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The Correlation between Emotional Intelligence and Academic Listening Skills of Pre-Service Teachers

Hatice Altunkaya*

Department of Turkish Language Education, Faculty of Education, Aydin Adnan Menderes University, Aydın, Turkey

Corresponding author: Hatice Altunkaya, E-mail: hatice.altunkaya@adu.edu.tr

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ABSTRACT

In the present study, emotional intelligence and academic listening skill levels of pre-service teachers and the correlations between these variables were determined. Furthermore, the emotional intelligence levels and academic listening competencies of pre-service teachers were also investigated based on the variables of gender, department, and the preference of the department of study. The study group included 361 freshmen pre-service teachers attending the Faculty of Education and the study was conducted with survey method, a quantitative research method. The study data were collected with the "Academic Listening Skill Competency Scale" and "Rotterdam Emotional Intelligence Scale". In the study, the regression analysis was conducted to determine the causality between emotional intelligence scores and academic listening skill scores revealed significant findings. The study findings demonstrated that "Total Emotional Intelligence" scores of the students reflected above average emotional intelligence levels. It was determined that the academic listening skill competency scores of the pre-service teachers were above average in both scale sub-dimensions and the total scale score. The results of regression analysis showed that the causality between Total Emotional Intelligence and Total Academic Listening Skills was significant.

Key words: Listening Education, Academic Listening, Emotional Intelligence, Pre-service Teachers.

INTRODUCTION

Listening is the process where individuals with a physically healthy ear make sense of the sounds by activating grammar knowledge. The listening process, which starts in the womb, is the basic key to maintaining communications and learning at all stages of life. Acquisition of active listening skills, accurate comprehension of the sounds, and storage of the messages in long term memory are among the requirements of academic achievement. Since learning includes not only cognitive, but also affective processes, emotional intelligence could be considered as a factor in the acquisition of academic listening skills. Özbay (2012, p. 49) reported that the effort to understand is essential in listening; thus, there is a difference between listening and hearing, and hearing includes all sound elements that are heard without the intention of the individual, while listening entails the sounds that an individual perceives consciously, by choice and will.

Listening skills were initially categories by Richard (1983, cited in Flowerdew, 1994): academic listening and listening during conversation. Richard (1983, cited in Flowerdew, 1994) reported the differences between these two types of listening as follows:

a) Type of preliminary information: For the listeners to understand during academic listening, they should know something about the course topic, while during listening in conversation does not require prior knowledge to understand the message. b) The ability to determine what is important and what is not to achieve the main goal. c) The presence of a dialogue. d) The volume of allusive and indirect speech. The author also argued that academic listening requires special skills in long conversations or meaningful interviews, in academic listening, notes could be taken and messages from other media tools such as flyers, images or books could be associated with the listeners during the process.

Academic listening skills require the student to have prior knowledge about the related topic, and motivation, interest, attention and focus to listen actively. A student who focuses on the topic could make sense of the listening material based on prior knowledge and could take notes about the important content for a more permanent listening. Another important issue in academic listening is the requirement to classify the information in short-term memory, its regulation with prior knowledge, and transfer to long-term memory with meaningful associations. Academic listening skills are associated with more than one factor. Aryadoust et al. (2013)

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demonstrated the correlations between academic listening skills and external factors as follows:

These factors; cognitive skills, language content and measures, structure of the course, memory and concentration, note taking and inputs associated with other material are correlated in academic listening. An individual with academic listening skills is expected to utilize all these factors together, to make sense of the listening content, and to store this content in long-term memory. Concentration, one of the important components among these factors, could be considered among the affective components of listening.

Possession of all cognitive skills is not sufficient for listening comprehension in academic listening process. Individual should possess adequate interest, motivation, attention, and motivation about listening. All these features are associated with the affective state of the individual. Karadüz (2010, p. 41) reported that listening skill is a versatile phenomenon with cognitive, affective, psychomotor, physical, physiological, educational and social dimensions. In the listening process, the control and management of emotions is important for comprehension. The components that facilitate the process of comprehension of individuals with academic listening skills include adequate control of emotions, higher self-efficacy beliefs and low anxiety levels. These components could be considered as components associated with emotional intelligence. Emotional intelligence is a type of social intelligence that includes the ability of the individual to monitor her/his and others' emotions, to distinguish between these emotions and to use this information to guide their ideas and behavior (Salovey & Mayer, 1990, cited in Sarıçam et al., 2017, p. 464). In academic listening, individual's high motivation, interest, self-efficacy belief, focus based on the goal of listening would be closely associated with the individual's ability to guide her/his thoughts and emotions. This guidance could be accomplished with emotional intelligence.

