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Original article

EXAMINATION OF SOCIAL SKILL LEVELS OF THE BADMINTON PLAYERS

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Abstract*

Aim: The aim of the present research was to examine the social skill levels of the badminton players in terms of various variables.

Methods: The research was carried out in Badminton Turkey Clubs Championship, in which 15 clubs and 128 athletes participated in 2015. Our research sample consists of a total of 110 badminton athletes, 61 nationals with mean age of 19.7 ± 3.72 and 49 non-nationals with mean age of 18.65 ± 3.12 , who participated in Badminton Turkey Clubs Championship in 2015. The ages of the players ranged from 16 to 27. The social skill levels of the research group were assessed in terms of "gender, economic status and national athletes". As the data collection tools, Personal Information form and Social Skills Inventory developed by Riggio (1986) and adapted to Turkish by Yüksel (1997) were used. For the statistical comparisons; "Independent-Samples T Test", "Kolmogorov-Smirnov" and "Shapiro-Wilk" were used within the analysis and the significance level was 0.05.

Results: As a result, it was revealed that social skills of the badminton players were at a high level (285.56 ± 39.14). Results showed that scores of social skill levels of national athletes are higher than non-national athletes, there is no significant relationship between athletes' social skill levels, and their genders and economic statuses ($P > 0.05$).

Conclusions: Every sport activity is primarily a social experience for all athletes. In addition, it affects every individual who is in its natural ambience in different levels and supports all kinds of the developments.

Key words: social skill, badminton players, national athletes

Introduction

Sport is accepted as a biological, pedagogical and social fact that improves the individual's health physiologically and psychologically and regulates his social behaviors, taking his mental and motor skills to a certain level.

The fact that sports have such a wide spectrum plays as an instrument to improve human behaviors in a regular and balanced way. It is admitted that sports should be recognized not only as a whole of physical activities but also as an important social fact that improves the individual socially and emotionally (Küçük&Koç, 2004).

Social skills are defined as socially accepted and learnt behaviors that allow interaction with other individuals in a way to help the individual to react positively and to escape from negative reactions (Gresham & Elliot, 1993) and they are the most essential behavior-factors for the individuals to initiate and maintain the positive interactions with others (Avcıoğlu, 2001). At the same time, sufficiency of social skills is the facilitating factor to develop the communication with others (Yüksel,

2001). In other words, social skills may be defined as behaviors that socialize individuals.

Individuals use social skills as a tool in case of all necessary cases and social processes. Otherwise, problems arise, which affects negatively the quality of the individual's life. The quality of a person's life and his successes in his life are directly proportional to his ability in social skills. Inabilities in social skills result in short term or long term problems related to social adaptation of children and these problems cause more social problems during puberty and adolescence (Sazak, 2003).

Although all dimensions of the development are indirectly connected with each other, any deficiency in one of the dimensions of the development may affect others, too. Yet, the impact areas of sportive activities on general growth are addressed in relation to physical and physiological dimensions (of sports) and other impact areas of sportive activities on general growth are neglected.

The facts of inability to express feelings and thoughts in a comfortable way, inability to make friendship, unsociability in relations with opposite

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sex, and restrictions of social communication and interaction experienced in such settings as school, work place, family; -all of which are regarded as communication problems today- have led social scientists and psychologists to deal with social skills over the past years (Tegin, 1990).

Since the sports is social activity that makes individuals participate in dynamic social environments, it plays a key role in the socialization of an individual. The individual tries to find a place in the social environment through games and sports (Kılıçgil, 1998).

Considering that sports is mainly a collective activity in modern societies, individuals who are interested in sports establish social relations with different people through sportive activities. Saving the individual out of his small world; sports enables the individuals to communicate with different people who have different beliefs and ideas in different settings, and also affects the individuals and causes them to be affected by these people. In this sense, it may be argued that sports plays a key role in making new friendships, in strengthening these new friendships, in supporting social integration and

particularly in integrating the individuals with disabilities into the society (Yetim, 2005).

There is not much research about badminton which is a branch of sports that has become quite popular in our country over the recent years. In the light of these explanations, the main aim of the present study was to examine the social skill levels of the badminton players in terms of different variables (gender, economic status and national athletes).

