

THE EFFECT OF PSYCHOLOGICAL RESILIENCE AND SOCIAL/EMOTIONAL COMPETENCE ON COMMUNICATION SKILLS

O EFEITO DA RESIDÊNCIA PSICOLÓGICA E DA COMPETÊNCIA SOCIAL/EMOCIONAL NAS HABILIDADES DE COMUNICAÇÃO

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Received: 16 May 2023

Accepted: 06 Aug 2023

Published: 17 Aug 2023



Abstract: In today's complex and rapidly growing world, communication between people is very important. People need effective communication skills to overcome the challenges they face in both their personal and business lives. However, the psychological state and social and emotional characteristics of the person are also important in communication. The purpose of this research is to examine the effects of the concepts of resilience and social and emotional competence on communication skills. The sample of the study consists of a total of 395 people, 163 women and 232 men, who were selected by the convenience sampling method among the students studying at the sports sciences faculty of a state university and participated voluntarily. "Brief Psychological Resilience Scale", "Social-Emotional Competency Scale," and "Communication Skills Scale" were applied to the participants in order to collect personal information and data. While the Pearson Correlation test was used to determine the correlation level between the variables in the data accepted as having a normal distribution, the linear

regression test was used to determine the effect status. Statistically significant findings were obtained as a result of the relationship analysis between students' social and emotional competence, psychological resilience, and communication skills. Accordingly, it was determined that the relations between all variables were positive. Another finding is that the effect of social/emotional competence and psychological resilience of the students participating in the research on their communication skills was found to be statistically significant ($p < 0.05$). Psychological resilience and social/emotional competence are associated with the communication skills of students studying sports sciences. At the same time, we can say that they are effective. In other words, we can say that the participants with high psychological resilience and social and emotional competence will have high communication skills, in line with the findings.

Keywords: Psychological resilience. Social/emotional competence. Communication skills.

Resumo: No mundo complexo e em rápido crescimento de hoje, a comunicação entre as pessoas é muito importante. As pessoas precisam de habilidades de comunicação eficazes para superar os desafios que enfrentam em suas vidas pessoais e profissionais. No entanto, o estado psicológico e as características sociais e emocionais da pessoa também são importantes na comunicação. O objetivo desta pesquisa é examinar os efeitos dos conceitos de resiliência e competência socioemocional nas habilidades de comunicação. A amostra do estudo é composta por um total de 395 pessoas, 163 mulheres e 232 homens, que foram selecionados pelo método de amostragem por conveniência entre os alunos da faculdade de ciências do esporte de uma universidade estadual e participaram voluntariamente. "Escala Breve de Resiliência Psicológica", "Escala de Competências Socioemocionais" e "Escala de Habilidades de Comunicação" foram aplicadas aos participantes para coletar informações e dados pessoais. Enquanto o teste de correlação de Pearson foi usado para determinar o nível de correlação entre as variáveis nos

dados aceitos como tendo uma distribuição normal, o teste de regressão linear foi usado para determinar o status do efeito. Achados estatisticamente significativos foram obtidos como resultado da análise da relação entre competência social e emocional dos alunos, resiliência psicológica e habilidades de comunicação. Assim, determinou-se que as relações entre todas as variáveis eram positivas. Outro achado é que o efeito da competência socioemocional e resiliência psicológica dos alunos participantes da pesquisa em suas habilidades de comunicação foi estatisticamente significativo ($p < 0,05$). A resiliência psicológica e a competência socioemocional estão associadas às habilidades de comunicação dos estudantes de ciências do esporte. Ao mesmo tempo, podemos dizer que são eficazes. Em outras palavras, podemos dizer que os participantes com alta resiliência psicológica e competência social e emocional terão altas habilidades de comunicação, em linha com os achados.

Palavras-chave: Resiliência psicológica. Competência social/emocional. Habilidades de comunicação.

