



The Effectiveness of Educational Communication Between Active Individuals in the Physical and Sports Education Session

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ABSTRACT: The study aimed to determine the effectiveness of educational communication between active individuals in the physical and sports education session in secondary education, by identifying the types of educational communication and the communication skills relied upon by physical education teachers and their impact on the session. In this research, the questionnaire was used as a tool for data collection, and the descriptive method was adopted due to its suitability to the subject. The research sample consisted of physical education teachers in secondary education.

Keywords: Educational Communication, Physical and Sports Education Session, Secondary School Pupils.

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1. Introduction

Educational communication is considered a fundamental task in the educational context. It is a necessary social interactive process that depends on the sharing of meanings between the sender and the receiver, and works to transmit ideas, information, and even emotions, whether verbally or non-verbally, leading to the unification of efforts to achieve the goals of the educational system.

Studying the behavior of educational communication within educational institutions and its role in developing certain social behaviors among individuals remains one of the most difficult areas of research, for several reasons including psychological emotionality, conscious and unconscious feelings, sensory and motor, social and cultural factors. Communication with pupils involves a set of verbal and non-verbal skills that establish and develop an effective communication line between the pupil on one side and parents, teachers, and the social environment on the other. Communication skills with pupils can be defined as the skills used by parents and caregivers to establish and receive information, ideas, and emotions when dealing with them. These include speaking, listening, non-verbal expression, understanding non-verbal cues, observation, and empathy. Therefore, it is necessary to recognize the importance of basic communication skills with pupils, which encourage them to express their feelings and ideas and to correctly receive educational and emotional messages.

When discussing communication, it is important to address educational communication during the physical and sports education session, which is the foundation of every educational situation. It is the interaction between teacher and pupil, pupil and peer, as well as with the tools and the surrounding environment during the practice of physical and sports activities. This process aims at change in the cognitive, motor skill, and sensory aspects of the pupil, as these changes can be inferred by observing behavioral changes among all parties involved in the process. Therefore, modern educational policies are oriented toward good planning, sound construction, and continuous development in the field of educational communication. (Inayat Mohamed Ahmed Farag, 1998, p.163)

Accordingly, effective educational communication represents one of the keys to success within educational institutions. It serves as a tool for developing the pupil and enhancing his knowledge, skills, and experiences, whether socially, culturally, or educationally. Thus, the importance of this study lies in the considerable attention the subject has received in recent years, as well as the challenges arising between educational communication and the success of the physical and sports education session in the educational environment.

1.1. General Question:

- What is the level of effectiveness of educational communication between active individuals in the physical and sports education session in secondary education?

Specific Questions:

- Is the level of effectiveness of educational communication related to the type of educational communication prevailing (verbal/non-verbal) among active individuals in the physical and sports education session?
- Is the level of effectiveness of educational communication related to the communication skills of the physical and sports education teacher during the session?

1.2. General Hypothesis:

- The level of effectiveness of educational communication between active individuals in the physical and sports education session in secondary education is high.

Specific Hypotheses:

- The level of effectiveness of educational communication is related to the type of educational communication prevailing (verbal/non-verbal) among active individuals in the physical and sports education session.
- The level of effectiveness of educational communication is related to the communication skills of the physical and sports education teacher during the session.

1.3. Research Objectives:

- To identify how effective educational communication helps in attracting attention and stimulating the motivation of pupils to interact with the learned material.
- To determine the importance and effectiveness of educational communication in physical and sports education sessions.
- To attempt to identify the most important methods of effective educational communication with pupils during sessions.
- To understand how educational communication influences pupils' willingness to participate in sports activities.

1.4. Importance of the Research: Educational communication within institutions is essential. It is very difficult to imagine any organization without forms of communication through which information, ideas, and even emotions are transmitted among members of educational institutions. The importance of the study lies in the fact that educational communication is not limited to issuing orders and instructions, whether from a supervisor to an employee, a teacher to a pupil, or between pupils themselves, but extends to shaping relationships among them, as well as linking their viewpoints and attitudes.

2. Theoretical Overview of the Main Concepts

2.1. Definition of Terms

2.1.1. Concept of Educational Communication: It is a fundamental task for individuals in the educational

field. It is a necessary social and interactive process that educational practitioners must carry out in order to achieve the objectives set in educational institutions. (Hafiz Ahmed, 2003, p.45). Accordingly, educational communication is an interactive process that takes place within the educational environment between the teacher and pupils, and among pupils themselves, during the practice of physical and sports activities.

