



The Management of Communication Skills and Its Relationship to the Quality of Teaching Among College Members at the College of Physical Education and Sports Sciences, University of Samarra

Azzam Makki Mohammed^{1*}, Mustafa Ahmed Abdulmaged², Ali Ayoub Younus³
¹²³University of Samarra, College of Physical Education and Sports Sciences, Iraq, Iraq
azzam.m@uosamarra.edu.iq; mustafa.ahmed19@uosamarra.edu.iq;
ali.a.younis@uosamarra.edu.iq

Correspondensi Author
Email: azzam.m@uosamarra.edu.iq

Article History
Received: 16-05-2025;
Reviewed: 19-06-2025;
Accepted: 25-06-2025;
Published: 30-06-2025

ABSTRACT

This study aims to identify the management of communication skills and the quality of teaching among the College members of the College of Physical Education and Sports Sciences, and to identify the relationship between the management of communication skills and the quality of teaching for College members as well. Researchers have adopted a descriptive methodology with a correlational survey method, based on the nature of this research. The research community and sample consisted of the entire number of College members of the College of Physical Education and Sports Sciences, University of Samarra (46). The approach was a full population (census) count. According to Data Analytics, the researchers used multiple statistical tools to obtain results that serve the objectives of the research. The research sample was characterized by effective management of communication skills and a high degree of teaching quality. The study also concluded that there is a positive correlational relationship between the management of communication skills and the quality of teaching among College members in the College of Physical Education and Sports Sciences at the University of Samarra.

Keywords: Management of Communication Skills; Quality of Teaching; Physical Education and Sports Sciences.

ABSTRAK

Studi ini bertujuan untuk mengidentifikasi manajemen keterampilan komunikasi dan kualitas pengajaran di antara anggota Sekolah Tinggi Pendidikan Jasmani dan Ilmu Olahraga, dan untuk mengidentifikasi hubungan antara manajemen keterampilan komunikasi dan kualitas pengajaran bagi anggota Perguruan Tinggi juga. Para peneliti telah mengadopsi



metodologi deskriptif dengan metode survei korelasional, berdasarkan sifat penelitian ini. Komunitas penelitian dan sampel terdiri dari seluruh jumlah anggota Perguruan Tinggi Sekolah Tinggi Pendidikan Jasmani dan Ilmu Olahraga, Universitas Samarra (46). Pendekatannya adalah penghitungan populasi penuh (sensus). Menurut Data Analytics, para peneliti menggunakan beberapa alat statistik untuk mendapatkan hasil yang melayani tujuan penelitian. Sampel penelitian ditandai dengan manajemen keterampilan komunikasi yang efektif dan tingkat kualitas pengajaran yang tinggi. Studi ini juga menyimpulkan bahwa ada hubungan korelasi positif antara manajemen keterampilan komunikasi dan kualitas pengajaran di antara anggota Perguruan Tinggi di Sekolah Tinggi Pendidikan Jasmani dan Ilmu Olahraga di Universitas Samarra.

Kata Kunci: Manajemen Keterampilan Komunikasi; Kualitas Pengajaran; Pendidikan Jasmani dan Ilmu Olahraga.

INTRODUCTION

Communication skills play a major role in improving and enhancing the quality of teaching in higher education institutions through the effective management of these skills, improving interaction between the College and students to ensure mutual understanding (Ahmed, 2012). This leads to better outcomes. This research aims to address the management of communication skills between the College and students and to achieve teaching quality, highlighting its impact on motivating students and increasing their performance through good listening and clear expression (Sawsan, 2008).

The importance of this research lies in providing valuable insights that contribute to improving the educational experience and achieving teaching quality, as the management of communication skills reinforces the concept of teaching quality in public universities through the optimal use of human resources to achieve their goals at the highest level.

As researchers, we are required to confront all administrative problems facing work in colleges of physical education and sports sciences, particularly in various administrative directions. This necessitates a move towards continuous administrative development to achieve teaching quality (Othman, 2013). This is achieved by following modern methods and approaches. Through the researchers' observation, being College members in these institutions, it was noted that communication skills require management to contribute to improving and enhancing the quality of teaching in educational institutions. Therefore, this led us to the following question: Is there a relationship between the management of communication skills and the quality of teaching among College members at the College of Physical Education and Sports Sciences, University of Samarra?

