

## Analyzing Perceived Listening Self-Efficacy of Pre-Service Teachers

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### Abstract

Listening, which is one of the four basic language skills, affects not only the academic success of individuals but also their communication in daily life. Effective use of listening skills is essential for achieving interpersonal communication and for allowing individuals to gain new knowledge. Listening self-efficacy of individuals is a variable that affects their perspective on listening and their understanding of what they are listening. This study thus aims to determine the listening self-efficacy levels of pre-service teachers and to examine their listening self-efficacy by gender, department, grade level, and academic grade point average. To do so, it draws on descriptive survey method. Its universe consists of pre-service teachers studying at Faculty of Education, Sakarya University. Its sample includes 561 volunteer pre-service teachers studying in different departments at Faculty of Education, Sakarya University, who are selected through stratified sampling method. The data were collected using the Perception of Listening Self-Efficacy scale designed by Kurudayıoğlu and Kana in 2013. The findings of this study indicate that the female pre-service teachers have higher levels of listening self-efficacy, that grade level and GPA increase as listening self-efficacy increases, and that departments affect listening self-efficacy.

**Keywords:** Listening, Self-Efficacy, Listening Self-Efficacy.

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## INTRODUCTION

As one of the basic language skills, listening has been indispensable to the lives of individuals both in the past and in the present, which is referred to as the age of technology. This is due to the fact that listening is the first language skill acquired. Individuals build all the knowledge and skills they learn on the basis of listening (Lundsteen, 1971; Wolvin & Coakley, 2000). Listening skills, which begin to develop in the womb, underlie one's first learning (Güneş, 2013; Mersand, 1951) and thus allow the development of other language skills. The importance of listening in one's life is not only limited to this. Listening is not only the first language skill acquired but also the most frequently used one in daily life. Scholarly research (Imhof, 2008; Rankin, 1928; Robertson, 2002) highlight that listening skills are used in the 50 to 60 percent of one's daily life. Such high reliance on listening in daily life emphasizes its significance in one's life.

Listening skills of an individual shape his/her success in other language skills. Through listening, an individual acquires new information about the language and language use (Field, 2008). As speaking skills are acquired through the sounds heard from the environment, they are closely related to the use of listening skills. Primary-school students can only learn how to read and write through listening skills. Melanlıoğlu (2012) reports that those who have gained listening awareness would use other language skills more effectively.

The factors affecting listening skills, which are essential in an individual's life, can be classified as physiological, physical, and psychological factors. Physical factors refer to the listening environment; physiological factors imply the hearing and health of an individual; psychological factors indicate affective states such as motivation, anxiety, and so forth (Epeçan, 2013, p. 335). One of the psychological factors that affect listening skills are the perceived self-efficacy of individuals.

Self-efficacy is defined as people's judgments of their abilities to organize and execute courses of action required to assign designed types of performance (Bandura, 1997, p. 21). Self-efficacy is not perceived skill; it is what one believes s/he can do with his/her skills under certain conditions (Snyder & Lopez, 2002, p. 278). Self-efficacy refers to a person's belief in what they can do in any field. Bandura (2004, p. 622) identifies four sources of self-efficacy. Mastery experience refers to an individual's own experience, regardless of the achievement of the goal. Vicarious modeling is watching someone else performing a task successfully; verbal persuasion is about being persuaded at having certain skills to perform a certain task or being verbally encouraged. Lastly, physical, and affective states also shape one's thoughts about himself/herself.

Self-efficacy is a variable that affects the motivation of an individual to achieve any goal set, as well as his/her success in the process. One's self-efficacy ultimately influences his/her work, desire to achieve a goal, behaviors, the strategies s/he uses, and success (Gosselin & Maddux, 2003; Heslin & Klehe, 2006; Pajares 2002; Zimmerman, 2000).

