



Examining the Speaking Self-Efficacy of Pre-service Teachers Concerning Different Variables*

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ABSTRACT

Purpose: This study was conducted to examine the speaking self-efficacy of pre-service teachers concerning different variables. Self-efficacy indicates the belief of an individual concerning the capacity of fulfilling a certain task. Self-efficacy perceptions strongly affect almost all dimensions of an individual's life, the choices made, the efforts made in achieving a goal and the degree of anxiety. The ability of pre-service teachers to reach this awareness level in the speaking skill may affect their future life, education and business life positively.

Research Methods: This study was conducted with the participation of 499 students receiving education in the Departments of Computer and Instructional Technologies, Science Education, Maths Education, Preschool Education, Classroom Education, Psychological Counseling and Guidance (PCG), Social Studies Education and Turkish Education at Kirsehir Ahi Evran University in the Faculty of Education in the spring term of the school year of 2017-2018. The screening model was used in this study aims to investigate the self-efficacy of pre-service teachers concerning the speaking skill.

Findings: As a result of the analyses performed, the findings obtained in this study showed that the speaking self-efficacy perceptions of the pre-service teachers differentiated according to the variables including gender, type of program enrolled, number of books read in a year and residential area where the childhood was spent. There was a weak positive correlation with the habit of using social media.

Implications for Research and Practice: Considering the findings obtained from this study, some suggestions were made to those concerned. It is suggested to investigate the speaking self-efficacy perceptions of the pre-service teachers after they start their profession; conduct more extensive studies using methods such as observation and interview, arrange learning environments where the pre-service teachers can develop their speaking skills and establish effective communication.

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Introduction

Being the most important factor for the development of individuals and societies as desired, education is a communication environment in general terms. Teachers either provide the desired learnings or guide in the formation of the desired learnings outcomes at schools (Senemoglu, 2018). The basis that starts communication in the teaching-learning environment is the teacher (Cetinkaya, 2011). An intense flow of information and messages occurs both from the student to the teacher and from the teacher to the student in teaching-learning processes in schools (Ozcelik, 1992). An individual will be able to recognize and make sense of their environment and convey their emotions and thoughts to others using language. The teacher needs to create an efficient communication environment and use the language effectively in the classroom. According to Sever (2017, p. 22), a teacher who has acquired the rhetoric skill will be able to vocalize language units, such as voice, syllable, word and clause perfectly, emphasize clauses and words correctly, discern the emotion and thought aspect of the subject with her or his voice, enlighten the meaning of the speech content with emphasis and pauses and strengthen the meaning of a statement using elements, such as physical actions, gestures, and mimics in the speech with a trained tone of voice. Significant particulars in speaking include; frankness, explicit and apprehensible speeches, a good vocalization and intonation (Ergenc, 2002) and avoiding words that spoil the speech. Rhetoric cannot be considered only an instinctive data or a talent (Kavcar, Oguzkan & Aksoy, 2013). The rhetoric skill can be developed with a certain effort, learning, and education.

Pre-service teachers who have not acquired the rhetoric skill will have decreased self-efficacy perceptions in their speaking skills and develop speaking anxiety in the future. Thus, it is required to make pre-service teachers competent in their speaking skills and increase their self-efficacy perceptions. Self-efficacy is an individual's belief about her or his capacity for fulfilling a certain task (Bandura, 1997). Self-efficacy perception is the individual's judgments concerning her or his efficacy rather than the level of real efficacy used in fulfilling a task. Because real talents are either exaggerated or disgraced in general (Hoy & Spero, 2005). Self-efficacy perceptions strongly affect almost all dimensions of an individual's life, the choices made, the efforts made in achieving a goal and the degree of anxiety experienced (Isiksal and Askar, 2003). The teacher should speak her or his native language very well and use explicit, apprehensible, fluent and plain language according to the level of students. The ability of pre-service teachers to reach this awareness level in speaking skills may affect their future life (Taser, 2000; Senbay, 2009), education and business life positively. Teachers' inadequacy in speaking skills may lead to miscommunication with their students, waste of education service efforts and students' indifference to the course (Ergin, 2010). To prevent the communication obstacle, it is important to determine the level of efficacy concerning the speaking skill starting from the growth years.

