

# The Degree to Which Teachers of the First Three Grades Possess Classroom Communication Skills and Their Relationship to the Level of Performance from Their Point of View in Madaba Education

Kamleh Suleiman SaedAlAjaleen  
Jordanian Ministry of Education  
Email ID: [aljalnkamlh@gmail.com](mailto:aljalnkamlh@gmail.com)

## Abstract

The study aimed to reveal the degree to which the first three grades teachers possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education. The study used the descriptive survey method, and to achieve this, the researcher designed a questionnaire consisting of (40) paragraphs, divided into four areas, and it was applied to the study sample, which amounted to (91), one of the teachers of the first three grades. The results indicated that the degree to which the first three grades teachers possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education, in the field of oral communication related to human relations in an environment, and the field of classroom administrative skills came to a medium degree, while it came in the fields of written communication, and the field of written communication. Nonverbal communication (suggestive) to a very high degree. The results also showed that there were no statistically significant differences in the degree to which teachers of the first three grades possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education, due to the variables of educational qualification, and years of experience.

**Keywords:** classroom communication skills, the three grades, the level of performance

**DOI:** 10.7176/JEP/13-31-08

**Publication date:** November 30<sup>th</sup> 2022

## INTRODUCTION

The process of classroom communication constitutes a positive interaction between the teacher and his students, and this interaction takes place through organized and specific activities that require appropriate conditions and conditions that the classroom administration works to create, and the environment in which learning takes place affects the effectiveness of the learning process itself, and the mental health of the students. Learning takes place in an environment characterized by the domination of the teacher, as this affects the personality of his students on the one hand, and the quality of their interaction with the educational situation on the other hand. It is normal for the student inside and outside the classroom to be exposed to several trends such as: self-discipline, maintaining order, taking responsibility, self-confidence, methods of cooperative work, methods of cooperation with others, and respect for the opinions and feelings of others.

The teacher cannot deliver the messages he wants to his students unless he is sufficiently prepared to receive them. The teacher (the sender) must have the necessary competence to motivate his students, and make them ready to receive the knowledge and information, that he wants to convey to them. He uses the appropriate educational averages, the channel of communication, and provides feedback from time to time. In order for effective learning to occur in the least possible time and effort (Qassem and Al-Naqbi, 2005)

The educational situation also determines the effectiveness of the teacher's skill and ingenuity in creating the teaching climate for learning, stimulating mental excitement for his students, and positive communication between him and them. In addition to the nature of the relationship, which helps to stimulate their motivation, invest the maximum of their abilities, and sharpen their enthusiasm, for the sake of distinguished scientific achievement, which will be reflected in the level of their giving and their effectiveness in society.

Because of the importance of this communication in the basic stage, it is noted that children in primary schools are affected through their communication with their teacher in terms of what they feel and do not feel; They imitate and imitate him; In his language, his tone, his speech, his looks, his movements, his stillness, his manners, his spirit is reflected on them, and the high ideals he owes. Herbert Spencer says, "Work to gain the student's trust." Convince him that you only think about his benefit and his future. And let him trust that you are wiser than him, and that you see what he does not see. And allow him to try the fruit that he reaps (Al-Abrashi, 1994). On this basis, the researcher believes that the efficiency of classroom communication; Whether verbal or nonverbal language proficiency is dependent on a good teacher; Fluent in classroom communication skills (culturally and linguistically) expressing the learner's needs, environment, and culture; Through it, the student can practice the language in functional and life situations, in all stages of education, especially the basic stage.

### **STUDY PROBLEM AND QUESTIONS:**

Through the researcher's work in education on the students of the basic stage for the first three grades, and through what she noticed what the classroom position is of great importance; Being the climate in which the teaching and learning processes take place, the researcher has tended to narrow the problem to be limited to the boundaries of the classroom, because the teacher has the greatest role in the success of the class activities; Because he is obligated to be an educational leader, and a wise mentor, the current study focused on recognizing classroom communication skills and the level of teachers' performance in them; Verbal or non-verbal: sending when speaking, and future when listening, and the degree to which teachers of the first three grades possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education. Hence, the study problem can be identified by answering the following questions:

The first question: What is the degree to which teachers of the first three grades possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education?

The second question: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree to which teachers of the first three grades possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education, due to the educational qualification variable: (Bachelor, postgraduate) and years' Experience (less than 5 years, 6-10 years, more than 11 years)?

