

Effects of Sports on Communication Skills: A Research on Teacher Candidates

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Abstract

In this study, the relationship between sports as well as different variances and communication skills of university students has been examined. The study involves 786 teacher candidates who participated in the summer school opened at Atatürk University, Kazım Karabekir Faculty of Education. Of all, 476 were females and 310 were males. They study in different departments and the average age of them was 22. As the means of gathering data, 'Communication Skills Inventory', developed by Erganlı and Balcı (1998), was used (3). The t test and variance analysis techniques were used to analyze the data. The difference between the opinions of the groups was interpreted by taking the P 0.05 level of significance into consideration.

The results of this study show that there was a significant difference when the communication skills were compared with gender, conditions of doing sports and the kind of sport to be done as well as the weekly durations of doing sports and that sports has a positive effect on communication skills. Moreover, no significant difference were detected when the communication skills were compared with students' ages and levels at which they get educated. Communication is vital for people's daily lives and careers. Therefore, considering the effects that sports has on the development of communication skills, it has been suggested to get individuals to do sport activities during their university education, for it is supposed to contribute to the development of communication skills.

Keywords: Sports, Communication, Communication Skill, Teacher candidate.

Introduction

Human being, a social creature, has been involved in interaction with other people since the birth of humanity. He has tried to satisfy his needs to convey emotions, ideas, dreams and expectations through speaking and writing and has always desired to be understood through being read and heard. The concept of communication has appeared depending on this sharing.

Communication can be identified as the process in which an individual influence one another by means of a number of symbols (16).

Communicating often includes both the intention and meaning. Communication is, in deed, how a person expresses him/herself via contacting to one another. Communication, with a more formal description, is a process where meanings are replaced through the use of symbols that are common among people (4).

Andersen considers the communication as understanding and describes it as 'a process in which we understand others and the others understand us' (2). According to Baskin and Craig, the communication is to change the messages in order to grasp their meanings. In other words, the communication is the process of interaction which is necessary for sharing the meanings of information, ideas, attitudes, emotions and skills in order to impose behavioural change between the source (deliverer) and target (receiver) (10).

Communication is both a personal and a social process. There is always a communication of either high quality of poor quality in interpersonal communication, spousal relations, parent-children dialogues, teacher-student approaches, state- citizen relations (1).

Interpersonal relations are carried out through communication. In this kind of relation, the self-expression skill that the person has can influence the emotions and ideas and eventually the attitudes or actions of the person whom he/she contacts with (9).

Effective communication skills are vital in terms of personal and professional qualifications of a teacher. Because, the learning process itself is a process of communication. In this process, the meaningfulness of message exchange is based on the competency of teacher. The qualification of inter-class communication is an important factor which may effect the personality development and success of students (2).

Regarding the subject in this sense, it is a must for the teachers to have effective communication skills. It is essential to recognize the importance and internal dynamics of communication skills in advance and to have pre-service teachers acquire them before they start to serve.

An individual requires to have acquired the appropriate listening and speaking habits so as to understand someone else and express him/herself better.

Having a good communication skill is the leading occupational criteria to be effective in teaching, which is an

occupation of communication (8).

The requirements of a successful and effective communication process are:

- The message to be conveyed should attract the attention of the target- receiver,
- In coding the message; it should be known by the target- receiver who is expected to receive and decode it as well as the source that delivers it,
- The message should appeal to the needs of target- receiver,
- In order to achieve the desired attitude change in the target-receiver, the attitudes and values of target- receiver should be known. Doing so, the expectations and patterns of them should not be conflicted,
- The most suitable way- channel to reach the target- receiver should be known,
- The message should be conveyed to the target- receiver in such a way that it should suit the life experiences to which he/she is accustomed if the content is a new to the receiver,
- The subjects that are difficult to convey in communication should be conveyed after increasing the information and perception level of the target- receiver through preparatory communication process,
- It should not be forgotten that there may be some resistances in communication which may not be broken through preparatory communication process, and basic values, in particular, should not be attacked indirectly (11)

Viewing the topic in the light of the statements, the importance of functionality of communication skills for teacher candidates being educated at Education Faculties can be understood better. In this sense, the communication skills become more important for teachers whose mission is to educate people.

