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Study of Social Skill Levels Between Students of The School of Physical Education and Sportstutorageand Thestudents

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Abstract

The aim of this study is to determine the level of social skills of students, who are studying tutorage at the school of physical education and sports and the students at the Faculty of Medicine, whether it differs according to the faculty they are studying. In this context the researcher practiced for the purpose of this research with the students, which take part in this study, the prepared "Personal Information Form" and "Social skills Scale". This study is based on a total of 500 students, who are studying in the academic year 2015-2016 at Gazi University at the school of physical education and sports and the Faculty of Medicine. The sample of this study is based on students of the school of physical education and sports tutorage and the students of the Faculty of Medicine, who are studying in the grades1.-2.-3.4., here of 150 students are at the school of physical education and sports tutorage and 150 students are of the Faculty of Medicine, so in total 300 students. As result it occurs that, the scores of emotional sensitivity, emotional control, social expressivity, while the social sensitivity and the total of skill based on the Faculties, statistically differ significantly and that the participants studying tutorage at the school of physical education and sports appear to have higher scores ($p < 0.05$). The emotional control scores of the participants in the 3rd grade appear to a significantly higher score than of the participants of the 2nd grade ($p < 0.05$), the scores in social expressivity of the participants in the 1st grade are significantly higher than the scores of the participants in the 2nd grade ($p < 0.05$), the scores in social control of the participants in the 4th grade are significantly higher than the scores of the participants in the 3rd grade ($p < 0.05$). When the social skills scores are examined, it is seen, that the scores of the participants of the 1st grade, 3rd grade and 4th grade were significantly higher than of the participants of the 2nd grade ($p < 0.05$). It is seen, that the male participants appear to a significantly higher emotional control score than the female participants ($p < 0.05$). The auditory discrimination, emotional sensitivity, social expressivity, social sensitivity, and the ability of social control and total scores differed by gender does not appear to be statistically significant ($p > 0.05$).

Keywords: Physical Education and Sports, Faculty of Medicine, Emotional expressivity.

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1. Introduction

People tend to live with other people, because it is a social being. The need to live together is to interact with each other and to be in a position to adapt with the society. For a healthy harmonizing it is important, that individuals are able to transmit their feelings, thoughts and requests to each other. For some individuals it is easier to transmit their feelings, thoughts and requests, to launch and sustain relationships, while for other individuals it is difficult to build successful social relationships and sustain this (Uzamaz, 2000).

The studies on social skills began with the studies of identifying and measuring the “social intelligence” (2010) by Thorndike in 1920. Thorndike has identified two factors of social intelligence as ability to understand others and to act wisely in social situations. This definition accent the clutch (understanding) and behavior (manage) together. Many other researchers focalize their orientation component, to this understanding/empathy and managing/behavior components and constitute on this basic idea (Erhan, 2009).

In the literature regarding social skills, there can be found a lot of recognitions. In the recognition of cart ledge and Julian (2009), the leading to react positively and to avoid negative reactions of others, making it possible to interact with others, leaving environmental impact, social status as goal-directed behavior-specific and social content according to changes may occur and certain non-observed and that includes cognitive and affective elements and are a behavior, which could be learned (Yuksel, 1998).

The revealing of social skills in the daily life is very important. However, in some cases, the individuals may encounter with failures in exhibiting the behavior in social skills. In interpersonal relationships, it can be encounter with failures in exhibiting their behavior in social skills. In interpersonal relationships the reasons of failures in exhibiting the behavior in social skills is various, some of them : (1) the inability in acquisition and learning behavior, (2) in certain situations the lack of use of skills, and (3) the influence of reinforcing the situational variables (Ozden, 2009).

The lack of social skills of today is the preparatory of the large number of today’s young people for the inability to build interpersonal relationships (Burnett, 2004).

In Turkey only limited studies have been made in the area of social skills. Especially works on social skills for university students as a whole are limited. The aim of this study is to determine the level of social skills of the students of the school of physical education and sports and the students of the Faculty of Medicine; whether it differs according to the faculty they are studying. Sport, besides physical development of individuals, taking into account the positive effect of the development of sociality; so it is thought, that the students of the school of physical education and sports, who will participate this work and will compare themselves relatively to the students of the faculty of medicine. They will perceive more positive when they are compared with others and so the social skills will be higher.

The emerged data is important regarding that sport is a positive impact on self-perception of individuals, and that it will affect their lives as more important in term of adoption. Taking account, that the students of the Faculty of Medicine will be in one to one communication in their professional life and the students of the school of physical education and sports tutorage will be in educational interactions, as groups, it is thought that the individuals with higher social skills will be more successful. Therefore, in the light of this obtained data, the regulation of various sports activities in the educational environment, to be more involved in academic programs, and to provide for each category in the society physical exercise and sports facilities, proposals can be developed.

In this way on the basis of this information it is thought, that it is important to examine the social skills level of the students, who are studying in the university as doctor or teacher candidates and so it is decided it would be appropriate to investigate the issue.

2. Method

In this study, a method has been used for descriptive and relational screening aimed at revealing the current situation. The descriptive screening method is in the past or currently existing approaches to research aiming to describe the situation as it was there. The event which is subject to research, the individual or objects and attempted to define as it is in its own terms. It is not shown to change and affect them in any way. The relational screening models are research models, which between two and many more variables change with the presence and / or aimed at determining the degree (Karasar, 2014).

