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Full Length Research Paper

Misconceptions in ‘Shape of Molecule’: Evidence from 9th grade science students

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Students commonly develop alternative ideas about topics in science. According to constructivist view of learning, students’ alternative conceptions and misconceptions about the process of developing new knowledge should be highlighted. Remedy can be undertaken through conceptual change approach. In order to understand what factors causes 9th grade students to make mistakes in various sub concepts of shape of molecule, qualitative research design was followed. Misconceptions of the students about shape of the molecule were identified and analyzed. Accordingly, plan of action was framed for tackling each of the hard spots found among students. Lack of content information, previous knowledge, instructional approaches, process of assessment, cognitive and meta-cognitive strategies were attributed towards the cause of misconceptions.

Key words: Misconception, shape of molecule, constructivism.

INTRODUCTION

The system of teaching and learning needs to go beyond the cognitive domain. It should be seen as a tool for diagnosis and further learning. A shift from testing competencies can reduce rote learning. The focus of questions should move to genuine applications from mere ‘plug-in-type’ problems. National Curriculum Framework (NCERT, 2005) has a principle which makes a departure from the legacy of bookish learning, discourages rote learning and the protection of sharp boundaries between different subject areas. Position paper of National Focus Group on Curriculum, Syllabus and Textbooks (NCERT, 2006) remarked that ‘the children should be allowed to think and the teachers should be allowed to teach as they consider fit’. Thus, it should inevitably imply core content. Core content

is meant only to provide either ‘enrichment for the talented’ or ‘remedial inputs for the backward’. The point being deliberated here is the development of reflective teaching practice which is a necessary condition for learning from one’s own experience.

Science learning

Research on science education has shared the commitment of constructivism in relation to classroom learning. Constructivist approach is an effective learning tool which has significant effect on the achievement in science concepts among all psychological groups of students. It helps in achieving meaningful learning in

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science concepts among grade 9th students (Adak, 2017). The basis of constructivism is to view learning as an intensive process which by necessity occurs in a small group. Knowledge is not transmitted rather it is actively built up by the learner. Knowledge is not something that is delivered to the students but something that emerges from active dialogue among those who seek to understand and apply concepts and techniques. The learners have to make sense of new knowledge in terms of their existing knowledge. Therefore, well-designed practical activities that challenge learners' prior conceptions are required. It will portray the knowledge construction process by learners' experience into scientific discourses. Learners enact their beliefs, identities and activities by doing science (Roth, 2005). Learning science involves scientific ways of knowing. Scientific entities and ideas are validated and communicated through empirical inquiry. Thus, learning science is a form of meaningful understanding through organization of knowledge at an individual level. From this perspective, it is understood that scientific knowledge and understandings are constructed socially when individuals engage in talk and activity about shared problems. Meaning making is thus a dialogic process and hence learning science is seen as the process by which individuals are involved in the activities of culture. This is an important point for science learning.

Challenges of science learning

Many complex topics in science demands intuitive thinking which may challenge the students (for example, the change of seasons). Intuitive thinking is obvious but this creates an encounter for teaching and learning. Hence, the significant relationship between the basic science process skills and misconceptions is detected. In a study on importance of concept teaching which is essential for active learning, it was found that concept teaching is especially important in eliminating misconceptions (Servet, 2018). A student who merely answers to end-of chapter questions does not perform better than students who participated in an unrelated activity. When answers are discussed, the teacher is free to intervene and that leads to spot-on student's thinking. Without teacher probing, it is doubtful that students will perform better than those who simply write answers to questions. It implies that attention should be given to give right kind of instruction when students encounter intuitive concepts.

It is important to shape the classroom. The potential for grouping of children of different age and level for certain activities should be considered. A diverse mix of learners with varied learning experiences and levels helps in enabling the process of peer learning. Group learning develops student's positive attitude to remove barriers that may adversely affect the success in social interaction

(Karali and Aydemir, 2018). Actual learning happens only in the children's mind and depends totally on what has been learnt earlier. Therefore, the re-interpretation of the content, methods, materials are completely within the sphere of practical decisions to be made by the teacher.

Chemistry is a conceptual subject. When concepts are concrete, that is students are able to see and can manipulate or can be directly observable then understanding will be easy. But when concepts are abstract (for example atoms, molecules, ionic bond, covalent bond) students may ask questions. Thus, teaching such topics is a challenge to make the students learn; one of the widely recognized issue is that students develop alternative ideas about topics in science. The real challenge on the part of the teacher is not to distribute knowledge rather to make a shift in their thinking towards conceptual understandings. Research documented the necessity of applying effective new teaching methods in courses in order to eliminate misconceptions. The textbooks which have an important place in teaching environment should be developed in such a way that it prevents building misconceptions and eliminates misconceptions that have been taught (Koksal, 2006). These alternative ideas are labelled as alternative conceptions. These are commonly known as misconceptions (Eryilmaz, 2002).

Alternative conceptions arise due to previous knowledge. How the learners are exposed to variety of contacts with the society and community is one of the main concerns. The personal experience is gained through exposure with the society, interaction with people, teachers or through the media. Thus, prior knowledge and experience of the students in which learning takes place play an important factor in the construction of knowledge. Students build strong conceptual frameworks when instructors help them clarify prior knowledge through active learning (Ambrose et al., 2010). According to constructivist theory of learning, knowledge is uniquely constructed by each individual learner and the learner actively constructs knowledge to sensitize the events of the world. Another important thing is that the students' conceptions before instruction are not properly analyzed and hence there is a gap between teacher-student communication and interaction.

According to constructivist view of learning, meaningful learning occurs when the learners actively construct their own knowledge by using existing knowledge to make sense of newly gained experiences. Thus, the first step is to be aware of the learners' current ideas. The learners' preconceptions and misconceptions on the process of developing new knowledge should be highlighted. Remedy can be undertaken through conceptual change approach. The pre-condition is that students' pre-knowledge and experience must be intelligible so that students can be able to understand accurately. Further, the more complex teaching concepts should be arranged in a hierarchical manner moving from known to unknown,

simpler concepts to complex concepts in reference to conceptual understanding. The task of organizing the concepts requires a kind of mapping known as 'Concept Mapping'.

Misconception defined

Misconceptions are more than misunderstandings about a concept. Misconception is defined as knowledge which obstructs to learn scientific knowledge due to personal experience. So, these are wrong concepts that a student accepts as true. This arises based on local and every day's experience. The experience obtained from everyday events is not organized. It is somewhat distorted, even with several variations. Every day's experience is a wrong notion which is built in the minds of young students. It follows either correct or incorrect pattern. Pre-existing ideas held by students that are confusing to new thinking about the natural world are generally referred to as misconceptions. Thus, students' 'hard-core' beliefs and notions are accountable towards misconceptions. According to researchers different and multiple connotations are described. Makonye (2012) explained misconceptions are the underlying wrong beliefs and principles in one's mind that causes a series of errors. Researchers use labels such as 'alternative conceptions', 'preconceptions' and 'alternate frameworks' to imply that these ideas are not completely 'wrong' in a student's common sense world. Students' pre-conceived ideas, conceptual misunderstandings and factual misconceptions are labelled under these categories of misconceptions.

Rationale of the study

Students enter the classroom with their own ideas and belief systems about the world. These preconceptions may come from a variety of informal sources. Such incomplete ideas persist as misconceptions. Certain ideas may be incorrectly interpreted from students' observation. It shows that such fixed personal understandings are hard to root out, even after teachers provide correct information. Hancock (1990) described that a conception becomes inconsistent with currently accepted scientific views due to faulty reasoning of the students. There rises a difference between students' ideas and scientific ideas. This difference is 'mistakes' or 'errors' which misleads ideas. Thus interpretation of facts becomes erroneous. Student's view and understanding of word meanings are incorporated into conceptual structures which provide a systematic understanding of the surroundings from the students' point of view. Thus, the students develop inconsistent explanations of scientific concepts. It can be pointed out that students lacking in conceptual knowledge and understanding tend

to take place misconceptions in science. It is due to lack of roles of observation, imagination and reasoning about the processes of science. Understanding of the molecular shape is a basic concept to learn the chemical reactions and their mechanisms. But students are lacking in knowledge and understanding of concepts. This may be due to various reasons due to lack of basic knowledge of:

- (i) Electronic configurations
- (ii) Valency
- (iii) Bond-pair
- (iv) Lone-pair
- (v) Bond angle
- (vi) Chemical bonding

After clarifying these concepts the students may be able to recognize,

- (i) Valence electrons
- (ii) Valency of the elements
- (iii) And basics of chemical bonding

Students possessing flaw and misunderstanding of ideas that are strongly held, interfaces with their leaning and causing disinterest and de-motivation towards the subject. So, instruction must confront, diagnose and replace these misconceptions. A search in the literature reveals that textbook, reference books, teacher's language, cultural beliefs and practices are some of principal sources of misconceptions of many science concepts. Daily experiences and perceptive thinking give rise to students' misconceptions which ultimately affect subsequent learning. Therefore, the study was undertaken to understand and analyze the students' hard spots in the learning of 'shape of a molecule'.

Objectives

- (i) To identify students misconception about 'shape of the molecule'
- (ii) To understand students' prior knowledge influencing misconceptions
- (iii) To create diagnostic tool for the prevention of these misconceptions

Research questions

- (i) What are misconceptions about the shape of the molecule of students?
- (ii) Why do students fail to understand these concepts?
- (iii) How do we address these misconceptions?

METHODOLOGY

Action research approach was followed to understand what factors

Table 1. Screening test result in frequency distribution.

Score	Frequency
10	1
09	2
08	3
07	8
06	3
05	2
04	4
03	7
Total	30

Table 2. Core test on shape of molecule.

Area of the topic	Number of items
Electronic configuration	06
Valency	08
Lone pair, bond pair and bond angle	03
Chemical bonding	11
Shape and structure of molecule	02
Total	30

caused students to make mistakes in various sub-concepts of shape of molecule. This approach employed purposive sampling strategy to produce dense description of data. Data were collected from a purposive sample of those students who could provide the maximum information. Those students were in greater risk of committing errors. The sample comprised students of 12 boys and 05 girls, making a size of seventeen.

In order to understand students' prior knowledge, it was necessary to describe misconceptions. The research has several steps: a) screening test b) classroom observation c) document analysis d) core test e) accompanying data analysis to identify the misconceptions f) designing teaching and learning lessons through concept mapping to address misconceptions g) summative assessment h) finally, presentation of results in written formats. The cycle of action research was carried out in the following phases:

Phase I: Engagement with the problem

Phase II: Identifying Misconceptions

Phase III: Analyzing Misconceptions

Phase IV: Action plan

Tools

The tools for data collection were:

(i) Screening Test- Students were given screening test. The items of the test were asked from general knowledge based on everyday science. It was to test awareness towards science. This test comprised of 10 objective items. On the basis of its result, only seventeen students were selected.

(ii) Core Test- The test items were asked from the five different areas of shape of molecule. This was diagnostic multiple choice

type of test. The purpose was to identify the misconceptions (iii) Document Analysis- copies of problem solving, copies of student evaluation forms and learning log of students were the documents gathered to analyze in order to find out the sources of misconceptions and associated misconceptions on shape of molecule.

(iv) Concepts map on shape of molecule- The linkage between sub concepts were shown through this map to develop conceptual understanding. This was remedial measure to remove the identified misconceptions and to decide teaching approach on shape of molecule by the instructors.

Data analysis

Phase I: Engagement with the problem

A test comprising 10 objective items was conducted to a class of 30 students of 9th standard. The items were of general knowledge type based on everyday science. It was used for screening the students.

Screening test

On the basis of this result (Table 1), only seventeen students were selected. It was found that number of students scoring 5 or less than 5 is thirteen (43.32%); greater than 5 are seventeen (56.68%). In order to capitalise on cognitive potential, the students scoring above the mean score with one standard deviation were screened (Vygotsky, 1978). Thus, the number of participants of the study was seventeen. It was reasoned that if the slow learners were placed with faster students they would lag behind as the teacher might not have enough time to cater for students who learnt at different rates. The sample constituted 12 boys and 05 girls, making a size of 17.

Phase II: Identifying misconceptions

Core test: The test was about the students' concepts on shape of molecule consists of 30 multiple choice questions. The multiples had four possible answers out of which one was correct. The question was scrutinized by a panel of experts in chemistry and two science teachers in order to maintain validity of the questions. All the items criticized were improved or rejected from the final version. The questions were sub divided into five categories. This test was administered to the sample constituting seventeen participants. The particulars of five different areas on shape of molecule which were not answered by all are given in Table 2. The results are presented in Table 3.

Based on correct and incorrect answers it was found that highest score is 11 and lowest score is 5. The average score is 8.82.

Phase III: Analyzing misconceptions

Students' exercise book responses and copies of student evaluation sheets were the documents gathered to analyze. The difficulties in the following concepts were identified (Table 4 and Figure 1).

RESULTS

(i) Particular items related to chemical bonding were attempted by all

(ii) Performance of girls were better in comparison to boys

Table 3. The core test.

Score	Frequency	Performance in percentage
11	1	5.88
10	6	35.29
9	3	17.65
8	5	29.41
7	1	5.88
5	1	5.88
N	17	

Table 4. Core score in hard spots.

Roll number of the student	Chemical bonding (out of 11)	lone pair bond pair and bond angle (out of 3)	Valency (out of 8)	Electronic configuration (out of 6)	Shape and structure of molecule (out of 2)	Total (out of 30)
11 (Girl)	5	2	4	0	0	11
21	3	2	3	2	0	10
25 (Girl)	3	2	3	2	0	10
24 (Girl)	3	2	3	2	0	10
05 (Girl)	3	2	3	2	0	10
06	3	2	3	2	0	10
20 (Girl)	3	2	4	1	0	10
07	3	2	3	1	0	9
03	3	2	3	1	0	9
13	3	2	3	1	0	9
12	3	2	2	1	0	8
08	3	2	2	1	0	8
04	4	0	1	3	0	8
16	3	2	2	1	0	8
10	3	2	2	1	0	8
23	3	2	2	0	0	7
14	2	2	1	0	0	5

(iii) Most of the students (sixteen in number) attempted questions related to Lone pair bond pair and bond angle

(iv) Most of the students (thirteen in number) attempted questions related to valency of Aluminium, whereas none were able to find the valency of Sodium (Na), Chlorine (Cl_2), Oxygen (O_2) and Magnesium (Mg_2)

(v) Lack of knowledge about fundamentals of modern periodic table

(vi) Lack of knowledge of differences between metal and non-metal elements

(vii) Most of the students (eleven in number) were not able to define the atomic number of carbon

(viii) Some could recognize the electronic configuration of Sodium (Na), But all failed to find in case of Chlorine (Cl_2)

(ix) Differences between ionic and co-valent bond is known to anybody.

(x) No one was able to define valence electron

(xi) It was also unknown to all about symbolic representation of atom with respect to atomic number and mass.

(xii) Basic questions related to chemical bonding like naming of bond, example of polar bond and covalent bond were completely unanswered by all

The students were deviating away from scientific explanations when they were explaining the natural phenomenon of bonding. They were not capable to illustrate the key terms included in the content for clarification. This led to develop faulty ideas. It was due to their life experiences. They were not able to reason out on the basis of their observation about daily life experiences. They were never exposed to an open discussion. They could not maintain to find alternative solutions rather, they pressed to 'the right answer only'.

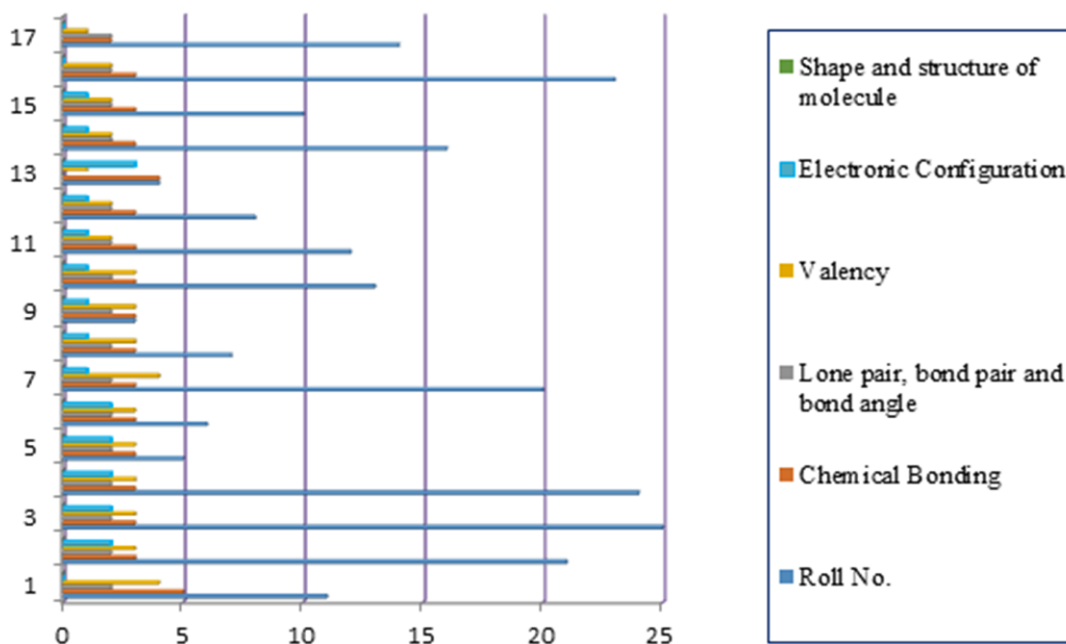


Figure 1. Number of students getting correct answer.

