

Full Length Research Paper

Investigation of the effect of sport on submissive behavior and communication skills of high school students

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This study was carried out to detect the differences in submissive behaviors and communication skills of high school students in terms of sports activities and relationship between communication skills and properties of submissive behavior of high school students who are actively involved in sports activities. In this respect at the study, 728 (284 females, 444 males) disadvantaged high school students whose families settled in Gaziantep province by immigration were selected randomly in 2012. The mean age of female students is 16.56 ± 1.13 and male students 16.73 ± 1.08 . To obtain data of the research, for detecting submissive behavior level "Submissive Acts Scale" developed by Gilbert and Allan (1994) and for detecting communication skills "Communication Skills Assessment Scale" developed by Korkut (1996) were used. Independent Samples t-test, One Way ANOVA and Pearson Correlation test were performed using SPSS 16.0 (Statistical Package for Social Sciences). As a result of the study, it has been found that while the properties of submissive behaviors of high school students who are actively involved in sports activities lower than sedentary, communication skills proved to be higher. While one of the relationships of communication skills and submissive behavior is increase, the other one decreases. While submissive behaviors in small groups in terms of age and class were found higher, communication skills were found lower. In addition it has been found that, communication skills are higher and submissive behaviors are lower in female.

Key words: Sport, submissive behavior, communication, high school education.

INTRODUCTION

Communication plays an important role in satisfying the psychological requirements (Atalay, 1998). Communication is transmission of the feelings, thoughts or information by every imaginable way to others (Göçer, 1995). Briefly, communication can be defined as transmission of any information clearly to anyone or a system generated for the purpose of exchanging information between individuals (Topaloğlu and Koç, 2002; Erdoğan, 1994).

Submissive behaviors can be defined as a personality structure in people who are trying to satisfy everyone,

giving more importance to kindness, not to say no to anyone by throwing his own desires into the background, having difficulty in expressing emotions, especially negative emotions (Öztürk, 1997). Submission is indisputably compliance to the effects from others to get rid of conflicts and anxieties (Köknel, 2000). As well as submission can be seen as compliance to a group view it also may be seen to a person (Kağıtçıbaşı, 2008).

In the emergence of submissive behaviors there are different opinions about environmental factors. While some of them claimed that family environment of an

individual's childhood is an important descriptive factor, the others claimed social environment of an individual in that moment and related perceptions are descriptive (Tekin and Filiz, 2008).

There are also cultural differences in submissive behavior. Some cultures give more value and importance to submissive behaviors (Karaoğlu, 2007). In the living culture, definitive submission to the authority and the orders of the state is a phenomenon that began to teach children since childhood (Cüceloğlu, 2003). These behaviors are more dominant in eastern culture in interpersonal relations than western culture (Yıldırım and Ergene, 2003).

Communication and sports are among the basic phenomenon that determines social life. Due to individuality, communication concept is a human activity that provides sociality. Both to the individual, the existence of the society is achieved by communication (Özkök, 1985). Sport appears to be an indispensable element of social life. Sports activities directly involved in the daily life of the society have a property that caters to all ages and gender. In addition, sport activities held in various branches also contributes social communication and cooperation (Güven, 1982).

With the benefits of different areas, sport increases an individual's self confidence, helps to get a good place in society, thanks to the achievements, provide the superiority requirements (Doğan, 2005). The features gained by sport such as physical power, motoric skills, work discipline, self confidence feeling, sense of being a member of society, increased life passion feeling increase the prestige depends on success of an individual in the society (Kuru, 2000).

Sports contribute to the communication between individuals, in addition, some properties obtained by sport, affect the submissive behaviors. In this respect, it is very important to determine the advantages of doing sport of the disadvantaged high school student who overgrown with eastern culture and whose family migrated from their home city.

In this context, this study is aimed to determine the effects of class, age and gender variables to submissive behavior and communication skills of high school students who are actively involved in sport activities and who have the above profile cases and reveal the relationship between communication skills and properties of submissive behavior.

METHODS

This is a descriptive study that examined the submissive behaviors and communication skills of high school students in terms of different variables. The doing sport status of the students were determined according to having sport license. The research population consists of students from high schools in Gaziantep province in 2011 to 2012 academic years. Sample group composed of 728 (284 female, 444 male) randomly selected students. The mean age of the female and male students participated to the study

is identified as 16.56 ± 1.13 , 16.73 ± 1.08 respectively.

Two different scales were used to obtain the research data. To determine the properties of submissive behavior, "Submissive Acts Scale" (SAS) developed by Gilbert and Allan (1994) and adapted to Turkish by Savaşır and Şahin (1997) was used. SAS is a scale consisting of 16 questions and can be applied to adolescents and adults. Items are considered on the basis of 5-point Likert type rating. The lowest point obtained from the scale is 16 and the highest is 80. High scores indicate more submissive behavior. The Cronbach's Alpha Value for the reliability of the scale was found as .84.

To determine the communication skills "Communication Skills Assessment Scale (CSAS)" developed by Korkut (1996) was used. CSAS is a 5-point Likert type scale composed of 25 questions. The possible lowest score from the scale is "0" and the highest is "100". High score indicates higher ability to communicate. The Cronbach's Alpha Value was found as .76.

