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**Educational communication and its relationship to
some life skills among the professors of physical
education and sports - a field study of some
professors of physical education and sports in the
states (Wadi Seouf, Biskra, Laghouat) -**

Djoubar Merwan ^{1*}

Rouini Ahmed ²

Gattaf Mohamed ³

¹ University of batna2 (Algeria)
m.djoubar@univ-batna2.dz

² University of batna2 (Algeria)
a.rouini@univ-batna2.dz

³ University of Laghouat (Algeria)
m.gattaf@lagh-univ.dz

ABSTRACT

This study aims to identify the correlation between educational communication and some life skills of the professors of physical and sports education, we used the descriptive approach because it fits the research reasons, the sample of the study consisted of 220 professors of physical and sports education, We used two forms on the first Leckert method measuring educational communication and the second form measuring life skills and subjected to scientific conditions honesty and stability, while the statistical processing used (Alpha Kronbach) to measure the factor of stability and multiple regression to study the correlation, The study found a statistically significant correlation between educational communication and certain life skills in physical and sports education professors.

Keywords: Educational communication; Life skills; Physical and sports education; Professor of physical and Sports Education.

* Corresponding author

1. Introduction

The man seeks in his life to meet many of the needs and desires and acquire a set of skills through which he can integrate into society and perform his role in it, and this can only come to him through contact with people and to communicate with them is social in nature cannot live in isolation from the group. Thus, we find it in the greatest need to interact with others at various social, scientific and economic levels, and among what the individual needs in this is to have the so-called life skills, where it is one of the most important requirements that enable him to communicate with others, and help him to achieve his goals successfully, and from him to ensure a happy social life. We see in our reality that the more a person acquires a lot of life skills, the better they have abilities and characteristics that distinguish them from their peers. From this perspective, we believe that the teachers of physical education and sports, being active members of society, were obliged to equip them with these skills, which in our world today is an imperative necessity for everyone who has a message and seeks to achieve goals in life, whether on a personal level or in order to provide service to society. In view of the educational system in our country, which is being developed from time to time by those who are interested and entrusted with it, and the rapid development in all areas of life, the teachers of physical and sports education, as part of the educational system, have had to develop their skills in order to keep pace with this development in society. They contain learners who in turn have characteristics and features that are not the same as previous generations. Since educational institutions are one of the main pillars in social formation, they are required today more than ever to empower their teachers and teachers with many life skills that make the student and teacher feel happy when he performs his work well and achieves his goals according to the required level. Ahmed Hussein and Da'a Mohammed have pointed out that life skills play an effective role in acquiring the art of dealing with others and establishing strong relationships based on love and coexistence, which makes them not limited to material life but beyond human and social life and this is the most important (Ahmed and Dua, 2008, page 23).

The importance of life skills is reflected in the educational environment as a tool to confront the multiple situations and complex problems faced by educators in educational institutions. From this point of view comes the importance of life skills as an essential and indispensable requirement for all partners of the educational process, especially the professor of physical and sports education to achieve the educational goals and continue to raise his capabilities and pedagogical and educational capabilities. Physical and Sports in the Teaching profession (Dashisha and Lakhuz, 2019, page 215)

On the other hand, we see that educational communication is one of the main and important topics in the field of education, which attracted the attention of many thinkers and researchers as a basis for interaction between individuals within educational institutions, which leads to the emergence of multiple relationships in different situations between two or more people in order to reach a joint educational project. To achieve the desired goals, the student or professor focuses on communication to express his views, interests and ideas to other individuals, which is the main pillar of any activity and allows to bring the distance between the parties of the communication process closer.

Thanks to communication, educational institutions of all kinds in society are able to continue and perform their tasks in the best way, and since the subject of physical and sports education is an important and complementary part of the educational system. It contributes to the building of the individual and its composition and the formation of his personality because of the characteristics and features that distinguish it from other materials, which are in urgent need of improving the effectiveness in education and raising its educational value in light of the transformations that are going through the educational system, many studies have confirmed its importance. Given the importance of educational communication in the educational process, it is one of the reasons for the success of the physical and sports education lesson if used in an appropriate way, professors and learners measure their educational value through the effectiveness and effectiveness of communication methods and educational communication used among them. Hence, we find that delving and researching this subject came as a result of the great importance that it has in the educational and educational life in light of the challenges and requirements of the era of development and globalization.

