

The Professor's Vision of the Level of Communication Skills Among the Professors of Physical Education and Sports - A Field Study in the Educational Institutions of Souk Ahras – Algeria

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Abstract :

The study aimed to identify the professor's vision of the level of communication skills among physical education and sports professors in the educational institutions of Souk Ahras – Algeria and the differences between them according to the variables of gender, the certificate obtained, teaching level (primary - secondary), experience and age.

The researcher used the analytical descriptive approach because it was appropriate to the nature of the subject and to verify the hypotheses of the study, and the sample of the study was the professors of physical education and sports in educational institutions (average, secondary) of Souk Ahras, which numbered (70) professors, the researcher in this study relied on a questionnaire consisting of (30) statements distributed over four areas, the data was statistically processed by the Statistical Package for the Humain sciences(SPSS22), and the following statistical tools were used: arithmetic mean, standard deviation, correlation coefficient, test(t), relative weight, the researcher concluded that professors have a high level of communication skills and that there are no statistically significant differences between them in terms of gender, degree obtained, teaching level (middle school-high school), experience, and age.

Keywords: communication skills, professors, physical education and sports.

Introduction

the phenomenon of communication is one of the oldest intellectual and social concerns, as its origins are due to the age of human existence, because human is a social being by nature, a natural instinct that God has built to realize himself and his being, and can live in different societies, and adapt to its members. there is no doubt that humans have been guided by their nature and disposition to communicate in order to understand and cooperate, build relations with his peers, transfer information, experiences and meet his human needs. Therefore it is a necessity imposed by the social nature that distinguishes him from all creatures, which has helped him to converge to ensure his cohesion with others. social integration and harmony.

Humans do not have the opportunity to live alone because they are social beings, because people need to share their feelings, thoughts, knowledge, which is why an individual needs and is forced to live in a social environment (Erol ve Erol, 2015). Communication is a basic need for most people, regardless of age, gender or race. It can provide security, pleasure, and indulgent social solidarity at the same time, it can also generate fear and vulnerability. Professionals in various fields have become

unsure and worried about their misunderstanding when using communication in their work (Annica, 2022).

Communication skills are the life skills necessary for the individual, who needs to acquire competence and effectiveness in social interaction situations with their families, colleagues, and those around him, as they become a building block in building their present and future personality, their pursuit and the positive, which includes a deep understanding of the self, others, their physical, social, and moral . (sulaimen, 2006)

Communication is one of the most important and necessary topics in general and educational communication in particular, as we can not accomplish any work or task without conducting communication and skills, and good communication helps to perform tasks in a better way and accomplish the work effectively (Atawi, 2010).

Effective communication of professors in the educational institution ; It reflects positively on the development of individual performance of professors , and the improvement of the educational process with various elements and effectiveness (alimet , 2007).

As is known, communication has an important role in the development of relations and the success of the physical education and sports lesson in the educational community, Those involved in the educational process must take communication skills into consideration, as their work is based on interaction with students, whether through words, movements, gestures, or any other form of expression . Neglecting or ignoring this will reduce the impact of interaction with students, which will negatively affect the achievement of the desired educational goals (Qatawi, 2007).

The professor of physical education and sports is the cornerstone of the educational process , he plays a prominent leadership role to acquire his students knowledge, skill and provide them with experiences inside and outside the classroom . professors are role models and examples for their students, as aspects of their personalities influence many of the behavioral patterns exhibited by their students. professors are one of the most important human inputs to the educational process, if not the most important, as they are the effective and influential element in all inputs to the educational system and in achieving its goals in the best and most efficient manner (Abu Al-Naja Ezz Al-Din, 2001)

Al-Tal (1993) pointed out that a competent teacher strives to be effective, cooperative, and influential at all times. This desire stems from their professional commitment to providing the best methods of education and training on the one hand, and from the need to face the urgent task of organizing and managing the situations they encounter on the other.

the problem of the study lies in the following main question:

What is the level of communication skills of the physical education and sports professors in the educational institutions of Souk Ahras?

