



PEDAGOGY

Examination of the Body Language Competencies of Physical Education Teachers

Yasin Karaca and Bijen Filiz

Abstract

In this research, the objective was to examine the body language competency levels of physical education teachers (PETs) and their body language competencies according to gender, participation in an effective communication skills course, service year, and doing sports. Furthermore, it also included opinions of PETs about their actions in solving the disciplinary problems arising from students according to their participation status in an effective communication skills course. A quantitative design was used in the research. Three hundred forty-seven PETs from various cities around Turkey participated in this study voluntarily. The Body Language Scale was used in the research. The scale was delivered to the teachers via Google Forms. The research found PETs' body language competencies to be at an intermediate level. Moreover, there was no difference in the body language competencies of the PETs in terms of gender. The PETs whose service year was between 6 and 10 cared about their clothing more, and the teachers who attended an effective communication skills course and who regularly exercised paid more attention to their gestures and mimic, postures, and clothing. In addition to these results, it was observed that the teachers who attended an effective communication skills course did not display conducts such as shouting or physical contact while dealing with disciplinary problems. On the basis of the results, it can be inferred that teachers who attend an effective communication skills course will have

Yasin Karaca , Kadirli School of Applied Sciences, Korkut Ata University, Osmaniye, Turkey. Bijen Filiz , Faculty of Sport Sciences, Afyon Kocatepe University, Afyonkarahisar, Turkey. Please send author correspondence to yasinkaraca99@gmail.com

higher levels of body language competencies. Therefore, it is thought that it is important for PETs to attend trainings that include effective communication skills.

People are in need of communication to sustain their lives, to interact with their environment, and to express themselves. People communicate with each other at every stage of their lives. So, wherever people are, there is always communication and this forms an inseparable part of human beings (Cuceloğlu, 2017). Communication has an important place in education and training life as in all other areas of life because education is one of the areas covering the communication processes. As well, education processes entail an effective use of communication. Therefore, it can be stated that teachers should have effective communication skills in the education process. An effective use of body language, which is a communication tool, in the education process can help students better understand their teachers. In this respect, the main purpose of this research was to find out to what degree physical education teachers (PET) use body language for effective communication.

Communication is the process of exchanging information between two or more parties and conveying information, ideas, messages, and facts between senders and receivers (Rickheit & Strohner, 2008). Another definition, communication is the transmission of feelings and ideas to others, on the basis of mutual speech and listening, verbally or with body language (Hogan & Speakman, 2012). Communication occurs as verbal or nonverbal. Verbal communication is the use of sounds and tongue to send and receive various messages. Verbal communication acts as the primary means of expressing ideas and thoughts between two or more people. However, oral communication alone is not sufficient for individuals to convey their ideas and thoughts. Although oral communication is the primary means of expression, nonverbal communication—also called body language—can affect the way a message is perceived and understood (Meriem, 2017). Body language, which is a form of nonverbal communication, is an effective approach for strengthening expressions in communication. Body language is a type of communication that includes features of place and time, clothing, or color codes and in which emotions are reflected on the body (Gunes, 2011).

Visual messages are prominent in body language. For this reason, a message delivered through body language is more effective than a message delivered verbally or audibly. Therefore, body language is a communication tool whose reliability is considerably strong. People use gestures, mimics, and movements of face, eyes, hands, arms, and body in their relationships with one another. These movements are important means of communication even though they refer to different expressions from society to society.

Through body language, it is possible for a person to leave a positive impression on others, understand the other person better, and communicate more effectively (Erol & Erol, 2015). The messages conveyed through body language hold 55% share of the communication that people establish with their environment. Thus, people realize most of their everyday communication by means of body language (Dutta, 2011). As body language constitutes an important part of proper and effective communication (Dogan, 2020), it helps to improve the quality of the learning–teaching process and students’ behaviors. Teaching and learning processes require the use of both verbal communication and nonverbal communication. Facial expressions, gestures, and body movements, which are elements of body language, contain various messages that affect teaching and learning processes (Meriem, 2017). It is important for teachers to use body language correctly and effectively so that students understand and accept the message given in the teaching process because students are influenced by the personality, attitudes, and actions of their teachers as well as their knowledge (Erkan & Avcı, 2014). The useful evaluation of these effects is thought to be largely related to the quality of the communication between teachers and students (Bolat, 1996). In physical education (PE) classes, which are among classes in which nonverbal communication is used most frequently, it is important for teachers to use their body language effectively in terms of making students acquire successful communication skills. PETs play an important role in the personal and social development of students as teachers of other branches do.