The perceptions and beliefs of students about themselves have a greater impact on their performance in any task than their abilities related to the task do. This makes self-efficacy a predictor of success. One's efforts in the process of performing a task and his/her resulting success are closely related to his/her self-efficacy beliefs (Graham, 2011; Schunk, 2003). Studies report that students with high listening self-efficacy have more advanced self-regulation skills (Yabukoshi, 2018), use more strategies (Rahimi & Abedi, 2014), and have more advanced listening comprehension skills (Magogwe & Oliver, 2007; Nasrollahi-Mouziraji & Birjandi, 2016). Zimmerman and Cleary (2006) stated that self-efficacy influences academic success; further, Bernhardt (1997) argued that students with high self-efficacy are more successful in solving problems and learning. As for listening skills, similar findings have been reported. Graham (2011) and Kassem (2015) claimed that self-efficacy affects listening skills. Moreover, Mills, Pajares, and Herron (2006) found that perceived self-efficacy on listening skills shape success in listening. The results of the studies in the literature show that self-efficacy is a variable influencing listening skills. Although the acquisitions related to listening skills are included in the teaching programs, the explanations on how to teach listening are limited. Teachers

explain to students that they should listen to the lesson, but they are insufficient in providing training on listening skills (Doğan, 2011). In the listening process, the teacher should be an example and use the listening skill effectively. The way for teachers to be good listeners is to have listening education and self-efficacy related to listening skills (Kurudayıoğlu & Kana, 2013). The way to develop listening skills at all levels of teaching is primarily through teachers being good listeners. A teacher who can listen effectively will also support his students in this regard.

In the relevant literature, there are various studies with different sample groups with different listening self-efficacy levels. Gerez-Taşgın (2019) concluded that the listening self-efficacy of pre-service Turkish language teachers is dependent on gender, grade level and academic grade point averages. Maden (2020) argued that the pre-service teachers have high listening self-efficacy and that listening self-efficacy is related to gender, reading habits, preference for expression skills and parental education level. Kurudayıoğlu and Kana (2013) determined that the pre-service Turkish language teachers have high listening self-efficacy and that it is not related to the variables of gender, academic GPA, and grade level. However, Maden (2021) ascertained that the listening self-efficacy perceptions of pre-service teachers vary not by gender, but by grade level and department. Similarly, Arslan (2017) stated that listening self-efficacy at secondary school level varies by grade level. Demircan and Aydın (2019) reported that the perceived listening self-efficacy of secondary school students are contingent upon gender, grade, and academic grade point averages. Clark (2011), Demir (2017), Oduolowu and Akintemi (2014) found that listening self-efficacy varies depending on gender in different groups. It is notable that the relevant literature has yielded different findings. This causes confusion on the variables that affect listening self-efficacy. Understanding of the variables that shape self-efficacy on listening will enable teachers to be aware of these variables and conduct the listening processes more effectively while teaching. For the development of listening skills, the primary and secondary school levels are of critical importance. One way to help teachers provide the best possible education in this regard is to ensure that they themselves have these skills. Teachers with high listening self-efficacy levels would also actively their listening skills to provide more opportunities for students to improve their listening skills and communicate effectively with them. Therefore, determining the listening self-efficacy of pre-service teachers and identifying if there is inadequacy in this regard would be a great contribution to the field.

The aim of this study is thus to determine the perceived listening self-efficacy levels of pre-service teachers and to reveal whether their perceptions change by certain variables. To that end, this study seeks to answer the following questions:

- At what level are the listening self-efficacy of the pre-service teachers?
- Do the scores of the pre-service teachers on the listening self-efficacy scale and its sub-dimensions vary by gender, grade level, academic grade point averages, and department they study at?

## **METHOD**

### **Research Model**

Intended to examine the listening perceptions of pre-service teachers, this study draws on the descriptive screening model. Studies with screening model seek to collect data to determine the characteristics of a group (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2014, p. 14).

### **The Universe and Sample**

Its universe consists of pre-service teachers studying at Faculty of Education, Sakarya University. Its sample includes a total of 561 volunteer pre-service teachers studying in different departments at Faculty of Education, Sakarya University, who are selected through stratified sampling method. 419 female and 142 male pre-service teachers participated in this study. While 30.8% of them

have a high academic GPA (3.00 and above), 22.1% have an average (2.51-2.99) and 12.2% have a low (2.50 and below) academic GPA. Table 1 presents the distribution of the pre-service teachers by department and grade level.

