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Communication Skills of Women Doing Exercise and Their Participation in Exercise Activities

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Abstract

Exercise is a sub-branch of physical activities performed in a planned manner for the purpose of physical fitness, being healthy and maintaining it. Exercise and physical activities have common points. Both require energy and both involve bodily movements created by skeletal muscles. Material and Method: The aim of this study is to examine the communication skills and participation in exercise activities of women exercising in Kırşehir Central District, according to their education level, age, marital status, and monthly income, type of exercise and duration of exercise. The study group of the research consisted of 424 women who exercised in Kırşehir and participated on a voluntary basis. Personal information form, scores obtained from scales and scale sub-dimensions, percentage, frequency, arithmetic mean, independent sample t-test for binary variables and One-Way ANOVA test for multiple variables were applied. Results: Women with longer exercise duration have higher communication skills and exercise behavioral regulation averages.In addition to exercising in order to be healthy, feel happy and spend their spare time, women also exercise under the influence of external factors.

Keywords: Exercise, Communication, Physical Fitness

Introduction

Exercise is a sub-branch of physical activities performed in a planned manner for the purpose of physical fitness, being healthy and maintaining it (Lindwall, 2004). Exercise activities, which are a sub-branch of physical activity, are not the same as physical activities. Exercise is a planned, repetitive activity with a specific purpose (Caspersen,1985).

Exercise and physical activities have common points. Both require energy and both involve bodily movements created by skeletal muscles. However, exercise is not synonymous with physical activity. Physical activity is activity that includes exercise (Lindwall, 2004).

Exercise is an effective activity in the development of individuals such as endurance, strength, speed, mobility and skill, as well as improving individuals physically. Exercise can be considered as a multi-faceted activity, which is considered as a state of well-being in the framework of the integrity of the organism, as well as cardiovascular health (Akgün, 1986). Exercise and physical activities are important in protecting and improving the health of individuals, and in providing resistance to diseases and fatigue that individuals may encounter (Vural, 2010).

Communication can be defined as the process of transferring feelings, thoughts and information from one person to another (Keyton, 2011). Tozoğlu et al. (2014) defined communication as the process of influencing people by using some symbols. According to Bursalıoğlu (1991), communication is derived from the Latin word "Communis" which means “to divide”.

When communication is considered as a process, it passes through some organs until it passes from the source to the receiver. These organs are called communication organs (Ergin, 1995).

1-Source: It can be defined as the person or unit that initiates the communication in order to convey the desired information and thought to the determined target. This transfer takes place with symbols such as writing, words and mimics (Ergin, 1995).

2- Message: Any verbal or nonverbal message between the source and the target is called a message (Gökçe, 2002). The clear, clear and understandable message between the sender and the receiver is an important issue in healthy communication (Tutar & Yılmaz, 2008).

3- Channel: In the communication process, the source and receiver transmit their messages in various ways. These ways can be written and spoken, as well as other ways (Kaya, 2010). The path through which the message reaches the receiver is called a channel. Gestures and mimics used in face-to-face communication make communication effective (Yetişkin, 2016).

4- Receiver: It is the person who receives, understands and interprets the message sent from the source. If the receiver understands and interprets the sent message correctly, and if both the source and receiver ascribe a common meaning to the messages, a healthy communication will be established (Tutar and Yılmaz, 2008). Otherwise, communication problems may occur.

5- Feedback: It is the reaction given to the message sent from the source to the receiver (Büyükalan Filiz, 2007). Feedback shows whether the receiver perceives the message correctly (Nevzat and Nedim, 2005).

The concept of communication has started to be used with the existence of human beings in the world. However, the conceptualization and definition of this concept was delayed until the end of the following centuries (Aşkun 1989). The concept of communication is an activity that provides sociality due to its individuality. It ensures the existence of both the individual

and the society (Özkök, 1985). The types of communication that are important in all areas of society are as follows: 1- Mass communication, 2- Organizational communication, 3- Intrapersonal communication, 4- Interpersonal communication (Dökmen 2004).

The aim of this study is to examine the communication skills and participation in exercise activities of women exercising in Kırşehir Central District, according to their education level, age, marital status, and monthly income, type of exercise and duration of exercise.