For analyzing data obtained from the research, SPSS 16.0 (Statistical Package for Social Sciences) was used. Independent samples t-test for paired groups, One Way ANOVA for multiple groups and Pearson Correlation test was used to examine the relationship between the two variables. The results obtained from the study are interpreted and reported in tables.

FINDINGS

When Table 1 examined, it is clearly seen that there is a significant difference between the properties of submissive behavior according to the sport variable ($t=9.036$, $p<0.001$). It was detected that the properties of submissive behaviors of sportsmen high schools students is lower than sedentary students. In addition, significant difference was detected in communication skills in terms of sport variable ($t=2.894$, $p<0.05$). The communication skills of sportsmen high school students were found higher than sedentary students.

According to the Pearson Correlation results given in Table 2, it can be mentioned that there is a strong negative relationship between communication skills and properties of submissive behaviors of sportsmen high school students. It has been determined that while communication skills of students increase properties of submissive behaviors decrease.

When Table 3 examined, significant difference was detected in the properties of submissive behavior according to class variable ($F_{3-192}=8.883$, $p<0.001$). According to comparison, the properties of submissive behaviors of 9th, 10th class students were found higher than those of 11th and 12th class students. In addition, significant difference was detected in communication skills in terms of class variable ($F_{3-192}=10.766$, $p<0.01$). In this respect it has been clearly seen that the communication skills of students in superior classes are higher than students in 9th class.

When Table 4 examined, significant difference was detected in the properties of submissive behavior in terms of age variable ($F_{3-192}=4.807$, $p<0.05$). According to comparison, the properties of submissive behaviors of 15 year old students were found higher than those of 17 to 18 year old students. Also, significant difference was

Table 1. The comparison of communication skills and properties of submissive behavior in terms of doing sport

	Variable	N	Mean	Sd.	t	Sig. (2-tailed)
Submissive behavior	Sportsmen	196	36.03	6.92	-9.036	.000
	Sedentary	532	42.30	8.75		
Communication skills	Sportsmen	196	76.73	14.74	2.894	.004
	Sedentary	532	73.12	14.96		

Table 2. Relationship between communication skills and properties of submissive behaviors of sportsmen high school students.

Properties	Submissive behavior
	r
Communication skills	r
	p
	n

r, Pearson Correlation; n, number of high school students; p, probability.

determined in the communication skills in terms of age variable ($F_{3-192}=7.498, p<0.001$). According to these results, it has been detected that the communication skills of the 17 to 18 year old sportsmen students is higher than 15 to 16 year old students.

According to data given in Table 5, it is seen that there is a significant difference in the properties of submissive behavior according to gender ($t=3.155, p<0.05$). According to data obtained from comparison, the properties of submissive behaviors of male students were found higher than female students. In addition, significant difference was detected in the communication skills according to the gender too ($t=-2.375, p<0.05$). According to these results, it has been detected that the communication skills of the female students is higher than male students.

DISCUSSION AND CONCLUSION

At this study, submissive behavior and communication skills of high school students were examined in terms of sport making status and findings obtained from research group interpreted and discussed in this section.

Significant difference was detected in properties of submissive behaviors of the high school student in terms of sport variable ($t = -9.036, p<0.01$). According to this finding, submissive behavior of students who are actively involved in sport activities is higher than sedentary.

At the different previous studies carried out by Hamurcu and Sargin (2011) and Gençdoğan (2006), mean submissive behavior points found as $X=42.77, X=44.00$ respectively. In this study we obtained similar results with the previous studies that mean submissive behavior points of sedentary group found as $X=42.30$. In addition,

in a study conducted by Tekin and Filiz (2008) on sportsmen university students, the mean submissive behavior point of the coaching department students was found as $X=32.92$. These findings are close to mean submissive behavior value of sportsmen student in our study ($X=36.03$). Therefore, it can be said that doing sport reduces the submissive behavior points in high school students.

Also significant difference was found in communication skills too ($t=2.894, p<0.01$). In this study it has been concluded that the communication skills of high school students who are actively involved in sport activities is higher than sedentary (Table 1). At the studies about this subject, it is stated that the communication skills of the individuals engaged in sports is higher (Öztürk et al., 2011; Tepeköylü, 2007; Arslan et al., 2006; Cratty, 1973). The results obtained from this study support the previous studies about this subject. In this respect, we can say that doing sports is an important factor in the development of communication skills.

A strong negative correlation has been found between the properties of submissive behavior and communication skills of high school students engaged in sports ($r=-.755, p<0.01$). It can be said that while communication skills of high school student engaged in sports increase, proper-ties of submissive behavior decrease.

Hamurcu and Sargin (2011) have revealed a weak negative correlation between relationship subgroup which is the component of psychological requirements and submissive behavior ($r=-.146, p<0.05$). According to the results of two studies, it can be said that properties of submissive behavior decreases in individuals whose communication skills increase.

