

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

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Abstract:

This study aimed to attempt to identify the most important factors affecting the improvement of communication between the physical education and sports teacher and primary stage students, from the perspective of subject teachers in the province of Souk Ahras. We reached the following conclusions: scientific qualifications, the extent to which the physical education and sports teacher is familiar with child psychology, and his pedagogical experience significantly influence his interaction and communication with his students. In addition, an improvement in the teacher's communication skills and an increased command of listening skills play a major role in enhancing and activating this communication.

KEY WORDS: Communication, Physical education and sports teacher, primary stage.

المخلص

هدفت هذه الدراسة إلى محاولة التعرف على أهم العوامل المؤثرة في تحسين الاتصال بين أستاذ التربية البدنية والرياضية وتلاميذ الطور الابتدائي من وجهة نظر أساتذة المادة بولاية سوق أهراس. حيث توصلنا إلى النتائج التالية التأهيل العلمي ومدى إلمام أستاذ التربية البدنية والرياضية بعلم نفس الطفل وخبرته البيداغوجية يؤثران بدرجة كبيرة في التعامل والاتصال بينه وبين تلاميذه، أيضا

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The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

زيادة تميز الأستاذ بالمهارات الاتصالية ،وزيادة تحكمه في مهارات الاستماع ،يلعب دورا كبيرا في تحسين وتفعيل هذا الاتصال.

الكلمات المفتاحية: الإتصال،أستاذ التربية البدنية والرياضية، الطور الابتدائي

1-Introduction:

The process of communication with students is considered both essential and vital for a teacher, whether that communication is verbal or nonverbal. It is one of the cornerstones of classroom interaction, serving as the medium through which the teacher's expertise is transferred to the student and fostering a dynamic mutual understanding.

Accordingly, it is imperative for a physical education and sports teacher to possess high-level communication skills, in addition to a range of other factors that ensure the success of the educational process. Such success is further enhanced by actively listening to students and responding appropriately to educational situations, thereby demonstrating true comprehension.

In this study, we sought to address the following question: What are the most important factors influencing the improvement of communication between physical education and sports teachers and primary school students?

2- General objective of the study:

- To identify the most significant factors affecting the improvement of communication between physical education and sports teachers and primary school students, as perceived by subject teachers in the Souk Ahras region.
- To shed light on the concept of communication, its symbols, the fundamentals and nature of the communication process, classroom communication and interaction, various forms of communication, the essence of classroom interaction, the principles of effective communication, strategies for enriching the communication and interaction process, and the development of effective communication skills among sports leaders.

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

- To explore all matters related to the subject of physical education and sports.

3- Importance of the Study:

From a theoretical perspective: This study aims to serve and enrich scientific research by making a significant contribution to studies in this field. Furthermore, it provides a valuable scientific reference that can function as a precedent or a related study for other researchers in need of supportive information.

From a practical perspective: This study is of great importance because it highlights a crucial issue—the communication between teacher and learner—and identifies the key factors influencing that communication. The findings can be used to develop a program that clarifies how to enrich the communication and interaction process between teachers and students. Such a program is intended for subject teachers, ultimately helping to enhance their communication skills within the classroom. There is a tangible need in the community, among readers, and within the academic field for studies that illuminate real challenges in the educational environment and propose practical, field-based solutions.

4- Research Hypotheses:

- The academic qualifications of the physical education and sports teacher affect the improvement of communication between him and his students.
- The extent of a physical education and sports teacher's knowledge of child psychology influences the teacher–student relationship.
- The experience of the physical education and sports teacher is related to improved communication with his students.
- The possession of distinct communication skills by the physical education and sports teacher enhances his relationship with his students.

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

- Mastery of listening skills plays a role in improving communication between the physical education and sports teacher and primary school students.

5- Research Terminology:

5-1 Communication:

Communication is an interactive process that primarily depends on the exchange of meanings and information among individuals through symbols that are familiar to them. This process is characterized by continuity and predictability, provided that each participant is directly or indirectly aware of the other's presence (Hasan, 2010: 38–39).

Stantz and Branson note that communication is the process of transmitting information, desires, feelings, knowledge, and experiences—whether verbally through symbols, words, and images—with the intention of persuading or influencing behavior (Haddad, 1993: 43–44).