1. Introduction

Communication between people fulfills many vital functions, such as establishing emotional bonds, sharing information and thoughts, and understanding (Sillars, 2008). However, communication includes more than just written or oral speech (Oskay, 2021). Intrinsic factors, especially characteristics such as resilience and social and emotional abilities, are very important in determining whether people are successful in communication.

Psychological resilience refers to coping with stress, negative situations, and life's difficulties (Fletcher & Sarkar, 2013). Today, everyone is faced with the changes, challenges, and uncertainties that life brings. Work and private life demands, relationship problems, financial components, and other challenging factors are among the factors that test resilience. Those who are psychologically strong tend to be more resilient to such challenges. They can turn difficulties into opportunities and adapt themselves more positively (Üzüm & Şenol, 2020). In addition, it clearly states that resilience is a process rather than a result or feature in the context of sports, emphasizing that the complex system arising from an athlete's past experiences and the environment he is in can be effective in his return and positive adjustment (Galli & Vealey, 2008). Resilience models in the field of sports also see resilience as a process influenced by many factors, and they state that athletes go through different cognitive and behavioral processes when they encounter difficulties and react to them (Fletcher & Sarkar, 2012). People who have resilience in communication, instead of giving up when faced with negativity, display a creative and constructive approach to solving problems and establish a strong bond in communication.

On the other hand, social and emotional competence includes the ability to understand people's emotional needs, empathize with others, and express their emotions accurately (Kunnanatt, 2004). Communication takes place through intonation, gestures, and other nonverbal expressions as well as words (Oyur & Sönmez, 2010). Socially and emotionally

competent individuals pay particular attention to the effective use of nonverbal communication. This is an important tool to be understood correctly and to understand others (Zillioğlu, 2018). Empathy and emotional understanding help us understand the emotional needs of others and establish a more meaningful bond with them (Dökmen, 2005). Being a good listener lays the foundation for mutual understanding as well as reducing negativity in communication.

It has been observed that there is a strong link between resilience and social and emotional competence. Individuals with high psychological resilience generally tend to be more competent socially and emotionally. Their ability to cope with difficulties helps them interact with others in a healthy and positive way (Mayr & Ulich, 2009). Likewise, people who are socially and emotionally competent make better use of their resilience through their ability to communicate and resolve conflicts positively in accordance with their emotional needs.

The effects of psychological resilience and social and emotional competence on communication skills are of great importance at both the individual and societal levels. By developing these internal elements, individuals can progress towards communicating more effectively and strengthening their relationships. It can also be effective in developing important competencies such as strong communication skills, leadership, cooperation, and teamwork in business and social life (Erarslan Çapan & Arıcioğlu, 2014).

The aim of this study is to examine the effects of the concepts of resilience and social and emotional competence on communication skills. Our research aims to understand how resilience and social and emotional competence are interrelated and how they interact together.

2. Methodology

2.1. Research Model

This research was designed in accordance with the relational screening model, one of the quantitative research designs. Relational screening studies aim to determine whether there is a relationship between two or more variables and, if there is, to reveal the direction and degree of this relationship (Fidell & Tabachnick, 2015). In this context, the effect of psychological resilience and social and emotional competence on the communication skills of students of the faculty of sports sciences was investigated.

2.2. Participants/Working Group

The sample for this research is a total of 395 volunteer students, 163 female and 232 male, selected by the convenience sampling method (Aaker et al., 2007), studying at a sports

sciences faculty of a state university. It can be said that this sample represents the determined universe (Yazıcıoğlu & Erdoğan, 2004).

2.3. Data Collection Tools

This study was implemented as a web-based application using online Google Forms. In the research, personal information forms (gender, age, department, class, and branch) and the "Brief Resilience Scale", "Social-Emotional Competency Scale," and "Communication Skills Scale" were used to collect data.

