

The Impact of Cultural Capital on the Communication Skills of Teacher Candidates¹

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Abstract

In this study, the effect of cultural capital on teacher candidates' communication skills is examined. The study is a quantitative research and is in an ex-post facto model. The study group consists of 594 teacher candidates studying at Çanakkale Onsekiz Mart University (ÇOMÜ) Faculty of Education. Cultural Capital Scale developed by Avcı and Yaşar (2014) and Communication Skills Scale for Teacher Candidates developed by Akkuzu and Akkaya (2014) were used to collect data in the research. In the analysis of the data obtained in the study, descriptive statistics (frequency, percentage, arithmetic mean and standard deviation), t-test and one-way analysis of variance (ANOVA) analysis were used. According to the findings of the research, the cultural capital and communication skill levels of teacher candidates are high. While the communication skill scores of the teacher candidates differed significantly according to the gender variable, no significant difference was found according to the class and department variables. In addition, it was understood that the communication skill levels of the teacher candidates differ significantly according to the cultural capital groups

Keywords: Communication skills, cultural capital, teacher training, teacher candidates.

Introduction

The dawn of the twenty-first century may unmistakably be described as a new era of electronic information, necessitating fundamental structural changes not only in society, but also in government and institutions (in this case, educational institutions) (Avotina, 2013). Researchers argue that different forms of education can be used to maintain and improve economic and social standing through cultural capital (Sin, 2013). One of the most extensive theories utilized by academics to explain the relationship between social origins and school achievement is cultural capital theory (Tan, 2020). Cultural capital, according to Xu & Xu (2016), is a type of cultural value accumulation that can be converted into people's wealth in the real world. Cultural capital has the ability to flow and generate commodities with both cultural and commercial worth. This type of predicament is the result of today's society and economy's rapid development. Cultural capital refers to components of culture that are privileged in society and often aid in economic success, such as family background, traditions, education, attitudes, behavior, and taste (Lane & Taber, 2012).

Communication skills are the second variable examined in this study. The process of communication entails the creation and exchange of messages with other people (Halimah and Sukmayadih, 2019). Not only is good communication required for effective teaching, but it is also essential for the success of every aspect of our lives (Batenburg and Smal, 1997; Erwin, Rustaman, Firman and Ramalis, 2019). Communication scholars believe that, like IQ, there are variances in communication skills among individuals (Jo, Kang and Yoon, 2014). Communication competence, according to Jaska (2014), is unquestionably a component of social competence. Individual motivation, knowledge, skills, and environmental facilitators and restrictions are all functionally related to communication competence, which is described as an impression of appropriateness and efficacy (Spitzberg, 2013). Communication competency, according to Rothwell (2016), aids individuals in developing self-awareness and empathy abilities in order to communicate effectively with others. Competent communication, according to Wester and King (2018), comprises the ability to be flexible and easygoing in discussion, to have

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empathy, and to control the interaction. Communication skills are important, in regard of to raise individuals who are active and open to society and developments. (Görmez & Kardaş, 2017).

In terms of a well-designed education system, both cultural capital and communication skills can be said to be competencies that teachers are expected to have both before entering the service and throughout their careers. There is no research in the related literature that examines the communication skill levels and cultural capital levels of teacher candidates. In this context, it can be stated that this study, which investigates the effect of teacher candidates' cultural capital levels on their communication skill levels, will add to the body of knowledge on teacher education.

Cultural Capital

Pierre Bourdieu, presents cultural capital theory in a somewhat systematic manner and interprets it in a non-economics manner, breaking past prior explanations regarding capital. Bourdieu's work has sparked a lot of interest (and debate) in social research about the relationship between schooling, social stratification, and social reproduction (Cincinnati, De Wever, Van Keer, & Valcke, 2016; Liping & Rikui, 2012; Olneck, 2000). "Widely shared high-status cultural signals (e.g. attitudes, preferences, formal knowledge, actions, objects, and credentials) employed for social and cultural exclusion," according to Bourdieu (Lamont & Lareau, 1988). Cultural capital, according to Bourdieu, has no intrinsic value and must be turned into something valuable by a "catalyst" (the instructor) (Jaeger & Mollegaard, 2017). The society's socioeconomic stratification is repeated. However, social reproduction is a largely unnoticed process that is intimately tied to the acquisition and transfer of cultural capital (Cincinnati, De Wever, Van Keer, & Valcke, 2016). Despite the fact that Bourdieu claims that cultural capital varies by social class, the education system presume cultural capital. This makes it extremely difficult for students from lower socioeconomic backgrounds to excel in school (Zimdars, Sullivan & Heath, 2009). Cultural capital is more widespread among upper-class people; also, several studies have found that having and using cultural capital is linked to favorable educational results, such as higher grades or a more personalized educational experience (Dumais & Ward, 2010).

