An Evaluation on Determining the Relation between Listening Skill and Social Emotional Learning Skill

Betul Yılmaz ABALI1, Hulya YAZICI2

ARTICLE INFO

Purpose: This study, based on the hypothesis which supports the idea that students having high level of listening skill have a good social learning skill, aimed to determine the relationship between listening skill and social emotional learning skill and to specify the relation level if a relation was detected.

Method: The research was a relational study in scanning model. Quantitative data collection methods were used in the study. It was examined how listening skills of secondary school students predict their social emotional learning skills.

Received: 29 Mar. 2020
Received in revised form: 03 Jul. 2020
Accepted: 21 Aug. 2020
DOI: 10.14689/ejer.2020.89.4

Keywords
Turkish education, listening, social emotional learning

The research group consisted of 581 6th grade students from different socioeconomic and demographic classes studying at nine different secondary schools in central districts of Antalya city. To analyze the data, Pearson correlation analysis, multiple regression analysis, and frequency distributions were utilized and descriptive data such as arithmetic mean and standard deviation were used. Multiple regression analysis was carried out to find answers for the research questions.

Findings: It was found out that there is a significant relationship among listening skills and communication skills, problem solving skills, stress coping skills and other skills enhancing self-worth which are the sub-dimensions of social and emotional learning skills.

Implications for Research and Practice: Research findings indicated that listening skill does not relate only to the field of Turkish Teaching. Therefore, activities to improve the social and emotional learning skill could be used together with listening activities and plans and regular studies could be carried out to turn these two skills into basic life skills. In this study, the relationship between social and emotional learning skills and listening skill as one of Turkish language skills was examined. The relationship between social and emotional learning skills and speaking, writing and reading skills, which are other Turkish language skills, could also be analyzed.

© 2020 Ani Publishing Ltd. All rights reserved

1 Corresponding Author: Mehmet Akif Ersoy University, TURKEY, e-mail: betulabali@gmail.com, ORCID: https://orcid.org/0000-0002-5318-606X.
2 Mehmet Akif Ersoy University, TURKEY, e-mail: hokuyan@mehmetakif.edu.tr, ORCID: https://orcid.org/0000-0001-6824-6427.
Introduction

Listening is one of the most important skills that we start to use in the mother's womb and that is essential for life. We begin to listen even before coming into the world and try to interpret life by listening our immediate vicinity at first. According to Emiroğlu (2013), an individual does not see the light of day but hears it. A prerequisite to gain many of the skills is to listen. The listening skill that does not serve as a bridge only for language related skills but also for many other skills constructing relation between the individual and society provides a basis especially for developing the social skills. Social skills form a significant part of learning processes. The idea that as being a social creature a human develops his behaviors through social relations has also been supported by hypothetical studies and has been a subject for many studies. According to Social Learning Theory by Bandura, a child learns by taking behavior as a model, observing, listening, and imitating it (Bandura, 1969). These skills include sub-skills such as empathy, sympathy, self-management, self-control, conviction and problem solving (Turnuklu, 2004). A healthy listening is compulsory for the Social Learning processes like hearing, imitation, and observation. Those who listen the stimulus in the vicinity well perceive and interpret the incidents in complete and in the right way. Individuals having a high level of listening skill are more successful in understating others, communicating and solving problems, and are positive and generous, peaceful, and solution oriented.

A Human being identifies and evaluates the universe and creatures by using senses besides intelligence. Especially emotional and social skills gained at childhood are important during youth and adulthood, too. Socially minded individuals know and understand themselves, have high self-confidence, succeed at interpersonal relations, are tolerant of differences, have advanced problem solving skills and empathy skills, are emotionally powerful, and attract attention in society with their favorable features. These features are vital skills that dominate every step of life such as school, work, marriage etc. by shaping many fields directly and indirectly. Many risky and dangerous behaviors that may injure physical and emotional health, acts of violence that are faced at schools, streets, and media bear upon directly whether to have social and emotional skills or not. The studies carried out reveals that abuse of cigarette, alcohol and drug is three times more at the secondary schools than primary schools. Especially high rates of noxious substance abuse reveal the necessity of taking preventive precautions through social and emotional learning (SEL) at schools. SEL will be a pioneer to prevent risky sexual behaviours and bullying, tendency to violence (Ogel et al., 2004). Social and emotional skills affect children and youths’ school success, and these skills play a determining role in professional life success and satisfaction during adulthood. SEL is a tool that enables to develop skills, attitudes and values in the name of gaining social-emotional competence in every span of life. SEL decreases risky behaviours and at the same time it protects us. It pioneers the youths to develop a positive sense of self and provides them to establish a healthy communication. By means of this, an adolescent meets his own personal, social and academic needs and thereby will be a responsible and responsive family member during adulthood. Not only emotional health but also physical health of individuals
who perceive themselves and their environments positively is affected in a favourable way. The risk of getting sick is decreased. The higher SEL capacity individuals have the higher learning capacity they gain and thereby they will be beneficial citizens who contribute to the development of society. They have high levels of life satisfaction and performance (Elias, Zins, Graczky & Weissberg, 2003). SEL skill does not only consist of one skill but a versatile thinking and behaviour pattern that covers many skills. This pattern is analysed under some basic titles. When studies about SEL are examined, it is seen that there are four basic skills constructing SEL skills. These are: problem solving skill, communication skill, skills enhancing self-worth, and stress coping skills (Kabakcı & Korkut Owen, 2010). Mainstream schools are the places where all individuals gain basic and common information and skills required. Especially at the primary school, individuals struggle to gain basic skills such as problem-solving skill and observance of community rules, being creative, being a beneficial human and citizen, being aware of citizenship rights and obligations, and having a wide world view. One of the most significant skills that has to be gained at the primary school is social skills. To make the individuals gain, practice and strengthen SEL skills, and to turn these into life experience are among the most significant duties of primary education (Cubukcu & Gultekin, 2006). Being compatible with society and having sense of responsibility in childhood is possible by gaining social skills required for communal living.