### **STUDY OBJECTIVES:**

- Determining the necessary classroom communication skills for teachers.
- Detecting the availability of classroom communication skills among a sample of teachers of the first three grades.
- Presenting proposals for developing classroom communication skills that teachers of the first three grades did not have.

### **THE IMPORTANCE OF THE STUDY:**

The importance of this study stems from the importance of classroom communication in community life in general, especially within the classroom, and this importance is evident through:

- It will work on evaluating the classroom communication skills of the teachers of the first three grades, and informing them of the level of availability of classroom communication skills that make them able to enhance the positive aspects and avoid the negative aspects; Which supports the effectiveness of summer communication to achieve the desired goals.
- Teachers, school principals, educational supervisors and others may benefit from this study.
- This study may open doors for students and researchers in the domains of education to conduct more studies and research in the domain of classroom communication.

### **TERMINOLOGY OF STUDY:**

#### **PROCEDURAL DEFINITIONS:**

**Classroom Communication:** A direct communication process between the teacher and the student or students in the classroom using verbal or non-verbal language skills in order to transfer information and ideas between the teacher and the students or students and their colleagues.

**Classroom communication skills:** are communicative and interactive practices aimed at transferring information from the transmitter (teacher, student, students) to the future (students, teacher, teacher and students) with a communication that maintains (oral or written) clear, sound, understandable, performance or good or non-verbal communication. It has a clear significance that the future knows and understands. The basic stage: This is a compulsory educational stage and is divided into two stages: the first is the lower basic stage (the primary stage), which is six years old, (the first, second, third, fourth, fifth and sixth), and the second stage is: the upper basic stage, which is four years (seventh, eighth, ninth and tenth).

### **THE LIMITS OF THE STUDY:**

This study was limited to:

- OBJECTIVE LIMITS:** the degree to which teachers of the first three grades possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education.
- HUMAN LIMITS:** teachers of the first three grades.
- SPATIAL LIMITS:** Madaba Education Directorate.
- **TIME LIMITS:** This study is limited to the academic year 2022/2023

## **THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:**

Communication is a vital process of great value, through which messages are exchanged between a source of transmission and a destination that receives ideas and information sent, and it conveys behavior and experiences through various communication channels; Therefore, communication is considered one of the basic concepts in the modern era; It is closely related to what was produced by social and linguistic philosophies. In order to develop a theoretical framework on classroom communication, we are exposed to the concept of communication, linguistically and idiomatically, and we refer to important aspects related to the elements of classroom communication, its forms, skills, attitudes, and obstacles, and to develop a proposed vision for the development of classroom communication skills for teachers to create effective communication.

Communication language: (connect) the thing to the thing (connect it) and link, link: join him to him; bring him together and his mother, and so-and-so, link, link: he called him and did not abandon him. (The Arabic Language Academy, 2004)

Idiomatically: the process of communication or communication as a comprehensive and rich process that includes the exchange of ideas, opinions, and feelings between individuals by various types of averages and methods, such as: signs, gestures, facial expressions, hand movements, emotional expressions, and language (Person, 1418 AH)

Classroom Communication Skills: Communication processes take place through language in its various forms, contents, and arts. In the language, communication and communication occur, behavior is formed and human relations develop. Therefore, the ability to employ soft skills (listening, speaking, reading, and writing) is a basis for achieving the goals of communication. In its various forms and types, as these skills are distributed between the two sides of the communication process, the sender and the receiver, the sender is either a speaker or a writer, and the receiver is either a listener or a reader, and both use one or more art to achieve communication with the environment and its components. Thus, classroom communication can be divided into two main parts: verbal skills (including verbal skills and written skills) and non-verbal skills.

### **1- VERBAL COMMUNICATION SKILLS:**

the main language skills (listening, speaking, reading, writing); Verbal communication skills can be derived; Which are verbal communication practices, and therefore the researchers were keen that verbal skills cover all aspects of basic language skills and were divided into two parts: oral communication skills and written communication skills.

- Oral communication skills: are the practices of communication and oral communication; An audible voice in the case of transmission, or what we call speaking, or verbal speech, and listening, listening, or listening in the event of receiving the voice message. The success of the speaking process is measured by what the listener interacts with, after his response, and the level of the listener's influence on the hadith's thoughts, attitudes, and opinions.