**Table 1. Distribution of pre-service teachers in the sample by department and grade level**

Grade Level		1	2	3	4	Total
Department	Science Education	14	6	8	14	42
	Mathematics Education	16	15	13	12	56
	English Language Education	13	7	9	4	33
	Pre-School Education	23	14	18	22	77
	Guidance & Psychological Counselling	29	25	31	19	104
	Classroom Education	18	11	11	9	49
	Social Studies Education	15	14	5	9	43
	Turkish Language Education	15	21	14	16	66
	Special Education	13	34	25	19	91
	Total	156	147	134	124	561

### Data Collection Tools

The data were collected using the Perception of Listening Self-Efficacy scale designed by Kurudayıoğlu and Kana in 2013. This scale is a 5-point likert type scale. For the use of this data collection tool, permission has been granted from the authors. The Perception of Listening Self-Efficacy scale consists of 41 items and includes sub-dimension of listening education and listening skills. The highest possible score on the scale is 205 whilst the lowest possible score is 41. Its reliability coefficient is 0.93. The scale explains 74.65% of the total variance. In the dimension of self-efficacy perception of listening education, there are items related to designing activities for listening education, preparing a listening activity plan, choosing a suitable method for listening activity, choosing appropriate equipment for listening activity, and making evaluation. In the dimension of self-efficacy perception of listening skill, there are items on following the rules of listening, summarizing what they listen to, visualizing in their minds, giving appropriate feedback after listening, and answering questions about what they listen to.

### Data Collection and Analysis

The data collection was carried out by the researcher during the fall semester of the 2021-2022 academic year. Prior to the data collection, permission was obtained from the ethics committee. The students voluntarily participated in this study. The data were then analyzed using SPSS 20 for Windows package program. As for the variable of academic grade point average, GPA was classified as high (3.00 and above), medium (2.51-2.99) or low (2.50 and below). To analyze the data, the results of the Kolmogorov-Smirnov test were examined, and then non-parametric tests were performed as the data did not show a normal distribution. Descriptive statistics were used to evaluate the listening self-efficacy of the pre-service teachers. The Mann-Whitney U test was performed to examine the listening self-efficacy of the pre-service teachers in terms of gender; the Kruskal-Wallis H test was conducted to examine the variables of grade level, department, and academic grade point average. The Mann-Whitney U test was used also for making binary comparisons based on the results of the Kruskal-Wallis H test.

## FINDINGS

### Analyzing Perceived Self-Efficacy of Pre-Service Teachers on Listening, Listening Education and Listening Skills

This study first attempted to determine the self-efficacy levels of the pre-service teachers on listening. Table 2 offers the findings on the perceived listening self-efficacy of the pre-service teachers.

**Table 2. Listening self-efficacy levels of pre-service teachers**

	n	Min.	Max.	$\bar{X}$	Ss
Total	561	54	205	158.98	20.26
Valid n (listwise)	561				

Table 2 shows that the perceived listening self-efficacy of the pre-service teachers is at 158.98. This study indicates that the perceived listening self-efficacy of the pre-service teachers is high.

Table 3 offers the findings on the listening skills and listening education of the pre-service teachers, which are the sub-dimensions of the listening self-efficacy scale.

**Table 3. Self-efficacy levels of listening education and listening skills of pre-service teachers**

Dimension	n	Min.	Max.	$\bar{X}$	Ss
Listening education	561	21	123	79.52	11.53
Listening skills	561	20	100	79.46	11.29
Valid n (listwise)	561				

Table 3 demonstrates that the perceived self-efficacy of the pre-service teachers on the sub-dimension of listening education is 79.52 whereas this is 79.46 on the sub-dimension of listening skills. It is remarkable that the perceived self-efficacy of the pre-service teachers on listening education and listening skills, which are the sub-dimensions of the scale, is high.

