The excellence Journal in Sciences Techniques Of Physical Activity And Sports
Volume: -10 N° 01 -2025 P: 65 - 87
ISSN: 2507-7201 EISSN: 2602-6899 NDL: 787-2016
ASJP: https://www.asjp.cerist.dz/en/PresentationRevue/208

Research Trends Centered on the Effectiveness of Educational Communication Skills Among Primary School Physical Education Teachers and Their Role in Enhancing Student Performance: A Survey of the Perspectives of Specialized Algerian Academic Elites.

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Received: 24/03 /2025 ***Accepted***: 28/04 /2025 ***Published***: 30/05 /2025

Abstract: This study investigates the effectiveness of educational communication skills among primary school physical education teachers and their role in enhancing student performance, based on the perspectives of specialized academic experts. Using a descriptive analytical approach, data were collected from academic research and questionnaires completed by university specialists. The study examined the nature of required communication skills and their impact on motivating students and improving their physical and academic performance. Findings revealed that skills such as clear instructions and positive interaction boost student confidence, while teachers with strong communication skills manage classes more effectively. The study recommends integrating these skills into training programs and further research into their impact on physical and academic outcomes

KEY WORDS: Educational Communication Skills, Physical Education, Primary Level, Physical And Academic Performance.

الملخص: تهدف الدراسة إلى استكشاف فعالية مهارات الاتصال التعليمي لدى مدرسي التربية البدنية في الطور الابتدائي ودورها في تعزيز أداء التلاميذ، وفقًا لرأي النخب الأكاديمية المتخصصة. اعتمدت على منهجية تحليلية وصفية، مع جمع البيانات من بحوث أكاديمية واستبيانات خبراء متخصصين. تناولت طبيعة المهارات الاتصالية المطلوبة وأثرها في تحفيز التلاميذ وتحسين أدائهم البدني والتعليمي. أظهرت النتائج أن مهارات مثل وضوح التوجيهات والتفاعل الإيجابي تعزز ثقة التلاميذ، كما أن المدرسين ذوي مهارات اتصال قوية يديرون الحصص بفعالية. أوصت الدراسة بتطوير هذه المهارات في البرامج التدريبية وإجراء مزيد من الأبحاث حول تأثيرها على الأداء البدني والتحصيل الدراسي.

الكلمات المفتاحية: مهارات الاتصال التعليمي، التربية البدنية، الطور الابتدائي، آداء التلميذ.

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1-Introduction:

Physical education is considered a fundamental component of the educational system across various stages and in different countries around the world, particularly at the primary level. It plays a crucial role in developing motor skills, enhancing physical health, and fostering psychological and social growth among students. However, challenges arise in imparting these skills due to the varying physical and cognitive abilities of young learners. The success of these classes does not solely depend on the educational content or available resources but also on the teacher's ability to communicate effectively with their students. Here, educational communication plays a pivotal role. Literature suggests that a teacher's effectiveness is not limited to their subject knowledge but also depends on their ability to convey information in a manner suitable for the age group (Rink, 2010). Educational communication skills encompass a range of verbal and non-verbal tools that teachers use to transmit knowledge, guide students, and motivate them. In physical education classes, where physical and motor interaction is the main focus, effective communication becomes even more critical. Students in this age group (6-12 years) are in the process of acquiring fundamental skills and rely heavily on direct instructions and feedback from their teacher.

Research indicates that teachers with advanced communication skills are capable of creating a flexible and interactive learning environment (Smith, 2020; Johnson, 2018), which enhances student engagement and improves their performance. The use of expressive body language and clear gestures can help students better understand motor tasks, while positive feedback boosts their self-confidence and encourages them to put in more effort.

Despite the critical importance of communication skills in education in general, and in physical education classes in particular, there is a scarcity of studies addressing this topic, especially concerning the primary level. Most current research focuses on the technical or tactical aspects of physical education, while the role of the teacher as a communicative mediator is often overlooked.

This study asks: **How do the educational communication skills of physical education teachers affect the performance of primary-level students from the perspective of academic elites?**

This research branch raises essential questions:

- Do the communication skills of physical education teachers influence the performance of primary-level students?
- How can a physical education teacher use communication skills to improve their students' performance?
- What types of communication are most impactful in this context?

