THE INVESTIGATION OF THE RELATIONSHIP BETWEEN TEACHER CANDIDATES' TEACHER SELF-EFFICACY BELIEFS AND COMMUNICATION SKILLS IN TERMS OF DIFFERENT VARIABLES

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ABSTRACT

Teaching profession is regarded as a centuries old profession to continue in the future as well. In literature, it is frequently stated that teachers' beliefs on their occupational self-efficacy is of great significance and it will be determinant in performing the profession. Communication is considered the most important dimension of teaching profession and effective communication is of particular importance. In this study, teacher candidates' occupational self-efficacy beliefs, their communication skills and the relation between these two are investigated. The sampling of the study consist of teacher candidates studying at the faculty of education at a state university in 2017-2018 academic years. The data was obtained on voluntary basis through 'Teacher Self-Efficacy Beliefs Scale' by Çolak, Yorulmaz and Altınkurt (2017), 'Communication Skills Scale' by Korkut-Owen and Bugay (2014) and a Personal Profile Form prepared by the researcher. According to the findings of the study, while no significant difference was observed in the teacher self-efficacy beliefs and communication skills of the participants in terms of gender, significant differences were found in terms in terms of the variables class level, department and membership of a university club. Also, a positive medium-level significant relation was found between the teacher self-efficacy beliefs and communication skills of the teacher candidates. The findings of the study were discussed within the related literature and various suggestions were made accordingly.

Keywords: Teacher candidate, teacher self-efficacy belief, communications skills, classroom management.

INTRODUCTION

The basic means of understanding the innovations caused by modernism is the communication of individuals with each other effectively. In this context, healthy communication is of great importance in educational systems described as systems in which an increase in social welfare is aimed institutionally. Communication can be defined as the expression of oneself by transferring one's feelings, thoughts and knowledge to another (Baltaş & Baltaş, 1992; Zıllıoğlu, 1993). Every individual and organization needs communication as a bridge through which people understand one another and communicate with others (Thomson, 2011; Geçimli, 2007). The realization of organizational purposes is possible not only by management processes like planning, coordination, control and motivation but also through effective communication (Rusu, 2010). Because, communication is the only means that enables us to affect each other's behaviours and gather them together in groups (Pradhan & Chopra, 2008). Thus, it can be stated that the existence of any organization would be impossible if it weren't for communication (Simon, 1957; Adrignola & Spaynton, 2013).

In-class Communication

The pre-requisite for healthy educational process is based on the systematic, objective-oriented and healthy communication between teachers and students. Educational environment can be healthy as long as there is healthy interpersonal communication in classroom, where communication between teachers and students is at its peak (Şahoğlu, Yağcı, Konedrali & Yağcı, 2018, 878). Teachers who have positive perceptions about communication skills can communicate and interact healthily with their students during their careers as well (Eratay, 2011), which requires positive relations between teachers and students based on mutual respect and trust (Erdoğan, 2010).

Class is not only a group of students who have come together physically but also an environment including education, instruction, learning, teacher, physical environment, objective, motivation, socio-economical structure as well as communication components; therefore, classroom management requires communication skill besides knowledge (Menteşe, 2006). In other words, communication consists of one of the aspects of classroom management (Başar, 2005). Active classroom management requires positive relations between teachers and students, the most significant means of which is communication (Şahoğlu, Yağcı, Konedrali & Yağcı, 2018, 878).

One of the qualifications that those who manage their classrooms in accordance with modern management approach must have is the ability to communicate well (Aytekin, 2006). A good classroom management is directly proportional to the quality of teacher's planning, organization, motivation, reinforcement and communication skills (Gözütok, 2000: 144). The success of teachers in effective classroom management have been linked with the teachers' ability to present knowledge and to communicate with students (Long, 1999).