- Written communication skills: written practices that depend on clarity, accuracy and speed in the written, and written communication practices consist of several skills, including: determining the purpose of writing, determining the reader for whom we are writing, choosing the content and including: choosing concrete ideas, testing a specific idea, choosing examples And the appropriate evidence, choosing ideas that are closely related to the topic, transforming the general idea into a tangible idea, writing all the ideas that come to mind, collecting the necessary information for the topic from various information sources, arranging ideas in a manner appropriate to the age of the students with clarity of writing, free from linguistic errors, and writing quickly adapted to the abilities of the students.

### **2. NON-VERBAL COMMUNICATION SKILLS:**

Non-verbal language as averages of communication has begun to occupy a special importance in recent years. Some empirical studies have demonstrated the ability of the teacher to control the attention of students and their responses by using non-verbal communication skills such as: sending gestures, shaking the head, eye looks, and hand movements. Using a pointer to direct attention to a specific thing, smiling, frowning, and other non-verbal gestures (Abu Shqair and Helles, 2010).

## **CLASSROOM COMMUNICATION POSITIONS:**

Class interaction is one of the most important factors that lead to an increase in the effectiveness of the educational process. The communicators in the classroom environment are the teacher and students, including the following:

1. Interaction between the teacher and the group of students: This type occurs during the educational activities centered around the teacher, as it happens when the teacher lectures did not give an explanation to the class as a whole, and although the teacher asks questions with the intent of provoking interaction, this is directed to the group as a whole, and not to a particular individual (Suwaidan, 2007).

2. Interaction between teacher and student: This type occurs when the teacher directs his attention to a particular student in order to make him engage in the discussion or answer a specific question, and here the educational

activity is not centered on the teacher, but rather directed by the teacher.

3. The interaction between a student and a student: here the educational activities are centered on the student, for example, one of the students may raise a problem or a question, and instead of the teacher answering this question, he directs it to another student to answer it or give his opinion on it. The teacher here is limited to guidance only (Abu Shqair and Helles, 2010).

#### **CLASSROOM COMMUNICATION OBJECTIVES:**

The objectives of classroom communication are defined as follows:

1. Achieving the desired educational goals, as classroom communication leads to a link between the mental and physical efforts of the students, and it coordinates the different aspects of activity that the students are encouraged to do in the school. It makes the two sides of the communication process a productive and cooperative team, which achieves educational goals.
2. Develop positive attitudes towards the teacher, the curriculum, the school and the entire educational process. This would reduce the problems that could occur between the teacher and the students (Sukar, 2011).
3. Facilitating obtaining the required information with the necessary understanding of the students, as good classroom communication enables everyone to work effectively jointly and reduces the problems that may result from it.
4. Helping students to identify the correct way to accomplish their duties, accustoming them to boldness in expressing their point of view, and making constructive proposals for the development and improvement of the educational process. Al Hadaf (Al-Zoubi, 2002).

#### **OBSTACLES TO CLASSROOM COMMUNICATION:**

- Confusion of averaging: the teacher often integrates in the explanation, assuming that his students understand what he says, but this assumption is often wrong. Students are unable to understand its averaging.
- Distraction or mind wandering: It represents a kind of cacophony, and reduces the effectiveness of the teaching and learning process, lack of interest in the study material, learning difficulties, and excessive preoccupation with personal matters are only many examples that illustrate some distractions in the classroom. Swinson. (2007).
- Uncomfortable physical conditions: It is another type of obstacle that must be overcome. Classrooms with high temperatures, and uncomfortable seats, all have an impact on the student's motivation and attention.
- Excessive pronunciation: whether on the part of the students or on the part of the teacher leads to interference and obstruction of the communication channel in both directions. The loudness of the students' voice in the classroom, the loudness of the teacher's voice and the continuation of his speech for a long period leads to a decrease in attention and poor classroom communication (Abu Shqair and Helles, 2010)

#### **PREVIOUS STUDIES:**

J Hamelin (2003) conducted a study that aimed to examine the role of non-verbal communication in the classroom as it relates to classroom management.

Al-Arini, (2011) conducted a study aimed at identifying the availability of non-verbal communication skills through (appearance, place, time, movements, sound), among the teaching staff at the College of Science at Qassim University from the students' point of view. The study concluded that the degree of non-verbal communication skills of the teaching staff was available. This indicates that there are statistically significant differences in the availability of non-verbal communication skills among the teaching staff according to the variable of specialization and the cumulative average. And there are statistically significant differences for the availability of non-verbal communication skills among the teaching staff according to the variable of the school year in favor of the fourth year.