2.1.2. Physical and Sports Education Session: It is an educational subject based on physical and sports activities and is considered a core subject for the learner. It interacts harmoniously with other school subjects, since educational programs as a whole aim at integrated unity, taking into account the comprehensive formation of the learner's personality in all its aspects. (Educational Dictionary, 2009, p.52). Thus, the physical and sports education session, like other sessions, has its own program, curriculum, and schedule, and works to develop pupils in several dimensions: motor, physical, intellectual, social, and psychological.

2.1.3. Secondary Education: According to the Dictionary of Educational and Psychological Terms, the concept of the secondary school (Secondary School) is defined as: "A secondary school that includes students between the ages of approximately 12–18 years, where subjects are taught in greater depth than in primary school." (Dictionary of Educational and Psychological Terms, 2016, p.14). At this stage, the pupil undergoes a series of changes—physical, emotional, social, and psychological—resulting from biological growth, which have a profound impact on his life.

2.2. Previous Studies: Many previous studies have addressed topics similar to our research and examined them from different perspectives. These studies varied in their approaches, and some of them will be reviewed, highlighting their main features and providing commentary that includes aspects of similarity and difference, as well as identifying the scientific gap that our current study seeks to address.

First Study: Prepared by the student *Nadia Boutoura*, academic year (2017/2018), under the title "*Effectiveness of the Guidelines and Instructions of the Physical and Sports Education Teacher in Developing Social Interaction among Pupils in Middle and Secondary School*". A thesis submitted for the Master's degree in the field of Sciences and Techniques of Physical and Sports Activities, specialization in School Physical Activity, University of Algiers 3. It was a field study conducted in some middle and secondary schools in Algiers – West. The study aimed to highlight the role of the physical and sports education teacher in developing social interaction among pupils in both middle and secondary levels through the guidelines and instructions (communication) provided during the session. The researcher used the descriptive method and relied on the questionnaire and interview tools for data collection. The research sample was purposively selected according to variables of gender and age, consisting of 20 teachers from the middle level, 20 teachers from the secondary level, 320 pupils from the middle level, and 250 pupils from the secondary level.

Commentary on the Study and Its Use in Our Research:

This study helped us understand the importance of guidelines and instructions, which are considered a form of communication, in developing social interaction among pupils in middle and secondary education.

The common aspect between the two studies is that both addressed the topic of communication and social interaction within educational institutions, focusing on the essential role of the physical and sports education teacher in delivering the message. Both studies used the descriptive method and the same tools for data collection, and the sample included secondary school pupils selected randomly.

The difference between the two studies is that the researcher's study focused more on one aspect of teacher-pupil communication, namely the guidelines and instructions provided by the teacher and their role in developing social interaction in general. In contrast, the current study focused on educational communication more broadly, in both its types, and on the teacher's communication skills prevailing in the physical and sports education session in secondary education and their relation to dimensions of social interaction. Additionally, the current researcher introduced an extra tool.

Second Study: Prepared by the student *Hachmane Mohamed Mokhtar*, academic year (2015/2016), under the title “*The Effect of Educational Communication on Learning Motivation of First-Year Middle School Pupils during the Physical and Sports Education Session*”. A doctoral thesis submitted in the field of Sciences and Techniques of Physical and Sports Activities, specialization in School Physical Activity, University of Algiers 3. It was a field study conducted in some middle schools in Algiers (West), Birtouta district. The study aimed to highlight the importance of educational communication in the educational process and to clarify its effect on learning, as well as to determine the extent of the physical and sports education teacher’s skill in educational communication, in addition to identifying the levels of learning motivation among middle school pupils. The researcher used the descriptive method and relied on Mohamed Hassan Allawi’s Communication Skills Scale and Youssef Qatami’s Learning Motivation Scale for data collection. The research sample was randomly selected and consisted of 230 pupils and 12 physical and sports education teachers distributed across 5 middle schools.

Commentary on the Study and Its Use in Our Research:

This study helped us understand the importance of educational communication skills, which are considered one of the influential and essential elements in the success or failure of the process of transmitting and receiving information by pupils, as well as their impact on pupils’ performance.

