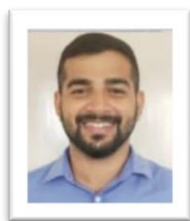


# A Literature Review of Effective Nonverbal Communication in Physical Education Class and Sport Coaching



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## Abstract

Physical education teachers and Coaches need to have exceptional communication skills as they often interact with students outside of four walls where the chances of distraction are a common threat. This literature review is evident that nonverbal communication is the prominent factor in the human face to face interaction. Effective Nonverbal communication in physical education classes or a coaching session has significant correlation with acquisition and development of motor skills and theoretical knowledge of physical education. It also increases the interest in physical activity. Although the paper has its own limitation of not being empirical, the researcher tried to highlight few significant nonverbal communications to have effective communication in physical education classes such as; proximity, movement and body posture (kinesics, gestures, posture and haptics, facial expression, eye contact, and paralanguage.

**Keywords:** Communication, Nonverbal behaviors, Physical Education.

## Introduction

There are number of other important characteristics to be a successful teacher but 'communication' is for all time on the top of the list. Think back to a great teacher you had in your life; you realize that they had owned an astonishing communication skill. The great teachers inspire the students with their wisdom, they are enormous motivators, they are role models, and above all they develop the one's personalities in its optimum. One of the major objectives of a teacher is to help students to get the accurate knowledge from the most reliable source without any bias. Often teachers concentrate to gain knowledge but fail to communicate this knowledge to students efficiently. It's impossible to meet this objective without having an advanced communication skill. Good quality communication skills make the process of teaching physical education easier and effective.

Physical education teachers and coaching need to have exceptional communication skills as they often interact with students outside of four walls where the distraction is very common threat. As the definition of communication says, it is simply the act of transferring information from one person or place to another. There are varieties of communication that takes place in a physical education class such as: verbal nonverbal, written and visualization etc. Face to face interpersonal communication is the most significant among all, where teachers and students perform the role of sender and receiver in this communication process. Effective face to face encounter always based on the verbal and nonverbal communication skills of a person. Teachers concentrate on what do they speak and often forget his/her movements, facial expression, eye contact, proximity, gesturers etc. Professor Albert Mehrabian study (1972) shows as the 7% of the message context is given by the meaning of words (verbal), the 38% by the tone of voice and the 55% by body Language. It's pertinent to understand how a teacher can use the 93 % of nonverbal communication in an effective way. Unfortunately, "Communication of Physical education teachers" is the most neglected research topic in India. The current paper focuses on the effective nonverbal behavior for the physical education classes and this paper also may lead to more empirical studies.

## Review of Literature

Nonverbal communications are often unconscious and it's the most reliable source of information for the same reason. Nonverbal

behaviors (Eg; gestures and eye movements) are sometimes referred to as truth because they tell us about a person's true states of mind (Navarro, 2008 & 2011). Students are more likely to doubting the information sent by the teacher if the verbal words and nonverbal behaviors are being contradictory and vise versa. The physical education classes can be most interesting and effective if the physical education teacher has an effective nonverbal communication. The following review of different studies indicates the importance of nonverbal communication teaching and learning process,

There are several studies which point out the relationships of nonverbal communication with different variables which are directly related to process of teaching and learning. One of the crucial study indicated that nonverbal communication allows teachers to continue to successfully reinforce the meaning and quality of verbal communication, to supplement it, strengthen it, and qualitatively improve it (MarijaJavanovic et.al 2017).

Apart from being just a supplement for the verbal communication, nonverbal communication has remarkable effect on the learning of students which is found in study that verbal messages has impact on the cognitive side of communication, whereas, nonverbal communications such as; vocal variety, eye contact and smiling seemed to produce the highest scoring for students learning (Roach, Cornelt and Devito 2005, Zhang&Zhang, 2006).

Teacher's nonverbal behavior has correlated with the students' understanding and accomplishments of different task. The more quality nonverbal communication creates better understanding among the students (AkhtimWahyani, 2017). The correlation coefficient among teachers' nonverbal communication and students' academic achievement was 0.81 which festivities the significant relationship among the factors. (Babelan AS, 2012). There is another study which points to 0.54 significant correlations between teachers' nonverbal communication and academics success. This study also indicates 0.60 significant relations between teachers' nonverbal communication and academic motivation of students (Najafi T, Rahmanzude, 2013).

Research also proves that there are number of other compensation of having effective nonverbal communication in the teaching and learning process. Teachers use the facial expression and eye contacts to convey messages to students in addition to their voice and intonation (Pektas, cited in Ergin and Birol 2005). The other study which mentioned almost similar use of nonverbal communication in class that is; eye contact is fundamentally time and effort saving. Teachers can save time and effort with specific messages delivered by eye and facial expression among which are praise, encouragement and disapproval (Leelbary, 2004).

