

Survey on the Communication Skills that the College Students of School of Physical Education and Sports Perceived from the Teaching Staff

Serkan HACICAFEROĞLU, PhD

Inonu University College of Physical Education and Sports, Malatya, 44280, TURKEY

Phone: +905059175361 E-mail: serkanhacicaferoglu@gmail.com

Abstract

The purpose of this study is to determine level of communication skills perceived by college students of School of Physical Education and Sports (PES) from teaching staff. The sample of the study, conducted by using screening model, consisted of 633 PES college students. Research data were collected by “Assessment Scale for Communication Skills”. Arithmetic mean, t-test, one-way variance analysis (ANOVA) and Tukey test were used in the study. Consequently, it is determined that students in the sample perceived positive communication skills from teaching staff at moderate-level. It is observed that, except variable of respect dimension in the department where they receive education, there wasn't any statistically significant difference in the students' gender variable with respect to the dimension of the democratic attitude, whereas there were significant differences in all lower dimensions according to the class variable. It is also concluded that college students of coaching and management department perceived more communication skills from the teaching staff compared to the students of teaching department in respect dimension, and freshmen and the sophomores perceived more communication skills positively with more points compared to the other college students with respect to the dimensions of respect, expression, values, motivation and democratic attitude.

Key Words: Communication, communication skills, PES students, perception

1. Introduction

The human, who is a social being, has been in interaction with the environment for centuries. He tried to satisfy his need to convey his emotions, thoughts, dreams and hopes through talking and writing and wanted them to be understood by reading and listening. And depending on the need for this co-sharing, the fact which is called communication emerged (Çetinkaya, 2011).

Individuals living in the community have to communicate with people in order to share their feelings with the other members of the society and to live a balanced life (Ergün, 2009). In this context, communication can be defined as the exchange of messages with one another between two bodies i.e., the process of producing knowledge and giving it a meaning (Dökmen, 1994). And in another definition, communication is being defined as a process of sharing of knowledge, skills, feelings, thoughts, attitudes, and behaviors or of making the meanings common (Bolat, 1990). People have the opportunity to reveal, exchange and evaluate the concepts and the ideas in their minds through communication. Influencing others, being affected by them, to make benefit from them, to be of help to them and to make achievements can be realized through communication (Çalışkan, 2003).

The communication, which is one of the most important elements necessary for people to adapt to the environment (Yüksel, 1997), must be technically known by individuals in every profession and they must develop their skills in this regard (Balıcı, 1996). People must know the different communication skills that will be useful in their professional lives. In particular, knowing different communication skills in the professional groups that require direct contact with people is of a great importance (Yılmaz *et al.*, 2009). The communication, which is a science of expressing and coming to an agreement, should make the meanings common among people (Durukan & Maden, 2010) and the skill of using the language and nonverbal communication which play the most effective role in the realization of the communication, should reflect the skill of establishing an effective communication of the source (Deniz, 2007). Effective communication skills play a facilitating role in the human relations. While having a healthy communication ensures it to be meaningful and satisfying and coping with the issues met during the life, and any situation where there is not a healthy communication, brings the feeling of not being able to meet our own needs and along with it, the feeling of loneliness (Korkut, 1996). This situation reveals the status of being successful / unsuccessful in the relations that the individuals establish with other people (James, 1993).

It is considered that all of the communication that people establish with others, have effects on their mental health. People must believe that the others listen to them well in order to easily establish communication with each other (Dinkmeyer & McKay, 1994). The main obstacles to communicate between people is the tendency of judging, evaluating, approving / disapproving other people. The real communication occurs when we avoid the tendency of evaluation and when we listen trying to understand others (Cihangir, 2004). Listening carefully and with interest to the other person's words and observe her/his behaviors, is the essence of communication. Most of the time people are trying to understand the other persons

according to their own perceptual world and reject the stimuli which do not comply with their own perceptual world. And this attitude may prevent the establishment of effective communication (Kuzgun, 1995). Communication skills are therefore very important for human life. This skill need to be imparted in training for the individual's success in her/his future life. The communication skills are being tried to be imparted in the educational levels. The communication skills included in the curriculum, are that kind of skills that are needed to be imparted and effectively used in all disciplines (Durukan & Maden, 2010).

