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Dr. Azaizia Nassima

Mohamed cherifmessaadia university, Souk Ahras, Algeria

Corresponding author: [n.azaizia@univ-soukahras.dz](mailto:n.azaizia@univ-soukahras.dz)

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## Abstract

The study attempts to identify the most influential factors in activating communication between the physical education teacher and middle school students from the perspective of specialized teachers in the state of Souk Ahras, in addition to measuring and testing their communication and listening skills. The obtained results revealed the following:

The academic qualification and experience of the teacher have a significant impact on their interaction and communication with their students. Furthermore, an increase in the teacher's proficiency in communication skills and mastery of listening skills plays a major role in improving and activating this communication.

On the other hand, the test results indicated that physical education teachers for middle school students in the city of Souk Ahras excel in communication skills. However, they do not possess a high level of listening skills, indicating a greater need for the development of these skills.

**Keywords:** Communication, The teacher of physical education and sports, Middle stage(school)

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## Introduction

Pedagogically speaking, relationship between physical education teacher and sports must be characterized by a sort of attachment between the teacher and the student. This is because communication has tremendous power to influence the behavior and activity of an individual. It is also considered a key process. Furthermore, it is considered a primary process and an essential necessity in building good interpersonal relationships between the teacher and students, which helps in achieving educational, pedagogical, and scientific goals. Therefore, a physical education and sports teacher must intensify their efforts and develop their communication skills from all

aspects in order to fulfill their mission effectively. In this study, we aim to address the following problem:

What are the most important factors influencing the activation of communication between the physical education and sports teacher and the middle school students? We have proposed the following hypotheses:

1. The academic qualification of the physical education and sports teacher affects the activation of communication between them and their students.
2. The experience of the physical education and sports teacher is related to improving communication with their students.
3. The proficiency of the physical education and sports teacher in communication skills enhances the relationship between them and their students.

The objectives of this study were as follows:

1. To attempt to identify the most important factors influencing the activation of communication between the physical education and sports teacher and middle school students from the perspective of specialized teachers in Souk Ahras.
2. To measure and test the communication and listening skills of a group of physical education and sports teachers for middle school in Souk Ahras.

In response to the nature of this study, it requires the use of a descriptive approach, which relies on studying the reality or phenomenon as it exists in reality. It focuses on providing an accurate description of the phenomenon, expressing it in qualitative or quantitative terms (Abdul Yamin Boudaoud, Ahmed Atallah, 2009, p. 123). Indeed, the descriptive research does not stop at collecting, organizing, and tabulating data, which means simply obtaining and presenting facts. It also involves a degree of interpretation of this data, attempting to connect the description with comparison and explanation (Hassan Alawi Mohammed, 2007, p. 139).

## **1. The Concept and Types of Communication:**

### **1.1. The Concept of Communication:**

It is an interactive process that primarily relies on the exchange of meanings and information among individuals through symbols that are familiar to them. This process is characterized by continuity and predictability when each party is aware, either directly or indirectly, of the presence of the other/s. (Mohammed Mohammed Hassan Zaki, 2010, pp. 38-39).

The scholar "Stenz" and the scholar "Bronson" mention that communication is the process of transmitting information, desires, emotions, knowledge, and experiences either verbally using symbols, words, and images, with the intention of persuasion or influencing behavior. (Zuhair Haddad, 1993, pp. 43-44).

## **1.2. Types of Communication:**

### **1.2.1. Verbal Communication:**

It is the type of communication that occurs through the use of spoken or oral language to convey a message or information to the recipient. Verbal communication is the means by which the sender is able to transmit their message to the recipient. Oral communication is a traditional form of communication. (HashemManafAlaa, 2011, p. 52).

### **1.2.2. Non-Verbal Communication:**

It consists of symbols, signs, and organized expressions that convey details of meanings, which humans use, such as:

1. Sensory code or expression through senses.
2. Expression through physiological symbols, such as blushing or body movements, gestures, and others. (Adli Al-AbdAtif, 1993, p. 40).

## **2. Physical Education and Sports Teacher and Lectures:**

### **2.1. Physical Education and Sports Teacher:**

The physical education and sports teacher is the person who fulfills ideal roles in the relationship with students, the community, the school, and the field of physical education and sports. This depends on their insight and perspective towards the educational system and their profession, as well as the school climate. (Anwar Al-Khouli Amin, 1996, p. 10).

### **2.2. Concept of Physical Education and Sports Lesson:**

The concept of physical education and sports differs from other academic subjects, such as natural sciences and languages, as it not only provides students with motor skills and experiences but also equips them with knowledge and information that covers health, psychological, and social aspects. Additionally, it covers scientific information related to the human body's structure through the use of physical activities such as exercises and various (collective and individual) games under the educational supervision of educators who are prepared for this purpose. (AwadBessiouni Mohammed Yassin Al-Shatifi, 1992, p. 34).

