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THE COMPARISION OF SOCIAL SKILL LEVELS OF HIGH SCHOOL STUDENTS DOING SPORTS AND NOT DOING SPORTS (SAMPLE OF KARS)

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Abstract : The purpose of this study is to compare social skill levels of the high school students acording to different variables (gender, class, department, school type) who doing and not doing sports. The sample of the study consists of totally 476 students (234 female,242 male) participating and non participating to sport activities which were randomly chosen from seven high schools in Kars. Social skill inventory, developed by Riggio (1989) and adapted into Turkish by Yüksel (1997), has been randomly applied on the subjects. Also, personel information form was used. Desciriptive statistics, Correlation analysis, T-test and One Way Anova parametric tests has been used for data showing normal distribution and tukey test has been used in order to determine differenees between the groups. SPSS 15 (Statistical package for social sciences) has been used for evaluating the data and significance was taken (p) 0,05. As a result; students participating sports have higher social sikll levels than not participating, according to gender variable, female students' emotional sensitivity, social sensitivity and social skill levels have higher than male, according to school type, general high school students have higher social sensitivity than vocational school students, according to class, ninth school students' emotional expressivity higher then tenth. Positive realtionship was found when compared to the social skill levels of the high school students and relation with their participation to sport activities.

Key words : high school students, social skill level, sport

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INTRODUCTION

A lot of definitions are encountered in the literature about the social skills which are handled as acquired behaviors. Kelly (1982) considers social skill as being acquired behaviors used in the situations of interpersonal relationships which provide or sustains positive reinforcement from the environment. Marlowe (1986), in case, defines social skills as the ability of the individual to understand the feelings, thoughts and behaviors of people, including herself, and to act according to this understanding in the situations of interpersonal relationships. Hargie et. al. (1994) consider social skill as "behaviors that are target oriented, specific to the case, acquirable and under the control of the individual". Yüksel (1997) defines social skill as observable and non-observable acquirable behaviors which includes cognitive and emotional items, bring positive reactions or prevent incoming of negative reactions from the others, are acceptable socially, effects the environment, are

target oriented and changeable with respect to the social content.

Some kind of skills are necessary for the individual to establish mutual and healthy relationships with the other people. Therefore, social skills are among the most important skills of human which is a social being. People live together thanks to these skills. Social order runs by courtesy of social skills of people. Leave aside the social order, social skills are important for the mental health of the individuals since an individual's mental health is dependent on having good relationships with the others. Social skills are the ones which enable setting of successful interactions with the others. Social skills appear in the form of behavior; have an interpersonal character, they are behaviors appreciated by the people around; they tend to sustain communication and interaction; they are repeatable and detectable. The skills of commencing, sustaining and terminating interpersonal relationships can be considered within the content of social skills (Bacanlı, 2001).

Social skills are behaviors which enable successful relationships with the others. In interpersonal situations, the individual obtains reinforcement from the environment or sustains the existing reinforcement by exhibiting those behaviors. Social skills have an interpersonal character, they tend to sustain communication and interaction, they are repeatable and detectable. The skills of commencing, sustaining and terminating interpersonal relationships are considered within the content of social skills (Bacanlı 1999).

Several structures forming the social skills are mentioned. Riggio (1986, 1989) states that there is an infrastructure forming the social skills. In the Social Skills Inventory developed by Riggio, socials skills and the structures forming the social skills are handled as follows: named as being 1. Emotional expressivity, 2. Emotional sensitivity, 3 Emotional control, 4. Social expressivity, 5.social sensitivity and 6. Social control.

When the definitions given above are analyzed, it is seen that social skill is understood to be gathering, decoding and understanding the social information in the interpersonal relationships and besides that, it is understood as showing appropriate reactions and as both observable and non-observable behaviors including cognitive and emotional items intended for the target and changeable with respect to the social context.

Possession of communication skills by the individuals working in every kind of occupation will render the process of communication in the human relationships more healthy. But, in the occupation groups in which the human relationships are intense, the requirement of knowledge about these skills is unavoidable. Possession of these skills by the physical education teachers, trainers and sport managers working in the physical education and sport organizations is important from this point of view. Furthermore, shaping of human ability to move by good physical education programs and sport organizations can enable healthy and continuous interpersonal relationships for

the human who has motion and communicating by motion in its nature (Tepeköylü, 2007).

In the adolescence period, the personality development of the individual is closely related with her participation in some activities and this participation will be effective in having the individual acquire personality characters. Therefore sport, with its many type of activities and properties, is in a situation of being an important tool for answering the needs of different groups of people which require to handle this need with spare time activities (Kayıkçı, 2007).

