Communication Skills in Athletes

Habilidades de comunicación en atletas

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abstract

The aim of this study is to find out the different level of communication skills between volleyball, handball, basketball athletes. Near East University Athletes Development Club athletes' participated in this study. The data collected from 60 athletes in the teams of volleyball (17), handball (24) and basketball (19) in 2018-2019. 38.33% of the participants were 19 years of age and 23.33% were between the ages of 20-22, 38.33% were aged 23 and over. Moreover, 51.67% were women and 48.33% were male. Frequency distribution in data analysis, t-test for comparison of two groups and ANOVA analysis of variance to determine the relationship between more than two variables, chi square, standard deviation, the fit of the data set to normal distribution, Shapiro-Wilk test, QQ plot graph and distribution-related skewness-kurtosis coefficients were examined. Levene techniques were applied for homogeneity of variances. The difference between the views of the groups was interpreted by taking into account the P <0.05 significance level. According to the results; there was no significant difference between the mean scores of the communication skills scale at the level of P <0.05 when the athletes were examined in terms of age and sports barriers, but the difference between the points they got from the behavioral sub-dimension in communication skills inventory was statistically significant. In conclusion, it has been found that sports have a positive effect on the communication skills of athletes.

Keywords: Communication, Communication Skills, Athletes.

El objetivo de este estudio es descubrir los diferentes niveles de habilidades de comunicación entre los atletas de voleibol, balonmano y baloncesto. Los atletas del Club de Desarrollo de Atletas de la Universidad del Cercano Oriente participaron en este estudio. Los datos recopilados de 60 atletas en los equipos de voleibol (17), balonmano (24) y baloncesto (19) en 2018-2019. El 38,33% de los participantes tenían 19 años y el 23,33% tenían entre 20 y 22 años, el 38,33% tenían 23 años o más. Además, el 51,67% eran mujeres y el 48,33% hombres. Distribución de frecuencia en el análisis de datos, prueba t para la comparación de dos grupos y análisis de varianza ANOVA para determinar la relación entre más de dos variables, chi cuadrado, desviación estándar, el ajuste del conjunto de datos a la distribución normal, prueba de Shapiro-Wilk, Se examinaron el gráfico de parcela QQ y los coeficientes de asimetría-curtosis relacionados con la distribución. Se aplicaron técnicas de Levene para la homogeneidad de las variaciones. La diferencia entre las opiniones de los grupos se interpretó teniendo en cuenta el nivel de significancia P <0.05. De acuerdo a los resultados; no hubo diferencias significativas entre los puntajes promedio de la escala de habilidades de comunicación en el nivel de P <0.05 cuando los atletas fueron examinados en términos de edad y barreras deportivas, pero la diferencia entre los puntos que obtuvieron de la subdimensión conductual en la comunicación El inventario de habilidades fue estadísticamente significativo. En conclusión, se ha encontrado que los deportes tienen un efecto positivo en las habilidades de comunicación de los atletas.

Palabras clave: comunicación, habilidades de comunicación, atletas.

Introduction

In the twenty-first century, the rapid change in the field of science affects social life and the change in social life affects the individuals' knowledge, skills and abilities. Effective communication in sports is an absolute essential trait that quality teams must have to be successful. It is necessary to acquire social skills such as solving problems related to social events. As a requirement of social life in this rapid change, having the skills of effective communication and social skills as well as knowledge and experience in both academic and interpersonal relations have gained importance. Adaptation is one of the vital purposes of human (Öksüz 2005; Badamchi Shabestari & Malekzadeh, 2019). According to Watts (1979), the individual's ability to establish good relationships with other people and to be able to adapt to them and to be able to reveal themselves as original shows its social cohesion. It can be said that social cohesion helps the individual to satisfy the need of belonging, and liberates the individual from the feeling of loneliness and makes them part of the society.

Communication is a time-related and human-related condition that increases its importance from the first human being to the present. For this reason, it is important that the person who maintains a social environment knows how to establish interpersonal communication in order to have a successful social skills (Coşkuner, 1994). Effective communication skills can be summarized as effective listening and effective response (Egan, 1994). According to Duffy et al., (2004) effective communication skills, passive silence, acceptance responses, door callers, call to talk are stated. According to Hargie (2011), while eliminating the rights, needs, satisfaction or obligations of the person; that other people have free and open communication with others on the basis that they do not harm their needs and satisfaction. The individual who has a good communication ability, sees the verbal and non-verbal behavior of the person he/she communicates with and the clues about his/her inner world, and tries to evaluate them (Cüceloğlu, 2013; Agara, 2017; Ahmadi & Alizadeh, 2018).