Communication, Classroom Management, Learning-Teaching Process

Although there are many technological innovations that affect educational approaches and processes in the 21st century, the role of teacher in educational process has not decreased (Özdemir, 2011). Teachers are still the most important figures who have the greatest responsibility and influence on the effectiveness and success of classroom management as a rather complicated and demanding process (Marzano, Marzano & Pickering, 2003). Teachers are also considered as class leaders or managers as the primary variable in classroom management (Celep, 2002; Aydın, 2007; Can, 2009). Teachers as class leaders are supposed to be effective and proficient in terms of communication as well as management and leadership theories (Çalık, 2009; Demirel, 2009; Tertemiz, 2009). Since leadership is also considered as a communication and interaction activity (Arık, 2015), which forms the basis of educational process (Erden, 2005).

Effective communication skills are significant for teachers' professional features (Şahoğlu, Yağcı, Konedrali & Yağcı, 2018: 878). Teachers communicate face to face with students and share their thoughts and feelings with them to enable behavioural change (Çalışkan, Karadağ & Çalışkan, 2006; Şişman, 2003). Teachers' ability to realize their function depends on their professional competencies, one of which is communication skill (Ülgen, 1994; Gökçe, 2003). Teachers' attitudes, behaviours and interactions with their students are highly effective on those of students, making them the most important factor in classroom management (Bayrak, 1998). It is stated that teachers' communication skills also affect their success in classroom management (Ercoşkun, 2011). Similarly Brown (2005) claims that the more positively and effectively teachers communicate with their students, the higher level of student participation in learning process occurs and the more peaceful classroom management environment becomes.

Dettmer, Thurston and Dyck (1996) also consider communication among the most important skills that educationalists must have. Lunenburg and Ornstein (1996:76) described communication as school's energy of life and a process connecting individual, group and organization with each other. Without effective communication with their students, teachers cannot be efficient even if they have a great amount of knowledge on their fields. Because, teaching is a profession associated with not only academic knowledge but also communication skill. What is more important for teachers than a good presentation or lecture is their ability to establish an effective and positive communication with students as there would be no teaching and learning without communication (Abouzeid, 2014). Because innovations in education, conflict resolution and effective time management all require interpersonal communication skills (Jovanova-Mitkovska & Popesk, 2016). Graham-Clay (2005) asserts that teachers must be as efficient in communication skills as they are in teaching.

It may be alleged that one of the reasons that make communication significant in teaching-learning process is its effect on students' learning. In fact, the communication competencies and efficacies of teacher candidates affect each other and this interaction has a great impact on students' learning (Schaller & Dewine, 1993). Teachers' negative discourses, behaviours and mimics, which are considered as different communication types, may lead to negative results in terms of students' learning (Pala, 2006). Zhang (2007) states that one factor underlying

students' unwillingness to learn is bad teacher behaviours that result in bad teacher-student communication. Ilatov, Shamai, Hertz-Lazarovitz and Mayer-Young (1998) argue that teachers' communication styles are effective in teacher-student communication. Teachers can find creative and effective solutions to students' problems and improve learning process only through their communication skills (Abouzeid, 2014). It is stated that teachers' communication skills are also an important determinant of university students' class attendances (Davidovitch & Soen; 2006). Several studies have found that effective teacher communication improves students' academic success (McCroskey, Richmond, & Bennett, 2006; Cowan, Kim, Roseman, & Echandia, 2002; Chory & McCroskey, 1999).

Teacher Self-Efficacy

Bandura (1997), who first mentioned the self-efficacy term in Social Learning Theory, stated that self-efficacy is a characteristic by which the formation of individuals' behaviours is affected. According to the researchers, self-efficacy is how individuals judge themselves in terms of the capacity they own to organize and realize an activity or a performance. Self-efficacy belief is not a fixed personality trait, but an active system of beliefs learned through environment and conditions (Bandura, 1997). Thus, it varies and can be changed depending on the environment, conditions and the clarity of the mission (Delinger et. al., 2008).

