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COMPARISON OF PERCEPTIONS OF CANDIDATE TEACHERS CONCERNING COMMUNICATION SKILLS

ABSTRACT

The aim of this study is to compare the perceptions about teacher communication skills of candidate teachers with regards to the class grades, department and gender variables. "Teacher Communication Skills Scale", developed by Çetinkanat (1997) was implemented to a total of 798 students, 492 of which were female and 306 of which were male students while 431 of them were studying at 1st grade and 367 of them were at 4th grade in different departments in Abant İzzet Baysal University in 2006-2007 spring term. The Cronbach Alfa reliability factor of the scale was found as, .847. The scale has empathy, transparency, equality, efficiency and competency sub-dimension. According to the findings of the study, a meaningful difference was observed in the candidate teachers' perceptions of teacher communication skills at the dimensions of empathy, transparency and competency with regards to the gender; no meaningful difference was determined between the students of first and fourth grades at the sub-dimensions of the scale. When the data of the study were analyzed according to the departments, a meaningful difference was observed in candidate teachers studying at Classroom Teacher Department in the first and fourth grades according to the efficacy dimension of the scale and in the candidate teachers studying at Mathematics Teacher Department in the first and fourth grades according to the equality dimension of the scale.

Keywords: Teacher Communication, Candidate Teacher, Teacher Interaction, Teaching Education, Communication

ÖĞRETMEN ADAYLARININ ÖĞRETMEN İLETİŞİM BECERİLERİNE İLİŞKİN ALGILARININ KARŞILAŞTIRILMASI

ÖZET

Bu çalışmanın amacı öğretmen adaylarının sınıf, bölüm, cinsiyet değişkenlerine göre öğretmen iletişim becerilerine ilişkin algılarını karşılaştırmaktır. Abant İzzet Baysal Üniversitesi „nde 2006-2007 öğretim yılı bahar döneminde farklı bölümlerdeki birinci sınıflardan 431,dördüncü sınıflardan 367 olmak üzere,492“si kız,306“si erkek toplam 798 öğretmen adayına Çetinkanat(1997)tarafından geliştirilen Öğretmen İletişim Becerileri Ölçeği uygulanmıştır. Ölçeğin cronbach alfa güvenilirlik katsayısı, 847 olarak bulunmuştur. Ölçeğin; empati, saydamlık, eşitlik, etkililik ve yeterlilik alt boyutları bulunmaktadır. Araştırma sonuçlarında; öğretmen adaylarının öğretmen iletişimine yönelik algılarını cinsiyetlere göre incelediğimizde kızlar ve erkekler arasında empati, saydamlık ve yeterlilik boyutlarında anlamlı bir fark görülürken; birinci ve dördüncü sınıf öğretmen adaylarının öğretmen iletişimine yönelik algılarında ölçeğin alt boyutlarına göre anlamlı bir fark görülmemiştir. Bölümler olarak incelediğimizde Sınıf Öğretmenliği birinci ve dördüncü sınıf öğretmen adayları arasında etkililik boyutunda, Matematik Öğretmenliği birinci ve dördüncü sınıf öğretmen adayları arasında eşitlik boyutunda anlamlı fark görülmüştür.

Anahtar Kelimeler: Öğretmen İletişimi, Öğretmen Adayı, Öğretmen Etkileşimi, Öğretmen Eğitimi, İletişim

1. INTRODUCTION (GİRİŞ)

Communication is defined as the conveying of emotions, thoughts and information to others by all means, expressing one's self to the other and as communication between people and tools used for this purpose in general (Baltaş; Baltaş, 1992; Zillioğlu, 1993). It is categorized into four main groups in Psychology, which are intrapersonal, interpersonal, intra-organization and mass communication (Dökmen, 1994).

The goal of communication as well as its categorization is to share and cooperate meaning among the communicating individuals. The process of communication in the classroom in the school environment occurs as teacher- student communication or student- student communication. A teacher shares his/his emotions and thoughts with the student in order to create a behavioral change and performs face to face interpersonal communication with contacting students and exchanging information with them (Çalışkan, Karadağ & Çalışkan; 2006; Şişman, 2003).

