Comparison of male and female athletes’ communication skills

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ABSTRACT

Background: The ability to communicate is essential for all creatures of the earth, and humans are no exception to this rule. The current study aims to compare the communication skills of male and female athletes. The purpose of this study was to compare the communication skills of male and female athletes. The comparison study was conducted on 52 athletes (21 men and 31 women) (average age: 26.69 ± 6.32 years) and was gathered after completion. To analyze the data, the inferential statistics, Mann Whitney nonparametric test was used for comparison of selected male and female athletes (P< 0.05). Results: Between the mean scores of verbal skills, listening skills, communication skills, attitudes and skills of female athletes and male athletes there was no significant difference (P< 0.05). Conclusion: According to the literature and the results obtained, further research is important to have a reliable conclusion in the field of communication skills of different genders.

INTRODUCTION

The ability to communicate is essential for all creatures of the earth, and humans are no exception to this rule. Of course, human communication is much more complicated and difficult than other creatures. So many companies and organizations train their employees to improve their communication skills, because they believe that the key to success is to have qualified staff that have communication skills as the ability to communicate grows the future ahead of them is brighter. However, there are other important factors for success in work and social life, but the importance of communication skills in this area should not be ignored. [1] in confirmation of this, investigation results of Giv (2009) found that effective communication can become one of the most important goals [2] and Matiz R. (2007) also found that lack of communication skills increases the costs and reduces and effectiveness [3].

For this reason, in recent decades, a lot of attention has been paid to the topic of "communication skills" and careful and systematic research about the nature and function of "communication skills" and influencing factors, are done. Some of these researches show that many factors are involved in this field, the role of emotions is a very important and significant [4, 5, 6, 7]. Keshtkaran & et al (2011) in a study on skills Communications personnel perspective in the field of medical sciences university staff concluded that a moderate level of communication skills, effective listening and feedback can result from lack of sufficient scientific and practical management on the matter [8].

Some researchers - who are few in numbers-, have worked on the communication skills of the sport and the interaction of these two with each other.

Nazari & et al (2011) have found that a proper indicator personality trait play an important role in predicting organizational effectiveness, communication skills and interpersonal relationships, and athletic directors. While the level of interpersonal and communication skills in the sport management and weak organizational effectiveness is evaluated [9]. In a study of communication skills, Goudarzi & et al (2012) found that communication skill is 0.89 effective in management skills, the positive number indicates the proper foundational skills of effective business communication and triple management skills [10]. Nikbakhsh & et al (2013) also concluded that the relationship between emotional intelligence and communication skills and its dimensions are significant [11]. In another study Lesyk (2011) argues that successful athletes are able
to connect with others to establish intellectual and emotional needs and at the same time that they listen to the words [12].

The study was conducted on patients with Alzheimer's disease, regular physical exercise for at least 6 months could improve overall mood and reduce depression in people. In addition, the results have shown that exercise in people with Alzheimer improves social and communication skills and has the benefit of social support [13].

Some sports pundits also believe that exercise can improve the confidence, they problem solving, the experience, and the insight in youths in addition to improving ability to communicate with others. But it should be noted that these features do not develop spontaneously unless the circumstances are appropriate to provide additional information in this regard. Therefore, this article is to investigate communication skills of elite athletes that can be considered as a factor in their success.

However, given the differences between the two brain hemispheres, men and women do not seem to use the same method of communication and therefore communicating with the opposite sex, is a problem maker for communication skills [14, 15]. But their attitudes about teaching students were positive and, this positive attitude and sex of individuals showed no significant relationship (16), but the average communication skills are significantly associated with sex (17, 18, and 19). Already given above, the researcher set up the communication skills of athletes, to review the impact of gender.

Methodology:
This study was a causal comparative one. Population of all 10 districts of Tehran equal 4352. The sample size was selected intentionally, including 52 male athletes (N=21) and women (N=31), from individual sports (Karate=3; Taekwondo= 2, Bodybuilding=2, Wrestling=2, Swimming=1, Gymnastics=1, Badminton=1, Tennis=1, Yoga=1 and Walking= 1) and team (Volleyball = 19; Football = 10, Basketball=5, Handball= 3; included (mean age: 26.69± 6.23 years).

