

## Evaluation of Listening Skills According to Different Variables in the Individuals Occupying with Mountaineering Sports

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### Abstract

There is an association between the listening skills of individuals occupying with mountaineering and their high solidarity and cooperation characteristics. This study is aimed to determine variables to be effective on listening skills levels. The study was conducted over totally 157 individuals (47 females) performing mountaineering activities in different parts of Turkey. Listening Skills Scale which was developed by Cihangir and Çankaya (2012) was used to gather data and frequency distribution, t test and ANOVA variance analysis were employed for statistical evaluation. Differences between the views of the groups were commented by taking the significance level of P:0.05 into consideration. It was found from the results of the study that there is no statistically significant difference between mean scores of the groups for gender, age, family structure and the reason for the preference of mountaineering sports while differences are statistically significant for education level and length of the time spent for sports. High school graduate individuals occupying with sports for 5 to 7 years exhibited lower listening skills than primary school and university graduate people occupying for more and less than 5 to 7 years. High accident risk makes listening important in mountaineering sports. It was suggested that individuals occupying with mountaineering should be told the importance of listening and need for improving listening skills.

**Keywords:** Listening, listening skills, sports, mountaineering sports,

### Introduction and objective

A communication skill is among the most important elements in the interrelationships of individuals to play effective roles and have status in community. Listening skills is of special importance for a healthy communication and true feedbacks. Defects and deficiencies may be seen between sender and receiver in the communication process individuals lacking of good listening skills establish.

An effective communication between individuals may help them better understand each other and cooperate. A healthy communication is dependent strictly on the lucidity of the messages individuals wish to send each other. A clear message shows the importance of listening skills.

Communication can be defined as the process an individual tries to impress others using certain symbols (Dökmen, 1989).

According to Adair (2006), communication generally involves both intend and meaning. Communication is basically the way that one individual tells him/herself to other individuals by constructing a linkage. If it can be defined in a more formal way, communication is an operation where meanings are exchanged between individuals using common symbols (Adair, 2006).

Communities or people have generally tried to meet their need of sharing their feelings, thoughts, dreams and promises with others by talking and writing and wanted people to understand their sharing by listening and reading (Tozoglu and Bayraktar, 2014).

Listening is a process involving the choice of verbal and nonverbal messages and minding, meaning, remembering and replying them (Gürüz and Eğinli, 2013).

Göğüş (1978) reported seven types of listening activity.

1. Careful listening: there are an important reason and a deep interest for listening and the subject told.
2. Appropriate listening: understanding precisely the subject listened and its parts and details very simply.
3. Criticising listening: listening the subject to evaluate it as true, false or complete, incomplete.
4. Optional listening: focusing only on the subject which appeals to aims by ignoring other words.
5. Emotional listening: adopting or rejecting without judgement what is listened because of sympathy or hate towards speaker.
6. Listening without understanding: not understanding what is listened because of the reasons such as lack of vocabulary, hardness of the subject, deficiency in the listening habit.
7. Inadequately listening: listening sleepy by accepting only the associations of what is listened (Göğüş 1978).

Mountaineering sports is composed of the activities with and without camping performed at suitable times by moving to mountain peaks and using some technical skills. Since mountaineering sports is a challenge given to hard nature conditions, it shelters high accident risks. As in all risky sports, there is no probability to

make mistakes in also mountaineering and such mistakes must absolutely be minimised. Therefore, individuals occupying with mountaineering sports should listen, consider and apply carefully what is given them in the training camps by experts in written, orally and applied.

When considered the expressions above, importance of listening can be understood better in the improvement of communication skills of individuals occupying mountaineering. In this respect, it is a very important priority for mountaineers to improve their listening skills since they can also play roles in life saving operations.

### Material and Method

Present study aims to investigate the effects of some variables i.e. sports, gender, age, family structure, monthly income and education levels on listening skills in mountaineers. Listening Skills Scale (LSS) was used to evaluate the levels of listening skills in mountaineers from different parts of Turkey. As the results of validity and confidence analyses, LSS was determined to involve 15 terms, which were designed to be direct statements including listening skills. In the scale, which was 5- point Likert, participants were directed to give their answers conveniently with the categories of A (I absolutely disagree), B (I disagree), C (I am unstable), D (I agree), E (I absolutely agree) using a scoring range from 1 for A to 5 for E. Scale consisted of 2 subscales; positive (1.2.3.4.5.6.7.8) and negative (9.10.11.12.13.14.15) subscales. Inner consistency coefficients of the subscales were 0.82, 0.77 and 0.84 for positive, negative and whole scale listening, respectively (Cihangir and Çankaya, 2012).

Study included 157 individuals (47 females) who were at 29 mean age group and trained at Turkish Mountaineering Federation.

Data was processed and analysed using SPSS 16.0 software package and independent group t-test, variance analysis and ANOVA tests.