The common aspect between the two studies is that both addressed the topic of educational communication within educational institutions, focusing on the communication skills of physical and sports education teachers. Both studies used the descriptive method and the same tools for data collection, and the sample included both pupils and teachers selected randomly.

The difference between the two studies is that the researcher’s study focused more on the relationship between the communication skills of the physical and sports education teacher and the level of learning motivation among first-year middle school pupils. In contrast, the current study focused on the nature of educational communication prevailing in the physical and sports education session in secondary education and its relation to social interaction.

Third Study: Prepared by the student *Boukabous Rima*, academic year (2010/2011), under the title “*Verbal Communication and Its Impact on the Educational Process in Physical and Sports Education*”. A Master’s thesis in Social Sports Sciences, University of Algiers 3. It was a field study conducted in first-year middle school classes – Algiers West district. The study aimed to determine the extent of the influence of the language used by the teacher on pupils’ performance in the physical and sports education session, while attempting to show the importance of the linguistic style of communication in supporting educational relationships between pupils and teachers, as well as contributing to enriching the field of communication in physical and sports education. The researcher used the statistical method, descriptive analysis method, and historical method, and relied on interview and questionnaire tools for data collection. The research sample was randomly selected and consisted of 120 pupils and 29 teachers representing first-year middle school pupils from six middle schools equally.

Commentary on the Study and Its Use in Our Research:

This study helped us understand the importance of communication, whether verbal or non-verbal, in the course of the teaching-learning process, through the influence and interaction occurring among the parties involved, via gestures, signals, movements, and symbols during the physical and sports education session.

The common aspect between the two studies is that both addressed the topic of educational communication, focusing on communication between teacher and pupil as well as pupil and peer. Both studies used the descriptive method and the questionnaire tool for data collection.

The difference between the two studies is that Boukabous focused more on one type of educational communication, namely verbal communication, whereas the current study focused on communication in both its types. There is also a difference in sample size and selection method.

Fourth Study: Prepared by the student *Gueniche Said*, academic year (2011/2012), under the title

“Educational Communication and Its Relation to Academic Achievement Levels”. A Master’s thesis in Work and Organizational Psychology, specialization in Communication, Labor Relations, and Institutional Development, Faculty of Social Sciences and Education, University of Oran. It was a study conducted on a sample of second-year secondary school pupils. The study aimed to verify the existence of a statistically significant correlational relationship between educational communication, composed of verbal and non-verbal dimensions, and academic achievement levels among second-year secondary pupils, as well as to identify differences among pupils according to streams in terms of statistical significance. It also sought to understand the different functions performed by communication in the classroom and how it should be. The researcher used the descriptive method and relied on the educational communication questionnaire with its verbal and non-verbal dimensions for data collection. The research sample was a simple random sample consisting of 96 pupils from Pasteur Secondary School in Oran, across different streams.

Commentary on the Study and Its Use in Our Research:

This study helped us understand the importance of educational communication in both its verbal and non-verbal forms within the classroom, and the role it plays in successfully delivering the message to the learner.

The common aspect between the two studies is that both addressed the topic of educational communication within educational institutions, focusing on communication in both verbal and non-verbal forms. Both studies used the descriptive method and the same tool for data collection, and the sample included secondary school pupils selected randomly.

The difference between the two studies is that Gueniche’s study focused more on the relationship between educational communication (verbal/non-verbal) and academic achievement levels, whereas the current study focused on the nature of educational communication prevailing in the physical and sports education session in secondary education and its relation to social interaction. Moreover, Gueniche concentrated on educational communication within the classroom, while the current study focused on educational communication in the context of practicing physical and sports education sessions.

Fifth Study: Prepared by *Nancy Abdelhamid Al-Nizami*, under the title *“Communication Skills of Faculty Members in the College of Education at Yarmouk University from the Students’ Perspective”*. This thesis was submitted in partial fulfillment of the requirements for the Master’s degree in Education, specialization in Educational Administration, Yarmouk University, Jordan, 2002. The study aimed to identify the extent to which communication skills are available among faculty members in the College of Education at Yarmouk University from the perspective of the students. The researcher used the descriptive (survey) method and relied on a questionnaire consisting, in its final form, of 47 items distributed across four domains (speaking skill, reading skill, writing skill, listening skill). The sample was randomly selected and consisted of 1,100 male and female students from the college.