(Al-Masoudi, 2009) conducted a study that aimed to know the concept of non-verbal dialogue in some aspects of the purified Sunnah, and its most important types, and to develop a proposed conception of non-verbal dialogue. The study recommended directing teachers to use non-verbal dialogue as a prophetic Sunnah used by the Prophet, may God's prayers and peace be upon him, in addition to the educational and pedagogical benefits that he achieved. And warning against the use of non-verbal dialogue that carries negative messages.

Al-Khatib, (2007) conducted a study that aimed to show the extent of the Prophet's interest in body language and that he frequently used body language to express his feelings, and this indicates his knowledge of the importance of this language in communication between him and the honorable Companions. The Companions also understood this language, and understood its averaging, due to its importance in the Prophetic Sunnah.

M. Artman (2005) conducted a study aimed at identifying the relationship between verbal and nonverbal communication in writing encounters. The study showed that most studies were concerned with verbal communication only. The study also confirmed the existence of a strong positive relationship between verbal and nonverbal communication in writing meetings, as well as The integration between verbal and nonverbal communication in writing meetings has an impact on teachers' performance in correct handling of student

meetings, and it also has an impact on learners' performance.

Annaba study (2022), which is entitled, The degree to which teachers of the first three grades in Ajloun Governorate schools possess educational competencies to apply the principles of comprehensive design for learning from their point of view. To learn from their point of view, the study used the descriptive survey method, and the questionnaire was a tool for data collection and consisted of (28) phrases, which were distributed to a random sample of (150) male and female teachers. The results showed that there were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) in the degree to which teachers of the first three grades in Ajloun Governorate schools possessed the educational competencies to apply the principles of comprehensive design for learning from Their point of view is due to the variable of experience and in favor of the experience of less than 10 years, while there are no differences due to the variable of academic grade. In light of these results, the researcher recommended including the principles of comprehensive design for learning in pre-service teacher qualification programs.

Al-Tamimi and Al-Momani (2022) study the degree to which primary school teachers in the capital Amman governorate possess soft skills from their point of view, the study aimed to reveal the degree to which teachers of the first basic stage in the capital Amman governorate possess soft skills from their point of view according to the variables (gender, experience, and sector) . The sample of the study, which followed the descriptive survey method, consisted of (335) male and female teachers of the first basic grades in the Directorate of Education of the Marka District in the Capital Governorate of Amman, and it was chosen by stratified random method. Skills, validity and reliability verified. The results of applying the study tool showed that the degree of possession of soft skills by the study sample members from their point of view was generally high, and there were statistically significant differences in the degree of their possession of the skills (lifelong learning, leadership, critical thinking) due to the gender variable and in favor of the parameters, and the presence of differences Statistically significant in the degree of their possession of the communication skill due to the variable of sex, in favor of teachers, and the presence of statistically significant differences in the degree to which the study sample members possess all skills except for communication skill due to the variable of experience and in favor of those with experience from (5) years or more, as well as the presence of statistically significant differences in the degree of their possession Skills (communication, problem solving, leadership, goal setting, time management) according to the sector variable and for the benefit of the private sector. While the results showed that there were no statistically significant differences in other soft skills (problem solving, teamwork, goal setting, time management) according to the gender variable, as well as the absence of statistically significant differences according to the sector variable in skills (working within a team, lifelong learning). and critical thinking), and in light of the results of the study, it was recommended to develop plans and training programs to raise the level of soft skills for teachers, and the Ministry of Education's interest in introducing soft skills into the school curricula.

The study of Al-Senussi and Al-Subai'i (2022), conducted a study the degree to which first-grade intermediate students possess speaking skills from the point of view of Arabic language teachers in Bisha governorate. The descriptive approach, and a questionnaire was designed to measure the degree to which the first intermediate grade female students possess the speaking skills: (phonological, intellectual, linguistic, and tactile), and then applied it to a random sample of (175) female Arabic teachers of the intermediate stage, in the Bisha portfolio during the first semester from the year 1443 AH. The results of the research resulted in an average degree of first-grade students' possession of vocal, intellectual and linguistic speaking skills; Where the sum of the arithmetic averages of these skills, respectively: (3,24), (3,36), (3,23). The results also revealed a high degree of female students' possessiveness of flap speaking skills; The sum of the arithmetic averages for this skill was (3,43), while the degree of possession of all speaking skills by first-grade students from the point of view of Arabic language teachers in Bisha governorate was medium. With an arithmetic average sum of (3,31). In light of the research findings, A set of recommendations were made, including: making use of the list of speaking skills reached by the current research when planning the My Eternal Language course for the first intermediate grade, and the need to take into account these skills by middle school teachers when teaching speaking, and evaluating the performance of students in it, in addition to working to activate the role of School theatre, school radio, and domain trips to a large extent; Because it is one of the most important averages of teaching speaking and developing its skills.