A classroom is not merely a group of students who are gathered physically, but also an open system where individuals with similar characteristics are surrounded by training, education, learning, teacher, physical environment, motive, motivation, communication and socio-economic structure in a specifically organized environment and the management in classroom therefore requires quite attention, knowledge and skills (Menteşe, 2006).

Informing, convincing and entertaining cannot be considered independently considering the communication tools in the classroom where the teacher and students spend most of their daily lives (Ergin, 1995). The process of communication and the process of teaching-learning in classrooms display the following similarities:

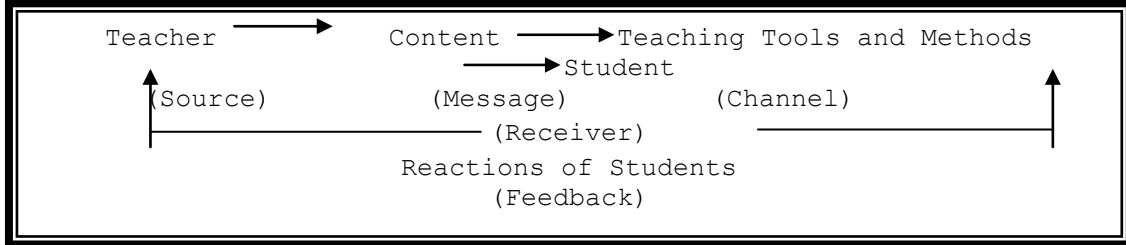


Figure 1. Similarity of teaching- learning process and process of communications (Ergin, 1995)
(Şekil 1. İletişim süreci ve öğretme öğrenme sürecindeki benzerlikler (Ergin, 1995))

Synchronicity and dynamism are the most significant features of interpersonal communication between teacher and students, and students and students in the classroom. In synchronicity, the sources are both source and receiver while the receiver is also both receiver and source. Parties send verbal or non-verbal messages to each other and react simultaneously. Dynamism is the active participation of parties in the process and their forcing each other for participation. Communication between teacher and student needs to be multilateral and flexible for effective communication environment in the classroom (Aykaç, 2005; Ergin, 1995).

In communication between teacher and child, the child seeks to be loved, trusted and noted by the adult (Öz, 2001). In the relationship between the teacher and student, fundamental concepts of

bilateral communication can be considered as respecting the requirements of teacher, kindly education, classroom environment, freedom of learning, humanist education, teacher as source. If the relationship between teacher and student involve features such as transparency and explicitness, paying importance, being in need of each other, being able to act independently, meeting needs mutually then this shows that a good relationship between teacher and student has been established (Gordon, 1993).

For the performance of terminal behaviors by the student in an educational environment, teacher qualities such as making eye contact with students, using body language effectively, asking questions, knowing the mother language very well, adjusting the tone of voice, walking in the classroom without turning his/her back to the students, considering students as consistent inspectors, calling the students with their names, understanding the other, expressing his/her love, not using the points as a weapon and starting and ending the lesson on time are listed for the communication (Sönmez, 2003).

The teacher's fulfillment of his/her function depends on the professional competence on the basis of the view that teacher's identity is defined by his/her function. One of the professional competences is communication with students. The following are listed for communication with students;

- Preparation of group communication experiences (cooperation, interaction),
- Functional, verbal or non-verbal communication with students,
- Explicit expression of descriptions and instructions,
- Motivation of student for asking question
- Asking students questions that lead to analysis- synthesis and critical thinking,
- Asking views of students,
- Displaying appropriate listening skills,
- Providing feedback,
- Developing positive attitude towards the profession of teaching (Ülgen, 1994).

Regarding teacher competence in MEB (2002), teacher- student communication is defined as "teaching" in education- teaching competence and as **establishment of a communication system** in "teaching management".

In terms of teacher's education in developed countries such as Germany, USA, Denmark, France, Switzerland, England, Austria and Italy, competencies that teachers are required to have are significantly stressed and teacher competencies are considered as a joint feature, both in introductions to the profession and in their on-the-job assessments with performance based evaluation tests. One of the common features that class teachers are expected to have is their effective communication with students, although this fact changes from one country to another (Gökçe, 2003).

