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The Investigation of the Communication Skill Levels of University Students according to Physical Activity Participation

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Abstract

The aim of this study was to investigate communication skills level of university students (Faculty of Sports Sciences, Faculty of Engineering and Tourism Faculty) who were enrolled in 2014-2015 academic year at Muğla Sıtkı Koçman University according to physical activity participation, gender and which faculty they were enrolled Physical activity type and where to participate in a physical activity. 590 students were voluntarily participated in the study. In this study, Physical activity Behaviour Change questionnaire consisting of 4 questions developed by Marcus and Lewis (2003), criterion validity of which was made by Cengiz et al. (2010) was applied to students in order to determine their participation in physical activities. 5 point likert type Evaluation Scale for Communication Skills (ESCS) developed by Korkut (1996) was used to determine communication skill levels of students. According to the findings obtained from these questionnaires, independent samples t-test, ANOVA test as well as Gabriel test in order to determine from which sources the difference was originated were applied depending on the aforementioned variables. In light of the obtained results, a significant difference was found for communication skills, their physical activity stage and where to participate in physical activities ($p < 0.05$). No significant difference was found in communication skill levels according to gender ($p > 0.05$). No significant difference was determined in communication skills according to physical activity type.

Keywords: Communication skills, exercise, university students

Üniversite Öğrencilerinin Fiziksel Aktivitelere Katılım Durumlarına Göre İletşim Becerisi Düzeylerinin İncelenmesi

Öz

Bu çalışmanın amacı 2014-2015 eğitim- öğretim yılında Muğla Sıtkı Koçman Üniversitesi'nde (Spor bilimleri fakültesi, Mühendislik fakültesi ve Turizm fakültesi) öğrenim gören öğrencilerin, fiziksel aktivite katılım durumları, cinsiyet farklılıkları, hangi fakültede eğitim gördükleri, nerede fiziksel aktivite yaptıkları ve ne şekilde fiziksel aktivitelere katılım gösterdikleri değişkenlerine bağlı olarak iletişim becerisi düzeylerinin incelenmesidir. Araştırmaya 590 öğrenci gönüllü olarak katılmıştır. Bu araştırmada öğrencilere fiziksel aktivitelere katılım durumlarını belirlemek için Marcus ve Lewis (2003) tarafından geliştirilen, anketin ölçüt geçerliği Cengiz ve arkadaşları (2010) tarafından yapılan ve 4 sorudan oluşan Egzersiz Davranışları Değişim Basamakları Anketi (EDDBA) uygulanmıştır. Öğrencilerin İletişim becerisi düzeylerini saptamak için Korkut (1996) tarafından geliştirilen 5'li likert tipindeki İletişim Becerilerini Değerlendirme Ölçeği (İBDÖ) kullanılmıştır. Değişkenler arasındaki farklılıkları tespit etmek için bağımsız değişken t-test ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Varyans analizinde ortaya çıkan anlamlı farklılıkların hangi değişkenden kaynaklandığını bulmak için Gabriel testi uygulanmıştır. Tüm analizlerde istatistiksel olarak anlamlılık derecesi $p < 0,05$ olarak tanımlanmıştır. Elde edilen sonuçlar ışığında ise öğrencilerin fiziksel aktiviteye katılım durumları, hangi fakültede okudukları ve nerede fiziksel aktivite yaptıklarına göre iletişim becerisi düzeyinde anlamlı fark bulunmuştur ($p< 0,05$). Üniversite öğrencilerinin, cinsiyet göre iletişim becerisi düzeylerinde anlamlı bir farka rastlanmamıştır ($p>0,05$).

Anahtar kelimeler: İletişim becerisi, üniversite öğrencileri, egzersiz

Introduction

Physical activity has a major role in a person's participation in dynamic social environment, therefore it triggers individuals to socialize. Participating in physical activity helps individuals to go out of their inner worlds, communicate with others; experince other enviroments, beliefs and thoughts, allowing them to get influenced by them and influence others in the same way. We may definitly say that it helps establishment of new friendships and consolidation of social cohesion (Çaha, 1999).

Communication is one of the most important elements when it comes to orientation. People reveal their ideas and thoughts by communicating in order to share and evaluate with others. Communication biviously allows inspiration and affection among people (Hardworking, 2003).

Although every human start to communicate as soon as they are born, that doesn't necessarily mean this way of communication is effective (Smith, 2002). Defective message exchange between the two may cause failure in correct transfering of ideas or senses. In other words, when communication happens without consideration of important elements within the process, it may lead to major disruptions in people's understanding. In this case, it may result in mutual misunderstanding (Smith, 2002).

The purpose of this study is to examine university students' communication skills according to their level of physical activity by focusing on how they participate in physical activity; by going through their majors, genders and where they participate in these physical activities (as individuals or in groups).

Method

This research covers university students' communication skills according to their level of physical activity and a discriptive survey model has been used since questionnaries, corporate resources and researchs in the similar topic were used within the process of examination.