Method Of The Research

A descriptive survey model was used in this study to determine the thoughts, beliefs, views, and attitudes of a particular group (McMillan & Schumacher, 2006). In the personal information form prepared for the research, 5 variables were arranged as education status, age, marital status, and monthly income, type of exercise and duration of exercise. In order to determine the communication skill levels of the women who exercise, the "Communication Skills Scale" (IAS) developed by Korkut Owen and Bugay (2014), consisting of 25 items and four sub-dimensions, was used. The scale was prepared in a 5-point Likert type. 'The scale was classified as 'Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). Between 1.00-1.80 on the scale was determined as very low. It was determined as low between 1.81-2.60. Between 2.61-3.40 was determined as medium. Between 3.41-4.20 was determined as high and between 4.21-5.00 was determined as very high. In order to measure the participation of women who exercise in exercise activities, "Behavioral Regulations in Exercise-2" (EDSS-2), which consists of 19 items and four sub-scales, adapted into Turkish by Ersöz, Aşçı, and Altıparmak (2012) was applied. The 5-point Likert-type scale consisted of degrees as "definitely not true (0)", "not true (1)", "sometimes true (2)", "true (3)" and "definitely true". (4) (Ersöz et al., 2012).

The study group of the research consisted of 424 women who exercised in Kırşehir and participated on a voluntary basis. Personal information form, scores obtained from scales and scale sub-dimensions, percentage, frequency, arithmetic mean, independent sample t-test for binary variables and One-Way ANOVA test for multiple variables were applied. LSD test, one of the Tukey tests, was used to determine which variables favored the difference.

Research Findings

Table 1. Normality Assumption

FACTORS	Skewness	Kurtosis	Kolmogorov-Smirnow
COMMUNICATION SKILLS	-1,084	,393	3,866
Basic Skills	,119	,235	3,723
Willingness to Communicate	-,344	-,739	3,796
Complying with Communication Principles	-,374	,119	2,789
Active Listening Non-Verbal Communication	-1,064	,356	4,222
Taking Care of Communication	-1064	,356	3,429
BEHAVIORAL REGULATION IN EXERCISE	,120	-,308	1,715
Internal Regulation	-,115	-,349	2,532
Editing with Import	-,292	-,668	2,622
External Regulation	-1,514	1,712	5,239
lack of motivation	-1,069	,490	5,341

According to Table 1, the dimensions of the scales and all sub-dimensions Skewness-Kurtosis values were found to be between -2<X<+2 (Şencan, 2002). Parametric test was applied according to the results of Kolmogorov-Smirnov Z test.

Table 2: Confidence Coefficients

FACTORS	Confidence Coefficient (Cronbach Alpha)
COMMUNICATION SKILLS	,760
Basic Skills	,816
Willingness to Communicate	,896
Complying with Communication Principles	,782
Active Listening Non-Verbal Communication	,817
Taking Care of Communication	,787
BEHAVIORAL REGULATION IN EXERCISE	,805
Internal Regulation	,765
Editing with Import	,700
External Regulation	,708
lack of motivation	,670

According to Table 2, it is seen that the scales are in the reliable (Cronbach Alpha) range in all sub-dimensions and all dimensions.

Table 3: Personal Information

Personal Information	Footer Information	Frequency(f)	Percent(%)
Eğiti durumu	High School and Down	230	**54,2**
	College	45	10,6
	University	74	17,5
	Graduate	75	17,7
Age	18-21 Age and Down	110	26,0
	22-25 Age	56	13,2
	26-29 Age	42	9,9
	30-33 Age	62	14,6
	34 Age and above	154	**36,3**
Marital status	Married	206	47,2
	Single	218	49,8
Monthly Income	1500 Tl Down	228	**53,8**
	1500-3000 tl	85	20,0
	3001-4000 Tl	56	13,2
	4000 Tl Above	55	13,0
Type of Exercise	Plates	194	**45,8**
	Walking-Running	93	21,9
	Zumba	60	14,2
	Yoga	77	18,2
Exercise Duration	12 Moon And Down	48	11,4
	13-24 Moon	36	8,6
	25-48 Moon	81	19,2
	49 Moon and Above	259	**60,8**

According to the education level variable in Table 3, 230 (54.2) high school students and secondary school students participated most in the research. According to the age variable, a maximum of 154 people (36.3) aged 34 and over participated. In the monthly income variable, it was seen that there were 228 (53.8) people with a maximum income of 1500 TL and below. It was observed that pilates exercises were performed with a maximum of 194

participants (45.8%). According to the variable of duration of exercise, it was determined that 259 participants (60.8%) exercised for 49 months or more.