5-2 Classroom Communication and Interaction:

Creating an effective educational environment is a process that demands an immense ability on the part of the teacher to interact successfully with students. In this context, classroom interaction methods and the factors that capture students' attention are equally important in establishing and developing a productive educational atmosphere (Abdul Karim, 2006: 301).

5-3 Types of Communication:

5-3-1 Verbal Communication:

This is the type of communication that occurs through the use of spoken language to deliver a message or information to the receiver. The spoken word is the means by which the sender conveys the message, and oral communication is a traditional form of communication (Alaa, 2011: 52).

5-3-2 Nonverbal Communication:

Nonverbal communication consists of symbols, signs, and organized expressions that convey nuances of meaning. Examples include:

- The sensory code or expression through sensation.

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

- Expression via physiological symbols, such as the yellowing of the face, as well as kinetic expressions, gestures, and other similar signals (Atef, 1993: 40).

It is estimated that approximately 70% of messages are delivered nonverbally—through the eyes, facial expressions, hand gestures, and the postures assumed by the coach during trainings and matches (Al-Jamili, 1997: 47).

Because the teacher's movement can influence the effectiveness of observation, the area should be divided into four sections so that the teacher moves evenly throughout, and instructions should be given from all these areas (Abdel Halim Abdul Karim, 2006: 311–315).

5-3-3Physical Education and Sports Teacher:

A physical education and sports teacher is the individual who fulfills an exemplary role in the relationship with students, the community, the school, and the field of physical education and sports. This role depends on his insight, his perspective on the educational system, his professional competence, and the overall school climate (Anwar Al-Khouli, 1996: 10).

He is the specialist in physical education and sports who is responsible for teaching motor and sports skills, as well as for developing students' physical fitness and health, all while emphasizing educational and moral values such as cooperation, discipline, and public health (Sharf, 1999: 54).

6- The Primary Stage:

The primary stage is one of the phases of general education and represents basic education. It is a type of formal instruction that occupies a primary position at the outset of the educational ladder, attended by children from their middle childhood (approximately 5–6 years of age) until late childhood (approximately 10–12 years of age, just prior to adolescence) for the purpose of acquiring some fundamental knowledge and skills (Salah al-Din Ali, 1983: 56).

The educational phase that falls between the preparatory stage and the intermediate stage corresponds to the age group between 6 and 12 years. During this phase, students acquire a multitude of foundational knowledge, skills, diverse competencies, and behavioral patterns that qualify them to continue their education in the subsequent stages without difficulties (Al-Hajj, 2017: 14).

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

The primary education phase consists of three stages that align with the child's cognitive and physical development:

- The Awakening and Initial Learning Stage: In which the child becomes aware of bodily functions and learns to coordinate the movements of different parts of the body.
- The Deepening of Basic Learning Stage: In which the child practices physical movements and develops fundamental motor skills.
- The Mastery of Basic Learning Stage: In which the child is able to follow instructions and perform basic motor tasks (Ministry of National Education, 2021: 8).

7- Methodology of the Study:

In response to the nature of this study's topic, a descriptive methodology was employed. This approach relies on studying a phenomenon as it exists in reality and is concerned with describing it accurately, whether through qualitative or quantitative expression (Boudawad & Ata Allah, 2009: 123).

Descriptive research does not merely stop at gathering, categorizing, and tabulating data to simply arrive at facts; it also includes a degree of interpretation, attempting to connect the description with comparative analysis and interpretation (Hasan Alawi, 2007: 139).

Study Sample: A simple random sample was used, comprising 30 physical education and sports teachers of the primary stage in the Souk Ahras region.

7-1 Research Domains:

Temporal Domain: This study was conducted over the period from 1 October to 31 December 2024.

Spatial Domain: The study was carried out at primary schools throughout the Souk Ahras region.

Human Domain: The human domain for this study consisted of the physical education and sports teachers in the primary stage.