This study was effected with the students of the Gazi University Faculty of Physical Education and Sport Teacher and the Faculty of Medicine in the 1st, 2nd, 3rd and 4th grade in the academic year 2015-2016. The students, who are sample of this study, was based on students of "volunteering" and was given detailed information about the study and complied with all ethical rules. The students, who participated the courses was included in this scope of study. There was not made any distinction. All students indicate to participate in the study. As data collection tool the social skills inventory was used. The social skills inventory "Social Skills Inventory-SS" has been developed by Riggio in 1986 and was revised in 1989 and took its present form. The Social Skills Inventory was adapted in 1997 by Yuksel in Turkish. The Social Skills Inventory was prepared on a small scale to measure basic social skills with a 90-item self-identification (self-report) type of measurement tool. In the SBA booklet it is called as „Self-Identification Inventory". SBA has been developed for the "personality" and "social psychology" studies (103). The whole Social Skills Inventory consists of 90 items and each sub-scale consists of 15 items. For the items of the inventory a five Likert-type answer key was prepared.

SBE covers, that measure social communication skills being emotional and social in two levels with six subscales and "understanding", "sensitivity" and "control" are evaluated with each level. Understanding is the ability of individuals to communicate with each other; sensitivity is the interpretation of messages of individuals, received from the others; the control represents the editing process of communicative skills in various social situations (Yuksel, 1997).

There are six subscales of social skills Inventory. These are;

- 1 - Emotional expressivity (Emotional expressivity)
- 2- Emotional sensitivity (Emotional sensitivity),
- 3- Emotional control (Emotional control),
- 4- Social expressivity (Social expressivity),
- 5- Social sensitivity (Social sensitivity),
- 6- Social control (Social control).

To find out the reliability of the Social Skills Inventory, which was developed by Riggio (1986,1989) the repetition and internal consistency was calculated. The test was performed with the method of repeating the test in an interval of two weeks on an application of 40 candidates. The acquired reliability coefficient of the total points was found as $\alpha = .94$. The acquired reliability coefficient of the subscales changes between $\alpha = .81$ and $\alpha = .96$. Another reliability calculations made on the Social Skills Inventory, with the Cronbach alpha reliability methods are the acquired subscale scores reliability coefficients were found between $\alpha = .61$ and $\alpha = .87$ (Yuksel, 1997).

In the Turkish adaptation of the Social Skills Inventory study of Yuksel, (Yuksel, 1997), he has practiced the Social Skills Inventory with the method of repeating the test for twice in four weeks with 53 university students, to and has found with the method of repeating the test, regarding the calculation of the score for reliability coefficient as $\alpha = .92$. The acquired reliability coefficient of the subscales changed between 89 and $\alpha = .80$ $\alpha = .$. The internal consistency coefficient regarding the total score (Cronbach's alpha) was found as 85, according to the acquired internal consistency coefficient of the subscales changes between 56 and 82.

In the analysis of the acquired data, the SPSS 22.0 software program was used. The Independent Samples T Test was used for the comparison of the scores of the participants obtained from the

Social Skills Scale according to their section and gender. The OneWayAnov analysis was used for the comparison of the scores of the participants obtained from the Social Skills Scale according to their grade, age group, sheltering places, education status of the parents, the professional groups of the parents and the family level of income. If there are significant differences with the OneWayAnov, the Turkey test was used as the post hoc test.

Table 1. Descriptive Statistics on The Demographic Information of The Participants

Factor	Sub-Factor	F	%
Faculty	School of physical education and sportstutorage	150	50,0
	Faculty of Medicine	150	50,0
Grade	1st grade	20	6,7
	2nd grade	186	62,0
	3rd grade	71	23,7
	4th grade	23	7,7
Gender	Female	138	46,0
	Male	162	54,0
Age group	18-20 years	95	31,7
	21-23 years	170	56,7
	24-26 years	26	8,7
	26+	9	3,0
Sheltering places	With Family	82	27,3
	Student residence	117	39,0
	State residence	38	12,7
	Private residence	63	21,0
Education of the Mother	Illiterate	25	8,3
	Literate	16	5,3
	High School and lower	72	24,0
	University and higher	187	62,3
Education of the Father	Illiterate	9	3,0
	Literate	7	2,3
	High School and lower	55	18,3
	University and higher	229	76,3
Professional groups of the mother	Housewife	189	63,0
	Civil servant	55	18,3
	Employee	18	6,0
	Pensionary	21	7,0
	Others	17	5,7
Professional groups of the Father	Civil Servant	90	30,0
	Farmer	14	4,7
	Tradesman	31	10,3
	Employee	66	22,0
	Pensioner	99	33,0
Family level of income	0-750 TL	19	6,3
	751-1500 TL	37	12,3
	1501-2250 TL	77	25,7
	2251-3000	74	24,7
	3001 TL and above	93	31,0

