

Evaluation of Communication Skills of Wrestling Trainers

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Abstract

The aim of this study is to evaluate the communication skills of wrestling coaches. In order to collect data from the trainers attending the wrestling coaches development seminar in Trabzon province, Cronbach's alpha reliability analysis, 904 was found, applied to 22-item scale coaches inspired by the 50-question Communication Skills Inventory. A total of 118 wrestling coaches, 19 females and 99 males, participated in the study. SPSS 24 program was used to analyze the data, and descriptive statistical techniques (frequency, percentage, arithmetic mean, standard deviation) factor analysis, t test, one-way variance analysis (ANOVA) were used to analyze the collected data. In the research, demographic characteristics of the trainers including age, gender, education level, trainer level, coaching times and working status were determined. The lowest average verbal communication skill ($X = 3.95$) and the highest average value was determined as listening skill ($X = 4.28$) in the sub-dimensions of the evaluation of the communication skills of the coaches. According to the results obtained, it can be said that coaches should be more sensitive about verbal communication skills and improve themselves in this regard.

Keywords: Communication, Communication Skills, Wrestling Coach

Introduction

Communication is defined as sharing the news, thoughts, emotions, knowledge and skills in general, in other words, creating the ground for all situations and movements among people (Sever, 1998). Communication according to Yağmurlu (2004); it is a general situation and an ongoing process used for individuals to understand the world.

As a concept, the word skill expresses expertise in some activities. Communication skills require the flexibility to choose and apply one of the possible preferences related to the situation faced by the person and to look at the events from different dimensions. Communication skills make it easier for individuals to establish satisfying relationships with other individuals and to live in the society (Köknel, 1997).

Communication skills are included in the social skills class and they are learned behaviors that are accepted socially and get positive reactions while avoiding negative reactions when individuals are with others (Eroğlu, 2011). Effective communication skills make relationships more positive in all human relationships and all professional fields (Kumcağız et al., 2011: 50).

Considering the relationship between sports and communication; With humanity moving away from the agricultural community and being an industrial society, society had the opportunity to get industrialization, industry, trade, education, art, sports and science. Developments in these fields have expanded their field of science, education, trade, art and sports by improving communication opportunities (Cüceloğlu, 2000; Bozkus, 2014).

In a sports branch, coaching is related to individuals' activities, training, development, abilities and performances during the competition. This profession is a bilateral process in which the potential of the athlete is developed and examined through regular studies and feedback, and it is evaluated after this result and reached a defined qualification (Kabadayı, 2010).

The athlete, who can come to a certain extent with his talent and competence in any sport, needs the support of the trainer in order to achieve success regardless of his ability (Yücel, 2010). The personality of the coach plays a major role in the success of the athlete and team trains. For this reason, in order for a person to be a successful coach, he must have effective communication skills in the events he faces (Konter, 1996).

When the scores in both national and international competitions are examined, our sport branch, which has a great success rate, is a wrestling sport. Wrestling, besides being a traditional Turkish sport in our country, is a sacred sport in which spiritual values are loaded. These factors underlie the respect for athletes and coaches who perform wrestling in society.

Conceptually wrestling is the struggle they show in order to defeat their opponents with certain rules within a certain period without using any tools (Yalçın, 1995).

Today, Turkey Wrestling Federation; Youth and Sports Services Act No. 3289 Annex Article 9 of the seventeenth paragraph (www.mevzuat.gov.t), and 29136 dated 01/10/2014 (repeated) published in the Official Gazette No. Main Statute of Turkey Wrestling Federation (www.tgf.gov.tr) organizes trainer training programs in cooperation with the General Directorate of Sports Services (abolished) Sports Education Department.

Material and Method

Research Model

In this research, the screening model, which is one of the quantitative research patterns, was used. Surveys aiming to determine individuals' perceptions, attitudes, perspectives, expectations and evaluations about a subject are called screening researches (Gürbüz et al., 2017: 104).

Research Group

Research universe; The wrestling coaches held in Trabzon consist of 275 people attending the development seminar.

The sample of the study consists of 118 coaches selected using the random sampling method.