Teacher self-efficacy is considered important in teaching-learning process as both the antecedent and the result of teaching activities (Holzberger et al., 2013; Wolters & Daugherty, 2007). It is suggested that teacher self-efficacy affects teachers' teaching practices, irrespective of teachers' cultural backgrounds (Vieluf et. al., 2013). Several researchers have found that teachers with high self-efficacy affect students' attendance and participation in lesson positively (Guo, Justice, Sawyer, & Tompkins, 2011; Pas et al., 2012; Holzberger, Philipp, & Kunter, 2014). In this context, it is stated that not only the formal teaching education received but also the informal experiences in the classroom during education period are effective (Tuchman & Isaacs, 2011).

There is also a positive relation between teacher self-efficacy and student success (Malmberg et al., 2014; Fackler & Malmberg, 2016). Chong and Kong (2012) claim that teachers with high self-efficacy set higher performance goals for their students as they believe that they can make positive impacts on every kind of students. Teacher self-efficacy is also associated with the use of various and flexible teaching practises (Gabriele & Joram, 2007) and the arrangement of curriculum considering individual differences among students (Fackler & Malmberg, 2016).

Teacher self-efficacy belief affects not only students but also teachers themselves. Several studies have revealed that teachers' commitment to school and job satisfaction are highly affected by their teacher self-efficacy beliefs (Caprara, Barbaranelli, Borgogni, Petitta et al., 2003; Caprara, Barbaranelli, Borgogni, & Steca, 2003). McLennan, McIlveen and Perera (2017) allege that teacher self-efficacy is significantly associated with career optimism and career adaptability. Çakır et al (2006) state that the effectiveness and efficiency of a curriculum should be assessed within the context of teacher candidates' positive attitudes and teacher self-efficacy perceptions. It is

asserted that teachers' self-efficacy beliefs improve during their graduate education (Delinger et al, 2008; Woolfolk & Spero, 2005). Such results show the importance of investigating teacher candidates' teacher self-efficacy beliefs before they begin teaching profession.

The Relation between Teacher Self-Efficacy and Communication

Teaching Profession General Proficiency criteria consist of three proficiency areas namely 'Professional Knowledge', 'Professional Skill' and 'Attitudes and Values'. Attitudes and Values proficiency area includes Communication and Cooperation Proficiency that has six proficiency criteria (MEB, 2017), which makes it important to provide teacher candidates with communication skills.

Communication skills are also included within the Learning and Innovation Skills that are among the 21st Century Skills required from students (URL-1). Leadership and Responsibility are the sub-skills of Life and Professional Skills, which are among the 21st Century Skills as well, point out the importance of communication because leadership is also defined as a communication and interaction activity (Arık, 2015). In general terms, self-efficacy also regards teachers as members of organization. In this context, teachers as instructional leaders are required to have the skills to be able to communicate not only with students in classroom but also with the other stakeholders of school (Friedman & Kass, 2002).

Purpose and Significance of the Study

The communication skills of teachers in classroom should be determined and potential incompetency should be prevented to ensure an improvement in the quality of education (Şahoğlu, Yağcı, Konedrali ve Yağcı, 2018). Another step is to determine and increase the teacher candidates' teacher self-efficacy beliefs. Because, as both the antecedent and the result of teaching practices (Holzberger et al., 2013; Wolters & Daugherty, 2007), teacher self-efficacy is considered quite significant in teaching-learning process. In fact, it is stated that high self-efficacy beliefs of teacher candidates are regarded as one of the key factors underlying their success as teachers (Gavora, 2010). Therefore, this study aims at finding out whether there is a significant relation between the self-efficacy beliefs and communication levels of teacher candidates. The study also examines the teacher candidates' self-efficacy beliefs and communication skills in terms of different variables. In this context, the following research questions are asked;

•　　　　What are the levels of teacher candidates' communication skills?

