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مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



The Effectiveness of Communication Skills among Teachers of the Department of Physical Education and Sport Sciences from the Students' Perspective and its Relationship with Their Psychological Satisfaction

Ali Abdel Kazem Abdel Razzaq, Muthanna Education Directorate 1

Huda Hamid Abd Ali Matar, Muthanna Education Directorate 2

aliabdkadem88@gmail.com

omhussinhuda@gmail.com

ABSTRACT

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The importance of the current research (the effectiveness of communication skills among the teachers of the Department of Physical Education and Sport Sciences from the students' point of view and its relationship with their psychological satisfaction) is highlighted in identifying the relationship between the communication skills of the teaching staff from the students' point of view and their level of psychological satisfaction. The research sample was selected from the students of the third stage (morning study) in the Department of Physical Education and Sport Sciences at Imam Jafar Al-Sadiq University Al-Muthanna Branch for the academic year (2025-2026), where the number of students reached (75) male and female students distributed over three divisions.

The communication skill scales prepared by (Muhammad Allawi, 2002) were used, which consists of (20) items and five alternatives, and the psychological satisfaction scale prepared by (Nagham Al-Khafaf, 2017) which consists of (36) items and five alternatives as well, and after applying the two scales to students, the data were processed statistically and conclusions were reached, the most important of which is the existence of a significant relationship between the communication skills of teachers and the psychological satisfaction of students, as the researcher recommended the need to conduct more studies related to Communication skills because they have a direct impact on the psychological aspect of students.

1- Introducing the research

1-1 Research Introduction and Importance:

Communication skills are the cornerstone of the educational process because of their direct impact on improving the understanding between the student and the professor and enabling the student to ask questions and inquiries and understand the material deeper, failure or failure in these skills means that the subject to be communicated to the student by the teacher does not understand, and for this we find that most of those in charge of the educational process focus most of their attention on developing methods and methods that would bring the student closer or facilitate communication between the student and the teacher.

The term psychological satisfaction is one of the positive psychological concepts that makes the individual feel happy and helps him to face all the challenges and obstacles that may come in his way, that individuals who possess psychological satisfaction are able to achieve success with a high degree of performance, thus leading to an increase in the level of satisfaction and acceptance in their work life, and the educational environment is an important and effective environment because of its impact on students' desires and the development of their tendencies towards the study subjects, whether theoretical or practical, and thus achieving success and excel in it.

The importance of the research lies in knowing the effectiveness of the communication skills of the faculty in the Department of Physical Education and Sport Sciences from the students' point of view and its relationship with their psychological satisfaction, which contributes to identifying the capabilities of the faculty and the extent of their knowledge of using and developing these skills.

1.2 Research Problem

The research problem is the following questions:

How effective are the communication skills of the faculty in the Department of Physical Education and Sport Sciences?

What is the level of psychological satisfaction among the students of the Department of Physical Education and Sport Sciences?

1-3 Research Objectives

1- Identifying the level of effectiveness of communication skills among the faculty in the Department of Physical Education and Sport Sciences.

2- Identifying the level of psychological satisfaction among the students of the Department of Physical Education and Sport Sciences.

3 – Identify the relationship between the effectiveness of communication skills of the teaching staff and the psychological satisfaction of students.

1-4 Research Hypotheses

1- There are significant differences in the relationship between the effectiveness of communication and the psychological satisfaction of students.

1.5 Research Areas

1- Human Field: Students of the third stage (morning study) in the Department of Physical Education and Sport Sciences of Imam Jafar Al-Sadiq University, Muthanna Branch.

2- Spatial Field: Imam Jafar Al-Sadiq University, Muthanna Branch.

3- Temporal Domain: 15/9/2025 to 25/11/2025

2- Research Methodology and Field Procedures:

2-1 Research Methodology:

The researcher used the descriptive method in the method of relational studies to suit the nature of the research problem.