Hence, students were lacking in their conceptual understandings. Further, students expressed that there was no use of models or analogies from daily life experiences to illustrate those abstract concepts like atom, molecule, electron, valency and molecular shape. So, the teaching approach on shape of molecule was another criterion to create misconceptions.

Phase IV: Action plan to address misconceptions

A table of Action plan is presented (Table 5). The two research questions based on identifying misconceptions and how to deal with those misconceptions are answered in this plan. The concepts map will facilitate learning by helping the learner to incorporate a large volume of information and concepts. It is the structuring of content as the basis of deciding how to sequence and synthesize the concepts of shape of molecule (Figure 2).

DISCUSSION

Misconceptions are the gaps in knowledge that need to be filled. The students were not simply lacking information about science concepts; they had developed their own explanations for it. Our instruction searches for gaps in the pre-requisite knowledge and go forward, rarely looking back for reasons beyond the summative assessment. If the students' cognitive abilities are not enough mature to understand the concept, they will not be able to develop a correct understanding of it,

regardless of instruction. The cognitive and metacognitive learning strategies of students help to grow motivation, awareness and self-directed learning readiness (Xuan et al., 2018). Meta cognition helps to evaluate own understanding, formulating one's own plans and keeping record of learning performance. The students asked questions for clarification in order to be engaged in learning context. Proficient learners use more strategy in terms of meta-cognitive and social strategies during learning activities (Salahshour et al., 2013). The learning activities have directly and indirectly acceleration in acquisitions of meaningful learning (Sailin and Mahmor, 2018). Misconception can be attributed to faulty information that the student accumulates from the external sources like peer, parents, internet and other reading books.

Teachers should create a non-threatening environment. Actually, all acts of class room are geared to facilitate a learning environment. This study in science education was directed towards focusing on expression of the child's personal ideas. Constructivist theories of learning articulate the process of conceptual change in school science. The students were encouraged to make explicit their existing ideas. Each student had his/her distinct potential. Therefore, various activities emphasizing on multiple intelligences were required to tap the student potential (Azid et al., 2016). Within a supportive environment, a high level of trust, warmth and enthusiasm is developed. Hence, the teacher conveyed warmth and above all an atmosphere of respect for the students and their co-learners. Students were encouraged to know conceptual framework by discussing

Table 5. Action plan.

Summary of research question	Summary of misconception	Recommended action	Resources necessary
Electronic configuration	Orbital	Interactive method based on Periodic Table	Chart of periodic table
	Electron configuration	Using a periodic table with shell and sub-shell designations in each square, students learn the patterns of electronic configurations of the elements.	chart showing electron configuration
		Students are encouraged to commit these patterns to memory through rehearsal in class	Concepts map on shape of molecule
		Diagrams that represent electron levels and sublevels with the corresponding values of question numbers are designed. The diagram helps to explain the atomic structure to the students according to Hund's rule.	Written Summative examination
Valency	Periodic table	The relationship between periodic table and the atomic structure of chemical elements by demonstrating the construction of the periodic table will be explained	
	Atomic number	Shape of molecules will be explained with the help of molecular models	
	Valence electrons	You Tube video presentation	
Lone pair, bond pair and bond angle	Repulsions between electron pairs in the valence shell	Learning log by students	
	Magnitude of repulsions between bonding pairs of electrons		
Chemical bonding	Molecular orbital		
	Position of valence electrons in molecular orbital		
	Ionic bond		
	Covalent bond		
	Metallic bond		
	Stable electronic configuration losing electrons/gaining electrons/sharing		

with other students and thinking about the evidence. Collaboration between students in the form of giving and receiving peer feedback on student-directed learning task facilitated learning (Dixon and Wu, 2014). Discussion to a large extent helped learners to overcome their errors and misconceptions. The discussions encouraged them to think about their thinking. These cognitive processes enabled the learners to deal with their errors as they learnt from their peers. By the way, they recognized and transformed their 'shape of molecule' conceptual structures. Assessing and re-assessing the validity of students' misconceptions are also necessary. So, learning log was maintained and

reflections on misconceptions were practised by the students. Thus, implementing activity methods, student centered activities, experimenting and improvisations through plan, Do, See and Improve (PDSI) in class room practices in science education can be better for conceptual understanding of students (Ndirangu, 2017).

CONCLUSION AND RECOMMENDATIONS

More often, classroom evaluation places heavy emphasis on recall/recognition of information. Students learn it within a broader framework of meaningful inter-

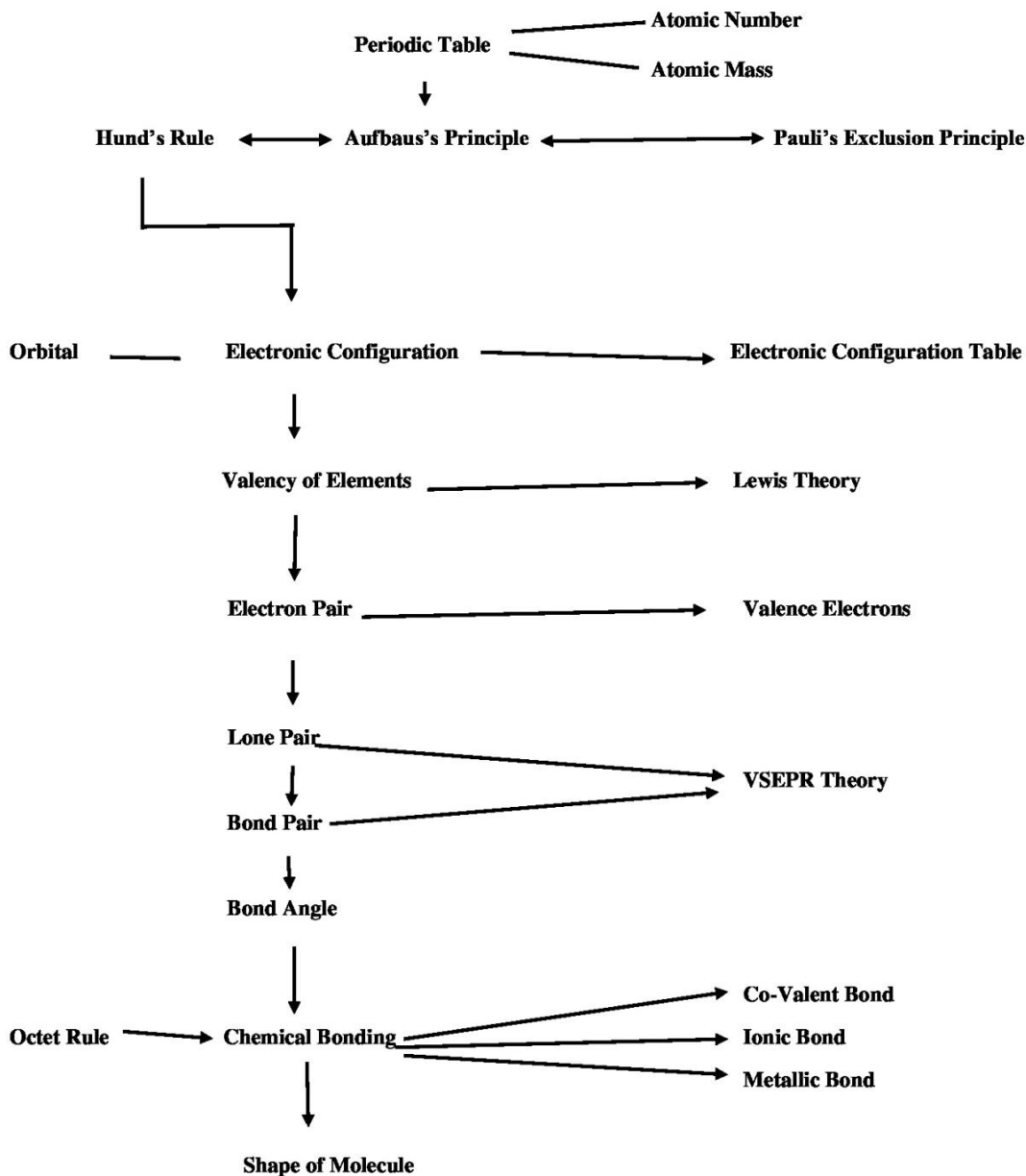


Figure 2. Concept mapping on shape of molecule.

relationships and understandings. On this reason there is a need to make deep learning to foster development of this goal through evaluations of students. This requires that we should emphasize on understanding, transfer of learning to untaught problems and contents. Class room evaluation also affects students in many ways: guides their judgement of what is important to learn, affects their motivation and self-perceptions of competence, and structures their approaches to and timing of personal study. So, a more effective approach to evaluation demands regular and thoughtful analysis by teachers through peer reviews procedures and attention to their progressions. Evaluation has played little on its role in

assisting students to learn. The pivotal role of evaluation in teaching and learning needs to be integrated in order to learn strengths and weaknesses. Emphasis of feedback on personal progress can clearly demonstrate mastering educational tasks.

Future work directions

This research throws light on misconceptions and how to address through the instruction. Research is needed on how content knowledge impacts into a teacher's ability to address the misconceptions in the classroom. Another

area of direction is on limited expertise in assessment in order to identify the errors. Research may be directed to study how students are interpreting and integrating new content to guide their instruction.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

Analyzing effect of teachers' personal empowerment perceptions' to their passion for working by various factors

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The aim of this research is to determine the relationship between the elementary, middle and high school teachers' personal empowerment perception and passion for working. During the research, opinions of 890 teachers' chosen from different schools and branches with random sampling technique were collected from those working in Malatya province in the 2016-2017 academic year. As a data collection tool, "Personal Empowerment Scale" and "The Measurement of Engagement" were used. The results of the analyses revealed that the average of the Personal Empowerment scale extent ranges around "frequently". The perception level of the participants related to personal empowerment scale was in the range of "high". All the averages related to the measurement of engagement were in the range of "frequently". It was observed that participants evaluated their level related to the measurement of engagement in high ebb. When the values related to gender variable points to personal empowerment scale's "choice" extent, it suggested that average values related to the perceptions of male teachers are higher than that of the female teachers. It was seen that "effect" behaviors of teachers predicts "vigor" meaningfully. Further, that "content" behaviors of teachers predicts "absorption" meaningfully.

Key words: Personal empowerment, passion for working, teachers.

INTRODUCTION

Usually, personal empowerment is used in acknowledgement of "empowerment". Empowerment is defined as knowledge information and sharing with low levels (Hales and Klidas, 1998), re-distribution of the decision making power in a way that it will involve those who does not have this power (Cunningham et al., 1996),

offering opportunities of deciding on their job to working personnel or providing an environment that can make them take responsibility of their own operations (Erstad, 1997). Empowerment emphasizes that it depends on individuals' perception and reflects the cognitive states of low levels about empowerment (Thomas and Velthouse,

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1990). In this context, power and control concepts are promoted with power indicated as a necessity (Conger and Kanungo, 1988). This necessity is brought to the fore when people feel that they possess the power or when they believe that they can cope with cases, conditions, options and humans. The power however is found in four different manners in an organisation as personality power, speciality power, fund power and position power (Conger and Kanungo, 1988).

Personal Empowerment involves all those four types of power. The job's being meaningful is associated with value of the mission or purpose for the individual, stating his perception effects satisfaction level and empowerment emotion that will be obtained from the job. An individual feeling of himself/herself as adequate for the job is defined as one where the job is accomplished with just enough effort. An individual having the opportunity of choosing his job is related to an individual that controls his/her job as he/she pleases, making operations about job on his/her own and controlling work environment. Also, feeling efficient at work implies that the perception of individual's behaviors can make a difference (Sigler and Pearson, 2000). Basic principles in an empowerment model can be listed as below (Darling, 1996; Genç, 2004).

- (i) A leadership system should be established before everything.
- (ii) A strong dual communication should be established and supported.
- (iii) Application groups should be generated.
- (iv) An awarding system about the performance management of organisation should be established.
- (v) Support of the reliable personnel is needed.
- (vi) A supporting service related to leadership team among the personnel relationships should be established.
- (vii) Measurement and performance framework which involves only the necessary information should be established.

Russ (1995) listed the factors necessary for a personnel empowerment system;

- (i) Acceptance of personal empowerment is not a technique, but a philosophy.
- (ii) The necessity of being clear and accurate while making evaluation.
- (iii) Understanding, knowledge and skills are important.
- (iv) Expectations should be realistic and should not be imaginative.
- (v) Failure is an opportunity for learning.
- (vi) Personal empowerment process requires time.

Personal empowerment means, personnel having their own work, being proud of what they do and being free about what they do in exchange for sharing the risks and

responsibilities. For the success of personal empowerment which involves opportunities and risks, manager and personnel should be in touch with each other in accordance with organisation's goals and should make this a part of the organisation (Randolph, 2000).

In cases where personnels are not empowered and the culture of empowerment is not common (Carroll, 1994):

- (i) Individuals focus on spending free time and are concerned with their own work.
- (ii) Problems and mistakes are hidden or not taken seriously.
- (iii) Focusing on policies takes time and resources cannot be assigned in order to solve the problems of customers and shareholders.
- (iv) Decisions are made mostly based on the ideas of senior managers.
- (v) Goals and measurements are not argued and determined.
- (vi) Communication is weak.
- (vii) Collisions are not solved and might cause destructive reasons for the organisation.
- (ix) Feedback is avoided.
- (x) Personnel avoid taking risks, afraid of making mistakes.
- (xi) Personnel are neutral to the problems of the organisation.
- (xii) Poor performance is not cared about.
- (xiii) Traditional management system is depended upon.
- (xiv) Laziness and disappointments are the basic problems faced in the organisation.

However, in his study, Carroll (1994) also expressed regarding organizations in which personal empowerment is common:

- (i) Individuals and teams take action in accordance with the goals of the organisation.
- (ii) Underlying reasons of problems and mistakes can be clearly argued.
- (iii) For solving the problems, trouble among the organisation and clients are focused upon.
- (iv) The decisions are made in accordance with accurate information shared in the organisation.
- (v) Goals and measurements are clearly determined.
- (vi) Cross-communication and emotion of cooperation between the personnel is created.
- (vii) Collisions are shared clearly and solutions are searched in the cooperation of managers and personnel.
- (viii) Feedback is given regularly among the organisation.
- (ix) Risk is perceived as an opportunity for growing and developing, whereas learning from mistakes made in organisation is common.
- (x) Reasons for poor performance are investigated and solutions are recommended.
- (xi) Contrary to traditional system, innovativeness is at

the forefront, with personnels encouraged to be innovative.

Passion for working

This is defined as “positive, satisfying, cognitive state about work” (Schaufeli et al., 2002) that involves three extents; vigor, dedication, and absorption. Vigor extent involves high energy level, cognitive strength, a will to make an effort and not getting tired easily while working. An individual who is enormously vigorous while working is motivated about work and even though he/she is faced with difficulties, continues to work with a steadiness. Dedication represents a strong commitment to work and involves the feeling of importance, eagerness, inspiration, honour and struggle. The individuals who are dedicated to work think that their job is interesting, requires struggle, serves a meaningful purpose; and the job they do inspires them, so they do it eagerly and be proud of it. Absorption refers to an individual’s totally focusing on work, hooked on to work, does not understand how the time goes by and hard;y gives himself a break.

These job features may also include the role of extrinsic motivation because these are tools for individual to reach his/her goals (Meijman and Mulder, 1998). These work spaces that hosts those resources encourages an individual to dedicate his/her skills to work. Therefore, individual’s successful completion of their work and the chance of reaching their goal is high. Put differently, opportunity to use autonomy and several skills raise an individuals’ chance of being successful. In this regard, it can be thought as a facilitative feature for individuals who want to demonstrate their job features. For example, individuals who can manage jobs that require different skills experience the feeling of demonstrating their skills to others in an unchallenged way and might approach this sort of a working activity more passionately.

The concept of passion for working is used (Ardıç and Polatçı, 2009) in different studies as ensorcelling to work (Bal, 2008), abandon to work (Öner, 2008), and passion (Turgut, 2011). The passion for working is also accepted as opposite of exhaustion. The ones who are passionate for work and also act in contrast to exhaustion are individuals who are energetic, who think they can meet with the responsibilities and requirements of their work easily and love their job. However, it is not possible to say that individuals who do not experience the burnout syndrome are passionate for work. For this reason, passion for work and exhaustion should be considered separately from each other (Schaufeli and Bakker, 2008). Passion for working is a cognitive state characterized by vigor, dedication and absorption to work. Rather than a temporary cognitive state, passion for work does not change in a short period of time. Vigor extent of passion

for work is expressed with being strong and energetic cognitively while working. Eagerness of an individual to work is the topic under consideration. Dedication to work is however expressed with an individual taking work seriously, be attached to it, holding on to it with enthusiasm and be proud of it. In absorption extent, the individual who focuses on his/her job enjoys while working and fulfills his/her duties happily. An individual focuses on work not because of the extrinsic factors but because of loving it and does not realize how time flies. The individual also tries to overcome the problems which he/she focus upon at work (Schaufeli and Bakker, 2008).

