

The effect of social skills training program on the social skills perceptions of sports students

O efeito do programa de treinamento de habilidades sociais sobre as percepções de habilidades sociais dos estudantes de esportes

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Abstract

The aim of this research is to reveal whether the social skills training program has an effect on the research of social skills levels of students participating in the social skills training program and studying sports. The study group of the research consists of a total of 30 students, 5 female and 25 male, actively studying at Manisa Celal Bayar University in 2019-2020. In this study, socio-demographic information form and a social skill scale developed by Tatar et al. (2018) were used as data collection tools for adults. In the implementation phase of the study, the social skills training program was applied to 15 students, who were determined as the experimental group, for 9 sessions for 9 weeks, once a week for 1.5-2 hours. The data of this study were analyzed with SPSS program version 22.0. In the analysis of the data, the t-test was applied for the comparison results of the number percentage distributions of independent variables, descriptive statistics for dependent variables, reliability and item analysis of the scales, the mean of the two independent variables of the group and the total scores of the two measurements made at different times, and the t-test was applied to determine the difference between the mean scores of the groups. It was found that there was a significant difference between the pre-test score distributions and post-test score distributions of the experimental group receiving social skills training, but there was no significant difference between the pre-test score distributions and post-test scores of the experimental group and the control group. In the 3rd and 6th month score distributions conducted for monitoring process, it was observed that the effect of the social skills training program continued. It was found that there was no difference between the post-test scores of the experimental and control groups of the students studying sports in social skills training.

Keywords: Social Skills; Social Skills Training; Sports.

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Resumo

O objetivo desta pesquisa é revelar se o programa de treinamento de habilidades sociais tem um efeito sobre a pesquisa dos níveis de habilidades sociais dos estudantes que participam do programa de treinamento de habilidades sociais e estudam esportes. O grupo de estudo da pesquisa consiste de um total de 30 estudantes, 5 mulheres e 25 homens, estudando ativamente na Universidade Manisa Celal Bayar em 2019-2020. Neste estudo, a forma de informação sócio-demográfica e uma escala de habilidades sociais desenvolvida por Tatar et al. (2018) foram usadas como ferramentas de coleta de dados para adultos. Na fase de implementação do estudo, o programa de treinamento de habilidades sociais foi aplicado a 15 estudantes, que foram determinados como o grupo experimental, para 9 sessões durante 9 semanas, uma vez por semana durante 1,5-2 horas. Os dados deste estudo foram analisados com o programa SPSS versão 22.0. Na análise dos dados, o teste t foi aplicado para os resultados da comparação das distribuições percentuais de número de variáveis independentes, estatística descritiva das variáveis dependentes, confiabilidade e análise dos itens das escalas, a média das duas variáveis independentes do grupo e os escores totais das duas medidas feitas em momentos diferentes, e o teste t foi aplicado para determinar a diferença entre os escores médios dos grupos. Foi constatado que havia uma diferença significativa entre as distribuições dos escores pré-teste e pós-teste do grupo experimental que recebeu treinamento de habilidades sociais, mas não houve diferença significativa entre as distribuições dos escores pré-teste e pós-teste do grupo experimental e do grupo controle. No terceiro e sexto meses de distribuição de escores realizados para o processo de monitoramento, observou-se que o efeito do programa de treinamento de habilidades sociais continuou. Constatou-se que não houve diferença entre as pontuações dos grupos experimental e controle dos alunos que estudam esportes no treinamento de habilidades sociais.

Palavras-chave: Habilidades Sociais; Treinamento de Habilidades Sociais; Esportes.

Introduction

Sports, which is a social phenomenon that enters societies in different ways, makes people dependent on itself directly or indirectly, and thus keeps the society alive (Kılıçgil, 1998), is defined as a cultural concept based on individual or group, with or without tools, leisure time evaluation or profession, socializing the individual, improving the mood and physics of individuals, competition and solidarity (Bompa, 1998). Sports is a cultural phenomenon based on solidarity and competition that develops the abilities of the individual while making his/her natural environment an artificial environment, develops them with and without tools, individually or collectively, in a way that takes leisure or all time within the framework of certain rules, socializes, professionalizes, integrates the individual with the social environment and develops them psychologically and physically (Erkal, 1992). Sports enables individuals to be more socially active, to communicate easily and to have self-confidence, in other words, we can say that sports and social skills are in a positive relationship with each other. In addition, it is seen that people who constantly participate in sports activities contribute to their mental and physical health. These contributions enable individuals to acquire social skills, put them into behavior and thus establish positive relationships. Individuals' environment and education have an impact on increasing their social skill levels. Many studies show that sports increases social skill levels and contribute to the individual socially (Efe et al., 2008; Çetin and Kuru, 2009).

