

The Effective Communication between Public Secondary School Principals and Teachers in Jarash and its Relationship with the Degree to Which Teachers Carry out the Required Duties from their Perspective

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Abstract

The present study aimed to explore the extent of carrying out effective communication between public secondary school principals and teachers in Jarash. It also aimed to explore the relationship between such communication and the degree to which teachers carry out the required duties from their perspective. The sample consists from 162 female and male teachers. Those teachers were selected through using the stratified random sampling method. They were selected from the public secondary schools in Jarash during the academic year (2014/2015). To meet the study's goals, two instruments were developed. The first instrument is a questionnaire that aims at measuring the extent of carrying out effectiveness of the communication between public secondary school principals and teachers. It sheds a light on the following areas: (meetings, interviews, phone calls and reports). The second instrument is a questionnaire that aims at measuring the degree to which teachers carry out the required duties. The researcher adopted the correlative survey-based approach. It was found that the dominant pattern of communication between public secondary school principals and teachers in Jarash is the effective communication. It was found that the degree to which teachers carry out the required duties is high. It was found that there is a statistically significant positive correlation between the the effective communication between public secondary school principals and teachers and the degree to which teachers carry out the required duties. It was found that the extent of carrying out effective communication between public secondary school principals and teachers in Jarash is high. The reports area is ranked first. The meetings area is ranked last. It was found that the degree to which teachers carry out the required duties is high.

Keywords: Teachers' performance , effective communication, teachers' duties, public secondary schools

DOI: 10.7176/JEP/11-20-15

Publication date: July 31st 2020

Introduction

There are and have always been conversations about schools and how they should be managed and lead to achieve good results. During the last years, there has been an increased attention on how to measure and understand what activities and actions that lead to certain results. Research shows that schools and the individual teacher and principal make a difference (e.g. Day & Leithwood, 2007; Grosin, 2003; Leithwood & Riehl, 2003; Sammons, 2006). It is hard to determine what is most important since the work in schools, as in most organizations, is complex and intertwined. In almost all school activities, communication plays an important role. How and what we talk about both construct and form our reality. How the aims of schooling are understood and communicated, become prerequisites for what activities and perspectives are valued and lead to further actions. This implies that communication can be both a way to analyze and understand processes in schools and a process to influence others' actions and understanding. An ordinary working day for principals and teachers contains many meetings, interactions and conversations. The question is how do these activities contribute to school outcomes? Public organizations have specific objectives and aims to fulfil. Schools in Sweden have a short and concentrated curriculum that requires local interpretation which provides the actors with a wide span of opportunities about how to realize the national objectives. The schools shall rest on fundamental democratic values and use the school funding and resources as effective as possible. There are also expectations that principals and teachers in Swedish school shall work with school improvement and constantly improve their activities and results in relation to how society changes and develops. This requires principals and teachers who are engaged, knowledgeable and have time to talk about issues related to teaching and learning. Even if communication often is described as important, a large part of everyday conversations and how they are conducted are taken for granted and are not consciously used (Heide, Clarén, Johansson, & Simonsson, 2005; Miller, 2006). This can result in too many messages in the organization not coming through in the intended way (Kotter, 1996).

A communicative leadership is especially important in organizations with values that are non-negotiable (Eriksen, 2001). Even if the principal takes part in different processes and therefore is affected by them, there are organizational expectations on how the leader shall contribute to these processes. Is it possible to trace how principals contribute to the schools outcomes in the school's communication processes? One of the principal's

challenges is to support teachers to improve student outcomes. What principals and teachers talk about and how they communicate both reflect and construct what is considered important in different processes and activities. Communication therefore also reveals what is in focus in the organization's everyday work.

Statement of the Problem and the Study's Questions

Having effective communication in schools is considered essential for school principals. For instance, such communication enables them to carry out their duties. In fact, many problems occur in schools due to having a misunderstanding or a problem in the communication method used by the principal. Hence, the problem of the present study is represented in the following questions:

What is the extent of carrying out effective communication between public secondary school principals and teachers in Jarash? What is the relationship between such communication and the degree to which teachers carry out the required duties?

In this regard, the present study aimed to reach results through offering answers to the following questions:

Q.1 What is the extent of carrying out effective communication between public secondary school principals and teachers in Jarash? What is the relationship between such communication and the degree to which teachers carry out the required duties?

