

Study the effect of some personality variables on communication skills for teachers of physical education and sports at the secondary level.

دراسة أثر بعض المتغيرات الشخصية على مهارات الإتصال عند أساتذة التربية البدنية والرياضية في المرحلة الثانوية

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Abstract: The study aimed to try to identify the effect of each variable (gender - experience - academic qualification) on the communication skills of professors of physical education and sports in the secondary stage, where the researcher chose three initial hypotheses for this study that included three variables (gender, experience, academic qualification) and given the nature of the study The researcher relied on the descriptive approach, and the studied sample included 150 adolescents, who were chosen on the deliberate method of adolescents practicing physical education and sports at the secondary level. The study concluded that communication skills are affected by both the gender and experience variable while not affected by the educational qualification variable.

Keywords: Communication Skills - Professor - Physical Education and Sports - Adolescence class .

المخلص :

هدفت الدراسة إلى محاولة التعرف على أثر كل من متغير (الجنس_الخبرة_ المؤهل العلمي) على مهارات الإتصال عند أساتذة التربية البدنية والرياضية في المرحلة الثانوية. حيث اختار الباحث ثلاث فرضيات مبدئية لهاته الدراسة شملت ثلاث متغيرات (الجنس، الخبرة، المؤهل العلمي) ونظراً لطبيعة الدراسة اعتمد الباحث على المنهج الوصفي، وشملت العينة المدروسة على 150 مراهق حيث تم اختيارهم على الطريقة العمدية من المراهقين الممارسين للتربية البدنية والرياضية في المرحلة الثانوية .، وخلصت الدراسة إلى أن مهارات الاتصال تتأثر كل من متغير الجنس والخبرة بينما لا تتأثر بمتغير المؤهل العلمي .

- الكلمات المفتاحية :- مهارات الإتصال - الأستاذ- حصة التربية البدنية والرياضية - المراهقة.

1- Introduction and problematic of the study:

Communication is a necessary and an important process for all areas of social, scientific and technical life and their applications, especially in modern societies in which interests have multiplied and intertwined, as goals have varied and complicated due amazing transformations in life, which in turn led to profound changes in the construction of society and the quality of relationships that led The Other to form his various tissues, the effects of which have extended to include goals, actions, attitudes and behaviors.

Therefore, Aristotle described communication as a vital process that takes place when the sender or the speaker creates an argument that would be presented to the recipients in which it reflects a positive image of himself; in other words, that communication is an oral and a movement activity through which recipients are persuaded to formulate a strong and skillful message, where Plato described it as a use of rhetoric in a wide range of human behavior and its pillars: Investigating the nature of place - researching recipient behavior and social life - researching ways and means that affect people (Abd al-Rahman bin Ibrahim al-Shaer, 2012: 10_11)

there are two complementary processes, as any educational or educational process can not take place in the other except by contact(La communication), because it is a social and an interactive process based on sharing the meanings between both the sender and the future. The receiver. the educational process is based on direct interaction between the teacher and the learner, and between the students themselves, which occurs as a result of the presence of an influential or action on one side and the occurrence of a response or reaction to it from another side to gain experience between them (Abdel-Hafez Muhammad Salama, 1998: 56). Academic communication is one of the channels that helps In the processes of student interaction with professors in learning inputs and improvement of learning outcomes. This is the secret of its strength as a necessary building block to

strengthen the educational links between the components of the educational process (Qitaf Muhammad et al, 2020).

The communication process during physical education and sports class is considered to be one of the most important educational processes that should be supported and focused on, due to the nature of the practice of this material, which differs from other subjects, as it is the only material that takes into consideration the body, psyche and emotions of the student. The teacher must communicate with the student in the best possible way. This method is considered to be the shortest way to exchange information and ideas, through which certain concepts and directions can be presented to ensure the smooth functioning of the teaching session and the students' response to the lesson objectives. As well as non-verbal means, which are the means by which information is exchanged between the sender and the recipient through signs, gestures and behaviors, and this is also called body language. The understanding of non-verbal messages on the part of students differs due to the differences that exist between a teacher and another according to their gender in which communication skills differ between male and female, as well as the experience factor as there may be a difference between a teacher who has good experience and one with less experience, and the third factor is the scientific qualification of the teacher. Which is determined by the years of university training that the professor has encountered under the LMD system at the university (BA, MA, PhD). Therefore, there is a large group of professors with high communication skills which allow them to communicate well with students while another group remains, They have deficient communication skills, and this disparity in communication skills is due to the virtue of the composition variable and khkhoyot in communication skills by virtue of the composition variable and Khoisan for Yuan Through what was mentioned above about the communication skills of a physical education and sports

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teacher and their importance in the success of the educational process, we present the following problem:

Are communication skills affected by high school physical education and sports teachers based on some related personal variables (gender, experience, college degree)?

