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The Effect of Effective Communication Skills of Academicians in Faculties of Sports Sciences on Organizational Culture Type

Abstract

The purpose of this study is to reveal the effect of communication skills evaluation levels of academicians working in Sports Sciences Faculties on organizational culture types and to determine the relationship between them. In this study correlational survey model was used. The research group consisted of 230 academicians working at the Faculty of Sports Sciences. In this study, the data was collected using Communication Skills Evaluation Scale developed by Korkut (1996) and Organizational Culture Inventory developed by Deshpande, Farley, and Webster (1993), which was adapted into Turkish culture by Erdem, Adıgüzel and Kaya (2011). simple linear regression analysis, Pearson's correlation analysis, independent samples t-test analysis, One-Way ANOVA were used for the analysis of the data. It has been determined that the relations between the communication skills evaluation levels of academicians and the scores of organizational culture types and the scores obtained for the general organizational culture, and the communication skills evaluation levels of academicians have a positive effect on organizational culture. It was determined that there was a significant difference between the title and management styles according to the communication skills evaluation levels of the academicians, but there was no significant difference between the gender and the status of administrative duties. While there was no significant difference between the cultural levels of the organizational culture types of the academicians and the culture levels of the general organizational culture, there was no significant difference between gender, but a significant difference was found according to the title and management style.

Keyword: Communication, communication skills, culture, organization culture.

Note: This study was completed as a master's thesis in 2019.

INTRODUCTION

Culture, organization, and communication are inseparable parts (Mumby and Stohl, 1996). The relationship of these concepts with each other positively affects the continuity and success of the organization. Culture and communication also affect organizational behavior and act as a window to understand the organizational culture in more detail thanks to communication (Kowalski, 2000).

Today is called the age of communication and information, and in this context, organizations must find solutions to their basic and common problems and to reveal innovations that will enable their organizations to make a breakthrough to achieve competitive advantage and keep up with the change and development brought by globalization. The most important way to deal with this is to conduct a healthy communication between the members of the organization. For managers to be successful in organizations, they must interact with different levels of management, and subordinates must have the qualities that will support healthy and effective communication upwards with superiors and downwards with subordinates (Güllü and Yenel, 2015). Universities are the top organizations among educational institutions. The communication system in their institutions is very important for the development of academics working in these organizations, both for their own development and for the development of the students they train. In addition to communication, organizational culture is created and developed to ensure integrity, coordination, efficiency, and effectiveness in universities, as in every organization (İplikçi and Topsakal, 2014).

The concept of effective communication and organizational culture in universities are inseparable parts and affect each other. Organizational culture in universities is the meaning and symbols of the organization formed by the sharing and acceptance of the values, symbols, heroes, norms, beliefs, myths, attitudes, ceremonies, rituals, and technology elements of the members of the organization and their transformation into different belief and target patterns completely belonging to that university. can be expressed as a system. The effectiveness and success of the organization is directly related to effective communication. When the literature is examined, it is seen that there are not many studies on the effect of the effective communication skills of the academicians working at the university on the type of organizational culture. For this reason, it is thought that the findings obtained as a result of the research will contribute to the researches and literature on this subject and will guide future studies.

It is aimed to reveal the effect level of the effective communication skills of the academicians working in the Faculties of Sport Sciences in different universities on the type of organizational culture and to determine the relationship between them. At the same time, it was aimed to determine difference between effective communication skills and organizational cultures according to the demographic characteristics of academicians. When we look at the literature, there are not many studies related to the subject. For this reason, it is thought that the findings obtained because of the research will shed light on the future research on this subject and contribute to the literature.

METHOD

Research Model

The research is a correlational survey model. Correlational survey model is a model established to determine the existence and degree of co-variance among more than one variable and to detect differences according to variables (Büyüköztürk et al., 2012; Karasar, 2012).

Population and Sample

The population of the research consists of 531 academicians working in the faculties of sports sciences in the 2019-2020 academic year. The convenient sampling method was used to reach 230 (50 female, 180 male) academicians whose sample was determined for the study.

Data Collection Tools

Within the scope of the research, questions were prepared to reveal the demographic characteristics of academicians in sports sciences faculties. Information showing the demographic characteristics of the academicians was obtained by preparing an 8-item personal information form, including gender, age, marital status, having a child, title, length of service in the institution, the status of the administrative position in the institution, and the management style of the institution.

