Kubilay Çimen
İstanbul Gelişim University High School of Physical Education and Sports, Turkey

Yunus Emre Büyükbasmacı
İstanbul Gelişim University High School of Physical Education and Sports, Turkey

Ecem Akgül
İstanbul Gelişim University High School of Physical Education and Sports, Turkey

Ünsal Tazegül
İstanbul Gelişim University High School of Physical Education and Sports, Turkey
unsaltazegul@gmail.com

Comparing the social anxiety levels and communication skills of students at different secondary schools

Kubilay Çimen, Yunus Emre Büyükbasmacı, Ecem Akgül, and Ünsal Tazegül

Abstract

The objective of this study is to assess the relationship between the social anxiety levels and communication skills of students studying at different secondary schools. Being developed by Korkut; Communication Skills Assessment Form and Social Anxiety Scale for Children were used as data collection tools in the study. While the target population of the study consisted of secondary schools in the provinces of İstanbul and Şanlıurfa; the sample consisted of 677 voluntary students from the Bilge Soyak Secondary School, Büyükçekmece Kıraç Secondary School in İstanbul-Ümraniye, as well as Şanlıurfa Siverek Vakıf Secondary School that were selected via the random method.

The acquired data were analyzed by using the SPSS 20 package software. After determining the homogeneous and normal distribution of the data, they were statistically analyzed by using the parametric test method. The data were analyzed by using descriptive statistics and one-way analysis of variance.

As a consequence; a statistically significant difference was determined between the social anxiety levels and communication skills of secondary school students according to their schools.

This condition might be associated with the educational background of families, their oppressive attitudes toward protecting their children, socio-economic inabilities, failure of teachers or administrators to provide necessary opportunities and possibilities in education period, insufficient service areas of schools, children's exam anxiety in their developmental period and their inability of allocating time for sportive and recreative activities.

Keywords: Social anxiety, communication skill, secondary school, student

Introduction

As social beings, humans are always in communication with other people throughout their lives. They obtain new information about both themselves and other people via communication. The new information enables them to create new structures concerning themselves and sustain their communication within the scope of these structures. As each individual establishes distinctive communication with others, it is assumed that each individual will create distinctive structures. It could be suggested that these structures play an important role in determining the communication style of individuals. The communication style is closely related with the style of individuals to perceive themselves, others and the outer world. Style of perception is formed via the assessment power of individuals, the messages they receive from the immediate environment and interpretation of these messages. Communication styles of other people also pose an important reference. Thus, it is observed that communication style could also be learned [1]. "Communication is an interdisciplinary area that might be assessed on a wide range among masses in terms of individuals" [2]. Communication has a number of definitions in literature. According to Werner [3]; the primary goal of communication is to exchange information. According to Aydın [4]; communication is sharing and it involves a multidimensional concept. "Communication is a process of producing, relaying and explaining information" [5]. "Individuals' communication with the environment starts within themselves. People in the beginning of the process of interpersonal communication may become both the source of information and receiver in short terms. When they are the source of information, they try to produce information and when they are the target, they try to interpret information and they need to realize the internal communication in

Correspondence
Kubilay Çimen
İstanbul Gelişim University High School of Physical Education and Sports, Turkey

both cases" [6]. "Communication enables people to disclose, share and assess the concepts and ideas in their minds. It also enables them to influence others and get influenced by them, use them, become useful and show a success" [7]. "Communication is a fundamental process that enables individuals to be a member of society and develop relations with others" [8]. "Based on all these explanations; it could be suggested that movement, games and sports are effective upon individuals to acquire communication skills facilitating human relations. Because studies investigating whether the behavioral changes that are acquired via physical education, sportive activities and games in the psychological and social areas could be transferred to the general life of individuals show that behaviors acquired in the physical and psycho-social areas via physical activities are transferred to necessary and similar conditions in daily life.

Being among the anxiety disorders experienced in childhood and adolescence; "social anxiety" is explained as excessive anxiety experienced by children in social environments [9]. Social anxiety is among today's important problems. When people experience anxiety, their behaviors change. They become timid and rather than showing themselves as positive to others, they try to protect their existing social images. They want to establish more superficial relations with other people. Being quiet, non-reacting and socially closed; this kind of people are highly afraid of being rejected by other people [10].

The objective of this study is to assess the relationship between the social anxiety levels and communication skills of students studying at different secondary schools.