Table 4: Educational Status

	EDUCATİON STATUS	N	X	SD	F	P	LSD
COMMUNICATION SKILLS	High School and Down	230	3,4104	,61940	42,773	,000	**4** 1,2,3
	College	44	3,7536	,62998			
	University	74	3,9086	,29128			
	Graduate	75	4,1259	,26029			
Basic Skills	High School and Down	230	4,7865	,52736	11,143	,000	**2,3,4** 1
	College	45	5,1580	1,31244			
	Universiy	74	5,0766	,32637			
	Graduate	75	5,1570	,35706			
Willingness to Communicate	High School and Down	230	2,7522	1,09869	8,777	,000	**3,4** 1
	College	44	3,0606	,81736			
	University	74	3,3378	,83583			
	Graduate	75	3,3396	,76345			
Complying with Communication Principles	High School and Down	230	3,1159	,93976	59,923	,000	**4** 1,2,3
	College	44	3,5000	,80213			
	Üniversity	74	3,2477	,31724			
	Graduate	75	4,5156	,61340			
Active Listening Non-Verbal Communication	High School and Down	230	3,3487	,95523	44,693	,000	**2,3** 1
	College	44	4,0500	,75097			
	University	74	4,1784	,74655			
	Graduate	75	4,4347	,29477			
Taking Care of Communication	High School and Down	230	3,5650	,82641	22,155	,000	**3,4** 1,2
	College	44	3,6318	,49546			
	University	74	4,1432	,65670			
	Graduate	75	4,1573	,21883			
BEHAVIORAL REGULATION IN EXERCISE	High School and Down	230	3,0755	,41311	1,428	**,234**	
	College	44	3,0538	,38884			
	University	74	3,0391	,21552			
	Graduate	75	2,9726	,37560			
Internal Regulation	High School and Down	230	3,0621	,80594	6,491	,000	**2,3,4** 1
	College	44	3,3896	,53838			
	University	74	3,4073	,60317			
	Graduate	75	3,1200	,35153			
Editing with Import	High School and Down	230	3,4630	,71459	22,738	,000	**2,3,4** 1
	College	44	3,7670	,79130			
	University	74	4,2095	,48262			
	Graduate	75	3,7133	,69103			
External Regulation	High School and Down	230	3,3663	,92857	38,031	,000	**3,4** 1,2
	College	44	3,5568	,73703			
	University	74	3,8750	,32910			
	Graduate	75	4,3800	,12574			
lack of motivation	High School and Down	230	3,3663	,92857	22,738	,000	**2,3,4** 1
	College	44	3,5568	,73703			
	University	74	3,8750	,32910			
	Graduate	75	4,3800	,12574			

According to Table 4, when we look at the communication skills of the women who exercise and the status of doing exercise activities according to the education level variable, a significant difference was found between the communication skills and the variables of Educational Status and all sub-dimensions in favor of those with higher education levels. There was no significant difference between the Exercise Behavioral Regulation dimension

and the Educational Status variable. There was a significant difference between all sub-dimensions of Exercise Behavioral Regulation and Educational Status variable.

Table 5: Age Status

	AGE	**N**	**X**	**SD**	**F**	**P**	**LSD**
COMMUNICATION SKILLS	18 and Down	110	3,3750	,69661	9,536	,000	**2,3,4**
	19-23 Age	56	3,8536	,36047			
	24-28 Age	42	3,7781	,37181			1
	29-33 Age	62	3,7581	,28436			
	34 + Age	154	3,7200	,67084			
Basic Skills	18 and Down	110	4,7990	1,03561	5,287	,000	**2,4,5**
	19-23 Age	56	5,1409	,35168			1
	24-28 Age	42	4,7513	,25833			
	29-33 Age	62	5,1272	,43517			**2**
	34 + Age	154	4,9495	,38805			3,5
Willingness to Communicate	18 and Down	110	2,1193	,91571	47,041	,000	**2,3,4,5**
	19-23 Age	56	2,8631	,80095			
	24-28 Age	42	3,6429	,79084			1
	29-33 Age	62	3,6505	,79942			
	34 + Age	154	3,1407	,81719			
Complying with Communication Principles	18 and Down	110	3,2324	,71937	4,438	,002	**2,3**
	19-23 Age	56	3,6190	,64956			1
	24-28 Age	42	3,8571	,60773			
	29-33 Age	62	3,2742	,62295			**3**
	34 + Age	154	3,4394	1,26669			2,4,5
Active Listening Non-Verbal Communication	18 and Down	110	3,5908	,65793	3,694	,006	
	19-23 Age	56	4,1536	,67040			**2**
	24-28 Age	42	3,7619	,52867			
	29-33 Age	62	3,8355	,50509			1,3,5
	34 + Age	154	3,7039	1,30082			
Taking Care of Communication	18 and Down	110	3,5908	,65793	3,694	,006	**2**
	19-23 Age	56	4,1536	,67040			1,3,4,5
	24-28 Age	42	3,7619	,52867			
	29-33 Age	62	3,8355	,50509			**3,5**
	34 + Age	154	3,7039	1,30082			1
BEHAVIORAL REGULATION IN EXERCISE	18 and Down	110	3,1840	,22520	26,488	,000	
	19-23 Age	56	2,8195	,24372			**1,3**
	24-28 Age	42	3,3997	,32736			
	29-33 Age	62	3,0637	,20598			2,4,5
	34 + Age	154	2,9344	,45845			
Internal Regulation	18 and Down	110	2,9554	,84486	11,301	,000	
	19-23 Age	56	3,3597	,79188			**2,3,4**
	24-28 Age	42	3,6054	,50955			
	29-33 Age	62	3,3756	,74083			1
	34 + Age	154	3,0427	,44465			
Editing with Import	18 and Down	110	2,8417	,91897	21,587	,000	
	19-23 Age	56	3,5402	,93027			**2,3,4,5**
	24-28 Age	42	4,1607	,98281			
	29-33 Age	62	3,3024	,44615			1
	34 + Age	154	3,3680	,76166			
External Regulation	18 and Down	110	3,5344	,63961	4,292	,002	
	19-23 Age	56	3,8259	,32305			**2,3**
	24-28 Age	42	4,0417	,44829			
	29-33 Age	62	3,7177	,46272			1,5
	34 + Age	154	3,5471	1,17078			