METHOD

Model

Of the quantitative research methods, the screening method was used in the research. The screening model is an approach which aims to describe a past or current condition as it is (5). Scientific Research Method. As the research subject was tried to be explained as it was within its own conditions, this study is suitable for descriptive model.

Research Method

This research is a descriptive one intended to determine whether some variances in the perceptions of communication skills of teacher candidates who got educated at different departments of Summer School at Atatürk University KazımKarabekir Education Faculty cause statistically significant differences or not.

Universe and Sample

The universe of the research consisted of 2238 teacher candidates having got education at different departments of Summer School Atatürk University KazımKarabekir Education Faculty. On the other hand, the sample group consisted of 786 students who got education at Atatürk University KazımKarabekir Education Faculty. 476 of them were female (60,6 %) and 310 were male (39,4 %). The age average of the group was 22.

The whole study universe was targeted to be reached during the research, however, students except those who were absent due to illness or similar excuses as well as the ones who were reluctant to participate in the questionnaire – questionnaires base on voluntariness- constituted the research sample.

Application

Every class was gathered separately during the application of the forms. Prior to the application, students were explained about the aim of the study and were requested to confirm it. The forms were collectively scattered to the students who agreed to take part in the study. Students filled in the forms in the classroom environment without mentioning their names. The application lasted about 20-25 minutes.

Data Collection Tools

Question forms including personal information forms (P.I.F.) and communication skills assessment scale (C.S.A.S) were used as data collection tools. Personal information forms were prepared by the researchers.

Personal Information Form

Personal information form included the questions about the variances mentioned below.

- Department
- Grade
- Age
- Gender
- Status of doing sports
- Sort of the sports
- The time allocated for sports per week

Communication Skills Inventory

Communication skills inventory, used in this study, was first developed and used by Balcı (1996). Undergoing all the necessary validity and reliability tests, the first version of this inventory had included 70

questions. Later, the inventory was applied to a sample group of 500 university students again and as a result of factor analysis the number of questions was decreased to 45 (3). Given the latest shape by Ersanlı and Balcı (1998), the inventory consists of 45 likert type questions. The inventory measures the communication skills in three aspects- cognitive, emotional and behavioural. The questions are responded as 'Always', 'Generally', 'Sometimes', 'Rarely' and 'Never'. The point scoring system works like Always 5 and Never 1.

There are 15 questions measuring each aspect. The allocation of questions according to the aspects is as follows;

Cognitive: 1, 3, 6, 12, 15, 17, 18, 20, 24, 28, 30, 33, 37, 43, 45

Emotional: 5, 9, 11, 26, 27, 29, 31, 34, 35, 36, 38, 39, 40, 42, 44

Behavioural: 2, 4, 7, 8, 10, 13, 14, 16, 19, 21, 22, 23, 25, 32, 41

The highest score to be achieved from the scale in general is 225, and the lowest is 45. The highest score to be achieved from each sub-scale is 75, and the lowest is 15. According to which sub-scale score of the individual is high, he/she can be said to be better in that sub-scale in terms of communication skill. Moreover, a person can be said to have a high level of communication skills if his/her scores of the scale in general are high.

Data Collection

PIF and CSAS were handed out to the students in the classroom environment and an oral explanation was made before applying the questionnaire. 805 students participated in the research. Nonetheless, 19 of them were excluded from evaluation since they did not respond to data collection tools appropriately. 35,91 % of the universe was reached. The data obtained were evaluated in the SPSS (Version 20) package program.

The Statistical Analysis of the data was done through the statistical analysis techniques of Anova and the t-test. This analysis aimed to determine whether there was any difference between the average scores of the groups in terms of communication skills of students studying at different departments of Summer School at Kazım Karabekir Education Faculty. The significance level in the statistical analysis was regarded as $p < 0.5$ which is commonly used in social studies.

RESULTS

This chapter includes the results obtained from the research and the comments on these results. The table 1 presents information about the demographic features of teacher candidates who took part in the research. The table 2 shows the frequency distribution of their sportive features. In this study, the t test was used to compare the figures obtained from communication skills scale to such variances as gender, status of doing sports and the sort of sports. The statistical results of this comparison have been given in the tables 3,4 and 5. The anova variance analysis and the t test were used to compare the figures obtained from the communication skills scale to compare the variances of gender, grade and the time students share for sport. The statistical results have been shown in the tables 6,7 and 8.