### Results

This section gives the results of the study and comments on them. Table 1 presents the demographic characteristics of mountaineers while Table 2 includes the frequency distribution of their situation of performing mountaineering sports. Independent sample t test was used in the study to compare the values obtained from the listening skills subscales with gender variable and the results of statistical analysis are given in Table 3. One way ANOVA test was used to compare the values obtained from the subscales of listening skills with age, education level, family structure, monthly income, length of the occupation time with mountaineering and reasons for the performance of this sports and statistical results are given in Table 4,5,6,7,8 and 9.

**Table 1: Distribution of the demographic characteristics of participants**

		N	%
<b>Gender</b>	Female	47	29.9
	Male	110	70.1
	Total	157	100.0
<b>Age</b>	24 and below	41	26.1
	25 to 35	48	30.6
	36 and above	68	43.3
	Total	157	100.0
<b>Education level</b>	Primary School	7	4.5
	High school	22	14.0
	University	128	81.5
	Total	157	100.0
<b>Family structure</b>	Nuclear family	121	77.1
	Extended family	26	16.6
	Broken family	10	6.4
	Total	157	100.0
<b>Monthly income</b>	1000 TL and below	25	15.9
	1001 TL to 2500 TL	37	23.6
	2501 TL to 4000 TL	62	39.5
	4001 TL and above	33	21.0
	Total	157	100.0

**Table 2: Situation of participants related to mountaineering**

		N	%
<b>How long have you been busy with this sport?</b>	1 year and below	17	10,8
	2 to 4 years	82	52,2
	5 to 7 years	19	12,1
	7 years and above	39	24,8
	Total	157	100,0
<b>Reasons for the beginning this sports</b>	Willingly	128	81,5
	Friend's advice	20	12,7
	Family wish	9	5,7
	Total	157	100,0

**Table 3: t values of differences in the mean scores participants were given for listening skills scale and standard deviations**

Subscales	Gender	N	X	SD	T	P
<b>Positive</b>	Female	47	27.5106	4.26244	.100	.917
	Male	110	27.4364	4.27179	.100	
<b>Negative</b>	Female	47	20.8298	3.90829	1.419	.270
	Male	110	19.9091	3.64363	1.379	

It can be seen from Table 3 that difference between male and female participants in the scores they were given for listening skills scale is not statistically significant at confidence level of p: 0.05.

**Table 4: Mean values and standard deviations of scores mountaineers were given for their age and listening skills scale**

Subscales	Age	N	X̄	SD	F	P
<b>Positive</b>	24 and below	41	27.6341	4.73686	.108	.897
	25 to 35	48	27.5625	4.00482		
	36 and above	68	27.2794	4.17829		
	Total	157	27.4586	4.25545		
<b>Negative</b>	24 and below	41	20.1707	4.24796	.852	.428
	25 to 35	48	20.7292	3.57735		
	36 and above	68	19.8088	3.52076		
	Total	157	20.1847	3.73621		

It can be stated when Table 4 is considered that the difference between age groups in the scores they were given for listening skills scale is not statistically significant at confidence level of p:0.05.

**Table 5: Mean values and standard deviations of scores mountaineers were given for their education level and listening skills scale**

Subscales	Education level	N	X̄	SD	F	P
<b>Positive</b>	Primary school	7	24.0000	5.74456	7.559	.001
	High school	22	25.0909	3.86571		
	University	128	28.0547	4.02807		
	Total	157	27.4586	4.25545		
<b>Negative</b>	Primary school	7	23.2857	4.49868	2.733	.068
	High school	22	19.6364	3.00072		
	University	128	20.1094	3.75685		
	Total	157	20.1847	3.73621		

It can be determined by considering the results given in Table 5 that the difference between education levels in the scores they were given for listening skills scale is statistically significant at confidence level of p:0.05 and at positive subscale, mean scores of university graduate participants are higher than those of primary and high school graduate participants.

**Table 6: Mean values and standard deviations of scores mountaineers were given for their family structure and listening skills scale**

Subscales	Family structure	N	$\bar{X}$	SD	F	P
Positive	Nuclear family	121	27.5537	4.05987	.350	.705
	Extended family	26	26.8462	5.06511		
	Broken family	10	27.9000	4.62961		
	Total	157	27.4586	4.25545		
Negative	Nuclear family	121	20.0000	3.50238	1.359	.260
	Extended family	26	20.3462	4.17557		
	Broken family	10	22.0000	5.07718		
	Total	157	20.1847	3.73621		

It can be seen from Table6 that the difference between participants with different family structures in the scores they were given for listening skills scale is not statistically significant at confidence level of p:0.05.