Definition of Terms, Management of Communication Skills: "The ability to send and receive information, ideas, and feelings clearly and effectively, which includes active listening, verbal and non-verbal expression, and social interaction" (Adler & Elmhurst, 2012). Quality of Teaching: "Effectiveness in achieving learning outcomes, equity in access to educational opportunities, and the relevance of educational content to the needs of learners and society" (Hind, 2018) and (UNESCO, 2005).



Research Objectives 1) To identify the level of communication skills management among College members at the College of Physical Education and Sports Sciences / University of Samarra. 2) To identify the level of teaching quality among College members at the College of Physical Education and Sports Sciences / University of Samarra. 3) To determine the relationship between the management of communication skills and the quality of teaching.

METHOD

Research Method: The researchers used the descriptive methodology, employing a correlational survey approach, due to its suitability for the nature of the research (Arga, 2025).

Population and Sample: The research population consists of College members at the College of Physical Education and Sports Sciences / University of Samarra. This represents the original population on which the study was conducted. The sample was selected purposively according to the study's methodology and conditions. The research population consisted of (46) College members.

Table 1. Shows the research population and sample

Total	Number of Teachers	Survey Sample	Sample Statistical Analysis	Sample Application
Total	46	6	40	40
Percentage	11%	13%	87%	87%

Field Research Procedures

1. Research Tools

Communication Skills Management Questionnaire:

Due to the lack of an existing tool to measure the management of communication skills in colleges of physical education and sports sciences, a questionnaire was constructed to suit the research objectives and sample. The researchers first established the theoretical definition of communication skills management. They then conducted a pilot survey to identify the most important communication skills management skills related to teaching quality, administered to a randomly selected sample of (6) College members.

Formulation of the Communication Skills Management Questionnaire Items:

After identifying the domains, the researchers formulated a number of items appropriate for the research population, based on a content analysis of specialized scientific sources and references. After analyzing the responses from the pilot survey, the researchers merged semantically similar answers and formulated them into (20) items representing the communication skills management questionnaire.

Questionnaire Scoring Method:

The researchers adopted a five-point Likert scale for each item: (Applies to me always, applies to me often, applies to me sometimes, applies to me rarely, Does not apply to me). These alternatives were assigned weights (5-4-3-2-1), respectively.

Statistical Analysis of the Questionnaire



Validity of the Research Questionnaire: The researchers validated the current questionnaire by showing it to a (5) experts group who specialized in sports management and sports psychology. The researchers sought opinions from the experts to make sure the items measured the intended construct, were suitable for its purpose, to judge the appropriateness of response alternatives and to add, edit or delete items according to their knowledge. The items attained a 100% agreement rate among the experts after carrying out the questionnaire and reviewing the referees' opinions (Musa, 2004).

Questionnaire used in the research - Reliability: It indicates consistency in the results, meaning that when the same tool is applied to the same individuals several times under the same conditions, it yields comparable results. A reliable tool will arrive at the same results when applied multiple times in the same context. For the Cronbach's Alpha method used to assess reliability, the findings of reliability was found (0.87), which indicates high reliability.

The Final Version of the Questionnaire:

The final questionnaire consisted of (20) items. The highest possible score is (100) and the lowest is (20), with a hypothetical mean (midpoint) of (60).

Teaching Quality Scale:

The researchers adopted the (Teaching Quality) scale prepared by (Hind, 2018) for several reasons: this scale is suitable for the current research population (College members), it was developed in the Iraqi environment, it is a modern scale, and it possesses good psychometric properties, having achieved (100%) agreement from experts. The teaching quality scale contains (54) items distributed across six domains: the first domain, Educational Values, has (9) items; the second domain, Creative Thinking, has (10) items; the third domain, Administrative Evaluation, has (10) items; the fourth domain, Scientific and Intellectual Developments, has (9) items; the fifth domain, Teaching Methods, has (8) items; and the sixth domain, Educational Aids, has (8) items. The hypothetical mean for the teaching quality scale was (165), the highest possible score was (275), and the lowest possible score was (54).

