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## **Listening Anxiety Scale For University Students: A Study Of Validity And Reliability**

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### **Abstract**

The purpose of this study is to develop a listening anxiety scale to measure listening anxiety of teacher candidates. The datum of the research was collected via listening anxiety scale with 47 items prepared after an extensive literature review. In developing scale tool, literature review, content validity (consulting an expert opinion), pre-testing, measurement of validity and reliability steps are followed. The datum collected were analyzed via SPSS program. According to the datum acquired from the data, it was concluded that the scale could be applied. In the very beginning of preparing phase of the scale, by consulting expert opinion, some items among 47 which are incomprehensible are corrected and 10 items which are found as not meaningful are excluded and the number of the scale item reduced to 37. The validity and reliability studies of the scale were conducted with the 366 teacher candidates from Turkish, Science, Math's, Social Sciences, Computational Technologies and Classroom Teaching programs in the Faculty of Education at Gaziosmanpaşa University. As a result of the factor analysis, by eliminating some items, the scale having a high reliability coefficient is collected in 27 items and 7 factors. These factors are named basing on the body of literature. A scale consisted of 27 items and 7 factors with construct validity which will help researchers and educators aiming to measure listening anxiety of university students was created. According to the analysis of the datum collected from the study, it was concluded that the scale which have been developed can be applied.

**Key words:**turkish education, listening skill, listening anxiety, listening anxiety scale

### **Introduction**

Language provides people living together with establishing a dialogue and with allowing them to transmit their culture as a living entity to the next generations. Language as a systematic structure, plays an important role in an individual's being a social creature who placed in the focus of the all learning processes like reading, writing, speaking, and listening. (Sevim and Gedik 2014). Language skills acquired in this holistic relationship web determine the proficiency level of the individuals in their mother tongue. So, individuals acquire their meaning systems in this relationship chain and develop them in line with understanding and

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explaining it. (Adalı 1983) Among the aforementioned language skills, the foremost skill is listening.

Listening is an activity of comprehension of the message given by the speaker without difficulty and reacting toward the in-question stimulus. (Demirel, 1999). Nalıncı (2000) confirmed by his study that individuals stay in touch with people %50 to %80 of their day and they spend this time span by %45 listening, %30 speaking, %16 reading, and %9 writing. This finding shows the importance of listening on learning.

BüyükTürkçeSözlük (Great Turkish Dictionary) (2005) explains “anxiety” as thought provoking sorrow, sadness and worry; generally, as a thought of tension without any reason make somebody feel as if something bad would happen. While in daily usage, the anxiety concept is mostly used for concern or worry, psychiatry experts in Turkey prefers to use the original term “anxiety” to express this situation. Anxiety is a blurred fear like sadness, worry, feeling of unsuccessful, helplessness including in one or some of the excitements and being not unaware of the problem. An anxiety that individuals have experienced at least one time or more cause them feeling themselves as nervous and skeptical. (Dağ 1999; Ünlü 2001; Woolfolk from 2007 akt. Melanlıoğlu and Demir 2014).

Anxiety is an area of interest concerning various fields of science. About anxiety, there are some research about math’s anxiety, foreign language anxiety, science and technology anxiety, etc. In this study, is was aimed to develop a listening anxiety scale related to the listening skill which concerns almost half of the daily communication to measure anxiety of teacher candidates. In this direction, this research question is tried to be answered: How is the validity and reliability study of the Listening Anxiety Scale which is being tried to be developed?

### ***Purpose***

The purpose of this study is to develop a listening anxiety scale to measure listening anxiety of the university students.

### ***Research Design***

In this research, scanning method which is one of the quantitative research types was used. Scanning method by being ideal for large sampling groups, “aiming at collecting datum to determine some specific features of a group” (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2011) is a kind of study method. In this study, because students’ listening anxiety is tried to be measured by 5 point Likert scale, scanning method is used in this study.

### ***Study Group***

In this study, we tried to develop a scale to measure university student’ listening anxiety. With this reason, 366 students from the Faculty of Education at Gaziosmanpaşa University collaborated with us to develop the scale. According to Tabachnick and Fidell (1996), for factor analysis in scale development 300 people is regarded as good, 500 is very good and 1000 and above is perfect. In this context, we can say that the number in the study group is at a good stage. Listening anxiety does not only include Turkish Teaching program,



but also includes all the other departments at the same time and because of that students from various departments are included in the study group.