Burton Questionnaire (1990) was distributed and gathered after completion. Then participants were interviewed. To analyze the data, descriptive statistics of central tendency (mean and median), measures of dispersion (standard deviation, minimum and maximum), percentage and number tables were used to describe the results. Whitney Ut test and nonparametric inferential statistics were used to compare male and female athletes. Every single statistical task was performed using the statistical software SPSS Version 19.

RESULTS AND DISCUSSION
According to Table (1) 52 participants in the study consisted of, %40.4 (n= 21) males and %59.6 (n= 31) were female. %3.8 (2 cases), have a degree Below of Diploma; %32.7 (n= 17), Diploma; %9.6 (n= 5), Above of Diploma; %51.9 (n= 27), Bachelor and %1.9 (n= 1), PhD.

<table>
<thead>
<tr>
<th>Degree of Education</th>
<th>Below of Diploma</th>
<th>Diploma</th>
<th>Above of Diploma</th>
<th>Bachelor</th>
<th>Masters</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2</td>
<td>17</td>
<td>5</td>
<td>27</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Percent</td>
<td>3.8</td>
<td>32.7</td>
<td>9.6</td>
<td>51.9</td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>Gender</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>N</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Percent</td>
<td>1.9</td>
<td>1.9</td>
<td>9.61</td>
<td>23.08</td>
<td>5.76</td>
<td>3.84</td>
</tr>
</tbody>
</table>

According to Table (2) %75 (n= 39) of the participants participated in team sports, and %25 (n= 13) were active in individual sports. The history of physical activity of 1 year was found in %3.8 (n= 2), %19.2 (n= 10), 2 years and %76.9 (n= 40) over 3 years but it was continuous.

<table>
<thead>
<tr>
<th>Background of sport activity</th>
<th>Team sport</th>
<th>Individual sport</th>
<th>1 year</th>
<th>2 years</th>
<th>Above 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>39</td>
<td>13</td>
<td>2</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Percent</td>
<td>75</td>
<td>25</td>
<td>3.8</td>
<td>19.2</td>
<td>76.9</td>
</tr>
<tr>
<td>Gender</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>N</td>
<td>15</td>
<td>24</td>
<td>6</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Percent</td>
<td>28.84</td>
<td>46.15</td>
<td>11.53</td>
<td>13.46</td>
<td>1.9</td>
</tr>
</tbody>
</table>

As shown in Table (3) %34.6 (n= 18) of the participants exercised every day, %50 (n=26) 3 to 5 times a week, %9.6 (5 patients), 1 to 2 sessions a Week and %5.8 (n = 3) worked out just a few sessions per month.
Table 3: Describes the number of weekly training sessions of participants

<table>
<thead>
<tr>
<th>Weekly training sessions</th>
<th>Every day</th>
<th>3-4 time at week</th>
<th>1-2 time at week</th>
<th>Only a few times a month</th>
<th>Only once a month</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>18</td>
<td>26</td>
<td>5</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Percent</td>
<td>34.6</td>
<td>50</td>
<td>9.6</td>
<td>5.8</td>
<td>-</td>
</tr>
<tr>
<td>Gender</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
</tr>
<tr>
<td>N</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Percent</td>
<td>13.45</td>
<td>21.14</td>
<td>17.30</td>
<td>32.69</td>
<td>5.76</td>
</tr>
</tbody>
</table>

Also given in Table (4) in each session, %78.8 (n= 41) exercised over 45 min, %13.5 (n= 7) 30 to 45 minutes, %5.8 (n= 3) between 20 and 30 Minutes and %1.9 (n= 1) had between 10 to 20 minutes of physical activity.

Table 4: Description of physical activity each session participants.

<table>
<thead>
<tr>
<th>Amount of physical activity per session</th>
<th>More than 45 minutes</th>
<th>30 to 45 minutes</th>
<th>20 to 30 minutes</th>
<th>10 to 20 minutes</th>
<th>Less than 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>41</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Percent</td>
<td>78.8</td>
<td>13.5</td>
<td>5.8</td>
<td>1.9</td>
<td>-</td>
</tr>
<tr>
<td>Gender</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
</tr>
<tr>
<td>N</td>
<td>16</td>
<td>25</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Percent</td>
<td>30.75</td>
<td>48.04</td>
<td>7.71</td>
<td>5.78</td>
<td>1.9</td>
</tr>
</tbody>
</table>

In addition, according to the data in Table (5), in each session, for %25 (13 patients) of physical activity was of a very high intensity, %7.7 (4 patients) severely heavy, and for %26.9 (n= 14) intensity was relatively high, %38.5 (n= 20) with moderate and %1.9 (n= 1) light intensity.