Methods

Research group

The research was carried out in Badminton Turkey Clubs Championship, in which 15 clubs and 128 athletes participated in 2015. Our research sample consists of a total of 110 badminton athletes, 61 nationals with mean age of 19.7 ± 3.72 and 49 non-nationals with mean age of 18.65 ± 3.12 , who participated in Badminton Turkey Clubs Championship in 2015. The ages of the players ranged from 16 to 27. The social skill levels of the research group were assessed in terms of "gender, economic status and national athletes". Table 1 shows the quantitative characteristics of the research group in terms of independent variables of the research.

Table 1: Characteristics of the research group in terms of independent variables

Variables		f	%
Gender	Male	56	51
	Female	54	49
Economic status	Low	25	23
	Medium	64	58
	High	21	19
National athletes	National	61	55
	Non-National	49	45

Research model

The research is a descriptive study in a screening model. When the literature is analyzed, it is seen that various techniques are used for the evaluation of social skills. These techniques are socio metric techniques, self-assessment techniques, rating techniques, behavioral role playing techniques, observation and interview techniques (Merrell, 2003; Merrell & Gimpell, 1998; Zirpoli & Melloy, 2000). Self-assessment technique was used in the study. Self-assessment is a technique where the individual reports about himself. It is a commonly used technique since the application, answering and evaluation of the technique are easy (Bacanli, 1999). Individual evaluates his social behaviors by using this technique and thus, information on the social self-perception of individual is obtained.

Data collection tools

Personal information form developed by the researchers and Social Skills Inventory (SSI) were used as the data collection tools. Social Skills Inventory-SSI was developed by Riggio in 1986 and revised for the modern version in 1989. It was adapted to Turkish by Yüksel (1997). Social Skills Inventory-SSI is a small self-report scale to measure the basic social skills, containing 90 items. SSI is known as a Self-Description Inventory in the manual. SSI is developed for the "personality" and "social psychology" research (Yüksel, 1997). It is a five-point Likert type scale and each subscale consists of 15 items and thus 90 items in total. Scoring of the some items is obtained by reverse scoring. SSI assesses the social communication skills under six subscales at affective and social level; and



expressivity, sensitivity and control is associated with each level. Expressivity means individual's ability to communicate with others, whereas the sensitivity means individual's ability to interpret the messages coming from others; as for control, it means individual's ability to organize communicational process in various social cases (Yüksel, 1997).

There are six subscales as follows:

1. Emotional expressivity
2. Emotional sensitivity

3. Emotional control
4. Social expressivity
5. Social sensitivity
6. Social control

Data Analysis

For the statistical comparisons; "Independent-Samples T Test", "Kolmogorov-Smirnov" and "Shapiro-Wilk" were used within the analysis and the significance level was 0.05.

Results

Table 2: Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total	,040	110	,200*	,990	110	,090
Emotional expressivity	,045	110	,200*	,912	110	,159
Emotional sensitivity	,056	110	,200*	,944	110	,894
Emotional control	,049	110	,200*	,994	110	,433
Social expressivity	,059	110	,054*	,987	110	,190
Social sensitivity	,047	110	,200*	,923	110	,541
Social control	,049	110	,200*	,994	110	,459

Two common test methods used to test whether distributions are normal are Shapiro-Wilk method and Kolmogorov Smirnov (KS) method. The Shapiro-Wilk method is usually used when the observation number is less than 50 (Alpar, 2012, Büyüköztürk, 2014). When the observation number is over 50, Kolmogorov Smirnov (KS) method is used. The Kolmogorov Smirnov (KS) method was preferred because it was found that the number of

samples was more than 50 in this research. When the distribution was normal in all categories related to the variables, it was seen that the distribution of the variables was normal. If the value of p is more than $\alpha = 0,05$, it is said that the distribution is normal. As a result of the normality test conducted, parametric tests were used since the data set showed normal distribution ($p > 0,05$).