The participants are 50% students of the school of physical education and sports tutorage and 50% students of the Faculty of Medicine. The maximum participation (%62) is constituted of students of the 2nd grade. 46% of the participants are female and 54% are male. More than the half of the participants (56,7%) are in the age group of 21-23. 27,3 % of the participants are living with their family, 39% are living in student residences, 12,7% are living in state residences and 21% are living in private residences. The vast majority of mothers of the participants (62,3%) and fathers (76,3%) graduated from university or higher education. The vast majority of mothers of the participants of the study (63%) are housewives. A significant proportion of the fathers of the participants are civil servants, and a significant proportion (33%) are pensioners. The monthly level of income of the family of the participants are with 6,7% between 0-750 Turkish Liras (TL), with 12,3 % between 751-

7500 TL, with 5,7% between 1501-2250 TL, with 24,7% between 2251-3000 TL and with 31% 3001 TL and above.

Table 2. Descriptive Statistics on Social Skills Level of The Participants

Sub-Dimension	N	Lowest	Highest	X	Ss
1Emotional expressivity	300	31	61	45,41	5,434
Emotional sensitivity	300	29	71	49,04	8,401
Emotional control	300	19	57	44,29	6,803
Social expressivity	300	25	69	47,06	8,265
Social sensitivity	300	30	68	46,16	6,446
Social control	300	33	69	48,53	7,712
Total score of social skills	300	235	349	280,48	22,955

When the table is examined, it is seen, that the participants in all sub-dimensions and total social skills received an intermediate score.

Table 3.The Comparison of social skill levels of the participants according to the faculty

Sub-Dimension	Faculties	N	X	Ss	T	P
Emotional expressivity	School of physical education and sports	150	45,55	5,239	,446	,656
	Faculty of Medicine	150	45,27	5,637		
Emotional sensitivity	School of physical education and sports	150	51,67	8,318	5,717	,000
	Faculty of Medicine	150	46,40	7,644		
Emotional control	School of physical education and sports	150	45,86	6,120	4,093	,000
	Faculty of Medicine	150	42,73	7,104		
Social expressivity	School of physical education and sports	150	49,85	8,174	6,219	,000
	Faculty of Medicine	150	44,26	7,384		
Social sensitivity	School of physical education and sports	150	47,29	6,751	3,079	,002
	Faculty of Medicine	150	45,03	5,936		
Social control	School of physical education and sports	150	48,26	8,322	-,598	,550
	Faculty of Medicine	150	48,79	7,069		
Total score of social skill	School of physical education and sports	150	288,48	21,174	6,434	,000
	Faculty of Medicine	150	272,47	21,912		

When the table is examined, it is seen, that in the emotional expressivity ($t(298) = 446, p = ,656$) and social control scores ($t(298) = -,598; p = ,550$) according to the Faculties statistically are no significant differences. The emotional sensitivity ($t(298) = 5.717, p = ,000$), emotional control ($t(298) = 4.093, p = ,000$), social expressivity ($t(298) = 6.219, p = ,000$), social sensitivity ($t(298) = 3.079, p = ,002$) and total scores of skill ($t(298) = 6.434, p = ,000$) according to the faculties differ statistically significantly, and it is seen that the participants studying tutorage at the school of physical education and sports have a higher score.

Table 4. The Comparison of Social Skill Levels of The Participants According to Their Grades

Sub-Dimensions	Grades	N	X	Ss	F	p	Tuke y HSD
Emotional expressivity	1 st grade	20	46,65	6,268	1,995	,115	-
	2 nd grade	186	45,12	5,577			
	3 rd grade	71	45,06	4,632			
	4 th grade	23	47,70	5,448			
Emotional sensitivity	1 st grade	20	51,45	11,218	2,160	,093	-
	2 nd grade	186	48,14	8,032			
	3 rd grade	71	49,94	7,751			
	4 th grade	23	51,39	9,806			
Emotional control	1 st grade	20	45,65	3,829	9,339	,000	2-3
	2 nd grade	186	42,81	7,193			
	3 rd grade	71	47,49	4,150			
Social expressivity	4 th grade	23	45,26	8,486	2,730	,044	1-2
	1 st grade	20	50,55	9,506			
	2 nd grade	186	46,09	7,995			
	3 rd grade	71	48,20	7,332			
Social sensitivity	4 th grade	23	48,35	10,811	2,095	,101	-
	1 st grade	20	47,35	10,038			
	2 nd grade	186	45,82	5,824			
	3 rd grade	71	47,38	5,815			
Social control	4 th grade	23	44,04	8,552	3,044	,029	3-4
	1 st grade	20	51,55	9,752			
	2 nd grade	186	48,34	7,562			
	3 rd grade	71	47,17	6,680			
Total score of social skill	4 th grade	23	51,57	8,898	6,308	,000	1-2, 2-3, 2-4
	1 st grade	20	293,2 0	32,544			
	2 nd grade	186	276,3 2	21,889			
	3 rd grade	71	285,2 4	17,890			
	4 th grade	23	288,3 0	27,736			

When we examine the table it is seen, that the emotional expressivity ($F(3, 296) = 1.995, p = .115$), emotional sensitivity ($F(3, 296) = 2.160, p = .093$) and social sensitivity ($F(3, 296) = 2.095; p = .101$) scores, according to the grades of the participants a significant level of differentiation statistically is not seen. In the scores in emotional control ($F(3, 296) = 9.339, p = .000$), social expressivity ($F(3, 296) = 2.730, p = .044$), social control ($F(3, 296) = 3.044, p = .029$) and total scores of skill ($F(3, 296) = 6.308, p = .000$) according to the grade of the participants consists significant differences. The emotional control scores of the participants in the 3rd grade are significantly higher than the scores of the participants in the 2nd grade ($p < 0.05$), the social expressivity scores of the participants in the 1st grade are significantly higher than the scores of the participants in the 2nd grade ($p < 0.05$), the social control scores of the participants in the 4th grade are significantly higher than the scores of the participants in the 3rd grade ($p < 0.05$). When the total social skill scores are examined, it is seen that the scores of the participants in the 1st grade, 3rd grade and 4th grade are significantly higher than of the participants in the 2nd grade ($p < 0.05$).