Studies emphasize that one of the most important development processes of individual is socializing. It identifies socializing such that it is a process during which individuals – especially children – become functional members of a specific group and gain faith, value and behaviour by interacting with other members of the group. This process, beginning with birth, draws attention especially at the first childhood period. These skills established during childhood are seeds spreading for the future (Gander & Gardiner, 1993). Socialization is an attitude and behaviour developed as a result of social development. Socialization is a behavioural pattern consisting of behaviours such as being aware of one’s own emotions, being able to define, reflect and accept senses, to express and identify one’s own inner world in accordance with the outer world. This pattern continues till the end of life. A prerequisite to unite with the society and to take part in society is to learn the social behaviours and exhibit socially necessary behaviours. A child learns these social behaviours by modelling his parents, peers, relatives, etc. Socialization is a result of these observations. When we analyze socially developed individuals, we observe that they blend their own wish and expectations with social expectations evenly, and comply with the social norms without ignoring their own needs. This side of socialization is related to the relations between the society and humans (Gultekin & Cubukcu, 2006). According to Elias, Zins, Graczky and Weissberg (2003), in order to develop SEL skills family, student, teacher, manager and part of education system should work together in coordination and in accordance with a systematic plan. Researchers state that many schools abroad establish SEL units that plan activities to develop SEL and follow them. It is observed that discipline problems and violence at schools gradually increase in the world. Herein, it is obvious that it is primarily necessary to carry out studies at schools to develop SEL skills and to establish units that work for the development of these skills.
Goleman (2003) states that at the heart of emotional intelligence, courses on emotions that we have learnt at home and school during childhood form the structures of senses, and qualify or unqualify us for basic life skills. When it is taken into consideration that we learn so many things by listening during childhood, developing listening skills from the first years improves individuals emotionally and defends them from any damages arising due to the lack of emotional and social skills. These damages could be some negative attitudes such as depression, violence tendency, eating disorders or could be life-critical attitudes extending to drug abuse. In accordance with competence and requirements of humans which have changed with developing technologies in our country and world, it will become crucial to carry out studies in order to develop skills such as self-consciousness, self-audit, dispute resolution, cooperation and empathic listening.

Within this respect, the aim of study was to determine the relationship between listening skill and social emotional learning skill, and to define the relation level if it was detected. It is observed that many of the problems faced at school and society arise from lack of communication. It is believed that developing listening and social emotional learning skills will help to prevent discipline problems and violence faced at schools and to decrease the social conflicts students may experience in the future. According to the studies executed in the last years, current generation has more difficulty emotionally, is more lonely, depressive, aggressive, rebellious, impulsive and offensive when compared with the former generation. Thereby, it is crucial to educate them emotionally and socially. It is apparent that schools need an education policy that handles the mind and emotions together. The studies, conducted on Turkish Language Education and Teaching, are generally about Turkish language teaching and listening education, evaluation of Turkish language teaching programs in terms of listening gains, evaluation of listening gains and activities in terms of teacher ideas, speaking, writing, relations of reading and listening studies in their own merits, listening strategies, factors affecting listening, examination of various methods and technics improving listening skill, relationship between listening and prosody or its relation to children’s literature and listening (Cifci, 2001; Dogan, 2008; Durmus, 2013; Gocer & Tabak, 2014; Karaduz, 2010; Maden & Durukan, 2011; Sahin 2011; Yildirim & Er, 2013; Zengin, 2010.) Since it is a unique and inter-disciplinary study analyzing the relationship between social learning – one of the learning theories – and listening skill – one of the basic language skills of Turkish – this study will make contributions to the field.

