

## ORIGINAL ARTICLE

# Examination of the Communication Skills of Students who Education in the Faculty of Sports Sciences in Terms of Different Variables

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## ABSTRACT

**Background:** Communication is one of the most important and indispensable tools we use at every stage of our lives. It is seen that the existence of communication in human life is based on very old processes. It is the process of transferring the feelings, thoughts and information we have to the people in front of us. It is very important to make sense of the communication process on a regular basis.

**Aims:** This study is a descriptive study to examine the communication skills of students studying at the faculty of sports sciences in terms of different variables.

**Place & duration of study:** The universe of the study consists of students studying in sports sciences faculties of different universities. There were 226 (male 124, female 102) students in the sample group. The Communication Skills Scale developed by Korkut (1996) was used to obtain the research data.

**Method:** One-way analysis of variance (ANOVA), independent sample t-test and descriptive statistical analysis were used in the analysis of the data.

**Results:** As a result, in the study conducted to examine the communication skills of the students studying at the faculty of sports sciences in terms of different variables, it was determined that there were significant differences in terms of gender.

**Conclusion:** It has been observed that the students studying in the physical education teaching department have higher communication skills than the students studying in the coaching education and sports management departments. It was concluded that there was no significant difference in terms of age variable.

**Keywords:** Faculty of Sport Sciences, Student, Communication Skills.

## INTRODUCTION

Communication is an indispensable and at the same time inevitable element in human life, because there is communication in all areas where people live. Since human is a social being, he is in constant communication to meet his needs. The process we call communication is meeting the needs as well as sharing the feelings, thoughts and information of the people with each other. The criterion that makes communication effective is that the parties feel mutually understood. Communication is an indispensable tool of individual and social life.

Communication is the basic element of our cultural life. It is impossible to imagine the existence of a culture without communication. Every word said or to be said about communication directly concerns the interdependent culture. All societies have their own unique values and cultural concepts. This makes communication essential for humans because socialization depends on interaction. In short, communication is the predominant condition of social existence (Atabek and Dağdaş, 1998). The most obvious feature that distinguishes man from other living things is that he is a part of the society he lives in, being an individual, socializing, socializing, and being able to convey his own feelings and thoughts to other people through various symbols. For this reason, communication is an important tool in the formation of social life and the sharing of culture and information in social life (Yenel, 2016).

The only reason for hatred, fear and disagreement in society is miscommunication. Communication, in general terms, is the transmission of behaviors and attitudes from one person or group to another through symbols. Socially, communication is an ongoing process through messages (Tutar, 2017). Communication occurs as a result of the

needs of individuals to explain themselves and to be listened to. Communication is a system that forms the basis of society (Tutar, Yılmaz and Eroğlu, 2017).

As can be seen from these definitions and explanations, it turns out that the concept of communication is not only information transfer or a one-way information transmission without feedback but also an action or process in which communication sharing, meaning exchange, and continuity can be ensured in a way that encompasses the whole life (Çamdereli, 2015). People define the unhappiness or happiness in their life by regulating their relations with other individuals in the society at every stage of life and use communication while achieving success in their work. Therefore, we cannot imagine a life without communication (Tuna, 2012). In a society without communication, all kinds of irregularities come to the fore. Communities that are disconnected from each other and do not talk to each other consists of a dry crowd (Gönenç, 2007). The main and main goal of the sense of communication is to organize the relations, which are often seen as broken or scattered, and to ensure unity. With this unifying quality, communication can be likened to "the cement of the social structure" or "the blood vessels of a living being" (Sabuncuoğlu and Tüz, 1998).

From this point of view, in this study, it was aimed to examine the communication skills of the students studying at the faculty of sports sciences in terms of different variables. For this purpose, answers to the following questions were sought.

In the communication skills of the students studying at the faculty of sports sciences;

1. Is there a difference in terms of gender variable?
2. Is there a difference in terms of age variable?

3. Is there any difference in terms of the department studied?
4. What is the relationship between communication principles and basic skills, self-expression, active listening and non-verbal communication, and willingness to communicate?

## METHOD

This research is a descriptive study to examine the communication skills of students studying at the faculty of sports sciences in terms of different variables.

**Universe and Sample:** The research was carried out on students studying in sports sciences faculties of different universities in 2019-2020. The total number of students who were applied in this study is 226. The personal characteristics discussed in the study belonging to the research group are given in Table 1.

When Table 1 is examined, 53.5% of the students are 21 and under, 46.5% are 22 and over, 45.1% are female, 54.9% are male; It has been determined that 40.7% of them are physical education teachers, 35.4% are sports management, 23.9% are in the department of coaching education.