Literature Review

Çetinkaya and Alparslan (2011) investigated the impact of emotional intelligence of college students on their communication skills and reported that the effect of empathic sensitivity dimension, a sub-dimension of emotional intelligence, on communication skills was statistically significant. In a study where Taşlıyan et al. (2015) investigated the correlations between emotional intelligence, communication skills and academic achievement levels of university students, they reported significant correlations between emotional intelligence and communication skills and academic achievement, and emotional management, empathic sensitivity, and positive use of emotions, which are the dimensions of emotional intelligence had statistically significant effects on communication skills, and emotional management, empathic sensitivity, and positive use of emotions had statistically significant effects on academic achievement levels, and emotional intelligence levels varied Based on gender. Büyükbeşe et al. (2017) investigated the effect of emotional intelligence of university students on their communication skills and personal innovation levels, and they demonstrated that emotional intelligence positively affected communication skills and personal innovation. Kıroğlu et al. (2019) conducted a study to determine whether there was a correlation between the emotional intelligence levels and listening skills of 491 pre-service teachers who attended the pedagogical formation program at Ondokuz Mayıs University, Faculty of Education during the 2015-2016 academic year. The study findings demonstrated there was a very low negative correlation between the emotional intelligence levels and listening skills scores of pre-service teachers, and there were also negative correlations between the optimism/mood regulation and emotional evaluation sub-dimension scores in the emotional intelligence scale and total listening skill scores, while the mean listening skill score of pre-service teachers was high and emotional intelligence scores were moderate. Ateş (2019) investigated the effect of emotional intelligence of learners of Turkish as a foreign language on their reading comprehension skills and reading anxiety. The study findings demonstrated that emotional intelligence of students learning Turkish as a foreign language affected their reading comprehension skills and reading anxiety.

Literature review demonstrated that although there was a study on the correlation between listening skills and emotional intelligence of pre-service teachers, no previous study determined the correlation between academic listening skills and emotional intelligence. Academic listening and listening skills are two different set of skills. The determination of the correlation between academic listening skills, foundation of all learning skills, and emotional intelligence could reveal important data for teacher training. Instruction of pre-service teachers based on the above-mentioned data would allow future teachers to train their students in active academic listening skills and emotional intelligence. In general, it is accepted that in contrast with the IQ, which does not develop after the ages of 13-19, it is quite possible to learn emotional intelligence and it could develop throughout an individual's life to reach adequate levels (Yeşilyaprak, 2001, cited in Kıroğlu et al., 2019, p. 394). Bar-on (2006) investigated the correlation between emotional intelligence and GPA in a study conducted with 106 American freshman college students and concluded that there was a significant correlation between these two variables. Mohamad and Jais (2016) investigated the correlation between job performance and emotional intelligence with 212 teachers and determined that there was a statistically significant correlation. Mouton et al. (2013) investigated the correlation between emotional intelligence and self-efficacy in a study conducted with 119 physics education teachers and reported a positive correlation between emotional intelligence and self-efficacy. Walker (2006) conducted a study with 1,404 college students and determined that emotional intelligence was an important predictor of the first four semester grade point averages of college students. According to Mayer et al. (2002), an individual's emotional intelligence could change. This could be in the form of the development or regression of emotional intelligence. Vesely et al. (2013) reported that emotional intelligence could support teacher proficiency, and emotional intelligence could improve with education. The above-mentioned study findings demonstrated that there were positive correlations between emotional intelligence

and several variables such as academic achievement, job performance and self-efficacy.

Individuals who can use their emotional intelligence actively, could achieve higher levels of social adaptation, interpersonal interaction and social acceptance. In other words, these individuals are more sincere in their relationships, have high persuasive skills, can influence others, articulate better, listen to others, make others listen to them, empathize, and better in social cooperation (Goleman, 1995; 1998, cited in Saricam et al. 2017, p. 464). Mete & Akpınar (2013, p. 82) reported that especially language instruction should be utilized actively to improve emotional intelligence since the transmission of emotions, ideas and desires with the social and cultural environment requires communication and language is the main communications tool. Thus, it could be suggested that the knowledge on the correlation between academic listening skills and emotional intelligence could provide a roadmap for academic listening skills instruction.

Purpose of the Study

The main aim of the present study was to determine the correlation between the emotional intelligence levels and academic listening skills of the pre-service teachers. For this purpose, the following research problems were determined:

1. What are the emotional intelligence levels of pre-service teachers?
2. What are the academic listening skill competency levels of pre-service teachers?
3. Are there differences between emotional intelligence levels of pre-service teachers based on gender, age, department and department selection variables?
4. Are there differences between the academic listening skill competency levels of pre-service teachers based on gender, age, department and department selection variables?
5. Is there a causality between total emotional intelligence score and total academic listening skill score of the pre-service teachers?

METHOD

The Research Model

The present study was conducted with the survey model. This model provides the opportunity to make accurate predictions for the population based on the sample data (Büyüköztürk et al., 2010). In survey model, various variables about an event, group and case, etc., are described. In this model, instant cases could be determined (Karasar, 2006). As mentioned in the above-mentioned studies, the scanning model was preferred since it could describe different variables in a unit such as the event of interest or group, and provide accurate estimates for the population based on the data.

The Study Group

The present study was carried out with 361 freshmen pre-service teachers attending Aydın Adnan Menderes University, Faculty of Education during the 2018-2019 academic year. The study was conducted with the students attending the college where the author was employed and with the convenience sampling method. The study was conducted with freshmen students to provide a foundation for future planned research on the correlation between academic listening skill competencies and emotional intelligence during their training for 4 years in the faculty of education. The study group demographics are presented in Table 1.