A meaningful, happy, and fulfilling life requires culture (Ford et al, 2015; Lu, Gilmour & Kao, 2001; Schimmack, Radhakrishnan, Oishi Ye, Dzokoto & Ahadi, 2002; Yk & Lian, 2015) For low-income individuals, school is the only way to gain access to culture, and this is true at all educational levels (Erdoğan, 2019). If an individual does not have the opportunity to choose the family into which he was born in the social context and was born into a family that is lower class in socioeconomic and cultural terms, he can meet the opportunity of gaining cultural capital and eliminating the missing points with a qualified educational activity (Güleç, 2019). According to Andersen and Jaeger (2015), despite various economic or social inequalities, the way teachers provide education has the potential to eliminate this inequality. Children who gather for specific purposes in the educational process better understand and assimilate their own societies and cultures. Individual socialization and cultural adaptation, which are among the primary goals of education, are only possible in the presence of cultured and professionally competent teachers (Serçek, Karakaş, & Avcı, 2017). Teachers, according to Avcı (2015), should have a high level of embodied cultural capital competencies for the use of self-expression skills and ingrained abilities, as well as pedagogic knowledge.

Communication Skills

Language and communication are two fundamental components of education. Learning cannot occur in the absence of communication (Huff and Christensen, 2018; Moore, 2007). Because teaching is a profession that consists of activities that are directly based on interaction (Bulut, 2016). Simple and effective verbal communication allows teachers to gain insight into the child's thoughts/ideas/opinions/issues, while students learn about the teachers' expectations, knowledge, and skills. This open environment establishes a solid foundation for a healthy classroom environment founded on mutual trust and respect (Rawat, 2016). According to Akinnubi, Gbadeyan, Fashiku, and Kayode (2012), the fundamental function of education is almost entirely dependent on communication. It can have a direct impact on a teacher's teaching style and approach. As a result, communication skills receive a lot of attention in the field of education (Alhaddad, Kusumah, Sabandar and Dahlan, 2015). Communicative competence is one of the most important competencies that teachers must form and develop during their training (Catalano and Catalano, 2018; Vostal, Mrachko, Vostal and McCoy, 2021), and it can be regarded as a unique, comprehensive, and most likely the

most relevant indicator of the effectiveness of the teacher role in general (Bjekic, Zlatic and Bojovic, 2020). Communication skills, along with critical thinking and problem solving, creativity and innovation, and collaboration, are regarded as one of the four primary skills of teachers in the twenty-first century (Sural, 2017; Trilling & Fadel, 2009).

Because the learning process is a communication process in the broadest sense, and the meaning of message exchange in this process is tied to the teacher's competences, effective communication skills play a significant role in the professional and personal characteristics of the teacher (Pehlivan, 2005). Communication skills can be taught in classes, and once learned, they are readily forgotten if they are not used on a regular basis (Aspergen, 1999). Furthermore, developing good communication skills takes time, and this process parallels individual teacher candidates' communicative ability in their school and social environments (Akkuzu and Akkaya, 2014). Thus, teacher candidates must correctly learn their native language (spoken and written) from both a normative and communicative standpoint, as well as be able to manage their classroom, communicate appropriately with their future students, and facilitate the latter's acquisition of communicative aptitudes, competences, and practical knowledge (Rodrguez Fuentes, Ayllón Blanco, Gallego Ortega, and Gómez Pérez, 2017). Teachers' communication skills have an immediate impact on learning and an indirect impact on students' development, behavior, feelings, and attitudes (Afacan & Gürel, 2019; am, 1999; Epçaçan, 2016; Norliza, Zalizan, Norzaini, & Saemah, 2010; Pehlivan, 2005).

In this study, the effect of teacher candidates' cultural capital levels on their communication skill levels is examined. Within the scope of this purpose, answers to the following research questions are sought:

1. What are the cultural capital levels of teacher candidates?
2. What are the communication skill levels of teacher candidates?
3. Do communication skill levels of teacher candidates differ according to:
 - a. Gender
 - b. Grade
 - c. Department variables?
4. Do teacher candidates' communication skill levels differ according to their cultural capital levels?