Basic problem of this study was that: Do listening skills predict social emotional learning skills significantly? The sub-problems stated below were also sought to solve this main problem:

1. Do listening skills of secondary school students predict communication skills significantly?
2. Do listening skills of secondary school students predict problem solving skills significantly?
3. Do listening skills of secondary school students predict stress coping skills significantly?

4. Do listening skills of secondary school students predict the skills enhancing self-worth significantly?

**Method**

**Research Model**

This research was a relational study in descriptive survey model. In the study, quantitative data collection methods were used. Thereby it was aimed to describe the relations between variables through quantitative data.

**Sample**

The study group of research consisted of 581 6th grade students from different socioeconomic and demographic classes studying at nine secondary schools in central districts of Antalya city. Within the scope of research, central districts of Antalya city were classified into three groups according to socioeconomic level. According to the development index values specified by West Mediterranean Development Agency, the most developed central district is Muratpaşa district (3.18); medium developed central district is Kepez district (1.92), and the district with the lowest index is Döşemealtı (0.78). The schools had different demographic and socioeconomic features and the students of study group were selected in consideration of these data.

**Research Instruments and Procedure**

In the study “Listening Skill Awareness Scale” and “Social Emotional Learning Skill Scale” were used as data collection tools. “Social Emotional Learning Skill Scale” developed by Kabakci and Korkut Owen (2010) is a scale used to measure secondary school students’ education and academic learning skills. Since the scale is developed by native specialists in Turkish it can be used as it is because it has the language validity. Reliability coefficient of social learning scale was calculated as .92 within the scope of this study. “Listening Skill Awareness Scale” developed by Sahin and Aydin (2009) was also used in the study. Within the framework of listening skill gains in Turkish course curriculum 2005, the scale consists of five main parts which are evaluation of students’ listening skills according to etiquette, comprehension-analysis ability, evaluation ability, vocabulary development ability, and effectiveness of listening habits. The scale consisting of 46 statements was prepared in four-point Likert type. Scoring was made as “Always (4), Usually (3), Sometimes (3), Never (1)” . Low scores indicate negative perceptions of the students and high scores indicate positive perceptions of the students. For this purpose, the scale statements with negative meaning were reversely graded. According to Sahin and Aydin (2009), scale statements have the features of the same goal-directed functionality and time invariance. The comprehension of first application of size totals obtained from both Cronbach Alpha coefficient specifying consistency (internal consistency) of all statements (0.91) and also from test-retest method with the second application in terms
of correlation values revealed that the scale was reliable enough. Reliability coefficient of listening scale was calculated as 0.93 within the scope of this study.

Data Analysis

Based on the research questions, Pearson correlation analysis, multilinear regression analysis, and frequency distributions were utilized for data analysis, and descriptive data such as arithmetic mean and standard deviation were used. In regression analysis, the scores obtained from sub-dimensions of secondary school students’ social emotional learning skills were handled as the dependent variable, the scores obtained from sub-dimensions of listening skill awareness features scale were handled as the predictor variable. In the study, data were examined before analysis and then were made suitable for analysis. For this, missing data were examined at first and it was detected that there were not any missing data. Then, normal distribution, multilinear correlation and extreme values of data were examined which is a requirement of regression. It was specified that kurtosis and skewness shall be in between -2 and +2 for normal distribution and it was seen that this condition was met in the current study (Akbulut, 2010; George & Mallery, 2016; Tabachnick & Fidell, 2013). In the current study, it was compulsory for Tolerance values to be smaller than .10 and for VIF values to be bigger than 1 in order to examine multicollinearity regarding variables, and it was detected that data fulfilled the conditions (Field, 2013). Another rule which requires the relation between variables to be smaller than .80 were also analyzed and it was seen that this requirement was fulfilled, too (Garson, 2006). To examine the extreme values, mahalanobis distance was checked (values were between 0.22 and 21.66) and it was seen that there were not any extreme values in data group. The requirement of Durbin-Watson value being between 1-3 in order to solve autocorrelation problem (Akbulut, 2010; Kalayci, 2008) was used as a base. Study data were analyzed by using R program, version 3.5.1 (2018-07-02) and significance level was detected as .05.