Table 3: Mean subscale scores and mean total scores of social skills of badminton players

	N	Minimum	Maximum	X	Sd	Variance
Emotional expressivity	110	27,00	72,00	49,4909	8,23145	35,502
Emotional sensitivity	110	35,00	71,00	49,3273	7,72356	77,439
Emotional control	110	30,00	73,00	46,7273	9,15504	38,192
Social expressivity	110	24,00	71,00	46,3091	8,73750	50,823
Social sensitivity	110	31,00	65,00	46,7455	8,13243	51,152
Social control	110	28,00	75,00	46,6818	8,70930	59,823
Total	110	190,0	413,00	285,5636	39,14488	445,881

When examined Table 3, the level of the athletes' sub-dimension of "Emotional expressivity" was found to be $X = 49.49 \pm 8.23$, "Emotional sensitivity" to be $X = 49.32 \pm 7.72$, "Emotional control" to be $X = 46.72 \pm 9.15$, "Social expressivity"

to be $X = 46.30 \pm 8.73$, "Social sensitivity" to be $X = 46.74 \pm 8.13$, "Social Control" to be $X = 46.68 \pm 8.70$ and mean scores across the scale to be $X = 285.56 \pm 39.14$.

Table 4: Mean Scores of Social Skills of the Badminton Players in terms of Gender

	Gender	N	X	S	Sd	T	P
Emotional expressivity	Male	56	50,46	7,83	108	1,266	0,667
	Female	54	48,48	8,57			
Emotional sensitivity	Male	56	50,51	8,34	108	1,660	0,316
	Female	54	48,09	6,88			
Emotional control	Male	56	45,73	9,55	108	1,163	0,968
	Female	54	47,75	8,69			
Social expressivity	Male	56	46,35	9,25	108	0,058	0,964
	Female	54	46,25	8,25			
Social sensitivity	Male	56	47,01	8,31	108	0,356	0,480
	Female	54	46,46	8,01			
Social control	Male	56	46,67	9,42	108	0,004	0,648
	Female	54	46,68	7,99			
Total	Male	56	286,76	42,04	108	0,327	0,877
	Female	54	284,31	36,24			

In Table 4, when examined the “t-test results for independent groups of difference” of athletes’ scores belonging to the social skill inventory according to gender, the arithmetic means of the social skill levels of the female and male athletes across the scale were

found as $284,31 \pm 36,24$ and $286,76 \pm 42,04$ respectively. The difference between the social skills levels of male and female athletes is insignificant $t(108)=0.327; p=0.877 > 0.05$. There is no significant difference between female and male athletes in all sub-dimensions of social skills.

Table 5: ANOVA Test Scores of Social Skills of the Badminton Players in terms of Economic Status

	Source of variation	Sum of Squares	df	Mean Square	F	p
Emotional expressivity	Between Groups	262,96	2	131,48	1,975	,144
	Within Groups	7122,52	107	66,56		
	Total	7385,49	109			
Emotional sensitivity	Between Groups	3,74	2	1,87	,031	,970
	Within Groups	6498,47	107	60,73		
	Total	6502,21	109			
Emotional control	Between Groups	352,83	2	176,41	2,149	,122
	Within Groups	8782,98	107	82,08		
	Total	9135,81	109			
Social expressivity	Between Groups	27,71	2	13,85	,179	,837
	Within Groups	8293,77	107	77,51		
	Total	8321,49	109			
Social sensitivity	Between Groups	157,53	2	78,76	1,195	,307
	Within Groups	7051,34	107	65,90		
	Total	7208,87	109			
Social control	Between Groups	378,20	2	189,10	2,565	,082
	Within Groups	7889,66	107	73,73		
	Total	8267,86	109			
Total	Between Groups	3721,79	2	1860,89	1,219	,300
	Within Groups	163301,25	107	1526,18		
	Total	167023,05	109			

When Table 5 is examined, there is no relationship between income levels of badminton players and their total scores of social skills according

to income level variable. This situation seems to be the same in all sub-dimensions of social skill.