#### **Analyzing Perceived Self-Efficacy of Pre-Service Teachers on Listening, Listening Education and Listening Skills by Gender**

Findings on whether the pre-service teachers' scores on the listening, listening education, listening skills varied by gender or not are presented below. Table 4 presents the findings on the perceived listening self-efficacy of the pre-service teachers by gender.

**Table 4. Results of the Mann Whitney U-Test on relationship of perceived listening self-efficacy of pre-service teachers and gender**

Gender	n	Mean rank	Sum of ranks	U	p
Female	419	290.71	121809.50	25678.50	0.015*
Male	142	252.33	35831.50		

\* $p < .05$

The perceived listening self-efficacy of the pre-service teachers differs significantly by gender ( $p < 0.05$ ). Based on the results of the mean rank, it seems that this difference is for female teachers.

Table 5 offers the findings on the analysis of the listening skills and listening education of the pre-service teachers, which are the sub-dimensions of the listening self-efficacy scale, by gender.

**Table 5. Results of the Mann Whitney U-Test on relationship of perceived self-efficacy on listening education and listening skills of pre-service teachers and gender**

Dimension	Gender	n	Mean rank	Sum of ranks	U	p
Listening education	Female	419	291.23	122024.00	25464.00	0.010*
	Male	142	250.82	35617.00		
Listening skills	Female	419	287.76	120573.00	26914.50	0.089
	Male	142	261.04	37067.00		

\* $p < .05$

The perceived self-efficacy of the pre-service teachers on listening education differs significantly by gender ( $p < 0.05$ ). Based on the results of the mean rank, it seems that this difference is for female pre-service teachers. However, there is no significant difference in the sub-dimension of listening skills by gender.

### Analyzing Perceived Self-Efficacy of Pre-Service Teachers on Listening, Listening Education and Listening Skills by Grade Level

Findings on whether the pre-service teachers' scores on the listening, listening education, listening skills varied by grade level or not are presented below. Table 6 presents the findings on the perceived listening self-efficacy of the pre-service teachers by grade level.

**Table 6. Results of the Kruskal Wallis H Test on listening self-efficacy of pre-service teachers by grade level**

Grade level	n	Mean rank	sd	$\chi^2$	<i>p</i>
1st	156	262.75	3	11.09	0.011*
2nd	147	261.47			
3rd	134	317.41			
4th	124	287.76			

\* $p < .05$

The perceived listening self-efficacy of the pre-service teachers differs significantly by grade level ( $p < 0.05$ ). The pairwise comparisons using the Mann Whitney U Test yielded that there is a significant difference between freshman and junior-level students for junior-level students, and between sophomore and junior-level students again for junior-level students.

Table 7 offers the findings on the analysis of the listening skills and listening education of the pre-service teachers, which are the sub-dimensions of the listening self-efficacy scale, by grade level.

**Table 7. Results of Kruskal Wallis H Test on self-efficacy of pre-service teachers on listening education and listening skills by department**

Dimension	Grade Level	n	Mean rank	sd	$\chi^2$	<i>p</i>
Listening education	1st	156	261.88	3	10.78	0.013*
	2nd	147	263.45			
	3rd	134	317.32			
	4th	124	286.61			
Listening skills	1st	156	266.19	3	8.70	0.033*
	2nd	147	263.98			
	3rd	134	314.54			
	4th	124	283.56			

\* $p < .05$

The perceived self-efficacy of the pre-service teachers on listening education varies significantly by grade level ( $p < 0.05$ ). The pairwise comparisons using the Mann Whitney U Test yielded that there is a significant difference between freshman and junior-level students for junior-level students, and between sophomore and junior-level students again for junior-level students.

The perceived self-efficacy of the pre-service teachers on listening skills varies significantly by grade level ( $p < 0.05$ ). The pairwise comparisons using the Mann Whitney U Test yielded that there is a significant difference between freshman and junior-level students for junior-level students, and between sophomore and junior-level students again for junior-level students.

