



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

Betul Yilmaz ABALI¹, Hulya YAZICI²

ARTICLE INFO

Article History:

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

ABSTRACT

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.

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 Emiroglu (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, Graczyk & 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 (Kabakçı & 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, Graczyk 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 emphatic 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 (2), 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

Descriptive Statistics Regarding Variables (N: 581)

Variables	1	2	3	4	5	6	7	8	9	10
Valid participant number	581	581	581	581	581	581	581	581	581	581
Average	120.6	28.18	35.30	27.08	33.48	23.46	28.22	9.589	9.864	15.29

Table 1 Continue

Variables	1	2	3	4	5	6	7	8	9	10
Standard deviation	18.48	4.752	6.088	5.929	6.128	6.577	7.943	3.223	3.346	4.473
Variance	341.5	22.59	37.07	35.16	37.55	43.26	63.09	10.39	11.19	20.00
Skewness	-0.375	-0.381	-0.614	0.0351	-1.197	0.464	0.366	0.540	0.526	0.386
Kurtosis	-0.086	-0.342	-0.025	-0.335	1.042	-0.195	-0.348	-0.357	-0.324	-0.377
The lowest value	58	14	14	11	11	13	15	5	5	8
The highest value	156	36	44	40	40	45	55	20	20	29

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

Variables	1	2	3	4	5	6	7	8	9	10
1- Social emotional learning skills	—									
2- Communication skills	0.83 ***	—								
3-Problem solving skills	0.82 ***	0.68 ***	—							
4- Stress coping skills	0.79 ***	0.55 ***	0.59 ***	—						
5- Skills enhancing self-worth	0.79 ***	0.57 ***	0.62 ***	0.44 ***	—					

Table 2 Continue

Variables	1	2	3	4	5	6	7	8	9	10
6- Listening skill according to etiquette	0.55 ***	0.44 ***	0.56 ***	0.42 ***	0.38 ***	—				
7- Listening skill according to comprehension-analysis ability	0.52 ***	0.44 ***	0.54 ***	0.41 ***	0.33 ***	0.70 ***	—			
8- Listening skill according to evaluation ability	0.39 ***	0.34 ***	0.39 ***	0.32 ***	0.24 ***	0.50 ***	0.70 ***	—		
9- Listening skill according to vocabulary development ability	0.46 ***	0.37 ***	0.46 ***	0.34 ***	0.35 ***	0.55 ***	0.69 ***	0.58 ***	—	
10- Listening skill according to effectiveness of listening habits	0.48 ***	0.40 ***	0.47 ***	0.36 ***	0.37 ***	0.62 ***	0.65 ***	0.57 ***	0.65 ***	—

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

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 detected 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 - 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 ($r = .34, p < .001$), 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

Students’ Communication Skills Regression Analysis Results

Model	Predictor variables	B	Std. Error	Beta (β)	t	p	R	R ²	ΔR^2	F
	Fixed	12.410	1.186		10.462	.001	0.49	0.24	0.24	36.9***
	Listening skills according to etiquette	0.16	0.03	0.22	4.149	.001				
	Listening skill according to comprehension-analysis ability	0.10	0.04	0.15	2.358	0.019				
	Listening skill according to evaluation ability	0.04	0.07	0.03	0.610	0.542				
	Listening skill according to vocabulary development ability	0.08	0.07	0.05	1.083	0.279				

Table 3 Continue

Model	Predictor variables	B	Std. Error	Beta (β)	t	p	R	R ²	ΔR^2	F
	Listening skill according to effectiveness of listening habits	0.10	0.05	0.10	1.895	0.059				

* 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 ($F=(575, 5)= 36.9$, $p < .001$, $R^2=.24$). 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 ($\beta= .22$, $t (575) = 4.15$ $p= .001$). Likewise, listening skill according to comprehension-analysis ability predicted communication skills of students in a positive way, too ($\beta= .15$, $t (575) = 2.36$ $p= .019$). 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

Model	Predictor variables	B	Std. Error	Beta (β)	t	p	R	R ²	ΔR^2	F
	Fixed	10.486	1.383		7.581	.001	0.611	0.373	0.368	68.4***
	Listening skills according to etiquette	0.29	0.045	0.31	6.525	.001				
	Listening skill according to comprehension-analysis ability	0.17	0.050	0.21	3.495	.001				

Table 4 Continue

Model	Predictor variables	B	Std. Error	Beta (β)	t	p	R	R ²	ΔR^2	F
	Listening skill according to evaluation ability	0.04	0.08	0.02	0.457	0.648				
	Listening skill according to vocabulary development ability	0.17	0.09	0.09	1.932	0.054				
	Listening skill according to effectiveness of listening habits	0.11	0.067	0.08	1.774	0.077				