Nonverbal communication such as; eye contact, mimics and gestures can be an important source of motivation and concentration for students learning as well as a tool for taking and maintaining attention (Canan P. Zeki et.al, 2008).

Presents and proximity of teachers to their students creates a space of unique accountability on both side, a desire by students to demonstrate their learning as future teachers and the recognition by teachers that the learning that is happening can be used to improve your own pedagogy (Reynaldo Reyes, 2014).

An empirical research found that with quality nonverbal communication in physical education teaching can be successfully encourage: the development and improvement of motor skills and theoretical knowledge about physical education and sports: acquisition of motor skill: expansion and deepening of interest in different types of physical activities and sports: motivation of students to encourage in physical activities and sports: development of positive psychological and social behavior pattern. (MarijaJavanovic et.al, 2017).

These literature reviews indicates that nonverbal communication has positive correlation with, students academic performance, understanding and accomplishment of lecture, motivation, class control and perceived likeness of teacher. Effective Nonverbal communication in physical education classes has significant correlation with acquisition and development of motor skills and theoretical knowledge of physical education. It's also increases the interest in physical activity. It is also found out that having knowledge on nonverbal communication improve the pedagogy for teacher.

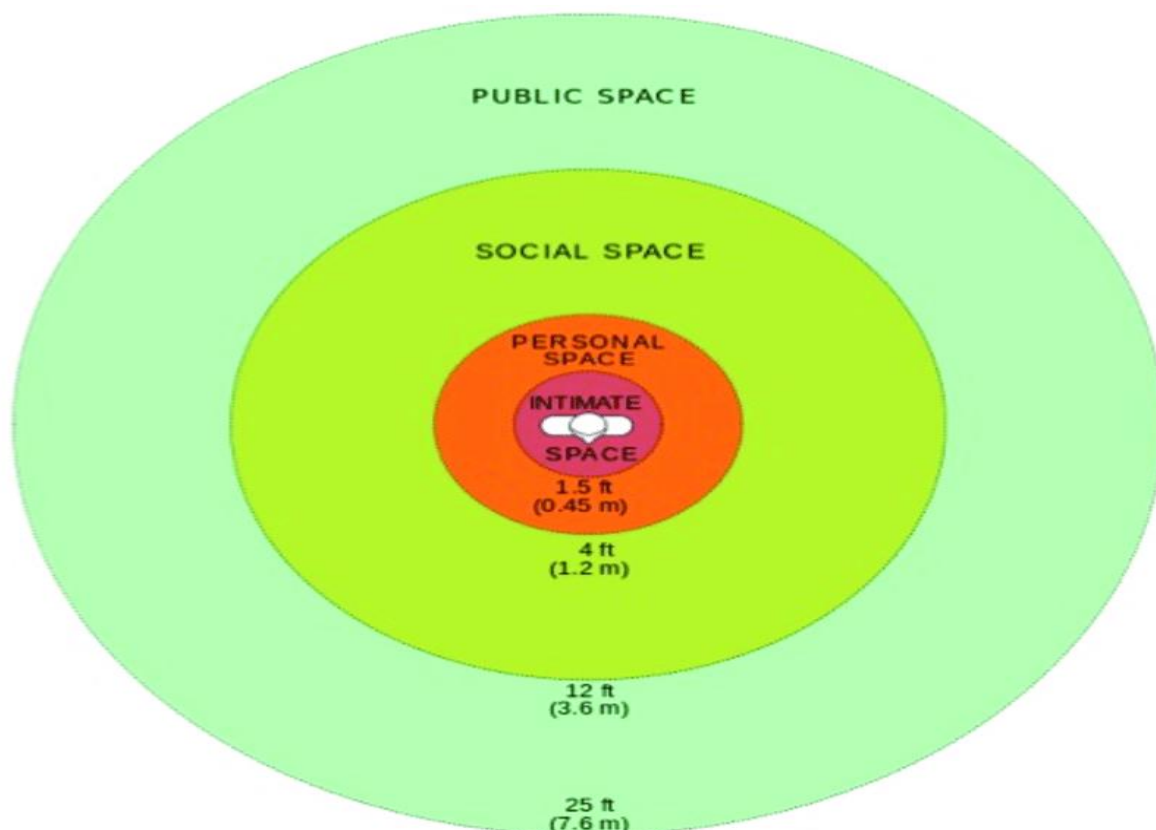
#### **Implication and Suggestion**

The nonverbal communication has remarkable impact on the process of teaching and learning. Unfortunately, teachers have relatively limited knowledge on nonverbal communication and its impact on learning process. Most of the physical education teachers possess high quality nonverbal communication skill but it also vital to have sufficient knowledge about it. . Though, the flowing recommended nonverbal communications may provide the better understanding about nonverbal communication.