In teacher efficacy model in communication based development is given as follows:

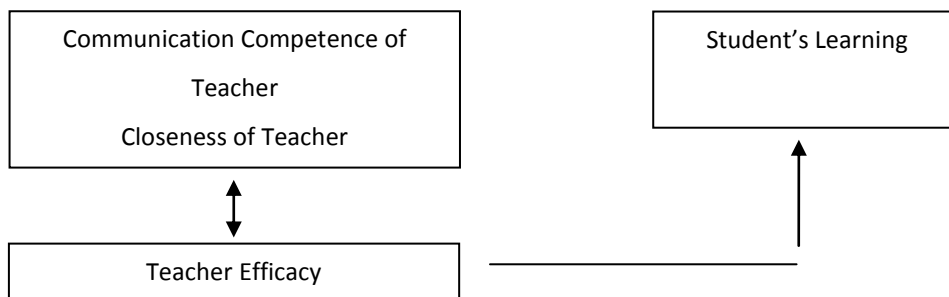


Figure 2. Teacher efficacy model in communication based development (Şekil 2. İletişim temelli gelişimde öğretmen etkiliği modeli)

According to this model, the efficacy of the perceived teacher, the competence of perceived teacher's communication and closeness of perceived teacher mutually affects each other (Schaller; Dewine, 1993).

Examination of the studies in literature regarding teacher communication reveals studies related with lecturers in universities, communication of students, teacher-student interaction in various phases of education, communication of students in different departments of universities, communication students, parents and advisors, effects of programs related with communication and information and communication technologies.

It has been concluded that there are differences in opinions between the lecturers and the students and that issues that were considered as communication difficulty by the students were not considered as difficulties by the lecturers (Bayram, 1992); that lecturers were responsible for numerous behaviors in the communication process and tried to fulfill said responsibility (Deryakulu, 1992); that the students perceived the communication efficiency of lecturers adequate at all times in 10 actions, above average in 46 actions, medium frequency in 15 actions and below average in 5 actions; that while there were no meaningful differences in the communication efficacy of lecturers by gender, academic title and the institutions in which they serve, attending communication course resulted in a meaningful difference (Birol, 1996).

Bayram (1992) studied whether there are any differences between the views of lecturers and students in terms of the lecturer - student communication and noted a significant difference between the views of the two groups while the issues considered as a communication difficulty by the students are not considered as a difficulty by the lecturers.

Moreover, it has been found that support, empathy, responsibility for the thoughts of others and interest were important in the assessment of the lecturers and that there was a weak relationship between being assertive and communication efficacy while it has been determined that there was a mild to weak relationship between social relief, interpersonal management and self-expression skills (Blatt & Benz; 1993). In a study in which the lecturers were evaluated in terms of communicational efficacy, efficiency, conformity and communication satisfaction by gender, the male and female students differentiated in issues such as empathy, closeness, support,

behavioral flexibility and interpersonal management, and selected the lecturer of their own gender as being better. Hence, existence of gender bias was observed in the study (Boggs, Wiemann, 1994).

It has been determined with regards to the university lecturers that face to face communication was established at a rate of 90%, followed by 9% by phone and 1% by e-mail (Shihkuan, 2005) and that although a disappointment occurred at first when establishing contact with students, this was followed by development of empathy (Richards, 2010).

The findings of the studies included that with regards to student-teacher interaction, the teachers established more communication with students regarding whom they had greater expectations (Gruber, 2007); that study and rule tendency with more negative feedback, teacher's guidance for the unsuccessful students, teacher's approach with higher expectation, and more support for the successful students were perceived in the classrooms. Teacher behavioral differentiation perceived by the students was determined to be constant, while the degree varied depending on the classroom (Gürşimşek, 1992); and teacher's efficacy and closeness perceived by the students had a positive effect on effective learning of students and a negative effect in cognitive learning; that the communication efficacy and closeness of the teacher made significant contribution to learning of students (Shaller, Dewine; 1993). Gender, academic standing and teacher's communication style have been shown to play an important factor in teacher-student interaction (Ilatov, Shamai, Hertz-Lazarovitz & Mayer-Young; 1998). Attendance of risky students increased with successful teacher communication and motivation (Lehman, Kauffman, White, Horn & Bruning; 2001). Class journalism created a positive class climate by establishing verbal communication and trust in the class (Grbavac, Piggott, 2003). Teacher's communication was observed to be less secure (Craig, 2004). Self-defense and communication skills were developed with role-play in elementary schools (Boyd, Lillig & Lyon; 2007). Finally, perception of body language differed according to the gender and classes of the students regarding body language used in establishment of communication in class (Biro, 2002).