Regarding our study, there are numerous research studies with rich and diverse findings. Below are some studies and research that have addressed this topic:

- **Study by Zitoufi Abdelkader (2022):**

This study aimed to uncover the relationship between the communication skills of physical education teachers and students' attitudes toward practicing physical education and sports at the secondary level. The study sample included 30 teachers representing 450 students from 15 high schools in western Algiers, selected purposively. The researcher used a communication skills scale designed by "Mohamed Hassan Alawi" and a psychological attitudes scale by "Gerald Kenon" as tools to collect data related to the study's objectives. The results revealed that the relationship between teachers' communication skills and students' psychological attitudes was influenced by certain teacher-related variables.

- **Study by Merichiche Khaled and Jelal Salah Eddine (2021):**

This study examined the relationship between the communication skills of physical education teachers and sports practice. Skills such as listening, persuasion, dialogue, and discussion among physical education teachers were found to play a significant role in encouraging students to engage in and adhere to sports activities. These skills were shown to have a strong correlation with sports practice, contributing significantly to increased participation in sports. The study was conducted on a sample of 30 secondary school teachers using a descriptive survey method and a questionnaire as the data collection tool. The results indicated that most physical education

teachers rely on communication skills such as listening, persuasion, and dialogue to manage their classes effectively.

- **Study by Thomas García-Calvo et al. (2023):**

This study explored the relationship between educational communication skills and student performance in physical education classes in primary schools in Spain. It examined the relationship between teacher communication and students' psychological needs, enjoyment/boredom, perceived usefulness of physical education, and students' perception of their grades. The study included 1,000 students, and the results showed that verbal communication positively predicted the satisfaction of psychological needs, which in turn positively predicted enjoyment, perceived usefulness of physical education, and students' perception of their grades, while negatively predicting boredom. Verbal communication also negatively predicted the frustration of psychological needs, which was positively associated with boredom. The findings indicated a positive relationship between educational communication skills and student performance in physical education classes. The study emphasized the need for teachers to improve their communication skills to satisfy students' psychological needs and enhance the positive outcomes of physical education.

These studies highlight the importance of educational communication skills in improving student performance in physical education classes. They also emphasize the necessity of training physical education teachers in educational communication skills to enhance student outcomes. Through this study, we aim to identify areas of consensus regarding the most important communication skills in the educational field and their impact on student performance.

2- General objective of the study:

This study primarily aims to explore the perspectives of academic research on the effectiveness of educational communication skills among primary-level physical education teachers in enhancing student performance and to understand the views of Algerian academic elites

specialized in physical education and sports on the research topic. Within this framework, the study also aims to:

1. Analyze the effectiveness of educational communication skills among primary-level physical education teachers.
2. Explore the role of these skills in enhancing students' motor performance, learning, and active participation.
3. Provide suggestions for improving educational practices based on the findings.

The significance of this study lies in its attempt to address a research gap in educational and communicative literature, shedding light on an aspect that is often overlooked or not given sufficient attention in the training of physical education teachers. Additionally, the results of the study could contribute to guiding the development of training programs focused on enhancing the communication skills of physical education teachers in Algeria, which would positively reflect on the quality of education in this field and improve student performance.

3- Procedural definition of the concepts mentioned in the research:

- **Educational Communication:** Educational communication is an interactive and dynamic process aimed at exchanging knowledge, skills, and values between teachers and learners. It employs a range of verbal and non-verbal methods (such as words, gestures, and visual aids) to achieve specific educational objectives. This type of communication relies on mutual dialogue, effective feedback, and consideration of individual differences among learners, ensuring positive interaction within the classroom environment (Vygotsky, L. S., 1978). Educational communication is a cornerstone in building educational relationships, stimulating active participation, and enhancing understanding of educational content, in line with educational theories such as Vygotsky's theory of social interaction as a tool for learning.

Educational communication is also defined as an interactive process between the teacher and the student aimed at transferring knowledge, skills, and values. It includes skills such as clear expression, appropriate body language, active listening, dialogue management, and providing positive feedback (Hattie, J., & Timperley, H., 2007). In the context of physical education classes, effective communication

requires the teacher to convey instructions clearly, motivate students, and manage social interactions within the group.

