

## Physical Education Teachers' Views on Communication Skills: A Case of Study

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### Abstract

Our research was carried out in order to understand the views of the Physical Education teachers working at the Sports High School in the Incirliova district of Aydın, which is affiliated to the Ministry of National Education, on communication skills. Our research is a case of study from qualitative research methods and has a holistic single case pattern. Easily accessible case sampling, one of the purposeful sampling methods used in qualitative research methods, was used as a sample. Among the Physical Education teachers working in the High School Sports in Incirliova district of Aydın province, 16 teachers who wanted to participate voluntarily were determined as the sample group. Within the scope of our research, the data were collected by metaphor and individual interview technique with semi-structured interview forms. The interviews held for 17-27 minutes were recorded and the interviews were categorized under sub and up themes with descriptive analysis. Within the scope of our research, while academic information, years worked, experiences and observations affect physical education teachers positively, in bilateral relations gender is affect of communication in terms of physical education teachers. While opinions were expressed in favor of the lack of expertise of physical education teachers, it was understood that they were sufficient in problem solving skills. Suggestions were made for physical education teachers to purge their ego, read books, attend seminars, constantly renew their personal development, and access up-to-date information about other sports branches besides their fields of expertise..

**Keyword:** Physical Education Teacher, Communication Skill, Communication

## Beden Eğitimi Öğretmenlerinin İletişim Becerilerine Yönelik Görüşleri: Bir Durum Çalışması

### Özet

Araştırmamız, Millî Eğitim Bakanlığına bağlı Aydın ili Incirliova ilçesi Spor Lisesinde görev yapmakta olan Beden Eğitimi öğretmenlerinin iletişim becerilerine ilişkin görüşlerini anlamak amacıyla gerçekleştirilmiştir. Araştırmamız nitel araştırma yöntemlerinden durum çalışması olup, bütüncül tekli durum desenlidir. Nitel araştırma yöntemlerinde kullanılan amaçlı örneklem yöntemlerinden kolay ulaşılabılır durum örnekleme örnekleme olarak kullanılmıştır. Aydın ili Incirliova ilçesi Spor Lisesinde görev yapmakta olan Beden Eğitimi öğretmenlerinden gönüllü olarak katılmak isteyen 16 öğretmen örnekleme grubu olarak belirlenmiştir. Araştırmamız kapsamında veriler metafor ve bireysel görüşme tekniği ile toplanmıştır. Yarı yapılandırılmış görüşme forumları 17- 27 dakika süresince yapılan görüşmeler kaydedilip betimsel analiz ile görüşmeler alt ve üst temalar altında kategorileştirilmiştir. Araştırmamız kapsamında, beden eğitimi öğretmenlerinin akademik bilgiler, çalışılan yıl, yaşanmışlıklar, gözlemler olumlu etkilerken, cinsiyet ikili ilişkilerde beden eğitimi öğretmenleri açısından iletişimi etkilemektedir. Beden eğitimi öğretmenlerinin uzmanlık gücünün yeterli olmaması lehine görüş bildirilirken sorun çözme becerilerinde yeterli oldukları anlaşılmıştır. Beden eğitimi öğretmenlerinin egodan arınmaları, kitap okumaları, seminerlere katılmaları, kişisel gelişimlerini sürekli yenilemeleri, uzmanlık alan branşlarının dışında diğer spor branşları hakkın dada güncel bilgilere erişmeleri hakkında önerilerde bulunulmuştur.

**Keywords:** Beden Eğitimi Öğretmeni, İletişim Becerisi, İletişim

## **1. Introduction**

In our study, the research problem, the importance of our research, the hypotheses and limitations of our study were explained and the problems of our research was tried to be revealed in a sequential manner. Possibilities within the educational environment are implementation, observation and testing of determined and currently accepted activities. Compared to the other branch teachers in the educational environment, physical education teachers face many problems individually, socially and institutionally. The physical education teacher, attitude the students towards, the problems and their mental thoughts are the most important factors in eliminating the problems. Physical education teachers are the architects of academic success as well as sportive success. Physical education teachers have an important place in establishing a certain order in the educational environment, in the systematic advancement of students and in the making of educational environment more productive in a positive atmosphere. The physical education teacher should have knowledge about other sports branches as well as specializing in a certain sport branch. They should apply current education methods, have a bachelor's degree, have academic knowledge and experience of participating in certain certificates, seminars, courses and symposiums, they should be actively in accordance with the criteria on competence in the fields of theory and practice. (Ağaoğlu et al., 2012).

