



Kocaeli Üniversitesi Beden Eğitimi ve Spor Yüksekokulunda okuyan öğrencilerin empatik becerilerinin belirlenmesi*

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Özet

Bu araştırmanın amacı; Kocaeli Üniversitesi Beden Eğitimi ve Spor Yüksekokulundaki öğrencilerin empatik becerilerinin incelenmesidir. Bu amaçla araştırmaya; Kocaeli Üniversitesi Beden Eğitimi ve Spor Yüksekokulu Beden Eğitimi ve Spor Öğretmenliği, Spor Yöneticiliği, Rekreasyon, Antrenörlük bölümlerinden yaşları \bar{X} :22.70±2.19 yıl olan toplam 240 öğrenci gönüllü olarak katılmıştır.

Çalışmada, Dökmen (1988) tarafından geliştirilen empatik beceri ölçeği kullanılmıştır. Verilerin analizinde betimsel istatistiksel teknikler, bağımsız gruplarda t testi, pearson korelasyon ve one-way anova testi uygulanmıştır. Elde edilen veriler SPSS 13.0 programında test edilmiş ve anlamlılık düzeyi 0.05 olarak belirlenmiştir. Araştırmaya katılan öğrenciler arasında BESÖ öğrencilerinin empatik beceri puanları \bar{X} :138.85±11.81, antrenörlük öğrencilerinin empatik beceri puanları \bar{X} :138.46±12.50, spor yöneticiliği öğrencilerinin empatik beceri puanları \bar{X} :143.43±15.92, rekreasyon öğrencilerinin empatik beceri puanları \bar{X} :141.40±15.07 olarak tespit edilmiştir. Farklı bölümlerdeki öğrencilerin empatik beceri puanları arasında anlamlı bir fark bulunamamıştır ($p>0,05$). Erkek öğrencilerin empatik beceri puanları \bar{X} :136.46±12.53 ile bayan öğrencilerin empatik beceri puanları \bar{X} :145.77±14.09 arasında anlamlı bir fark bulunmuştur ($p<0,05$). Ayrıca, empatik beceri ile yaş, cinsiyet arasında istatistiksel olarak anlamlı bir ilişki bulunmuştur ($p<0,05$).

Sonuç olarak; empati, kişilerarası iletişimlerde çatışmaları engelleyici bir özelliğe sahiptir. Bununla birlikte, empati sosyal davranışların gelişimine ve toplumda uyum sürecine katkı sağlayabilir. Bu açıklamalara göre, empatik öğrenciler için empatik bir toplumu oluşturacak olan yapının parçaları diyebiliriz. Bu doğrultuda, Beden Eğitimi ve Spor Yüksekokulu öğrencilerinin empatik becerilerinin düşük olmadığı fakat geliştirilmesinin ülkemizde daha iyi bir spor geleceği için önemli olduğu söylenebilir.

Anahtar Kelimeler: Beden eğitimi; empati; iletişim

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The definition emphatic skills of the students attending Physical Education and Sport School of Kocaeli University

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Abstract

The aim of this study was to examine the emphatic skills of the students according to their programs at the Physical Education and Sports school of Kocaeli University. For that purpose, 240 students whose ages were $\bar{X}:22.70\pm2.19$ years from programs of Physical Education and Sports Teachers, Coaching, Management of sports, Recreation, at the Physical Education and Sports School of Kocaeli University participated in the this study voluntarily.