Table 5: Description of physical activity in each session for participants.

<table>
<thead>
<tr>
<th>Intensity physical activity per session</th>
<th>Very Heavy</th>
<th>Heavy</th>
<th>Rather Heavy</th>
<th>medium</th>
<th>Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>13</td>
<td>4</td>
<td>14</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Percent</td>
<td>25</td>
<td>7.7</td>
<td>26.9</td>
<td>38.5</td>
<td>1.9</td>
</tr>
<tr>
<td>Gender</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
</tr>
<tr>
<td>N</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Percent</td>
<td>15.38</td>
<td>9.61</td>
<td>1.92</td>
<td>5.77</td>
<td>11.52</td>
</tr>
</tbody>
</table>

According to Table 6 in selected male athletes the verbal skills had an average of 21.14 and a standard deviation of 2.63 and SD of 2.87 mean was 22.12 for female athletes. Listening skills in male athletes and female athletes had a mean 18.80 and standard deviation of 3.85 the listening skills had an average of 17.25 and a standard deviation of 3.90. Feedback skills in male athletes had an average of 21.42 and a standard deviation of 3.38 and 3.22 in female athletes had a mean and standard deviation of 21.64. In terms of communication skills as well as male athletes in this study had a mean 61.38 and standard deviation 6.02 and female athletes had an average of 61.03 and a standard deviation of 5.70.

Table 6: Description of verbal skills, listening skills, and communication skills, Feedback skills of male and female athletes.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>Max</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal skills</td>
<td>M</td>
<td>21.14</td>
<td>2.63</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>22.12</td>
<td>2.87</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>listening skills</td>
<td>M</td>
<td>18.80</td>
<td>3.85</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>17.25</td>
<td>3.90</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Feedback skills</td>
<td>M</td>
<td>21.42</td>
<td>3.38</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>21.64</td>
<td>3.22</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>communication skills</td>
<td>M</td>
<td>61.38</td>
<td>6.02</td>
<td>51</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>61.03</td>
<td>5.70</td>
<td>51</td>
<td>76</td>
</tr>
</tbody>
</table>

As shown in Table 7 below, in the present study, the mean scores of verbal skills, listening skills, communication skills, Feedback skills of male athletes and female athletes were not significantly different.
Table 7: Comparison among verbal skills, listening skills, communication skills, attitudes and participants skills.

<table>
<thead>
<tr>
<th></th>
<th>Group</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>U</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal skills</td>
<td>M</td>
<td>23.17</td>
<td>486.50</td>
<td>255.50</td>
<td>- 1.319</td>
<td>0.187</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>28.76</td>
<td>891.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listening skills</td>
<td>M</td>
<td>31.05</td>
<td>652.00</td>
<td>230.00</td>
<td>- 1.789</td>
<td>0.074</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>23.42</td>
<td>726.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback skills</td>
<td>M</td>
<td>25.76</td>
<td>541.00</td>
<td>310.00</td>
<td>- 0.293</td>
<td>0.770</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>27.00</td>
<td>837.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication skills</td>
<td>M</td>
<td>27.74</td>
<td>582.50</td>
<td>299.50</td>
<td>- 0.487</td>
<td>0.627</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>25.66</td>
<td>795.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusions:
The purpose of this study was to determine and compare the level of communication skills for both male and female athletes. Because communication skills can be contributing to the success of a future life, it is of a great importance. In addition to the structural differences between hemispheres and between male and female brains, their communication style is different. The results of this study indicate that the mean scores of verbal skills, listening skills, communication skills, Feedback skills of male athletes is not significantly difference to female athletes (P< 0.05). Results of Amini and Yousefi (2004), and Borji and Kiyani (2005), Aramon & et al (2009), Peyman & et al (2009) are not consistent, which may be due to differences in population and sampling in this study.

According to the literature and the results obtained, further research is so important to have a reliable conclusion in the field of communication skills for athletes of different gender.

REFERENCES