

Analysing Listening Skills High School of Physical Education and Sports Students

 Kübra Özdemir¹,  Ahmet Gökhan Yazici^{2*},  Mehmet Ertuğrul Öztürk³,  Muharrem Ogan⁴ and  Özkan Yetkin⁵

^{1,2,3,4}Physical Education and Sports, Kazım Karabekir Faculty of Education, Atatürk University, Erzurum.

⁵Ministry of Education, Yakutiye Vocational and Technical Anatolian High School, Erzurum.

*Corresponding author

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ABSTRACT

Beginning from the moment a person is born, he/she always tends to listen, both in his/her daily life and in his/her education life. In this direction, the objective of this study is to analyse the opinions of physical education and sports teacher candidates about listening skill. The sample of the study is the students studying at Ardahan University School of Physical Education in the 2019-2020 academic year. The sample of the study consists of 100 students selected by random sampling method. A form consisting of two parts has been used as a data collection tool in the study. In the first part of the data collection tool, there is a personal information form including students' gender, class and sports branch information. In the second part, Listening Skills Scale has been used. Kolmogorov-Smirnov test has been used to test the normality of the scale scores in the analysis of the data, and since the data collected from the scale showed normal distribution, the parametric t test, the one-way ANOVA test and the Tukey test from the Post Hoc tests have been used to determine which groups differ in multiple comparisons. Consequently, there is no significant difference according to the variables of gender, age, sports branches. However, a statistically significant difference has been observed from freshman to senior when the comparisons of the listening skill scale according to the grade levels are carried out.

Introduction

People in society integrate the vast majority of their life with the listening process starting from their education life. There is listening phenomena on the basis of the information we acquire. Listening has a great effect on understanding what is around us and communicating what we understand.

It is clear that the education of listening skill, which is encountered both in school life and in every moment of daily life, is not given much importance. There is a misconception about listening that this skill is innate and does not need to be developed. However, listening, which forms the basis of other skill areas, should be taught to individuals in educational institutions, especially in the family (Emiroğlu & Pınar, 2013).

Listening is one of the most fundamental areas of communication. Listening is the most important element in the realization of empathic communication. It is not enough to hear the other person. It is necessary to understand what he/she says, to think and to be an active listener. Real listening means paying full attention to what is being said and understanding

them. (Url 1, 2020).

Listening is defined as a psychological process that starts with the awareness of sounds and images and paying attention to them, continues with the recognition of certain auditory signs and ends with their interpretation (Ergin & Birol, 2000). Listening is an effective process that includes hearing, understanding, integrating understood information with preliminary information, and responding if necessary (Wolff et al, 1983). Again, listening is the activity of perfectly understanding the message that the speaker wants to give and responding to the stimulus in question (Demirel & Şahinel, 2006).

People use listening and reading as a means of understanding, and speaking and writing as a means of expressing (Bulut, 2013). Listening is a skill that is constantly used in daily life and can be improved. The development of listening skill, which is the only language skill used from the moment of birth, begins primarily in the family and the immediate environment where the mother tongue is a teaching center (Ünal & Özer, 2014).

Listening is the process of structuring sounds and speech by making sense in the mind. This complex process consists of hearing, focusing attention and understanding. In the first stage, voices and speeches are heard. In the second stage, attention is focused on the stimuli and the ones that are of interest or necessary are selected. Selected information and thoughts are passed through various mental processes such as understanding, sorting, classifying, questioning, relating, organizing and evaluating. In the last stage, the information, feelings and thoughts made sense are integrated with the prior knowledge of the individual. Thus, what is heard is structured in the mind and the listening process is completed (MEB, 2009; Doğan & Özçakmak, 2014). In interpersonal relationships, verbal communication has two important elements, namely speaking and listening. The ability of the source (the speaker) that initiates the communication (speaking) to reach the target of what he/she transmits (message) to the other party depends on being a good receiver (listener). Therefore, no matter how healthy a conversation is, errors and deficiencies in the listening dimension will cause the communication to break (Kemiksiz, 2016). It should be thought that there is listening when there is a conversation, and vice versa. In reading from the language skills aimed at comprehension, there are complementary obligations such as looking at the text visually. It is more difficult to gather at one point the other elements that play a role in providing eyes and concentration in listening. Therefore, the time to concentrate in listening is more difficult than reading (Doğan, 2019). Underlying the lack of communication, which constitutes the core of the problems people experience in today's social environment, lies in the inability to perform the listening activity completely and correctly (Maden, 2014). "Understanding" is not always possible while listening. Misunderstandings can also occur. One way to avoid misunderstanding may be for the listener to state what he or she understands of what they are listening to through feedback. Listening using feedback is called active listening. The person who wants to use active listening skill must put himself/herself in the other's shoes for a moment. (Url 2, 2020).