Social skills are learned behaviors that people use to strengthen and maintain their relationships with their environment (Kelly, 1982). Social skills, defined in many different ways, it is ability to establish positive relationships with other people, to recognize and manage

emotions, to make their own decisions, and also to behave ethically and constructively in challenging situations in emotional and social contexts (Karataş, 2019). Social skills that last a lifetime and are the product of life are defined as the ability of the person to fulfill the tasks and roles determined by his/her environment (Avcıoğlu, 2005), and the ability to develop sensitivity to the difficulties within the group and to behave appropriately (Öztürk, 1998). Social skills that enable individuals to establish positive relationships with people from an early age, to resist and cope in negative situations, and to overcome them are behaviors that will make our social relations with our social environment successful (Sevinç, 2005). Social skills, which have an important place in people's establishing relationships and social realization, are defined as the ability to behave in accordance with the environment (Avcıoğlu, 2001). People communicate with people in their lives by sharing their feelings and thoughts. The quality of this communication depends on social skills that have the ability to behave towards the environment. In order for communication to be effective, it must have cognitive and behavioral skills (Efe et al., 2008). Social skills help individuals achieve their goals, meet their needs, and establish positive relationships with individuals (Cartledge & Milburn, 1992). The concept of social competence is often confused with the concept of social skills because it has been seen that these concepts are sometimes used interchangeably and there is no distinction. If an individual has social skills, it is assumed that he/she also has social competence (Bacanlı, 1999). Merrell and Gimpell (1998) state that these concepts are multidimensional and also related and independent structures. McFall (1982) defined social competence as an assessment based on outcome or judgement that shows that the individual performs his/her duties adequately. Social competence includes behaviors such as individuals' participation in speeches and discussions, their ability to use their gestures and facial expressions in the events they experience, and their ability to understand their body language. As a result, social competence can be defined as the development of the behaviors of the individual regularly by following each other. Social skills, which are behaviors that affect the quality of life by adapting to the environment and gaining independence, represent different learning approaches in social skill teaching as an important part of social competence. In deciding which approach to use in social skills teaching, the person to be taught, the characteristics of the person and the level of development of the person should be taken into consideration (Avcıoğlu, 2001; Merrell and Gimpell, 1998; Sucuoğlu and Çifci, 2001).

The main purpose of this research is to reveal whether the social skills education program has an effect on increasing the social skills levels of students studying sports. Social skills are the individuals' establishing relationships with other individuals in the social environment and exhibiting behaviors suitable for their social development. Therefore, examining these concepts with their psychological and physiological dimensions and determining individual differences can provide important information for researchers. It is thought that the research will contribute to future studies.

Material and method

Type of the study

In this study, in which the social skill perceptions of students studying sports were examined, quantitative research model was used. This study is a quasi-experimental study conducted to examine the effect of the social skills training program on the social skills perceptions of sports students with low social skills levels. In this study, non-random sampling method was used to form control and experimental groups, and pre-test-post-test paired pattern model was used.

Population and sample of the research

The population of the study: Students studying actively at the Faculty of Sports Sciences at Manisa Celal Bayar University In 2019-2020 were included.

The sample group of the study consists of a total of 30 students, 5 females and 25 males, who are actively studying in the departments of Physical Education and Sports Teaching (PES), Coaching Education (CE) and Sports Management (SM) at the Faculty of Sports Sciences at Manisa Celal Bayar University and who voluntarily participated in the study.