Table 5. The Comparison of Social skill levels of The Participants According to Their Gender

Sub-Dimensions	Gender	N	X	Ss	T	P
Emotional	Female	138	45,59	6,013	,530	,597

expressivity	Male	162	45,25	4,902		
Emotional sensitivity	Female	138	49,36	8,303		
	Male	162	48,76	8,499	,619	,536
Emotional control	Female	138	42,70	7,539		
	Male	162	45,65	5,793	-3,822	,000
Social expressivity	Female	138	46,16	8,280		
	Male	162	47,82	8,201	-1,741	,083
Social sensitivity	Female	138	46,61	6,588		
	Male	162	45,77	6,317	1,122	,263
Social control	Female	138	48,07	8,423		
	Male	162	48,91	7,055	-,941	,347
Total score of social skill	Female	138	278,49	23,325		
	Male	162	282,17	22,570	-1,384	,167

When the table is examined, it is seen, that emotional control scores of the male participants are significantly higher than of the female participants ($t(298) = -3.822$, $p = .000$). In the scores in emotional expressivity ($t(298) = .530$; $p = .597$), emotional sensitivity ($t(298) = .619$, $p = .536$), social expressivity ($t(298) = -1.741$; $p = .083$) social sensitivity ($t(298) = 1.122$, $p = .263$), social control ($t(298) = -.941$; $p = .347$) and total scores of skill ($t(298) = -1.384$, $p = .167$) according to the gender, are not statistically significant differences.

Table 6. The Comparison of Social Skill Levels of the Participants According to Their Age Group

Sub-Dimensions	Age groups	N	X	Ss	F	P	Tukey HSD
Emotional expressivity	18-20 years	95	46,21	6,178	2,275	,080	-
	21-23 years	170	44,74	4,797			
	24-26 years	26	46,04	5,250			
	26+	9	47,78	7,629			
Emotional sensitivity	18-20 years	95	48,89	8,956	2,533	,057	-
	21-23 years	170	48,56	7,728			
	24-26 years	26	50,23	10,121			
	26+	9	56,11	6,882			
Emotional control	18-20 years	95	43,02	7,761	1,695	,168	-
	21-23 years	170	44,84	6,132			
	24-26 years	26	45,35	7,689			
	26+	9	44,33	3,674			
Social expressivity	18-20 years	95	45,68	7,793	2,213	,087	-
	21-23 years	170	47,34	7,814			
	24-26 years	26	50,19	9,495			
	26+	9	47,22	14,558			
Social sensitivity	18-20 years	95	46,86	7,218	5,515	,001	1-4, 2-4, 3-4
	21-23 years	170	45,99	5,072			
	24-26 years	26	47,38	8,198			
	26+	9	38,22	10,256			
Social control	18-20 years	95	48,82	7,489	5,677	,001	1-4, 2-4, 3-4
	21-23 years	170	47,79	7,466			
	24-26 years	26	48,85	8,177			
	26+	9	58,33	7,533			
Total score of social skill	18-20 years	95	279,49	23,149	1,932	,124	-
	21-23 years	170	279,26	20,554			
	24-26 years	26	288,04	33,041			
	26+	9	292,00	26,153			

When the table is examined, it is seen, that the scores in emotional expressivity ($F(3, 296) = 2.275$, $p = .080$), emotional sensitivity ($F(3, 296) = 2.533$, $p = .057$), emotional control ($F(3, 296) = 1.695$; $p = .168$), social expressivity ($F(3, 296) = 2.213$, $p = .087$) and total scores of skill ($F(3, 296) = 1.932$, $p = .124$) of the participants according to their age group statistically are not significant different. However, the social sensitivity ($F(3, 296) = 5.515$, $p = .001$) and social control ($F(3, 296) = 5.677$, $p = .001$) are statistically significant differences.

001) scores according to the age groups of the participants differ statistically significantly. It is seen, that the scores of social sensitivity of the participants of the age groups 18-20 years, 21-23 years and 24-26 years are significantly higher than participants in the age group 26+ ($p < 0.05$). The social control scores of the participants in the age group of 26+ are significantly higher than of the age groups 18-20 years, 21-23 years and 24-26 years ($p < 0.05$).

