

Investigation of the Relationship Between Pre-Service Teachers' Psychological Capital Levels and Emotional Communication Skills

Öğretmen Adaylarının Psikolojik Sermaye Düzeyleri ile Duygusal İletişim Becerileri Arasındaki İlişkinin İncelenmesi

*Muhammet Talha Han¹, Emirhan Kan², Elanur Siner³, Burak Tozoğlu⁴, Yasin Sepil⁵

¹ Karabük Üniversitesi, Hasan Doğan Spor Bilimleri Fakültesi, muhammettalhan@karabuk.edu.tr, 0000-0003-4760-3485

² Atatürk Üniversitesi, Spor Bilimleri Fakültesi, emirhankan@atauni.edu.tr, 0009-0001-5569-7624

³ Bitlis Eren Üniversitesi, Sosyal Bilimler Meslek Yüksekokulu, esiner@beu.edu.tr, 0000-0002-9988-7603

⁴ Gençlik ve Spor İl Müdürlüğü, burak_tozoglu@hotmail.com, 0000-0002-5955-1777

⁵ Milli Eğitim Bakanlığı, Ahmet Hamdi Tanpınar Ortaokulu, esiner@beu.edu.tr, 0000-0002-9988-7603

ABSTRACT

The aim of the study is to investigate the relationship between the psychological capital levels and emotional communication skills of prospective teachers in terms of sports activities and various variables. In line with this purpose, the study was conducted with the participation of students (312 teacher candidates) from Kazım Karabekir Faculty of Education at Atatürk University, based on ethical approval and voluntary participation principles. The data collection instruments included a personal information form prepared by the researchers, a psychological capital scale, and a communication skills scale, all gathered through a questionnaire. The collected data were analyzed using the SPSS 25.0 program. As a result of the statistical analyses, it was found that there were differences in the participants' engagement in sports activities and types of sports activities in the sub-dimensions of the psychological capital scale. However, no significant relationship was found between the sub-dimensions of the psychological capital scale and the sub-dimension of the communication skills scale.

Keywords: Sport, Teacher, Teacher Candidate, Psychological Capital, Emotional Communication

ÖZET

Çalışmanın amacı, spor aktiviteleri ve çeşitli değişkenler açısından öğretmen adaylarının psikolojik sermaye düzeyleri ile duygusal iletişim becerileri arasındaki ilişkiyi araştırmaktır. Bu amaç doğrultusunda, Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi'nden öğrencilerin (312 öğretmen adayı) katılımıyla, etik onay ve gönüllü katılım prensiplerine dayanarak bir çalışma yürütülmüştür. Veri toplama araçları araştırmacılar tarafından hazırlanan kişisel bilgi formu, psikolojik sermaye ölçeği ve iletişim becerileri ölçeğini içeren bir anket aracılığıyla toplanmıştır. Toplanan veriler SPSS 25.0 programı kullanılarak analiz edilmiştir. İstatistiksel analizlerin sonucunda, katılımcıların psikolojik sermaye ölçeğinin alt boyutlarında spor aktivitelerine katılım ve spor aktiviteleri türleri açısından farklılıklar olduğu bulunmuştur. Ancak, psikolojik sermaye ölçeğinin alt boyutları ile iletişim becerileri ölçeğinin alt boyutu arasında anlamlı bir ilişki bulunmamıştır.

Anahtar Kelimeler: Spor, Öğretmen, Öğretmen Adayı, Psikolojik Sermaye, Duygusal İletişim

Citation: Han, M.T., Kan, E., Siner, E., Tozoğlu, B., & Sepil, Y. (2024). Investigation of the Relationship Between Pre-Service Teachers' Psychological Capital Levels and Emotional Communication Skills, *Herkes için Spor ve Rekreasyon Dergisi*, 6(3), 219-228.

Gönderme Tarihi/Received Date:
15.06.2024

Kabul Tarihi/Accepted Date:
31.07.2024

Yayımlanma Tarihi/Published Online:
30.09.2024

<https://doi.org/10.56639/jsar.1501795>

*Corresponding author:
muhammettalhan@karabuk.edu.tr

INTRODUCTION

Psychology, expressed through similar terms such as 'Psychology' and 'Spirituality' is generally defined by Hançerlioğlu (2003) and Tos (2007) as the examination of observable behaviors and mental processes of individuals within a specific system (Feldman, 2015). As the science of understanding human behaviors, psychology continuously examines various types of behaviors, providing individuals with the opportunity to better understand and label their own behaviors (Tozoğlu & Dursun, 2020). Within this definition, behaviors such as speaking, laughing, reading, writing, and sleeping are associated with observable activities, while mental processes involving thinking, analyzing, dreaming, and imagining, which cannot be directly observed, are also included (Plotnik, 2009). Its fundamental purpose is to investigate how and why individuals exhibit behaviors in their current situations (Atkinson, 1995). Within this process, psychology has four objectives: firstly, to define different forms of organism behavior; secondly, to explain the reasons behind the exhibited behavior; thirdly, to predict how organisms will behave under specific conditions in advance; and finally, to control the behaviors of organisms (Plotnik, 2009).

One of the many branches within psychology, focusing on functional disorders, mental issues, or individuals with different psychological disorders, differs from general psychology by concentrating on happiness. This branch works on how to apply treatment for such individuals, aiming to make them happier and more successful. It emphasizes the positive psychology approach, focusing not on what is wrong with individuals, but on what is right and how it can be improved. The concept of psychological capital, based on positive psychology, is defined as the positive psychological state individuals develop to overcome challenging tasks. This includes making the effort required, having self-confidence, maintaining a positive attitude toward success in the present and future, seeking new solutions to reach set goals when necessary, and showing resilience when faced with difficulties or problems (Luthans et al., 2006; Luthans et al., 2007).

Psychological capital can be seen as an expression of who the individual is and what they can become with the contribution of positive development (Luthans et al., 2006; Luthans et al., 2007). The characteristics of psychological capital are used to distinguish it from various approaches. These characteristics are listed as follows (Nelson & Cooper, 2007):

- It is a positive phenomenon.
- It has a unique structure.
- It possesses measurable characteristics.
- It is based on research and theory.
- It is a structuring that has an impact on job performance.
- It signifies more than human and social capital.
- It is situation-based and therefore can be developed.