Through this question, the following sub-questions can be asked:

1- Are there statistically significant differences in the communication skills of a physical education and sports teacher depending on the sex variable (male-female) at a level of 0.05?

2- Are there statistically significant differences in the communication skills of a physical education and sports teacher according to the experience variable (less than 5 years, more than 5 years) At the 0.05 level.

3- Are there statistically significant differences in the communication skills of a physical education and sports teacher according to the scientific qualification variable (PhD, Master, Bachelor) at the 0.05 level?

2- Hypotheses:

2-1- General hypothesis:

The communication skills of a physical education and sports teacher at the secondary level are affected by each variable (gender - experience - diploma.)

2-2- Sub-hypotheses:

1- There are statistically significant differences in the communication skills of a physical education and sports teacher according to the sex variable (male_ female) at a level of 0.05.

2- There are statistically significant differences in the communication skills of a physical education and sports teacher according to the experience variable (less than 5 years, more than 5 years) at the 0.05 level.

3- There are statistically significant differences in the communication skills of a physical education and sports teacher according to the scientific qualification variable (PhD, Master, Bachelor) at the level of 0.05.

3- Objectives of the study:

Detect the differences in the communication skills of a physical education and sports teacher as a function of the sex variable (male-female).

Disclosure of the differences in communication skills for a physical education and sports teacher by experience variable (under 5, 5 to 10, 10 and over)

Detect the differences in communication skills of a physical education and sports teacher depending on the scientific qualification variable (PhD, Master, BA).

4- Importance of the study:

1- The current study dealt with an important subject in the success of the educational process and it is linked to the communication skills of a teacher of physical education and sports at the secondary level, because it relates to a basic axis of the educational process, who is the teacher.

2- Identify the most important variables that can affect the teacher's communication skills, in order to find solutions that can contribute to the success of the educational process through the relationship between teacher and student.

3- The results of this study help by guide teachers who have difficulty in managing and controlling students to succeed in the lesson.

5- Terms of the study:

5-1-Contact:

Language: Most studies indicate that communication means reaching or attaining something and ending with it, while the English word communication is derived from the Latin origin, *commuins*, and its general meaning, common or colloquial, and the word information means information sent orally or in writing, road network,

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communication network, as well as the exchange of ideas and information. Through speech, writing or symbols (Rabhi Muhammad Elyan, 1999: 25).

Idiomatically: it is the process or method by which knowledge is transferred from one person to another or from one group of people to another group so that this knowledge becomes common and leads to an understanding and consensus between them (Muhammad Abd al-Baqi, 2003: 25).

Communication can also be defined as the process of influencing the other party by using a number of symbols (Dokmen, 1989)

5-2- Physical education and sports teacher: He is the person who teaches the physical education and sports program at the level of secondary education of all levels. And sport, through which it can achieve educational and educational goals and apply them in the field (Saeedi Mustafa et al., 2019: 226).

6-Previous and similar studies:

6-1- The study by Kunduz al-Ghoul Khalifeh (2015): "The communicative relationship (formed by teachers) in physical education and sport and its implications for psychological trends and dimensions of sports culture".

The study aimed to try to identify the communication relationship between teacher and student and to which this relationship could be reflected in both psychological tendencies and dimensions of mathematical culture in the study sample, and the study aimed to try:

- Demonstrate the state of the means and skills of communication in education used in the current educational program, shed light on some of the fundamental problems hindering the subject of physical education and sport and offer them solutions.
- Highlight the purposes in which physical education and sport are lost, for information and science purposes.

