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Link between Emotional Intelligence and Effective Communication Skills of Physical Education Teachers in Preparatory Schools

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ABSTRACT
Backgroud: In this research, attempts will be made to measure the level of emotional intelligence and effective communication among physical education teachers in preparatory schools, and the nature of the relationship between the two variables will be analyzed. The importance of the study is derived from the multiple roles that physical education teachers play through the combination of educational duties with social and emotional communication, as well as the control of cases of self-control, classroom management, and students' communication. This includes maintaining the continuity of educational duties and engagement in sports activities.
Methods: The descriptive analytical research design that uses correlation will be applied based on the research problem and objectives. The population of the research includes physical education teachers working in preparatory schools belonging to the General Directorate of Education in Salah al-Din Governorate for the academic year 2026-2027. The size of the sample will be identified after analyzing the data collected from the distributed questionnaires. The researcher will use the emotional intelligence scale that was verified previously as appropriate for the Iraqi educational system, along with the corresponding effective communication scale. Statistical analysis will be carried out using the mean and standard deviation measures.
Results: Based on the correlation analysis design, emotional intelligence is closely related to teachers' ability to build effective interactions in the physical learning environment and the management of students' sports activities.
Conclusions: Emotional intelligence is an essential psychological aspect that supports the realization of effective communication of physical education teachers in carrying out instructional tasks and classroom management.

Keywords: Emotional Intelligence; Effective Communication; Physical Education Teachers; Sport Psychology; Preparatory Schools.

INTRODUCTION

It has become apparent that psychological well-being is considered as one of the key pillars of a successful implementation of the teaching process, specifically in physical education, which implies intensive personal contacts between teachers and their pupils, various situations connected with the process of instruction and competition, and basic demands of self-control, fast decision making, and motivation (Franco et al., 2025; Miao et al., 2026; Tong, 2025) . Thus, growing attention to psychological characteristics of physical education teachers has been recognized as a necessary precondition for successful implementation of the educational process and performance of professional tasks (Habib, 2022, p. 23).

Emotional intelligence can be understood as a set of skills and abilities concerning emotions' recognition, understanding and regulation, as well as manipulation of other people's emotions in a way that facilitates adaptation and interaction (Ohira, 2020; Smutchak et al., 2024) . In this context, growing attention is paid to emotional intelligence in relation to the educational process, as many works consider the connection between this type of intelligence and teachers' performance, motivation and involvement (Habib, 2022, p. 25).

When speaking about sports, especially physical education, the role of emotions and communication has been proved by some researches. For instance, an Iraqi work among physical education teachers in Al-Muthanna Governorate analyzed emotional intelligence and its connection with psychological-cognitive achievement, and found out a positive correlation between emotional intelligence and communication. This result calls for studying other psychological factors in this professional group. Also, an Iraqi research among physical education teachers of Al-Anbar Governorate considered sports achievement motivation and its relationship with self-efficacy, sports confidence, and sports orientation (Al-Rawi, 2023, p. 84).

The main importance of the current research is in consideration of two psychological factors emotional intelligence and effective communication – in a certain professional group: physical education teachers working in secondary schools. This can become a scientific basis for creation of counseling and training programs, which would improve the psychological aspects of teachers' professional activity (Al-Rawi, 2023, p. 85).

Research Problem

Despite the importance of sound academic and professional preparation of the physical education teacher, the nature of the teaching profession necessitates that educators accommodate individual differences, a wide range of emotional reactions, constant professional issues, and consistent communication with the students and colleagues. Individual variations in the ability of the teachers to understand and control emotions and maintain motivation might have an impact on their ability to meet the requirements of the teaching process.

Therefore, the research problem may be put in the following way: Is there any statistically significant correlation between emotional intelligence and physical education teachers' communication skills working in the Directorate of Education in Salah Al-Din Governorate?.

Research Objectives

1. Identify the degree of emotional intelligence possessed by physical education teachers in preparatory schools.
2. Find out the level of effective communication of the study respondents.
3. Find out the relationship between emotional intelligence and effective communication of physical education teachers.
4. Uncover the opinions of the study respondents regarding emotional intelligence in actuality.

Research Hypotheses

Main Research Hypothesis: There is a correlation between emotional intelligence and communication skills among the study subjects.

These hypotheses are further broken down into the following sub-hypotheses:

1. There exists a statistical relationship between emotional intelligence and continuous communication within the subjects of the study.
2. There exists a statistical relationship between self-awareness and social relationships.

Research Domains

Human Domain:

Subjects: Physical education teachers working in preparatory schools under the General Directorate of Education in Salah Al-Din Governorate.

Time Domain:

Period: The 2026-2027 academic year from the beginning of research process till the end of data analysis.