A 25-item 5-point Likert scale developed by Korkut (1996) was used to reveal the level of evaluation of the communication skills of academics working in the faculties of sports sciences. The high score obtained from the scale without the reverse items means that individuals evaluate their communication skills positively. As a result of explanatory factor analysis, the validity study of the scale on students proved to be one-dimensional. The test-retest reliability of the scale was 0.76 and the Cronbach Alpha reliability of 0.80 was calculated as proof that it is an acceptably reliable scale.

Within the scope of the research, a 16-item scale developed by Deshpande, Farley, and Webster (1993) was used to reveal the organizational culture types and cultural levels of the academicians working in the faculties of sports sciences. The scale consists of four sub-dimensions called clan, adhocracy, hierarchy, and market. The scale was adapted into Turkish by Erdem, Adıgüzel and Kaya (2011). It is seen that factor loadings vary between 0.60 and 0.82, and Cronbach Alpha internal consistency coefficients vary between 0.80 and 0.89.

Data Analysis

The data in the study were analyzed by Package for the Social Sciences (SPSS) 25.0 software. When the distribution of the data was examined, no data that would create an extreme value problem was found. It is seen in Table 1 that the skewness and kurtosis values examined for testing the normality assumption vary between -1 and +1. It is stated that as a measure of the assumption of normality, it is acceptable for the skewness and kurtosis coefficients to be in the range of -1 to +1 (Morgan et al., 2004).

Table 1. Skewness, Kurtosis and Levene Homogeneity Test Results Regarding the Normality of the Scores Acquired by Academics from the Scales

N=230		Skewness	Kurtosis	Homogeneity Test	
				Levene Homogeneity	p
Organizational Culture Scale	Clan Culture	-0,178	-0,762	1,70	,168
	Adhocracy Culture	-0,383	-0,321	1,90	,131
	Hierarchy Culture	-0,543	-0,003	1,55	,202
	Market Culture	-0,462	-0,410	1,57	,197
	General Organizational Culture	-0,381	-0,518	2,14	,096

*p<,05

Simple linear regression analysis was performed to measure the effect of academicians' communication skills evaluation levels on organizational culture. The relationship between the scores of the academicians from the scales was examined by Pearson correlation analysis. Independent-Samples t-test analysis was used to test the difference between the scores obtained from the scales according to the demographic characteristics of the academics in two categories. One-Way ANOVA was used to test the difference between the scores obtained from the scales according to the demographic characteristics of the academics with more than two categories. Tukey test, which is one of the multiple comparison tests, was used to test the difference between the categories in which there is a difference between the score distributions of the academics according to the variables that have more than two categories among the demographic characteristics.

FINDINGS

Table 2. Demographic information of the participants

	Categories	F	%
Gender	Female	50	21,7
	Male	180	78,3
Title	Professor	36	15,7
	Associate Prof.	54	23,5
	Assistant Prof.	56	24,3
	Lecturer	38	16,5
Administrative Position Status	Research Assistant	46	20,0
	Yes	57	24,8
Management Style of the Institution	No	173	75,2
	Democratic	137	59,6
	Autocratic	50	21,7
	Releaser	43	18,7

Analyzing the data provided on the Table 2, the frequency and percentage distributions of the academicians working in the faculties of sports sciences were examined according to their demographic characteristics.

Table 3. Pearson correlation analysis results of the relationship between academicians' communication skills evaluation levels and organizational culture types

		Clan Culture	Adhocracy Culture	Hierarchy Culture	Market Culture	General Organizational Culture
N=230						
Communication Skills Evaluation Level	r	,52*	,50*	,40*	,51*	,55*
	p	,000	,000	,000	,000	,000

*p<,05 Categories: 0-0,30=Low Correlation; 0,40-0,60= Medium Correlation; 0,70-1,00= High Correlation

Analyzing the data displayed on the Table 3, There is a difference between the communication skills evaluation levels of academics and organizational culture types such as "Clan Culture" (r=0.52), "Adhocracy Culture" (r=0.50), "Hierarchy Culture" (r=0.40) and "Market Culture" (r =0.51) According to p=.000<.05, it is seen that there is a moderately significant positive correlation. It is seen that there is a positive and moderately significant relationship between academicians' communication skills evaluation levels and organizational cultures in general (r=0.55).