Application of the Scale:

To achieve the research objectives, the scale, consisting of (54) items, was applied to the research sample of (40) College members at the College of Physical Education and Sports Sciences / University of Samarra.

RESEARCH RESULT

To identify the degree of communication skills management among College members.

The results of the last application related to the communication skills management scale were 78, with a standard deviation of 8.51 for the research sample (N = 40) of the College of Physical Education and Sports Sciences / University of Samarra, while the hypothetical mean of the scale was 60. This result was determined by researchers using a one-sample t-test, which found that the tabular t-value (1.97) was less than the calculated t-value (15.824) at (39) degrees of freedom, which is statistically significant at the (0.05) level. Thus, it can be inferred that the College members control the skills of communication to a high extent, as clarified by the following base table.



Table 2. Shows the statistical data for the degree of communication skills management among College members.

Sample	Arithmetic Mean	Hypothetical Mean	Standard deviation	Calculated T-value	Tabular T-value	Significance Level
40	78	60	8.51	15.824	1.97	Significant

Table 2 shows statistical data on the level of communication skills management among college members. With a sample of 40, an arithmetic mean of 78 and a hypothetical mean of 60 were obtained. The standard deviation is 8.51, the T value is calculated 15.824, and the table T value is 1.97. The results showed a significant level of significance.

The management of communication skills is achieved through increased social interaction and the presence of a positive atmosphere, which leads to a high level of communication skills management and, consequently, a high level of teaching quality. This distinguishes the teaching at the College of Physical Education and Sports Sciences. All these factors make communication skills management a critical success factor and foster sound social relationships that lead to achieving objectives and creating an interactive learning environment that encourages innovation and participation.

To identify the degree of teaching quality among College members.

The arithmetic mean of the final application of the teaching quality scale to the research sample (N=40) of College members of the College of Physical Education and Sports Sciences / University of Samarra was (191) with a standard deviation of (11.22), while the hypothetical mean of the scale was (165). A one-sample t-test was performed by the researchers, which indicates that the calculated t (7.337) value is larger than the tabular t (1.97) value at ((39) df) being statistically significant at (0.05) level of significance (Table 4) This means that the College members have delivered a significant amount of good quality Teaching.

Table 3. Shows The Descriptive Statistics For The Pre-Test Results Of Technical Skill Variables.

Sample	Arithmetic mean	hypothetical medium	Standard deviation	Calculated T value	Tabular T-value	Significance Level
40	191	165	11.22	7.337	1.97	Significant

Table 3 shows the descriptive statistics of the pre-test results for the technical skill variable. With a sample of 40, the arithmetic mean was 191 and the hypothetical median was 165. The standard deviation was 11.22, the calculated T value was 7.337, and the table T value was 1.97. The level of significance indicates significant results.

The success of any sports educational institution seeking to achieve its planned goals depends on its effective use of informational and cognitive resources to guide the college's teaching staff toward achieving teaching quality (Smith, 2020).



To determine the relationship between the management of communication skills and the quality of teaching.

Table 4. Shows the relationship between the management of communication skills and the quality of teaching.

Variables	Arithmetic mean	Standard deviation	Correlation (r)	P-value (Error)	Significance
Communication Skills Management	78	8.51	0.951	0.000	Significant
Quality of Teaching	191	11.22			

To achieve the third objective and determine the correlational relationship between the communication skills management scale and the teaching quality scale for College members:

The table shows that the arithmetic mean for the communication skills management scale was (78) with a standard deviation of (8.51), while the arithmetic mean for the teaching quality scale was (191) with a standard deviation of (11.22). The correlation coefficient (r) between the two scales was (0.951), with a significance (P-value) of (0.000), which is less than the (0.05) significance level. This shows that there is in both cases a high, positive, and straight correlation between the conclusions of the two scales.

The results indicated that College members using their field experience were able to successfully manage communication skills, obtaining a high level of teaching quality. This was seen in the establishment of a unified environment of education. This is supported by the results, where the correlation between communication skills management and the teaching quality of the College member is very high. The relationship nature is direct (positive), and as the management of communication skills increases, it reflects positively on the teaching by College members.

