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THE PERCEPTIONS AND THE EXPECTATIONS OF STUDENTS IN FACULTY OF EDUCATION ON INSTRUCTORS' COMMUNICATION SKILLS*

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ABSTRACT

The aim of this study is to determine the perceptions and expectations of preservice teachers on the instructors' communication skills. This study is a descriptive research; and because of its aim and sub-aims, it is designed as a survey model. In this study, as for sampling, cluster sampling method and member sampling method were used to select the participants. A total of 524 students made the sample of the research. In order to collect data for this study, the inventory namely "The Measurement Inventory of Instructors' Communicational Attitudes (MIICA)" was used. In descriptive analysis; mean, frequency, median, standard variation, minimum and maximum values were calculated. For the homogenous and normal distributions, Kolmogorov-Smirnov and Levene's Variance Homogenous tests were examined. In the situations in which normality and homogeneity were supplied; for the comparisons of variables, t-test for independent groups was used. As for the other situations, Mann Whitney U test was used. The comparisons consisting of more than two variables were calculated as Kruskal Wallis test. Accordingly, in order to determine the relationship between the perception and the expectation, coefficient of Spearman Brown Grade Differences Correlation was calculated. In this study, it is determined that both the perceptions and the expectations of the students in Faculty of Education on the instructors' communicational skills are in a high level. There is not mean difference in terms of gender for the students' perceptions; however, there is a mean difference on the students' departments and grades. The expectations of the students for the instructors' communicational attitudes are not different from their

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grades; yet there is mean difference in terms of their genders and departments. It is stated at the end of the study that there is a positive relationship between the expectations and the perceptions of the students in terms of the instructors' communicational skills.

STRUCTURED ABSTRACT

Introduction

The properties of instructors have a crucial role in education. In this process, one of the most significant features that instructors should have is effective communication skills. In higher education, it is important for students to have effective communication skills for being well adjusted people and being capable of professional issues in their future life. Additionally, a well communication between students and teachers in both classroom and out of the classroom is significant for managing classrooms effectively (Özer & Bozanoğlu, 2016). Communication in the classroom directs learning and teaching; for this reason, it is a very important concept for any teaching environment (Ekron, 2015). The most important people who can supply this situation are thought as instructors.

Communicating with pre-service teachers helps to motivate students and develop communication in the classrooms (Özaydınlık, Kabaran, Göçen & Altıntaş, 2014). The Faculty of Education is an institution to train teachers for future. Preservice teachers are affected by the instructors' effective communication skills in their professional life. In this sense, the research problem is defined as determining the instructors' effective communication skills and the expectations of students on communication skills of the instructors in Faculty of Education. In this study, the research questions which are given below are aimed to be answered:

1. What are the perceptions of the students on the instructors' communicational attitudes?
2. Is there any mean difference on the students' perceptions for the instructors' communicational attitudes in terms of gender, department and grade?
3. What are the expectations of the students on the instructors' communicational attitudes?
4. Is there any mean difference on the students' expectations for the instructors' communicational attitudes in terms of gender, department and grade?
5. Is there any statistical relationship between the expectations and the perceptions of the students on the instructors' communicational attitudes?

Method

This study is a descriptive research; and it is designed as a survey model. The universe of this study was based on 3073 students who were in Faculty of Education in Mugla Sıtkı Kocman University in 2015-2016 autumn semester. In this study, as for sampling, cluster sampling

method and member sampling method were used to select the participants. In this study, the departments in the Faculty of Education in Mugla Sıtkı Kocman University were thought as the clusters, and 1. and 4. grade students were accepted as the members of those clusters.

The necessary number of the participants was determined as using the formula that was developed by Balcı (2007); according to this formula, the number of 342 was determined in terms of 0.95 for reliability and $d=0.05$ for relevance. In this study, also, totally 524 students were selected for the sampling and it was a higher rate for the minimum number that was determined as using the formula.

In order to collect data for this study, the inventory designed by Samsa (2005) namely "The Measurement Inventory of Instructors' Communicational Attitudes (MIICA)" was used. In data analysis Kolmogorov-Smirnov and Levene's Variance Homogenous tests, t-test for independent groups, Mann Whitney U test, Kruskal Wallis test and Spearman Brown Grade Differences Correlation was used.

