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Communication Skills Comparison of Physical Education Teachers in Secondary Education and Professional Trainers in Sport Leagues

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Abstract

Educational research in secondary schools of Northern Cyprus is generally lacking and developing special programs on education to improve current level of education to modernize with new approaches and techniques certainly are in need for North Cyprus. One of the fundamental thinking about modernization of education system is improving communication skills of educators to able them to increase effectiveness of time that consuming in educational matters and improve quality. Young age groups' education is important for all community members in a modern society and responsible education members' communication skills are essential in this process of education of young generations. Based on this thought, to evaluate and analysis of whether secondary education level teachers have enough communication skills and abilities in pedagogical terms, two focus group are selected. Group one is physical education teachers of secondary education level while second group consists of professional trainers of youngster sport teams. The aim of this research was investigating communication skills of secondary education physical education teachers by comparing them with their relative counterparts, trainers in professional youngster team sports who are generally lacking basic pedagogical education background. Study shows that physical education teachers' pedagogical education background helps improving communicational skills on dealing with youngsters when compared with professional sport trainers without any education on pedagogy.

Keywords: Physical Education, Teacher, Communication skills, Team Sport, Trainers, Young.

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Introduction

The need for better education in modern societies is a universally accepted thought. Societies' future may depend on level of the education they provided to their people and the improvements of this education process certainly will have a multiplying effect on general advancement of society. Many societies show advancement in economy and development by focusing and improving education system of their own. Economic and social advancement definitely brings prosperity and better living conditions for members of the society. In terms of better living conditions, it's not only better social facilities also better earning and income to the people due to their increased education level and literacy (Hanushek, E. A., & Wößmann, L. (2007). The role of education quality for economic growth. World Bank Policy Research Working Paper, (4122)). To see the impact of better literacy and education facilities, looking through the Nordic (Oftedal Telhaug, A., Asbjørn Mediås, O., & Aasen, P. (2006). The Nordic model in education: Education as part of the political system in the last 50 years. Scandinavian journal of educational research, 50(3), 245-283.) and western countries (Boudon, R. (1974). Education, opportunity, and social inequality: Changing prospects in western society.), these countries' literacy level is higher than many countries (Phillips, H. M. (1970). Literacy and Development).

Other side of better education and literacy could be seen by looking effects on health (DeWalt, D. A., Berkman, N. D., Sheridan, S., Lohr, K. N. and Pignone, M. P. (2004), Literacy and Health Outcomes. Journal of General Internal Medicine, 19: 1228–1239. doi:10.1111/j.1525-1497.2004.40153.x), and directly on happiness (Cuñado, J., & de Gracia, F. P. (2012). Does education affect happiness? Evidence for Spain. Social indicators research, 108(1), 185-196.) (Gerdtham, U. G., & Johannesson, M. (2001). The relationship between happiness, health, and socio-economic factors: results based on Swedish microdata. The Journal of Socio-Economics, 30(6), 553-557.). With many reasons and research available to support educational progress, there are also many prospective studies and investigation about how to improve education system and its components. Other than just improvements on education system by bringing new approaches and techniques, also requires preliminary studies on the effects of these implementations. To bring quality on education of young generations, pedagogy opens new doors for education administrators.

Pedagogical studies help to form methodological thinking and practical solutions for class teachers. The search for effective education of young masses, is not new (Tamir, P. (1988). Subject matter and related pedagogical knowledge in teacher education. Teaching and teacher education, 4(2), 99-110.). In teacher education, pedagogy is highly critical. Pedagogy's definition broadly includes classroom instruction and interaction, tasks and assignments for students (Grossman, P. (2005). Research on pedagogical approaches in teacher education. Studying teacher education: The report of the AERA panel on research and teacher education, 425-476.). Every class of education professionals in secondary schools one way or other, practices pedagogical