Therefore, our study proceeds from the following sub-questions:

What is the level of communication skills of physical education and sports professors ?

- Are there differences in the communication skills of physical education and sports professors due to the variables of gender, certificate obtained, teaching level (average-secondary), experience, age at the level of significance $\alpha = 0.05$?

Methode And Materials:

Our research community includes the averages and secondary schools of Souk Ahras, which are (77) average and (36) secondary, and represented (209) professor of physical education and sports at the

city of Souk Ahras in Algeria distributed on (128) medium education professor and (81) secondary professor.

- Research Sample :

The researcher's selection of the sample is one of the important steps and stages of research, as the objectives set by the researcher for his research and the procedures used, will determine the nature of the sample that he will choose, whether he will take a large sample or a specific sample and whether he will apply his study to both individuals or choose only a section of them.

We will select a stratified sample at random consisting of middle and secondary school teachers in some institutions in the Algerian city of Souk Ahras, representing 35.88%, or 75 teachers from the original community, distributed across various middle and secondary schools in the Algerian city of Souk Ahras.

Study procedures:

The method used :

The methodology adopted by the researcher depends on the nature of the subject under study, and we have found that the descriptive-analytical approach is appropriate for conducting our field research.

- Research tools and scientific bases:

The researcher adopted the books and bibliographic references as used the communication skills measurement prepared by Sami Mohsen Al-Khatafatna and the scale consists of 30 statements in a likert scale of five steps according to the degree of application approved as follows: Strongly agree, agree, neutral, disagree, strongly disagree, the scale has also been divided into positive and negative statements and has been distributed across the four dimensions, which can be summarized in the following table:

Table 01: shows the division of statements by dimensions of scale and signals:

Dimensions	Positive words	Negative words
Listening skills	5 – 10 – 12 – 18 – 21 – 23	4
Skills of speaking	6 – 7 – 13 – 16 – 24 –	12 – 25 – 30
Skills to understand others	8 – 9 – 11 – 14 – 17 – 20 – 28	
Management of emotions	1-3- 19 – 26 – 27 – 29	2 – 15

- Scientific bases for the study tools:

- Structural validity of the tool:

Reliability and reliability of research tools:

- Authenticity of tools: The researcher calculated the authenticity of the tool in two ways:

- Constructive honesty: Where the correlation coefficient of Lerson was calculated:

- The Pearson correlation coefficient between the dimensions of the communication skills scale and the scale as a whole was calculated and the overall correlation coefficient came to 0.73, which is a strong correlation that indicates the validity of the tool.

Table 02: Correlation coefficients between the rate of both the dimensions of the communication skills scale and the scale as a whole

Number	Dimensions	Correlation coefficient	Level of significance
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1	Listening skills	0.70	0.01
2	Skills of speaking	0.67	0.01
3	Skills to understand others	0,81	0.01
4	Management of emotions	0,74	0.01
-	All dimensions	0.73	0.01

- The stability of the tool: The researcher calculated the tool stability using two methods.:

Alpha-Corenbach constancy factor: The constancy was calculated using the alpha-Corenbach equation through the SPSS22 statistical program and it was shown that:

- The communication skills scale has a high degree of stability, with an alpha Corenbach coefficient of 0.715.

Half hash method: The stability coefficient was calculated by the half hash method and this using the statistical program 22 SPSS and it was shown that:

Communication skills scale: The Cyberman Brown coefficient was 0.642 and the Guttman coefficient was 0.630, which shows the stability of the scale.

Statistical tools:

In the research we used: The Lebison correlation coefficient, the Alpha Corenbach coefficient, relative weight, the Sperman-Brown coefficient and the Gottman coefficient of stability , the arithmetic mean, a test of the differences, and we relied on the SPSS22 statistical package.