Findings and Discussion

As a result of the study, it was determined that there was generally a positive communicational attitude of instructors in terms of the students' perceptions. This result was seen as parallel to the studies in this field conducted by Samsa (2005), Arslan (2011), Uzun and Ayık (2015). According to Elkatmış (2015) who believed that teaching is a process in which new information and skills are acquired, the information transfer between students and teachers can be supplied via communication and interaction.

In this study, it was determined that the mostly pointed perception on the instructors' communicational attitude was nonverbal communication and the least one was listening. According to the studies conducted by Samsa (2005) and Arslan (2011), the most successful communication types of the instructors were determined as nonverbal and verbal communication, whereas the least successful attitude was pointed as listening. Nonverbal messages have a crucial role for reinforcing and correcting verbal communication. In this sense, it is seen as important that instructors' nonverbal communication attitudes have a significant role on conducting the verbal communication in the classrooms. Yet, it is thought that there is a one-directed communication in the classrooms because of the lack of listening skills of the instructors.

It was seen that the perceptions of the students on the instructors' communicational attitudes was not different from in terms of their gender, and there was not a mean difference between female and male students. In the study conducted by Arslan (2011), similarly, there was not a gender difference for the perceptions of the students on the instructors' communicational attitudes. However, in another study conducted by Uzun and Ayık (2015), there was mean difference between genders in terms of the students' perceptions on the instructors' communicational attitudes.

At the end of this study, it was stated that the mostly pointed perception score was determined in the Department of Preschool Education and the least pointed one was found in the Department of Fine Arts. In the studies conducted by Samsa (2005) and Yavuz and Yüce

(2010), it was found that there was mean difference of the perceptions of the students on the instructors' communicational attitudes in terms of the departments. The students in the Department of Fine Arts noted that their instructors' communicational attitudes were not in a high level. It was a confusing result that the students in that department were trained in small groups and they had some courses individually.

It was found in this study that first grade students' scores were higher than the fourth grade students. Similarly, in the studies conducted by Samsa (2005) and Arslan (2011), it was stated that the scores of the fourth grade students were lower than the first grade students. Communication in the higher education is a process that can be real reciprocally for students and instructors. Because of the reasons such as being in a graduated position, having to study for KPSS exam and being anxious about the future can affect the results of the fourth grade students' lower scores.

The students' expectations for all types of communication skills were seen as high level. This result is parallel to the results of the study conducted by Samsa (2005). The result of this study indicates that students are eager to communicate effectively with their instructors in the teaching-learning process.

It was determined that the mostly pointed expectation of the students was seen for listening and the least one was found as verbal communication. In the study conducted by Samsa (2005), the mostly pointed expectation of the student was determined as listening skill and the least pointed was seen nonverbal communication type.

The expectations of female students were found as higher than the male students. Samsa (2005) stated that there was a mean difference between genders on behalf of the females, whereas Yavuz and Yüce (2010) found that there was not a mean difference between genders in terms of the students' expectations for the instructors' communicational attitudes. This result of the study can be indicated that female students can be more eager to communicate in the classroom environment and also they can be more willing to communicate with their instructors.

It was stated at the end of his study that the mostly pointed score of the students' expectation was found in the Department of Foreign Language Education, whereas the least pointed score was determined in the Department of Fine Arts. In the study conducted by Samsa (2005), it was stated that there as mean difference between the scores of the students in terms of their departments, however Yavuz and Yüce (2010) found that there was not a mean difference between different departments for the same field. The reason of the higher scores of the students in the Department of Foreign Language Education can be their teaching environment in which they could highly communicate with their instructors. The students in that department had higher expectations because they had to use more communicational strategies in their language learning process.

It was seen that the expectations of the students on the instructors' communicational attitudes were not different in terms of their grades. In the study conducted by Yavuz and Yüce (2010), it was found that there was not a mean difference between the grades of the students in terms of

their expectations, whereas, there was a mean difference was found in the study of Samsa (2005). This result of the study can be the reason of the students' willingness to communicate with their instructors in all grades.

It was stated that there was a positive relationship between the perceptions and the expectations of the students, and it was found that there was statistically meaningful relationship between those concepts. This result can be indicated that the perceptions of the students can affect their expectations.

Suggestions

Instructors can enhance their communicational skills as considering the features of the fourth grades students due to their anxiety for exam. Instructors can shape their communication skills as considering the needs of the students in the different departments, and they can conduct a teaching environment through different communication types for the students in the different departments. There can be some seminars on the field of effective communication for both instructors and students.

