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Primary school students' level of participation in sport in terms of different variables and the relationship between the level of participation and communication skills

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Abstract

In this research, the relationships between the level of participation of the primary school students in sports activities and their communication skills in terms of different types of variables are studied. This study obtains some findings from the questionnaire preferred as the research method. The first part of the questionnaire improved by the researchers consists of 8 items and focus on the personal information of the students who participate in the survey. The second part of the questionnaire prepared in the study includes 7 items and it determines the level of participation in sports activities. The last part of the questionnaire of the study contains 45 questions developed by Ersanlı and Balcı (1996) in 'Communication Skills Inventory' to assess the students' communication skills. As a result of the research, striking findings are reached so that students' level of participation in sports activities and their communication skills significantly change according to their genders, ages, their parent's education, level of income and their social status.

Keywords: *Primary school students, sports activities, communication skills*

1. Introduction

Communication skill is to get the gist of the message by selecting judgements and assessments related to people in the messages coming from counter-side. Messages or data are not information, they are the sources of information; when they are considered important, interpreted and used at the end of a complicated period, they turn into information.

A good communicator knows how to evaluate both her/his inner world and the behaviours of person s/he communicates with a realistic perspective. The person who is aware of the person s/he communicates with notices her/his body language, the tone of voice and signs about her/his inner world quickly and try to evaluate them quickly (Cüceloğlu, 1993).

Success of people who especially work in the jobs related to human relations depends on effective use of communication skills (Erkal, 1992). Because of this, psychological (counselor) consultant, psychologists, public relations expert, managers, teachers and coaches should develop their communication skills.

This obligation is not only restricted to job relations but also it shows its necessity on all the relations including social life. Development should be sustained in eight areas for successful communication:

- Developing respecting and honoring while communicating with someone
- Communicating with someone with a positive attitude

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- Conveying informative messages
- Communicating with someone consistently
- Learning how to listen
- Developing non-verbal communication
- Learning principles of reinforcement
- Having knowledge and experience in principles of learning abilities

Sport is an intensive effort which is put into in the way of improving individual’s physical and psychological health, struggling within the standards of competition according to certain rules, feeling excitement, competing, winning, enhancing the power of success and making this power peak individually (Araci, 1999: 13).

Sport is biological, pedagogic and social concept that improves individual’s organic, psychological health, arranges his/her social behaviours and bring her/his mental and psycho-motor abilities to a certain level (Orkunoğlu, 1985: 5).

Sport is a game which is taken seriously, is made a rule and is consolidated. Sport is a bunch consisting of a series of rules, standards of quality and performance. Sport means physical movement under certain social conditions (Voigt, 1998: 118-126).

Meaning people attribute to sport undergo a change in daily life. According to Akıncı (2007) quote from Somuncuoğlu (1975), ‘sport is the main educational means which grow a healthy generation. The comfort of person somewhat depends on the fact that his/her physical and psycholological health is well and everlasting. Sport is of great importance since it provides that people continue their lives healthily and maintain their physical and psychological improvements. Besides, sport is a suitable means that makes people continue their relationships inner society and with the other societies in a friendly way.

Attitude of developed countries towards physical education and sport is to grow a healthy society within the integrity of education. The fact that about 14 million students studying at formal and mass education institutions in our country are educated by means of activities such as physical education, sport , scouting etc. is one of indispensable principles of our today educational philosophy. Sport is especially regarded as one of the most important in-school and after-school activities that make adolescents at the most energetic periods use up their energies and worries (Kirazoğlu, 1992: 26-29).

2. Findings

Table 3.1. The Distribution of the Gender of the Students Participate the Survey

Gender	f	(%)
Male	283	48,7
Female	298	51,3
Total	581	100,0

283 (48.7 %) of the students who participate in the survey are male and 298 (51.3 %) of the students are female.

Table 3.2. Average Grade of the Level of Communication Skills and the Participation in Sports Activities According to Gender

Variables	Gender	f	μ	Std. Dev.
Participation in Sports Activities	Male	283	16.16	6.85
	Female	298	12.22	5.15
	Total	581	14,14	6.35
Level of Communication Skill	Male	283	148,91	24.79
	Female	298	147,45	26.07
	Total	581	148,16	25.44

Table 3.3. Comparing the Grades of the Participation in Sport Activities to the Grades of Level of Communication Skills According to Gender

Variables	Gender	f	Ave. Order	Total Order	Z	P
Participation in Sports Activities	Male	283	347.51	98346.00		

	Female	298	237.33	70725.00	-7.928	.000*
	Total	581				
Level of Communication Skill	Male	283	292.68	82829.00		
	Female	298	289.40	86242	-0.235	.814
	Total	581				

*: $p = .01$

The results of Mann-Whitney U Test which is used in comparison between the points of students' participation in sports activities according to gender variable and the points of level of communication skills are seen in Table 3.3. As a result of this comparison, it is determined that the points of participation in sports activities according to gender show statistically difference ($Z = -7.928$; $p = .01$) and point averages of male are significantly high compared to the averages of female. It is confirmed that points of level of communication skills do not significantly show the difference according to gender variable ($p = .05$).