2-2 Research Population and Sample:

The researcher identified the research population of the students of the third stage in the Department of Physical Education and Sport Sciences of Imam Jafar Al-Sadiq University Muthanna Branch for the academic year 2025-2026, which are (166) male and female students distributed over four divisions. The research was conducted on all members of the community, i.e. (100%) of the original population.

2-3 Tools, Devices and Means Used in Research:

2.3.1 Scientific Research Tools

1- Communication Skills Scale

For the purpose of achieving the research objectives, the researchers used the Communication Skills Scale of Muhammad Hassan Allawi[5,] which was prepared by (Harith, 2009) [3] (Appendix 1), which consists of (20) items and five alternatives, which are (very low grade, low degree, medium degree, high degree, very high degree), as the scale's scores are limited between (20 – 100) degrees, and the scientific foundations of the scale were found, and the result was that the scale has a high degree of (0.87) degrees.

2- Psychological Satisfaction [Scale 6]

The researchers used the psychological satisfaction scale prepared by (Nagham Al-Khaffa, 2017) (Appendix 2), which consists of (36) items distributed over four domains, and the scale is answered with five alternatives in descending order according to the five-point Likert scale, which are (very large, very high, medium, low, very low score), and the weights are (1,2,3,4,5) for the positive paragraphs and vice versa for the negative paragraphs, and the highest score of the scale was (180) degrees, while the lower score of the scale was (36) degrees. The scientific foundations of the scale were found and the result was that the scale has a high degree of (0.78) degrees.

2.4 Exploratory Experiment

The researchers conducted the exploratory experiment on Monday (6/10/2025) on a sample of (25) students of the third stage, for the purpose of determining the extent to which the research sample understood and comprehended the communication skills scales and the psychological satisfaction scale, as well as for the purpose of knowing the time taken to answer the paragraphs of the two scales.

2.5 Main Experience

The two scales were applied to the research sample, which amounted to (166) male and female students from the third stage in the Department of Physical Education and Sport Sciences at Imam Jafar Al-Sadiq University (AS), Muthanna Branch, on (21/10/2025) corresponding to Tuesday in a smooth manner, and the data were collected and processed statistically.

2.5 Statistical Methods

The researcher relied on the statistical package (SPSS) to process and analyze the data, and the following statistical methods were used:

- 1- The arithmetic mean.
- 2- Standard deviation.
- 3- The hypothetical medium.
- 4- The simple correlation coefficient.

3- Presenting, analyzing and discussing the results of the research

3-1. Presentation and analysis of the results:

For the purpose of clarifying the information extracted by the two researchers, they presented it in the form of tables, then analyzed and discussed it immediately after presenting it.

3.1.1 Presentation, analysis and discussion of the results of communication skills:

Table (1)

Shows the arithmetic mean, standard deviation, hypothetical mean and calculated t value of the Communication Skills Scale

Morale	Probability	T Al-Muhtasiba	$\pm P$	Going to	Q Al-Farzi
Moral	0.00	4.78	3.29	64.15	50

By highlighting Table (1), we note that the value of the hypothetical arithmetic mean was (50) The Communication Skills Scale is at a significant level of (0.05), as the calculated value of t (4.78) which is smaller than the level of significance, which indicates that there are statistically significant differences in the scale among the teaching staff, and thus the first goal of the research is achieved, which is that the faculty members in the Department of Physical Education and Sport Sciences have a high degree of communication skills, as their communication skills scores were higher than the hypothetical average of the scale, and the researchers attribute it to the teaching staff having good communication skills with students that helped them gain confidence by their students by communicating information to them in a way that Good, because the skill of communication is a high-end human interaction that respects the feelings of others, through which learning is done as long as there is a base of internal security and with people who are reassured, loved and loved, if the teacher can understand the type of emotions that the student carries, and with the teacher's ability to understand his inner self, and his ability to understand the student's feelings and emotions, then these methods are the way to educate the student in an integrated education. [1].