The concept of communication is overcome the problems in our social life and to reflect the experiences and the negativities encountered in a positive way. Communication is a reciprocal process and it is directly related to the knowledge, experience, attitude and behavior of individuals. Individuals with the rich communication skills and empathy can convey themselves to the other party more accurately. If this skill is not developed, there may be a disconnection in communication and the individuals cannot be transfer what they want to convey correctly or they transfer them incorrectly, so communication will not be healthy and may not take place. (Metin, 2011).

One of the most effective duties of physical education teachers is to have strong communication skills. The fact that the workforce of physical education teachers is the forefront shows that they have better communication skills while enabling them to understand the individuals actively compared to other branch teachers. (Demirtaş, 2010).

Schools are a process that obliges communication between student-teacher, teacher-student, teacher-parent, parent-teacher and it is important so physical education teachers and other branch teachers have communication skills. When healthy communication is not established, individuals become dissatisfied with complacency (Çakmak & Aktan, 2016). Nowadays many problems are encountered due to the lack of communication in the schools. (Çalışkan & Ayık, 2015). These problems appear as taking of precautions, hopelessness, disappointment, negative feelings towards in the individual and the community displaying unethical behaviors. (Çakmak & Aktan, 2016).

The aim of this research is to understand the current problems of physical education teachers with their views on communication skills and to propose solutions in this context.

### **1.1 Problem Statements and Sub-Problem Statements**

What are teachers views on communication skills in physical education teachers?

#### Sub Problems

1. What are the communication skills that physical education teachers should have?
2. What are the effects of physical education teachers communication skills on students?
3. What are the opinion of physical education teachers about whether there are deficiencies in communication skills?
4. What are the views of physical education teachers within the scope of improving their deficiencies in communication skills?
5. What do physical education teachers compare communication at school? Why?

### **1.2 Purpose and Importance of the Research**

It is aimed to understand the problems of administrators about communication skills by taking the opinions of physical education teachers about the communication skills they should have and to find solutions in order to solve the problems.

Our research is important in terms of revealing the perspectives of physical education teachers on communication skills in line with the views of physical education teachers working in İncirlioiva Sports High School. In this context aimed increasing the quality of physical education lesson by eliminating the problems in the communication of physical education teachers and setting an example for other physical education teachers.

### **1.3 Assumptions of the Research**

1. The participants answered the interview questions seriously and sincerely without feeling any pressure.
2. It is assumed that the interview questions prepared by the researcher and the content validity of which were checked by the experts in the field, revealed the researched reality.

### **1.4 Limitations of the Research**

The research is limited to the data (interview records and metaphor) obtained from the teachers working at İncirlioiva High School of Sports in the 2021-2022 academic year.

## **2. Method**

Our research is a case of study, which is one of the qualitative research methods, and it is in a holistic single case design. The study group consists of 16 physical education teachers who work at the High School of Sports in Aydın province İncirlioiva district in the 2021-2022 academic year and want to answer the interview questions voluntarily. In order to the physical education teachers to be able to answer the questions sincerely, their names were not disclosed and coded and kept by the researcher. In our research, easily accessible sampling technique, which is one of the purposeful sampling methods was used in qualitative research. In our study were used two different qualitative data acquisition tools (semi-structured interview forum and metaphors).Based on the idea that the metaphors of physical education teachers put forward about the communication skills that will also reflect their perspectives on communication skills and physical education teachers were asked to produce metaphors related to school