Human beings are not always successful in communication for various reasons. One of the most common problems in communication in daily life is the lack of correct listening habits. Understanding is the most important thing in successful communication. In order to be a good listener, people need to make a conscious effort and develop new skills suitable for the environment (Yıldırım, 2007).

It is possible to mention eight kinds of factors that affect listening. These are:

Physiological Factors: The function of the eye in reading is taken over by the ear in listening. Therefore, it is important that students do not have any hearing problems in terms of listening.

Physical Factors: First of all, hearing should be performed in a healthy way in the environment where listening takes place.

Psychological Factors: The negative mental state of the listener is one of the most important obstacles to perceiving what he/she is listening to.



Mental Factors: Listening is a dynamic and lively activity. A trained memory is required for good listening.

Social Factors: The traditions and customs of the society and common understanding of social education are also important factors in listening.

Teacher Factor: The teacher's or speaker's attitudes and behaviours have some effects on the audience and thus affect listening.

Speaker (Transmitter) Factor: Similar to listening skill, speaking skill is a form of communication with a predominant psychological aspect.

Subject Factor: Topics that are above the level of the audience, that are outside of their interests, and whose key words and concepts are not well known, do not qualify as a good listening material for the audience (Çifçi, 2001; Uğur, 2019).

Listening is the key to success. It is difficult to imagine success without being a good listener. Listening opens new horizons for people. Moreover, listening is the key to learning (Mackay, 1997; Durukan & Maden, 2010).

2. Method

In this research, "Scanning and Description Model" has been used. It is a research approach that aims to define and describe a situation that exists in the past or present in its entirety. In this model, there is no effort to change or influence whatever is the subject of research. What you want to know is obvious. The goal is to be able to observe and identify that thing correctly. Observing without attempting to change is the main goal (Karasar, 1984).

2.1. Participants

The population of the study consists of the students studying at Ardahan University School of Physical Education in the 2019-2020 academic year. The sample of the study is 100 students selected by random sampling method.

2.2. Measurement

A form consisting of two parts has been used as a data collection tool in the study. In the first part of the data collection tool, there is a personal information form including students' gender, class and sports branch information. In the second part, "Listening Skills Scale" developed by Cihangir and Çankaya (2012) is used. The scale consists of 15-item five-point scale (1 = Never, 5 = Always). 8 items in the scale are positive (2, 5, 8, 9, 11, 13, 14, 15) and 7 items are negative (1, 3, 4, 6, 7, 10, 12). Negative items were reverse-coded while calculating the total scores of the scale. Thus, the higher the total scores mean that the listening skill is high. The scores that can be obtained from the scale are between 15 and 75 points. In this study, the Cronbach Alpha reliability coefficient of the scale has been found to be 0.79.

2.3. Data Analysis

The scales used in the study have been controlled and transferred to the "SPSS 22.0 for Windows (Statistical Package for Social Sciences)" statistical program, and the frequency, percentage and arithmetic averages have been calculated. In the normality test of the scale scores, the skewness and kurtosis values varied between +1.96 and -1.96. and the data showed normal distribution to the variables regarding "Kolmogorov-Smirnov" test statistics. Since the data collected from the scale showed normal distribution, t test, one-way ANOVA test from parametric tests and Tukey test from Post Hoc tests have been used to determine which groups differ in multiple comparisons. In the analysis of all data, the value 0.05 has been taken as the confidence level.