The communication that is practiced in the classroom environment should be practiced in order that educators share the behaviors with students any topic and to ensure the formation of relevant behaviors in the students (Bangir & Senemoğlu, 1999). An effective communication must be established especially between teachers and students in order that the education can be done in a healthy way (Çilenti, 1998). When considering that the achievement of a student is directly related to the communication skills of the teacher in the classroom (Davies & Igbal, 1997), the teachers and the prospective teachers, whatever their fields are, must be aware that they must establish communication with the students and between each other (Saracaloğlu et al., 2009). In this context, a teacher, besides her/his field of knowledge, must be a model for the students with her/his personal skills such as communication as well (Yılmaz *et al.*, 2009). People with enhanced communication skills can cope better with the problems they encounter in their lives, can develop satisfying relationship and can be more successful in their professional lives (Yılmaz & Çimen, 2008).

2. Method

The purpose of this study is to identify the levels of communication skills perceived by the college students of the School of Physical Education and Sport (PES) from the teaching staff during the learning process. The research was conducted by using a screening model.

Population and Sampling

The population of the study was consisted of the BESYO college students in the four universities (Atatürk, Fırat/Euphrates, İnönü and Yüzüncüyıl University). And its sample consisted of 633 volunteer college students studying at various departments, randomly selected from BESYO, which is also a part of these universities.

Data Collection Tool

“An Assessment Scale for Communication Skills”, prepared by Karağöz and Kösterelioğlu (2008), was used to obtain the research data. The Cronbach's alpha reliability coefficient of the scale was found to be 0.77. The scale, having lined up the level of various communication skills between “5- All and 1 -None of them”, intended to identify them by a five-point scale. And it was determined that the Cronbach's alpha internal consistency coefficient in this study was 0,75. And having a Cronbach's alpha value over 0,70 in the survey, indicates that the scale is reliable (Arseven, 2001).

Data Analysis

In the study were used descriptive statistics, frequency, percent, standard deviation, arithmetic mean, t -test and one-way analysis of variance (ANOVA). The Tukey test was applied in order to reveal between which groups the significance difference occurred as the result of the one-way analysis of variance. The degree of statistical significance was accepted as Alpha (α), and the level of significance as $p < 0.05$. The results obtained from the distributions have been tabulated and the findings have been interpreted.

3. Findings and Discussion

In this section are given the data obtained from the BESYO college students participated in the study and the statistical findings related to these data.

Table 1. General Average of Communication Behaviors of the PES Instructors towards the Students

Components	M	Behaviors	N	Mean	Ss
Respect Dimension	1	It specifies that s/he has understood why you think in that way while you express your thoughts.	633	3.23	1.20
	7	Makes you feel that s/he respects your opinions.		3.14	1.12
	13	S/he says that s/he appreciates some of our thoughts		2.94	1.09
	20	S/he takes cares of making her/his criticism without making you upset		3.00	1.43
	24	Takes into consideration the feedback s/he gets from us		2.97	1.14
			Total	3.06	.78
Dimension of Expression	2	Effectively Uses gestures and facial expressions when talking.	633	3.15	1.14
	9	Proposes solution when there is a problem.		3.05	1.10
	14	Gives personification and concrete examples.		3.07	1.13
	17	Adjusts well her/his speaking speed.		3.02	1.12
	22	Establishes eye contact during conversations with us		3.19	1.21
			Total	3.10	.71
Value Dimension	6	Keeps under control the variables that may prevent internal communications in the class.	633	3.10	1.17
	10	S/he is very patient while listening to our thoughts.		3.17	1.11
	16	Leaves us free to choose from the options		2.94	1.15
	19	Makes you feel that s/he gives importance to your opinions.		2.81	1.16
			Total	3.00	.59
Impediment Dimension	8	Uses phrases accusing us	633	2.59	1.72
	12	Takes side by supporting the opinions of some students in the class		2.68	1.19
	15	S/he addresses us by any other name other than our names		3.27	1.37
	23	Speaks in an imperative tone		2.56	1.28
			Total	2.78	.72
Motivation Dimension	4	Reinforces our feedback by expressions like "it was nice", "I agree, etc.	633	3.06	1.14
	11	Explains the meaning of the concept we didn't understanding		3.13	1,16
	21	Starts the course using the phrases "hello", "good morning" etc.		3.27	1.23
	25	Concentrates our attention to the subject by lowering and raising her/his tone of voice during the verbal presentation.		3.15	1.16
			Total	3.15	.81
Democratic Attitude	3	Creates an environment in the class where you can easily ask questions	633	3.12	1.13
	5	Gives enough time to answer the questions		3.02	1.13
	18	Creates an environment in the class where we can freely think		2.99	1.23
			Total	3.04	.82