* 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 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

Model	Predictor variables	B	Std. Error	Beta (β)	t	p	R	R ²	ΔR^2	F
	Fixed	8.460	1.507		5.615	.001	0.465	0.216	0.209	31.6***
	Listening skills according to etiquette	0.21	0.04	0.24	4.402	.001				
	Listening skill according to comprehension-analysis ability	0.11	0.05	0.14	2.194	0.029				
	Listening skill according to evaluation ability	0.08	0.09	0.04	0.850	0.396				
	Listening skill according to vocabulary development ability	0.05	0.09	0.02	0.521	0.602				
	Listening skill according to effectiveness of listening habits	0.09	0.07	0.07	1.307	0.192				

* 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 ($F=(575, 5)= 31.6, p < .001, R^2=.22$). 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 ($\beta= .24, t (575) =4.40 p= .001$). Likewise, listening skill according to comprehension-analysis ability predicted stress coping skills of students in a positive way, too ($\beta= .14, t (575) =2.19 p= .029$). 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.

Table 6

Regression Analysis Results of Students' Skills Enhancing Self-Worth

Model	Predictor variables	B	Std. Error	Beta (β)	T	p	R	R ²	ΔR^2	F
	Fixed	16.470	1.583		10.407	.001	0.436	0.190	0.183	26.98***
	Listening skill according to etiquette	0.19	0.05	0.21	3.778	.001				
	Listening skill according to comprehension-analysis ability	0.01	0.05	0.02	0.338	0.736				
	Listening skill according to evaluation ability	-0.10	0.10	-0.05	-1.062	0.289				
	Listening skill according to vocabulary development ability	0.28	0.10	0.15	2.719	0.007				
	Listening skill according to effectiveness of listening habits	0.22	0.07	0.16	2.860	0.004				

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

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 ($\beta= .21, t (575) =3.77 p= .001$). Likewise, listening skill according to vocabulary development ability predicted the skills enhancing self-worth in a positive way, too ($\beta= .15, t (575) = 2.72 p= .007$). Lastly, listening skill according to effectiveness of listening habits also predicted the skills enhancing self-worth in a positive way ($\beta= .16, t (575) =2.86 p= .004$). 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

- Akbulut, Y. (2010). *Sosyal bilimlerde SPSS uygulamaları: sık kullanılan istatistiksel analiz ve açıklamalı SPSS çözümleri*. İstanbul: İdeal Kültür Yayıncılık.
- Bandura, A. (1969). *Principles of behavior modification*. New York: Holt.
- Berk, L. (1997). *Child development*. London: Allyn and Bacon.
- Bilen, P. (2004). *Sağlıklı insan ilişkileri*. Ankara: Anı Yayıncılık.
- Cuceloglu, D. (2014). *İçimizdeki Çocuk*. İstanbul: Remzi Kitabevi.
- Ciftci, M. (2001). Dinleme eğitimi ve dinlemeyi etkileyen faktörler. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(2), 165-177.
- Cubukcu, Z., & Gultekin, M. (Bahar, 2006). İlköğretimde öğrencilere kazandırılması gereken sosyal beceriler. *Bilig*, 37, 155-174.
- Dogan, Y. (2008). İlköğretim yedinci sınıf öğrencilerinin dinleme becerisini geliştirmede etkinlik temelli çalışmaların etkililiği. *Türk Eğitim Bilimleri Dergisi*, 6(2), 261-286.
- Durmus, N. (2013). İlköğretim 2. sınıf öğrencilerinin dinleme becerilerinin geliştirilmesinde çocuk edebiyatı ürünlerinin etkisi. (Yüksek lisans tezi). Retrieved From <https://tez.yok.gov.tr>.
- Elias, M., Zins, J., Graczyk, P., & Weissberg, R. (2003). Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools. *School Psychology Review*, 32, 303-319.
- Emiroglu, S. (2013). Türkçe öğretmeni adaylarının dinleme sorunlarına ilişkin görüşleri. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(11), 269-307.
- Emiroglu, S., & Pinar, F. (2013). Dinleme becerisinin diğer beceri alanları ile ilişkisi. *Turkish Studies*, 8(4), 769-782.
- Eskaros, M. G. (2004). Fine-tune your listening skills. *Hydrocarbon processing (International ed.)*, 83(11), 85-87.
- Gardiner, H., & Gander, M. (1993). *Çocuk ve ergen gelişimi* (A. Dönmez, Çev.). Ankara: İmge Kitabevi.
- Garson, G. D. (n.d.). *Statnotes: Topics in multivariate analysis*. Retrieved December 4, 2006, from NC State University, College of Humanities and Social Sciences. Retrieved From <http://www2.chass.ncsu.edu/garson/pa765/statnone.htm>.