Based on gender, 262 (72.6%) students were female and 99 (27.4%) were male. Based on age, 301 (83.4%) students were 17-20 years old and 60 (16.6%) students were 21 years old or older. Based on department, 31 (8.6%) students were attending Turkish language education, 59 (16.3%) students were attending PCG (Psychological Counseling and Guidance), 32 (8.9%) students were attending art education, 29 (%) 8.0) students were attending music education, 38 (10.5%) students were attending English language education, 33 (9.1%) students were attending social studies education, 30 (8.3%) students were attending science education, 63 (17%, 5) students were attending classroom education, and 46 (12.7%) students were attending preschool education departments. Based on the voluntary selection of the department variable, 230 (63.7%) students stated that they voluntarily selected their department and they were satisfied with it,

Table 1. The Study Group

Group Demographics	Frequency (n)	Percentage (%)
Gender		
Female	262	72.6
Male	99	27.4
Age		
17-20	301	83.4
21 and older	60	16.6
Department		
Turkish Language Education	31	8.6
CPR	59	16.3
Arts	32	8.9
Music Education	29	8.0
English Language Education	38	10.5
Social Studies	33	9.1
Science	30	8.3
Classroom	63	17.5
Preschool	46	12.7
Voluntary Selection of the Department		
Voluntary selection and now satisfied	230	63.7
Voluntary selection and now dissatisfied	21	5,8
Non-voluntary selection and now satisfied	74	20.5
Non-voluntary selection and now dissatisfied	36	10,0

21 (5.8%) students stated that they voluntarily selected their department but they were dissatisfied with it, 74 (20.5%) students stated that they did not voluntarily select their department but they were satisfied with it, and 36 (10.0%) students stated that they did not voluntarily select their department and they were dissatisfied with it.

Data Collection Instruments

Rotterdam emotional intelligence scale

In the present study, "Rotterdam Emotional Intelligence Scale (REIS), which was originally developed by Pekaar et al. (2018) and adapted to Turkish language by Sarıçam and Çelik (2018), was used to measure the emotional intelligence levels of pre-service teachers.

The psychometric features of the Turkish version of the scale include language validity, construct validity, compliance validity, internal consistency and item analyzes. The significance level was selected as p <.01. Validity and reliability analyses were conducted with SPSS 20 and LISREL 8.54 software. Exploratory factor analysis conducted on the data collected from 314 participants that included college students revealed that Kaiser-Meyer-Olkin (KMO) sample fitness coefficient was.90, and Bartlett sphericity test result was $\chi 2 = 3846.44$ ($SD = 378$, $p < .001$). The scale factor loads varied between.33 and.79. In equivalent scale validity, positive correlations were determined between the total REIS and sub-factors and PSRS-SF, respectively (r =.65.,55, 48, 51, 45). Cronbach's alpha internal consistency reliability coefficients were.91 for the whole scale and.87.,79.,83.,85 for the sub-factors, respectively. Adjusted item total correlation values of the scale were between.42 and.74. Validity and reliability analyses of the Rotterdam Emotional Intelligence Scale demonstrated that the 28-item scale was reliable and valid for the analysis of the emotional intelligence levels of young adults and adults (Sarıçam & Çelik, 2018, p. 937).

In the present study, it was determined that the reliability of the Emotional Intelligence Scale Cronbach's Alpha coefficient was 0.896.

Academic listening skill competency scale

To determine the academic listening skill competency levels of pre-service teachers, the "Academic Listening Skill Competency Scale" (ALSCS) developed by Yıldız (2018) was used in the present study. The scale was developed with 1009 students attending faculty of education. Yıldız (2018) reported that the scale included 37 items in 4 dimensions: "Active Listening Process", "Active Participation", "Listening Regulation" and "Listening Rules".

The Kaiser-Meyer-Olkin test conducted to determine the fitness of the study sample was.87. The total variance explained by the dimensions was 44.95%. The correlation between the 4 dimensions of the scale and the total score was statistically significant at.001. The internal consistency reliability (C. Alpha) calculated for the overall scale and all dimensions of the tested scale was fit for the test-retest reliability, and an independent samples t-test was conducted to determine whether there was a significant difference between the upper 27% and lower 27% groups. The test results demonstrated that there was a significant difference between the total scale score and the upper 27% and lower 27% groups (Yıldız, 2018, p. 1210).

In the present study, the Cronbach's Alpha reliability coefficient was determined as 0.925 for the academic listening skill competencies scale.

Data Analysis

The study data were analyzed with SPSS 22.0 software. Count, percentage, mean and standard deviation figures were used as descriptive statistical methods in data analysis. The t-test was conducted to compare quantitative continuous data between two independent groups, and the One-way ANOVA was used to compare quantitative continuous data between more than two independent groups. Scheffe test was used as a complementary post-hoc analysis to determine the differences after the ANOVA. Pearson correlation and regression analysis were conducted between the continuous study variables.

Kurtosis and skewness of the data were analyzed to determine whether the study variables exhibited normal distribution.

In the literature, the kurtosis and skewness values between +1.5 and -1.5 (Tabachnick & Fidell, 2013) or +2.0 and -2.0 (George, & Mallery, 2010) are considered to reflect normal distribution. If the variance of the variable is unknown, the t-test, when the population does not exhibit a normal distribution, non-parametric tests are employed (Field, 2009, p.42, 45, 345). It was determined that the study variables exhibited normal distribution.

FINDINGS

The present study aimed to determine the correlation between the emotional intelligence levels and academic listening skill competencies of pre-service teachers. Findings and comments are presented below based on the main study aim and sub-problems associated with the main aim of the study:

The first sub-problem was "What are the emotional intelligence levels of pre-service teachers?" The findings on this problem are presented in Table 2.