Table 6: Mean Scores of Social Skills of the Badminton Players in terms of National Athletes

	National Athletes	N	X	S	Sd	t	P
Emotional expressivity	Yes	61	50,90	7,91	108	2,034	0,044*
	No	49	47,73	8,36			
Emotional sensitivity	Yes	61	50,03	7,92	108	1,070	,287
	No	49	48,44	7,45			
Emotional control	Yes	61	47,49	10,37	108	,977	,331
	No	49	45,77	7,36			
Social expressivity	Yes	61	47,44	9,35	108	1,527	,130
	No	49	44,89	7,76			
Social sensitivity	Yes	61	47,11	8,70	108	,530	,597
	No	49	46,28	7,41			
Social control	Yes	61	48,44	9,40	108	2,418	,017*
	No	49	44,48	7,26			
Total	Yes	61	291,42	44,13	108	1,770	,080
	No	49	278,26	30,76			

*p<0.05

When examined Table 6, it appears that mean scores of national badminton players are higher than non-national ones in all sub-dimensions of social skills. In addition, there is a significant difference in the sub-dimensions of "Emotional expressivity" and "Social control" in favor of national athletes ($p < 0.05$)

Discussions

In this section; at what level the socialization, which is one of the mechanisms of action of sport, in badminton players was described in the direction of the findings of this research.

Badminton has recently attracted attention with the increase in the number of licensed athletes in Turkey and it is a popular sport branch among children and young people of all ages. Badminton continues to become rapidly widespread in sports clubs, at every level of education, even in prisons as a means of rehabilitation. In this respect, it is also wondered about the physical and physiological effects of badminton, which is a very popular sports branch, on individuals, as well as its psychosocial effects.

Research was conducted on the elite badminton players and the research group includes national athletes, European and Balkan champions and badminton players with the Olympic experience. In addition, a wide range of sample was reached in terms of these athletes' age range (16-27), athletics age and experience.

It was concluded that the social skill levels of all badminton players in the study were at a very high level ($X = 285,56 \pm 39,14$). Indeed, it is thought that such a result was reached as a reflection of the fact that the research group consists of elite athletes.

The researches that examine the levels of social skill or social cohesion in the athletes in terms of the sport branch variable (Güçlü&Yentür, 2008, Sheykh, et al., 2006, Şahin, 2012, Yıldırım & Özcan, 2011) reveal that the team athletes are more social. However, Morgan (1999) states that athletes playing individual sports have more positive personality characteristics than athletes playing team sports. Even though badminton is an individual sport branch, sport is not unique to one person. Athletes are influenced by all the environmental factors of the sports branch they are performing, and travel and eat in group during the camp periods. Despite individual decision within the competition, they have a wide range of opportunities for the social interaction in terms of friendship outside the competition.

When examined the results obtained from the comparison of social skill levels badminton players in terms of gender variables, the mean scores of the females were found to be 284.31 ± 36.24 and the mean scores of the males were found to be 286.76 ± 42.04 . The difference between the social skills levels of male and female athletes is insignificant ($t(108) = 0.327$; $p = 0.877 > 0.05$). There is no significant difference between female and male athletes in all sub-dimensions of social skills. Some researches support that female and male athletes have equal social characteristics (Filiz, 2010). However, it is stated in different studies that female athletes are more social (Theberge, 2000; Yıldırım & Özcan, 2011)

According to income level variable, there is no relationship between total scores of social skills of badminton players and their income levels. This



situation seems to be the same in all sub-dimensions of social skill. According to Akandere, Baştuğ & Akdoğan (2009), it is stated that there is a significant relationship between the athletes' income level and the ranks that they got in the international competitions and it was stated that the individuals in the lower income group couldn't get ranks in international competitions. The social status acquired with success can improve the individual's social environment.

In terms of national athlete variable, it was concluded that the mean scores of national badminton players are higher than non-national ones in all sub-dimensions of social skills. In addition, it was seen that there is a significant difference in favor of national athletes in the sub-dimensions of "Emotional expressivity" and "Social control".

In the study of Arslan et al. (2006) conducted with the students who studied at the School of Physical Education and Sports, it was concluded that students who played sports at amateur and professional level were more extroverted than those who did not actively play sports and that students who played sports at professional level were more extroverted than those who played sports at amateur level. Ozturk & Sahin (2007) determined that mean scores of emotional expressivity and mean scores of social control of elite players were significantly higher than those who were not elite players. These findings concurred with ours.

As a result, it was revealed that social skills of the badminton players were at a high level. Results showed that the scores of social skill levels of national athletes are higher than non-national athletes and that there is no significant relationship between the social skill levels of athletes, and their genders and economic statuses.

Every sport activity is primarily a social experience for all athletes. In addition, it affects every individual who is in its natural ambience in different levels and supports all kinds of the developments.

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