Table 1: Demographic Features

		Number (N)	Percentage
Gender	Female	476	60,6
	Male	310	39,4
	Total	786	100,0
Age	Age 19 and younger	26	3,3
	Between the ages 19-20	234	29,8
	Between the ages 21-24	436	55,5
	Age 25 and elder	90	11,5
	Total	786	100,0
Grade	1. grade	226	28,8
	2. grade	211	26,8
	3. grade	167	21,2
	4. grade and above	182	23,2
	Total	786	100,0

Table 2: Sportive Features

		Number (N)	Percentage
Status of doing sports	Yes	291	37,0
	No	495	63,0
	Total	786	100,0
Sort of sports	Does not do sports	495	63,0
	Team Sports	179	22,8
	Individual Sports	112	14,2
	Total	786	100,0
The time allocated for sports per week	1 hour and less	21	2,7
	Between 2-5 hours	131	16,7
	Between 6-12 hours	105	13,4
	13 hours and more	34	4,3
	Does not do sports	495	63,0
	Total	786	100,0

Table 3: The average of scores that male and female teacher candidates obtained from the communication skills scale and the t test figures of the differences between the average and the standard deviation of these scores

Gender	N	X	Sd	t	p
Female	476	155,67	14,34	-,606	,026
Male	310	156,34	16,20	-,590	

The table 3 shows that the average score obtained by male students from communication skills scale is higher than that of females and there is a significant different in the P 0.05 level.

Table 4: The average scores that the teacher candidates who do sports and who do not obtained from the communication skills scale and the t test figures of the differences between the average and the standard deviation of these scores

Status of doing sports	N	X	Sd	t	p
Yes	291	158,15	14,34	3,169	,001
No	495	154,63	15,39	3,228	

The table 4 shows that the average score obtained by students who do sports from communication skills scale is higher than that of those students who do not and there is a significant different in the P 0.05 level.

Table 5: The average of scores that the teacher candidates who do either team sports or individual sports obtained from the communication skills scale and the t test figures of the differences between the average and the standard deviation of these scores

Sort of sports	N	X	Sd	t	p
Team sports	179	156,87	14,76	-1,992	,043
Individual sports	112	160,30	13,47	-2,034	

The table 5 shows that the average score that the teacher candidates who do individual sports obtained from the communication skills scale is higher than that of those teacher candidates who do team sports and there is a significant different in the P 0.05 level.

Table 6: The average of scores that the teacher candidates of different age groups obtained from the communication skills scale and standard deviation of these scores

Age	N	X	Sd	F	P
Age 19 and younger	26	159,61	13,81	,592	,620
Between the ages 19-20	234	156,05	13,99		
Between the ages 21-24	436	155,61	15,39		
Age 25 and elder	90	156,14	16,80		
Total	786	155,93	15,09		

The table 6 shows that there is not a significant difference between the average scores that the students of different age groups obtained from the communication skills scale and at the P.0.05 level.

Table 7: The average of scores that the teacher candidates who study at different grades obtained from the communication skills scale and the standard deviation of these scores

Grade	N	X	Sd	F	P
1. grade	226	154,70	13,33	1,387	,245
2. grade	211	157,21	16,25		
3. grade	167	155,05	15,67		
4. grade and above	182	156,78	15,18		
Total	786	155,93	15,09		

The table 7 shows that there is not a significant difference between the average scores that the students who study at different grade obtained from the communication skills scale and at the P.0.05 level.

Table 8: The average of scores that the teacher candidates obtained from the communication skills scale regarding the time that they share for sports and the standard deviation of these scores

The time allocated for sports per week	N	X	Sd	F	P
1 hour and less	21	155,19	13,33	5,021	,001
Between 2-5 hours	131	156,30	16,25		
Between 6-12 hours	105	159,08	15,67		
13 hours and more	34	164,58	15,18		
Does not do sports	495	154,61	15,09		
Total	786	155,93	15,09		

It can be seen from the table 8 that as the time allocated for sports per week increases, the average of scores obtained from the communication skills scale increases correspondingly. It is also obvious that there is a significant difference in respect to the P.0.05 significance level.