lack of motivation	18 and Down	110	3,5000	,77355	10.124	,000	**2,3,4** 1
	19-23 Age	56	3,9330	,47071			
	24-28 Age	42	3,7857	,43677			
	29-33 Age	62	4,0444	,55906			
	34 + Age	154	3,5114	,82562			

According to Table 5, a significant difference was found between the Communication Skills Dimension and all sub-dimensions of the women who exercised according to the communication skills and performing exercise activities and age status variable. A significant difference was found between the Exercise Behavioral regulation dimension and all its sub-dimensions and the Age Status variable.

Table 6: Marital Status

	Marital Status	**N**	**X**	**SD**	**T**	**P**
COMMUNICATION SKILLS	Married	200	3,8124	,45254		
	Single	210	3,4941	,68830	5,558	,000
Basic Skills	Married	200	4,9722	,41060	1,572	**,117**
	Single	211	4,8757	,78560		
Willingness to Communicate	Married	200	3,2633	,87689	7,663	,000
	Single	210	2,5762	,93872		
Complying with Communication Principles	Married	200	3,7583	,92965	6,900	,000
	Single	210	3,1381	,88851		
Active Listening Non-Verbal Communication	Married	200	3,8930	,75578	2,458	,014
	Single	211	3,6667	1,08691		
Taking Care of Communication	Married	200	3,9098	,44906	3,558	,000
	Single	210	3,6514	,94602		
BEHAVIORAL REGULATION IN EXERCISE	Married	200	3,1289	,40975	4,037	,000
	Single	210	2,9784	,33994		
Internal Regulation	Married	200	3,3079	,58750	2,090	,037
	Single	210	3,0673	,76583		
Editing with Import	Married	200	3,6121	,75061	7,242	,000
	Single	210	3,0083	,93169		
External Regulation	Married	200	3,8913	,65527	5,865	,000
	Single	210	3,4238	,93964		
lack of motivation	Married	200	3,6500	,70399	,181	**,856**
	Single	210	3,6369	,75853		

According to Table 6, the communication skills of the women who exercise and the status of doing exercise activities and the "Marital Status" variable, there was a significant difference between the Communication Skills and Marital Status variables and all sub-dimensions in favor of the married participants. except for the Basic Skills sub-dimension. There was no significant difference between the Basic Skills sub-dimension and the Marital Status variable. Except for the amotivation sub-dimension, there was a significant difference between the Exercise Behavioral regulation sub-dimension and all sub-dimensions and the Marital Status variable in favor of the married participants. No significant difference was found between the amotivation sub-dimension and the Marital Status variable.