In this study, the perceptions and the expectations of the students on the instructors' communicational attitudes were determined; in future studies, the perceptions and the expectations of the instructors can be aimed to be determined. This study was carried out in just one university; further studies can be carried out in different universities and the results can be compared. In the field of effective communication between instructors and students, some qualitative studies can be organized and this concept can be examined in a more detailed way.

Keywords: Communication, instructor, perception, expectation

EĞİTİM FAKÜLTESİ ÖĞRENCİLERİNİN ÖĞRETİM ELEMENLARININ İLETİŞİM DAVRANIŞLARINA YÖNELİK ALGI VE BEKLENTİLERİ

ÖZ

Bu çalışmanın amacı öğretmen adaylarının öğretim elemanlarının iletişim becerileri konusundaki algı ve beklentilerini belirlemektir. Bu araştırma amacı ve alt amaçları doğrultusunda betimsel bir çalışma olarak tasarlanmıştır. Araştırmada örneklem seçim yöntemlerinden küme ve eleman örnekleme kullanılmıştır. Araştırmanın örneklemini toplam 524 öğrenci oluşturmuştur. Araştırma verilerinin toplanması amacıyla "Öğretim Elemanlarının İletişim Kurma Süreciyle İlgili Öğrencilerin Algı ve Beklentileri" ölçeği kullanılmıştır. Betimleyici analizlerde ortalama, frekans, ortanca, standart sapma, minimum ve maksimum değerleri hesaplanmıştır. Homojenlik ve normallik dağılımları için Kolmogorov-Smirnov ve Levene'nin Varyans Homojen testleri incelenmiştir. Normallik ve homojenliğin sağlandığı durumlarda ikili değişkenler için bağımsız gruplar t testi, sağlanmadığı durumlar için Mann Whitney U testi kullanılmıştır. İki'den fazla değişken içeren karşılaştırmalar için Kruskal Wallis testi yapılmıştır. Algı ve beklenti

arasındaki ilişkinin belirlenmesi amacıyla Spearman Brown Grade Fark Korelasyonunun katsayısı hesaplanmıştır. Bu çalışmada, Eğitim Fakültesi öğrencilerinin öğretim elemanlarının iletişim becerileri konusundaki algılarının ve beklentilerinin yüksek düzeyde olduğu belirlenmiştir. Öğrencilerin öğretim elemanlarının iletişim becerilerine yönelik algılarının cinsiyet değişkenine göre anlamlı bir farklılık göstermediği, ancak bölüm ve not ortalaması değişkenine göre anlamlı bir farklılık gösterdiği belirlenmiştir. Öğrencilerin öğretim elemanlarının iletişim becerilerine ilişkin beklentilerinin not ortalaması değişkenine göre anlamlı bir farklılık göstermediği, cinsiyet ve bölümlerine göre anlamlı bir farklılık gösterdiği sonucuna ulaşılmıştır. Araştırma sonucunda öğrencilerin öğretim elemanlarının iletişim becerilerine ilişkin algı ve beklentileri arasında pozitif bir ilişki olduğu belirlenmiştir.

Anahtar Kelimeler: İletişim, öğretim elemanı, algı, beklenti

Introduction

People communicate to survive on their social life. As for the meaning of the word, communication can be defined as transferring all kinds of emotions, ideas or information to others via different ways (TDK, 2016). According to Keyton (2011) communication means the process of transferring information and common ideas to other people. In his book, Cüceloğlu (2012) defines this term as a linked message transfer between two units. Communication is an action in which two or more people can share their ideas, feelings, intentions, expectations, perceptions and directives with each other via talking, writing, body language and any other ways (Pal, Halder & Guha, 2016). With regard to these definitions, it can be defined in general that communication is a process in which all information, feelings, ideas and intentions are transferred reciprocally.

In daily life, people can succeed all information and feeling transfers via communication. In this sense, communication gives a chance to people in terms of cooperating and having important ideas for each other. In education, also, communication is one of the most significant issues on designing an effective process. Rubio (2009) states that an effective teacher should have information on not only pedagogical formation but also effective organizational, administrative and communicative skills. Effective communication skills are really important for teachers in terms of pedagogical knowledge, classroom management and communicating with classroom members (Bee, 2012). In a teaching process, communication supplies the sharing of information, feelings and ideas between teachers and learners. White (2016) clarifies that effective communication is an indispensable part of education, and it is stated that an effective teaching process depends on a qualitative communication process for students and teachers. It can be said that a teacher is one of the most basic elements of communication. Teachers can be pointed out as the source of starting communication in a teaching-learning process. Ihmeideh, Al-Omari and Al-Dababneh (2010) state that teachers need to have excellent communication skills in order to be successful in their professions. In this sense, it is seen as important that teachers should have effective communication skills.