Method

Model of the Research Study

The study is a quantitative research and is in an ex-post facto model. Quantitative is defined as the meaning attached by measurable, countable and usually concrete words. The information obtained in quantitative studies is either numerical or can be converted into digital format (Özmantar, 2019). Causal comparison research is a type of research that aims to determine the causes of any existing or existing situation or events, the variables that affect these causes, or the consequences of the effect without any intervention on the conditions and participants (Büyüköztürk vd., 2014; Creswell, 2013; Gall, Gall & Borg, 2007). Causal comparative studies are sometimes referred to as ex-post facto (Latin, "after") studies, as both the effect(s) and the alleged cause(s) have already occurred and are therefore retrospectively studied (Lammers & Badia, 2005). Ex post facto research is a model that can be used instead of experiment to control or manipulate the dependent variable about cause and effect, or to test hypotheses when it is not feasible (Borg & Gall, 1989). When used in educational research, the strength of an ex post facto research design is that the independent variables discovered are real-life situations and natural environments; ie not limited to laboratory environments. Therefore, the findings of ex post facto designed studies show high external validity and can be generalized (Sehic, 2017). Intergroup differences analyzes are carried out in ex-post facto studies.

In this study, firstly, cultural capital and communication skill levels were examined, then it was examined whether communication skills differed according to gender, class and department variables. Finally, the communication skills of teacher candidates with different cultural capital levels were compared.

Study group

The research population consists of teacher candidates studying at Çanakkale Onsekiz Mart University (ÇOMÜ) Faculty of Education. While determining the sample size, the minimum number of participants in each group to be subjected to difference analysis was determined as 30 or more. The minimum sample size for causal comparative research designs is 30 participants per group (Fraenkel, Wallen & Hyun, 2015). In the study, a sample of less than 30 participants (n=26) was reached in the Turkish and Social Studies Education section, but it was confirmed that this did not cause a problem statistically, the analysis assumptions made and the opinions of the experts in the subject area. In this context, sufficient sample size has been reached. The sample size consists of 594 participants. In the determination of the research sample, firstly, the cluster sampling technique was chosen and the departments and classes were created, and then the participants were reached from among the clusters by random sampling. Information about the sample is presented in Table 1.

Table 1

Descriptive Statistics on Sampling

		f	%
Gender	Male	144	24,2
	Female	450	75,8
	Total	594	100,0
Grade	1. grade	199	33,5
	2. grade	125	21,0
	3. grade	176	29,6
	4. grade	94	15,8
	Total	594	100,0
Department	Foreign Language Ed.	102	17,2
	Fine Arts Education	36	6,1
	Psychological Counseling and Guidance	135	22,7
	Turkish and Social Sciences Education	26	4,4
	Primary Education	177	29,8
	Mathematics and Science Education	71	12,0
	Special Education	47	7,9
	Total	594	100,0

The sample consists of individuals who receive formal education in Foreign Language Education, Fine Arts Education, Psychological Counseling and Guidance, Turkish and Social Education, Primary Education, Mathematics and Science Education and Special Education departments.

As seen in Table.1, a total of 594 pre-service teachers participated in the study. Of the pre-service teachers participating in the study, 75.8% (450 people) are female and 24.2% (144 people) are male students. It was understood that the sampled teacher candidates studied mostly in Primary Education Department (29.8%) and the least in Turkish and Social Sciences Education Department (4.4%).

Data Collection Tools

At this stage of the study, the characteristics of the measurement tools used in the data collection process were explained; reliability studies and results are stated. In the data collection process of the study, Cultural Capital Scale developed by Avcı and Yaşar (2014) and Communication Skills Scale for Pre-service Teachers developed by Akkuzu and Akkaya (2014) were used. In the sub-headings, each measurement tool is explained separately.

Cultural Capital Scale

Cultural Capital Scale was developed by Avcı and Yaşar (2014). Researchers have identified intellectual knowledge, participation, cultural awareness and cultural potential as dimensions that can be considered as key components of the scale. The Croanbach's alpha internal consistency coefficient calculated for the scores obtained from the four-dimensional scale is .917 for the first dimension, .870, for the second dimension, .778 for the third dimension, and .822 for the fourth dimension. The alpha consistency coefficient of the four-dimensional scale is .948. In the correlation test performed to determine the relationship between the dimensions of the scale, it was found that the dimensions had moderately positive and significant relationships (Avcı & Yaşar, 2014). In this study, the calculated alpha internal consistency coefficient is .824 for the first dimension, .876 for the second dimension, .758 for the third dimension and .839 for the fourth dimension. The alpha consistency coefficient of the four-dimensional scale is .915. Within the scope of these values, the measurement tool is reliable.