The present study aims to investigate the speaking self-efficacy beliefs of pre-service teachers. According to that purpose, the problem statement was designated as, "Do the speaking self-efficacy perceptions of pre-service teachers differentiate according to the variables of gender, type of program enrolled, number of books read

in a year, the habit of using social media and residential area where the childhood was spent?”. The following are the subproblems of this study:

1. Do the speaking self-efficacy perceptions of pre-service teachers differentiate according to gender?
2. Do the speaking self-efficacy perceptions of pre-service teachers differentiate according to the type of program enrolled?
3. Do the speaking self-efficacy perceptions of pre-service teachers differentiate according to the number of books read in a year?
4. Do the speaking self-efficacy perceptions of pre-service teachers differentiate according to the habit of using social media?
5. Do the speaking self-efficacy perceptions of pre-service teachers differentiate according to the residential area where childhood had been spent?

Method

Research Design

This study aims to investigate the speaking self-efficacy of pre-service teachers, the descriptive research method (screening model), which is among quantitative research methods was used. Descriptive research, which presents much information obtained from samples that consist of many individuals, aims to collect data to determine/describe certain characteristics of a group, such as apprehension, attitude and view (Creswell, 2016, p. 155; Robson, 2015, p. 296; Sonmez & Alacapinar, 2014, p. 48). In this study, it was tried to describe the speaking self-efficacy perceptions of pre-service teachers as they were.

Research Sample

While the target population of this study consisted of students receiving education in the faculties of education in the spring term of the school year of 2017-2018, the sample of this study consisted of students receiving education in the Departments of Computer and Instructional Technologies, Science Education, Maths Education, Preschool Education, Classroom Education, Psychological Counseling and Guidance (PCG), Social Studies Education and Turkish Education at Kirsehir Ahi Evran University Faculty of Education in the spring term of the school year of 2017-2018. The study group was determined using a convenience sampling method. The convenience sampling method is based on the convenience of study participants for this study (Robson, 2015, p. 340). The reason for choosing this method in this study was to consider time, efforts and economic limitations, reach the experimental subjects and collect data from them more easily.

Research Instruments and Procedures

The data were collected using the "Speaking Self-Efficacy Scale for Pre-service Teachers" (Katranci and Melanlioglu, 2013). The permission required for using the scale in this study was obtained from the author in charge using electronic mail. Cronbach's Alpha reliability coefficient is .92 of the 25-item scale aimed at determining the speaking self-efficacy of pre-service teachers. Internal consistencies of all five lower dimensions of the scale range from .71 to .85. The first factor of the scale constitutes the dimension of "public speaking", the second factor "effective speaking", the third factor "applying the speaking rules", the fourth factor "arranging the speech content", and the fifth factor "evaluating speaking".

In this study, the Speaking Self-Efficacy Scale for Pre-service Teachers, which was developed by Katranci and Melanlioglu (2013), was used as a data collection tool. Developed by the researchers, the scale consisted of five dimensions and 25 items. The scale was tested with exploratory factor analysis. On the other hand, Tavşancıl (2006, p. 206) states that it is necessary to analyze a previously developed scale with confirmatory factor analysis. Accordingly, the researcher tested the model of the Speaking Self-Efficacy Scale for Pre-service Teachers with a group outside the sample using second-level confirmatory factor analysis. The confirmatory factor analysis was conducted considering RMSEA (Root Mean Square Error of Approximation), SRMR (Standardized Root Mean Square Residual), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index), CFI (Comparative Fit Index) and NFI (Normed Fit Index) values, which are among the model convenience criterion for the convenience of a structure. It was determined that the value χ^2 was 888.43 and the degree of freedom (df) was 270 depending on sample size. On the other hand, χ^2/df was 3,29. It is possible to state that the value represents a modest convenience (Cited from Bollen, 1989 Kline, 2005, p. 137). According to the results obtained, it was determined that the RMSEA value, which reveals a good fit value below 0.05 (Browne & Cudeck, 1993, p. 144) was .07 and the SRMR value was .06, which is generally accepted to be positive when it is below 10 (Kline, 2005, p. 141). Given that the RMSEA and SRMR values have zero value or are too close to zero indicates the excellence of the model (Brown, 2006, p. 84; Byrne, 2010, p. 80). In addition, it was determined that the GFI value was .86 and the AGFI value was .83, which are expected to be above .90 in case of the convenience of the model (Kline, 2005, p. 145). The GFI and AGFI values can get a value between 0 and 1 in case of the convenience of the model, should be closer to 1 and cannot be negative (Joreskog & Sorbom, 1993, p. 123; Raykov & Marcoulides, 2006, p. 43). According to Raykov and Marcoulides (2006, p. 44), it was determined that the NFI value, which is supposed to be closer to 1 among the values 0 and 1 was .94 just like the AGFI and GFI values (Kline, 2005, p. 144); and the CFI value which is also supposed to be closer to 1 among the values 0 and 1 (Raykov & Marcoulides, 2006, p. 44; Brown, 2006, p. 85; Byrne, 2010, p. 78) was .96. Based on the indicators acquired, it is possible to state that the model is acceptable.