The overall total was determined to be at a mid-level with $X=3.02$ points.

It was found out that the general average of the communication perception received from the teaching staff by the PES students who participated to the survey, was at a medium level ($X=3.02$). Although they have different points in terms of sub-dimensions (dimensions of respect, expression, value, barriers, motivation and democratic attitude) of the communication skills, it was determined that the communication skills which the students perceived from the teaching staff was at a medium level. When considering that the education is a communication activity, and the teaching is a profession where communication is concerned, this acquisition should be given to the students before they start their profession (Dilekmen *et al.*, 2008). It can be said that the teaching staff who are to give this acquisitions, should have personal skills such as communication along with their field information (Yılmaz *et al.*, 2009), as well as having the students acquired the desired behaviors during the education process by interacting with students (Sönmez, 2003). It is seen that in the survey that Durukan and Maden (2010) have conducted regarding the subject, they reached the conclusion that the participants perceived a communication skill at a medium level from the dimensions of respect, expression, values, motivation and democratic attitude, and that they perceived a communication skill at a lower medium level from the obstacle dimension. It was also seen that Karataş (2013) in his survey, reached the conclusion that the communication dimension that the athletes perceived from their coaches was at a lower medium level. Also in the research made in the literature, it was seen that a conclusion was reached that the perception levels in communication skills of the prospective teachers and the teaching staff was perceived slightly higher than the average (Erdem & Gözel, 2011). These results are in line with the findings of this research. However, Keçeci and Taşocak (2009) concluded in their survey that the participants perceived low- level communication skills in all of the communication dimensions of the teaching staff of the medical sciences.

Table 2. Level of Perception of Communication Behaviors Perceived by the PES College Students from the Instructors According to the Gender Variable

Components	Gender	N	Mean	Sd	t	p
Respect Dimension	Men	370	3.06	631	.255	.799
	Women	263	3.05			
	Total	633	3.06			
Expression Dimension	Men	370	3.12	631	.892	.372
	Women	263	3.07			
	Total	633	3.10			
Value Dimension	Men	370	3.00	631	-.102	.919
	Women	263	3.01			
	Total	633	3.00			
Impediment Dimension	Men	370	2.77	631	-.156	.876
	Women	263	2.78			
	Total	633	2.78			
Motivation Dimension	Men	370	3.18	631	1.00	.316
	Women	263	3.11			
	Total	633	3.15			
Democratic Attitude	Men	370	3.10	631	2.105	.036
	Women	263	2.96			
	Total	633	3.04			