2. - the problem of study:

Considering that the professor of physical and sports education is the mentor and mentee, he had to possess a minimum of life skills in order to communicate the educational message through the practice of students of various sports activities included in the educational curriculum in the physical and sports education class, Masahili al-Qisr pointed out the need to integrate life skills in the educational curriculum to prepare citizens who are capable of facing all circumstances (Masahli, 2017, page 87).

The development of life skills among the teachers of physical and sports education has a role in eliminating the great gap that prevented the teacher as a teacher and a mentor and guide for the students on the one hand, and the

student being the main axis of the educational process and its most important outputs, which led to the lag behind the civilizational knees in this field. Educational institutions must work through physical education and sports to achieve some of the objectives related to life skills, such as working to create a healthy and safe learning environment. Helping students to develop their knowledge, skills and abilities to keep up with life and adopt healthy behaviors. Tarfa Ibrahim Al-Hilweh stressed the need to implement a life skills-based education project that focuses on developing skills, knowledge and attitudes that help individuals to take on greater responsibilities in their lives (Tarfa, 2014, page 192).

The process of educational communication is carried out by transferring knowledge of different types and information from one person to another or from one point to another and takes a path that usually starts from the source, which represents the professor from which the information originates to the side that receives it and often the student or student through some means and then bounce back to the source and so on. These responses take different images that help the source to know what has been achieved from the goals and change the message, its content and the way it is presented and presented in order to achieve the desired understanding. Hence, it is clear that the communication process does not go in one direction, but is a circular process that occurs within a wider and easier field that includes all the conditions and possibilities that surround and affect the communication process, which is a dynamic process affected by the continuous interaction between its elements (Mohammed, 2003, page 48).

Based on this understanding of the communication process, we can apply it to the educational process in the study of physical and sports education, where the spaces allocated to it that the institution has one of the areas where communication between the professor and students using a range of educational means, If the professor of physical education and sports understood that his role is to teach, the communication process would go in one direction, while if he understood that the process of educational communication is a circular process, he would be interested in the feedback from the student and understand that his role is not only ours, and it should be noted here that the process of educational communication in the broad sense takes place in The study room or outside it between the pupil and the professor, or between the pupil and his companions, or from the pupil and various means of communication , etc., He believes that the educational situation is a process of dynamic interaction between the teacher and the student and between the students and each other within the educational environment in the presence of a

channel of communication through which the experiences are transferred between them, which entails reshaping their behavior in the desired direction (elgharib and Iqbal, 1999, page 68).

Based on the topic of our research, which examines the relationship between life skills and indicators and educational communication among teachers of physical and sports education, Through the theoretical background that stressed the importance of life skills in the professional path of teachers of physical and sports education and that it enhances the classroom interaction during the lesson and the communication processes between the professor and students and starting from the above, the general question of the research as follows:

Is there a statistically significant relationship between educational communication and certain life skills among teachers of physical education and sports?

A series of partial questions emerged from the general question, which were formulated as follows:

Is there a statistically significant relationship between educational communication, motor skills and physical fitness in teachers of physical education and sports?

Is there a statistically significant relationship between educational communication and thinking and problem-solving skills in physical education and sports teachers?

Is there a statistically significant relationship between educational communication and decision-making skills among teachers of physical education and sports?

Is there a statistically significant relationship between educational communication and leadership skills in physical education and sports teachers?

3. Study hypotheses:

There is a statistically significant relationship between educational communication and certain life skills among teachers of physical education and sports.

There is a statistically significant relationship between educational communication, motor skills and physical fitness among teachers of physical education and sports

There is a statistically significant relationship between educational communication and thinking and problem-solving skills among teachers of physical education and sports.

There is a statistically significant relationship between educational communication and decision-making skills among teachers of physical and sports education.

There is a statistically significant relationship between educational communication and leadership skills in physical and sports education teachers.