•　　　　Do the teacher candidates' communication skills differ significantly in terms of different variables (gender, major, order of university preference, grade, accommodation, monthly expense amount, settlement during most of life and level of parent educational attainment)?

•　　　　What are the levels of teacher candidates' teacher self-efficacy belief?

•   Do the teacher candidates' teacher self-efficacy beliefs differ significantly in terms of different variables (gender, department, order of university preference, grade, accommodation, monthly expense amount, university club membership, settlement during most of life and level of parent educational attainment)?

METHOD

This study is of descriptive survey method. Survey methods are research approaches that aim at describing a past or present condition as it is. The case, individual or object that is subject to the research is described as it is and within its own conditions. No effort is made to change or affect them. What is important is to observe and determine them appropriately (Karasar, 2006).

Sampling

The sampling of the study consists of teacher candidates studying at 9 departments of a Faculty of Education at a state university in 2017-2018 academic years. The data was collected on voluntary base and 1645 students, 1591 and 752 of whom were female and male respectively, voluntarily participated in the study.

Data Collection Tools

The data about teacher self-efficacy beliefs was obtained through Teacher Self-Efficacy Belief Scale developed by Çolak, Yorulmaz and Altınkurt (2017). The scale consists of 27 items within four dimensions; Academic Self-Efficacy (items 1-5), Professional Self-Efficacy (items 6-12), Social Self-Efficacy (items 13-20) and Intellectual Self-Efficacy (items 21-27). The data about teacher candidates' communication skills was obtained through Communication Skills Scale developed by Korkut-Owen and Bugay (2014). The scale consists of four dimensions and 25 items. A Personal Information Form was also prepared by the researcher and used to collect information about different variables.

FINDINGS (RESULTS)

Findings related to Teacher Self-Efficacy Belief

The result of the factor analysis for Teacher Self-Efficacy Belief Scale show KMO value as 0,956 and the result of Bartlett's sphericity test is found at significant level (P<0,05). The factor analysis shows that the whole scale describes 63,40% of the trait to be measured. As a result of the reliability analysis, Cr alpha value is found 0,949. The scale is considered as valid and reliable as a result of the analysis. Coefficients of kurtosis and skewness are analysed to determine whether the data is normally distributed and it is seen that the values are normally distributed.

Table 1 demonstrates t-test results comparing males and females on teacher candidates' teacher self-efficacy beliefs.

Table 1. The t-test Results Comparing Teacher Candidates' Teacher Self-Efficacy Beliefs in terms of Gender Variable

Gender	N	$\overline{X}$	s	t	p
Female	1133	3,65	,61	,286	,775
Male	512	3,64	,71		

Table 1 shows that there is no significant difference between teacher candidates' teacher self-efficacy beliefs in terms of gender. Similarly, no significant difference is found between teacher candidates' teacher self-efficacy beliefs in terms of 'order of university preference', 'grade' and 'settlement during most of life' variables either.

Table 2 demonstrates ANOVA results comparing teacher candidates' teacher self-efficacy beliefs in terms of department variable.

Table 2. ANOVA Results Comparing Teacher Candidates' Teacher Self-Efficacy Beliefs in terms of Department Variable

Department	Sum of Squares	sd	Mean of Squares	F	P	Source of Difference
Between groups	21,329	8	2,666			Music-Elementary
Within groups	670,358	1636	,410	6,507	,000	Science-Elementary
Total	691,687	1644				Maths-Turkish Turkish-Elementary

According to Table 2, there are significant differences between teacher candidates' teacher self-efficacy beliefs in terms of different departments. For instance, the teacher self-efficacy beliefs of teacher candidates in Elementary Education department differ significantly from those of the teacher candidates in Music, Science and Turkish Education departments against Elementary Education. Also, there is a significant difference between the teacher self-efficacy beliefs of Turkish Language Education and Maths Education departments, which is in favour of Turkish Education.