It was determined that the students in the sample perceived a communication skill at a medium level in all of the sub- dimensions in terms of the gender variable from the teaching staff, that there wasn't any statistically significant difference ($p > .05$) in terms of the gender variable in the levels of perception of the communication skills in the dimensions of respect, expression, value, barriers and motivation, and that there was a statistically significant difference ($p < .05$) in the sub-dimension of the democratic attitudes in favor of the male students ($X=3.10$). In this context, it can be said that the college students have positive opinions in terms of the gender variable regarding the communication skills they perceive from the teaching staff. Durukan and Maden (2010) have stated the conclusion of their study that the communication skills of the male and female participants was at a medium level, and Karataş (2013) concluded in his study that the male athletes perceived communication skills at a lower medium level from their coaches, whereas the female athletes perceived it at a medium level. It was observed that in some studies conducted in the literature, it was concluded that there was a significant difference in favor of the female participants between

the gender variables and the levels of communication skills of the participants (Çetinkaya, 2011; Durukan & Maden, 2010; Güven & Akyüz, 2001; Karataş, 2013; Kilciğil *et al.*, 2009; Saracaloğlu *et al.*, 2009; Tepeköylü *et al.*, 2009). However, there are studies reached the conclusion that there wasn't any significant difference between gender and communication skills (Çevik, 2011; Dilekmen *et al.*, 2008; Pehlivan, 2005).

Table 3. Level of Perception of Communication Behaviors Perceived by the PES College Students from the Instructors According to the Department Variable

Components	Department	N	Mean	Sd	F	p
Respect Dimension	1. Teaching	287	2.86	2	17.719	.000*
	2. Coaching	225	3.21	630		
	3. Management	121	3.24	632		
	Total	633	3.06			
Expression Dimension	1. Teaching	287	3.08	2	2.646	.072
	2. Coaching	225	3.17	630		
	3. Management	121	2.99	632		
	Total	633	3.10			
Value Dimension	1. Teaching	287	2.97	2	1.332	.265
	2. Coaching	225	3.02	630		
	3. Management	121	3.07	632		
	Total	633	3.00			
Impediment Dimension	1. Teaching	287	2.70	2	2.485	.084
	2. Coaching	225	2.79	630		
	3. Management	121	2.89	632		
	Total	633	2.78			
Motivation Dimension	1. Teaching	287	3.14	2	.422	.656
	2. Coaching	225	3.13	630		
	3. Management	121	3.21	632		
	Total	633	3.15			
Democratic Attitude	1. Teaching	287	3.01	2	.315	.730
	2. Coaching	225	3.05	630		
	3. Management	121	3.08	632		
	Total	633	3.04			

It was detected that the students perceived communication skills at a medium level from the teaching staff in all of the sub- dimensions in terms of the variable of the department

where the college students, participated to the survey, have been studying, and that there wasn't any significant difference ($p > .05$) between the communication skills in dimensions of expression, value, barriers, motivation and democratic attitudes and the perception levels. However, a significant difference was detected in the esteem dimension ($p < .05$). As the result of the Tukey test conducted in order to find the source of the difference in the esteem dimension, it can be said that the college students in the coaching and management department, perceived more communication skills from the teaching staff compared to the teaching college students. It was seen that Saracaloğlu *et al.*, (2009) and Pehlivan (2005) stated in their survey that the communication skills that the college students perceived were at a high level. It was also seen that Saracaloğlu *et al.*, (2009) and Tepeköylü *et al.*, (2009) reached the conclusion that there wasn't any significant difference between the communication skills and the department where the student studied. These results are in line with this finding of the survey. However, it was seen that Keçeci and Taşocak (2009), in their survey, have reached the conclusion that the participants perceived communication skills at a low level in all of the dimensions and that there was a significant difference between the communication skills of the college students and the department they studied. It was seen that Kilciğil *et al.*, (2009) in their survey, have reached the conclusion that there was a significant difference between the communication skills and the department studied, that the college students studying at the management department had less communication skills.