Results

Descriptive Statistics Regarding Variables and Pearson Correlation Coefficients between Variables

Descriptive statistics regarding sub-dimensions of secondary school students’ social emotional learning skills, listening skill awareness features and its sub-dimensions were given in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid participant number</td>
<td>581</td>
<td>581</td>
<td>581</td>
<td>581</td>
<td>581</td>
<td>581</td>
<td>581</td>
<td>581</td>
<td>581</td>
<td>581</td>
</tr>
<tr>
<td>Average</td>
<td>120.6</td>
<td>28.18</td>
<td>35.30</td>
<td>27.08</td>
<td>33.48</td>
<td>23.46</td>
<td>28.22</td>
<td>9.589</td>
<td>9.864</td>
<td>15.29</td>
</tr>
</tbody>
</table>
Table 1 Continue

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variance</td>
<td>341.5</td>
<td>22.59</td>
<td>37.07</td>
<td>35.16</td>
<td>37.55</td>
<td>43.26</td>
<td>63.09</td>
<td>10.39</td>
<td>11.19</td>
<td>20.00</td>
</tr>
<tr>
<td>Skewness</td>
<td>-0.375</td>
<td>-0.381</td>
<td>-0.614</td>
<td>0.0351</td>
<td>-1.197</td>
<td>0.464</td>
<td>0.366</td>
<td>0.540</td>
<td>0.526</td>
<td>0.386</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-0.086</td>
<td>-0.342</td>
<td>-0.025</td>
<td>-0.335</td>
<td>1.042</td>
<td>-0.195</td>
<td>-0.348</td>
<td>-0.357</td>
<td>-0.324</td>
<td>-0.377</td>
</tr>
<tr>
<td>The lowest value</td>
<td>58</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>The highest value</td>
<td>156</td>
<td>36</td>
<td>44</td>
<td>40</td>
<td>40</td>
<td>45</td>
<td>55</td>
<td>20</td>
<td>20</td>
<td>29</td>
</tr>
</tbody>
</table>

1 Social emotional learning skills 2 Communication skills 3 Problem solving skills 4 Stress coping skills 5 Skills enhancing self-worth 6 Listening skill according to etiquette 7 Listening skill according to comprehension-analysis ability 8 Listening skill according to evaluation ability 9 Listening skill according to vocabulary development ability 10 Listening skill according to effectiveness of listening habits

In Table 1, distributions regarding variables were given. Before multiple regression analysis, skewness-kurtosis values were examined to determine whether data complied with normal distribution condition or not. As seen in Table 1, it was detected that skewness-kurtosis scores of all variables were between +2 and -2. Since it is specified that skewness-kurtosis values shall be between +2 and -2 for normal distribution (Tabachnick & Fidell, 2013), it can be stated that data in the study ensured normal distribution.

For the purpose of revealing relations between the variables, pearson correlation coefficients between the variables were calculated and findings were given in Table 2.

Table 2

Pearson Correlation Coefficients among Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Social emotional learning skills</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Communication skills</td>
<td></td>
<td>0.83</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- Problem solving skills</td>
<td></td>
<td>0.82</td>
<td>0.68</td>
<td>***</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Stress coping skills</td>
<td></td>
<td></td>
<td>0.79</td>
<td>0.55</td>
<td>0.59</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Skills enhancing self-worth</td>
<td></td>
<td></td>
<td></td>
<td>0.79</td>
<td>0.57</td>
<td>0.62</td>
<td>0.44</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
</tbody>
</table>
As seen in Table 2, correlation coefficients between the variables changed between .24 and .83. A positive relation was detected between social emotional learning skills, which are dependent variables of the research, and listening skill according to etiquette (r = .55, p < .001), listening skill according to comprehension-analysis ability (r = .52, p < .001), listening skill according to evaluation ability (r = .39, p < .001), listening skill according to vocabulary development ability (r = .46, p < .001), and listening skill according to effectiveness of listening habits (r = .48, p < .001). A positive relation was also found between communication skills and listening skill according to etiquette (r = .44, p < .001), listening skill according to comprehension-analysis ability (r = .44, p < .001), listening skill according to evaluation ability (r = .34, p < .001), listening skill according to vocabulary development ability (r = .37, p < .001), and listening skill according to effectiveness of listening habits (r = .40, p < .001). A similar positive relation was also detected between problem solving skills and other dependent variables of the research – and listening skill according to etiquette (r = .56, p < .001), listening skill according to comprehension-analysis ability (r = .54, p < .001), listening skill according to evaluation ability (r = .39, p < .001), listening skill according to vocabulary development ability (r = .46, p < .001), and listening skill according to effectiveness of listening habits (r = .47, p < .001). A positive relation was also found between stress coping skills and listening skill according to etiquette (r = .42, p < .001), listening skill according to comprehension-analysis ability (r = .41, p < .001), listening skill according to evaluation ability (r = .32, p < .001), listening skill according to vocabulary development ability (r = .36, p < .001), and listening skill according to effectiveness of listening habits (r = .37, p < .001).
vocabulary development ability \( (r = .34, p < .001) \), listening skill according to effectiveness of listening habits \( (r = .36, p < .001) \). A positive relation was also detected between skills enhancing self-worth - last dependent variable - and listening skill according to etiquette \( (r = .38, p < .001) \), listening skill according to comprehension-analysis ability \( (r = .33, p < .001) \), listening skill according to evaluation ability \( (r = .24, p < .001) \), listening skill according to vocabulary development ability \( (r = .35, p < .001) \), and listening skill according to effectiveness of listening habits \( (r = .37, p < .001) \).