- George, D., & Mallery, P. (2016). *IBM SPSS Statistics 23 Step by Step: A Simple Guide and Reference*. New York: Routledge.
- Goleman, D. (2003). *Duygusal zeka*. İstanbul: Varlık Yayınları.
- Gordon, T. (2002). *Etkili liderlik eğitimi*. İstanbul: Sistem Yayıncılık.
- Gocer, A., & Tabak, G. (2014). Dinleme becerisine yönelik alternatif ölçme ve değerlendirme araçları. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 3(2), 250-272.
- Hughes, L. (2002). How to be a good listener. *Women is Business*, 54(5), 17-17.
- Kabakci, O., & Korkut Owen, F. (2010). Sosyal duygusal öğrenme becerileri ölçeği geliştirme çalışması. *Eğitim ve Bilim*, 35 (157), 152-166.
- Kalayci, S. (2008). *SPSS uygulamalı çok değişkenli istatistik teknikleri*. Ankara: Asil Yayın Dağıtım.
- Karaduz, A. (2010). Türkçe ve sınıf öğretmeni adaylarının dinleme stratejilerinin değerlendirilmesi. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 29, 39-55.
- Kocakulah, M., & Kirtak Ad, V. (2015). Sosyal duygusal öğrenme becerileri ölçeği'nin üniversite öğrencileri için uygulanabilirliği'nin belirlenmesi. *Eğitim ve Öğretim Araştırmaları Dergisi*, 4 (2), 241-247.
- Koc, S., & Muftuoğlu, G. (1998). *Dinleme ve okuma öğretimi*. Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.
- Maden, S., & Durukan, E. (2011). Türkçe öğretmeni adaylarının dinleme stillerinin çeşitli değişkenler açısından değerlendirilmesi. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 3(4), 101-112.
- Ogel, K., Corapcioglu, A., Sir, A., Tamar, M., Tot, S., Dogan, O., & Liman, O. (2004). Dokuz ilde ilk ve orta öğretim öğrencilerinde tütün, alkol ve madde kullanım yaygınlığı. *Türk Psikiyatri Dergisi*, 15 (2), 112-118.
- Sahin, A. (2011). İlköğretim 6. sınıf öğrencilerinin dinleme becerisi farkındalıklarının sosyoekonomik düzeye göre incelenmesi. *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(1), 178-188.
- Sahin, A., & Aydin, G. (2009). İlköğretim 6. sınıf öğrencilerinin türkçe dersi dinleme becerisi farkındalıklarının belirlenmesine yönelik bir anket geliştirme. *The Journal of International Social Research*, 2(9), 454- 464.
- Tabachnick, B., & Fidell, L. (2013). *Using multivariate statistics* (6th ed.). Boston: MA Pearson.
- Turnuklu, A. (2004). Okullarda sosyal ve duygusal öğrenme. *Kuram ve Uygulamada Eğitim Yönetimi*, 37, 136-152.
- Umagan, S. (2007). "Dinleme" ilköğretimde Türkçe öğretimi. Ankara: PegemA Yayıncılık.

- Yildirim, F., & Er, O. (2013). Türkçe dersi öğretim programı dinleme-izleme alanı amaç ve kazanımlar boyutunun öğretmen görüşleri doğrultusunda değerlendirilmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 2 (2), 231-250.
- Yavuz, H. (2010). Öğretmenlerin geri bildirimlerine göre okul müdürlerinin dinleme becerilerinin analizi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 38, 292-306.
- Zengin, S. (2010). Çocuk kitaplarının dinleme becerisini geliştirme aracı olarak kullanılması. (Yüksek lisans tezi). Retrieved From <https://tez.yok.gov.tr>.

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

Atıf:

- Yılmaz Abali, B., & Yazici, H. (2020). An evaluation on determining the relation between listening skill and social emotional learning skill. *Eurasian Journal of Educational Research* 89, 71-92, DOI: 10.14689/ejer.2020.89.4

Özet

Problem Durumu: Bireyin toplumla ilişkilerini düzenleyen birçok becerinin ön koşulu dinlemedir. Dinleme özellikle sosyal becerilerin gelişimine temel oluşturur. Sosyal beceriler de öğrenme süreçlerinin önemli bir kısmını oluşturur. Bandura'nın Sosyal Öğrenme Teorisi'ne göre bir çocuk başkasının davranışını model alma, gözlem yapma ve duyarak taklit etme gibi yollarla öğrenir (Bandura, 1969). Bu beceriler başkalarının duygularını anlayabilme, duygudaşlık, özyönetim, özdenetim, ikna, problem çözme gibi alt becerileri kapsamaktadır (Türnüklü, 2004). Sosyal Öğrenmenin duyma, taklit etme, gözlem yapma gibi süreçlerinde sağlıklı bir dinleme şarttır.

