

# The most important factors affecting the improvement of communication between the physical education and sports teacher and primary stage students

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**How to Cite:**

AZZAIZIA, N. (2025). The most important factors affecting the improvement of communication between the physical education and sports teacher and primary stage students. *Art Law and Accounting Reporter*, 44(2), 280-289. <https://journalalar.org/index.php/online/article/view/23>

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Submitted: 02 Jan 2025 | Revised: 14 Feb 2025 | Accepted: 09 March 2025

**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.

**Keywords---**communication, physical education and sports teacher, primary stage.

### **Introduction**

The process of communication with students is considered an important and vital aspect for the teacher—whether this communication is verbal or non-verbal—as it is one of the cornerstones of classroom interaction. It is the means through which experience is transmitted from the teacher to the student and leads to a dynamic mutual understanding. Therefore, the physical education and sports teacher must possess high-level communication skills, in addition to a set of factors that ensure the success of the educational process, which is further completed by actively listening to students and providing appropriate responses to the educational situation that indicate understanding.

In this study, we intended to pose the following research problem:

What are the most important factors affecting the improvement of communication between the physical education and sports teacher and primary stage students?

Accordingly, we proposed the following hypotheses:

- 1- The scientific qualification of the physical education and sports teacher affects the improvement of his communication with his students.
- 2- The extent to which the physical education and sports teacher is knowledgeable in child psychology has an impact on the teacher-student relationship.
- 3- The experience of the physical education and sports teacher is related to the improvement of communication with his students.
- 4- The teacher's excellence in communication skills improves the relationship between him and his students.
- 5- Mastery of listening skills plays a role in enhancing communication between the physical education and sports teacher and his students.

### **Study Objectives:**

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 Souk Ahras province.

**Methodology:**

In response to the nature of this study's subject, the descriptive approach was employed, as it relies on studying the reality or phenomenon as it exists, with a focus on describing it accurately and expressing it either qualitatively or quantitatively (Boudawed, Attallah, 2009, p.123). Descriptive research does not stop at merely collecting, classifying, and tabulating data—that is, merely arriving at and obtaining facts—but also involves a degree of interpretation of these data, meaning an attempt to link description with comparison and interpretation (Hassan Alawi, 2007, p.139).

**1. The Concept of Communication and Its Types:****1.1. The Concept of Communication:**

"Communication is an interactive process that primarily depends on the exchange of meanings and information among a group of individuals through symbols familiar to them, and this process is characterized by continuity and predictability, provided that each is either directly or indirectly aware of the other's presence" (Mohammed Mohammed Hassan, 2010, pp.38-39).

Stenz and Branson state that communication is the process of transferring information, desires, feelings, knowledge, and experiences either verbally—using symbols, words, and images—with the intent to persuade or influence behavior (Haddad, 1993, pp.43-44).

**Classroom Communication and Interaction Process:**

Creating an effective educational environment requires the teacher to have a tremendous ability to successfully interact with students. In terms of importance, classroom interaction methods and the variables that attract students' attention are equally critical in creating and developing an effective educational environment (Abdel Halim Abdel Karim, 2006, p.301).

**1.2. Types of Communication:****1.2.1. Verbal Communication:**

This is the communication that occurs through the use of spoken or oral language to convey a message or information to the recipient. The spoken word is the means by which the sender transmits his message, and oral communication is a form of traditional communication (Alla, 2011, p.52).

**1.2.2. Non-Verbal Communication:**

This consists of symbols, signs, and organized expressions that indicate details of meaning employed by an individual. Examples include:

- 1- Sensory codes or expressions through the senses.
- 2- Expression through physiological symbols, such as the yellowing that occurs on the face, or through kinetic expressions, gestures, and other signs (Atef, 1993, p.40).

It has been estimated that approximately 70% of messages are non-verbal, conveyed primarily through the eyes, facial expressions, hand gestures, and the postures adopted by a coach during training sessions and matches (Al-Jamaili, 1997, p.47).

### **Principles of Good Communication:**

The American Management Association has defined certain principles for effective communication and has dubbed them the ten commandments of communication, which can be summarized as follows:

- Ensure that your message is clear before communicating: This means that the sender must begin thinking before starting to speak or send his message—much like the saying that a faucet is useless if the water reservoir is empty.
- Verify the true objective of the communication: Before communicating, ask yourself: What is my goal in this communication? What do I wish to convey to others? The fewer the objectives, the more focused the communication process, thereby increasing the likelihood of success.
- Consider the natural and human conditions in which the communication takes place: One must account for the natural and human factors and conditions under which communication occurs; each situation requires its own specific method that may not be suitable for another.
- Involve others in planning the communication: Those who participate in planning the communication are more likely to endorse the topic positively.
- Ensure that your communication contains something valuable and beneficial for the future: Communication that takes into account future needs and desires tends to be well received and encourages the recipient to respond and accept the sender's directives.
- Pay attention to tone of voice during communication: The tone of voice and body expressions have a significant effect on the recipient's willingness to accept your message.
- Follow up on the outcomes of communication: Monitoring the results of communication is crucial for determining the extent to which it has achieved its objectives.
- Base current communication on past experiences: Communication does not arise from a vacuum but is established on a foundation of accumulated past communication experiences.
- Ensure that your behavior is consistent with your communication: Good communication is one in which the sender's behavior aligns with the substance of his message, without any contradiction between the content and the sender's actions.
- Learn to listen well: For the recipient to listen to you, you must also listen to him diligently (Alawi, 1998, pp.156, 155).

### Enriching the Communication and Interaction Process:

- Many words can be said, but only a few can be effective if they are not understood by the students. Moreover, interaction goes beyond merely using words, and true communication and interaction presuppose that understanding has occurred. The following variables enhance the effectiveness of the communication and interaction process:
- Be active and lively: It is not necessary to be an eloquent speaker, but it is essential to be attention-grabbing. Full communicative capacity is achieved when students are motivated to listen to their teacher. Therefore, use your voice effectively—varying your intonation (rising and falling)—in addition to employing non-verbal communication through movements of the eyes, hands, and body; also, try to keep your discussions as concise as possible.
- Build upon what you have already presented: Try to connect the discussion with the skills you have taught and the knowledge your students already possess. It is important to clarify for your students the similarities—or even the differences—between the performances of various skills, as the educational process is more successful when students understand the relationship between the new information and their previous experiences.
- Present your ideas in a logical sequence: Skills should be taught in the context and order in which they will be executed. It is exceptional if a teacher begins with a critical point in an exercise and then builds upon it. For example, in movement sequences the teacher may first present different step patterns and then pair students together until the parts and components of the sequence are complete. In any case, performance should comply with the order of the steps, and students generally believe that the order in which activities are presented is the correct sequence for achieving progress in performance. Hence, the younger the child, the more imperative it is to present the task in sequential steps.
- Be a role model and practice what you preach: Students are keen observers—they learn not only from what the teacher says but perhaps even more from what the teacher does. Whether intentionally or not, the teacher serves as a model and exemplar for his students, as many learn better through observation than through listening. This underscores the importance of providing correct examples and avoiding erroneous ones; for instance, students can learn more quickly if they are taught the correct way to perform a task rather than simply being shown what mistakes look like.
- Accompany verbal presentations with examples: Often, the teacher attempts to articulate the presentation of skills and activities in words; however, this must be accompanied by providing examples before the students, which facilitates communication.
- Avoid overly lengthy instructions and use educational cues instead: It is preferable to avoid lengthy verbal instructions and instead use effective educational influences. Another issue that often confuses students is when the teacher mixes

the instructions used to manage the lesson with those that are required to be executed.

- **Establish a safe learning environment:** The teacher must not underestimate the importance of providing a sense of security within the educational setting. Undoubtedly, when accidents occur due to inattention to the lesson, lack of vigilance, or poor planning, these factors collectively hold the teacher accountable. Although injuries typically occur during physical education classes, their high frequency is attributable to inadequate planning and preparation. The teacher must consider random situations that might lead to injuries; for young learners, the optimal method is the "role-playing" approach. Another method is the "circular display." Injuries can be avoided if students are consistently prepared for the exercise and if recording the lesson, as one of the key elements, confirms that the lesson has proceeded according to a set system. Improved performance gives students self-confidence, as they feel they possess the necessary background to perform the exercise.
- **Maintain sports equipment:** It is important to ensure that equipment is in proper condition. For example, tools that have not been used for a while should be inspected before use, and items requiring cleanliness should be cleaned to prevent disease. This also ensures that the teacher will not have to interrupt the lesson to check an item.
- **Do not prohibit exercises that carry inherent risks:** Despite the precautions mentioned, the teacher should not ban exercises that entail risk. One of the primary goals of physical education is to cultivate a spirit of adventure and the ability to overcome fear. If students perceive the exercises to be overly safe, they may lose their sense of adventure, which in turn diminishes the elements of challenge.
- **Continuously observe student performance:** Monitoring student performance is crucial to determine whether they are executing the lesson successfully. The key in observation is to keep an eye on all students. Typically, students pay attention to their performance when they feel that someone is monitoring them. Some teachers assume that students do not listen to their instructions unless the teacher is in a specific location—this is not true. Students who feel incapable of performing an exercise correctly may deliberately stand far from the teacher, thus becoming difficult to observe. Therefore, it is preferable to begin by giving the exercises, then change your position and vary your direction so that students cannot predict where you will be to observe them.

