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Emotional Intelligence among Physical Education and Sports Teachers and its Role in Effective Communication with Students

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Abstract:

The current research aims to know the role of emotional intelligence among physical education and sports teachers in effective communication with students during physical education and sports class, as the researchers used the descriptive approach to achieve the study objectives and apply the emotional intelligence scale to a random sample of (30) teachers, The results were extracted and analyzed using appropriate statistical methods (SPSS), The results showed that the level of emotional intelligence among physical education and sports teachers was high, Accordingly, the researchers recommended the need to pay attention to developing emotional intelligence during the university training of teachers in various institutes and colleges, due to its great importance when dealing with students in the future in various educational situations, As well as studying the relationship between emotional intelligence and other variables such as job satisfaction, professional compatibility, and psychological flexibility.

Keywords: Emotional Intelligence, Physical Education and Sports Teacher, Effective Communication.

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1. Introduction and Problematic of the Study:

Emotional intelligence plays a significant role in life adaptation and adjustment, helping individuals overcome challenges positively, It is closely linked to sound mental health, which can be achieved through understanding and communicating with others, Emotionally intelligent individuals tend to be happy in their social activities, They can accurately understand and perceive emotions, employing effective methods to regulate them. Conversely, those with weak emotional intelligence skills face difficulties in adapting and planning their lives, This stems from their inability to comprehend their own emotions, which can lead to depression. Consequently, they develop an individual culture that manages their emotions inappropriately, resulting in unhappiness in their lives (Amer, Issa, 2018, p. 53).

Emotional intelligence is the ability to pay attention to, perceive, understand, and clearly formulate one's own emotions and feelings, and organize them according to accurate monitoring and perception of the emotions and feelings of others. It contributes to building positive social relationships that develop the individual emotionally, mentally, and behaviorally (Ben Moussa, 2018, p. 480).

The emotional intelligence skills possessed by a teacher form the primary foundation for achieving professional compatibility and psychological adjustment, as well as controlling stress and negative emotions. These skills are also a fundamental and crucial factor in a teacher's success, especially given the challenges posed by scientific progress and modern technology in keeping pace with contemporary civilization and the demands of the era (ghadri, Zegar, 2020, p. 637).

Factors influencing the behavior of staff in educational institutions are numerous, particularly concerning the human relationship between teacher and student. This relationship necessitates that the teacher possesses an understanding and awareness of the factors affecting student behavior. Such insight helps the teacher comprehend students' academic needs on one hand, and their psychological needs on the other, the latter being more crucial for establishing a positive human connection with students. This cannot be effectively achieved unless the teacher possesses emotional intelligence that enables them to fulfill those needs (Gharbi, 2015, p. 158).

Emotional intelligence emerges as a fundamental pillar enabling teachers to achieve effective communication with students, By encompassing the

understanding and management of one's own emotions and those of others, emotional intelligence empowers teachers to create a supportive and encouraging learning environment, fostering positive interaction and ultimately contributing to the attainment of educational goals, Possessing high levels of emotional intelligence is not merely an added advantage for a teacher; rather, it is an imperative necessity. It allows teachers to respond to students' diverse needs, motivate them, and cultivate a positive learning climate that enhances both learning and personal growth, Physical and sports education, in its modern form, is considered a crucial field for the advancement and development of individuals, enabling them to play their role in guiding and reforming human society. It strives to achieve its intended goals and objectives across various aspects and domains (Nail, 2018, p. 200), Based on the foregoing, the following research question was posed: What is the level of emotional intelligence among physical education and sports teachers?

2. Research Hypotheses:

- The level of emotional intelligence among physical education and sports teachers high.

3. Research Objectives:

- To determine the level of emotional intelligence among physical education and sports teachers.
- To identify the role of emotional intelligence in effective communication with students.

4. Defining concepts and terms:

4.1 Emotional Intelligence:

It is a set of emotional and social skills an individual possesses that are essential for professional and life success. It's a complex combination of personal abilities and skills that allow an individual to understand and control their own emotions and feelings, as well as to understand and effectively deal with the emotions and feelings of others. These skills also help individuals perform well, succeed, and build good relationships with others. Importantly, these skills can be learned, acquired, and developed (Bouznad, 2022, p. 303).

The operational definition of emotional intelligence in the current study is the total score teachers obtain by responding to the items of the emotional intelligence scale adopted in this study.

4.2 Effective Communication:

Effective communication means the teacher can convey ideas and information to students in an easy and clear manner. This includes ensuring their speech is clear, using methods that capture students' attention, and being mindful of individual differences in comprehension. It goes beyond mere explanation; it also encompasses actively listening to their questions and ideas, and offering advice and feedback that helps them learn more effectively. This type of communication makes students feel confident and encourages their active participation in the lesson. Ultimately, all of this aims to build a positive learning environment based on mutual respect, which motivates students to actively engage and involve themselves positively in the educational process.

4.3 Physical Education and Sports Teacher:

The physical and sports education teacher is considered the main role holder in the teaching and learning process, who works to choose the appropriate working method for the lesson through which he can achieve the educational and educational objectives and apply them on the ground (merzougui, Guerroumi, 2022, p. 219).