#### **METHOD AND PROCEDURE:**

This chapter deals with a description of the methodology used in the study, as well as a description of the study community, a description of the study tools and methods for verifying their validity and reliability, as well as the study variables (independent and dependent), the procedures followed in their implementation and the statistical treatment of data analysis. Here is a detail of that:

#### **STUDY APPROACH:**

Due to the nature of the study, the researcher used the descriptive approach to detect the study population, its

sample, and study procedures to find out the degree to which the first three grades teachers possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education, in order to suit the purposes of the study.

**STUDY COMMUNITY:**

The study population consisted of all the teachers of the first three grades of (280) who work in the schools of the Directorate of Education in Madaba 2022/2023

**THE STUDY SAMPLE:**

The study sample consisted of (91) female teachers of the first three grades in the schools of the Directorate of Education in Madaba.

**TABLE NO. (1): DISTRIBUTION OF THE STUDY SAMPLE ACCORDING TO ITS INDEPENDENT VARIABLES**

Variables	variable levels	Frequency
Qualification	BA	72
	Postgraduate	19
Years of service	Less than 5 years	12
	6-10	30
	More than 11 years	49
Total		91

**STUDY TOOL:**

The questionnaire included several areas that reveal the degree to which the first three grades teachers possess classroom communication skills and its relationship to the level of performance from their point of view in Madaba Education.

**AUTHENTICITY OF THE TOOL:**

To ensure the validity of the tool, it was presented in its initial form to a group of arbitrators with expertise and competence, and they were asked to express their opinion on the extent to which the paragraph relates to the domain under which it falls, the integrity of the language and clarity of averageing, either by approval, modification, or deletion for lack of importance or appropriateness, or the creation of paragraphs And in light of the arbitrators' suggestions and opinions, the researcher made the necessary adjustments to the paragraphs of the tool, and to calculate the consistency of validity, the researcher extracted the Pearson correlation coefficient for the paragraphs with the domain to which they belong and the total score of the scale, after distributing the study tool to an exploratory sample consisting of (20) parameters from The teachers of the first three grades in the schools of the Directorate of Education in Madaba, who were excluded from the original study sample.

**STABILITY OF THE STUDY TOOL:**

To ensure the stability of the two study tools, Cronbach's alpha equation was used, where the questionnaire's total reliability coefficient reached (0.82), which are good values for the study's objectives.

**TABLE NO. (2): RELIABILITY COEFFICIENT VALUES FOR THE STUDY TOOL DOMAINS**

Domains	number of paragraphs	Cronbach Alpha
Oral communication related to human relations in the learning environment	10	0.85
Oral communication related to classroom management tasks	10	0.82
Written communication	10	0.84
nonverbal (suggestive) communication	10	0.81
Total marks	40	0.82

It is clear from the results of Table No. (2) that the values of the reliability coefficient of the resolution domains ranged between (0.81 to 0.85), and these values are considered good to achieve the purposes of the study.

**STUDY VARIABLES:**

Independent variables

-The academic qualification has two levels: (Postgraduate studies, BA)

-Years of experience have two levels: (less than 5 years, from 6 to 10 years, more than 11 years)

Dependent variable: It is the response of the study sample to the study tool (the questionnaire)

**VIEW AND DISCUSS RESULTS**

Results related to answering the study questions: What is the degree to which the first three grades teachers

possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education? To answer this question, the arithmetic averages and standard deviations of the responses of the sample members were calculated, and Table (3) shows the results.

