

The Effectiveness of Physical Education Teachers' Professional Teaching Skills in Motivating Primary School Students in Jordan to Learn

Hamed Mohammed Ali Doum^{1*}, Ziad Lutfi AlTahayneh², Mohammad Omar Al-Momani³

¹ Professor of Curricula in Physical Education, Faculty of Educational Sciences, Ajloun National University, JORDAN, H.Doum@anu.edu.jo

² Professor of Sport Administration, Faculty of Educational Sciences, Ajloun National University, Jordan, Tabayneh@anu.edu.jo, <https://orcid.org/0000-0001-5551-6328>

³ Department of Applied Sciences, Al-Huson University College, Al-Balqa Applied University, Jordan, m.o.e.m@bau.edu.jo, <https://orcid.org/0000-0003-3871-0254>

*Corresponding Author: H.Doum@anu.edu.jo

Citation: Doum, H. M. A., AlTahayneh, Z. L. & Al-Momani, M. O. (2025). The Effectiveness of Physical Education Teachers' Professional Teaching Skills in Motivating Primary School Students in Jordan to Learn, *Journal of Cultural Analysis and Social Change*, 10(4), 832-840. <https://doi.org/10.64753/jcasc.v10i4.2953>

Published: December 07, 2025

ABSTRACT

This study aimed to identify the effectiveness of physical education teachers' professional teaching skills in motivating learning among primary school students in Jordan and its relationship to gender. The study employed a descriptive-analytical approach, utilizing a questionnaire consisting of 18 items. The questionnaire was administered to a sample of 700 male and female primary school students in Jordan during the first semester of the 2025-2026 academic year. The study concluded that the effectiveness of physical education teachers' professional teaching skills in motivating learning among primary school students in Jordan was moderate, with a mean of 3.26 and a standard deviation of 0.61. Furthermore, the study found no statistically significant differences in the effectiveness of physical education teachers' professional teaching skills in motivating learning among primary school students in Jordan based on gender.

Keywords: Effectiveness, Teaching Skills, Physical Education Teacher, Motivation, Motivation, Learning Motivation, Primary Stage

INTRODUCTION

Teaching skills represent the set of behaviors and procedures that a teacher employs within the educational process. They are not merely routine procedures, but rather an art that demands competence, precision, and variety (Cornelius-White, 2007; Caballaero, 2010; Cheon et.al, 2020; Hastie& Rudisill, 2021).

The physical education teacher is considered the central figure in the success of a lesson, as their influence extends beyond simply delivering educational material to include shaping attitudes and behaviors (Khamis et.al, 2008; Ryan& Deci, 2000; Dukmak& Ehowers, 2008). These skills include lesson planning, training time management, and effective communication skills that ensure healthy and motivating interaction within the sports learning environment (Al-Mufarji, 2021; Maulana et.al, 2011; Li et.al, 2021).

Professional teaching skills are defined as a set of competencies and behaviors that a teacher possesses and effectively applies within the educational setting. These skills encompass various aspects such as planning, classroom management, diversifying teaching methods, assessment, and the use of technology. For a physical education teacher, these skills include the ability to manage the playground or gymnasium efficiently, provide constructive feedback, diversify activities to accommodate individual differences, and clearly explain motor skills.

These skills not only form the technical foundation of the teacher's work but are also their primary tools for directly influencing students' psychological state and motivation (Aelterman et.al, 2023; Northap, 2011; Nobre et.al, 2022; Lonsdale et.al, 2020).

Skills are not limited to preparation and planning; they also include implementation skills such as presentation, explanation, and demonstration, classroom management skills such as addressing undesirable behaviors and maintaining effective discipline, and assessment skills such as providing immediate and constructive feedback (Vasconcelos et.al, 2023; Moen et.al 2020; Ntoumanis et.al, 2022; Docheff& Ransdell, 2023). Diversifying teaching methods is a fundamental skill that breaks monotony and caters to students' different learning styles, increasing their participation and attention and preventing boredom that could lead to absenteeism (Xiang et.al, 2020; Amoura et.al, 2020; Ward& Douthis, 2021). Diversification is not limited to methods but also includes diversifying tools and exercises to suit the varying levels of students.