4. Objectives of the study:

- Disclosure of the relationship between educational communication, motor skills and fitness in the professors of physical and sports education.
- Disclosure of the relationship between educational communication and thinking and problem solving skills in professors of physical and sports education.
- Disclosure of the relationship between educational communication and decision-making skills in professors of physical and sports education.
- Disclosure of the relationship between educational communication and leadership skills in the professors of physical and sports education.

5. Importance of the study:

Demonstrate the importance and positive role of life skills in the process of educational communication in the professors of physical education and sports.

The study may contribute to revealing the most important life skills needed by a professor of physical education and sports

The importance of the study also lies in clarifying the existing confusion about some communication methods adopted by the professor of physical education during the lesson.

6. Basic concepts and terminology:

6.1 Life skills (Life skills): A set of positive abilities and behaviors acquired by the individual and adapted to enable him to deal effectively with the requirements and challenges of real life (Nahla and Menem, 1.5, page 2014 291).

6.1.1 the procedural definition of life skills: The ability to perform adaptive and positive behavior that enables the individual to deal effectively with the requirements and challenges of daily life and includes decision-making skills, problem-solving, creative thinking, critical thinking, effective communication, Self-awareness, dealing with emotions and dealing with stress.

6.2 The educational meaning of communication: Mohammed Al-Tirturi defines it as follows: "Communication in his educational and educational concept refers to that process which takes place in an educational situation among its many elements, which is the main tool in organizing the learning

process that takes place through different channels, verbally, non-verbally, and in writing" (Al-Tirturi, Mohammed; فرحان، محمد، 2006، قضاة، صفحة 129).

In the field of education, Aladdin Ahmed Kafafi and others have defined it as a process of sharing experience between two or more persons until such experience is generalized and becomes common among them, resulting in the restructuring or modification of the previous concepts and perceptions of each of the parties involved in this process " (Aladdin Ahmed Kafafi et al., 2008, 61)

In learning processes, Saleh Abdul Aziz and others have defined it as encouraging and inspiring a pupil or student to gain a certain behavior in order to gain certain benefits. (Saleh Abdul Aziz et al., 1971, p. 168)

6.3 Definition of physical and Sports Education:

"West et Bucher " defines physical education as "the educational process that aims to improve human performance through an intermediary that is the physical activities chosen to achieve it (Al-Kholi, Amin Anwar, 1990)."

6.4 Definition of the professor of physical and sports education: Is one of the main parties in the educational process and his job is to teach and raise students, he is a guided and guided human being able to diagnose difficulties and is the ideal followed by students.

7. Previous studies:

7.1 The study of Dashisheh Al-Amin (2019) aimed at identifying the importance of some life skills of the professor of physical and sports education in the success of the class of physical and sports education, and the selection of physical and skill skills, communication and communication skills, The researcher relied on the descriptive approach in the study and the sample was chosen in a deliberate way and used the life skills questionnaire as a tool to collect data on the studied phenomenon and revealed this study that there is a great importance of physical and skill skills of the professor of physical and sports education in the success of the study of physical and sports education, as well as showed the results There is a great importance to the communication skills of the professor of physical and sports education in the success of the study of physical and sports education.

7.2. The study of Sharifi Shaaban (2018) this study aimed at revealing the degree of possession of students of the Department of Psychology some life skills, where the sample of the study consisted of (78) students, and the questionnaire was applied as a tool for study after confirming its sincerity and stability and the study was limited to some skills: Social skill and working with the group, psychological skill, language control skill and the researcher relied

on the descriptive approach as a curriculum for this study, and the study resulted in no statistically significant differences in the degree of possession of some life skills students of the Department of Psychology due to the variable gender, academic level, age, In addition, the psychology students' degree of possession of some life skills at scale dimensions was high.

7.3 The study in baazi Radwan (2018) the researcher wanted through this study to know the relationship between the teaching competencies of the professor of secondary education and some life skills (communication) in secondary school students. The research sample was 47 teachers of secondary education for physical and sports education and 224 students distributed in the high schools of the state of Algiers (East, West, Central) Where the researcher used the following tools: - Network of observation of teaching competencies - measure of life skills (communication) and the results have resulted in a statistically significant correlation between the teaching competence of the teacher of secondary education and life skills (communication) in students during the physical education and sports class.