Procedural Definition: In this study, educational communication refers to the practices and tools used by primary-level physical education teachers to convey information, guide students, and motivate them during lessons. This includes verbal and non-verbal methods, direct interaction, and adaptability to the context.

Importance of Communication Skills in Physical Education Classes: In physical education classes, where activities are often collective and interactive, effective communication becomes even more critical. Teachers need to explain rules and techniques accurately while fostering team spirit and healthy competition. According to a study by Smith et al. (2018), teachers with strong communication skills are more successful in motivating students and improving their athletic performance. Effective communication also contributes to creating a safe and supportive learning environment, boosting students' confidence and encouraging active participation.

- Physical Education Class: Physical education is an educational subject focused on developing students' motor, health, psychological, and social abilities through organized physical activities. It aims to enhance physical fitness, instill positive competitive values, and promote teamwork, all within educational and scientific frameworks that consider different stages of development (Fadel Hussein, 2015).

Procedural Definition: In this study, physical education refers to the educational session that includes sports activities and exercises designed by teachers for primary-level students as part of the educational curriculum.

- Academic Elites: Academic elites are a group of experts and researchers specialized in a particular field, distinguished by their academic reputation and ability to produce or critique knowledge. They influence educational policies and curricula through their research or academic positions. They are considered authoritative references in their field due to their deep expertise and theoretical or practical contributions.

Procedural Definition: In this study, academic elites refer to academics and specialists in physical education with at least 10 years of experience in research, teaching, or curriculum development in physical education. This includes:

- University professors in institutes of physical education and sports in Algeria.
- Researchers who have conducted academic studies (Ph.D., Master's) and published peer-reviewed works on physical education or educational communication.

-Teacher and Physical Education Teacher: A teacher is an individual qualified academically and pedagogically to guide the educational process, facilitate the acquisition of knowledge, skills, and values among students, and use diverse teaching strategies tailored to their needs and abilities, with a focus on achieving specific educational objectives. A physical education teacher specializes in designing and implementing physical and sports activities for students at a specific educational level, aiming to develop motor skills, enhance physical and psychological health, and instill competitive values and teamwork within the framework of the approved curriculum (Fadel Hussein, 2015).

Procedural Definition: In this study, a physical education teacher is defined as an individual holding a qualification in physical education and sports, specializing in teaching physical education at the primary level in Algeria.

- Student: A student is an individual pursuing education at a specific stage (such as primary school) and following teachers' instructions to acquire knowledge, skills, and values through curricular and extracurricular activities. The goal is to develop their intellectual, physical, and social abilities in preparation for effective integration into society (Vygotsky, 1978).

Procedural Definition: In this study, a student refers to a child enrolled in primary school (aged 6–12) who participates in physical education classes.

-Performance and Student Performance: Performance is the level of achievement of specific goals or tasks by an individual through the effective application of their knowledge, skills, and abilities, whether academic, physical, or behavioral. It reflects the efficiency of the interaction between acquired skills and desired requirements. Student performance is the outcome of the learning process, reflecting the extent to which a student achieves the specified educational objectives in cognitive, motor, or social domains through active participation in

curricular and extracurricular activities and interaction with the teacher's guidance (Wiliam, D., 2018).

Procedural Definition: In this study, performance refers to measurable aspects that reflect the student's success in achieving the educational objectives designed for physical education classes.

4- The methodological procedures used in the study:

4-1 Method and tools:

The study adopted a **descriptive-analytical approach**, which aims to describe and analyze the phenomenon under study (the effectiveness of educational communication skills) through qualitative and quantitative data available in academic literature. This approach was chosen because it aligns with the nature of the topic and allows for an understanding of the role of communication skills in the context of teaching physical education, while also enabling the extraction of practical recommendations. Additionally, the study relied on some reference books in the fields of physical education and communication skills training.

A total of **30 academic studies** published between **2013 and 2023** were reviewed, focusing on research from peer-reviewed journals or Master's and Ph.D. theses in databases such as **ASJP**, **Google Scholar**, and **Academia**. Keywords used included:

1. "Communication skills,"
2. "Physical education,"
3. "Student performance,"
4. "Primary level," and
5. "Academic elites" in both Arabic and English.