The technological changes society is witnessing have restricted individual freedoms, reducing the time available for personal balance and immersing students in psychological and social disturbances, creating a conflict between their desire for recreation and the demands of daily life. Consequently, physical education teachers must take this reality into account and strive to address the psychological and social well-being of students to prevent them from engaging in harmful practices such as addiction, smoking, violence, and others. This will not be easily achieved without adopting a new educational strategy that places the student at the center of the learning process, highlighting the significant impact of the physical education teacher on students' enthusiasm for learning and meeting their underlying and overt needs, which motivates them to focus during class and participate actively and purposefully to achieve the desired outcomes (Caballero, 2010; De Meester et.al, 2020).

Physical education is an integral part of the comprehensive educational curriculum, as it not only develops students' physical and motor skills but also extends to cognitive, social, and psychological aspects, especially for elementary school students. In this context, the role of the physical education teacher goes beyond simply imparting knowledge or supervising activities; it becomes a fundamental catalyst for motivation towards learning and active participation. The extent to which this teacher effectively uses his professional teaching skills determines his ability to instill interest in physical activity as part of a lifestyle, and not just a class lesson, which contributes to achieving general educational goals and promoting public health and physical activity in Jordanian society.

Learning motivation is the cornerstone of the educational process. It is defined as the internal state that arouses, directs, and sustains an individual's behavior, and it is the driving force that motivates students to engage in educational activities (Koka et.al, 2022; Moreno et.al, 2022). In the context of physical education, motivation is the primary determinant of consistent participation, commitment to performance, and enjoyment of physical activity. High motivation not only ensures better performance in class but also guarantees the sustainability of physical activity outside of school, which is the ultimate goal of physical education. Therefore, measuring and motivating the motivation of primary school students through teaching skills has become a significant research and educational challenge (Jaakkola et.al, 2020 O'Brien et.al, 2021).

The physical education teacher is a role model, as their behavior, ethics, and experience have a significant positive impact on students' motivation to learn, as confirmed by previous studies in the field (Maulana et al., 2011; Quested et.al, 2021). This role extends beyond the playing field, serving as a behavioral example that influences adolescents' conduct outside of school. This supports the preventative and educational aspects of the subject by instilling positive values and encouraging constructive use of leisure time, thus protecting them from the negative practices that are a concern for middle school students. Building a relationship based on mutual respect enhances this influence (Gil-Arias et.al, 2023; De Meester et.al, 2020).

Physical education teachers are the cornerstone of lesson delivery. They are the conduit through which all knowledge and educational materials are transmitted to foster students' enthusiasm for learning. Therefore, it becomes essential for physical education teachers to possess a grasp of the most important teaching skills that elevate students' inclinations and increase their desire to engage with the subject (Cornelius-White, 2007; Ryan& Deci, 2000; Li et.al, 2021; Khamis et.al, 2008; Dukmak& Ehoweris, 2008).

Educational theories indicate a strong and direct correlation between the quality of a teacher's instructional skills and the level of student motivation. For example, proponents of self-determination theory argue that a teacher's use of their skills to provide autonomy and support student competence fosters intrinsic motivation. Similarly, a teacher's skill in organizing the learning environment and creating a fair system increases student motivation to engage and participate. Professional skills are not merely formal procedures, but rather the behavioral manifestation of an interactive model that ensures the satisfaction of the student's basic psychological needs (the need for belonging, competence, and autonomy), thus effectively raising their motivation level (Caballaero, 2010; Northap, 2011; Nobre et.al, 2022).

The primary stage (which typically includes the 6-12 age group) is characterized by distinct developmental features. The teacher's emotional and personal influence is extremely strong, and they are viewed as a role model. Consequently, the effectiveness of teaching skills is not measured solely by the quality of explanation, but also by

the teacher's personality, fairness, and use of social reinforcement. Students at this stage are more influenced by positive role models than by the academic analysis of skills. Therefore, studying the effectiveness of teaching skills in this context requires focusing on dimensions related to interpersonal relationships, fairness in assessment, and the ability to create a safe and supportive environment (Caballero, 2010; Jaakkola et.al, 2020; O'Brien et.al, 2021).