**THE FIRST DOMAIN: ORAL COMMUNICATION RELATED TO HUMAN RELATIONS IN THE LEARNING ENVIRONMENT**

**TABLE (3) THE ARITHMETIC AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS**

No.	Paragraphs	Arithmetic average	standard deviation	Rank	Degree
2	Listen carefully to the students' answers	2.96	0.64	1	Med
5	Avoid abusive and offensive words for students	2.92	0.66	2	Med
8	Pay attention to students' ideas	2.80	0.68	3	Med
9	Motivating students to listen in a variety of ways	2.69	0.72	4	Med
10	Avoid interrupting or silencing a student's speech	2.68	0.74	5	Med
6	Participation in student meetings and seminars	2.62	0.77	6	Med
7	Providing advice and guidance to students	2.61	0.78	7	Med
3	Establishing a positive relationship with students	2.60	0.79	8	Med
4	Reinforce students' answers in a variety of ways	2.53	0.82	9	Med
1	Say hello to students on campus and outside	2.50	0.85	10	Med
	The overall degree of the domain	2.69	2.62	-	Med

Table (3) shows that the arithmetic averages ranged between (2.96-2.50), where paragraph No. (2) which states "listening with interest to students' answers" came in the first place with an arithmetic average of (2.96), and the researcher attributed this to the importance of listening For the students' answers during the study session, as this skill is very important and cannot be neglected because of its important role in identifying the needs and interests of students and working to give the appropriate feedback to them. While paragraph No. (10) and its text, "Saying salutations to students on the school campus and outside," came last, with an average of (2.50). The researcher attributes this to the fact that the process of communication between the teacher and the student should be an interactive process that helps to remove the boundaries between them and allows them to communicate, whether inside or outside the school. The arithmetic average for the domain as a whole was (2.69), with a medium degree.

**THE SECOND DOMAIN: ORAL COMMUNICATION RELATED TO CLASSROOM MANAGEMENT TASKS.**

**TABLE (4) THE ARITHMETIC AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS**

No.	Paragraphs	Arithmetic average	standard deviation	Rank	Degree
13	Cut out the mental wandering of some students with appropriate phrases	2.86	0.65	1	Med
11	Demonstrate self-confidence while speaking	2.85	0.67	2	Med
17	Encouraging students to participate in student activities	2.83	0.69	3	Med
12	Warning of negative student behavior	2.78	0.73	4	Med
20	Taking care of and caring for families and school committees	2.75	0.74	5	Med
14	Being emotionally balanced while speaking	2.73	0.77	6	Med
18	Attempting to persuade students to return to negative behavior	2.69	0.78	7	Med
19	Listen to all conflicting parties before making a decision when a problem occurs	2.66	0.79	8	Med
15	Create a quiet, relaxing and distraction-free classroom environment	2.63	0.81	9	Med
16	Consulting with students regarding school discipline	2.61	0.83	10	Med
	The overall degree of the domain	2.93	2.62	-	Med

Table (4) shows that the arithmetic averages ranged between (2.86-2.61), where paragraph No. (13) which states that "cutting the mental wandering of some students in appropriate terms" came in the first place with an average of (2.86), and the researcher attributed this to The teacher must possess the skill of being able to keep the attention of the students during the lesson and not allow them to wander and be strict, and this shows the importance of the teacher having the skill of oral communication. While paragraph No. (16) and its text "(consulting with students regarding school control)" came in the last place with an arithmetic average of (2.61)

and in a medium degree, and the researcher attributed this to the fact that the process of communicating and talking with students about class instructions of any kind and related to organized matters Classroom Contribute directly to the classroom control process. While the arithmetic average of the domain as a whole was (2.93) with a medium degree.

**DOMAIN: WRITTEN COMMUNICATION**

**TABLE (5) THE ARITHMETIC AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS**

No	Paragraphs	Arithmetic average	standard deviation	Rank	Degree
28	Writing in front of students at a speed appropriate to the students' abilities	4.81	.52	1	High
25	Avoid using bicycle language in writing	4.80	.55	2	High
29	Provide written material free of grammatical errors	4.78	.57	3	High
30	Writing in front of students in a clear and legible hand	4.76	.62	4	High
24	Employing automated and non-mechanical averages to present the educational material	4.70	.63	5	High
26	Taking into account the level of students in the content of the written material	4.76	.65	6	High
27	Writing and arranging	4.70	.69	7	High
21	Rewrite or display misspelled words multiple times	4.71	.69	8	High
23	Ensure that students are able to read the written material presented to them	4.69	.73	9	High
22	Training students to write expressive thoughts with correct sentences free from errors	4.64	.77	10	High
	The overall degree of the domain	4.73	.64	-	Very high