This study is evident in terms of its field procedures in using each of the descriptive programs, and the study sample included two samples, the first represented by 60

physical education and sports teachers, and as for the second sample, it included 300 pupils, distributed in five educational districts of the state of Chlef, and they were deliberately chosen. The researcher also used each of the scales: the Communication Skills Scale designed by "Muhammad Hassan Allawi" for teachers and secondary school students, in addition to the "Kenon" measure of psychological attitudes and the sports culture prepared by "Nabil Mahmoud Shaker", and Othman Mahmoud is a beggar The results showed that there is a large group of teachers with high communication skills that allow them to communicate well with students, while the lower group has poor communication skills, and this gap in communication skills has been attributed to reasons related to the variable of composition and experience of the teacher.

6-2- The study by "Huseeyin Ozkan et al" (2014): entitled "Study of the relationship between communication skills and the level of self-efficacy of a physical education and sports teacher".

The purpose of this research is to examine the relationship between communication skills and self-efficacy levels of physical education and sports teachers. The research sample was randomly selected, making a total of 130 students. 55 students from the College of Physical Education and Sports and 75 students from the Department of Physical Education and Sports participated in the research. The scale of "communication skills" developed by Ersan Balsi in 1998, as well as the scale of teachers' skills (TCEI) developed according to indicators of teacher competence, the personal information model was used as data collection tools. Regarding statistical methods, the Pearson correlation coefficient was used to determine the relationship between communication skills and the self-efficacy levels of appointed teachers, as well as a test to check whether there are statistically significant differences in communication skills. And the self-efficacy levels of the participants in terms of demographics. Of positive statistical significance between communication skills and

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teachers' self-efficacy levels, There were no statistically significant differences between communication skills and levels of self-efficacy between the sexes at a significance level of 0.05.

6-3- The study of "Marwan Muhammad" (2020): The role of the professional experience of a teacher of physical education and sports in the development of distraction. The professional experience of a physical education and sports teacher in the development of social interaction to achieve

The study aimed to try to identify the role that the professional experience of a teacher represents in the development of social interaction between high school students, by first trying to identify whether the professional experience of a physical education and sports teacher has a role in the development of social interaction between students due to the seniority (experience) variable), Second, by trying to identify whether the professional experience of a physical education and sports teacher has a role in the development of social interaction between students due to the educational training variable, and the researcher has adopted in this study the descriptive analytic approach because of its relevance to the nature of the study, and as tools for the study, it relied on each of a questionnaire form addressed to the students, and a form interview addressed to professors to know their opinion on the subject, and in order to test the validity of the hypotheses proposed for the research, an intentional sample was chosen in number, comprising 192 students As a statistical method, we relied on the Statistical Package for the Humanities and Social Sciences (SPSS) and the study concluded that the professional experience of a physical education and sport teacher has a role in the development of social interaction between high school students due to seniority, and that the seniority of the physical education and sport teacher obtained either in his teaching path or in academic or educational institutions by joining clubs, whether as a player, coach or manager, an important and auxiliary factor in the educational process in the

category of physical education and sports, which leads to the creation of an atmosphere of social interaction among students, On the other hand, he also concluded that the teacher's personality positively affects teamwork among students and concluded that the professional experience of the physical education and sports teacher has a role in the development of the social interaction between high school students due to teacher training.

7- Study population and sample:

7-1- Research methodology:

The researcher relied on the descriptive approach, which is one of the most widely used research methods, particularly in the field of educational, psychological, social and mathematical research, and also aims to study the existing relationships between phenomena. The descriptive approach is not limited to collecting and recording data only, so the researcher must classify the data and facts and analyze them sufficiently precisely, and then come to generalizations about the phenomenon and the subject of the study.

The most important characteristic of descriptive research is its careful monitoring of the facts related to the phenomenon, the object of the research, a realistic and precise monitoring. The importance of this approach is that description represents a basic pillar of scientific research by collecting information and data, analyzing and interpreting them in order to answer the questions asked by the researcher and find solutions. to the problem encountered (Abdel Karim Bouhafis, 2016: 235).

7-2- The exploratory study:

It is the essential basis for building all research, and it is an essential and important stage in scientific research, because through it, the researcher can experiment with his research methods to ensure their safety, precision and their clarity (Mohy El-Din Mukhtar, 1995: 45) .

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On this basis, the researcher carried out an exploratory study, before starting the study procedures in the field, with the aim of:

-Know the original size of the research community (physical education and sports teachers and high school students from the cantons of Zeralda and Cheraga, education department, Algeria, West).

Ensure the validity of research tools (measurement of the communication skills of a physical education and sports teacher).