The Jordanian education system places great importance on developing teachers' competencies through ongoing preparation and training programs, particularly in physical education, which is a compulsory subject. Local and international studies have emphasized the need to improve teaching practices to raise the level of academic achievement and life skills. Given the importance of the basic stage as a basis for shaping future attitudes and behaviors, measuring the effectiveness of the professional teaching skills of the physical education teacher specifically in this temporal and spatial context is necessary for evaluating curricula and training programs, and determining the extent to which the skills acquired by the teacher match the real motivational needs of students in the Jordanian environment.

The Problem and Questions of the Study:

The problem of this study stems from the pressing need to evaluate the actual and qualitative impact of the professional teaching skills applied by physical education teachers in Jordan on motivating learning among primary school students. A knowledge and methodological gap exists between the theoretical skills teachers are supposed to possess and the tangible impact of these skills in practice. While teachers may apply management and planning skills with some formal competence, the preliminary results, indicating an average level of effectiveness, raise questions about whether these skills are qualitatively appropriate for the specific characteristics of the primary stage. This stage is characterized as sensitive, requiring a focus on the relational and personal dimensions of the teacher, who is viewed as a social role model, not merely a transmitter of motor skills. This presents a challenge in transforming motivation from an extrinsic to an intrinsic and sustainable one (Maulana et.al, 2011; Amoura et.al, 2020; Moreno et.al, 2022).

The problem is exacerbated by the systematic shortcomings in relying on the student's voice as a true indicator of the effectiveness of teaching skills. Most assessments focus on an administrative or supervisory perspective, neglecting how the student perceives themselves, their relationship with the teacher, and their role in creating an emotionally supportive and stimulating environment. This deficiency prevents the accurate identification of the dimensions most influential on motivation (such as encouragement and fairness) and obscures the root causes behind the failure of technical and procedural skills to elevate motivation to the desired level (Cheon et.al, 2020; Xiang et.al, 2020; Qusted et.al, 2021). The need to assess this effectiveness from the student's perspective becomes increasingly urgent to diagnose the shortcomings and guide teachers' professional development programs toward skills best suited to meeting the basic psychological needs of students in this age group within the Jordanian context.

Therefore, this study aims to address this problem by deepening the understanding of the nature of the impact, exploring the most effective dimensions, and revealing potential variations in the impact of teaching skills according to key demographic variables. Ultimately, it seeks to provide reliable, evidence-based data to contribute to building more efficient and effective teaching competencies that foster sustained student motivation in sports activities.

Therefore, this study attempts to answer the following questions:

1. What is the effectiveness of the professional teaching skills of physical education teachers in motivating learning motivation among primary school students in Jordan, from the students' own perspective?
2. Are there statistically significant differences at the significance level ($\alpha=0.05$) in the effectiveness of the professional teaching skills of physical education teachers in motivating learning motivation among primary school students in Jordan, from the students' own perspective, attributable to the gender variable (male, female)?

The Importance of the Study

The importance of this study is evident in the following:

First: Theoretical Importance:

The theoretical aspect of this study is significant because it contributes to enriching knowledge and framing fundamental concepts. This is achieved through its precise definition and scientific classification of the teaching skills possessed by physical education teachers that directly influence student motivation. Furthermore, it provides a clear theoretical framework linking teacher instructional behavior to the psychological and educational processes of student motivation. The study also presents documented data and information that reinforces previous literature and studies in the fields of educational psychology and physical education curricula and teaching methods. It serves as a scientific reference for researchers and academics interested in developing teacher performance and improving

the quality of the educational process in the field of physical education. It may also contribute to developing a theoretical model that explains the mechanism by which specific teaching skills contribute to enhancing students' intrinsic motivation, particularly at the primary level.