Purpose of the study

This study is geared towards determining the relationship between elementary, middle and high school teachers’ personal empowerment perception and passion for working. The relationship between teachers’ perception about personal empowerment and passion for work and age, gender, seniority, branch, working period at same school, school type variables as well as the relationship between personal empowerment and passion for working extent are examined based on the questions below:

- 1) What is the level of teachers’ perception according to personal empowerment extent and passion for working extent?
- 2) Are the teachers’ perception according to personal empowerment notably different due to marital status, gender, school type, branch, service years in job, work years at school and age?
- 3) Is there a meaningful relationship between personal empowerment extent and passion for working according to teachers’ perception?
- 4) Does it show a meaningful difference in relation to predicting of age, seniority, gender and marital status while still predicting teachers’ effect perception to vigor.
- 5) Does it show a meaningful difference related to predicting of age, seniority, gender and marital status while still predicting teachers’ understanding perception to absorption?

METHODOLOGY

Research group

The research group consists of 890 teachers who were working in public schools in Malatya province in the 2016-2017 academic year and chosen from schools and branches with random sampling technique. Elementary schools, middle schools, and high schools are counted in the research. Other defining information related to the teachers’ research group that participated in the research is summed up in Table 1.

Table 1. Demographic information related to reseach group about teachers' who participated in the research.

Variable	Category	N	%
Gender	Male	516	58
	Female	374	42
	Total	890	100.0
Marital status	Married	724	81.3
	Single	166	18.7
	Total	890	100.0
Age	Between 20-30 years	168	18.9
	Between 31-40 years	373	41.9
	Between 41-50 years	268	30.1
	Between 51-60 years	77	8.7
	61-61+ years	4	.4
	Total	890	100.0
Service years in job	Between 1-10 years	312	35.1
	Between 11-20 years	363	40.8
	Between 21-30 years	179	20.1
	Between 31-31+ years	36	4.0
	Total	890	100.0
Working period at the same school	Between 1-5 years	602	67.6
	Between 6-10 years	174	19.6
	Between 11-15 years	68	7.6
	Between 16-20 years	26	2.9
	Between 21-21+ years	20	2.2
Total	890	100.0	
Branch	Form Teacher	207	23.3
	Other Branches	683	76.7
	Total	890	100.0
School type	Elementary School	235	26.4
	Middle School	238	26.7
	High School	417	46.9
	Total	890	100.0

Data collection tools

This is developed by the researchers to determine the specific demographic characteristics of the teacher who participates in this research. In this form, questions about age, gender, service years, marital status, working period at the same school and school type was included.

Personal empowerment scale

This was developed by Spreitzer, (1995) and adapted into Turkish by Gümüşlüoğlu and Karakitapoğlu-Aygün (2009). The scale is

separated into four sections, viz; meaning, self sufficiency, choice and effect and consists of 12 questions. The statements are evaluated with five-point Likert Scale which is scaled from 1 "Strongly Disagree" to 5 "Strongly Agree". The reliability rate of the questions on passion for working, which is present in the scale's question form, is calculated as 0.895 Cronbach Alpha. This rate is on a grade that may be counted as reliable statistically.

The measurement of engagement

This was developed by Schaufeli et al. (2002) and adapted into Turkish by Turgut (2011). The scale consists of 17 questions in

Table 2. Likert evaluation criterion of the survey matters.

Value	Options	Gap	Level
1	Never	1.00 -1.80	Quite Low
2	Seldom	1.81-2.60	Low
3	Sometimes	2.61-3.40	Average
4	Frequently	3.41-4.20	High
5	Always	4.21-5.00	Quite High

Table 3. Associated correlation level between the scales.

r	Relationship level
0.00 - 0.25	Quite Weak
0.26 - 0.49	Weak
0.50 - 0.69	Average
0.70 - 0.89	High
0.90 - 1.00	Quite High

Table 4. Values related to the extents of personal empowerment scale.

Variable	X	Standard error	Standard deviation
Meaning	4.1549	0.02330	0.69511
Self Sufficiency	4.0123	0.02339	0.69765
Choice	3.8257	0.02416	0.72073
Effect	3.9713	0.02303	0.68709
Personal Empowerment (General)	3.9910	0.02057	0.61366

Table 5. Values related to the extents of passion for working scale.

Variable	X	Standard error	Standard deviation
Vigour	3.9082	0.02444	0.72920
Commitment	4.1173	0.02629	0.78436
Absorption	3.7487	0.02561	0.76403
Passion For Working (General)	3.9134	0.02279	0.67981

total; six of which are vigor extent, 5 of them passion extent and 6 of them absorption extent. The reliability rate of the questions on passion for working which is present in the scale's question form is calculated as 0.89 Cronbach Alpha. This rate is on a grade that may be counted as reliable statistically. Likert evaluation criterion related to the survey matters about the "Personal Empowerment Scale" and "Measurement of Engagement Scale" is shown in Table 2.

The choices' gaps evaluated according to determined participation rate by group ($4/5=0.80$) is acquired by dividing the five-point scale's ($5-1=4$) differentials to the value judgement (5) in the questionnaire. The values related to Perceived Stress Scale extents in Table 4 and those related to Burnout Scale in Table 5 are interpreted according to the values shown in Table 2. Pearson's

coefficient of correlation is used in researching the relationship between factors. The associated correlation of the scales is evaluated according to the criteria below (Kalaycı, 2006). Correlation relation levels between the scales can be seen in Table 3. 95% of the acquired findings are evaluated in security level while 5% of them are evaluated in meaningfulness level. Wrong entry fixing, wrong codification, gapfilling and extreme value cleaning of the acquired data has been done before going into analysis.

Data collection procedure and analysis

In statistical analysis of the data, SPSS 22.0 package program for descriptive analysis, T test for independent variables, one-way

Table 6. t-Test values belonging to Extent of Personal Empowerment Scale's "Choice Variable" related to the gender groups.

Gender	N	\bar{x}	Standard Deviation	sd	t	p
Male	516	3.8824	0.72140	888	2.766	0.006**
Female	374	3.7475	0.71340			
Total	890					

*p<0.05 **p<0.01 ***p<0.001

Table 7. Values belonging to extent of personal empowerment scale's "choice variable" related to the school type groups.

School type	N	\bar{x}	Standard deviation
Elementary School	235	3.9220	0.73461
Middle School	238	3.7497	0.71027
High School	417	3.8148	0.71446
Total	890	3.8257	0.72073

Table 8. Personal Empowerment Scale's Extent Of 'Choice' one way ANOVA results according to groups of school types.

Source of the variance	Sum of the squares	sd	Mean of the squares	F	p	Meaningful difference	
Choice	Inter-group	3.60	2	1.803	3.49	0.031*	(Between elementary and middle school)
	In-group	458.18	887	0.517			
	Total	461.79	889				

*p<0.05 **p<0.01 ***p<0.001.

analysis of variance (ANOVA), Pearson's product-moment correlation coefficient and multilinear regression analysis are used.

FINDINGS

Here, for solving research's problem, findings which are acquired as a result of the analysis of data collected from teacher via scales are included. Explanations and comments based on the findings are delivered. When Table 4 is examined, it is observed that averages related to personal empowerment scale are in the gap of 3.41-4.20 (Frequently). Based on that, it can be said that perception level related to participants' personal empowerment is "high". Also, from Table 4, it is seen that averages related to passion for working scale are in the gap of 3.41- 4.20 (Frequently). According to that, it can be said that participants highly evaluated the passion for working.

However, a meaningful differentiation was observed between 'personal empowerment' extent and marital

status (p=0.06>0.05), working period for same school (p=0.095>0.05) and age (p=0.311>0.05) variables is not found. Also, a meaningful relationship was observed between "choice" extent and gender (p=0.006<0.05), school type (p=0.03<0.05), and branch (p=0.04<0.05), between the variables "self-sufficiency" extent and branch (p=0.03<0.05), service years in job, "choice" and "meaning" extent with service years in job as well as personal empowerment scale's "general" and branch and service years in job. The findings belonging to this relationship is given in Tables 6, 7, 8, 9, 10 and 11. When groups perceived rate "choice" extent points of the personal empowerment scale is examined, the values related to gender; average values of the male teachers were found to be higher than the female teachers. In addition, the questions in the "choice variable" extent, is about personnel deciding their operations at work on their own.

As in Table 8, there is a significant difference in personal empowerment scale's extent of choice points' one-way ANOVA according to variant of choice and

Table 9. t Test values belonging to branch variable points related to personal empowerment scale, self sufficiency and general of personal empowerment scale

Branch		N	\bar{X}	Standart deviation	sd	t	p
Choice	Form	207	3.9149	0.73735			
	Other	683	3.7987	0.71397	888	2.036	0.042*
	Total	890					
Self-Sufficiency	Form	207	4.1043	0.69306			
	Other	683	3.9844	0.69713	888	2.172	0.030*
	Total	890					
Persoanal empowerment (General)	Form	207	4.0659	0.62618			
	Other	683	3.9684	0.60846	888	2.006	0.045*
	Total	890					

*p<0.05 **p<0.01 ***p<0.001.

Table 10. Values belonging to Extent of Personal Empowerment Scale's "Self-Sufficiency", "Effect", "Meaning", "General of Personal Empowerment" Related to the Service Years In Job.

Self Sufficiency	N	\bar{X}	Standard deviation
Between 1- 10 years	312	3.9793	0.69556
Between 11- 20 years	363	3.9606	0.72446
Between 21- 30 years	179	4.1881	0.60583
Between 31- 31+ years	36	3.9444	0.75383
Total	890	4.0123	0.69765
Effect	N	\bar{X}	Standard deviation
Between 1- 10 years	312	3.9091	0.70567
Between 11- 20 years	363	3.9468	0.70657
Between 21- 30 years	179	4.1194	0.61342
Between 31- 31+ years	36	4.0196	0.57784
Total	890	3.9713	0.68709
Meaning	N	\bar{X}	Standard deviation
Between 1- 10 years	312	4.1286	0.69696
Between 11- 20 years	363	4.1005	0.73773
Between 21- 30 years	179	4.3103	0.57499
Between 31- 31+ years	36	4.1594	0.69683
Total	890	3.8257	0.72073
Personal empowerment (General)	N	\bar{X}	Standard deviation
Between 1- 10 years	312	3.9550	0.60364
Between 11- 20 years	363	3.9486	0.66000
Between 21- 30 years	179	4.1356	0.51804
Between 31- 31+ years	36	4.0120	0.56534
Total	890	3.9910	0.61366

analysis of Post-Hoc Scheffe between the elementary school and middle school ($F(2-989) = 3.490, p < 0.05$).

When we look at the table of the groups' average values, the t belonging to teachers' "choice" perception is

Table 11. Personal Empowerment Scale's Extent Of 'Self-Sufficiency, Effect, Meaning, and General of Personal Empowerment' Points' One Way ANOVA results according to groups of Service Years In The Job.

Source of the variance		Sum of the squares	sd	Mean of the squares	F	p	Meaningful difference
Self-Sufficiency	Inter Groups	7.009	3	2.336	4.863	0.002**	(Between the years range of 1-10 and 21-30)
	In - Group	425.675	886	0.480			
	Total	432.684	889				
Effect	Inter Groups	5.434	3	1.811	3.874	0.009**	(Between the years range of 1-10 and 21-30)
	In - Group	414.260	886	0.468			
	Total	419.694	889				
Meaning	Inter Groups	5.613	3	1.871	3.910	0.009**	(Between the years range of 1-10 and 21-30)
	In - Group	423.929	886	0.478			
	Total	429.542	889				
Personal Empowerment (General)	Inter Groups	4.814	3	1.605	4.309	0.005**	(Between the years range of 1-10 and 21-30)
	In - Group	329.962	886	0.372			
	Total	334.776	889				

*p<0.05 **p<0.01 ***p<0.001.

significantly high. A meaningful relationship between elementary school teachers ($\bar{X}_{\text{elementary school}}=3.922$) and middle school teachers ($\bar{X}_{\text{middle school}}=3.749$) is found to be remarkable indicating that perception of "choice" belonging to elementary school teachers are higher.

The values belonging to Branch Variable Points Related to Personal Empowerment Scale, Self Sufficiency and general Personal Empowerment Scale in Table 9 suggests that in all three extents, average values belonging to their perceptions are higher than the other branch teachers. There is a significant difference in personal empowerment scale's extent of 'self sufficiency points' one-way ANOVA according to variant of seniority in job and analysis of Post-Hoc Scheffe between the group whose service years in the job are from 1 to 10 years and the group whose service years in the job are from 21 to 30 years ($F(3-889)=4.863$, $p<0.01$). With reference to the table of the groups' average values, it can be seen that "self-sufficiency" perception of teachers' points are significantly higher. It has been found that there is a significant relationship between teachers that have 1–10 (\bar{X}_{1-10} year=3.9793) service years in the job and teachers that have 21-30 (\bar{x}_{21-30} year=4.1881) service years in the job. It has been determined that the teachers that have 21–30 service years in the job have a higher perception of 'self-sufficiency'. Moreover, a

significant relationship has been found between teachers that have 11–20 (\bar{X}_{11-20} year=3.9606) service years in the job and teachers that have 21-30 (\bar{X}_{21-30} year = 4.1881) service years in the job; it has also been found that teachers that have 21-30 service years in the job have a higher perception of 'self sufficiency'. As for 'effect' extent, it has been determined that there is a significant relationship between teachers that have 1–10 (\bar{X}_{1-10} year=3.909) service years in the job and teachers that have 21-30 (\bar{X}_{21-30} yıl=4.1194) service years in the job ($F(3-889)= 3.874$, $p<0.01$). As regards 'concept' extent, it has been determined that there is a significant relationship between teachers that have 1-10 (\bar{X}_{1-10} year=4.128) service years in the job and teachers that have 21-30 (\bar{x}_{21-30} year=4,310) service years in the job ($F(3-889)= 3,910$, $p<0,01$). It is seen that teachers that have 21–30 service years in the job have a higher level of perception of 'overall' personal empowerment scale. It is also seen that teachers that have 21–30 service years in the job have a higher perception of 'concept'. Moreover, it has been found that there is a significant relationship in extent of 'concept' between teachers that have 11–20 (\bar{X}_{11-20} year=4.100) service years in the job and teachers that have 21–30 (\bar{x}_{21-30} year=4.310) service years in the job. Further, it is noteworthy that perceptions

Table 12. Table of correlation that belongs to extents of personal empowerment and passion for working scale.

Variable	Pe. Meaning	Pe. Self Sufficiency	Pe. Choice	Pe. Effect	Pe. General	PfW. Vigour	PfW. Commitment	PfW. Absorption	PfW. General
Pe. Meaning	1								
Pe. Self Sufficiency	0.747***	1							
Pe. Choice	0.584***	0.702***	1						
Pe. Effect	0.642***	0.760***	0.713***	1					
Pe. General	0.847***	0.915***	0.858***	0.887***	1				
PfW. Vigour	0.536***	0.556***	0.475***	0.516***	0.594***	1			
PfW. Commitment	0.552***	0.588***	0.455***	0.549***	0.611***	0.772***	1		
PfW. Absorption	0.481***	0.521***	0.466***	0.485***	0.557***	0.674***	0.681***	1	
PfW. General	0.581***	0.617***	0.519***	0.574***	0.653***	0.908***	0.902***	0.883***	1

*p<0.05 **p<0.01 ***p<0.001

of 'concept' of the teachers that have 21-30 service years in the job are higher.

When the values that belong to 'overall' personal empowerment scale is examined, it has been determined that there is a significant relationship between views of the teachers that have 1-10 ($\bar{X}_{1-10} \text{ yıl}=3.955$) service years in the job and views of teachers that have 21-30 ($\bar{X}_{21-30} \text{ yıl}=4.135$) service years in the job ($F(3-889)=4.309, p<0,01$). It is seen that teachers that have spent 21 - 30 service years in the job have a higher level of perception of 'overall' personal empowerment scale. Moreover, significant relationship has been found in 'overall' personal empowerment scale dimensions; also, that the level of perception of 'overall' personal empowerment scale of the teachers that have 21-30 service years are higher.

Due to correlation analysis indicated in Table 12, a positive relationship was observed between 'concept' extent of 'personal empowerment scale' and all of the extents of personal empowerment scale along with passion for working scale. Because the relationship between 'concept' and 'self-sufficiency' extent is ($r=0.747$; $r^2=0.580$), 58% of behaviour of 'concept' is explained with behaviour of 'self-sufficiency'; because the relationship between 'concept' and 'effect' is ($r=-0.584$; $r^2=0.341$), 34,1% of behaviour of 'concept' is explained with behaviour of meaning; because the relationship between 'concept' and 'effect' is ($r=-0.642$; $r^2=0.412$), 41,2% of behaviour of 'concept' is explained with 'effect'; because the relationship between 'concept' and 'overall' personal empowerment scale is ($r=-0.847$; $r^2=0.717$), 71,7% of behaviour of 'concept' is explained with 'overall' personal empowerment scale; because the relationship between 'concept' and 'strength' extent of passion for working scale is ($r=-0.536$; $r^2=0.287$), 28,7% of behaviour of 'concept' is explained with behaviour of 'strength'; and because the relationship between 'concept' and 'commitment' is ($r=-0.552$; $r^2=0.304$), 30,4% of behaviour

of 'concept' is explained with behaviour of 'commitment'. Further, because the relationship between 'concept' and 'absorption' is ($r=0.481$; $r^2=0.231$), 23,1% of behaviour of 'concept' is explained with behaviour of 'absorption'; and because the relationship between 'concept' and 'overall' passion for working scale is ($r=0.581$; $r^2=0.337$), 33,7% of behaviour of 'concept' is explained with behaviour of 'overall' passion for working scale.

