

How Should Physical and Social Communication Be in Physical Education and Sports Lessons?

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ABSTRACT

This research examines the views of physical education and sports teachers on parents' perspectives on how physical and social communication should be in physical education and sports lessons. The interview method, one of the qualitative research designs, was used in the research. The research group consists of 28 physical education and sports teachers working in schools affiliated with the Ministry of National Education, using the purposeful sampling method, one of the nonprobability sampling strategies. Research data were collected through a semi-structured interview form developed by the researcher. In the study, the data were evaluated using the content analysis method. According to the results of the research, the category of the effect of communication on physical education and sports lesson, regarding the views of physical education and sports teachers on the parents' perspectives on how physical and social communication should be in physical education and sports lessons, respectively; Considering that it plays an active role in the social development of students, the importance of communication with students increases parents' interest in the lesson, supporting the teacher due to the positive effect of communication on the student, showing a sincere approach to the teacher, thinking that teachers play an active role in solving some problems that families cannot solve, in the eyes of parents, physical education and the increase in the reputation of the sports course, respectively, under the theme of harmful gaze; It has been determined that they express the opinion that the lesson is considered unimportant, that the thought that the children will be harmed eliminates the desire to participate in the lesson.

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1. INTRODUCTION

Physical education directly affects individuals' mental, physical, and emotional development. It provides social interaction and development, enables people to gain skills such as being creative and being a leader, allows people to spend their spare time, and plays an essential role in the development of personality traits such as being competitive, ambitious, acting in harmony and being stable, helping people to relieve stress by getting away from the problems they have experienced. It is the science that helps [1].

Today, developments and innovations are seen in physical education and sports, as in every field. A physical education course is essential for students' mental and physical development. Physical education and sports programs are essential in contributing to how students can develop and use their physical and mental aspects during many changes [2].

It is seen that physical education and sports teachers have more sincere communication opportunities with students compared to other branch teachers, and students generally like physical education and sports teachers more, take them as an example, and trust them at the same time. Apart from this, physical education and sports teachers take a more active role in social activities within the school and in all areas of society with the effect of the sports branch. In this context, they can communicate more strongly and sincerely with the student, with other branch teachers, with parents, in the society they live in, and with their surroundings [1].

Individuals who continue their lives in society have needed communication throughout their lives. Communication allows people to understand, get to know each other, and have new information. With the information obtained, the person creates a unique structure. For this reason, each individual can use different methods to communicate and create their unique style. The communication style is directly proportional to the individual's ability to understand and perceive himself and the other person [3]. Communication is the process of people's understanding of each other by transferring the innovations related to the events and phenomena in their environment, expressing similar feelings mutually, and conveying the feelings, thoughts, and information realized within the community formed by the individuals [4].

The most apparent factor in conveying communication in physical education and sports classes is physical contact. For the teacher to establish solid and effective communication with the student, generally stroking the student's back, shaking hands after a successful movement, and similar physical contact, such as helping the students get up from their opponents on the ground, are generally positive gestures. Therefore, physical communication in physical education and sports lessons is crucial in transferring information and emotions to the recipient [5]. Athletes and physical education and sports course students always expect their trainers, physical education, and sports teachers to support them to keep their performance at the highest level. Strong and positive communication that these people will establish with the athlete or student will be possible through positive thinking, confidence, reinforcing the right behaviors, and saying that it is good and glorifying it. In addition, practical and robust communication is realized by using non-verbal gestures and mimics and verbal and appropriate language. In this context, the

messages intended to be given to the athlete and the student must be correctly perceived and conveyed for effective communication [6].

It can be said that the most significant share in the success of students and teachers depends on the communication skills created with a solid structure. It should be known that strong communication between the teachers and the students in physical education and sports lessons is essential for achieving success, as it will help the student be mentally and socially ready. Accordingly, the athlete will prove himself to society and his parents due to his success and will allow the perspective of physical education and sports to change [7].

The research touched upon the issue of communication in physical education and sports lessons. This study was conducted to reveal and correct communication-related problems in physical education and sports classes. The importance of the research is that this research is fundamental in eliminating the problems that students and teachers experience due to communication in lessons. This study will guide students and teachers in establishing communication in physical education and sports classes. This study is also thought to positively impact the parents' perspective on physical education and sports lessons. In this context, this research examines how physical and social communication should be in physical education and sports lessons and how the communicative role in physical education and sports lessons affects parents' perspectives.

2. METHOD

2.1 Model of the Research

Qualitative research design was used in the research. It can be said that qualitative research designs are a strategy that provides diversity and variability to the researcher in the preparation and implementation of the research. Developing new methods and approaches according to the phenomena occurring at each stage of the research and making changes in the research structure constitute the main structure of qualitative research [8]. The phenomenology design, one of the qualitative research designs suitable for the research, was used. Although the phenomenological approach is at the core of all qualitative research, defining it as a reflection of people's behaviors from their daily lives will facilitate the detection of similar results [9]. The phenomenology design, one of the qualitative research designs, is explained as the definition of a particular event, situation, or concept that emerges from the experiences of individuals by giving meaning to them [10].

2.2 Research Group

The research group comprises 28 (17 male and 11 female) physical education and sports teachers working in the 2022-2023 Academic Year. The purposive sampling method, one of the most used non-probability sampling strategies in qualitative research, was used to determine the research group. The purposeful sampling method is widely preferred in qualitative research, which is applied to use limited resources effectively to identify and select situations with a wide variety of information in general and to identify individuals or groups with experience in the research topic [11].

The distribution of physical education and sports teachers who constitute the research group according to gender, age, education status, mission time, place of duty, and interview date is given in Table 1.

Table 1. Numerical distribution of physical education and sports teachers who make up the research group regarding gender, age, education status, mission time, place of duty, and interview date

Codes	Gender	Age	Education Status	Mission Time	Place of Duty	Interview Date
T1	Male	32	License	6	Secondary School	04.01.2023
T2	Male	38	License	9	High School	04.01.2023
T3	Female	35	Master	9	High School	05.01.2023
T4	Male	26	License	2	Secondary School	06.01.2023
T5	Female	41	License	12	Secondary School	06.01.2023
T6	Male	28	License	4	Secondary School	09.01.2023
T7	Female	43	License	15	Secondary School	10.01.2023
T8	Female	50	License	27	High School	10.01.2023
T9	Male	33	License	10	Secondary School	11.01.2023
T10	Female	36	License	11	Secondary School	11.01.2023
T11	Male	38	Master	13	High School	12.01.2023
T12	Male	42	License	19	Secondary School	13.01.2023
T13	Female	33	License	8	Secondary School	16.01.2023
T14	Male	45	License	21	High School	17.01.2023
T15	Male	31	License	7	Secondary School	18.01.2023
T16	Female	44	License	22	Secondary School	18.01.2023
T17	Male	43	License	18	High School	19.01.2023
T18	Female	46	Master	24	High School	20.01.2023
T19	Male	23	Master	1	High School	20.01.2023
T20	Female	34	License	7	Secondary School	06.02.2023
T21	Male	48	License	25	Secondary School	06.02.2023
T22	Male	30	License	4	High School	07.02.2023
T23	Male	26	License	2	Secondary School	07.02.2023
T24	Male	29	License	6	Secondary School	08.02.2023
T25	Male	29	License	5	Secondary School	09.02.2023
T26	Female	28	License	4	Secondary School	10.02.2023
T27	Female	31	License	8	High School	13.02.2023
T28	Male	37	Master	12	High School	14.02.2023

2.3 Data Collection Tools

In this research, a semi-structured interview technique was used. Semi-structured interviews are often preferred because they are more flexible and standardized than other interview techniques. Therefore, the semi-structured interview technique was used because it removed the limitations in a specific pattern in the tests and questionnaires, helped to have in-depth knowledge of certain subjects, and enabled the researchers to use the semi-structured interview technique in this study. In addition, a personal information form prepared to collect qualitative data was also used in the study [12].

In order to create a semi-structured interview form, the literature on the subject was first scanned. The semi-structured interview form was created after the literature review was presented to the expert opinion. After the expert opinion, the semi-structured interview form was given its final form.

In the "Personal Information Form" prepared, there is information about the independent variables of "teachers' gender, age, education status, mission time and place of

duty," and one open-ended question in the "Interview Form." The interviews were recorded with the participant's permission to facilitate the researcher and prevent the loss of the obtained data at the maximum level. Each interview conducted by the researcher lasted an average of 5 minutes. At the beginning of the interview, the participant was told that the research would only be used for scientific purposes, that personal information would be kept confidential, and that all data would be kept confidential. The records obtained from the interviews were carefully written down, edited, and turned into a 14-page document by the researcher.

2.4 Analysis of Data

The data obtained were evaluated using the content analysis method. The primary purpose of content analysis is to reach the concepts that will determine what the collected data are, evaluate the relationships between these concepts, and interpret the results [13]. Content analysis is a research technique that makes inferences through the objective and systematic description of the salient features of written and oral materials [14].

Content analysis draws attention to the origin of facts and events, as it covers the general inferences of the subject determined by the researcher. It determines the concepts that form the basis of the data and the relationships between these concepts through coding. In qualitative research, the researcher aims to establish a theory based on the detailed data he has obtained, what the themes are related to the problem, to organize the data he has obtained in a meaningful and systematic way, that is, to form a theory or to verify a theory based on these data. Coding-based content analysis is applied without a theory based on the investigated event or phenomenon [12], [15].

2.5 Validity and Reliability of the Research

The credibility of the results is one of the essential elements of scientific research. Therefore, validity and reliability are widely used criteria in qualitative research. In quantitative research, it is necessary to test the validity and reliability of data collection tools and research design carefully compared to qualitative research and present the results to the reader. In qualitative studies, validity and reliability are criteria handled differently than quantitative studies [12].

In order to ensure the validity and reliability of the research, it was preferred that the researchers spent more than a specific time in the environment where the research was conducted, that the obtained data and analyses were presented correctly to the reader, the people who applied it and other researchers and that the experts checked the data, analyzes and comments [16]. In addition, the data obtained to ensure validity were presented in a detailed report, and attention was paid to explaining how the results were reached [12]. The data analysis process and results are reported in detail in this context. In order to provide evidence for inter-coder reliability, the data were analyzed separately by two field experts to determine whether the conceptual categories reached as a result of data analysis represented the obtained themes, the codes obtained, and the categories represented by the codes were compared. Both experts discussed and reached a consensus at the points where there was a disagreement. The reliability of the data was calculated using the formula

(Consensus / Consensus + Disagreement X 100). As a result of applying the formula, 8 out of 9 codes suggested by the experts were approved, and a consensus was reached at the rate of $8/9 \times 100 = 88.88$ on the suitability of the codes [17].

3. RESULTS AND DISCUSSION

In this part of the research, findings based on the results of qualitative data analysis are included.

Table 2. Findings regarding the views of physical education and sports teachers on the perspective of parents on how physical and social communication should be in physical education and sports lessons

Category	Themes	Codes	Participants	Frequencies
The Effect of Communication on Physical Education and Sports Lessons	Positive View	✓ Considering Students Play an Active Role in Social Development	T3, T5, T7, T13, T15, T17, T18, T21, T22, T26	10
		✓ Recognizing the Importance of Communication with Students Increasing Parents' Interest in the Lesson	T2, T8, T19, T20	4
		✓ Supporting the Teacher Due to the Positive Effect of Communication on the Student	T1, T14, T24	3
		✓ Demonstrating a Sincere Approach to the Teacher	T4, T12	2
		✓ Considering that Teachers Play an Active Role in Solving Some Problems Families Cannot Solve	T28	1
	✓ Increasing Reputation of Physical Education and Sports Lessons in the Eyes of Parents	T9	1	
	Total			21
	Negative View	✓ Considering the Lesson Insignificant	T6, T10, T11, T23, T25, T27	6
		✓ Removal of the Desire to Participate in the Class with the Thought that Children Will Be Harmful	T16	1
	Total			7

When Table 2 is examined, the most frequently expressed themes under the category of "Effect of Communication on Physical Education and Sports Lesson" in the views of the physical education and sports teachers participating in the research on the parent's perspective on how physical and social communication should be in physical education and sports lessons are "Positive Perspective," and There have been expressions of "Negative View." In the interviews, the participants expressed these situations with the following sentences:

Considering Students Play an Active Role in Social Development;

“It affects positively. Parents are most interested in us. Because they say that we take an active role in the social development of children.” (T3)

“...The interest in physical education lessons is increasing. Because it has an impact on social development, it draws the attention of parents...” (T5)

“As there is a lot of social interaction and development in a physical education class, parents often show interest in both the lesson and us...” (T7)

“... Recently, parents' seeing the effect of physical education lessons on the social development of children also increases their interest in the lesson...” (T13)

“...Physical education course contributes to the social development of children...” (T15)

“Today, families support physical education lessons as it positively affects the physical and social development of children...” (T17)

“Parents support both the lesson and us because you have a positive social development in their children.” (T18)

“...As parents think that the physical education lesson positively affects the social development of their introverted children, the interest in the physical education lesson increases, and they always support us...” (T21)

“Today, parents support activities that enable their children to develop socially. Therefore, their perspectives on the course and me are very positive.” (T22)

“...Since it contributes positively to the social development of the students, the perspective of the lesson is also positive, and the interest in the lesson increases...” (T26)

Recognizing the Importance of Communication with Students Increasing Parents' Interest in the Lesson;

“...Teachers' correct and good communication with students increases the interest and warmth of parents in physical education lessons...” (T2)

“It has a positive effect. The strong and beneficial communication makes the children happy, which makes the parents warm to the lesson...” (T8)

Supporting Teachers Due to the Positive Effect of Communication on Students;

“...I can say that the parents, who see the benefits of effective and positive communication for the students, are always with the teacher and support them...” (T1)

“... Conscious parents who know their responsibilities always support me. Because we have a positive impact on students in many ways thanks to communication...” (T14)

“There are positive gains. The teacher is constantly supported...” (T24)

“...Teachers make students feel valuable by communicating well, see them as a friend, and parents are aware of this, so they have a positive and warm attitude towards physical education.” (T19)

“...Since we spend time with the students and establish good communication, we also have good communication with the parents, which causes them to look more warmly towards the lesson...” (T20)

Demonstrating a Sincere Approach towards Teacher;

“...As we are in constant communication with the student, the parents show a more sincere approach towards us...” (T4)

“As the physical education lesson is more open to the public and appeals to everyone, the parents also show a sincere approach towards the teacher...” (T12)

Considering that Teachers Play an Active Role in Solving Some Problems Families Cannot Solve;

“Since the communication with students is more sincere and sincere, parents are asked to solve some problems in adolescents by physical education teachers...” (T28)

Increasing Reputation of Physical Education and Sports Lessons in Parents' Eyes;

“It affects positively. Strong communication increases the prestige of physical education courses in parents' eyes. (T9)

Considering the Lesson Insignificant;

“...Physical education lesson is seen as unimportant in the eyes of parents...” (T6)

“Generally, physical education lesson is seen as less important than other lessons.” (T10)

“According to my parents, whether this course is or not.” (T11)

“...For some parents, whatever we do, physical education class is seen as an empty and unimportant lesson.” (T23)

“As parents give importance to academic success, physical education lesson is seen as an unimportant lesson for them...” (T25)

“...The physical education lesson is an unimportant lesson, especially for the parents of the students who are preparing for the exams...” (T27)

Removal of the Desire to Participate in the Classes of the Thought that Children Will Be Harmful;

“Especially the parents in rural areas may have difficulty in participating in the lesson because of the thought that the students will be harmed unconsciously...” (T16)

When we look at the results in Table 2, one of the themes most frequently expressed by the teachers under the category of "Effect of Communication on Physical Education and Sports Lesson" is in the views of the physical education and sports teachers on the parents' perspectives on how physical and social communication should be in physical education and sports lessons. The codes explaining this theme are respectively; Thinking that Students Play an Active Role in Social Development, The Importance of Communication with Students Increases Parents' Interest in the Lesson, Supporting the Teacher Due to the Positive Effect of Communication on the Student, Showing a Sincere Approach to the Teacher, Thinking that Teachers Play an Active Role in Solving Some Problems That Families Cannot Solve, Physical Education and Sports in the Eyes of Parents Increasing the Reputation of the Course, the codes they expressed under the theme of "Negative Perspective" are respectively; Considering the Lesson Insignificant is expressed as the Elimination of the Desire to Participate in the Class, Thinking that Children Will Be Harmful.

Sports play an active role in individuals exhibiting behaviors that society accepts. It will help individuals to be aware of the right behaviors they will do and the wrong behaviors they will do in the future and to prevent them. The environments where sports and physical education are active are the leading environments in which individuals can distinguish which behaviors they experience and learn are wrong or right [18].

Physical education causes personality traits such as combative, determined, productive, and determined to be at the forefront in individuals. In addition, the whole of physical movements improves their physical, emotional, and social development by effectively communicating and making individuals physically and mentally ready and well [19]. This information coincides with the results of the research. It can be said that it will contribute to the social development of individuals through physical education and sports, bringing their personality traits to their satisfaction level and changing the parents' perspective on physical education lessons.

People are in constant communication with their environment since their birth. With the beginning of education, this environment has an even wider area. When it comes to education and training, it is seen that the most fundamental building block of communication is teachers. It can be said that teachers significantly impact students' social development, and the communication established with the students provides positive benefits. Athletes should also use communication firmly and correctly in order to achieve success. The more effectively the athlete communicates with his trainer, the faster he will achieve success and ensure continuity in success. From this point of view, it can be said that the most critical factor in achieving success is to use communication effectively, and when communication is used correctly, it contributes positively to both the teacher and the student [20].

Therefore, it can be said that parents, who positively affect the students through communication, approach the teacher sincerely and support them in every way. In addition, the solid and positive use of communication by physical education teachers raises the reputation of the physical education lesson considerably. On the contrary, physical education lessons can be interpreted as the fear that some parents will physically harm their

children in this lesson, reducing the interest in the lesson and causing them not to want their children to attend the physical education lesson. For this reason, physical education lessons are seen as less important than other lessons.

When the literature is examined, it has been determined that the development of student's communication skills and better use of their communication perceptions depend on socialization. Dalkıran and Tuncel [21] concluded that the longer time spent in physical education classes increases students' communication with each other more than other branches [22]. In another study, Anderson et al. [23], investigating the attitudes of families toward their children's participation in sports, stated that sports activities and increased participation of children through physical education and sports lessons in schools are the most critical factors in the socialization of children and their families play an essential role in this [23]. According to these results, it is thought that the interaction, thanks to the environment created in physical education and sports lessons, will help students to have a more social identity and social skills and that the more widespread physical education and sports will increase the interest of parents and children, and as a result, the rate of socialization will increase.

Again, many studies show that sports positively affect socialization when the literature is examined. Ozcelik [24] found a positive relationship between socialization and students' participation in sports and physical education classes [24]. In another study, Akıncı [25] determined that sports affected the concept of personality development in students, and participation in sports affects students positively in terms of socialization and positively affects students' personality development [25]. In another study, Turkel [26] found a positive relationship between the socialization and communication skills of the students who regularly participate in sports activities and physical education classes in 6th and 7th-grade primary school students [26].

Sports always have a positive effect on the socialization process. People involved in sports and receive training in this direction play an active role in socialization. When examining these studies, it has been determined that the results are similar to the research results. In this context, it is thought that the socialization of the students participating in sports activities is more accessible, their behavior is affected positively, and the provision of social harmony also has a positive effect on the personality development of the students.

Sahin [27] stated that parents' children feel more comfortable and better in physical education and sports classes and determined that these positive contributions reflect the social and academic sense. In addition, it has been concluded that physical education and sports lessons positively affect students' performance in other subjects at school. In addition, it was determined that the parents were very interested in and loved their children's physical education and sports lessons; therefore, they thought that the physical education and sports lessons were more important than the other lessons [27]. Based on these results, it can be said that physical education and sports lessons positively affect students' behaviors and contribute to success. It can be stated that this situation will positively affect the parents' perspectives on physical education and sports lessons.

In their study on physical education and sports teachers, Deveci and Yıldız [28] stated that with the effect of physical and social communication, students' opponents stated

that the most critical personality traits expected to be tolerant, gentlemanly, knowing how to cooperate, not belittle one's opponent, shaking hands and congratulating them. In addition, they stated that physical education and sports teachers would contribute to students' socialization and prevent students from exhibiting negative behaviors with the strong and correct use of communication with students. They stated that teachers are the most important factor that plays an active role in communication [28]. In line with this information, it can be said that teachers are educators who guide students by influencing both their personal and social development, and they will help students to prove themselves as successful individuals throughout their lives by establishing solid communication with students.

Contrary to the research findings, the opposite findings are also encountered in the research conducted in the literature. Sahin [27] found that some parents did not benefit much from physical education and sports lessons and were seen as empty lessons, and some parents made many complaints to the school administration because of physical education and sports lessons [27]. Dinc et al. [29], in their study stating the views of parents on physical activity and sports, found that some of the parents negatively affected their children's other lessons because of their constant interest in sports and participation in sports activities. Therefore, they approached physical education lessons and sports activities with a negative perspective [29].

In studies that do not support the parents' views, namely that physical education and sports do not affect the academic success of students, Ozcanoglu [30] found that there is no significant difference between the academic success of students who participate in sports activities at school and those who do not [30]. Tatlı [31], in his study on 220 students, 110 of whom are licensed athletes and 110 of whom are non-athletes, studying in secondary education in Nigde, concluded that there is no difference in the academic achievement of students who do sports compared to students who do not do sports [31]. Bayraktar [32] found no significant difference between the academic achievements of students who do sports and those who do not in his research conducted on 360 students who did sports in different branches between 1995-1997 in 12 schools in Istanbul [32].

Based on these results, it can be interpreted that parents do not have much information about the social and psychological effects of sports and physical education lessons on students because it can be said that the most important condition for children's academic success may be their social and psychological well-being.

In light of the research findings, although some parents emphasize that participation in sports activities has a negative effect on school success, it is thought that the positive effects are much more. Many studies support this interpretation.

In his study, Aykac [33] concluded that sports activities and physical education lessons have a positive linear relationship with school success. This study on 40 students determined that the academic success rates of the students who showed interest in physical education lessons and participated in sports activities were high [33]. Singh et al. (2012) found a positive relationship between participation in sports activities and academic success and that students who are physically healthy and active have higher success rates than students who are not active [34]. Whitley [35], in his study comparing the academic

achievement of 9th and 12th-grade students with and without athletes, concluded that the grade averages and school attendance of students who are athletes are better than those who are not athletes [35]. Linder [36], in his study on students from the 5th to the 12th grade, found that the academic achievement of the students participating in sports activities was higher than the other students [36]. Senses [37] found that individuals who do sports do not have a negative effect on their lessons and that students who are interested in sports in their schools have higher success rates than other students [37]. In another study, Er [38], in his study on students participating in sports activities, showed that the physical, social, cultural, and psychological developments of students who regularly do sports and show interest in physical education lessons are also positively affected. It also found that it provides psychological comfort and positively affects students' academic success [38]. In this context, it can be said that the effect of sportive activities and physical education lessons on academic achievement is in a positive way contrary to what is thought. Because the more comfortable and happy the student feels, the quicker and easier it will be to succeed. From this point of view, although parents have the perception that physical education and sports keep children away from lessons, sports is an effort that requires discipline. For this reason, students gain discipline by gaining behaviours such as balanced nutrition and regular sleep, they become happy by throwing their energy away, and their academic success is positively affected by this situation.

4. CONCLUSION

As a result, it is necessary to increase the importance given to physical education lessons in schools with the increase of scientific studies in sports to have many benefits and increase these benefits to higher levels. In addition, with socialization, students will feel happier, confident, and away from violence and stress, enabling them to be more interested and academically successful in their lessons. In addition, it is recommended that families, teachers, and authorized persons in sports make students get into the habit of doing sports at a young age, support students in sports activities, and increase their opportunities to do sports.

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