Researchers have emphasized that playgrounds, gyms, sports and movement give the person the opportunity to find their own world, and have the opportunity to understand one's emotions with sports (Aşçı, 1999). Athletes are a special population due to their daily routines and social status. Programs such as intensive training programs and long camp periods have a negative impact on socio-cultural life, family and non-family relationships, school or work life. It can

affect athletes who are also individuals and have to compete in front of thousands of people. They do not know and who are rewarded by the people they do not know at all, or who are criticized ruthlessly and left in a state of constant disclosure or accountability against the media. High communication skills enable athletes to express themselves better, and as an important part of psychological skill development, they affect performance as much as motor skills (Şahin, 2012; Ahmadi et al, 2018). According to this, the aim of this study was to find out the communication skill levels of the basketball, volleyball and handball players.

Methodology

This study, which was conducted for the purpose of comparing the communication skills of volleyball, handball, basketball sports has a descriptive nature and is a screening model. In the study, where quantitative research methods are used, it is aimed to obtain reliable, in-depth and detailed data. Screening models are research approaches aiming to describe a situation that existed or existed in the past as it exists (Karasar, 2009; Alahdadi & Razaghi, 2018).

Participants

Near East University Athletes Development Club athletes' participated in this study. The data collected from 60 athletes in the teams of volleyball (17), handball (24) and basketball (19) in 2018-2019. In this study, 38.33% of the participants were 19 years of age and 23.33% were between the ages of 20-22, 38.33% were aged 23 and over. Moreover, 51.67% were women and 48.33% were male.

Data Collection Techniques

Quantitative research techniques were used in this study. In order to evaluate the communication skills between volleyball, handball and basketball players. Communication skills inventory which consisted of three sub-dimensions of mental, emotional and behavioral and the validity and reliability of which was conducted by Ersanlı and Balcı (1998) was used in this study .

Data Analysis

Statistical Package for Social Sciences (SPSS) 24.0 data analysis package program was used for statistical analysis of the data. The distribution of the participants according to their characteristics was showed by frequency analysis and the distribution of the athletes according to age group and gender was compared with the chi-square analysis. Descriptive statistics such as mean,

standard deviation, minimum and maximum value of the scores obtained from the general and sub-dimensions of the communication skills inventory of the athletes were given.

In order to determine the hypothesis tests that will be used to compare the scores of the athletes according to age, gender and sports of communication skills in general and sub-dimensions, the fit of the data set to normal distribution, Shapiro-Wilk test, QQ plot graph and distortion-coefficients of distribution are examined. Levene test was used for homogeneity of variances.

It was found that the data set conformed to normal distribution and the variances were homogeneous and parametric hypothesis tests were used in the study. Independent sample t-test was used to compare the scores of the participants from the general and sub-dimensions of the communication skills inventory according to their gender, while the variance analysis (ANOVA) was used for the comparison of age groups and sports. Variance analysis (ANOVA) was used to compare the scores of the athletes from the communication skills inventory and the sub-dimensions.

Results

Table 1. Distribution of athletes according to their characteristics

	Athletes (n=60)	
	n	%
Age Groups		
≤19 years old	23	38,33
20-22 years old	14	23,33
≥23 years old	23	38,33
Gender		
Woman	31	51,67
Man	29	48,33

Table 1. presents the distribution of the athletes included in the study according to their descriptive characteristics.

According to the results, 38.33% were under 19 years of age, 23.33% were between 20-22 years old and 38,33% were in the age group of 23 years and older.

In this study, 51.67% of the athletes were female and 48.33% were male, and it was found that there was no statistically significant difference between the participants according to their gender (p> 0.05).
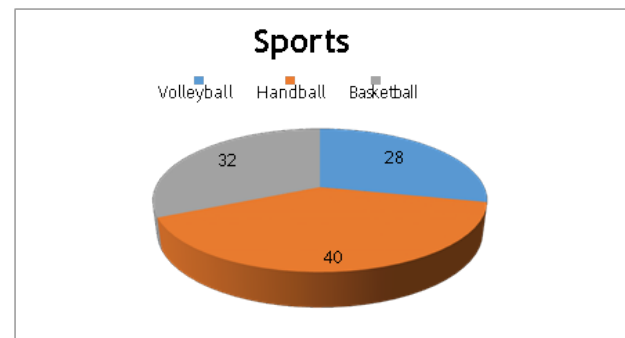

Figure 1. Distribution of athletes by sports

The figure 1. showed that 28.0% of the participants were volleyball players, 32.0% of them were basketball players and 40.0% of them were handball players.