The aim of this research is to compare the social skills of high school students doing sports and not doing sports at the high schools of province of Kars and to determine whether they differentiate or not, according to gender, type of school, department and class variables.

METHOD OF RESEARCH

Model of the research: This research is a survey model study.

Sample group: The sample group consists of totally 476 students (242 males, 234 females) doing sports as being licensed or not in seven different high school in Kars province. All students doing sports with license from the schools included in the research are accessed and Social Skills Inventory was also applied to same number of students not doing sports.

Data collecting: The study was conducted in the Fall Semester of 2009-2010 Education-Teaching year. The necessary legal permissions were obtained from National Education Directorate and Governorship before commencing the research. The class lists were taken from the school and enough number of assessment tools were copied. The Social Skills Inventory and personal information form were applied only at the physical education lessons by talking to the physical education teachers at the targeted schools. After doing the necessary explanations the inventory was distributed at the beginning of the lesson and collected at the end of the lessons. The incompletely filled inventories were not taken into consideration. High Schools that the Inventory was applied: Alpaslan High School, Cumhuriyet High School, Kars Anadolu İmam Hatip High School, Gazi Ahmet Muhtar Paşa High School, Kars Fen High School, Atatürk Kız Teknik ve Meslek High School, Merkez Ticaret Meslek High School.

Social Skills Inventory: Social Skills Inventory (SSI) is an assessment tool developed by Riggio in 1986 and revised in 1989 to take its contemporary structure. Social Skills Inventory is a self-report kind of tool of 90 items designed for assessing basic social skills. The sub-assessors of the assessment are 1.Emotional expressivity, 2. Emotional sensitivity, 3.Emotional control, 4.Social expressivity, 5.Social sensitivity and 6.Social control. Every sub-assessor consists of 15 items. An answer key of 5 stage likert type was prepared. The lowest point is 1 (Not like me at all), and the highest point is 5 (Just like me) (Yüksel 2004). The Social Skills Inventory is an assessor intended for adults and its lowest bound is determined to be 15 years old.

Analysis of Data: Descriptive statistics were used in the analysis of data. Correlation Analysis, T-test, One way Anova Test were used for parametric data showing normal distribution and Tukey test was used for determining the differences between the groups. In all the statistical analysis in this study the 0.05 meaningfulness level was taken as basis.

FINDINGS

Tablo 1. Students' Personal Characteristics

	Variables	N	%
Gender	Male	242	50,8
	Female	234	49,2
Class	9th class	74	15,5
	10th class	237	49,8
	11th class	121	25,4
	12th class	44	9,2
School type	General	277	58,2
	Vocational	199	41,8
Department	Verbal	93	19,5
	Numerical	195	41,0
	Equally Balanced	163	34,2
	Foreign Language	25	5,3
Age	20 years	4	,8
	19 years	13	2,7
	18 years	79	16,6
	17 years	136	28,6
	16 years	165	34,7
	15 years	66	13,9
	14 years	13	2,7
Father's level of education	Not literate	10	2,1
	Primary school	170	35,7
	Elementary school	127	26,7
	High school	130	27,3
	University	39	8,2
Mother's level of education	Not literate	78	16,4
	Primary school	256	53,8
	Elementary school	78	16,4
	High school	39	13,4

Students in the research group, 50,8% were male, 49,2% were female, 15,5% was at 9th class, 49,8% was at 10th class, 25,4% was at 11th class, 58,2 % was at general high school, 41,8% was at vocational high school. 19,5% study at verbal department, 41% at numerical department, 34,2% study at equally balanced department and 5,2% study at foreign languages department. 0,8% are 20 years old, 2,7% were 19 years old, 16,6% were 28 years old, 28,6% were 17 years old, 13,9% was 15 years old and 2,7% were 14 years old. The father education level of the students included in the research were: 2,1% not literate, 35,7% primary school, 26,7% elementary school, 27,3% high school, 8,2% university. The mother education level included in the research were: 16,4% not literate, 53,8% primary school, 16,4% elementary school, 13,4% high school.

Table 2. Gender distribution of the students.

Gender	Doing sports	Not doing sports	Total
Male	158	84	242
Female	74	160	234

A total of 476 students were included in the research. 242 of those were male and 234 of them were female.

Table 3. The t-test results of the social skill levels of the students doing sports and not doing sports.