In this study, in which the sample of the study was carefully selected, it was thought that the social skills training program would increase the social skill perception levels of the students studying sports, and in order to determine the social skill levels of the students studying sports, the 'A-Social Skills Scale for Adults' developed by Tatar et al. (2018) was applied. In line with the scores obtained from the scale, 30 students with the lowest scores were selected for the study among the students with the highest score to the lowest score, regardless of gender and class. These 30 selected students were divided into two equal control and experimental groups. The students who were determined as the experimental group were interviewed and it was explained that they would be given social skills training according to the 9-week social skills training program determined with the Social Skills Training Program researcher and drama trainer.

Research questions

The problem statement of the research is as follows: 'Is there a difference between the social skills perception levels of the students who participate in the social skills training program and those who do not participate in the training?' In line with this general problem, answers to the following sub-problems will be sought.

Is there a difference between the scores of the students studying sports before and after the social skills training program?

What is the social skills level of students studying sports?

What is the social skills level of students studying social skills training program?

Dependent-independent variables of the research

Dependent Variables: These are the social skill perception levels of the students studying sports who participated in the study.

Independent Variables: These are the age, gender, class, department of the students studying sports who participated in the study and social skills training program applied to experimental group.

Data collection tools of the research

The 'Socio-Demographic Information Form' created by the researcher and 'A Social Skill Scale for Adults' were given to the students.

Students were informed about the implementation of the scale and the 'Social Skills Training Program' to be applied, but the main purpose of the study was not mentioned in order to prevent negative effects on the research. If we had said that the aim of this program was to increase the score levels obtained from the scale, and that 30 people with low scores would participate in the research, they might have tended to mark the scale items positively and negatively to participate or not to participate in the research or to satisfy the researcher. Students were told that the data collected while applying the scales would be kept strictly confidential and that a more useful educational environment would be tried to be created for them by studying the answers given rather than the names. For this reason, they were asked to give correct answers to the scales. The students spent about 35-40 minutes for answering the questions.

A social skill scale for adults

A social skill scale for adults developed by Tatar et al. (2018) consists of 80 items and is scored in five-point Likert type. There are twenty-four reverse items in the scale (3. 5. 7. 10. 13. 16. 20. 24. 29. 33. 35. 38. 42. 45. 49 53. 56. 58 61 65. 68. 71 75 77). The "Never" response is scored as 1, the "Rarely" response as 2, the "No Idea" response as 3, the "Frequently" response as 4, and the "Always" response as 5. The total score of the scale varies between 80 and 400. The high score obtained from the scale indicates the high level of social skills. The internal consistency reliability coefficient of the scale was found to be 0,955 in females and males and 0,956 in the whole group. The internal consistency reliability value of the scale was calculated as 0,948 for the whole group (Tatar et al., 2018).

Socio-demographic information form

It was prepared by the researcher in order to determine the socio-demographic characteristics of the participants such as gender, age and the department where the participants studied in the faculty of sports sciences, the grade they were in.

Social skills training program given to the experimental group

The 'A Social Skill for Adults' scale developed by Tatar et al. (2018) was applied. In line with the scores obtained from the scale by the researcher, students were ranked from the highest to the lowest. 30 students with the lowest scores were selected. These 30 selected

students were divided into two equal control and experimental groups. The 9-session (9 weeks) Social Skills Training Program with the students determined as the experimental group is a training program prepared together with the researcher and an expert and applied to the students in the experimental group for 1.5-2 hours once a week.

Application

Session 1: Introduction of group members and the Social Skills Training program with 9 sessions, the operation of the program and informing the group members about the continuation of the sessions.

Introductory Game: Group members will be seated in a circle. The leader will give the object to the person next to him/her by saying his/her name with an object in his/her hand (e.g. a pen) and start the game, and all group members will repeat this one lap. In the second round, the game will continue by saying a physical feature. In the third round, he will continue the game by saying his name and physical characteristics. In the fourth round, the game will continue by saying both his name and the name of the person next to him. In the fifth round, he will continue by saying the name of the person before him, himself and the person after him. During the last round of the game, an attempt will be made to tell a feature that all people remember and the game will be ended.

Session 2: Seeing the effects of messages sent with ego and derogatory language.

Introductory Game 2: The group members will form a circle by standing. The leader will determine a person and the determined person will move towards any person by repeating his/her name continuously and the person he/she goes to will be replaced by the person he/she goes to, and the person who goes will proceed by telling someone else his/her name and the game will be ended after all the group members tell their names.