Table 7: Income Status

	Monthly Income	**N**	**X**	**SD**	**F**	**P**	**LSD**
COMMUNICATION SKILLS	1500 Tl Down	228	3,4249	,64680	44,526	,000	**2,3,4**
	1500-3000 tl	85	3,9191	,33817			

	3001-4000 Tl	56	3,6575	,34724			1
	4000 Tl Above	55	4,2378	,27014			
Basic Skills	1500 Tl Down	228	4,8475	,56325			**4**
	1500-3000 tl	85	4,9059	,24697	12,534	,000	
	3001-4000 Tl	56	4,9286	1,16870			1,2,3
	4000 Tl Above	55	5,4040	,23557			
Willingness to Communicate	1500 Tl Down	228	2,6550	1,04423			4
	1500-3000 tl	85	3,3765	,61676	35,500	,000	
	3001-4000 Tl	56	2,7030	,72768			1,2,3
	4000 Tl Above	55	3,8788	,74911			
Complying with Communication Principles	1500 Tl Down	228	3,0994	,93805			**2,3,4**
	1500-3000 tl	85	3,5333	,54238	42,649	,000	
	3001-4000 Tl	56	3,5576	,66683			1
	4000 Tl Above	55	4,4909	,87924			
Active Listening Non-Verbal Communication	1500 Tl Down	228	3,4193	1,00025			**2,3,4**
	1500-3000 tl	85	4,2918	,63812	27,015	,000	
	3001-4000 Tl	55	4,0327	,71364			1
	4000 Tl Above	56	4,0727	,62700			
Taking Care of Communication	1500 Tl Down	228	3,5393	,83248			**2,3,4**
	1500-3000 tl	85	4,1318	,60360	21,279	,000	
	3001-4000 Tl	56	3,8691	,47643			1
	4000 Tl Above	55	4,1319	,23164			
BEHAVIORAL REGULATION IN EXERCISE	1500 Tl Down	228	3,0536	,40765			**4**
	1500-3000 tl	85	3,1944	,23454	14,549	,000	1,2,3
	3001-4000 Tl	56	2,7847	,28690			
	4000 Tl Above	55	3,2670	,37442			
Internal Regulation	1500 Tl Down	228	3,0746	,81150			**4**
	1500-3000 tl	85	3,4235	,41442	18,917	,000	1,2,3
	3001-4000 Tl	56	2,7662	,39970			
	4000 Tl Above	55	3,5532	,40692			
Editing with Import	1500 Tl Down	228	3,0095	,93622			**4**
	1500-3000 tl	85	3,7912	,78286	34,466	,000	
	3001-4000 Tl	56	3,2318	,46362			1,2,3
	4000 Tl Above	55	4,0000	,39087			
External Regulation	1500 Tl Down	228	3,3114	,91522			**4**
	1500-3000 tl	85	4,0500	,33585	37,350	,000	
	3001-4000 Tl	56	3,8864	,65231			1,2,3
	4000 Tl Above	55	4,2364	,38914			
lack of motivation	1500 Tl Down	228	3,5055	,70181			**4**
	1500-3000 tl	85	4,1176	,59210	47,781	,000	
	3001-4000 Tl	56	3,1000	,66944			1,2,3
	4000 Tl Above	55	4,2273	,28977			

In Table 7, a significant difference was found between the communication skills and exercise activities of the women who exercise, and the Communication Skills dimension according to the Income Status variable and all sub-dimensions and the Income Status variable in favor of the high-income participants. A significant difference was found between the Exercise Behavioral Regulation dimension and all its sub-dimensions and the Income Status variable.

Table 8: Type of Exercise

	Type of Exercise	**N**	**X**	**SD**	**F**	**P**	**LSD**
COMMUNICATION SKILLS	Plates	194	3,5392	,50807			**2,3,4**
	Walking-Running	93	3,2568	,74566	61,046	,000	
	Zumba	60	4,0197	,23762			1