Q.2. To what degree do teachers carry out the required duties?

Q.3 Is there any significant difference between the respondents' attitudes towards the extent of having effective communication which can be attributed to gender, academic qualification or experience?

Q.4. Is there any statistically significant correlation –at the statistical significance level of ($\alpha \geq 0.05$)- between the effective communication between public secondary school principals and teachers and the degree to which teachers carry out the required duties?

The Study's Significance:

The present study is significant because it sheds a light on the significance of effective communication. It is significant because it sheds a light on the impact of effective communication on education. It is significant due to the significance of the relationship between principals and teachers. It is significant because such relationship affects the degree to which teachers do the required duties. It is significant because effective communication contribute to promoting knowledge among teachers about their duties. It is significant because the communication pattern affects the students' academic achievement.

The Study's Objectives:

The present study aimed to:

- 1) Identify the extent of carrying out effective communication between public secondary school principals and teachers in Jarash. It also aimed to explore the relationship between such communication and the degree to which teachers carry out the required duties from their perspective.
- 2) Promote effective communication between school principals and teachers
- 3) Identify the most significant obstacles that hinder the effective communication between school principals and teachers

Methodology:

The researcher adopted a survey-based correlative approach.

Population:

The population is represented in all the teachers who were working in public secondary schools in Jarash during the academic year (2014/2015). It consists from 530 female and male teachers .

Sample:

The study's sample consists from 162 teachers

Instrument:

To meet the study's goal, the researcher developed a questionnaire. This questionnaire consists from two parts. The first part of the questionnaire aims at collecting data about the effective communication. The second part of the questionnaire aims at collecting data about the duties of teacher

The following procedures were carried out to develop the questionnaire:

- 1)- The researcher reviewed the relevant theoretical and empirical references. She held discussions with faculty members about the relevant information. After that, the first scale was developed.
- 2)-The researcher selected the main areas to be investigated. These areas are:
 - a- meetings
 - b- interviews
 - c- Communication through phone calls and technological means
 - d- Reports. The first scale consists from 33 items

The researcher adopted the five point Likert scale. This scale consists from five categories; to a very great extent, to a great extent, to a moderate extent, to a little extent, and to a very little extent. These categories stand for the

following scores respectively: 5, 4, 3, 2 and 1.

Validity of the Instrument

Content validity refers to the degree to which the instrument measures what's it was intended to measure. The researcher measured the content validity of the questionnaire. That was done through passing the initial version of the questionnaire to 10 experts. Those experts are faculty members who are specialized in educational administration. Some of those experts work in Jarash University and the rest work in Yarmook University. They were asked to assess the questionnaire in terms of clarity, language and relevancy. They were asked to make additions, deletions, and suggestions. In the light of the experts' opinions, several adjustments were made. The final version of the questionnaire consists 33 items that shed a light on effective communication and 30 items that shed a light on teachers' duties. Thus, it consists from 63 items.

Reliability of the Instrument

The test-re-test method was used to measure the reliability of the questionnaire. Through this method, an exploratory sample was selected. It consists from 40 female and male teachers. Questionnaire forms were distributed to the members of the exploratory sample. After two weeks, they were distributed again to the members of the exploratory sample. After that, Pearson correlation coefficient values were calculated. The Pearson correlation coefficient rate is 82%. To measure reliability, Cronbach Alpha coefficient value was calculated.

Theoretical framework

First: The meaning of communication:

Communication refers to a set of activities that include listening, meditation, expression, selection, feeling, and behavior. It is a planned process that aims at motivating others and promote specific attitudes among them. It aims at encouraging them to carry out specific practices.

Abed Al-Samee' (2011) suggest that the communication process refers to the delivery of a specific idea, concept or skill from one person to another.

E'raifej (2001) suggest that the communication process refers to exchanging information, feelings and attitudes. Communication can be defined as the process through which information, ideas and attitudes are exchanged between people in social, cultural and psychological contexts to meet the intended goals.