-Prior knowledge of the conditions of the basic field study procedures, thus avoiding the difficulties and obstacles faced by the researcher.

7-3- Research community and sample: The research community includes the research sample or vocabulary that was included in the study with adolescent teachers and students practicing physical education and sports for some secondary schools in the wilaya of West Algeria.

The study sample was as follows:

-A sample of teachers in physical education and sports, of which the number was 15 teachers and professors at the level of seven secondary schools of the cemetery of Zadia Al-Dadham.

- A sample of the estimated 150 adolescent students who were taught by the sample of teachers estimated for this al-Durati.

Table n ° (01) : shows a sample of teachers and secondary school students.

Boycott	Institutions	The number of professors	Number of pupils
Zeralda County	Tha / Hussein Where Ahmad	8	87
	Tha / Zeralda mixed		
	Tha / Colonel Amirouche		
	Tha / bin Abdul Malik Ramadan		
	Tha / Bashir Mentouri		

Cheraga County	Tha / Muhammad Asyakhem	7	63
	Tha / Abdul Haq bin Hamouda		
Total	7	15	150

7-4- Study tools:

Communication skills scale: The scale designed by Muhammad Hassan Allawi (1998) was used after being adapted by the researcher to attempt to identify the assessment of the communication skills of the physical education and sport teacher with students from his point of view as well. From the perspective of the students on the communication skills of the teacher. In its first form, it measures the communication skills of a sports trainer, and the scale includes two images "Image (A)", in which the teacher responds to his statements. And "image (b)" where the student responds to it according to the scale expressions designed. The researcher chose the second image, which includes (15 words), on a three-scale (never - sometimes - often).

Scale correction method: scores are assigned as follows:

-Granted to the interrogator when he chooses, never = one degree, sometimes = two degrees, often = three degrees.

Scores are collected based on the number of scale sentences based on player responses, and the tool's psychometric measures were also verified, with honesty being 0.92 and reliability rating 0.80.

7-5- Statistical methods: Research data has been statistically processed by the "SPSS" program, due to its great ability to analyze data and solve statistical equations with great precision, because it saves us a lot of time. To achieve the research objectives, we used the following statistical steps:

- 1- T. Test.
- 2- ANOVA.
- 3- arithmetic mean.
- 4- Standard deviation.
- 5- "Alpha Krumbach" parameter to calculate the stability of the instrument.

8- Presentation, analysis and discussion of the results:

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8-1- Presentation, analysis and discussion of the first hypothesis:

The text of the first hypothesis:

There are statistically significant differences in the communication skills of a physical education and sports teacher according to the sex variable (male_ female) at a level of 0.05.

Table n° (2): represents the significant value of the differences in communication skills for a physical education and sports teacher attributable to the sex variable (male - female).

Statistical methods / Variables	SMA	standard deviation	"T" value	Degree of freedom	Indication level	indication
The male professors	34.55	5.68	0.001	148	0.05	D.
The female professors	29.49	7.11				

D when the value of "P" is less than or equal to 0.05.

- Through table n ° (2), which shows the differences through the sex variable (male - female) in communication skills, and the results obtained through this table showed the following:

We found through the table that the arithmetic mean of male teachers was estimated at 34.55 with a standard deviation of 5.68, while the arithmetic mean of women was 29.49 with a standard deviation of 7.11 at 178 degrees of freedom, and the value of "t" was (0.001). From this we conclude that the value of "t" is greater than the 0.05 Significance level for body image, so we accept the alternative hypothesis and reject the zero hypothesis.

The results of this hypothesis indicate that there are statistically significant differences in the communication skills of a physical education and sports teacher depending on the sex variable and this in relation to the result presented in the table. Greater than 30, then we say it refers to the positive communication skills of the

teacher, and if it is less than the value of the mediator, $T = 30$, then we say that the communication skills of the teacher are negative. That is, it is negative compared to the value of the mediator, and from there we say that the communication skills of male teachers are positive compared to women teachers, comparing the results with the value of the median ($i = 30$) However, female teachers have negative communication skills compared to men, for several reasons, including the fact that sport is seen as one of the areas that concerns men compared to women. On the one hand, and on the other hand, men are more able to communicate with students than women, through verbal or physical communication, or what is related to good postures related to activities intended for students. This study differs from the results of the study (Huseeyin ozkanl 2014), which found that there were no statistically significant differences between communication skills and levels of self-efficacy between male and female teachers.