This is a specialized and qualified individual, a graduate of physical education and sports institutes and departments. Their responsibility involves planning, implementing, and evaluating physical and sports programs and activities for students across various educational stages. Their role extends beyond merely teaching motor skills; they aim to achieve comprehensive and integrated educational objectives that include developing students' physical, mental, social, and psychological aspects through movement and physical activity.

5. Methodological procedures of the study

5.1 Exploratory Study:

An exploratory study serves as the initial step a researcher takes before beginning their fieldwork. It helps provide a general overview of the fieldwork aspects of their research. We carried out a series of exploratory steps to gain insight into the intricacies of the current study and identify potential difficulties researchers might encounter when applying research instruments, aiming to avoid them.

The most important exploratory steps were: First, to define the population and sample for the study. Then, the second step involved presenting the study's scale

to specialized professors to determine its suitability for the current study's objectives. The third exploratory step involved distributing and applying the emotional intelligence scale.

5.2 Basic Study:

Scientific Method: The descriptive methodology was used, as it was appropriate for the aim of the current study.

Research Population:

The research population was defined as all physical education and sports teachers in the secondary education stage in the province of Bouira.

Research Sample:

The sample size for this study was 30 teachers, who were selected randomly.

Study Variables:

They were defined as follows:

Dependent variable	Independent variable
Effective communication	Emotional intelligence

Study Tools:

Emotional Intelligence Scale:

The Emotional Intelligence Scale, prepared by Farouk Al-Sayed Othman and Mohamed Abdel Samie Rizk (2001), was adopted and applied in the Algerian context by Saida Ben Gharbal (2014/2015) in her study entitled "Emotional Intelligence and Its Relationship to Professional Compatibility." The scale consists of (58) statements distributed across five dimensions, These include: "Emotion Management" (15 items), "Empathy" (11 items), "Self-Motivation" (13 items), "Emotional Knowledge (Self-Awareness)" (10 items), and "Social Communication" (09 items). The scale uses three response options: (Occurs, Sometimes Occurs, Does Not Occur), which are assigned scores of (3, 2, 1) respectively. Thus, the total score for the scale ranges from 58 to 174. The researchers relied on the following criteria:

Table 01. Shows the levels of emotional intelligence scale scores.

	low	Medium	high
Emotional Intelligence Scale	**58-97**	**98-136**	**137-174**

Statistical Methods:

We utilized the Statistical Package for the Social Sciences (SPSS) software, version: IBM SPSS V23. The following statistical measures were calculated using the SPSS program:

- Arithmetic Mean.
- Standard Deviation.
- Percentage.

Presentation and Analysis of Results Related to the Study Hypothesis:

Study Hypothesis: The emotional intelligence level of physical education and sports teachers is high.

Table 02. Shows the Emotional Intelligence Level of the Sample Members.

Percentage	Frequency	Level
%00	00	**Low**
%43	13	**Medium**
%57	17	**High**
%100	30	**Total**

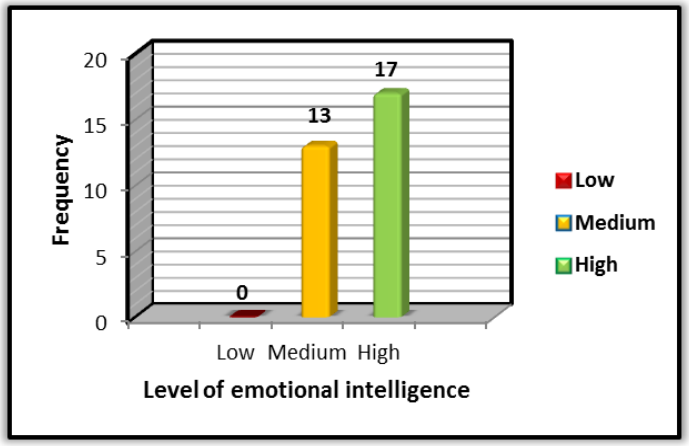


Figure 01. Illustrates the Emotional Intelligence Level of the Sample Members

From Table (02), which illustrates the emotional intelligence level of the sample members, and Figure (01), which graphically represents these results, we observe that the emotional intelligence level among the teachers was between medium and high, Specifically, the number of teachers with high emotional intelligence reached (17) teachers, representing (57%). The number of teachers with a medium emotional intelligence level was (13) teachers, representing (43%). Notably, there were no teachers with a low emotional intelligence level.

The profession of teaching physical education and sports demands direct interaction with students, occurring in an environment rich with emotions and feelings. Therefore, possessing a good level of emotional intelligence is not just an added advantage, but a necessity, It enables teachers to effectively handle diverse emotions, A physical education and sports teacher encounters a wide range of emotions among students, including frustration with performance, excitement about winning, fear of failure, and anger towards peers or decisions. This is precisely where the role of emotional intelligence becomes evident, allowing them to perceive, understand, and effectively manage these emotions.