2-The significance of communication:

Communication: Effective communication:

Effective communication is essential to meet social and psychological needs. One starts to communicate with others since the beginning of his/her life. One keeps communicating with others throughout his/her life. There is no debate over the significance of communication between people in organizations. Communication in organizations is significant because it improves social relationships and promotes a team work spirit. It is significant because it makes employees realize the significance of their roles in the organization. Providing the employee with inadequate attention shall promote feelings of depression and despair among them. That shall negatively affect the productivity and performance efficiency levels of the organization. In general, the significance of effective communication is represented in the following points:

- Education: Effective communication contributes to promoting knowledge. That shall develop people's personalities and minds.
- Social closeness: Effective communication provides people with the latest social news. That shall strengthen the social bonds between people. It shall provide people with opportunism to meet new people
- Socialization: Through effective communication, one shall internalize customs and values and behaviors.
- Decision making process: Through effective communication, employees shall exchange information that enable them to detect the problem. Exchanging information shall enable employees to assess alternatives and implement decisions.
- Meeting goals: Through effective communication, employees shall acknowledge the organizational goals, plans, policies and procedures.
- Providing good incentives: Through effective communication, employees shall be able to hold healthy discussions to identify the reasons behind great achievements. Effective communication contributes to providing incentives to employees fairly.

Many aspects of what is understood and experienced as organizational reality are constructed and reconstructed by the organizational members through their daily actions (Czarniawska-Joerges, 1993; Heide, Clarén, Johansson, & Simonsson, 2005). Reality is therefore always changing (even if it sometimes goes slowly). To understand reality, different perspectives and their mutual meaning have to be taken into consideration, it is therefore important not only to study one organizational level or one actors intention with their communication (Heide, Clarén, Johansson, & Simonsson, 2005). This is one of the reasons why both principals and teachers views are studied in this thesis. The different processes inside schools are seen as complex and intertwined (see figure 1 and figure 2). Besides time the number of distinct variables in a process affect each other and their

combinations are as important as a single variable. Later on, I will discuss leadership and communication in relation to organizational structure and culture. However, I start with giving a short definition of the most frequently used concepts in the thesis as a guide for the reader to understand my point of departure. Organizational structure and culture Organizations, such as schools are here seen as social constructions where structure, culture and leadership are interdependent variables describing how activities and actions are constructed. Examples of structures are objectives, buildings, and organization of labour. Organizational culture is manifested in norms, history, symbols, basic assumptions and shared values (e.g. Hoy & Miskel, 2007). Examples of areas that are affected by the school culture are the way schools work with teaching and learning, collaboration and how leadership should be conducted. Communication (Organizational communication) is a process of creating and exchanging messages. The process includes several key elements such as network, interdependence, relationship, environment, uncertainty and messages (Goldhaber, 1993). Communication is closely connected to organizational structure and culture. Communication can be used to analyze and reflect as well as affect what is happening in the organization. Communication is here seen as a pervasive role rather than an individual skill (Kowalski, Petersen, & Fusarelli, 2007).

Leaders and leadership processes get a lot of attention both in research and in different organizations. Through the years, different trends have emerged in leadership research. Even if there is a consensus in leadership and organizational research that leadership is an important process affecting organizational behaviour and results, it is still a discussion if leadership matters or not (Alvesson & Sveningsson, 2003; Pierce & Newstrom, 2007). The research is sometimes not conclusive in what matters most in the leadership process. The wide range of different definitions shows the complexity and the challenges the researchers are faced with (Bolman & Deal, 2003; Møller, 2006, Rost, 1991). The definitions of leadership can vary from being operational as a part of the organization to a concept related to the individual. Many researchers view leadership as multifaceted processes which indicate that results in studies about effective leadership are often ambiguous, contextual and hard to assess (Alvesson, 2002; Møller, 2006). Leadership processes are therefore always influenced by time and societal discourses (Johansson, Moos, & Møller, 2000). Earlier research often treats leadership from trait perspectives, which study the individual leaders' skills and traits. This often puts the entire focus on the leader as a person. The leadership process implies that the individual leader influence others towards a specific aim or goal which shows that the leader has a specific task and role (Hoy & Miskel, 2007; Pierce & Newstrom, 2007; Yukl, 2002). Nowadays many researchers use an integrative approach using more or other variables than individual traits and skills (Yukl, 2002). Using a process perspective does not ignore the leader's role instead it emphasizes that it is an interactive process that can be learned (Northouse, 2007). As mentioned earlier leadership is in this thesis seen as a social process where the leader, the followers and the situation have the main influence on what happens in school organizations. "Leadership is relational. Consequently, both the leader and followers are important components" (Ogawa & Bossert, 1995:236). Leadership issues should therefore address questions that confront both leaders and followers (Northouse, 2007).