**Regression Analysis Findings Regarding Secondary School Students' Social Emotional Learning Skills and Listening Skills Awareness Features**

In this section, multiple regression analysis was reported which revealed the relationship between communication skills, problem solving skills, stress coping skills, skills enhancing self-worth which are sub-dimensions of social emotional learning skills and their predictors which are listening skill according to etiquette, listening skill according to comprehension-analysis ability, listening skill according to evaluation ability, listening skill according to vocabulary development ability, and listening skill according to effectiveness of listening habits.

**Communication Skills Multiple Regression Analysis Results**

In order to specify the components of listening skill according to etiquette, listening skill according to comprehension-analysis ability, listening skill according to evaluation ability, listening skill according to vocabulary development ability and listening skill according to effectiveness of listening habits which predict the communication skills, multiple regression analysis was carried out. Multiple regression results are given in Table 3.

**Table 3**

<table>
<thead>
<tr>
<th>Model</th>
<th>Predictor variables</th>
<th>B</th>
<th>Std. Error (( \beta ))</th>
<th>t</th>
<th>p</th>
<th>R</th>
<th>R(^2)</th>
<th>( \Delta R^2 )</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed</td>
<td></td>
<td>12.410</td>
<td>1.186</td>
<td>10.462</td>
<td>.001</td>
<td>0.49</td>
<td>0.24</td>
<td>0.24</td>
<td>36.9***</td>
</tr>
<tr>
<td>Listening skills according to etiquette</td>
<td>0.16</td>
<td>0.03</td>
<td>0.22</td>
<td>4.149</td>
<td>.001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skill according to comprehension-analysis ability</td>
<td>0.10</td>
<td>0.04</td>
<td>0.15</td>
<td>2.358</td>
<td>0.019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skill according to evaluation ability</td>
<td>0.04</td>
<td>0.07</td>
<td>0.03</td>
<td>0.610</td>
<td>0.542</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skill according to vocabulary development ability</td>
<td>0.08</td>
<td>0.07</td>
<td>0.05</td>
<td>1.083</td>
<td>0.279</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3 Continue

<table>
<thead>
<tr>
<th>Model</th>
<th>Predictor variables</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
<th>R</th>
<th>R²</th>
<th>ΔR²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening skill according to effectiveness of listening habits</td>
<td>0.10</td>
<td>0.05</td>
<td>0.10</td>
<td>1.895</td>
<td>0.059</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05, ** p < .01, *** p < .001

According to the multiple regression analysis results, it was seen that general model was meaningful and it was detected that the students predicted communication skills, listening skill according to etiquette and listening skill according to comprehension-analysis ability sub-dimensions significantly (F=(575, 5)= 36.9, p < .001, R²=.24). When we examine the contributions of variables to the model one by one, it can be said that listening skill according to etiquette predicted communication skills of students in a positive way (β=.22, t (575) =4.15 p=.001). Likewise, listening skill according to comprehension-analysis ability predicted communication skills of students in a positive way, too (β=.15, t (575) =2.36 p=.019). It is seen that other independent variables did not provide any contribution to the model. It was detected that listening skill according to etiquette and listening skill according to comprehension-analysis ability given in the model were able to explain 24% of listening skills.

Multiple Regression Analysis Results of Problem-Solving Skills

In order to specify the components of listening skill according to etiquette, listening skill according to comprehension-analysis ability, listening skill according to evaluation ability, listening skill according to vocabulary development ability and listening skill according to effectiveness of listening habits which predict students’ problem solving skills, multiple regression analysis was carried out. Multiple regression results are given in Table 4.

Table 4

Regression Analysis Results of Students’ Problem-Solving Skills

<table>
<thead>
<tr>
<th>Model</th>
<th>Predictor variables</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
<th>R</th>
<th>R²</th>
<th>ΔR²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed</td>
<td></td>
<td>10.486</td>
<td>1.383</td>
<td>7.581</td>
<td>.001</td>
<td>0.611</td>
<td>0.373</td>
<td>0.368</td>
<td>68.4***</td>
<td></td>
</tr>
<tr>
<td>Listening skills according to etiquette</td>
<td>0.29</td>
<td>0.045</td>
<td>0.31</td>
<td>6.525</td>
<td>.001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skill according to comprehension-analysis ability</td>
<td>0.17</td>
<td>0.050</td>
<td>0.21</td>
<td>3.495</td>
<td>.001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to the multiple regression analysis results, it was seen that general model was meaningful, and it was detected that the students predicted problem solving skills, listening skill according to etiquette and listening skill according to comprehension-analysis ability sub-dimensions significantly \((F=(5,575)= 68.4, p < .001, R^2=.37)\). When we examine the contributions of variables to the model one by one, it can be said that listening skill according to etiquette predicted problem solving skills of students in a positive way \((\beta=.31, t (575) = 6.52 p=.001)\). Likewise, listening skill according to comprehension-analysis ability predicted problem solving skills of students in a positive way, too \((\beta=.21, t (575) = 3.50 p=.001)\). It was seen that other independent variables did not provide any contribution to the model. It was detected that listening skill according to etiquette and listening skill according to comprehension-analysis ability given in the model were able to explain 37\% of problem-solving skills.