Sub-dimensions		N	$\overline{\times}$	S	sd	t	P
Emotional expressivity	Doing sports	232	46,3578	6,4651	474	1,669	,096
	Not doing	244	45,4016	6,0303			
Emotional sensitivity	Doing sports	232	38,8966	9,2600	474	1,491	,137
	Not doing	244	37,6762	8,5950			
Emotional control	Doing sports	232	45,9181	7,0094	474	1,906	,057
	Not doing	244	44,7131	6,7817			
Social expressivity	Doing sports	232	42,1810	9,0469	474	2,740	,006 *
	Not doing	244	39,9180	8,9678			
Social sensitivity	Doing sports	244	39,9180	8,9678	474	-1,158	,247
	Not doing	232	38,0345	7,4763			
Social control	Doing sports	232	38,0345	7,4763	474	1,840	,066
	Not doing	244	38,8361	7,6118			
Social skills total points	Doing sports	232	253,2672	25,6744	474	2,686	,007 *
	Not doing	244	246,9303	25,7877			

* p<0,05

When the Table 3 analyzed, a meaningful difference between the social expressivity sub-dimensions was seen [t value = 2,740 P=0,006<.05]. As a result of this difference, the average of the social expressivity sub-dimension of the students doing sports was ($\overline{X}$ =42,1810) while the average of the social expressivity sub-dimension of the students not doing sports was ($\overline{X}$ =39,9180).

Table 4. The social skill level t-test results of the students doing sports with respect to gender.

		N	$\overline{x}$	S	sd	t	P
Emotional expressivity	Male	158	46,5316	6,6483	230	,598	,551
	Female	74	45,9865	6,0827			
Emotional sensitivity	Male	158	37,8354	9,6946	230	-2,785	,006 *
	Female	74	41,1622	7,8462			
Emotional control	Male	158	45,4937	7,2091	230	-1,350	,178
	Female	74	46,8243	6,5173			
Social expressivity	Male	158	41,7595	9,6956	230	-1,139	,301
	Female	74	43,0811	7,4572			
Social sensitivity	Male	158	37,3418	7,2391	230	-2,077	,039 *
	Female	74	39,5135	7,8045			
Social control	Male	158	41,1772	9,5986	230	-1,732	,085
	Female	74	43,3784	7,6386			
Social skills total points	Male	158	250,1392	26,6598	230	-2,750	,006 *
	Female	74	259,9459	22,1563			

p<0,05

According to Table 4, a meaningful difference between emotional sensitivity total points [t value =-2,785 P=0,006<.05], a meaningful difference between social sensitivity sub-dimension total points [t value = -2,077 P=0,039<.05] and a meaningful difference between social skills total points [t değeri = -2,750 P=0,006<.05] are seen.

Tablo 5. The social skill level t-test results of the students doing sports with respect to school type.

		N	$\overline{x}$	S	sd	t	P
Emotional expressivity	General	131	46,2824	6,9396	230	-,202	,840
	Vocational	101	46,4554	5,8250			
Emotional sensitivity	General	131	39,2290	9,2317	230	,622	,535
	Vocational	101	38,4653	9,3248			
Emotional control	General	101	38,4653	9,3248	230	-,439	,661
	Vocational	131	45,7405	6,5158			

Social expressivity	General	131	41,9847	9,3224	230	-,376	,707
	Vocational	101	42,4356	8,7160			
Social sensitivity	General	131	38,8855	7,9427	230	1,987	,048*
	Vocational	101	36,9307	6,7026			
Social control	General	131	41,7176	8,7603	230	-,309	,758
	Vocational	101	42,0891	9,4785			
Social skills total points	General	131	253,8397	25,6542	230	,386	,700
	Vocational	101	252,5248	25,8095			

* p<0,05

When Table 5 is analyzed, a meaningful difference between the social sensitivity sub-dimension total points is seen [t value = 1,987 P=0,048<.05]. As a result of this difference, the average of the social sensitivity sub-dimension of the students in general high school was ($\overline{X}$=38,8855), while the average of the social sensitivity sub-dimension of the students in vocational high school was ($\overline{X}$ =36,9307).