Table 7. The Comparison of The Social Skill Level of The Participants According to Their Sheltering Places

Sub-Dimension	Sheltering Place	N	X	Ss	F	p	Tukey HSD
Emotional expressivity	With Family	82	45,21	5,413	1,307	,272	-
	Student Residence	117	44,83	5,490			
	State residence	38	46,00	4,034			
	Private residence	63	46,38	6,015			
Emotional sensitivity	With Family	82	50,18	8,242	1,966	,119	-
	Student Residence	117	48,91	9,069			
	State residence	38	46,26	7,849			
	Private residence	63	49,44	7,368			
Emotional control	With Family	82	43,62	9,269	4,471	,004	1-3, 3-4
	Student Residence	117	44,73	4,989			
	State residence	38	47,32	3,519			
	Private residence	63	42,54	6,876			
Social expressivity	With Family	82	49,21	8,143	3,177	,024	1-3, 1-4
	Student Residence	117	46,92	8,553			
	State residence	38	45,42	6,114			
	Private residence	63	45,49	8,565			
Social sensitivity	With Family	82	46,91	5,878	11,293	,000	1-2, 2-4, 3-4
	Student Residence	117	43,99	6,584			
	State residence	38	45,76	6,470			
	Private residence	63	49,43	5,345			
Social control	With Family	82	48,98	9,378	1,390	,246	-
	Student Residence	117	49,30	7,533			
	State residence	38	47,37	3,114			
	Private residence	63	47,21	7,484			
Total score of social skill	With Family	82	284,11	22,651	1,055	,368	-
	Student Residence	117	278,68	22,868			
	State residence	38	278,13	17,708			
	Private residence	63	280,49	26,048			

When the table is examined, it is seen, that in the scores in emotional expressivity ($F(3, 296) = 1.307, p = .272$), emotional sensitivity ($F(3, 296) = 1.966, p = .119$), social control ($F(3, 296) = 1.390; p = .246$) and total scores of skill ($F(3, 296) = 1.055, p = .368$) according to the sheltering places of the participants are no statistically significant differences. The scores of emotional control ($F(3, 296) = 4.471, p = .004$), social expressivity ($F(3, 296) = 3.177, p = .024$), and social sensitivity ($F(3, 296) = 11.293, p = .000$) of the participants according to their sheltering places are significant different. The emotional control scores of participants, who live in state residences are significantly higher than the emotional control scores of the participants, who live with their family, and the emotional control scores of the participants, who live in private residences ($p < 0.05$). The social expressivity scores of the participants, who live with their family are statistically significant higher than the social expressivity scores than the participants, who live in state residences and private residences ($p < 0.05$). The social sensitivity scores of the participants, who live with their family or live in private residences are significantly higher than the participants, who live in student residences ($p < 0.05$). In

addition to this, the sensitivity scores of participants, who live in private residences are significantly higher than the participants, who live in state residences ($p < 0.05$).

Table 8. The Comparison of the Social Skill Levels of The Participants According to The Educational Level Of The Mother

Sub-Dimensions	Educationallevel	N	X	Ss	F	p	Tukey HSD
Emotional expressivity	Illiterate	25	44,04	4,458	4,476	,004	2-4
	Literate	16	42,50	4,648			
	High School and lower	72	44,39	4,211			
	University and higher	187	46,23	5,860			
Emotional sensitivity	Illiterate	25	49,84	7,706	3,584	,014	2-3
	Literate	16	43,38	3,074			
	High School and lower	72	50,69	9,273			
	University and higher	187	48,78	8,259			
Emotional control	Illiterate	25	44,80	3,279	2,745	,043	3-4
	Literate	16	45,19	6,036			
	High School and lower	72	46,07	5,481			
	University and higher	187	43,47	7,522			
Social expressivity	Illiterate	25	48,44	4,174	,687	,561	-
	Literate	16	45,06	6,287			
	High School and lower	72	46,50	7,802			
	University and higher	187	47,26	8,966			
Social sensitivity	Illiterate	25	47,00	7,427	1,140	,333	-
	Literate	16	44,38	6,270			
	High School and lower	72	47,04	6,038			
	University and higher	187	45,86	6,467			
Social control	Illiterate	25	47,48	7,473	3,708	,012	3-4
	Literate	16	46,44	2,943			
	High School and lower	72	46,44	7,733			
	University and higher	187	49,65	7,837			
Total score of social skill	Illiterate	25	281,60	17,781	1,982	,117	-
	Literate	16	266,94	11,316			
	High School and lower	72	281,14	19,626			
	University and higher	187	281,23	25,145			

When the table is examined, it is seen, that in the scores in social expressivity ($F(3, 296) = ,687$; $p = ,561$), social sensitivity ($F(3, 296) = 1.140$, $p = ,333$) and total scores of social skills ($F(3, 296) = 1.982$, $p = ,117$) according to the educational level of the mothers of the participants are no statistically significant differences.

In the study of the - so called - social skill levels of university students of the Yoldas and Seven (154) University, the Social skill level according to the educational level of the mother and father does not significant change. However, the study of Dicle (155) the social skills of the university students according to educational level of the mother and father shows significant differences and so the social skill levels of the university students, whose mother and father graduated from university have a higher average. These results are not parallel with the obtained results in this study.