## **Process**

To be able to determine the items to be placed in the Listening Anxiety Scale, an extended literature review has been conducted. After scanning, studies conducted to develop a scale has been examined and some information has been collected about developing a scale. Then, scales about anxiety has been dealt with, and with the light of these entries, the scale is tried to be created. To be able to touch all the dimensions of listening anxiety, item number of the scale has been kept large and a pool of 47 items has been created. At this phase of the scale, we conducted expert opinion to correct the incomprehensible ones among 47 items and to eliminate 10 inappropriate items. Then, the number of items has been reduced to 37. With this items that the experts approved for validity, we prepared pre-test form. To be able to understand the practicality of the 37 items remaining after expert opinion, we conducted validity and reliability studies 5 point Likert scale has been used to rank the items. 1) Never, 2) Barely, 3) Sometimes, 4) Most of the time, 5) Always. The validity and reliability studies of the scale composed of 37 items were conducted with the 366 teacher candidates from Faculty of Education at Gaziosmanpaşa University. The datum has been analyzed according to validity (expert opinion, item-total correlation, item-remainder correlation, independent group t-test, and factor analysis) and internal consistency and then the scale's validity and reliability have been determined. Items its factor load are low and items which affects internal consistency are not included in the scale. After the study, a scale with 27 items and 7 factors has been obtained.

## **Findings**

### ***Content Validity***

Whether items in the scale are appropriate for the scaling tool and whether items have construct validity are determined by consulting expert opinion. (Karasar, 2005). DKÖ, three of them are an expert in Turkish Education and one expert in Educational sciences, we consulted 4 experts for opinion about the scale's validity. To be able to determine expert opinion, two-options answer sheet is used as "valid" or "invalid". As a conclusion, the encoding consistency of the scale has been found as high.

### ***Construct Validity***

"Factor analysis is a statistical technique aiming to explain the scaling with a few factors by collecting variables measuring the same structures and features altogether." (Büyüköztürk, 2011: 122). To be able to do factor analysis, we looked at Kaiser-Meyer-Olkin (KMO) index because all types of the datum may not be suitable for factor analysis. KMO index tests the data matrix whether it is suitable for factor analysis. To be able to say that data matrix is suitable for the factor analysis, KMO index is expected to bigger than 60. (Büyüköztürk, 201: 126). The values showing the suitability of the datum in DKÖ for the factor analysis are given in Table 1:

**Table 1: KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,793
Bartlett's Test of Sphericity	Approx. Chi-Square	3,714E3
	df	1081
	Sig.	,000

As seen in Table 1, KMO index is ,79 and Barlett Test x2 value as found as 3,714 ( $p < .001$ ), it can be said that scale items have factorability.

**Table 2: DKÖ's factor load**

	Component						
	1	2	3	4	5	6	7
M17	,754						
M3	,710						
M15	,683						
M4	,612						
M19	,570						
M22		,724					
M30		,658					
M29		,421					
M25		,405					
M11		,388					
M27		,331					
M12			,706				
M38			,578				
M18			,538				
M10			,421				
M44				,753			
M41				,518			
M40				,430			
M43					,783		
M42					,618		
M45					,500		
M37						,742	
M36						,506	
M34						,455	
M6							,675
M2							,624
M8							,545

When Table 3 has been analyzed, it has been seen that there are 5 items in the first factor, 6 items in the second factor, 4 items in the third factor, 3 items in the fifth factor, 3 items in the sixth factor and 3 items in the seventh factor.

## Conclusion and Suggestions

When we look at DKÖ items, we can say that anxiety seen in the teacher candidates stems from some emotional factors like embarrassment, aversion, fear, excitement, dread, anger, tension, and sadness. We can classify these into two as anxiety stemming from the individual himself and anxiety stemming from anxiety and its environment. According to the factor analysis results, the scale is composed of 7 factors. The first factor is while-listening

anxiety, the second factor is before-listening anxiety, the third factor is anxiety stemming from the listener, the fourth factor is anxiety stemming from external environment, and the fifth factor is anxiety stemming from the text. As a result of this study, it is seen that the listening anxiety scale of the candidates is composed of 27 items. It is thought that the scale can be used to determine the perceptions of the teacher candidates about listening anxiety in experimental and descriptive studies.

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