The individual principal can affect the leadership process through her traits, role, skills, experience, and style (Hoy & Miskel, 2007; Northouse, 2007; Yukl, 2002). Since the teachers and situation affect the leadership process, another way for the leader to affect the process is by analyzing and understanding the teachers' characteristics and needs as well as the organization's current situation. How the principal listens, transmits information, makes decisions and leads dialogues will affect leadership and communication processes and ultimately the school outcomes. The different techniques and how individual skills are used in conversations can reveal the communicator's pre-understanding, values, knowledge and preparation (Isaacs, 1999). The principal's way of communicating affects how she is perceived and her ability to pursue change (Kowalski, Petersen, & Fusarelli, 2007). The leader's challenges in complex organizations is to combine the work towards task and objectives (structures) with human relation work that engages and supports followers (Ekvall & Arvonen, 1994; Hoy & Miskel, 2007; Yukl, 2002). To realize demanding objectives and tasks, the followers' attitudes and knowledge towards the work become important. This implies that leadership, organizational culture, communication and organizational outcomes are strongly connected. Communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leadership uses language and communication to motivate different actions (Eriksen, 2001). Talk can therefore be described as action (Weick, 1984) and as work (Gronn, 1983). To view leadership as a social process makes communication essential both for understanding how the work inside organizations contribute to results and how the individual leader use communication as a tool. A related theory to my work that elaborates on rationality and communication is Habermas' theory about communicative rationality. He argues that communicative rationality is a way to change society and meet the dominating instrumental perspective. He tries to find a more positive alternative in the modern society where communicative rationality contribute to more freedom and the development of ethics and civilized conflict solving rather than just contributing to the instrumental goal and system rationality (Eriksen & Weigård, 2000; Habermas, 1999). He claims that there is a threefold relationship between the meaning of the linguistic expression, the aim, what is said in it, and how it is expressed.

Previous studies

Zaidan (2000) aimed to explore the prevalent patterns of communication among the principals and public secondary school principals. He aimed to explore the relationships between such communication and students' attitudes towards school. It was found that there are statistically significant differences between the students' attitudes towards school which can be attributed to gender. The latter differences are for the favor of female students. The latter result applies to all the areas. It was found that there isn't any statistically significant differences between the principals' attitudes which can be attributed to gender.

Al-Asmar (2003) aimed to explore the extent of having effective communication skills by the public and private primary school principals in Irbid from the teachers' perspective. It was found that the extent of having effective communication skills by those principals is high. It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender, academic qualification or experience

Al-Khawaldeh (2000) aimed to explore the obstacles hindering primary school principals in Jerash from communicating with teachers, students and parents. It was found that principals have limited amount of time. It was found that teachers' communication skills are poor. It was found that parents interfere in principals' affairs.

Khalil (2001) aimed to shed a light on effective communication in schools in Egypt. It was found that some school employees don't use effective communication tools well.

Taboor, and Bonnis (2002) aimed to explore the relationship between the communication style of school principals from one hand and the school climate in the targeted schools from another hand. He aimed to explore the relationship between the patterns of communication among school principals and the method used for making a conflict. It was found that there is a statistically significant relationship between the communication style of school principals from one hand and the school climate in the targeted schools from another hand. It was found that there is a statistically significant relationship between the patterns of communication among school principals and the method used for making a conflict

Melanosco (2004) aimed to explore the relationship between the teachers' evaluation scores and students' academic achievement in reading, science and mathematics. He conducted the study in the United States of America. It was found that there is a significant positive correlation between the teachers' evaluation scores and students' academic achievement in reading, science and mathematics.

Fleming (1997) aimed to explore the relationship between the managers and teachers. He aimed to explore the impact of the quality of this relationship on teachers' empowerment. It was found that (listening, providing information, and its presentation style) play an effective in improving the quality of the communication process. It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to any of the study's variables.

Results

Results related to the first question:

Q.1 What is the extent of carrying out effective communication between public secondary school principals and teachers in Jarash? What is the relationship between such communication and the degree to which teachers carry out the required duties?