Psychological Capital, unlike all types of capital, seeks answers to the questions "Who am I, and what will I become?" This process allows individuals to ask themselves these questions, leading to a possible process based on better self-understanding and self-awareness (Luthans et al., 2004). The term Psychological Capital consists of subcomponents such as optimism, self-efficacy, hope, and resilience, and the concept carries a greater meaning in relation to the sum of these four sub-dimensions that constitute it (Luthans et al., 2006). Self-efficacy is expressed as an individual's confidence in being able to perform tasks that may be challenging for them (Stajkovic & Luthans, 1998). Hope is defined as the individual's ability to persevere on the path to achieving goals and reevaluate options when necessary (Snyder, 2002). Optimism involves having positive thoughts about being a successful individual in the present moment and future life (Luthans et al., 2006). Resilience is defined as the individual's ability to withstand problems and difficulties and recover from them (Luthans et al., 2006; Avey et al., 2008).

Psychological capital is primarily associated with the individual's awareness created by the amalgamation of knowledge, skills, and experiences throughout their life journey. This individual awareness is anticipated to contribute significantly to individual productivity and efficiency, especially within professional life (Erkuş & Findıklı, 2013). The roles assumed by teachers, who continue to exist as a profession today within the education system, are increasing day by day. The importance of training qualified teachers capable of representing roles such as representation, teaching, refereeing, presidency, mediation, leadership, and guidance is becoming more prominent (Demir & Köse, 2016). The aim of the competencies expected from teachers in these different areas is to lead students to the desired levels (Kuran, 2002).

In an effective communication process, five main elements are essential: source, message, channel, receiver, and feedback (Demirel, 2001). When designing a healthy educational environment, this communication cycle includes teachers as the source, students as the receiver, the message as the content of information, feelings, thoughts, and skills that teachers want to convey to students, the channel as the tools and methods used for all these transmissions, and feedback as the reactions of students to teachers (Ergin & Birol, 2000).

The successes of professionals who have gained a place in society by focusing on human beings and assistance to humans depend on their communication skills (Ersanlı & Balcı, 1998). Communication skills are defined as being sensitive to verbal expressions and non-verbal messages, effective listening, and providing effective responses (Baker & Shaw, 1987; Egan, 1994). Although communication skills are often thought to be innate and intuitive, numerous studies show that multiple elements of communication skills exhibit learnable and teachable characteristics (Egan, 1994; Buckman, 2001).

Against this backdrop, the study aims to investigate the relationship between psychological capital, which is expected to have an impact on the individual productivity and efficiency in the future professional lives of teacher candidates, and emotional communication skills. With the premise that psychological capital can be developed and taught, the study seeks to examine this relationship in terms of sporting activities and other variables. Sport can positively influence individuals' psychological capital. Qualities associated with sports, such as discipline, goal setting, and focus on achievement, can enhance individuals' psychological capital. Additionally, sports activities can strengthen self-efficacy and, in turn, positively impact individuals' overall psychological well-being.

Achievements and challenges in sports can enhance individuals' resilience and deepen their psychological capital. The internal dynamics of sports, such as expanding social support networks, teamwork, and leadership, can contribute to individuals' accumulating psychological capital. Therefore, the positive effects of sports on psychological capital can strengthen individuals' emotional resilience and psychological well-being. Sports provide opportunities for individuals to enhance their emotional expression abilities, establish emotional balance, and increase emotional intelligence. Team sports, especially, can deepen emotional connections and empathy among players, enriching communication among them. Collaborating as a team and focusing on a common goal can create an emotional bond and help players better understand each other. Moreover, the challenges and achievements brought by sports can enrich individuals' emotional intelligence through an emotional learning process. By playing an important role in emotional communication, sports can deepen individuals' emotional understanding and enrich communication among athletes, creating a strong bond within the team.

In line with this purpose, the study addresses the following questions:

- s1. Is there a meaningful relationship between psychological capital and emotional communication?
- s2. Are there meaningful differences in psychological capital sub-dimensions and communication skills sub-dimensions based on genders, engagement in sports activities, types of sports activities, and purposes of engaging in sports activities?
- s3. Is there a meaningful relationship between psychological capital sub-dimensions and communication skills sub-dimensions based on age and weekly duration of sports activities?

METHOD

Research Design: In the research, the relational scanning model, one of the general scanning models in quantitative research methods, has been utilized. The relational scanning model is defined as a scanning approach aiming to determine the existence of co-variation between at least two variables or a greater number of variables (Karasar, 2020).

Sample Group: The population of the study consists of teacher candidates enrolled in the Faculty of Education at Atatürk University during the 2022 – 2023 academic year. In this study, a convenient sampling method was utilized to select the sample group, considering factors such as time, labor, and cost. A total of 312 teacher candidates, including 177 females and 165 males who volunteered to participate, form the sample of the research (Büyüköztürk et al., 2020).

Table 1. Demographic Distribution of Participants

Variables		n	%
Gender	Female	177	56,7
	Male	135	43,3
Engagement in Sports Activity	Yes	224	71,8
	No	88	28,2
Type of Sports Activity	Individual Sport	132	58,9
	Team Sport	44	19,6
	Both Sports	48	21,4
Purpose of Engaging in Sports	Health	109	48,7
	Economic	17	7,6
	Social Activity	70	31,3
	Multiple Purposes	28	12,5
		n	Ss.
Age		312	3,95
Duration of Engagement in Sports Activity		224	4,71

The demographic distribution of participants is presented in Table 3. A total of 312 teacher candidates participated in the study, with 56.7% being female and 43.3% male. Among the participants, 71.8% engage in sports activities, while 28.2% do not. Among those who participate in sports activities, 58.9% are involved in individual sports, 19.6% in team sports, and 21.4% in both types of sports activities. Examining the purposes of engaging in sports activities among participants, 48.7% stated health reasons, 7.6% economic reasons, 31.3% social activities, and 12.5% indicated engaging in sports for multiple purposes. The average age of the participants was determined to be 24.17 ± 3.95 . For the 224 participants who engage in weekly sports activities, the average total weekly sports activity duration is 7.57 ± 4.71 hours.