### Principles of Effective Communication:

The American Management Association has outlined some principles for good communication, known as the Ten Commandments of Communication, which can be summarized as follows:

- Try to make your message clear before communicating: This means that the sender should start thinking before speaking or sending their message. As the saying goes, there is no use in turning on the faucet (tap) if the water tank is empty.
- Determine the true objective of the communication: Before communicating, you should ask yourself: What is my objective in this communication? What do I want to convey to others? The fewer the objectives, the more focused the communication process, increasing the chances of successful communication.
- Consider the natural and human conditions of the communication: It is important to consider the natural and human factors and conditions under which the communication takes place. Each situation requires a specific communication approach that may not be suitable for another situation.
- Attempt to involve others in the communication planning: When participants are involved in the planning of communication, they are more likely to provide positive support for the communication topic.
- Try to include something valuable and beneficial for the recipient in your communication: The content of the communication should address the needs and desires of the recipient, as it will find receptive ears and encourage the recipient to respond and accept the sender's guidance.
- Pay attention to the tone of voice during communication: The tone of voice and body language have a clear impact on the recipient's acceptance of your message.
- Follow up on the outcomes of the communication: Following up on the communication is crucial to assess the extent to which the communication has achieved its objectives.
- The current communication should be based on past experiences: Communication does not arise out of thin air but is based on accumulated experiences from previous communications.
- Ensure consistency between your behavior and your communication: good communication is one where the sender's behavior aligns with the content or message of their communication. There should be no contradiction between the message's content and the sender's behavior associated with that content.

- You should learn how to listen attentively: In order for the recipient to listen to you, it is also important for you to listen to them attentively (Hassan Alawi Mohammed, 1998, p. 155, 156).

#### **Enriching the process of communication and interaction:**

Many words can be spoken, but only a few of them can be accomplished if they are not understood by the students. Interaction is more than just communicating through words, and genuine communication and interaction assume that understanding has taken place. The following variables increase the effectiveness of the process of communication and interaction:

- Be active and lively: It is not necessary to be a polished speaker, but it is crucial to be engaging. The ability to communicate is fully realized when students have a desire to listen to their teacher. Use your voice effectively and vary its tone, incorporating both high and low pitches. Additionally, utilize non-verbal communication through eye movements, hand gestures, and body language. Try to keep your discussions as concise as possible.
- Build upon previous knowledge: Try to connect the discussion to the skills that have been taught and the knowledge your students possess. It is important to explain to your students the similarities between different skill performances or even the differences. The educational process is more successful when students understand the relationship between new information and their prior experiences.
- Present your ideas in a logical sequence: Skills should be taught in the same context and order in which they will be performed. It is exceptional to start with a critical point in the exercise and then build upon it. For example, in sentence construction, the teacher may start by presenting sentence patterns, and then have students put the parts of the sentence together until it is complete. Nonetheless, performance should align with the sequence of steps, as students often believe that the order in which activities are presented is the correct order for achieving progress in performance. Therefore, the younger the child, the more advisable it is to present tasks in a sequential order of steps.
- Be a role model and apply what you speak about: Students are keen observers, and they learn from everything the teacher does, perhaps even more than what the teacher tells them. Whether we intend it or not, the teacher represents a model and example for these students, as many of them can learn through observation more than through listening. This highlights the importance of providing models and avoiding incorrect examples. For example, they can learn more quickly if we teach them the correct method of performance rather than just pointing out errors in their performance.

- Often, teachers try to formulate their presentation of skills and activities in verbal form, but this should be accompanied by providing examples in front of them, which facilitates understanding.
- Avoid unnecessary length and instructions: It is better to avoid lengthy instructions and instead use instructional aids. Another issue that confuses students is when the teacher mixes instructions for conducting the lesson with those that should be followed. It is important to provide clear and concise instructions to avoid confusion and ensure effective learning. The use of visual aids, examples, and being a positive role model can enhance the learning experience for students.
- Create a safe learning environment: It is essential for teachers not to underestimate the importance of providing a sense of safety within the educational environment. If accidents occur due to lack of attention to the lesson, lack of supervision, or poor planning, the teacher can be held accountable. While injuries often occur during physical education classes, their frequency can be attributed to poor planning and preparation. The teacher should consider the random situations that can lead to student injuries.

One optimal approach to dealing with young children is the "role-playing" method. Another approach is the "circular presentation," and injuries can be avoided if we always ensure that students are prepared to perform the exercise. Recording the lesson is one of the most important elements that prove the lesson has been conducted according to a specific plan. Improving students' performance gives them self-confidence, as they feel they have sufficient background to perform the exercise. Maintaining sports equipment is important. For example, tools that have not been used for a while should be inspected before use, and items that require cleaning should be cleaned to avoid diseases. This also ensures that the teacher does not need to interrupt the lesson to inspect the equipment. Alongside the mentioned precautions, the teacher should not prohibit exercises that carry some risk. One of the essential goals of physical education is to foster a spirit of adventure and overcome fear. If students feel that exercises are prepared in a completely safe manner, they may lose their sense of adventure, which can affect the factors of challenge. Creating a safe learning environment in physical education is crucial for the well-being and development of students. Teachers should prioritize safety measures, proper planning, and maintaining equipment to minimize the risk of injuries.