8-2- Presentation, analysis and discussion of the second hypothesis:

The text of the second hypothesis:

There are statistically significant differences in the communication skills of a physical education and sports teacher according to the experience variable (under 5, over 5) at the 0.05 level.

Table n° (3): represents the significant value of the differences in communication skills for a physical education and sports teacher attributable to the experience variable (less than 5 years _ more than 5 years).

Statistical methods Variables	SMA	standard deviation	"T" value	Degree of freedom	Indication level	indication
Less than 5 years	33.86	4.54	0.012	148	0.05	D.
More than 5 years	30.13	5.62				

D when the value of "P" is less than or equal to 0.05.

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_Through table n ° (3), which shows the differences across the variable experience (less than 5 years _ more than 5 years) in communication skills, and the results obtained thanks to this table showed the following:

We found through the table that the arithmetic mean of teachers with less than 5 years of work was estimated at 33.86 with a standard deviation of 4.54, while the arithmetic mean of teachers over 5 years was 30.13 and a standard deviation of 5.62 at the 178 degree of freedom, and the value of "t" was (0.012). The value of "t" is greater than the significance level of 0.05 for communication skills, therefore we accept the alternative hypothesis and reject the zero hypothesis.

The results of this hypothesis indicate that there are statistically significant differences in the communication skills of physical education and sports teachers depending on the experience variable, and this in relation to the result presented in the table, but if we refer to the median value of the teacher's communication skills scale, which was determined with $= 30$, that is, If the scores are above 30, we say that they indicate that the Communication skills of the teacher are positive, and if they are lower than the value of the mediator, $F = 30$, then we say that the communication skills of the teacher are negative. Referring to the results of the table, it is clear to us that the average value of the diplomas of religion teachers with experience of less than 5 years is 34.55, and for teachers over 5 years it was 29,49, which means that it is negative in relation to the value of the mediator, hence we say that male teachers have positive communication skills compared to female teachers. We did this by comparing the results with the median value ($m = 30$).

This is due to the fact that the greater the teacher's experience, the more effective his communication skills will be, through the various situations and errors to which he is exposed during his career, which gives him more control over them. the part of the professor who has less experience. And he has acquired skills that allow him to convey the message to the learner without putting in more effort. This study agrees

with the study findings (SngBee, 2012) that in order to achieve effective teaching, the teacher must have high skills in all of these areas and an experienced teacher improves communication and makes things always easier and more understandable. Effective communication skills are really important for the teacher in imparting education, classroom management and interaction with students during class, as well as consistency with study (Kunduz Ghoul Khalifeh, 2015), who concluded that there is a large group of teachers with high communication skills that allow them to communicate well with students, While the lower group has poor communication skills, this disparity in communication skills communication was attributed to reasons related to the variable of education and experience of the teacher, and is also consistent with the study (Marwan Muhammad, 2020), which concluded that the professional experience of an educational teacher physical and sport has a role in the development of interaction In high school students, seniority is attributed to And that the seniority of a physical education and sports teacher that he has acquired whether in his teaching or academic career or outside educational establishments by joining clubs, whether as a player, coach or manager, is an important and auxiliary factor during the education process in the physical education and sports class which leads to the creation of an atmosphere of social interaction among students. And he also agrees with the study (Qadid Omar et al., 2019) that there are statistically significant differences between physical education and sports teachers on increasing motivation for motor performance at through semi-sports games due to the seniority variable.

8-3- Presentation, analysis and discussion of the third hypothesis:

The text of the third hypothesis:

The text of the third hypothesis: Are there statistically significant differences in the communication skills of a physical education and sports teacher according to the scientific qualification variable (PhD, Master, BA) at the level of 0.05 ?

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Table n ° (4): represents the results of the mono-analysis of variance for the test of the communication skills of a physical education and sports teacher as a function of the scientific qualification variable (PhD, Master, BA).

Dimensions	The source of the contrast	Sum of squares	Degrees of freedom	Average of squares	The computed "F" value	The scheduled f value		Indication level	indication
						0.05	0.01		
Professor communication skills scale	Between groups	37.709	2	33.21	1.129	2.65	3.83	0.324	Not
	Within groups	4005.0	147	30.16					
	Macro	4042.7	149						

From the results of the one-sided analysis of variance and the difference in the level of communication skills of the physical education and sports teacher, it is clear to us that there are no statistically significant differences in 0.05 attributable to the scientific qualification variable (PhD, Master, Bachelor) of the scale of communication skills.