Table 4: Level of Perception of Communication Behaviors Perceived by the PES College Students from the Instructors According to the Grade Variable

Components	Grade	N	Mean	Sd	F	p
Respect Dimension	1. Grade	139	3.15	3	5.757	.001*
	2. Grade	327	3.12	629		
	3. Grade	107	2.91	632		
	4. Grade	60	2.75			
	Total	633	3.06			
Expression Dimension	1. Grade	139	3.19	3	4.525	.000*
	2. Grade	327	3.14	629		
	3. Grade	107	2.96	632		
	4. Grade	60	2.87			
	Total	633	3.10			
Value Dimension	1. Grade	139	3.17	3	8.261	.003*
	2. Grade	327	3.01	629		
	3. Grade	107	2.91	632		
	4. Grade	60	2.76			
	Total	633	3.00			
Impediment Dimension	1. Grade	139	2.80	3	4.724	.006*
	2. Grade	327	2.71	629		
	3. Grade	107	2.78	632		
	4. Grade	60	3.08			
	Total	633	2.78			
Motivation Dimension	1. Grade	139	3.29	3	4.243	.001*
	2. Grade	327	3.18	629		
	3. Grade	107	2.97	632		
	4. Grade	60	2.97			
	Total	633	3.15			
Democratic Attitude	1. Grade	139	3.12	3	3.836	.010*
	2. Grade	327	3.09	629		
	3. Grade	107	2.96	632		
	4. Grade	60	2.74			
	Total	633	3.04			

It was detected that the students in the sample perceived communication skills at a medium level in all sub-dimensions from the teaching staff in terms of the grade variable and that there was a statistically significant difference with respect to all of the sub-dimensions ($p < .05$). As the result of the Tukey test conducted in order to find the source of the difference,

it can be said that the students with respect to the dimensions of respect, expression and democratic attitudes, the freshmen and the sophomores compared to the senior students, with respect to esteem dimension, the freshmen compared to the sophomores, juniors and the senior students, and the sophomores compared to the senior students, with respect to motivation dimension, the freshmen compared to juniors perceived more communication skills from the teaching staff in a positive direction, with respect to the barriers dimension, the senior students compared to the sophomores and the juniors, perceived more communication skills in a negative direction respectively ($X=2.78$). This situation can be interpreted that the senior students usually remained between their field of study they carried out with the teaching staff or the training center they attended due to being in the graduate year, and faced a barrier at the selection point from the teaching staff. The sources considering the communication in terms of a college education, point out that the college education given to youth/adults, has different properties compared to the education given to children and youth in the secondary schools (Keçeci & Taşocak, 2009). And some surveys suggest that many college lecturers do not pay attention to the students' psychological and sociological characteristics and therefore encounter many problems (Ergün, 2001; Güven, 2001). In the studies of Saracaloğlu *et al.*, (2009), it was seen that a conclusion was reached that the communication skills perceived by the freshmen were more/sufficient compared to the senior students. This result is consistent with the results of the study with respect to the sub-dimensions, except the barrier dimension. However, it was seen that Pehlivan (2005), in his survey, reached the conclusion that the senior students perceived higher communication skills compared to the students of the other grades. It was observed that according to the literature, it was concluded that there was a statistically significant difference between the participants' communication skills and the class variables (Pehlivan, 2005; Saracaloğlu *et al.*, 2009; Tepeköylü *et al.*, 2009).

4. Conclusion and Recommendations

As the result of the survey conducted with the purpose to identify the levels of the communication skills that the college students of Physical Education and Sports (PES) School in the sample perceived from the teaching staff, it was determined that they generally perceived a communication skill at a medium level ($X=3.02$) in a positive direction from the teaching staff from the sub-dimensions of the scale. It was detected that there wasn't any