Table 4. Simple linear regression analysis results on the effect of academicians' communication skills evaluation levels on organizational culture

Variable	B	Standard Hata B	β	t	P	double r
Constant	-48,77	10,22		-4,77	,000*	
Communication Skills Evaluation Scale	0,94	0,10	0,55	9,89	,000*	0,55
R= 0,55 R ² =0,30						
F= 97,88 p=,000*						
Equation: Organization Culture =-48,77+0,94* Communication Skill Assessment Level						

Analyzing the data displayed on the Table 4, It is seen that the communication skills evaluation levels of academicians working in faculties of sports sciences are a significant predictor of organizational culture according to F=97.88, p=.000<.05. It is seen that the effect of academicians' communication skills evaluation levels on organizational cultures is significant according to t=9.89, p=.000<.05, that is, it has a significant effect. It is seen that the bilateral correlation value between the two variables is at a moderate level with a positive direction of 0.55.

Table 5. Independent-Samples t-Test results regarding the difference between academicians' communication skills assessment levels by gender

	Gender	N	\bar{X}	S	t	sd	p
Communication Skills Evaluation Level	Female	50	108,40	6,39	0,84	228	,404
	Male	180	107,49	6,87			

Analyzing the data displayed on the Table 5, It is seen that there is no significant difference between the communication skills evaluation levels of the academicians working in the faculties of sports sciences according to their gender, according to t=0.84, p=.404>.05.

Table 6. Independent-Samples t-Test results on the difference between the types of organizational culture according to the gender of the academicians

	Gender	N	\bar{X}	S	t	Sd	p
Clan Culture	Female	50	13,12	3,61	0,90	228	,372
	Male	180	12,59	3,74			
Adhocracy Culture	Female	50	13,72	3,02	1,68	228	,094
	Male	180	12,82	3,48			
Hierarchy Culture	Female	50	14,08	2,22	1,71	228	,089
	Male	180	13,29	3,04			
Market Culture	Female	50	13,16	2,23	0,52	228	,602
	Male	180	12,91	3,16			
General Organizational Culture	Female	50	54,08	9,80	1,34	228	,182
	Male	180	51,61	11,99			

Analyzing the data displayed on the Table 6, It is seen that there is no statistically significant difference due to the closeness of the organizational culture types and general scores of male and female academics.

Table 7. One-Way ANOVA results on the difference between academicians' communication skills assessment levels according to their titles

	Title	N	\bar{X}	S	F(4-225)	P	Post Hoc (Tukey)
Communication Skills Evaluation Level	Professor	38	111,14	6,24	3,52	,008*	1>2, 1>5
	Associate Prof.	54	106,09	6,90			
	Assistant Prof.	56	107,21	6,41			
	Lecturer	38	108,29	6,71			
	Research Assistant	44	106,96	6,76			

*p<,05 Categories: Professor =1; Associate Prof.=2; Assistant Prof.=3; Lecturer =4; Research Assistant=5

Analyzing the data displayed on the Table 7, it is seen that there is a significant difference between the communication skills evaluation levels of the academicians working in the faculties of sports sciences according to their titles ($F_{(3-226)}=3,52$, $p=,008<,05$).

Table 8. One-Way ANOVA results on the difference between organizational culture types by academics' titles

	Title	N	\bar{X}	S	F(4-225)	p	Post Hoc (Tukey)
Clan Culture	Professor	38	14,08	3,48	3,97	,004*	1>2, 5>2
	Associate Prof.	54	11,31	4,12			
	Assistant Prof.	56	12,95	3,33			
	Lecturer	38	12,18	3,93			
	Research Assistant	44	13,39	3,12			
Adhocracy Culture	Professor	38	14,53	3,17	3,98	,004*	1>2, 3>2
	Associate Prof.	54	11,76	3,46			
	Assistant Prof.	56	13,29	3,37			
	Lecturer	38	12,76	3,53			
	Research Assistant	44	13,15	2,99			
Hierarchy Culture	Professor	38	14,47	3,20	3,56	,008*	1>4, 1>2
	Associate Prof.	54	12,69	2,99			

Market Culture	Assistant Prof.	56	13,64	2,42			
	Lecturer	38	12,63	3,47			
	Research Assistant	44	14,07	2,11			
	Professor	38	13,92	3,38			
	Associate Prof.	54	12,22	3,01			
	Assistant Prof.	56	13,16	2,83	2,51	,043*	1>2
General Organizational Culture	Lecturer	38	12,34	2,91			
	Research Assistant	44	13,37	2,64			
	Professor	38	57,00	12,17			
	Associate Prof.	54	47,98	12,08			
	Assistant Prof.	56	53,04	10,53	4,29	,002*	1>2, 1>4
	Lecturer	38	49,92	12,69			
	Research Assistant	44	53,98	8,83			

*p<,05 Categories: Professor =1; Associate Prof.=2; Assistant Prof.=3; Lecturer =4; Research Assistant=5

Analyzing the data displayed on the Table 8, it is seen that there is a significant difference between "Clan Culture" ($F_{(4-225)}=3,97$), "Adhocracy Culture" ($F_{(4-225)}=3,98$), "Hierarchy Culture" ($F_{(4-225)}=3,56$) and "Market Culture" ($F_{(4-225)}=2,51$) According to $p=.000<.05$, it is seen that there is a moderately significant positive correlation. It is seen that there is a positive and moderately significant relationship between academicians' titles and organizational cultures in general ($F_{(4-225)}=4,29$).