7.4 The study of Abbas Amira, Attallah Ahmed (2017) the study aimed to find out the life skills contained in the curriculum of physical and sports education in the intermediate stage of education, was used the curriculum of content analysis of the curriculum of physical and sports education. The results showed that the curriculum of physical and sports education contains some life skills in the four stages of intermediate education at a very low rate, and it was recommended that: Developing the curriculum of physical and sports education in the light of life skills, designing the curriculum of physical and sports education based on life skills, taking into account the needs and preparations of students of intermediate education, the reality of society and the requirements of the times.

7.5 The study of Ahmed Attallah et al (2015) aimed to find out the role of the physical and sports education class in the development of some life skills under the approach of competencies included the research sample of students of the fourth year average number (3328) distributed on (107) and represent (30%) of the research community of the state of Mustanam, chosen in a random way, We used to address the problem of research on the scale of life skills, which carries three axes (self-confidence and self-esteem, sound decision-making and taking responsibility and psychological stress management skills). The results showed that the share of physical and sports education plays a positive role in the development of some life skills under the approach of competencies.

7.6 The study of Hashman Mohammed Al-Makhtar and Bouazi Ahmed (2018) aimed to determine the level of educational communication skills of physical and sports education teachers and the levels of self-motivation of middle-stage pupils and their relationship. Are there statistically significant differences in the levels of self-motivation in terms of gender variability? The study was limited to the first-year pupils practising the physical and sports education class for the school year 2016/2017 numbering 230 boys and girls, and (12) a professor of physical and sports education. The researcher used the prescriptive curriculum to fit it. The results showed that there needed to be higher communication skills among the teachers.

7.7 The Study of Ben Harath Bilal, Makawi Yusuf and Tablawi Fateh (2019) The study aimed to learn about the contribution of using the approach logic of competencies in physical pedagogical activities to improving communication skills during the educational learning process of secondary school pupils in Valley State study was conducted on a sample of 400 pupils and 24 teachers, The analytical descriptive curriculum was used to suit the nature of the study, and the tools used relied on the questionnaire. It has been found that using the approach logic of competencies in physical pedagogical activities contributes to improving communication skills during secondary school pupils' learning process..

7.8 The study of A Soltani Fadila (2016) aimed at identifying educational contact within secondary schools from the professors' point of view. In order to achieve the objectives of the study, the researcher relied on the descriptive curriculum and used the research tools of interviews and questionnaires, which we directed to teachers in secondary education. The questionnaire was applied to 10 secondary schools in the state of Shalfa out of 59 secondary school year 2013 - 2014, the sample consisted of 200 teachers, and the results of this study showed that relationships in educational institutions are very normal, determined by the communication attitude and the nature of the parties to the communication process (pupils, professors, and administrators), these institutions where several means of communication are used, but members of the school community are more inclined to communicate in person than others.

7.9 The study of Bilal Ben Harath, and Fateh Tablaoui (2019) aimed at trying to ascertain the extent to which class sports activities contribute to raising the level of pedagogy of communication under teaching by the logic of competence of secondary school pupils in terms of the type of activity and academic level. The study was conducted on a sample of 6 secondary school teachers in the state of Medea. methodology ", selected in a systematic random

manner, to collect data on the study and to verify its objectives, the descriptive curriculum was used. Because it fits in with the nature of the subject, but in terms of data collection tools, the researchers used the observation network of American educator Flanders to observe the interaction or verbal communication between teacher and learner. education ", which is regarded as a feedback tool, and it has been found that physical activity in sports contributes to the activation of communication dialogue skills between the teacher and the learner during the educational process under teaching competencies in addition to statistically significant differences in communication skills between teacher and learner during the educational process reflected in teaching in comparison with competencies in terms of the nature of the activity and the level of study.

8 .Method and tools:

8.1 Survey:

8.1.1 First step: an exploratory study of theoretical background

We have accounted as much literature as possible from previous books, sources, and studies that relate to study variables both the educational communication variable and the independent variable some life skills of physical and sports education professors.