Session 3: Acquiring the ability to use ego-building language and recognizing and distinguishing shy, aggressive, assertive behaviors.

Greeting Game with Different Emotions: The group members will be asked to walk around the area randomly and will greet and shake hands with the person closest to them with the warning of the leader (e.g. whistle, hop). After the group members greet everyone, they will proceed to the second round. In the second round, while continuing the same application, eye contact will be requested during greeting. After the group members greet everyone, they will proceed to the third round. They will be asked to greet with a smiling face while continuing to apply the third round. In the fourth round, they will be asked to greet with cowardly and timid emotions. In the fifth round, they will be asked to pretend to greet someone they respect very much. In the sixth round, they will be asked to greet with a very nervous mood. In the last round, they will be asked to greet the other person in a humiliating and condescending manner. Finally, the game will be evaluated.

Session 4: Acquiring the ability to convey non-verbal messages.

Dough-Sculptor Game: The group members will be asked to be paired. One of the partner will be a sculptor and the other will be a dough. 5 minutes will be given for each partner and the one who is a sculptor will create a work by using his/her partner as a material and this work will give a message. At the end of the period, a paper and pen will be placed in front of each sculpture, and all sculptors will be asked to write down their thoughts about other sculptures. After the thoughts are written on all the sculptures, the articles will be read and how successful they are will be discussed.

Session 5: Ability to see the negative effects of sending messages with “you” language and to express all emotions by using “I” language.

Story Game: The leader will first divide the group into two equal groups and tell the groups that they are positive or negative groups. Then the groups are asked to sit on the floor in a mixed circle. The leader will start a known story or an improvisational story at that moment, and they will be asked to continue the story according to their positive or negative situation by using conjunctions (but, but, or, indeed, fortunately, fortunately). In the end, the leader will determine the end of the story and end the story. Finally, the whole group will evaluate the story.

Session 6: The ability to recognize and distinguish assertive, shy and aggressive behaviors.

Game of Acting out Emotions: The leader will randomly divide the group into 4. One of the groups will be assertive and logical, one group will be aggressive, one group will be shy and one group will define the problem in a stimulating way. No one will ever know how anyone feels. The leader will tell the problem group about the incident (theft, traffic dispute) and the group will play. In turn, other groups will be asked to intervene with their own emotional states. Eventually, an evaluation will be made about how they feel.

Session 7: Being able to empathize with others, making requests and refusing requests.

Supervisor Employee Game: Group members will be asked to be pair. Everyone will be asked to identify a situation they are afraid to ask for and to play it with his/her partner. One of them will be supervisor and the other one will be employee and they will be asked to give feedback both positively and negatively.

Session 8: Ability to control anger, to say no without getting angry and hurting others.

Prisoner’s Base Game: The leader will divide the group into 4. Three pilates balls will be placed in the corners in a wide area and emotion names will be given to these balls. There will be a ball of sadness, a ball of enthusiasm and a ball of anger. The leader will turn on music and ask the group members to browse casually. As soon as the music stops, the group members will get a corner and will be asked to perform a role play that reflects the emotional state of the corner they get. And the leader with the group that does not get the corner will evaluate the played games.

Session 9: Sharing feelings about group life, evaluating the program with group members, and being able to leave the group with positive emotions.

The Game of Picture of Love and Friendship: The game will be started by asking the leader group how to express the state of love by using body. A volunteer will act out the state of love, and in turn, one person will add their own state of love to the state of love, and the other person will act out their state of love with the person they choose. In the second round, they will be asked to act out the mood of friendship and a mood of friendship will be acted out to create a picture as the whole group.

Data analysis

After the pre-test application related to the study, the scales applied were examined, the incomplete coded papers and the papers with no student phone number were not processed.

Since students would be selected according to the scores on this scale, it would not be possible to reach students without a student phone number. The scales applied were scored by the researcher and 30 students who scored the lowest from the scale and attended healthy school were determined. The data of this study were analyzed with SPSS program version 22.00. Number percentage distributions of independent variables (frequency analysis), descriptive statistics of dependent variables (a social skill scale-80 total scores for adults), reliability and item analysis of the scale (reliability statistics), the mean of the group for two independent variables, and the data obtained at different times, the t-test (paired samples t-test) was used for the comparison results of the total scores of the two measurements, and the t-test was used to determine whether there was a difference in the mean scores between the groups in the analysis of variance.