Participants

In this study, college students'physical activity status is examined accordingly to their physical participation levels and other "significant" factors. All necessary permits has been given by Mugla Province Muğla Sıtkı Kocaman University Administration. Individuals participating in the study has participated voluntarily. 10 surveys has been declared invalid out of600 students have participated, so the final number of participants was fixed in 590. A total of 245 women and 345 men have participated in the study.

Data Collection Tools

This study was conducted in two different surveys. Personal information forms were applied to the participants in the beginning of the survey. This form was created by researchers in order to collect personal information from the students. Answers of 6 personal information questions has been requested about their age, gender, major/faculty and how and where they participate in physical activity.

Exercise Behavior Change Stages Questionnaire (EBCSQ) that consists of 4 questions - developed by Marcus and Lewis (2003) and criterion validity conducted by Cengiz and associates (2010) - was applied to determine the status of participation in physical activity of students.

"Communication Skills' -prepared by Korkut (1996)- (CS) scale was used to determine the level of communication skills of university students.

Data Collection Methods

All official permissions required by following all necessary procedures of the Dean of the Faculty of Education of Muğla Sıtkı Koçman University that scientifically examines the applicability of thesis.

A method that consists 3 faculties (Faculty of Sport Sciences, Faculty of Engineering and Faculty of Tourism) in Muğla Sıktı Koçman Universty was used and it is based on a simple random sampling principle that allow seach selected group to be able have equal probability of being selected.

Statistical Analysis

20.00 SPSS statistical software package is used in the analysis of data obtained from the survey. All data is predicted with descriptive and inferential analysis.

Independent samples t-test and one-way analysis of variance (ANOVA) was used to identify differences between variables. Gabriel testing was performed to in order to find out what caused the significant argument differences revealed in the variance analysis. The degree of statistical significance was defined as $p < 0.05$in all analyzes.

Findings

Table 1. Gender frequency analysis findings

Gender	N	%
Female	245	41.5
Male	345	58.5
Total	590	100

When the gender distribution percentage of the 590 university students participated in the study is viewed; 245 women corresponds to 58.5% and 345 male corresponds to 41.5%.

Table 2. Student's age division frequency analysis findings

Age	N	M
Female	245	20.96
Male	345	22.04
Total	590	21.55

The average age of the students surveyed (590) were found to be 21.55. If we look at the average age of women according to gender; womens age average equals to 20.96% and mens equals to 22.04%.

Table 3. Frequency analysis findings according to students' faculties

Faculties	N	%
Sport Sciences	238	40.3
Engineering	146	24.7
Tourism	206	35
Total	590	100

Percentages of the participants are as follows; 40.3% Faculty of Sport Sciences, 24,7% Faculty of Engineering, 34.9% Faculty of Tourism 24.7%. As frequency; there are 238 students in the Faculty of Sport Sciences, 146 students are in the Faculty of Engineering and 206 students are in Faculty of Tourism.

Table 4:"Forms of Participation in Physical Activity" frequency analysis findings

Participate	N	%
Individually	433	73.4
Within a Group	157	26.6
Total	590	100

When students were asked how they participate in physical activity, 433 students (as 73.4%) answered as "individually" and 157 students (25.6%) answered as "within a group".

Table 5. "Where the Students Participate in Physical Activity" frequency analysis findings

Where	N	%
Stadium	90	15.3
Private Fitness Clubs	147	24.9
Free University Facilities	276	46.8
Other	77	13
Total	590	100

Students answered the question "where do you do physical activity?" and 90 students (15.3%) answered "at a stadium", 147 (24.9%) said "private fitness clubs", 276 (46.8%) said "free university facilities" and 77 (13%) students answered "in other places".

Table 6. "Communication skills of university students according to their levels of participation in physical activity" variance analysis findings

	KT	KO	sd	*F*	*p*	Gabriel test
Intergroup	47773,75	11943,44	4	64,80	0,01*	1 < 3, 4, 5* 2 < 3, 4, 5* 3 < 4, 5* 4 < 5*
In-Group	107830,60	184,33	585			
Total	155604,36		589			

According to the findings obtained by analysis of variance, university students' participation in physical activity situation has arisen significant difference in communication skills, according to F (4, 589) = 64.80, p <0.05.

Pursuant to findings of the Gabriel testing that has been used to examine the differences between the groups, communication skills of the students standing in the pre-tandancy stage were lower than all other phases.

Communication skills of the students who were standing on the tendancy stage were significantly lower compared to others standing in "preparation/in proccess/continuation" phases.

Communication skills of the students who were standing in the preparation stage were significantly lower compared to others standing in "in proccess and continuation" phases.

And finally, communication skills of the students who were standing in the "in process" stage were significantly lower compared to others standing in continuation phase.

Table 7. Descriptive statistics and t-test findings of university students according to gender communication skill levels

	Gender	*n*	*M*	*SS*	*t*	sd	*p*
Communication	Female	245	99,17	17,59	0,27	588	0,79
Skill	Male	345	98,80	15,25			

According to the t-test, there was no significant difference in the level of communication skills of university students by gender.