communication. For this purpose, physical education teachers were asked, "If I want to compare the communication to something at school, what was it and Why? The answer to the question has been sought. In order to increase the internal validity of our research within the scope of validity and reliability, we created an interview forum and the concept within the scope of literature research. In order to ensure the internal reliability of our study, the reliability of themes in the codes was made with the "kappa" analysis. As a result of the analysis, the kappa value is 1.00 and this value shows that there is a great level of harmony in the codes (Landis and Koach, 1977). In order to determine the opinions of physical education teachers on communication skills, open-ended semi-structured interview questions prepared by the researchers were transformed into appropriate personal interview forms and applied to the participants. 5 questions were given to the physical education teachers in the forum and interviews were held in approximately 17-27 minutes. The use of sound recordings was obtained from physical education teachers in order to provide more accurate analyzes and faster data. During the interview, the duration of the interview was reported to the physical education teachers and no restrictions were made during this period. It has been promised that the information given during the interview will be kept confidential, their names will not be disclosed, the data obtained will be used within the scope of the research and will not be shared with other people in order to enable them to respond comfortably to the physical education teachers. For this reason, the interviews were stuck in a comfortable environment and an atmosphere of trust was formed between the researchers and physical education teachers. The data obtained from the physical education teachers with a voice recorder was converted into text. In addition, the analysis of the audio recordings was examined according to the 5W1K rule. The fact that the physical education teachers produced metaphors about their views on communication skills made it clear that physical education teachers revealed their thoughts against communication skills. The data provided during the interview recordings was initially given codes (concept status) and themes between these codes was determined.

The codes arranged below was used in the research.

S1: The physical education teacher who participated in the research 1.

S2: The physical education teacher who participated in the research 2.

S3: The physical education teacher participating in the research 3.

S4: Physical education teacher participating in the research 4.

S5: Physical education teacher participating in the research 5.

S6: The physical education teacher who participated in the research 6.

S7: The physical education teacher participating in the research 7.

S8: The physical education teacher who participated in the research 8.

S9: The physical education teacher who participated in the research 9.

S10: The physical education teacher who participated in the research 10.

S11: The physical education teacher who participated in the research 11.

S12: The physical education teacher who participated in the research 12.

S13: The physical education teacher who participated in the research was 13.

S14: The physical education teacher who participated in the research 14.

S15: The physical education teacher participating in the research was 15.

S16: The physical education teacher who participated in the research was 16.

### 3.Results

Research data were obtained from the participants by two different methods. The first of these methods is the information provided as a result of personal interviews with the study participants. Secondly, it is the data obtained as a result of the metaphor analysis.

#### 3.1 Findings on Demographic Information

*Table 1*

*Distribution of Physical Education Teachers' Socio-Demographical Information*

<u>Genger</u>	N	%
<b>Famale</b>	<b>6</b>	<b>37,5</b>
<b>Boy</b>	<b>10</b>	<b>62,5</b>
<b>Total</b>	<b>16</b>	<b>100</b>
<u>Age</u>		
25 -35	2	12,5
36-45	7	43,75
46-50	4	25,00
50 over	3	18,75
<b>Total</b>	<b>16</b>	<b>100</b>
<u>Service Year</u>		
1-10	3	18,75
11-20	8	50,00
21-30	5	31,25
<b>Total</b>	<b>16</b>	<b>100</b>

As can be seen in Table 1, 37.5% of the participants (n= 6) were female and (n=10) 62.5% male physical education teachers. The mean ages of the 16 physical education teachers (n=7) were 43.75% and the average of their years of service (n=8) was 50%.

#### 3.2 Findings on Communication Skills Required by Physical Education Teachers

Table 2 shows the frequency and percentage distribution of compulsory communication skills for physical education teachers.

*Table 2*

*Opinions of Physical Education Teachers on the Communication Skills Required*

No	Commiation Skills	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	n	f (%)
1	Academic information	√	√	√		√	√	√		√	√	√	√	√	√	√	√	14	87,5
2	Year worked				√		√			√								3	18,75
3	Experiences	√		√	√	√	√		√	√	√	√	√	√	√	√	√	13	81,25
4	Observations				√	√		√	√			√			√	√		7	43,75

In Table 2, the views of the participants on the themes; Academic information is 87.5%, working year is 18.75, experience is 81.25, observations are 43.75. The opinions of the participants on these issues are given below.

They communicate what wants to the student with an academic information visually (S1, 1).

Academic knowledge (S2,1).

Academic knowledge and skills are important(S3,1)

He should complete his academic knowledge with body language (S5, 1).

He should express himself academically well (S6,1).

The physical education teacher should be aware of the periodic characteristics of the children, and the physical education teacher should have the authority to think academically in the triangle of the student, teacher and parent (S7, 1).