**Multiple Regression Analysis of Stress Coping Skills**

In order to specify the components of listening skill according to etiquette, listening skill according to comprehension-analysis ability, listening skill according to evaluation ability, listening skill according to vocabulary development ability and listening skill according to effectiveness of listening habits which predict students’ stress coping skills, multiple regression analysis was carried out. Multiple regression results are given in Table 5.
Table 5

Regression Analysis Results of Students’ Stress Coping Skills

<table>
<thead>
<tr>
<th>Model</th>
<th>Predictor variables</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta (β)</th>
<th>t</th>
<th>p</th>
<th>R</th>
<th>R²</th>
<th>ΔR²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed</td>
<td></td>
<td>8.460</td>
<td>1.507</td>
<td>5.615</td>
<td>.001</td>
<td>0.465</td>
<td>0.216</td>
<td>0.209</td>
<td></td>
<td>31.6***</td>
</tr>
<tr>
<td>Listening skills according to etiquette</td>
<td>0.21</td>
<td>0.04</td>
<td>0.24</td>
<td>4.402</td>
<td>.001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skill according to comprehension-analysis ability</td>
<td>0.11</td>
<td>0.05</td>
<td>0.14</td>
<td>2.194</td>
<td>.029</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skill according to evaluation ability</td>
<td>0.08</td>
<td>0.09</td>
<td>0.04</td>
<td>0.850</td>
<td>0.396</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skill according to vocabulary development ability</td>
<td>0.05</td>
<td>0.09</td>
<td>0.02</td>
<td>0.521</td>
<td>0.602</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skill according to effectiveness of listening habits</td>
<td>0.09</td>
<td>0.07</td>
<td>0.07</td>
<td>1.307</td>
<td>0.192</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05, ** p < .01, *** p < .001

According to the multiple regression analysis results, it was seen that the general model was meaningful and it was detected that the students predicted stress coping skills, listening skill according to etiquette and listening skill according to comprehension-analysis ability sub-dimensions significantly (F=(575, 5)= 31.6, p < .001, R²=.22). When we examine the contributions of variables to the model one by one, it can be said that listening skill according to etiquette predicted stress coping skills of students in a positive way (β=.24, t (575 ) =4.40 p=.001). Likewise, listening skill according to comprehension-analysis ability predicted stress coping skills of students in a positive way, too (β=.14, t (575 ) =2.19 p=.029). It was seen that other independent variables did not provide any contribution to the model. It was detected that listening skill according to etiquette and listening skill according to comprehension-analysis ability given in the model were able to explain 21% of stress coping skills.

Multiple Regression Analysis of Skills Enhancing Self-Worth

In order to specify the components of listening skill according to etiquette, listening skill according to comprehension-analysis ability, listening skill according to evaluation ability, listening skill according to vocabulary development ability and listening skill according to effectiveness of listening habits which predict students’ skills enhancing self-worth, multiple regression analysis was carried out. Multiple regression results are given in Table 6.
According to the results of multiple regression analysis, it was seen that general model was meaningful and it was detected that students predicted skills enhancing self-worth, listening skill according to etiquette, listening skill according to vocabulary development ability and listening skill according to effectiveness of listening habits significantly ($F=(575, 5)=26.98$, $p < .001$, $R^2=.19$). When we analyzed the contributions of variables to the model one by one, it can be said that listening skill according to etiquette predicted the skills enhancing self-worth in a positive way ($β=.21$, $t (575) =3.77$ $p= .001$). Likewise, listening skill according to vocabulary development ability predicted the skills enhancing self-worth in a positive way, too ($β=.15$, $t (575) = 2.72$ $p= .007$). Lastly, listening skill according to effectiveness of listening habits also predicted the skills enhancing self-worth in a positive way ($β=.16$, $t (575) =2.86$ $p= .004$). It was seen that other independent variables did not make any contributions to the model. It was revealed that in the model, listening skill according to etiquette, listening skill according to vocabulary development ability and listening skill according to effectiveness of listening habits were able to explain 18% of the students’ skills enhancing self-worth.
Discussion, Conclusion and Recommendations

When communication skills – one of the sub-dimensions of social and emotional learning – were examined, it was seen that general model was meaningful. It was detected that the model predicted students’ communication skills, listening skill according to etiquette and listening skill according to comprehension-analysis ability sub-divisions significantly. It was detected that listening skill according to etiquette and listening skill according to comprehension-analysis ability given in the model were able to explain 24% of listening skills. When problem solving skill – one of the sub-dimensions of social and emotional learning – was examined, it was seen that listening skill according to etiquette and listening skill according to comprehension-analysis ability given in the model were able to explain 37% of problem-solving skills. According to the research results, general situation of the model was meaningful and it was detected that it predicted the students’ problem-solving skill, listening skill according to etiquette and listening skill according to comprehension-analysis ability sub-divisions significantly.