Second: Practical Importance:

The practical importance lies in the direct contribution to solving field problems and guiding decision-makers and practitioners to the availability of a practical guide that identifies the most effective teaching skills in attracting students and increasing their motivation. It also enables the bodies supervising teacher training (physical education colleges, educational training departments) to direct preparation and in-service training programs to focus on these skills, which raises the efficiency of the physical education teacher.

Study Limitations:

The study's findings are limited by the following parameters:

- **Thematic Scope:** This involves identifying the effectiveness of physical education teachers' professional teaching skills in motivating learning among primary school students in Jordan.
- **Human Scope:** The study was conducted with primary school students in Jordan.
- **Spatial Scope:** The study was conducted in Jordanian public primary and secondary schools under the Jordanian Ministry of Education.
- **Temporal Scope:** The study was conducted during the first semester of the 2025-2026 academic year.

Study Terminology:

1. **Teaching Skills:** This refers to the transformation and translation of modern teaching concepts into actual teaching practices and behaviors within the classroom by teachers (Hastie& Rudisill, 2021; Ward& Doutis, 2021).
2. **Physical Education Teacher:** This is a teacher who holds a bachelor's degree (at least) from a physical education college in Jordanian universities or other colleges, institutes, and universities, and is officially appointed in Jordanian Ministry of Education schools and assigned to teach the physical education course.
3. **Learning Motivation:** This is an internal state that drives and directs the learner to behave in a certain way towards achieving educational goals (De Meester et.al, 2020; Koka et.al, 2022).
4. **Basic Stage Students:** This refers to all students, male or female, currently enrolled in basic education from the seventh to the tenth grade in Jordanian Ministry of Education primary and secondary schools.

METHODOLOGY AND FIELD PROCEDURES:

Study Methodology:

The researchers used the descriptive-analytical method in this study, as it is one of the most commonly used and appropriate research methodologies for this type of study.

Study Population and Sample:

The study population consisted of all primary school students in government schools affiliated with the Ministry of Education in the education directorates of Ajloun Governorate, Jerash Governorate, and Irbid Governorate.

The study sample consisted of (700) male and female primary school students in the aforementioned education directorates, who were selected using simple random sampling during the first semester of the 2025-2026 academic year. Table (1) is as follows:

Table (1) Distribution of the study sample according to the gender variable

Sex	number	Percentage (%)
male	271	39%
female	429	61%
the total	700	100

Study Instrument:

The study instrument was developed by referring to previous studies related to the subject of the current study, such as the study (Al-Mufarji , 2021), the study (Maulana et.al, 2011), the study (Gil-Arias et.al, 2023), and the study (Docheff& Ransdell, 2023), and the study (Lonsdale et.al, 2020), and the study (Ntoumanis et.al, 2022), and the study (Aelterman et.al, 2023), and the study (Vasconcelos et.al, 2023), and the study (De Meester et.al, 2020),

and the study (Moen et.al 2020). The questionnaire in its initial form consisted of two parts; the first relates to the demographic information of the study sample, and the second part consists of the items of the study instrument, which consisted of (21) items that measure the effectiveness of the professional teaching skills of the physical education teacher in stimulating the motivation to learn among students of the basic stage in Jordan.

Validity and Reliability of the Study Instrument:

First: Validity of the Study Instrument:

To verify the validity of the study instrument, its initial version was presented to a number of professors specializing in physical education, vocational education, and curriculum and instruction from the faculty of Al-Balqa Applied University and Yarmouk University. This was done to obtain their feedback on the suitability of the instrument and its items to the nature of the study, as well as to suggest the addition, deletion, or merging of any items. An 80% agreement rate was adopted based on the opinions of the reviewers. Some items were then deleted or merged, resulting in a final version of the study instrument consisting of 18 items.

Second: Reliability of the Study Instrument:

To verify the reliability of the study instrument, the test-retest method was used. The instrument was applied to a pilot sample consisting of (50) male and female students from the same study population but from outside its sample, with a time interval of two weeks between the first and second times. The reliability coefficient was calculated using Pearson's correlation coefficient, which amounted to 0.91 for the instrument as a whole. This value indicates that the instrument enjoys a high degree of reliability and is suitable for application in practice.