Findings

In this section, statistical data and analyzes of the research are presented in accordance with the problem situation of the research.

Table 1 – Distribution of Socio-Demographic Information Form Variables

Variable	Groups	Number of People	Percentage
		(n)	(%)
Age	18-21 Years	23	76,7
	22-25 Years	6	20,0
	26-30 Years	0	0,0
	30 years and over	1	3,3
	Total	30	100,0
Gender	Female	5	16,7
	Male	25	83,3
	Total	30	100,0
Department	PES	10	33,3
	SM	14	46,7
	CE	6	20,0
	Total	30	100,0
Grade	1st Grade	20	66,7
	2nd Grade	2	6,7
	3rd Grade	5	16,7
	4th Grade	3	10,0
	Total	30	100,0

Age, gender, department and grade information of the participants were obtained in the study. When the socio-demographic information form variables were examined, it was

concluded that 76,7% (23) of them were between the ages of 18-21, 20% (6) of them were between the ages of 22-25, 3,3%(1) of them were 31 years and over, 83,3% (25) of them were male and 16,7% of them were female students, 46,7% (14) of them were students of CE department, 33,3% of them were students of PES department, 20% of them were students of SM department, and finally, the study consisted of 66,7% (20) first-grade, 16,7% (5) third-grade, 10% (3) fourth-grade, 6.7% (2) second-grade students.

A Social Skill Scale for adults- with 80 pre-test 30 participants and 80 items Cronbach's Alpha internal consistency number was determined as ,942, with post-test 30 people and 80 items Cronbach's Alpha internal consistency number was ,933, in the 3rd month with 15 people and 80 items Cronbach's Alpha internal consistency number was ,971, in the 6th month with 15 people and 80 items Cronbach's Alpha internal consistency number was ,965.

Descriptive Statistics of A Social Skill Scale-80 pre-test, post-test and 3rd month and 6th month total scores for adults are calculated and given in Table 2.

Table 2 – Descriptive Statistics of Total Scores of A Social Skill Scale for Adults-80 Pretest, Posttest and 3. Month, 6. Month

Variable	n	Min Value	Maximum Value	Mean	Standard Deviation
A-Social Skill Scale-80					
Pre-Test Total Score	30	234	380	292,57	31,513
A-Social Skill Scale-80					
Post-Test Total Score	30	249	375	309,93	31,364
A-SocialSkill Scale-80 3.					
Month Total Score	15	240	386	315,47	43,033
A-SocialSkill Scale-80 6.					
Month Total Score	15	239	387	320,80	42,707

As seen in Table 2, the descriptive statistics results of the A-Social Skills Scale-80 total scores for adults revealed that the minimum value and the maximum value scores of the pre-test, post-test and 3rd month and 6th month total scores differed.

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Descriptive statistics results of A-Social Skills Scale-80 total scores for adults were determined as 234 for low pre-test score, 380 for highest score, 292,57 for mean value, and 31,513 for standard deviation.

Descriptive statistics results of A-Social Skills Scale-80 total scores for adults were determined as 249 for low post-test score, 375 for the highest score, 309,93 for mean value, and 31,364 for standard deviation.

Descriptive statistics results of A-Social Skills Scale-80 total scores for adults were determined in the 3rd month as 240 for the lowest score, 386 for the highest value, 315,47 for the average value and 43,033 for the standard deviation.

The descriptive statistics results of the A-Social Skills Scale-80 total scores for adults were determined in the 6th month as 239 for the lowest score, 387 for the highest score, 320,80 for the mean value and 42,707 for the standard deviation.

As a result, when the A-Social Skill Scale-80 descriptive statistics for adults were examined, it was found that the students participating in the survey had similar characteristics, that is, homogeneous distribution. When the pre-test and post-test mean scores of the students participating in the study were compared, it was found that the mean score increased from 292,57 to 309,93. When the mean scores of the students participating in the experimental group in the 3rd and 6th months were examined, it was seen that the mean scores increased from 315,47 to 320,80.