Emphatic skill scale developed by Dökmen (1998) was used in the study. In the analysis of data, descriptive statistical techniques; in the independent groups t test, pearson correlation and anova test were used. The data were tested according to the 13.0 statistical program and significance level was found 0.05. It was found that the emphatic skill points of the PE and Sports Teacher program were $\bar{X}:138.85\pm11.81$, the emphatic skill points of the Coaching program were $\bar{X}:138.46\pm12.50$, the emphatic skill points of Management of Sports program were $\bar{X}:143.43\pm15.92$, the emphatic skill points of Recreation program were $\bar{X}:141.40\pm15.07$. A significant difference was not found between the emphatic skill points of the students who were different programs ($p>0.05$). A significant difference was found between the emphatic skill of male students $\bar{X}:136.46\pm12.53$ and the emphatic skill of female students $\bar{X}:145.77\pm14.09$ ($p<0.05$). Moreover, a significant relation statistically was found between the emphatic skill and age also between the emphatic skill and gender ($p<0.05$).

As a conclusion, empathy has a feature which is bloker for disagreement in communications. However, empathy can provide the contribution to improve social behaviors and for process of coherence in society. According to these explanations, for emphatic students we can say that the students are pieces of structure which will form a emphatic society. In this way, it can be said that the emphatic skill points of PE and Sports students are not low but improving the emphatic skills of them is important for a better future of sports in our country.

Keywords: Physical education; empathy; communication.

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Introduction

In daily life, Empathy have a feature to communicate well. Being understand and pay importance by other people make us relax and we feel good ourselves (Dökmen, 2004:147). Carl Rogers defined empathy as; person is putting himself to place of another, is looking the conditions with his aspect, understand truly his feelings, thoughts and the process of transmitting this condition (Rogers, 1983). Empathy is both emotion and capability of using mind. The feelings are a part of the our life and therefore it is so important to communicate among people (McCloskey, 2000:13).

Empathy provide contribution psychological and also sociological. Emphy improves the capability of perceiving about different aspects and can elevate to catholicity, demolish to inconsiderateness and also the bad opinions (Traversy, 2008). Besides, empathy make you get rid of being selfish, hereby you are more sensitive against another and this condition shows impact of empathy on society. Although researchers and theorists in the area of empathy almost universally agree on the positive impact that empathy has on prosocial behavior, they have not been able to agree on a single definition of the construct (Eisenberg, Murphy and Shepard, 1997; Levenson and Ruef, 1992; Shelton and McAdams, 1990). Levenson and Ruef attempted to clarify this ambiguity by sorting the varying perspectives into three general qualities that have been highlighted in the literature; a) a cognitive quality that knows what another person is feeling, b) an emotional quality that feels what another person is feeling, c) a behavioral quality that responds with compassion to another person's feelings. Levenson and Ruef preferred to rely on a definition termed "Empathic Accuracy" which refers to an ability to accurately detect emotional information being transmitted by another person (Levenson and Ruef, 1992). This ability make person more empathic, thus this is necessary to understand another person.

Research results shows that generally empathy is a part of the education. A matter of fact, in his book which name is Emotional Intelligence, Daniel Goleman (1995) underscored a social and educational imperative of emphasizing and teaching empathy and other related emotional aptitudes in order to contribute to the character development of our youth (Batson, 1991, 1994; Hoffman, 1991; Shelton and McAdams, 1990). Because, new skills of communication which is improved, contribute prestige both person's life and life of society (Cüceloğlu, 2005). Also, empathy act a part in interpersonal communication and relationships (Erwin, 2000). Because, the feeling with another person means that you are sharing his

emotion life. This condition get moralistic dimension of empathy out. Nevertheless, empathy is considerably a importance and necessity skill which directs social relationships and protects tissue of society (Konrad ve Hendl, 2003).

Consequently, the students of university are generally educationist and administrator of future wherefore empathy is an important acquisition for them. In the future, with this aspect, being improved of empathy skill of students provides to express oneself in their work and to understand person who is in front of them, in this manner, this condition also provides to establish a tissue of communication which is plain and helpful. In the same way, if the students have high empathy skill in Physical Education and Sports school, this situation means that teacher, coach, manager and expert of recreation are working who have high empathy skill, in education and management of sports and national- international organizations in the country. This make the education and management of sports more qualitative and skillful athletes grow up, in this way, the country is represented by athletes in the area of sports. In accordance with these explanations, the aim of this study was to examine the emphatic skills of the students according to their programs at the Physical Education and Sports School of Kocaeli University.