Commentary on the Study and Its Use in Our Research:

- This study highlighted the importance of communication skills for many individuals, equating them with learning to read and write. Through these skills, individuals are able to communicate with each other in all aspects of life—work and study alike. They have even become job requirements needed by everyone, as they facilitate the exchange of ideas and information.
- The common aspect between the two studies is that both addressed communication skills within the institution, and both relied on the descriptive method and the same data collection tools.

The difference between the two studies is that the researcher’s study focused more on communication skills from the students’ perspective only, whereas the current study focused on educational communication skills from the perspectives of both teachers and pupils during the physical and sports education session.

3. Methodology

3.1. Adopted Method: Given the nature of our topic and in order to diagnose the phenomenon and uncover its aspects, and with the aim of clarifying the effect of the independent variable on the dependent variable, we relied on the descriptive method, as it is the most suitable for such topics.

3.2. Exploratory Study: It is the deepening of knowledge about the proposed research topic, whether theoretically or practically, and involves collecting observations about the phenomena related to the research, as well as identifying its importance, defining its hypotheses, and beginning to outline the initial points for planning the research. (Daliou, Foudhil, et al., 1995, p.56). As an employee in the education sector, I carried out this process before starting the fieldwork in order to identify the appropriate tools and methods for the study and to verify their validity and reliability, ensuring the accuracy and objectivity of the final results obtained.

3.3. Determining the Study Sample: The sample is a group of individuals representing the population, selected to reflect it. The validity of the sample's representation of the population depends on the method of selection (sampling) and the sample size. (Mohamed El-Sawwy Mohamed Mubarak, 1992, p.40). The study sample consisted of 30 physical education teachers, purposively selected and distributed across some secondary schools in the northern region of Sétif province.

3.4. Study Domains:

- **Spatial Domain:** Some secondary schools in the northern region of Sétif province.
- **Temporal Domain:** The main study was conducted on February 22, 2026.
- **Study Tools:** The researchers designed a questionnaire directed to physical education teachers in secondary schools in northern Sétif province. It included both the exploratory and main samples. The questionnaire relied on closed questions, where respondents chose an answer among (Always, Often, Sometimes, Rarely, Never).

3.5. Scientific Foundations of the Tool: The psychometric properties of the study tool were as follows:

- **Validity:** To ensure the validity of the study tool, we used content validity by presenting the preliminary version of the questionnaire to expert teachers in physical education to obtain their opinions and assess its suitability for the study. The majority of teachers agreed on rephrasing some statements, and thus the questionnaire in its final form became applicable.
- **Reliability:** After confirming the validity of the tool through expert judgment, we tested the questionnaire on a sample of teachers to verify its reliability. We then repeated the test after 21 days and calculated Cronbach's Alpha coefficient, which equaled 0.9. This value is greater than 0.7, indicating strong reliability of the test.

Table (1): shows the value of Cronbach's Alpha before and after distributing the questionnaire to the research sample.

Axes	Cronbach's Alpha for the Exploratory Sample	Cronbach's Alpha for the Total Sample
Axe (1,2)	Before	After
	0.87	0.90

3.6. Statistical Tools To achieve the objectives of the study and analyze the collected data, the Statistical Package for the Social Sciences (SPSS 21) was used. This program contains a wide range of statistical tests, including descriptive statistics such as frequencies, means, and standard deviations, as well as inferential statistics such as correlation coefficients, one-way and multivariate analysis of variance, among others. Considering the nature of the topic and in pursuit of the study's objectives, the most appropriate statistical measures required were as follows: (Yaala Farouk, 2022, pp. 211–212).

1. **Cronbach's Alpha Test:** Used to calculate the reliability coefficients of the questionnaire employed in the study at two stages: reliability in the exploratory study and reliability in the field study. It is one of the

most widely used tests due to its accuracy and time efficiency, as it requires administering the tool only once, unlike other reliability tests that usually require two administrations separated by at least two months.

2. **Arithmetic Mean:** Used to determine the average responses of participants regarding the statements and dimensions of the questionnaire, thereby identifying their level and allowing comparison with the hypothetical mean.

3. **Hypothetical Mean:** The arithmetic means of the statements and variables are compared with it to determine the direction of participants' responses regarding the statements and dimensions of the questionnaire. In this study, its value is estimated at (3). Each statement is scored from (1) to (5), and thus the hypothetical mean is calculated as follows: $[(1+2+3+4+5)/5]$. It should be noted that the value of the hypothetical mean may vary depending on the number of alternatives and the scoring method.