The communication style of a teacher during the process of teaching a PE class helps students learn more naturally, more creatively, and more independently. The fact that more than half of the communications in PE classes are realized through nonverbal

communication encourages nonverbal behavior in PE (Jovanović & Zdravković, 2017). For this reason, PETs should have communicative and orientational features besides having aesthetic values such as a harmonic body structure and anthropometric and motoric features because PETs can build closer relationships with their students on an individual or a group basis during education processes (Gentiana, 2014). Considering that body language is a type of expression used in effective communication, it can be said that this type of communication is an inseparable part of PE (Dobrescu, 2014). Besides PETs creating a workload for students, body language promotes PE as a mutual action by which students gain experience and understand the necessity, advantages, and conditions of teamwork. Communication through body language helps students understand the message intended during an education process clearly, accept it, and act accordingly. As good critics and observers, students recognize the signals that teachers convey through their body language actions, they realize teachers' postures, and they come up with conclusions on what teachers think about a subject from their body language. For this reason, PETs should be able to make very good use of facial expressions, body movements, postures, intonations, and variants of proxemics (indoor space behaviors) that can reflect body language in communication effectively (Zovanovic & Zdravkovic, 2017). They should predict what type of reaction that students might give as a response to the teacher's actions; should make students feel their status as teacher via body language; should use their gestures and mimics effectively; and should be patient, smiling, understanding, kind, trustworthy, and full of energy (Çalışkan & Yesil, 2005). During the education process of the students, it is important for PETs to perceive body language approaches and provide feedback in a desirable way. This situation puts forward that the body language is an important mean for students to communicate effectively and successfully.

This research focused on the body language competencies of PETs. In this research, the body language competencies of PETs were analyzed according to the variants of gender, their participation status in an effective communication skills course, service year, and doing sports. In addition to this, this study researched the way PETs used their body language competencies in solving disciplinary problems. The results were expected to encourage trainers to attend

activities such as seminars, courses, and events intended to improve body language and effective communication skills.

Method

Research Model

In this study, a quantitative design was used. Quantitative design is a type of research that makes observations possible through objectification of experienced events and phenomena that can be measured and expressed numerically (Buyukozturk et al., 2016). In the study, PETs body language competency levels and their body language competencies were examined according to gender, participation in an effective communication skills course, service year, and doing sports. Furthermore, the behaviors that PETs showed while solving disciplinary problems were determined according to their participation status in an effective communication skills course.

Research Group

The research group consisted of PETs who were working in various regions and cities of Turkey in the spring term of the 2019–2020 academic year. Three hundred forty-seven PETs participated in the research voluntarily ($M_{\text{age}} = 37.93 \pm 10.13$). Table 1 shows the demographic information of the participant PETs.

Of the PETs, 167(48.1%) were males and 180 (51.9%) were females; 257 (74.1%) had not attended a body language course and 90 (25.4%) had attended an effective communication skills course; and 91 (26.2%) had 1 to 5 years of service, 91 (26.2%) had 6 to 10, 71 (20.5%) had 11 to 15, and 94 (27.1%) had 16 or more. Additionally, 85 PETs (24.5%) did sports regularly, 71 (20.5%) did sports frequently, and 191 (55%) did sports from time to time.

Data Collection Tool

The Body Language Scale used for the research was developed by Tok and Temel (2014). The scale consists of 23 items and has a 5-point Likert-type structure. The scale has three subdimensions: gesture and mimic, posture, and clothing. Example items include “I teach effectively by using my gestures” for the gesture and mimic subdimension, “I exhibit a confident stance” for the posture subdimension, and “I pay attention to the harmony in my clothes” for

Table 1
Demographic Information of the Participant Physical Education Teachers

Value	Level	<i>n</i>	%
Gender	Male	167	48.1
	Female	180	51.9
Participation in an effective communication skills course	No	257	74.1
	Yes	90	25.9
Service year	1 to 5 years	91	26.2
	6 to 10 years	91	26.2
	11 to 15 years	71	20.5
	16 and years	94	27.1
Doing sports	Regular	85	24.5
	Frequently	71	20.5
	From time to time	191	55.0
Total		347	100

the clothing subdimension. The internal consistency coefficient of the scale was calculated as .87, for the first subdimension as .86, for the second subdimension as .67, and for the third subdimension as .61. For this study, the internal consistency coefficient of the scale was calculated as .74, for the first subdimension as .69, for the second subdimension as .75, and for the third subdimension as .60.

Data Collection Process

The PETs were included in the study through an open sampling procedure (Strauss & Corbin, 2015), which is a convenience sampling in which everyone meeting the inclusion criteria and expressing their interest participates. An electronic scale via Google Forms was applied to the teachers who were willing to participate via email groups, social media accounts, and personal media accounts. The scale, which provided a confirmation form before the start of the research, included the aim of the study, amount of time to participate, inclusion criteria of the study, and participants’ right of withdrawal. The PETs who accepted the inclusion criteria continued the scale. The data collected were transferred to SPSS 23.0.

Data Analysis

The study performed the data analysis as follows: frequency and percentage for descriptive statistic; variance analysis (one-way ANOVA and independent sample *t* test) for comparison of the mean scores in unrelated measures related to gender, participation in effective communication skills courses, service year, and doing sports; and the Tukey test for determining the groups of significant difference. Chi-squared analysis was also used in comparison of PETs' behaviors in solving disciplinary problems arising from the student according to their participation status of effective communication skills courses.