To answer this question, means and standard deviations were calculated.

Table (4): The extent of carrying out effective communication between public secondary school principals and teachers in Jarash

Rank	No.	Paragraph	Mean	standard deviation	Level
1	4	Reports as a method of communication	4.46	0.638	High
2	2	Interviews as a method of communication	4.44	0.65	High
3	3	Telephony	4.43	0.70	High
4	1	Meetings as a medium	4.39	0.68	High
		Effective communication as a whole	4.43	0.59	High

Table (4) shows that the arithmetic mean ranged between (4.46-4.39) where the reports came as a means of communication in the first rank with the highest average of (4.46) while the first field came in the last rank with an arithmetic average of (4.39) and the arithmetic mean of effective communication as a whole (4.43).

The arithmetic mean and the standard deviations for the study sample estimates were calculated on the items of each field separately, as they were as follows:

1. First area: meetings as a means of communication:

Table (5)

Arithmetic mean and standard deviations for the first field paragraphs of meetings are in descending order according to the arithmetic mean

Rank	No.	Paragraph	Mean	standard deviation	Level
1	1	The manager prepares the meeting agenda before starting its work	4.65	0.83	High
2	12	In his meetings, the principal focuses on pushing teachers to further abide by their duties	4.51	0.83	High
3	3	Take into account the provision of a calm and comfortable environment before the meeting	4.49	0.81	High
4	4	The manager possesses successful and effective meeting management skills	4.46	0.83	High
5	7	The meeting time is distributed to the meeting paragraphs according to their importance	4.44	0.86	High
6	11	The principal seeks to create an environment of understanding and affection in his communication with teachers	4.43	0.90	High
7	10	The director listens to his colleagues' attention with interest and without interruption	4.41	0.91	High
8	5	The distribution of time and participation in discussions should be fairly taken into account	4.40	0.87	High
9	9	He is keen to set up an effective mechanism to follow up the implementation of the meeting's decisions.	4.35	0.87	High
10	2	The principal distributes an agenda to the teachers in advance	4.34	0.97	High
11	8	He shall appoint to record what took place in the meeting	4.31	0.95	High
12	6	Creates guest supplies for the participants	4.03	1.25	High
		Meetings as a medium	4.39	0.69	High

Table No. (5) shows that the arithmetic mean ranged between (4.03-4.56), as paragraph (1) stated that "the director prepares the meeting's agenda before starting its work" in the first rank with an arithmetic mean of (4.56) while the paragraph came No. (6) and its text "Prepares suitable hospitality requirements for the participants" at the last rank, with an average score of (4.03) and the average score for the first field as a whole (4.39).

1. Interviews as a method of communication:

Table (6)

Arithmetic mean and standard deviations for the field items of the interviews as a means of communication are given in descending order according to the averages.

Rank	No.	Paragraph	Mean	standard deviation	Level
	13	The principal provides a permanent opportunity to meet with teachers to follow up on work matters	4.60	0.68	High
	15	The director listens to the teachers' opinions and comments	4.52	0.80	High
	19	The director records what happened in his interviews to follow up on its implementation	4.50	0.79	High
	16	He chooses appropriate times for interviewing teachers that do not affect the course of teaching at school	4.44	0.86	High
	18	In his interviews, the principal demonstrates his leadership and skills in communicating his direction to teachers	4.43	0.82	High
	14	The director will determine the topics that need to be discussed in advance in order for the interview to be fruitful	4.41	0.80	High
	17	The manager seeks to provide the teacher with the appropriate hospitality during the interview	4.20	1.12	High
		Interviews as a method of communication	4.44	0.65	High

Rank	No.	Paragraph	Mean	standard deviation	Level
1	23	The manager picks the right time for his phone calls	4.47	83.	High
2	20	The principal uses phone calls with teachers to follow up on school affairs	4.45	88.	High
3	22	The manager avoids prolonged calls in order to save time	4.44	83.	High
4	25	Proficiently mastered electronic means of communication	4.43	0.88	High
5	24	The manager records with interest the results of his phone calls	4.41	0.86	High
6	21	Determines its purpose in advance of the connection	4.40	0.84	High
		Telephony	4.43	0.71	High

Table (7) shows that the arithmetic mean ranged between (4.40-4.47) where paragraph (23) stated that "the manager chooses the appropriate time for his telephone calls" in the first rank with an arithmetic average of (4.47), while paragraph (No. 21) Its text "The manager determines his purpose in advance of communication" at the last rank, with an average score of (4.40) and an average score for the field of telephone communications as a whole (4.43).