Table 2. Descriptive statistics of the scores obtained from the communication skills inventory of athletes

	n	$\bar{x}$	s	Min	Max
Mental	60	55,13	6,52	36	69
Emotional	60	52,18	5,71	41	68
Behavioral	60	54,10	6,48	30	67
Communication Skills Inventory	60	161,42	15,81	109	198

Table 2. Descriptive statistics such as mean, standard deviation, minimum and maximum value of the scores obtained from the communication skills inventory of the athletes were given. The mean sub-dimension of the participants in the Communication Skills Inventory which was mental, emotional and behavioural was 55,13 ± 6,52 and 52,18 ± 5,71 and 55,10 ± 6,48, respectively. The average number of athletes in the Communication Skills Inventory was 161.42 ± 15.81, the lowest score was 109 and the highest was 198.

Table 3. Comparison of the scores of athletes from communication skills inventory according to age groups.

	Age Groups	n	$\bar{x}$	s	Min	Max	F	p
Mental	≤19 years old	23	55,83	4,21	46	64	0,699	0,501
	20-22 years old	14	56,07	7,00	47	67		
	≥23 years old	23	53,87	8,04	36	69		
Emotional	≤19 years old	23	53,26	5,55	41	62	0,662	0,520
	20-22 years old	14	51,64	3,93	46	59		
	≥23 years old	23	51,43	6,75	41	68		
Behavioral	≤19 years old	23	54,65	4,97	43	63	0,230	0,795
	20-22 years old	14	53,14	6,21	40	61		
	≥23 years old	23	54,13	8,02	30	67		
Communication Skills Inventory	≤19 years old	23	163,74	11,87	139	187	0,429	0,653
	20-22 years old	14	160,86	14,48	136	184		
	≥23 years old	23	159,43	19,88	109	198		

Table 3. presents the results of variance analysis (ANOVA) conducted to compare the scores of the athletes from the communication skills inventory according to their age groups.
It was presented that there was no statistically significant difference between the scores obtained from the mental sub-dimension of communication skills inventory according to age groups (p> 0.05). According to age groups, there was no statistically significant difference between the points taken by the athletes from the emotional sub-dimension (p> 0.05). Although the scores of the athletes in the age group of 19 years and older are higher than the other athletes, this difference is not significant. There was no statistically significant difference between the scores of the athletes according to their age groups (p> 0.05). It was indicated that there was no statistically significant difference between the scores of the athletes in terms of their communication skills inventory (p> 0.05).

Table 4. Comparison of the scores of athletes from communication skills inventory according to their gender

	Gender	n	$\bar{x}$	s	t	p
Mental	Female	31	53,65	5,30	-1,866	0,067
	Male	29	56,72	7,38		
Emotional	Female	31	52,48	4,48	0,418	0,677
	Male	29	51,86	6,86		
Behavioral	Female	31	52,16	5,59	-2,499	0,015*
	Male	29	56,17	6,81		
Communication Skills Inventory	Female	31	158,29	12,39		

							-1,605	0,114
Male		29	164,76	18,43				

Table 4 showed that the independent sample t-test results to compare the scores obtained from the communication skills inventory of the athletes included in the study.

It was presented that the difference between the scores of the mental and emotional sub-dimensions in the communication skills inventory of the participating athletes according to their gender was not statistically significant (p> 0.05). Female and male athletes' mental and emotional subscale scores are similar.

The difference between the scores obtained from the behavioral sub-dimension of the communication skills inventory of the males and females included in the study was found to be statistically significant (p <0.05). Male athletes' scores from this subscale ($\bar{x} = 56,17 \pm 6,81$) were significantly higher than women ($\bar{x} = 52,16 \pm 5,59$).

There was no statistically significant difference between the scores of the athletes in terms of their communication skills inventory (p> 0.05). Although the scores of male athletes in the scale are higher than the female athletes, this difference is not significant.

Table 5. Comparison of the scores of athletes from communication skills inventory according to their sports.