A positive relationship was found between 'self-sufficiency' extent of personal empowerment scale extents and the extents of personal empowerment scale and passion for working scale. It was seen that there is a high relationship between 'self-sufficiency' extent and 'selection' extent, an ultrahigh relationship between 'selection' extent and 'overall' personal empowerment scale, and a medium level relationship among all extents of passion for working scale. There is a 'high' relationship between 'concept', 'self-sufficiency' and 'overall' personal empowerment scale, a low ebb of relationship between 'concept' extent and 'effect' extent, and a medium level relationship between 'concept' extent and the rest of the extent of 'selection', 'effect', 'strength', 'commitment' and 'overall' passion for working'. Because the relationship between 'self-sufficiency' extent and 'selection' extent is ($r=0.702$; $r^2=0.492$), 49,2% of behaviour of 'self-sufficiency' is explained with the behavior of 'selection'; because the relationship between 'self-sufficiency' and 'effect' is ($r=-0.760$; $r^2=0.577$), 57,7% of behaviour of 'self-sufficiency' is explained with behaviour of 'effect'; because the relationship between 'self-sufficiency' extent and 'overall' personal empowerment, 83,7% of behaviour of 'self-sufficiency' is explained with 'overall' personal empowerment scale. Because the relationship between 'self-sufficiency' and 'strength' extent of passion for working scale is ($r=-0.915$; $r^2=0.837$), 30,9% of behaviour of 'self-sufficiency' is explained with behaviour of 'strength'; because the relationship between 'self-sufficiency' and 'commitment' is ($r=-0.556$; $r^2=0.309$), 34,5% of behaviour of 'self-sufficiency' is explained with

behaviour of 'commitment'; because the relationship between 'self-sufficiency' and 'absorption' is ($r=-0.588$; $r^2=0.345$), 27.1% of behaviour of 'self-sufficiency' is explained with behaviour of 'absorption'; and because the relationship ($r=0.617$; $r^2=0.380$) between 'self-sufficiency' and "overall" passion for working scale is ($r=0.521$; $r^2=0.271$), 38% of behaviour of 'self-sufficiency' is explained with 'overall' behaviour of passion for working scale. It has been found that there is a positive relationship between 'selection' extent of personal empowerment scale extents and all of the extents of passion for working scale. It is seen that there is a high level relationship between 'selection' extent, 'effect' extent and overall personal empowerment scale; however, it is seen that there is a medium level relationship between 'selection' extent and all of the extents of passion for working. It can be said that because the relationship between 'selection' extent and 'effect' is ($r=-0.713$; $r^2=0.508$), 50.8% of behaviour of 'selection' is explained with behaviour of 'effect'; because the relationship between 'selection' extent and overall personal empowerment scale is ($r=-0.858$; $r^2=0.736$), 73.6% of behaviour of 'selection' is explained with 'overall' personal empowerment scale; because the relationship between 'selection' and 'strength' extent is ($r=0.475$; $r^2=0.225$), 22.5% of behavior of 'selection' is explained with behaviour of 'strength'; because the relationship between 'selection' and 'commitment' is ($r=-0.455$; $r^2=0.207$), 20.7% of behaviour of 'selection' is explained with behaviour of 'commitment'; because the relationship between 'selection' and 'absorption' is ($r=0.466$; $r^2=0.217$), 21.7% of behaviour of 'selection' is explained with behaviour of 'absorption'; and because of the fact that relationship between 'selection' and 'overall' passion for working scale is ($r=0.519$; $r^2=0.269$), 26.9% of behaviour of 'selection' is explained with 'overall' behaviour of passion for working scale.

It has been found that there is a positive relationship between 'effect' extent and personal empowerment scale extents as well as the extents of personal empowerment scale and passion for working scale. It is seen that there is a high level relationship between 'effect' extent and 'overall' personal empowerment scale; however, it is seen that there is a medium level relationship between 'effect' extent and 'overall' supporting standard scale. It is seen that because the relationship between 'effect' extent and 'overall' personal empowerment scale is ($r=-0.887$; $r^2=0.786$), 78.6% of behavior of "effect" is explained with 'overall' personal empowerment scale; because the relationship between 'effect' and 'strength' extent of passion for working scale is ($r=0.516$; $r^2=0.266$), 26.6% of behaviour of 'effect' is explained with behavior of 'strength'; because the relationship between 'effect' and 'commitment' is ($r=-0.549$; $r^2=0.301$), 30.1% of behaviour of 'effect' is explained with behaviour of 'commitment'; because the relationship between 'effect' and 'absorption'

is ($r=0.485$; $r^2=0.235$), 23.5% of behaviour of 'effect' is explained with behavior of 'concentration'; and because the relationship between 'effect' and 'overall' passion for working scale is ($r=0.574$; $r^2=0.329$), 32.9% of behaviour of 'effect' is 'overall' behaviour of passion for working.

It has been found that there is a positive relationship between 'overall' supporting of staff scale and all of the extents of passion for working scale. It is seen that there is a medium level relationship between 'overall' personal empowerment scale and all of the extents of passion for working scale. Because the relation between 'overall' personal empowerment scale and extent of 'strength' of passion for working scale is ($r=0.594$; $r^2=0.352$), 35.2% of 'overall' behaviour of passion for working scale is explained with behaviour of 'strength', because that the relationship between 'overall' personal empowerment scale and 'commitment' is ($r=-0.611$; $r^2=0.373$), 37.3% of 'overall' behaviour of personal empowerment scale is explained with behaviour of 'commitment'; because the relationship between 'overall' personal empowerment scale and 'absorption' is ($r=0.557$; $r^2=0.310$), 31% of 'overall' behaviour of personal empowerment scale is explained with behaviour of 'absorption'; and because the relationship between 'overall' personal empowerment scale and 'overall' passion for working scale is ($r=0.653$; $r^2=0.426$), 42.6% of 'overall' of personal empowerment scale is explained with 'overall' behaviour of passion for working scale.

It has been found that there is a positive relationship between 'strength' extent of passion for working scale and all of the extents. There is a high level relationship between 'strength' and 'commitment', a medium level relationship between 'strength' and 'commitment', an ultrahigh relationship between 'strength' and 'overall' passion for working scale. Because the relationship between 'strength' and 'commitment' is ($r=-0.772$; $r^2=0.595$), 59.5% of behaviour of 'strength' is explained with behaviour of 'commitment'; because the relationship between 'strength' and 'absorption' is ($r=0.674$; $r^2=0.454$), 45.4% of behaviour of 'strength' is explained with behaviour of 'absorption' and because the relationship between 'strength' and 'overall' passion for working scale is ($r=0.908$; $r^2=0.824$), 82.4% of behaviour of 'strength' is explained with 'overall' behaviour of passion for working scale.

It has been found that there is a positive relationship between 'commitment' of passion for working scale extents and all of the extents. It is seen that there is a medium level relationship between 'commitment' and 'absorption', and an ultrahigh relationship between 'commitment' and 'overall' passion for working scale. Because the relationship between 'commitment' and 'absorption' is ($r=0.681$; $r^2=0.463$), 46.3% of behaviour of 'commitment' is explained with behaviour of 'absorption'; and because the relationship between 'commitment' and 'overall' passion for working scale is ($r=0.902$; $r^2=0.813$),

Table 13. The results of of multilinear regression analysis of teachers' levels of 'effect'predict the 'strength'according to variables of gender, age, service years in the job and marital status.

Model		B	Standard Error	β	t	p
1 st Step	Stable	3.431	0.239		14.332	0.000
	Gender (Dummy)	-0.059	0.051	-0.040	-1.159	0.247
	Age	0.008	0.008	0.095	1.032	0.302
	Service Years	0.007	0.008	0.078	0.854	0.393
	Marital Status	0.075	0.068	0.040	1.112	0.266
2 nd Step	Stable	1.219	0.241		5.059	0.000
	Gender (Dummy)	-0.037	0.044	-0.025	-0.843	0.399
	Age	0.012	0.007	0.140	1.765	0.078
	Service Years	-0.001	0.007	-0.009	-0.116	0.908
	Marital Status	0.098	0.058	0.052	1.676	0.094
	P.E. Effect	0.538	0.030	0.507	17.682	0.000

Dependent Variable: Vigour
 $\Delta R^2 = 0.254$ *** (* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$).

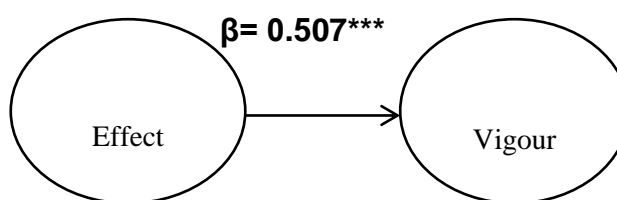


Figure 1. Effect of teachers' level of 'effect' on their level of 'strength'.
 (* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$).

81.3% of behaviour of 'commitment' is explained with 'overall' passion for working scale.

It has been found that there is a positive relationship between 'absorption' extent of passion for working scale extents and 'overall' passion for working scale. There is a high level relationship between 'absorption' and 'overall' passion for working scale. Because the relationship between 'absorption' and 'overall' passion for working scale is ($r=0.883$; $r^2=0.779$), 77.9% of behaviour of 'absorption' is explained with 'overall' behaviour of passion for working scale.

The multilinear regression analysis has been carried out in order to find an answer to the question: 'do the teachers' perception of 'effect' show any significant difference concerning the variants of age, service years in the job, gender and marital status?' As observed in Table 13, to determine the relationship between teachers' behaviour of 'effect' and level of 'strength', variants such as gender, age, years in the job and marital status are put under control at the first step. Thereafter, it is understood from the second step that teachers' behavior of 'effect' predicts process of organizational structure in a significant way ($\beta = 0.507$; $p < 0.001$) (Figure 1).

The multilinear regression analysis has been carried out to find an answer to the question: does the teachers' perception of 'effect' show any significant difference concerning the variants of age, service years in the job, gender and marital status?' As observed in Table 14, to determine the relationship between teachers' behaviour of 'concept' and level of 'absorption', variants such as gender, age, years in the job and marital status are placed under control at the first step. Thereafter, it is understood from the second step that teachers' behavior of 'concept' predicts process of organizational structure in a significant way ($\Delta R^2 = 0.254$; $p < 0.001$). Rise of one unit behaviour of 'effect' causes rise of 0,507 units organizational structure of level of 'strength'. When we look at the explained variant, it is seen that 25.4% of 'strength' occur with behaviour of 'effect'.

Dependent variable

The multilinear regression analysis has been conducted to answer the question: do the teachers' perception of 'concept' show any significant difference concerning the

Table 14. The results of multilinear regression analysis of teachers' levels of 'concept' predict the 'absorption' according to variants such as gender, age, service years in the job and marital status.

Model		B	Standard Error	β	t	p
1 st Step	Stable	3.230	0.251		12.869	0.000
	Gender (Dummy)	0.090	0.053	0.058	1.688	0.092
	Age	0.010	0.008	0.107	1.163	0.245
	Service years	0.006	0.008	0.071	0.783	0.434
	Marital status	0.013	0.071	0.007	0.188	0.851
2 nd Step	Stable	1.089	0.258		4.227	0.000
	Gender (Dummy)	0.080	0.047	0.052	1.716	0.086
	Age	0.009	0.007	0.107	1.314	0.189
	Service years	0.004	0.007	0.041	0.506	0.613
	Marital status	0.043	0.063	0.022	0.682	0.495
	P.E. Meaning	0.518	0.032	0.471	16.116	0.000

Absorption $\Delta R^2 = 0.221$ *** (* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$).

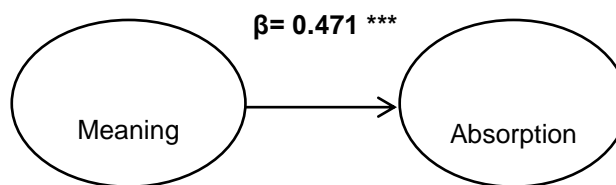


Figure 2. Effect of teachers' level of 'concept' on their level of 'absorption'. (* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$).

variants of age, service years in the job, gender and marital status while predicting 'absorption?'. As observed in Table 14, to determine the relationship between teachers' behaviour of 'concept' and level of 'absorption' variants such as gender, age, years in the job and marital status are get under control at the first step. Thereafter, it is understood from the second step that teachers' behavior of 'concept' predicts process of organizational structure in a significant way ($\beta = 0.471$; $p < 0.001$) (Figure 2). Rise of one unit behaviour of 'concept' causes rise of 0,471 units organizational structure of level of 'absorption'. When we look at the explained variant, it is seen that 22.1% of 'absorption' occur with behaviour of 'concept' ($\Delta R^2 = 0.221$; $p < 0.001$).

DISCUSSION

A successful empowerment will increase efficiency of workers and bring about development for themselves by specifying authority and responsibility of lower level workers that are responsible for work results. It can also

reduce decision making time; therefore, it is possible to adapt quicker to environmental conditions (Genç, 2005). It is seen that, average of extents that belong to personal empowerment scale exists in the gap of 'Mostly'. According to this, it suggests that participators have had a 'high' level perception about their levels of personal empowerment extent. It is also seen that on average, all of the extents that belong to passion for working exist in the gap of 'Mostly'. According to this, it can be said that participators have had high level evaluation about their levels of their passion for working. When 'selection' extents of personal empowerment scale's points' values that are related to the groups of gender are looked through, average belonging to male teachers' perceptions are higher than female ones'. When the selection extent questions are closely examined, it can be seen that they are related to workers' being able to decide about activities in the workplace on their own. This situation demonstrates that male teachers have much more control on activities that take place at schools than female teachers, they decide mostly on their own about how they do their job and feel much more independent

about doing their job.

It is understood from the conducted analysis of one-way ANOVA and Post-Hoc Schffe that there is a significant difference between the primary and secondary school. When we look at the table of the groups' average values, it is suggested that the points that belong to teachers' perception of 'selection' are significantly high. It is found that interestingly, primary school teachers' perceptions of 'selection' are higher.

This situation demonstrates that primary school teachers have much more control on activities that take place at schools than secondary school teachers, they decide mostly on their own about how they do their job and they feel much more independent about doing their job. When 'selection', 'self-sufficiency' and 'overall' personal empowerment scale extents' points to values that belong to variant of branch, it is seen that average values that belong to perceptions of primary school teachers are higher than the other branch teachers in all specified three extents. This situation demonstrates that primary school teachers care much about their jobs, have much more effect on their job, have much more self-confidence about the job they do, feel much more independent about the work they will do and feel generally stronger at their schools than the other branch teachers. Research carried out by Demirbilek and Türkan (2008) have determined that making the workers work in a motivated way in workplace, supplying them job satisfaction, having a voice as regards deciding something about themselves or workplace, feeling safe themselves, as well as increasing the level of loyalty for their work and workplace can be real thanks to personal empowerment and that result is similar to our research's result.

According to seniority groups', points of 'self sufficiency' extent of personal empowerment scale as well as conducted analysis of one-way ANOVA and Post-Hoc Schffe, it is seen that there is a significant difference between 1-10 years and 21-30 years. When we look at the table of the groups' average values, the points that belong to teachers' perception of 'self sufficiency' are significantly high. It is believed that perceptions of 'self sufficiency' of teachers that have 21-30 years seniority are higher than teachers that have 1-10 years seniority. Moreover, it is found that there is a significant relationship between teachers that have 11-20 years seniority and teachers that have 21-30 years seniority. It is found interesting that perceptions of 'self sufficiency' of teachers that have 21-30 years seniority are higher. Barutçu and Serinkan (2008) determined that workers that have 20 years or more in the job are adequate workers for their working area and these results support our research. As for extent of 'effect', it is determined that there is a significant relation between teachers that have 1-10 years seniority and teachers that have 21-30 years seniority. It is found that levels of

'effect' of teachers that have 21-30 years seniority are higher. As for extent of 'concept', it is determined that there is a significant relation between teachers that have 1-10 years seniority and teachers that have 21-30 years seniority. It is found that levels of 'concept' of teachers that have 21-30 years seniority are higher.

Moreover, as for 'concept' extent, it is found that there is a significant relationship between teachers that have 11-20 years seniority and teachers that have 21-30 years seniority. It is found interesting that perceptions of 'concept' of teachers that have 21-30 years seniority are higher. Hançer and George (2003) determined that satisfaction, performance, loyalty and presentation of service are related to extents of concept, competence and effect and these results support our research. When the values that belong to 'overall' personal empowerment scale are examined, it is determined that there is a significant relationship between teachers that have 1-10 years seniority and teachers that have 21-30 years seniority. The level of 'overall' personal empowerment scale perceptions of teachers that have 21-30 years seniority is higher. Moreover, in 'overall personal empowerment scale, it is found that there is a significant relationship between teachers that have 11-20 years seniority and teachers that have 21-30 years seniority. It is found interesting that perceptions of 'overall' personal empowerment scale of teachers that have 21-30 years seniority are higher. When all these data is examined, it is found interesting that teachers that have 21-30 years seniority have higher values than other branch teachers in all extents. The fact that teachers generally feel themselves the strongest in these years is one of the important results that can be said by looking at the findings. In the study of Ceylan et al. (2008), it is determined that the staff who has 20 or more years seniority have a higher level of job satisfaction and scores of personal empowerment and these results are also supporting the results of this research. As a result of our conducted correlation analysis, it is found that there is a positive relationship between 'concept' extent of personal empowerment scale and all of the extents of personal empowerment scale along with passion for working scale. According to findings, the most effect on extent of 'concept' is from 'overall' personal empowerment scale and the second most effect is from extent of 'self sufficiency'; and this situation is found interesting.