Taking into consideration different departments of universities, Çetinkanat (1997) developed a scale to identify the perceptions of the students in the department of primary school teaching on the communication skills of teachers. She administered the scale twice when the students were in the first and fourth years of study, and concluded as a result of the factor analysis that teacher communication skills satisfactorily meet the levels of empathy, transparency, equality, effectiveness and competency with the scale determined as being an applicable and reliable tool as a consequence of the reliability and applicability studies.

Arslantaş (1998) identified a significant difference between the views of teachers and students on teacher communication skills with regards to transparency and equality while no significant difference has been determined in terms of empathy, effectiveness and competency. Furthermore, the variations of gender, level of education, age and seniority of the teachers were not related to their communication skills, while the views of students concerning communication skills displayed a significant difference with regards to their genders, interest in course and education level of their mothers.

Moreover, the findings of the studies indicated that class attendance differed on the basis of communication characteristics of

the lecturers and faculties (Davidovitch, Soen; 2006). In addition, there was a positive relationship between the verbal aggression of physical education teachers and anti-social behaviors and negative relationship with suitable social behaviors (Hassandra, Bekiari, Sakellariou, 2007). Reluctance towards learning in university students was connected with bad behavior of teachers (Zhang, 2007). Communication skills developed learning and collaboration in medical students and facilitated them in becoming good doctors (Brown, 2010). There was a positive relationship between extroversion, self-efficacy, controlled effectiveness, charisma and success in teacher's training (Klinzing, 2009). The communication skills of social workers and students of the faculty of agriculture were weak (Iyamu, Iseguan; 2008; Edgar, Roberts & Murphy, 2009); and that communication skills and problem solving were not precursors for boys and girls in terms of aggressive behavior (Kurtyılmaz, Can, 2010).

It is claimed that communication efficacy, communication teachers, communication workshops, cognitive coaching and work training are effective in communication skills (Karaman, 2001; Jennings, 2000; Archon, 2008; Back, Arnold, Baile, Tulsy & Edwards; 2009; Raisanen, Rakköläinen; 2009).

Studies are related with the attitudes of teachers towards communication and information technologies and their positive impacts in terms of communication (Sime, Priestley; 2005; Çuhadar & Kuzu; 2009); Cavaş, Cavaş, Karaoğlan & Kışla; 2009).

In addition to those on communication of teachers, there are studies that have pointed to the lack of communication of parents, advisors and guidance teachers and school principals and that find relationships between the school climate and communication of school principals and the interest of teachers towards students and exhaustion (Evcimen Selçuk, 1998; Halaawach; 2005; Teven, 2007; Vodicka, 2006; Demirbulak, 1997; Watkins, 2001).

A scan of the studies has revealed that there have been no studies on the comparison of the perceptions of candidate teachers in teacher education institutions on the teacher communication skills in first and final years of study at university.

This study is patterned with the consideration that a study comparing the students in different departments and classes of the education faculty and examining whether there are any differences according to the gender of students in terms of transparency, equality, competency and empathy levels of the scale would enlighten a different aspect of teacher communication and subsequently would be significant in such terms.

The objective of this study is to compare the perception of candidate teachers regarding teacher communication skills in terms of class, branch and gender variables. Answers to the following questions shall be examined to achieve said objective:

- Do the perceptions of candidate teachers regarding teacher communication skills differ by their gender?
- Do the perceptions of the candidate teachers regarding teacher communication skills differ by whether they are attending first or fourth class?
- Do the perceptions of candidate teachers in first and fourth class in different branches regarding teacher communication skills differ?