4. Results

Table 1. Findings of the Athletes Participating in the Study Regarding the Demographic Features

	N	%
Gender		
Female	42	42,0
Male	58	58,0
Age		
18-23 years old	84	84,0
23-28 years old	14	14,0
28 years old and above	2	2,0
Class		
Freshman	20	20,0
Sophomore	27	27,0
Junior	18	18,0
Senior	35	35,0
Sport Branch		
Individual	55	55,0
Team	45	45,0

In Table 1, when the gender status of the participants has been considered, 42% (n = 42) are female athletes and 58% (n = 58) are male athletes. 84% of the participants (n = 84) are between 18-23 years old, 14.0% (n = 14) are between 23-28 years old and 2.0% (n = 2) are over 28 years old. The class status of the participants is as such: 20.0% (n = 20) are freshman, 27.0% (n = 27) are sophomore, 18.0% (n = 18) are junior and 35.0% (n = 35) of them are senior. While 55.0%

(n = 55) of the participants do individual sports, 45.0% (45) of them do team sports.

Table 1. Distribution by Items of Listening Skills Scale

	Items	\bar{X}	SS
Q1	I get bored listening to people who don't think like me.	3,710	1,008
Q2	I ask questions to understand the other person better.	3,920	,860
Q3	I don't like to listen to other people's words for a long time.	3,550	1,067
Q4	As I listen to the other person, my thoughts shift to other areas.	3,880	,819
Q5	I try to make him/her feel that I want to understand better the person I am talking to.	3,950	,978
Q6	I don't think I have to listen to others long.	3,330	1,239
Q7	When talking to someone, it happens that I don't listen to their words even though I look at their face	3,920	,981
Q8	I can understand the feelings and thoughts of the other person and convey them to him/her through my words and / or non-verbal actions.	3,930	,934
Q9	When there is a conflict, I try to patiently listen to the other person's feelings and thoughts in order to better understand them.	3,840	,950
Q10	It happens that I pretend to be listening even though I am not listening to someone.	3,940	,919
Q11	While listening, I try to put myself in the person's shoes.	3,900	,948
Q12	I have difficulty in making eye contact with the other person while listening.	4,030	1,029
Q13	When I listen to the other person, I make sure that my body is facing him/her.	4,130	,949
Q14	When I listen to the other person, I pay attention to their verbal and non-verbal messages.	4,260	,883
Q15	While listening to the other person, I try to understand their feelings.	4,260	,811
	TOTAL	58,60	14,370

In terms of the responses given to the listening skill scale according to 100 participants, all of the averages have been determined to be "3 = Sometimes" option and above. According to the items of the Listening Skills Scale, it has been understood that all participants focused on positive results.

Table 2. Descriptive Statistics of the Listening Skills Scale

	n	\bar{X}	Sd	Min	Max
Listening Skill Scale	100	54,670	6,974	39	70

The average values of the factors of the listening skill scale are given in the table. It has been presented that the average of the listening skill scale is $54,670 \pm 6,974$ and the low score is 39 and the highest score is 70.

Table 3. T Test Results for Independent Groups regarding their Scores from the Listening Skills Scale by Gender

	n	\bar{X}	Ss	t	p
Female	42	3,973	,515	1,204	,232
Male	58	3,852	,475		

*p ≤ ,05

In Table 4, T-Test Results for Independent Groups regarding their points from the Listening Skills Scale by gender are shown. Considering Table 4, there is no significant difference in the results of the Independent Groups T-Test for female students (= 3,973) and male students (= 3,852) regarding the average scores they got from the Listening Skills Scale.

Table 4. T Test Results for Independent Groups regarding their Scores from the Listening Skills Scale by Sports Branches



	n	\bar{X}	Sd	t	p
Individual Sport	55	3,849	,530	-1,204	,223
Team Sport	45	3,968	,441		

* $p \leq ,05$

In Table 5, T-Test Results for Independent Groups regarding their points from the Listening Skills Scale by gender are displayed. Looking at Table 5, there is no significant difference in the results of the Independent Groups T-Test for female students (= 3,973) and male students (= 3,852) regarding the average scores they got from the Listening Skills Scale.