The selection criteria included: Studies focusing on the age group of 6–12 years, and research evaluating the impact of communication on physical, psychological, social, or academic performance.

Additionally, a **questionnaire** was analyzed to gather the opinions of **15 Algerian experts** in sports and physical education, and sports communication. The most impactful communication skills were classified based on their frequency of mention in the literature.

Data Collection Tools: The following tools were used

- **Content Analysis Form:** A form was designed to extract relevant data from the studies, such as:
  - Types of communication skills mentioned.
  - Direct and indirect impacts on student performance.
  - Challenges and difficulties faced by teachers.
- **Expert Questionnaire:** Interviews were conducted with **15 academics** specializing in physical education, sports, and sports communication from various Algerian universities to complement the qualitative data.

Data Analysis: Qualitative analysis was used to categorize data according to recurring themes (**Thematic Analysis**). Three main categories were identified:

1. Patterns of effective communication skills.
2. Impact on student performance.
3. Challenges and obstacles faced by teachers.

Simple quantitative analysis was also used to calculate the frequency of mention of each communication skill in the studies, helping to identify the most impactful ones. To ensure the credibility of the results, the following procedures were followed:

- **Triangulation:** Data was collected from multiple sources (books, studies, interviews, reports) to ensure comprehensive results.

4-2 Presentation and Analysis of Results:

4-2-1 Presentation of Statistical Results:

A- Results Related to Studies: A total of **30 academic studies** published between 2013 and 2023 were reviewed.

Table 1: Distribution of Study Types

Type of study	Frequency	Percentage
Scientific Articles	14	46.66%
Master's Theses	11	36.67%
Ph.D. Dissertations	5	16.67%
Total	30	100%

Source: FENDOUCHI Hamza & AISSA elhadi (2025)

The results in Table 1 show that **scientific articles** accounted for the largest proportion (46.66%), indicating researchers' interest in conducting concise and effective studies in this field. Scientific articles contribute to faster knowledge dissemination and allow for the exchange of ideas and results among academics, enhancing the effectiveness of education. **Master's theses** also represented a significant proportion (36.67%), reflecting advanced research but with less focus on specific and in-depth aspects compared to Ph.D. dissertations. Meanwhile, **Ph.D. dissertations** accounted for the smallest proportion (16.67%), suggesting that this topic has been explored in greater depth. Ph.D. dissertations typically require extensive research and detailed analysis, providing greater credibility to the results and enhancing a comprehensive understanding of the topic.

Table 2: Most Impactful and Frequently Mentioned Skills

Most Impactful Skills	Frequency	Percentage
Effective Clarification	28	93%
Positive Interaction	26	87%
Constructive Feedback	25	83%
Adapting to Individual Differences	22	73%

Source: FENDOUCHI Hamza & AISSA elhadi (2025)

The results of the study show that the educational communication skills of primary-level physical education teachers positively impact student performance. **Effective clarification** scored the highest (93%), indicating teachers' ability to present information clearly. **Positive interaction** (87%) enhances the learning environment, while **constructive feedback** (83%) provides effective feedback that helps students improve their performance. However, **adapting to individual differences** (73%) needs further improvement to ensure the needs of all students are met.

Table 3: Impact of Skills on Performance

Type of Performance	Frequency	Percentage
Improved Physical Performance	26	87%
Increased Self-Confidence	22	87%
Enhanced Teamwork	21	70%
Increased Interaction and Participation	20	66.66%
Improved Overall Academic Achievement	18	60%

Source: FENDOUCHI Hamza & AISSA elhadi (2025)

The results in Table 4 regarding the effectiveness of educational communication skills among physical education teachers indicate a significant positive impact of communication skills on student performance. **87%** of the studies showed improved physical performance, **73%** reported increased self-confidence, and **70%** highlighted enhanced teamwork. Additionally, **66.66%** indicated increased interaction and participation in the classroom, and **60%** pointed to improved overall academic achievement. These results reflect the importance of training teachers in communication skills to develop an effective learning environment that contributes to positive outcomes in various aspects of student performance.