8.1.2 Second Step: Exploratory study and field procedures:

The survey sample included 15 physical and athletic education professors studying in Agouat State. Then we distributed the study forms (Form measuring educational contact with physical and sports education professors, form measuring some life skills in physical and sports education professors) For members of the survey sample, the method of filling out the documents has been explained so that they can answer all the terms of the study forms. We have obtained preliminary results in the field survey in line with the overall objective of the research and the study hypotheses.

8.2 .The curriculum used:

In our study, we drew on the descriptive curriculum of associative relationships, which is the appropriate curriculum for our study centered on the study of educational communication and its relationship with certain life skills of physical and sports education professors.

8.3 -Society and sample study:

For the research to be acceptable and achievable, the research community that we want to examine must be defined. The society of our studies is all permanent physical and sports education professors of the Education

Directorate of Wadi States. Since the research community is specific, clear, coherent, and difficult to reach all elements of the research community due to the breadth of the geographical area and the large number of physical and sports education professors, we chose to withdraw in a non-intentional manner, selected 220 individuals as the primary sample and received the research forms, and retrieved 206 research forms.

8.4 Adjusting variables:

8.4.1 Independent variable: It is a variable that must have an effect on the dependent variable, performance whose value change results in change by influencing the values of other relevant variables.

Identification: The independent variable is: some life skills of physical and sports education professors

8.4.2 Dependent variable: a variable that influences the independent variable and its value depends on the effect of the other variables' values, as whenever adjustments are made to the values of the independent variable, the results will appear on the values of the dependent variable.

Identification: The dependent variable is: communication and educational communication.

8.5 Limits and areas of research:

8.5.1 .Time limits:

We conducted the field study in January 2019 and April 2019 where we:

-Distribution of forms measuring communication and educational communication.

-Distribution of forms measuring some life skills.

8.5.2 .spatial limits:

The researcher distributed and retrieved the research forms to the professors of physical education and sports intermediate and secondary levels of the state of Agut.

8.5.3 .Human boundaries:

In our research, a sample of 220 physical and sports education professors was taken from Aghouat State, Biskra, Saouf Valley, and 206 research forms were retrieved.

8.6 Data collection tools:

Some previous studies and references related to research, metrics and observational networks that communication and educational communication in physical and sports education lessons were initially found. We have extracted

and developed as many phrases as possible that measure communication and educational communication in physical and sports education and measure life skills in education. Where a preliminary form measuring communication and educational communication was built in the light of the study hypotheses of 28 phrases and a 36-phrase life skills measurement form in its initial form.

8.6.1 the process of Arbitration:

At this stage, research tools were presented to experts and arbitrators for the purpose of the arbitration process in order to measure its apparent honesty and the truthfulness of content and content. It was distributed to professors specializing in psychology, pedagogy, science, and techniques of physical and sporting activities at the University of Agout.

8.6.2 Description of the first tool: a form measuring communication and educational communication in physical and sports education lessons from the professors' point of view of 26 phrases, three weights

Table No.: (01) Builds Distribution of Weight of Form Measuring Educational Contact in Physical and Sports Education Lesson

Never	Sometimes	Always	weights
1	2	3	degrees

Source: The author's, 2020

8.6.3 Description of the second instrument:

The life skills form consists of 33 phrases divided into four axes as shown in the next table.

Table No. (02) Phrases and axes of a form that measures some life skills directed at physical and sports education professors

Ferry Numbers	axes
(1)•(2)•(3)•(4)•(5)•(6)•(7)•(8).	First axis: fitness and motor skills
(9)•(10)•(11)•(12)•(13)•(14)•(15)•(16)•(17)•(18) (19).	Second axis: The skill of thinking and problem solving
(20)•(21)•(22)•(23)•(24)•(25)•(26).	Third axis: Decision-making skills
(27)•(28)•(29)•(30)•(31)•(32)•(33).	The fourth axis: Leadership skills

Source: The author's, 2020

We selected the three-weight Lecert method in building the measured form

Table 03: Distribution of the weights of the scale of the form measuring educational contact in the physical and sports education lesson from the professors' point of view