Before parametric tests were used in the study, skewness and kurtosis values, histogram and scatter graphics, and the variance equation of the groups (Levene *F* test) were used for normality assumptions. When the histogram and scatter graphics were examined, the curve showed a symmetrical distribution and the skewness-kurtosis values were between -1.5 and $+1.5$ (Tabachnick & Fidell, 2013). As a result of the analysis, the data showed normal distribution and the group variances were equal. According to the results, the data set was suitable for parametric tests.

Findings

The findings included body language competency levels of the PETs and conditions about the competency of body language in terms of gender, participating in an effective communication skills course, service year, and doing sports. Furthermore, some findings related to the behaviors of PETs in solving disciplinary problems according to their participation status in an effective communication skills course. Table 2 shows the body language competency levels of the PETs.

The body language competency levels of the PETs in the subdimensions of gesture and mimic ($1.94 \pm .68$), posture ($2.22 \pm .71$), clothing ($2.44 \pm .88$), and total ($2.10 \pm .63$) were at an intermediate level. Table 3 shows the *t*-test results of the PETs' body language competencies by gender.

No significant difference was found in the body language competencies of PETs by gender ($p > .05$). Table 4 includes the *t*-test results

Table 2

The Body Language Competency Levels of the Physical Education Teachers

Subdimension	N	\bar{X}	SS	Min	Max
Gesture and mimic	347	1.94	.68	1.00	4.00
Posture	347	2.22	.71	1.00	4.00
Clothing	347	2.44	.88	1.00	4.00
Total	347	2.10	.63	1.00	4.00

Table 3

t Test Results of Body Language Competencies of the Physical Education Teachers by Gender

Subdimension	Gender	N	\bar{X}	SS	t	p
Gesture and mimic	Male	167	15.62	5.53	.1522	.880
	Female	180	15.53	5.50		
Posture	Male	167	11.16	3.43	.189	.850
	Female	180	11.08	3.71		
Clothing	Male	167	4.91	1.83	.171	.865
	Female	180	4.87	1.70		

* $p < .05$.

of the body language competencies of the PETs according to their participation status in an effective communication skills course.

Significant differences were found in the body language competencies of the PETs in the subdimensions of gesture and mimic, posture, and clothing according to whether they had participated in an effective communication skills course. A significant difference was found in favor of Yes (having taken an effective communication skills course) in gesture and mimic ($t = -2.362$; $p < .05$), posture ($t = -3.476$; $p < .05$), and clothing ($t = -3.350$; $p < .05$) subdimensions. Table 5 presents one-way ANOVA results of the body language competencies of the PETs according to years of service.

A significant difference was found in the subdimension of clothing, $F(3, 343) = 2.469$, $p < .05$, of the body language competencies of the PETs by service year. No significant difference was found in the subdimensions of gesture and mimic, $F(3, 343) = 1.140$, $p > .05$, and posture, $F(3, 343) = .658$, $p > .05$.

Table 4

t Test Results of the Physical Education Teachers' Body Language Competencies According to Their Participation Status in an Effective Communication Skills Course

Subdimension	Effective communication skills course	N	\bar{X}	SS	t	p
Gesture and mimic	Yes	257	15.17	5.37	-2.362	.01*
	No	90	16.75	5.75		
Posture	Yes	257	10.73	3.54	-3.476	.00*
	No	90	12.23	3.44		
Clothing	Yes	257	4.70	1.76	-3.350	.00*
	No	90	5.42	1.67		

* $p < .05$.

A multiple comparison test (post hoc) found a significant difference between 11 to 15 years (\bar{X} = 4.47) and 6 to 10 years (\bar{X} = 5.23) in favor of 6 to10 years in the clothing subdimension. Table 6 shows the one-way ANOVA results of the body language competencies of the PETs by doing sports.

According to the status of doing sports, a significant difference was found in the body language competencies of the PETs in the subdimensions of gestures and mimics, $F(2, 344) = 8.277, p < .05$; posture, $F(2, 344) = 6.543, p < .05$; and clothing, $F(2, 344) = 4.754, p < .05$. The multiple comparison test (post hoc) detected significant differences in the subdimension of gesture and mimic between from time to time and regularly in favor of doing sports regularly; in the subdimension of posture between from time to time and regularly in favor of doing sports regularly; and in the subdimension of clothing between from time to time and regularly in favor of doing sports regularly. Table 7 presents the chi-squared test results for the actions of PETs in solving the disciplinary problems that arise from students according to their participation status in an effective communication skills course.

The opinions of the PETs on the actions they put forward to solve the disciplinary problems that arise from students are given. A significant difference was found in the comparison made according to their participation status in an effective communication skills course,

Table 5

One-Way ANOVA Results of the Body Language Competencies of the Physical Education Teachers by Service Year

Subdimension	Service year	<i>n</i>	\bar{X}	<i>SS</i>	<i>SD</i>	<i>F</i>	<i>p</i>	Tukey
Clothing	1 to 5 year(s)	91	4.92	1.77	3			
	6 to 10 years	91	5.23	1.68	343	2.469	.04*	11–15 < 6–10
	11 to 15 years	71	4.47	1.92	346			
	16 or more years	94	4.85	1.67				

* $p < .05$.