Table 2. Kurtosis and Skewness

Dimensions	Kurtosis	Skewness
Active listening	0.765	-0.478
Active participation	-0.332	-0.268
Organization	0.530	-0.643
Rules of listening	1.265	-1.420
Total academic listening skill	0.860	-0.502
Self-oriented emotion evaluation	1.610	-0.826
Others-oriented emotion evaluation	1.532	-0.812
Self-oriented emotion regulation	-0.199	-0.338
Others-oriented emotion regulation	1.170	-0.664
Total emotional intelligence	1.743	-0.779

Based on the data presented in Table 2, the students' mean "Self-Centered Emotional Evaluation" score was 26.817 ± 4.755 (Min = 8; Max = 35), mean "Emotional Evaluation Centered on Others" score was 26.427 ± 4.635 (Min = 8; Max = 35), mean "Self-Centered Emotional Regulation" score was 24,202 ± 5,823 (Min = 7; Max = 35), mean "Emotional Regulation Centered on Others" score was 25,859 ± 4,966 (Min = 7; Max = 35), and mean "Total Emotional Intelligence" score was 103,305 ± 14,380 (Min = 42; Max = 136).

The second sub-problem was "What are the academic listening skill competency levels of pre-service teachers?" The findings on this problem are presented in Table 3.

It was determined that the mean "Active Listening" score of the students was 73,094 ± 10,845 (Min = 30; Max = 99), the mean "Active Participation" score was 23,609 ± 5,852 (Min = 7; Max = 35), the mean "Regulation" score was 18,501 ± 3,890 (Min = 5; Max = 25), the mean "Listening Rules" score was 21,457 ± 4,022 (Min = 5; Max = 25), and mean "Total Academic Listening Skill " score was 136,662 ± 19,134 (Min = 57; Max = 180).

The third sub-problem was "Are there differences between emotional intelligence levels of pre-service teachers based on gender, age, department and department selection variables?" The findings on this problem are presented in Table 4

Gender

The Emotional Evaluation Centered on Others scores of the females (x = 26.786) were higher when compared to that of the males (x = 25.475) (t = 2.415; p =.016 <.05). There were no significant differences between student Self-Centered Emotional Evaluation, Self-Centered Emotional Regulation, Emotional Regulation Centered on Others, and Total Emotional Intelligence scores based on the gender variable (p>.05).

Table 3. Mean Emotional Intelligence Scores

Dimensions	N	Mean	SD	Min.	Max.
Self-Centered Emotional Evaluation	361	26.817	4.755	8	35
Emotional Evaluation Centered on Others	361	26.427	4.635	8	35
Self-Centered Emotional Regulation	361	24.202	5.823	7	35
Emotional Regulation Centered on Others	361	25.859	4.966	7	35
Total Emotional Intelligence	361	103.305	14.380	42	136

Age

It was found that the mean Emotional Regulation Centered on Others scores (x = 26.203) of 17-20 years old students were higher when compared to the mean Emotional Regulation Centered on Others scores (x = 24.133) of 21 years old and older students (t = 2.979; p =.003 <.05). It was found that the Total Emotional Intelligence Total scores of 17-20 years old students (x = 104.033) were higher than Total Emotional Intelligence scores (x = 99.650) of 21 years old and older students (t = 2.167; p =.031 <.05). There were no significant differences between students' Self-Centered Emotional Evaluation, Emotional Evaluation Centered on Others, Self-Centered Emotional Regulation scores based on the age variable (p>.05).

Department

There were significant differences between Self-Centered Emotional Evaluation scores of the students based on the department variable (F = 2.788; p =.005 <.05). It was determined that the scores of Turkish, GPC, arts, music, science, pre-school pre-service teachers were higher when compared to the English language education department students. The scores of the students in the music education department were higher than those of the pre-service social studies teachers, and the scores of the students in the arts and music education departments were higher than the scores of the students in the classroom education department (p <.05). There were significant differences between the Emotional Regulation Centered on Others scores of the students based on the department variable (F = 2.407; p =.015 <0.05). It was determined that the scores of the students in GPC department were higher than those of the students in Turkish language education, social studies education and classroom education departments. The scores of those in music and preschool education departments were higher when compared to the scores of the students in classroom education (p <0.05). There were significant differences between the Total Emotional Intelligence scores of the students based on the department variable (F = 2.377; p =.017 <.05). It was determined that the scores of the students in music education department were higher than the students in English language education department. The scores of the students in GPC, arts, music, science and preschool education departments were higher than those of the classroom education students (p <.05).

Table 4. Mean Academic Listening Skill Competencies Scores

Dimensions	N	Mean	SD	Min.	Max.
Active Listening	361	73.094	10.845	30	99
Active Participation	361	23.609	5.852	7	35
Regulation	361	18.501	3.890	5	25
Listening Rules	361	21.457	4.022	5	25
Total Academic Listening	361	136.662	19.134	57	180

There were no significant differences between student Self-Centered Emotional Regulation and Emotional Evaluation Centered on Others scores based on the department variable (p>.05).

Voluntary Department Selection

There were no significant differences between student, Self-Centered Emotional Evaluation, Emotional Evaluation Centered on Others, Self-Centered Emotional Regulation and Emotional Regulation Centered on Others scores based on the voluntary department selection variable (p>.05). The fourth sub-problem was "Are there differences between the academic listening skill competency levels of pre-service teachers based on gender, age, department and department selection variables?" The findings on this problem are presented in Table 5.