The physical education teachers should definitely progress by having academic thinking (S9,1).

It should be definitely be an academic qualification (S10, 1).

They must be have the power of pronunciation academically (S11, 1).

While communicating with High School Students, they should have been academic equipment and understand them (S12,2).

The physical education teachers must be completed his education at an academic level (S13,1).

They should be able to communicate academically with his group and students and have knowledge of the field (S14, 1).

A teacher should be know academically what he should be give to which age group and he should be competent in the field. Academic knowledge differs in primary, secondary and high school. The physical education teachers should be approach students in that way when they communicating (S15, 1).

He should be have an academic mindset (S16,1).

When I was a student it has not changed at all since the past (S4, 2).

We have experience over time(S6,2).

I also worked in secondary school before here (S9, 2)

The physical education teacher does not have been any interlocutors and does not act as a person (S1, 3).

The experiences in the countryside and provinces are changing (S3, 3)

Experiences (S4, 3).

Experiences in recent years (S6, 3).

I am reacting to something you have experienced (S7, 3).

I have lived in the field (S9,3).

I lived on May 19 (S10, 3).

People's experiences (S11, 3).

We have problems (S12, 3).

We experience a generation gap (S13,3).

Our experiences are necessarily happening (S14,3).

Experience in the family (S15,3)

There is a good memory I had with my student (S16, 3).

You will be watching stand-up on the field soon. Observe very well (P4.4).

I observed that the student profile has changed (S5,4).

Communication with students is very important because when I work with adolescents, I see this (S7,4).

My student was not allowed to stay with anyone, I observed him for a certain period of time (S8,4).

We observed that he gave absurd responses (S11,4).

Let him see if the other person is listening to him too (S14, 4).

By communiting with the child, I observed his life (15,4).

### 3.3 Findings Regarding the Effects of Physical Education Teachers Communication Skills on Students

**Table 3**

*Opinions of Physical Education Teachers on the Effects of Communication Skills on Stud*

No	Effects	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	N	f (%)
1.	Gender factor	√	√	√	√	√		√	√	√	√	√	√	√	√	√		13	81,5
2.	Bilateral Relations	√	√	√	√	√		√	√	√		√	√			√	√	12	75,0

Table 3. they shows the frequency and percentage distribution of the effects of physical education teachers' communication skills on students.

It is more difficult for a female student to express herself to a male teacher because the gender is different and it is more difficult for a male student to express himself to a female teacher(S1,1).

The concept of gender does not exist in any field in my opinion (S2, 1).

Since girls are a little more touchy, they may show a different approach in terms of gender (S3, 1).

There are differences in terms of gender, especially if you are a little young, girls see you as a rival to them because they have a dislike for you with your make-up, clothes and attitudes. They can more possessive and protect you like a child (S4,1).

The gender factor changes according to the student's profile. For example, in a gymnastics class, a female student does a handstand and if there is a male teacher, she is more hesitant. In this case, I think that the female teacher is more effective than the male teacher (S5,1).

In terms of gender, there is a difference between boys and girls, but there is one thing: our approach to students can be changed according to the adolescence period. (S7, 1).

In our school, there is a young male teacher as a fight, and the girls always have it. (S8,1).

The profile structure of the high school student has changed After Covid, there are indisciplines especially in the gender structure, male students communicate with the erkin teacher more easily and the naive ones are more comfortable, female students cannot talk to the male teacher more comfortably, but the female student I was a consultant got to know me over time, and I have my thoughts about her. showed that I was right(S9,2).

Our adolescent students are more interested in male teachers in terms of gender, since we are intertwined with people who do sports more and more actively (S10,1).

As a gender factor, in bilateral relations, female teachers are more effective in communicating with male students, and male teachers in their communication with female students, which is related to our culture and because our bilateral relations are more effective than cultures of other nations (S12, 1-2).

I have problems in terms of gender, I think about how I can train female students, I feel more comfortable when I coach male teams (S13, 1).

You cannot approach a female student as you approach a male student, which results in gender differences (S14,1).

Fifteen years ago, there was no gender factor, but now it does (S15,1).

Physical education teacher is always in the foreground compared to other teachers in bilateral relations (S1, 2).