Table 6. One way anova test results of the students doing sports with respect to the department variable

		N	$\overline{X}$	Ss	F	p
Emotional expressivity	Verbal	47	46,0426	5,3036	,690	,559
	Numerical	88	45,9432	6,3379		
	Equally Balanced	86	47,1163	7,2816		
	Foreign Language	11	45,0909	5,2241		
Emotional sensitivity	Verbal	47	40,5532	9,2708	1,553	,202
	Numerical	88	39,6477	9,0529		
	Equally Balanced	86	37,3372	9,6377		
	Foreign Language	11	38,0000	6,5727		

Emotional control	Verbal	47	45,9362	6,0735	1,016	,386
	Numerical	88	46,8182	6,6843		
	Equally Balanced	86	44,9651	7,6304		
	Foreign Language	11	46,0909	8,1665		
Social expressivity	Verbal	47	43,0426	8,5541	,257	,856
	Numerical	88	41,9318	8,2529		
	Equally Balanced	86	42,1512	9,7553		
	Foreign Language	11	40,7273	12,0921		
Social sensitivity	Verbal	47	39,7660	8,0466	2,041	,109
	Numerical	88	38,5341	8,0358		
	Equally Balanced	86	36,8721	6,5920		
	Foreign Language	11	35,7273	5,3309		
Social control	Verbal	47	41,6383	7,0570	,481	,696
	Numerical	88	42,4205	8,8626		
	Equally Balanced	86	41,1860	9,6996		
	Foreign Language	11	44,0000	13,1453		
Social skills total points	Verbal	47	256,9787	24,9909	1,162	,325
	Numerical	88	255,2955	23,2780		
	Equally Balanced	86	249,6279	28,2456		
	Foreign Language	11	249,6364	25,0810		

* $p<0,05$

When the one way anova tests of social skill levels of the high school students doing sports on Table 6 is analyzed, no meaningful differences between the sub-dimensions were seen.

Table 7. Results of one way anova test of students doing sports with respect to class variable

		N	$\overline{X}$	Ss	F	p
Emotional expressivity	9th class	33	48,8788	8,5065	3,766	,011 *
	10th class	121	45,1405	5,6735		
	11th class	56	47,4464	6,3157		
	12th class	22	46,5000	6,2773		
Emotional sensitivity	9th class	33	38,2121	7,6761	,816	,486
	10th class	121	38,6281	9,6593		
	11th class	56	40,4643	10,1980		
	12th class	22	37,4091	6,1540		
Emotional control	9th class	33	44,3636	7,8015	2,384	,070
	10th class	121	45,2727	5,9231		
	11th class	56	47,6250	8,0647		
	12th class	22	47,4545	7,7750		
Social expressivity	9th class	33	40,8788	11,5968	,422	,738
	10th class	121	42,0496	8,1023		
	11th class	56	42,8393	9,4922		
	12th class	22	43,1818	8,9050		
Social sensitivity	9th class	33	37,4848	6,4329	,599	,616
	10th class	121	38,3388	7,7056		
	11th class	56	38,4107	7,5625		
	12th class	22	36,2273	7,6091		
Social control	9th class	33	41,2121	8,9469	,098	,961
	10th class	121	41,8595	8,5443		
	11th class	56	42,0893	10,2448		
	12th class	22	42,4545	9,3845		
Social skills total points	9th class	33	251,0303	25,4577	1,217	,304
	10th class	121	251,2893	24,3374		
	11th class	56	258,8750	29,0749		
	12th class	22	253,2273	23,4621		

$p<0,05$

On Table 7, a meaningful difference between the emotional expressivity total points with respect to class variable is seen [F value = 3,766 P=0,011<.05]. As a result of this difference, the expressivity levels of the 9th class students higher than 10th class students. There is no meaningful difference between the other sub-dimensions.

Table 8. Correlation analysis between social skill levels and doing sports or not doing sports

	Emotional expressivity	Emotional sensitivity	Emotional control	Social expressivity	Social sensitivity	Social control	Social skills total points
r	,076	,068	,087	,125	,053	-,084	,122
p	,096	,137	,057	,006	,247	,066	,007 *
N	476	476	476	476	476	476	476

* p<0,05

As it can be seen from table 8, a positive direction meaningful relationship is determined between students' doing sport or not doing sport and social skill levels. (r=0,122 p<0,05).