When stress coping skill – one of the sub-dimensions of social and emotional learning – was examined, it was seen that listening skill according to etiquette and listening skill according to comprehension-analysis ability given in the model were able to explain 21% of students’ stress coping skills. According to the research results, it was seen that general model was meaningful and it was detected that it predicted the students’ stress coping skills, listening skill according to etiquette and listening skill according to comprehension-analysis ability sub-divisions significantly. When the skills enhancing self-worth were examined, the research results were as follows: it was seen that listening skill according to etiquette, listening skill according to vocabulary development ability and listening skill according to effectiveness of listening habits given in the model were able to explain 18% of students’ skills enhancing self-worth. According to the research results, it was seen that general model was meaningful. It was detected that it predicted the students’ skills enhancing self-worth, listening skill according to etiquette, listening skill according to vocabulary development ability and listening skill according to effectiveness of listening habits sub-divisions significantly. When listening skill was evaluated with its all sub-divisions as a whole, it affected social and emotional learning skills through problem solving skills (37%) at most and then through communication skills (24%) in a positive way. It was followed by stress coping skills (21%) and skills enhancing self-worth (18%) respectively. These findings affirmed the hypothesis that individuals with high listening skill have high level of social emotional learning skill.

Listening is closely associated with problem solving skill. Bilen (2004) states that the problems that people cannot express increase day by day and in connection with this case, the number of anxious and unhappy people increases. An individual who does not find a good listener faces with people that stay on alert by thinking what to say. This situation destroys the effects of listening such as problem solving and trouble remedy and the problems get worse. Listening ensures the messages to be understood in complete and right ways, increases empathy, and ensures ideas and thoughts to be
followed systematically. This helps the listener think on; and thus, the speaker expresses his own feelings better when he feels to be listened and comprehended. Mutual healthy communication ensures a healthy discussion. In society, there is a significant problem about not being able to discuss. It is seen that at home, school, workplace, bazaar, market, parliament, and even at congresses and symposiums that is the hearth of education, discussions turn into a case after a while where people speak up and get nervous. Such a stressful environment cannot achieve its goal and does not make any contributions to the solution of troubles. High level of relation between listening skill and social and emotional learning in the research supports the literature. Umagan (2007) handles listening mainly in conjunction with communication concept and puts this feature of listening forward. He states that listening is among the basic skills of social life from this aspect. Active listening has also similar effects. In active listening, message sender is left on his own to evaluate his senses. This leads the individual to solve the problem. Many studies have been conducted on organizational leadership and listening habits in national and international literature. According to the research results, it was revealed that individuals having high level of listening skills have efficient and desirable leadership features. There are strong relationships between effective listening and leadership features. As the managers realize that organizations gain strength thanks to effective communication, studies accelerate. These studies that involve one of the important indicators of false notions in which listening is just related to Turkish course make contributions to listening field (Gordon, 2002; Hughes, 2002; Yavuz, 2010). Eskaros (2004) emphasizes that listening is one of the most effective methods for leaders to be successful. He indicates that especially active and emphatic listening is the key feature of good managers. He specifies that emphatic listening leads the listener to see the reality in mind and hearth of the speaker, and deep psychic communication ensures the listener to reach right and true information about the speaker. When the relation between listening skill and stress coping skill is analyzed, a calming effect of listening stands out. Listening to an individual gives a message that “I care your emotions and try to understand you” rather than evaluating his emotions as right or wrong. This acceptance has a calming effect on people. It is the simplest example that one of our friends says, “I feel relieved when I talk to you”. The person feels relieved not only because of expressing himself but also being listened to and to be cared (Gordon, 2002). It is seen that listening to people by looking at their faces and comprehending eliminate the barriers in front of communication.