Table 5. The Mean Emotional Intelligence Scores Based on the Variables

Demographics	**n**	**Self-Centered Emotional Evaluation**	**Emotional Evaluation Centered on Others**	**Self-Centered Emotional Regulation**	**Emotional Regulation Centered on Others**	**Total Emotional Intelligence**
Gender		**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**
Female	262	26.706±4.771	26.786±4.337	23.844±5.780	25.950±4.672	103.286±13.706
Male	99	27.111±4.725	25.475±5.248	25.152±5.860	25.616±5.691	103.354±16.102
t=		-0.721	2.415	-1.911	0.570	-0.040
p=		0.471	0.016	0.057	0.569	0.968
Age		**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**
17-20	301	26.900±4.626	26.571±4.628	24.359±5.830	26.203±4.758	104.033±13.841
21 and older	60	26.400±5.381	25.700±4.637	23.417±5.773	24.133±5.634	99.650±16.472
t=		0.744	1.331	1.145	2.979	2.167
p=		0.458	0.184	0.253	0.003	0.031
Department		**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**
Turkish Language	31	27.548±3.254	26.290±3.985	23.968±5.529	25.258±4.305	103.065±12.185
GPC	59	27.322±4.384	27.051±4.293	23.966±5.720	27.525±4.380	105.864±13.040
Arts	32	27.906±3.541	27.094±5.579	24.344±5.283	25.906±6.082	105.250±16.325
Music	29	28.448±4.881	27.241±2.948	24.931±6.665	27.414±3.887	108.035±11.746
English	38	24.658±5.031	26.290±4.526	23.342±7.933	25.842±5.238	100.132±13.964
Social Studies	33	25.697±5.520	26.121±5.835	24.909±5.329	25.000±5.596	101.727±15.269
Science	30	27.700±4.572	26.533±4.869	24.033±5.372	26.033±4.672	104.300±13.981
Classroom	63	25.698±5.470	24.889±5.156	23.286±5.675	24.127±5.116	98.000±17.351
Preschool	46	27.435±4.199	27.109±3.542	25.674±4.700	26.000±4.487	106.217±10.725
F=		2.788	1.358	0.804	2.407	2.377
p=		0,005	0,214	0,599	0,015	0,017
PostHoc=		1>5, 2>5, 3>5, 4>5, 7>5, 9>5, 4>6, 3>8, 4>8 (p<0.05)			2>1, 2>6, 2>8, 4>8, 9>8 (p<0.05)	4>5, 2>8, 3>8, 4>8. 7>8. 9>8 (p<0.05)
Voluntary Department Selection		**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**
Voluntary-now satisfied	230	27.130±4.599	26.426±4.394	24.113±5.537	25.509±4.877	103.178±14.126
Voluntary-now dissatisfied	21	25.476±5.400	25.381±6.021	25.000±7.450	25.143±7.552	101.000±20.005
Non-voluntary-now satisfied	74	26.554±4.329	26.446±4.758	24.892±5.332	26.851±4.150	104.743±12.690
Non-voluntary-now dissatisfied	36	26.139±6.005	27.000±5.065	22.889±7.348	26.472±5.091	102.500±15.760
F=		1.211	0.538	1.107	1.705	0.468
p=		0.305	0.656	0.346	0.166	0.705

Table 6. The Mean Academic Listening Skill Competency Scores Based on the Variables

Demographics	**n**	**Active Listening**	**Active Participation**	**Regulation**	**Listening Rules**	**Total Academic Listening Skills**
Gender		Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD
Female	262	73.649±10.288	23.611±5.780	18.924±3.642	21.744±3.710	137.928±17.821
Male	99	71.626±12.130	23.606±6.069	17.384±4.302	20.697±4.687	133.313±21.986
t=		1.584	0.007	3.405	2.219	2.053
p=		0.114	0.995	0.001	0.047	0.041
Age		**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**
17-20	301	73.336±10.940	23.635±5.748	18.502±3.843	21.641±3.907	137.113±18.936
21 and older	60	71.883±10.358	23.483±6.398	18.500±4.148	20.533±4.478	134.400±20.108
t=		0.947	0.183	0.003	1.956	1.003
p=		0.344	0.855	0.998	0.051	0.317
Department		**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**
Turkish Language	31	74.677±8.696	21.774±5.818	19.516±3.335	22.936±2.435	138.903±15.285
GPC	59	74.966±10.074	23.424±6.123	19.119±3.878	22.644±3.483	140.153±17.612
Arts	32	73.875±7.564	23.563±5.424	18.844±4.274	22.594±2.448	138.875±12.393
Music	29	72.172±13.952	26.586±5.481	17.793±4.246	21.862±3.553	138.414±22.114
English	38	74.684±11.369	23.263±6.336	18.026±3.650	22.737±2.565	138.711±17.686
Social Studies	33	68.455±14.921	22.758±6.394	16.909±4.958	18.606±6.169	126.727±28.390
Science	30	73.133±8.561	25.967±4.382	18.467±2.543	19.867±3.148	137.433±15.256
Classroom	63	73.318±10.876	23.810±5.659	18.683±4.154	20.000±4.670	135.810±20.729
Preschool	46	71.348±9.794	22.326±5.602	18.544±3.216	21.913±3.514	134.130±16.794
F=		1.370	2.397	1.393	6.471	1.697
p=		0.208	0.016	0.198	0.000	0.098
PostHoc=			4>1, 7>1, 4>2, 7>2, 4>3, 4>5, 4>6, 7>6, 4>8, 4>9, 7>9 (p<0.05)		1>6, 2>6, 3>6, 4>6, 5>6, 9>6, 1>7, 2>7, 3>7, 4>7, 5>7, 9>7, 1>8, 2>8, 3>8, 4>8, 5>8, 9>8 (p<0.05)	
Voluntary Department Selection		**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**	**Mean±SD**
Voluntary-now satisfied	230	73.826±10.324	23.978±5.478	18.804±3.723	21.861±3.465	138.470±17.780
Voluntary-now dissatisfied	21	73.286±14.273	23.333±7.206	17.286±4.451	20.524±5.297	134.429±26.225
Non-voluntary-now satisfied	74	72.000±10.675	22.892±5.716	18.689±4.017	21.230±4.359	134.811±18.836
Non-voluntary-now dissatisfied	36	70.556±12.063	22.889±7.452	16.889±3.963	19.889±5.285	130.222±22.131
F=		1.263	0.872	3.332	3.106	2.397
p=		0.287	0.456	0.020	0.027	0.068
PostHoc=				1>4. 3>4 (p<0.05)	1>4 (p<0.05)	