Methods

Participants

In the study which was done with a model of survey relationally and for that purpose was to examine the emphatic skills of the students according to their programs at the Physical Education and Sports School of Kocaeli University, the univers of study was composed by the students who were attending Physical Education and Sports School at the academic year of 2009-2010. 105 female and 135 male students whose ages were $\bar{X}:22.70\pm2.19$ years, were attending for third and forth classroom participated in the study voluntarily at the Physical Education and Sports School of Kocaeli University.

Data Collection

A knowledge form: A knowledge form was used in the study which was composed of nine question to take information about ages, gender, programs, doing sport and its level.

Scale of Empathy Skill (EBÖ): Empathic skill scale was developed by Dökmen in 1988 to scale of empathy skill. In EBÖ, there were 6 problems and each of them had 12 reaction sentences. It was asked for that person selected 4 answers of them (one of 12 reaction

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sentences was added to determine person who selected randomly). Each of reaction sentences had a point. Person can take 219 point as maximum and 62 as minimum. The validity and reliability of EBÖ was done by Dökmen in 1988.

Data Analysis

In the analysis of data, descriptive statistical techniques; in the independent groups t test, pearson correlation and anova test were used. The data were tested according to the 13.0 statistical program and significance level was found 0.05.

Results

In the study which was done to examine the emphatic skills of the students who were attending to Physical Education and Sports School of Kocaeli University data which were about the students' emphatic skills were showed as tables.

Table 1. Minimum, maximum, average and standart sapma of age and empathy skill points of students in the Physical Education and Sports School of Kocaeli university

	n	Minimum	Maximum	Average	Standard Deviation
Ages	240	19	30	22,70	2,19
Empathy Points	240	110	177	140,53	13,99

It was found that the emphatic skill points of the PE and Sports students were $\bar{X} = 140,53 \pm 13,99$, the age of the PE and Sports students were $\bar{X} = 22,70 \pm 2,19$.

Table 2. Table of Gender, Condition of Active Sport and Level of Sport

	Gender		Condition of Active sport		Level of Sport		
	Female	Male	Yes	No	Professional	Amateur	Recreative
f	105	135	216	24	16	191	12
%	43,8	56,3	90	10	6,7	79,6	5,0

It was found that participants were 105 female (%43,8) and 135 male (%56,3) students. It was found that there were answers yes 216 (%90) and no 24 (%10) in condition of

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sport, also level of sport are professionals 16 (%6,7), amateurs 191 (%79,6), 12 (12) recreative sport.

Tablo 3. Differences Table of Gender and Programs

		n	Average	Standard Deviation	P
Gender	Female	105	145,77	14,09	P<0,05
	Male	135	136,46	12,53	
Programs of Students	PE and Sports Teacher	60	138,85	11,81	p>0,05
	Coaching	60	138,46	12,50	
	Management of Sport	60	143,43	15,92	
	Recreation	60	141,40	15,07	

It was found that the emphatic skill points of the PE and Sports Teacher program were \bar{X} :138.85±11.81, the emphatic skill points of the Coaching program were \bar{X} :138.46±12.50, the emphatic skill points of Management of Sports program were \bar{X} :143.43±15.92, the emphatic skill points of Recreation program were \bar{X} :141.40±15.07. A significant difference was not found between the emphatic skill points of the students who were different programs (p>0.05). A significant difference was found between the emphatic skill of male students \bar{X} :136.46±12.53 and the emphatic skill of female students \bar{X} :145.77±14.09 (p<0.05).

Tablo 4. Table of Pearson Correlation

	n	Yaş	Cinsiyet
Emphatic Point		r	-,330
	240	p	,000*

*p<0.05

A significant relation statistically was found between the emphatic skill and age also between the emphatic skill and gender (p<0.05).