Discussion

Significant Level of Communication Skills

The results showed that college members had a significant level of communication skill management with an arithmetic mean of 78 compared to a hypothetical mean of 60 ($t=15,824$, $p<0.05$). These findings are in line with the research of Morreale et al. (2000) who stated that communication skills are fundamental competencies in the context of higher education. This high score indicates that lecturers at the Faculty of Physical Education and Sports Sciences, University of Samarra have mastered communication skills well in the learning process.

The Role of Social Interaction in Communication Management

This research reveals that communication skills management is achieved through increased social interaction and positive atmosphere presence. This supports Vygotsky's (1978) theory of social learning which emphasizes the importance of interaction in the construction of knowledge. Bandura (1977) also explains that learning occurs in social contexts through observation and modeling, which is relevant to the



finding that a positive atmosphere contributes to the development of effective communication skills.

Impact on Teaching Quality

Good communication skills have a direct impact on improving the quality of teaching, as the results of this study show. McCroskey and Richmond (1992) found that effective instructional communication is positively correlated with student learning outcomes. Frymier and Houser's (2000) research also confirms that lecturers with high communication skills are able to create a learning environment that encourages innovation and active student participation, according to the findings in this study.

Technical Skills in Quality Teaching

The results of the pre-test showed that technical teaching skills were also at a significant level with a mean of 191 ($t=7,337$, $p<0.05$). These findings are consistent with Shulman's (1986) research on pedagogical content knowledge which emphasizes the importance of mastery of technical skills in effective teaching. Darling-Hammond (2006) also found that the quality of teaching is highly dependent on a combination of communication skills and solid pedagogical technical abilities.

Implications for Professional Development

This study confirms that factors such as communication management, communication skills, and a high level of teaching are critical success factors in creating a quality learning environment. Day (1999) emphasizes the importance of continuous professional development to maintain and improve these competencies. The results of this study provide an empirical foundation for higher education institutions to develop training programs that focus on improving communication skills and teaching techniques as a strategic investment in improving the quality of education.

CONCLUSION AND RECOMMENDATIONS

Conclusion: 1) Improvement in teaching quality and its place in achieving good outcomes. 2) Designing the process of interaction between the professor, student, and learning environment. Recommendations: 1) Ongoing enhancement and refinement of administrative processes and resources available to College members in pursuit of the goals of teaching quality. 2) How colleges regulate communication skills and when they are used.

REFERENCES

- Adler, R. B., & Elmhorst, J. M. (2012). *Communicating at Work: Principles and Practices for Business and the Professions* (10th ed.). McGraw-Hill.
- Ahmed, Mohammed Rabie. (2012). The impact of applying total quality systems on the quality of higher education and scientific research in Jordanian universities from the perspective of academics. *Journal of Specific Education Research*, Mansoura University, (25).
- Arga, A. (2025). Analisis Denyut Nadi Sebelum dan Sesudah Melakukan Lari 12 Menit Mahasiswa Pendidikan Kepeleatihan Olahraga Universitas Pejuang Republik Indonesia. *Jurnal Pendidikan Kepeleatihan Olahraga (PEJUANG)*, 1(2), 11-25.
- Hind, Maayouf. (2018). Administrative performance of secondary school principals and its relationship to the level of teaching quality of physical education teachers in



- Diyala Governorate. (Master's thesis). University of Diyala, College of Basic Education.
- Musa, Al-Nabhan. (2004). *Fundamentals of Measurement in the Behavioral Sciences* (1st ed.). Amman: Dar Al-Shorouk for Publishing and Distribution.
- Othman, Mahmoud Shahatha. (2013). *Building a scale for total quality management as an indicator for classifying sports institution clubs in Iraq*. (Doctoral dissertation). University of Diyala, College of Basic Education.
- Sawsan, Shaker Majeed, & Mohammed Awwad Al-Zayadat. (2008). *Quality and Academic Accreditation*. (p. 92). Jordan: Dar Safaa for Publishing and Distribution.
- Smith, J. (2020). Effective Communication in Sports Education. *Journal of Physical Education*, 15(3), 45-56.
- UNESCO (2005). *Education for All Global Monitoring Report: The Quality Imperative*. Paris: UNESCO Publishing.
- Williams, A. (2021). Nonverbal Communication in Team Sports. *Journal of Sports Psychology*, 12(4), 112-125.