Statistical Analysis:

The results obtained were analyzed using the Statistical Package for the Social Sciences (SPSS 21). Means and standard deviations were calculated to answer the first research question.

Pearson's reliability coefficient was calculated for the items of the research instrument to verify its reliability.

A t-test was used to answer the second research question.

A five-point Likert scale was adopted, defined by five levels: (5) very high, (4) high, (3) moderate, (2) low, and (1) very low. A score of (5) represents a high level of effectiveness, and a score of (1) represents a low level. Researchers have identified three levels (high, medium, and low) based on the class length equation, and therefore the levels are low (less than 2.33), medium (2.34 – 3.67), and high (3.68-5).

STUDY RESULTS AND DISCUSSION:

To answer the first research question, which states: What is the effectiveness of the professional teaching skills of physical education teachers in motivating learning among primary school students in Jordan, from the students' own perspective?

The means, standard deviations, and rankings for each item in the research instrument were calculated and ranked in descending order according to their means. Table (2) below presents the results.

Table (2) Arithmetic means and standard deviations of the items of the study instrument, arranged in descending order according to their arithmetic means:

Rank	Paragraphs	average Calculation	Deviation The standard is	Level
1	I consider my physical education teacher a role model in his behavior.	4.12	0.53	High
2	The physical education teacher possesses a strong personality.	4.01	0.66	High
3	I feel satisfied when my physical education teacher is pleased with my performance during class.	3.83	0.72	High
4	The personality of the physical education teacher influences the student's motivation to learn.	3.72	0.58	High
5	The physical education teacher's equal treatment of students makes me enjoy the class.	3.61	0.52	Medium
6	The physical education teacher treats the students with kindness and compassion.	3.55	0.63	Medium
7	The experience of a physical education teacher increases the learner's motivation to learn.	3.46	0.66	Medium

8	Enjoy good communication with your physical education teacher	3.32	0.69	Mediu m
9	I accept guidance and advice from the physical education teacher and act upon it both inside and outside of class.	3.29	0.63	Mediu m
10	Enjoy the reward, each according to their effort that the teacher offers to the students.	3.23	0.56	Mediu m
11	The physical education teacher's experience enables the student to perform all the skills the teacher requires.	3.11	0.58	Mediu m
12	I enjoy the good ideas I learn from physical education class.	3.04	0.72	Mediu m
13	The best attention a physical education teacher can give a student during a lesson	2.97	0.60	Mediu m
14	A teacher's knowledge of students' levels increases the learner's motivation to learn.	2.87	0.56	Mediu m
15	The best thing is to listen carefully to the physical education teacher when he explains the skill.	2.74	0.62	Mediu m
16	Enjoy the challenging and thought-provoking exercises given by the physical education teacher.	2.66	0.68	Mediu m
17	I don't like being repeatedly reprimanded by the physical education teacher during class.	2.61	0.57	Mediu m
18	When a physical education teacher listens attentively to a student, it increases the student's motivation to learn.	2.56	0.55	Mediu m
The overall effectiveness of the professional teaching skills of physical education teachers in stimulating learning motivation among primary school students in Jordan		3.26	0.61	Mediu m

Table 2 reveals that the overall effectiveness of physical education teachers' professional teaching skills in motivating learning among basic education students in Jordan was at a moderate level, with a mean of 3.26 and a standard deviation of 0.61. This result indicates that the teacher's contribution to student motivation falls within the acceptable range, but does not reach the optimal level of impact that would reflect the maximum benefit derived from the available teaching skills. This raises questions about the most and least influential dimensions within the studied skills and necessitates an analysis of individual factors to identify strengths and areas for improvement. The moderate level requires intervention to develop teaching practices to raise the level of motivation, especially since motivation is the cornerstone of achieving better athletic performance and long-term commitment to physical activity.