The researcher reexamined the reliability coefficient of the scale and found the Cronbach's Alpha reliability coefficient as .94. Model convenience values were tested by the researcher with confirmatory factor analysis. The following are the results

acquired: $\chi^2/df= 3.013$; RMSEA= .064; SRMR= .061; GFI= .88; AGFI= .086; CFI= .98; NFI= .97. Examining the results concerning the confirmatory factor analysis applied to the assessment tool, it is seen that these convenience values are at an acceptable level.

Data Analysis

The present study aimed to examine the speaking self-efficacy of pre-service teachers concerning different variables. Approval was received from the Deanship of Kirsehir Ahi Evran University Faculty of Education and the heads of the Department and instructors were informed about this study. Classrooms were visited on the days and hours specified by the instructors. Before the scale was applied, the pre-service teachers were informed about the purpose of this study and the remarkable points in the stage of the application. The pre-service teachers were asked to fill out the 25-item assessment tool with five options. It took approximately 20 minutes for each group to apply the assessment tool. Statistical calculations of the data were performed using the IBM SPSS Statistics 20. Because the distributions of the data obtained from the assessment tool, which was used in this study, provided a normality assumption, parametric methods were used in the analyses. Statistical calculations of the data concerning the variable of gender were performed using the independent samples test; statistical calculations of the data concerning the variables of the number of books read in a year and habit of using social media were performed using the Pearson product-moment correlation coefficient, and statistical calculations of the data in terms of the variables of type of program enrolled and residential area where the childhood was spent were performed using the one-way analysis of variance (ANOVA). While assessing the results, a significance level of .05 was accepted to be the criterion.

Results

The findings obtained in this study were embraced and explained according to the subproblems. Speaking self-efficacy perceptions of the pre-service teachers were analyzed according to the variables of gender, type of program enrolled, number of books read in a year, a habit of using social media and residential area where the childhood was spent.

Whether or not the speaking self-efficacy perceptions of the pre-service teachers differentiated according to the variable of gender was examined with the t-test and the findings are presented in Table 1.

Table 1

Results of the *t*-Test concerning the Speaking Self-Efficacy Perception Scores of the Pre-service Teachers according to Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	MD	SE	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	3.623	.058	-2.746	497	.006	-.163	.059	-.280	-.047	
Equal variances not assumed			-2.502	176.54	.013	-.163	.065	-.292	-.035	
Gender		<i>n</i>	<i>M</i>					<i>df</i>	<i>t</i>	<i>p</i>
Male		121	3.878		.650			497	-2.746	.006
Female		378	4.041		.542					

df: degrees of freedom, *SE*: Standard error, *MD*: Mean Difference

According to the calculations Table 1, the speaking self-efficacy perception scores of the pre-service teachers differentiate according to gender, $t(497) = -2.746$, $p < .05$. The speaking self-efficacy perception scores of the female pre-service teachers ($M=4.041$) are higher than the speaking self-efficacy perception scores of the male pre-service teachers ($M=3.878$) and there is a significant difference between the scores of both genders. This may indicate that there is a significant correlation between speaking self-efficacy perception and gender.

To find out the speaking self-efficacy perceptions of the pre-service teachers concerning the type of program enrolled was examined using the one-way analysis of variance (ANOVA) and the findings are presented in Table 2.