Data Collection Instruments: In this research, a three-part questionnaire was used as the data collection instrument. The first section includes a Personal Information Form, the second section contains the Psychological Capital Perceptions Scale, and the third section consists of the Emotional Communication Skills Scale.

Personal Information Form: This form, created by the researchers, aims to determine participants' demographic characteristics.

Psychological Capital Perceptions Scale: Developed by Dö Atila and Dönmez (2022), this scale comprises 17 items, 4 sub-dimensions (self-efficacy 4, hope 4, psychological resilience 5, optimism 4), and a 5-point Likert scale. All items in the scale are positive statements, and no reverse-scored items are present. The Cronbach's Alpha internal consistency coefficients for the sub-dimensions are self-efficacy .77, resilience .82, optimism .70, and hope .71. The overall scale's Cronbach's Alpha is calculated as .88. Principal Component Analysis (PCA) resulted in a Kaiser-Meyer-Olkin (KMO) value of .904, and the Bartlett test indicated statistical significance. Following Varimax rotation, the 17 items derived formed a 4-dimensional scale, explaining a total variance of 58.93%. (Atila & Dönmez, 2022).

Communication Skills Scale: Developed by Ersanlı and Balcı (1998), this scale consists of 45 items, 3 sub-dimensions (15 items each for cognitive communication skills, emotional communication skills, and behavioral communication skills), and a 5-point Likert scale. Similar to the Psychological Capital Perceptions Scale, all items in this scale are positive statements without any reverse-scored items. The reliability coefficient obtained through the split-half method is .64, and the reliability coefficient from the test-retest method is found to be .68. The Cronbach's Alpha coefficient for internal consistency is reported as .72, indicating the scale's validity and reliability in collecting data for all sub-dimensions (Ersanlı & Balcı, 1998). For this study, items related to emotional communication skills (numbered 5, 9, 11, 26, 27, 29, 31, 34, 35, 36, 38, 39, 40, 42, 44) were included.

Reliability of the Study: To determine the reliability levels of the scales used in the study, internal consistency coefficients (Cronbach's Alpha) were calculated. The resulting values are presented in Table 2.

Data Collection: After obtaining ethical approval, the data for this study were collected from teacher candidates at Atatürk University Kazım Karabekir Faculty of Education through both online and face-to-face survey applications. Before starting the study, the purpose of the research and how to fill out the survey form were explained in writing and orally to the individuals.

Data Analysis: The analyses of the data obtained in this research were conducted using the SPSS 25.0 program. To analyze the data, all data obtained from teacher candidates through online and face-to-face methods were first transferred to the SPSS database, and 17 invalid survey responses were excluded.

Before conducting statistical analyses, researchers should provide statistical information demonstrating that assumptions such as linearity, stationarity, homogeneity, and normality are met for the analysis to be performed. Researchers should confirm the preferred analysis techniques later (Tozoğlu & Dursun, 2020).

Descriptive statistical analyses (frequency, arithmetic mean, mode, median, standard deviation) were initially conducted for the data analysis. After statistical analyses, to assess whether the data exhibited a normal distribution, arithmetic mean, mode, median, and skewness and kurtosis values were examined. The values are presented in Table 2. As the arithmetic means, mode, median, skewness, and kurtosis values of the sub-dimensions of the Psychological Capital Scale and Communication Skills Scale were close to each other and fell within the limits expressed by Büyüköztürk (2012), Tabachnick and Fidell (2015), and George and Mallery (2010) (-1 to +1; -1.5 to +1.5; -2.0 to +2.0), it was accepted that the data set exhibited a normal distribution.

Table 2. Cronbach's Alpha values for sub-dimensions of psychological capital and communication skills scale

		Cronbach's Alpha	N of Items
Psychological Capital Scale Sub-Dimensions	<i>Self-sufficiency</i>	,81	4
	<i>Hope</i>	,76	4
	<i>Psychological resilience</i>	,85	5
	<i>Optimism</i>	,75	4
Communication Skills Scale Sub-dimensions	<i>Emotional Communication</i>	,61	15

Less than 0.50 (Low Reliability), b) Between 0.50 and 0.80 (Moderate Reliability), c) Greater than 0.80 (High Reliability), which is considered highly reliable according to Salvucci et al. (1997).

Table 3. Descriptive Statistics Distribution of Psychological Capital Scale Sub-Dimensions

	Psychological Capital Scale Sub-Dimensions				Communication Skills Scale Sub-Dimension
	<i>Self-Efficacy</i>	<i>Hope</i>	<i>Psychological Resilience</i>	<i>Optimism</i>	<i>Emotional Communication</i>
n	312	312	312	312	312
Mean	16,36	16,49	19,38	15,08	48,38
Median	17,00	16,00	20,00	15,00	48,00
Mode	16,00	16,00	20,00	16,00	48,00
Ss.	2,83	2,79	3,63	3,13	5,39
Skewness	-1,008	-,938	-,463	-,422	-,331
Kurtosis	1,905	1,536	,363	,142	,316

Parametric tests were applied to this dataset, which shows a normal distribution (Büyüköztürk, 2012); Tabachnik & Fidell, 2015); George & Mallery, 2010). Independent Samples T-test was conducted to reveal the differentiation between independent variables in the sub-dimensions of the Psychological Capital Scale and Communication Skills Scale sub-dimension. One-Way Analysis of Variance (ANOVA) test was performed to observe differentiation among more than two different variables. Pearson correlation analysis was carried out to determine the level of relationship between age, personal monthly income level, weekly durations of engaging in sports activities, and the sub-dimensions of the Psychological Capital Scale and emotional communication scale. Pearson correlation analyses were conducted to determine the relationship between the sub-dimensions of the Psychological Capital Scale and the emotional communication scale, and all results were evaluated at a significance level of $p < 0.050$.