1. Reports as communication

Table No. (8)

Rank	No.	Paragraph	Mean	standard deviation	Level
1	26	The director will resort to written reports and directions whenever he finds this necessary in his communication with the teachers.	4.57	0.75	High
2	27	The principal sets a clear goal for his reports and guidance for teachers	4.48	0.75	High
2	28	The manager improves his reporting and chooses a sound language for its topic	4.48	0.75	High
4	29	The manager uses reports for M&E and documentation	4.40	0.85	High
4	30	The manager approves the written reports in the important circumstances, especially the examination administration	4.40	0.97	High
		Reports as a method of communication	4.46	0.68	High

Table (8) shows that the arithmetic averages ranged between (4.40 - 4.57) where paragraph No. (26) stipulates that "the director shall resort to written reports and directions whenever he finds this necessary in his communication with the teachers" in the first place and with an average of (4.57) While paragraphs (29) and (30) came in which reads "The manager uses the reports for follow-up, evaluation and documentation." As a whole (4.46).

Results related to the second question:

Q.2 To what degree do teachers carry out the required duties?

To answer this question, the mean and standard deviations were calculated.

Table (9)

Arithmetic mean and standard deviations of the reporting paragraphs as means of communication in descending order according to the arithmetic mean

Rank	No.	Paragraph	Mean	standard deviation	Level
1	1	The principal clarifies and reminds them of their timing of their educational duties	4.69	0.64	High
1	20	The principal follows up directly with his assistants, the teachers 'commitment to attendance and attendance	4.69	0.73	High
3	24	With the teachers, the principal is committed to upholding work values and professional ethics	4.59	0.71	High
4	4	The director employs modern devices to follow the duties of teachers and teachers	4.55	0.82	High
5	16	The director follows the administrative aspects of his teachers and the degree of accuracy of their records and student files	4.54	0.71	High

Rank	No.	Paragraph	Mean	standard deviation	Level
6	6	The teachers agree on the need for the principal to communicate with them to provide facilities for their work	4.53	0.71	High
7	2	The director on the ground monitors the efforts of teachers in their classes and activities	4.52	0.72	High
7	17	The principal directs teachers to focus on positive communication with students and their priorities	4.52	0.84	High
7	22	The director is interested in activating student activities and provides them with the requirements for success	4.52	0.84	High
10	14	The director looks at the sample questions for a teacher and directs its development	4.51	0.88	High
11	26	The manager uses his capabilities and expertise to serve the local community	4.50	0.81	High
12	21	In his contacts with teachers, the principal focuses on the school environment and public property	4.49	0.77	High
13	29	The principal focuses on teachers to stay away from any work or behavior that offends his position as a teacher	4.49	0.77	High
14	10	The principal invests school radio to communicate with and direct students	4.48	0.84	High
14	28	The director directs teachers to understand the laws and regulations governing the education system in Jordan	4.48	0.88	High
16	8	The principal distributes his work day and time to care for students and teachers	4.47	0.86	High
17	19	The principal explains to the teachers the importance of the blackboard as a presentation material	4.46	0.91	High
17	25	The director continues to form a classroom setting suitable for education with a teacher	4.46	0.82	High
19	3	The director focuses in his contacts with teachers on the accuracy of their performance and raising their capabilities	4.45	0.83	High
21	7	The manager begins his work day, his time of interest, and directs them	4.44	0.83	High
21	9	The principal refers to the written directions of the teacher for further follow-up of their performance	4.44	0.86	High
23	11	Instructs the principal and teachers to straighten themselves as a way to chase them	4.43	0.88	High
23	15	The manager pays his teachers to participate in the courses and development programs for them	4.43	0.96	High
25	18	The principal directs the teachers to pay attention to their appearance without exaggerating the situation	4.49	0.86	High
26	12	The principal encourages teachers to expand using modern technologies in their education	4.38	1.00	High
27	13	The director directs teachers to follow up on developments in teaching methods and tools	4.36	0.97	High
28	23	The principal and teachers pay great attention to the discovery and nurturing of creators	4.36	0.91	High
28	27	It seeks to critique and develop the curriculum in light of scientific developments	4.36	0.90	High
		The duties assigned to teachers	4.48	0.64	High

Table (9) the arithmetic mean ranged between (4.36-4.69), where paragraphs (1) (20) stipulated that “the director clarifies the teachers and reminds them of the timing of their practical duties” and “the director follows up directly with the teacher commitment assistance Times of attendance and attendance "in the first place, and with an arithmetic mean of (4.69), while paragraphs (23) and (27) came and read" The director and teachers give great attention to discovering and caring for creators.