CSS is a 5-point Likert scale. "t is scored as "strongly disagree" (1), "disagree" (2), "neither agree nor disagree" (3), "agree" (4), "strongly agree" (5). Five different types of scores can be obtained from the scale: total cultural capital score, "intellectual knowledge" sub-dimension score, "participation" sub-dimension score, "cultural awareness" sub-dimension score, and "cultural potential" sub-dimension score. In the evaluation of the arithmetic averages of the answers given by the participants to the research questions; The criteria are 1.00-1.80 (unsatisfactory), 1.81-2.60 (low), 2.61-3.40 (intermediate), 3.41-4.20 (high), and 4.21-5.00 (very high).

Communication Skills Scale for Teacher Candidates

Communication Skills Scale for Teacher Candidates was developed by Akkuzu and Akkaya (2014). The scale consists of a total of 36 items and four sub-dimensions: "competence, discouragement, body language and dignification". The scale is in 5-point Likert type. It is scored as "strongly disagree" (1), "disagree" (2), "neither agree nor disagree" (3), "agree" (4), "strongly agree" (5). Five different types of scores can be obtained from the scale: total communication skill level score, "competence" sub-dimension score, "discouragement" sub-dimension score, "body language" sub-dimension score and "dignification" sub-dimension score. The alpha internal consistency coefficient calculated for the scores obtained from the four-dimensional scale is .870, for the first dimension "competence", .830, for the second dimension "discouragement", .740 for the third dimension "body language", and "dignification" the fourth dimension. for .700. The alpha consistency coefficient of the four-dimensional scale is .890. For the reliability analysis of the current study, the internal consistency coefficient was also checked. In this context, it was determined that the item 31 could not be understood by the participants during the data screening stage before the data analysis and it was concluded that the reliability of the article was low. In this case, item 31 was excluded as it was understood that it would not affect the scope validity of the factor and scale obtained in line with the expert's opinion from the options of correcting or removing the item. The alpha internal consistency coefficient calculated for the scores obtained from the four-dimensional scale is .931 for the first dimension "competence", .905 for the second dimension "discouragement", .632 for the third dimension "body language" and "dignification" the fourth dimension. for .687. The alpha consistency coefficient of the four-dimensional scale is .897. Within the scope of these values, the measurement tool is reliable. In the evaluation of the arithmetic averages of the answers given by the participants to the research questions; The criteria are 1.00-1.80 (unsatisfactory), 1.81-2.60 (low), 2.61-3.40 (intermediate), 3.41-4.20 (high), and 4.21-5.00 (very high).

Data Collection and Analysis

In the interpretation of quantitative data, a $p=0.5$ level was sought for the significance of the difference. Before the analyzes, the data were prepared for analysis with the data screening method. Parametric test assumptions regarding which analysis technique to be used were tested. The number of participants for each group is 20 or more. For the normal distribution analysis, Skewness and Kurtosis values were examined and it was concluded that the data showed normal distribution. After these examinations, it was accepted that the parametric test conditions were met. The assumption of homogeneity of variances in the application of parametric tests was checked with Levene's test. Descriptive statistics techniques were used for the first and second research questions; In this context, frequency, percentage, arithmetic mean and standard deviation values were calculated. For

the third and fourth research questions, t-test and one-way analysis of variance were applied. SPSS 23.0 package program was used in the analysis of quantitative data.

Ethical approval and written permission were obtained from the Scientific Research Ethics Committee of Canakkale Onsekiz Mart University (dated 09.12.2021 and numbered 21/22. Ethical rules were followed at all stages of research. The research participants participated in the research on a voluntary basis. In this context, the aim and the method of the study were introduced to the students, and their verbal permissions were also obtained.

Findings

In this part of the study, the quantitative findings obtained from the research are presented in tables and comments on the findings are included.

Cultural Capital Levels of Pre-Service Teachers

The cultural capital levels of teacher candidates are tabulated and presented below.