Table 2

Results of the One-Way Analysis of Variance (ANOVA) concerning the Speaking Self-Efficacy Perception Scores of the Pre-service Teachers according to the Type of Program Enrolled

	SS	df	MS	F	p
Between Groups	10.778	7	1.540		
Within Groups	129.910	491	.265	5.820	.000
Total	140.689	498			

Table 2 Continue

Type of Program		MD	SE	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science Education	PCG	.282*	.084	.020	.026	.538
Classroom Education	Maths Education	.322*	.099	.027	.021	.623
	PCG	.308*	.071	.000	.093	.523
Social Studies Education	Maths Education	.342*	.108	.034	.014	.671
	PCG	.329*	.083	.002	.077	.581
Turkish Education	Maths Education	.391*	.111	.010	.055	.728
	PCG	.378*	.086	.000	.115	.641

*.The mean difference is significant at the 0.05 level; Dependent Variable: Total, Tukey HSD

SS: Sum of Squares, *df*: degrees of freedom, *SE*: Standard error, *MD*: Mean Difference, *MS*: Mean Square

SS: Sum of Squares, *df*: degrees of freedom, *SE*: Standard error, *MD*: Mean Difference

According to Table 2, it is seen that the speaking self-efficacy perception scores of the pre-service teachers differentiate according to the type of program enrolled, $F(7, 498) = 5.820, p < .05$. The Tukey test was performed to determine between what type of programs the speaking self-efficacy perception scores of the pre-service teachers differentiated. As shown in Table 2, the results of the Tukey test showed that there was a significant difference between Science Education and Psychological Counseling and Guidance (PCG); Classroom Education, Maths Education and Psychological Counseling and Guidance (PCG); Social Studies Education, Maths Education and Psychological Counseling and Guidance (PCG); Turkish Education, Maths Education and Psychological Counseling and Guidance (PCG). Examining the arithmetic mean of the speaking self-efficacy perception scores of the pre-service teachers, it is seen that those who are enrolled in Turkish education have higher mean scores than other types of programs.

Whether or not the speaking self-efficacy perceptions of the pre-service teachers differentiated according to the number of books read in a year was examined with the

Pearson product-moment correlation coefficient and the findings are presented in Table 3.

Table 3

Correlation between the Number of Books Read by the Pre-service Teachers in a Year and their Speaking Self-Efficacy Perception Scores

		The Number of Books Read	Total
The Number of Books Read	Pearson Correlation	1	.228**
	Sig. (2-tailed)		.000
	<i>N</i>	498	498
Total	Pearson Correlation	.228**	1
	Sig. (2-tailed)	.000	
	<i>N</i>	498	499

** . Correlation is significant at the .01 level (2-tailed).

The correlation between the number of books read by the pre-service teachers in a year and their speaking self-efficacy perception scores was examined with the Pearson product-moment correlation coefficient. As shown in Table 3, it was seen that there was a low significant correlation between the number of books read in a year and the speaking self-efficacy perception ($r(498) = .228, p < .01$). This finding suggests that as the number of books read by the pre-service teachers in a year increases, the speaking self-efficacy perception increases.

The correlation between the habit of using social media and the speaking self-efficacy perception scores of the pre-service teachers was examined with the Pearson product-moment correlation coefficient and the findings are presented in Table 4.

Table 4

Correlation between the Habit of Using Social Media and the Speaking Self-Efficacy Perception Scores of Pre-service Teachers

		The Habit of Using Social Media	Total
The Habit of Using Social Media	Pearson Correlation	1	-.071*
	Sig. (2-tailed)		.112
	<i>N</i>	499	499
Total	Pearson Correlation	-.071*	1
	Sig. (2-tailed)	.112	
	<i>N</i>	499	499

*. Correlation is significant at the .05 level (2-tailed).

The correlation between the habit of using social media and the speaking self-efficacy perception scores of the pre-service teachers was examined with the Pearson product-moment correlation coefficient. As shown in Table 4, there was no significant correlation between the habit of using social media and the speaking self-efficacy perception scores of the pre-service teachers $r(499) = -.071, p > .05$. Given this result, it is possible to state that as the duration of using social media increases, the speaking self-efficacy perception of the pre-service teachers' decreases.

