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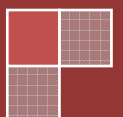
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Investigation on The Effect of the College Curriculum Of Physical School College of Physical Education on Communication Skills

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ABSTRACT

The aim of this research was to examine the effect of the students who attended the Erciyes University School of Physical Education and Sports on the communication skills of the courses they have taken. 600 randomly selected students participated in the research voluntarily. As means of data collection in the survey; Communication skills scale (Ersanlı and Balcı, 1998) and the personal information form prepared by the researcher. The obtained data were analyzed statistically with SPSS 20.0 package program. The personal information and inventory total scores and factor scores for the candidates were determined by determining frequency (f) and percent (%) values. While

Mann-Whitney U test statistic was used in comparison with gender, Kruskal Wallis test statistic was used in comparison according to ages, departments, classes and academic average.

As a result; When the levels of communication skills of physical education and sports college students are examined; There is no statistical difference according to the average academic grade average; Statistically significant differences were found according to gender, age, department and class variables.

Key words: Communication skills, student, physical education

INTRODUCTION

Communication, complex and multidimensional, is a process that exists in every cycle of life from the birth of man to his death. In addition to being a biological entity, it is necessary for a person who is a social and cultural entity to be in a healthy communication process, to transfer the experiences gained from the beginning (Güler, D.). For this reason, communication is a tool that a person needs to improve his technical knowledge and skills (Ersanlı, K., Balcı, S.). Since the time we passed from the age of industry to the age of information, the progress of technology and the increase in the application of social media means that the face-to-face communication skills have diminished and only written and verbal communication has increased through social media. We can see that the quality of the communication is also lowered because there is no emotional expression in the message which includes these communications made. However, it can be said that in situations such as failure to communicate with the individual, communication or misrepresentation of the individual, the individual may become impatient and unhappy with loneliness over time. (Jones, W).

Communication: The interaction process is defined as the process of sharing and sharing the meanings of knowledge, ideas, attitudes, emotions and skills in order to create a change of behavior between the source and target.

It is the unit that transmits the source, the information, the message. (Demirel, Ö.) The message is the content of the communication. It is the part where the message to be sent (emotion, thought, intention, motive, action, etc.) occurs and is selected to be sent. The channel is the presentation of the message. The message can be sent verbally, non-verbally or in writing, and it functions as a channel for all visual and audiovisual means provided by today's technology. A receiver is a unit that receives messages from a source. It is the person who reads, listens and follows the message (Demirel, Ö, Tozluyurt E). The feedback is the response of the recipient to the message. It shows how the recipient interprets the message.

Demirel-Seferoğlu-Yağıcı (2001: 20), in addition to Çilenti (1988), which refers to the section where the living spaces of the source and the recipient intersect, as the "common living space"; The greater the extent to which the common areas of life are mentioned in the learning-teaching process, the greater the success will be.

Teachers' morale, motivation, and psychological status influence the educational environment significantly at institutions where educational activities are conducted. As teachers feel peaceful and happy in their working environment, this situation will be reflected positively in the classroom environment and the success of educational activities will increase (Karaoglu et al., 2016). A message is a message to the symbols that enable the emotion and thought of a life to be encoded, verbally, non-verbally or in writing, to reach the recipient. The message is that the emotions and thoughts from the sender are perceived by the receiver's emotional organs. The more messages the message reaches to the sensory organ, the more successful the narration becomes (Baltaş, Z., Baltaş, A.) The ability to give messages in a way that is verbally, non-verbally or in writing can be made possible by the enhancement of sending skills. The person's ability to send messages is shaped by the social environment and personality characteristics experienced (Baltaş, Z., Baltaş, A.). In addition, according to Baltaş and Baltaş (1999), there are three main factors affecting the encoding of the message to be transmitted in the communication process. These; The format of the relationship, the context of the relationship and the purposes of the relationship. The roles that people play in society, the status and situation they are in, as well as the factors such as location, time and age, are factors that influence the coding of meaning. Nevertheless, the purpose of the relationship in positive communication and in maintaining communication effectively plays a very important role. It is the basic characteristics that determine the encoding of the meaning of the purpose and the meaning of the recipient. (Baltas, Z., Baltas, A.).