Table 6
One-Way ANOVA Results of the Body Language Competencies of the Physical Education Teachers by Doing Sports

Subdimension	Doing sports	<i>n</i>	\bar{X}	<i>SS</i>	<i>SD</i>	<i>F</i>	<i>p</i>	Tukey
Gesture and mimic	Regularly	85	16.44	5.91	2	8.277	.00*	From time to time < Regularly
	Frequently	71	17.32	5.42	344			
	From time to time	191	14.54	5.14	346			
Posture	Regularly	85	12.04	3.25	2	6.543	.00*	From time to time < Regularly
	Frequently	71	11.64	3.97	344			
	From time to time	191	10.51	3.45	346			
Clothing	Regularly	85	5.29	1.65	2	4.754	.00*	From time to time < Regularly
	Frequently	71	5.09	1.96	344			
	From time to time	191	4.63	1.70	346			

* $p < .05$.

$\chi^2(2) = 9.636, p < .05$. It was found that the PETs who participated in an effective communication skills course did not engage in the actions of shouting and physical contact (0.0%) to solve a disciplinary problem, but rather they tried to explain the situation with their gaze (62.2%) and talking (37.8%). It was found that the PETs who had not participated in an effective communication skills course did not get physical contact (0.0%) and they explained the situation with their gaze (68.5%), talking (25.3%), and shouting (6.2%).

Discussion and Conclusion

Teachers' body language actions are important for effective and successful communication. Nonverbal communication affects teaching intimacy and teaching efficiency and creates a positive environment (Panagiotis & Vasiliki, 2021). Thanks to the role teachers play in the teaching and learning process, some researchers focus on identifying teachers' styles, mistakes, and deficiencies in their body language actions and finding solutions (Çalışkan & Yesil, 2005; Habaci et al., 2013). When it comes to physical education and sports, teachers' use of verbal and nonverbal communication methods is important in terms of better expressing feelings, thoughts, and identity related to movement (Mukhopadhyay, 2020). The results of this study reveal much about PETs' body language competencies. These include that gender does not affect PETs' body language competencies, that PETs with 6 to 10 years of service pay more attention to their clothing, and those who take effective communication skills courses and do sports regularly pay more attention to their gestures and mimic, posture, and clothing. Moreover, teachers who participate in an effective communication skills course do not exhibit actions of yelling and physical contact while solving disciplinary problems. Finally, teachers who participate in an effective communication skills course use their body language competencies more effectively.

This research also reveals intermediate body language competency levels for PETs in the subdimensions of gesture and mimic, posture, clothing, and total. According to this result, it can be said that PETs put effort in using body language actions. In terms of the body language actions of teachers in a classroom, their gaze, posture, behaviors in indoor spaces, gestures, and mimic are important for revealing many actions that teachers should do through nonverbal communication (Ozbent, 2007). Therefore, the results of this

Table 7

Opinions of the Physical Education Teachers About Their Actions in Solving the Disciplinary Problems That Arise From Students According to Their Participation Status in an Effective Communication Skills Course

Actions of the PETs /values	No n (%)	Yes n (%)	Total n (%)	df	χ^2	p
My gaze would be enough	176 (68.5)	56 (62.2)	232 (66.9)	2	9.636	.00*
I would scold the student by shouting	16 (6.2)	0 (0.0)	16 (4.6)			
I would try to explain the situation by talking	65 (25.3)	16 (37.8)	99 (28.5)			
I would try to scare the students by physical contact	0 (0.0)	0 (0.0)	0 (0.0)			

* $p < .001$.

research reveal that PETs should use body language more often and more effectively in the teaching–learning process. Moreover, receiving training on effective communication skills may also contribute to the teaching–learning process.

In this research, the results show gender does not affect PETs' body language competencies. Accordingly, it can be said that male and female teachers have similar approaches about body language usage competencies. In addition to this result, it can be stated that the curriculum and rules applied in educational institutions limit the distinction of male and female teachers in terms of using body language. However, gender is an important factor affecting body language. Due to biological differences based on gender, males and females have unique behavioral patterns. For example, the walking and sitting styles of males are different than that of females. Males always seem to be strong and in protective position compared to females. They do not express their feelings openly, and they act sharper, harder, and with less emotion. As a result of these, there are differences between male and female body language. However, the results from this research do not match with the expectations. Similar to the findings of this research, the findings of Chaudhry and Arif (2012), Yalman and Hamidi (2014), and Gulec and Temel (2015) show no significant difference in the style of body language used by prospective teachers in terms of gender. Unlike the findings of this research, the findings of Hall (2006) and Tunceli (2013) reveal that female teachers have better communication skills than male teachers. On the other hand, a study by Pop and Zamfir (2020) shows that despite the stereotype that women communicate better, men read body language better and are more sensitive to nonverbal cues.