Brief Resilience Scale: The scale was developed by Smith et al. In order to measure the psychological resilience of individuals. (2008) developed by. Translated into Turkish by Doğan (2015). It is a one-dimensional, 5-point Likert-type, 6-item measurement tool. Items 2, 4, and 6 are reverse-coded. After the reverse-coded items in the scale were translated, high scores indicated high psychological resilience. The reliability of the scale was calculated using internal consistency and test-retest methods. Accordingly, the internal consistency reliability coefficient was found to vary between .80 and .91.

Social-Emotional Competence Scale: Social-Emotional Competence Scale, McBrien et al. (2018), and adapted into Turkish by Ay and Temel (2021). The scale is a five-point Likert type and consists of 25 items. The Social Emotional Competence Scale, on the other hand, has two sub-dimensions: agreeableness and expressiveness. These sub-dimensions of the scale, on the other hand, consist of 16 items, and expressiveness consists of 9 items. A 5-point Likert-type key with the lowest score of 1 and the highest score of 5 was prepared for the items in the scale. The Cronbach's Alpha coefficient calculated with the data obtained from the research group ($n = 508$) was calculated as .817 for cohesion, .711 for expressiveness, and .867 for the whole scale.

Communication Skills Scale: The Communication Skills Scale was developed by Owen and Bugay (2014) to measure the communication skills of university students. The scale is evaluated with a five-point Likert-type grading system: 1 never and 5 always. The total number of items on the scale is 25, and it is a four-factor scale. The first factor, "Communication Principles and Fundamental Skills", explains 13.43% of the total variance, and the 1st, 3rd, 8th, 17th, 19th, 20th, and 25th items are included in this factor. The second factor in the scale, "Self-Expression", consists of the 2nd, 6th, 21st, and 24th items and explains 11.12% of the variance. The "Active Listening and Non-Verbal Communication" factor, which consists of 12., 15., 16., 22., and 23. items, explains 11.08% of the variance. Finally, the fourth factor of the scale, "Willingness to Communicate", covers the 4th, 9th, 10th, 11th, and 18th items and explains 10.30% of the

variance. The Cronbach's alpha (internal consistency) coefficient of the scale is 0.88. The Cronbach's alpha coefficients of the sub-factors of the scale were .79 for Communication Principles and Basic Skills, respectively; .72 for Self-expression; .64 for Active Listening and Non-Verbal communication; and .71 for Willingness to Communicate.

2.4. Analysis of Data

The data obtained from the students was first transferred to the SPSS program. Necessary grouping operations were performed on the data set, which was purified of missing and incorrect data. In order to test the hypotheses determined according to the theoretical model, test methods were determined, and data normality, which was accepted as a prerequisite, was tested. For this purpose, the results of skewness and kurtosis were examined. The level of relationship between independent and dependent variables determined in the data accepted as having a normal distribution was determined by the Pearson Correlation test. The effect of the independent variable on the dependent variable was revealed by a linear regression test. In the statistical analysis results, the level of significance was accepted as $p < 0.05$ and $p < 0.01$.

3. Results

The findings obtained in this part of the study are presented in tables.

Table 1. Demographic characteristics of the participants

Variables	Groups	n	%
Gender	Woman	163	41,3
	Male	232	58,7
Age	18-20 years	65	16,5
	21-23 years	230	58,2
	24 years and older	100	25,3
Section	Teaching	115	29,1
	Coaching	108	27,3
	Management	160	40,5
	Recreation	12	3,0
Branch	Individual Sports	164	41,5
	Team Sports	141	35,7
	No Branch	90	22,8
Total		395	100

As seen in Table 1, 163 (41.3%) of the students participating in the research are female, and 232 (58.7%) are male. According to age, 65 people (16.5%) are aged 18–20, 230 people

(58.2%) are aged 21–23, and 100 people (25.3%) are aged 24 and over. According to the department they study, 115 people (29.1%) are teachers, 108 people (27.3%) are coaches, 160 people (40.5%) are managers, and 12 people (3.0%) are in recreation departments. According to the branch, 164 people (41.5%) are in individual sports, 141 people (35.7%) are in team sports, and 90 people (22.8%) are non-branch.

