

Assessment of Communication Skills of Physical Education and Sport Students in Turkish Universities

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Abstract This study assessed the communication skills of the students studying in physical education and sports schools in various universities in Turkey. A total of 1854 Physical Education and Sports students in five Turkish universities participated in the study. The instrument used to gather information for this study comprised the demographic information of participants and Communication Skills Assessment Scale (CSAS) composed of 25 items. The 5 point likert-type scale was developed by Korkut in 1996 and did not include reverse expressive items, and its assessment was carried out by the sum of scores on all items. Görmüş et al in 2003 determined the CSAS cronbach's alpha value as .841 in their study they carried out with the participation of 187 participants. After being transferred to the computer environment, the obtained data were subjected to various statistical processes. Accordingly, distribution analysis of the data was carried out at first and in accordance with the result obtained, parametric statistical applications were initiated. Frequency analysis was used in the assessment of participants' demographic data, t-test was used for the determination of the relationship between gender and variables, one-way analysis of variance was used for the determination of relationship between school, department, grade and age groups with variables, and tukey's test was used for the determination of the fact that from which group was the possible relationship resulted. According to the results, communication skills of the participants were at high level. According to the results obtained in the study, it was observed that, among the participants, 18 Mart University students ($X=75,262\pm 10,173$) had lower averages on the basis of communication skills compared to the students of Firat University ($X=77,532\pm 10,670$), İnönü ($X=80,946\pm 9,003$) and Kafkas University ($X=77,501\pm 17,877$). On the other hand, it was seen that Anadolu University students ($X=75,181\pm 10,321$) had lower average of communication skills compared to the students of Firat, İnönü and Kafkas Universities, and Firat University students had lower averages compared to İnönü University students.

Keywords Physical Education, Communication Skills, University

1. Introduction

Communication is the process of mutual transfer of feelings and thoughts, which has been the most important instrument in the formation of accumulation of knowledge which can be transferred from past to present by the people who are social beings. It is possible to say that communication skills that people have and can improve through education has become even more important within the context of rapidly developing technology and social changes in today's world.

The word of "communication" which was derived from the Latin word of "communis" and which is used as the equivalent of transmission refers to a partnership, association and socialization as a meaning [1].

There have been a variety of definitions for communication. Coming to an agreement on the common meaning of transmitted feeling, thought, attitude, knowledge and behaviors in these definitions constitutes the common point [2]. In traditional sense, communication function is generally seen as the mutual exchange of something [3].

Transferring of knowledge, feelings and skills to communication by using symbols and attributing meanings to it such as seeking meaning and case exchange are possible [4] [5]. Dökmen [6] defines the communication as a process in which participants produce knowledge/symbol and transmit them to each other, and they try to interpret and understand these messages.

Preventing the problems that may arise in this process could prevent the lack of communication in relationships among people, and accordingly could make relationships more reliable. Furthermore, the resolution of problems that may arise among individuals is associated with the well expression of this problem [7]. People can ensure this just by being conscious of some communication skills.

Human is a social being and survives in social structures (in organizations) he/she forms. Relationships and interactions within these structures are only possible with

communication. Communication is one of the most important factors which is necessary for human to adapt to the environment [8]. Various studies were carried out in order to assess the effectiveness of communication skills training programs to develop communication skills and it was generally observed that communication skills training programs really develops communication skills [8] [9] [10] [7] [11] [12].

Effective communication skills could have facilitating characteristic of human relations and relationships in all professional fields. Especially those who work in professional fields that require more coexistence with people should have more full knowledge of communication skills [12].

Sport is a social environment in which more than one people work in coordination for a common purpose. Therefore, one of the keys to success in the field of sport is possible with effective communication as in all other fields. It can be said that it is a necessity for teachers, trainers and managers giving service in the field of sport have effective communication skills to be successful in their professions.

It is believed that physical education teachers, trainers and sport managers who can be said to work in environments with intensive human relations should have the abilities to facilitate human relations. In sport environments where people are allowed to perform by seeing, hearing and experiencing and where individual differences are not ignored, learning the skills that will make the communication effective and transferring them into the social life can be ensured. Therefore, training physical education teachers, trainers and sport managers as equipped in this regard is considered to be significant in order to provide communication skills for individuals with whom they have relations. [13]

With reference to these information, the purpose of the study is to determine the communication skills of the students studying in physical education and sports schools of different universities in Turkey and to assess them according to various demographic variables.

2. Materials and Method

This study discusses the communication skills of the students studying in physical education and sports schools in various universities in Turkey in 2014. A total of, 1854 students studying in Physical Education and Sports Schools in Anadolu University, Çanakkale 18 Mart University, Firat University, İnönü University and Kafkas University, participated in the study. The questionnaire form used by the researcher in order to determine the participants' personal information, opinions and attitudes was composed of two sections. The first one of these sections included the demographic items such as age, gender, university, department and grade, and the second one included the items related to communication skills. The form used was composed of 30 items in total. Communication Skills

Assessment Scale (CSAS) in the second section of the form was composed of 25 items. The 5 point likert-type scale was developed by Korkut [14] in 1997 and did not include reverse expressive items, and its assessment was carried out by the sum of scores on all items. Görmüş et al in 2003 determined the CSAS cronbach's alpha value as .841 in their study they carried out with the participation of 187 participants [15].