Table 3 demonstrates ANOVA results comparing Teacher Candidates' Teacher Self-Efficacy Beliefs in terms of Monthly Expense Amount Variable

Table 3. Teacher Candidates' Teacher Self-Efficacy Beliefs in terms of Monthly Expense Amount Variable

Monthly Expense	Sum of Squares	sd	Mean of Squares	F	P	Source of Difference
Between groups	13,730	3	4,577			0/500-1501+
Within groups	677,957	1641	,413	11,078	,000	501/1000 – 1501+
Total	691,687	1644				1001/1500 – 1501+

In Table 3, findings about the teacher self-efficacy beliefs of teacher candidates are presented in terms of four monthly expense amounts from 0-500 TL to 501-1000, 1001-1500 and over 1500 TL. The findings show that the teacher self-efficacy beliefs of teacher candidates who spend more than 1500 TL a month significantly differ from those of the other groups, and the difference is against the group who spend more than 1500 TL a month.

Table 4. Teacher Candidates' Teacher Self-Efficacy Beliefs in terms of University Club Membership Variable

Club Membership	N	$\overline{X}$	s	t	p
Yes	399	3,74	,59	3,235	,000
No	1242	3,62	,67		

Table 4 presents the finding that teacher candidates' self-efficacy beliefs significantly differ in terms of university club membership. T-test analysis have shown that the difference is in favour of those who are members of a university club.

Table 5 demonstrates ANOVA results comparing Teacher Candidates' Teacher Self-Efficacy Beliefs in terms of Parent Educational Attainment Levels Variable

Table 5. Teacher Candidates' Teacher Self-Efficacy Beliefs in terms of Parent Educational Attainment Levels Variable

Mother	Sum of Squares	sd	Mean of Squares	F	P	Source of Difference
Between groups	5,666	5	1,133	2,707	,019	Illiterate-Unv. Graduate
Within groups	686,021	1639	,419			Elementary-Unv. Graduate Secondary-Unv. Graduate
Total	691,687	1644				High School-Unv. Graduate

Father	Sum of Squares	sd	Mean of Squares	F	P	Source of Difference
Between groups	4,857	5	,971	2,318	,041	Elementary-Unv. Graduate Secondary-Unv. Graduate
Within groups	686,830	1639	,419			
Total	691,687	1644				

Table 5 consists of the findings about the teacher candidates' teacher self-efficacy beliefs in terms of parent educational attainment. When the findings are examined in terms of mother educational attainment, it can be seen that there is a significant difference between the teacher self-efficacy beliefs of teacher candidates whose mothers are university graduates and those of the teacher candidates whose mothers are illiterate, elementary school graduate, secondary school graduate and high school graduate, which is in favour of university graduation. As for father educational attainment, significant differences are found between the teacher self-efficacy beliefs of teacher candidates whose fathers are university graduates and those of teacher candidates whose fathers are

elementary and secondary school graduates. Similar to the findings about the mother educational attainment, the differences are in favour of university graduates.

Findings related to Communication Skills

The result of the factor analysis for Communication Skills Scale shows KMO value as 0,948 and the result of Bartlett's sphericity test is found at significant level (P<0,05). The factor analysis shows that the whole scale describes 51,93% of the trait to be measured. As a result of the reliability analysis, Cr alpha value is found 0,920. The scale is considered as valid and reliable as a result of the analysis. Coefficients of kurtosis and skewness are analysed to determine whether the data is normally distributed and it is seen that the values are normally distributed.