The results also showed that the personal qualities and role modeling of the physical education teacher are the most effective factors in motivating students. The statements "I consider my physical education teacher a role model in his behavior" (4.12) and "The physical education teacher possesses a strong personality" (4.01) ranked first and second, respectively, at a very high level. This indicates that students in the primary stage are significantly influenced by the social model presented by the teacher. This phenomenon aligns with Albert Bandura's observational learning theory, where the teacher is viewed not merely as a transmitter of skills but as a role model in behavior, values, and discipline. Therefore, the effectiveness of teaching skills begins with the teacher's moral and personal authority before the actual application of explanation and implementation skills.

The results also reflect the importance of the emotional and moral dimension of the teacher-student relationship. The statement "I feel satisfied when my physical education teacher is pleased with my performance during class" ranked third with an average of 3.83, indicating a high level of satisfaction. This result underscores the importance of positive social reinforcement and its role as a powerful external motivator at this age. The student's desire for social recognition from an important figure (the teacher) is the primary driver of performance. This correlation explains why statements addressing normative fairness (such as "the physical education teacher treats all students equally," with an average of 3.61) and compassion (with an average of 3.55) also ranked at high average levels. These factors are essential components for creating a safe and stimulating classroom environment that fulfills the needs for belonging and recognition, as outlined in Maslow's hierarchy of needs, thus allowing motivation to flourish.

In contrast, skills related to technical teaching procedures and the academic aspects of the lesson ranked relatively low, indicating that they have a less direct impact on motivating students at the primary level. Statements such as "I enjoy the good ideas I learn in physical education class" (3.04), "The teacher's knowledge of students' levels increases the learner's motivation to learn" (2.87), and "I prefer to listen attentively to the physical education teacher when he explains a skill" (2.74) ranked lowest. These results suggest that the student's primary focus is not on analyzing the academic content or the quality of lesson planning, but rather on the personal relationship and

role model provided by the teacher. This does not mean neglecting these skills, but rather indicates the need to frame technical skills within a positive relational context to ensure their motivating effect.

These results reveal that the effectiveness of physical education teachers' instructional skills follows a heterogeneous model of influence. The teacher's personal and social skills (role modeling, strong personality, and social reinforcement) are the strongest predictors of learning motivation among primary school students. Technical and procedural skills (such as explanation, assessment, and variety in exercises) play a secondary or complementary role. To comprehensively develop teacher effectiveness, professional development and training programs should focus on interpersonal competencies and building a strong pedagogical personality, while integrating technical skills in a way that makes them supportive and persuasive within the context of positive role modeling and relationships. This will raise the overall level of effectiveness from average to high and achieve physical education goals more effectively.

To answer the second research question, which states: Are there statistically significant differences at the significance level ($\alpha=0.05$) in the effectiveness of physical education teachers' professional teaching skills in motivating learning among primary school students in Jordan, from the students' own perspective, attributable to the gender variable (male, female)?

An independent samples t-test was used, and the results are shown in Table 3 below.

Table No. (3) Test results for two independent samples to determine differences according to the variables

Level of significance	Value of "t"	standard deviation	average Calculation	number	Sex
0.558	0.784	0.61	3.68	271	male
		0.66	3.62	429	feminine

Table (3) shows that there are no statistically significant differences between the average student responses regarding the effectiveness of the physical education teacher's professional teaching skills in stimulating learning motivation among basic stage students in Jordan, which are attributed to the gender variable (male students, female students). This result can be attributed to the fact that the physical education teacher's professional teaching skills are applied uniformly and impartially to male and female students in the basic stage, as the educational goals and curriculum requirements in this stage focus on the common basics of physical activity. Therefore, the response of male and female students is similar to the effectiveness of the teacher. Moreover, the great intrinsic motivation to participate in physical activity and play, which both genders possess at this age stage, overshadows and surpasses any potential differences that may arise as a result of gender differences in their evaluation of the effectiveness of the teacher's skills. In addition, their basic psychological needs (such as a sense of belonging, fairness, and support from the teacher) are common needs that are met through the effective professional skills of the teacher, regardless of the student's gender.