'Self sufficiency' should not be misunderstood. Humans are social beings and we do not live in separated "bubbles" preventing us from making relationships with others (Aydoğan and Akbarov, 2018b). It is found that there is a positive relationship between 'self sufficiency' extent of personal empowerment scale extents and all of the extents of personal empowerment scale and passion for working scale. According to findings, the most effect on extent of 'self sufficiency' is from 'overall' personal

empowerment scale and the second most effect is from extent of 'effect'. 'Self sufficiency' also should not be accepted as a subjective measure. It is found that there is a positive relationship between 'selection' extent of personal empowerment scale extents and all of the extents of personal empowerment scale as well as passion for working scale.

According to the findings, the most effect on extent of 'selection' is from 'overall' personal empowerment scale and the second most effect is from extent of 'effect'. It is found that there is a positive relationship between 'effect' extent of personal empowerment scale extents and the extents of personal empowerment scale and passion for working scale.

According to findings, it is seen that the most effect on extent of 'effect' is from 'overall' personal empowerment scale and the second most effect is from 'overall' behaviour of passion for working scale. It is found that there is a positive relationship between 'overall' personal empowerment scale and the extents of passion for working scale. When findings are examined, it is seen that the most effect on 'overall' extent of personal empowerment scale is from 'overall' passion for working scale and the second most effect is from behaviour of 'commitment' extent of passion for working scale. Both of these interesting findings are important for the aspect of showing that passion for working and personal empowerment have lots of effects on each other.

Teachers are those who are responsible for their students and lead their own group of students. Apart from teaching, they solve problems in classrooms, manage the relationship among students, and try to make learning environment rich and stimulating for students and themselves (Aydoğan and Akbarov, 2018a). It is found that there is a positive and ultra high relationship between 'strength' extent of passion for working scale extents and all of the extents. When the findings are analysed, it is seen that the most effect on 'strength' extent is from 'overall' passion for working scale and the second most effect is from behaviour of 'commitment' extent of passion for working scale. It is found that there is a positive and ultra high relationship between 'strength' extent of passion for working scale extents and all of the extents. When the findings are looked through, it is seen that the most effect on 'strength' extent is from 'overall' passion for working scale. It is found that there is a positive and ultrahigh relationship between 'absorption' extent of passion for working scale extents and 'overall' passion for working scale. It is seen that teachers' behaviour of 'effect' predicts process of organizational structure in a significant way. Rise of one-unit behavior of 'effect' causes rise of level of 'strength' of 0,507 units of organizational structure. When we look at the explained variant, it is seen that 25,4% of 'strength' occur with

behaviour of 'effect'. It is seen that teachers' behaviour of 'concept' predicts process of organizational structure in a significant way. Rise of one-unit behavior of 'effect' causes rise of level of 'absorption' of 0,471 units of organizational structure. When we look at the explained variant, it is seen that 22,1% of 'absorption' occur with behaviour of 'concept'.

Spreitzer (1996) indicates that there are less role uncertainty among the empowered employees. Ugboro and Obeng (2000) also found meaningful relationships between the empowered employees and job satisfaction. In the study of Menon (1995), Erdil and Keskin (2003), and Pekdemir et al. (2006), a positive relationship was found between the personal empowerment and job satisfaction along with organizational commitment. Similarly, in the study of Lashley (1996), it is indicated that there is a positive relationship among the empowered employees which finds solutions to the claims of customers. It is also indicated that empowered employees are better at finding solutions to the problems of the customers. In the study of Enz (1999), it is also indicated that there is a positive relationship between speed of satisfying the needs of customers and personal empowerment.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

The effect of drama activities on five-year-old children's social skills

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The aim of this study is to investigate the effects of drama activities on the social skills of five-year-old children. In this research, experimental design with pre-test/post-test control group was used. The sample group of the study consisted of 32 kindergarten five-year-old children in Fatih, Istanbul, Turkey in 2017-2018 academic year. After a random selection, 16 children (8 girls and 8 boys), were selected as the experimental group while the other 16 children (8 girls and 8 boys) were selected as the control group. In the study, General Information Form and Preschool Social Skills Assessment Scale - PSSAS were used as data collection tools. A total of 24 drama activities were administered to the children in the experimental group three times a week for eight weeks. After the completion of the drama activities, the experimental and control groups were administered the same scale as posttest and four weeks later as a retention test for the experimental group. As a result of the study, a statistically significant difference was found between the pre-test / post-test total scores of social skills of the experimental and the control group in favor of the experimental group ($p < 0.05$).

Key words: Early childhood education, drama, drama activities, social skills.

INTRODUCTION

Social skills are defined as skills that enable individuals to perform their social tasks competently (Cook et al., 2008). In the literature, it is possible to see different definitions of social skills (Bacanlı, 2018: 26). According to Önalın-Akfirat (2006), social skills are defined as the ability of the individual to act in accordance with the social environment in which he/ she is located. According to Mastropieri and Scrugs, (2016), social skills are defined as our behavior to work with other people and to socialize (2016: 190). Scientific findings on the contribution of social skills to school adaptation and academic achievement of children reveal the importance of developing these skills starting from early childhood

(Agostin and Bain, 1997; Alexander et al., 1993; McClelland et al., 2000).

According to parents and teachers of preschool children, the most important function of preschool institutions is the development and socialization of social skills of children (Gamble et al., 2009; Şahin et al., 2013; Vandebroek et al., 2008). However, it can be said that preschool education is an important tool in the socialization of the child when we consider the definition of preschool education as a process of gaining experience of the children in real life consciousness and structured in a suitable environment (Kuru-Turaşlı, 2014).

Drama is a way of presenting experiences for children

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to perceive the real world in pre-school education. Drama, without the prior written text, is the participants' own creative discoveries, original thoughts, memories and knowledge based on their actions and improvisations (San, 1999). In other words, drama is the response of participants to a stimulating material using their bodies or voices (Ömeroğlu and Yaşar, 1999). According to San (2002), creative drama in education denotes improvisation, role playing, etc. By using theater or drama techniques, in a group work, individuals experience a life, an event, an idea, sometimes a training unit, sometimes an abstract concept or behavior, through the reorganization of old cognitive patterns and observation, experience, meaningful revelation in life processes in which the experiences are reviewed. Children's social-emotional methods in experimental studies using early childhood drama method (Aslan, 2008; Başdaş, 2017; Bayrakçı, 2007; Eti, 2010; Gültekin, 2014; Güner, 2008; Güven-Metin, 1999; Kılıç, 2017; Şahan-Aktan, 2018; Uysal, 1996), language (Çakır, 2008; Solmaz, 1997; Uyar, 1995), cognition (Erbay, 2009; Erdoğan, 2006 Kıyaker, 2017; Ölekli, 2009; Sezer, 2008), creativity (Can-Yaşar, 2009; Ömeroğlu, 1990) and the findings about the contribution to school adaptation (Şentürk-Berber, 2015) reveal the importance of introducing drama in the early period.

There are experimental studies investigating the effect of drama method on social skills (Aslan, 2008; Çalışkan - Çoban, 2007; De La Cruz, 1995; Freeman et al., 2003; Guli, 2004; Güner, 2008; Önalın and Akfırat, 2004). Among the studies investigating the impact of the program on children's development, developing social skills programs to improve the social skills of pre-school children, studies focusing on special education are rare (Avcioğlu, 2012; Totan and Kabasakal, 2012) while the majority have focused on children showing normal developmental characteristics (Duruoalp and Aral, 2010; Ekinci and Gürşimşek, 2009; Özdil, 2008). In this study, the effects of drama activities on children's social skills were investigated. This study was carried out on children who were disadvantaged in socio-economic terms and in this sense, it becomes important to examine the effects of drama activities applied to a different sample group. This study, which has similarity with the previous studies, was aimed at adding to the existing literature and thus expanding the knowledge of the effects of drama activities on children.

Problem of the research

In this study, the effects of drama activities of the five-year-old children's social skills were investigated. In this study, answers to the following questions were sought:

1). Is there any difference between the pretest scores of the social skill levels of the children in the experimental and control groups?

2). Is there any difference between the posttest scores of the social skill levels of the children in the experimental and control groups?

3). Is there any difference between the posttest-pretest difference scores of the social skill levels of the children in the control group?

4). Is there any difference between the pretest and posttest scores of the social skill levels of the children in the experimental group?

METHODOLOGY

In this study, pretest-posttest control group experimental design was used. Experimental methods are classified as real experimental methods and quasi-experimental (biased) methods according to whether the selection of experimental and control groups is neutral or biased (Creswell, 2003). On the other hand, in real experimental designs, subjects are randomly assigned in groups (Büyüköztürk et al., 2018: 212). The research was carried using convenient sampling method (Johnson and Christensen, 2014) by taking into account the ability of the researcher and the application of the program by the institution management. In the selection of the school, the physical facilities of the school, the cooperation of teachers and school management were effective. The aim of this study is to investigate the effects of drama activities on social skills. For this purpose, two groups were determined as experimental and control groups. It was aimed to reveal whether there was any difference in social skill levels according to the control group by implementing drama activities to the children in the experimental group. While drama-based activities constituted an independent variable within the scope of the research, pretest, posttest and retention test scores of social skill levels related to social skills scale and sub-factors constitute the dependent variable. The model, which is designed in the context of the determined purpose, is an experimental design model with pretest-posttest control group (Table 1).

In Table 1, O1 and O2 refers to pretest; O3 and O4 posttest administration while O5 refers only to the retention test given to the experimental group. X1 shows the independent variable (drama activities) applied to the subjects in the experimental group (Büyüköztürk, 2007: 21).

Study group

In the scope of the research, the study group consisted of 32 five-year-old kindergarten children in Fatih / Istanbul - Turkey in 2017-2018 academic year. After a random selection, 16 children (8 girls and 8 boys) were assigned as the experimental group while the other 16 children (8 girls and 8 boys) were determined as the control group. Since the aim is to reveal the effectiveness of the method in the research, it is not necessary to select the sample from the population in experimental design studies (Büyüköztürk et al., 2010).

Data collection process

In this study, experimental design model with pretest-posttest control group was used. First of all, the teachers of the children in the experimental and control groups were asked to fill in the Preschool Social Skills Assessment Scale (PSSAS) for each child in March, 2018. In the experimental group, the third researcher applied the drama activities for three days a week (Monday, Wednesday, and Friday) for eight weeks (March-May, 2018); 24

Table 1. Experimental design model with pretest-posttest control group.

Group	Pretest	Treatment	Posttest	Retention Test
Experiment	O1	X1	O3	O5
Control	O2		O4	---

activities in total. The points considered during the drama-based activities in the experimental group are:

- 1). Before the experimental study, the objectives, content, duration and materials of the creative drama sessions were prepared.
- 2). Educational drama studies were conducted with children for eight weeks. The sessions were held on Mondays, Wednesdays, Fridays under the leadership of the third researcher, one of the teachers participating in the study. The practicing researcher also took a special drama course as well as the specific course in the undergraduate period.
- 3). The drama activities applied to the experimental group include the formation of a sense of trust within the group of children, the initiation and maintenance of the relationship, the effective listening, the exclusion and ridicule, the recognition of emotions, anger control, empathic behavior, the use of appropriate problem-solving and communication, some positive thinking, prepared by the researchers for the purpose of improving their behavior.
- 4). In the drama sessions, more warm-up activities were introduced, especially in the first sessions, in order for the group to engage with each other more. In addition, it was aimed that the group members would be less familiar with each other, and that the group would be integrated. In the following sessions, the members of the group formed their own group to know each other better.
- 5). It was ensured that the children were more comfortable in terms of recognizing the environment in which the studies were done in the classroom and left space to act during the drama studies.
- 6). During the activities, care was taken to ensure that the main work and warm-up work were linked, and information and shares were made with the subject matter in the evaluation section.

In this process, children in the control group followed their daily routines according to the Preschool Education Program of the Ministry of National Education without any treatment. After the application of drama activities, Preschool Social Skills Assessment (PSSAS) Scale was completed as a posttest by the teachers of the children in the experimental and control groups. Approximately 3 weeks after the posttest, the children in the experimental group were given a retention test (PSSAS) by the teachers (June 2018).

Data collection tools

In order to determine the social skills of the children in the study group, Preschool Social Skills Assessment Scale (PSSAS) and General Information Form were used as the data collection tools.

General information form

The general information form includes questions about the age, gender, and parents' level of education in the study group. This information is obtained from the institution records with the permission of the families.

Preschool social skills assessment scale (PSSAS)

The Preschool Social Skills Assessment Scale (PSSAS) was

developed in order to determine the competencies of 36-72 month-old children related to their social skills in 2012 within the scope of Preschool Social Skills Support Project (PSSSP) supported by TÜBİTAK - The Scientific and Technological Research Council of Turkey (Ömeroğlu et al., 2015). The scale, which is based on the evaluation of children's social skills by an adult, has a teacher and parent version. The scale consisting of 49 social skill items has a high reliability (teacher form $\alpha = 0.96$; parent form $\alpha = 0.95$). The scale covers four social skills sub-dimensions: initial skills, academic support, friendship, and managing emotions. Initial skills cover basic social skills such as greeting, saying goodbye, asking for permission, apologizing and thanking.

Academic support skills include skills such as following the instructions, asking questions, answering questions, and talking, and expressing thoughts to ensure the adaptation of children to primary school. Friendship skills cover collaborating with friends, queue waiting, sharing, entering the game, including the interaction of children with friends. Skills of managing emotions are about the ability to understand one's emotions and others, to express the causes and consequences of their emotions, and to control emotions. Children's use of social skills is assessed on a five-point Likert, which is graded from 1 to 5 (no good = 1; almost always good = 5). The lowest score a child can get from the scale is 49; the highest score is 245. The higher the child's score, the more advanced his/her social skills are considered.

Data analysis

The data obtained in this study were analyzed with IBM SPSS Statistics Version 22 package program. Shapiro Wilk's test was used because of the number of units while analyzing the normality. When interpreting the results, 0.05 was used as the level of significance; in the case of $p < 0.05$, the variables were not normally distributed, but in the case of $p > 0.05$, it was stated that the variables were normally distributed. In the Shapiro-Wilk's test, due to the small amount of data, the significance level of the distribution was significant at $p < 0.05$, meaning that the data sets calculated for the experimental and control groups did not show normal distribution. The Mann Whitney U Test was used because the variables were not normally distributed when examining the differences between the groups.

Friedman's Two-way ANOVA was used because more than two dependent variables were normally distributed. In the case of significant differences, variables that differed were determined by using multiple comparison tests. The Wilcoxon test was used because the variables were normally distributed when examining the difference between two dependent variables. When interpreting the results, 0.05 was used as the level of significance; that is, there was a significant difference in the case of $p < 0.05$ and no significant difference in the case of $p > 0.05$.

RESULTS AND DISCUSSION

First sub-problem

Is there a difference between the pretest scores for the

Table 2. Mann-Whitney U test results for the differences between the sub-factors of the social skills assessment scale of children in the experimental and control groups.

Variable		Group						Mann Whitney U Test		
		n	\bar{x}	Median	Min	Max	sd	Mean Rank	z	P
Initial skills pretest	Experiment	16	41.06	42	29	47	5.11	12.38	-2.493	0.013*
	Control	16	47.38	48.5	32	60	7.68	20.63		
	Total	32	44.22	45	29	60	7.17			
Academic support pretest	Experiment	16	42.25	43.5	34	49	3.77	13.41	-1.871	0.061
	Control	16	45.75	47.5	31	60	7.75	19.59		
	Total	32	44	44	31	60	6.25			
Friendship skills pretest	Experiment	16	45.38	45	40	50	2.99	15.69	-0.492	0.623
	Control	16	46.75	47	33	62	8.93	17.31		
	Total	32	46.06	45.5	33	62	6.58			
Emotions management pretest	Experiment	16	41.31	42	34	45	3.3	19.5	-1.816	0.069
	Control	16	37	36	23	58	10.6	13.5		
	Total	32	39.16	40.5	23	58	8.02			
SS pretest total score	Experiment	16	170	172	145	187	12.66	15.56	-0.565	0.572
	Control	16	176.69	172.5	127	233	28.93	17.44		
	Total	32	173.34	172	127	233	22.23			

*p<0.05.

social skill levels of the children in the experimental and control groups?

Table 2 shows whether there was a difference between the pretest scores of the social skills of the children in the experimental and control groups. It was seen that there was no significant difference between the mean values of social skill levels of the children in the experimental and control groups according to $p = 0.572 > 0.05$. There was no significant difference between the social skill levels of the children in the control group in terms of Academic Support Skills ($p = 0.061 > 0.05$),

Friendship Skills ($p = 0.623 > 0.05$), Emotional Skills ($p = 0.069 > 0.05$). However, it was seen that there was a significant difference between the social skills levels of the children in the experimental and control groups related to the Initial Skills sub-factor according to $p = 0.013 < 0.05$. It was seen that the children in the experimental and control groups are equal in terms of social skill levels related to the overall and sub-factors of the Preschool Social Skills Assessment Scale, in favor of the control group. Since only one sub-dimension was in favor of the control group, there

was no need for re-grouping.

Second sub-problem

Is there a difference between the posttest scores of the social skill levels of the children in the experimental and control groups?

Table 3 shows whether there is a significant difference between the sub-factors and the skill levels of the Preschool Social Skills Assessment Scale for the posttest application of the children in

Table 3. Mann-Whitney U test results for the difference between the sub-factors of the social skills assessment scale of children in the experimental and control groups.