Table 9. The Comparison of The Social Skill Levels of The Participants According to The Educational Level Of The Father

Sub-Dimensions	Educational level	N	X	Ss	F	P
Emotional expressivity	Illiterate	9	43,22	2,635	,749	,524
	Literate	7	43,71	2,690		
	High School and lower	55	45,53	3,436		

	University and higher	229	45,52	5,934		
	Illiterate	9	46,00	8,703		
	Literate	7	48,86	4,981		
Emotional sensitivity	High School and lower	55	50,56	8,655	1,063	,365
	University and higher	229	48,79	8,397		
	Illiterate	9	45,00	2,121		
	Literate	7	44,00	1,915		
Emotional control	High School and lower	55	45,45	5,623	,715	,544
	University and higher	229	44,00	7,246		
	Illiterate	9	48,67	7,036		
	Literate	7	47,86	4,451		
Social expressivity	High School and lower	55	48,47	8,286	,877	,453
	University and higher	229	46,63	8,383		
	Illiterate	300	47,06	8,265		
	Literate	9	42,00	7,599		
Social sensitivity	High School and lower	7	43,57	4,577	1,757	,156
	University and higher	55	46,60	6,462		
	Illiterate	229	46,29	6,408		
	Literate	9	48,22	9,602		
Social control	High School and lower	7	43,71	4,923	1,285	,280
	University and higher	55	47,71	8,423		
	Illiterate	229	48,88	7,505		
	Literate	9	273,1	11,24		
Total score of social skill	High School and lower	7	271,7	13,22	1,186	,315
	University and higher	55	284,3	20,96		

When the table is examined, it is seen that in the scores in emotional expressivity ($F(3, 296) = 1.063, p = .365$), emotional sensitivity ($F(3, 296) = 1.757, p = .156$), emotional control ($F(3, 296) = .715, p = .544$), social expressivity ($F(3, 296) = .877, p = .453$), social sensitivity ($F(3, 296) = 1.757, p = .156$), social control ($F(3, 296) = 1.285, p = .280$) and total score of social skills ($F(3, 296) = 1.186, p = .315$) according to the educational status of the father of the participants, exist no statistically significant differences. In the study, which is made on a university student, by Kirilmazelma (150), the educational level of the father does not constitute a statistically significant difference regarding the social skill scores between the groups.

Table 10. The Comparison of The Social Skill Levels Of The Participants According to The Profession of The Mother

Sub-Dimensions	Profession	N	X	Ss	F	P	Tukey HSD
Emotional expressivity	Housewife	189	44,87	4,789	2,715	,030	3-4
	Civil Servant	55	46,87	6,368			
	Employee	18	44,44	4,973			
	Pensioner	21	47,76	7,314			
	Others	17	44,71	5,731			
Emotional sensitivity	Housewife	189	49,61	8,357	1,310	,266	-
	Civil Servant	55	48,36	9,527			
	Employee	18	46,11	5,246			
	Pensioner	21	50,14	7,806			
Emotional control	Housewife	189	44,30	7,314	2,613	,036	3-4
	Civil Servant	55	43,60	6,707			

	Employee	18	47,83	2,065			
	Pensioner	21	41,52	6,071			
	Others	17	46,18	2,038			
	Housewife	189	47,13	8,050			
	Civil Servant	55	47,07	9,026			
Social expressivity	Employee	18	44,94	5,385	,369	,831	-
	Pensioner	21	47,29	11,208			
	Others	17	48,12	6,790			
	Housewife	189	46,88	6,073			
	Pensioner	55	44,09	6,062			
Social sensitivity	Employee	18	45,50	6,973	2,178	,071	-
	Pensioner	21	46,38	10,274			
	Others	17	45,24	3,632			
	Housewife	189	47,29	7,050			
	Civil Servant	55	51,96	8,773			
Social control	Employee	18	49,89	5,989	4,571	,001	1-2
	Pensioner	21	50,14	10,480			
	Others	17	47,71	5,253			
	Housewife	189	280,08	21,060			
	Civil Servant	55	281,96	24,823			
Total score of social skill	Employee	18	278,72	17,852	,203	,937	-
	Pensioner	21	283,24	38,959			
	Others	17	278,53	17,132			

When the table is examined, it is seen, that the scores in emotional sensitivity ($F(4, 295) = 1.310$, $p = .266$), social expressivity ($F(4, 295) = .369$; $p = .831$), social sensitivity ($F(4, 295) = 2.178$; $p = .071$) and total scores of skill ($F(4, 295) = .203$, $p = .937$) according to the profession of the mothers of the participants are not statistically significant different. But, the scores in emotional expressivity ($F(4, 295) = 2.715$, $p = .030$), emotional control ($F(4, 295) = 2.613$, $p = .036$) and social control ($F(4, 295) = 4.571$, $p = .001$), according to the professions of the mothers of the participants are statistically significant different. While the scores in emotional expressivity of the participants, whose mothers are in pension significantly higher than the participants, whose mothers are employees. ($p < 0.05$), the scores in emotional control of the scores of the participants, whose mother are employees are significantly higher than the scores of the participants, whose mothers are retired ($p < 0.05$). The scores in social control of the participants, whose mothers are civil servants are significantly higher than the scores of the participants, whose mothers are housewives ($p < 0.05$).