- Data Collection Tools:

A questionnaire was utilized as the research instrument in order to collect the required data pertaining to the study. We designed a questionnaire to measure our research hypotheses. A questionnaire or survey is an appropriate tool for procuring information, data, and facts related to a specific reality. Typically, a questionnaire consists of

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

a series of questions that are answered by individuals concerned with the subject matter (Al-Kurdani, 2015: 215).

8- Presentation of the Questionnaire Results:

8-1 The Degree of Impact of Academic Qualification, Knowledge of Child Psychology, and Pedagogical Experience on Enhancing Communication between the Physical Education and Sports Teacher and His Students:

Table N°1: Impact of Academic Qualification, Knowledge of Child Psychology, and Pedagogical Experience on the Improvement of Communication between the Physical Education and Sports Teacher and His/Her Students

Response	Frequency			Percentage		
	Scientific Qualification	Familiarity with Child Psychology	Pedagogical Experience	Scientific Qualification	Pedagogical Experience	Familiarity with Child Psychology
Low	03	07	00	10□	00□	23.33□
Medium	09	02	05	30□	16.66□	6.66□
High	18	21	25	60□	83.33□	70□
Total	30	30	30	100	100	100

Source: Prepared by the researcher

Based on the results presented in Table 01, it is evident that academic qualification, pedagogical experience, and the extent of a teacher’s knowledge of child psychology have a strong influence on activating

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

and improving communication between the teacher and his/her students, with respective percentages of 60%, 83.33%, and 70%.

8-2 The Degree of Impact of Distinct Communication Skills and Mastery of Listening Skills on Improving Communication between the Teacher and the Student

Table N°2: Impact of Enhanced Communication Skills and Mastery of Listening Skills on the Improvement of Communication between the Physical Education and Sports Teacher and His/Her Students

Response	Frequency		Percentage	
	Communication Skills	Mastery of Listening Skills	Communication Skills	Mastery of Listening Skills
Low	00	00	□00	□00
Medium	04	08	□13.33	□26.66
High	26	22	□86.66	□73.33
Total	30	30	100□	100□

Source: Prepared by the researcher

Based on the results presented in Table 02, it is clear that an increased level of communication skills and mastery of listening skills greatly enhances the communication between the teacher and his/her students, with percentages of 86.66% and 73.33%, respectively.

Conclusion:

Educational communication between physical education and sports teachers and their students constitutes one of the most critical foundations upon which the educational process is built. It is also an essential element in conveying the educational message to students at various levels. Mastery of communication skills is vital to achieving these educational objectives. There is no doubt that a series of factors

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

contribute to the improvement of communication, thereby fostering a positive and comprehensive interaction between teacher and student. This, in turn, increases the teacher's effectiveness in instructional work and ultimately enhances learning outcomes and the attainment of the desired educational goals. This was precisely the focus of our study, which aimed primarily to identify the most significant factors affecting this communication.

Our findings indicate that academic qualifications, the teacher's knowledge of child psychology, and his/her pedagogical experience significantly influence the quality of the interaction and communication between the teacher and his/her students. In addition, a higher level of communication skills and the ability to master listening skills play a substantial role in further improving and activating this communication.

Among the main recommendations of this study are the following:

- Enhance Training and Seminars: It is imperative to address this issue by intensifying professional development courses and pedagogical seminars in this context.
- Emphasize Child Psychology: Teachers should be well-versed in child psychology, enabling them to understand the various stages of childhood as well as the educational, psychological, social, motor, physical, and affective needs essential for constructive student interaction.
- Foster Genuine Communication Channels: Establishing genuine and effective channels of communication between the teacher and the student is crucial, along with promoting a culture of dialogue and communication.
- Continuous Professional Update: Teachers must be encouraged to stay updated with the latest developments in this field, refreshing their knowledge and skills by benefiting from new advancements—particularly by drawing on the experiences of advanced countries in designing and reforming curricula related to teacher–student communication methods.

The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

- Promote Scientific Research: Further scientific research on educational communication is needed, and it is recommended that measures assessing educational communication and communication in the sports field be incorporated into the training programs of institutions specializing in the sciences and technologies of physical and sports activities.

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The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

Nassima Azzaizia

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The Most Important Factors Affecting the Improvement of Communication between the Physical Education and Sports Teacher and Primary Stage Students

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