

The Role of Pedagogical Communication in the Success of Physical Education Sessions in
Primary Cycle Schools

(A Field Study from the Perspective of Physical Education Teachers in Taher
Municipality, Jijel Province)

دور الاتصال البيداغوجي في انجاح حصة التربية البدنية والرياضية في الطور الابتدائي
(دراسة ميدانية من وجهة نظر بعض أساتذة التربية البدنية والرياضية بلدية الطاهير ولاية جيجل)

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Abstract:

The current study aimed to investigate the role of pedagogical communication in ensuring the success of physical education (PE) sessions in primary cycle schools. The researcher adopted the descriptive method due to its suitability for the subject nature of the study. In order to achieve the study objectives, a random sample consisting of 20 physical education teachers of the primary schools in the Taher Municipality, Jijel Province, participated in the study. In addition, data were gathered using a questionnaire and analyzed with SPSS software, including percentage and Chi-square test. The results indicated that adequate effective teacher training contributes in optimizing PE sessions for primary school pupils. Additionally, individual and collective-based activities contribute significantly to establishing strong pedagogical communication in physical and sports education sessions for primary school pupils. Accordingly, the researcher recommends providing an adequate training for physical and sports education teachers in primary schools. Furthermore, he emphasizes the importance of implementing continuous training programs to enhance effective communication processes.

Keywords: Pedagogical communication, teacher, pupil, physical and sports education, primary Cycle.

الملخص : هدفت الدراسة الحالية إلى معرفة دور الاتصال البيداغوجي في انجاح حصة التربية البدنية والرياضية في الطور الابتدائي، وقد اتبع الباحثان المنهج الوصفي لملاءمته موضوع الدراسة، وتم اختيار عينة عشوائية مكونة من 20 أستاذ تربية بدنية ورياضية يدرسون في الطور الابتدائي من بلدية الطاهير ولاية جيجل. تم الاعتماد على الاستبيان كوسيلة لجمع البيانات، ومن أجل معالجة النتائج تم حساب النسب المئوية وكأي مربع عن طريق برنامج SPSS ، وقد أظهرت النتائج أن التكوين الجيد للأستاذ يساعد في انجاح حصة التربية البدنية والرياضية لتلاميذ الطور الابتدائي، كما أن النشاطات المسطرة سواء فردية أو جماعية تمكن من إحداث اتصال بيداغوجي جيد في حصة التربية البدنية والرياضية لتلاميذ الطور الابتدائي، وعليه ينصح الباحث بضرورة التكوين الجيد لأستاذ التربية البدنية والرياضية في الطور الابتدائي مع ضرورة وضع برامج تكوين مستمرة تحسن من عملية الاتصال الفعال.

الكلمات المفتاحية : الاتصال البيداغوجي، الأستاذ، التلميذ، التربية البدنية والرياضية، الطور الابتدائي.

Introduction :

Physical and sports education holds an immense value for individuals and communities, regardless of their age, gender, or social status: young or old, male or female, rich or poor, healthy or ill. It is universally accessible and works to develop various physical and skill- related attributes, and vital bodily organs and systems, Furthermore, it contributes significantly in alleviating the daily stress and disturbances, fostering the adoption of healthy habits, and promoting the social development, it is emphasizes respect others' rights, collaboration, and competition fair play.

Additionally, physical and sports occupies a vital role in enhancing children's motor primary skills, fundamental skills acquisition, ethical principles, and positive value and diverse knowledge. (Al-Khuzai'la, Atiya, Al-Momani, & Al-Sahni, 2015)

Throughout history, humans have engaged in diverse forms of physical activities to strengthen their muscles and maintain overall health and body profile. These activities have taken several forms including the forms of games, fencing combat, equestrianism, and racing...ect. As a results of individuals recognizes and understanding about the significant importance of such practices. These advantages extend beyond physical fitness and health, they also encompass psychological aspect well- being, social advancement and enhanced interpersonal communication.

Physical and sports education have become an integral component of educational programs. Alongside with other subjects, they occupy a prominent role in the attainment the state's education objectives for the development of future generations. Consequently, physical and sports education evolved as an independent discipline via a well-structured, coherent curriculum based on continuity, progression, and integration throughout the learning process at all levels, aiming to develop student's motor, cognitive, and social adaptation skills (Committee National Curriculum, 2005).

The pedagogical relationship between teachers and students is one of the fundamental pillars that significantly influence the success of the educational process and the attainment of planned pedagogical objectives. This relationship also plays a critical role in guiding learners toward positive behaviors that contribute to academic achievement, a matter of shared concern among teachers, learners, and parents alike.