DISCUSSION AND CONCLUSION

With the analysis of findings in this study named as "Comparison of Social Skill Levels of High School Students Doing Sports and Not Doing Sports (example of Kars)" the following results are arrived:

1. The results belonging to the high school students doing or not doing sports;
   - The social expressivity level of students doing sports ($\overline{X}$=42,1810), is higher than the social expressivity level of students not doing sports ($\overline{X}$=39,9180).
   - No meaningful differences between the students doing sports and not doing sport were seen in sub-dimensions other than the social expressivity.
   - The social skill level of students doing sports is higher than ($\overline{X}$=253,2672) students not doing sports is ($\overline{X}$=246,9303), is reached.
2. The results belonging to gender variable;
   - It was seen that the male students average sensitivity sub-dimension ($\overline{X}$=37,8354) is less than female students which is ($\overline{X}$=41,1622).
   - The average of the social sensitivity sub-dimension of the male students is ($\overline{X}$=37,3418), the average of the social sensitivity sub-dimension of the female students is ($\overline{X}$=39,5135).
   - While the average of the social skill total points of the male students was ($\overline{X}$=250,1392), the average of female was ($\overline{X}$=259,9459).
3. The results belonging to school type variable;

- The average of the social sensitivity sub-dimension of students at general high school ($\overline{X}$=38,8855), is higher than the average of the social sensitivity sub-dimension of students at vocational high school ($\overline{X}$=36,9307).

4. The results belonging to the department variable;

- According to the results belonging to the social skill levels of students doing sports with respect to the department variable, no meaningful differences were found in any of the sub-dimensions of the social skill and in the total social skill points.

5. The results belonging to the class variable;

- The emotional expressivity levels of students at 9th class appeared to be higher than the students at 10th class.

6. The comparison of skill levels between students doing sports and not doing sports.

- A positive direction meaningful relationship is determined between students' doing sports or not doing sports and social skill levels. (r=0,122 p<0,05).

Yüksel (1997), in the study he performed for analyzing the effects of the social skill level training given to the university students on their social skill levels; found that the social skills training affected their social skill levels positively.

Şahin (1999), in his study performed for analyzing the social skill levels of Anadolu High School students; reached to the conclusion that social skill levels shows a high trend in terms of total points of social skill sub-dimensions, as a result of the inventory used.

Avşar (2004), in his study performed about the social skill levels of the physical education teachers, obtained the result that the total point of 283,36 does not differentiate with respect to gender.

In the study performed by Kara in the year (2003) about the factors effecting the social skill perceptions of teachers, the result that there was no meaningful difference between gender variable and social skill perception.

According to the study performed by Avşar and Kuter (2007), with respect to the department studied at the high school variable, the students graduating from numerical department were found to get higher points in the emotional sensitivity sub-dimension than the students graduating from sports department or verbal department. Social skill is one of the important characteristics that an individual must have. Great importance should be attached to teaching of social skills especially at schools.

Hollander et. al. (2003) emphasized that the social skills should be integrated with the health programs organized at schools.

Freman et. al. (2003), in their study performed on 3rd and 4th class students, determined that the creative dramatization method has positive effect on their social skills.

Seven and Yoldaş (2007), in their study named "Analysis of Social Skill Levels", determined that males have higher social skills than females when average points are considered. Similarly, Jamyang-Tshering (2004) determined that females exhibit more social skills than the males.

In his research, Erdoğan (2002), analyzed whether social skill levels of 12-14 year old children differentiate or not with variables such as gender, socioeconomic level and age. He reported that positive social behaviors differentiate with respect to age, gender and socioeconomic level.

As a result of the comparison between high school students doing or not doing sports and social skill levels; a positive direction meaningful relation was determined between students' doing sport or not and their social skill levels.

Suggestions

- The students having low social skill levels can be reinforced.
- Similar research can be conducted with different age groups.
- This study can be adopted to larger groups and different variables
- A different study can be conducted on private schools and compared to the general high school.
- Social skill level and sports relationship study can be performed on university student as a different study.
- The social skill levels of students can be researched with respect to their branches.
- Social Skill Training Programs can be developed with the aim of improving their social skill levels.

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SPOR YAPAN VE YAPMAYAN ORTAÖĞRETİM ÖĞRENCİLERİNİN SOSYAL BECERİ DÜZEYLERİNİN KARŞILAŞTIRILMASI (KARS İLİ ÖRNEĞİ)