3.1.2 Presentation, analysis and discussion of the results of the Psychological Satisfaction Scale:

Table (2)

Shows the arithmetic mean, standard deviation, hypothetical mean and the calculated value of the psychological satisfaction scale

Morale	Probability	T Al-Muhtasiba	$\pm P$	Going to	Q Al-Farzi
Moral	0.00	3.28	7.11	149.6	110

We can see in Table (2) that the value of the hypothetical arithmetic mean of the psychological satisfaction scale reached (110) at the significance level of (0.05), where the calculated value of t was (3).28 It is less than the significance level, which indicates that there are statistically significant differences in the psychological satisfaction scale of students.

Thus, the second goal of the research is achieved, as the students of the Department of Physical Education and Sport Sciences have a higher degree of psychological satisfaction than the hypothetical mean of the scale, and this indicates that the result is positive and therefore they enjoy a high degree of psychological satisfaction, and the researchers attribute these differences to the high desire of students and their tendency

towards the educational methods and methods followed by the professors in delivering the educational material, which increases the psychological satisfaction of the students, and this is in agreement with (Odeh, 2002) that psychological satisfaction is generated by the student. Through external stimuli and the factors leading to it, and thus the student feels satisfied or not about the vocabulary he receives during the years of study [2] .

3.1.3 Presentation, analysis and discussion of the arithmetic media, standard deviations and correlation coefficients between the measures of communication skills and psychological satisfaction:

Table (3)

It shows the arithmetic mean, standard deviation, and correlation coefficient between the two scales of communication skills and psychological satisfaction.

Statistical Significance	Tabular value (t)	Calculated value (t)	+ P	Going to	Variables
Moral	0.34	0.389	3.29	64.15	Communication skills
			7.11	149.6	Psychological satisfaction

Table (3) shows that the arithmetic mean of the communication skills variable of faculty members from the point of view of their students was (64.15) with a standard deviation of (3).29) While the arithmetic mean of the psychological satisfaction variable among students was (149.6) With a standard deviation of (7.11) while the value of the correlation coefficient between the two variables was (0.389) which is greater than the tabular value of (t) of (0.34) under an error ratio of (0.05), which indicates that there is a significant relationship between communication skills and psychological satisfaction among students.

The existence of this relationship between the communication skills of the faculty in the Department of Physical Education and Sport Sciences from the point of view of their students and the psychological satisfaction of the students indicated the process of effective communication between the teacher and the student, and this process requires a careful analysis of the communication processes and skills of their verbal, non-verbal, direct and indirect types, so that they have become an integrated and combined unit, and the researchers attribute it to the ability of the teaching to specialize in his scientific specialization and familiarize him with the methods and strategies related to the learning and teaching process and the ways to communicate them to students.

Therefore, the skill of good communication contributes to achieving the educational goals well, making the ideas and instructions clearly understood and making the desired changes in performance and results, and to ensure the effectiveness of good communication, the teacher must overcome all the obstacles that he encounters during the teaching process, including taking into account the methods and means used and the degree of understanding between the two parties, the teacher and the student, and this is what he goes to (Qatawi, 2007) "Communication has an important place in the development of relationships and the success of the physical education and sports sciences lesson in the educational environment. And that those who confront the practice of the educational process must take into account the communication skills,

because their work is based on the interaction between them and the students, whether by word, movement or gesture, and with all available forms of expression, and that omitting or neglecting this would reduce the impact of interaction with them, which will reflect negatively on the achievement of the educational goals to [be achieved.]

4. Conclusions and Recommendations:

4.1. Conclusions:

1. The teaching staff have effective communication skills from the point of view of their students.
2. Students enjoy a high degree of psychological satisfaction.
3. There is a significant relationship between the communication skills of the faculty from the point of view of their students and the degree of psychological satisfaction of the students.