Data Collection Tools

In the research, a 25 question scale was applied to coaches, inspired by the 50 question Communication Skills Inventory developed by Kabadayı (2010) in order to evaluate the communication skills of wrestling coaches. The reason for this inspiration; the number of questions in this scale is high for the sample group. The validity and reliability of the scale was applied to a pilot group with 22 questions and the cronbach alpha internal consistency coefficient was found to be ,904 (Table 1). These data are above acceptable limits and even considered as “good” (Çokluk et al., 2018: 199).

Scale; It consists of 5 point Likert type and 4 sub-dimensions. The said scale sub-dimensions and related items are as follows; verbal communication skill: 1-3-4-5-8-24 (6 items), non-verbal communication skill: 9-10-11-12-25 (5 items), listening skill: 13-14-15-19-21 -23 (6 items), ability to give feedback: 16-17-18-20-22 (5 items).

How often the coaches show or do the behaviors or attitudes depicted in the items; One of the five options in the questionnaire between “not doing at all” and “always doing” was marked and answered. "I don't do it" option is 1 point, "I do very little" option is 2 points, "Sometimes I do" option is 3 points, "I do it often" option is 4 points, "I always do" option is 5 points. Grouping was done to interpret the level of results. This value, which is divided into 5 ($4/5 = 0.80$), is determined as the group range, as the lowest score is 1 point ($5-1 = 4$), which is the highest score in the grouping. The small value is added to 1 and group ranges are created ($1.00 + 0.80 = 1.80$, $1.80 + 0.80 = 2.60$, $2.60 + 0.80 = 3.40$, $3.40 + 0.80 = 4.20$, $4.20 + 0.80 = 5.00$).

Whether $X1 = 1.00-1.79$ score range is at "I don't do at all" level, $X2 = 1.80-2.59$ score range is at the level of "I do very little" It is assumed that the status of whether to make $X4 = 3.40-4.19$ score range is at the level of “I do it frequently” and whether it is in the range of $X5 = 4.20-5.00$ points is at the level of “I always do”.

Data Analysis

The collected data were analyzed using SPSS 24 program. Descriptive statistics techniques (frequency, percentage, arithmetic mean, standard deviation) were applied in the analysis of the collected data. Then, the findings were interpreted. While interpreting the data obtained, the following coding format was used.

Findings

Descriptive statistics techniques (frequency, percentage, arithmetic mean, standard deviation), factor analysis, t test, one way variance analysis (ANOVA) test are used in this section.

Table 1. Reliability analysis.

Cronbach's Alpha	Number of Questions
,904	25

As seen in Table 1, since the cronbach alpha value calculated for the scale is $0.70 \leq \alpha = 904$, it can be said that the scale is quite reliable. Cronbach alpha ranges from 0 to 1. Cronbach alpha reliability coefficient value of 70 and above indicates that the scale is reliable.

For the validity analysis of the scale, firstly, it was checked with KMO and Barlett tests whether the data was suitable for validity analysis. The results of KMO and Bartlett Analysis are given in table 2.

Table 2. KMO validity analysis

Kaiser-Meyer-Olkin (KMO Sample Sufficiency Criterion)		,912
Bartlett Testi	Chi-Square Value	1368,931
	Degree of freedom	231
	Significance level (p value)	,000

As seen in Table 2, KMO test is 91.2%. The fact that the KMO value is meaningless at the level of .50 indicates that the data are suitable for making validity analysis (Özdamar, 2002).

Alpha Coefficient:

$0.00 \leq \alpha < 0.40$, the scale is not reliable.

$0.40 \leq \alpha < 0.60$, the scale is low reliability.

$0.60 \leq \alpha < 0.80$, the scale is very reliable.

$0.80 \leq \alpha < 1.00$, the scale is a highly reliable scale (Çokluk et al., 2018: 198).

The obtained value of $0.912 > .50$ means that the scale is highly reliable. Since the Bartlett test p value = $0.000 < 0.05$, the data show normal distribution. KMO and Barlett values show that the data are suitable for validity analysis. In order to increase the validity and reliability, 3 people who were considered as discrete value from the survey applied to 121 people were excluded and the number of people participating in the research was reduced to 118.

The validity and reliability analysis results of the scale showed that the scale is suitable for measuring the communication skill levels of the trainers. The scale consists of 22 items in its final form and is a 5 point Likert type.