Results:

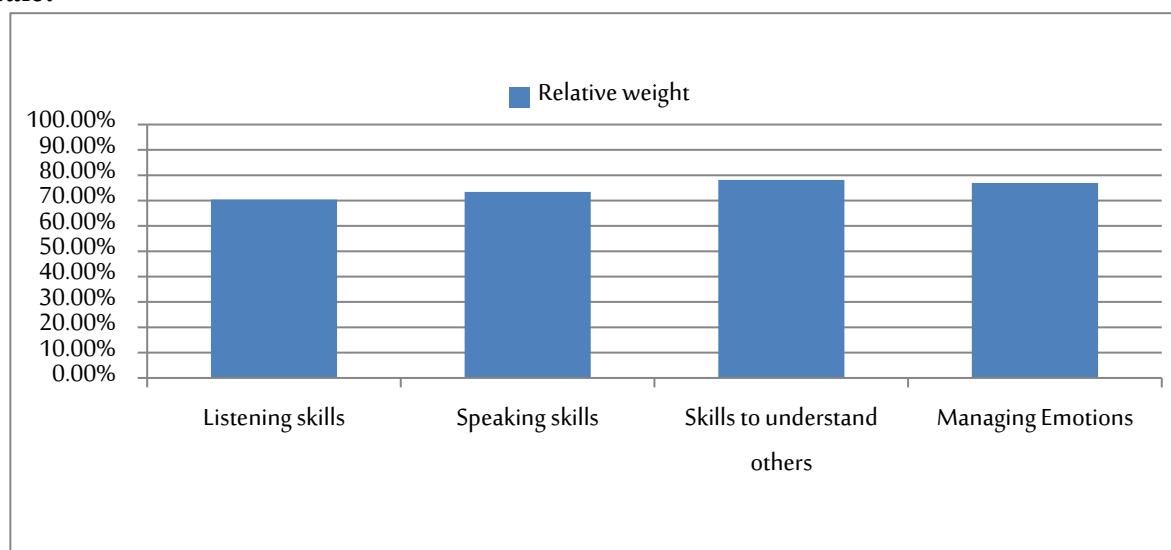
Presentation and discussion of results:

View and analyse the results:

Table 3: The results for communication skills of physical education and sports ptofessors:

Dimensions	The arithmet ic average	Relative weight of %	Relative weight of %	Standar d deviatio n	Appreci ation	Grad e
Listening skills	3.50	70.40	70.40	0.41	High up	4
Skills of speaking	3.67	73.42	73.42	0.36	High up	3
Skills to understand others	3.90	78.14	78.14	0.46	High up	1
Management of emotions	3.84	76.92	76.92	0.37	High up	2
Total	3.72	74.48	74.48	0.25	High up	-

Figure 1: represents the causal weights of the dimensions of the professor's communication skills scale:



Through the results shown in the table above, we found that the level of communication skills of the professors of physical education and sports came high and this is an arithmetic average of 3.73 and a relative weight of 74.48 % and the dimensions of the scale as follows :

- First came the ability to understand others, with an average score of 3.90 and a relative weight of 78.14%, and a high degree of agreement. The nature of the specialization and the job requires professors to be able to understand those they deal with, whether they are professors, administrators, or students.
- Second came managing emotions, with a mean score of 3.84, a relative weight of 76.92%, and a high degree of agreement. A successful professor is one who can control their emotions in the workplace and avoid anything that might provoke them.
- It came after communication skills, also with a high approval rating, with a mean of 3.67 and a relative weight of 73.48%, ranking third among the four dimensions. Communication skills are very important for professors, as they deal with different parties in educational institutions and people of varying levels.
- Fourth, listening skills also received a high approval rating, with a mean of 3.50 and a relative weight of 70.40%. This skill is essential for communication between professors, students, and administrators.