Ethics committee permission: Ethical approval of this study was obtained with the 2023/4 Faculty Ethics Committee Decisions, numbered E-70400699- 050.02.04-2300134107, taken at the session dated 25.04.2023 of Atatürk University Rectorate Faculty of Sports Sciences Ethics Committee.

RESULTS

Table 4. Difference Between Gender (Independent Sample T-Test)

		Gender	n	\bar{x}	Ss.	t	p
Psychological Capital Scale Sub-dimensions	<i>Self-Efficacy</i>	Female	177	16,20	2,66	-1,132	,258
		Male	135	16,57	3,04		
	<i>Hope</i>	Female	177	16,61	2,73	,859	,391
		Male	135	16,34	2,88		
	<i>Psychological Resilience</i>	Female	177	19,04	3,60	-1,915	,056
		Male	135	19,83	3,64		
	<i>Optimism</i>	Female	177	15,10	3,08	,175	,861
		Male	135	15,04	3,21		
Communication Skills Scale Sub-Dimension	<i>Sensory Communication</i>	Female	177	48,19	5,30	-,709	,479
		Male	135	48,62	5,52		

Table 4 presents the t-test analysis results for gender differences in sub-dimensions of the psychological capital scale and the sub-dimension of communication skills. The t-test analysis was conducted to determine the gender differences in the mean scores of

teacher candidates participating in the study. The results indicate that there is no significant difference between genders in terms of the mean scores of the sub-dimensions of the psychological capital scale and the communication skills scale sub-dimension at the 0.050 significance level.

Table 5. Pearson Correlation Analysis between Age and Psychological Capital and Communication Skills

	Psychological Capital Scale Sub-dimensions				Communication Skills Scale Sub-Dimension
	<i>Self-Efficacy</i>	<i>Hope</i>	<i>Psychological Resilience</i>	<i>Optimism</i>	<i>Sensory Communication</i>
Age	r	,011	,017	,096	-,062
	p	,847	,770	,091	,273
	n	312	312	312	312

Table 5 presents the analysis results regarding the relationship between participants' ages and sub-dimensions of the scale. The correlation analysis conducted to identify the relationship between participants' ages and sub-dimensions of the psychological capital scale, as well as the sub-dimension of the communication skills scale, revealed that there is no significant relationship.

Table 6. Difference Between Sporting Activity Statuses (Independent Sample T-Test)

	Engagement in Sports Activity	n	\bar{x}	Ss.	t	p	
Psychological Capital Scale Sub-dimensions	<i>Self-Efficacy</i>	Yes	224	16,71	2,74	3,562	,000
		No	88	15,46	2,88		
	<i>Hope</i>	Yes	224	16,91	2,63	4,281	,000
		No	88	15,44	2,93		
	<i>Psychological Resilience</i>	Yes	224	19,89	3,45	4,010	,000
		No	88	18,10	3,78		
	<i>Optimism</i>	Yes	224	15,28	3,01	1,853	,065
		No	88	14,55	3,40		
Communication Skills Scale Sub-Dimension	<i>Sensory Communication</i>	Yes	224	48,26	5,13	-,593	,554
		No	88	48,67	6,03		

Table 6 presents the analysis results of the t-test for differences between sub-dimensions of the scale and participation status in sports activities. The t-test analysis was conducted to determine if there were differences in the mean scores of sub-dimensions of the psychological capital scale and the communication skills scale among teacher candidates based on their participation status in sports activities. The results indicated significant differences at the 0.050 level in the sub-dimensions of self-efficacy, hope, and psychological resilience ($t = 3.562, p = 0.000$; $t = 4.281, p = 0.000$; $t = 4.010, p = 0.000$). In all three sub-dimensions where significant differences were found, teacher candidates engaged in sports activities had higher levels of psychological capital than those who did not participate in sports activities.

Table 7. Difference Between Sports Activity Types (One-way ANOVA)

	Type of Sports Activity	n	\bar{x}	Ss.	f	p	Fark	
Psychological Capital Scale Sub-dimensions	<i>Self-Efficacy</i>	Individual Sport ¹	132	16,32	2,89	3,299	,039	$I < 2$
		Team Sport ²	44	17,31	2,19			
		Both Sports ³	48	17,22	2,61			
	<i>Hope</i>	Individual Sport ¹	132	16,74	2,73	1,056	,350
		Team Sport ²	44	17,40	2,31			
		Both Sports ³	48	16,91	2,63			
	<i>Psychological Resilience</i>	Individual Sport ¹	132	19,68	3,47	1,153	,318
		Team Sport ²	44	20,59	3,05			
		Both Sports ³	48	19,83	3,73			
	<i>Optimism</i>	Individual Sport ¹	132	15,28	2,93	2,507	,084
		Team Sport ²	44	16,02	2,82			
		Both Sports ³	48	14,62	3,27			
Communication Skills Scale Sub-Dimension	<i>Sensory Communication</i>	Individual Sport ¹	132	48,36	4,70	,888	,413
		Team Sport ²	44	47,40	6,02			
		Both Sports ³	48	48,79	5,39			

Table 7 presents the analysis results of the ANOVA for differences between sub-dimensions of the scale and types of sports activities. The analysis aimed to determine if there were differences in the mean scores of sub-dimensions of the psychological capital scale and the communication skills scale among teacher candidates based on the types of sports activities they engage in. The results indicated a significant difference at the 0.050 level in the sub-dimension of self-efficacy among the types of sports activities they participate in. Specifically, teacher candidates engaged in individual sports had lower levels of psychological capital in the self-efficacy sub-dimension compared to those involved in team sports ($t = 3.299, p = 0.039$). However, no significant differences were observed among the other sub-dimensions regarding the types of sports activities undertaken by teacher candidates.