4. **Standard Deviation:** Used to determine the value and level of individual differences in participants' responses regarding the statements and dimensions of the questionnaire.

One-Sample t-Test: Used to compare the arithmetic mean of the statements and dimensions with the hypothetical mean in order to determine the direction of participants' responses, provided that the data are quantitative and normally distributed.

4. Discussion

Discussion of the First Hypothesis:

- The level of effectiveness of educational communication is related to the type of educational communication prevailing (verbal/non-verbal) among the active individuals in the physical and sports education session.

Table No. (2): Shows the type of educational communication in the physical education class in the secondary schools under study.

Statements	Mean	Standard Deviation	Value "t"	Sig	Decision
Do I use spoken (oral) language in conveying information to the pupils?	4,53	0,57	14,69	0,00	Significant (Always)
Do I explain the objective theoretically before starting the session?	4,50	0,68	12,04	0,00	Significant (Always)
Do I use understandable verbal sports terms?	4,50	0,50	16,15	0,00	Significant (Always)
Do I use verbal appreciations with the pupils (words suggesting appreciation such as thank you, well done, good... etc.)?	4,30	0,70	10,14	0,00	Significant (Always)
Do I use verbal warnings with the pupils during physical education sessions (such as beware...)?	3,87	0,93	5,06	0,00	Significant (Always)
Do I use motor demonstration in explaining motor skills?	4,26	1,12	5,85	0,00	Significant (Always)
Do I use hand signals during explanation?	4,10	1,02	7,66	0,00	Significant (Always)
Do I use facial gestures when monitoring pupils' performance?	4,17	0,83	7,13	0,00	Significant (Always)

Do I use drawings and diagrams in conveying the message?	3,37	1,32	1,51	0,14	Significant (sometimes)
Do I use teaching aids that help in achieving the set objective?	4,30	0,70	10,14	0,00	Significant (Always)
Type of Educational Communication	4,17	0,52	12,29	0,00	Significant (Always)

• The decision is taken at the degrees of freedom (29) and error level (0.05), based on the hypothetical mean (03) $[(1+2+3+4+5) / 5]$. We notice through this table the value of the arithmetic means of the type of educational communication prevailing in physical education sessions among secondary school pupils in the schools under study, estimated at (4.17) with a standard deviation of (0.52), which is greater than the hypothetical arithmetic mean estimated at (3). This means that the respondents answered with: (Always) on the axis of the type of educational communication. What confirms this is the calculated "t" value estimated at (12.29), which is significant at the degrees of freedom (29) and error level (0.05), with a significance level of (0.00). In the same direction came the respondents' answers regarding the statements of this axis, as all their arithmetic means are greater than the hypothetical mean (3), and the "t" values of those statements are positive and significant at the degrees of freedom (29) and error level (0.05), with significance levels equal to or approximately equal to (0.00). These represent the statements to which the respondents answered with: (Always), and they are as follows:

- I use spoken (oral) language in conveying information to the pupils, with an arithmetic mean of (4.53), a standard deviation of (0.57), and a "t" value of (14.69).
- I explain the objective theoretically before starting the session, with an arithmetic mean of (4.50), a standard deviation of (0.68), and a "t" value of (14.69).
- I use understandable verbal sports terms, with an arithmetic mean of (4.50), a standard deviation of (0.50), and a "t" value of (16.15).
- I use verbal appreciations with the pupils (words suggesting appreciation such as thank you, well done, good... etc.), with an arithmetic mean of (4.30), a standard deviation of (0.70), and a "t" value of (10.14).
- I use verbal warnings with the pupils during physical education sessions (such as beware...), with an arithmetic mean of (3.87), a standard deviation of (0.93), and a "t" value of (5.06).
- I use motor demonstration in explaining motor skills, with an arithmetic mean of (4.26), a standard deviation of (1.12), and a "t" value of (5.85).
- I use hand signals during explanation, with an arithmetic mean of (4.10), a standard deviation of (1.02), and a "t" value of (7.66).
- I use facial gestures when monitoring pupils' performance, with an arithmetic mean of (4.17), a standard deviation of (0.83), and a "t" value of (7.13).
- I use drawings and diagrams in conveying the message, with an arithmetic mean of (4.37), a standard deviation of (1.32), and a "t" value of (1.51).
- I use teaching aids that help in achieving the set objective, with an arithmetic mean of (4.30), a standard deviation of (0.70), and a "t" value of (10.14).