In this research, the results reveal that an effective communication skills course affects PETs' the body language competencies in gesture and mimic, posture, and clothing. Accordingly, it can be said that teachers who participate in an effective communication skills course put more importance on having a good disposition, a respectful posture, and an exemplary outlook for their students as a requirement of having good communication skills. Gestures, hand, and arm movements give clues about the inner appearances, understandings, persuasiveness, and mental states of individuals (Baltaş

& Baltaş, 2004). Effective nonverbal communication in the teaching process is supportive for teachers and positively affects students' performance (Nuraeni & Wahab, 2020). The external appearance of the teacher affects the students (Aytekin & Ates, 2020). According to Laminack and Long (1985), for students, a good PET has the qualities of having a decent temperament and being flexible, fair, respectful, reputable, determined, diplomatic, disciplined, patient, cheerful, understanding, emotional, gentle, sincere, attentive, positive and impressive, happy, and well-dressed. Students want PETs to smile at all students, to display a comfortable body position while talking to students, to use various vocal expressions, and to make eye contact while addressing students (Sztejnberg & Jasinski, 2020). Teachers who use gestures and facial expressions effectively, make eye contact, teach the lesson standing, and use the classroom environment effectively leave a positive image on students (Gokceli, 2013). According to the result of this research, it is important for PETs to attend an effective communication skills course and attending such a course increases the body language competencies of teachers who attend.

Because of the significant difference in the body language competencies of the PETs in terms of clothing by service year, it can be said that the teachers who have 6 to 10 service years in their profession pay more attention to their clothing in their body language competencies than do teachers who have 11 to 15 service years in their profession. In addition to this result, it can be said that the clothing style of teachers who have 11 to 15 service years affects them in negative ways such as monotony in the profession, decreased motivation, and exhaustion. The age factor affects the way of communication. As the age progresses, verbal messages are used more than bodily messages (Millî Eğitim Bakanlığı, 2011). Accordingly, it can be said that as the service years of teachers increase, they put their outlook of body language into the background and tend to use verbal messages more. Teacher clothing plays an important role in pedagogical communication (Aytekin & Ates, 2020). It is an important tool that reflects the personality and social status of teachers (Kaşhem, 2019). The teacher being an example with clothes creates a positive image on the students (Kaşhem, 2019). On the subject, similar results in terms of service years come from Tepeli and Ari (2011), but the results from Bozkurt (2004) show no significant difference between teachers' clothing and service years.

While fulfilling their responsibilities, PETs should set a good example for their students in many aspects including their sportswear (Gullu & Arslan, 2014). For this reason, it can be said that it is important for PETs to wear appropriate, clean, and neat clothes to set a good example for their students, and it will be useful for any teacher to be sensitive about this issue regardless of their service years. The results of this research reveal that PETs who do sports regularly have higher body language competencies. Accordingly, it can be stated that teachers care about sports because regular sports activities provide them with decent physical appearances and positive images. Physical appearance is one of the issues that people care about most. Physical appearance often takes precedence over actions and achievements of an individual. The effect of regular sports activities for an individual in achieving an ideal body structure is undeniable. An ideal physical structure gained through regular sports activities is also an indicator of being healthy (Cusumano & Thompson, 1997). In addition to providing individuals with the opportunity to live in a healthy way, physical activities have positive effects on the development of personal and social characteristics of individuals (Ozturk, 1998). The physical appearance of PETs affects the participation of students in physical activities, and students participate more in physical activities in lessons with PETs who have a fit appearance (McKown et al., 2019).

Body presentation is not just a reflection of the clothing style. It is also the manifestation of the will, intention, and feelings of an individual (Ozaltin, 2003). From this perspective, it can be said that teachers who do sports regularly are examples of healthy individuals for both students and society. Thus, PETs should think about the ideals that support their own embodiment, professional identity, and practice (Schubring et al., 2021). A good physical appearance of a PET while teaching increases the field-specific teaching success (Tamer & Pultur, 2001). This situation reveals that teachers put importance in doing sports regularly as it improves their self-confidence and provides a positive body image while they communicate with students. In addition to the anthropometric features of individuals (age, height, and weight), health status and physical appearance constitute behaviors that control self-worth and skills, and all of these are reflected in their social relationships. Prospective PETs who do sports

actively have high physical self-perceptions (Pehlivan, 2010), and individuals who do sports have more positive body perceptions than those who do not (Zekioglu, 2003).