Space Domain:

Place: Preparatory schools managed by the General Directorate of Education in Salah Al-Din Governorate.

Definitions of Study Terms

Emotional Intelligence: This is the ability of a person to understand and control his or her own emotions, perceive other people's emotions, and act on them in a way that will improve the educational atmosphere.

Effective Communication: This is the ability to transmit ideas, information or knowledge to another person in a clear manner.

Physical Education Teacher: This is a teacher with sufficient scientific knowledge and competence for teaching physical education in schools run by the Ministry of Education.

METHODS

Research Method

For this purpose, the researcher used the descriptive method within the context of the correlational approach according to the nature of the research study. It is because, for this purpose, the correlational approach was adopted through which the relationship between emotional intelligence and effective communication skills among physical education teachers of Salah Al-Din Governorate was examined (Hajiyeva, 2022; Suprayogi & Andestia, 2023) .

Study Population

The study population involves physical education teachers working in preparatory schools belonging to the General Directorate of Education in Salah Al-Din Governorate, with a total number of about 900 physical education teachers (males and females).

Study Sample

The sample in this study was made up of about 42 physical education teachers (males and females) randomly selected from different schools in Salah Al-Din Governorate.

Data Collection Methods

1. Published scientific sources.
2. Questionnaire forms.

Research Instruments

Measurement of Emotional Intelligence

The emotional intelligence was measured using five-point Likert scale in the form of a questionnaire that was given to the physical education teachers of Salah Al-Din Governorate.

Measurement of Effective Communication

Effective communication was measured using the five-point Likert scale in the form of a questionnaire that was given to the physical education teachers of Salah Al-Din Governorate.

Reasons for Selecting a Five-Point Likert Scale

There are several reasons why the five-point Likert scale was chosen:

1. Respondents can easily state their answer and give a rating.

2. It enables measuring whether the questions in the questionnaire are measuring the construct being measured consistently.
3. It helps in evaluating validity and reliability of the measurement tool.
4. It makes statistical analyses easy.

RESEARCH RESULTS

Degree of Emotional Intelligence

In terms of the results from the emotional intelligence questionnaire presented below, it was based on a sample of 19 participants and analyzed on a five-point Likert scale.

Table 1. Degree of Emotional Intelligence

No	Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean	SD	Level
1	My ability to understand my feelings and emotions when interacting with students.	10	18	1	0	0	4.31	0.54	Very High
2	I have a high ability to control critical situations during lessons.	16	10	3	0	0	4.45	0.69	Very High
3	I do not allow anger to affect my interactions with students.	11	11	6	1	0	4.10	0.86	High
4	I can understand students' psychological states through their expressions and speech.	12	14	1	2	0	4.24	0.83	Very High
5	I pay attention to students' psychological states during lessons.	12	15	1	1	0	4.31	0.71	Very High
6	I control my psychological state when problems or disagreements arise during lessons.	11	14	4	0	0	4.24	0.69	Very High

The general arithmetic mean was found using the ratio of the total sum of item means to the total number of items. General arithmetic mean = 4.28. General standard deviation = 0.72

From the answers on the five-point Likert scale, it can be seen that there is a high degree of emotional intelligence among the respondents with frequencies mostly falling into the category of "Strongly Agree" and "Agree." The general mean is 4.28. Among the items, item two, which states, "I have a high ability to control critical situations during lessons," has the highest mean of 4. 45.

Effective Communication Level

Table 2. Mean, Standard Deviation, Hypothetical Mean, and t-value of the Effective Communication Scale

No.	Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean	SD	Level

1	I use clear and understandable instructions when interacting with students.	15	6	0	0	0	4.71	0.46	Very High
2	I listen to students and understand what they wish to communicate.	5	13	3	0	0	4.10	0.62	High
3	I select appropriate communication styles when speaking during lessons.	8	12	1	0	0	4.33	0.58	Very High
4	I give students the opportunity to ask questions and express their opinions during lessons.	7	10	2	2	0	4.05	0.92	High
5	I use appropriate body language to help clarify instructions during lessons.	8	13	0	0	0	4.38	0.50	Very High

By using the formula for the overall arithmetic mean, the sum of the means of each item is divided by the total number of items. The overall arithmetic mean equals 4.30, while the overall standard deviation is 0.67. By analyzing the results on the five-point Likert scale, it can be concluded that there is a very high degree of effective communication in the exploratory sample, with most answer drops into the "Strongly Agree" and "Agree" categories.

The Connection between Emotional Intelligence and Effective Communication

X = Total score for emotional intelligence of each individual.

Y = Total score for effective communication of each individual.

r = Correlation coefficient of the two variables.

