

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

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Received: 30/06 /2024 Accepted: 03/12 /2024 Published: 15/12 /2024

Abstract: This study aimed to explore the relationship between non-verbal communication and learning motivation among secondary school students. A simple random sample of 58 male students from a population of 292 was selected. Using the descriptive approach, the study employed a non-verbal communication scale and a learning motivation scale. The results indicated correlations between the teacher's gestures and movements, appearance, vocal tones, and the students' learning motivation. Based on these findings, the researchers recommend that teachers continuously update their knowledge in their field, enhance their technical and tactical expertise.

KEY WORDS : Non-Verbal Communication; Motivation; Learning; Adolescence.

المخلص: هدفت الدراسة الي معرفة علاقة الاتصال غير اللفظي بدافعية التعلم لدي تلاميذ الطور الثانوي و لقد قام الباحثان باختيار عينة عشوائية بسيطة متمثلة في 58 تلميذ من مجتمع الدراسة الذي كان 292 تلميذ ذكور كما استخدمنا المنهج الوصفي لملائمته لطبيعة الدراسة و مقياس الاتصال غير اللفظي و مقياس دافعية التعلم و قد توصلنا الي نتائج التالية : 1_ توجد علاقة

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The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

ارتباطية بين الاتصال بالحركات و الايماءات للأستاذ و دافعية التعلم لدي التلاميذ 2_ توجد علاقة ارتباطية بين الاتصال بالهيئة و المظهر للأستاذ و دافعية التعلم لدي التلاميذ 3- توجد علاقة ارتباطية بين الاتصال بطبقات الصوت للأستاذ و دافعية التعلم لدي التلاميذ ووفقا للنتائج التي تم الوصول اليها فان الباحثان يوصيان ما يلي : - الاطلاع المستمر علي ما هو جديد في مجال الاختصاص - يجب علي الأستاذ زيادة خبرته الفنية و التكتيكية. الكلمات المفتاحية: الاتصال غير اللفظي ، الدافعية ، التعلم ، المراهق.

1-Introduction:

Communication is considered one of the important processes; it is a means and not an end in itself. It should be recognized that proper communication is the result of understanding, and it is a method through which activities of any type can be organized. The success or failure of the communication process depends not only on the communicator's knowledge or the subject matter but also on several other factors including their experience in formulating ideas, using appropriate communication methods for those ideas, the efficiency of reception, and understanding the behavior of the other individual receiving the ideas. It is well-known that the communicative relationship holds significant importance in the development of students in terms of achieving and improving results and elevating their level. From this perspective, this study was conducted to understand the role of the communicative relationship between teacher and student and its impact in enhancing learning motivation.

1-1 Study problem:

Communication is considered a human necessity dictated by social and material needs, thereby achieving cohesion among individuals and groups, and enabling the sharing of experiences, ideas, and understanding of needs and working towards fulfilling and exchanging them. Therefore, human communication is an interaction process based on the relationships between group members, whether these are organized and built on foundations that regulate their

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

movements and define their goals, or are spontaneous, arising from the nature of human social life. Since communication is a complex social process, it requires us to focus on this concept, define its meanings, understand the elements of the communication process, decode it, and thereby recognize its role and function in organizing the group (Belkhaïri & Jabri, 2013), the topic of motivation is among the most important topics that receive significant attention from many scholars and researchers in psychology generally and in sports psychology specifically (Allawa, 1998).

Thus, the teacher bears a significant responsibility in providing constant and continuous guidance and counseling to the students using the most influential methods. Achieving the desired goals only comes with the presence of motivation to learn. Considering the opportunities physical education and sports teachers have to influence the attitudes and behaviors of students through educational and pedagogical relationships during activities in class.

The problem of this study can be formulated in the following main question:

Is there a correlational relationship between the non-verbal communication of the teacher and the learning motivation of secondary school students?