Materıal and Method

While the target population of the study consisted of secondary schools in the provinces of İstanbul and Şanlıurfa; the sample consisted of 677 volunteer students from The Bilge Soyak Secondary School, Büyükçekmece Kıraç Secondary School in İstanbul-Ümraniye, as well as Şanlıurfa Siverek Vakıf Secondary School that were selected via the random method.

Data Collection Tools

Socio-Demographic Information form: Being developed by the researcher; this form consists of 4 questions about gender, age, class and school.

Communication Skills Assessment form

Being developed by Korkut in 1996 as 25 items and five point likert scale; this form was primarily prepared for high school students and then applied to university students and 61 adults. CSAF, which is a 4 point likert scale developed for understanding how individuals would assess their communication skills, consists of 25 statements and is graded

from 1 'Never' to 4 'Always'. Highness of scores obtained from the form, which involves no reversed items, signifies that individuals assess their own communication skills positively. As a result of the reliability study that was conducted via retest method; the reliability coefficient of the scale was determined as .76 ($p<.001$). Alpha value was determined as .80 ($p<.001$) in terms of internal consistency coefficient [11]. The highest score to be obtained from the scale is 100.

Social Anxiety Scale for Children

Social Anxiety Scale for Children-Renovated Form was used. The scale was developed by La Greca et al. in 1988. Consisting of 10 questions, this scale was reviewed in 1993 and made a new scale of 18 questions. The highest score to be obtained from the scale varies between 18-90 [12].

Statistical Analyses

The acquired data were analyzed by using the SPSS 20 package software. After determining the homogeneous and normal distribution of the data, they were statistically analyzed by using the parametric test method. The data were analyzed by using descriptive statistics and one-way analysis of variance.

Fındıngs

Table 1: Descriptive Statistics of Participants according to Variables

	Variables	Frequency	Percentage
Social Anxiety Level	Bilge Soyak	199	29,4
	Kıraç	251	37,1
	Siverek Vakıf	227	33,5
Communication Skill	Bilge Soyak	199	29,4
	Kıraç	251	37,1
	Siverek Vakıf	227	33,5

Examining Table 1; it was determined that 29,4% of secondary school students that were included in the study were from Bilge Soyak, 37,1% Kıraç and 33,5% Siverek Vakıf Secondary School.

Table 2: Descriptive Statistics of Scores Obtained by Participants from Questionnaires

	N	Min	Max	X±SD
Social Anxiety	677	18	41	41,71±12,61
Communication Skill	677	26	51	51,44±14,50

Examining the social anxiety and communication skill scores of participants in this study; the social anxiety score was determined as 41,71±12,61 and communication skill score 51,44±14,50 (Table 2.)

Table 3: Analysis of Students' Social Anxiety Levels and Communication Skills according to Their Schools

	School	N	X± Sd	f	p	Tukey HSD
Social Anxiety	Bilge Soyak[1]	199	36,55±10,77	3,793	,000**	1-2
	Kıraç[2]	251	44,62±13,47			1-3
	Siverek Vakıf[3]	227	43,01±11,77			2-3
Communication Skill	Bilge Soyak[1]	199	47,49±14,45	,654	,000**	1-2
	Kıraç[2]	251	50,54±13,74			1-3
	Siverek Vakıf[3]	227	55,89±14,20			2-3

Examining the social anxiety levels and communication skills of participants according to their schools in Table 3; the highest social anxiety score was determined as 44,62±13,47 for Kıraç Secondary School, whereas the lowest score was determined as 36,55±10,77 for Bilge Soyak Secondary School.

Examining the communication skill scores; the highest score was determined as 55,89±14,20 for Siverek Vakıf Secondary School, whereas the lowest score was determined as 47,49±14,45 for Bilge Soyak Secondary School. As a result of the statistical analysis, a statistically significant difference was

determined between the social anxiety levels and communication skills ($p<001$).

Discussıon and Conclusıon

Examining the social anxiety and communication skill scores of participants in this study; the social anxiety score was determined as 41,71±12,61 (Table 2). Examining the literature; even though there is no study investigating the total social anxiety scores of secondary school students, Çakır [13] determined the total social anxiety score of high school students as 53,27±13,624. This study shows a parallelism with our studies, although it was conducted with different participants. Social anxiety scores are in the interval of 90 and 18 as highest and lowest [12], which signifies that participants have a moderate social anxiety level. This condition is associated with differences in students' age, social environment and even life perspective. As a result of the study, the communication skill score of secondary school students was determined as 51,44±14,50 (Table 2). Examining the literature; Deniz [14] determined the communication skill score of 8th grade students as 65,81±9,12. Our findings show no parallelism with this study. Assuming that the total score of communication skills was maximum 125 and minimum 25; participants' total score of communication skills was determined to be lower in this study than other studies in literature [11, 12]. This condition might be associated with insufficiency of parents' education, environmental and social opportunities.