Variable		Group						Mann Whitney U Test		
		n	\bar{x}	Median	Min	Max	sd	Mean Rank	z	P
Initial skills posttest	Experiment	16	56.62	57	50	60	2.9	20.28	-2.297	0.022*
	Control	16	51.06	51	42	60	6.43	12.72		
	Total	32	53.84	56	42	60	5.66			
Academic support posttest	Experiment	16	57.69	58	50	60	2.44	22.94	-3.905	0.001*
	Control	16	50.5	50	41	58	5.59	10.06		
	Total	32	54.09	57	41	60	5.6			
Friendship skills posttest	Experiment	16	61.44	62	57	65	2.13	23.28	-4.103	0.001*
	Control	16	53	51.5	43	65	4.91	9.72		
	Total	32	57.22	58.5	43	65	5.68			
Emotions management posttest	Experiment	16	57.44	58	51	60	2.45	24.03	-4.559	0.001*
	Control	16	45.31	45.5	31	57	6.57	8.97		
	Total	32	51.38	54	31	60	7.86			
SS posttest total score	Experiment	16	233.19	235	210	245	9.03	23.5	-4.223	0.001*
	Control	16	199.88	201	161	237	20.03	9.5		
	Total	32	216.53	221.5	161	245	22.8			

*p<0.05.

the experimental and control groups. It was found out that the mean ranks of the experimental group children were significantly higher than those of the control group children in terms of Preschool Social Skills Assessment Scale total ($p=0.001<0.05$) and its sub-factors (Beginner Skills ($p=0.022<0.05$), Academic Support Skills ($p=0.001<0.05$), Friendship Skills ($p=0.001<0.05$), Emotional Management Skills ($p=0.001<0.05$)). In terms of social skill levels, it was concluded that the drama activities applied to the experimental resulted in a significant increase in the social skill levels.

Third sub-problem

Is there a difference between the posttest-pretest difference scores of the social skill levels of the children in the control group?

Table 4 presents whether there is a significant difference between the pretest and posttest scores of the children in the control group and the sub-factors of the Preschool Social Skills Assessment Scale and their overall skill levels. It was found out that the mean ranks (5.17 and 8.14) of the control groups' pretest and posttest

mean scores ($\bar{X}_{pretest}=47.38$ and $\bar{X}_{posttest}=51.06$) were significantly higher in terms of Initial Skills sub-factor ($p=0.02<0.05$). It was seen that mean ranks (47.5 and 50) of the control group children's pretest and posttest mean scores ($\bar{X}_{pretest}=45.75$ and $\bar{X}_{posttest}=50.5$) were significantly higher in terms of Academic Support Skills sub-factor ($p=0.001<0.05$). Similarly, mean ranks (5.83 and 9.12) of the control group children's pretest and posttest mean scores ($\bar{X}_{pretest}=46.75$ and $\bar{X}_{posttest}=53$) were significantly higher in terms of Friendship Skills sub-factor ($p=0.009<0.05$). It was

Table 4. Wilcoxon signed ranks test results for differences between pretest and posttest scores of children in the control group.

Variable	Wilcoxon Test								
	n	\bar{x}	Med	Min	Max	sd	Mean Rank	z	p
Initial skills pretest	16	47.38	48.5	32	60	7.68	5.17	-2.327	0.02*
Initial skills posttest	16	51.06	51	42	60	6.43	8.14		
Academic support pretest	16	45.75	47.5	31	60	7.75	3.75	-2.56	0.01*
Academic support posttest	16	50.5	50	41	58	5.59	9.55		
Friendship skills pretest	16	46.75	47	33	62	8.93	5.83	-2.614	0.009*
Friendship skills posttest	16	53	51.5	43	65	4.91	9.12		
Emotions management pretest	16	37	36	23	58	10.6	5	-3.128	0.002*
Emotions management posttest	16	45.31	45.5	31	57	6.57	8.21		
SS total score pretest	16	176.69	172.5	127	233	28.93	2.67	-3.104	0.002*
SS total score posttest	16	199.88	201	161	237	20.03	9.85		

*p<0.05.

found out that mean ranks (5 and 8.21) of the control group children’s pretest and posttest mean scores ($\bar{X}_{pretest}=37$ and $\bar{X}_{posttest}=45.31$) were significantly higher in terms of Emotions Management sub-factor ($p=0.002<.05$). Again, it was revealed that mean ranks (2.67 and 9.85) of the control group children’s pretest and posttest mean scores ($\bar{X}_{pretest}=176.69$ and $\bar{X}_{posttest}=199.88$) were significantly higher in terms of Preschool Social Skills Assessment Scale total sub-factor ($p=.002<.05$). Accordingly, there was a significant difference between pretest and posttest scores in terms of Preschool Social Skills Assessment Scale total and its sub-factors.

Fourth sub-problem

Is there a difference between the pretest and

posttest scores of the social skill levels of the children in the experimental group?

Table 5 shows whether the social skills pretest scores (before the treatment), the social skills posttest scores (just after the treatment) and social skills retention scores (after a certain time) of the children in the experimental group differ. It was found out that there was a significant difference between the experimental group children’s social skills pretest and posttest mean scores and means ranks of posttest and retention test mean scores ($p=0.001<0.05$). It was concluded that there was a significant difference between the pretest, posttest and retention test scores of the children in the experimental group in terms of social skill levels; that is, the children in the treatment group increased their social skills levels over time according to the measurement at certain intervals.

Conclusion

In this study, it was investigated by using experimental design whether the drama activities affect the social skills of the preschoolers showing normal developmental characteristics. Experimental and control groups were determined as a result of the random assignment of children to the experimental group and drama activities were applied to the experimental group for eight weeks. The control group continued the Preschool Education Program of the Ministry of National Education. At the end of eight weeks, the social skills of the groups were re-evaluated. The most important result of the study was that drama activities contribute to the social development of children. According to the data of the research; it was found that the total scores of the social skills scale of the children in the experimental group

Table 5. Friedman's two-way ANOVA test results and multiple comparisons of the differences between pretest and posttest scores and retention scores for children in the experimental group.

	Friedman's Two Way ANOVA									Multiple Comparison
	N	\bar{x}	Med.	Min.	Max	sd	Mean rank	Chi-square	p	
Initial skills pretest	16	41.06	42	29	47	5.11	1			
Initial skills posttest	16	56.62	57	50	60	2.9	2.59	24.667	0.001*	1-3 1-2
Initial skills retention test	16	57.19	57	55	60	1.52	2.41			
Academic support pretest	16	42.25	43.5	34	49	3.77	1			
Academic support posttest	16	57.69	58	50	60	2.44	2.5	24.774	0.001*	1-3 1-2
Academic support retention test	16	57.81	58	56	60	1.05	2.5			
Friendship skills pretest	16	45.38	45	40	50	2.99	1			
Friendship skills posttest	16	61.44	62	57	65	2.13	2.59	24.667	0.001*	1-3 1-2
Friendship skills retention test	16	61.69	62	59	64	1.62	2.41			
Emotions management pretest	16	41.31	42	34	45	3.3	1			
Emotions management posttest	16	57.44	58	51	60	2.45	2.5	24.774	0.001*	1-3 1-2
Emotions management retention test	16	57.75	58	54	60	1.69	2.5			
SS total pretest	16	170	172	145	187	12.66	1			
SS total posttest	16	233.19	235	210	245	9.03	2.66	25.175	0.001*	1-3 1-2
SS total retention test	16	234.44	235.5	226	242	4.07	2.34			

*p<0.05.

and their scores in the sub-factors were significantly higher in the posttest and retention tests than the children in the control group. In addition, the retention test showed that the difference between groups persisted. These findings are consistent with research conducted in Turkey reporting that drama activities support social skills (Boz et al., 2018; Durualp and Aral, 2010; Ekinci and Gürşimşek, 2009; Göktaş and Ogelman, 2016; Özdil, 2008; Pekdoğan, 2016).

One of the findings of this kind of studies is that the social skills posttest scores of the children in the control group are higher than the pretest scores, although the drama activities are not applied. In the control group, the social skills posttest scores of the children in the control group are higher than the pretest scores; this could be justified as the normal preschool program also contains the gains and indicators related to drama. In addition, the findings that support the development of social skills depending on age and time are present in the literature (Kapıkıran et al., 2006). A similar result to the findings of the study was revealed by the study conducted by Ekinci and Gürşimşek, (2009). In the related study, it was found that the posttest scores of the children in the control group were higher than the pretest scores of the interpersonal skills and self-control skills sub-dimensions.

This research has some limitations. The limitation of this study is the five-year-old children who are in kindergarten. Although the true experimental design is

tried to be applied in social sciences, there is no complete laboratory environment. For this reason, factors related to children, teachers, families and learning environments may have an impact on the results. For this reason, it should be shown as a limitation of the research that there is no possibility to eliminate the factors that will affect the results of the research.

With this study, once again the role of drama in the development comes to the fore. Therefore, it is recommended that drama be used as a method in working with children. Application of such treatment to children with special needs may shed light on other studies. In addition, it can be applied in preschool education institutions where children of different socio-cultural levels attend, and comparisons can be made with the obtained data. In addition, the validity of the treatment prepared in the field of social skills development can be carried out by comparing with placebo groups or other educational programs.

Notes: A part of this study was presented at "5th International Symposium on Social Humanities and Administrative Sciences", as an oral presentation in on October, 25-27, 2018, Istanbul, Turkey.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

Freshmen's anxiety in an intensive listening class: A qualitative study

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Listening skill is an ability to understand a spoken language. It is also one of the important skills that people actively use in their daily lives. For learning English language at the Faculty of Language and Arts (FLA) at Universitas Kristen Satya Wacana (UKSW) Salatiga, Indonesia, there are several listening classes. One of them is Intensive Listening class, which is often considered as one of the most difficult listening classes by freshmen. Freshmen seem to be quite anxious in attending this class, and because of that anxiety, it is hard for them to attend the class comfortably. Even though not all freshmen thought that way, listening is still often considered as a complex skill, even among sophomores or older students. Thus, this research aims to investigate students' sources of anxiety and ways to remedy it. The participants in this study were 2017 students. The population was 80 students of four parallel intensive listening classes and all the students were selected as the respondents. In other words, the whole population was used as the sample of this study. Data were collected through interviews and questionnaires. Findings revealed that 46 out of 80 students admitted that they felt anxious while the remaining 34 students admitted they did not feel anxious during the intensive listening. In this research, the symptoms, levels, and the reasons for being anxious in the intensive listening class are explained.

Key words: listening class, listening skill, intensive listening, anxiety, freshmen.

INTRODUCTION

Listening is one among many important keys to be successful and eloquent in English language. According to Alonso (2013), listening is the skill of understanding spoken language; it is an essential skill that is present in most activities that people carry out throughout their lives. There are three different kinds of listening class in English Language Education (ELE) program in Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana (UKSW) Salatiga, Indonesia. They are Extensive Listening, Intensive Listening and Academic Listening.

However, due to the limitation of time and space, this study focused on Intensive Listening class only. The reason is mainly because Intensive Listening course is the second level of listening class in FLA of UKSW, which focuses on many language forms and two types of English, American and British English. Based on an article by Rost (2012), Intensive Listening focuses on students' awareness on language form and that the aim of the class activities is to raise learners' knowledge of the differences in sounds, structures, and the lexical

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choices or diction, all of which could affect the meaning.

Based on a survey conducted to 2014 students, when they were taking Intensive Listening class, 46 students out of 80 students admitted that they felt uncomfortable with the class and they did not have much confidence in taking the course. As nervousness dominated the students in the class, their performance grew worse during the listening test. Half of them admitted that they did not do well in the first test. Looking at these facts, it was certain that there was an urgent need to conduct research in this matter.

One central research question to be addressed is, “Do freshmen experience a certain level of anxiety in Intensive Listening Class?”. The research objective is to find out whether the freshmen had a certain level of anxiety and how that anxiety had impacts them, and how they managed that anxiety in Intensive Listening class.

It had been previously studied that students can feel anxiety related to academic tasks in class, especially with test taking or other specific tasks which are considered hard for them (Dobson, 2012). Hopefully, this study is beneficial for future freshmen who will be taking Intensive Listening course, so that their anxiety level may decrease. It will hopefully be useful to lessen the burden of the lecturers if there are no repeaters for the course. For lecturers of listening, it is also hoped that they can get some advantages in understanding and helping students decrease their anxiety.

LITERATURE REVIEW

Psychological problems in listening class

Listening is often considered to be a difficult skill in order to master English. It is a skill that learners often want to avoid. According to an article of social and behavioral research, “Adult learners face difficulties when listening to the target language” (Nizkodubov et al., 2015). Listening training is a complex part of the English language learning, where the learners should get involved in many processes and do many things at the same time. When they begin to listen, they start to memorize, understand and then initiate to pronounce. “Listening involves a number of components that constitute direct listening process: mechanisms of short-term and long-term memory, probabilistic forecasting and understanding, inner pronunciation and speech segmentation and identification of concepts” (Kovalenko, 2003 in Nizkodubov et al., 2015). It is a very complicated skill that takes so much brain power and thus is considered to be one of the most important skills for adult learners in learning the English language.

Anxiety

Anxiety is characterized as an emotion in term of a

situation like uncertainty or a feeling of danger, and it affects how people will respond in their action or psychologically and it shows on people expressive or motivated behavior (Cloninger, 2014). Anxiety itself is neither a disease nor an illness; it is a result of a certain style of behavior from anticipating an unfavorable outcome. It is a normal adaptive response toward danger that develops in living beings. It is quite similar to animals’ instinct to survive in the wild, where they are much easier to get anxious with loud noise or unfamiliar objects. This is not so different from human beings, since almost all living beings, from the lowest type of fauna to the most intelligent men inherit a tendency to be worried and frightened. However, instead of an instinct to survive in danger the possibility of anxiety in human are most likely to be a fear from a result or consequence of their behavior, and to be shown in their facial expression.

Anxiety happens in every aspect of people’s lives (Shi, 2017). Like other feelings in human being, anxiety is just another personality feature that may be imagined as a constant pattern over time and space that affects behavior, cognition, and desires (Wilt et al., 2011). Thus, it is not something to be over-panic with but still needs to be handled and it could be overcome with a progress that occurs by recognizing, understanding, and changing damaged thoughts, emotions, and behaviors. Sometimes, anxiety could be handled by the person who is getting it, or other people who are willing to help. For example, there are also some special cases of anxiety disorder, “research shows that up to one in four adults has an anxiety disorder sometime in their life and that one person in 10 is likely to have had an anxiety disorder in the past year” (Rector et al., 2011). It is one of a thing that obviously could get a professional help like psychologist or therapist.

The founding father of psychoanalysis, Sigmund Freud (Freud Museum London, 2018) mentioned that there are three phases of anxiety. At the earliest stage, Freud did not consider anxiety to be related to thoughts or ideas. However, he observed that it was closely linked to sexuality, thus he defined anxiety as sexual excitation that has been transformed. In other words, anxiety arises from a transformation of the accumulated tension.

In the second phase, Freud modified his earlier ‘toxic theory’ of anxiety. In this theory, he stated that anxiety was transformed into sexual excitation, and this idea was preserved. Freud added an important modification: in his earlier views, it was assumed that the cause of anxiety was external blocks to sexual release. In the theory of repression, the emphasis has been shifted to the internal ones or, he called it *psychological inhibitions*. Anxiety arises out of libido by the process of repression.

In the third phase of anxiety, Freud made an important distinction between a more primary *automatic anxiety*, triggered by a traumatic situation in which the helpless ego is overwhelmed, and *signal anxiety*, which can be activated in the ego response to situations of danger as a

kind of warning that a *traumatic situation* is imminent, so that defensive measures can be put into place to avoid it. These 'danger situations' tend to gravitate around the threats that arise from the prospect of being helpless and at the mercy of others: threats of losing a loved one, of losing another's love, or of being attacked. Ultimately, Freud claimed, these threats are manifestations of a more fundamental threat, the threat of castration.

The symptoms of anxiety

Anxiety may vary, depending on different types people. Everyone, from children to adults, experience anxiety. Anxiety often comes and goes from time to time; sometimes it lasts for a short time, a while, a moment, a few days, or even years. Some people even get anxiety disorder where anxiety has become severe that it interferes with their daily life and start to lose control of him or herself (Brown et al., 2016). There are many ways to find whether a person becomes anxious or not. Generally, the symptoms will be quite a lot. Some common symptoms of anxiety include; nervousness or being tense, feeling of danger, panic or dread, trembling, rapid heart rate and breathing, an increase of heavy sweating, digestive problem, difficulty on focusing or thinking clearly, and some others.

Knowing the symptoms beforehand could greatly impact how a person will handle his or her anxiety. Thus, being aware with a way a person could think about situations around him or her is extremely important in determining how anxious that person feels (Brosan et al., 2010). Anxiety symptoms could be various, depending on the level of the anxiety that a person could get. The higher the level is the more symptoms will highly occur. Some people could experience anxiety symptoms mentally (for example, overthinking), some others just experience the physical symptoms like stomachache, and most people could experience both at the same time.

The levels of anxiety

"Anxiety has both healthy and harmful aspects depending on its degree and duration as well as on how well the person copes with it" (Videback, 2010). The human body is able to response anxiety in a different type of ways, which develop more several and extreme symptoms as the level of anxiety increases. It is important to take care of the anxiety immediately and to not just ignore it since the anxiety could develop into a disorder and end up interrupting daily activities. There are various levels of anxiety starting from the lowest until the highest level. Based on Peplau's (1952) opinion, the founder of psychiatric nursing, there are 4 levels of anxiety, which are; mild, moderate, severe and panic anxiety and thus each level of anxiety can be experienced differently.