Table 9. Independent-Samples t-Test Results on the difference between academicians' communication skills assessment levels according to their administrative duties

	Administrative status	N	\bar{X}	S	T	sd	p
Communication Skills	Yes	57	108,35	6,68	0,85	228	,397
Evaluation Level	No	173	107,47	6,80			

Analyzing the data displayed on the Table 9, It is seen that there is no significant difference between the communication skills evaluation levels of the academicians working in the faculties of sports sciences according to their administrative duties ($t=0,85$, $p=,397>,05$).

Table 10. Independent-Samples t-Test results on the difference between organizational culture types according to academicians' administrative duties

	Administrative Status	N	\bar{X}	S	t	Sd	p
Clan Culture	Yes	57	13,09	3,87	0,90	228	,370
	No	173	12,58	3,66			
Adhocracy Culture	Yes	57	13,63	3,33	1,60	228	,111
	No	173	12,80	3,41			
Hierarchy Culture	Yes	57	13,82	3,15	1,08	228	,280
	No	173	13,35	2,80			
Market Culture	Yes	57	13,65	2,79	2,01	228	,046*
	No	173	12,74	3,01			
General Organizational Culture	Yes	57	54,19	11,57	1,55	228	,123
	No	173	51,47	11,52			

*p<,05

Analyzing the data displayed on the Table 9, It is seen that there is no significant difference between the organizational culture types "Clan Culture" ($t=0,90$; $p=,370>,05$), "Adhocracy Culture" ($t=1,60$; $p=,111>,05$), "Hierarchy Culture" ($t=1,08$; $p=,280>,05$) and General Organizational Culture ($t=1,55$; $p=,123>,05$) according to the administrative duties of the academicians working in the faculties of sports sciences. It is seen that there is a significant difference between the "Market Culture", which is one of the organizational culture types, according to the administrative duties of the academicians ($t=2,01$; $p=,046<,05$).

Table 11. One-Way ANOVA results on the difference between the communication skills assessment levels of the academicians according to the management style of the institution where academics work

	Management Style	N	\bar{X}	S	F(2-227)	P	Post Hoc (Tukey)
Communication Skills Evaluation Level	Democratic	137	109,30	6,27	11,65	,000*	1>2, 1>3
	Autocratic	50	104,36	6,57			
	Releaser	43	106,44	7,00			

* $p<,05$ Categories: Democratic =1; Autocratic =2; Releaser=3

Analyzing the data displayed on the Table 11, It is seen that there is a significant difference between the communication skills evaluation levels of the academicians working in the faculties of sports sciences according to the management style of the institution ($F_{(2-227)}=11,65$, $p=,000<,05$). This significant difference differs from the communication skills evaluation levels of the academicians whose management style is democratic (=109.30), the communication skills assessment levels of the academicians whose management style is autocratic (=104,36) and the communication skills of the academicians whose management style is liberating. This is because it is higher than the evaluation levels (=106,44).

Table 12. One-Way ANOVA results on the difference between organizational culture types according to the management style of the institution where academics work

	Management Style	N	\bar{X}	S	F(2-227)	P	Post Hoc (Tukey)
Clan Culture	Democratic	137	14,15	3,22	34,86	,000*	1>2, 1>3
	Autocratic	50	10,00	3,08			
	Releaser	43	11,26	3,58			
Adhocracy Culture	Democratic	137	14,27	2,92	30,41	,000*	1>2, 1>3
	Autocratic	50	10,72	3,32			
	Releaser	43	11,65	3,03			
Hierarchy Culture	Democratic	137	14,37	2,60	21,13	,000*	1>2, 1>3
	Autocratic	50	11,68	2,92			
	Releaser	43	12,65	2,55			
Market Culture	Democratic	137	13,83	2,75	18,84	,000*	1>2, 1>3
	Autocratic	50	11,12	2,92			
	Releaser	43	12,35	2,65			
General Organizational Culture	Democratic	137	56,62	9,89	35,06	,000*	1>2, 1>3
	Autocratic	50	43,52	10,67			
	Releaser	43	47,91	10,40			