Özet Bu çalışmanın amacı; spor yapan ve spor yapmayan ortaöğretim öğrencilerinin sosyal beceri düzeylerinin çeşitli değişken açısından (cinsiyet, sınıf, bölüm, okul türü) karşılaştırmasını yapmaktır. Sosyal beceri, kişiler arası ilişkilerde sosyal bilgiyi alma, çözümleme ve anlamanın yanı sıra uygun tepkilerde bulunma, hedefe yönelik ve sosyal bağlama göre değişen, hem gözlenebilir hem de gözlenemeyen bilişsel ve duyuşsal öğeleri içeren ve öğrenilebilir davranışlar olarak anlaşılmaktadır. Her tür meslekte çalışan bireylerin iletişim becerilerine sahip olması, insan ilişkilerindeki iletişim sürecini daha sağlıklı kılacaktır. Fakat insan ilişkilerinin yoğun olduğu meslek gruplarında bu becerilerin bilinmesi gerekliliği kaçınılmazdır. Beden eğitimi ve spor organizasyonlarında görev yapan beden eğitimi öğretmenleri, antrenörler ve spor yöneticilerinin bu becerilere sahip olması bu bakımdan önemlidir. Bu araştırma tarama modelli bir çalışmadır. Araştırmada ilişkisel tarama yöntemi kullanılmıştır. Araştırmanın evrenini Kars il merkezinde bulunan ortaöğretim öğrencileri, örneklemini ise yedi farklı ortaöğretim kurumunda lisanslı olarak spor yapan ve spor yapmayan 476 (234 bayan, 242 erkek) ortaöğretim öğrencisi oluşturmaktadır. Veri toplama aracı olarak Riggio (1989) tarafından geliştirilen ve Yüksel (1997) tarafından Türkçeye uyarlanan sosyal beceri envanteri öğrencilere uygulandı. Ayrıca, Kişisel Bilgi Formu kullanıldı. Sosyal Beceri Envanteri (SBE) (Social Skills Inventory- SSI), 1986 yılında Riggio tarafından geliştirilmiş ve 1989 yılında yeniden revize edilerek bugünkü seklini almış bir ölçme aracıdır. 90 maddelik kendini tanımlama (self-report) türünden bir araçtır. Ölçeğin alt ölçekleri; 1. Duyuşsal anlatımcılık (emotional expressivity), 2. Duyuşsal duyarlık (emotional sensitivity), 3. Duyuşsal kontrol (emotional control), 4. Sosyal anlatımcılık (social expressivity), 5. Sosyal duyarlık (social sensitivity), 6. Sosyal kontrol (social control) olarak 6 alt boyuttan oluşmaktadır. Çalışma 2009-2010 Eğitim Öğretim Yılı Güz Döneminde yapıldı. Araştırmaya başlamadan önce Milli Eğitim Müdürlüğü ve Valilik Makamından gerekli yasal izinler alındı. Okullardan sınıfların listeleri alınarak, yeterli sayıda ölçme aracı çoğaltıldı. Sosyal Beceri Envanteri ve araştırmacı tarafından hazırlanan kişisel bilgi formu, yapılması planlanan okullardaki beden eğitimi öğretmenleriyle konuşularak, sadece Beden Eğitimi derslerinde uygulandı. Gerekli açıklamalar yapıldıktan sonra ders başlangıcında envanter dağıtılarak, ders sonunda toplandı. Eksik doldurulan envanterler değerlendirmeye alınmadı. Verilerin analizinde tanımlayıcı istatistikler, Korelasyon Analizi, T-testi, One Way Anova Testi (tek yönlü varyans analizi) ve gruplar arası farkı belirlemek için Tukey testi uygulandı. Verilerin değerlendirilmesinde ve hesaplanmış değerlerin bulunmasında SPSS 15 (Statistical package for social Sciences) paket programı kullanıldı ve tüm istatistiksel analizlerde anlamlılık düzeyi (p) 0.05 alındı. Araştırma sonucunda; spor yapan öğrencilerin sosyal beceri düzeylerinin spor yapmayan öğrencilerden yüksek olduğu, cinsiyete göre spor yapan kız öğrencilerin duyuşsal duyarlık, sosyal duyarlık ve sosyal beceri düzeylerinin erkek öğrencilerden yüksek olduğu, okul türüne göre düz liselerdeki spor yapan öğrencilerin sosyal duyarlık düzeyinin meslek lisesine göre yüksek olduğu, sınıf değişkenine göre 9.sınıfta spor yapan öğrencilerin 10. sınıfta öğrenim görenlere göre duyuşsal anlatımcılık düzeylerinin anlamlı şekilde yüksek olduğu görülmüştür. Orta öğretim kurumlarında öğrenim gören öğrencilerin spor yapıp yapmamaları ile sosyal beceri düzeyleri arasındaki karşılaştırma sonucu; öğrencilerin spor yapıp yapmamaları ile sosyal beceri düzeyleri arasında pozitif yönlü, anlamlı bir ilişkinin olduğu saptanmıştır.

Anahtar kelimeler: ortaöğretim, sosyal beceri, spor