Therefore, in general, it can be said: reliance is always placed on educational communication in both its types. They rely on verbal communication through the words used by the teacher for explanation, clarification, and guidance. They also rely on non-verbal or non-spoken communication, whether through touch, body, facial expressions, and various movements performed by the teacher, or through material means such as sports equipment.

Discussion of the Second Hypothesis:

- The level of effectiveness of educational communication is related to the communication skills of the physical and sports education teacher during the physical and sports education session.

Table No. (3): Shows the educational communication skills in the physical education class in the secondary schools under study.

Statements	Mean	Standard Deviation	Value "t"	Sig	Decision
Do I choose activities that correspond to the possibilities, structures, and means available in the institution?	4,90	0,30	34,10	0,00	Significant (always)
Do I link the objectives to the pupils' needs?	4,53	0,57	14,69	0,00	Significant (always)
Do I ensure discipline and order inside the class?	4,83	0,37	26,49	0,00	Significant (always)
Do physical education teachers motivate pupils to express opinions?	4,60	0,56	15,55	0,00	Significant (always)
Do I motivate pupils to express opinions? Do I vary the way pupils perform the activities?	4,03	0,66	8,46	0,00	Significant (always)
Do I follow up the pupils during their performance of the different sports activities?	4,57	0,50	17,02	0,00	Significant (always)
Do I present a motor demonstration in front of the pupils to correct mistakes?	4,33	0,84	8,65	0,00	Significant (always)
Do I give pupils who made mistakes the opportunity to re-execute?	4,73	0,58	16,27	0,00	Significant (always)
Do I use tests of all types (diagnostic, formative, summative)?	4,43	0,81	9,60	0,00	Significant (always)
Do I inform pupils of their positive results?	4,50	0,63	13,04	0,00	Significant (always)
Communication Skills	4,54	0,35	23,92	0,00	Significant (always)

- The decision is taken at the degrees of freedom (29) and error level (0.05), based on the hypothetical mean (03) $[(1+2+3+4+5) / 5]$. We notice through this table the value of the arithmetic means of the educational communication skills prevailing in physical education sessions among secondary school pupils in the schools under study, estimated at (4.54) with a standard deviation of (0.35), which is greater than the hypothetical arithmetic mean estimated at (3). This means that the respondents answered with: (Always) on the axis of educational communication skills. What confirms this is the calculated "t" value estimated at (23.92), which is significant at the degrees of freedom (29) and error level (0.05), with a significance level of (0.00). In the same direction came the respondents' answers regarding the statements of this axis, as all their arithmetic means are greater than the hypothetical mean (3), and the "t" values of those statements are positive and significant at the degrees of freedom (29) and error level (0.05), with significance levels equal to (0.00). These represent the statements to which the respondents answered with: (Always), and they are as follows:

- I choose activities that correspond to the possibilities, structures, and means available in the institution, with an arithmetic mean of (4.90), a standard deviation of (0.93), and a "t" value of (34.10).

- I link the objectives to the pupils' needs, with an arithmetic mean of (4.53), a standard deviation of (0.57), and a "t" value of (14.69).
- I ensure discipline and order inside the class, with an arithmetic mean of (4.83), a standard deviation of (0.37), and a "t" value of (26.49).
- Physical education teachers motivate pupils to express opinions? I motivate pupils to express opinions, with an arithmetic mean of (4.60), a standard deviation of (0.56), and a "t" value of (15.55).
- I vary the way pupils perform the activities, with an arithmetic mean of (4.03), a standard deviation of (0.66), and a "t" value of (8.46).
- I follow up the pupils during their performance of the different sports activities, with an arithmetic mean of (4.57), a standard deviation of (0.50), and a "t" value of (17.02).
- I present a motor demonstration in front of the pupils to correct mistakes, with an arithmetic mean of (4.33), a standard deviation of (0.84), and a "t" value of (8.65).
- I give pupils who made mistakes the opportunity to re-execute, with an arithmetic mean of (4.73), a standard deviation of (0.58), and a "t" value of (16.27).
- I use tests of all types (diagnostic, formative, summative), with an arithmetic mean of (4.43), a standard deviation of (0.81), and a "t" value of (9.60).
- I inform pupils of their positive results, with an arithmetic mean of (4.50), a standard deviation of (0.63), and a "t" value of (13.04).