The teacher should have good bilateral relations with the student (S2, 2).

The physical education teacher is both the janitor, the psychologist, the worker, the caretaker and the listener of the school, because the students come and share with the physical education teacher many things that they cannot share with many guidance teachers. the child can feel it (S3, 2).

When they go down to the field, they say no, it wasn't like that, when they understand the students and go to the lesson with them and have fun, they come out of the lesson and come back to you. This definitely doesn't bounce. If you have established bilateral relations, your communication with that student or student is more effective, but the situation is on the side, my son, my daughter, when you say do this and do not interact with them. problems begin (S4, 2).

In the sports high school, students come with special abilities. We explain what they need to do in the lesson with bilateral communication, but the student does not want to do it (S5,2).



We usually teach our lessons with a high tone of voice. We have a very fine line in bilateral relations, if we miss that thread, students can abuse us and communication becomes bad (S8, 2).

Must be distant when communicating bilaterally (S 9.2)

As physical education teachers, we should not communicate with our students, as with our behaviors in our social life and our bilateral relations (S11, 2).

The child was in a very bad situation, I saved the child by communicating bilaterally (S15,2).

In bilateral relations, sports high school teachers and students are known to be in more effective communication because they actively do sports and are always in the same environment (S16,2).

### 3.4 Findings Regarding the Deficiency in Communication Skills of Physical Education Teachers

**Table 4**

*Opinions of Physical Education Teachers on the Presence of Deficiencies in Communication Skills*

No	Deficiencies	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	N	f (%)
1	Communication your skills not enough,	1	√	√				√									3	18,75
2	Troubleshooting your skills not enough,				√												1	6,25
3	In the field of teaching too emotional Behavior	√								√							2	12,50
4	Insufficient Expertise Power			√			√								√	√	4	25,00

Table 4 shows the frequency and percentage distribution of physical education teachers regarding whether there are deficiencies in their communication skills.

Our teachers can act emotionally (S2, 3).

There is a lot of information, but it cannot sell, which is due to the lack of communication skills (S3,1).

Young teachers may have communication problems and are not competent in their fields (S4,1-4).

With the group of the physical education teacher, they cannot solve the existing problems because of their ego (S5,2).

He cannot adequately convey the knowledge of physical education teachers other than sports high schools (S7,3).

In general, the old generation teachers do not communicate, they play ball (S8,1).

We know that we can behave emotionally, depending on the place, but the situation varies from class to class (S10,3).

We have expertise, but we do not research, we do not follow current methods (S15,4).

Insufficient expertise of the new teacher and comparing himself/herself with experienced teachers (S16,4).

### 3.5 Findings Regarding Improving Physical Education Teachers' Communication Skills Deficiency

**Table 5**

*Opinions of Physical Education Teachers on the Development of Deficiency in Communication Skills*

No	Communication your skills development	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	N	f(%)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
1	Internet Resources										√							1	6,25
2	Team work									√								1	6,25
3	Self improvement	√	√		√		√					√		√		√		7	43,75
4	Ego cleansing		√							√		√			√			4	25,00
5	Seminars		√									√	√					3	18,75
6	Reading book		√	√					√		√	√			√	√		7	43,75
7	Idea Exchange					√												1	6,25
8	Analysis should be done													√				1	6,25
9	In-service training											√						1	6,25
10	Experience										√					√		2	12,50
11	Courses												√			√		2	12,50
12	Arger Management Training												√					1	6,25
13	Social relations					√				√								2	12,50
14	Get educated								√									1	6,25
15	Try and make														√			1	6,25
16	Meeting									√								1	6,25

In Table 5, the frequency and percentage distribution of physical education teachers' communication skills is given.

Regarding the development of physical education teachers' communication skills, 43.75% of personal development and reading books, 25.00% of ego purification, 18.75% of seminars, 12.50% of experience, courses, social relations, 6.25% of them expressed their opinions on the themes of internet resources, group work, exchange of ideas, analysis should be done, in-service training, anger control training, getting training, trying and doing, interviewing.

When we analyze the views of physical education teachers on the development of communication skills, it is seen that personal development and reading books take the first place with 47.75%. The opinions of the participants on this subject are given below:

He should improve himself and be aware of his own self-consciousness about personal development for good field dominance (S1, 3).