Table 6 demonstrates ANOVA results comparing Teacher Candidates' Communication Skills in terms of Gender Variable

Table 6. Teacher Candidates' Communication Skills in terms of Gender Variable

Gender	N	$\overline{X}$	s	t	p
Female	1133	3,95	,49	1,671	,095
Male	512	3,91	,59		

According to the data in Table 6, it is seen that there is no significant difference between teacher candidates' communication skills in terms of gender. Similarly, no significant difference is found between teacher candidates' communication skills in terms of 'order of university preference', 'monthly expense amount' and 'level of father educational attainment' variables either. Here, university preference variable refers to the order in which the participants of put their departments and university in the university preference form after university exam, and it consists of first, second, third and fourth or over choices. Similarly, no significant difference is found in terms four monthly expense amounts from 0-500 TL to 501-1000, 1001-1500 and over 1500 TL. The findings also show that the teacher self-efficacy beliefs of teacher candidates do not differ in terms of father educational attainments.

Table 7 demonstrates ANOVA results comparing Teacher Candidates' Communication Skills in terms of Department Variable

Table 7. Teacher Candidates' Communication Skills in terms of Department Variable

Department	Sum of Squares	sd	Mean of Squares	F	P	Source of Difference
Between groups	11,323	8	1,415			Music-Social Studies
Within groups	435,057	1636	,266	5,322	,000	Music-Elementary
Total	446,380	1644				Turkish-Elementary

When the communication skills of the teacher candidates are analyzed in terms of departments, it is seen that there is a significant difference between Music Education and Social Studies Teaching departments, which is in favour of Music Education. Similarly, a significant difference is also found between the communication skills of teacher candidates who study in the departments of Music Education and Elementary Education, which is again in favour of Music Education department. Besides, the findings show that the communication skills of teacher candidates studying in Turkish Education department significantly differ from those in Elementary Education department. This difference is against Elementary Education department.

Table 8 demonstrates ANOVA results comparing Teacher Candidates' Communication Skills in terms of Grade Variable

Table 8. Teacher Candidates' Communication Skills in terms of Grade Variable

Grade	Sum of Squares	sd	Mean of Squares	F	P	Source of Difference
Between groups	3,606	4	,901			
Within groups	442,774	1640	,270	3,339	,010	1-4
Total	446,380	1644				

In Table 8, the findings about the communication skills of teacher candidates are presented in terms of grade variable. Here, grade refers to freshmen, sophomore, junior, senior students who are at their 1st, 2nd, 3rd and 4th years at university respectively. Also, a fifth group is included in the variable, which refers to the students who are at their 5th year or over at university. The findings show that there is significant difference between the communication skills levels of freshmen and senior students and the difference is against senior students.

Table 9. Teacher Candidates' Communication Skills in terms of University Club Membership Variable

Club Membership	N	$\overline{X}$	s	t	p
Yes	399	4,01	,51	3,288	,001
No	1242	3,92	,52		

Table 9 presents the findings about the communication skills of teacher candidates in terms of university club membership. The results show that the communication skills of teacher candidates who are members of a university club differ from those of teacher candidates who are not members of a university club. T-test analysis has shown that the difference is in favour of those who are members of a university club.

Table 10 demonstrates ANOVA results comparing Teacher Candidates' Communication Skills in terms of Settlement during Most of Life Variable

Table 10. Teacher Candidates' Communication Skills in terms of Settlement during Most of Life Variable

Settlement	Sum of Squares	sd	Mean of Squares	F	P	Source of Difference
Between groups	1,795	4	,449			
Within groups	303,782	1640	,185	8,088	,000	City-District City-Metropolis
Total	305,577	1644				

In Table 10, the findings about the communication skills of teacher candidates are presented in terms of settlement during most of life variable. This variable refers to the settlements where the participants of the study have spent most of their lives and consists of settlements such as village, town, district, city and metropolis. The results show that the communication skills of teacher candidates who have spent most of their lives in a city significantly differ from those of teacher candidates who have spent most of their lives in a district and metropolis. The difference is found against those who have lived in a city most of their lives.