The properties of instructors have a crucial role in education because they have teaching roles in higher education. In this process, one of the most significant features that instructors should have is effective communication skills. In higher education, it is important for students to have effective communication skills for being well adjusted people and being capable of professional issues in their future life. Additionally, a well communication between students and teachers in both classroom and out of the classroom is significant for managing classrooms effectively and obtaining efficiency (Özer & Bozanoğlu, 2016). Communication in the classroom directs learning and teaching; for this reason, it

is a very important concept for any teaching environment (Ekron, 2015). The most important people who can supply this situation are thought as instructors.

Having effective communication skills of instructors has a significant role for the effects on students. Otherwise, it is believed that students may have some problems. Kaya, Sungurtekin and Deniz (2017) state the reasons of these problems as the lack of communication. Olive (2004) notes that the way of relying on instructors is depended on effective communication usage. It can be said that the communication abilities of instructors who are working in Faculty of education have a crucial role on pre-service teachers' communication skills and problem solving abilities in their professional life.

Communicating with pre-service teachers helps to motivate students and develop communication in the classrooms (Özaydınlık, Kabaran, Göçen & Altıntaş, 2014). The Faculty of Education is an institution in which teachers are trained for the future. Preservice teachers are affected by the instructors' effective communication skills and they may reflect these skills of instructors into their professional life. In this sense, the research problem of this study is defined as determining the instructors' effective communication skills and the expectations of students on communication skills of the instructors in Faculty of Education. The aim of this study is to determine the perceptions and expectations of preservice teachers on the instructors' communication skills. In this study, the research questions which are given below are aimed to be answered:

1. What are the perceptions of the students on the instructors' communicational attitudes?
2. Is there any mean difference on the students' perceptions for the instructors' communicational attitudes in terms of gender, department and grade?
3. What are the expectations of the students on the instructors' communicational attitudes?
4. Is there any mean difference on the students' expectations for the instructors' communicational attitudes in terms of gender, department and grade?
5. Is there any statistical relationship between the expectations and the perceptions of the students on the instructors' communicational attitudes?

3. Methodology

3.1. Research Design

This study is a descriptive research; and because of its aim and sub-aims, it is designed as a survey model. The survey model is an approach that is aimed to clarify a situation which is conducted in the past or present currently (Karasar, 2012).

3.2 The Sample and Universe

The universe of this study was based on 3073 students who were in Faculty of Education in Mugla Sitki Kocman University in 2015-2016 autumn semester. In this study, as for sampling, cluster sampling method and member sampling method were used to select the participants. In the cluster sampling method, the universe generally has different members in similar groups. The research is conducted with the groups that are specifically selected for the study (Karasar, 2012). In this study, the departments in the Faculty of Education in Mugla Sitki Kocman University were thought as the clusters, and 1. and 4. grade students were accepted as the members of those clusters.

The necessary number of the participants was determined as using the formula that was developed by Balcı (2007); according to this formula, the number of 342 was determined in terms of 0.95 for reliability and $d=0.05$ for relevance. In this study, also, totally 524 students were selected for the sampling and it was a higher rate for the minimum number that was determined as using the formula.

Table 1: The demographic features of the sampling

Variable	Group	N	%
Gender	Female	347	66.2
	Male	177	33.8
Department	Department of Science Education	74	14.1
	Department of Primary School Education	95	18.1
	Department of Social Sciences Education	59	11.3
	Department of Preschool Education	78	14.9
	Department of Turkish Language Education	75	14.3
	Department of Counselling and Psychological Guidance Education	52	9.9
	Department of Foreign Language Education	50	9.5
	Department of Fine Arts Education	41	7.9
Grade	1. Grade	334	63.7
	4. Grade	190	36.3
Total		524	100.0

3.3. Data Collection Instruments

In order to collect data for this study, the inventory designed by Samsa (2005) namely “The Measurement Inventory of Instructors’ Communicational Attitudes (MIICA)” was used. It was designed with four-Likert type and there were 42 items in the inventory. The inventory was shaped with two sessions that were consisting of students’ perceptions and expectations. It was comprised of four dimensions as verbal communication, nonverbal communication, written communication and listening. The reliability of the inventory for the dimension of perception was calculated as .923 and for the dimension of the expectation; it was calculated as .869 by Samsa (2005). In this study, however, the reliability of the dimension of perception was calculated as .911 and for the dimension of expectation, it was calculated as .914. Additionally, thanks to a personal information form; genders, departments and grades of the students were determined.