Mild anxiety

Mild anxiety or situational anxiety is the most common level of anxiety that could happen to anyone. In this level, people who got to mild anxiety are likely to be open-minded, but stressed. For example, this level of anxiety can be seen as someone is waiting for a job performance. The symptoms will most likely include fidgeting, irritability, sweaty palms and heightened senses. However, mild anxiety could also be motivational; it could help in focusing on seeking for solutions as a person facing challenges. If, for an example, a person got lost, that person could ask for directions and once he/she found a solution the anxiety will decrease quickly.

Moderate anxiety

This type of anxiety is more likely to focus on a stressful situation which happens directly in front of a person and lead to ignoring other things. For an example, a responsible babysitter that suddenly lost a child that he/she should have taken care of. This will lead the babysitter in experiencing faster heartbeat, dry mouth, sweating and stomach pain or nausea, speech may be rapid and high-pitched, and hand and arm movements are likely more exaggerated. The anxiety could most likely to be shown commonly outside too, like biting nails or wringing hands and the person's focus will only be where the child might be. Once the child is spot on the babysitter's sight, the symptoms will gradually settle.

Severe anxiety

In severe anxiety level, the symptoms will increase and develop, for example pounding heartbeat, chest pain, headache, vomiting or diarrhea, trembling, scattered thoughts, erratic behavior and a sense of dread. The severe level of anxiety will likely to take place when a person learned that a loved one has been in an accident or died unexpectedly, or an unexpected loss of employment. At this level, the ability to focus and finding solutions will be denied emotionally and could direct further to more anxieties. Also, any efforts to redirect attention are likely to be unsuccessful.

Panic-level anxiety

Panic-level of anxiety is the most challenging level of anxiety, as it overwhelms your ability to function normally. A person who got into this level of anxiety could experience an inability to move or speak along with a dysfunctional to think rationally and distorted perceptions. For a while, a person who got into this level of anxiety might not be able to identify dangers or understand

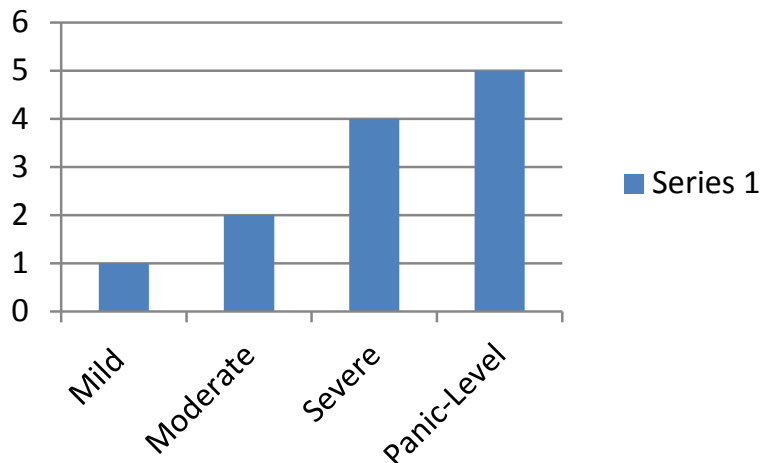


Figure 1. The levels of anxiety.

needs of daily life such as eating or drinking. People who got into this level of anxiety are mostly those who experience an extreme stress and heavy shock, like a victim of a crime or have been through a disaster life. In conclusion, the levels of anxiety is described Figure 1.

The relationship between anxiety and listening class

As mentioned before, listening is a skill that needs to be learned in order to master English or at least to be able to use English appropriately. It is “one of the most fundamental pieces of learning and teaching English” (Yılmaz and Yavuz, 2015). However, listening is a very complicated skill and hard to learn as it involves a lot of learners’ mental process. It is a truly complex psychology procedure that involves perception, attention, cognition and memory at the same time (Hamouda, 2013). Considering the heavy psychological barrier in listening class and the burden of taking lots of information and processing it, learners tend to get nervous in this class. The anxious feeling that learners often get in learning the listening skill is a feeling of being troubled for not being able to do their best or even fail the class.

Listening skill is highly neglected in schools, from primary to senior high school; listening skill is rarely introduced by teachers, as teachers often think that the student will be able to learn to listen as they start to speak English (Persulesy, 1988 in Hamouda, 2013). Due to the limited knowledge of listening skill, the students could become anxious and nervous just for attending the class as they do not know how to plan their learning. Therefore, what stays in their mind continuously is the thought of not being able to pass a listening test right before they even begin the test. It is likely to be a mindset that will mostly come to the learners’ mind, making them could really unable to pass the test. It influences their performances during the listening class

and makes it hard to concentrate as people are hard to focus when they are nervous and worried.

In listening class, usually the students are expected to give more attention than in any other classes because the students have to do many things at the same time from listening to writing and speculating. However, the feeling of being conscious about these things disrupts the focus of the students. Thinking process can be insolvent with higher anxiety (Lili, 2015). Moreover, after some sequences of difficult state, the students could lose all of their interests in listening and could start giving up. It also seems that “higher anxiety is easy to distract attention, and interferes with the normal process of listening comprehension” (Lili, 2015). Thus, it could prevent the students from obtaining graspable inputs and could make them become inferior in listening.

Anxiety in intensive listening class

Intensive Listening is the second level of listening class at English Language Education Program of Universitas Kristen Satya Wacana (UKSW), where the level of the difficulty is quite high. Compared to the previous class, which is the Extensive Listening class, quite many of freshmen did poorly in Intensive Listening class. As the level of listening class rises up, the anxiety level of the freshmen also gets higher. It is believed that English as a Foreign Language (EFL) listeners would likely to worry about misunderstanding or non-understanding, and they also fear for their embarrassing outcomes (MacIntyre, 1995 in Golchi, 2012). Based on a personal experience of a freshman of 2014 class year, there were quite lot students of that year found the Intensive Listening class as a little uncomfortable class.

The thoughts of the freshmen will be to at least pass the class instead of desiring a perfect score. “During listening process, different factors may cause uneasiness

and tension for language learners and result in poor listening" (Golchi, 2012). The students could not find any desires with the class and thus just think for getting over with it and ended up doing it inadequately. This is not good because, listening skill is one of the important skills in teaching and learning English and thus it needs to be completed and understand.

In summary, anxiety could happen everywhere and to everyone as there are various ways and reasons that trigger it. Thus, it happens in every part of people's life. Anxiety could be mild to a panic level of anxiety, but it not a disease or incurable. There will always be ways to cure or lessen it. Freshmen in UKSW's English education program that learn EFL are likely to suffer a high level of anxiety in listening class. Especially for Intensive Listening class, freshmen found that the level of difficulty from Intensive Listening class became higher compared to Extensive Listening class and thought that it was harder to pass this course.

Based on some students' testimonies, due to an uncontrollable feeling of nervousness and overwhelming worries about not being able to exceed the Intensive Listening class, they came to think that the class was unpleasant and could begin to think negatively about listening class. However, listening skill was one of the important cores in learning EFL and it is better to be able to use and master the skill appropriately. The students' anxiety nightmare should be handled properly from both teacher and students.

METHODOLOGY

The context of the study

The research was conducted at the English Language Education Study Program, in Faculty of Language and Arts (FLA) at Universitas Kristen Satya Wacana (UKSW) on English language education program, focusing on Intensive Listening classes. The research took freshmen during Trimester III of 2017/2018 Academic Year, which was the last trimester before they start their second year. The research was held from May until July 2018, since it was the period when the students were taking the Intensive Listening class. Thus, the research was conducted in Trimester III of 2017/2018 Academic Year when Intensive Listening class was offered to the freshmen.

Intensive Listening class was considered as a quite difficult class for new students, as they were still new to the English Education Program courses and were not or familiar yet with this course. In fact, the students have probably heard about the listening course even though they are not familiar with it. In high school, English listening topic often did not occur regularly. In my high school, the students only did listening practice three times and it was only on their third by the end of first semester. Not all schools can provide good materials for the English listening subject matter. The materials were not really that difficult. However, considering the rareness of English listening topics could make the students become startled, confused or even restless. Without exception, this matter could happen to the freshmen of FLA in UKSW. Thus, in order to prevent a possibility of failures or aversion toward Intensive Listening course from future freshmen, it was necessary to conduct research regarding the influence of freshmen's anxiety level on their Intensive Listening scores.

Participants

In Trimester III of 2017/2018, freshmen of English Language Education program took Intensive Listening class. There were four classes of Intensive Listening classes; each class consisted of 30-35 students. All the students from four classes were given questionnaires and asked to fill in the questionnaires. The consent form for the participants and the questionnaire questions can be seen at the Appendix 1 and 2. From 80 student participants who filled in the questionnaires. From the answers in the questionnaires, there are two big themes drawn: presence and absence of anxiety. For the presence of anxiety, there are four reasons derived: *fear of being left behind*, *difficult materials*, *lack of knowledge*, and *stress in the classroom*. While the reasons for the absence of anxiety are as follows: comfortable feelings in the classroom, normal class condition, and excitement for being in the class.

Among the 46 students who claimed that they experienced anxiety, two students answered reason 1 (fear of being left behind), and one student who gave the more confusing answers was interviewed. Seven students mentioned reason 2 (difficult materials), and two were interviewed. Three students answered reason 3 (lack of knowledge), two were interviewed. Thirty four students answered reason 4 (stress in the classroom), and no one was interviewed from the 34 students. Altogether, there were five students selected for the interview. The selection was based on the reasons of anxiety, and students with the most unclear, confusing answers were called for an interview. The topic of this study was about anxiety that influences freshmen's performance in Intensive Listening class. If the participants had been taken from senior students who had taken the course long time ago, they might have already forgotten about their feelings and at the moments they took the class.

Questionnaires were distributed to all the population, the four classes of Intensive Listening course. As previously mentioned above, 2 students answered reason 1 (fear of being left behind), and one student who gave the more confusing answers was interviewed. Seven students mentioned reason 2 (difficult materials), and two were interviewed. Three students answered reason 3 (lack of knowledge), two were interviewed. Thirty four students answered reason 4 (stress in the classroom), and no one was interviewed from the 34 students, because their answers were already clear. Those participants were considered enough to elicit sufficient amount of data. Questionnaires were also distributed to all students taking Intensive Listening class.

In accumulating the data for the study, questionnaires and interview session were prepared. Questionnaires were given to all four classes of Intensive Listening course. Each class consisted of 15 to 20 students, thus there were around 80 students who received the questionnaires. It was necessary to collect all opinions from freshmen to obtain sufficient amount of data for the study.

Data collection instruments

The research used two instruments for data collection, questionnaire protocol and interview protocol. The questionnaire protocol was a set of open-ended and close-ended questions paper combined, where the participants were asked to fill in with their most honest answers and gave some reasons for their response to the questionnaires. The interview protocol was a session where interviewer asked some questions regarding the interviewees' feelings or emotions toward Intensive Listening class.

Data collection procedures

At first, all of the students were given questionnaires to fill out. The

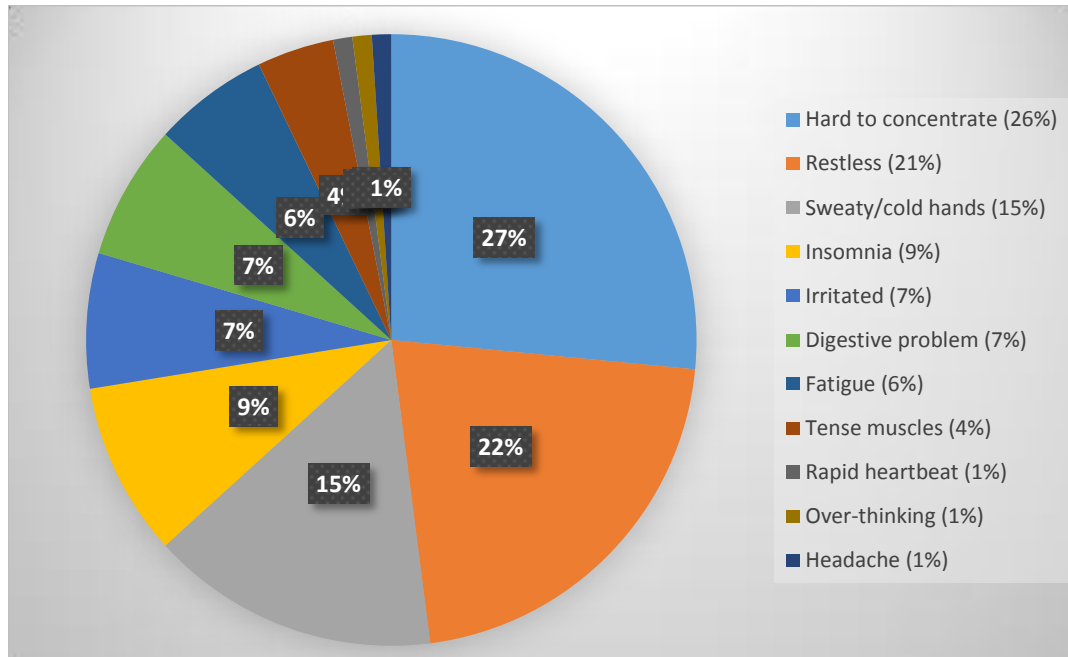


Figure 2. The symptoms of anxiety.

questionnaires were given in the middle of the semester, that is, between May and July 2018, when the students were taking the Intensive Listening class. In the middle of their semester, it was expected that they have already taken at least their first test, since with their first test was estimated that they have an enhancement of anxiety. After that, one student from each class was taken for the interview session. The interviewees were conducted on at the end of July 2018, taken from the participants that have already answered the questionnaires, considering how they answered and whether there were interesting and unique answers. Out of 80 students who filled in the questionnaires, 46 students admitted they felt nervous, and the other 34 did not feel anxiety at all. Five students were selected for an interview. It is thus clear that the selection of the five participants to be interviewed was based on the unclear answers that they gave in the questionnaires. They were further questioned about answers which were not satisfying or clear yet.

Data analysis procedures

First, all of the interview data were transcribed and coded, which was to mark the purposes of classification or identification. Students' similar answers were classified into one group. After that, themes were drawn. It was to find similar ideas from the entire interview data. The same thing was done to the questionnaire answers. First, the data was transcribed and there was coding and themes drawing. Finally, after the themes were analyzed, conclusions were drawn.

FINDINGS

The findings of both the questionnaires and interviews showed that the freshmen could feel anxious due to difficult materials, lack of knowledge, and stress, which

eventually led to their lack of confidence in learning the listening skill. Furthermore, the students also had multiple symptoms of anxiety that could hinder them with their performances in the Intensive Listening class. The percentages of the students' various symptoms of anxiety were described in Figure 2.

On the other side, there were freshmen who admitted the other way felt that the class was comfortable, normal, and exciting. These students tended to be more relaxed or positive toward the class with a sufficient amount of confidence which led them to those feelings. For the students who admitted they did not feel anxious, the class was probably easier for them compared to the students that felt anxious. However, it was much more difficult for the ones who admitted since it is more like a mental weight for them which made them uncomfortable, and it is not good for the development of the students' English learning process. If it is hard for the students to feel comfortable with learning, at some point, the students could detest the class and found it to be obscure to learn.

DISCUSSION

Based on the questionnaire results, which were conducted in four classes of Intensive Listening class, 46 out of 80 students admitted that they felt anxious and 34 students admitted they do not feel anxious during the Intensive Listening class' session. The detailed reasons are described subsequently.

The types of anxiety experienced by the participants

The sample was 80 students altogether, which constituted the whole population as well. Thirty four students claimed that they did not experience anxiety. From forty six students who answered that they were feeling anxious in Intensive Listening class, it was found from the questionnaire results that the students experienced multiple symptoms, levels, and reasons caused by anxiety. There were multiple answers to the symptoms of their anxiety. Each student had at least one or two answers. Summed up from the questionnaires, 40 students (50% of the whole population) stated that they experienced moderate anxiety, while the other six (7.5% only of the whole population) severe anxiety. In the meantime, from the five students interviewed, it was found that three of them experienced severe anxiety, while the other two moderate anxiety. The detailed symptoms are described in Figure 2 in a form of a pie chart.

It can be highlighted again that based on the students' responses to the questionnaires and interview, most of the students felt anxious at the level of Moderate Anxiety. Cited below are the quotations from the questionnaires and interview results of the students about their feelings in Intensive Listening class:

Excerpt 1:

The class is fun and a little bit challenging. We got short breaks in the class and interesting material to learn sometimes. (Student S' statement; translated by the researchers)

Excerpt 2:

The class is fun. In Intensive Listening class, we could improve our listening ability by listening to real English material. (Student A.P's statement; translated by the researchers)

Even though some of the symptoms previously above can also occur in the level of Severe Anxiety, the students' anxiety was not in that state. These students' anxiety tends to come and go, and they did not lose the ability to focus or to find solutions. It means that although it was different, each of them had their own way to somehow pass their anxiety state in the Intensive Listening class. This is in line with Spielberg's opinion, "A situation that is objectively stressful is likely to be perceived as threatening by most people, but whether or not such circumstances are interpreted as threatening by a particular person will depend upon that person's subjective idiosyncratic appraisal of the situation" (Spielberger, 1972).