He should read books and be open to personal development (S2, 3-6).

He will beat himself up and read a lot (S3, 6).

He should devote himself to personal development (S4, 3).

First of all, he should improve himself (S 6, 3).

Reading(S9,6).

He should be open to personal development (S11, 3).

We need to read books (S11, 6).

Jazz reading a book(S12,6).

He should be open to personal development and the teacher should improve himself (S14, 1).

It is necessary to read (P15, 3).

They should be open to personal development, read books, and be intertwined with lots of innovations (S16, 3-6).SS

### **3.6 Metaphors**

**Table.6***Opinions of Physical Education Teachers on What They Liken Communication at School*

Metaphor Code	Metaphor Name	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	N	f(%)
01	Gym																√	1	6,25
02	Psychology															√		1	6,25
03	Family														√			1	6,25
04	Book													√				1	6,25
05	Sun												√					1	6,25
06	Shopping										√							1	6,25
07	Love Bird											√						1	6,25
08	Bicycle									√								1	6,25
09	Tzatziki									√								1	6,25
10	Pomegranate										√							1	6,25
11	Radio										√							1	6,25
12	Wall					√												1	6,25
13	Society Analogue				√													1	6,25
14	Spring Autumn			√														1	6,25
15	Synaptic Link	√																1	6,25
16	Attire	√																1	6,25

In Table 6, if I asked physical education teachers to compare communication at school to something, what would you compare it to? Why? Frequency and percentage distribution of the sentence is given, it is seen that physical education teachers produced 16 metaphors. The distributions in the categories in which my physical education teachers produced different metaphors are (n=1, 6.25%).

**Table 7***Categorical distribution of metaphors produced about the concept of communication*

<b>Category</b>	<b>Metaphor code (SL) and metaphors</b>	<b>Number of Teachers Generating Metaphors</b>	<b>Number of Metaphors</b>
Orientation	Synapsebond (SL2) Bicycle (SL 9)	2	2
Complexity	Cacik (SL 8) Pomegranate(SL 7) Radio(SL 6) Wall (SL 5)	4	4
Transparency	Sun(SL 12) Spring-Autumn(SL 3)	2	2
Bilateral Relations	Gym (SL 16) Shopping (SL 10) Psychology (SL 15) Family (SL 14) Book (SL 13) Budgie (SL 11) SocietyAnalogue (SL 4) Outfit (SL 1)	8	8

Table 7 shows the categories of metaphors produced by the teachers participating in the research regarding the concept of communication. The metaphors created by the teachers regarding the concept of "Communication" are discussed in 4 categories.

### ***Category 1***

When Table 7 is examined, there are 2 metaphors created by 2 teachers in the category of "direction". Below are examples of teachers' metaphors belonging to this category.

There is a product, like the synapse in the brain, and we can communicate effectively by touching these products, but we cannot communicate if we do not touch them (S2, 1)

I liken it to a bicycle, you make an effort, the faster you pedal on the bicycle and in human relations, the faster you go, so is communication (S9,1)

### ***Category 2***

When Table 7 is examined, there are 4 metaphors created by 4 teachers in the "Complexity" category. Below are examples of teachers' metaphors belonging to this category.

I liken it to the radio, every head has a voice, there are many teachers and students, everyone is different (S6,2).

I liken it to a wall, you are trying to give information to the student, you do not get feedback all the time, so it is a wall (S5,2).

I say tzatziki because communication is bad and dishonest and that's why tzatziki(S8,2)

I liken it to pomegranate, assuming that we and our students are whole, there can be unity and separation (S7,2).

### ***Category 3***

When Table 7 is examined, there are 2 metaphors created by 2 teachers in the "Transparency" category. Below are examples of teachers' metaphors belonging to this category.

I liken the communication at school to spring and autumn because, like seasons, communication can sometimes be a harbinger of something (S3, 3).

I liken it to the sun, because the sun is bright and bright, so there is light and brightness in our communication (S12, 3).

### ***Category 4***

When Table 7 is examined, there are 8 metaphors created by 8 teachers in the "Bilateral Relationships" category. Below are examples of teachers' metaphors belonging to this category.

I liken it to a dress because it is clean, neat and visually open rather than closed (S1,4).