3.4. Data Analysis

In descriptive analysis; mean, frequency, median, standard variation, minimum and maximum values were calculated. For the homogenous and normal distributions, Kolmogorov-Smirnov and Levene’s Variance Homogenous tests were examined. In the situations in which normality and homogeneity were supplied; for the comparisons of variables, t-test for independent groups was used. As for the other situations, Mann Whitney U test was used. The comparisons consisting of more than two variables were calculated as Kruskal Wallis test. Accordingly, in order to determine the relationship between the perception and the expectation, coefficient of Spearman Brown Grade Differences Correlation was calculated.

4. Findings

In order to answer the first research question “What are the perceptions of the students on the instructors’ communicational attitudes?”, the scores of the students were calculated as using median and standard deviation.

Table 2: The descriptive analysis of perception scores

Dimensions	Items	$\bar{X}$	Ss.	Participating level
Verbal Communication	I23	3.03	.82	Generally
Nonverbal Communication	I16	3.09	.81	Generally
Written Communication	I31	3.00	.83	Generally
Listening	I30	2.88	.95	Generally

When Table 2 was examined, the perceptions of the students on verbal, nonverbal, written communication and listening skills of the instructors were determined. The most frequently observed attitudes are given here in order;

“I 23: While teaching, s/he repeats the most important points via words or verbal expressions.”

“I 16: S/he uses eye-contact with students.”

“I 31: S/he can use the suitable words correctly while s/he is writing.”

“I 30: If students want to talk with his/her, s/he is ready to listen.”

Table 3: The descriptive analysis of the sub-dimensions of perception scores

Dimensions	N	$\bar{X}$	Ss	Min.	Max.
Verbal Communication	524	2.90	.43	1.40	4.00
Nonverbal Communication	524	2.92	.43	1.78	3.89
Written Communication	524	2.91	.47	1.70	4.00
Listening	524	2.86	.52	1.25	4.00

When Table 3 was examined, it was seen that the highest score was determined for nonverbal communication ($\bar{X}=2.92$) and the least one was seen for listening ($\bar{X}=2.86$).

As for the second sub-problem of this study, in order to answer the research question “Is there any mean difference on the students’ perceptions for the instructors’ communicational attitudes in terms of their gender?”, normality and homogeneity distributions were examined. The score of normality and homogeneity distributions were determined ($p_{ks}=.066$, $p_l=.702$) and t-test for independent groups was used.

Table 4: The analysis of perception scores in terms of gender

Gender	N	$\bar{X}$	S	Sd	t	p
Female	347	122.84	17.14	522	1.932	.054
Male	177	119.84	16.20			

When Table 4 was examined, it was seen that there was not any mean difference between genders in terms of the perception of the students on the instructors’ communicational attitudes ($t=1.932$, $p>.05$).

As for the second sub-problem of this study, in order to answer the research question “Is there any mean difference on the students’ perceptions for the instructors’ communicational attitudes in terms of their departments?”, normality and homogeneity distributions were examined. The score of normality and homogeneity distributions were determined ($p_{ks}=.066$, $p_l=.039$) and it was seen that there was not a homogenous distribution. For this reason, Kruskal Wallis test was used.

Table 5: The analysis of perception scores in terms of departments

Departments	N	Mean Rank	Sd	χ^2	p	Mean difference
(A)Department of Science Education	74	225.93				
(B) Department of Primary School Education	95	249.23				
(C) Department of Social Science Education	59	268.13				
(D) Department of Preschool Education	78	293.81				A-E,G
(E) Department of Turkish Language Education	75	286.61	7	18.848	.009	D-A,B
(F) Department of Counselling and Psych. Guidance	52	274.80				H-C,D,E,F,G
(G) Department of Foreign Language Education	50	287.74				
(H) Department of Fine Arts Education	41	201.10				

When Table 5 was examined, it was seen that there was a mean difference between departments in terms of the perception of the students on the instructors' communicational attitudes ($\chi^2=18.848$, $p<.05$).