"It seeks to criticize and develop the curriculum in light of the latest scientific developments" with the last rank, with an average score of (4.36), and the average score for the meals assigned to teachers as a whole

(4.48).

Results related to the third question:

Q.3 Is there any significant difference between the respondents' attitudes towards the extent of having effective communication which can be attributed to gender, academic qualification or experience?

To answer this question, means were calculated and t-test was conducted.

First: gender

Table (10)

Results of means, standard deviations, and "T" testing of the effect of gender on the perspectives of respondents to the degree of achieving effective communication

	Gender	No.	Mean	standard deviation	"T" Value	Degrees of freedom	Statistical significance
The first field	Male	91	4.49	0.60	1.95	160	0.053
	female	71	4.28	0.77			
Interviews as a method of communication	Male	91	4.51	0.58	1.35	160	0.178
	female	71	4.37	0.73			
Telephony	Male	91	4.51	0.67	1.61	160	0.108
	female	71	4.33	0.75			
Reports as a method of communication	Male	91	4.56	0.59	2.10	160	0.037*
	female	71	4.34	0.77			
Effective communication as a whole	Male	91	4.51	0.49	2.03	160	0.044*
	female	71	4.32	0.70			

•Statistical function at the level of significance ($\alpha < 0.05$)

Table (10) shows that there are no statistically significant differences ($\alpha > 0.05$) due to the effect of gender in all fields except for the two fields of reporting as a means of communication and in effective communication as a whole, and the differences came in favor of males.

Second: The educational qualification:

Table (11)

Mathematical mean, Standard Deviations, and T-Test for the effect of the educational qualification on the perspectives of the sample individuals to the extent of achieving effective communication.

	Qualification	No.	Mean	standard deviation	"T" value	Degree of freedom	Statistical significance
The first field	Bachelor	129	4.41	0.65	0.449	160	0.654
		33	4.35	0.83			
Interviews as a method of communication	Postgraduate	129	4.44	0.63	-0.355	160	0.723
		33	4.48	0.73			
Telephony	Bachelor	129	4.43	0.70	-0.204	160	0.839
		33	4.45	0.76			
Reports as a method of communication	Postgraduate	129	4.43	0.67	-1.110	160	0.269
		33	4.58	0.72			
Effective communication as a whole	Bachelor	129	4.42	0.57	-0.143	160	0.887
		33	4.44	0.71			

It appears from Table (11) that there aren't statistically significant differences ($\alpha > 0.05$) due to the effect of the educational qualification in all fields, and in effective communication as a whole.

Third: Experience

Table (12)

Mathematical mean, Standard Deviations, and "T" Test of Experience on Individual Views the sample is to the point of achieving effective communication

	Experience	No.	Mean	standard deviation	"T" value	Degree of freedom	Statistical significance
The first field	Less than 10 years	121 41	4.45 4.23	0.65 0.78	1.807	160	0.073
Interviews as a method of communication	Ten years or more	121 41	4.48 4.34	0.60 0.79	1.132	160	0.259
Telephony	Less than 10 years	121 41	4.44 4.40	0.69 0.77	0.310	160	0.757
Reports as a method of communication	Ten years or more	121 41	4.52 4.29	0.62 0.84	1.875	160	0.063
Effective Communication	Less than 10 years	121 41	4.47 4.30	0.56 0.69	1.546	160	0.124

Table (12) shows that there are no statistically significant differences ($\alpha = 0.05$) due to the effect of the number of years of experience in all fields, and in effective communication as a whole.

Results related to the fourth question:

Q.4. Is there any statistically significant correlation –at the statistical significance level of ($\alpha \geq 0.05$)- between the effective communication between public secondary school principals and teachers and the degree to which teachers carry out the required duties?