The following sub-questions fall under this problem:

- Is there a correlational relationship between the teacher's gestures and movements and the learning motivation of the students?
- Is there a correlational relationship between the teacher's demeanor and appearance and the learning motivation of the students?
- Is there a correlational relationship between the voice modulation of the teacher and the learning motivation of the students?

1-2 Study Hypothesis:

This study proceeds from the following main hypotheses:

There is a correlational relationship between the non-verbal communication of the teacher and the learning motivation of several secondary school students.

The following sub- hypotheses fall under this main hypothesis:

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

- There is a correlational relationship between the teacher's gestures and movements and the learning motivation of the students.
- There is a correlational relationship between the teacher's demeanor and appearance and the learning motivation of secondary school students.
- There is a correlational relationship between the voice modulation of the teacher and the learning motivation of secondary school students.

2- General objective of the study

2-1 Subjective Reasons:

The desire and curiosity to explore this important topic in the educational environment and the feeling of being capable to discuss it.

2-2 Objective Reasons:

- The necessity to understand the different styles and methods of communicative relationships prevalent between teachers and students that contribute to raising and improving the students' level.
- Researchers' interest in verbal behavior in the educational field while neglecting non-verbal behaviors.
- The use of non-verbal behaviors by many teachers and professors, intentionally or unintentionally, without any consideration despite their importance and function in classroom management.

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

3-1 Non-verbal communication: The study of verbal expression is relatively recent, as people have long believed that communication could not occur without the use of words. This may be due to the fact that most cultures place great importance and emphasis on the impact and effectiveness of speech. However, this common trend towards silence or the absence of vocal speech is actually a neglect or misunderstanding of the nature of communication itself. Humans cannot help but communicate, and when silent, the various forms of non-verbal communication are in fact structured expressions that

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

indicate a set of meanings used or intended by people in their interactions with others (Mahmoud, 2002).

3-2 Operational Definition: The skill of non-verbal communication is represented by the degree to which the secondary school teacher is rated by the students through the non-verbal communication questionnaire used in the study.

3-3 Concept of Motivation: It is defined as the drivers behind the behavior of both humans and animals alike. There is a reason or several reasons behind every behavior, and these methods are linked to the internal state of the organism at the time of the behavior and the external environmental stimuli (Jado, p. 22). Thomas R. views it as a general term related to organizing behavior to satisfy needs and seek goals (THOMAS.R, 1991). Alexon defines motivation simply as the desire to succeed and it is an activity carried out by an individual and expected to be performed excellently (Zaki, 1974, p. 144).

3-4 Operational Definition: Refers to the force that makes the learner want to study and represents the degree to which the student scores on the learning motivation scale.

3-4 Definition of Adolescence: The term "adolescence" in English is derived from the Latin verb "adolenscere," which means the gradual approach to physical, mental, and emotional maturity. Adolescence has been defined in various ways, each attempting to focus on different aspects of its development. Harrocks (1962) defined it as the period of assimilation and integration. Thus, in his definition, Harrocks emphasized that an adolescent transitions from a dependent childhood life to the external world where various forms of social interaction occur (Saif, 2011, p. 03).

4- The methodological procedures used in the study:

4-1 Method and tools:

4-1-1 Approach used: In this study, we relied on the descriptive method, considering it most suitable for psychological and social phenomena with the aim of diagnosing them and identifying the relationships between their elements.

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

4-1-2 Exploratory Study:

- Before Identifying the Research Problem: This was when we reviewed various references from books and notes to expand our knowledge base about the subject and to confirm the importance of the research.
- Through our visits to the secondary schools, Salem Srifouq Secondary School and the Rahbah Brothers Secondary School in Ras el Oued, Bordj Bou Arreridj Province, in order to obtain some information specific to our study which facilitated our task. This was to make contact with students and teachers and to present the questionnaire forms.

4-1-3 Fielded of the study:

4-1-3-1 Time Domain: For the practical aspect, we prepared and validated the scale, and then we distributed the results of the analysis obtained using statistical methods.

4-1-3-2- Spatial domain: Represents the spatial framework in which this study was conducted, specifically in some secondary schools in Ras El Oued, third-year secondary level for males.