Table 11. The Comparison of The Social Skill Levels of The Participants According To The Profession of The Father

Sub-Dimensions	Professions	N	X	Ss	F	P	Tukey HSD
Emotional expressivity	Civil servant	90	46,09	5,803	1,843	,120	-
	Farmer	14	42,36	2,678			
	Tradesmen	31	45,58	4,209			
	Employee	66	44,67	4,698			
	Pensioner	99	45,66	6,026			
Emotional sensitivity	Civil servant	90	48,40	8,640	2,634	,034	3-5, 4-5
	Farmer	14	49,07	5,916			
	Tradesmen	31	47,03	8,416			
	Employee	66	47,67	7,983			
	Pensioner	99	51,15	8,456			
Emotional control	Civil servant	90	42,69	7,747	3,275	,012	1-2
	Farmer	14	48,57	3,736			
	Tradesmen	31	44,45	6,228			
	Employee	66	44,03	6,497			

Social expressivity	Pensioner	99	45,27	6,241	1,016	,399	-
	Civil servant	90	47,36	9,372			
	Farmer	14	47,71	4,514			
	Tradesmen	31	47,45	4,774			
	Employee	66	45,27	8,191			
Social sensitivity	Pensioner	99	47,76	8,465	4,280	,002	1-2, 2-4, 4-5
	Civil servant	90	45,07	5,248			
	Farmer	14	50,07	3,583			
	Tradesmen	31	45,87	6,179			
	Employee	66	44,71	6,764			
Social control	Pensioner	99	47,65	7,146	1,910	,109	-
	Civil servant	90	49,99	8,435			
	Farmer	14	45,43	4,972			
	Tradesmen	31	46,58	3,354			
	Employee	66	48,36	8,311			
Total score of social skill	Pensioner	99	48,35	7,729	2,716	,030	4-5
	Civil servant	90	279,59	22,621			
	Farmer	14	283,21	11,443			
	Tradesmen	31	276,97	20,239			
	Employee	66	274,71	22,343			
	Pensioner	99	285,84	24,739			

When the table is examined, it is seen that, in the scores in emotional expressivity ($F(4, 295) = 1.843$; $p = .120$), social expressivity ($F(4, 295) = 1.016$, $p = .399$) and social control ($F(4, 295) = 1.910$; $p = .109$) according to the profession of the fathers of the participants are no significant differences. In the scores in emotional sensitivity ($F(4, 295) = 2.634$, $p = .034$), emotional control ($F(4, 295) = 3.275$, $p = .012$), social sensitivity ($F(4, 295) = 4.280$, $p = .002$) and total scores of social skills ($F(4, 295) = 2.716$, $p = .030$) according to the professions of the fathers of the participants are statistically significant differences. In the scores in emotional sensitivity, the scores of the participants, whose fathers are retired, are significantly higher than the scores of the participants, whose fathers are tradesmen or employees. In the scores in emotional control, the scores of the participants, whose fathers are farmers are significantly higher than the scores of the participants, whose fathers are civil servants ($p < 0.05$). The scores in social sensitivity of the participants, whose fathers are farmers are significantly higher than the scores of the participants, whose fathers are civil servants or employees ($p < 0.05$), the scores of the participants, whose fathers are retired are significantly higher than the scores of the participants, whose fathers are employees. ($p < 0,05$).

Table 12. The Comparison of the Social skill levels of the participants according to the family level of income

Sub-Dimensions	Level of income	N	X	Ss	F	P	Tukey HSD
Emotional expressivity	0-750 TL	19	46,53	4,551	2,174	,072	-
	751-1500 TL	37	44,24	6,148			
	1501-2250 TL	77	44,34	3,327			
	2251-3000	74	46,47	6,282			
	3001 TL and above	93	45,68	5,826			
Emotional sensitivity	0-750 TL	19	53,84	10,238	5,316	,000	1-3, 1-4, 3-5
	751-1500 TL	37	49,57	7,908			
	1501-2250 TL	77	46,55	6,155			
	2251-3000	74	47,68	9,114			
	3001 TL and above	93	50,99	8,471			
Emotional control	0-750 TL	19	47,05	3,519	8,248	,000	1-5, 2-5, 3-5
	751-1500 TL	37	46,41	3,826			
	1501-2250 TL	77	46,43	5,700			
	2251-3000	74	43,78	7,041			
	3001 TL and above	93	41,53	7,807			
Social expressivity	0-750 TL	19	51,74	7,125	2,774	,027	1-3
	751-1500 TL	37	48,78	8,832			
	1501-2250 TL	77	45,52	7,026			

	2251-3000	74	46,42	8,771			
	3001 TL and above	93	47,19	8,468			
	0-750 TL	19	51,05	7,699			
	751-1500 TL	37	46,97	5,500			
Social sensitivity	1501-2250 TL	77	44,65	4,058	4,603	,001	1-3, 1-4
	2251-3000	74	45,36	7,728			
	3001 TL and above	93	46,71	6,533			
	0-750 TL	19	45,84	6,719			
	751-1500 TL	37	46,76	7,006			
Social control	1501-2250 TL	77	46,91	6,430	3,907	,004	2-5, 3-5
	2251-3000	74	49,14	7,291			
	3001 TL and above	93	50,63	8,900			
	0-750 TL	19	296,05	23,287			
	751-1500 TL	37	282,73	20,312			
Total score of social skill	1501-2250 TL	77	274,39	13,697	4,111	,003	1-3, 1-4
	2251-3000	74	278,85	27,541			
	3001 TL and above	93	282,73	24,450			