Nowadays, it is inevitable that communication skills of people in an age when interpersonal communication is important should be at a high level. The reality is that these skills of university students who will guide the future of society are at the highest level. Particularly in the physical education and sports college, physical education and sports teachers, trainer training, sports management and recreation training programs are not jobs that require people to have any machinery or body power in their future fields and they will directly communicate with people and direct them It is aimed to examine the effect of the communication skills of the courses taken in the programs they have studied for.

MATERIAL and METHOD

Creation of a Voluntary Group

Study group Erciyes University consists of students who are in 1st, 2nd, 3rd and 4th class in Physical Education and Sport Teacher Training, Coaching Education, Sports Management and Recreation Education departments of Physical Education and Sport College.

The student's universe is composed of 1440 students studying at physical education and sports college. The sample group consisted of 600 randomly selected students.

Data Collection Tools

As means of data collection in the survey; Communication skills scale and socio demographic information form were used.

Table 1. Participants' socio-demographic characteristics

Variable	Gruplar	N	%
Gender	Male	362	60,3
	Female	238	39,7
Age	18-21	311	51,8
	22-25	254	42,3
	26-29	35	5,8
Department	Physical Education Teaching	150	25,0
	Coaching Education	150	25,0
	Sport Management	150	25,0
	Recreation Education	150	25,0
Grade	1	136	22,7
	2	162	27,0
	3	163	27,2
	4	139	23,2
General Academic Average	1.25-1.99	90	15,0
	2.00-2.99	313	52,2
	3.00-4.00	197	32,8

When Table 1 is examined, it is seen that 60.3% of the volunteers participating in the study are male, 39.7% are female, 51.8% of the volunteers are 18-21, 42.3% of the volunteers are 22-25, 5.8% 25% of them are in the age

of 26-29, 25% of them are in BES teacher education, 25.0% are in coaching education, 25.0% in sports management and 25% in recreation education. 27.2% of the 27.0% of the students were in the 3rd grade and 23.2% of the students were in the 4th grade, 27.0% of the students were in the 2nd grade, 1.25-1.99 of the 15.0%, 2.00- 2.99 and 32.8% have an average of 3.00-4.00.

Personal Information Form

A form developed by the researcher to collect data about participants' independent variables; It consists of 5 questions to determine students' age, gender, department, class and general weighted grade averages.

Communication Skills Scale

The "Communication Skills Inventory" developed by Ersanlı and Balcı (1998) consists of 45 likert type and 3 sub-dimensions. According to the content of these sub-dimensions; (Mental) cognitive, (emotional) affective and behavioral. There are 15 items measuring each dimension. Cronbach's alpha reliability coefficient was found to be .68, and Cronbach's alpha reliability coefficient was found to be .64 in the test using the test-retest method. The Cronbach Alpha coefficient applied to determine the internal consistency of the scale on the communication skills of emotional intelligence: University 371 C.16, S.1 was found to be .72. There was a .001 correlation between the total score of the communication skills inventory and the subscales and a .001 correlation within the subscales themselves (Ersan and Balcı, 1998).

Investigation of The Course Curriculum

Table2. Erciyes University School of Physical Education and Sports 2016-2017 Distribution of Lessons

		Physical Education Teaching	Coaching Education	Sport Management	Recreation Education
2016- 2017 Yılı Fall Semester	Theoric	61 Saat	69 Saat	61 Saat	67 Saat
	Practice	32 Saat	43 Saat	18 Saat	36 Saat
	Total	93 Saat	112 Saat	79 Saat	103 Saat
2016- 2017 Yılı Spring Semester	Theoric	72 Saat	73 Saat	57 Saat	65 Saat
	Practice	44 Saat	34 Saat	22 Saat	35 Saat
	Total	116 Saat	107 Saat	79 Saat	100 Saat
The Overall Total		209 Saat	219 Saat	158 Saat	203 Saat

Fall Semester Evaluation

In the Department of Physical Education and Sports Teaching, there are 7 elective courses, 30 pens in total, for the period of 2016-2017. 61 hours of these courses are theoretical, 32 hours are applied and 93 hours in total.

In the Department of Coaching Education, there are 6 elective courses for the fall semester 2016-2017, total 44 courses. These courses cover 69 hours in theory and 43 hours in total and 112 hours in total.