Whether or not the speaking self-efficacy perceptions of the pre-service teachers differentiated according to the variable of the residential area where the childhood was spent was examined using the one-way analysis of variance (ANOVA) and the findings are presented in Table 5.

Table 5

Results of the One-Way Analysis of Variance (ANOVA) concerning the Speaking Self-Efficacy Perception Scores of the Pre-service Teachers according to the Residential Area where the Childhood was Spent

	SS	df	MS	F	Sig.	95% Confidence Interval	
Between Groups	3.583	4	,896				
Within Groups	137,106	494	,278	3,228	,012		
Total	140,689	498					
Residential Area where the Childhood was spent	MD	SE	Sig.	Lower Bound	Upper Bound		
District Town	,285*	,0954	,025	,024	,546		
Metropolis Town	,295*	,100	,028	,021	,569		

*.The mean difference is significant at the .05 level; Dependent Variable: Total, Tukey HSD
SS: Sum of Squares, *df*: degrees of freedom, *SE*: Standard error, *MD*: Mean Difference,

According to Table 5, the speaking self-efficacy perception scores of the pre-service teachers differentiate according to the residential area where the childhood was spent, $F(4, 498) = 3.228, p < .05$. The Tukey test was performed to determine between which residential areas the speaking self-efficacy perception scores of the pre-service teachers differentiated. The results of the Tukey test showed that there was a significant difference between district and town; metropolis and town. Examining the arithmetic mean of the speaking self-efficacy perception scores of the pre-service teachers, it is seen that those who had spent their childhood in a district and metropolis have higher mean scores than those who had spent their childhood in a town.

Discussion, Conclusion and Recommendations

Averages concerning the variable of gender regarding the speaking self-efficacy perceptions of the pre-service teachers differentiate on behalf of the female participants. The speaking self-efficacy perceptions of female pre-service teachers are higher than male pre-service teachers concerning speaking standard Turkish, speaking by politeness rules, doing appropriate emphasis, intonations and pauses while speaking (Basaran & Erdem, 2009, p. 751) and using appropriate addressing statements while speaking. Gender differences in the use of language arise from social (Newman et al., 2008, p. 233) and cultural elements. As well as some research supporting the result of our study (Cetinkaya, 2011, p. 574; Pehlivan, 2005, p. 22; Pajares & Valiente, 2002; Seker, 2000), some studies conflicting with our result (Oney, 2017, p. 33; Lule-Mert, 2016, p. 63-64; Camci-Erdogan, 2015, p. 142; Aypay, 2010, p. 1848; Yilmaz & Cimen, 2008, p. 9; Dilekmen, Basci & Bektas, 2008, p. 228; Cakir, Kan & Sunbul, 2006, p. 37).

The difference between the speaking self-efficacy perception scores of the pre-service teachers studying in the Department of Science Education and the Department of Psychological Counseling and Guidance was significantly higher in favor of the Department of Science Education. The difference between the speaking self-efficacy perception scores of the pre-service teachers studying in the Department of Classroom Education, Department of Maths Education and the Department of Psychological Counseling and Guidance was significantly higher in favor of the Department of Classroom Education. The difference between the speaking self-efficacy perception scores of the pre-service teachers studying in the Department of Social Studies Education, Department of Maths Education and the Department of Psychological Counseling and Guidance was significantly higher in favor of the Department of Social Studies Education. The difference between the speaking self-efficacy perception scores of the pre-service teachers studying in the Department of Turkish Education, Department of Maths Education and the Department of Psychological Counseling and Guidance was significantly higher in favor of the Department of Turkish Education. This condition can be associated with the fact that applied speaking activities are performed frequently in the teaching process and students are made active (Sever, 2001). In other relevant studies, it was determined that departments were not effective concerning the speaking self-efficacy perceptions of pre-service teachers (Ulper & Bagci, 2012; Ozerbas, Bulut & Usta, 2007, p. 132). This result can be attributed to researcher, participant and application time differences.