Table 3. Skewness and stickiness of skills

Total Distribution Measures	Oral communication Skill	Nonverbal Communicati on Skill	Listening Skill	Ability to Give Feedback	Total Skills	
Total	Skewness	-0,670	-0,776	-1,326	-0,906	-0,937
	Stickiness	0,083	0,604	-1,345	0,090	-0,200

As seen in Table 3, it is accepted that the distribution is normal distribution in cases where the skewness and kurtosis values are between $\pm 1,500t$ (Gürbüz et al., 2017: 106).

Table 4. Demographic characteristics of the trainers participating in the research

Variables	Frequency (fi)	Percent (%)
Gender		
Female	19	16,1
Male	99	83,9
Age		
27-33 age range	33	28
34-40 age range	44	37,3
41-47 age range	31	26,3
48 age and above	10	8,4
Coaching Stage		
Second Stage	57	48,3
Third Stage	49	41,5
Fourth Stage	12	10,2
Education level		
High school	27	22,9
Associate degree	11	9,3
License	69	58,5
Master and above	11	9,3
Service Period		
1-5 year	36	30,5
6-10 year	54	45,8
11-15 year	19	16,1
15 year and above	9	7,6
Employment Forms		
Regular	91	77,1
Contractual	27	22,9
TOTAL	118	100

As seen in Table 4, when the ages of 118 coaches participating in the study were female, 16.1% were female and 83.9% were male, 28% of the trainers were between 27-33 years old and 37.3% were 34-40 years old. between 26.3% of the age range of 41-47, 8.4% of 45 years of age and above, 48.3% of them are second level, 41.5% of third level, 10.2% When the level of education, which is the fourth stage, is examined, 22.9% of the trainers are from high school education program, 9.3% from associate degree, 58.5% from undergraduate and 9.3% from master degree and above. When the service period they graduated is examined, 30.5% of them are between 1-5 years, 45.8% of them are between 6-10 years, 16.1% are between 11-15 years, 7.6% are 15 years. When the employment patterns are analyzed, it is seen that 77.1% of them are employed and 22.9% of them are contracted.

Table 5. Descriptive statistics of communication skills

	N (Number of Samples)	Average Statistics	
		Average	Standard Error
Oral Communication Skill	118	3,959	0,531
Nonverbal Communication Skill	118	4,098	0,641
Listening Skill	118	4,285	0,779
Ability to Give Feedback	118	4,235	0,683
Total Communication Skill	118	4,142	0,570

As seen in Table 5, the verbal communication skill $X = 3.959$ ($SD = 0.531$), non-verbal communication skill $X = 4.098$ ($SD = 0.641$), listening skill $X = 4.285$ ($SD = 0.779$) and feedback in trainers' sub-dimensions of communication skills scale. ability to be found to have $X = 4,235$ ($SD = 0.683$) point average. The average value of the coach communication skills scale is $X = 4.142$ ($SD = 0.570$).

Table 6. The difference of communication skills of coaches by gender

		Gender	N	\bar{X}	SS	t Value	p Value
Oral Communication Skill	Female	19	4.30	0.716	0.234		
	Male	99	4.22	0.680			0,630
Nonverbal Communication Skill	Female	19	4.37	0.642	0.312		
	Male	99	4.26	0.805			0,575
Listening Skill	Female	19	3.89	0.593	0.330		
	Male	99	3.97	0.521			0,567
Ability to Give Feedback	Female	19	4.21	0.559	0.691		
	Male	99	4.07	0.656			0,407

$p > 0,05$

As seen in Table 6, it was determined that verbal communication skills, non-verbal communication skills, listening skills and feedback skills did not make a significant difference in terms of gender variable. However, in the analysis of the average scores received, it was observed that the average score of male wrestling coaches in all communication sub-dimensions was lower than the average score of female coaches in all communication sub-dimensions.