Individuals whose emotional needs have been met and who have been listened since childhood become good listeners. Cuceloglu (2014) states that family has a determining role in construction of individuals’ positive sense of self. A child whose emotional and physical requirements are met adequately by his family will be more successful in “being him/herself” or in determining a personality for him/herself. Studies enounce that the foetus has primitive but respectable sensations and is affected by mother’s emotions. It may have impressions in its unconscious such that it is an unwanted individual when a mother takes a dangerous thing into her body. The seeds of sense of self that are spread during foetus period evolve into a positive or negative way according to the attitudes of parents.
Listening skill and social learning skill are interrelated life skills. Rather than evaluating these two skills separately to improve them, it will be better to handle these skills together and ensure the individuals gain experience with this point of view will make contributions to the development of them. Listening is the first requirement of learning. It requires not limiting it only to teaching activities. It is compulsory to listen in order to comprehend and learn people and nature and thereby life. Information about environment that we should know in the world we live in such as trying to understand weather conditions by listening to wind, knowing and learning animals through their voices, forecasting a storm from wave sounds can be also gained after learning how to listen. Another listening method which is more important than the environment is to listen to oneself. We can understand pulse velocity by listening to our hearth beating or interpret our emotions according to strength and speed of our breath. We can notice our negative emotions and take them in hand. Listening to others is also important while trying to understand their emotions. For this, firstly we have to know how to listen. Individuals are informed about what listening is and what listening is not with the help of a planned and qualified listening education. Listening is also a virtue. It requires patience, respect, and effort. To comprehend and acknowledge the idea that what we all know may not be true and reality ensures us to improve ourselves. In this respect listening education is a behaviour education. Listening skill cannot be improved adequately without listening education. Thus, the relation between listening and social emotional skills arises. Difference between “I” and the others will come into existence as listening to the environment. As we listen to others, we could acknowledge diversity of humans and show empathy towards them. We communicate, question and comprehend as we listen. As we comprehend, we socialize and construct healthy relations with the environment. As we listen, we notice the contribution of calm communication to our life. As humans listen, understand and acknowledge each other, problems will decrease. The more people there are in the society who listen to others’ needs and expectations, the more people we see in the society from a family – the smallest unit of society – to school and everywhere who are open for communication, calm, peaceful with themselves and happy.

The findings of this research revealed that there is a significant relation between listening skill and social emotional learning skill. Within this scope, it can be thought that especially listening skill – one of the language skills – is not solely related to the field of Turkish Language Teaching. Therefore, activities to improve the social and emotional learning skills could be used together with listening activities, and regular studies could be carried out to turn these two skills into basic life skills. In the research, it was seen that there was a significant relation between listening skill and stress coping skill, skills enhancing self-worth and communication skills which were the sub-dimensions of social emotional learning skill. More studies can be carried out on this subject by taking into account program development studies where communication and discipline problems faced at schools can be decreased with the help of effective listening training and social skill education. Findings of the research revealed that there is a significant relation between listening skill and problem-solving division of social and emotional learning. Therefore, listening-watching skills can be improved by providing real life experiences-problem status for social life. For instance, environment
education can be given in nature together with listening activities. In this study, the relation between social and emotional learning skills and listening skill that is one of Turkish language skills was analyzed. The relations between social and emotional learning skill and speaking, writing and reading skills which are other Turkish language skills could also be examined.

References


Dinleme ve Sosyal Duygusal Öğrenme Becerileri Arasındaki İlişkinin Belirlenmesi Üzerine Bir İnceleme

Atıf:

Özet

İnsan, evreni ve canlıları akın yanda duygularıyla da tanır ve değerlendirir. Özellikle çocukluğumuzda kazanan duygusal ve sosyal beceriler gençlik ve yetişkinlikte de önemlidir. Sosyal yönü güçlü bireyler öncelikle kendini tanıyan ve anlayan, öz güveni yüksek, kişilerarası ilişkilerde başarılı, farklılıklara toleranslı, problem çözme ve düşüncelere odaklanan, duygusal anlamda güçlü, empati yeteneği gelişmiş, toplum hayatında olumlu özelliklerine sahip bozkır bireylerdir. Bu özellikler birçok alanın doğrudan birboğunu da dolaylı olarak etkilemektedir. Genelde, sosyal becerilerin x, y, z, ve w gibi değerlerini ifade etmektedir.

Yaptığımız araştırmalarla, sosyal ve duygusal becerilerin toplum hayatı üzerinde önemli bir etkisi olduğunu göstermektedir. Bu nedenle, sosyal ve duygusal becerilerin öğrenim ve öğretim sürecinde önemini vurgulamamız gerekmektedir. Özellikle ortaöğretim ve lise eğitiminde, sosyal ve duygusal becerilerin gelişimine odaklanmak, öğrencilerin toplumda daha sosyal ve empatik bir şekilde yer alabilecekleri için önemlidir.
Araştırmanın Yöntemi: Bu araştırma tarama modelinde ilişkisel bir çalışmaddır. Çalışmada nicel veri toplama yöntemleri kullanılmıştır. Böylece nicel veriler aracılığıyla ilişkilerin betimlenmesi hedeflenmiştir.