Given that there is a low and positive significant correlation between the number of books read by the pre-service teachers in a year and the speaking skill, it is possible to state that as the number of books read by the pre-service teachers increases, their speaking self-efficacy perception scores increase and they are coordinated (Bicer & Alan, 2017, p. 111). Rhetoric requires a rich vocabulary. Such a speaking skill and habit can be acquired by listening, reading and speaking. Because individuals who read less or never read have an insufficient vocabulary compared to their age and level and a restricted living environment, they have difficulty in understanding and expressing their emotions and thoughts (Ozdemir, 2011, p. 99; Ucgun, 2007, p. 64; Aktas &

Gunduz, 2005). The insufficient vocabulary of pre-service teachers affects their speaking self-efficacy perceptions (Oguz, 2009, p. 28).

The presence of a low and positive insignificant correlation between the habit of using social media and the speaking self-efficacy perceptions of the pre-service teachers ($r=-.071$ $p>.01$) might be associated with the fact that social media gives an opportunity of exchanging opinions, having an interpersonal conversation and communication, establishing a bilateral relationship and speaking (Ozturk & Talas, 2015, p. 114). Speeches, relationships, exchanges, shared opinions, and generally interesting things have also been rooted in social media as in real life.

The difference between the speaking self-efficacy perception scores of the pre-service teachers who spent their childhood in a district and town was significantly higher for the district and the difference between the speaking self-efficacy perception scores of the pre-service teachers who spent their childhood in a metropolis and town was significantly higher for the metropolis, which can be associated with that metropolis and district have a more intense social and cultural interaction than a town.

A follow-up study can be conducted and the speaking self-efficacy perceptions of pre-service teachers after they start their profession can be investigated. More extensive studies can be conducted using data collection techniques, such as observation and interview. Conferences, symposiums, seminars, and debates can be organized for pre-service teachers. Speaking and diction courses can also be taught in programs outside the Department of Turkish Education. Learning environments can be organized for pre-service teachers to develop their speaking skills and establish effective communication. For that purpose, student-centered, and effective methods and techniques and applied activities can be included in all the courses of the teacher education programs. Pre-service teachers can be assigned as spokesperson at the ceremonies of special days and weeks; the students can watch these recorded activities and identify and correct the possible speaking mistakes.

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Öğretmen Adaylarının Konuşma Öz Yeterliklerinin Çeşitli Değişkenler Açısından İncelenmesi

Atıf:

- Hayran, Z. (2020). Examining the speaking self-efficacy of pre-service teachers concerning different variables. *Eurasian Journal of Educational Research*, 90, 1-18, DOI: 10.14689/ejer.2020.90.1

Özet

Problem Durumu: Birey ve toplumların istedik yönde gelişmesinde en önemli etken olan eğitim genel anlamda bir iletişim ortamıdır. Okullarda istedik öğrenmelerin gerçekleşmesini sağlayan ya da istedik öğrenmelerin oluşmasına kılavuzluk eden kişiler öğretmenlerdir. Okullarda öğretme-öğrenme süreçlerinde hem öğrenciden öğretmene hem de öğretmenden öğrenciye doğru yoğun bir bilgi ve ileti akışı gerçekleşir. Bireyin, çevresini tanıması ve anlamlandırması; duygu ve düşüncelerinin başkaları tarafından anlaşılmasını sağlaması dil aracılığıyla gerçekleşir. Öğretmenin sınıfta verimli bir iletişim ortamı oluşturması ve dili etkili bir biçimde kullanabilmesi önem taşımaktadır. Etkili ve güzel konuşma becerisini edinmemiş öğretmen adaylarının gelecekte konuşma becerisindeki öz yeterlik algıları azalır ve konuşma kaygısı taşırlar. Bu nedenle, öğretmen adaylarının konuşma becerisinde yetkin hâle gelmeleri sağlanmalı, öz yeterlik algıları yükseltilmelidir. Özyeterlik algısı bireyin bir işi gerçekleştirmedeki gerçek yeterlik düzeyinden çok, kendi yeterliklerine ilişkin yargılarıdır. Öz yeterlilik algıları birey hayatının hemen hemen bütün boyutlarını, yapılan seçimleri, bir işi başarmada harcanılan çabayı, yaşanan endişe derecesini güçlü biçimde etkilemektedir. Öğretmenlerin konuşma becerisindeki yetersizlikleri öğrencileriyle arasındaki iletişimin kopmasına, eğitim hizmeti çabalarının boşa gitmesine; öğrencilerin derse olan ilgisinin yitmesine neden olabilir. İletişim engelinin önlenmesi için yetişme yıllarından başlayarak konuşma becerisine yönelik yeterlik düzeyinin belirlenmesi önemlidir.