Gender

The Listening Regulation scores of females (x = 18.924) were higher when compared to the Listening Regulation scores of males (x = 17.384) (t = 3.405; p = 0.001 <0.05). The Listening Rules scores of females (x = 21.744) were higher when compared to the Listening Rules scores of males (x = 20.697) (t = 2.219; p = 0.047 <0.05). It was found that Total Academic Listening Skill scores of females (x = 137,928) were higher than the Total Academic Listening Skill scores of males (x = 133.313) (t = 2.053; p = 0.041 <0.05). There were no significant differences between the Active Listening and Active Participation scores of the students based on gender (p> 0.05).

Age

It was determined that there were no significant differences between the Active Listening, Active Participation, Listening Regulation, Listening Rules, and Total Academic Listening Skill scores of the students based on age variable (p> 0.05).

Table 7. The Impact of Emotional Intelligence on Total Academic Listening Skill Competencies

Dependent Variable	Independent Variable	*ß*	*t*	*p*	F	Model (*p*)	R^2
Total Academic Listening Skill	Constant	90.153	13.080	0.000	46.416	0.000	0.112
	Total Emotional Intelligence	0.450	6.813	0.000			
Total Academic Listening Skill	Constant	87.891	12.389	0.000	12.100	0.000	0.110
	Self-Centered Emotional Evaluation	0.657	2.984	0.003			
	Emotional Evaluation Centered on Others	0.587	2.356	0.019			
	Self-Centered Emotional Regulation	0.282	1.593	0.112			
	Emotional Regulation Centered on Others	0.341	1.383	0.168			

Department

There were significant differences between Active Participation scores of the students based on the department variable (F = 2.397; p = 0.016 <0.05). It was determined that the scores of the music education students were higher when compared to those of the students in Turkish language, GPC, arts, English language, social studies, classroom and pre-school education departments. The scores of science department students were higher than the scores of students in Turkish language, GPC, social studies and pre-school education departments (p <0.05). There were significant differences between the Listening Rules scores of the students based on the department variable (F = 6.447; p = 0 <0.05). It was determined that the scores of the students in Turkish language, GPC, arts, music, English language and preschool education departments were higher than those of the students in social studies department. The scores of the students in Turkish language, GPC, arts, music, English language and pre-school education departments were higher than the scores of the students in science and classroom education departments (p <0.05). It was determined that there were no significant differences between the Active Listening, Listening Regulation, and Total Academic Listening Skill scores of the students based on the department variable (p> 0.05).

Voluntary Department Selection

There were significant differences between the Listening Regulation scores of the students based on the voluntary department selection variable (F = 3.332; p = 0.02 <0.05). It was determined that the Listening Regulation scores of those who voluntarily selected the department and now satisfied with the department were higher than the Listening Regulation scores of those who non-voluntarily selected the department and now dissatisfied with the department (p <0.05). Listening Regulation scores of those who non-voluntarily selected the department and now satisfied with the department were higher than the Listening Regulation scores of those who non-voluntarily selected the department and now dissatisfied with the department (p <0.05). There were significant differences between the Listening Rules scores of the students based on the voluntary department selection variable (F = 3.106; p = 0.027 <0.05). It was determined that the Listening Rules scores of those who voluntarily selected the department and now satisfied with the department were higher than the listening rules scores of those who non-voluntarily selected the department and now dissatisfied with the department (p <0.05). It was determined that there were no significant differences between the Active Listening, Active Participation, and Total Academic Listening Skill scores of the students based on the voluntary department selection variable (p> 0.05). The final sub-problem was "Is there a causality between total emotional intelligence score and total academic listening skill score of the pre-service teachers?" The findings on this Table 6:

It was determined that the regression analysis conducted to determine the causality between Total Emotional Intelligence and Total Academic Listening Skills was significant (F = 46.416; p = 0.000 <0.05). The 11.2% of total variation in the Total Academic Listening Skill level was explained by the Total Emotional Intelligence score (R^2 = 0.112). Total Emotional Intelligence increased Total Academic Listening Skill level (ß = 0.450). The regression analysis conducted to determine the causality between Self-Centered Emotional Evaluation, Emotional Evaluation Centered on Others, Self-Centered Emotional Regulation, Emotional Regulation Centered on Others and Total Academic Listening Skill was significant (F = 12.100; p = 0,000 <0.05). The 11% of the total variation in Total Academic Listening Skill was explained by Self-Centered Emotional Evaluation, Emotional Evaluation Centered on Others, Self-Centered Emotional Regulation, Emotional Regulation Centered on Others (R^2 = 0.110). Self-Centered Emotional Evaluation increased Total Academic Listening Skill level (ß = 0.657). Emotional Evaluation Centered on Others increased Total Academic Listening Skill level (ß = 0.587). Self-Centered Emotional Regulation did not affect Total Academic Listening Skill level (p = 0.112> 0.05). Emotional Regulation Centered on Others did not affect Total Academic Listening Skill level (p = 0.168> 0.05).