Examining the social anxiety levels and communication skills of participants according to their schools; the highest social anxiety score was determined as 44,62±13,47 for Kıraç Secondary School, whereas the lowest score was determined as 36,55±10,77 for Bilge Soyak Secondary School (Table 3).

Examining the communication skill scores; the highest score was determined as 55,89±14,20 for Siverek Vakıf Secondary School, whereas the lowest score was determined as 47,49±14,45 for Bilge Soyak Secondary School (Table 3).

As a result of the statistical analysis; a statistically significant difference was determined between social anxiety levels and communication skills. Examining the literature; there is no study investigating the social anxiety levels and communication skills of students according to their schools.

This condition might be associated with the differences between regions, cultures, traditions, as well as technological developments in the country, insufficient social areas and the transfer of the past game culture into virtual environments today.

As a consequence; a statistically significant difference was determined between the social anxiety levels and communication skills of secondary school students according to their schools.

This condition might be associated with the educational background of families, their oppressive attitudes toward protecting their children, socio-economic inabilities, failure of teachers or administrators to provide necessary opportunities and possibilities in education period, insufficient service areas of schools, children's exam anxiety in their developmental period and their inability of allocating time for sports and recreative activities.

References

1. Çam S. The Effect of Communication Skills Training Program upon Ego and Problem Solving Skill Perceptions of Preservice Teachers, Ankara University Institute of Social Sciences, Doctoral Thesis on the Department of Psychological Services in Education, Ankara, 1997, 1.
2. Vural S. In Interdisciplinary Field: Communication Journal of Eskişehir Anadolu University Faculty of Education, 1989, 2(2).
3. Werner I. Leadership and Management (Translated by: Vedat Üner), Rota Personal Development and Management Series:1, İstanbul. 1993, 174.
4. Aydın M. Educational Administration, Hatiboğlu Publications, Ankara, 1988, 107.
5. Dökmen Ü. Communication Conflicts and Empathy in Art and Daily Life, Remzi Bookstore, İstanbul, 2008.
6. Vatansever M. Determining and Comparing the Communication Skills of Students Studying at Different High Schools in the Beginning and in Graduation, Dokuz Eylül University Institute of Education Sciences, Postgraduate Thesis on the Department of Psychological Services in Education, İzmir 2002, 60.
7. Çalışkan N. Assessing the Non-Verbal Communication Behaviors of Classroom Teachers, Atatürk University Institute of Social Sciences, Doctoral Thesis on the Department of Education Sciences, Erzurum 2003, 3.
8. Coşkuner A. The Effect of Communication Skill Development Training upon the Tendencies of Workers to Have Communication Conflicts, as well as Their Loneliness Levels and Job Satisfaction, Ankara University Institute of Social Sciences, Doctoral Thesis on the Department of Psychological Services in Education, Ankara, 1994.
9. Kaplan HI, Sadock BJ. Clinical Psychiatry. (Translated by: E. Abay). Nobel Tıp Bookstores: İstanbul, 2004.
10. Çağlayan Tunç A. The Effect of Sport upon the Social Anxiety and Subjective Well-Being Levels of University Students, Postgraduate Thesis, Selçuk University, Department of Physical Education and Sport, Konya, 2015.
11. Korkut F. Developing the Scale for Assessing Communication Skills: Validity and Reliability Studies, Journal of Turkish Psychological Consultation and Guidance. 1996; 7(2):18-24.
12. Demir T, Eralp-Demir D, Türksoy N, Özmen E, Uysal Ö. Validity and Reliability of the Scale for Children's Social Anxiety, Düşünen Adam; 2000; 13(1):42-48.
13. Çakır S. The Effect of the Program for Coping with Social Anxiety Prepared Based on Cognitive Behavioral Approach upon the Social Anxiety Levels of High School Students. Postgraduate Thesis. Uludağ University. Institute of Social Sciences. Department of Education Sciences. Bursa. 2010, 145.
14. Deniz İ. The Effect of Communication Skills Training upon the Communicational Skills of 8th Grade Primary School Students. Postgraduate Thesis. Institute of Education Sciences. Department of Psychological Services in Education. Gazi University. Ankara. 2003, 118.