	Yoga	77	4,1766	,13129			
Basic Skills	Plates	194	4,9359	,43288			**2,3,4**
	Walking-Running	93	4,5890	,64097	26,155	,000	
	Zumba	60	4,4,9426	1,07366			1
	Yoga	77	5,3838	,08558			
Willingness to Communicate	Plates	194	2,8540	1,04800			**1,3,4**
	Walking-Running	93	2,3692	1,01850	32,063	,000	
	Zumba	60	3,4972	,56519			2
	Yoga	77	3,5584	,50275			
Complying with Communication Principles	Plates	194	3,1151	,96031			**4**
	Walking-Running	93	3,1004	,81766	48,008	,000	
	Zumba	60	3,8305	,19936			1,2,3
	Yoga	77	4,2987	,72665			
Active Listening Non-Verbal Communication	Plates	194	3,5041	1,04534			**3,4**
	Walking-Running	93	3,4237	,71860	33,318	,000	
	Zumba	60	4,4000	,58132			1,2
	Yoga	77	4,3169	,52249			
Taking Care of Communication	Plates	194	3,7523	,62759			**3**
	Walking-Running	93	3,3355	,99833	28,895	,000	1,2,4
	Zumba	60	4,3593	,62121			
	Yoga	77	3,9325	,22387			
BEHAVIORAL REGULATION IN EXERCISE	Plates	194	3,0391	,49441			**1,2,3**
	Walking-Running	93	3,0583	,23556	8,130	,000	
	Zumba	60	3,2328	,24457			4
	Yoga	77	2,9200	,11282			
Internal Regulation	Plates	194	3,0133	,70814			**3,4**
	Walking-Running	93	3,0906	,89482	11,058	,000	
	Zumba	60	3,4358	,32536			1,2
	Yoga	77	3,4397	,43465			
Editing with Import	Plates	194	3,4549	,66332			
	Walking-Running	93	3,2661	,85641	62,430	,000	**4**
	Zumba	60	4,1992	,28154			
	Yoga	77	4,2922	,09426			1,2
External Regulation	Plates	194	3,4304	,90747			**3,4**
	Walking-Running	93	3,3226	,81476	36,652	,000	
	Zumba	60	4,1907	,27985			1,2
	Yoga	77	4,2110	,30636			
Lack of Motivation	Plates	194	3,4549	,66332			**3,4**
	Walking-Running	93	3,2661	,85641	62,430	,000	
	Zumba	60	4,1992	,28154			1,2
	Yoga	77	4,2922	,09426			

In Table 8, a significant difference was found between the communication skills and exercise activities of the women who exercised, and the Communication Skills dimension and all sub-dimensions according to the Exercise Type variable and the Exercise Type variable. A significant difference was found between Exercise Behavioral regulation dimension and all sub-dimensions and Exercise Type variable.

Table 9: Exercise Duration

	Exercise Duration	**N**	**X**	**SD**	**F**	**P**	**LSD**
COMMUNICATION SKILLS	12 Moon And Down	48	2,5642	,54216			
	13-24 Moon	36	3,5178	,50632	117,315	,000	**2,3,4**
	25-48 Moon	81	3,7319	,40460			
	49 Moon and Above	259	3,8614	,42564			1
Basic Skills	12 Moon And Down	48	4,3519	,66798			

	13-24 Moon	36	4,9136	,46924	34,020	,000	**2,3,4**
	25-48 Moon	81	4,8532	,54343			
	49 Moon and Above	259	5,025	,34947			1
Willingness to Communicate	12 Moon And Down	48	2,7083	1,17826			
	13-24 Moon	36	2,9167	,76997	3,509	,015	**3**
	25-48 Moon	81	3,2551	1,20908			
	49 Moon and Above	259	2,9289	,90616			1,4
Complying with Communication Principles	12 Moon And Down	48	2,0000	,76260			
	13-24 Moon	36	2,8889	,52251	77,247	,000	**2,3,4**
	25-48 Moon	81	3,4938	,78016			
	49 Moon and Above	259	3,7468	,78494			1
Active Listening Non-Verbal Communication	12 Moon And Down	48	2,1167	,85833			
	13-24 Moon	36	3,7889	,79274	94,653	,000	**2,3,4**
	25-48 Moon	81	3,8494	,43535			
	49 Moon and Above	259	4,0326	,76083			1
Taking Care of Communication	12 Moon And Down	48	2,3500	,60985			
	13-24 Moon	36	3,5056	,17557	152,194	,000	**2,3,4**
	25-48 Moon	81	3,8321	,36532			
	49 Moon and Above	259	4,0649	,56744			1
BEHAVIORAL REGULATION IN EXERCISE	12 Moon And Down	48	2,7303	,39080			
	13-24 Moon	36	3,2310	,31284	16,342	,000	**2,3,4**
	25-48 Moon	81	3,0754	,31644			
	49 Moon and Above	259	3,0741	,36967			1
Internal Regulation	12 Moon And Down	48	2,4435	,51486			
	13-24 Moon	36	3,4167	,55944	25,584	,000	**2,3,4**
	25-48 Moon	81	3,3986	,82614			
	49 Moon and Above	259	3,1938	,61165			1
Editing with Import	12 Moon And Down	48	2,0729	,47813			
	13-24 Moon	36	3,0417	,44921	54,120	,000	**2,3,4**
	25-48 Moon	81	3,6512	1,10445			
	49 Moon and Above	259	3,4939	,70434			1
External Regulation	12 Moon And Down	48	2,0104	,80879			
	13-24 Moon	36	3,4931	,49094	151,049	,000	**2,3,4**
	25-48 Ay	81	3,9228	,48193			
	49 Moon and Above	259	3,8992	,56745			1
Lack of Motivation	12 Moon And Down	48	2,6354	,69946			
	13-24 Moon	36	3,8194	,92700	48,806	,000	**2,3,4**
	25-48 Moon	81	3,9043	,49776			
	49 Moon and Above	259	3,7674	,61173			1