İnsan, evreni ve canlıları aklının yanında duygularıyla da tanır ve değerlendirir. Özellikle çocukluk çağında kazanılan 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 becerisi gelişmiş, duygusal anlamda güçlü, empati yeteneği gelişmiş, toplum hayatında olumlu özellikleriyle dikkat çeken bireylerdir. Bu özellikler birçok alanı doğrudan birçoğunu da dolaylı olarak etkileyerek yaşamın tamamına -okul, iş, evlilik gibi- yön veren yaşamsal becerilerdir. Kişilerin fiziksel ve ruhsal sağlığını bozacak birçok riskli ve zararlı davranışın, okullarda, medyada, sokakta görülen şiddet olaylarının sosyal ve duygusal yeterliliğe sahip olup olmayla doğrudan bağı vardır. Yapılan araştırmalar ülkemizde sigara, alkol ve uyuşturucu maddelerin kullanımının ortaöğretimde ilköğretimden üç kat fazla olduğunu göstermektedir. Özellikle ortaöğretim öğrencilerinde zararlı madde kullanımı oranlarının yüksekliği sosyal ve duygusal öğrenme yoluyla okullarda önleyici çalışmalar yapmanın gerekliliğini ortaya koymaktadır. Gençlerde riskli cinsel davranışların ve zorbalık,

şiddet eğilimlerinin önlenmesinde de SDÖ öncü olacaktır (Ögel vd., 2004). SDÖ riskli davranışları azaltmanın yanında koruyucu bir özellik taşımaktadır. SDÖ ile ilgili çalışmalar incelendiğinde SDÖ becerilerini oluşturan dört temel beceriden söz edildiği görülmektedir. Bunlar: Problem çözme becerisi, iletişim becerileri, kendilik değerini arttıran beceriler ve stresle başa çıkma becerileridir (Kabakçı ve Korkut Owen, 2010). Çocukluk çağında öğrendiklerimizin birçoğunu dinleyerek gerçekleştirdiğimiz düşünüldüğünde dinleme becerisinin erken yaşlardan itibaren geliştirilmesi bireyleri duygusal yönden yetiştirecek ve gelecekte duygusal ve sosyal beceri eksikliklerinden kaynaklanan tehlikelerden koruyacaktır. Bunlar depresyon, şiddet eğilimi, yeme bozuklukları gibi olumsuz davranışlar olabileceği gibi uyuşturucu bağımlılığına kadar uzanan hayati tehlikeler de olabilmektedir. Dinleme ve sosyal duygusal öğrenme becerilerinin geliştirilmesinin okullarda yaşanan disiplin sorunlarının, şiddet olaylarının önlenmesine ve öğrencilerin gelecekte yaşayabileceği toplumsal çatışmaların azaltılmasına katkı sunacağı düşünülmektedir. Son yıllarda yapılan araştırmalar şimdiki kuşağın bir önceki kuşağa göre duygusal anlamda daha çok zorluk yaşadığı, daha yalnız, depresif, kızgın, asi, fevri ve saldırgan olduğu yönündedir. Bunun için duygusal ve sosyal yönden eğitilmeleri önemlidir. Okulların akıl ve duyguları birlikte ele alan eğitim politikalarına ihtiyaç duyduğu göze çarpmaktadır. Türkçe Eğitimi ve Öğretimi alanında yapılan araştırmalar genellikle Türkçe öğretimi ve dinleme eğitimi, Türkçe öğretim programlarının dinleme kazanımları açısından incelenmesi, dinleme kazanım ve etkinliklerinin öğretmen görüşleri açısından incelenmesi, konuşma yazma, okuma ve dinleme çalışmalarının kendi içindeki ilişkileri ile ilgili, dinleme stratejileri, dinlemeyi etkileyen etmenler, dinleme becerisini geliştiren çeşitli yöntem tekniklerin sınanması, dinleme ve prozodi ilişkisi ya da çocuk edebiyatı dinleme ilişkisine yöneliktir (Zengin, 2010; Durmuş, 2013; Şahin 2011; Maden ve Durukan, 2011; Yıldırım ve Er, 2013; Karadüz, 2010; Çifçi, 2001; Göçer ve Tabak, 2014; Doğan, 2008 vd.) Bu çalışma ise öğrenme kuramlarından sosyal öğrenme ve Türkçenin temel dil becerilerinden dinleme becerisi arasındaki ilişkiyi incelemektedir.