### Analyzing Perceived Self-Efficacy of Pre-Service Teachers on Listening, Listening Education and Listening Skills by Academic Grade Point Average

Findings on whether the pre-service teachers' scores on the listening, listening education, listening skills varied by academic grade point average or not are presented below. Table 8 shows the findings on the analysis of the perceived listening self-efficacy of the pre-service teachers by academic grade point average.

**Table 8. Results of the Kruskal Wallis H Test on listening self-efficacy of pre-service teachers by academic grade point average**

AGNO	n	Mean rank	sd	$\chi^2$	p
Low	69	137.93	2	16.46	0.000*
Moderate	124	188.09			
High	173	198.38			

\* $p < .05$

The perceived listening self-efficacy of the pre-service teachers differs significantly by academic grade point average ( $p < 0.05$ ). The pairwise comparisons using the Mann Whitney U Test determined that there is a significant difference between those with a low academic grade point average and those with a high average for the latter, and between those with a low academic grade point average and those with a moderate average for the latter.

Table 9 offers the findings on the analysis of the listening skills and listening education of the pre-service teachers, which are the sub-dimensions of the listening self-efficacy scale, by academic grade point average.

**Table 9. Results of Kruskal Wallis H Test on self-efficacy of pre-service teachers on listening education and listening skills by academic grade point average**

Dimension	AGNO	n	Mean rank	sd	$\chi^2$	p
Listening education	Low	69	144.49	2	12.83	0.002*
	Moderate	124	184.45			
	High	173	198.38			
Listening skills	Low	69	138.76	2	15.79	0.000*
	Moderate	124	188.47			
	High	173	197.78			

\* $p < .05$

The perceived self-efficacy of the pre-service teachers on listening education varies significantly by academic grade point average ( $p < 0.05$ ). The pairwise comparisons using the Mann Whitney U Test determined that there is a significant difference between those with a low academic grade point average and those with a high average for the latter, and between those with a low academic grade point average and those with a moderate average for the latter.

The perceived self-efficacy of the pre-service teachers on listening skills varies significantly by academic grade point average ( $p < 0.05$ ). The pairwise comparisons using the Mann Whitney U Test determined that there is a significant difference between those with a low academic grade point average and those with a high average for the latter, and between those with a low academic grade point average and those with a moderate average for the latter.

### Analyzing Perceived Self-Efficacy of Pre-Service Teachers on Listening, Listening Education and Listening Skills by Department

Findings on whether the pre-service teachers' scores on the listening, listening education, listening skills varied by department or not are presented below. Table 10 presents the findings on the perceived listening self-efficacy of the pre-service teachers by department.

**Table 10. Results of the Kruskal Wallis H Test on listening self-efficacy of pre-service teachers by department**

Department	n	Mean rank	sd	$\chi^2$	p
Science Education	42	261.90	8	13.05	0.110
Mathematics Education	56	228.64			
English Language Education	33	261.32			
Pre-School Education	77	320.90			
Guidance & Psychological Counselling	104	272.79			
Classroom Education	49	302.84			
Social Sciences Education	43	290.35			
Turkish Language Education	66	289.13			
Special Education	91	282.72			

The perceived listening self-efficacy of the pre-service teachers does not differ significantly by department they study at ( $p>0.05$ ).

Table 11 offers the findings on the analysis of the listening skills and listening education of the pre-service teachers, which are the sub-dimensions of the listening self-efficacy scale, by department.

**Table 11. Results of Kruskal Wallis H Test on self-efficacy of pre-service teachers on listening education and listening skills by department**

Dimension	Department	n	Mean rank	sd	$\chi^2$	p
Listening education	Science Education	42	284.80	8	9.226	0.324
	Mathematics Education	56	241.08			
	English Language Education	33	274.76			
	Pre-School Education	77	303.79			
	Guidance & Psychological Counselling	104	263.58			
	Classroom Education	49	319.47			
	Social Sciences Education	43	291.87			
	Turkish Language Education	66	284.86			
	Special Education	91	278.05			
Listening skills	Science Education	42	233.33	8	17.904	0.022*
	Mathematics Education	56	228.50			
	English Language Education	33	257.12			
	Pre-School Education	77	326.26			
	Guidance&Psychological Counselling	104	282.26			
	Classroom Education	49	270.09			
	Social Sciences Education	43	300.26			
	Turkish Language Education	66	294.07			
	Special Education	91	291.53			

\* $p<.05$

The perceived self-efficacy of the pre-service teachers on listening education does not differ significantly by department they study at ( $p>0.05$ ).