Table 8. Pearson Correlation Analysis between Sportive Activity Duration and Psychological Capital and Communication Skills

		Psychological Capital Scale Sub-dimensions				Communication Skills Scale Sub-Dimension
		<i>Self-Efficacy</i>	<i>Hope</i>	<i>Psychological Resilience</i>	<i>Optimism</i>	<i>Sensory Communication</i>
Duration of Engagement in Sports Activity	r	,076	-,006	,131	,022	,042
	p	,259	,929	,050	,739	,253
	n	224	224	224	224	224

Table 8 provides the analysis results regarding the relationship between participants' weekly sports activity durations and sub-dimensions of the scale. The correlation analysis conducted to identify the relationship between participants' weekly sports activity durations and sub-dimensions of the psychological capital scale, as well as the sub-dimension of the communication skills scale, revealed no significant relationship at the 0.050 level.

Table 9. Difference Between Purposes of Participation in Sports Activities (One-way ANOVA)

		Purpose of Engaging in Sports		n	\bar{x}	Ss.	f	p
Psychological Capital Scale Sub-dimensions	<i>Self-Efficacy</i>	Health ¹		109	16,65	2,80	,276	,842
		Economic ²		17	17,29	2,08		
		Social Activity ³		70	16,70	2,84		
		Multiple Purposes ⁴		28	16,64	2,72		
	<i>Hope</i>	Health ¹		109	16,92	2,56	,285	,836
		Economic ²		17	17,41	1,80		
		Social Activity ³		70	16,85	2,88		
		Multiple Purposes ⁴		28	16,67	2,77		
	<i>Psychological Resilience</i>	Health ¹		109	20,05	3,45	,488	,691
		Economic ²		17	20,47	3,24		
		Social Activity ³		70	19,68	3,62		
		Multiple Purposes ⁴		28	19,42	3,21		
<i>Optimism</i>	Health ¹		109	15,38	2,74	1,440	,232	
	Economic ²		17	16,47	2,98			
	Social Activity ³		70	15,10	3,17			
	Multiple Purposes ⁴		28	14,64	3,50			
Communication Skills Scale Sub-Dimension	<i>Sensory Communication</i>	Health ¹		109	48,21	5,16	1,250	,292
		Economic ²		17	50,52	6,04		
		Social Activity ³		70	47,98	4,73		
		Multiple Purposes ⁴		28	47,82	5,31		

Table 9 presents the analysis results of the ANOVA for differences between sub-dimensions of the scale and purposes of engaging in sports activities. The variance analysis was conducted to determine if there were differences in the mean scores of sub-dimensions of the psychological capital scale and the communication skills scale among teacher candidates based on their purposes for engaging in sports activities. The results indicated that there were no significant differences at the 0.050 level among the purposes of engaging in sports activities in terms of mean scores of psychological capital scale sub-dimensions and the communication skills scale sub-dimension.

Table 10. Correlation Analysis (Pearson) Between Sub-dimensions of the Psychological Capital Scale and Sub-dimension of the Emotional Communication Scale

		Communication Skills Scale Sub-Dimension	
		<i>Sensory Communication</i>	
Psychological Capital Scale Sub-dimensions	<i>Self-Efficacy</i>	r	,063
		p	,266
		n	312
	<i>Hope</i>	r	,050
		p	,377
		n	312
	<i>Psychological Resilience</i>	r	,019
		p	,740
		n	312
	<i>Optimism</i>	r	-,038
		p	,505
		n	312

Table 10 provides the analysis results regarding the relationship between sub-dimensions of the scale. The correlation analysis was conducted to identify the relationship between sub-dimensions of the psychological capital scale and the sub-dimension of the

communication skills scale. The results indicated that no significant relationship was found at the 0.050 level among the sub-dimensions of the psychological capital scale and the communication skills scale.

DISCUSSION and CONCLUSION

This research, conducted with the participation of 312 teacher candidates, aims to examine the relationship between psychological capital and emotional communication skills in terms of sports activities and other variables.

No significant differences were found between the gender groups in the mean scores of the sub-dimensions of the psychological capital scale among the participating teacher candidates. Similar results were obtained in our study as in previous research. Güngör (2022) and other studies conducted with teacher candidates, such as Kaya et al. (2014), Büyükgöze and Kavak (2017), Tösten and Özgan (2017), Bahadır and Kahveci (2020), Çetin and Tanoba (2020), Bostancı and Şarbay (2018), Gökbulut and Çoklar (2018), concluded that there was no significant difference between the sub-dimensions of the psychological capital scale and genders.

However, our results differed from some other studies. Keleşçi and Yılmaz (2015) stated that there was no statistically significant difference in the sub-dimensions of positive psychological capital concerning gender among teachers. Nevertheless, it was found that male teachers had higher levels of positive psychological capital than female teachers. Yalçın (2019) and Kaplan (2021) found in their studies that the levels of positive psychological capital of participant teachers differed significantly in terms of the gender variable, particularly in the self-efficacy sub-dimension. It can be said that the self-efficacy perception levels of female teachers are lower than those of male participant teachers. Sertel and Karadağ (2022) observed a statistically significant difference in the optimism dimension of psychological capital according to the gender of the teachers, favoring female participants.

It was determined that there is no significant difference between the emotional communication total score of the communication skills scale and the gender variable among the participating teacher candidates. Similar results were found in our study as in previous research. Çetinkaya (2011), Uygun and Arıkan (2019), Dilekmen et al. (2008), Saracaloğlu et al. (2009), Kayabaşı and Akcengiz (2014), Gün (2018), and Durak (2021) in their studies with teacher candidates, Koser and Barut (2020), Görmüş et al. (2013), Erözkan (2005), Kahyaoğlu et al. (2015) with students, and Dönmez (2022) with teachers have all concluded that there is no significant difference between communication skills and genders.

However, our results differ from some other studies. Çelenk (2021), Milli and Yağcı (2016) with teacher candidates, Akçam et al. (2019), Erigüç et al. (2013), Akan and Günek (2021), Arslan (2019), Arslan and Bardakçı (2020), in their studies with students, Başer et al. (2014) in their study with students, found a significant difference between communication skills and genders, favoring female participants.

There was no significant relationship observed between the ages of the participants and the total scores of the sub-dimensions of the psychological capital scale. Similarly, no significant relationship was observed between the ages of the participants and the other sub-dimensions of the psychological capital scale. Similar studies support our results. Zenginoğlu (2021) in their studies with teachers found no significant relationship between the sub-dimensions of the psychological capital scale and the ages of the participants.