To answer this question, the Pearson correlation values were calculated for exploring the relationship between such communication and the degree to which teachers carry out the required duties from their perspective. Table (13) presents those values. .

Table (13)

Pearson correlation coefficient values for exploring the relationship between such communication and the degree to which teachers carry out the required duties from their perspective.

		The duties assigned to the teachers
The first area	Correlation coefficient t statistical significance number	0.666(**) 0.000 162
Interviews as a method of communication	Correlation coefficient t statistical significance number	0.679(**) .000 162
Telephony	Correlation coefficient t statistical significance number	0.692(**) 0.000 162
Reports as a method of communication	Correlation coefficient t signification	0.714(**) 0.000 162
Effective communication as a whole	Statistical number	0.779(**) 0.000 162
Organizational citizenship behavior as a whole	Correlation coefficient t signification	0.737(**) 0.000 350

• Statistical function at the level of significance ($\alpha < 0.05$).

Table (13) shows that there is a positive statistically significant correlation –at the statistical significance level of ($\alpha \geq 0.05$)- between the effective communication between public secondary school principals and teachers and the degree to which teachers carry out the required duties

Discussion:

The results of the present study are discussed below.

Discussion related to the first question:

Q.1 What is the extent of carrying out effective communication between public secondary school principals and teachers in Jarash? What is the relationship between such communication and the degree to which teachers carry out the required duties?

Based on table (3), the extent of carrying out effective communication between public secondary school principals and teachers in Jarash is high. That is because the relevant overall mean is 4.43. The latter result indicates that the quality of the social and professional relationships between those principals and teachers are high. It indicates that those principals realize that effective communication shall meet the intended goals and improve the school performance on the administrative and scientific levels.

Discussion related to the second question:

Q.2. To what degree do teachers carry out the required duties?

Based on table (9), the degree to which teachers carry out the required duties is high. That is because the relevant overall mean is 4.48 which is high. The latter table includes 29 items.

Q.3 Is there any significant difference between the respondents' attitudes towards the extent of having effective communication which can be attributed to gender, academic qualification or experience?

First: Gender:

Based on table (10), it was found that there isn't any statistically significant difference –at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' attitudes towards the extent of having effective communication which can be attributed to gender. The latter result applies to all the areas, except for the reports area. The difference in the reports area is for the favor of males. The latter result indicates that male principals and teachers use means of communication more than female principals and teachers

Second: Academic qualification

Based on table (11), it was found that there isn't any statistically significant difference –at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' attitudes towards the extent of having effective communication which can be attributed to academic qualification. The latter result applies to all the areas jointly and separately. It indicates that principals don't differentiate between the ones with high academic qualification and the ones with low academic qualification when communicating with others.

Third: experience

Based on table (12), it was found that there isn't any statistically significant difference –at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' attitudes towards the extent of having effective communication which can be attributed to experience. The latter result applies to all the areas jointly and separately. It indicates that principals communicate in a similar manner with teachers regardless of their experience.

Q.4. Is there any statistically significant correlation –at the statistical significance level of ($\alpha \geq 0.05$)- between the effective communication between public secondary school principals and teachers and the degree to which teachers carry out the required duties?

The result of this questions is presented in table (13). Table (13) includes the Pearson correlation coefficient values. Based on this table, it was found that there is a statistically significant positive correlation between the effective communication between public secondary school principals and teachers and the degree to which teachers carry out the required duties. The latter result indicates that effective communication motivates teachers to work hard and do the duties assigned to them. Effective communication can be conducted through using modern and effective means of communication. It shall improve the social relationship between teachers and principals. It shall make teachers feel responsible for improving the school performance

Recommendations:

The researchers recommend:

- 1) Holding training courses for principals about the way of using ICTs during meetings and conferences. That shall develop the principals' skills in using ICTs.
- 2) Developing guides and holding discussion sessions that address successful experiences of principals in the field of communication. Such guides and session should address the impact of those experiences on school outcomes.
- 3) Keeping up with the latest developments in the field of ICT by the Ministry of Education. The researcher recommends increasing the extent of integrating ICT in schools and reducing the extent of carrying out paper-based works in schools.
- 4) Conducting studies on the role of ICT in promoting positive attitudes towards school

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