Table 2. Descriptive results of measurement model

Variables	n	Min	Max	Avg.	α	Skewness	Kurtosis
Compatibility	16	2	5	3,86	0,930	-0,383	-0,120
Expressionism	9	1	5	3,86	0,874	-0,291	-0,455
Psychological Resilience	6	1	5	3,19	0,696	0,197	1,035
Communication skills	25	1	5	3,95	0,952	-0,587	1,057

According to the results of the reliability analysis for the measurement model, it was determined to be at an acceptable level (Taber, 2018). When the distribution of the measurement data was examined, it was determined that normality was achieved since it was in the range of ± 1.5 (Fidell and Tabachnick, 2015). When the descriptive results of the measurement model were examined, it was understood that they took an average value.

Table 3. Correlation results

Variables	Compa tibility	Expres sionism	Psychologica l Resilience	Communica tion skills
Compatibility	1	.	.	.
Expressionis m	,851**	1	.	.
Psychological Resilience	,272**	,233**	1	.
Communicati on skills	,707**	,665**	,284**	1

Meaningfulness**: $p < 0,01$

Statistically significant findings were obtained as a result of the relationship analysis between students' social and emotional competence, psychological resilience, and communication skills. Accordingly, it was determined that the relations between all variables were positive. While a high correlation was determined between social and emotional competence and communication skills, resilience was found to be low in both directions.

Table 4. Impact results

Variables	β	B	Ss	t	p	R ²
Still	.	1,144	0,147	7,765	0,000	
Compatibility	0,485	0,447	0,062	7,228	0,000	0,519
Expressionism	0,229	0,204	0,059	3,450	0,001	
Psychological Resilience	0,099	0,090	0,033	2,719	0,007	

Dependent Variable: Communication Skills; Model F: 142,963 $p < 0.05$

The effect of social/emotional competence and psychological resilience of the students participating in the study on their communication skills was found to be statistically significant ($p < 0.05$). Accordingly, in the established model, social/emotional competence and psychological resilience explain students' communication skills at a rate of 51.9%. If there is a one-unit change in the said compatibility dimension, there is a change in communication skills at the level of β : 0.485. Similarly, in the expressiveness dimension, communication skills change at a level of β : 0.229 in a one-unit change. In addition, a one-unit change in students' psychological resilience was similarly determined as a change at the level of β : 0.09 in their communication skills.

4. Discussion and Conclusion

In this study, the social and emotional competence, psychological resilience, and communication skills of a total of 395 volunteer participants studying at the faculty of sports sciences were investigated. Accordingly, the effect of students' social/emotional competence and psychological resilience on their communication skills has been discussed in the current literature.

In the study, statistically significant findings were obtained as a result of the relationship analysis between students' social and emotional competence, psychological resilience, and communication skills. A high correlation was found between social and emotional competence and communication skills. Considering the literature, social and emotional competence are considered separately due to the limited number of studies directly related to social and emotional competence. Kaya et al. (2016) found that there is a positive relationship between nurses' communication skills and social intelligence competencies in their study, *Nursing Students' Communication Skills and Social Intelligence Levels According to Artistic Characteristics*. Adiloğulları et al. (2019) revealed that there is a positive relationship between emotional intelligence and communication skills in their study of football coaches. Özcan (2023) found a positive, moderately strong relationship between the communication skills of Turkish

teachers and their emotional intelligence levels. There are similar studies in the literature showing the relationship between social and emotional competence and communication skills (Schutte et al. 2001; Smith et al. 2008; Büyükbeşe et al. 2017; Yousefi, 2006; Lopes et al. 2004; Jorfi 2012; Taşhyan et al. 2017; Pelit et al. 2018; Cerit and Öz 2019; Tuncer and Demiralp 2016; Yorulmaz and Kırac 2019; Austin et al. 2005; Gül and Güney 2019; Pınarcık et al. 2016; Arslanhan 2020; Kayışoğlu et al. 2014). From this point of view, it can be said that these results are consistent with the findings of this research.