**Table 7: Mean values and standard deviations of scores mountaineers were given for their monthly income and listening skills scale**

Subscales	Monthly income	N	$\bar{X}$	SD	F	P
Positive	1000 TL and below	25	25.1600	5.14522	5.689	.001
	1001 TL to 2500 TL	37	27.5135	4.36922		
	2501 TL to 4000 TL	62	27.2258	4.08283		
	4001 TL and above	33	29.5758	2.51285		
	Total	157	27.4586	4.25545		
Negative	1000 TL and below	25	20.8000	3.77492	2.794	.042
	1001 TL to 2500 TL	37	21.3514	4.73882		
	2501 TL to 4000 TL	62	19.2581	3.44481		
	4001 TL and above	33	20.1515	2.43825		
	Total	157	20.1847	3.73621		

It can be stated when Table 7 is considered that the difference between income levels in the scores they were given for listening skills scale is statistically significant at confidence level of p:0.05 and at positive subscale, mean scores of 4001 TL and above group are higher than other groups. At negative subscale, mean scores of 1001 to 2500 TL group were found to be higher than other groups.

**Table 8: Mean values and standard deviations of scores mountaineers were given for their length of the occupation time with mountaineering and listening skills scale**

Subscales	Length of the time	N	$\bar{X}$	SD	F	P
Positive	1 year and below	17	27.5882	5.79934	2.495	.062
	2 to 4 years	82	27.5000	3.79490		
	5 to 7 years	19	25.2105	5.10532		
	7 years and above	39	28.4103	3.69721		
	Total	157	27.4586	4.25545		
Negative	1 year and below	17	21.5294	3.26186	1.325	.268
	2 to 4 years	82	20.3049	3.67403		
	5 to 7 years	19	19.2105	3.62980		
	7 years and above	39	19.8205	4.04496		
	Total	157	20.1847	3.73621		

It can be seen from Table8 that the difference between participants occupying with mountaineering for different periods of time in the scores they were given for listening skills scale is not statistically significant at confidence level of p:0.05.

**Table 9: Mean values and standard deviations of scores mountaineers were given for their reasons for the occupation with mountaineering and listening skills scale**

Subscales	Reasons for mountaineering	N	$\bar{X}$	SD	F	P
Positive	Willingly	128	27.7656	4.10585	2.376	.096
	Friend's advice	20	26.6500	4.25843		
	Family wish	9	24.8889	5.64456		
	Total	157	27.4586	4.25545		
Negative	Willingly	128	20.0781	3.82204	1.611	.203
	Friend's advice	20	19.9000	2.59351		
	Family wish	9	22.3333	4.33013		
	Total	157	20.1847	3.73621		

It can be seen from Table9 that the difference between participants occupying with mountaineering for different reasons in the scores they were given for listening skills scale is not statistically significant at confidence level of p:0.05.

### Discussion and conclusion

Objective of the present study is to determine the levels of listening skills and investigate the effects of some variables on it in mountaineers.

It is seen from the analyses that the subscale difference between male and female participants in the scores they were given for listening skills scale is not statistically significant. Such a result is in convenience with Kaya(2012) where listening skills of 5<sup>th</sup> grade primary school students were measured using a web based system and no statistically significant difference was found between genders. From the results of both studies, it can be stated that there is no significant relationship between gender and listening skills.

It can be stated when Table4 is considered that the difference between age groups in the scores they were given for listening skills scale is not statistically significant at confidence level of p:0.05.

No statistically significant difference is seen between the mean scores of subscales participants received for age groups. This result shows that whatever the age group is listening skills is important.

Difference between education levels in the scores of participants for listening skills scale is seen to be statistically significant and at positive subscale, mean scores of university graduate participants are higher than those of primary and high school graduate participants. It was stated in the study mentioned above (Kaya 2012) that listening skills of children whose parents finished postgraduate education is higher than others. This result supports the results given in the present study.

It can be seen that there is no statistically significant difference between the scores of listening skills scale in family structure groups. From this result, it may be stated that family structure does not have any positive or negative effects on listening skills, however; additional studies may be conducted to determine more clearly such effects.

It was found in the study that the difference between the listening skills scale scores given for income levels is statistically significant and at positive subscale, mean scores of 4001 TL and above group are higher than other groups. At negative subscale, mean scores of 1001 to 2500 TL group were found to be higher than other groups. Results show that monthly income and listening skills are significantly related to each other. It was stated by Yıldırım(2007) carried out to determine listening skills levels of 3<sup>rd</sup> grade primary school students that as the monthly family income increases children's listening skills also increase, which supports the present study.

When considered the length of the time period individuals have been performing, it can be stated that there is a statistically significant difference between mean scores of listening skills they received from subscales and mean scores of individuals in 1 year and below group were found to be higher than others. As can be seen from the results of analysis, individuals with shorter occupation period have higher listening skills levels since they need learning new things.

The difference in listening skills scale scores between participants occupying with mountaineering for different reasons is not statistically significant. From the result, it can be stated that listening is an important case regardless of the type of sports.

It may be stated by considering the results of the study that listening is important for both learning and application aspects of sports types performed. Sportsmen and women, trainers, families and sports community should be aware of the importance of listening skills and through various studies related to the different subjects in sports.

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