When the table is examined, it is seen, that in the scores in emotional expressivity according to the family level of income are not statistically significant differences ($F(4, 295) = 2.174, p = .072$). In the scores in emotional sensitivity ($F(4, 295) = 5.316; p = .000$), emotional control ($F(4, 295) = 8.248; p = .000$), social expressivity ($F(4, 295) = 2.774; p = .027$), social sensitivity ($F(4, 295) = 4.603, p = .001$), social control ($F(4, 295) = 3.907, p = .004$) and the total score of skills ($F(4, 295) = 4.111; p = .003$) according to the family level of income are statistically significant differences. In the scores of emotional sensitivity, the scores of the participants, whose family level of income is 0-750 TL is significantly higher than the scores of the participants, whose family level of income is 1501-2250 TL or 2251-3000 TL ($p < 0.05$). In addition to this, in the scores in emotional sensitivity the scores of the participants, whose family level of income is 3001 TL and above is significantly higher than the scores of the participants, whose family level of income is 1501-2250 TL ($p < 0.05$). In the scores in emotional control the scores of the participants, whose family level of income is 0-750 TL, 751-1500 TL or 1501-2250 TL is significantly higher than the scores of the participants, whose family level of income is 3001 TL and above ($p < 0.05$). In the scores in expressivity the scores of the participants, whose family level of income is 0-750 TL is significantly higher than the scores of the participants, whose family level of income is 1501-2250 TL ($p < 0.05$). In the scores in social sensitivity and total scores of social skills the scores of the participants, whose family level of income is 0-750 TL is significantly higher than the scores of the participants, whose family level of income is 1501-2250 TL or 2251-3000 TL ($p < 0.05$). In the scores of social control the scores of the participants, whose family level of income is 3001 TL and above is significantly higher than the scores of the participants, whose family level of income is 0-750 TL, 751-1500 TL or 1501-2250 TL ($p < 0.05$).

3. Result

It is seen that in the scores in emotional sensitivity, emotional control, social expressivity, social sensitivity and the total scores of social skills according to the faculty exist statistically significant differences and the scores of the participants, who study tutorage at the school of physical education and sports are higher ($p < 0.05$). It is seen, that the scores in auditory discrimination, emotional sensitivity and social sensitivity according to the grades of the participants are not statistically significant different ($p > 0.05$). The scores in emotional control of the participants of the 3rd grade are significantly higher than that of the participants of the 2nd grade ($p < 0.05$), the scores in social expressivity of the participants of the 1st grade, are significantly higher than that of the participants of the 2nd grade ($p < 0.05$), the scores in social control of the participants of the 4th grade are significantly higher than that of the participants of the 3rd grade ($p < 0.05$). When the total scores of social skills are examined, it is seen, that the scores of the participants of the 1st grade, 3rd grade and 4th grade are significantly higher than the scores of the participants of the 2nd grade ($p < 0.05$). It is

seen, that the emotion control scores of the male participants are significantly higher than the scores of the female participants ($p < 0.05$). It is seen, that in the scores of auditory discrimination, emotional sensitivity, social expressivity, social sensitivity, social control and the total scores of social skills according to the gender exist no statistically significant differences ($p > 0.05$). It is seen, that in the scores in auditory discrimination, emotional sensitivity, emotion control, social expressivity and total scores of social skills according to the age groups of the participants are no statistically significant differences ($p > 0.05$). However, in the scores in social expressivity the scores of the participants in the age groups of 18-20 years, 21-23 years and 24-26 years are significantly higher than of the participants in the age group of 26+ years ($p < 0.05$). In the scores in social control, the scores of the participants in the age group 26+ years are significantly higher than the scores of the participants of the age groups 18-20 years, 21-23 years and 24-26 years ($p < 0.05$). It is seen, that the scores in auditory discrimination, emotional sensitivity, social control and the total scores of social skills the scores according to the sheltering places of the participants are no statistically significant differences ($p > 0.05$). The scores in emotional control of the participants, who live in state residences are significantly higher than the emotional control scores of the participants, who live with family and the emotional control scores of the participants, who live in private residences ($p < 0.05$). The scores in social expressivity of the participants, who live with their family, are statistically significant higher than the scores in social expressivity of the participants, who live in state residences and private residences ($p < 0.05$). The scores in social sensitivity of the participants, who live with their family or live in private residences are significantly higher than the participants, who live in student residences ($p < 0.05$). In addition to this, the scores in social sensitivity of the participants, who live in private residences are significantly higher than the participants, who live in state residences ($p < 0.05$). It is seen, that in the scores in social expressivity, social sensitivity and the total scores of social skills according to the education level of the mothers of the participants are no statistically significant differences ($p > 0.05$). It is seen, that in the scores of the sub-dimensions of social skills and the total scores of social skills according to the educational level of the fathers of the participants are no statistically significant differences ($p > 0.05$). It is seen, that the scores emotional sensitivity, social expressivity, social sensitivity and total scores of social skills according to the profession of the mother of the participants are no statistically significant differences ($p > 0.05$). In the scores in social control the scores of the participants, whose mothers are civil servants are significantly higher than the scores of the participants, whose mothers are housewives ($p < 0.05$). It is seen, that in the scores in auditory discrimination, social expressivity and social control according to the profession of the father of the participants are no statistically significant differences ($p > 0.05$). Considering the results of this study, it is possible to make this work with different scales and different groups and so more contribution will be possible in this field.

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