4-2. Recommendations:

In light of the findings, the researchers recommend the following:

1. The necessity of emphasizing the conduct of periodic tests and measurements of the communication skills of the faculty in order to identify and improve them.
2. The necessity of covering more than one stage in the Department of Physical Education and Sport Sciences by conducting these studies to ensure the objectivity and objectivity of measuring these skills.
3. The researchers recommend studying other variables that are related and have a direct impact on students' psychological satisfaction.

Sources

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Attachment (1)
Communication Skills Scale

To a very large extent	To a large extent	Medium	Low Degree	To a very small degree	Paragraph	t
					Teachers use two-way communication (verbal and non-verbal)	1
					The teacher appreciates what the students say during the discussion	2
					The teacher clearly expresses what he is saying	3

					The teaching speaks clearly only about what he means	4
					The teacher sends clear and comprehensive messages	5
					Messages vary from day to day	6
					Encourages students to connect with faculty	7
					The teacher reviews himself to see if his or her thesis has been absorbed	8
					Listens well and understands students' messages	9
					Uses gestures and body movements while communicating with students	10
					The features and movements of the teacher's body correspond to what the word means (the coordination between the word and the expression)	11
					When the teacher enters the lesson, I feel that he is interested in communicating with the student through the material.	12
					He practices his academic profession while studying with the group	13
					Changes his voice patterns as the quality of the students changes	14
					Teachers are interested in using nonverbal skills	15
					Teachers care about what students say	16
					Teachers ask students to express how they feel	17
					Teachers interrupt students during discussion	18
					Teachers show interest while students speak	19
					Teachers want to be with the group	20

Attachment (2)
Psychological Satisfaction Scale

Very low	Low	Medium	To a large extent	To a very large extent	Paragraph	t
					I feel happy when I achieve a certain achievement in a practical lesson	1
					My daily wage from my family is commensurate with the requirements of my study needs	2
					I am in good health that enables me to perform practical studies in college	3
					I am happy and comfortable when I participate in sports activities with my colleagues	4
					I feel good when I compare my level of study with my colleagues	5
					Teachers treat students who are committed to lectures well	6
					I feel satisfied with my standard of living like my fellow students	7
					I am satisfied with the result of my achievement in being honored by the Dean.	8

					I feel the love and cooperation of my colleague facing the problems I am exposed to.	9
					I feel good about myself because I know weaknesses and strengths of my personality	10
					I suffer from weakness in some practical lessons difficulty in performing them	11
					I feel that there is no kind of fairness in the evaluation of students by the teachers	12
					My family's economic situation enables me to continue my studies without stress	13
					I seek to provide material assistance to some of my colleagues	14
					Regular Doctor Visits Contribute to Maintaining Health	15
					Time management helps me to actively promote practical and theoretical lessons	16
					I trust in my abilities to achieve and outperform others	17
					I have the ability to persuade and influence others in solving some of the problems I face with colleagues	18
					I find it difficult to attend the first lectures of the daily shift	19
					I feel anxious when I can't face the problems I face with my teacher or colleague	20
					I face the material difficulties in life with discomfort	21
					I hope my finances will be okay in the future	22
					I am worried about being injured in practical lessons	23
					I get a kind of boredom and fatigue due to the length of time of the theoretical lessons	24
					Be socially accepted by my colleagues Be respected and polite	25
					My values and beliefs are in line with the current conditions of society	26
					Together with my colleagues, I try to overcome our weaknesses we face in practical lessons	27
					I find confidence in myself when I take theoretical exams	28
					I feel hopeless when I find that the school requirements do not meet my living needs in the future	29
					I try to do some work that contributes to providing financial income to facilitate my study needs	30
					I feel stressed because of the many practical lessons in one school day	31
					I feel dissatisfied as a result of the lack of attention of the teaching to the injuries to which the students are exposed	32
					I feel relieved that everything that happens in my social life is my plan.	33

					Look at social life as worthy of attention and fight	34
					Sometimes I'm challenged to achieve a certain milestone	35
					Lack of safety and protection for students during practical lessons	36
					Make sure to prepare and warm up students in an integrated manner to avoid injuries	37