

Examination of Communication Skills of Elite Boxers



Sports Science

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ABSTRACT

Being a social being, humans can't live alone. Needs communication with other human beings to continue on existing. Sports is one area where athletes are constantly in communication. In this study, it was aimed to evaluate the communication skill perceptions of elite boxers constituting Turkish National Team of Boxing in terms of education levels and residency areas between gender and age groups. 80 athletes, of which 28 are female and 52 are male, present in Turkish National Team of Boxing camps have participated in the study. In the study, "Communications Skills Evaluation Scale (CSES)" developed by Korkut (1996b) was used. Scale consists of two different sections as a data collection tool. First section formed the socio-demographical properties of athletes and second section consists of questions. All data were evaluated with SPSS 21 packaged software. Likert scale was used and frequency tables were formed besides definitive statistics. On the other hand, Independent Two Sample T Test for examining of averages of two different groups and One Way Variance Analysis for examining averages of more than two groups were used in examination of differences between averages of two different groups. As a result of the study; despite boxers communication skill scores being high no statistical difference were found between gender and age groups in terms of education levels and residency areas ($p > 0.05$).

I. INTRODUCTION

One of the most important tools of forming a relation with other people is communication. Communication is an essential element as natural as existing, living, feeding and breathing. Communication is necessary for humans to understand themselves, their environment and social structure they belong to.

Communication is defined as transition from one information, idea and emotion to another (Eren, 2003; Koçel, 2003). In general sense, communication is sharing of emotion, thought, design, observation, information, skill and news of any quality between at least two people (Güzel, 2006).

Humankind is a social being constantly interacting with itself and its environment. As a result of this interaction, different groups are formed in the light of common goals and objectives. For the groups or members to exist within a society, they need to express themselves to others to make a correct meaning and transfer by using communicative factors (Bakan and Büyükb e, 2004)

Actually, humans can provide huge benefits by learning skills of good communication since they are happy when they form successful and sufficient relationships with others. Communication skills are considered as one of the social skills. Social skills are learned behaviors which are used by individuals when they are together with others receiving positive reactions, allowing avoidance from negative reactions and accepted as social. Social skills perform as a means and goal oriented; differ according to situation and social connections. Social skills include both observable distinct behaviors and cognitive, affective elements (Korkut, 2004).

For communication skills to be effective, three stages are very important. These are listening, self-disclosure and self-expression. However, there are factors negatively affecting communication. These can be present as one side of the parties in communication not fully perceiving the reason of communication, having a physical or psychological handicap, basic needs not fulfilled, not shown affection or respect or feeling like that, not feeling secure about the future as well as scarcity of common living space and not trusting each other. Also, being in a crowded environment may change into a factor preventing communication (Deniz, 2003).

Sports is one of the most important social feature where people from different cultures and structures come together, contribute positively to their developmental characteristics and interact with each other. Also, physical awareness that can be provided with sports activities can be effective in consciously using body language. Game and sports environment are the most tangible environments that a

human can see the success and motivation which are the base for sense of self as a being who starts learning itself via physical movements since birth. Sports activities, addressing many skills and interests, are effective in an individual to acquire a positive sense of self, therefore ensures development of individuals who can communicate healthily (Çamhyer, 2001). Diversity in branches of sports allows each person to perform activities suitable for his/her own build. Especially combat sports such as boxing are one of the branches of sports much sought after in recent years in terms of gaining self-confidence. The evaluation of communication skills of elite athletes constituting Turkish National Team of Boxing is aimed in our study.

II. METHODOLOGY

Forming Sample Group and Data Collection Tool

For the purpose of evaluating communication skills of athletes constituting Turkish National Team of Boxing, 28 female and 52 male, a total of 80 athletes present in the Turkish National Team of Boxing Camps in Star, Youth and Adults categories have participated in the study. Required permits for the participants have been obtained from Turkish National Team of Boxing and no personal information was included in the study.