Table 4: The results related to differences in communication skills of physical and sports education professors according to the gender variable of the scale as a whole:

Dimensions	Sex	The arithmetic average	Standard deviation	D of freedom	(T) calculated	Value (SIG)
Communication skills	Male	3.74	0.25	68	0.897	0.373
	Female	3.68	0.26			

-The above table shows that there are no statistically significant differences between professors according to the gender variable (male, female) in the level of communication skills as a whole, as the value of (T) calculated is equal to (0.897), and the value (0.373=SIG) is greater than the level of

significance ($\alpha=0,05$). thus (T) is statistically non-functional at a level of significance (0,05) and a degree of freedom equal to (68).

Table 5: Represents the results related to differences in communication skills of physical education and sports professors according to the variable of certificate obtained for the whole scale:

Dimensions	Educational level	The arithmetic average	Standard deviation	D of freedom	(T) Calculated	Value (SIG)
Communication skills	Licentiate	3.72	0.24	68	0.208	0.836
	Master	3.71	0.29			

From the results shown in the table above, we find that:

- There are no statistically significant differences between physical education and sports professors in communication skills due to the variable of the certificate obtained, as the value (t) calculated is equal to (0.208), and the value (0.836=SIG) is greater than the level of significance ($\alpha=0.05$), thus (T) is statistically non-functional at a level of significance (0.05) and a degree of freedom equal to (68).

Table 6: The results of the differences in communication skills of physical and sports education professors according to the variable level of teaching (medium - secondary) of the scale as a whole:

Dimensions	Sex	The arithmetic average	Standard deviation	D of freedom	(T) Calculated	Value (SIG)
Communication skills	Average	3.73	0.27	68	0.404	0.687
	Secondary	3.71	0.24			

- Through the above table it is shown that there are no statistical differences between professors according to the level of teaching (medium - secondary) in the level of communication skills as a whole, where the value of (T) calculated equal (0.404), and the value (0.687 = SIG) is greater than the level of significance ($\alpha = 0,05$), thus (T) is statistically non-functional at a level of significance (0,05) and a degree of freedom equal to (68).

Table 7: Represents the results of differences in communication skills of physical and sports education professors according to the experience variable of the scale as a whole:

Dimensions	Sample	Total of squares	D is free	Average of squares	F	Value (SIG)
Communication skills	Between the groups	0.329	2	0.164	2.539	0.087
	Within the groups	4.335	67	0.065		
	Grand total	4.664	69			

From the above table we find that:

- There are no statistically significant differences in the communication skills of physical education and sports professors according to the professional experience variable as the value of (f) is equal to (2.539), and the value (0.087 = SIG) is greater than the level of significance ($\alpha = 0,05$), so (f) is not a statistical function at a level of significance estimated at (0,05).

Table 8: Represents the results of differences in communication skills of physical and sports professors according to the age variable of the scale as a whole:

Dimensions	Sample	Total of squares	D is free	Average of squares	F	Value (SIG)
Communication skills	Between the groups	0.039	2	0.019	0.281	0.756
	Within the groups	4.625	67	0.069		
	Grand total	4.664	69			

From the above table we find that:

- There are no statistically significant differences in the communication skills of physical education and sports professors according to the age variable as the value of (**f**) is equal to (**0.281**), and the value (**0.756** = SIG) is greater than the level of significance ($\alpha = 0,05$), so (f) is not a statistical function at the level of significance estimated at (0,05).

Discussion of results:

Discussion of the first partial hypothesis: Physical education and sports professors have a high level of communication skills

Table 3 shows that all averages for the different areas were similar in terms of their relative weights, ranging between 70.40% and 78.14%. The total score for the questionnaire as a whole was given a relative weight of 74.48%.

This indicates that the level of communication skills among physical education and sports professors in institutions in the province of Souk Ahras is high, from their point of view.

The researcher attributes these findings to the fact that communication skills contribute to:

Employ and use communication skills to understand educational problems and experience their stages.

Employ and use communication skills to overcome obstacles that reduce performance.

Employ and use communication skills in defining clear responsibilities for professors working in educational institutions.

- Helps to employ and use communication skills in organizing daily workloads and thus reduce stress, emotion, and work pressures.