- We note from the results of table n ° (03) for the level of communication of the teacher that the value of the level of significance reached (= 0.324), and the calculated value f was 1.129, which is smaller than the programmed f-value, which is equal to 2.65 at the 0.05 level. The professor's communication skills can be attributed to the variable of academic qualification (PhD, Master, Bachelor).

This can be explained by the fact that the educational process does not depend on the theoretical and conceptual aspect which is in favor of the sample of professors with doctorates, but there are other factors which interfere in the process. teaching, including the variable we are studying (communication skills) which is a major contributor to success or failure. The learning process, as well as the psychological aspect and the skills aspect, on the one hand and on the other hand, not all teachers

have a high level scientific qualification, we say he is a teacher successful in the teaching profession, due to the interference of subjective factors related to the teacher himself, namely his skill orientation, there are those who master the skill of theoretical indoctrination, And there are those who master the skills of on-the-job training. As for the second aspect, it is related to the training of a professor at the university, there are those who have received training in the field of physical, sports and educational activity, and there are those who are in sports training, management and sports management. The study (Marwan Muhammad, 2020) indicates that the personality of the teacher positively affects teamwork between students and that the professional experience of the physical education and sports teacher has a role in the development of the interaction social among high school students due to teacher training at the university, This study joins the study (Qadid Omar et al., 2019) according to which there are statistically significant differences between physical education and sports teachers on the increase in motivation of motor performance through quasi-sports games. due to a variable attributed to the variable of teacher training at the university.

9- Conclusions and recommendations:

9-1- Conclusions:

- There are statistically significant differences in the communication skills of a physical education and sports teacher based on the gender variable (male_ female) at the 0.05 level, which was in favor of the sample of male teachers. This indicates that the gender factor of the teacher has a role in determining the nature of educational communication.

-There are statistically significant differences in the communication skills of a physical education and sports teacher according to the experience variable (less than 5 years, more than 5 years) at a level of 0.05, because this was in favor of the sample

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of teachers with more than five years of experience. The news factor has an effect on the professor's ability to communicate with the students.

- There are no statistically significant differences in the communication skills of a physical education and sports teacher according to the scientific qualification variable (PhD, Master, Bachelor) at the 0.05 level. We understand that the scientific qualification factor has seen no effect on the communication capacity of teachers of physical education and sports.

9-2- Recommendations:

- Work to find an educational strategy based on gender unification of teacher and students while practicing physical education and sports class.
- Encourage new teachers to interact with more experienced teachers to develop their communication skills in particular and their teaching skills in general.
- Intensification of training days and study seminars related to the communication skills of the teacher and highlighting the most important mechanisms by which students can control and understand the messages sent by the teacher.
- Create standardized standards in the teacher training program in relation to the communication skills of the teacher and how to apply them to the axes of the educational process.

10- Conclusion:

Communication skills are the cornerstone that must be done correctly, due to the great importance given to it in various fields, which has led to the emergence of several theories and scientific research dealing with this variable of all sides and from all angles, but the communication skills of the teacher, especially the physical education and sports teacher, were a major focus of our study, due to cognitive, physical, technical, social and psychological skills and competences. required in our study, which are used during the lesson in order to achieve the desired objectives through the interaction between teacher and student and the content of the

educational session, What we can focus on for this process to be carried out is to study some variables related to the physical education and sports teacher, and firstly related to the sex of the teacher, which through the results of this study , we found that there are differences between male and female teachers in favor of the first sample, and this has been confirmed by several research and feedback on the subject. To the material related to the ability to communicate with students, because the mathematical ability is addressed more to men than to women, and on the other hand to the experience that the teacher has in the teaching process, which are translated in favor of the sample of teachers with more than 5 years of experience to the detriment of the sample of teachers with less than 5 years of experience, This was attributed to the fact that the teacher acquires new skills and experiences as he increases his experience and can control the group and the proper functioning of the class without putting much effort, and thirdly the scientific qualification of the professor, which we have reached thanks to this hypothesis that there are no significant differences in these three groups (Bachelor, Master, PhD).

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