Araştırmanın Amacı: Araştırmanın amacı dinleme becerisi ile sosyal duygusal öğrenme becerisi arasındaki ilişkiyi belirlemek ve aralarında ilişki varsa bu ilişkinin düzeyini belirlemektir. Bu bakış açısıyla yürütülen çalışmanın temel problemi şudur: Dinleme becerileri, sosyal duygusal öğrenme becerilerini anlamlı olarak yordamakta mıdır? Bu ana problemin çözülmesinde aşağıdaki alt problemlere de yanıt aranmıştır:

1. Ortaokul öğrencilerinin dinleme becerileri, iletişim becerilerini anlamlı olarak yordamakta mıdır?
2. Ortaokul öğrencilerinin dinleme becerileri, problem çözme becerilerini anlamlı olarak yordamakta mıdır?
3. Ortaokul öğrencilerinin dinleme becerileri, stresle başa çıkma becerilerini anlamlı olarak yordamakta mıdır?
4. Ortaokul öğrencilerinin dinleme becerileri, kendilik değerini arttıran becerilerini anlamlı olarak yordamakta mıdır?

Araştırmanın Yöntemi: Bu araştırma tarama modelinde ilişkisel bir çalışmadır. Çalışmada nicel veri toplama yöntemleri kullanılmıştır. Böylece nicel veriler aracılığıyla ile değişkenler arası ilişkilerin betimlenmesi hedeflenmiştir.

Araştırmanın Bulguları: Öğrencilerin iletişim becerilerini görgü kurallarına göre dinleme becerisi ve anlama-çözümleme durumlarına göre dinleme becerisi alt boyutlarının anlamlı bir şekilde yordadığı tespit edilmiştir. Modelde yer alan görgü kurallarına göre dinleme becerisi ve anlama-çözümleme durumlarına göre dinleme becerisinin iletişim becerilerinin %24'ünü açıklama gücüne sahip olduğu görülmektedir. Görgü kurallarına göre dinleme becerisi ve anlama-çözümleme durumlarına göre dinleme becerisinin problem çözme becerilerinin %37'sini açıklama gücüne sahip olduğu görülmektedir. Görgü kurallarına göre dinleme becerisi ve anlama-çözümleme durumlarına göre dinleme becerisinin öğrencilerin stresle başa çıkma becerilerini %21'ini açıklama gücüne sahip olduğu görülmektedir. Modelde yer alan görgü kurallarına göre dinleme becerisi, söz varlığını geliştirme durumlarına göre dinleme becerisi ve dinleme alışkanlıklarının etkililiğine göre dinleme becerisinin öğrencilerin kendilik değerini arttıran becerilerinin %18'ini açıklama gücüne sahip olduğu görülmektedir. Bu bulgular, dinleme becerisi yüksek olan bireylerin sosyal duygusal öğrenme becerilerinin de yüksek olduğu hipotezini doğrulamaktadır.

Araştırmanın Sonuçları ve Öneriler: Dinleme becerisi ile sosyal ve duygusal öğrenme becerileri birbirinden bağımsız iki beceri değildir. Dinleme becerileri geliştikçe sosyal ve duygusal beceriler de gelişmektedir. Bu sonuç dinleme becerilerini geliştirmeye yönelik etkinliklerin önemini ortaya koymakta ve dinleme becerisinin tüm öğrenme süreçlerinde öne çıkarılarak geliştirilmesinin gerekliliğini ortaya koymaktadır. Okullarda yaşanan iletişim ve disiplin sorunlarının etkin bir dinleme öğretimi ve sosyal beceri eğitimleriyle azaltılabileceği, program geliştirme çalışmalarında göz önünde bulundurularak bu alana yönelik çalışmalar yapılabilir. Sosyal yaşamın içinde gerçek yaşam deneyimleri-problem durumları sağlanarak dinleme-izleme becerileri geliştirilebilir. Örneğin çevre eğitimi dinleme etkinlikleriyle birlikte doğada yapılabilir. Sosyal ve duygusal öğrenme becerisi ile Türkçenin diğer beceri alanları olan konuşma, yazma ve okuma becerileri arasındaki ilişki incelenebilir ve bu becerilerin sosyal duygusal öğrenmeye katkıları karşılaştırmalı bir biçimde ele alınabilir.

Anahtar Sözcükler: Türkçe Eğitimi, Dinleme, Sosyal Duygusal Öğrenme