Table 3 – Correlation Score of A-Social Skill Scale-80 Between Pretest and Posttest Total Scores for Adults

		A-Social Skill Scale-80 Posttest Application Total Score
A-Social Skill Scale-80 Pretest Application Total Score	r	,641
	p	,000**
	n	30

According to the results;

The correlation coefficient of the A-Social Skill Scale-80 Pretest Application total score for adults was calculated as 0.641 with the A-Social Skill Scale-80 Posttest Application total score. There is a moderate positive correlation between the A-Social Skills Scale for Adults-80 Pretest and the A-Social Skills Scale for Adults-80 Posttest.

In the study, t-Test (Paired Sample t-Test) analysis of pre-test and post-test scores for Paired Samples and t-Test comparison results for unrelated groups were included.

Table 4 – Paired Samples T-Test Results of A-Social Skill Skale-80 Pretest and Posttest Total Scores for Adults

	N	Mean	Standard Deviation	T	Degree of Freedom	P
A-SocialSkill Scale-80 Pretest Application Total Score	30	292,57	31,513	-3,570	29	,001**
A-SocialSkill Scale-80 Posttest Application Total Score	30	309,93	31,364			

There is a statistically significant difference between the A-Social Skills Scale-80 pre-test and post-test total mean scores for adults $t(29) = -3,570$; $p < 0,001$. In the transition from the pre-test to the post-test, it was found that there was a significant increase in the A-Social Skills Scale for Adults-80 total score averages, while the pre-test mean score was 292,57, and the post-test mean score increased to 309,93.

Table 5 – Paired Sample T-Test Results of A-Social Skill Scale-80 Pre-Test and Post-Test Total Scores for Experimental Group Adults

	N	Mean	Standard Deviation	t	Degree of Freedom	P
A-SocialSkill Scale-80 Pretest Application Total Score	15	283,07	40,012	-3,835	14	,002**
A-SocialSkill Scale-80 Posttest Application Total Score	15	310,07	38,838			

As seen in Table 5, the A Social Skill Scale-80 scores of the experimental group students increased after the social skill training program and a statistically significant difference was found between the pre-test application and post-test application total mean scores; $t(14) = -3,835$; $p < 0,01$. In other words, the post-test scores are higher than the pre-test scores.

Table 6 – Paired Sample T-Test Results of A-Social Skill Scale -80 Pre-Test and Post-Test Total Scores for Control Group Adults

	N	Mean	Standard Deviation	t	Degree of Freedom	p
A-SocialSkill Scale-80 Pretest Application Total Score	15	302,07	16,211	-1,303	14	,214**
A-SocialSkill Scale-80 Posttest Application Total Score	15	309,80	23,007			

There was no statistically significant difference between the A-Social Skill Scale-80 pretest and posttest mean scores for the control group adults $t(14) = -1,303$; $p > 0,05$. In other words, post-test scores do not differ statistically from pre-test scores.

Table 7 – Total T-Test Results of Pretest Experimental and Control Group A-Social Skill Scale for Adults-80

	Group	N	Average	Standard Deviation	t	Degrees of Freedom	p
A- SocialSkill Scale-80 Pretest Application Total Score	Experimental	15	283,07	40,012	-1,705	18.475	105
	Control	15	302,07	16,211			

There was no statistically significant difference between the total mean scores of the A Social Skill Scale-80 pretest, experimental and control groups for adults $t(18,475) = -1,705$; $p > 0,05$. In other words, the score of the control group does not differ statistically according to the experimental group.

Table 8 – Total t-Test Results of Posttest Experimental and Control Group A-Social Skill Scale-80 for Adults

	Group	N	Mean	Standard Deviation	t	Degree of Freedom	p
A- SocialSkill Scale-80 Posttest Application Total Score	Experimental	15	310,07	38,838	0,23	22,748	,982**
	Control	15	309,80	23,007			

As seen in Table 8, there is no statistically significant difference between the A Social Skill Scale-80 posttest, experimental and control group total mean scores of the students participating in the study for adults $t(22,748) = 0,23$; $p > 0,05$. In other words, the score of the experimental group does not differ statistically compared to the control group.