Table 8. Variance analysis findings of university students' communication skill levels according to their faculties

	KT	KO	sd	*F*	*p*	Gabriel test
Intergroup	6116,86	3058,43	2	12,01	,001*	2 < 1, 3* 3 < 1*
In-Group	149487,49	254,66	587			
Total	155604,36		589			

In this section, a significant difference in students communication skills has been identified in the variance analysis results. F (2, 589) = 12.01 p <0.05.

According to the results of Gabriel testing; communication skills scores of the Sport science faculty students are significantly higher than engineering and tourism faculty students. Low level semantic reaction based on communication skills scores has been identified between engineering and tourism faculty students.

Table 9. Variance analysis findings of university students' communication skill levels of than according to where they participate in physical activities

	KT	KO	Sd	*F*	*p*	Gabriel Test
Intergroup	16937,66	4234,41	4	17,89	0,01*	4 < 1, 2, 3*
In-group	137011,39	236,64	579			1 < 2*
Total	153949,05		583			

Looking into variance analysis findings; a significant difference in the level of communication skills of university students is observed according to where they participate in physical activities, F (4, 583) = 17.89, p <0.05.

Considering the results of the gabriel testing, total scores of the students participating in physical activities at a private fitness center are the highest among others (free university facilities, stadiums or other enviremonets). Due to these results, we may say students who participate physical activity in crowded places were significantly higher compared to the others. Intense interaction with people may be considered as the main reason behind.

Discussion and Conclusion

In this study made in order to examine the level of communication skills of students from different faculties, the following results were obtained according to their major, gender, status of participation in physical activity; what types of physical activity they participate and where they participate these activities:

When examining the results of the analyzes (Table 7), a significant difference was noted in the level of communication skills of the students' ($p < 0.05$) according to their participation in physical activity status. The higher levels of participation in physical activity increases the level of communication skills accordingly. Thus, the students who does regular physical activity have increased skills in communication (Tepeköylü, 2007). Students who are (or not) interested in a sporting activities on a regular basis did not add any statistically significant difference to this examination ($p > 0.05$).This situation does not coincide with the findings of the study.

There was no significant difference analyzed that gender have changed the level of communication skills among university students ($p > 0.05$). Korkut (1996), has once determined in an examination made in the faculty of education, that average score of the girl students' communication skills were higher than boys'.

Although there are no significant difference by gender in communication skills in this study, female students were found to be higher in average score than the males. Therefore, it supports our work. Tepeköylü (2007) made clear in his research that female students stated that female students' communication skills were higher than male students. This also supports our arguement.

Dilekmem and colleagues (2008) found no significant difference in communication skills level in their study for university students ($p > 0.05$). These statistics are consistent with the results of our work. Bingöl and Demir (2011) have reported that average points of the female students were higher than male students' in the work their study, however ,the result was considered "not statistically significant"($p > 0.05$).Following results obtained in this study are supported by Bingol and Iron (2011).

When we examine whether there is a significant connection between in students' communication skills and their faculties, we saw that there was significant difference ($p < 0.05$). According to the table 8, total average score of communication skills of students studying in Sport Science faculty are the highest among other students (from engineering and tourism faculties).

By looking at the results, we may say that the Faculty of Sport Sciences students' social ability skills are higher because their schedule requires intense participation and physical activity in classes. In this case, looking at the positive aspects of physical activity, we may say that it contributes to socialization of individuals. In Gülbahçe's study about (2010) communication skills of university students studying different majors, it was determined that a significant difference was identified according to the their departments ($p < 0.05$). In this study, Physical Education and Sports department students' score were lower compared to students of Educational Sciences, Geography Teaching and Turkish. These results do not support the conclusion of our work.

However Şirin and Izgar (2013), have found no significant difference in communication skills of the students who participated in the research.

All these students from all departments in the study sample have strong communication skills and perception. And there is no differentiation between sections. According to these finding, they concluded that academic education would not technically affect communication skills directly.

Significant differences has been identified according to where they have physical activity as well. Table 9 shows that student who go to private fitness centers have more social skills engaged in physical activity compared to others who prefers stadiums, free university facilities or indoors ($p < 0.05$).The obtained results may show that physical activity improves social participation in public places.

In this study, positive effects on communication skills are determined to be related to their status of participate in physical activity, their major and where they do physical activity. Faculty of Sports Science student participation in physical activity status were significantly higher than students of the Faculty of Engineering and Tourism. It may be related to their intense sports lessons. Physical activity clubs can be established in order to promote sports among student that are from all these other faculties or sports related classes may be increased. Directing physical activity in this group of students is important in order to improve youth.

It has been reported that participation in physical activity in public areas (stadium, free university facilities, private fitness room, etc.) positively affects communication skills of students. Therefore, students should be encouraged to do physical activity in public places. In this case, physical activity and sports facilities should be increased. For example; Mugla Sıtkı Kocman University's swimming pool is extra charged after course hours. Instead, students can attend collective swimming organizations.

All the findings obtained may benefit students, university senates and physical activity specialists in order to improve university students' development in communication skills.

Regional universities may be examined in the next research and in the more advanced stages, it may be aplied to all universities in Turkey. Family income levels and family self-efficacy communication skills may have been added as a research question.

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