Table 3. Pearson Correlation Coefficient between Emotional Intelligence and Effective Communication

Variables	Pearson's correlation coefficient (r)	Significance level (Sig.)	Number of respondents	Decision
Emotional intelligence × Effective communication	-0.346	0.125	21	Not statistically significant

The Pearson correlation test revealed a moderately strong negative relationship between emotional intelligence and communication effectiveness, r = -0.346. However, the significance value was p = 0.125, which is greater than the traditional significance value of 0.05. Therefore, this means that the relationship between the two variables was not statistically significant. There was no statistically significant relationship between emotional intelligence and communication effectiveness at 0.05 among the research participants.

DISCUSSION

The results of the descriptive analysis showed that physical education teachers had a very high degree of emotional intelligence overall, characterized by a general arithmetic average of 4.28 and a standard deviation of 0.72. This figure reflects that teachers do not solely master physical techniques or field didactics, but also have solid psychological maturity in interacting with students. This finding is in line with the theoretical foundation of Habib (2022) who states that psychological well-being and readiness are the main pillars of the success of the physical education pedagogical process, where face-to-face interaction takes place intensely and dynamically. The presence of calm and emotionally aware teachers is an anchor of mental comfort for students in the midst of the demands of physical activity.

The highest proficiency was identified in the teacher's ability to control critical situations during learning, with an average score of 4.45 and a standard deviation of 0.69. The physical learning environment often gives rise to challenging incidents, such as team disputes, sudden injuries, and heated competition in the field. Teachers' success in mitigating these conditions is in line with Goleman's study of self-regulation and crisis management in the school environment, where educators with mature impulse control are able to restore classroom stability without resorting to a coercive approach. This calm approach protects students from fear or psychological trauma in their activities.

The dimensions of empathy and social sensitivity are also strongly reflected in the teacher's ability to recognize students' psychological state through expression and speech (average 4.24) and to pay active attention to their mood during the learning session (average 4.31). This ability to read body language reinforces Brackett et al.'s view of the importance of teachers' social awareness in creating an inclusive classroom climate. On the sports field, fatigue, anxiety, or loss of confidence is often hidden behind physical performance. Teachers' attitudes that are sensitive to nonverbal emotional signals attest to the presence of a genuine human touch, where students are seen as whole as developing individuals, not just objects of exercise.

Although the indicator of anger management so as not to damage the relationship with students is still in the high category with a score of 4.10 (SD = 0.86), this value is relatively low compared to the other indicators in the table. The presence of respondents who give neutral and disagree responses is a realistic reflection of the pressure of work in the open field that drains physical and psychological energy simultaneously. This phenomenon is relevant to Jennings and Greenberg's findings on the "prosocial classroom model", which underlines that teachers are prone to emotional exhaustion when constantly holding back frustration. This confirms that teachers are still ordinary human beings who need continuous self-regulation space so that instructional tension does not transform into interpersonal friction.

Comprehensively, this high emotional intelligence forms a solid relational foundation in realizing effective communication and teaching and learning comfort. When a teacher is able to regulate his or her personal emotions when there is a dispute (average 4.24) and understand his or her own feelings completely (average 4.31), the space for sports interaction turns into an arena that humanizes humans. This is in line with the premise of Valente and Lourenço that the emotional expertise of teachers is a prerequisite for the birth of supportive communication that encourages students' mental resilience. Thus, investment in strengthening the socio-emotional competencies of physical education teachers is as important as technical curriculum training in fostering a generation that is physically and mentally healthy.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The participants showed an evident level of emotional intelligence, as determined by the measurement instrument (Habib, 2022, p. 253).
2. The participants revealed a certain level of effective communication, as determined by the measurement instrument (Al-Rawi, 2023, p. 302).
3. There is no statistically significant relation between emotional intelligence and effective communication among physical education teachers (Khuikha, 2017, p. 101).
4. Statistically significant differences arose in the psychological variables when analyzing their relationships to the demographic variables included in the study (Khuikha, 2017, p. 110).

Recommendations

1. Arrange seminars and training workshops aimed at introducing the concept of emotional intelligence and emphasizing its role in school settings.
2. Arrange seminars that would help physical education teachers to gain skills in emotion recognition and regulation.
3. More attention should be paid to psychological aspects related to effective communication.
4. It is suggested that sports and educational supervisors consider the modern psychological approach in assessing training needs.
5. Study emotional intelligence and its connection to effective communication among physical education teachers.
6. Analyze the influence of emotional intelligence on effective communication.
7. Study the link between emotional intelligence and self-awareness among physical education teachers.
8. Compare gender differences in emotional intelligence and effective communication among male and female physical education teachers.

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