Psychologists and sociologists suggest that teaching is an activity characterized by social skills and founded on effective interpersonal communication between teachers and students. Just as motor skills can be learned, social skills can also be developed and mastered (Raslan & Badawi, 1990).

Furthermore, communication, as a process of conveying ideas, experiences, or skills from one person to another, aims to create a positive impact between the parties involved, resulting in constructive behavioural changes (Abu Taleb & Rash, 2001).

This research paper aims to explore the significance of pedagogical communication among the stakeholders of the teaching-learning process during physical education sessions. On this basis, the following primary question has been posed:

1. Research Problem

- Does pedagogical communication between the teacher and pupils play a crucial role in the success of physical education sessions in primary cycle school?

1.2. Sub-Questions:

- Does adequate teacher training contribute to the success of physical education sessions for primary school pupils?

- Do structured activities enhance pedagogical communication during physical education sessions for primary school pupils?

2. Study Hypotheses:

2.1. Main Hypothesis

- Pedagogical communication between the teacher and students plays a fundamental role in the success of physical education sessions in primary cycle school.

2.2. Sub-Hypotheses

- Adequate teacher training have a crucial role for achieving the success of physical education sessions for primary cycle school pupils.

- Structured activities enhance effective pedagogical communication during physical education sessions for primary cycle school pupils.

3. Objectives of the Study

- To examine the impact of adequate teachers training on the success of physical education sessions for primary school students.
- To explore the role of structured activities in fostering effective pedagogical communication during physical education sessions for primary school students.

4. Key Terms and Concepts

4.1. Pedagogical Communication

According to the "Dictionary of Educational Sciences," pedagogical communication encompasses all forms, processes, and manifestations of the

communicative relationship between the teacher and students. This includes verbal and non-verbal interactions between the teacher or their substitute and students, as well as among the students themselves. It also involves communicative tools and temporal frameworks aimed at exchanging experiences, transmitting knowledge, and influencing the receiver's behaviour (Taouinat, 2009, p. 112).

Operational Definition:

Pedagogical communication refers to a form of interaction between the teacher and primary school pupils during physical education sessions or among the pupils themselves. It also reflects the teacher's ability to effectively transmit and convey knowledge to students.

4.2. Physical and Sports Education session:

According to Al- Samarai, it represents the smallest unit within the physical and sports curriculum. It encompasses diverse activities practised by pupils to acquire particular skills related to those activities (Al-Samarai, 1981).

Operational Definition:

Is a practical session conducted by a physical and sports teacher in the primary cycle, including both individual and collectives activities aimed to acquire specific skills among primary pupils.

4.3. Primary cycle schools:

Operational Definition:

A stage represents the child's entry into formal education, aimed to acquire the minimum knowledge, skills, and abilities by pupils in order to prepare them for higher subsequent of education and equips them to become active and productive members of society.

5. Previous Studies:

5.1. Title: The Role of Pedagogical Communication conducted by physical and sports teachers on Achieving Social Development Among Secondary School Students (Rasul, 2018)

The study aimed to explore the role of pedagogical communication applied by physical education teachers in achieving social development for secondary school students. A descriptive methodology was employed, involving a sample of 150 students from three secondary schools in Blida province and 10 physical education teachers.

The questionnaire was used as the primary data collection tool, and SPSS software was applied for data analysis. The findings emphasized that pedagogical communication plays a pivotal role in determining the success of educational processes in reaching their goals. The study highlighted the dual importance of communication and education in advancing sports and

educational structures. The researchers recommended fostering teacher-student relationships through active listening and understanding students' concerns.

5.2. Study of Zebbiche "The Importance of Educational Communication during Physical and Sports Education For Middle School Students (ages 12-14)" (Zebbiche, 2021)

The study investigated the role of educational communication in middle school physical and sports sessions, the researcher adopted a descriptive research method, on a random selected sample of 23 teachers from various middle schools in Bouira province. In addition, a questionnaire served as the primary tool for data collection

The study's results revealed that effective educational communication significantly influences the quality of physical education sessions. Furthermore, the study underscored that educational communication occupies a pivotal role for fostering understanding and coordination among educators, ultimately contributing to the attainment of the educational institution's objectives

5.3. Study of Zebbiche, Hocini, and Azzeddine (2021): "The Impact of Educational Communication on Teacher-Student Relationships in Secondary School Physical Education sessions (15–18 Years)" (Zebbiche, Hocini, & Azzeddine, 2021)

This study sought to explore the significance of communication influences the interaction between physical education teachers and secondary school students.