Table 2

Cultural Capital Levels of Participants

	Intellectual knowledge	Participation	Cultural awareness	Cultural potential	Total Cultural Capital Level
x	3,80	2,89	3,90	3,88	3,62
s	0,55	0,90	0,74	0,69	0,55

As it can be seen in Table 2., the cultural capital levels of teacher candidates are distributed between medium and very high scales. The cultural capital levels of the participants are examined both under the sub-dimensions and as the total scale score. Accordingly, in terms of the "Intellectual knowledge" sub-dimension, the average scores of the pre-service teachers ($x=3.80$) were high; In terms of "Participation" sub-dimension, the mean scores of the pre-service teachers ($x=2.89$) were moderate; In terms of the "Cultural awareness" sub-dimension, the mean scores of the pre-service teachers ($x=3.90$) were high; In terms of the "Cultural potential" sub-dimension, it is seen that the average scores of the pre-service teachers ($x=3.88$) and finally the average scores of the cultural capital of the teacher candidates ($x=3.62$) are at a high level.

Communication Skill Levels of Teacher Candidates

The communication skill levels of the teacher candidates are tabulated and presented below.

Table 3

Communication Skill Levels of Participants

	Competence	Discouragement	Body language	Dignification	Total Communication Skill Level
x	3,87	2,00	4,04	4,45	4,10
s	0,69	0,75	0,60	0,49	0,51

As can be seen in Table 3., the communication skill levels of teacher candidates range from low to very high. The communication skill levels of the participants are examined both under the sub-dimensions and as the total scale score. Accordingly, in terms of the "Competence" sub-dimension, the mean scores of the pre-service teachers ($x=3.87$) were high; In terms of the "Discouragement" sub-dimension, the average scores of the pre-service teachers ($x=2.00$) were low; In terms of the "Body Language" sub-dimension, the mean scores of the pre-service teachers ($x=4.04$) were high; In terms of "Dignification" sub-dimension, it is seen that the average scores of the pre-service teachers

($x=4.45$) are very high, and finally, the mean scores of the communication skills of the pre-service teachers ($x=4.03$) are at a high level.

Communication Skill Levels of the Teacher Candidates by Gender, Grade and Department Variables

In this sub-title, t-test for gender variable whether the communication skill levels of teacher candidates differ according to gender, grade and department variables; were analyzed using one-way analysis of variance for class and department variables.

Table 4

Communication Skill Levels of the Participants according to the Gender Variable

Group	n	\bar{X}	s	sd	t	p
Man	144	3,92	,58	592	2,98	,003*
Woman	450	4,06	,48			

As seen in Table 4., the communication skill scores of the teacher candidates differ significantly according to the gender variable ($t(592)=2.98$; $p<.05$). The mean communication skill levels of female pre-service teachers ($x=4.06$) are statistically different and higher than the communication skill levels of male pre-service teachers ($x=3.92$). The gender variable has a statistically significant effect on communication skills.

Table 5

Communication Skill Levels of the Participants according to the Grade Variable

Grade	n	\bar{X}	ss	df	Sum of Square	Mean Square	F	p	Differences
1 st grade	199	3,98	0,54	3	1,172	,361	1,499	,214	--
2 nd grade	125	4,01	0,51						
3 rd grade	176	4,09	0,50	590	153,767	,256			
4 th grade	94	4,03	0,46						
Total	594	4,03	0,51	Total	593	154,938			
Levene: ,550		p= ,648		Tukey					

* $p<0.05$

As can be seen from Table 5, the communication skill levels of teacher candidates do not differ significantly according to the grade variable ($F=1.499$; $p>.05$). The grade level of the teacher candidates does not have a statistically significant effect on their communication skills. It is understood that the communication skill levels of the teacher candidates are high and at a similar level at different grade levels.

Table 6

Communication Skill Levels of the Participants according to the Department Variable

Department	n	\bar{X}	ss		df	Sum of Square	Mean Square	F	p	Differences
<i>Foreign Language</i>	102	3,95	0,53							
<i>Fine Arts</i>	36	4,09	0,60							
<i>Psychological Counseling</i>	135	4,10	0,46	Between Groups	6	2,43	,41			
<i>Turkish and Social Stud.</i>	26	4,08	0,44					1,56	,16	--
<i>Primary Education</i>	177	4,05	0,53							
<i>Mathematics and Science</i>	71	3,92	0,56	Within Groups	587	152,51	,26			
<i>Special Education</i>	47	4,02	0,43							
<i>Total</i>	594	4,03	0,51	<i>Total</i>	593	154,94				
<i>Levene: 1,42</i>		<i>p= ,21</i>		<i>Tukey</i>						

* $p < 0.05$

As seen in Table 6, the communication skill levels of teacher candidates do not differ significantly according to the department variable ($F=1.560$; $p>.05$). It does not have a statistically significant effect on the communication skills of teacher candidates according to the variable of the department they are studying. It is understood that the communication skill levels of the teacher candidates who are students in different departments are high and at a similar level.