Table 7. The difference between the communication skills of the coaches by age

	Age Groups	N	\bar{X}	SS	F Value	p Value
Oral Communication Skill	27-33 age	33	3.92	0.507	1,752	0,160
	34-40 age	44	3.99	0.472		
	41-47 age	31	3.84	0.619		
	48 age and above	10	4.26	0.504		
Nonverbal Communication Skill	27-33 age	33	4.15	0.554	0,818	0,486
	34-40 age	44	4.06	0.642		
	41-47 age	31	4.00	0.703		
	48 age and above	10	4.34	0.724		
Listening Skill	27-33 age	33	4.34	0.643	0,562	0,641
	34-40 age	44	4.20	0.890		
	41-47 age	31	4.25	0.833		
	48 age and above	10	4.53	0.477		
Ability to Give Feedback	27-33 age	33	4.18	0.643	1,096	0,354
	34-40 age	44	4.18	0.746		
	41-47 age	31	4.24	0.702		
	48 age and above	10	4.60	0.365		

$p > 0,05$

As seen in Table 7, it was determined that verbal communication skill, non-verbal communication skill, listening skill and feedback skill do not make a significant difference in terms of age variable.

It is observed that the lowest average ($X = 3.84$) of the verbal communication skills belongs to the 41-47 age group and the highest average ($X = 4,26$) is between the age of 48 and over.

It is observed that the lowest average ($X = 4.00$) of non-verbal communication skills is between 41-47 years old and the highest average ($X = 4.34$) is between the age of 48 and over.

It is seen that the lowest average ($X = 4.20$) regarding listening skills is between the ages of 34-40, and the highest average ($X = 4.53$) is between the age of 48 and over.

It is seen that the lowest average ($X = 4.18$) regarding the skills of giving feedback is between 27-40 years old, and the highest average ($X = 4.60$) is between the age groups 48 and over.

Table 8. Difference table of the communication skills of the trainers by stages

	Coaching Stage	N	\bar{X}	SS	F Value	p Value
Oral Communication Skill	Second Stage	57	4.03	0.455	1.951	0,147
	Third Stage	49	3.92	0.567		
	Fourth Stage	12	3.72	0.668		
Nonverbal Communication Skill	Second Stage	57	4.15	0.528	0.685	0,506
	Third Stage	49	4.08	0.690		
	Fourth Stage	12	3.91	0.908		
Listening Skill	Second Stage	57	3.90	1.001	1.972	0,144
	Third Stage	49	4.26	0.804		
	Fourth Stage	12	4.38	0.691		
Ability to Give Feedback	Second Stage	57	4.35	0.649	1.712	0,185
	Third Stage	49	4.13	0.656		
	Fourth Stage	12	4.08	0.896		

As seen in Table 8, it was determined that verbal communication skills, non-verbal communication skills, listening skills and feedback skills did not make a significant difference from the sub-dimensions of the communication skills scale in terms of the trainer variable.

It is seen that the lowest average ($X = 3.72$) of the verbal communication skills belongs to the fourth level and the highest average ($X = 4.03$) to the second level.

It is seen that the lowest average ($X = 3.91$) of non-verbal communication skills belongs to the fourth level and the highest average ($X = 4.15$) belongs to the second level coaches.

It is seen that the lowest average ($X = 3.90$) for listening skills belongs to the second level and the highest average ($X = 4.38$) belongs to the fourth level coaches.

It is seen that the lowest average ($X = 4.08$) of the feedback skills belongs to the fourth level and the highest average ($X = 4.35$) belongs to the second level coaches.

Table 9. Difference table of the communication skills of the trainers according to their education level

	Education level	N	\bar{X}	SS	F Value	p Value
Oral Communication Skill	High school	27	3.89	0.652	0,856	0,466
	Associate degree	11	3.78	0.700		
	License	69	3.98	0.472		
	Master and above	11	4.10	0.352		
Nonverbal Communication Skill	High school	27	3.94	0.674	2,084	0,106
	Associate degree	11	3.89	0.695		
	License	69	4.22	0.592		
	Master and above	11	3.90	0.718		
Listening Skill	High school	27	4.14	0.843	0,962	0,413
	Associate degree	11	4.34	0.693		
	License	69	4.37	0.769		
	Master and above	11	4.03	0.770		
Ability to Give Feedback	High school	27	4.13	0.750	1,471	0,226
	Associate degree	11	4.23	0.715		
	License	69	4.32	0.624		
	Master and above	11	3.90	0.802		

$p > 0,05$

As seen in Table 9, it was determined that verbal communication skill, non-verbal communication skill, listening skill and feedback skill do not make a significant difference in terms of educational status sub-dimensions of communication skills scale.