As for the second sub-problem of this study, in order to answer the research question "Is there any mean difference on the students' perceptions for the instructors' communicational attitudes in terms of their grades?", normality and homogeneity distributions were examined. The score of normality and homogeneity distributions were determined ($p_{ks}=.066$, $p_I=.336$) and it was seen that there was a homogenous distribution. For this reason, t-test for independent groups was used.

Table 6: The analysis of perception scores in terms of grades

Grades	N	$\bar{X}$	S	Sd	t	p
1.grade	334	124.22	16.70			
4. grade	190	117.62	16.39	522	4.375	.000

When Table 6 was examined, it was seen that there was a mean difference between grades in terms of the perception of the students on the instructors' communicational attitudes ($t=4.375$, $p<.05$). The average of the first grade students ($\bar{X}=124.22$) was higher than the fourth grade students' average scores ($\bar{X}=117.62$).

In order to answer the third research question "What are the expectations of the students on the instructors' communicational attitudes?", the scores of the students were calculated as using median and standard deviation.

Table 7: The descriptive analysis of expectation scores

Dimensions	Items	$\bar{X}$	Ss.	Participating level
Verbal Communication	I 05	3.74	.57	Always
Nonverbal Communication	I 16	3.67	.64	Always
Written Communication	I 03	3.71	.62	Always
Listening	I 09	3.77	.57	Always

When Table 7 was examined, the expectations of the students on verbal, nonverbal, written communication and listening skills of the instructors were seen. The most frequently observed attitudes are given here in order;

“I 05: In his/her speeches, the context of the speeches are easily understood.”

“I 16: S/he can use eye-contact.”

“I 03: The sentences in his/her writings are meaningful.”

“I 09: S/he respects the others’ ideas.”

Table 8: The descriptive analysis of expectation scores’ sub-dimensions

Dimensions	N	$\bar{X}$	Ss	Min.	Max.
Verbal Communication	524	3.40	.48	2.00	4.00
Nonverbal Communication	524	3.48	.45	1.89	4.00
Written Communication	524	3.49	.47	2.10	4.00
Listening	524	3.59	.47	1.88	4.00

When Table 8 was examined, it was seen that the highest score was determined in listening ($\bar{X}$ =3.59) and the least one was seen in verbal communication ($\bar{X}$ =3.40).

As for the second sub-problem of this study, in order to answer the research question “Is there any mean difference on the students’ expectations for the instructors’ communicational attitudes in terms of their gender?, first of all, normality and homogeneity distributions were examined. The score of normality and homogeneity distributions were determined (p_{ks} =.000, p_t =.000) and it was seen that there was not a homogenous distribution. For this reason, Whitney U test was used.

Table 9: The analysis of expectation scores in terms of gender

Gender	N	Mean Rank	Score Total	U	p
Female	347	287.12	99630.50	22166.500	.000
Male	177	214.23	37919.50		

When Table 9 was examined, it was seen that there was a mean difference between genders in terms of the expectations of students on the instructors’ communicational attitudes (U =22166.500, p <.05). It was determined that the median of female participants (SO =287.12) was higher than males’ scores (SO =214.23).

As for the second sub-problem of this study, in order to answer the research question “Is there any mean difference on the students’ expectations for the instructors’ communicational attitudes in terms

of their departments?", normality and homogeneity distributions were examined. The score of normality and homogeneity distributions were determined ($p_{ks}=.000$, $p_l=.000$) and it was seen that there was not a homogenous distribution. For this reason, Kruskal Wallis test was used.

Table 10: The analysis of expectation scores in terms of departments

Departments	N	Mean Rank	Sd	χ^2	p	Mean Difference
(A)Department of Science Education	74	227.61				
(B) Department of Primary School Education	95	252.89				
(C) Department of Social Science Education	59	229.13				
(D) Department of Preschool Education	78	322.98				H-A,B,C,D,E,F,G
(E) Department of Turkish Language Education	75	260.70	7	54.645	.000	D-A,B,C,E G-A,B,C,E F-A,C
(F) Department of Counselling and Psych. Guidance	52	303.74				
(G) Department of Foreign Language Education	50	327.79				
(H) Department of Fine Arts Education	41	152.05				

When Table 10 was examined, it was seen that there was a mean difference between departments in terms of the expectations of students on the instructors' communicational attitudes ($\chi^2=54.645$, $p<.05$).