Table 3.4. The Distribution of Students Participate the Survey According to Their Income Levels

Income Level (TL)	f	%
0-500	243	41.8
501-1000	215	37.0
1001-2000	105	18.1
2001-3500	12	2.1
3500 and above	6	1.0
Total	581	100

When the distributions of the parents of students who participate in the survey according to their income level are looked at, 243 of them (41.8 %) have income level as 0-500 TL, 215 of them (37.0 %) have income level as 501-1000TL, 105 of them (18.1 %) have income level as 1001-2000 TL, 12 of them (2.1 %) have income level as 2001-3500 TL and 6 of them (1.0 %) have income level as 3501 TL and the upper (Table 3.4).

Averages of points of students' participation in sports activities according to variable of income level and the level of communication skills and their comparisons are given in Table 3.5.

It is conducted that according to the results of Kruskal-Wallis H Test conducted with the aim of investigating the differences between income levels, the points of participation in sports activities ($ki-kare=6.337$; $p= .05$) and level of communication skills ($ki-kare = 5.210$; $p= .05$) do not differ statistically in a significant manner

Table 3.5. Comparing the Grades of the Participation in Sport Activities to the Grades of Level of Communication Skills According to the Income Level

Variables	Income Level	f	μ	Std. Dev.	Ave. Order	Ki ²	P
Participation in Sports Activities	0-500	243	13.88	6.67	272.91	6.337	.096
	501-1000	215	14.22	6.03	296.80		
	1001-2000	105	14.13	6.01	294.62		
	2001-3500	12	18.25	8.09	378.08		
	3500 and above	6	13.33	5.1			
	Total	581	14.14	6.35			
Level of Communication Skill	0-500	243	145.74	27.61	271.02	5.210	.157
	501-1000	215	150.07	23.13	298.94		
	1001-2000	105	149.30	24.43	298.61		
	2001-3500	12	155.83	19.05	342.88		
	3500 and above	6	142.83	38.07			
	Total	581	148.16	25.44			

3. Discussion and Conclusion

Communication skills are dealt with in terms of gender differences. Differences are noticed in the children whose growth still continue in terms of communication skills. It is found out that in the study conducted on the 18-month-old-children's evaluated by their mothers, girls are better at communication skills better than boys (Berglund,

Eriksson & Westerlund, 2005: 485-491). Cunningham (1977) finds out that female are better at interpreting the messages about non-verbal expressions compared to male. Bozkurt (2004), puts forth that in a study conducted with class teachers, female teachers have higher average than male teachers in terms of sub-dimensions of communication skills such as effectiveness and sufficiency (Cunningham, 1977: 564-584).

Korkut (2005) finds out that girls perceive communication skills more positively than boys in a study he investigates the effects of communication skills training.

Koruç and Bayar (1989) express that socio-economic level is effective on some adaptation areas and adaptation methods. Students who belong to upper socio-economic level are in a better situation in terms of social relations, enthusiastic balance, emotional situation, adaptation to reality and leadership behaviour compared to the students pertaining to lower socio-economic level. In another study, Koç (2000) conducts, the fact that students belonging to upper socio-economic level communicate better than the students from lower socio-economic level is among the findings. Parents belonging to lower socio-economic level carry out hard discipline based on pressure towards their children since they have lower degree of education, which affects their children's communication skills negatively. These studies taking place in literature supports the survey.

Correlation between participation in sports activities and income level is not come across in the survey conducted. However, findings in the literature do not support this result. Many studies which handle the subject in terms of diverse perspectives are found out while literature scanning is done in order to investigate the effects of sport on individual's being socialized. According to quotations of Özdiñç (2005), Mcpherson and his colleagues (1989) investigate the effect of status quo on the sport in their studies which focus on individual's coming from different status participation in sport. Researchers confirm that level of being interested in sport is related to social status positively, lower social class is less participated in sports activities compared to upper social class.

In conclusion, scientific studies are requested in this area in order to reveal this and benefits like this of the sport. Physical education departments of universities and departments about sports fields should be initiator as to supply this requirement. The more the scientific studies on the subject are conducted, the more efficiently the effects of sport on human's life will be analyzed.

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