DISCUSSION

In the study, the conditions of communication skills and sportive habits of the university students were detected and the relation between them and different variances were searched. The research covers 786 students. 476 of them were female and 310 were male. The average ages of the students were between 19 and 24. The grade distribution of the individuals was at the same rate. 291 of the students stated that they do sports. On the other hand, 495 students were observed not to do sports. It was observed that the majority of the individuals, who do sports, get involved in team sports and do sports between 2 to 5 hours per week.

In the consequence of the analysis, it was concluded that there was a significant difference between gender and the communication skills when the average scores that the university students who participated in the research obtained from the communication skills scale and the t test figures of the differences between the standard deviation and the average of these scores were viewed. When the table 3 is viewed, it can be seen that there is a significant difference between the average scores that female (X=155,67) and the male (X=156,34) students obtained from the communication skills scale. It can be said that the communication skills of male students are higher than those of females. In the studies that Pehlivan (2005) and Özerbaş at. all. (2007) conducted on teacher candidates, it was suggested that there is a significant relation between the gender and the communication skills (13,12). The both studies support the results of this research.

When the average of the scores that the university students obtained from the communication skills scale relating to their status of doing sports and the t figures of the differences between the standard deviation and the average of these scores were considered, it was established that there is a significant difference between the status of doing sports and the average of the communication skills. When the table 4 is viewed a significant difference can be detected between the average communication skills scores of the university students who do sports (X=158,15) and those who do not (X=154,63). According to this result, the judgment that doing sports has a positive effect on communication skills arises. In the study that Kılıçgil et. al. (2009) carried out on the students at physical education and sports college, they found out that the average communication skills scores of the students who were educated at physical education teaching and training departments were higher than those of the students who were educated at the department of sports management (6). The fact that students who were educated at the department of sports management did less sports than the ones who were at the departments of teaching and training support the results obtained from our research.

A significant difference was found between the average scores of communication skills and the sort of

sports when the average scores that the university students obtained from the communication skill scale regarding the sort of sports, and the t figures of the differences between the standard deviation and the average of these scores were evaluated. When the table 5 is viewed, a significant difference can be observed between the communication skills averages of the university students who do individual sports ($X=160,30$) and the ones who get involved in team sports ($X=156,87$). This result leads to the judgment that the positive effect that the individual sports has on the communication skills is higher than that of team sports. In his study on the communication skills of team sportsmen and individual sportsmen, however, Şahin (2012) found that the communication skills of people who get involved in team sports are higher. Nonetheless, no significant difference was found in respect to p.0.05 significance level (14). The study that Şahin (2012) conducted does not show parallelism with ours.

It can be seen that there is no significant difference between the average scores that the students of different age groups obtained from the communication skills scale. Similarly, no significant difference can be seen between the average scores that the students in different grades obtained from the communication skills scale. Neither in the study carried out by Korkut (1997) on university students nor in the one which was conducted by Tepeköylü et. al. (2009) on the students at physical education and sports college could be found a significant difference between the grade and the communication skills (7,15). The results of both researches show parallelism with ours.

It is obvious that as the time shared for sports per week increased, the average scores that the students obtained from the communication skills scale increased correspondingly. When the table 8 is viewed, a significant difference can be found between the average communication skills scores of the students who do sports 1 hour and less ($X=155,19$), between 2 and 5 hours ($X=156,30$), between 6 and 12 hours ($X=159,08$) and 13 hours and more ($X=164,58$) weekly. This results leads to the judgment that as the time that is shared for sports increases, the communication skills of the students increase.

Based on the statements above, it can be suggested that sports has a positive effect on the development of the communication skills of the teacher candidates. The reasons why female students have a lower average compared to the males and why students who do sports have a higher average than those who do not can be searched in subsequent studies. In consequence of these studies, a strategy to solve the problems can be developed. Teacher candidates, who are required to have high communication skills, should be encouraged take part in the sports activities in order to boost their communication skills and the psychological, social and physical environments which can enable teacher candidates to participate in sports should be set up.

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