As for the fourth sub-problem of this study, in order to answer the research question "Is there any mean difference on the students' expectations for the instructors' communicational attitudes in terms of their grades?", normality and homogeneity distributions were examined. The score of normality and homogeneity distributions were determined ($p_{ks}=.000$, $p_l=.100$) and it was seen that there was not a homogenous distribution. For this reason, Mann Whitney U test was used.

Table 11: The analysis of expectation scores in terms of grades

Grade	N	Median	Total	U	p
1. Grade	334	262.29	87606.50		
4. Grade	190	262.86	49943.50	31661.500	.967

When Table 11 was examined, it was seen that there was not any mean difference between grades in terms of the expectations of students on the instructors' communicational attitudes ($U=31661.500$, $p>.05$).

In order to answer the last research question "Is there any statistical relationship between the expectations and the perceptions of the students on the instructors' communicational attitudes?", first of all, the normality distribution of data was examined. It was seen that the perception scores had a normal distribution ($p=.066$), yet the scores of expectations had not a normality distribution ($p=.000$). For this reason, the coefficient of Sperman Brown Grade Difference Correlation was calculated.

Table 12: The relationship between the perception and the expectation

		Perception	Expectation
Perception	r	1	.430
	p		.000
	N	524	524
Expectation	r	.430	1
	p	.000	
	N	524	524

When Table 12 was examined, it was seen that there was a mean and positive relationship between the perceptions and the expectations of the students on the instructors' communicational attitudes ($r=.430$, $p<.05$).

5. Discussion, Conclusion and Suggestions

5.1. Discussion

As a result of the study, it was determined that there was generally a positive communicational attitude of instructors in terms of the students' perceptions. This result was seen as parallel to the studies in this field conducted by Samsa (2005), Arslan (2011), Uzun and Ayık (2015). According to Elkatmış (2015) who has believed that teaching is a process in which new information and skills are acquired, the information transfer between students and teachers can be supplied via communication and interaction. Arslantaş (2011) states that communication between instructor and students can be helpful for motivating students and enhancing interaction in the classroom environment. In this sense, it is seen as a useful element that students' positive perceptions on the instructors communicational attitude makes real effective teaching in institutions in which pre-service teachers are trained.

In this study, it was determined that the mostly pointed perception on the instructors' communicational attitude was nonverbal communication and the least one was listening. According to the studies conducted by Samsa (2005) and Arslan (2011), the most successful communication types of the instructors were determined as nonverbal and verbal communication, whereas the least successful attitude was pointed as listening. Arslantaş (2011) found that nonverbal communication of the instructors was more successful than verbal communication. Nonverbal messages have a crucial role for reinforcing and correcting verbal communication. In this sense, it is seen as important that instructors' nonverbal communication attitudes have a significant role on conducting the verbal communication in the classrooms. Yet, it is thought that there is a one-directed communication in the classrooms because of the lack of listening skills of the instructors.

It was seen that the perceptions of the students on the instructors' communicational attitudes was not different from in terms of their gender, and there was not a mean difference between female and male students. In the study conducted by Arslan (2011), similarly, there was not a gender difference for the perceptions of the students on the instructors' communicational attitudes. However, in another study conducted by Uzun and Ayık (2015), there was mean difference between genders in terms of the students' perceptions on the instructors' communicational attitudes. As a result of this study, it was found that gender as a variable was not seen as an important factor for the participants of this study.

At the end of this study, it was stated that the mostly pointed perception score was determined in the Department of Preschool Education and the least pointed one was found in the Department of Fine Arts. In the studies conducted by Samsa (2005) and Yavuz and Yüce (2010), it was found that there was mean difference of the perceptions of the students on the instructors' communicational attitudes in terms of the departments. The students in the Department of Fine Arts noted that their instructors'

communicational attitudes were not in a high level. It was a confusing result that the students in that department were trained in small groups and they had some courses individually.

It was found in this study that first grade students' scores were higher than the fourth grade students. Similarly, in the studies conducted by Samsa (2005) and Arslan (2011), it was stated that the scores of the fourth grade students were lower than the first grade students. Communication in the higher education is a process that can be real reciprocally for students and instructors. Because of the reasons such as being in a graduated position, having to study for KPSS exam and being anxious about the future can affect the results of the fourth grade students' lower scores.