In this research, the results reveal that PETs who participate in an effective communication skills course do not engage in actions of shouting and physical contact for solving disciplinary problems and they try to explain the situation with their gaze and by talking. On the other hand, PETs who do not participate in an effective communication skills course do not use physical contact but explain the situation with their gaze and by talking and shouting. It is noteworthy that the participant teachers who participated in an effective communication skills course did not communicate by shouting. In general, it can be said that teachers mostly choose nonverbal warning methods when dealing with the undesirable actions of the students. Considering that PE classes are mostly held at school gardens or sports fields, it can be assumed that PETs prefer to use this form of warning against undesirable student actions. The preference of communication approach can be explained by the way a class is taught. It can be said that play-based activities being performed frequently in PE classes and students being allowed to move freely during PE classes prevent undesirable student actions from reaching serious stages. Thus, undesirable student actions observed during classes are mostly mild and manageable (Korkmaz et al., 2007). From another perspective, students want PETs who do not shout at them, do not scold them when they make mistakes, and do not get angry (Avsar & Saglam, 2008; Sekerci, 2019). It can be said that the warning style of the participant teachers in this research is compatible with the expectations of the students. Other research reveals that teachers warn their students by making eye contact and give their reactions to their students by making eye contact (Yilmaz, 2008). PETs also use a verbal warning method frequently against undesirable student actions during PE classes (Erdem, 2016). In this research, the participant teachers used similar warning methods. In this respect, it can be said that PETs use verbal and nonverbal warning methods against undesirable student actions. Moreover, it is a positive behavior for teachers who participate in an effective communication skills course to avoid warnings by shouting or intimidating students by physical contact. That the participant teachers did not prefer such methods

against undesirable student actions shows that they adopt positive behavioral patterns. Therefore, it can be said that participating in an effective communication skills course contributes positively to the way teachers warn students.

Limitations

This research has some limitations. First of all, the data obtained in the research consists of evaluations based on the individual perceptions of the participant teachers about themselves. In addition to this, the research sample consists only of PETs. Future studies can conduct a comparison study by creating a data group with teachers of different branches.

Suggestions

The results of the research reveal body language competencies of the PETs in the teaching process to be at an intermediate level. However, teachers who participate in an effective communication skills course have higher body language competencies. Today, it is important to train teachers to use body language effectively. This skill can be taught by experts through teaching activities oriented at the effective use of body language for the prospective teachers during their candidacy process. Moreover, classes and activities that enable prospective teachers to develop their communication skills should be provided. This will allow them to become experienced in effective communication.

On the other hand, the results of the research reveal that PETs who participate in an effective communication skills course do not yell or use physical contact while solving disciplinary problems. Therefore, in-service activities, classes, and informative activities oriented at the use of effective communication skills and body language can be organized for teachers on duty.

It is known that regular sports have effects on individuals such as being healthy and fit, increasing self-esteem, and allowing for socialization. According to the results of the research, PETs who take effective communication skills courses and do sports regularly pay more attention to their gestures and mimic, posture, and clothing. Therefore, in addition to taking effective communication skills courses, PETs should also be encouraged to do sports regularly, and a suitable environment and time should be provided for this.

References

- Avsar, Z., & Saglam, M. (2008). How should a physical education and sport teacher be? The opinions of primary school students. *Elementary Education Online*, 7(3), 738–747.
- Aytekin, H., & Ates, E. (2020). Egitim-ogretim surecinde ogretmenin beden dili [The body language of the teacher in the education-teaching process]. *Akademik Sosyal Arastirmalar Dergisi*, 8(100), 83–101.
- Baltaş, Z., & Baltaş, A. (2004). *Bedenin dili* [Body language]. Remzi.
- Bolat, S. (1996). Eğitim öğretimde iletisim: Hacettepe Egitim Fakültesi uygulaması [Communication in education: Hacettepe Education Faculty application]. *Hacettepe Egitim Fakultesi Dergisi*, 12, 75–78.
- Bozkurt, B. N. (2004). İlköğretim sınıf öğretmenlerinin iletisim becerilerine iliskin algilarinin cesitli degiskenler acisinden incelenmesi [Examination of primary school classroom teachers' perceptions of communication skills in terms of various variables]. *Turk Egitim Bilimleri Dergisi*, 2(4), 443–452.
- Buyukozturk, S., Akgun, O. E., Karadeniz, S., Demirel, F., & Kilic, E. (2016). *Bilimsel arastirma yontemleri* [Scientific research methods]. Pegem.
- Çalışkan, N., & Yesil, R. (2005). Egitim sürecinde ogretmenin beden dili [Body language of the teacher in the education process]. *Gazi Universitesi Kirsehir Egitim Fakultesi Dergisi*, 6(1), 199–207.
- Chaudhry, N. A., & Arif, M. (2012). Teachers' nonverbal behavior and its impact on student achievement. *International Education Studies*, 5(4), 56–64. <https://doi.org/10.5539/ies.v5n4p56>
- Cuceloğlu, D. (2017). *İletisim donanimlari* (47th ed.) [Communication equipment]. Remzi Kitabevi.
- Cusumano, D. L., & Thompson, J. K. (1997). Body image and body shape ideals in magazines: Exposure, awareness, and internalization. *Sex Roles*, 37, 701–721. <https://doi.org/10.1007/BF02936336>
- Dobrescu, T. (2014). The role of non-verbal communication in the coach-athlete relationship. *Procedia - Social and Behavioral Sciences*, 149, 286–291. <https://doi.org/10.1016/j.sbspro.2014.08.231>