Furthermore, the physical education and sports teacher plays a crucial role in building students' self-confidence and encouraging their participation, along with the ability to communicate effectively. Motivating students for physical and athletic performance also requires the ability to understand what drives them internally and externally. Teachers with high emotional intelligence can utilize

effective motivational strategies and handle behavioral issues or conflicts among students calmly and effectively.

It also helps them adapt to different situations. Physical education classes are dynamic and ever-changing, with unexpected challenges often arising, Emotional intelligence assists teachers in being flexible and adaptable in these situations, enabling them to make sound decisions under pressure, Furthermore, students often look to physical education teachers as role models, and emotional intelligence helps these teachers manage their emotions and treat others with respect.

Table 03. Shows the Emotional Intelligence Level of Physical Education and Sports Teachers

Evaluation	Std. Deviation	Mean
High	13.59	137.8
Emotional Intelligence Scale		

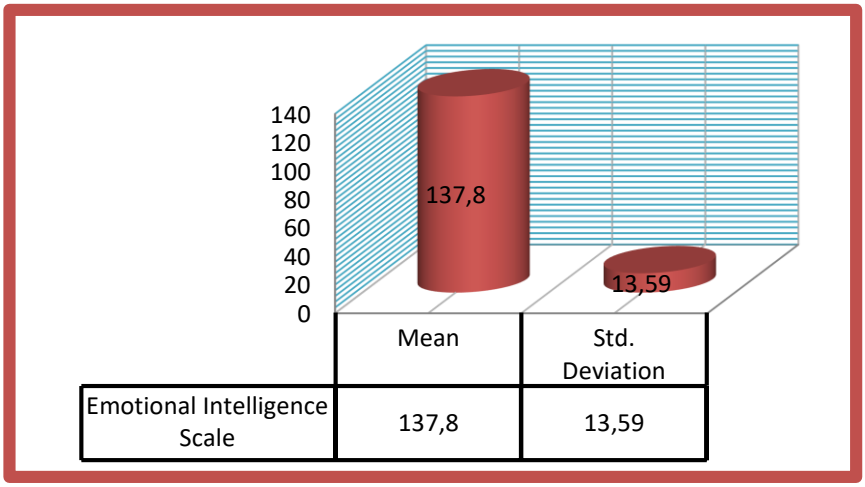


Figure 02. Illustrates the Emotional Intelligence Level of Physical Education and Sports Teachers

Based on the statistical analysis results presented in Table (03), which details

the scores from the emotional intelligence scale, and Figure (02), which graphically represents these findings, we observe that the teachers' emotional intelligence level was high. This is evidenced by a calculated mean score of (137.8) and a standard deviation of (13.59).

The high level of emotional intelligence among physical education and sports teachers is a reflection of their profession's demands and the nature of interaction within a sports and physical activity environment, Teaching physical education and sports isn't merely about transmitting motor skills; it's also about significant and direct human interaction, Teachers in this field daily encounter a wide range of emotions in their students, including joy, anger, frustration, enthusiasm, fear, and stress. To succeed in their work, they must be capable of understanding and effectively managing these emotions, which is the very foundation of emotional intelligence.

Moreover, the objectives of physical education and sports are not limited to developing motor skills only. They also encompass cultivating social and emotional aspects such as sportsmanship, teamwork, mutual respect, and the ability to cope with both winning and losing. Teachers with high emotional intelligence are effectively able to instill these values in their students.

The significant role of emotional intelligence in effective communication between physical education teachers and students is evident through self-awareness. Self-awareness allows teachers to understand their own emotions, which in turn enables them to control their reactions and avoid impulsive behavior. This empowers teachers to communicate calmly and clearly, even under pressure, thereby increasing student trust and making them feel comfortable expressing themselves and sharing their thoughts and fears. It also encourages students to interact without fear of negative reactions.

Additionally, the ability to self-regulate empowers the teacher to control their emotions, guide their behavior positively, and effectively handle various challenges (such as undesirable student behavior or poor performance) without overt anger or frustration. This also helps the teacher use persuasion and motivational skills more effectively, which in turn improves student responsiveness and engagement with the instructions and activities presented during physical education and sports lessons.

In addition, social awareness (empathy) provides the teacher with the ability to understand students' emotions, even if they aren't verbally expressed. This enables them to notice signs of frustration, fear, or a need for help through body language or facial expressions. This understanding allows them to respond based on students' actual emotional needs, offer appropriate support, and tailor messages in a way that aligns with their psychological state, thereby increasing trust and understanding between them.

By its very nature, the profession of a physical education and sports teacher demands a certain degree of emotional intelligence. Teachers who possess higher levels of emotional intelligence are more competent and effective in fulfilling their educational and athletic roles during the physical education and sports lesson.

6. Study Recommendations:

- Conduct field studies on emotional intelligence among teachers in other educational stages, specifically middle and primary school, to ascertain their emotional intelligence levels.
- Emphasize the necessity of fostering emotional intelligence during university training for teachers in various institutes and faculties. This is crucial given its significant importance for future interactions with students in diverse educational settings.
- Investigate the relationship between emotional intelligence and other variables, such as job satisfaction, professional adjustment, and psychological resilience.
- Work on developing specialized guidance and training programs designed to enhance emotional intelligence.

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