There are 9 elective courses for the fall semester 2016-2017 in the Department of Sports Management. 61 hours of these courses are theoretical, 18 hours are applied and 79 hours in total.

In Recreation Department, for the fall semester of 2016-2017, there are 40 elective courses in total of 14 electives. 67 hours of these courses include 36 hours of theoretical hours and a total of 103 hours of lessons.

Spring Semester Evaluation

In the Department of Physical Education and Sports Teaching, there are 34 pens in 10 elective courses for the spring term of 2016-2017. 72 hours of theoretical and 44 hours of these courses cover 116 hours in total.

In the Department of Coaching Education, there are 42 practices in total for the 2016-2017 spring semester. These courses cover a total of 107 hours of theoretical hours with 73 hours applied and 34 hours applied.

There is 31 elective courses in 9 elective courses for the spring semester 2016-2017 in Sports Management Department. 57 hours of these courses are theoretical, 22 hours are applied and 79 hours in total.

There are 11 elective courses in the recreation department for the spring semester 2016-2017, with a total of 35 pens. These lessons include 65 hours of theoretical hours and 35 hours of total hours of lessons.

Erciyes University School of Physical Education and Sports Within the scope of the 2016-2017 academic year, 133 hours of theoretical and 76 hours of practical training are taught for the Department of Physical Education and Sports Teaching. For the Department of Coaching Education, 142 hours of theoretical and 77 hours of 219 hours of instruction are given. For Sports Management Department, 118 hours of theoretical and 40 hours of practice are taught for 158 hours in total. For the Recreation Department, 132 hours of theory and 71 hours of practical training are given for a total of 203 hours.

Analysis of Data

The data obtained from the personal information form and communication skills scale were coded and entered into the SPSS 20.0 package program and the analyzes were made through this program. The personal

information and inventory total scores and factor scores for the candidates were determined by determining frequency (f) and percent (%) values. While Mann-Whitney U test statistic was used in comparison with gender, Kruskal Wallis test statistic was used in comparison with ages, departments, classes and general weighted grade averages.

FINDINGS

Table3. Descriptive statistic of the responses that students gave to the survey

	N	Min	Max	X±SS
Mental Communication Skill	600	26,00	26,00	53.35±6.43
Emotional Communication Skill	600	29,00	29,00	49.57±6.86
Behavioral Communication Skill	600	22,00	22,00	53.2±6.52
Communication Skill Total	600	79,00	79,00	156.11±16.84

When Table 2 is examined; Participants participating in the study were found to have mental communication skill score of 53.35 ± 6.43 , emotional communication skill score of 49.57 ± 6.86 , behavioral communication skill score of 53.2 ± 6.52 and communication skill total score of 156.11 ± 16.84 .

Table4. Evaluation of Participants' Communication Skill Levels By Gender

Communication Skill	Gender	N	Median	Z	P
Mental Communication Skill	Male	362	53.00	-1.772	.076
	Female	238	53.00		
Emotional Communication Skill	Male	362	49.00	-2.13	0.33*
	Female	238	48.00		
Behavioral Communication Skill	Male	362	53.00	-.403	.687
	Female	238	53.00		
Communication Skill Total	Male	362	156.00	-1.579	.114
	Female	238	155.00		

p<0.005*

When Table 3 is examined, Statistically significant difference was found in the emotional communication skill score in comparing the participants according to their genders (p <0.05). There was no statistically significant difference in mental communication skill, behavioral communication skill and communication skill total scores (p> 0.05).

Table5. Evaluation of Participants' Communication Skill Levels By Age

Communication Skill	Age Group	N	Median	X ²	P	U
Mental Communication Skill	18-21 ¹	311	53.00	5.376	.068	-
	22-25 ²	254	54.00			
	26-29 ³	35	52.00			
Emotional Communication Skill	18-21 ¹	311	49.00	8.103	.017*	1-2
	22-25 ²	254	50.00			
	26-29 ³	35	50.00			
Behavioral Communication Skill	18-21 ¹	311	53.00	4.127	.127	-
	22-25 ²	254	157.00			
	26-29 ³	35	51.00			
Communication Skill Total	18-21 ¹	311	154.00	4.574	.102	-
	22-25 ²	254	158.00			
	26-29 ³	35	155.00			

p<0.005*

When Table 4 is examined, Statistically significant difference was found between 18-21 and 22-25 years in the emotional communication skill score according to age of participants (p <0.05). There was no statistically significant difference in mental communication skill, behavioral communication skill and communication skill total scores (p> 0.05).