In the study, "Communications Skills Evaluation Scale (CSES)" developed and prepared in two sections by Korkut (1996b) was used. First section is formed of the socio-demographical properties of athletes and second section consists of questions. 5 point Likert scale consists of 25 statements. The amount of scores obtained from the scale without reverse items mean that the individuals evaluated their own communication skills positively. Variance analysis results conducted with data obtained from high school students show the unidimensional property of the scale (Deniz, 2003). As a result of reliability study conducted by recurrence of test method, reliability coefficient of the scale was obtained as 76 ($p < .001$). Alpha value as internal consistency coefficient was obtained as 80 ($p < .001$).

Analysis and Interpretation of Data

Data obtained from the study have been evaluated with the help of SPSS 21 Package Software. Frequency tables were formed besides definitive statistics. On the other hand, Independent Two Sample T Test for examining of averages of two different groups and One Way Variance Analysis for examining averages of more than two groups were used in examination of differences between averages of two groups (i.e. gender).

III. RESULTS

Definitive statistics have been given and interpreted in this section.

Table.1. Variables and Averages of Athletes

Variable	Average±S.D.
Weight	65,84±16,02
Exercising Duration	6,1429±3,24

Variable	Average±S.D.
Scale Score	104,00±10,49

Table.2. Distribution According to Age, Gender, Education Level and Residency Area

	n	%
Age		
10-15	10	12,5
16-20	33	41,3
21-25	29	36,3
26-30	8	10,0
Gender		
Female	28	35,0
Male	52	65,0
Education Level		
Primary School	2	2,5
High School	50	62,5
University	28	35,0
Residency Area		
Town	2	2,4
County	15	18,8
City	63	78,8

When Table 2 is examined, no statistical difference in terms of scale scores of age, gender, and education level and residency area of participants can be seen.

Table.3. Examination of Scale Scores According to Gender Groups

Gender	N	Average±S.D.	t	P
Female	28	102,3571±12,43	1,208*	0,307
Male	52	104,8846±9,29		

*Independent two sample t test; :0,05

When Table 3 is examined, no statistical difference in terms of scale scores of gender groups of participants which 65% are male (52) and 35% are female (28) can be seen.

Table.4. Examination of Scale Scores According to Age Groups

N	Average±S.D.	f	P	
10-15	10	104,10±8,53	0,390*	0,761
16-20	33	103,27±12,60		
21-25	29	103,75±9,90		
26-30	8	107,75±3,45		

*One Way Variance Analysis; α:0,05

When Table 4 is examined; it can be seen that out of all the participants, there are 10 in age group 10-15, 33 in age group 16-20, 29 in age group 21-25 and 8 in age group 26-30 and no statistical difference is detected in scale scores.

Table.5. Examination of Scale Scores according to Education Levels

N	Average±S.D.	f	P	
Primary School	2	104,50±7,77	1,507*	0,228
High School	50	105,52±10,66		
University	28	101,25±10,07		

*One Way Variance Analysis; :0,05

When Table 5 is examined, it can be seen that out of all the participants 2 of them are primary school, 50 of them are high school and 28 of them university graduates and no statistical difference is present in terms of scale scores of education levels.

Table.6. Examination of Scale Scores according to Residency Areas

N	Average±S.D.	f	P	
Town	2	104,5000±9,19239	0,375*	0,688
County	15	101,8667±10,70959		
City	63	104,4921±10,56909		

*One Way Variance Analysis; α:0,05

When Table 6 is examined; it can be seen that out of all the participants, 2 of them reside at a town, 15 of them at a county and 63 of them at a city and no statistical difference is detected in terms of scale scores of residency areas.

IV. DISCUSSION

Sports facilities and the work environment of athletes are places where they are in social interaction. People use their communication skills not only in family and business life but also in sports life. The harmony and correct communication ensured in this regard will directly reflect on their sports life. Sports being one of the most important social tools, ensures athletes to be more inclined to communicate compared to non-sports people and reveals that skills gained by sports can be better transferred to social life (Çamlıyer, 2001; Weinberg et al., 1993).

When the research made on communication skills of athletes in the literature are examined; in despite of having no relation with athletic performance, it is seen that elite level athletes are more successful compared to other athletes in terms communication skills and when the communication perceptions of sedanteries are evaluated, communication skills of athletes are quite higher than sedanteries (Anshel, 1994; Martens; 1987). We see that communication skills scores of athletes of national team are high in our study. However, scale scores are not found to be meaningful statistically (p>0.05).