methods to increase effectiveness of their education of young. One of the teacher groups in secondary education level is Physical education (PE) teachers. This group's main difference lies on the fact that its generally practiced out of classrooms. Hence, teacher and student relations and interactions are a bit informal due to lack of proper physical understanding of class and school and need for physical activity other than heavy mental works (Veal, M. L. (1992). The role of assessment in secondary physical education—A pedagogical view. Journal of Physical Education, Recreation & Dance, 63(7), 88-92.) Benefits of Physical education and sport in schools are scientifically investigated and found significant evidence on children's development in some domains such as physical, lifestyle, social and cognitive (Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. Journal of school health, 76(8), 397-401.) Also there are other studies show linkage between academic success and physical education and sports in schools in terms of increased children concentration and arousal but it should be noted that benefits claimed by these supportive studies highly dependent on contextual and pedagogic variables (Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & Education, B. P. (2009). The educational benefits claimed for physical education and school sport: an academic review. Research papers in education, 24(1), 1-27.).

Sport coaching also in one way is an educational process. There is strong connection between coaching and education historically and conceptually. Education part is important for interaction and performance improvement. Specially coaches who are working with young people needs qualifications for better educate children These qualifications such as motivational approaching, empathy and other basic psychological concepts on teaching young people are requirements. Coaching could be defined as

The process of motivating, guiding and training an individual in preparation for any sporting hobby, career, or event (http://www.lifecoach-directory.org.uk/articles/sports-coaching.html)

One branch in sports is team sports which can be defined as sports are doing with team mates/members other than individually. Team games in schools are introduced in Britain and to its colonies by the end of nineteenth century as a method of "civilizing the bodies of the working classes' children" (Cassidy, T. G., Jones, R. L., & Potrac, P. (2008). Understanding sports coaching: The social, cultural and pedagogical foundations of coaching practice. Routledge.). Currently many physical education activities in schools, involve team games and sports under supervision of physical education teachers. Difference between formal physical education and sport training education should be investigated to determine if different methodologies and approaches in these areas can help each other to gather better applications and results.

Problem

Question

Do Physical Education teachers and sport team trainers communication skills are different on students' perception?

Null Hypothesis

There is no statistical significance between scores of Physical education teachers and sport team trainers by students evaluation with Communication skills measure

Method

A. Sample

For research, 2014-2015 education season's students from three biggest districts of North Cyprus (Nicosia, Kyrenia and Famagusta) surveyed and their physical education teachers and sport team trainers for each student, students are in a sport team chosen, asked to fill survey forms to evaluate their Physical education teachers and team trainers according to their perception of communication skills of instructors and their effect on student's sportive success. Four team sport branches for youngsters are chosen. These are football, basketball, volleyball and handball. Ninety students/sport team players surveyed for evaluation of communication skills of 9 trainers and 12 Physical education school teachers. The distribution of students according to their survey time school attendance:1 primary school, 24 secondary school and 65 high school students. Nine physical education school teachers in secondary and high school and nine team sport trainers (coach) in basketball, football, volleyball and handball are chosen to evaluate their communication skills on their duty by perceptions of their students/players. Among teams, there are three women sport teams which are basketball, volleyball and handball.

Due to limitations of gathering required information such as total young people numbers in sport teams and student numbers who are getting physical education actively to choose sampling size, proposed study's sampling based on the selecting sport teams from their previous season achievements. With level of achievement, teams are chosen that finished previous season at the end of league table, middle position of league and top three finish of league. For each position, one team chosen. Efficiency issues are detailed in conclusion part.

B. Data collection and Methodology

Research's tool for survey data collecting is a survey form that consists of two parts. In primary part, questions related and aimed to defining the athletes' and their coaches' demographic specifications. In latter part, "Coach Communication skills measure" tool that consists of questions developed by Yılmaz (2008) to measuring the trainers' communication skills by athletes' perceptions.

Survey form developed by researcher contains questions that requires answer by the athletes are: The sport branch of his/her play, gender, age, marital status (this is non-applicable for this study), the training time with current trainer/teacher, the success rate of team by definition of athletes for last five years (if there is), coach's age group, education level, experience in years.

Latter part of the survey form, includes questions that are asked to the athletes to measuring the communication skills of their trainer/teacher according to the athlete perception. The measure developed by Yılmaz (2008) consists 48 items likert typed and used 5 types for pointing: "Never", "Rarely", "Sometimes", "Often" and "Always". When assigning points; "Never", choice gets 1 point, "Rarely" choice gets 2 points, "Sometimes" choice gets 3 points, "Often" choice gets 4 points and "Always" choice gets 5 points.