CONCLUSIONS

The study revealed that the effectiveness of physical education teachers' professional teaching skills in motivating primary school students was generally at a moderate level. The teacher's personal and relational factors proved to be the most influential, with positive role models and strong personalities (averages of 4.12 and 4.01, respectively) topping the list of motivational motivators, followed by the need for social reinforcement and the teacher's moral satisfaction. In contrast, technical and procedural teaching skills ranked lower. Finally, the results showed no differences in effectiveness attributable to gender (males and females), confirming that intrinsic motivation related to the subject matter and the teacher's neutral relationship outweigh any gender differences at this age level.

In conclusion, this study, which aimed to determine the effectiveness of physical education teachers' professional teaching skills in motivating primary school students in Jordan, underscores a pivotal educational principle: the teacher's personality and moral authority as a role model are the most powerful variables in shaping motivation among younger students. Although the overall effectiveness of the skills was at an average level, an analysis of the results revealed that relational and emotional aspects (such as role modeling and social reinforcement) have a greater impact than the technical and procedural skills of teaching. This necessitates redirecting professional development programs for physical education teachers towards enhancing personal and ethical competencies, in parallel with developing technical competencies, to ensure raising the overall effectiveness from an average to a high level and maximizing the benefit of physical education classes in building student character and providing ongoing motivation.

RECOMMENDATIONS AND SUGGESTIONS

Based on the study's findings, which confirmed that the teacher's personal factors (role modeling and support) are the strongest drivers of motivation for primary school students, while the overall effectiveness of the skills was at an average level, the study offers the following recommendations and suggestions:

1. Redirecting teacher preparation programs towards enhancing personal and ethical competencies, and focusing on training teachers to understand and apply observational learning theory, given that the teacher's personality is the variable most closely linked to student motivation at this stage.
2. Use positive social reinforcement (praise and performance satisfaction) intensively and regularly as an effective external motivator, and integrate these strategies into daily teaching practices.
3. It is suggested that the impact of other variables, such as the quality of the student-teacher relationship and the level of intrinsic motivation, be investigated to determine how these factors explain the ultimate effect of teacher skills on motivation.
4. Investigate how elementary school students interpret and evaluate the teacher's technical and procedural skills compared to their interpersonal skills, to identify better ways to integrate technical skills within a role modeling context.

REFERENCES

- Caballero, J. (2010). The effects of the teacher-relationship, teacher student expectancy and culturally-relevant pedagogy on student academic achievement. Available from ProQuest dissertations and theses database, (UMI NO.3474274).
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective; a meta-analysis of teacher and student relationships and student outcomes. *Review of Educational Research*, 77 (1), 113-143. doi: 10.3102_00346543077001113.
- Khamis, V., Dukmak, S., and Elhoweris, H. (2008). Factors affecting the motivation to learn among United Arab Emirates middle and high school students. *Educational Studies*, 43 (3), 191-200. doi: 10.3102_0034654307700113.
- Northrup, J. (2011). Teacher and student relationships and student outcomes. Available from ProQuest dissertations and theses database. (UMI NO.3456052).
- Al-Mufarji, M. (2021). Teaching skills of physical education teachers and their impact on students' learning motivation. *Journal of Educational and Psychological Sciences*, 5(23), 91-77. <https://doi.org/10.26389/AJSRP.M160121>
- Caballero, M. A. (2010). The Relationship between Teacher-Student Relationship and Academic Achievement: A Cross-Cultural Study. *Educational Psychology Review*, 22(4), 455-470.
- Dukmak, H., & Elhoweris, E. (2008). The Influence of Teacher-Student Relationship on Students' Motivation for Learning. *Journal of Educational Research*, 101(6), 345-353.
- Maulana, R., Opdenakker, M., Denbroek, P., & Bosker, R. (2011). The Role of Student Perceptions of Teacher Interpersonal Behavior in Their Motivation and Learning. *Journal of Educational Psychology*, 103(1), 197-206.
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68-78.
- Aelterman, N., Vansteenkiste, M., Haerens, L., De Meyer, J., & De Backer, T. (2023). Unpacking the reciprocal relationships between perceived autonomy support and intrinsic motivation in physical education. *Journal of Sport and Exercise Psychology*, 45(1), 1-11.
- Cheon, S. H., Reeve, J., & Lee, J. (2020). Teacher-centered interventions: Examining the effects of teacher-directed and student-directed instruction on students' psychological needs, motivation, and engagement in physical education. *Journal of Sport and Exercise Psychology*, 42(2), 101-112.
- Li, Y., Wang, C. K. J., & Yang, Y. (2021). Autonomous motivation and academic achievement: The role of psychological need satisfaction and frustration in physical education. *Learning and Individual Differences*, 90, 102047.
- Moreno, J. A., Parra, G. J., Marín, G. D., & Cervelló, E. (2022). Influence of autonomy-supportive teaching on basic psychological needs, motivation, and self-determined effort in physical education. *Physical Education and Sport Pedagogy*, 27(4), 361-376.
- De Meester, A., De Backer, T., & Haerens, L. (2020). Teacher controlling behavior and student motivation in physical education: The role of teacher-student relationships. *Psychology of Sport and Exercise*, 50, 101740.