**Data Collection Tool:** Personal information form and "Communication Skills Inventory (HCI)" developed by Korkut (1996) were used to obtain the research data. IBDÖ was first prepared by Korkut for high school students and then applied to university students and 61 adults. It is a 5-

point Likert-type scale. It is in the form of a form consisting of 25 items. In this form, which also includes the instruction, there are options graded as "always (5), often (4), sometimes (3), rarely (2), and never (1)" (98). A high score in the scale without reverse items means that individuals evaluate their communication skills positively. Cronbach alpha value of the scale for this study. It was found to be .94. The highest score that can be obtained from the scale is 125, and the lowest score is 25.

**Data Analysis:** The data obtained from the scales used in the research were coded into the computer environment and statistical analyzes were made using the SPSS 24.0 package program. Kurtosis and skewness values were checked to determine whether the data were normally distributed. It was determined that the data showed normal distribution. In the analysis of the data, one-way analysis of variance (ANOVA), independent sample t-test and descriptive statistical analysis were applied. The level of significance ( $p < 0.05$ ) was accepted in the evaluation of the data.

## RESULTS

In this section, as a result of the analysis of the data obtained from the research, the communication skills of the research group were compared in terms of different variables.

**Table 1.** Personal Characteristics of the Research Group

	Group	(f)	(%)
Gender	Male	124	54.9
	Woman	102	45.1
Age	21 years and under	121	53.5
	22 years and older	105	46.5
Episode	Physical education teacher	92	40.7
	Sports Management	80	35.4
	Coaching Training	54	23.9
<b>Total</b>	<b>226</b>		

**Table 2.** Skewness and Kurtosis Values of the Sub-Dimensions of the Communication Skills Scale

Communication skills	N	Minimum	Maximum	X	S	Skewness (Çarpıklık)	Kurtosis (Basıklık)
Scale sub-dimensions	226	2,60	5,00	4,061	,513	-,304	-,286
Communication Principles and Basic Skills	226	2,50	5,00	4,223	,570	-,672	,046
To express yourself	226	2,33	5,00	4,174	,535	-,595	,273
Active Listening and Non-Verbal Communication	226	2,00	5,00	4,171	,599	-,872	,951

In Table 2, it was determined that the skewness and kurtosis values of the data showed a normal distribution.

**Table 3.** Distribution of Scores Obtained from Sub-Dimensions of the Scale in terms of Gender Variable according to t-test results

Table of Promotion of Scores Obtained from Sub-Dimensions of the Scale in Terms of Gender Variables according to t-test results								
	Sub-Dimensions	Gender	N	Ort./5	ss	t	sd	p
Communication skills scale	Communication Principles and Basic Skills	Male	124	4,037	,546	-,762	224	,447
		Woman	102	4,090	,469			
	To express yourself	Male	124	4,151	,629	2,172		,031
		Woman	102	4,311	,477			
	Active Listening and Non-Verbal Communication	Male	124	4,100	,563	2,311		,022
		Woman	102	4,264	,488			
	Willingness to Communicate	Male	124	4,161	,650	-,292		,770
		Woman	102	4,184	,533			

\* $p < 0,05$

**Table 4.** Distribution of Scores Obtained from the Sub-Dimensions of the Scale in terms of the Department of Education Variable According to the ANOVA Results

Sub-Dimensions	Episode	N	X	Variance Source	Square total	Sd	Square average	F	p
<b>Communication Principles and Basic Skills</b>	Physical education teacher	92	4,146	Between group	1,312	2	,656	2,525	,082
	Sports Management	80	3,972	In-group	57,923	223	,260		
	Coaching Training	54	4,048	Total	59,235	225			
<b>To express yourself</b>	Physical education teacher	92	4,375	Between group	4,608	2	2,304	7,489	,001
	Sports Management	80	4,046	In-group	68,608	223	,308		
	Coaching Training	54	4,226	Total	73,216	225			
<b>Active Listening and Non-Verbal Communication</b>	Physical education teacher	92	4,255	Between group	1,854	2	,927	3,297	,039
	Sports Management	80	4,054	In-group	62,714	223	,281		
	Coaching Training	54	4,216	Total	64,568	225			
<b>Willingness to Communicate</b>	Physical education teacher	92	4,243	Between group	1,769	2	,885	2,497	,085
	Sports Management	80	4,052	In-group	79,009	223	,354		
	Coaching Training	54	4,225	Total	80,779	225			

**Table 4.** Comparison of the Scores Obtained from the Sub-Dimensions of the Scale in terms of Age Variable according to the t-test results

Table 4. Comparison of the Scores Obtained from the Sub-Dimensions of the Scale in terms of Age variable according to the t-test results								
	Sub-Dimensions	Gender	N	Ort./5	ss	t	sd	p
Communication skills scale	Communication Principles and Basic Skills	21 and under	121	4,011	,539	1,576	224	,117
		22 and above	105	4,119	,476			
	To express yourself	21 and under	121	4,173	,574	1,415		,159
		22 and above	105	4,281	,562			
	Active Listening and Non-Verbal Communication	21 and under	121	4,137	,570	1,116		,265
		22 and above	105	4,217	,491			
	Willingness to Communicate	21 and under	121	4,122	,611	1,332		,184
		22 and above	105	4,228	,582			

According to the findings in Table 3, a statistically significant difference was found between the Self-Expression and Active Listening and Non-Verbal Communication sub-dimension scores of the communication skills scale according to the gender of the students ( $p < 0.05$ ). No statistically significant difference was found in the sub-dimension of Willingness to Communicate with Communication Principles and Basic Skills ( $p > 0.05$ ).