The survey framework validity is accepted due to reliability coefficient (alpha) is above 0,7. The measure accepted confident by finding Cronbach alpha value to measure trustworthiness of survey as 0,87 with pilot test of preliminary study and application to 30 students.

C. Data Analysis

The survey forms that are filled by students are collected and later edited to clear errors and clarified the intended choices made by them such as blurred ticks and marks to ease data entrance operation to computer environment. After editing, all applicable data are entered into PSPP 0.10.2 for Windows to further analysis of data available. Cronbach alpha which is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. PSPP gives this Cronbach Alpha number for edited data as 0.91. This means data of research are suitable for further analysis and measurement accepted as confident.

Determination of the hypothesis tests to be used in sampling's statistical analysis, to test normality of data, Kolmogorov-Smirnov test has been applied to see if data set shows normal distribution. The result of the test, shows that the data has normal distribution and parametric hypothesis tests has been used. The frequency tables have been used to determine the demographic specifications of students and trainers/teachers who are participated to the survey.

To control the athletes' answers for the trainer/teacher communication skills scale, definitive statistics are given such as frequency tables, averages and standard deviation values.

For comparison of the answers of students for the trainer/teacher communication skills scale by demographic specifications, parametric hypothesis tests such as t test(student t test) and Variance analysis (ANOVA) has been used. Sheffe test has been applied to determine the source of variables which caused to differences between averages according to Variance Analysis results. Finally, Chi square test has

been used to determine the success situation with their own perception by athletes' demographic specifications. Tukey test also used to determine the explanation for different groups differences.

Findings

Table 1. Distribution of Students' demographic specifications

Gender	**Number**	**Percentage**
Female	42	46,67
Male	48	53,33
Attended Education level		
Primary school(classes 1-5)	1	1,11
Secondary school(classes 6-8)	24	26,67
High school(classes 9-12)	65	72,22
Sport Teams		
Basketball	31	34,44
Football	22	24,44
Handball	16	17,78
Volleyball	21	23,33

Table 1 shows that student's demographic specification according the survey data. As seen from table, gender distribution of students is close. Education level attended during survey shows students are mainly from High school (72.22%) while secondary school level students are got second highest population sample (26.67%) and only one student from primary school (1.11%). Students' team sports are evaluated in survey shows that most students play in Basketball (34.44%), secondly football (24.44%), in third Volleyball (23.33%) and lastly Handball (17.78%).

Table 2. Distribution of students by their gender in Education level and Sports

	Gender	
Sport	**Female**	**Male**
Basketball	14	17
Football	-	22
Handball	12	4
Volleyball	16	5
Attended Education level		
Primary school(classes 1-5)	-	1
Secondary school(classes 6-8)	12	12
High school(classes 9-12)	30	35

Gender distribution of students in attended education level shows nearly equal percentages. Looking through the team sports they are playing, show bigger variations. Football playing students are all male, while volleyball playing students gender is mainly female (76.2% versus 23.8%). In basketball gender distribution shows close numbers (54.8% versus 45.2). And in handball again mainly female students are participated for survey (75% versus 25%). Students attended education level on gender base, not show bias and skewness for in favor of any gender. Secondary school students who are students of class 6,7 and 8, female and male student numbers are equal in survey sampling. High school level class (9.,10.,11. And 12.) students gender distribution in sample shows that there are 35 male students and 30 female students who participated in survey.