In Table 9, a significant difference was found between the Communication Skills dimension and all sub-dimensions of the women who exercised, and the Time to Exercise variable according to communication skills, performing exercise activities and Exercise Time variable. A significant difference was found between the Exercise Behavioral regulation dimension and all its sub-dimensions, and the Exercising Time variable. It can be said that the participants, whose duration of exercise increased, had a positive contribution to their communication skills and behavioral adjustments in exercise.

Table 10: Mean Of Scale İtems

	N	**X**	**Sd**
I exercise because other people say I should exercise.	423	**3,11**	1,543
I feel guilty when I don't exercise.	423	2,70	1,253
I value the benefits of exercise.	423	**3,63**	,969
I exercise because it's fun.	423	1,69	1,022
I don't understand why I have to exercise.	423	**3,16**	1,467

My friends/family/wife exercise. I'm exercising because he says it's necessary.	423	**3,59**	1,451
I feel embarrassed when I miss a training session.	423	2,36	1,147
Regular exercise is important to me.	423	**3,11**	1,253
I don't understand why I should go to the trouble of exercising.	423	2,75	1,686
I enjoy exercising.	423	**3,30**	1,398
I exercise because if I don't, people around me won't like me.	423	2,49	1,503
I don't understand the necessity of exercising.	423	2,86	1,643
When I don't exercise for a while, I feel like a failure.	423	**3,34**	1,087
I think it's important to make an effort to exercise regularly.	423	**3,98**	1,037
I think exercise is an enjoyable activity.	423	**3,22**	1,455
I feel pressure from friends/family to exercise	423	**3,39**	1,528
If I don't exercise regularly, I feel restless.	423	**3,47**	1,509
I get pleasure and satisfaction from exercising.	423	**3,25**	1,330
Thinks exercising is a waste of time.	423	**2,53**	1,593
Behavioral Adjustments in Exercise Scale Mean	423	**3,05**	,3771

When Table 10 was examined, it was determined that women do exercise due to external factors such as what others say about their exercise, worry that people around them will not like them, pressure from family and friends to exercise, and exercise for reasons such as health, happiness, and leisure time.

Discussion And Conclusion

A significant difference was found between the communication skills of the women who exercised and the variables of Educational Status and all sub-dimensions in favor of those with higher education levels. In the studies of Navickiene et al. (2019), Abakaya and Kuru (2013), Özdemir and Abakaya (2017), it was consistent with this study that the communication skill scores of the athletes increased as the education level of the athletes increased. On the other hand, in the master's thesis of Erdoğan (2019) and Yıldız (2019), it was seen that the education level of the participants was not a variable that increased their communication skills. When we examine the literature, there are studies that show parallelism with this study as well as studies that do not overlap with this study. There was no significant difference between the Exercise Behavioral Regulation dimension and the Educational Status variable. There was a significant difference between all sub-dimensions of Exercise Behavioral Regulation and Educational Status variable. It has been determined that Educational Status is the variable that positively affects Internal Regulation, Introjected Regulation, and External Regulation. It is seen that educational status is a variable that positively affects women's perspectives on physical activities. There are studies in the literature showing that the education variable is important in regulating Exercise Behaviors. Karagöz and Karagün (2015) and Polat (2014) stated in their studies that as the level of education increased, the physical awareness of women also increased. It can be stated that the increase in the level of education positively affects the perspectives of women participating in exercise activities.

A significant difference was found between the Communication Skills Dimension and all sub-dimensions of the women who exercised, and the Age variable. The average communication skills of 18-year-old and lower-group women were found to be lower than other age groups. The communication skills of women who exercise increase as they get older. This may be related to the increase in life experience gained due to age. Özdayı and Uğurlu (2015) stated in their study on referees that the average of communication skills of the referees in the lower age group was lower than the average of the referees in the high age group. Mutlu et al. (2014) and Hacıoğlu (2017) found a significant difference between the age variable and

communication skills in their studies. There are also studies that do not overlap with this study. Tepeköylü et al. (2009), Akpınar (2015), Yıldız (2019) did not find a significant difference between the age variable and communication skills in their studies. A significant difference was found between the Exercise Behavioral regulation dimension and all its sub-dimensions and the Age Status variable. The average point of view of women aged 24-28 on exercise activities was found to be higher than women in the other age group. It can be stated that older women have a higher perspective on exercise activities. This situation can be explained by the experience and awareness of age.