Nonverbal communication can be defined as the process of sending and receiving messages via means other than words, like facial expression, eye contact, gestures, body movements, proximity and paralanguages.

#### **Proximity**

It is a study to find out how space and distance influence communication. Most animals have the innate drive to protect their territory. Intervention of that territory by any other animal (same or other specious) makes the animal to activate their fight or flight principle. Similarly human also have an innate drive to protect his/her territory. Though, over the years man gain to control over this territory drive for some extent, human still need a comfortable zone. Intervention of that comfort zone makes his/her experience negative feeling. Though this study was on American population illustration of Hall's proximity framework gives us idea about different types of personal space.



Though the proximity of people differ in each culture all human has this four space zone. If you are not having an intimate relationship with the person, intervention in the intimate zone makes the person discomfort. It's suggested to teachers to communicate to students by maintaining the personal space of each student which makes him/her comfortable. Apparently always maintaining a social space to communicate with students may give an adverse effect.

**Movement and Body Position**

Movement and body position of a person have significant role in communication. In a study professor Albert Mehrabian study (1972) states that 55% of our communication is body language in which movements and body position: such as kinesics, posture, gestures and haptics (touch) performs a vital role.

Kinesis is concerned with the way human move their body in relation to communication. One who is nervous and anxious in the conversation tends to move faster and perform frequent unwanted movements while talking whereas; the one who is comfortable and confident move slower and performs only limited movements.

Posture can be defined as the way someone carry himself/ herself. During the conversation people change their posture time to time based on the comfort and most importantly based on the psychological states of the person. A Person who maintains an open body posture, likely to be perceived as 'warmth', 'open mind', 'acceptable' and 'confident' by others, whereas, person with closed body posture may be perceived as 'not confident', not acceptable and conservative.

Gestures are the movements of hand and arms that express idea or emotions. It's important to have positive and adequate gestures in the conversation. The attention of students tends to get diverted when the teacher doesn't perform adequate gestures. It's significant to have sufficient positive gesture in the conversation such as; showing the palm while taking, using thumbs up etc. it is also important to avoid negative gestures such as; finger pointing, hiding the palm etc.

Touch (haptics) is recognized as the basic human need. We probably need some degree of touching to survive and thrive, but for a variety of reason we may not get enough of it (Field 2002). Touch involves the maternal warmth but the degree to which individual touch varies based on the gender and culture. It is importance to have a shoulder tap of touch on the head to have a high level of immediacy with students.

**Facial Expressions**

Facial Expressions are mean of one's emotions. Generally human are highly sensitive to facial expressions of fellow human being. A smile on one person's face automatically brings smile on the other fellow. This also can be found the case of negative emotions such as; anger. People likely to listens the conversation of people who has more positive facial expressions than negative.

**Eye Contact**

Eye contact is the most important tool for anyone to make other feel that either I'm engaged in the conversation or interested in what you are speaking. Maintain a proper eye contact to help to get the attention of listeners and also to encourage people

to respond to you. It affects the attention and interest of students when the teacher doesn't maintain a proper eye contact while taking class.

#### **Paralanguage**

Paralanguage is a component of non lexical of communication. Professor Albert Mehrabian study (1972) shows as the 38% by the tone of voice. Paralanguage includes the pitch, speed and the hesitation noises. The teacher who has a monotones style of speaking puts to sleep regardless of what he/she are talking. It is exceedingly imperative to have varies of voice modulation while having conversation.

The researcher recommends teachers to be aware of their own nonverbal communication such as: proximity, movement and body posture, facial expression, eye contact and paralanguage.

#### **Discussion and Conclusion**

In conclusion, it is evident that nonverbal communication is the prominent factor in the human face to face interaction. Teaching and learning process is accelerated when there is an effective communication take place between teacher and students. A teacher must have a very advanced and effective nonverbal behavior in order to make the teaching and learning process effectives.

The physical education and sports coaching classes usually take place in a highly disturbed environment. It's a challenge for every physical education teacher to have their class or coaching session make it effective and fruitful in the disturbed environment. It's important to have all physical educationist and coaches to have a very effective nonverbal communication in order to overcome the environmental disturbance and making the students attentive. Although the paper has its own limitation of not being empirical, the researcher tried to highlight few significant nonverbal communications to have effective communication in physical education classes. It is recommended to all research scholars and physical education professionals to have more research in the field of communication.

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