The study conducted with a sample consisting of 22 teachers from Ain Defla province, employed a descriptive method and questionnaires for data collection.

The results indicated that the competence, experience, and enhanced communication skills are crucial instruments in order to improve the relationship between the teacher and students. Additionally, the findings suggested that improving teachers' communication skills positively impacts these relationships.

6. Methodology and Procedures of the Study

6.1 Exploratory Study

Prior to conducting the main study, the researcher initiated an exploratory phase to familiarize themselves with the target population. This was achieved by contacting the Directorate of Education in Jijel Province. Subsequently, discussions were held with several primary-level physical education teachers to assess the availability of pedagogical resources in primary schools and to understand teaching practices. This phase aimed to evaluate the feasibility of the study and to formulate the questionnaire items. The researchers also sought the expertise of specialists in the field to ensure the appropriateness of the questionnaire items.

6.2 Study Methodology

The researchers adopted the descriptive method, as it aligns with the study's objectives. This approach was employed to describe the perspectives of primary-

level physical education teachers regarding the role of pedagogical communication in ensuring the success of physical education sessions.

6.3 Study Population and Sample

The study population comprised all primary-level physical education teachers in the municipality of Tahir, Jijel Province, total numbers 34 teachers. A simple random sampling method was employed to select 20 teachers from this population as the study sample.

6.4. Study Scopes

6.4.1. Temporal Scope:

The study was conducted during the 2023–2024 academic year, coinciding with the formal introduction of specialized physical and sports education teaching in primary schools.

6.4.2. Spatial Scope:

The study took place in the municipality of Tahir, Jijel Province.

6.5. Study Variables:

The study examined two key variables:

- **Independent Variable:** Pedagogical communication.
- **Dependent Variable:** physical and sports education sessions.

6.6. Study Tools

The data collection process required selecting a tool appropriate to the study's nature. The researchers opted for a questionnaire as the primary data collection tool. This questionnaire was constructed based on a review of related studies and was divided into three sections:

- **Section One:** Personal Data. This section included four closed-ended questions.
- **Section Two:** Pertaining to the first hypothesis, which posits that effective teacher training, contributes to the success of physical education sessions for primary school students. This section contained seven closed-ended questions.
- **Section Three:** Related to the second hypothesis, which asserts that structured activities facilitate effective pedagogical communication during physical education sessions for primary school students. This section included six closed-ended questions.

6.6.1. Scientific Basis of Study Tool:

To ensure the questionnaire's validity, it was reviewed by pedagogical experts in the field of sports and physical education to assess the appropriateness and clarity of the questions, based on the reviewers' suggestions, certain questions were omitted, added, or omitted.

6.7. Statistical Analysis method

Data were first compiled in an Excel 2016 file, and subsequently imported into SPSS version 26 for analysis. The data were analysed using percentage were calculated as follow:

- Percentage = (Number of Occurrences \times 100/ Total Sample Size

To check for statistical significance in the responses, the Chi- square test was applied using this formula:

Chi- square= (Observed Value – Expected Value)² / Expected Value

7. Study Results

7.1. Teachers' Personal Data

Table 1: Teachers' Personal Data

The Role of Pedagogical Communication in the Success of Physical Education Sessions in Primary Cycle Schools

Question	Response	Frequency (T)	Percentage (%)	Chi-Square Calculated (χ^2_m)	Chi-Square Tabular (χ^2_t)	Significance
Years Age	22–29 years	05	25	17.5	5.99	Sig
	30–39 years	15	75			
	40 years or above	00	00			
Gender	Male	20	100	20	3.84	Sig
	Female	00	00			
Personal Status	Single	09	09	10.3	5.99	Sig
	Married	11	11			
	Divorced	00	00			
Educational Degree	Bachelor's Degree	12	60	11.2	5.99	Sig
	Master's Degree	8	40			
	Doctorate Degree	00	00			
University Speciality	Physical and Sports pedagogical activities	11	55	30.5	9.48	Sig
	Sports Training	09	45			
	Sports Administration and Management	00	00			
	Adaptive Physical and Sports Activity	00	00			
	Sports Media and communication	00	00			
Teaching Experience	1-3 Years	18	90	29.2	5.99	Sig
	4-7 Years	02	10			
	8 or More	00	00			

T = Frequencies, % = Percentage, χ^2_c = Calculated Chi-Square, χ^2_t = Tabulated Chi-Square

The data indicate that a significant proportion of teachers (75%, $\chi^2 = 17.5$) are aged between 30 and 39 years. Gender data shows that all participants were male (100%, $\chi^2 = 20$) emphasizing the lack of female representation in the sample. While the Personal status statistics reveal that 55% of the teachers are married, while 45% are single, both results being statistically significant ($\chi^2 = 10.3$). In term of educational level, the study shows that the majority hold a bachelor's degree (60%, $\chi^2 = 11.2$), with 40% holding a master's degree.