- Employing and using communication skills by physical education and sports professors in saving time and effort by directing them directly to the problem.

Communication skills increase good understanding between professors, students and administrators. The high level of communication skills of the professor makes him able to communicate the message clearly.

These results are consistent with the findings of previous studies, they agreed with the results of the study of Bukapos Reema under the title "verbal communication and its impact on the educational process in the subject of physical education and sports" where this study confirmed the high rates of use of a mix of languages in various spaces where individuals deal with communication style literally. While she did not agree with a study (Fahmy, 1980) entitled "Educational Communication in Secondary Schools in the Arab Republic of Egypt", one of the most important findings of the poor human relations between education managers, school administrators, professors, and between professors themselves.

The order of the dimensions according to their relative weights was as follows:

1- The third area: Skills of understanding others

He ranked first with a relative weight of (78.14%), which is a high grade.

Researchers are credited for the following reasons :

- Physical education and sports professors spend most of their time on the school grounds and in the field, where they can understand and learn about students' problems, thereby gaining sufficient insight into their inclinations and tendencies.
- The administration respects the role of the physical education and sport professor and involves him in school planning and leading student activities by granting him more powers and authority due to his ability to influence colleagues and students.
- An atmosphere of mutual trust, support, cooperation, and participation between physical education professor and other professors within the institution.

The results of this study are consistent with the study by Putten Van, Averil Aline (1986) entitled "Administrative Communication Systems: Teacher Motivation and Persuasion," which found many correlations between satisfaction with communication and satisfaction with the workplace.

The results of this study differ from those of a study by Fahmy (1980) entitled "Educational Communication in Secondary Schools in the Arab Republic of Egypt," which found weak human relations between education administrators, school principals, professors, and among professors themselves.

2- The fourth field: emotion management skill, as it ranked second with a relative weight of (76.92%), with a high rating. In light of the researcher's findings, it is clear that the current research sample has emotion management.

This result is consistent with the theory of Salovey and Myers, which states that emotional arousal management can be acquired, learned, and developed through distinctive mental and cognitive activity, reflecting positive emotional arousal on the individual's state.

3- The second area: speaking skills, which ranked third with a relative weight of 73.42%, a high rating.

The researcher attributes this to the following reasons:

- Speaking skills enable listening, comprehension, interpretation, and the logical integration and organization of ideas.
- They provide a continuous interactive environment that maintains students' motivation to learn and their desire for continuous education.
- Speaking skills engaged all of the students' senses in the teaching and learning process, which had a clear positive effect on increasing attention, perception, and understanding.

The results of this study are consistent with those of a study by Al-Fayoumi (2012), which aimed to determine the effect of language communication activities on the development of oral expression skills.

4- First area: listening skills. The table shows that these skills ranked fourth with a relative weight of 70.40%, which is a high rating, indicating that they are a fundamental skill in communication between professors, students, and administrators.

The researcher attributes this to the following reasons:

- Acquiring listening skills makes physical education and sports professors strongly desire to take on greater responsibility in order to understand those with whom they interact.

- Listening skills have created a state of enjoyment, motivation, and complete harmony, as well as self-actualization and effective teamwork.
- Continuous interaction between physical education professors on the one hand, and management and students on the other, during the application of the skill through continuous reinforcement.
- The factor of excitement and variety during the application of listening skills and activities.

Discussion of the second partial hypothesis: There are no differences in the communication skills of physical education and sports professors attributable to variables such as gender, degree obtained, teaching level, experience, or age.

1- There are no differences in the communication skills of physical education and sports professors attributable to the variable of gender.

The results in Table 4 show that there are no statistically significant differences at the significance level ($\alpha=0.05$) in communication skills between physical education and sports professors according to gender (female, male) on the scale as a whole and on its sub-dimensions (listening skills, speaking skills, understanding others, emotion management).

The researcher attributes this to:

the objectivity of supervising teachers of both genders and their interest in communicating with their students and with the administration within their institutions.