	Sports	n	$\bar{x}$	s	Min	Max	F	p
Mental	Volleyball	17	55,76	6,46	40	67	0,164	0,849
	Handball	24	54,58	7,86	36	69		
	Basketball	19	55,26	4,76	47	63		
Emotional	Volleyball	17	53,29	4,93	41	62	0,644	0,529
	Handball	24	51,25	5,77	41	62		
	Basketball	19	52,37	6,36	42	68		
Behavioral	Volleyball	17	55,24	6,37	43	63	0,564	0,572
	Handball	24	53,08	7,47	30	67		
	Basketball	19	54,37	5,26	45	67		
Communication Skills Inventory	Volleyball	17	164,29	14,98	125	187	0,586	0,560
	Handball	24	158,92	18,13	109	192		
	Basketball	19	162,00	13,52	139	198		

The results of variance analysis (ANOVA) conducted for the purpose of comparing the scores of the athletes from the communication skills inventory according to their sports are given in Table 5.

It was showed that there was no statistically significant difference between the points taken from the mental sub-dimension in the communication skills inventory according to the sports of the athletes included in the study (p> 0.05).

The results showed that there was no statistically significant difference between the points taken by the athletes from the emotional sub-dimension according to their sports (p> 0.05). In terms of behavioral, there was no statistically significant difference between the scores of the participants in the behavioral sub-dimension according to their sports (p> 0.05). Furthermore, there was no statistically significant difference between athletes' scores of communication skills inventory according to their sports (p> 0.05).

Discussion and Conclusion

The distribution of the volleyball, handball and basketball athletes according to their descriptive characteristics was given. The athletes in the study were 38,33% were under 19 years of age, 23,33% were between 20-22 years old and 38,33% were in the age group of 23 years and older. According to results, 51.67% of the athletes were female and 48.33% were male, and there was no statistically significant difference between the participants

according to their gender. The athletes in this study were 28,0% volleyball players, 32,0% were basketball and 40,0% were handball players.

According to this research, the mean mental sub-dimension in the Communication Skills Inventory was 55.13 ± 6.52 points, on average 52.18 ± 5.71 from the emotional sub-dimension and 54.10 ± 6.48 on the behavioral sub-dimension. The average number of athletes in the Communication Skills Inventory was 161.42 ± 15.81, the lowest score was 109 and the highest was 198. There was no statistically significant difference between the scores obtained from the mental sub-dimension of the communication skills inventory according to age groups.

According to age groups, there was no statistically significant difference between the scores of the emotional sub-dimension of the athletes. Although the scores of the athletes in the age group of 19 years and older are higher than the other athletes, this difference is not significant. There was no statistically significant difference between the scores of the athletes according to their age groups. According to results, there was no statistically significant difference between the scores of the athletes in terms of communication skills inventory according to their age groups. According to Camire et al. (2009), youth athletes are able to transfer the skills to their life and life skills developed during their sport participation.

The difference between the scores obtained from the mental and emotional sub-dimensions of the communication skills inventory of the participating athletes according to their gender was not statistically significant. Female and male athletes' mental and emotional subscale scores were similar. In a study which is conducted by Mutlu et al. (2014) and Çavuşoğlu and Günay (2014), showed that the average communication skills levels of athlete students did not show statistically significant difference between females and males. Moreover, these results support our study as there was no statistically significant difference females and males. In contrast to this, Hergüner et al. (1977) found that communication skills levels of female students were found to be higher than male students.

The difference between the scores obtained from the behavioral sub-dimension of the communication skills inventory of the male and female athletes included in the study was statistically significant. The scores of male athletes from this sub-dimension were significantly higher than female individuals. In contrast to this study, Eliöz (2016) found no statistically difference between genders in behavioural sub-dimension of communication skills inventory.

There was no statistically significant difference between the scores of the athletes in terms of their communication skills inventory. Although the scores of male athletes in the scale are higher than the female athletes; however, the difference was not significant. Moreover, there was no statistically significant difference between the scores of the sub-dimension of the communication skills inventory in the sports. According to different sports, there was no statistically significant difference between the points (Murzinova et al, 2018; González & Antúnez, 2016; Vargas-Hernández, 2016; Bahremand, 2015).

In conclusion, communication skills of the athletes in different sports showed no significant relationship in each other. According to this study, communication skills of the athletes were high.

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