In the study, it was determined that students' social and emotional competence had a significant and low-level relationship with psychological resilience. Looking at the literature; Toraman et al. (2023) found a positive, moderately strong, statistically significant relationship between the psychological resilience scores of adolescent children and their social-emotional learning scores. As a result of a study conducted by Erbay and Toklu (2021), a significant relationship was found between school adjustment, social-emotional well-being, and psychological resilience variables. In another study conducted by Öner and Özbey (2022), it is seen that there is a significant relationship between social emotional well-being and psychological resilience for preschool children. There are similar studies in the literature showing the relationship between social and emotional competence and resilience (Özdemir and Adıgüzel 2021; Brotheridge et al. 2008; Harmancı et al. 2019; Schneider et al. 2013; Kandemir 2019; Armstrong et al. 2011; Liu et al. 2012; Yüksel et al. 2021; Sizer and Parlak 2021; Ghasemi et al. 2018; Alaei 2018; Marzuki et al. 2015; Amini, Amini et al. 2018; Özdayı and Demir 2018; Türkmen and Doğan 2021; Arıkan 2022). From this point of view, it can be said that these results are consistent with the findings of this research.

In the study, it was determined that there was a significant and low-level relationship between students' psychological resilience and communication. According to Akduman et al. (2018), there is a positive and significant relationship between psychological resilience and communication skills. Yörük (2019) concluded in her study that gifted children with high peer relations scores also have high levels of psychological resilience. Suleymanov (2021) found a statistically significant weak positive relationship between the total scores of psychological well-being and communication skills and the sub-dimension total scores of foreign students who do and do not do sports. Suleymanov (2021) found a statistically significant weak positive relationship between the total scores of psychological well-being and communication skills and the sub-dimension total scores of foreign students who do and do not do sports. From this point of view, it can be said that these results are consistent with the findings of this research.

Another result of the study is that the effect of students' social and emotional competence and psychological resilience on their communication skills was found to be statistically significant. Looking at the literature, According to the research conducted by Ecem and Yüksekcan (2021), it was determined that social intelligence, one of the variables in the model, has a positive effect on communication skills. Kahya and Ceylan (2017) examined the relationship between social intelligence levels and communication skills of vocational school students affiliated with a university, and it was seen that students' social intelligence levels affected their communication skills. Pelit et al. (2018), according to the results of the regression analysis performed on tourism students, it was revealed that emotional intelligence affects the communication skills of the students. There are similar studies in the literature showing that social and emotional competence affects communication skills (Özer et al. 2018; Reimer 2003; Barut 2015; Cerit and Öz 2019; Tuncer and Demiralp 2016; Taşlıyan et al. 2015; Büyükbeşe et al. 2017). From this point of view, it can be said that these results are consistent with the findings of this research.

Another result of the study is that the effect of students' psychological resilience on their communication skills was found to be statistically significant. Looking at the literature, In the study of İrhan (2022), the psychological well-being of physical education and sports teacher candidates and the effect of social appearance anxieties on communication skills showed that the psychological well-being levels of teacher candidates affected their communication skills in a positive and meaningful way. Akduman et al. (2018) observed in both groups of students that empathy skills and psychological resilience in the communication dimensions of the participants had a positive and significant effect on their communication skills. From this point of view, it can be said that these results are consistent with the findings of this research.

In conclusion, A positive relationship was found between psychological resilience, social and emotional competence, and communication skills. We can say that the higher the psychological resilience and social-emotional competencies of the participants, the higher their communication skills will be. In addition, psychological resilience and social and emotional competence positively affect communication skills. According to these results, we can conclude that psychological resilience and social and emotional competence are important components of communication skills.

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