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

In this study, it was expected that there shall be a differentiation in terms of gender, different branches and the students in first class, who have just started teaching education, and the fourth class students, who have completed the teaching education, at the beginning of the study on whether the perceptions of candidate teachers on teacher communication skills differed in terms of gender, first and fourth class status and different branches of the students attending teaching education at the Faculty of Education. Detailed study of the perceptions of candidate teachers regarding communication skills, which are very important in a teaching career, on the basis of sub-dimensions of empathy, transparency, equality, efficiency and competency is of close interest for those working in the communication field and those in different sections of teaching education.

It is believed that the study shall shed light to the field of communication and teaching education, structuring of programs of Faculty of Education and those working in these fields. Moreover, the fact that there are limited studies on this field increases the originality and importance of the study.

Candidate teachers with positive perception towards teacher communication skills shall establish health communication and interaction with the students in the future. In this aspect, this study is of importance for the students in elementary schools indirectly.

3. METHOD (YÖNTEM)

3.1. Population and Sampling (Evren ve Örneklem)

The population of this study is the students in the first and fourth year of study in the spring semester of the 2006-2007 academic year in the departments of Pre-school, Primary School Teaching, Special Education, Mathematics, Science, Turkish Language Teaching of the Faculty of Education, Abant İzzet Baysal University, Turkey.

This study was conducted on the complete population. The Teacher Communication Skills Scale was administered to all students. 798 scales, out of which 431 were from the first year, and 367 were from the fourth year, were evaluated following the omission of incomplete and wrong answers. Of the 798 students, 492 were female, while 306 were male. Distribution of the students by departments is given in Table 1.

Table 1. Distribution of students by departments
(Tablo 1. Bölümlere göre öğrencilerin dağılımları)

	1. Grade	4. Grade
Department of Primary School Teaching	179	202
Pre-school Teaching	35	36
Special Education Department	39	35
Mathematic Teaching	37	37
Science Teaching	39	24
Turkish Language Teaching	101	34
TOTAL	431	367

3.2. Data Collection (Verilerin Toplanması)

Perceptions of candidate teachers about the teacher communication skills expressed as numerical data are continuous variable data in this study and questionnaire technique has been used for the collection of data.

3.3. Data Collection Instrument (Veri Toplama Aracı)

Teacher Communication Skills Scale (TCSS) was developed by Çetinkanat (1997) and has been determined to be a reliable and valid tool. The Cronbach alpha reliability coefficient of the scale was found to be as .847 in this study. Dimensions acquired as a consequence of the factor analysis have been defined as empathy, transparency, equality, effectiveness and competency. Questionnaire items were evaluated as always 6, almost always 5, mostly 4, sometimes 3, rarely 2 and never 1 in Likert 6-point scale, however, article no. 2, 23 and 40 were reversely scored.

The Cronbach alpha values for sub-dimensions are given in Table 2 (Çetinkanat, 1997).

Table 2. Cronbach Alpha values gathered from these responses
(Tablo 2. Verilen cevaplara göre Cronbach Alfa değerleri)

Dimensions	Cronbach Alpha Values
I (Empathy)	.7105
II (Transparency)	.6747
III (Equality)	.5918
IV (Efficacy)	.4456
V (Competency)	.4974

3.4. Application of Questionnaire (Anketlerin Uygulanması)

Teacher Communication Skills Scale has been implemented on students in first and fourth grade in Primary School Teaching, Pre-school Teaching, Special Teaching, Mathematics Teaching, Science Teaching and Turkish Language Teaching Departments of Education Faculty at the end of the 2nd period in 2006-2007 and 798 questionnaires that were returned and responded accordingly were evaluated.

Data on questionnaire were entered to the computer and SPSS for Windows software to be analysed. Cronbach Alpha value has been estimated as .847 for the reliability of the questionnaires and questions were further decided to be grouped under 5 groups at the end of the factor analysis. The questionnaire can be considered to be reliable according to the Cronbach Alpha value estimated for the internal consistency of the questionnaires collected under 5 factors.

Additionally, ANOVA was used in inter-group t-test comparison (Independent Samples Test) to compare the students in first and fourth years of study in different departments and in comparison by gender.

Among the sub-dimensions of the scale, there were 10 items in empathy, 10 in transparency, 10 in quality, 10 in efficacy and 4 in competency.