B- Presentation of Expert Opinion Analysis Results: Number of Experts Analyzed was 15 Algerian experts in physical education and primary education**.**

Table 4: Most Impactful and Frequently Mentioned Skills

Impact on Enhancing Performance	Frequency	Percentage
Non-Verbal Communication	14	93%
Active Listening	13	87%
Positive Interaction	12	80%
Feedback	11	73%

Source: FENDOUCHI Hamza & AISSA elhadi (2025)

The results in the table above show that **non-verbal communication** was mentioned by **14 experts (93%)**, indicating a deep understanding of its importance in the educational process. Non-verbal communication, such as facial expressions, hand gestures, and body posture, can enhance students' understanding and reflect the teacher's feelings toward them. It is considered an effective tool for building a positive relationship between the teacher and the student, contributing to a motivating learning environment.

Active listening was mentioned by **13 experts (87%)**, highlighting its essential role in educational communication. Active listening allows teachers to understand students' needs and interact with them appropriately, enhancing the teacher's ability to respond to students' problems, which improves their performance and increases their participation in lessons.

Positive interaction was emphasized by **12 experts (80%)**, underscoring its pivotal role in strengthening teacher-student relationships. Positive interaction includes encouraging and motivating students to participate. This reflects the confidence students gain in themselves, positively impacting their academic and athletic performance.

Feedback was mentioned by **11 experts (73%)**, indicating its importance in the teaching process. Feedback helps students identify their strengths and weaknesses, providing opportunities for learning and improvement. This enhances continuous learning and helps students develop their skills.

Table 5: Role of Skills in Enhancing Performance and Their Frequency

Impact on Enhancing Performance	Frequency	Percentage
Creating a Positive Learning Environment	14	93%
Improving Students' Physical Performance	12	80%
Enhancing Students' Social Participation	10	67%
Interaction and Participation in Class	10	67%

Source: FENDOUCHI Hamza & AISSA elhadi (2025)

The table reveals that 93% of experts (14 respondents) believe the educational communication skills of physical education teachers significantly contribute to creating a positive learning environment by fostering trust, psychological comfort, and active student participation, which enhances motivation and enriches the educational experience. Additionally, 80% of experts (12 respondents) noted that effective communication improves students' physical performance through clear guidance and constructive feedback, while 67% (10 respondents) emphasized its role in enhancing social participation by strengthening peer relationships and promoting teamwork, crucial for personal and social development. Similarly, 67% (10 respondents) highlighted that strong communication skills boost classroom interaction and engagement, creating a positive atmosphere that motivates students and enhances their overall learning experience.

4-2-2 Qualitative Analysis of Results:

A- Analysis of Results from the Sample Studies on the Role of Educational Communication in Improving Performance*:* The studies revealed that the educational communication skills of primary-level physical education teachers manifest in several key patterns, including:

- **Clear Verbal Communication:**

1. **Direct Instructions:** A study by Dyson et al. (2019) indicated that using simple and direct language helps students better understand exercises. For example, using short phrases like "Raise your hands up" instead of complex instructions increases students' comprehension.
2. **Verbal Encouragement:** A study by Chen (2020) found that students who receive verbal encouragement, such as "Well done!" or "You're doing great!", show significant improvement in their physical performance and participation in activities.

- **Non-Verbal Communication:**

1. **Body Language:** According to Gråstén (2021), positive body language, such as smiling or nodding in approval, boosts students' confidence and encourages active participation.
2. **Eye Contact:** Results from a study by Rink (2020) showed that direct eye contact between the teacher and the student helps

in immediately **correcting** mistakes, enhancing the accuracy of motor performance.

- **C. Active Listening:**

1. **Open Dialogue:** A study by Haerens et al. (2018) indicated that actively listening to students helps teachers understand their psychological and physical needs, allowing for the adjustment of activities according to their abilities.
2. **Positive Feedback:** Research confirmed that positive feedback, such as "You've improved a lot in this exercise," boosts students' confidence and motivates them to put in more effort.
3. **Social Interaction:**Teachers who adopt a dialogic approach recorded higher levels of teamwork among their students (Haerens et al., 2013).