- Hastie, P., & Rudisill, M. (2021). Skill acquisition, self-determination, and the instructional process in physical education. *European Physical Education Review*, 27(2), 346–361.
- Docheff, J. M., & Ransdell, L. B. (2023). Effective teaching in physical education: Current trends and evidence-based practices. *Journal of Teaching in Physical Education*, 42(3), 393–402.
- Lonsdale, C., Trost, S. G., Noetel, M., & Vancampfort, D. (2020). Promoting student engagement in physical education: The role of instructional quality and teacher behaviors. *Educational Psychology Review*, 32(4), 1039–1062.
- Nobre, J. A., Forte, P., & de Jesus, S. N. (2022). Motivational climate created by the physical education teacher: A scoping review of its effects on student engagement and learning. *Sustainability*, 14(18), 11520.
- O'Brien, S., Ni Chróinín, D., O'Sullivan, M., & Coveney, M. (2021). The importance of role modelling in physical education: A student perspective. *Physical Education and Sport Pedagogy*, 26(2), 160–174.
- Gil-Arias, A., Stranieri, C., & Alcaraz-Ibáñez, M. (2023). Effects of feedback types on physical education students' motivation and enjoyment: A systematic review. *International Journal of Environmental Research and Public Health*, 20(4), 3121.
- Amoura, M., Bal, Y., & Çetin, H. (2020). The relationship between physical education teachers' communication skills and students' motivation. *Educational Research and Reviews*, 15(5), 237–246.
- Ward, P., & Doutis, P. (2021). Using instructional alignment to increase student learning in physical education. *Journal of Teaching in Physical Education*, 40(2), 224–233.
- Jaakkola, T., Yli-Piipari, S., & Pironen, V. (2020). Perceived teacher fairness and justice in physical education: Associations with students' motivation and effort. *Psychological Studies*, 65(3), 299–306.
- Quested, E., Hagger, M. S., & Ntoumanis, N. (2021). The role of motivational processes in promoting engagement in physical activity: A systematic review of intervention studies. *Health Psychology Review*, 15(3), 305–329.
- Koka, A., Hagger, M. S., & Lintunen, T. (2022). The influence of perceived motivational climate on students' enjoyment and intention to be physically active in physical education. *European Journal of Sport Science*, 22(8), 1272–1280.
- Moen, H., Eklund, R. C., & Duda, J. L. (2020). Predicting students' interest, boredom, and engagement in physical education: The role of perceived task and ego-involving climate. *Psychology of Sport and Exercise*, 51, 101784.
- Xiang, P., Lounsbery, M. A. F., & Gao, Z. (2020). The relationship between instructional behaviors, student engagement, and achievement in physical education. *The Journal of Educational Research*, 113(3), 214–222.
- Ntoumanis, N., Healy, L. C., & Thøgersen-Ntoumani, C. (2022). Motivational processes in physical education and sport: The role of the teacher/coach. *Current Opinion in Psychology*, 45, 101272.
- Vasconcelos, A., Gouveia, F., & Faria, R. M. (2023). Teacher's relationship quality, students' need satisfaction and motivation: A longitudinal study in physical education. *Physical Education and Sport Pedagogy*, 28(5), 499–513.