The Effect of Pre-Service Teachers' Cultural Capital Levels on their Communication Skill Levels

In this sub-title, whether the cultural capital levels of teacher candidates have an effect on their communication skill levels was examined using one-way analysis of variance.

Table 7

Communication Skill Levels of the Participants according to the Cultural Capital Variable

Cultural Capital Level	n	\bar{X}	ss	Source of Variance	df	Sum of Square	Mean Square	F	p	Differences
Low	15	3,16	0,59	Between Groups	3	38,77	12,92	67,64	,00*	Very high>High
Medium	216	3,79	0,47							
High	334	4,17	0,42							
Very High	29	4,58	0,34	Within Groups	590	116,17	,20			Very high>Medium
<i>Total</i>	594	4,03	0,51	<i>Total</i>	593	154,94				Very high>low

High>Medium

High>Low

Medium>Low

Levene: 2,60 $p = ,051$ Tukey* $p < 0.05$

As can be seen from Table 7., the communication skill levels of teacher candidates differ significantly according to the cultural capital groups ($F=67,637$; $p<.05$). When the cultural capital groups that teacher candidates are included in, it is understood that the communication skill levels of the teacher candidates increase linearly from the low to the very high level group, and the communication skill levels of each group differ statistically. It is seen that cultural capital is a strong determinant on communication skills.

Discussion, Conclusion and Recommendations

In the study, firstly, it was found that the cultural capital levels of teacher candidates were high. This finding of the study coincides with the findings of Etiz and Çoğaltay (2021), who examined the cultural capital levels of 368 teachers working at pre-school, primary, secondary and high school levels, Aydın and İflazoğlu Saban (2021), who examined the cultural capital levels of 419 classroom teachers, Toprakçı (2021), who examined the cultural capital levels of 375 teachers working in pre-school, primary, secondary and high schools; Avcı (2015) who examined the cultural capital levels of 2273 teachers, Bucak (2019) who examined the cultural capital levels of 373 teachers working at primary, secondary and high school levels, Güleç (2019) who examined the cultural capital levels of 380 classroom teachers and Ergüven Akbulut (2019), who examined the cultural capital levels of 583 teachers; but does not match with the findings of Serçek, Karakaş, and Avcı (2017), who found the cultural capital levels of 407 teachers working in Hotel Management and Tourism Vocational High Schools to be "moderate", and Avcı, Tösten and Çelik Şahin (2020), who found the cultural capital levels of 2452 teachers to be "moderate". When we analyze the education systems of developed countries, teachers, beyond being information transmitters, are appear to be actors of "social change" that provide their students with a consistent world view, enable them to look critically at the universe, nature and society, and support respect for human rights and differences and adopting democracy as a way of life. This corresponds to a qualified pedagogical purpose and point of view, which can be realized with the high level of cultural capital of teachers. In this context, all kinds of lessons, practices and activities that will increase the cultural capital of teachers in their pre-service training should go beyond the "General Culture Lessons" dimension of teacher training. In addition, there is a positive relationship between cultural capital and education (Ekşioğlu, 2012). In this context, it can be mentioned that directing pre-service teachers to postgraduate education in order to increase their personal and professional skills will also reflect positively on their cultural capital.