Weinberg and et al. (1993), have examined the subject of communication between trainer and athlete under various headings. They expressed that for effective communication, an environment where the athlete can feel comfortable is necessary and that effective communication solves the problems of motivation and self-confidence (Korkut, 1996b). Meanwhile, Anshel (1994) has defined various rules on effective communication in sports environment about all kinds of behaviors. He emphasized the importance of constantly communicating with all team members (Özerkan, 2005). While Martens (1990) pointed out the athlete is not completely understood due to lack of knowledge on the subject of communication (ahin, 2012).

In our study where we examined communication skills of elite boxers in terms of various variables, no statistical difference is detected in terms of scale score of gender groups. In the literature search of our study where the participants are 65% male and 35% female, studies can be encountered pointing out that no difference in communication skill levels between genders is present (Tepeköylü et al., 2009; laslan, 2001; Bulut, 2004). This shows parallelism with our

study. However, besides physical and physiological differences of females and males, the differences originating from the structural and cultural values of society show that there are meaningful differences in favor of females in some of the different studies related to the subject (ahin et al., 2013; Görür, 2001). According to this, effective communication skills can also change according to gender. It is seen that socializing process have an effect on females better perceiving communication skills than males. Females being more emotional, refined and sensitive to other people have an effect in this regard (Korkut, 2005; Deniz, 2003).

No statistical difference is detected in terms of age group scale scores. Evaluations of athletes in star, youth and adults categories have been made in our study and it is seen that no variable making a difference between age groups. Ages of athletes in youth and adults categories being close to each other and the number of participants being higher can be effective in this regard. In a similar research, especially in groups closer to adult age, no meaningful difference was found with regards to perceiving communication skills. In young ages, those who use sports and games as a communication tool show introvert personality characteristics by restriction of movements due to psychological reasons. In this situation, it is necessary to lay the foundations of effective skills related to communication and avoid restricting movements of the child for a correct guidance (Çamlyer, 2001). When it is considered that the behavior and attitudes of individuals communicated with effecting the communication skills of those they are communicating (Martens, 1987), it is considered that it is a reducing element for boxers in similar age group that they are experiencing communicational loss. Besides, it is observed that places where sports activities take place are suitable environment for learning communication skills and permanent behavior changes. Using body movements in sports not only gains a person technical skills but also comparing others with him/herself teaches respecting others (Çamlyer, 2001). Boxing requires high motivation and self-confidence. Boxers have to keep their all senses open against their opponent. This excessive motivation is thought to prevent the lack of communication of athletes originating from not being able to appeal to dominant perception channel (Martens, 1987).

No statistical difference is detected in terms of education level scale scores. In the literature, researches supporting our study (Alkaya, 2004) besides the studies showing education level has an effect on communication skills (Korkut, 2005) are encountered. The presence of no meaningful difference in education levels can be explained by the number of participants who are primary school graduates, which is only two. We see that high school and university education does not make a difference in terms of communication skills.

When we examine the scale scores according to residency areas, we see no statistical difference is detected. The majority of our boxers live in the city center (78,8%) A small part lives in county (18,8%) while two of them live in a town (2,4%). In a study parallel to our research, it was informed that no difference in terms of communication skill perception according to where students live (Martens, 1987).

V. CONCLUSION

As a result, athletes of the national team have to communicate with athletes of different nations in different ways. This difference develops their communication skills and facilitates forming healthy relations. It was seen that the Athletes of National Team participating in our study have high communication skills and don't have any significant elements negatively effecting communication skills.

These athletes representing our nation with success are examples to other athletes with their behavior patterns and their communications with other people. Especially in environments where people find a chance to work together, these people with good communication skills are seen to be standing out. Because all relations are maintained via communication. Words, mimics,

gestures and skills used in these relations when expressing oneself can affect emotions, thoughts and behaviors of people around them. In this regard, athletes of national team have to be an example with their behavioral patterns.

Sports halls where boxing training is performed are suitable places to develop communication skills and work effectively with people serving common cause. Values such as self-confidence, excessive motivation, self-managing, discipline and respect show increase as success of boxers increase. According to this, combat and ambition can negatively affect boxer's communication with people.

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