statistically significant difference ($p > .05$) in the gender variable except the democratic attitudes, and in the variable of the department studied, except the esteem dimension, whereas there was a significant difference in all of the sub-dimensions according to the class variable. In addition, the Tukey's test results carried out in all of the sub-dimensions indicated that it was concluded that with respect to the esteem dimension, the college students of coaching and management departments perceived more communication skills from the teaching staff compared to the college students of the teaching department, that with respect to esteem, expression and democratic attitudes, the freshmen and the sophomores compared to the senior students, with respect to value dimension, the freshmen compared to sophomores, juniors and seniors, and the sophomores compared to the senior students, with respect to motivation dimension, the freshmen compared to juniors perceived more communication skills from the teaching staff in a positive direction, and with regard to barrier dimension, the senior student compared to the sophomores and the juniors perceived more communication skills from the teaching staff in a negative direction. It can be said that the necessity of having effective communication skills of the college students in order to prepare for their professional lives throughout their learning process, is related to the imparting of these skills by the teaching staff. In addition, having medium levels in general with respect to the communication skills perceived by the students, it can be interpreted that the teaching staff were not able to demonstrate adequate communication skills against their students. In this context, it is also important that the teaching staff establishes an effective communication besides being qualified in their fields (Güçlü, 1998).

When the learning process is considered to be a communication process, the teaching staff constitutes the basic elements of teaching and learning processes (Kavçar, 2003). The lecturers must themselves have effective communication skills by interacting with the students in order to have the students acquired the desired behaviors in the educational environment (Sönmez, 2003). Moreover, students may be affected by the behaviors of the lecturer in communication. Therefore, the teaching staff must be an example to students with their attitudes and behaviors in order to ensure an education of quality, the students must feel valuable in the eyes of the academic staff, and the teaching staff must arrange organizations that can lead them to recognize their students (Keçeci & Taşocak, 2009). Yet the effective communication seminars can be held within the organization to bring the communication skills towards the students to higher levels. Courses to develop students' communication skills

can be put to the curriculum and awareness on this issue can be increased by conducting congresses, symposiums, conferences on this topic.

REFERENCES

- Arseven A (2001). *Methods of field research*. Ankara (Turkey): Day Training and Publishing.
- Balci S (1996). *The effect of counseling skills training on the level of communication skills of university students*. Unpublished PhD Thesis, Samsun (Turkey): Ondokuz Mayıs University.
- Bangir G, Senemoğlu N (1999). *Teacher-student behaviors facilitating and hindering the in-class communication*. The 4th National Educational Sciences Congress (Congress Book). Eskisehir: Anadolu University Faculty of Education Publications, 1: 81-107.
- Bolat S (1990). *Teaching staff-college students communication in the higher education*. Unpublished Master Thesis, Ankara (Turkey): Hacettepe University.
- Cihangir Z (2004). *The effect of active listening skills training given to the college students on the listening skills*. Gazi University, *Journal of Turkish Science Education*, 2(2): 237-251.
- Kuzgun Y (1995). *Guidance and psychological counseling*. Ankara (Turkey): SSPC Publications.
- Çalışkan N (2003). *Evaluation of class teachers' non-verbal communication behaviors*. Unpublished PhD Thesis, Erzurum (Turkey): Atatürk University.
- Çetinkaya Z (2011). *Identifying the opinions of the Turkish prospective teachers regarding the communication skills*. *Kastamonu Education Journal*, 19(2): 567-576.
- Çevik BD (2011). *Communication skills of the music prospective teachers*. Gazi University, *Journal of Gazi Faculty of Education*, 31(1): 1-13.
- Çilenti K (1998). *Educational technology and teaching*. Ankara (Turkey): Kadioglu Press.
- Davies L, Iqbal Z (1997). *Tensions in teacher training for the school Effectiveness of Pakistan*. *SCH EFF SCH IMPROVE*, 8(2): 254-266.
- Deniz K (2007). *A study on persuading students through speaking and listening at the second stage of the primary education*. Unpublished PhD Thesis, Ankara (Turkey): Gazi University.
- Dilekmen M, Başçi Z, Bektaş F (2008). *Communication skills of the students in the faculty of education*. *Ataturk University Journal of Institute of Social Sciences*, 12(2): 223-231.
- Dinkmeyer D, Mckay G (1994). *We are a family*. (Trans. Gülören Önet), Istanbul (Turkey): Yapi Kredi Publications.
- Dökmen Ü (1994). *Communication conflict and empathy in arts and everyday life*. Istanbul (Turkey): Sistem Publishing.
- Durukan E, Maden S (2010). *A study on communication skills of the Turkish teachers*. *Journal of Social Science Research*, 1: 59-74.