Regarding educational specialization, the majority of teachers are specialized in physical and sports educational field (55%, $\chi^2 = 30.5$), with 45 % specializing in sports training. Finally, most teachers have between one and three years of teaching experience (90%, $\chi^2 = 29.2$), while only 10% have an experience between four to seven years of experience .

7-2- Presentation, Analysis, and Discussion of the Results of the First Hypothesis:

Table (02): Presents the teachers' responses to the questions of the first hypothesis

The Role of Pedagogical Communication in the Success of Physical Education Sessions in Primary Cycle Schools

<i>Questions</i>	<i>Responses</i>	<i>Frequency(T)</i>	<i>Percentage</i>	<i>Chi-Square Calculated (χ^2_{m})</i>	<i>Chi-Square Tabular (χ^2_t)</i>	<i>Significance</i>
Do you think the training you received as a teacher is sufficient to understand the principles of pedagogical communication during sessions?	Yes	12	60	0.8	3.84	Not Sig
	No	8	40			
Does continuous training (workshops) contribute to improving your communication skills during sessions?	Yes	20	100	20	3.84	Sig
	No	00	00			
Do you allocate time for pupils to pupils' concerns and allow them to express their opinions ?	Yes	20	100	20	3.84	Sig
	No	00	00			
What do you rely on when delivering sessions content?	Verbal communication	02	10	29.2	5.99	Sig
	Non-verbal communication	00	00			
	Both	18	90			
When presenting sports activities, do pupils' understand the content?	Often	15	75	17.5	5.99	Sig
	Sometimes	5	25			
	Never	0	0			
When explaining the educational objectives of activities, do pupils'	Yes	16	80	7.2	3.84	Sig

notice their benefits and engage?	No	4	20			
Does a large number of pupil's in particular sole class hinder the teacher's pedagogical communication?	Yes	19	95	16.2	3.84	Sig
	No	1	5			
	No	1	5			

T = Frequencies, % = Percentage, χ^2_c = Calculated Chi-Square, χ^2_t = Tabulated Chi-Square

Table (02) provides insights into the responses of teachers regarding the first hypothesis. The majority (60%) consider their training sufficient to comprehend pedagogical communication principles. Meanwhile, (40%) of the participants considered them insufficient, though this view is not statistically significant ($\chi^2 = 0.8$)

Regarding continuous professional development, all participants (100%) acknowledging its role in enhancing communication skills ($\chi^2 = 20$). Similarly, unanimous agreement was observed regarding the allocation of time for student interaction, reinforcing its significance in fostering communication. Concerning teaching strategies, (90%) of participants combine verbal and non-verbal communication ($\chi^2 = 29.2$). Additionally, (75%) of participants noted that students frequently comprehend content during physical activities.

The survey also indicates (80%) of teachers noticed students' interest and understanding of educational objectives ($\chi^2 = 7.2$). Furthermore, 95% of

The Role of Pedagogical Communication in the Success of Physical Education Sessions in Primary Cycle Schools

respondents agreed that large class size as a significant barrier to effective pedagogical communicating ($\chi^2 = 16.2$).

7-3- Presentation and Analysis of the Results of the Second Hypothesis:

<i>Questions</i>	<i>Responses</i>	<i>Frequency (T)</i>	<i>Percentage</i>	<i>Chi-Square Calculated (χ^2_{m})</i>	<i>Chi-Square Tabular (χ^2_t)</i>	<i>Significance</i>
Does a planned and designed activity in advance contribute to improve communication with pupils?	Yes	20	100	20	3.84	Sig
	No	0	0			
Does the clarity objective facilitate communication with pupils?	Yes	100	95	20	3.84	Sig
	No	1	5			
Does progressive design of activities (simple to complex) helps in enhancing the interaction and communication with pupils ?	Yes, often	19	95	34.5	5.99	sig
	Yes, to some extent	1	5			
	No, Progression is unnecessary	00	00			
Do the planned_ structured activities contribute to improving interaction and communication with pupils?	Yes	20	100	20	3.84	Sig
	No	00	00			
According to your opinion,	Individual	04	20	9.1	5.99	sig

which kind of activities enhances the communication between physical and sports teacher and their pupils?	Collective	03	15			
	Both	13	65			
Do planned_ and designed activities encourage pupils cooperate and interact with each other during the session?	Yes	18	90	12.8	3.84	sig
	No	02	10			