* $p<,05$ Categories: Democratic =1; Autocratic =2; Releaser=3

Analyzing the data displayed on the Table 12, It is seen that there is a significant difference between the organizational culture types "Clan Culture" ($F_{(2-227)}=34,86$, $p=,000<,05$), "Adhocracy Culture" ($F_{(2-227)}=30,41$, $p=,000<,05$), "Hierarchy Culture" ($F_{(2-227)}=21,13$, $p=,000<,05$), "Market Culture" ($F_{(2-227)}=18,84$, $p=,000<,05$) and General Organizational Culture ($F_{(2-227)}=35,06$, $p=,000<,05$) according to the management style of the institution where the academicians working in the faculties of sports sciences work.

DISCUSSION

When the literature is examined within the scope of research variables, both theoretical and finding-based studies can be found. When we look at the studies on the subject in general, the two variables of this research are communication and organizational culture. It is understood that the focus is on the communication skills and self-efficacy of coaches in the field of sports, the communication skills of handball coaches, the stress perceptions and communication skills of individuals who are interested in team sports and individual sports, and the communication skills of secondary school students who do and do not do sports (Buğdaycı, 2018; Kabadayı, 2010; Mohammed, 2019; Özbalta, 2018).

Clustering academic organizations according to performance indicators and determining the types of organizational culture in clusters, the regulatory role of openness to development in the relationship between organizational culture and organizational change perception in universities, the effect of organizational culture on employee behavior, field research on the effect of organizational culture on organizational trust, organizational culture in which academic staff associate their institutions It is noteworthy that there are studies such as the effects of school administrators' leadership styles on organizational culture (Aıtımbetov, 2019; Gürbüz, 2020; Özokutucu, 2019; Polat, 2015; Şahin, 2018; Tuncer, 2020).

It has been determined that as the academicians' communication skills evaluation levels increase, their organizational culture scores show a positive change. This result has the same result with both communication (Buğdaycı, 2018; Ceylan, 2019; Kabadayı, 2010; Mohammed, 2019; Özbalta, 2018; Polat, 2015; Şahin, 2018) and organizational culture (Aıtımbetov, 2019; Gürbüz, 2020; Özokutucu, 2019; Tuncer, 2020) studies in the literature.

It has been determined that the communication skills evaluation levels of the academicians working as professors are higher than the communication skills evaluation levels of the academicians who have other titles, especially associate professor, and research assistant titles. Since people with the title of professor have been working in the same environment for many years, it can be said that they can create more effective communication environments by experiencing how their relations with people with other titles will be. The results of the studies prepared by Şahin (2018) and Tuncer (2020) and the results of the research show similarities based on variables. Basically, it is noteworthy that there is a great deal of similarity between the studies and the results of this study.

CONCLUSION

In the results of the study, it has been determined that the relations between the communication skills evaluation levels of academicians and the scores of organizational culture types and the scores obtained for the general organizational culture, and the communication skills evaluation levels of academicians have a positive effect on

organizational culture. According to the communication skills evaluation levels of academicians, there is a significant difference between being a child, title, and management styles; It was determined that there was no significant difference between gender and administrative duty status. While there was no significant difference between the cultural levels of the organizational culture types of the academicians and the culture levels of the general organizational culture, there was no significant difference between gender and being a child, but a significant difference was found according to the title and management style. At the same time, while there was a significant difference according to the adhocracy culture type in terms of working hours in the institution, no significant difference was found in other culture types. In terms of administrative duties, there was a significant difference according to the market culture type, but no significant difference was found according to other culture types.

As a result, it is seen that the more effective the communication between the academicians working in the faculties of sports sciences, the more developed, understandable, and shared the concept of culture in the organization. Again, thanks to the academicians who have effective communication skills, it can be thought that the balance between organizational culture types can be easily established and that it can affect the success of the organization in general and help prevent conflicts.

In this direction, in the light of research systematics and findings, the suggestions presented to researchers, especially academicians, are given below:

1. It can be suggested that the idea that the formation of effective communication environments depends on creating and maintaining the corporate culture is accepted by the managers.
2. To create effective communication environments, it is recommended that institutions design various platform activities by organizing sports competitions. This type of organizations can also provide the opportunity for managers to come together with academic and administrative staff, as well as providing the formation of corporate culture.
3. Based on the findings of this research, researchers can be offered the most basic proposal research models, first qualitative research, and then the types of research that they will design in a mixed model.

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