Table 3. Distribution of PE Teachers and Trainers by Demographics

Gender	**Trainer**	**PE Teacher**	**Percentage**	**Percentage**
Female	3	5	37,50	62,50
Male	6	7	46,15	53,85
Age Group				
Under 30	1	3	25,00	75,00
between 30-45	7	7	50,00	50,00
Over 45	1	2	33,33	66,67
Experience Level				
Under 5 years	3	3	50,00	50,00
between 6-10 years	5	6	45,45	54,55
Over 10 years	1	3	25,00	75,00
Education				
Higher Education in Sport	4	12	25,00	75,00
No education in Sport	5	0	100,00	0,00

Data shows that female teacher and trainer number evaluated relative lower than their male counterparts (38.1% versus 61.9%). Data set also shows that age distribution of trainers and PE teachers are close. Experience level of trainers and teachers shows that PE teachers shows similarity except PE teachers who has experience in education over 10 years are dominated the team trainers with same level of experience in sport training (75% versus %25%). Education level situation shows that higher education in sport, as expected, higher for PE teachers because of compulsory ruling of this in Education system. Team trainers also have education in sports but there are also trainers

who has no special higher education in sport other than sport trainer certificates. Below table shows results of perceptional success level of students by their gender.

Table 4. Students perception on their success level in their team sport

	Number		**Percentage (in own group)**	
Perceptional Success level	**Female**	**Male**	**Female**	**Male**
Unsuccesful	5	3	11,90	6,25
Not sure/Average	20	26	47,62	54,17
Successful	17	19	40,48	39,58

Table shows that female students' self-defined success level versus their male counterparts. As seen from values, generally students believe that they are not unsuccessful but self-confidence level of success is not so high. Students believe they are not successful are 8 students out of 90 students (8,88%) while students who sees themselves successful are 36 which is 40% of total. Remaining group who sees themselves not so successful but not bad are 46 (51,11%).

Table 5. Comparison of students' evaluation on their Team Trainers by demographic specifications

	n	X	Ss	t/F	p
Gender					
Female	42	190,4	31,02	0,95	0,1
Male	48	187,2	33,36		
Attended Education level					
Primary school(classes 1-5)	1	192	0	0,83	0,45
Secondary school(classes 6-8)	24	187,5	32,2		
High school(classes 9-12)	65	185,4	30,50		

Students' evaluation of their sport team trainers by their demographic specifications shown above. As seen from table, Average score by Female students to their team trainers' communication skills stands at 190,4 while male students score averaged at 187,2. There is no statistical significance ($p>0,05$). For students attended school, same communication skills test results are show that again there is no statistical significance due to p value which found as 0,45 ($p>0,05$)

Same type of evaluation done for physical education teachers. The results shown below indicates that female scoring is significantly higher than male students. On statistical significance test, p value is 0,04 which is below 0,05. This shows that between scores of female and male students on their scoring of teachers'

communication skill, there is statistical significance. The hypothesis about if there in statistical difference between scores of students depend on their gender is rejected.

For level of education attended, checking whether if there is a significance between scores of students depend on their education level, there is no statistical significance. The p value determined as 0,63 which is higher than expected p<0,05 value. So, hypothesis about if there is no difference between score of students depend on their school attended, accepted.

Table 6. Comparison of students' evaluation on their Physical Education Teachers by demographic specifications

	n	X	Ss	t/F	p
Gender					
Female	42	194,2	29,7	2,85	0,04*
Male	48	185,6	33,75		
Attended Education level					
Primary school(classes 1-5)	1	192	0	0,81	0,63
Secondary school(classes 6-8)	24	191,3	30,8		
High school(classes 9-12)	65	188,9	32,86		

Below table, shows the results of scorings according to team sports doing by students on evaluating of their sport team trainer. The results show that there is statistical significance between scores of sports done by students on evaluating of communication skills of their trainer. Football playing students average score on their evaluation is 170,9 while for basketball playing students scores averaged as 192,3. For testing hypothesis, whether there is no statistical significance between scoring of students, p value attained shows null hypothesis is rejected due to p value (p=0,01<0,05).

To determine which sports students scores can explain this difference, Tukey test conducted and results shows that; The average scores of the trainer communication skills scale for football branch students is lower than basketball, handball and volleyball sport branch playing students score averages.

Table 7. Comparison of students' evaluation of communication skills of their team trainer by sport teams

Sport	**N**	**X**	**Ss**	**t/F**	**p**	**Tukey**
Basketball	31	192,1	32,3	8,75	0,01*	1-2,1-3
Football	22	170,9	33,6			2-3,2-4
Handball	16	183,6	30,6			
Volleyball	21	188,3	29,8			

Same comparison table done for students' evaluation of their physical education (PE) teachers. Results show that there is no statistical difference between scores of communication skills of PE teachers by students' grouping of sports done by themselves. Null hypothesis of there is no statistical significance on scorings between sports done by students is accepted due to p value which is greater than 0,05 (p=0,66) for this part.