3.5. Data Analysis (Veri Analizi)

In this study, t-test was used in order to compare the perceptions of candidate teachers at 1st and 4th grade levels at the Faculty of Education about teacher communication skills in terms of their grade levels and genders and ANOVA is used in order to make comparisons between the groups.

In the interpretation of the data, the points obtained in sub-dimensions of the Teacher Communication Skills Scale have been divided into the number of items in the respective dimension to provide for better interpretation and Table 2 has been used.

4. FINDINGS AND REMARKS (BULGULAR VE YORUM)

The findings are summarized and results are discussed in tables.

Table 3. T-Test results of teacher communication skill scale scores by gender

(Tablo 3. Cinsiyetlere göre öğretmen iletişim becerileri ölçeği t-testi sonuçları)

Gender Dimensions	N	\bar{X}	S	Sd	t	p	
Empathy	Female	492	5.30	.5619	796	4.67	.000
	Male	306	5.10	.5741	796	4.65	.000
Transparency	Female	492	5.20	.5233	796	4.98	.000
	Male	306	5.00	.6025	796	4.82	.000
Equality	Female	492	5.31	.5738	796	1.90	.057
	Male	306	5.23	.6549	796	1.84	.065
Efficacy	Female	492	4.70	.5365	796	1.92	.055
	Male	306	4.63	.5560	796	1.90	.057
Competency	Female	492	5.72	.4348	796	5.16	.000
	Male	306	5.54	.5404	796	4.90	.000

Table 3 gives the distribution of the perceptions of the candidate teachers of teacher communication by gender in terms of the empathy, transparency, equality, efficacy and competency dimensions of the teacher communication skills scale. A significant difference is observed at the dimensions of empathy, transparency and competency in the candidate teachers' perceptions of teacher communication by gender while no difference is observed at the dimensions of equality and efficacy. When teacher communication perceptions of candidate teachers are examined by gender, the most common response is the choice no. 5 "almost always" at the dimensions of empathy, transparency, equality and competency while most responded with choice no. 4 "mostly" at the dimension of efficacy.

Table 4. T-test results of teacher communication skill scale points by grade

(Tablo 4. Bölümlere göre öğretmen iletişim becerileri ölçeği t-testi sonuçları)

Grade Dimensions	N	\bar{X}	S	sd	t	P	
Empathy	1	431	5,21	.5395	796	-.71	.476
	4	367	5,24	.6124	796	-.70	.481
Transparency	1	431	5,14	.5919	796	1,14	.251
	4	367	5,10	.5273	796	1,15	.247
Equality	1	431	5,30	.5853	796	1,11	.266
	4	367	5,25	.6318	796	1,10	.269
Efficacy	1	431	4,69	.5551	796	.975	.330
	4	367	4,65	.5330	796	.978	.328
Competency	1	431	5,64	.4781	796	-.369	.712
	4	367	5,66	.4949	796	-.368	.713

Table 4 gives the distribution of communication skill scale points of candidate teachers by first and fourth grades in terms of empathy, transparency, equality, efficacy and competency dimensions. No significant difference was determined between the students of first and fourth grades at the dimensions of empathy, transparency, equality, efficacy and competency. Candidate teachers both in the 1st and 4th years of study expect the same communication skills from their teachers. Candidate teachers both at 1st and 4th grade levels have the same opinion at the dimensions of empathy, transparency, equality and competency and they precipitated on (5) almost always; they precipitated on (4) mostly level at the dimension of efficacy.

According to the data analysis independent from the tables 3 and 4, it was concluded that there was no significant difference in the dimensions of empathy, transparency, equality, efficacy and competency dimensions of the scale between the candidate teachers studying in the first and fourth years in the departments of science teaching, special teaching, pre-school teaching and Turkish language teaching departments. However, a significant difference was determined in the analysis of the communication skill scale points of candidate teachers studying in the Classroom Teacher Department in the first and fourth years with regards to the efficacy dimension of the scale, and candidate teachers studying at Mathematics Teacher Department in the first and fourth years with regards to efficacy dimension of the scale.