Therefore, in general, it can be said: physical and sports education teachers always use various educational communication skills, which helps to maintain order in the class, provide a good atmosphere, meet pupils' needs, and offer incentives for distinguished and good performance during physical education sessions.

17- General Results of the Field Study: After presenting and analyzing the data of the field study conducted on a sample consisting of 30 teachers of physical and sports education distributed across some secondary schools in the north of Sétif Province, this study reached a set of results related to the effectiveness of educational communication among the active individuals in the physical and sports education session.

The level of effectiveness of educational communication is related to the type of educational communication prevailing (verbal/non-verbal) among the active individuals in the physical and sports education session, especially since the type of communication is one of the important factors that help pupils learn effectively, whether through verbal communication, which takes place by sending or receiving information through phrases, words, or different expressions. This type contributes to guiding pupils and providing technical directions and correct instructions during exercises and sports activities. This is what the study of *Boukabbous Rima 2010-2011* indicated: that communication, whether verbal or non-verbal, contributes to the process of teaching and learning through the influence and interaction that occurs between the parties of the process, through gestures, signals, movements, and symbols that occur during the physical education session. The same applies to the study of *Kheniche Saïd 2011-2012*, which pointed to the importance of educational communication in both its verbal and non-verbal forms inside the classroom and the role it plays in the success of delivering the message to the learner. It also enhances students' understanding of sports concepts and rules through verbal explanation and clarification of foundations and rules, and contributes to motivating pupils through verbal praise and encouragement, which strengthens self-confidence and achievement. Non-verbal communication, on the other hand, expresses interaction between individuals without words, but through gestures, facial expressions, or tone of voice, which helps convey emotions, attitudes, and facial expressions, enhancing communication between pupils and the teacher without the need for words. It also helps transmit energy and enthusiasm, reflects sportsmanship and optimism during sports activities, builds positive relationships and mutual understanding, and strengthens the sense of belonging to the group. Thus, the effective balance between

verbal and non-verbal educational communication helps achieve an effective and motivating educational environment in physical education sessions. It is a vital necessity of educational work and achieving integration among its elements, and it is a criterion of successful educational work. It contributes positively to achieving the objectives of educational institutions and increases their effectiveness, while also helping to discover several aspects of the personalities within the educational community.

The level of effectiveness of educational communication is related to the communication skills of the physical and sports education teacher during the physical and sports education session, such as taking into account the pupils' requirements, distributing his gaze across all pupils during their performance with the necessity of involving them, continuous evaluation during the learning process to know their levels, as well as the skills of organization, arrangement, planning, control, and the skill of human social interaction, which the teacher must master if he wants to win the hearts of his pupils... etc. Thus, effective educational communication remains the foundation of social systems and the pillar of relationships that arise among members of educational institutions, thereby achieving maximum benefit. This is what the study of *Hachmane Mohamed Mokhtar 2015-2016* indicated: that educational communication skills are among the influential and important elements in the failure or success of the process of transmitting and receiving information by the pupil, as well as their impact on the pupil's performance. Likewise, the researcher *Nadia Boutoura 2017-2018* spoke about the effectiveness of the guidance and instructions of the physical education teacher, which are considered a fundamental necessity in developing social interaction among pupils in the middle and secondary levels. We also find the study of *Nancy Abdelhamid Al-Nizami 2003*, which discussed educational communication skills, through which individuals are able to communicate with each other in all aspects of life, whether work or study. It has even become one of the requirements of work that everyone needs, as it helps in the exchange of ideas and information.

5. Synopsis of the Main Research Outcomes

The purpose of this study was to investigate the effectiveness of educational communication among active participants in physical and sports education lessons at the level of secondary schools. Summarizing these key outcomes based on the statistical analysis and interpretation of data collected until October 2023:

The first overall conclusion of the results was that the level of educational communication effectiveness in physical education lessons is high. The General Hypothesis of the Study is ratified because communication remains one of the most present tools that teachers use while managing the teaching-learning process.