According to the ANOVA findings in Table 4, significant differences were found in the students' Communication Skills Scale sub-dimensions, Self-Expression, Active Listening, and Non-Verbal Communication scores, according to the department ( $p < 0.05$ ). There was no significant difference in the Communication Principles and Basic Skills and Willingness to Communicate sub-dimensions of the Communication Skills Scale ( $p > 0.05$ ). As a result of the Tukey multiple comparison test, which was conducted to determine from which groups the difference originated, it was determined that the students of the teaching department had higher Communication Principles and Basic Skills, Self-Expression, Active Listening and Non-Verbal Communication and Willingness to Communicate compared to the students studying in the coaching and sports management departments.

According to the findings in Table 5, no statistically significant difference was found between the sub-dimensions of the communication skills scale and the age of the students ( $p > 0.05$ ).

## DISCUSSION AND CONCLUSION

In the study conducted to determine the communication skills of the students studying at the faculty of sports sciences; The discussion of the results obtained in terms of gender, age and department of education is included.

When the communication skills of the students studying at the faculty of sports sciences were examined in terms of gender, a statistically significant difference was found in terms of self-expression, active listening and non-verbal communication sub-dimension scores and the gender of the students. No statistically significant difference was found in the sub-dimension of communication principles and basic skills and willingness to communicate.

In the study of Tepeköylü (2007), it was determined that the communication skill levels of the students studying at the School of Physical Education and Sports were very high. In terms of gender status variable, it was stated that female students were higher than males. Çevik (2011) stated in his research on music teacher candidates that the level of communication skills is moderate according to gender.

Related to the subject, a significant relationship was found between communication skills and gender in similar studies. According to the results of the research, it is observed that female students have higher communication skills than male students (Çetinkaya 2011; Gölönü and Karcı 2010; Kılıçgil et al. 2009; Özerbaş et al. 2007; Korkut, 2005; Black 2000).

On the other hand, in a different study by Korkut (2004), a finding that contradicts the research findings regarding the better communication skills of girls was reached and it was found that boys had higher mean scores than girls. He explains this situation as the fact that the research was conducted for psychological counselors and because of the training received by the group, men may have improved their communication skills.

In their research, Bulut Bozkurt (2003), Çiftçi and Taşkaya (2010), Şara and Güney (2015), Nacar (2010), Ocak and Erşen (2011) concluded that the communication skills of teachers differed significantly in favor of female teachers.

When examined in terms of the department of education, significant differences were found in the scores of self-expression, active listening and non-verbal communication according to the department. There was no significant difference according to the departments in the communication principles and basic skills and willingness to communicate sub-dimensions of the communication skills scale. As a result of the Tukey multiple comparison test, which was conducted to determine which groups the difference stemmed from, the students of physical education teaching department had higher communication principles and basic skills, self-expression, active listening, non-verbal communication and willingness to communicate than students studying in coaching education and sports management departments. found to be high.

Tepeli and Arı (2011) stated in their research that the communication skills of preschool teachers and teacher candidates differ in terms of undergraduate education they receive. Gülbahçe (2010) and Dilekmen et al. (2008) found that there were significant differences between departments in their study on different departments of the faculty of education. It is seen that these differences are in favor of the students of psychological counseling and guidance department. In the study carried out by Acar (2009), it was concluded that there was a significant difference between the type of high school that teacher candidates graduated from and their effective communication skills, and it was in favor of Anatolian high school graduates.

When examined in terms of age variable, no statistically significant difference was found in all sub-dimensions of the scale. Levent (2011) and Nacar (2010) stated that the communication skills levels of teachers differ according to the age variable. In different studies, it was found that there was no difference in the communication skills of teacher candidates in terms of the age variable (Kumcagiz et al. 2011, Korkut, 2005). In the study of Şeker (2000), the communication skills levels of teachers; found that it decreases when they are young and old, whereas it is quite high in middle age. As a result of the thesis study titled "Determination of Communication Skills of Social Studies Teachers and Examining them in Terms of Some Variables" by Kılıç (2013), it was stated that the communication skills of the research group were generally high.

As a result, in the study conducted to examine the communication skills of the students studying at the faculty of sports sciences in terms of different variables, it was determined that there were significant differences in terms of gender. It has been observed that the students studying in the physical education teaching department have higher communication skills than the students studying in the coaching education and sports management departments. It was concluded that there was no significant difference in terms of age variable.

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