- Dogan, S. (2020). Siyasal pazarlama iletisimde beden dili: 31 Mart 2019 Turkiye yerel secimlerine yönelik bir cozumleme. [Body language in political marketing communication: An analysis of 31 March 2019 Turkey local elections]. *The Turkish Online Journal of Design Art and Communication*, 10(2), 204–220. <https://doi.org/10.7456/11002100/011>
- Dutta, A. (2011). *Cagdas yasamin sessiz dili-beden dili* [The silent language of contemporary life-body language]. Arunas.
- Erdem, H. (2016). *İlkokul öğretmenlerinin istenmeyen öğrenci davranışları ile bas etmede kullandıkları yöntemler* [Methods used by primary school teachers to deal with undesirable student behaviors; degree project without thesis]. Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü, Denizli, Turkey.
- Erkan, Z., & Avcı, R. (2014). Öğretmen adaylarının iletişim becerileri: Mizac ve karakter özelliklerinin rolü [Communication skills of teacher candidates: The role of temperament and character traits]. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 10(1), 84–94.
- Erol, K., & Erol, E. E. (2015). Dil-iletişim ilişkisi kapsamında beden dilinin işlevi [The function of body language in the context of language-communication relationship]. *International Journal of Social Science*, 35, 89–97. <https://doi.org/10.9761/JASSS2834>
- Gentiana, P. (2014). Teachers communication in a physical education class. *Journal of Educational and Social Research*, 4(4), 110–114.
- Gokceli, S. (2013). Lise öğrencilerinin öğretmenlerin beden diline yönelik tutumları: Adana-Kozan Fatih Anadolu Lisesi örnekleme [Attitudes of high school students towards teachers' body language: Adana-Kozan Fatih Anatolian High School sample]. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Türkçenin Eğitimi*, 6(11), 543–572. <https://doi.org/10.14520/adyusbd.467>
- Gulec, S., & Temel, H. (2015). Body language using skills of teacher candidates from departments of mathematics education and social studies education. *Procedia - Social and Behavioral Sciences*, 186, 161–168. <https://doi.org/10.1016/j.sbspro.2015.04.149>
- Gullu, M., & Arslan, C. (2014). Beden eğitimi öğretmenlerinin liderlik stilleri [Leadership styles of physical education teachers]. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(11), 352–367.

- Gunes, A. (2011). Kisilerarası iletisim surecinde beden dili ve kavrami uzerine kuramsal bir calisma [A theoretical study on body language and its concept in the process of interpersonal communication]. *Humanities Sciences*, 6(4), 706–730.
- Habaci, İ., Urker, A., Bulut, S., Atici, R., & Habaci, Z. (2013). Beden dilinin egitim öğretim uzerine etkileri [The effects of body language on education]. *Turkish Studies*, 8(9), 1639–1655. <https://doi.org/10.7827/TurkishStudies.5000>
- Hall, J. (2006). Spirituality at the beginning of life. *Journal of Clinical Nursing*, 15(7), 804–810. <https://doi.org/10.1111/j.1365-2702.2006.01650.x>
- Hogan, K., & Speakman, J. (2012). *Gizli ikna taktikleri* [Secret persuasion tactics]. Yakamoz.
- Jovanović, M., & Zdravković, D. (2017). Nonverbal communication and physical education classes in a social context. *Physical Education and Sport*, 15(1), 195–206. <https://doi.org/10.22190/FUPES1701195J>
- Kaşhem, M. A. (2019). The effect of teachers' dress on students' attitude and students' learning: Higher education view. *Hindawi Education Research International*, 2019, Article 9010589. <https://doi.org/10.1155/2019/9010589>
- Korkmaz, F., Korkmaz, N. H., & Ozkaya, G. (2007). Beden egitimi öğretmenlerinin öğrenme ortamini bozan davranislara karsi gelistirdikleri davranis stratejileri (Bursa İli Örneği) [Behavioral strategies developed by physical education teachers against behaviors that disrupt the learning environment (Bursa Province example)]. *Uludag Universitesi Egitim Fakultesi Dergisi*, 20(1), 67–87.
- Laminack, L. L., & Long, B. M. (1985). What makes a teacher effective: Inside from preservice teachers. *Clearing House*, 58(6), 68–78. <https://doi.org/10.1080/00098655.1985.9955558>
- McKown, H., Brusseau, T., Burns, R., & Galli, N. (2019). The effect of physical education teacher physical appearance on student physical activity. *Physical Educator*, 76(2), 524–546. <https://doi.org/10.18666/TPE-2019-V76-I2-8719>
- Meriem, K. (2017). *The effect of the teachers' body language in the classroom: The case of second year EFL learners* [Master's thesis]. GRIN. <https://www.grin.com/document/376142>
- Millî Eğitim Bakanlığı. (2011). *Beden dili* [Body language]. http://didimmesem.meb.k12.tr/meb_iys_dosyalar/09/17/381334/dosyalar/2013_02/280_34111_03_bedendili.pdf