Never	Sometimes	Always	weights
1	2	3	degrees

Source: The author's , 2020

8.6.4 Statistical honesty:

8.6.4.1 First instrument: Self-honesty: Equal to the square root of the constant factor

Self-Honesty Coefficient for Communication and Educational Communication Form in Physical and Sports Education from the professors' point of view in the Alpha Kronbach style is equal to 0.97

$$R = \sqrt{0,97} = 0,98$$

8.6.4.2 Second instrument: Self-honesty: equal to the square root of the stabilizing factor

To form some life skills in physical and sports education professors, we calculated the instrument's stabilization factor in the Alpha Cronbach style, which was equal to $R_{\alpha} = 0,98$, with $\sqrt{0,98}$ self-honesty = 0.98.

8.6.5 Constant factor calculation:

-Alpha Cronbach method

We calculated the stabilization factor by application once:

$$r_{\alpha} = \frac{N}{N-1} \left(1 - \frac{\sum S_i^2}{S_x^2} \right)$$

8.6.5.1 First instrument:

Alfacronbach Method Stabilization Coefficient for Educational communication Form

Number of words	Alpha de Cronbach
26	0,97

The Alfacronbach constancy factor for the educational communication form is equal $R_{\alpha} = 0,97$ to .

8.6.5.2 The second instrument:

Alfacronbach persistence factor for life skills form.

Number of forms	life skills Alpha de Cronbach
38	0,98

The constancy factor of the Alfa Cronbach life skills form is equal $R_\alpha = 0,98$.

8.7. Statistical means:

The average calculation was used. Standard deviation, Alfa Cronbach's method of calculating the constant coefficient of linear correlation, Pearson's simple linear regression and multiple linear regression, ANOVA variance analysis for regression coefficients, and we used SPSSs to calculate the relationships and statistical laws used in the study

8.8 Findings and discussion:

Table (04) regression coefficients between the independent life skills variable and the educational communication skills variable of physical education teachers.

Modified determination coefficient	Selection factor	The correlation coefficient r	The probability value	Calculated value of T	Standard transactions	Non-standard transactions		Source
					Beta	Standard error	B	
0,12	0,12	,351	0,00	12,37		3,73	46,11	Gradient line section B_0
			0,00	5,35	0,35	0,05	0,25	Life skills

Source: The author's , 2020

Comment on the results and judge the validity of the calculated regression model:

8.8.1 First, the theoretical conditions:

8.8.1.1 Agreement or logical value and signals of regression coefficients:

It is noted here that the variables of the phenomenon under study fall within the pedagogical framework in the field of physical education.

By reference to the multiple linear regression model obtained in the study, which shows the moral relationship between the search variables after the quantification process, we find.

$$Y = 0,25X_1 + 46,11$$

From this model we conclude:

- The constant part B_0 of a positive value is not equal to zero (46,11)

– The slope of the regression line B_1 has a positive value ranging from (0,25) We note that there is no conflict between the theoretical conditions of the phenomenon in question and the results of the regression model explaining the relationship of moral impact between the independent life skills variable of teachers of physical education and the variable of educational communication skills.

8.8.1.2 Interpretive ability of the model:

The interpretive ability of the regression model is judged by the modified determination coefficient, which is found in Table (04), which shows the moral relationship between the independent life skills variable of teachers of physical education and the variable of educational communication skills, as the estimated value of the modified determination coefficient (0,12), This means that the study variables selected for the model have explained the value (12%) of the impact of the independent life skills variable on the dependent educational communication skills of teachers of physical education, meaning that (12%) of the changes that occur in the dependent educational communication skills of teachers of physical education are due to the independent variable, which is skills Life, and (78%) are due to other factors and these results reflect the validity of the selected variables to study and their ability to interpret the results of the regression model, while the statistical significance of this model was justified by the level of the indicator estimated 0,00 is a statistical D and is in line with the hypothesis of the study.

Table (05): Variance analysis of the correlation coefficients between the independent life skills variable and the dependent educational communication skills variable.