Discussion

The concept of social skills has become very popular in clinical psychology and psychiatry and has been the subject of many studies in recent years. In this study, the relationship between the concept of social skills and social skill perceptions is discussed. Sports, which is one of the most effective methods in developing social skills, plays an important role in ensuring that individuals are happy, successful and healthy all their lives, keep their mental strength high and develop their social skills. Social skill is a community of behavior that enables

people of all ages to be happy and successful in the work environment, family environment, or school environment. Especially when starting from an early age, being able to establish positive relationships with individuals, resisting and coping in negative and difficult situations enables them to overcome the situations caused by failures (Sevinç, 2005).

The aim of the study is to examine the difference between the social skills and perception levels of the students who participate in the social skills training program and the students who do not participate in the social skills training program, and to gain self-efficacy and self-esteem to the students who study sports as a result of the relationship between the results, to establish strong social relationships and to contribute to the development of their social skills levels and how they perceive their own social skills. These factors can be taken under control. In this direction, in this study, the relationship between social skills training and sports students' perceptions of social skills was investigated.

Age, gender, department and grade information of the participants were obtained in the study. When the socio-demographic information form variables were examined, it was concluded that 76,7% (23) of them were between the ages of 18-21, 20% (6) of them were between the ages of 22-25, 3,3%(1) of them were 31 years and over, 83,3% (25) of them were male and 16,7% of them were female students, 46,7% (14) of them were students of CE department, 33,3% of them were students of PES department, 20% of them were students of SM department, and finally, the study consisted of 66,7% (20) first-grade, 16,7% (5) third-grade, 10% (3) fourth- grade, 6,7% (2) second- grade students. For the A Social Skill Scale-80 used in the study, internal consistency reliability coefficients of were examined. The results show that the scale has high acceptable reliability values (Landis and Koch, 1977) and it is concluded that the total score can be used. The results largely coincide with the study in which the scale was developed (Tatar et al. 2018).

In order to improve social skills, training programs are prepared and implemented according to certain age groups, gender, education levels and targeted goals. Many researches in the field of social skills benefit from social skills training. In line with the objectives determined in our study, a 9-week social skills training program was prepared. This training program was implemented by creating an experimental and control group with a total of 30 participants, 15 participants each. The number of participants in studies on social skills and in which social skills trainings are applied is kept low. This training program was implemented by creating an experimental and control group with a total of 30 participants, 15 participants each. The number of participants in studies on social skills and in which social skills trainings are applied is kept low.

In the study titled 'The Effect of Social Skills Training on the Social Adaptation Levels of Primary School Students' conducted by Kabasakal and Çelik (2010), the experimental group consisted of a total of 36 participants, 18 of whom were in the control group and 18 of whom were in the control group. It was found that the social skill training provided had an effect on the adaptation and social behaviors of the students to peer preferential schools and that the experimental group was significantly different from the control group.

When the relevant literature is examined, it is observed that social skills training programs conducted to improve the social skills of individuals have positive effects on social adaptation and social perceptions. The results of our study are similar to the literature in terms of social skill and social skill perception levels.

One of the results of our study is that although the students in the control group did not participate in the social skills training program, their post-test scores were higher than their pretest scores. From this result, it was concluded that the active attendance of the students in the control group had an effect. In other words, even if individuals have not received social skills training, it is thought that they develop their social skills as a result of interaction with their social environment in their daily lives.

A similar result was seen in the study conducted by Ceylan and Yiğitalp (2018) on the effect of social skills education on children. In the results, it was found that the posttest scores in some sub-dimensions of the children in the control group were higher than the pretest scores. It is thought that this situation causes the control group students to continue to see the National Education curriculum and this situation leads to the development of children's social skills.

It is known that social skills training has an impact in many areas. Yelpaze and Özkamalı (2015) also examined the effect of social skill training on aggression. 11 students selected as peer guides were given 8 weeks of social skills training. As a result of the research, it was seen that social skills training had an effect on reducing the aggression levels of 6,7 and 8th grade students. In our study, the effect of social skills training on the social perception levels of students studying sports was examined, and as a result of the research, it is seen that the social skills training program contributes to increasing the social skill perception levels of students and to the social skills of students. Our study is similar to the study of Yelpaze and Özkamalı (2015) that social skills training has a positive effect on individuals. In other words, it is seen that social skills training contributes to individuals in terms of establishing social relations, carrying out studies with the group and applying the skills they have acquired in their daily life.