- Mukhopadhyay, K. (2020). Verbal and nonverbal communication in teaching physical education and sports. *Universe International Journal of Interdisciplinary Research*, 1(7), 1–9. <https://uijir.com/wp-content/uploads/2020/12/1-UIJIR-704-pdf.pdf>
- Nuraeni, N., & Wahab, I. (2020). Verbal and non-verbal communication in teacher talk in the classroom Universitas Muslim Maros. *Seltics Journal*, 3(1), 22–32. <https://doi.org/10.46918/seltics.v3i1.524>
- Ozaltin, P. (2003). Beden imgesi degisimine yaklasimlar [Approaches to body image change]. *Hemsirelik Dergisi*, 13(51), 3–14.
- Ozbent, S. (2007). Sinifta beden dili [Body language in the classroom]. *Gazi Universitesi Egitim Fakultesi Dergisi*, 27(2), 259–289.
- Ozturk, F. (1998). *Toplumsal boyutlariyla spor* [Sports with its social dimensions]. Bagirgan.
- Panagiotis J. S., & Vasiliki, E. (2021). Nonverbal immediacy in teaching process: A case study in secondary education. *European Journal of Education and Pedagogy*, 2(1), 20–24. <https://doi.org/10.24018/ejedu.2021.2.1.25>
- Pehlivan, Z. (2010). Beden egitimi öğretmen adaylarını fiziksel benlik algıları ve öğretmenlik meslegine yönelik tutumlarının analizi [Analysis of physical education teacher candidates' physical self-perceptions and their attitudes towards the teaching profession]. *Egitim ve Bilim*, 35(156), 126–141.
- Pop, C., & Zamfir, M. (2020). Nonverbal communication of young players in team sports. *Pedagogy of Physical Culture and Sports*, 24(1), 26–29. <https://doi.org/10.15561/26649837.2020.0104>
- Rickheit, G., & Strohner, H. (2008). *Handbook of communication competence*. Walter de Gruyter. <https://doi.org/10.1515/9783110199000>
- Schubring, A., Bergentoft, H., & Barker, D. (2021). Teaching on body ideals in physical education: A lesson study in Swedish upper secondary school. *Curriculum Studies in Health and Physical Education*, 12(3), 232–250. <https://doi.org/10.1080/25742981.2020.1869048>
- Sekerci, D. (2019). *Oğrenci görüşlerine dayalı beden eğitimi öğretmenlerinin değerlendirilmesi* [Evaluation of physical education teachers based on student opinions; unpublished master's thesis]. İnönü Üniversitesi, Malatya, Turkey.
- Strauss, A., & Corbin, J. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Sage.

- Sztejnberg, A., & Jasinski, T. (2020). Physical education students' expectation towards the teachers' nonverbal and verbal behaviors during classes. *International Journal of Physical Education, Sports, and Health*, 7(1), 4–10
- Tabachnick, B., & Fidell, L. (2013). *Using multivariate statistics* (6th international ed.). Sage.
- Tamer, K., & Pular, A. (2001). *Beden egitimi ve sporda öğretim yöntemleri* [Teaching methods in physical education and sport]. Ada.
- Tepeli, K., & Ari, R. (2011). Okul öncesi eğitim öğretmenleri ve öğretmen adaylarının iletişim ve sosyal becerilerinin karşılaştırmalı olarak incelenmesi [Comparative analysis of communication and social skills of pre-school teachers and pre-service teachers]. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 26, 385–394.
- Tok, M., & Temel, H. (2014). Beden dili ölçeği: Geçerlik ve güvenirlik çalışması [Body language scale: Validity and reliability study]. *Eğitimde Kuram ve Uygulama*, 10(1), 103–122.
- Tunceli, H. (2013). Öğretmen adaylarının iletişim becerileri ile öğretmenlik mesleğine yönelik tutumları arasındaki ilişkinin incelenmesi (Sakarya Üniversitesi örneği) [Examining the relationship between teacher candidates' communication skills and their attitudes towards the teaching profession (Sakarya University example)]. *Pegem Eğitim ve Öğretim Dergisi*, 3(3), 51–58. <https://doi.org/10.14527/C3S3M5>
- Yalman, M., & Hamidi, N. B. (2014). Yabancı dil öğretmen adaylarının iletişim becerileri ile ilgili görüşlerinin değerlendirilmesi [Evaluation of foreign language teacher candidates' views on communication skills]. *Turkish Studies*, 9(8), 853–886. <https://doi.org/10.7827/TurkishStudies.7198>
- Yılmaz, N. (2008). Dersin akisini bozan istenmeyen davranışları yönetme stratejilerinin incelenmesi [Examination strategies to manage undesirable behaviors that disrupt the course of the lesson]. *Erzincan Eğitim Fakültesi Dergisi*, 10(1), 1–38.
- Zekioglu, A. (2003). *Spor yapan ve sedanter yaşayanlarda çok yönlü öz-beden ilişkisi* [Versatile body-self relationship in sports and sedentary people; unpublished undergraduate thesis]. Celal Bayar Üniversitesi, Manisa, Turkey.