Discussion and Comment

Understanding, telling, being understood, using the way of communication correctly in the interpersonal relations is important in terms of avoiding disagreement. Mısırlı (2003) assert the idea of individuals through their whole life are waiting to be understood by the others. The important thing in emphatic communication approach is to try to understand the moral values of the others. The first step to understand the others' moral values is respect. According to this regard empathy is related to specialities which are inside of the individuals. Because, trying to understand has a close relation with respect. In this research the emphatic skills of university students is measured to get information about the level of sports students' communications and to recommend new ideas in terms of education of communication. There is a relation between emphatic skills and some variables and there are researchs being made about this. In this regard emphatic skill can differ according to the sex. Research shows that the emphatic skill grades of female students $\bar{x}:145.77 \pm 14.09$ are higher than the males ($p < 0,05$). The researchs made by Öztürk and his friends (2004), Karakaya (2001), Toussaint and Webb (2005) points out that the females are more emphatic than males. Ornum and his friends (1981) pointed out that female students get higher marks than males, Roe (1977) again pointed out that the emphatic skills of females are better than males in Greece. Kalliopska (1984) found that mothers are more empathic than fathers and girls are more empathic than boys. Additionally, although most of the findings shows that females are in better position in empathy, there are counter ideas and research findings too. Eisenberg-Berg and Lennon (1980) found out that male children get higher marks than female children in terms of nonverbal empathy. McClelland (1951) claimed that the emphatic skills of individuals has nothing to do with their sex. Kolayış and Yiğiter (2010) has not found any difference between the empathy marks of males and females in their research.

Generally speaking, emphatic skills of females are better than males. The emphatic skills of females being better than males can be explained by the term "woman sensitivity" (Dökmen.2005:14-16) The emotional intensity of the females can be seen as a sign of their tendency to develop emphatic skills, if they are well educated.

The age is another variable searched for its relation with empathy. These different ideas offers different views, empathy is an inherent ability or it can be developed by growing age and education. Martin Hoffman (1988) suggested an empathy development approach in four steps. In the first years of life there is general empathy (the connection of emotions on its

own). For instance, when babies hear the sound of another baby's crying, they start to cry too. This step is the result of their limit to differentiate himself and the others. In the second step, children at the age 1-3 can take roles and can grab the ability of basic empathic emotions. For example, an 18 months child can try to call his own mother to relax the other child even if the other's own mother is already be there. In the third step, a real empathic view began to develop slowly. In the middle childhood, a child both struggle with complex emotions and gives more sensitive reactions. For instance, a child can feel the sadness of others but avoid to help because this can make him a troublemaker he can think the others may not understand his value. At the last step, in their first years of teenagers, children while explaining their own and others' empathic reactions, they use individual and psychological causes more. There are two views that empathy develops by the age or can be gained later. Eisenberg (1982) put forward an idea that empathy which is accepted as an ability, can not taught but can be developed by education. The empathic reactions of the children are learned. Namely, the empathic reactions of children are different and they learn this from their parents and others. While it can be seen that there are different point of views if there is a relation between age and empathic skills, research findings support this on the other hand. At the lights of this information, there is not a meaningful difference statically between age groups of physical education and sport students which attended the research ($p < 0,05$).

In Özbek's research (2002), the more age increases, the higher Marks it gets from the empathic skills. Uygun (2006), Kolayış and Yiğiter (2010) have pointed out that the empathic skills level has nothing to do with the age. When the findings are examined it can be easily said that the investigations are to be increased to get more confident information. There is no meaningful difference between sections in their empathic skill grades ($p > 0,05$).

In the result of the research, when the students' empathic skill grades are examined there is a specific amount of empathic level in physical education and sport, coaching, sports management and recreation students. Therefore, we can say that students can understand each other and behave considerately. If the fact of future's sport trainers and managers being raised in physical education and sport academy, is taken into consideration, this situation will affect the communication level of sports in our country positively.

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