The perceived self-efficacy of the pre-service teachers on listening education differs significantly by department they study at ( $p<0.05$ ). The pairwise comparisons using the Mann Whitney U Test showed that there are significant differences between those who study at the department of Mathematics Education and those at the department of Pre-School Education for the latter, between those at the department of Mathematics Education and those at the department of Guidance and Psychological Counseling for the latter, between those at the department of Mathematics Education and Social Sciences Education for the latter, between those at the department of Mathematics Education and Turkish Language Education for the latter, and lastly between those at

the department of Mathematics Education and Special Education for the latter. Moreover, significant differences are observed between those who study at the department of Science Education and Pre-School Education for the latter, between those at the department of Science Education and Social Sciences Education for the latter, and between those at the department of Science Education and Turkish Language Education for the latter again. This study further reports a significant difference between those at the department of English Language Education and Pre-School Education for the latter.

## CONCLUSION AND DISCUSSION

The findings of this study reveal that the pre-service teachers have high perceived self-efficacy on listening, listening education and listening skills. Likewise, Maden (2020) reported high self-efficacy levels among pre-service teachers whilst Kurudayıoğlu and Kana (2013) reported the same among pre-service Turkish language teachers. It is a positive finding that the perceived self-efficacy of the pre-service teachers on listening is high.

This study further reports that the self-efficacy of the female teachers on listening and listening education is higher and that the self-efficacy on listening skills does not differ by gender. Some research (Clark, 2011; Demircan & Aydın, 2019; Gerez-Taşgın, 2019; Maden, 2020; Oduolowu & Akintemi, 2014) in the literature emphasize that women have higher self-efficacy on listening; on the other hand, there are certain studies (Kurudayıoğlu & Kana, 2013; Maden, 2021) that do not report a significant difference regarding self-efficacy on listening by gender. Such difference in findings may be due to the characteristics of the sample groups used.

The self-efficacy of the pre-service teachers on listening, listening education and listening skills increases as their grade levels go up. Different studies conducted with different age groups (Arslan, 2017; Gerez-Taşgın, 2019; Maden, 2021) concluded that listening self-efficacy increases as grade level goes up. The findings of these studies are congruent with the findings of this current study. Nevertheless, Kurudayıoğlu and Kana (2013) ascertained that the self-efficacy of the junior and senior-level students in the Department of Turkish language teaching did not differ. Further, Demircan and Aydın (2019) revealed that the listening self-efficacy of secondary school students is highest when they are at the 6th grade level and lowest at the 8th grade level.

The self-efficacy of the pre-service teachers on listening, listening education and listening skills increases as their academic grade point average increases. Similar results have been reported in different studies conducted with different groups (Demircan & Aydın, 2019; Gerez-Taşgın, 2019). This is not surprising given that using listening skills is one of the main ways to obtain information. However, Kurudayıoğlu and Kana (2013) performed a study with pre-service Turkish language teachers and found out that their academic grade point average did not affect their listening self-efficacy.

As for the variable of department, this study demonstrated that the self-efficacy of the pre-service teachers on listening and listening education does not differ by department; yet, their self-efficacy on listening skills varies by department. It is reported that pre-service teachers studying in the verbal departments have a higher perceived self-efficacy on listening skills than those in the quantitative departments. Similarly, Maden (2021) stated that the self-efficacy of the pre-service teachers who study in the departments with verbal weighted courses on listening is higher compared to others.

Based on the findings of this study, the following is suggested:

- Future research may analyze listening self-efficacy in different age groups.
- Practice-based research may be conducted to improve the self-efficacy of pre-service teachers on listening.

- New measurement tools might be developed to measure perceived self-efficacy among different groups.
- Future research may focus on whether listening self-efficacy predicts listening comprehension.

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