Table6. Evaluation of Participants' Communication Skill Levels By Departments

Communication Skill	Departments	N	Median	X ²	p	U
Mental Communication Skill	PE Teaching ^a	150	53.00	7.542	.056	-
	Coaching Education ^b	150	53.00			
	Sport Management ^c	150	52.00			
	Recreation Education ^d	150	54.00			
Emotional Communication Skill	PE Teaching ^a	150	49.00	12.546	.006*	a-d b-d c-d
	Coaching Education ^b	150	49.00			
	Sport Management ^c	150	49.00			
	Recreation Education ^d	150	51.00			
Behavioral Communication Skill	PE Teaching ^a	150	54.00	9.600	.022*	a-b b-d
	Coaching Education ^b	150	52.00			
	Sport Management ^c	150	52.50			
	Recreation Education ^d	150	54.00			
Communication Skill Total	PE Teaching ^a	150	154.50	9.516	.023*	a-d b-d c-d
	Coaching Education ^b	150	155.00			
	Sport Management ^c	150	153.00			
	Recreation Education ^d	150	157.00			

p<0.005*

When Table 5 is examined; In the score of emotional communication skill according to the parts of the participants, between BES teacher training and recreation training, between coaching education and recreation training and between sport management and recreation training, between BES teacher training and coaching education and coaching education and recreation training in behavioral communication skill score, There was a statistically significant difference between recreation training, coaching education, recreation training and sport management training and recreation training (p <0.05). There was no statistically significant difference in mental communication skill score (p > 0.05).

Table7. Evaluation of Participants' Communication Skill Levels By Grade

Communication Skill	Grade	N	Median	X ²	P	U
Mental Communication Skill	1. Class ^a	136	52.00	10.090	.018*	a-c
	2. Class ^b	162	53.00			
	3. Class ^c	163	49.00			
	4. Class ^d	139	53.00			
Emotional Communication Skill	1. Class ^a	136	48.00	4.407	.221	-
	2. Class ^b	162	49.00			
	3. Class ^c	163	50.00			
	4. Class ^d	139	49.00			
Behavioral Communication Skill	1. Class ^a	136	52.00	5.433	.143	-
	2. Class ^b	162	54.00			
	3. Class ^c	163	53.00			
	4. Class ^d	139	54.00			
Communication Skill Total	1. Class ^a	136	152.00	6.866	.076	-
	2. Class ^b	162	157.00			
	3. Class ^c	163	156.00			
	4. Class ^d	139	157.00			

p<0.005

When Table 6 is examined, Statistically significant difference was found between the first and third grades in the mental communication skill score according to the participants' classes (p <0.05). It was found that there was no statistically significant difference in total scores of emotional communication, behavioral communication, and communication skills (p > 0.05).

Table8. Evaluation of Participants' Communcation Skill Levels By General Academic Average

Communcation Skill	GAA	N	Median	X ²	P	U
Mental Communication Skill	1.25-1.99	90	55.00	4.092	.129	-
	2.00-2.99	313	53.00			
	3.00-4.00	197	53.00			
Emotional Communication Skill	1.25-1.99	90	50.00	3.228	.199	-
	2.00-2.99	313	49.00			
	3.00-4.00	197	48.00			
Behavioral Communication Skill	1.25-1.99	90	52.00	.645	.724	-
	2.00-2.99	313	53.00			
	3.00-4.00	197	53.00			
Communication Skill Total	1.25-1.99	90	157.00	.929	.628	-
	2.00-2.99	313	155.00			
	3.00-4.00	197	155.00			

p<0.005

When Table 7 is examined, It was found that there was no statistically significant difference in total scores of mental communication skill, emotional communication skill, behavioral communication skill and communication skill according to the average academic grade points of the participants (p> 0.05).