CONCLUSION, DISCUSSION AND SUGGESTIONS

The study findings demonstrated that "Self-Centered Emotional Evaluation", "Emotional Evaluation Centered on Others", "Self-Centered Emotional Regulation", "Emotional Regulation Centered on Others" and "Total Emotional Intelligence" scores of the students reflected above average emotional intelligence levels. It was determined that the academic listening skill competency scores of the pre-service

teachers were above average in both scale sub-dimensions and the total scale score. It was determined that the Emotional Evaluation Centered on Others scores of the females were higher when compared to that of the males. Ateş (2019) investigated the effect of emotional intelligence on reading comprehension and reading anxiety scores of those who were learning Turkish as a foreign language and determined that the total emotional intelligence scores of female students were higher than male students. There were no significant differences between student Self-Centered Emotional Evaluation, Self-Centered Emotional Regulation, Emotional Regulation Centered on Others, and Total Emotional Intelligence scores based on the gender variable. Similar to the present study findings, Diken and Aydoğdu (2018) reported that the emotional intelligence scores of pre-service science teachers did not differ significantly based on gender. It was found that the mean Emotional Regulation Centered on Others of 17-20 years old students were higher when compared to the mean Emotional Regulation Centered on Others of 21 years old and older students. It was found that the Total Emotional Intelligence Total scores of 17-20 years old students were higher than Total Emotional Intelligence Total scores of 21 years old and older students. There were no significant differences between students' Self-Centered Emotional Evaluation, Emotional Evaluation Centered on Others, Self-Centered Emotional Regulation scores based on the age variable. There were significant differences between Self-Centered Emotional Evaluation scores of the students based on the department variable. It was determined that the scores of Turkish, GPC, arts, music, science, pre-school pre-service teachers were higher when compared to the English language education department students. The scores of the students in the music education department were higher than those of the pre-service social studies teachers, and the scores of the students in the arts and music education departments were higher than the scores of the students in the classroom education department. There were significant differences between the Emotional Regulation Centered on Others scores of the students based on the department variable. It was determined that the scores of the students in GPC department were higher than those of the students in Turkish language education, social studies education and classroom education departments. The scores of those in music and preschool education departments were higher when compared to the scores of the students in classroom education. There were significant differences between the Total Emotional Intelligence scores of the students based on the department variable. It was determined that the scores of the students in music education department were higher than the students in English language education department. The scores of the students in GPC, arts, music, science and preschool education departments were higher than those of the classroom education students. There were no significant differences between student Self-Centered Emotional Regulation and Emotional Evaluation Centered on Others scores based on the department variable. There were no significant differences between student Total Emotional Intelligence scale and sub-dimension scores based on the voluntary department selection variable. The Listening Regulation, Listening Rules, and Total Academic Listening Skill scores of females were higher when compared to the Listening Regulation scores of males. In the study conducted by Lurit (2000), it was reported that men listen with their left-brain hemisphere and women could use both hemispheres when listening. There were no significant differences between the Active Listening and Active Participation scores of the students based on gender. Johnston, Weaver, Watson & Barker (2000) reported in their study titled "Listening Styles: Biological and Psychological Differences" that females had a relational, people-oriented listening style, while males had more action, content and time-oriented listening styles. Başkan and Özkan (2019) investigated Turkish pre-service teachers' listening styles and found that there was a significant difference between "relational listening" dimension scores based on the gender variable and this difference favored the female pre-service teachers. In the same study, it was found that there was no statistically significant difference between "interactive listening", "critical listening", "analytical listening" and total scores based on gender. There were no significant differences between Total Academic Listening Skill Scale and sub-dimension scores based on the age variable. There were significant differences between Academic Listening Skills scale Active Participation subscale scores of the students based on the department variable. It was determined that the scores of the music education department students were higher when compared to those of the students in Turkish language, GPC, arts, English language, social studies, classroom and pre-school education departments. Music education departments of the education faculties accept students with special talent exams. In these exams, the students with a good music ear are selected. The study findings and this fact were consistent. The scores of science department students were higher than the scores of students in Turkish language, GPC, social studies and pre-school education departments. These findings could be investigated in a future study. There were significant differences between the Listening Rules scores of the students based on the department variable. It was determined that the scores of the students in Turkish language, GPC, arts, music, English language and preschool education departments were higher than those of the students in social studies department. The scores of the students in Turkish language, GPC, arts, music, English language and pre-school education departments were higher than the scores of the students in science and classroom education departments. It was determined that there were no significant differences between the Active Listening, Listening Regulation, and Total Academic Listening Skill scores of the students based on the department variable.

There were significant differences between the Listening Regulation scores of the students based on the voluntary department selection variable. It was determined that the Listening Regulation scores of those who voluntarily selected the department and now satisfied with the department were higher than the Listening Regulation scores of those who non-voluntarily selected the department and now dissatisfied with the department. Listening Regulation scores of

those who non-voluntarily selected the department and now satisfied with the department were higher than the Listening Regulation scores of those who non-voluntarily selected the department and now dissatisfied with the department.