Level of significance SIG	Degree of freedom	The value of F.	Average of squares	Total of squares	Source
0,000	28,67	4 791,36	1	4 791,36	Regression
		167,14	204	34 096,02	Mistake
			205	38 887,38	Kidney

Source: The author's, 2020

The purpose of calculating the ANOVA variance analysis table is to analyze the sum of the total deviations boxes of the SSTs variable, the sum of the deviations boxes of the SSR regression, and the sum of the SSE error boxes. The most important indicator of the quality of the regression model is also extracted by the coefficient R2

$$0,12 = \frac{4\,791,36}{38\,887,38} = \frac{\text{The sum of the squared deviations of the regression SSR}}{\text{The sum of the squared of the total deviations of the variable SST}} = R^2$$

The square root of the value of the selection coefficient is equal to the correlation coefficient

$\sqrt{R^2} = r$ By compensating the values we find $0,35 = \sqrt{0,12} = r$ and these results are in line with the results obtained in table (04).

These results show that 12% of the variations in the total deviations in the values of the dependent variable are explained by the linear relationship of the regression model with the dependent variable, educational communication and independent variable, life skills, and this result justifies the value of the adjusted determining factor obtained in table (04).

8.8.2 Second, the sporting conditions:

8.8.2.1 The overall morale of the model:

The table (05) shows that the analysis of the variance is (28,67) and the probability value of P.value is (0,00) and is below the moral level (0,05), meaning that at least one of the regression coefficients is different from zero and has a moral value, and it is in line with the study hypotheses and justifies the results obtained.

8.8.2.2 Partial morale of the model:

In the previous step, we found that at least one regression coefficients is different from zero and to determine which of these coefficients are moral we perform a partial morale test of the model by testing T.test
The results are shown in table (04).

- The fixed part of $B_0 = (12,37)$ at the probability value (0,00) is less than the value (0,05) and from this we conclude that the fixed amount in the regression model is moral.

The slope of the regression line B_1 to the degree and the independent variable life skills (5,35) at the probability value (0,00), which is less than the value (0,005), from which we conclude that the degree of inclination in the regression model is not moral.

Table (06) factors of correlation between indicators of independent life skills variable and variable educational communication skills of physical education teachers.

Leadership skills	Decision-making and decision-making skills	Ability to think and solve problems	Physical fitness and motor skills		
0,351**	0,337**	0,356**	0,227**	The value of the link	Educational communication
0,00	0,00	0,00	0,00	The probability value	
206	206	206	206	The sample	

Source: The author's, 2020

Statistical reading : From the results in Source: the author's, 2020 the table above we note that:

The value of the correlation coefficient between the dependent variable educational communication and the independent variable index of physical fitness and motor skills is equal (0,227) and at the probability value (0,00) is less than the value (0,05) and this indicates a statistically significant relationship between the dependent variable educational communication and the independent variable index and fitness and motor skills.

The value of the correlation coefficient between the dependent variable and the independent variable index is equal to the skill of thinking and problem solving (0,356) and at the probability value (0,00), which is less than the value (0,05) and this indicates a statistically significant relationship between the dependent variable educational communication and the variable index of stable thinking and problem solving skills.

The value of the correlation coefficient between the dependent variable and the variable index of decision-making and decision-making skills is equal to (0,337) and at the probability value (0,00), which is less than the value (0,05). This indicates a statistically significant relationship between the dependent variable and the variable index of decision-making and decision-making skills.

The value of the correlation coefficient between the dependent variable and the independent variable index of leadership skills is equal (0,351) and at the probability value (0,00) is less than the value (0,05) and this indicates a statistically significant relationship between the dependent variable of educational communication and the variable index of leadership skills.

8.9 Analysis and discussion:

The results obtained in Table (04), Table (05), and Table (06) justify and validate the study's hypotheses as the indicators of the independent variable

have a statistically significant relation to the dependent variable, which is the educational connection.

Through the results obtained in table No. (06) there is a weak moral and correlative relationship and a statistical function between the variable dependent educational communication skills in the professors of physical education and the axis of motor skills and fitness after analyzing and discussing the results in the table and calculate the correlation coefficient between them 0,22 R= and attribute these researchers The result is that there is a high level of motor skills and fitness among the professors of physical education and sports, and this is because he is a professor specialized in physical education and sports, and this is so that the professor can perform multiple and varied movements and different directions in order to facilitate the learner to quickly absorb movements, especially complex movements.

Through the results obtained in table (06), which showed the existence of an average moral and correlative relationship between the variable dependent educational communication skills in the professors of physical education and the axis of thinking and problem solving skills after analyzing and discussing the results in the table and calculating the correlation coefficient between them 0,35 R= and attribute these researchers The results indicate that there is a correlation between thinking skills, problem solving and educational communication in the professors of physical education and sports and this is due to the fact that thinking is a prominent feature of the professor of physical education and sports in order to have creativity and innovation during the educational skills in the study of physical education and sports, which in turn contribute to the promotion Communication with students, where the professor recruits all the experiences and knowledge to adapt to the educational situation and find solutions and clarify the reasons of the problem by explaining well and creating useful presentations for the activities included in the lesson.

Through the results obtained in table (06), which showed that there is a medium moral and correlative relationship between the variable of educational communication skills of teachers of physical and sports education and decision-making and decision-making skills, After analyzing and discussing the results in the table and calculating the correlation coefficient between them 0,337 R= and the researchers attribute these results to the fact that there is a correlation between decision-making and decision-making skills and educational communication skills in the professors of physical education and sports, which aims to create radical solutions to a particular problem that hinders the course of the lesson process Which requires a deep search for the best solution among the range of solutions that exist by differentiating between them, where we find that

among the most difficult and sensitive situations are decision-making, the reasons for making it and the time it takes. The professor of physical and sports education must have a dream and know how to use the available possibilities and conditions to make the right decision and communication plays an important role in decision-making, where the professor consults the experts or students in the decision-making process.

Through the results obtained in the table above, there is a moderate moral and correlative relationship between the variable dependent educational communication skills of teachers of physical education and leadership skills, After analyzing and discussing the results in the table and calculating the correlation coefficient of 0.35 $R=$, the researchers attribute these results to the fact that there is a correlation between leadership skills and educational communication in the professors of physical education and sports, so as to positively influence and how to motivate. Leadership is one of the main tasks and skills during the lesson, the professor is the guide and mentor and has an important role in the management and control of the classroom and must use communication skills as an alert for learners and the issuance of appropriate instructions and impose them in the appropriate way until they accept them.

The results obtained in the table above showed a moderate correlation between the dependent variable (communication skills) in physical and sports education teachers and the independent variable (life skills). After analyzing and discussing the results in the table and calculating the correlation coefficient of 0.41 $R=$, the researchers attribute these results to the fact that there is a correlation between life skills and educational communication in professors of physical education and sports because it gains self-reliance and acceptance of the opinions of others and achieve psychological satisfaction and job satisfaction It helps him adapt to the requirements and changes of the times and changes in the curriculum and promotes his scientific research and innovation in the field of teaching methods and methodologies.

9. Conclusion:

Life skills help the professor of physical and sports education to face different life situations, both inside and outside the school, and enhance his mental, skill and social abilities to overcome life problems and deal with them wisely, He is so in various situations feel pride and self-pride, when he is asked to perform work of work and master what is required of him, he feels the confidence, gives him more self-confidence, and then possessing these skills is the way to happiness and accept others and life with them, Channels of communication with the school environment are also strengthened, starting

with pupils and then all partners of the educational process, professors and staff.

In our research, we examined the relationship between educational communication skills and some life skills in professors of physical education and sports, where the study concluded the following results:

- A statistically significant relationship between educational communication and certain life skills among teachers of physical education and sports.
- A statistically significant relationship between educational communication, motor skills and physical fitness among teachers of physical education and sports

A statistically significant relationship between educational communication and thinking and problem-solving skills among teachers of physical and sports education.

- A statistically significant relationship between educational communication and decision-making skills in the professors of physical and sports education.
- A statistically significant relationship between educational communication and leadership skills among teachers of physical and sports education.

Physical education and sports teachers have a high level of life skills indicators that we discussed in the research.

Physical education and sports teachers have a high level of educational communication skills.

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