Table (5) shows that the arithmetic averages ranged between (4.81-4.64). Paragraph No. (28), which states that "writing in front of students at a speed appropriate to the students' abilities" came in the first place, with an average of (4.81). Simple and understandable to students. While paragraph No. (22) and its text "(Training students to write expressing ideas with a correct phrase free of errors)" came in the last place with an average of (4.64). The researcher attributed this to the fact that the teacher-teacher must possess a high communication skill that enables training students to write in a correct manner free of errors. Therefore, the teacher must possess the skill of written communication to be able to help students to master the skill of writing. While the total average for the domain was (4.73) and to a very high degree.

**THE FOURTH DOMAIN: NONVERBAL COMMUNICATION (SUGGESTIVE)**

**TABLE (6) THE ARITHMETIC AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS**

No.	Paragraphs	Arithmetic average	standard deviation	Rank	Degree
34	Movement among students while speaking appropriately	4.80	.54	1	High
36	Lower your eyes and look down or away	4.81	.55	2	High
37	I patted the student's shoulder to encourage him	4.79	.57	3	High
40	Pressing the lips with the teeth to confirm that the teacher absorbed the negative behavior of the student	4.78	.60	4	High
35	Looking at the student speaking and showing interest in his speech	4.75	.64	5	High
38	Owning oneself when angry	4.74	.66	6	High
39	Using a pointer to direct attention to something	4.72	.67	7	High
32	Hand gesture to confirm or deny a student's behavior	4.70	.69	8	High
33	Smiling at a positive attitude	4.71	.71	9	High
31	Nodding or nodding of the head, affirmative or negative	4.62	.75	10	High
	The overall degree of the domain	4.73	.64	-	High

Table (6) shows that the arithmetic averages ranged between (4.80-4.62). Paragraph No. (34), which states that "the movement among students while speaking appropriately" came in the first place with an arithmetic average of (4.80), and the researcher attributed this to the fact that the teacher must possess the skill of non-verbal communication from a motor skill through which he can control the Attention of students during the lesson through the ability to walk between students and follow them directly. While paragraph No. (31) and its text "(shaking the head or moving the affirmative or negative)" came in the last place with an arithmetic average of (4.62). The researcher attributed this to the fact that the communication process between the teacher and the



student has a great impact, not only through verbal communication, but also through non-verbal communication, including the use of head and hand movements, which has a great impact on the same students and communication with them.

Second: Presentation and discussion of the results related to the second question, which states: “Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree to which the first three grades teachers possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education, due to the variable Qualifications: (Bachelor's, Postgraduate) and the variable years of experience (less than 5 years, 6-10 years, more than 11 years)?

-Qualification variable (Bachelor's degree, postgraduate studies).

To answer this question, the One Way ANOVA analysis was applied to independent samples of the effect of the educational qualification variable, towards the degree to which the first three grades teachers possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education, and table (7) illustrates this.

Qualification	Arithmetic average	standard deviation	F	Statistical Indication
BA	2.65	0.52	0.110	0.201
Postgraduate	2.12	0.43		

Table (7) shows that there are no statistically significant differences at the level of significance in the educational qualification variable towards the degree to which teachers of the first three grades possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education, due to the educational qualification variable (Bachelor, Postgraduate Studies) The researcher attributes this to the classroom communication skills of female teachers in the first three grades, which are similar, and they are needed by all first-grade teachers to approximate the age stage they are studying, and the training courses and programs that female teachers are subject to are the same regardless of educational qualification.

Variable years of experience (less than 5 years, 6 to 10 years, more than 11 years)

To answer this question, the One Way ANOVA analysis of independent samples was applied to the effect of the years of experience variable, towards the degree to which teachers of the first three grades possess classroom communication skills and their relationship to the level of performance from their point of view in Madaba Education, and table (8) illustrates this:

**TABLE NO. (8)**

Years of Experience	Arithmetic average	standard deviation	F	Statistical Indication
Less than 5 years	2.45	0.45	0.102	0.121
6-10	2.35	0.37		
More than 11 years	2.29	0.33		

It appears from Table 8)) that there are no statistically significant differences at the level of significance in the variable years of experience towards the degree to which teachers of the first three grades possess classroom communication skills and its relationship to the level of performance from their point of view in the Madaba Education Directorate, due to the variable years of experience (less than 5 years, From 6 to 10 years, more than 11 years), the researcher attributes this to the fact that the nature of the age stage and the developmental characteristics of the school stage during the first three grades are assigned to all teachers the same tasks and duties towards them, and the curriculum is given in similar ways to students as it is not possible to leave In any case, it is above the level of the students to their age level. Also, the teacher, during the teaching experience, has experiences with the students that the new teacher may obtain through courses and counseling.