Everyone is talking about something, but no one understands each other, everyone looks at it from different perspectives at school, so I mean social phenomenon (S4,4).

There is a budgerigar chirping at school, and this is a pleasant situation.

I mean shopping, I give something, the person in front of me buys, something like action and reaction is shopping due to this (S10,4).

It becomes a book, my teacher, the book talks to us and gives us information, you are in a mutual dialogue by reading (S13,4).

Since the playgrounds are the places that will provide the easiest communication, I mean the gym as it will also be comfortable in communication (S16, 4).

I liken communication to family because we are like family, sometimes there are positive or negative sides in our psychology, but we never break each other like family (S14, 4).

Communication is a psychology and individuals with a good psychology can transfer their abilities more accurately and better, I liken it to psychology (S15,4).

#### **4. Conclusion, Discussion And Recommendations**

In the aforementioned part of the study, the findings obtained as a result of the research were discussed in line with the findings of other relevant studies in the literature. In addition, in this section, various recommendations were made in the light of the results of the study.

#### **Conclusion and Discussion**

Within the scope of our research, it was aimed to eliminate the deficiencies of the physical education teachers, if any and to improve themselves academically, in this context to set an example for other physical education teachers and other branch teachers. For this reason, the opinions of physical education teachers by taking on their communication skills the data obtained will be discussed under the headings

It has been observed that the average ages of 6 female and 10 male physical education teachers among physical education teachers are between 36-45 years old and the average of their service years is between 11-20 years.

Physical education teachers; The communication skills required by physical education teachers and the effects of teachers' communication skills on students, the deficiencies of communication skills and the development of teachers' communication skills were examined under 4 main themes.

In the first theme, it was observed that physical education teachers concentrated on academic knowledge and experience sub-themes under the headings of academic information, experiences, years worked, and observation. When the literature is scanned, it has been seen that our research, which is similar to many studies on communication, is related to the answers given to the studies conducted by Gülşen (2020) and Tek (2008), who are similar studies.

In our second theme within the scope of our research, physical education teachers differed on the gender factor, male teachers showed shyness towards female students and female students showed shyness towards male physical education teachers, in the same way that female teachers were shy in our work towards male students, and there was no significant difference in communication between physical education teachers and students in terms of gender. has been detected. Kılıç (2013) stated in his study that there is a significant difference in favor of female teachers in the gender factor of social studies teachers' communication skills.

Olgun (2005), on the other hand, found that there was no significant difference in communication skills of classroom teachers in providing equal opportunities in order to be effective in communication in the classroom.

In our third theme within the scope of our study, it was determined that physical education teachers' lack of expertise regarding whether there are deficiencies in their communication skills is 25.00% and that their communication skills are not sufficient 18.75%.

In our last theme; Within the scope of the views on improving the deficiencies in physical education teachers' communication skills, 43.75% personal development and reading books, 25.00% purification from ego, 18.75% seminars, 12.50% courses, experience, social relations, 6.25% internet resources, group work, exchange of ideas, analysis should be done, in-service communication, social relations,

They expressed their opinions on the themes of getting training, trying and doing, interviewing. It can be associated with the work of Özer (2017) and Gülşen (2020) and the result of our research that communication skills vary according to different variables.

Physical education teachers asked "What do you compare the communication at school to? Why? It was seen that they produced 16 metaphors for the problem. The metaphors produced by physical education teachers are gym, psychology, family, book, sun, shopping, lovebird, bicycle, tzatziki, pomegranate, radio, wall, community analog, spring and autumn, synapse bond, costume. 16 metaphors created by physical education teachers regarding the concept of "Communication" were handled in 4 different categories: orientation, complexity, transparency, and bilateral relations.

### **Suggestions**

The physical education teachers, who have spent years in physical education teachers, need to renew themselves with today's technology and use their communication skills more efficiently by integrating them with their experiences.

Physical education teachers should be purified from their egos and be more productive in bilateral relations, not self-centered, take a common decision by analyzing a lot of information with the brainstorming method and apply this to all individuals in the school and do what they need to do. By reading books, purifying their egos and attending seminars, they make their social relations more productive in line with their personal development.

They should also have knowledge in bilateral relations and sports branches other than their areas of expertise.

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