There was no significant relationship observed between the ages of the participants and the emotional communication total score of the communication skills scale. Similar studies support our results. Akçam et al. (2019), Erigüç et al. (2013), Erigüç and Eriş (2013), Görmüş et al. (2013), Erözkan (2005), Kahyaoğlu Süt et al. (2015) with students, and Dönmez (2022), Yaşar Ekici et al. (2017) with teachers have all found no significant relationship between communication skills and the age variable.

Significant differences were found in the mean scores of the sub-dimensions of the psychological capital scale among teacher candidates based on their participation status in sports activities. In all three sub-dimensions where significant differences were found (self-efficacy, hope, and psychological resilience), teacher candidates engaged in sports activities had higher levels of psychological capital than those who did not participate in sports activities.

Among the teacher candidates participating in the research, it was observed that there is a significant difference in the mean scores of the sub-dimensions of the psychological capital scale based on the types of sports activities they engage in. Specifically, teacher candidates engaged in individual sports activities had lower levels of psychological capital in the self-efficacy sub-dimension compared to those engaged in team sports. However, no significant differences were found in the other sub-dimensions among teacher candidates based on the types of sports activities they participated in.

No significant differences were found in the emotional communication total scores of the communication skills scale among teacher candidates based on their engagement in sports activities, the types of sports activities they engaged in, and the purposes of engaging in sports activities. Additionally, there was no significant relationship observed between the weekly duration of sports activities and the emotional communication scale.

There was no significant relationship found between the weekly duration of engaging in sports activities and the sub-dimensions of the psychological capital scale among the participating teacher candidates. Furthermore, no significant differences were observed in the mean scores of the sub-dimensions of the psychological capital scale based on the purposes of engaging in sports activities.

The correlation analysis conducted to determine the relationship between the sub-dimensions of the psychological capital scale and the emotional communication scale did not reveal any significant relationship. Moreover, there were no studies found in the research literature that jointly evaluated the independent variable of sports activity with the psychological capital and emotional communication skills scales, examining the relationship between the sub-dimensions of the psychological capital scale and the emotional communication scale.

Recommendations: Regardless of students' majors, considering the positive effects of sports activities on psychological capital, integrating sports activities into educational programs can be considered. This can enhance the psychological capital of both students and teacher candidates, positively impacting their overall quality of life.

To improve emotional communication skills, organizing training programs can be beneficial. Specifically, for enhancing emotional communication skills, developing training programs for teacher candidates can be considered. Such training can assist teachers in establishing more effective communication in their classrooms.

Although the study indicates that sports activities do not have a significant impact on communication skills, specialized training programs can still be developed to enhance these skills. Communication-focused training for teacher candidates can help improve their interactions within the classroom.

Conflict of Interest: No conflict of interest is recognised by the authors.

References

- Akan, Y., & Günek, A. (2021). Üniversite öğrencilerinin iletişim ve problem çözme beceri düzeyleri arasındaki ilişkinin incelenmesi: Muş Alparslan Üniversitesi örneği. *Üniversite Araştırmaları Dergisi*, 4(1), 44-52. <https://doi.org/10.32329/uad.862692>
- Akçam, A., Kanbay, Y., & Işık, E. (2019). Hemşirelik öğrencilerinin iletişim kullanımının değerlendirilmesi. *Artvin Çoruh Üniversitesi Uluslararası Sosyal Bilimler Dergisi*, 5(2), 74-92. <https://doi.org/10.22466/acusb.599137>
- Arslan, A. (2019). Sağlık hizmetleri meslek yüksekokulu öğrencilerinin iletişim becerileri ve öz-yeterlik algılarının çeşitli değişkenler açısından incelenmesi. *Ondokuz Mayıs University Journal of Education Faculty*, 38(1), 146-173. <https://doi.org/10.7822/omuefd.491548>
- Arslan, A., & Bardakçı, S. (2020). Üniversite öğrencilerinin dijital bağımlılık düzeylerinin iletişim becerileri üzerindeki etkisinin incelenmesi. *Gençlik Araştırmaları Dergisi*, 8(20), 36-70. [Access](https://doi.org/10.17679/inuefd.1004336)
- Atıla, F., & Dönmez, B. (2022). Psikolojik sermaye algıları ölçeği: bir ölçek geliştirme çalışması. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 23(1), 515-538. <https://doi.org/10.17679/inuefd.1004336>
- Atkinson, R. L. (1995). Psikolojiye giriş (K. Atakay, M. Atakay, & A. Yavuz, Çev.). Sosyal Yayıncılık.
- Avey, J. B., Wernsing, T. S., & Luthans, F. (2008). Can positive employees help positive organizational change?. *Journal Of Applied Behavioral Science*, 44(1), 48-70. <https://doi.org/10.1177/0021886307311470>
- Avolio, B. J., & Luthans, F. (2006). The high impact leader: moments matter in accelerating authentic leadership development. McGraw-Hill.
- Bahadır, E., & Kahveci, G. (2020). Öğretmenlerin psikolojik sermayesi ile okul müdürlerinin harcamaları arasındaki ilişkinin incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 21(2), 858-879. <https://doi.org/10.17679/inuefd.526845>
- Baker, S. B., & Shaw, M. C. (1987). Improving counseling through primary prevention. Merrill Publishing Company.
- Başer, D., Kırlioğlu, M., & Kırlioğlu Kalaycı, H. İ. (2014). Sosyal hizmet öğrencilerinin iletişim becerilerinin incelenmesi: Selçuk üniversitesi örneği. *Munzur Üniversitesi Sosyal Bilimler Dergisi*, 3(5), 105-120. [Access](https://doi.org/10.17679/inuefd.526845)
- Bostancı, A. B., & Şarbay, B. (2018). Okullarda paylaşılan liderlik uygulamaları ile öğretmenlerin psikolojik sermayeleri arasındaki ilişki. *AJELI-Anatolian Journal of Educational Leadership and Instruction*, 6(2), 1-21. [Access](https://doi.org/10.1016/S0733-8619(05)70057-8)
- Buckman, R. (2001). Communication skills in palliative care: a practical guide. *Neurologic clinics*, 19(4), 989-1004. [https://doi.org/10.1016/S0733-8619\(05\)70057-8](https://doi.org/10.1016/S0733-8619(05)70057-8)
- Büyüköze, H., & Kavak, Y. (2017). Algılanan örgütsel destek ve pozitif psikolojik sermaye ilişkisi: Lise öğretmenleri örneğinde bir inceleme. *Kuram ve Uygulamada Eğitim Yönetimi*, 23(1), 1-32. <https://doi.org/10.14527/kuey.2017.001>
- Büyüköztürk, Ş. (2012). Veri Analizi El Kitabı. Pegem Akademi Yayınları.
- Çelenk, B. (2020). Okul Öncesi Öğretmen Adaylarının İletişim Becerileri ve Duygusal Okuryazarlık Düzeylerinin İncelenmesi [Yüksek Lisans Tezi, Doğu Akdeniz Üniversitesi-Gazimağusa]. Eastern Mediterranean University Institutional Repository. [Access](https://doi.org/10.14527/kuey.2017.001)
- Çetin, M., & Tanoba, T. (2020). Okullarda otantik liderlik ve psikolojik sermaye ilişkisi. *Eğitim Yönetimi ve Politikaları Dergisi*, 1(2), 8-19. [Access](https://doi.org/10.14527/kuey.2017.001)
- Çetinkaya, Z. (2011). Türk öğretmen adaylarının iletişim becerilerine ilişkin görüşlerinin belirlenmesi. *Kastamonu Eğitim Dergisi*, 19(2), 567-576. [Access](https://doi.org/10.14527/kuey.2017.001)