It was observed that the average scores of the pre-service teachers in the cultural capital "participation" sub-dimension were lower than the other dimensions and were at the "moderate" level. This finding of the study is consistent with the findings of Serçek, Karakaş and Avcı (2017), Aydın and İflazoğlu Saban (2021), Avcı, Tösten and Çelik Şahin (2020), Avcı (2015), Güleç (2019), Toprakçı (2021); however it is incompatible with the findings of Bucak (2019), Ergüven Akbulut (2019), Etiz and Çoğaltay (2021). The cultural participation dimension is the acquisition of the cultural codes of that society as a result of the voluntary or unintentional participation of individuals in the activities that occur in the society. In the study of Author, Keskin, Kinay, Aydın, Oral, and Tüm (2018), which examined the socio-cultural characteristics of teacher candidates, it was found that the participation level of teacher candidates in academic activities (panels, conferences, etc.) on campus was very low. Also, it was found that about 16% of them did not participate in any social activities, about 80% of them did not participate in sports activities, 85% of them were not members of any clubs, and about 31% of them did not know any foreign language. Similarly, Tutar (2020), when the field of culture and art is considered as a component of lifelong learning; emphasized that the majority of pre-service

teachers cannot be active subjects in this field, their cultural participation rates are low and this is related to the socio-cultural environment they come from and the socio-economic level they belong to. Based on this finding, it can be said that pre-service teachers have deficiencies in the "participation" sub-dimension, which includes activities and in this context, it may be beneficial for them to expand their personal responsibility areas. In addition, it appears as a vital need in terms of pre-service teacher training that university and faculty administrations organize activities that support teacher candidates in this regard. In this context, enriching and structuring student clubs in a way that will contribute positively to the cultural capital of teacher candidates and increasing the cinema, theater, sports and concert activities in universities can be considered as a suggestion. In addition, it can be said that it would be beneficial for the students' wishes and preferences to be at the forefront in order for these activities to reach their goals, and for university administrations not to employ authoritarian, imposing and undemocratic practices in this context.

The average scores of the pre-service teachers belonging to the cultural capital "cultural awareness" sub-dimension came to the fore as the highest level compared to the other three sub-dimensions. This finding of the research is inconsistent with the findings of Serçek, Karakaş and Avcı (2017), Etiz and Çoğaltay (2021), Aydın and İflazoğlu Saban (2021), Avcı, Tösten and Çelik Şahin (2020), Avcı (2015), Bucak (2019), Güleç (2019), Ergüven Akbulut (2019) and Toprakçı (2021). Considering the items related to the "cultural awareness" sub-dimension, it is understood that the pre-service teachers know the cultural values in the province they live in, have awareness about the activities in this environment, and visit museums and historical places. It can be said that, The natural and historical background of the province of Çanakkale and the diversity and frequency of social and cultural activities in the city have an impact on the emergence of this result.

The second finding reached in the study is that the communication skill levels of the teacher candidates are high. This finding of the study is consistent with other researchers works (Tunçeli (2013) who examined the communication skill levels of 180 pre-service teachers studying in the Preschool Education Department; Savaş (2018) who examined the communication skill levels of 339 pre-service teachers; Arıbaş (2018), Dilber & Akhan (2019) examining the communication skill levels of 448 pre-service teachers; İliş (2018) examining the communication skill levels of 385 pre-service teachers; Güleç and Ertuğrul (2012) working on 143 pre-service teachers and found 60.8% of them at a "good level"; Günönü Kurt (2019) who examined the communication skill levels of 180 primary school teacher candidates; Gülbahar and Sivacı (2018) who examined the communication skill levels of 504 teacher candidates, Durak (2021), who examined the communication skills of the 223 pre-school teacher candidates; Maden (2010) who found that the verbal communication proficiency of 94 Turkish teacher candidates was generally above the average; Yıldız and Kurtuldu (2016), who determined that the total communication skills scores of 179 music teacher candidates are above the average). On the other hand, it was understood that the communication skills scores of the pre-service teachers were low in terms of the "Discouragement" sub-dimension and very high in the "Dignification" sub-dimension.

Effective communication skills are defined in general as sensitivity to verbal and nonverbal messages that require cognitive and behavioral competencies and allow people to communicate their feelings and thoughts (etinkaya & Alparşlan, 2011). Individuals with improved communication skills achieve successful results in solving social and interpersonal problems, establishing productive relationships, and dealing with problems (Cücelolu, 2016). A person with well-developed communication skills is perceived to be more effective in dealing with daily issues, problem solving, and resolving interpersonal communication conflicts (Akkuzu and Akkaya, 2014). Teaching is one of the professions where communication skills must be used effectively (Ocak & Erşen, 2015). Simultaneously, effective communication skills are important in a pre-service teacher's personal and professional life because learning is a communication process in general (Akkuzu & Akkaya, 2014; Pehlivan, 2005; Semerciolu & Akçay, 2020). As Celep (2008) emphasizes, the use of effective communication skills by teachers allows them to better meet their own needs and realize their professional goals while also meeting the needs of their students. As a result, the teacher is expected to be equipped in areas such as verbal communication, speaking, empathetic listening, and nonverbal communication skills.