### RECOMMENDATIONS:

1. Increasing interest in the environment, means and message of communication and class communication, to achieve the highest human relations, between the teacher and the student on the one hand, and between the teacher and workers in and outside the school on the other hand as senders and receivers, through publications and directives.
2. Holding training courses and workshops for principals, teachers, and supervisors on the process of communication, verbal and non-verbal communication, and how to overcome the temptation of classroom communication from internal and external distractions, and others; that the teacher is exposed to during class communication.
3. Training teachers to take advantage of the means of modern technology in the process of communication and communication, and to keep pace with changes, to raise the efficiency of communication and classroom communication with them.

## REFERENCES

- Artman, M. A. (2005). What we say and do: the nature and role of verbal and nonverbal communication in teacher-student writing conferences ". **Unpublished doctoral dissertation**.University of Wisconsin-Milwaukee.
- Al Shakes, Abdul Aziz Al-Sayed (1418 AH), **Speech and Language Disorders**, Golden Pages Company Limited Press, Riyadh.
- Al Soqar, Majid (2011). Social Communication (Types - Controls - Effects - and Impediments), **Unpublished Master's Thesis**, Faculty of Fundamentals of Religion, Islamic University: Gaza, Palestine
- Al-Arini, Ahmed (2011). **The availability of non-verbal communication skills among the teaching staff at the College of Science at Qassim University from the students' point of view**. Unpublished Master's Thesis, College of Arts and Education, Department of Psychological, Educational and Social Sciences, Arab Academy in Denmark.
- Al-Masoudi, Huda (2009). The educational connotations of dialogue does not appear in some aspects of the purified Prophetic Sunnah, **unpublished master's thesis**, College of Education, Umm Al-Qura University, Makkah Al-Mukarramah
- Al-Senussi, Muhammad Yusuf Ahmed, and Al-Subai'i, NajlaSaad Muhammad (2022), the degree to which first-grade intermediate students possess speaking skills from the point of view of Arabic language teachers in Bisha Governorate, *Journal of Arab Studies in Education and Psychology*, Arab Educators Association, Volume 144, Issue 2.
- Al-Tamimi, RolaRaafat, and Al-Momani, Jihad Ali (2022) The degree to which primary school teachers in the Amman governorate possess soft skills from their point of view, *Journal of Curricula and Teaching Methods*, Volume (1), Issue (8)
- Al-Zoubi, Ahmed (2002). Effective communication between teacher and student and its educational and psychological obstacles. *Journal of Education, Qatar National Committee for Education*, Culture and Science, No. 143, Year 31
- Annaba, Fadwa Muhammad Abdel-Qader (2022), entitled, The degree to which teachers of the first three grades in the schools of Ajloun Governorate possess educational competencies to apply the principles of comprehensive design for learning from their point of view, *Journal of Educational and Psychological Sciences*, Volume (6), Issue (31)
- Arabic Language Academy (2004).**Brief dictionary**. The General Authority for Amiri Press Affairs
- Hamelin, J. M. (2003). It goes without saying "nonverbal communication signals as a tool for establishing effective classroom management. **Unpublished master's thesis**.Pacific Lutheran University. California.
- Khattab, Muhammad (2007). **Qualities of Effective Teachers: A Guide to Qualification, Training and Development**, Radd Al Masirah for Publishing and Distribution: Amman, Jordan)
- Shukair, Muhammad and Helles, Ali Khalfan (2010). **Classroom communication skills and their level of performance among teachers of Arabic language and science in the basic stage**. Studies in Curricula and Teaching Methods, Faculty of Education, Ain Shams University, p. (103)
- Swedan, Amal and Mubariz, Manal (2007). **Technology in Education - Basic Introductions for Female Students**, Dar Al-Fikr for Printing, Publishing and Distribution, Amman
- Swinson, J.; Knight, R. (2007). **Teacher Verbal Feedback Directed towards Secondary Pupils with Challenging Behavior and Its Relationship to Their Behavior**, Educational Psychology in Practice.