- Erdem RA, Gözel E (2011). Evaluation of empathy skill demonstrated by the the teaching staff working in faculties of education by the teaching staff and the prospective teachers of 4th Grade. *Mugla University Journal of Institute of Social Sciences*, 26: 178-195.
- Ergün M (2009). *Philosophy of education*. Ankara (Turkey): Pegem Academy.
- Ergün M (2001). Improving the effectiveness of university teaching. *Reflections in Education IV. National Symposium-the Turkish National Education Organization and Management in the year of 2000 (Symposium Book)*. Ankara (Turkey): Tekisik Publishing Web Offset Plant, p. 188-192.
- Güçlü N (1998). Establishing an effective student-teacher communication in the class. *Gazi University, Journal of Faculty of Education*, 18(2): 61-64.
- Güven A (2001). Changing roles of teachers in the changing times. *Reflections in Education IV. National Symposium - the Turkish National Education Organization and Management in the year of 2000 (Symposium Book)*. Ankara (Turkey): Tekisik Publishing Web Offset Plant, p. 281-289.
- Güven A, Akyüz MY (2001). Prospective Teachers' views on communication and problem solving skills. *Ege Journal of Education*, 1: 13-22.
- James J (1993). *We're born to win*. (Trans. Şenruh T.) 2nd Edition. Istanbul (Turkey): Inkilap Bookstore.
- Karataş Ö (2013). Examining sporter-coach relationship in handball in terms of certain variables. *International Journal of Academic Research Part B*, 5(5): 20-25.
- Karagöz Y, Kösterelioğlu İ (2008). Developing of the evaluating scale of the communication skills through the method of factor analysis. *Dumlupınar University Journal of Social Sciences*, 21:81-97.
- Kavcar C (2003). Training of field teachers. *Reflections on education. VII. Training Teacher in the Modern Education Systems - National Symposium Manual*. Sivas (Turkey): Cumhuriyet University, 81-89.
- Keçeci A, Tasocak G (2009). Communication skills of the teaching staff: an example of a medical college. *DEUHYO ED*, 2(4): 131-136 .
- Kilciğil E, Bilir P, Özdiñç Ö, Erođlu E, Erođlu B (2009). Evaluation of the communication skills of the physical education and sports students of two different colleges. *Sportmetre Journal of Physical Education and Sports Science*, 7(1): 19-28.
- Korkut F (1996). Development of communication skills assessment scale: Reliability and validity studies. *Journal of Psychological Counseling and Guidance*, 2(7): 18-23.
- Pehlivan BK (2005). A study on the perception of communication skills of the teacher candidates. *Primary-online*, 4(2): 17-23.
- Saracalođlu SA, Yenice N, Karasakalođlu N (2009). The relationship between the communication and problem solving skills of the prospective teachers and their reading interests and habits. *Yüzüncü Yıl University Journal of the Faculty of Education*, 6(2): 187-206.

Sönmez V (2003). Historical Foundations of Education. Introduction to Teaching Profession. Ankara (Turkey): Ani Publishing.

Tepeköylü Ö, Soytürk M, Çamliyer H (2009). A study of the perception levels of the communication skills of the students of physical education and sport (BESYO-PES) in terms of some variables. *Sportmetre Journal of Physical Education and Sports Science*, 7(3): 115-124.

Yılmaz G, Çimen Z (2008). Communication skill levels of the prospective teachers of physical education. *Journal of Physical Education and Sport Sciences*, 10(3): 3-14.

Yılmaz M, Üstün A, Odacı H (2009). A study of the levels of the communication skills of pre-school prospective teachers in terms of some variables. *Giresun University Karadeniz Journal of Social Sciences*, 1(1): 8-19.

Yüksel SF (1997). Effect of the training of a group communication skills on the level of communication skills of the college students. Unpublished PhD Thesis, Ankara (Turkey): Gazi University.