It is observed that the lowest average ($X = 3.78$) associate degree and the highest average ($X = 4.10$) graduate and related graduate trainers belong to the trainers.

It is seen that the lowest average ($X = 3.89$) associate degree in non-verbal communication skills and the highest average ($X = 4.22$) belong to the trainers who are undergraduate graduates.

It is seen that the lowest average ($X = 4.03$) master's degree and above regarding listening skills and the highest average ($X = 4.37$) belong to the trainers who are undergraduate graduates.

It is seen that the lowest average ($X = 3.90$) master's degree and above and the highest average ($X = 4.32$) belong to the trainers who are undergraduate graduates.

Table 10. Difference table of the communication skills of the coaches according to their duration of service

	Service Period	N	\bar{X}	SS	F Value	p Value
Oral Communication Skill	1-5 year	38	3.96	0.558	0,143	0,934
	6-10 year	55	3.98	0.445		
	11-15 year	19	3.94	0.646		
	15 year and above	6	3.83	0.803		
Nonverbal Communication Skill	1-5 year	38	4.17	0.558	0,399	0,754
	6-10 year	55	4.09	0.633		
	11-15 year	19	3.99	0.787		
	15 year and above	6	4.00	0.810		
Listening Skill	1-5 year	38	4.29	0.683	0,179	0,910
	6-10 year	55	4.30	0.822		
	11-15 year	19	4.30	0.886		
	15 year and above	6	4.06	0.772		
Ability to Give Feedback	1-5 year	38	4.22	0.691	0,196	0,899
	6-10 year	55	4.21	0.678		
	11-15 year	19	4.29	0.737		
	15 year and above	6	4.40	0.657		

$p > 0,05$

As seen in Table 10, it was determined that verbal communication skill, non-verbal communication skill, listening skill and feedback ability sub-dimensions did not make a significant difference in terms of service duration variable.

It was observed that the lowest average ($X = 3.83$) of oral communication skills was 15 years and above and the highest average ($X = 3.98$) belonged to coaches with a service of 6-10 years.

The lowest average ($X = 3.99$) 11-15 years regarding non-verbal communication skills and the highest average ($X = 4.17$) were found to be between 1 and 5 years.

It was observed that the lowest average ($X = 4.06$) of listening skills was 15 years or more and the highest average ($X = 4.30$) belonged to coaches with a service of 6-15 years.

The lowest average ($X = 4.21$) 6-10 years regarding the feedback skills and the highest average ($X = 4.40$) were found to be the trainers with 15 years and more service.

Table 11. Difference of communication skills of coaches by employment patterns

	Employment Forms	N	\bar{X}	SS	t Value	p Value
Oral Communication Skill	Regular	91	3.99	0.608	0,317	0,752
	Contractual	27	3.95	0.510		
Nonverbal Communication Skill	Regular	91	4.11	0.628	0,359	0,720
	Contractual	27	4.06	0.697		
Listening Skill	Regular	91	4.30	0.790	0,384	0,702
	Contractual	27	4.23	0.757		
Ability to Give Feedback	Regular	91	4.28	0.679	1,208	0,230
	Contractual	27	4.10	0.694		

$p > 0,05$

As it can be seen in Table 11, it has been determined that verbal communication skill, non-verbal communication skill, listening skill and feedback skills do not make a significant difference in terms of employment variable.

It has been observed that the low average ($X = 3.95$) of the verbal communication skills belongs to the contract workers, and the high average ($X = 3.99$) belongs to the coached staff.

It has been observed that the low average ($X = 4.06$) of non-verbal communication skills belongs to the contract workers and the high average ($X = 4.11$) belongs to the staff working in the staff.

It was observed that the low average ($X = 4.23$) regarding listening skills belongs to the contract workers, and the high average ($X = 4.30$) belongs to the staff working in the staff.

It has been observed that the low average ($X = 4.10$) regarding the skills of giving feedback belongs to the contract workers and the high average ($X = 4.28$) belongs to the coached staff.