Table (03): Presents the teachers' responses to the questions related to the first hypothesis T = Frequencies, % = Percentage, χ^2_c = Calculated Chi-Square, χ^2_t = Tabulated Chi-Square

As illustrated in table (03) , which summarize teacher's responses to second hypothesis, the analysis of the first and second questions reveal unanimous agreement among participants that pre- planning activities and setting clear objectives as crucial factors in order to enhance and streamline communication with students (100%, $\chi^2 = 20$). Regarding the third questions, a significant proportion of participants affirmed that structuring activities progressively (step by step activities design, from simple to complex) substantially improves interaction and communication ((95%, $\chi^2 = 34.3$). In terms of the fourth question, every teacher agreed that structured activities contribute to better communication between teachers and students (100%, $\chi^2 = 20$), On the fifth question concerning types of activities that fosters better communication, the survey revealed that most participants favor a mix of individual and group

activities (65%, $\chi^2 = 9.1$). Lastly, in response to the sixth question regarding whether structured activities that enhance collaborate and interact during the session, the majority of teachers (90%, $\chi^2 = 12.8$). Answered affirmatively

8. Discussion of Results

8.1. Discussion of the First Hypothesis Results:

The first hypothesis states that adequate teacher training have a crucial role for achieving the success of physical and sports education sessions for primary cycle school pupils, The statically analysis, as represented by the percentages and chi-squared (χ^2) test results in Table (2), demonstrates that teacher training is a critical factor in a achieving successful outcomes in the primary cycle sessions.

These outcomes is consistent with the findings of Zebbiche, Hocini, and Rami (2021), who noted that the competency and experience of physical and sports teachers enhance teacher- student interactions, ultimately fostering strong communication skills between the two parties. Similarly, Rasul (2018) underscore that teacher should strive building strong relationships with students by attentively and considerate their needs and concerns. Furthermore, Zebbiche and Hocini (2021) argue that the proficiency and experience of teachers are more effective determinants in fostering successful interactions than institutional materials and students' aptitudes.

In addition, the formation of teachers in the optimal use of modern technologies in media and communication within the field of physical and sports education plays a significant role in the understanding and comprehension

processes among pupils. It motivates and encourages them to engage in sports activities (kounda, 2018).

8.2 Discussion of the Second Hypothesis Results:

The second hypothesis asserts that structured activities enhance effective pedagogical communication during physical education sessions for primary cycle school pupils.

Based on data analysis, including percentage and chi- square (χ^2) value outlined in Table (03) , it is evident that adequate teacher training significantly enhances the success of physical and sports education sessions for primary school pupils. These present findings are consistent with Rasool's study, which concluded that pedagogical communication largely determines the success of the educational process. This relationship is mediated by the teacher's practical and communication skills competencies, Since physical education sessions incorporate both individual and collective activities, it serve to instil moral virtue, reinforcing positive behavioral traits, and fostering a constructive attitude toward engaging physical activities (Basyouni, 1992). Nonetheless, these outcomes are achievable only through effective communication between teachers and pupils and among pupils themselves.

Based on the analysis and discussion of the study data, the findings of present study outlined as follows:

- Adequate -professional training for teachers significantly enhances the success of physical and sports teacher's sessions in primary cycle sessions.

- The current quality of teacher training inadequate and necessitates an additional comprehensive and professional workshops to enhance the effectiveness of physical and sport education sessions in primary cycle schools.
- Even with adequate teacher training, large number of pupils in one classroom can pose a significant obstacle in achieving optimal communication during physical and sports education sessions.
- Carefully designed and structured activities are an efficient instrumental tool to foster success of pedagogical communication among physical and sports teachers and their pupils in the primary cycle school.
- The diversity structured and designed activities, individually or collectively, contribute to improving the communication skills during physical and education sessions for primary school pupils.

Recommendations and suggestions:

- Ensuring a comprehensive adequate and high- quality training for physical and sports education teachers to enhance the effectiveness educational sessions in primary cycle.
- Implementing continuous training programs to promote effective communication skills for every teacher in primary cycle.
- Limiting the number of pupils per class to enhance the effectiveness of communication skills during physical and sports educational sessions.

- Diversify the designed and well-planned activities, individually and collectively, to Foster pupil's participation and interaction during the sessions of physical and sports education.

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