Table 8. Comparison of students' evaluation of communication skills of their physical education teachers by sports done

Sport	**n**	**X**	**Ss**	**t/F**	**p**
Basketball	31	193	30,5	0,66	0,7
Football	22	185,3	32,2		
Handball	16	187,8	33,4		
Volleyball	21	190,1	32,1		

Last table shows that students average scores and variances and p value for PE teachers and team trainers. Average score attended by PE teachers are higher than trainers which found as 189,5166 when team sports trainers average score stand at 184,6422. The null hypothesis of there is no statistical significance between scores of PE teachers and team trainers are rejected due to p=0,04<0,05 other than expected p>0,05.

Table 9. Comparison of students' evaluation of their PE teacher/trainer communication skills scores

Instructor	**n**	**X**	**Ss**	**t/F**	**p**
Physical Education Teacher	12	189,52	30,5	2,1	0,04*
Team Trainer	9	184,64	32,2		

Other than these results listed above, there are some observations which can be added as further findings. Students scoring while varying with gender and team sports on measuring communication skills of team trainers, the education level attended weighted scores for PE teachers' is 189,57 and team sports trainers' is 186,03. There is a difference but looks like scoring difference already observed in general score averages and tested.

Conclusion

This conclusion part is summarizing the findings and gives details about further analysis on the results. Study has some weakness points due to sample base size and randomization of student universe for sampling. As written above in sampling section, the study aimed to choose students according to their sport which reduces the size of available students due to some sports relative small young leagues. Another issue is

geographical distribution of students. Some sports are mainly available in one certain district while other districts may not have a team for this sport. This reduces the chances for broad demographic sampling.

Study's main aim was investigation of communication skills of schools' Physical education teachers with comparison of their skills with team sports trainers. To check if there is difference between their interaction and communication ease with their students, this survey and following analysis shows that there is a difference between communication skills measured by provided likert test "Coach communication skills measure". In terms of this measure, students' perception of their success also evaluated and provided too.

As seen from findings section above, students do not see themselves as unsuccessful in their sport which is a good sign of efficient proof of their trainers' phycological support no matter league position they held. As explained in sampling part, the sport teams chosen are not involve only top tiers of the sport league, it includes also mid of the league table position teams and lower position (bottoms of the league table). With this information, one can claim that students likely do not have problem on self-confidence with their team trainers. However, there are cases and observations available showing opposite such as dropping out of sport completely they were doing, due to their trainers' mismanagement and bad communication attitude towards them. These kind of acts, lowers self-esteem of students/sport players and leads to lose of interest for sport. The study also shows some clues about this.

As seen from table 7 and 8, football playing students scoring of their trainer and PE teacher, there is a significant difference. Students gave higher scores to their PE teachers communication skills while relatively low marks for their team trainer. Other sports did not show this type of differences. One can think football as relatively a bit harsh sport and most crowded sport on comparison of other surveyed sports. This may explain weakness of scores for students about their football trainer but it's not sufficient.

Another observation, which shows statistical significance like the above case, female students gave higher scores for their PE teachers when compared with male students scores. Statistically significance result may be explained as better interaction between female students and their female PE teacher. This might need further studies to investigate if there is such a difference between male and female PE teacher communication skills. There is no statistical significance on education level attained on scores of their PE teacher and team trainers. This may make sense as there is no big differences between student ages to create clusters of mental evaluations of their instructors' communication skills.

Lastly, for statistical significance issues listed above, between communication skills scores of PE teachers and sport team trainers, there is a gap in favor of PE teachers. This could be explained as PE teachers has compulsory pedagogical education to be able to give lectures in a school. There is no requisition for sport trainers such as

this to accomplish their duties. This may also provide a alternative explanation of why there are dropouts from sport teams as discussed above. Further research and studies can provide an answer this study's claim about if pedagogical education can explain difference on communication skills.

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