- Demir, E., & Köse, M. (2016). Öğretmenlerin rol modeli hakkında öğretmen görüşleri. *Akademik Bakış Uluslararası Hakemli Sosyal Bilimler Dergisi*, (53), 38-57. [Access](#)
- Demirel, Ö., Seferoğlu, S., & Yağcı, E. (2001). Öğretim teknolojileri ve materyal geliştirme. Pegem Yayıncılık.
- Dilekmen, M., Başçı, Z., & Bektaş, F. (2008). Eğitim fakültesi öğrencilerinin iletişim becerileri. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 12(2), 223-231. [Access](#)
- Dönmez, E. (2022). Din kültürü ve ahlak bilgisi öğretmenlerinin iletişim becerileri ile mesleki tükenmişlik düzeyleri arasındaki ilişkinin incelenmesi (Tez No. 725151) [Yüksek Lisans Tezi, İstanbul Sabahattin Zaim Üniversitesi-İstanbul]. Yükseköğretim Kurulu Ulusal Tez Merkezi. [Access](#)
- Durak, S. T. (2021). Okul öncesi öğretmen adaylarının medya okuryazarlığı ve iletişim becerileri arasındaki ilişkinin incelenmesi (Tez No. 678263) [Yüksek Lisans Tezi, Akdeniz Üniversitesi-Antalya]. Yükseköğretim Kurulu Ulusal Tez Merkezi. [Access](#)
- Egan, G. (1994). Psikolojik danışmaya giriş (F. Akkoyun, Çev.). Form Ofset.
- Ergin, A., & Birol, C. (2000). Eğitimde iletişim. Anı Yayıncılık.
- Erigüç, G., & Eriş, H. (2013). Sağlık hizmetleri meslek yüksekokulu öğrencilerinin iletişim becerileri: Harran üniversitesi örneği. *Elektronik Sosyal Bilimler Dergisi*, 12(46), 232-254. [Access](#)
- Erigüç, G., Şener, T., & Eriş, H. (2013). İletişim becerilerinin değerlendirilmesi: Bir meslek yüksekokulu öğrencileri örneği. *Hacettepe Sağlık İdaresi Dergisi*, 16(1), 45-65. [Access](#)
- Erkuş, A., & Afacan Fındıklı, M. (2013). Psikolojik sermayenin iş tatmini, iş performansı ve işten ayrılma niyeti üzerindeki etkisine yönelik bir araştırma. *İstanbul Üniversitesi İşletme Fakültesi Dergisi*, 4(2), 302-318. [Access](#)
- Erözkan, A. (2005). Üniversite öğrencilerinin iletişimde bulunma oranları. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 22(22), 135-149. [Access](#)
- Ersanlı, K., & Balcı, S. (1998). İletişim becerileri envanterinin geliştirilmesi: Geçerlik ve güvenilirlik çalışması. *Turkish psychological counseling and guidance journal*, 2(10), 7-12. [Access](#)
- Feldman, R. S. (2015). Understanding psychology. McGraw-Hill Education.
- George, D. & Mallery, P. (2010). Spss for windows step by step. A simple study guide and reference (10. Edition).
- Gökbulut, B., & Çoklar, A. N. (2018). Öğretmenlerin teknoloji kullanım düzeyleri ile psikolojik sermaye düzeyleri arasındaki ilişkinin belirlenmesi. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 2(4), 280-294. [Access](#)
- Görmüş, A. Ş., Aydın, S., & Ergin, G. (2013). İşletme bölümü öğrencilerinin iletişim becerilerinin cinsiyet rolleri bağlamında incelenmesi. *Sosyal Bilimler Dergisi*, 15(1), 109-128. <https://doi.org/10.5578/JSS.6357>
- Gün, E. (2018). Müzik öğretmeni adaylarının iletişim becerileri. *Electronic Turkish Studies*, 13(11), 616-622. [Access](#)
- Güngör, N. B. (2022). Examination of psychological capital of physical education teacher candidates according to different variables: Beden eğitimi ve spor öğretmen adaylarının psikolojik sermayelerinin farklı değişkenlere göre incelenmesi. *Journal of Human Sciences*, 19(1), 69-79. <https://doi.org/10.14687/jhs.v19i1.6241>
- Hançerlioğlu, O. (2003). Ruhbilim sözlüğü. Remzi Kitabevi.
- Kahyaoglu Süt, H., Gül Demir, N., & Özer, B. (2015). Klinik Uygulamaya Çıkan Öğrenci Hemşirelerin İletişim Becerileri ve Etkileyen Faktörler. *Sağlık Bilimleri Ve Meslekleri Dergisi*, 2(2), 167-177. <https://doi.org/10.17681/hsp.46816>
- Kaplan, V. (2021). Öğretmenlerin psikolojik sermaye ve örgütsel stres kaynaklarının bazı değişkenlere göre incelenmesi. *Erciyes Akademi*, 35(1), 111-136. [Access](#)
- Karasar, N. (2020). Bilimsel araştırma yöntemi. Nobel Akademik Yayıncılık.
- Kaya, A., Balay, R., & Demirci, Z. (2014). Ortaöğretimde görev yapan öğretmenlerin psikolojik sermaye düzeylerinin incelenmesi (Şanlıurfa ili örneği). *Electronic Journal of Social Sciences*, 13(48), 47-68. [Access](#)
- Kayabaşı, Y., & Akcengiz, S. A. (2014). Eğitim fakültesinde okuyan öğretmen adaylarının iletişim becerilerinin farklı değişkenler açısından incelenmesi. *Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi*, 33, 86-100. [Access](#)
- Kelekçi, H. ve Yılmaz, K. (2015). Öğretmenlerin Pozitif Psikolojik Sermayeleri İle Yeterlik İnançları Arasındaki İlişki. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 11(3), 993-1007. <https://doi.org/10.17860/efd.96988>
- Koser, İ. E., & Barut, Y. (2020). Üniversite öğrencilerinin iletişim becerileri, problem çözme becerileri ve bağlanma stilleri ilişkisi. *OPUS International Journal of Society Researches*, 15(23), 1765-1789. <https://doi.org/10.26466/opus.622867>
- Kuran, K., (2002). Öğretmenlik mesleği (niteliği ve önemi). A. Türkoğlu (Ed.), Öğretmenlik mesleğine giriş içinde. Mikro Yayınları.
- Luthans, F., Luthans, K. W., & Luthans, B. C. (2004). Positive psychological capital: beyond human and social capital. *Business Horizons*, 47(1), 45-50. <https://doi.org/10.1016/j.bushor.2003.11.007>
- Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Developing the psychological capital of resiliency. *Human resource development review*, 5(1), 25-44. <https://doi.org/10.1177/1534484305285335>
- Luthans, F., Youssef C. M., & Avolio B. J. (2007). Psychological capital, Oxford University Press.
- Milli, M. S., & Yağcı, U. (2016). Öğretmen Adaylarının İletişim Becerilerinin İncelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17(1), 286-298. <https://doi.org/10.17240/aibuefd.2017.17.28551-304635>
- Nelson, D., & Cooper, C. L. (2007). Positive organizational behavior. Sage Publication.
- Plotnik, R. (2009). Psikolojiye giriş. (T. Geniş, Çev.). Kaknüs Yayınları.
- Salvucci, S., Walter, E., Conley, V., Fink, S., & Saba, M. (1997). Measurement error studies at the national center for education statistics. U. S. Department of Education.
- Saracaloğlu, A. S., Yenice, N., & Karasakaloğlu, Ö. G. D. N. (2009). Öğretmen Adaylarının İletişim ve Problem Çözme Becerileri ile Okuma İlgisi ve Alışkanlıkları Arasındaki İlişki (pp. 167-185). *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 6(2), 187-206. [Access](#)