Reasons for students' anxiety

There were lots of answers coming from the freshmen. In general, 57.5% students (46 students) admitted that they

felt anxious answered that they felt left behind from their other friends, they thought the listening materials are too difficult, they lacked knowledge and that the class was stressful.

Fear of being left behind

In the questionnaire results, there are two students (2.5%) who admitted that they felt left behind. These students felt uncomfortable because they thought that their friends were smarter and quicker in learning than them. When that kind of thought came through them, they started to think that they would not be able to do well in the class. Thus, it made them less confident when attending the class. Below are the quotations of the students about their anxiety:

Excerpt 3:

At first, I felt nervous because my listening skill is not good yet and I realize that there are many of my classmates who are smarter than I am thus it made me feel unconfident. I felt inadequate. (Student L.R's statement; translated by the researchers)

Excerpt 4:

I felt nervous when my classmates were able to absorb the materials faster than I did. (Student T. A's statement; translated by the researchers)

These students admitted that they did not feel confident during a session in the Intensive Listening class. They became nervous and thought that compared to them, their friends were much better. "When students have low self-confidence and self-esteem, high anxiety and inhibition, their level of motivation is destroyed" (Dişlen, 2013). Thus, they start to become unsure of their own ability. They have set in their mind that they were lower than their friends and it seems that this made them uncomfortable in the class. Spielberg also mentions something about this, "A-Trait scores are strongly disposed to experience elevations in A-State in situations that pose threats to self-esteem, and, especially, in interpersonal relationships in which personal adequacy is evaluated" (Spielberger, 1972).

Difficult materials

According to the questionnaire results in Intensive Listening classes, there were seven students (8.75%) who thought that the materials provided were quite difficult, for example predicting materials, listening to audios or watching movies. There were some students who also admitted that they quite often got worried or over-thinking about what material would be provided. They also got worried whether or not they would find difficulties. Some even needed to compare with the

previous Listening class first (Extensive Listening) before organizing the appropriate technique that they had to use in the Intensive Listening class. Even though they did not really specify it but it seems that starting from the materials, the class situation and the whole teaching and learning process from Intensive Listening were more different and harder compared to Extensive Listening. Hence, even in the end when taking a test, they were still unsure whether they could do well or not because those worries were still with them. Below are the quotations of the students about their anxiety from the questionnaire and interview:

Excerpt 5:

I often found difficulties in predicting materials for the Intensive Listening class which sometimes made me anxious. (Student G's questionnaire statement; translated by the researchers)

Excerpt 6:

There were also some difficulties. It felt hard sometimes when the lectures give us some work or exercise, and also the materials, I felt troubled when I got a difficult material which looks unfamiliar for someone like me who is new to Intensive Listening. (Student N's interview statement; translated by the researchers)

It is a normal thing to be surprised at first but it is not good if the students continually feel this way throughout the class. The materials were probably not that difficult, it is just that the students were still new with the materials and not accustomed to the phase of the class. Also, since it is a listening class the learners were probably having more difficulties with listening itself because it was still a foreign language for them. It was mentioned before in psychological problems in listening class that *learners especially adult found many difficulties when listening to the target language (Nizkodubov et al., 2015)*. These freshmen have also confessed that they often found listening difficult because they were not used to native speakers' speeches or they were still unfamiliar with the topics.

Lack of knowledge

There are also students that were worried and nervous because of their lack of information and understanding. From the questionnaire results, three students (3.75%) admitted that they found it to be more difficult because sometimes the class shared information that they almost never heard of and that their listening skills were still not good. This is normal because it is not possible to know every single thing that happens in this world. The students become uncomfortable and troubled because they kept thinking that they would not be able to go through the class that well. Below are the quotations of

the students about their anxiety from the interview:

Excerpt 7:

Sometimes I feel I lacked knowledge, which also made me become unconfident. (Student A. P's statement; translated by the researchers)

Excerpt 8:

It is not that often but I do sometimes feel unconfident or lack on knowledge during the class. (Student N's statement; translated by the researchers)

The difficulties in material and lack of knowledge are actually connected with each other, most of the freshmen admitted that the material was not really that difficult. It was just that they were still unfamiliar with it and still short of information. However, because these students had the tendency to sell themselves short and had less of confidence, they made themselves believe they were lacking in knowledge. It was mentioned before in the literature review that foreign language learners are likely to worry too much about understanding as they are likely afraid anxious of embarrassing outcomes (MacIntyre, 1995 in Golchi, 2012). Students also often recognize their timidity to speak or ask and the possibility to embarrass themselves in front of the other students (Eison, 2010). They became too nervous when doing a test and are troubled to answer the test well. Nevertheless, this anxiety is disconcerting because it has become their obstacle in order to do better in the Intensive Listening class.

Stress in the classroom

Most of the students admitted that they felt stress in the class. According to the result from the questionnaires, 34 students (42.5%) admitted that they felt pressure and nervous tension in Intensive Listening class. The tension could come from many things like test or exercise. These students are often too over-thinking and got nervous easily. They admitted briefly that sometimes they felt like crying and that sometimes it is hard for them to sleep. They often got nervous easily first before even facing the problem. Below are the quotations of the students about their anxiety:

Excerpt 9:

I like to attend this class but sometimes I feel nervous in case if I cannot the audio materials clearly. (Student M. A's statement; translated by the researchers)

Excerpt 10:

I sometimes feel nervous or afraid if I cannot follow the class' session well. (Student R's statement; translated by the researchers)

It was mentioned in anxiety in Intensive Listening class

part, that learners may get various factors that cause anxiety and thus ended up being poor in listening class (Golchi, 2012). It is peculiar to see that the students felt so much anxiety and lost so much self-confidence. Most of the freshmen admitted that they always felt troubled when doing a test or exercise. These students seemed to have experienced many uncertainties when they had to answers in a piece of paper. It could make them become too afraid of making mistakes and thus they felt uncomfortable to ask the lecturer or even their classmates. As it is mentioned before in *The Relationship between Anxiety and Listening Class*, listening is after all a complex mental process which involves perception, attention, cognition, and memory at the same time (Hamouda, 2013). With the students being too worried, afraid and having many uncertainties it would not be good for the development of their listening skill.

Reasons for the not feeling anxiety

Though there were a lot of freshmen who admitted that they felt anxious toward the Intensive Listening class, there were also many freshmen who admitted the opposite. Around 42.5% of the freshmen admitted that they did not feel anxious toward Intensive Listening class. The remaining 34 students who admitted they did not feel anxious said that they felt relaxed in the class. The class was just normal thus there was nothing to be nervous with and just thought the class as a fun and exciting class.

Comfortable feelings in the classroom

There were 21 students (26.25%) according to the questionnaire results, who admitted that they felt very comfortable in the Intensive Listening class. These students thought that the class was very enjoyable and relaxing. The materials were not that difficult, not much homework, the job was to only listen and the lecturer was quite pleasing, these were all their thoughts. Hence the students felt very comfortable in the class. Below are the quotations of the students about their absence of anxiety:

Excerpt 11:

I do not have any story of being anxious, nervous or stress in this class. I always feel comfortable in the IL class. (Student Y's statement; translated by the researchers)

Excerpt 12:

This class is very interesting and fun. Even though the class session is quite long, it is not boring. (Student M's statement; translated by the researchers)

These students who admitted that they felt comfortable in the class seemed to be the type who feel very natural

around the class. They felt very comfortable in the Intensive Listening class because there is almost none to make them feel uncomfortable. It was mentioned in an *Electronic Journal for Inclusive Education* that, "the classroom environment can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class" (Bucholz and Sheffler, 2009). These students had their close friends to help them and their lecturer was quite tolerable like he/she could be reasoned with or when they explaining the materials all of them were easy to understand. Though these students admitted that they sometimes felt nervous but it was not something to be heavily concerned about, it did not affect nor will cause the anxiety in a certain level. It was more like the impermanent nervous feeling that would be occurred when they entered the classroom for the first time.

Normal class condition

There are also students who almost felt nothing toward the class. From the questionnaires' outcome, eight of the students (10%) admitted that the class is not hard, not that fun, stressful or anything. They simply think that the class was normal and there was nothing to worry about with the class. Though they admitted that the class was normal they also thought that the class was a little bit challenging compared to the previous listening class. Besides that, there was not a lot of homework so they could just take it easy. Below are the quotations of the students about their absence of anxiety:

Excerpt 13:

I think the class is just normal, but the given materials are sure was challenging than the previous semester. (Student F. T. W's statement; translated by the researchers)

Excerpt 14:

It is just so-so. It is good, enjoyable. Not much homework. (Student Y. F. P's statement; translated by the researchers)

The freshmen of this type seem to be the kind of students that did not really put much deliberation in the class and tend to be more easy-going. This type of students is like likely to be lower of carefulness yet are more flexible and spontaneous, but they can also shows negligence and tend to lack of consistency (Gopikrishnan, 2006). Their main reason is just to attend the class and have a good score or just pass the class, so they did not really put many reactions toward the class. Some things did captivate them but it was only for a moment.

Excitement for being in the class

Based on the questionnaire results, five students (6.25%)

admitted that they felt excited in the class. These students seem to be the students who enjoy themselves in the class. They are often excited of the materials that the lecturer will give to them and what they are going to do in the class. They also always thought that the class was enjoyable, not boring and really fun to attend. They thought that the lecturer was also nice because they always give an opportunity to ask and shared their opinions. They were happy to be able to attend the class and because of their excitement, it seems that they did not have any anxiety when attending the class. However, these students also admitted that they could have a little nervousness in them but even so, they confessed that that nervousness was often gone quickly. Below are the quotations of the students about their absence of anxiety:

Excerpt 15:

This class is so fun and exciting because it trains our listening skill through listening to audios or watching videos. (Student K's statement; translated by the researchers)

Excerpt 16:

I feel excited about joining this class because I like listening practice. (Student A. K's statement; translated by the researcher)

The freshmen who admitted this seemed to like challenges more and quite enjoying themselves in attending the Intensive Listening class. They did not feel any burden and accepted the challenges and difficulties in the class with open hands. These students were also quite positive about Intensive Listening and very enthusiastic about attending the class. This is related to Barker (2014)'s opinion. Since enthusiasm could bring relations with positive feelings it could focused the engagement in some actions, subject or area of interest (Barker, 2014). Also, positive thinking could encourage the need to develop which is really good for the students' growth.

Conclusion

This research aims to look for the reasons for anxiety in Intensive Listening class for English Education program's freshmen. Its purpose is also to find other possible problems that could harm the freshmen's study by taking the listening class. Judging from the findings that were found, even though most of the students felt anxious toward the Intensive Listening class, it seems that there were also many who felt the other way. The findings showed that the freshmen could feel anxious due to difficult materials, lack of knowledge, and stress, which eventually led to their lack of confidence in learning the listening skill. Furthermore, the students also had multiple symptoms of anxiety that could hinder them with their

performances in the Intensive Listening class.

On the other side, the freshmen who admitted the other way felt that the class was comfortable, normal, and exciting. These students tended to be more relaxed or positive toward the class with a sufficient amount of confidence which led them to those feelings. For the students who admitted they did not feel anxious, the class was probably easier for them compared to the students that felt anxious. However, it was much more difficult for the ones who admitted since it is more like a mental weight for them which made them uncomfortable, and it is not good for the development of the students' English learning process. If it is hard for the students to feel comfortable with learning, at some point, the students could detest the class and found it to be obscure to learn.

In order to help the students to overcome its feeling of anxiety, students and lecturers could build a positive and supportive classroom atmosphere, such as teaching in a pleasing method with calm or peaceful impression during the lesson, jest in the classroom with the students, and giving appreciating attitude both from lecturers and students. Students should also be studying the lesson and getting prepared in advance before coming to the classroom so that they would not be very surprised with new materials. Also, it would be much better if the quality of materials is improved since it could get harder for the students to listen to another language with a different accent if some materials are not clear enough like audio or video material. Furthermore, lecturers could give positive supports, such as giving verbal and nonverbal praises or good grades to the students, all of these if were combined will hold great importance in making the student less anxious, become more comfortable, and feel more content with the listening class.

In conclusion, the freshmen will be able to feel comfortable and less anxious in listening class if the teachers help them build their confidence. Considering their interest and needs will help them lessen their anxiety and eventually get rid of it. Thus, they will be able to start having fun in the class and become more comfortable which will make the learning become more effective. In addition, it would be great, if in the future this research will be continued. I suggest that other researchers look up for more data on other listening classes that are also considered difficult for the students, such as Academic Listening class. From this class, more specified and stronger findings could probably be found.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Appendices

Appendix 1 (Consent form and Questionnaire)

CONSENT FORM

Title of project: FBS FRESHMEN'S ANXIETY IN INTENSIVE LISTENING CLASS

Please tick the boxes below

1. I agree to participate in this study and approve to give permission to the researcher for an interview session if needed.
 2. I have rights to consider the information that I provide and is allowed to ask if there are some parts that I could not understand.
- I will try to give most honest answers.
3. I understand that my participation is a volunteer act and that all of my answers and statements will be saved without revealing my true identity.

Participant's Name _____ Date _____ Sign

Researcher's Name _____ Date _____ Sign

Appendix 2 (Questionnaire Questions)

Please do answer these questions accurately and honestly. Thank you!

1.) Did you ever feel anxious or nervous during the Intensive Listening class?
(Tick your answer)

- YES
- SOMETIMES
- NEVER

2.) What did you feel about Intensive Listening class? Please do explain briefly in one to two sentences.

3.) In Intensive Listening class, did you **ever** felt any excessive anxiety/anxiety out of control?
(tick your answer)

Excessive anxiety: yes _____ never _____

Anxiety out of control: yes _____ never _____

2.) Please write below, what are the things that made you worried or anxious while in Intensive Listening class.

Example: a.) test/ exercise

- | | |
|-----------|-----------|
| a.) _____ | d.) _____ |
| b.) _____ | e.) _____ |
| c.) _____ | f.) _____ |

3.) How often did the anxiety or the nervousness interrupt you in Intensive Listening class?

(circle your answer)

0 **1** **2** **3** **4**
 (never) (rarely) (sometimes) (often) (all the time)

4.) How often did the anxiety or the nervousness interrupt you in your daily life?

(circle your answer)

0 **1** **2** **3** **4**
 (never) (rarely) (sometimes) (often) (all the time)

5.) How often did the anxiety or the nervousness interrupt you in your academic life?

(circle your answer)

0 **1** **2** **3** **4**
 (never) (rarely) (sometimes) (often) (all the time)

6.) How often did the anxiety or the nervousness interrupt you in your social life?

(circle your answer)

0 **1** **2** **3** **4**
 (never) (rarely) (sometimes) (often) (all the time)

7.) How often did the anxiety or the nervousness interrupt you in your family?

(circle your answer)

0 **1** **2** **3** **4**
 (never) (rarely) (sometimes) (often) (all the time)

Please tick you answer in the columns provided!

1. *Have you ever felt stressed/anxious/nervous during Intensive Listening class?*

Yes

Never

2. *How often did you feel the emotions above during Intensive Listening class?*

• Never • Rarely • Sometimes • Often • All the time

• All the time

3. *What are the things that usually made you stressed/anxious/nervous in the Intensive Listening class?*

(please tick more than one answer)

Lack of knowledge

Over thinking

Tests/quizzes

Class' Projects

Final grade

Deadlines

Other (please write in the column below)

4. Usually, how did you feel physically/mentally when you felt stressed/anxious/nervous while

attending Intensive Listening class?
(please tick more than one answer)

- Restless
- Fatigue
- Difficult in concentration
- Upset
- Tense muscles
- Sweaty/cold hands
- Butterflies in the stomach
- Insomnia
- Other (please write in the column below)

5. Usually, how did you overcome your stress/anxiety/nervousness for Intensive Listening class?

(please tick more than one answer)

- Waiting it to pass by
- Crying
- Sleep
- Breath slowly
- Just puss it the mind
- Talk with somebody
- Eat
- Reading some novels/comics
- Trying creative things
- Calming one's body in a relaxing place
- Other (please write in the column below)

6. *Do you have any interesting story regarding your emotions in Intensive Listening class? If yes, please write it briefly in the box below.*

(Please leave your contact information below; in case an interview session is needed. Thank you!!)

Name:

Student's number:

WhatsApp/LINE/Phone number:

~Thank you very much for your participation, God bless you!~

Appendix 2 (Interview questions)

Interview Questions

1. What was your impression toward Intensive Listening class? Easy, fun, relaxing or even difficult?
2. How do you feel about Intensive Listening class?
3. Did you ever feel nervous or anxious during the Intensive Listening?
4. Based on your questionnaire answer, you admitted that you experienced _____ . Please do explain briefly what sort of anxiety that you felt.
5. Please do explain what are the things that made you anxious during the Intensive Listening?
6. Did your anxiety or nervousness interrupted your performance in:
 - Intensive Listening class,
 - daily life,
 - academic life,
 - social life and
 - Your family?
7. Besides the anxiety/nervousness, did you encounter other problems, obstacles or other factors that could disrupt your performance during the Intensive Listening class?
8. Did you get stressed/anxious/nervous from Intensive Listening class' tests/quizzes, projects and deadlines? Explain Why.
9. Did you feel incapable in academic field of listening skill?
10. Please explain specifically in brief, how's your emotion went on when you felt stress/anxious/nervous during the Intensive Listening.
11. Please explain how did you sort out your stress/anxiety/nervousness in Intensive Listening class.

Do you have any interesting story regarding your emotions in Intensive Listening class?

Related Journals:

