

The Effectiveness of an Educational Program for the Effective Communication Skills of the Student Teacher in the Department of Practical Education, Faculty of Basic Education, State of Kuwait

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Introduction and problem of research:

The teacher is the main axis in the educational process in the field of physical education, the teacher influential can have a significant impact on the learners by working to develop their abilities and different skills by organizing the educational process and knowledge of their needs and ways of thinking.

In this regard, Ali Bin Saleh (2003) and Mohamed Saad Zaghoul (2001) agree that there is a consensus that the teacher is the basic pillar in any educational system without a qualified trainee teacher and knows his role comprehensively. A system can not achieve its objectives.

The opening of the era and the entry of the world The era of the development of communications, technology and Hi-Tec The need for a continuously developed teacher has increased, meeting the needs of the learner and the community as these needs are changing.

Therefore, the teacher must keep pace with the changes and developments of the times (84:13) (6: 743)

Makram Helmi, Mohamed Saad Zaghoul, and Radwan Mohammed (2001) point out that the stage of practical education is a very important stage in the preparation of the teacher and its qualification as a foundation in which theoretical and

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practical knowledge is woven with the realities of his profession teaching institutions and educational opportunities.

It also provides opportunities for female trainees to verify the validity and suitability of their students during the preparation of their ideas, theories and background, advanced scientific methods and teaching a variety of where they use and experience all this during training in specialized educational institutions for application.

Ahmed Hajji (1998) states that an efficient teacher possesses a group of skills to the extent that they are able to perform a set of work which required by the profession with a high degree of competence So this trend focuses on the roles of the teacher and the identification of the different skills which required to perform these roles, which means that the abilities and skills that the teacher must acquire and the criteria that are applied to evaluate these abilities and skills have become clear and the teacher is responsible for achieving them. (74: 4)

The process of communication is one of the

essential processes necessary for the success of the teaching process. In order to be a successful teacher in his hard teaching work, He must first be successful in influencing others and directing them. (62: 4)

In this regard, "Mona Hassan" (1999) indicates that the teacher should master the communication skills of different types, it is not enough to read some advice about them, but it has to take many steps to help him acquire and develop his communicative skills (13: 147)

The communication is an integrated process through which the effective use of all possible modes of expression, whether movement or any form of messages to achieve understanding between human , other and a total human beings (74:20)

In 1998, Shaker Qandil agrees that communication skills involve two main processes: reception and transmission, and the reception is related to the ability to understand the information obtained by the individual through sensory channels. (3: 51) (7: 13)

Public communication is an important process as all people communicate, receive information and communicate other information, even if communication is not essential. Communication is a continuous and necessary process among all. The primary task of education is to develop the learner's personality, readiness and abilities. This is done through the process of communication between him and the teacher. (74:12)

Ahmed Fawzy and Tareq Badr al-Din (2001) point out that communication is an expression of relations between individuals. It refers to the transfer of a particular thought or limited meaning in the mind of a person to the mind of another person or group of persons. (2: 36)

In this regard, "Muhammad Allawi" (1997), it is the process that takes place between two transponders and the future for the purpose of delivering a specific message carrying a certain content by using the means and channel to communicate. (102: 11)

The practical education is the cornerstone in the program of preparation and training of the student teacher

and a prerequisite for graduation as a melting pot of theoretical and practical knowledge gained by the students of these colleges through the study of the professional reality within the school (19:24)

Through their work as supervisors of practical education, the researchers noted that despite their specialized studies in dealing with physical education programs for basic education, a large proportion of them suffer from a lack of communication skills in their own right Hence, the need for a development program These skills are to be applied to a sample of teacher applications to ensure that their communication skills are upgraded before graduation

Based on the above, the researchers conducted the present study by designing a proposed program for developing communication skills for practical education students of the Department of Education Faculty of Basic Education in the State of Kuwait

Research goal

The aim of the research is to identify the effectiveness of an educational program for the effective communication skills of the female student in the physical education department of the basic education faculty in Kuwait

Research hypotheses

- There are statistically significant differences between the averages of the pre and post measurements in the level of communication skills of the experimental group parameter.
- There is a statistically significant difference between the averages of pre and post measurements in the level of communication skills of the student parameter control group.
- There are statistically significant differences between the two dimensions of the two experimental and control groups in the level of communication skills of the student.

Some previous studies

Research Methodology :-

The researchers used the experimental approach in the application of the communication skills program through the use of the post-pre measurement design of the two groups, one experimental and the other an appropriate control for that study.

Society and sample research:

The research community in the students of practical education in the Department of Physical Education in the Faculty of Basic Education in Kuwait,

has been selected a sample of 52 students (30) were used as a basic sample were divided into two groups, one experimental and the other control in addition to (16) students to conduct the study (6) students were excluded due to their attendance at the program.

- Homogeneity of the research sample

Table (1)
Characterization of the sample in the basic variables under study to show the average data (N = 52)

Serial	Variables communication skills	measuring unit	SMA	Mediator	standard deviation	Torsion coefficient
1	Non-verbal communication	Degree	10.52	10.50	1.18	0.32
2	Verbal communication	Degree	22.54	22.50	0.3.15	0.52
3	Listening skill	Degree	4.10	4.00	0.54	0.14
4	Total	Degree	37.16	37.00	2.54	0.52

Table (1) shows the mean, SMA, standard deviation and torsion coefficient in the study group. It is clear that all the variables range from (+ 3, -

3) indicating the average data and then completely from the defects of the irregular distribution.

- Equal Search Group:

Table (2)
The significance of the differences between the experimental and control groups in the level Communication Skills for Student Teacher N = 1 n = 15

Variables	measuring unit	The experimental group (N = 15)		Control group (N = 15)		Calculated value (t)	Statistical significance
		M	E		M		
Non-verbal communication	Degree	10.11	0.52	10.15	0.98	0.52	Non significance
Verbal communication	Degree	22.15	1.11	22.20	0.65	0.58	Non significance
Listening skill	Degree	4.05	0.21	4.10	0.54	0.62	Non significance
Total	Degree	36.31	2.18	36.45	1.98	0.71	Non significance

The value of (t) tabular at the level of significance (0.05) = 1.697

Table (2) shows that there are no statistically significant differences between the control and experimental research

groups in each of the communication skills of the sample in question. All calculated values (T) are

greater than the tabular value at (0.05) Their equivalence in those variables.

Data collection tools:

- Card performance evaluation of students in communication skills. Annex (3)

- Communication Skills Program for the teacher Parameter No. (4)

proposed program: annex (5)

- Program Objective: -

Acquiring the communication skills of the student in the Physical Education Department at the Faculty of Basic Education in Kuwait.

The contents of the program:

The contents of the program included the development of the cognitive competences included in the study, namely:

Through: knowledge dimension- scientific dimension - feedback.

- Tools for implementing the program:

During the implementation of the program, the researchers used the following tools and devices:

(Video- projector - computers).

- Program Time Division:

The Competencies communication skills program included 9 units of study time of unit 60 minutes, one unit per

week for a period of three months according to the following:

- After knowledge (conceptual framework) 10 min

- After work 30 min

- Feed it Refer to 20 min

- Teaching method used in the program: -

The researchers used the following methods in implementing the program content: Lecture - Mini Teaching - Demonstration - Self-learning through some media.

Pre measurement: -

The pre measurement was carried out on the experimental group under study from 30/9/2016 to 7/10/2016.

Implementation of the program:

The program of communication skills in the sample was implemented in the period from 10/10/2016 to 10/12/2016. The program took 9 weeks with one unit per week and the number of units reached 9 units in the first semester of female students.

Post measurement: -

The post measurement was conducted in the communication skills of the experimental group under study by evaluation cards from 11/12/2016 to 17/12/2016

View and discuss the results

Table (3)
Significance of the differences between the pre and post measurement in the level of communication skills of the student teacher Department of Physical Education, Faculty of Basic Education, Kuwait N = 15

Variables	measuring unit	Pre measuring		Post measuring		Differences between the two averages	Improvement rate	Value (T)	Statistical significance
		M	E	M	E				
Non-verbal communication	Degree	10.11	0.52	15.22	0.98	5.11	50.54%	3.98	Significance
Verbal communication	Degree	22.15	1.11	31.58	1.11	9.43	42.57%	3.87	Significance
Listening skill	Degree	4.05	0.21	6.80	0.15	2.75	67.90%	3.52	Significance
Total	Degree	36.31	2.18	53.60	1.18	17.29	47.61%	3.47	Significance

* Tabular value (T) at significance level (0.05) = 1.753

Table (3) shows communication skills. The statistically significant differences between the averages of the pre and post measurements in the level of communication skills. The calculated value of (t) is greater than the tabular value at the significance level (0.05).

Table (4)
The significance of the differences between the pre and post measurement in the level of communication skills of the student teacher in the Department of Physical Education Faculty of Basic Education in Kuwait N = 15

Variables	measuring unit	Pre measuring		Post measuring		Differences between the two averages	Improvement rate	Value (T)	Statistical significance
		M	E	M	E				
Non-verbal communication	Degree	10.15	0.98	12.80	0.21	2.65	26.10%	2.88	Significance
Verbal communication	Degree	22.20	0.65	28.62	0.25	6.42	28.91%	2.62	Significance
Listening skill	Degree	4.10	0.54	5.80	0.41	1.70	41.46%	2.11	Significance
Total	Degree	36.45	1.98	47.22	0.98	10.77	29.54%	2.17	Significance

* Tabular value (T) at significance level (0.05) = 1.753

Table (4) shows student teacher in the control statistically significant differences between the averages of the pre and post measurements in the level of communication skills of the group. The calculated value of (t) is greater than the tabular value at the significance level (0.05).

Table (5)
The significance of the differences between the two dimensions in
the level of communication skills of the student teacher in the
Department of Physical Education Faculty of Basic Education in
Kuwait N = 30

Variables	measuring unit	The experimental group		Control group		Value (T)	Statistical significance
		M	E	M	E		
Non-verbal communication	Degree	15.22	0.98	12.80	0.21	3.87	Significance
Verbal communication	Degree	31.58	1.11	28.62	0.25	3.15	Significance
Listening skill	Degree	6.80	0.15	5.80	0.41	3.11	Significance
Total	Degree	53.60	1.18	47.22	0.98	3.47	Significance

* Tabular value (T) at significance level (0.05) = 1.679

Table (5) shows statistically significant differences between the measures of the two dimensions in the experimental and control groups in the level of communication skills of the student teacher and for the benefit of the experimental group where the calculated value (t) is greater than the tabular value at the significance level (0.05).

Discussion of results

Table (3) shows statistically significant differences between the averages of the pre and post measurements in the level of communication skills of the experimental parameter of the experimental group. The

calculated value (t) was greater than the tabular value at the significance level (0.05) To use the proposed program for effective communication with the experimental research group.

The researchers attributed this to the existence of this significant progress in the growth of communication skills in the individual of the experimental group on which a program was applied so that it can deal and communicate positively between them and among the students better, due to the program implemented because of its role in the growth of these Skills through the field training period and

providing the correct information and help them to detect errors and application through a program that gives the theoretical framework and demonstration and feedback, which leads to make the student teacher feel a test position of their abilities, which leads to their interest in improving their performance and development Communication skills between them and students.

This is consistent with the results of the Prusak (2005) (23) study, the most important of which was the importance of developing the method of verbal talk among teachers to help activate their role in performing theoretical models of applied motor performance and to develop the form of modern teachers. Which is equivalent to "verbal communication" in the present study

The researchers believe that in order for the positive interaction between teacher and students to be effective in the lesson, it is necessary for the teacher to encourage the students in the performance of motor duties proficiently,

And use positive educational phrases to guide

students during the lesson, and emphasize the importance of sports spirit among students outstanding in external activity, Create good learning conditions in the lesson.

These results are consistent with the results of the studies and what was mentioned in the writings of Ghada Abdel Hamid (2001), (8), Mohammed Zaghoul and Hani Saeed (2001). The study emphasized the importance of the program of competencies in developing communication skills and developing performance And the behavior of the student teacher and thus achieved the first hypothesis,

Which provides that there is a difference of statistical significance between the averages of pre and post measurements in the level of communication skills of the student teacher in the Department of Physical Education Faculty of Basic Education in Kuwait experimental research group.

Table 4 shows statistically significant differences between pre and post measurements in the level of communication skills of the student in the control group. The calculated value of (t) was

greater than the tabular value at the significance level (0.05). Provided by the supervisor of practical education for students during and after the scheduled sessions.

Hassan Alawi (1997) points out that communication skills, like motor skills, can be learned and mastery if each coach or teacher has the capacity to train and improve his ability to communicate using many types of communication to suit different groups. The teacher explains, teaches, guides, instructs, organizes, This is something that always requires the process of communicating and sending clear, specific and accurate messages and receiving many messages. (11: 170)

The researchers believe that only good communication enables the teacher to direct the pupils in a timely manner, which helps him to achieve good learning. The teacher can also set the performance plan for the students, but may need to be modified during the lesson, which is through good communication of the teacher

and the pupil. The second, which states that there is a difference of statistical significance between the averages of pre and post measurements in the level of communication skills of the student teacher in the Department of Physical Education, Faculty of Basic Education, Kuwait

Research Group control.

Table (5) shows statistically significant differences between the averages of the two dimensions in the experimental and control groups in the level of communication skills of the student teacher and for the experimental group. The calculated value (t) is greater than the tabular value at the significance level (0.05) To use the proposed communication program.

This is consistent with Mohamed Hassan Allawi (1997) that communication involves not only transmission but also reception, effective communication is a dual way of exchanging information between sender and receiver (153: 11)

The researchers believe that the teacher's mastery of communication skills helps her to develop a personal style of interacting with students. The educational situation is only communication between the teacher and the student, and the student's understanding of the content of the teacher's message and its implementation will affect the level of all students.

As Hassan Allawi (1997) points out, communication skills, like motor skills, can be learned and mastery if each coach has the capacity to train and improve his or her communication abilities using many types of communication to match individual differences. (11: 170)

This is confirmed by the results of the study of Ghada Abdel Hamid (2001) (8) that the higher the professional level, the more able to use the means of successful communication of verbal and dynamic symbols expressed during training or competition and thus achieve the third hypothesis, which provides for

differences Statistical significance between the two dimensions of the two groups from experimental and control research in the level of communication skills of the student teacher in the Department of Physical Education, Faculty of Basic Education, Kuwait Experimental Research Group

Conclusions and recommendations:

I. Conclusions:

1- There are statistically significant differences between the averages of the pre and post measurements in acquiring the communication skills of the student in favor of the dimension measurement.

2- There are significant differences between the average improvement rates between the averages of pre and post measurements in the acquisition of skills in the student teacher for the benefit of post .

Second: Recommendations:

1- Implementing a communication skills development program for the student in Physical Education

Department, Faculty of Basic Education, Kuwait.

2. Developing curricula in the college and providing students with sufficient theoretical and practical information about practical education.

3- Acquiring students with experience on practical education and how to deal with students.

4- Give them some communication and communication skills that make them enough to deal with them

5- Cooperation managed by the school with students of practical education.

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