- Sertel, G., & Karadağ, E. (2022). Okullardaki örgüt iklimi ile öğretmenlerin pozitif psikolojik sermaye algıları arasındaki ilişki. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 55(55), 318-350. <https://doi.org/10.15285/maruaebd.1010864>
- Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological inquiry*, 13(4), 249-275. https://doi.org/10.1207/S15327965PLI1304_01
- Stajkovic, A. D., & Luthans, F. (1998). Social cognitive theory and self-efficacy: Goin beyond traditional motivational and behavioral approaches. *Organizational dynamics*, 26(4), 62-74. [https://doi.org/10.1016/S0090-2616\(98\)90006-7](https://doi.org/10.1016/S0090-2616(98)90006-7)
- Tabachnick, B. G. & Fidell, L. S. (2015). Çok değişkenli istatistiklerin kullanımı (Baloglu, M. Çev.), Nobel Yayın Dağıtım.
- Tos, F. (2007). Bilimin ışığında psikoloji ve dehalari. Kariyer Yayıncılık.
- Tozoğlu, E., & Dursun, M. (2020). Spor bilimlerinde bilimsel araştırma süreci. Ö. Gökmen (Ed.) Spor & Bilim içinde. Efe Akademi Yayınevi.
- Tösten, R., & Özgan, H. (2017). Öğretmenlerin pozitif psikolojik sermayelerine ilişkin algılarının incelemesi. *Elektronik Sosyal Bilimler Dergisi*, 16(62), 867-889. <https://doi.org/10.17755/esosder.306900>
- Uygun, K., & Arıkan, A. (2019). Sosyal bilgiler öğretmen adaylarının iletişim becerilerinin incelenmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 8(4), 2256-2281. [Access](#)
- Yalçın, Ö. Ü. S. (2019). Öğretmenlerin pozitif psikolojik sermaye düzeylerinin incelenmesi. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 19(1), 13-26. <https://doi.org/10.18037/ausbd.550238>
- Yaşar Ekici, F., Günhan, G., & Anılan, Ş. (2017). Okul öncesi öğretmenlerinin iletişim becerileri. *Uluslararası Aile Çocuk ve Eğitim Dergisi* 11, 1-27. [Access](#)
- Zenginoğlu, E. (2021). Öğretmen algılarına göre okul müdürlerinin toksik liderlik davranışları ile öğretmenlerin psikolojik sermaye düzeyleri arasındaki ilişkinin incelenmesi (Tez No. 675526) [Yüksek Lisans Tezi, Karamanoğlu Mehmetbey Üniversitesi -Karaman]. Yükseköğretim Kurulu Ulusal Tez Merkezi. [Access](#)