In terms of the sub-dimensions of the scale, the low communication skills scores of the pre-service teachers in terms of the "Discouragement" sub-dimension can be considered as a result that positively

affects the total communication skill level. When the items related to this factor are examined, it is seen that they reflect the obstacles that the pre-service teachers face in conveying their feelings and thoughts to the society. In other words; obstacles like fear, anxiety, shyness, irritability, lack of self-confidence, focusing on speaking, inability to find appropriate words, inability to speak in front of a community, lack of linguistic and affective skills (Akkuzu & Akkaya, 2014) that appear in the communication process and prevent the individual from receiving and giving effective messages can be mentioned. Secondly, it was understood that the communication skills scores of the pre-service teachers were very high in terms of the "Dignification" sub-dimension of the scale. It is seen that the items related to this factor are affective concepts such as mutual respect, trust and the attempt to understand the interlocutor (Akkuzu & Akkaya, 2014).

In the study, it was found that the communication skills scores of the teacher candidates differed significantly according to the gender variable; it was determined that there was no significant difference according to grade and department variables. Some studies in the literature (Aribaş, 2018; Baki, 2018; Çuhadar, Özgür, Akgün & Gündüz, 2014; Maden, 2010; Özdemir, 2021; Sezgin, 2019; Türkmen Uslu, 2020; Yıldız & Kurtuldu, 2016; Yılmaz & Altunbaş, 2012) show that the gender variable has a statistically significant effect on communication skills in favor of female teacher candidates; some studies (Acar, 2009; Çiftçi & Taşkaya, 2010; Dilber & Akhan, 2019; Durak, 2021; Gülbahar & Sivacı, 2018; Güleç & Ertuğrul, 2012; Günönü Kurt, 2019; Savaş, 2018; Tunçeli, 2013; Yaman, 2020) does not overlap with the results of this finding on gender. While the finding obtained according to the grade variable is consistent with the findings of Aribaş (2018), Özgökman (2019), Sezgin (2019), Tunçeli (2013), and Yıldız & Kurtuldu (2016); however it is inconsistent with the findings of Baki (2018), Güleç & Ertuğrul (2012), Durak (2021), Maden (2010), Özdemir (2021), and Yaman (2020). The finding according to the department variable is, also in parallel with the findings of Acar (2009), Dilber & Akhan (2019), Gülbahar & Sivacı (2018) and Savaş (2018).

The main reasons for the inconsistency of teacher candidates' communication skills with other studies in the literature in terms of gender variable can be emphasized as the multidimensionality of communication skills, the difference in sub-dimensions of the measurement tools used in the studies, or the fact that female teacher candidates may have higher socialization levels than male teacher candidates. It is understood that the communication skills of the teacher candidates are also inconsistent in terms of the grade variable. In this context, it can be said that different studies on the subject should be done. In addition, it was observed that the communication skills of the pre-service teachers did not differ in terms of the department variable and different studies confirmed this finding. In this respect, it can be said that pre-service teachers have similar communication skill levels in terms of studying in different departments during the pre-service education process.

According to the last finding reached in the research, the communication skill levels of the teacher candidates differ significantly according to the cultural capital groups. In other words, pre-service teachers' cultural capital levels are a strong determinant on their communication skill levels. According to Bourdieu (2007), a large part of academic success depends on the transmission and investment of cultural capital prior to a child entering the educational system. As a result, the need for teachers with high levels of cultural capital raises the quality of the education system by contributing to school effectiveness from another angle. Furthermore, numerous studies show that effective student-teacher communication influences academic success and student behavior (Orpen, 1997). Communication skills are a basic prerequisite for developing an understanding of learning and teaching, and the communication competency of a teacher is a powerful factor in effective learning and education (Iyamu and Iseguan 2009). Teachers' effective communication skills influence students' development, behavior, and self-perception (Dökmen, 1998). In this context, it can be stated that communication skills and cultural capital, which are thought to be two important variables that affect educational quality, need to be thoroughly examined not only in terms of teacher training but also in a variety of other dimensions. As concrete suggestions in pre-service teacher education, organizing activities with high intellectual value to increase pre-service teachers' cultural capital levels and employing new practice-oriented lessons and activities to enrich their communication skills can be presented.

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