If the teacher notices that he speaks with some students frequently while barely addressing others, this may give them the impression that the teacher does not care about them; the teacher should remedy this by engaging with the others in the next lesson.

Since the teacher's movement affects the effectiveness of observation, the area should be divided into four sections, where the teacher moves evenly among them and gives instructions from these areas. (Abdel Halim Abdel Karim, 2006, pp. 311-315)

## **2. The Physical Education and Sports Teacher and Lesson**

### **2.1. Definition of the Physical Education and Sports Teacher:**

The physical education and sports teacher is a person who fulfills an exemplary role in his relationship with students, the community, the school, and the field of physical education and sports. This is dependent on his insight and perspective towards the educational system and his profession, as well as on the school climate. (Anwar Al-Khouli, 1996, p.10)

### **Competencies of the Contemporary Physical Education Teacher:**

The following qualities should be possessed by a physical education teacher:

- **Education:** The teacher should obtain a level of education that far exceeds what he imparts to his students.
- **Physical and Sensory Integrity:** He should be free from bodily defects, deformities, and impairments.
- **Physical Health:** He must maintain good health, as a teacher in poor health cannot effectively fulfill his responsibilities or endure strenuous efforts.
- **Cleanliness:** He should be a role model for his students in terms of taking care of his sports attire or personal clothing.
- **Discipline:** He must maintain the school's order, traditions, and educational objectives.
- **Instructional Competence:** He should be well versed in all aspects of his profession, including teaching methods, techniques, and the organization of in-class activities.
- **General Culture:** He should have a broad knowledge base in various subjects and activities. (Aziz, 2015, pp. 136-137)

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

This subject is considered one of the academic disciplines alongside natural sciences and languages; however, it differs from these subjects in that it provides students not only with motor skills and physical experiences but also with a wealth of knowledge and information covering health, psychological, and social aspects, in addition to scientific insights into human body composition. This is achieved through motor activities such as exercises and various games (both team and individual) under the educational supervision of coaches trained for this purpose. (Basyouni, Al-Shati, 1992, p.34).

### The Primary Stage:

The primary stage is one of the phases of general education and represents basic education. It is a type of systematic education that holds a fundamental place at the very beginning of the educational ladder, where children join from middle childhood—around ages 5 to 6—up to late childhood—approximately ages 10 to 12, and before adolescence, in order to acquire some basic knowledge and skills (Salah Eddin Ali, 1983, p. 56).

### 1. Presentation of the Questionnaire Results:

#### 1.1. The Degree of Impact of Scientific Qualification, Familiarity with Child Psychology, and Pedagogical Experience on Improving Communication Between the Physical Education and Sports Teacher and His Students:

Below is the data obtained from the responses:

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

Table 1 illustrates that scientific qualification, pedagogical experience, and familiarity with child psychology have a significant impact on activating and improving communication between the teacher and his students, with the respective percentages being 60%, 83.33%, and 70%.

#### 1.2. The Degree of Impact of Excellence in Communication Skills and Mastery of Listening Skills:

The following table presents the data obtained:

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%

Table 2 shows that increased excellence in communication skills and mastery of listening skills significantly improve the communication between the physical

education and sports teacher and his students, with the percentages being 86.66% and 73.33% respectively.

**Conclusion:**

Communication in its educational form, for physical education and sports teachers with their students, is considered one of the most important steps upon which the educational process is built. It is also an essential element for conveying the educational message to students of various levels, and mastery of communication skills is of considerable importance in achieving the objectives of that message. Undoubtedly, there is a set of factors that contribute to enhancing this communication, which in turn leads to a complete and positive interaction between the teacher and his student, resulting in the teacher's success in his educational role, an increase in learning effectiveness, and the attainment of the desired educational goals. This is what we sought to determine through our study, which primarily aimed at identifying the most important of these factors.

We reached several conclusions indicating that the scientific qualification, the physical education and sports teacher's familiarity with child psychology, and his pedagogical experience significantly affect his interaction and communication with his students. Moreover, an increase in the teacher's excellence in communication skills and mastery of listening skills plays a major role in improving and activating this communication.

Among the most important recommendations of this study are as follows: paying attention to this subject by intensifying training courses and pedagogical seminars in this context; focusing on the necessity for teachers to be well-versed in child psychology, which helps them understand all stages of childhood as well as the educational, psychological, social, motor, physical, and emotional requirements necessary for constructive interaction with students; opening genuine and effective channels of communication between teacher and student and fostering a culture of dialogue and interaction between them; additionally, it is imperative to raise teachers' awareness of the need to keep up with recent developments in this field, update their information and knowledge, and benefit from new insights—especially from the experiences of advanced countries in preparing and reforming curricula related to teacher-student communication methods; and finally, intensifying scientific research in this area and incorporating the educational communication and communication in the sports field scale within the training programs at institutes of physical education and sports sciences and technologies.

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