Secondly, the findings showed that there was a significant relationship between the effectiveness of educational communication and the type of communication (verbal and non-verbal). Teachers use verbal communication as their articulate explanations, instructions, motivation and used non-verbal interpersonal skill like gestures, demonstrations and facial expressions and teaching aids[2]. A blended use of these two types improves students' understanding, involvement and interaction in class.

Third, the research verified that effectiveness in educational communication is closely related to physical education teachers' skills in communication. Teachers who efficiently structure activities, undertake pupils' different needs, maintain discipline in the classroom and monitor students' progress are usually make the learning process more interactive and give appropriate any desire to study. This can only for better engagement and performance of the pupils.

The findings also indicated that teachers frequently practiced several communication skills, namely motivation, reinforcement, observation and evaluation.

The study concludes that efficient educational communication is particularly important for well-being in:

- Increasing students' motivation and readiness to engage in sports activities.
- Enhancing social interaction among pupils, and between pupils and teachers.
- Aiding the development of motor, cognitive and social skills.

Establishing a positive and nurturing classroom climate within all physical education classes.

Ultimately, the study shows that educational communication, through its types and skills, is a central factor for the success of physical and sports education sessions, for realizing the desired educational goals.

6. Conclusions

In conclusion, there is a reality of communication practiced in our educational institutions. So how can this reality be developed and activated? It is necessary to work on developing and activating communication in all its forms and types practiced in our educational institutions by setting a specific plan so that each individual knows his role in achieving good communication. For effective communication to take place, teachers' communication skills must be developed, such as effective classroom management, the skill of stimulating motivation, and evaluation, etc. It is also necessary from time to time to evaluate the results of communication to ensure that it has achieved its objectives in conveying information, experiences, and suggestions, in order to achieve the goals of the teaching-learning process.

7. Limitations, Implications, and Further Directions of Research

7.1. Limitations of the Study

Despite the significant results, there are certain limitations that should be considered when interpreting the findings of this study. First, the sample size was small (30 physical and sports education teachers), which may limit the generalization results to a larger population of teachers from common regions. Additionally, the survey was carried out in a central-eastern region of Algeria (i.e., secondary schools in Sétif province upper zone) and this may not represent the educational diversity across the country. Second, for this study, the data collection tool used was purely a questionnaire. Self-reporting can be susceptible to various types of biases, including social desirability and individual item subjective interpretation, although the instrument itself showed good validity and reliability (Cronbach's Alpha = 0.90). Moreover, the absence of qualitative measures like interviews or classroom inspections limits what we know about practices of educational communication.

Third, the descriptive approach utilized in this research only allows for recognizing correlations of the educational communication effectiveness and its types with the teachers' communicative ability without establishing causal links between them.

7.2. Practical and Theoretical Implications

This has important implications for education practice and research. To improve quality physical education and sports classes, therefore, in practice the results confirm with what everyone knows — that good communication (verbal and non-verbal) is essential. These communication skills help teachers motivate pupils, maintain classroom discipline, and allow the teacher to guide through motor tasks as well as cognitive tasks. These findings suggest even more need for:

- Establish teacher education programs for physical educators that incorporate training in communication skills.
- Emphasising the use of different forms of communication between students (speaking, modelling, gestures and pedagogical tools) that will facilitate their learning.
- Organize continued teacher training workshops on classroom interaction and communication methods.

On a theoretical level, this study contributes to the existing literature on educational communication as one of the fundamental elements involved in the teaching-learning process. It enhances the view of communication as much more than a tool to transmit knowledge, but rather as a dynamic process that creates social engagement, invigorates motivation and augments learning within educational settings.

7.3. Further Directions for Future Research

Considering the limitations and results of this study, several directions for future research can be proposed:

- Larger sample size and diverse scope: Future research should be expanded to include a larger scale (more people) and a more diverse sample in terms of personnel in all areas, as well as educational levels (primary, middle and higher education), which would introduce generalizability.
- Mixed methodology integration: Quantitative instruments (e.g., questionnaires) are not appropriate; Qualitative approaches (e.g., interviews, observations, video analysis) would provide a more holistic view of communication practices in physical education settings.

Investigating additional variables: Upcoming studies might have a look at different elements that influence instructional conversation, including class dimension, years of expertise instructing or gender variations or institutional assets.

Experimental and longitudinal studies: Experimental designs could identify causal relationships, while longitudinal studies could assess the longer-term impact of communication skills on pupils' performance and motivation.

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