4-1-4 Research Sample and How to Select It:

The sample is a part of the study population from which field data is collected and is considered a subset of the whole, meaning that there is a group of individuals from the community that represents the research population (Zarwati, 2007, p. 03), Due to the nature of our research and our aspiration for objectivity in the results, a simple random sample was selected, which included 58 male students from the total of 3rd year secondary male students representing our research community.

4-1-5 Variables of study:

4-1-5-1 Independent Variable: Non-Verbal Communication of Teachers

4-1-5-2 Dependent Variable: the learning motivation.

4-1-6 Data gathering techniques:

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

In this research, we relied on the scaling technique as a method for data collection, which is considered one of the most successful methods for data gathering and also for verifying the problem we posed at the beginning of our research. It facilitates the process of collecting the desired information through the use of a questionnaire form. To ensure the validity of the scale, we presented it to a group of expert professors who revised it by changing some questions and deleting others. Consequently, the scale is characterized by its validity. The scale was validated in our study by three of our professors from our institute: Dr. Sassi Abdel Aziz, Dr. Mansouri Nabil, and Dr. Zarifi Salim.

The coefficient of variation = (Standard Deviation / Mean) * 100

The significance of the correlation coefficient (Pearson's simple) was calculated using the SPSS statistical program.

4-1-7 Statistical Tools:

For information gathering in this research, we relied on several means to enrich our topic with sufficient information on the practical aspect. These included a range of sources and references such as the Holy Quran, books in Arabic and foreign languages, and previous studies, particularly theses conducted by others.

5- Discussion and analysis of the results:

5-1 The relationship between communication through movements and gestures and learning motivation:

Table N°1: Represents the results of the statistical function for the relationship between communication through movements and gestures and learning motivation.

Variables	Sample Size	Freedom Degree	Calculated R Value	Tabulated R Value	Sig Level	Sig	Statistical Sig
Communication through	58	56	0.34	0.3	0.05	0.01	tistical

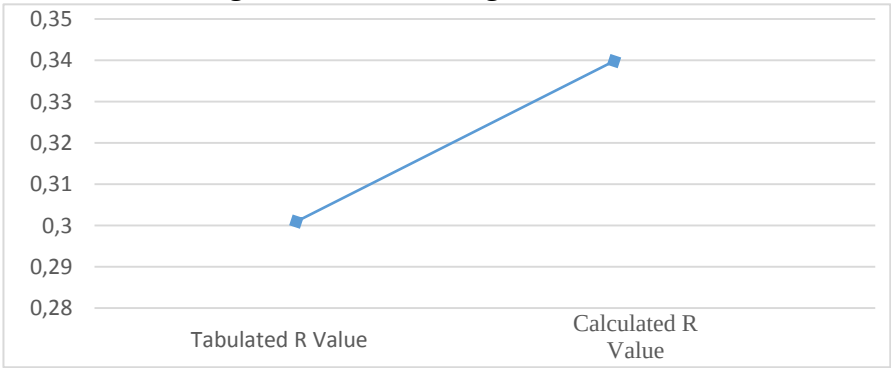
The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

movements and gestures							
Learning motivation							

Source: Prepared by the researchers

***Graph N° 1.** Represents the Pearson correlation coefficient values for the relationship between communication through movements and gestures and learning motivation



Source: Prepared by the researchers

From Table 1, which represents the relationship between communication through movements and gestures, we observe that the calculated r value is 0.34, which is greater than the tabulated r value of 0.30. With a degree of freedom of 56 and a significance level of 0.05, since the sig value of 0.01 is smaller than the significance level, it is statistically significant.