- Continuous observation of students' performance: Observing students' performance is crucial to determine whether they are successfully grasping the lesson or not. The key point in observation is to keep your eyes on all students. Students generally pay more attention to their performance when they feel someone is monitoring them. Some teachers assume that students only listen to instructions if they are in a specific location, but this is not accurate. Students who feel incapable of performing an exercise correctly may intentionally stay away from the teacher, making it difficult to observe them. Therefore, it is preferable to start giving exercises, change

your position, and vary your direction so that it becomes challenging for students to predict where you will be to observe them.

If teachers observe themselves during their interactions with students, they may find that they talk a lot with some students and very little with others. This creates the impression that the teacher doesn't like certain students. To address this, teachers should be aware of the situation and make an effort to engage with the other students in the next lesson.

Continuous observation and equitable engagement with students can contribute to a positive learning environment and foster a sense of inclusivity among students. Being attentive and mindful of individual students' needs and progress is essential for effective teaching.

As the teacher's movement affects the effectiveness of observation, it is necessary to divide the area into four sections where the teacher moves evenly. Furthermore, instructions should be given from those specific areas. (Abdul Haleem Abdul Kareem, 2006, Mahmoud, pp. 311-315).

#### 1- Presentation of questionnaire results:

**1-1- Fifth and seventh responses:** The degree of impact of academic qualification and pedagogical experience on promoting communication between the physical education teacher and students.

Table 01 illustrates the degree of impact of academic qualification and pedagogical experience on promoting communication between the physical education teacher and students.

Answer	Iteration		Percentage	
	Education	Pedagogical experience	Education	Pedagogical experience
Weak	04	06	14.28	21.42
Medium	10	00	35.71	00
big	14	22	50	78.57
Total	28	28	100	100

Based on the results shown in the table above, it is evident that academic qualification and pedagogical experience have a significant influence on activating and enhancing communication between the teacher and students. The respective percentage values were 50% and 78.57%.

**1-2- Ninth and eleventh responses:** The degree of impact of excellence in communication skills and proficiency in listening skills.

Table 02 illustrates the degree of impact of excellence in communication skills and proficiency in listening skills on promoting communication between the physical education teacher and students.

Answer	Iteration		Percentage	
	Communication skills	Control your listening skills	Communication skills	Control your listening skills
Weak	00	00	00%	00
Medium	10	10	35.71	35.71
Large	18	18	64.28	64.28
Total	28	28	100	10006

Based on the results shown in the table above, it is evident that increasing excellence in communication skills and proficiency in listening skills have a significant influence on activating and enhancing communication between the teacher and students. The percentage value was 64.28%.

### Conclusion:

Communication, in its educational form, is considered one of the most important steps upon which the educational process for physical education teachers and students is built. It is also considered a fundamental element for delivering the educational message to students at different levels. Mastering communication skills is of significant importance in achieving the objectives of this message. Undoubtedly, there are several factors that contribute to improving and activating this communication, resulting in a positive and complete interaction between the teacher and the student. This leads to the teacher's success in their educational work, enhancing the effectiveness of learning, and achieving the desired educational goals and objectives. This is what we aimed to explore through our study, which primarily seeks to identify the most important of these factors. Additionally, it aims to measure and assess the communication and listening skills of a group of physical education teachers at the intermediate level in the city of Souk Ahras.

Through our study, we have reached a set of results indicating that the academic qualification and experience of the teacher have a significant impact on the interaction and communication between them and their students. Furthermore, an increase in the teacher's excellence in communication skills and proficiency in listening skills plays a major role in improving and activating this communication. Meanwhile, the test results indicated that physical education teachers at the intermediate level in the city of Souk Ahras excel in communication skills. However, they do not possess a high degree of listening skills, indicating a need for further development in this area.



### Recommendations:

Some of the important suggestions for this study include:

1. Emphasizing the importance of this topic by intensifying training courses and pedagogical seminars that address the establishment of real and effective channels of communication between teachers and students. This can be achieved by encouraging and fostering a culture of dialogue and communication between them.
2. Raising awareness among teachers about the need to stay updated on developments in this field, updating their knowledge and skills, and benefiting from new experiences, especially from advanced countries that focus on developing and reforming curricula regarding teacher-student communication methods.
3. Intensifying scientific research in this field and incorporating the measurement of educational and sports communication within the training programs of sports science and technology institutes.

By implementing these suggestions, it is possible to enhance the communication skills of physical education teachers and improve the overall teacher-student interaction, leading to more effective educational outcomes.

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