After being transferred to the computer environment, the obtained data were subjected to various statistical processes. Accordingly, distribution analysis of the data was carried out at first and in accordance with the result obtained, parametric statistical applications were initiated. Frequency analysis was used in the assessment of participants' demographic data, t-test was used for the determination of the relationship between gender and variables, one-way analysis of variance was used for the determination of relationship between school, department, grade and age groups with variables, and Tukey's test was used for the determination of the fact that from which group was the possible relationship resulted. Finally, Pearson correlation analysis was carried out for the determination of the direct relation among variables.

3. Findings

Table 1. Demographic Characteristics of the Participants

Factor	Variable	n	%
University	Kafkas University	434	% 23,4
	İnönü University	357	% 19,3
	Çanakkale University	335	% 18,1
	Anadolu University	346	% 18,7
	Firat University	382	% 20,6
	Total	1854	% 100
Department	PES Teaching	682	% 36,8
	Sports Management	627	% 33,8
	Coaching training	545	% 29,4
	Total	1854	% 100
Grade	1. Grade	484	% 26,1
	2. Grade	485	% 26,2
	3. Grade	478	% 25,8
	4. Grade	407	% 22,0
	Total	1854	% 100
Gender	Male	1171	% 63,2
	Female	683	% 36,8
	Total	1854	% 100
Age	18-20 years	422	% 22,8
	21-23 years	901	% 48,6
	Aged 24 and above	531	% 28,6
	Total	1854	% 100

When analyzed the table, it is seen that most of the participants are from Kafkas University. Males form the majority in the study in which Physical Education and Sport Teaching students participated at the most.

Table 2. Participants' Communication Skills Averages.

Factor	n	Average	Standard deviation
Communication skills	1854	77,333	10,705

According to the table, the participants' communication skills are high.

Table 3. T- Test of Comparison of Participants' Communication Skills According to Gender.

Communication skills	N	Average	Standard deviation	t	p
Male	1171	76,266	10,870	5,702	,017*
Female	681	79,168	10,162		

*significant at p<.05

According to table, it is seen that there are statistically significant differences between the communication skills averages of the participants on the basis of gender. The communication skills average of the male participants is higher compared to female.

Table 4. One – Way Anova of Comparison of the Participants' Communication Skills Averages According to the Universities Where They Study

University	n	Average	Standard deviation	F	p
18 Mart University	335	75,262	10,173	17,454	,000*
Anadolu University	346	75,181	10,321		
Firat University	381	77,532	10,670		
İnönü University	357	80,946	9,003		
Kafkas University	433	77,501	11,877		
Total	1852	77,333	10,705		

*Significant at p<.05

According to table, it is seen that there are statistically significant differences between the participants' communication skills according to the universities where they study (p<0,05). The results of multiple comparison carried out for determining the source of the said difference is given in Table 5.

Table 5. Post Hoc test (Tukey test) of Participants' Communication Skills Averages According to the Universities.

Comparison		Difference Between Averages	Significance
Communication Skills	18 Mart University - Anadolu University	,080	1,00
	18 Mart University - Firat University	-2,27	,000*
	18 Mart University - İnönü University	-5,68	,000*
	18 Mart University - Kafkas University	-2,23	,029*
	Anadolu University - Firat University	-2,35	,022*
	Anadolu University - İnönü University	-5,76	,000*
	Anadolu University - Kafkas University	-2,31	,019*
	Firat University - İnönü University	-3,41	,000*
	Firat University - Kafkas University	,031	1,000
	İnönü University - Kafkas University	3,44	,000*

*Significant at p<.05

According to table, it was observed that, among the participants, 18 Mart University students (X=75,262±10,173) had lower averages on the basis of communication skills compared to the students of Firat University (X=77,532±10,670), İnönü (X=80,946±9,003) and Kafkas University (X=77,501±17,877). On the other hand, it was seen that Anadolu University students (X=75,181±10,321) had lower average of communication skills compared to the students of Firat, İnönü and Kafkas Universities, and Firat University students had lower averages compared to İnönü University students.

Table 6. One – Way Anova Comparison of the Participants' Communication Skills Averages According to Departments Where They Receive Training.

	Department	n	Average	Standard deviation	F	p
Communication Skills	Coaching training	544	74,645	9,694	24,947	,000
	P.E.S. Teaching	681	78,384	11,678		
	Sport Management	627	78,524	10,014		
	Total	1852	77,333	10,705		

*Significant at $p < .05$

In Table 6, it is seen that there are statistically significant differences between the participants' communication skills according to the departments where they receive training ($p < .05$). The results of multiple comparison carried out for determining the source of the said difference is given in Table 7.