This result differs from the findings of a study (Al-Khazaala, 2011), which showed that there is a difference in the assessments of student professors of the role of supervisors in achieving educational communication skills, depending on the gender variable in favor of males.

2- There are no differences in communication skills among physical education and sports professors attributable to the variable of degree obtained.

The results shown in Table (5) that there are no statistically significant differences at the significance level ($\alpha=0.05$) in communication skills between physical education and sports professors according to the variable of the degree obtained on the scale as a whole and on its sub-dimensions (listening skills, speaking skills, understanding others, managing emotions).

The researcher attributes this to:

- Following the general policies and administrative philosophy set by the Ministry of Education for the working mechanism in all institutions.

- The criteria and basis for selecting physical education and sports professors in both stages do not primarily depend on specific certificates, as candidates take written exams and oral interviews, which are heavily relied upon in determining the candidates.

These results are consistent with the findings of a study (Hagan, 2006) which showed that there were no statistically significant differences between the views of the sample individuals regarding both verbal and written administrative communication methods and personal, organizational, and environmental communication barriers attributable to academic qualifications.

3- There are no differences in communication skills among physical education and sports professors attributable to the teaching level variable (middle school-high school).

The results in Table 6 show that there are no statistically significant differences at the significance level ($\alpha=0.05$) in communication skills between physical education and sports teachers according to the teaching level variable (middle school and high school) on the scale as a whole and on its sub-dimensions (listening skills, speaking skills, understanding others, and managing emotions).

The researcher attributes this to the following:



Physical education professors at both levels deal with adolescent students who have the same needs and requirements that must be met in order to avoid problems, as adolescents suffer from the same problems. The intensive theoretical training that physical education and sports professors receive at university, which focuses on middle and high school age groups.

4- There are no differences in communication skills among physical education and sport professors attributable to the variable of experience.

The results in Table 7 show that there are no statistically significant differences at the significance level ($\alpha=0.05$) in communication skills between physical education and sports professors according to the experience variable on the scale as a whole and on its sub-dimensions (listening skills, speaking skills, understanding others, and managing emotions).

The researcher attributes this to:

The nature of the curriculum, which requires physical education teachers to make a great effort to complete it by following an effective communication style in order to achieve the desired goals. In addition, all new physical education professors and those with long experience receive the same courses and the same training sessions from the ministry. Furthermore, the nature of classroom interaction requires a theoretical basis to accompany the practical aspect.

These results are consistent with the results of a study (Salloum and Al-Ghafri, 2007) which showed that there were no differences in the sample results attributable to the experience variable.

5- There are no differences in communication skills among physical education and sports teachers attributable to age.

The results in Table 8 show that there are no statistically significant differences at the significance level ($\alpha=0.05$) in communication skills between physical education and sports professors according to age on the scale as a whole and on its three sub-dimensions (listening skills, understanding others, and managing emotions).

The researcher attributes this to the following:

The institution does not distinguish between older and younger teachers because they have the same duties and are subject to the same system. The institution assigns the same tasks to professors under the age of 30, teachers between the ages of 30 and 40, and professors over the age of 40. The clarity of the institution's general objectives for professors of different ages also plays a role. Through these factors, the effect of age on communication skills (listening skills, understanding others, managing emotions) was not clear, and thus age is not a factor that affects the level of communication skills.

As for the second dimension related to speaking skills, there are statistically significant differences at the significance level ($\alpha=0.05$) in communication skills between physical education and sports professors in the dimension of speaking skills according to the age variable. The researcher believes that this is due to the lack of exposure and interaction of professors under the age of 30 with the work environment.

Conclusion:

The study aimed to identify and reveal the level of communication skills possessed by physical education and sports professors. The researcher concluded that there were high positive levels in the statistical significance table for the correlation coefficients between the dimensions of the communication skills scale. This reflects the value of communication skills in motivating physical education and sports professors to perform better, as indicated by the results.



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