There were significant differences between the Listening Rules scores of the students based on the voluntary department selection variable. It was determined that the Listening Rules scores of those who voluntarily selected the department and now satisfied with the department were higher than the listening rules scores of those who non-voluntarily selected the department and now dissatisfied with the department.

It was determined that there were no significant differences between the Active Listening, Active Participation, and Total Academic Listening Skill scores of the students based on the voluntary department selection variable. Tabak (2013) analyzed the listening styles of Turkish pre-service teachers based on gender, class level, instructional method, and attendance in listening education courses. The findings demonstrated that 180 Turkish pre-service teachers were passive listeners, 177 were participant listeners, 16 were active listeners and 3 were neutral listeners. It was determined that the listening styles of Turkish pre-service teachers did not differ based on gender, class level, instruction method, and attendance in listening education courses.

It was determined that the regression analysis conducted to determine the causality between Total Emotional Intelligence and Total Academic Listening Skills was significant. The 11.2% of total variation in the Total Academic Listening Skill level was explained by the Total Emotional Intelligence score (R^2 = 0.112). Total Emotional Intelligence increased Total Academic Listening Skill level (β = 0.450). In a study conducted by Kıroğlu et al. (2019), it was determined that there was a low and negative significant correlation between the emotional intelligence of pre-service teachers and their listening skill scores. Thi Lam and Kirby (2002) reported that those with higher emotional intelligence exhibited a better cognitive performance. Jaeger (2003) investigated the correlation between the emotional intelligence, emotional skills, and academic performance of graduate students and reported that there was a correlation between emotional intelligence and academic achievement, and positive correlations between all emotional intelligence sub-dimension and total emotional intelligence scores. Erdem et al. (2013) investigated the correlation between the emotional intelligence levels and critical thinking skills of high school teachers, and found that there was a significant correlation between all emotional intelligence sub-dimensions and all critical thinking sub-dimensions. The literature review revealed that several studies analyzed the correlation between emotional intelligence and academic performance and various other variables. In the present study, the correlation between academic listening and emotional intelligence was investigated and the positive effect of emotional intelligence on academic listening skills, a dimension of academic performance, was determined.

The regression analysis conducted to determine the causality between Self-Centered Emotional Evaluation, Emotional Evaluation Centered on Others, Self-Centered Emotional Regulation, Emotional Regulation Centered on Others and Total Academic Listening Skill was significant. The 11% of the total variation in Total Academic Listening Skill was explained by Self-Centered Emotional Evaluation, Emotional Evaluation Centered on Others, Self-Centered Emotional Regulation, Emotional Regulation Centered on Others (R^2 = 0.110). Self-Centered Emotional Evaluation increased Total Academic Listening Skill level (β = 0.657). Emotional Evaluation Centered on Others increased Total Academic Listening Skill level (β = 0.587). Self-Centered Emotional Regulation did not affect Total Academic Listening Skill level (p = 0.112> 0.05). Emotional Regulation Centered on Others did not affect Total Academic Listening Skill level (p = 0.168> 0.05). The effects of emotional intelligence on various language skills were also explored. In a study conducted by Taşlıyan et al. (2015) to demonstrate the correlations between emotional intelligence, communication skills and academic achievement levels of college students and to determine whether emotional intelligence, communication skills and academic achievement levels differed based on demographics, it was determined that there was a significant correlation between emotional intelligence and communication skills and academic achievements. Stottlemyer (2002), Fahim and Pishghadam, (2007), and Ateş (2019) reported a significant correlation between academic achievement and emotional intelligence.

Karadüz (2010) investigated the listening strategies of pre-service Turkish language and classroom teachers and demonstrated that along with several affective factors, instructional approaches limited the listening skills of pre-service teachers. In the study, it was reported that the listening activities were more careful and motivated when listeners exhibited positive affective behavior, the students stated that they enjoyed learning when they listened voluntarily, and when they listened in fear, they felt under pressure and learning was not effective and permanent. The present study findings and the above-mentioned findings were consistent based on the impact of emotional intelligence on academic listening. Similarly, Karakuş Tayşi (2019) investigated whether anxiety and attitude were among the factors that affect listening comprehension and determined that there was a significant negative correlation between listening comprehension and anxiety, and there was a significant and positive correlation between listening comprehension and listening attitude.

Valizadeh and Alavinia (2013) investigated the correlation between the emotional intelligence of students learning English as a foreign language and their listening anxiety and listening comprehension performances. It was determined that there was a strong correlation between students' listening comprehension performances and their emotional intelligence. A strong negative correlation was identified between listening anxiety and listening comprehension.

Based on the study findings, it could be suggested that academic listening skills of students and academic performances of the students could be improved if faculty members in education departments could instruct the students based on their emotional intelligence levels in all courses. Goleman (1998) reported that, unlike IQ, emotional intelligence could be improved and enforced even at later ages vie education and life experiences. According to Kaufhold and Johanson (2002), the teachers, who are aware of emotional

intelligence skills, would influence students and contribute to the development of their emotional intelligence.

Pre-service teachers are individuals who will train the whole society in the future. Acquisition of active academic listening skills by pre-service teachers would allow their future students to acquire the same skills. To improve the academic listening skill levels, pre-service teachers are required to learn to use their emotional intelligence effectively and manage their emotions based on learning goals.

ENDNOTE

1. This article, it is the expanded version the paper of the same name presented at the symposium held in Ankara between 21-23 October 2020, under the name of XII. International World Language Turkish Symposium.

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