Araştırmanın Amacı: Bu çalışmanın amacı, “Öğretmen adaylarının konuşma öz yeterlik algıları cinsiyet, kayıtlı olunan program türü, bir yılda okunulan kitap sayısı, sosyal medyayı kullanma alışkanlığı, çocukluğun geçtiği yerleşim yeri değişkenlerine göre farklılık göstermekte midir?” şeklinde ifade edilmiştir.

Araştırmanın Yöntemi: Öğretmen adaylarının konuşma becerisine yönelik öz yeterliklerini belirlemeyi amaçlayan bu çalışmada nicel araştırma yöntemlerinden biri olan tarama modeli kullanılmıştır. Oldukça çok bireyden oluşan örneklemden elde edilen, birçok bilgiyi sunan tarama modeli, bir grubun anlayış, tutum ve görüş vb. belli özelliklerini belirlemek için verilerin toplanmasını amaçlayan çalışmalardır. Araştırmada kullanılan ölçme aracından elde edilen verilere ait dağılımlar normallik varsayımını sağladığından, yapılan analizlerde parametrik yöntemler kullanılmıştır. Verilerin cinsiyet değişkeni bakımından istatistik hesaplamaları ilişkisiz örneklemler testi; verilerin okunulan kitap sayısı, sosyal medyayı kullanma alışkanlıkları değişkenleri bakımından istatistik hesaplamaları Pearson momentler çarpım korelasyonu; verilerin kayıtlı olunan program türü, çocukluğun geçtiği yerleşim yeri değişkenleri bakımından istatistik hesaplamaları tek yönlü varyans analizi (ANOVA) ile yapılmıştır. Sonuçların değerlendirilmesinde .05 anlamlılık düzeyi ölçüt olarak kabul edilmiştir.

Araştırmanın Bulguları: Öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanları cinsiyete göre farklılık göstermektedir. Kadın öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanları, erkek öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanlarına göre daha yüksektir; her iki cinsiyete ilişkin puanlar arasında anlamlı bir fark vardır. Öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanlarının kayıtlı oldukları program türü bakımından farklılaştığı görülmektedir. Öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanları arasındaki farklılaşmanın kayıtlı oldukları hangi program türü arasında olduğunu belirlemek için Tukey testi yapılmıştır. Tukey testi sonuçlarına göre Fen Bilgisi Eğitimi ile RPD arasında; Sınıf Eğitimi ile Matematik Eğitimi ve RPD arasında; Sosyal Bilgiler Eğitimi ile Matematik Eğitimi ve RPD arasında; Türkçe Eğitimi ile Matematik Eğitimi ve RPD arasında anlamlı bir farklılık olduğu sonucuna ulaşılmıştır. Öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanlarının aritmetik ortalamaları incelendiğinde Türkçe Eğitimine kayıtlı olanların ortalama puanlarının diğer program türlerinin puanlarına göre daha büyük olduğu görülmektedir. Öğretmen adaylarının bir yılda okudukları kitap sayısı ile konuşma becerisi öz yeterlik algısı puanları arasındaki ilişki Pearson momentler çarpımı katsayısı kullanılarak incelenmiştir. Bir yılda okunulan kitap sayısı ile konuşma becerisi öz yeterlik algısı arasında düşük düzeyde anlamlı bir ilişkinin olduğu görülmektedir. Öğretmen adaylarının sosyal medyayı kullanma alışkanlıkları ile konuşma becerisi öz yeterlik algısı puanları arasındaki ilişki Pearson momentler çarpımı katsayısı kullanılarak incelenmiştir. Öğretmen adaylarının sosyal medyayı kullanma alışkanlıkları ile konuşma becerisi öz yeterlik algısı puanları arasında anlamlı bir ilişki saptanamamıştır. Öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanları çocukluklarının geçtiği yerleşim yeri bakımından farklılaşmaktadır. Öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanları arasındaki farklılaşmanın hangi yerleşim yerleri arasında olduğunu belirlemek için

yapılan Tukey testi sonuçlarına göre ilçe ile kasaba; büyükşehir ile kasaba arasında anlamlı bir farklılık olduğu saptanmıştır. Öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanlarının aritmetik ortalamaları incelendiğinde çocuklukları ilçede ve büyükşehirde geçenlerin ortalama puanlarının, çocuklukları kasabada geçenlere göre daha yüksek olduğu görülmektedir.