Table 7. Post Hoc test (Tukey test) of Participants' Communication Skills Averages According to Departments where They Receive Training.

Post Hoc (Tukey test)				
	Comparison	Difference Between Averages	Significance	
Communication Skills	Coaching training	B.E.S. Teaching	-3,739	,000*
		Sports Management	-3,879	,000*
	P.E.S. Teaching	Sports Management	-,139	,969

*Significant at $p < .05$

According to table, it was observed that, among the participants, Coaching Training Department students ($X=76,645 \pm 9,694$) had lower averages on the basis of communication skills compared to the students of Physical Education and Sports Teaching Department ($X=78,384 \pm 11,678$) and Department of Sport Management ($X=78,524 \pm 10,014$).

Table 8. One – Way Anova of Comparison of the Participants' Communication Skills Averages According to Their Grades.

	Grade	n	Average	Standard deviation	F	p
Communication Skills	1. Grade	483	78,128	10,434	1,443	,229
	2. Grade	485	77,373	10,320		
	3. Grade	477	76,800	11,943		
	4. Grade	407	76,968	9,888		
	Total	1852	77,333	10,705		

In Table 8, it is seen that there are not statistically significant differences between the participants' communication skills according to their grades. ($p < .05$)

Table 9. One - Way Anova Comparison of the Participants' Communication Skills Averages According to Age Groups.

	Age Group	n	Average	Standard deviation	F	p
Communication Skills	18-20	421	78,997	9,388	7,037	,001*
	21-23	901	77,096	11,097		
	24+	530	76,415	10,878		
	Total	1852	77,333	10,705		

*Significant at $p < .05$

In Table 9, it is seen that there are statistically significant differences between the participants' communication skills according to age group ($p < .05$). The results of multiple comparison carried out for determining the source of the said difference is given in Table 10.

Table 10. Post Hoc test (Tukey test) of Participants' Communication Skills Averages According to Age Groups.

Post Hoc (Tukey test)				
	Comparison		Difference Between Averages	Significance
Communication Skills	18-20	21-23	1,901	,007*
		24+	2,582	,001*
	21-23	24+	,681	,473

According to table, it was observed that, among the participants, students in the 18-20 age group ($X=78,997\pm9,388$) had higher averages on the basis of communication skills compared to the students of 21-23 age group ($X=77,096\pm11,097$) and 24 years and above ($X=76,415\pm10,878$). These two pairs of groups account for the significant difference obtained on table 9. Students aged 21-23 compared with those of 24+ did not constitute to the observed difference.

4. Discussion and Result

Various results were obtained in this study in which the communication skills of the graduate students studying in physical education and sports department of various universities in Turkey were investigated. First of all, it was observed that the result obtained was at high level when analyzed the communication skill averages of all participants ($X=77,333\pm10,705$). When analyzed the relevant literature, it was seen that the populations of the studies carried out on the issue were not greater than this study, however, the average values obtained showed parallelism with the results of this study. [16] [17] [18] [19] [20]

According to the results obtained, a statistically significant difference was not observed between the variable of gender and communication skill averages of the participants. However, the communication skills average of the male participants was higher compared to female. Dilekmen et al. [19], in their study in which they investigated the communication skills of university students, revealed that there was not a significant difference on the basis of gender, and stated that the differentiation of communication skill concept with the variable of gender was normal. Yılmaz et al. [18] obtained results similar to those in this study on the basis of gender in their study of communication skills they carried out on physical education and sports sciences students of different universities.

According to the results obtained in the study, it was observed that, among the participants, 18 Mart University students ($X=75,262\pm10,173$) had lower averages on the basis of communication skills compared to the students of Firat University ($X=77,532\pm10,670$), İnönü ($X=80,946\pm9,003$) and Kafkas University ($X=77,501\pm17,877$). On the other hand, it was seen that Anadolu University students ($X=75,181\pm10,321$) had lower average of communication skills compared to the students of Firat, İnönü and Kafkas Universities, and Firat University students had lower averages compared to İnönü University students. According to table, it was observed that, among the participants, Coaching Training Department students ($X=76,645\pm9,694$) had lower averages on the basis of communication skills compared to the students of Physical Education and Sports Teaching Department ($X=78,384\pm11,678$) and Department of Sport Management ($X=78,524\pm10,014$). Kılıçgil et al (2009) reached significant differences between universities and departments in terms of communication skills in their

study in which they investigated the communication skills of physical education and sport sciences students of two different universities.[21]

According to the findings of the study, it was observed that, among the participants, students in the 18-20 age group ($X=78,997\pm9,388$) had higher averages on the basis of communication skills compared to the students of 21-23 age group ($X=77,096\pm11,097$) and 24 years and above ($X=76,415\pm10,878$). Yılmaz and Çimen obtained different results which were not statistically significant in their study they carried out on physical education teacher candidates in 2008.[22]

As a result, it was observed in the study carried out that participants had a high level of communication skills, and that the obtained averages were statistically significantly differentiated on the basis of university, department and age.

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