The students' expectations for all types of communication skills were seen as high level. This result is parallel to the results of the study conducted by Samsa (2005). The result of this study indicates that students are eager to communicate effectively with their instructors in the teaching-learning process.

It was determined that the mostly pointed expectation of the students was seen for listening and the least one was found as verbal communication. In the study conducted by Samsa (2005), the mostly pointed expectation of the student was determined as listening skill and the least pointed was seen nonverbal communication type. In the study completed by Yilmaztekin (2015), it was stated that the pre-service teachers noted the importance of the listening skill for having a better communication abilities. The students' expectation on this theme was found on the contrary of their perceptions. This result can be indicated that the students were not being pleased to the instructors' communicational attitudes.

The expectations of female students were found as higher than the male students. Samsa (2005) stated that there was a mean difference between genders on behalf of the females, whereas Yavuz and Yüce (2010) found that there was not a mean difference between genders in terms of the students' expectations for the instructors' communicational attitudes. This result of the study can be indicated that female students can be more eager to communicate in the classroom environment and also they can be more willing to communicate with their instructors.

It was stated at the end of his study that the mostly pointed score of the students' expectation was found in the Department of Foreign Language Education, whereas the least pointed score was determined in the Department of Fine Arts. In the study conducted by Samsa (2005), it was stated that there as mean difference between the scores of the students in terms of their departments, however Yavuz and Yüce (2010) found that there was not a mean difference between different departments for the same field. The reason of the higher scores of the students in the Department of Foreign Language Education can be their teaching environment in which they could highly communicate with their instructors. The students in that department had higher expectations because they had to use more communicational strategies in their language learning process. It was seen as a confusing result that the students in the Department of Fine Arts had the lowest expectations. Both the perceptions and the expectations of the students in this department were found as the lowest degree. The lack of communication skills of the instructors can cause negative feelings of the students (Mazer, McKenna-Buchanan, Quinlan & Titsworth, 2014). It can be a reason of this result that the lack of communicational attitudes of the instructors can cause the negative feelings of the students in that department.

It was seen that the expectations of the students on the instructors' communicational attitudes were not different in terms of their grades. In the study conducted by Yavuz and Yüce (2010), it was found that there was not a mean difference between the grades of the students in terms of their expectations, whereas, there was a mean difference was found in the study of Samsa (2005). This result of the study can be the reason of the students' willingness to communicate with their instructors in all grades.

It was stated that there was a positive relationship between the perceptions and the expectations of the students, and it was found that there was statistically meaningful relationship between those concepts. This result can be indicated that the perceptions of the students can affect their expectations. At the end of this study, it can be sample for this relationship that both the perceptions and the expectations of the students in the Department of Fine Arts were found as the lowest level. For this reason, it can be said that if the perceptions of the students on the instructors' communicational attitudes are getting high, their expectations will be higher, or vice versa.

5.2. Conclusion

In this study, it is concluded that both the perceptions and the expectations of the students in Faculty of Education on the instructors' communicational skills are in a high level. Additionally, the perceptions of the students on the instructors' communicational attitudes are stated that instructors are not successful on listening skill and the expectations of the students are seen as the lowest level. There is not mean difference in terms of gender for the students' perceptions; however, there is a mean difference on the students' departments and grades. The expectations of the students for the instructors' communicational attitudes are not different from their grades; yet there is mean difference in terms of their genders and departments. It is stated at the end of the study that there is a positive relationship between the expectations and the perceptions of the students in terms of the instructors' communicational skills.

5.3. Suggestions

Instructors can enhance their communicational skills as considering the features of the fourth grades students due to their anxiety for exam. Instructors can shape their communication skills as considering the needs of the students in the different departments, and they can conduct a teaching environment through different communication types for the students in the different departments. There can be some seminars on the field of effective communication for both instructors and students.

In this study, the perceptions and the expectations of the students on the instructors' communicational attitudes were determined; in future studies, the perceptions and the expectations of the instructors can be aimed to be determined. This study was carried out in just one university; further studies can be carried out in different universities and the results can be compared. In the field of effective communication between instructors and students, some qualitative studies can be organized and this concept can be examined in a more detailed way.

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