There was a significant difference between the Communication Skills and Marital Status variables and all sub-dimensions in favor of the married participants. There was no significant difference between the Basic Skills sub-dimension and the Marital Status variable. A significant difference was found between the exercise behavioral regulation dimension and all its sub-dimensions and the Marital Status variable in favor of the married participants. No significant difference was found between the unmotivated sub-dimension and the Marital Status variable. Studies in parallel with this study are available in the literature. Kumcagiz et al. (2014) stated in their study that there was a significant difference between the marital status variable and communication skills. There are also studies in the literature that do not overlap with our study. In the study of Yıldız (2019), no significant difference was found between communication skills and marital status variable. It can be thought that the high average of communication skills of married women and the high prestige of the motherhood role given by marriage in the society may have positively reflected on their communication skills. The fact that the average of exercise behavioral regulation is higher in married women can be thought to be due to the fact that married women may have less variety of social activities than single women.

A significant difference was found between the Communication Skills dimension and all its sub-dimensions and the Income Status variable in favor of high-income participants. It is seen that the participants with an income of 4000 TL and above have the highest communication skills averages. Saygıdeğer (2004), Kargün et al. (2016) stated that with the increase in the income level of individuals, their self-confidence and purchasing status also increase, and thus they can communicate more easily. There are also studies that are not in parallel with this study. Tepeköylü et al. (2009), Bingöl and Demir (2011) and Akpınar et al. (2015) found no significant difference between the income status variable and communication skills. It can be thought that the participants with a high income level can have high self-confidence and, accordingly, they can communicate more easily with the individuals around them. A significant difference was found between the Exercise Behavioral Regulation dimension and all its sub-dimensions and the Income Status variable. It is seen that the participants with a higher income level have higher Exercise Behaviors regulation averages. Kaplan and Akkaya (2013), Kargün et al. (2016) found a significant difference between the economic status and participation in physical activities in favor of the participants with a high income level. This finding supports our research. There are also studies that are not parallel to this study. Yılmaz (2019) stated in his study that economic income is not a factor affecting participation in physical activities. As a result, the increase in the income level can be interpreted as the opportunity for people to participate in exercise activities more.

There was a significant difference between the Communication Skills dimension and all its sub-dimensions and the Exercise Type variable. The studies of Yılmaz and Çimen (2008) and Özdemir and Abakay (2017) are in parallel with this study. Bayrak and Nacar (2015), Karademir and Türkçapar (2016), and Öztürk and Soytürk (2015) found that there was no significant difference between branch change and communication skills. A significant

difference was found between Exercise Behavioral regulation dimension and all sub-dimensions and Exercise Type variable. The fact that Öztürk (2020) stated in his study that there is a significant difference between the branches of the students in different sports branches and their physical appearance shows parallelism with this study.

A significant difference was found between the Communication Skills dimension and all its sub-dimensions and the Time to Exercise variable. There are studies in the literature that show parallelism with this study. Yılmaz (2008), Abakaya and Kuru (2013), and Karademir and Türkçapar (2016) found a significant difference between transmission skills and the duration of doing sports. A significant difference was found between the Exercise Behavioral regulation dimension and all its sub-dimensions, and the Exercising Time variable. It can be said that the duration of exercise is the variable that affects the Conduction Skills and Exercise Behavioral Regulation dimension.

It can be stated that the participants, whose duration of exercise increased, had a positive contribution to their communication skills and behavioral adjustments in exercise.

It has been concluded that women exercise for reasons such as health, happiness, and leisure time, as well as external factors such as the demands of others, the concern that the people around them will not like them, and the pressures from family and friends.

1- Increasing the level of education positively affects the communication skills and perspectives of women who exercise.

2- The communication skills of women who exercise and their perspectives on exercise activities increase positively as their age progresses.

3- Married women have higher Communication Skills and Exercise Behavioral averages.

4- The average of communication skills and Exercise Behaviors of the participants with high income level is higher.

5- The communication skills and exercise behavior levels of the participants vary according to the type of exercise performed.

6- Women with longer exercise duration have higher communication skills and exercise behavioral regulation averages.

7- In addition to exercising in order to be healthy, feel happy and spend their spare time, women also exercise under the influence of external factors.

Suggestions

1- The same research can be applied to men as well.

2-The same research can be conducted in different cities.

3-The same research can be conducted in the mixed form.

4-Universities or local governments can organize seminars for women on communication skills and the benefits of exercise.

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