Table 11 demonstrates ANOVA results comparing Teacher Candidates' Communication Skills in terms of Parent educational attainment Level Variable

Table 11. Teacher Candidates' Communication Skills in terms of Parent educational attainment Level Variable

Mother	Sum of Squares	sd	Mean of Squares	F	P	Source of Difference
Between groups	5,061	5	1,012			
Within groups	441,319	1639	,269	3,759	,002	Elementary-High School
Total	446,380	1644				

Table 11 presents the findings about the teacher candidates' communication skills in terms of mother educational attainment. The findings show that there is a significant difference between the communication skills of the teacher candidates whose mothers are elementary school graduates and high-school graduates, which is in favour of teacher candidates with high-school graduate mothers.

Table 12. Correlation between Teacher Candidates' Teacher Self-Efficacy Beliefs and Communication Skills

		Teacher Self-Efficacy Belief	Communication Skills
Teacher Self-Efficacy Belief	r	1	,456[**]
	p		,000
	n	1645	1645

The findings in Table 12 show that there is a positive, medium-level and significant correlation between the teacher candidates' teacher self-efficacy beliefs and communication skills.

CONCLUSION and DISCUSSION

There is no significant difference between the teacher candidates' teacher self-efficacy beliefs in terms of gender, which corresponds with the results of the studies by Pendergast, Garvis and Keogh (2011) and Malmberg et al (2014). Pendergast, Garvis and Keogh (2011) investigated the teacher self-efficacy levels of teacher candidates at an Australian University and couldn't find a significant difference between their teacher self-efficacy levels in terms of gender either. The participants of the study by Malmberg (2014) were teachers, not teacher candidates. However, there was still no difference between the teacher self-efficacy levels in terms of gender. On the other hand, according to the results of Klassen and Chiu's (2010) study, whose participants were teachers of different national origins from western Canada, the teacher self-efficacy levels of female teachers were lower when compared with those of male teachers, which is a result that does not correspond with the results of this study. Similarly, Demirtaş, Cömert and Özer (2011) have also found that teacher self-efficacy beliefs of pre-service teachers differ significantly in favour of male pre-service teachers and this contradicts with the results of our study. Considering these different results in different studies, it can be stated that teacher self-efficacy belief can differ even individually because of various reasons irrespective of cultural background or gender.

In this study, it is concluded that teacher self-efficacy beliefs of teacher candidates do not differ significantly in terms of grades (freshmen, sophomore, junior, senior and over). However, this finding contradict with the results of some researches (Cochran-Smith & Zeichner, 2005; Poulo, 2007). Cochran-Smith and Zeichner (2005) state that as the grades of teacher candidates studying in a teaching program increase, they experience more learning-teaching practices and this leads to an increase in their teacher self-efficacy beliefs. Similarly, Poulo (2007) alleges that senior teacher candidates studying in their last year in a teaching program have much more knowledge about teacher self-efficacy beliefs and accordingly they must have possess levels of teacher self-efficacy beliefs. The samplings or the differences between the instructional programs in which the participants of different studies may be the reason for the contradicting results.

The results of this study have revealed that there are significant differences between the teacher candidates' teacher self-efficacy beliefs in terms of the departments in which they study. This result seem both corresponding and contradicting with the results of the study conducted by Pendergast, Garvis and Keogh (2011). The researchers also found that there were significant differences between the pre-service teachers' teacher self-efficacy beliefs who graduated from pre-school, elementary and secondary school teaching programs, which corresponds with the results of our study. However, because the number of participants with pre-school graduate degrees were statistically insufficient, the researchers finally concluded that, in fact, there was no significant difference and this contradicts with the results of this study. In conclusion, it seems clear that departments play a part in the teacher self-efficacy beliefs of teacher candidates and this may result from any factor including the nature, content or even the instructors of any given department.