4-2-3 Regarding the Impact on Student Performance:

The Studies generally indicate that educational communication skills significantly impact student performance in physical education. Chen (2020) found that clear instructions and verbal encouragement boost student participation by 40%, while Standage et al. (2012) noted that moral support increases willingness to try new activities, enhancing motor skill diversity. Rink (2020) and Dyson et al. (2019) highlighted that eye contact, detailed explanations, and specific instructions improve motor skill accuracy and mastery of basic skills like running and jumping. Additionally, Gråstén (2021) and Haerens et al. (2018) demonstrated that positive feedback reduces anxiety and fosters teamwork, strengthening social confidence, while Jones and Lavallee emphasized that clear feedback and effective communication help tailor support to individual needs. These findings underscore the importance of integrating verbal and non-verbal communication skills, along with active listening, into teacher training to create an inclusive and effective learning environment.

The qualitative analysis highlights the critical role of educational communication skills in enhancing student performance in physical education. Clear verbal communication, effective non-verbal cues, and active listening are essential tools for teachers to motivate students, improve their motor skills, and build their social confidence. These findings underscore the importance of integrating communication

skills training into teacher preparation programs to create a more effective and inclusive learning environment.

4-2-4 Analysis of Expert Opinions on the Role of Educational Communication in Improving Performance:

The study highlights that educational communication is fundamental in enhancing students' physical performance in physical education. Effective communication—through clear instructions, simplified language, and illustrative gestures—helps students better understand and execute sports movements, particularly in complex activities. Schaefer and Meik (2019) found that visual and kinesthetic methods improve comprehension, especially among younger students who learn through imitation. Additionally, strong communication fosters motivation by helping students recognize the value of physical activity, encouraging greater effort and performance improvement. Experts emphasize that positive teacher-student interactions, built on respect and active listening, create a supportive environment that boosts confidence and engagement. Non-verbal communication, such as gestures and facial expressions, is also crucial, with 70% of experts advocating its use to overcome language barriers and reinforce instructions.

Impact of Communication on Individual and Group Performance: Educational communication bridges the gap between teachers and students, making hesitant or less confident learners more willing to participate. Tailored communication strategies, like breaking tasks into simpler steps, help address individual differences, ensuring all students progress at their own pace. Beyond teacher-student dynamics, effective communication fosters teamwork by encouraging collaboration in group activities, such as team sports, which build trust and social skills. Johnson and Johnson (2014) noted that cooperative learning enhances both athletic and social-emotional development. By promoting a collaborative environment, teachers help students develop interdependence, collective responsibility, and motivation, leading to improved overall performance in physical education. These insights underscore the need for integrating strong communication skills into teacher training to optimize student engagement and success.

The analysis of expert opinions underscores the transformative role of educational communication in physical education. Effective communication not only enhances students' physical performance but also fosters positive teacher-student relationships, addresses individual differences, and promotes teamwork and collaboration. These insights highlight the need for integrating advanced communication strategies into teacher training programs to create an inclusive, supportive, and motivating learning environment in physical education.

4-2-5 Challenges and Obstacles Mentioned:

A. Difficulty in Individual Communication in Overcrowded Classrooms:

The challenges and obstacles in educational communication within physical education include difficulty in individual communication in overcrowded classrooms, as highlighted by Kirk (2021), who suggested small-group instruction as a potential solution; a lack of specialized training in communication skills for teachers, with Silverman & Ennis (2023) emphasizing the need for workshops in teacher development programs; and variability in student responses due to age, cultural differences, or learning styles, requiring teachers to adapt their communication strategies to ensure inclusivity and effectiveness.

4-3 Discussion and interpretation of the results:

Most of the findings align with **Bandura's Social Learning Theory (1977)**, which emphasizes the importance of the model (the teacher) in shaping the learner's behavior. A teacher who excels in communication not only transfers motor skills but also becomes a catalyst for critical thinking and collaboration.

- **Psychological Impact:** Studies have shown that positive communication between teachers and students in physical education classes enhances students' intrinsic motivation, which reflects on their academic and physical performance.
- **Social Impact:** Effective communication contributes to building a positive classroom environment that encourages teamwork and social interaction, enhancing students' communication skills beyond the sports context.