Araştırmanın Sonuçları ve Öneriler: Öğretmen adaylarının öz yeterlik algılarına ilişkin ortalamalar kadın öğrenciler lehinedir. Kadın öğretmen adaylarının konuşma öz yeterlik algıları ölçünlü Türkçe ile konuşma, nezaket kurallarına uygun konuşma, konuşurken uygun yerlerde vurgu, tonlama ve duraklama yapma, konuşurken uygun hitap cümleleri kullanma konularında erkek öğretmen adaylarından daha yüksektir. Araştırma sonucunu destekleyen araştırmaların yanısıra bu sonuçla çelişen çalışmalar da vardır.

Öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanları arasındaki fark oluşu, öğretim sürecinde uygulamalı konuşma çalışmalarının yapılıp yapılmamasına, öğrencilerin etkin kılınıp kılınmamasına bağlanarak açıklanabilir. Konu ile ilgili yapılan başka çalışmalarda öğretmen adaylarının konuşma öz yeterlik algıları bakımından öğrenim görülen bölümlerin etkili olmadığı saptanmıştır.

Aday öğretmenlerin yılda okudukları kitap sayısı ile konuşma becerisi arasında düşük düzeyde, pozitif yönde ve anlamlı bir ilişki olduğu görülmektedir. Buna göre, öğretmen adaylarının okudukları kitap sayısı arttıkça, konuşma becerisi öz yeterlik algısı puanlarının da arttığı, birbirleriyle eşgüdüm halinde olduğu söylenebilir. Etkili konuşma, sözcük dağarcığının zengin olmasını gerektirmektedir. Böyle konuşma beceri ve alışkanlığı; dinleme, okuma ve konuşmayla kazanılabilir. Az okuyan ya da okumayan bireyler, sözcük hazineleri yaş ve düzeylerine göre yeterli olmadığından, yaşam çevreleri genişlemediğinden, duygu ve düşüncelerini anlatmakta zorlanırlar. Öğretmen adaylarının sözcük dağarcıklarının yetersiz oluşu, onların konuşma becerisi öz yeterlik algılarını etkilemektedir.

Aday öğretmenlerin sosyal medyayı kullanma alışkanlıkları ile konuşma becerisi öz yeterlik algısı arasında düşük düzeyli, pozitif yönlü anlamsız ilişki, sosyal medyanın görüş alışverişi yapılan, kişiler arası konuşma ve iletişime olanak sağlayan bir ortam oluşuna, iki yönlü ilişki ve konuşma fırsatı sunmasına bağlanabilir. Çocuklukları büyükşehir ile kasaba ortamında geçen öğretmen adaylarının konuşma becerisi öz yeterlik algısı puanları arasındaki farkın, büyükşehir lehine anlamlı düzeyde daha yüksek bulunuşu, büyükşehir ve ilçenin kasabaya göre toplumsal ve kültürel etkileşimin yoğun olduğu yerleşim birimleri oluşuyla açıklanabilir.

Bir izleme çalışması yapılarak, öğretmen adaylarının mesleğe başladıktan sonraki konuşma becerisi öz yeterlik algıları araştırılabilir. Gözlem, görüşme vb. yöntemler kullanılarak daha kapsamlı araştırmalar yapılabilir. Öğretmen adaylarının, konuşma becerilerini geliştirecek ve etkili iletişim kurmalarını sağlayacak öğrenme ortamları düzenlenebilir. Bu amaçla da, öğrenci merkezli, etkin yöntem ve tekniklere, uygulamalı etkinliklere öğretmen eğitimi programlarının ilk sınıflarından itibaren yer verilebilir. Törenlerde öğretmen adayları konuşmacı olarak görevlendirilebilir; diğer

öğrencilere bu etkinlikler izletilerek olası konuşma hatalarını görmeleri ve düzeltmeleri sağlanabilir.

Anahtar Kelimeler: Eğitim, dil, konuşma, öz-yeterlik, iletişim