı, 2014). In the present study, it was observed that there was a moderate correlation between the speaking before an audience subscale and total CSS and subscale scores. In fact, the present study findings were consistent with the results of the above-mentioned study since the correlation between speaking in front of an audience and communication principles and basic skills was weak.

The study findings demonstrated that the strong correlation between speech self-efficacy perceptions and communication skills was obvious. Akın (2016) investigated various self-efficacy beliefs among pre-service Turkish teachers based on various variables and reported that the pre-service Turkish teachers had high level of speech self-efficacy perceptions. In a study where Çetinkaya (2011) aimed to determine the views of pre-service Turkish teachers on their communication skills, it was reported that pre-service Turkish teachers' view on their communication skills were positive. Thus, the results of the above-mentioned research were consistent with the present study findings. However, it was considered adequate to inform the pre-service teachers about the correlation between their speech skills and general communication skills before they become active in their jobs life and training should be provided for the pre-service teachers on how to develop these skills. Because, in a study by Ulper and Bağcı (2012, p. 1118) where the professional self-efficacy perceptions of pre-service Turkish teachers were measured, it was also found that self-efficacy perceptions of the pre-service teachers might change over time and those who start their jobs with a high self-efficacy perception could lose this level of perception due to factors such as work, office conditions, etc., and pre-service teachers, who are the teachers of the future, should prepared for such cases in advance. Thus, pre-service teachers should be provided with more opportunities to develop their speech skills (seminars, events, etc.) in order to ensure their command in active and healthy communications in the educational process.

Since the results of the study were limited with the sample group, the study can be applied to the research population for generalization of the findings.

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