Discussion and Conclusion

In the light of the findings obtained in this study conducted to determine the demographic characteristics and communication skills of wrestling coaches;

It is observed that the average of the coach communication skills scale applied to wrestling coaches ($X = 4,142$) is high (Table 5). It is seen that the verbal communication skill average score ($X = 3.959$) of the trainers' communication skills scale sub-dimensions is lower than the other skill scores. Resting skill average scores ($X = 4,285$) are higher than other skill scores (Table 5). In the studies of Özbey (2019) and Abakay (2010), similar to our research results, the communication skills levels of the trainers were found to be high, and the fact that the verbal communication skill was lower than the other skill points in the general average is thought to be due to the individual branch of the wrestling sport.

There is no statistically significant difference in the communication skills expressions of the trainers according to gender (Table 6). It is seen that the highest average in terms of gender is in non-verbal communication skill and the average of the female coach is higher than the male coaches. In general, when the literature review is evaluated, the results obtained support our study; It is seen that women are more successful than men in expressing gestures and facial

expressions and body language in using non-verbal communication and are more confident in exhibiting these behaviors (Mutlu et al., 2018: 167). This situation is thought to stem from the structural features of women.

There is no statistically significant difference in the communication skills expressions of coaches by age variable (Table 7). Unlike our study results, Gerçek (2017) concluded that female coaches had higher communication skills than men. When looking at the general average according to the age variable, it is seen that the highest average of the skill of giving feedback belongs to the trainers who are in the age range of 48 and over. This result is thought to increase the level of tolerance and empathy as coaches get older and their professional experience increases, and their communication skills develop positively thanks to their professional knowledge.

There is no statistically significant difference in the communication skills expressions of the trainers according to the trainer variable (Table 8). When looking at the general average according to the level variable, it is seen that the highest average belongs to the listening skill and when evaluated according to the levels, the lowest average belongs to the second stage coaches and the highest average belongs to the fourth stage coaches. The aim of the trainer training programs is to support the findings obtained in the literature review. improving the cognitive, affective and psychomotor skill levels of the participants (Özbey et al., 2019: 42). Coaches are required to have a certain period of time (years) experience and to participate in a certain number of development seminars in the transition between stages. This situation is thought to be positively affected by the professional development of the trainers as the levels progressed.

There is no statistically significant difference in the communication skills expressions of the trainers according to the educational status variable (Table 9). When the training status of the trainers is evaluated according to the variable, it is seen that the trainers who graduated from undergraduate, graduate and higher degrees have a higher average in all of their communication skills compared to high school and associate degree trainers. As a result of Afyon and Işıkdemir (2013) researches, there is no significant difference between trainers' educational status and communication skills; Buğdaycı (2018) concluded that communication skills increase as the education level increases. This situation is thought to be due to the fact that as the education level of the trainers increases, the main purpose of the training is to develop the human skills and the level of perception of the person, the people around him and the events that have been experienced.

There is no statistically significant difference in the communication skills expressions of the trainers according to the duration of service variable (Table 10). When the trainers are evaluated according to the variable of service periods, it is seen that the highest average belongs to the feedback giving skills and the highest average among the service groups belongs to the coaches with a service of 15 years or more. Similarly, Buğdaycı (2018) concluded that as coaches' service time increases, their ability to communicate increases. This situation is thought to arise from the increase in communication skills as well as the experience of coaches.

There is no statistically significant difference in the communication skills expressions of the trainers according to the employment patterns variable (Table 11). When coaches are evaluated according to employment types variable; It has been observed that the average of all communication skills of the coaches employed as permanent staff is higher than the contracted coaches.

As a result, communication skills of wrestling coaches were evaluated in this study and it was observed that the communication skill levels of coaches were generally high. Despite the absence of a statistically significant difference in the analysis conducted throughout the study, the evaluation of the demographic characteristics of the coaches according to the subscale average scores of the communication skills scale; female coaches used their communication skills more effectively than the male coaches, and their communication skills increased as their ages progressed, and their education and training according to their educational status. It has been determined that the coaches who work at the upper level according to their rank and their ranks evaluate the communication skills more effectively and that all the communication skill levels of the coached employed trainers are higher than the trainers employed in contract status.

In the light of the information obtained as a result of the research, the suggestions are presented below:

- Trainers who are at the beginning of their professional careers can be trained on effective communication skills.
- Requirements for trainers to be employed should be at least undergraduate level.
- Platforms can be created in which upper level coaches and lower level coaches can share their knowledge and experience.
- Communication skills of coaches can be evaluated by adapting this study subject to other sports branches.

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