Educational communication skills can be considered one of the fundamental factors influencing the success of the educational

process, particularly in physical education. This aligns with the ideas of many researchers. For instance, **Dr. Lev Vygotsky**, the Russian psychologist, emphasized in his **Social Learning Theory** that social interaction is the key to effective learning, which is consistent with the results indicating improved physical performance and increased self-confidence. Good communication enhances students' ability to collaborate and work as a team, contributing to a positive learning environment.

Additionally, **Dr. Robert William Dale**, an English scholar, highlighted that effective communication can enhance academic achievement, as continuous interaction between teachers and students helps in better understanding the content. Therefore, improving teachers' communication skills can lead to overall improvements in academic performance and classroom interaction.

Moreover, **Dr. Carl Rogers**, the American psychologist, emphasized the importance of human relationships in education. He argued that effective communication builds trust and mutual respect between teachers and students, enhancing students' ability to interact and participate actively.
The findings underscore the critical role of educational communication in enhancing both the psychological and social dimensions of student performance in physical education. Addressing challenges such as overcrowded classrooms, lack of training, and variability in student responses requires targeted strategies, including teacher training and adaptive communication techniques. By fostering effective communication, teachers can create a supportive and motivating environment that not only improves physical performance but also nurtures essential life skills such as teamwork, problem-solving, and self-confidence. These insights align with established educational theories and highlight the need for integrating communication skills into teacher preparation and professional development programs.

- **Final results:**

1. **Educational communication skills are a critical factor in the success of physical education classes**, as they contribute to improving students' physical, cognitive, and social

performance, positively reflecting on their overall academic results.

2. **Educational institutions need to adopt training standards that enhance teachers' communication skills**, including specialized workshops in verbal and non-verbal communication.
3. **There is a need for further research to measure the long-term impact of these skills on overall academic achievement**, especially in light of the shift toward competency-based learning.

Effective educational communication skills among physical education teachers enhance student performance through several aspects, including:

- **Improving students' understanding of motor skills:** Clear and understandable communication enables students to grasp instructions and master motor skills more effectively.
- **Increasing students' motivation to participate and learn:** Positive and encouraging communication motivates students to actively engage in sports activities.
- **Building students' self-confidence:** Constructive feedback and teacher encouragement boost students' confidence in themselves and their abilities.
- **Enhancing social interaction among students:** Team sports activities provide opportunities for social interaction, and physical education teachers can enhance this interaction through effective communication skills.
- **Developing basic motor skills:** Effective communication helps guide students and correct their mistakes during exercises, contributing to the development of their fundamental motor skills.
- **Improving students' overall academic achievement:** Effective communication fosters a positive learning environment that supports students' academic growth and performance.

Conclusion:

Educational communication skills are fundamental to the learning process, serving as a dynamic bridge between knowledge, emotions, and behavior. Their development should be treated as a national

priority, fostering generations equipped with critical thinking and effective communication abilities. A physical education teacher proficient in these skills can transform a classroom into an interactive space where knowledge, physical activity, and emotional engagement converge, shaping well-rounded individuals. This underscores the necessity of investing in teacher training, as refining educators' communication abilities is an investment in the future of students and society at large.

In today's rapidly evolving world—marked by digital advancements, AI, and shifting educational paradigms—teachers must transcend their traditional role as knowledge transmitters. Instead, they should act as mentors who inspire curiosity, adaptability, and peak performance. Effective communication enables educators to cultivate a stimulating environment that respects individual differences and meets diverse student needs, fostering both physical and cognitive growth. This approach aligns with the demands of modern education, where interactive and student-centered learning is essential for developing adaptable, well-balanced individuals.

Moreover, the impact of educational communication extends beyond the classroom, influencing families and society at large. Strong communication fosters collaborative partnerships among educational institutions, families, and communities, reinforcing a unified value system. Teacher training must prioritize both soft skills and technological proficiency, ensuring educators can nurture students holistically—physically, intellectually, and emotionally. The ultimate challenge lies in creating inclusive, flexible learning environments where every student can thrive, express themselves, and develop autonomy. By doing so, we pave the way for a generation capable of innovation, independent thought, and meaningful communication—key pillars for future success.

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