DISCUSSION AND RESULT

The volunteers who participated in this study were found to have a communication skills score of 156.11 ± 16.84. The highest score that can be taken from the communication skills scale is 225 and the lowest score is 45. Taking this into consideration, it is seen that the communication skill levels of volunteers participating in the study are moderate (Table 2). When the literature was examined, it was found that the communication skill total score was lower (Önay, N. (2014), Bilgen, H. (2014).

A statistically significant difference was found in the emotional communication skill score between the participants according to gender (p <0.05) (Table 2). There are also researches that show that communication skills do not differ according to sex (Özerbaş, Bulut, Usta, 2007; Özşaker, 2013; Çetinkaya, 2011; Erigüç, Şener and Eriş, 2013) as well as research findings consistent with our research findings in the field (Görmüş, Aydın, Ergin , 2013, Arslantaş, 1998, Çağlayan, 2007, Bingöl and Demir, 2011, Özşaker, 2013, Erözkan, 2005, Gülbahçe, 2010). On the other hand, in some studies conducted on different study groups other than university students, women's communication skills scores were found to be higher than men's scores (Korkut, 2005, Durukan and Maden, 2010, Nacar, 2010, Reed, McLeod and McAllister, 1999). This finding is not parallel to our study. This inconsistency in the findings of the relationship between communication skills and gender can be explained by the use of different inventories to measure communication skills and the inclusion of these inventories in different sub-dimensions. At the same time, the multidimensionality of communication skills and the large number of factors that can influence these skills (differences in the possibilities of developing communication skills, differences in gender roles and socialization levels, etc.) can be considered as another reason for this difference (Koç, Terzi, Gül 2015).

Statistically significant difference was found between the ages of 18-21 and 22-25 years in the emotional communication skill score of the participants according to their ages and it was found that this difference was caused by the group of 22-25 years (p <0.05) (Table 3). (1997), Bozkurt and others (2003), and Tepeköylü (2007) have found that the researches that reach the result of difference of communication skills according to age variable (Erigüç and Eriş (2013), Görür (2001) The difference in this study is that the students in the 22-25 age group are generally in the 3rd or 4th grade and they have to be more adaptive and accustomed to reading during the time they spend in school, They are more tolerant.

According to the findings of the study, there were significant differences in perceived communication skills perceptions among the participants who attended physical education teacher, coaching education, sports management and recreation education. (Table 4) (p & lt; 0.05). When the literature was examined, Bingöl and Demir (2011) found that there were statistically significant differences according to departmental variable in university studies. This study is parallel to our findings. However, Tepeköy, Ö. (2007) found that there was no statistically significant difference in communication skills compared to departmental variables. It is thought that the difference in the present study is due to the fact that the course curriculum of the recreation department students is composed of lessons that are more social, fun and interpersonal communication.

Statistically significant differences were found between the 1st and 3rd classes in the mental communication skill score when comparing the participants according to their classes ($p < 0.05$) (Table 5). When the literature was examined, Pehlivan (2005) found that there was a significant difference in favor of the 4th grade between the 1st and 4th grade in the research conducted with the class teacher candidates. This study supports our work. However, Tepeköy, Ö. (2007) and Korkut (1997) found that there were no statistically significant differences in their studies with respect to class variables. The difference in the presented study is due to the increase in the time and education process, the adaptation to the school, It is thought to be due to the increase of communication skills due to the situations.

According to the findings of the research, it was determined that there was no statistically significant difference between the communication skills according to the average academic grade points of the participants ($p > 0.05$). No research has been found in the literature on this subject. This is due to the nature of BESYO, which has an examination system for sportive practice, and it can be interpreted that regardless of which average the students have, they can not perceive themselves very differently in interpersonal communication.

As a result; When the levels of communication skills of physical education and sports college students are examined; There is no statistical difference according to the average academic grade average; Statistically significant differences were found according to gender, age, department and class variables.

SUGGESTION

- In the universities, courses can be given to improve communication skills for students. It will also provide university students with opportunities to develop social relationships, to get close to each other and to participate in friends' environments.
- In order to increase the knowledge and experience, it is necessary to provide more practice centered on written expression, oral expression and effective communication courses.
- Further studies should be undertaken on the adequacy of students' communication skills and on the various variables affecting them.

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