A result of this study which contradicts with the results of the study by Babaoğlan and Korkut (2010) is that, in this study, teacher self-efficacy beliefs of the teacher candidates studying in Elementary Education department are lower than those of the teacher candidates in the departments of Music, Painting, Turkish and mathematics Education programs. By contrast with this result, although they did not investigate the teacher self-efficacy belief in terms of a comparison between various departments, Babaoğlan and Korkut (2010) found that the teacher self-efficacy beliefs of elementary school teachers were quite high. In our study, the participants are candidate teachers who are still students at university and haven't experienced a real classroom environment by themselves. However, the participants of the study by Babaoğlan and Korkut (2010) were elementary education teachers, who are within the same group of students for four years, and this may be the reason for their high self-efficacy beliefs.

The results of the study reveal a significant difference in terms of teacher self-efficacy beliefs in favour of the teacher candidates who are members of a university club. This result is similar to the result of this study regarding communication skills, which also shows that the communication skills levels of the teacher candidates who are members of a university club are higher. Considering that this study has revealed a positive, medium-level and significant correlation between the communication skills and teacher self-efficacy beliefs of teacher candidates, it can be stated that the activities performed in university clubs, which are regarded as organizations for social interaction and communication between individuals, improve communication skills and so teacher self-efficacy beliefs.

SUGGESTIONS

In the literature, there exist various studies with different results in terms of teacher self-efficacy beliefs. Considering that the participants of these studies are of different genders and national or cultural backgrounds, it can be stated that teacher self-efficacy belief can differ even individually because of various reasons irrespective of cultural background or gender. Therefore, it is suggested for further researchers to conduct mixed method studies to investigate the factors affecting teacher self-efficacy beliefs in detail.

According to the analysis of teacher self-efficacy beliefs of teacher candidates in terms of monthly expense amount, it is seen that the teacher candidates who spend more than 1500 TL a month have lower levels of teacher self-efficacy levels than do those in the other three groups who spend less. However, when it comes to communication skill, there exists no significant difference in terms of monthly expense amount. Considering the correlation between communication skills and teacher self-efficacy beliefs, the researcher finds these two results confusing. Therefore, it is suggested that further studies should focus on the effects of monthly expense amount on the communication skills and teacher self-efficacy beliefs of teacher candidates through a mixed method approach.

The study shows that postgraduate education of parents does not have a significant effect on their children's teacher self-efficacy levels. Parents with postgraduate degrees are themselves academicians and educationalists.

Thus, it would be a good idea to investigate why they do not have a positive effect on their children's teacher self-efficacy beliefs while those parents with just high-school degrees seem to affect their children's teacher self-efficacy levels positively.

Considering the positive and significant correlation between communication skills and teacher self-efficacy beliefs, the researchers suggests that graduate programs at the faculties of education should concentrate on activities and practises that could improve the teacher candidates' communication skills.

Paulo (2007) claims that senior teacher candidates studying in their last year in a teaching program have much more knowledge about teacher self-efficacy beliefs and accordingly they must have higher levels of teacher self-efficacy beliefs. Because teacher self-efficacy belief is regarded as a belief that can be improved and increased during university education, which sounds like a logical assumption to the researcher of this study. However, the results of this study contradicts with this assertion. Therefore, it is suggested to conduct similar quantitative studies with different sampling in different population and to support these with qualitative methods to find out detailed information. Also, the researchers suggests that the teacher self-efficacy beliefs of teacher candidates should be evaluated every year so that, for those teacher candidates with no improvement in their teacher self-efficacy beliefs, it could be possible to determine potential problems and take measure against them.

There is a significant difference in both communication skills and teacher self-efficacy beliefs of teacher candidates in favour of teacher candidates who are members of a university club. Therefore, it is suggested that teacher candidates at the faculties of education should be encouraged to attend a university club during their education period and such memberships should be taken into consideration in the educational planning including the assessment processes.

The relations between the sub-dimensions of both the teacher self-efficacy beliefs and the communication skills are not investigated in this study. It would be useful for understanding the issues better to conduct quantitative studies investigating the issues in terms of their sub-dimensions and to support such studies with qualitative studies that will examine the reasons of possible relations in detail.

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