5-2 The relationship between communication through body language and appearance, and learning motivation:

Table N°2: which represents the relationship between communication through body language and appearance, and learning motivation

Variables	Sample Size	Freedom Degree	Calculated R Value	Tabulated R Value	Sig Level	Sig	Statistical Sig
Communication	58	56	0.31	0.3	0.05	0.02	statistical

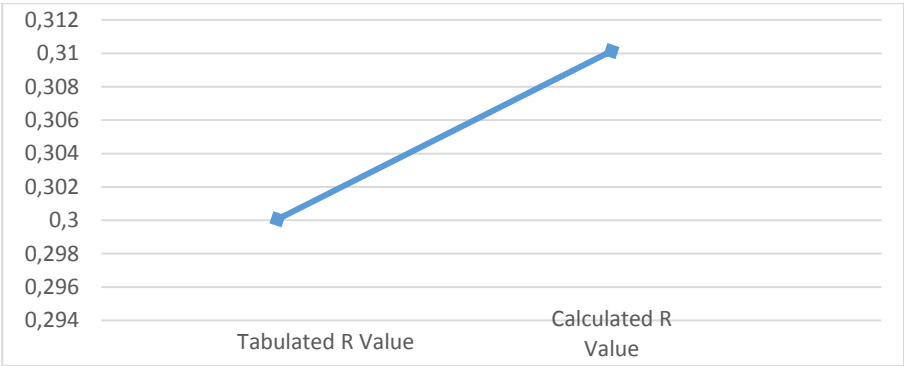
The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

through body language and appearance							
Learning motivation							

Source: Prepared by the researchers

***Graph N° 2.** Represents the Pearson correlation coefficient values for the relationship between communication, appearance, and learning motivation.



Source: Prepared by the researchers

From Table No. 02, which represents the relationship between communication through body language and appearance and learning motivation, we notice that the calculated r value came out to be 0.31, which is greater than the tabulated r value of 0.30 at 56 degrees of freedom and a significance level of 0.05. Since the SIG value of 0.02 is smaller than the significance level of 0.05, it is statistically significant.

5-3 The relationship between Communication through sound layers and learning motivation:

Table N°3: Represents the results of the statistical significance for the relationship between Communication through sound layers and learning motivation

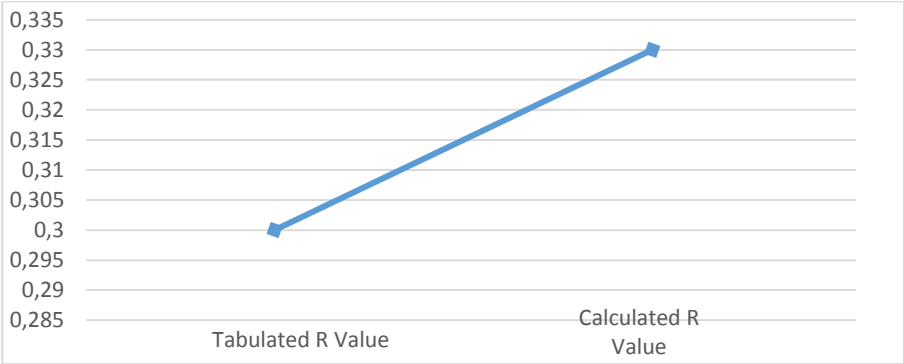
The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

Variables	Sample Size	Freedom Degree	Calculated R Value	Tabulated R Value	Sig Level	Sig	Statistical Sig
Communication through sound layers	58	56	0.33	0.3	0.05	0.01	Statistically Sig
Learning motivation							

Source: Prepared by the researchers

***Graph N° 3.** Represents the results of the statistical significance for the relationship between Communication through sound layers and learning motivation



Source: Prepared by the researchers

From Table No. 03, which represents the relationship between communication through voice layers and learning motivation, we notice that the calculated r value came out to be 0.33, which is greater than the tabulated r value of 0.30 at 56 degrees of freedom and a significance level of 0.05. Since the SIG value of 0.01 is smaller than the significance level of 0.05, it is statistically significant.

6– Discussion of Results by Hypotheses:

6–1 Discussion of the First Hypothesis:

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

The first hypothesis states that there is a correlational relationship between the communication through movements and gestures by the teacher and the learning motivation of secondary school students.