5. DISCUSSION, CONCLUSIONS, RECOMMENDATIONS (TARTIŞMA, SONUÇ VE ÖNERİLER)

The gathering of the candidate teachers under this study around the choices no. (5) "almost always" and no. 4 "mostly" when reviewed according to their teacher communication perceptions by gender, class grades and departments can be explained with the finding of Deryakulu (1992) who reported that that teacher is responsible from and pays effort to perform many behaviors that should be performed in the act of communication.

According to the study of Gürşimşek (1992), who researched the interaction between students and teachers, the communication behaviors of teachers differentiated according to the classes. The findings of there is no meaningful difference between the candidate teachers in the 1st and 4th years in the perception of teacher communication and

that they expect the same communication skills from their teachers in the present study do not concur with the finding of the study of Gürşimşek.

Birol (1996) noted the differentiations in the communication competencies of the instructors by gender. The finding of the difference at the dimensions of empathy, transparency and competency in teacher communication perceptions of candidate teachers in the present study supports these findings.

Arslantas (1998) used the TCSS in the study on views of teachers and students on teacher communication skills in classroom management and he found a significant difference between the views of students about communication skills with regards to the dimensions of transparency and equality in his study. The reporting of difference in teacher communication perceptions of candidate teachers by gender partially in the current study supports these findings.

Çetinkanat (1997) administered the TCSS to the same students in the 1st year for the first time, and in the 4th year for a second time. She tested whether there was a significant difference in teacher communication skill perceptions of students by gender and found that there is a difference at the dimensions of empathy, transparency and equality and that they had a consensus at the dimensions of efficacy and competency. Having a consensus of the students studying at 1st and 4th grades in the present study supports the findings of the Çetinkanat study.

Observation of no difference between the first and fourth years can be due to the limited number of courses on communication at the faculty of education and non-availability of the course in some departments. Karaman's (2001) conclusion on the effectiveness of an education program aiming to provide communication competencies to the candidate teacher further lead to the conclusion that such programs should be given in the education faculties as optional and even as compulsory courses for teacher communication.

The findings of Birol's (2002) study on different perceptions and differentiations in the perceptions of students about body language which is a significant factor in teacher communication according to gender and grades of the students partially support the findings of this study.

Acquirement of high points in the communication scale by the candidate teachers under this study can be the consequence of the competency and closeness of lecturers at the university. This study can be correlated with the findings of Shaller and Dewine (1993) in such aspects.

That there is a meaningful difference in the teacher communication perceptions at the dimensions of empathy, transparency and competency with regards to the gender of the candidate teachers in the present study and that the points of the dimension of empathy of female candidate teachers is a bit higher than that of the male candidate teachers can be explained by the expressions of Blatt and Benz (1993) that females are more emphatic and by the findings of Boggs and Wiemann (1994) that gender prejudice affects the communication. In addition to these, this finding of the present study also supports the findings of Ilatov et al. (1998) that gender is an important factor in the interaction between teachers and students.

The students studying at 1st years at the Faculty of Education have graduated from vocational and teacher education high school. Therefore, they have a background about teacher communication skills. It can be reported that the students studying at 1st grades in the

present study precipitated on choices of almost always and mostly level can be interpreted as these students were aware of the teacher communication matter. It can be explained by the fact that the students studying at 4th years in the present study precipitated on the same levels of the scale as the students at 1st grades can be interpreted as their perceptions of teacher communicative skills didn't change in time.

5.1. Recommendations for Teacher Education (Öğretmen Eğitime Yönelik Öneriler)

There are a number of implications for teacher education that can be gleaned from the findings of this study. First, communication courses and education programs can be provided in education faculties. Second, personal development and social activities can be organized for communication satisfaction of candidate teachers and to prevent them from burn out. Inally, communication programs can be organised for university lecturers.

5.2. Recommendations for Further Research (İleri Araştırmalara Yönelik Öneriler)

There are a number of limitations to this study. First, the participants were candidate teachers from a single university. Further studies could be conducted on a comparison of communications skills between different universities. Second, different countries could also be compared. Finally, the current study focused only on the opinions of candidate teachers. University lecturers and their students could also be compared in terms of their perceptions on communication skills.

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