Table 5. One-Way Variance Analysis Results regarding the Scores they got from the Listening Skills Scale by Class Levels

Dimension		n	\bar{X}	Sd	f	p	Significant Difference
Listening Skills Scale	Freshman	20	4,156	,417	3,355	,022	1.S-4.S.
	Sophomore	18	3,871	,381			
	Junior	27	3,977	,506			
	Senior	35	3,744	,552			

* $p \leq ,05$

Table 6 shows the results of one-way analysis of variance for Independent Groups regarding the scores they obtained from the Listening Skills Scale according to their class levels. Looking at Table 6, there is a statistical difference between the average scores of freshman (= 4.156), sophomore (= 3,871), junior (= 3,977) and senior (= 3,744) from the Listening Skills Scale. Tukey test, one of the Post-Hoc tests, has been used to test the source of significant difference. The direction of the difference has been found in the direction of freshman and senior.

Table 6. One-Way Analysis of Variance Results regarding the Scores they obtained from the Listening Skills Scale by Age Groups

Dimension		n	\bar{X}	Sd	f	p	Significant Difference
Listening Skills Scale	18-23 years old	84	3,922	,482	2,747	,069	
	23-28 years old	14	3,704	,479			
	28 years old and above	2	4,500	,707			

* $p \leq ,05$

Table 7 presents the results of one-way analysis of variance for Independent Groups regarding the scores they obtained from the Listening Skills Scale by age groups. When Table 7 is examined, it has been concluded that there is no statistically significant difference between the average scores of students between the ages of 18-23 (= 3.922), the ages of 23-28 (= 3.704), and students over the age of 28 (= 4.500).

4. Discussion and Conclusion

In this study; the opinions of physical education and sports teacher candidates on listening skill are analysed. It is aimed at making comparisons according to gender, age, sports branch and class variable.

According to the gender variable, there is no significant difference in the results of the Independent Groups t test for the average scores of female students (= 3,973) and male students (= 3,852) from the Listening Skills Scale.

According to sports branches, there is no significant difference in the results of the Independent Groups t Test for the average scores of female students (= 3,973) and male students (= 3,852) from the Listening Skills Scale.

According to the variables of age groups, it is observed that there is no statistically significant difference between

the average scores of students between the ages of 18-23 (= 3.922), students aged between 23-28 (= 3.704), and students over the age of 28 (= 4.500).

According to their class levels, it seems that there is a statistically significant difference between the average scores of freshman students (= 4.156), sophomore students (= 3,871), junior students (= 3,977) and senior students (= 3,744) from the Listening Skills Scale.

Ceyran found in his study in 2016 that female students have a significant advantage over male students in gender factor. This result is not in line with our study.

Again, in their study on the listening styles of Turkish teacher candidates in 2011, Maden and Durukan found that there was no significant difference in listening habits according to gender variable. They also concluded that the class variable has an effect on the listening style. These findings are in parallel with our study.

Similarly, Yoncalık and Çimen concluded that there was no difference in terms of gender in their study about the levels of listening skills in interpersonal communication of physical education and classroom teaching students in 2006. These findings show parallelism with our study.

Kurudayıoğlu and Kana found in their study in 2013 that the relationship between pre-service teachers' self-efficacy perceptions and their classrooms was not statistically significant. These findings do not support our study.

Consequently, there is no statistically significant difference in the listening skill scale of physical education and sports teacher candidates according to gender, sports branches and age. When comparing the positive and negative items of the scale separately, no significant difference has been found according to gender and age. However, when comparing the listening skill scale according to class levels, a statistically significant difference has been observed from freshman to senior.

Adding lessons to students' listening skills within the scope of undergraduate and graduate sports education may be beneficial for the development of listening skills.

The departments that provide sports education (coaching, sports management and recreation) can be analysed and comparisons can be made. The relevant teaching programs available at the Sports education and training faculties of universities can also be compared. Listening's effect on other language skill areas such as writing and speaking, which are related to language skills, can be studied.

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