In terms of acquiring social skills, universities and schools are ideal and important environments. Genç (2005) conducted his study with 600 teachers working in 20 primary schools in Erzurum in order to determine the realization levels of the social skills desired to be acquired by the students studying at the primary school level.

The results showed that the level of realization of the skills to initiate and maintain social relations was above the moderate level, and the level of realization of aggressive emotions and stress coping skills was at the moderate level. Considering the results of our study with university students studying sports, it is thought that students have acquired the necessary skills to communicate and maintain effectively.

In the study conducted by Uysal and Balkan (2015), the effect of social skills training given to preschool children with low socio-economic levels on children's self and social skills levels was examined. As a result of the research, the social skill scores of the children who participated in child education and maternal social skill training increased at the end of the training. These developments were not observed in the control group. The research is similar to our study in terms of increasing the total scores obtained from the social skill scale, but not in terms of the control group social skill score results. In our study, an increase was observed in the social skill scores of the control group students, and when the post-test statistical result between the experimental and control groups was examined, it was found that there was no significant difference between them ($p>0,05$) and there were differences with other studies.

In the study conducted by Durualp and Aral (2010), in which the effect of the game-based social skill training program applied to children attending kindergarten on children's

social skill levels was examined, it was found that there was a statistically significant difference between the pre-test and post-test mean scores they received from the sub-dimensions of incompatibility, communication and shyness.

In our study, in which the social perception levels of the students studying sports were examined, no significant difference was found between the experimental and control groups in terms of the pre-test and post-test scores obtained from the scale. The results of the study conducted by Durualp and Aral (2010) are not similar to our study in terms of difference ($p>0,05$).

When the results of the A Social Skill Scale-80 pre-test and post-test t-test analysis for Adults were examined, it was seen that the score increase was similar to the results of Tagay, Baydan and Acar (2010). The results of the follow-up test we did in the 3rd and 6th month showed that the effect of the follow-up tests continued and showed similar effects to other studies.

In general, when the studies applied social skills training program were examined, it was observed that the results were similar to our study in terms of score increase, and it was concluded that social skills training had a positive effect on the individuals applied.

Conclusion and suggestions

According to the results obtained from this study, a significantly high difference was found between the pretest score distributions and posttest score distributions of the experimental group receiving social skills training. It was found that there was no significant difference between the pre-test score distributions and post-test score distributions of the experimental group with social skills training and the control group without social skills training. It was found that the post-test score distributions of the students in the experimental group who were applied a 9-week social skills training program were higher than the post-test score distributions of the students in the control group who were not trained, but there was no significant difference between them. In addition, in score distributions in the 3rd and the 6th month done for follow-up, it was observed that the effect of the social skills training program continued. This result showed that the applied social skill training program had a significant effect on the social skill perception levels of students studying sports and this effect continued in the long term. The results of the study are generally consistent with the literature and it is aimed to contribute to the development of social skills training program and social development of students studying sports with the results obtained.

It can be said that the applied social skills training program has a positive effect on the social skills perception levels of the students, that the sessions applied once a week and the implementation of activities suitable for the target audience play a role on the positive results. In addition, they had the opportunity to communicate with each other, empathize, review their experiences and share them with their friends within the group. It has been observed that the behaviors learned in the follow-up test continue as the social skill perceptions gained through social skill training are effective in changing behavior in a short time.

As a result, social skills training programs can play a preventive role in the psychological and social development of students in terms of various problems they may encounter throughout their lives. The social skill training programs prepared for the goals were

found to be effective in reducing the unwanted behaviors of the students, ensuring effective communication with their social environment, and thus increasing their social competence and social skills. In addition, the earlier the trainings are applied to the students, the more effective and permanent the trainings are.

In the light of the results of this study, some suggestions can be made for future research.

In future studies, the effect of the social skills training program on situations such as social competence, self-perception and communication skills can be examined.

Likewise, it can be examined to include social skills in variables such as academic achievement, age and gender, different sports branches or different education departments.

Considering that this study is limited to Celal Bayar University Faculty of Sports Sciences, it may be suggested to examine similar studies in terms of different sample groups in different universities.

Considering this study and other studies conducted in this field, it can be suggested that university students organize various seminars on social skills, social skills training programs and the concept of sociality.

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