The difference between the results of the study conducted by Hamurcu and Sargin in order to determine the relationship between property of submissive behavior and this study is due to weak relationship level in their study. The strong relationship at this study can be connected to working with students involved in sport activities given in Table 2, because communication skills of individuals involved in sport activities was higher than sedentary and therefore the decrease of the submissive behaviors is expected to be higher too.

Statistically, significant difference was detected in submissive behavior and communications skills of high school students involved in sports in terms of class

Table 3. Comparison of communication skills and properties of submissive behaviors of sportsmen high school students in terms of class variable.

		Sum of squares	df	Mean Square	F	p	Significant difference
Submissive behavior	Between groups	2,188,252	3	729,417	8,883	.000	1-3.
	Within groups	15,765,381	192	82,111			1-4.
	Total	17,953,633	195				2-3 2-4
Communication skills	Between groups	6,103,823	3	2,034,608	10,766	.000	2-1
	Within groups	36,286,381	192	188,992			3-1
	Total	42,390,204	195				4-1

Groups: 1. 9th class; 2. 10th class, 3. 11th class, 4. 12th class

Table 4. Comparison of communication skills and properties of submissive behaviors of sportsmen high school students in terms of age variable

		Sum of squares	df	Mean square	F	p	Significant difference
Submissive behavior	Between groups	1882.739	3	627.580	7.498	.000	1-3, 1-4
	Within groups	16070.893	192	83.703			
	Total	17953.633	195				
Communication skills	Between groups	2961.431	3	987.144	4.807	.003	3-1, 3-2 4-1, 4-2
	Within groups	39428.773	192	205.358			
	Total	42390.204	195				

Groups: 1. 15 years old 2. 16 years old, 3. 17 years old, 4. 18 years old.

Table 5. Comparison of communication skills and properties of submissive behaviors of sportsmen high school students in terms of gender variable.

	Gender	N	Mean	Sd.	t	p
Submissive behavior	Male	128	37.14	7.34	3.155	.002
	Female	68	33.94	5.52		
Communication skills	Male	128	74.54	15.80	-2.375	.019
	Female	68	78.94	12.53		

variable at this study. The submissive behavior points of 11th and 12th class students have been found lower than those of in 9th and 10th class students. Atlı et al. (2010) stated in their study that the mean submissive behavior point decreases with the increasing of the level of the class.

Significant difference was detected in communication skills of high school students involved in sports in terms of class variable ($t=10.766$, $p<0.01$). Communication skills of the 9th class students were lower than that of the upper classes. In different studies conducted on high school students, it has been revealed that the communication skills increased as the increase of the class level (Newman, 1994; Görür, 2001). The findings obtained from this study support the previous studies.

Taking into account the time spent in school, communications of the students in upper classes with teachers and fellow students is higher. It is expected that the submissive behaviors of individuals with higher communication is lower (Table 2). Therefore, increasing of communications skills and decreasing of properties of submissive behavior with passing upper classes are normal situations.

Significant difference was determined in properties of submissive behavior in terms of age variable ($p<0.01$). According to comparison, it was detected that student in the group of 15 years old get higher points than those of 17 to 18 years old. This result may be linked with class level, because; it is thought that the students in younger age group are in subclasses classes. In this context, it is

expected that submissive behaviors are lower in subclasses.

Statistically, significant difference was detected in communication skills in terms of age variable ($P < 0.01$). It has been detected that the students in 17 to 18 years old group get higher points than those of 15 to 16 years old group. At the various studies on high school students the researches indicated that communication skills increase with the increase in the age (Görür, 2001; Turiel, 1983; Prather and Bostrom, 1991). The results of this study are parallel with the indicated studies.

As a result of the analyses conducted on the students involved in sports communication skills, students in the older age groups were found higher. The age of the individual and the sports year is proportional. Considering this assumption it is expected that communications skills are higher in upper age group. In a study carried out by Abakay and Kuru (2011), the researches determined that communication skills of the football players with their coaches increase as the duration of the sports increase.

Significant difference found in submissive behaviors of high school students involved in sports in terms of gender in favor of female students ($t = 3.155$, $p < 0.01$). In many studies conducted on examination of submissive behaviors in terms of gender, it is indicated that submissive behaviors of females are lower than males (McCreary and Rhodes, 2001; Atlı et al., 2010; Koç et al., 2010; Beştepe et al., 2010; Kaya et al., 2004).

Statistically, significant difference was detected in communication skills of the high school students involved in sports in terms of gender. In many studies carried out on high school students it was found that the communication skills of the females are higher than male students (Korkut, 1996; Alkaya, 2004; Kerr, 1991; Jones, 1995; Saygıdeğer, 2004; Görür, 2001; Prather and Bostrom, 1991). The results obtained from this study are parallel with the previous studies.

Consequently, it has been detected that while the properties of submissive behaviors of the students involved in sports are lower than those of sedentary, communication skills are higher. When we looked at the relationship between the communication skills and submissive behaviors, as communication skills increases, submissive behaviors decrease or vice versa. In terms of the age and class variable, it has been detected that submissive behaviors found higher, communication skills were lower in subgroups. It was detected that the communication skills of females are higher and the submissive behaviors are lower. Results obtained between the variables show that sport plays a very important role in increasing communication skills and decreasing submissive behaviors.

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