From the obtained results, we find that the first hypothesis has been confirmed, which is further supported by the results of previous studies and the opinions of researchers. For example, George Landberg mentioned that the word "communication" is used to indicate interaction through signs, where the symbols consist of movements, images, language, or something else that acts as a stimulus for behavior. In other words, communication for George is a type of interaction that occurs through symbols. Further confirming this, we reference the study by:

- Abdul Salam Bouziane (2013-2014), which concluded that the effectiveness of non-verbal communication skills of the physical education and sports teacher plays a role in achieving effective classroom management from the perspective of secondary school students.

Through all these findings, it is clear that the first Sub-hypothesis has been confirmed, meaning there is a correlational relationship between the communication through movements and gestures by the teacher and the learning motivation of secondary school students.

6-2 Discussion of the Second Hypothesis:

The second Sub-hypothesis states that there is a correlational relationship between the teacher's body language and appearance and the learning motivation of secondary school students.

From the obtained results, we find that the second hypothesis has been confirmed, which is further supported by the results of researchers and previous studies. For example, we can mention the group communication that occurs among individuals and groups, where a group of individuals who may not know each other but share common characteristics and traits receive direct communication from the communicator. For instance: the trust of individuals increases in those they know and meet face-to-face, and this is further confirmed by the results of previous studies.

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

Through all of this, we conclude that the second sub-hypothesis has been achieved, meaning there is a correlational relationship between the teacher's body language and appearance and the learning motivation of secondary school students.

6-3 Discussion of the Third Hypothesis:

The third Sub-hypothesis states that there is a correlational relationship between the voice layers of the teacher and the learning motivation of secondary school students.

From the obtained results, we find that the third hypothesis has been confirmed, which is further supported by previous studies and the opinions of researchers. For example, teachers who always strive to guide students through spoken words do not let their students fall into the abyss. As is known, in physical education and sports classes, the teacher's verbal communication is extensively used, and this is further confirmed by the results of previous studies.

Through all of this, we conclude that the third sub-hypothesis has been achieved, meaning that there is a correlational relationship between the voice layers of the teacher and the learning motivation of secondary school students.

Conclusion:

Through what we have addressed in this research, starting from the introductory part that defined the course of the research in terms of the relationship between the teacher's non-verbal communication and student learning motivation, we tried through this article to highlight the immense importance of the teacher's non-verbal communication and the learning motivation of the students in achieving educational outcomes that serve the students. Therefore, it is imperative for the teacher to communicate well with the students, ensuring their satisfaction and increasing their learning motivation because the communicative relationship between the teacher and students, in all its forms and levels, requires the teacher to possess distinctive characteristics and traits that enable him to perform his task optimally. These characteristics, whether cognitive, physical, technical, or personal, are all fundamental in the communicative process and

The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

consequently elevate the students' level and increase their motivation. The teacher who can handle difficult and critical situations well, and has a high educational level and diverse intellectual capabilities, is the one capable of assisting students and enhancing their learning motivation and guiding them correctly. In summary, the teacher who values the communicative relationship with his students holds significant importance that affects positively and negatively the learning motivation of his students.

Suggestions and Future Hypotheses:

Through our modest research and starting from the importance and role of the communicative relationship, in addition to its fundamental role in contributing to achieving the goals and desires of students to increase motivation, we have arrived at some suggestions and recommendations summarized in the following points:

- Continuously stay updated with what is new in the field of specialization.
- Teachers must enhance their technical and tactical experience and be well-versed in the principles of human behavior.
- To raise the learning motivation of students, both teachers and students must give significant importance to communication as a means to transfer experiences, skills, and ideas from the teacher to the student.
- Teachers should be characterized by ease and smoothness in communication and understanding of students because this provides them with a comfortable working environment, which in turn increases their learning motivation.

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The Relationship between Non-Verbal Communication of Teachers and Learning Motivation among Secondary School Students: A Field Study in Some Secondary Schools in Ras El Oued and Bordj Bou Arreridj Province

Mohammed Kebabi, Rafiq Alwan

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