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

Abeer Muneeb Mahmoud Ghadaireh
Full time lecturer, Arab University College of Technology

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 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, Claren, 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 (α≥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 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 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, Clarên, 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, Clarên, 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 to follow up on work matters | 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  |
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  |
| 3    | 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  |

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  | 0.84              | 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  |

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
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) shows that there are no statistically significant differences (a> 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.

| Qualification                        | No. | Mean   | Standard deviation | "T" Value | Degrees of freedom | Statistical significance |
|--------------------------------------|-----|--------|--------------------|-----------|--------------------|-------------------------|
| The first field                      | 91  | 4.49   | 0.60               | 1.95      | 160                | 0.053                   |
| Interviews as a method of communication | 91  | 4.51   | 0.58               | 1.35      | 160                | 0.178                   |
| Telephony                            | 91  | 4.51   | 0.67               | 1.61      | 160                | 0.108                   |
| Reports as a method of communication  | 91  | 4.56   | 0.59               | 2.10      | 160                | 0.037*                  |
| Effective communication as a whole   | 91  | 4.51   | 0.49               | 2.03      | 160                | 0.044*                  |

**Second: The educational qualification:**

Table (11) shows that there aren’t statistically significant differences (a> 0.05) due to the effect of the educational qualification in all fields, and in effective communication as a whole.

| Qualification                        | No. | Mean   | Standard deviation | "T" value | Degree of freedom | Statistical significance |
|--------------------------------------|-----|--------|--------------------|-----------|--------------------|-------------------------|
| The first field                      | 129 | 4.41   | 0.65               | 0.449     | 160                | 0.654                   |
| Interviews as a method of communication | 129 | 4.44   | 0.63               | -0.355    | 160                | 0.723                   |
| Telephony                            | 129 | 4.43   | 0.70               | -0.204    | 160                | 0.839                   |
| Reports as a method of communication  | 129 | 4.43   | 0.67               | -1.110    | 160                | 0.269                   |
| Effective communication as a whole   | 129 | 4.42   | 0.57               | -0.143    | 160                | 0.887                   |

It appears from Table (11) that there aren’t statistically significant differences (a> 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 | 4.45   | 4.23               | 0.65      | 1.807             | 160                     | 0.073                   |
| Interviews as a method      |     |        |                    |           |                   |                         |
| of communication Ten years  | 121 | 4.48   | 4.34               | 0.60      | 1.132             | 160                     | 0.259                   |
| or more                     | 41  |        |                    | 0.79      |                   |                         |                         |
| Telephony                   |     |        |                    |           |                   |                         |
| Less than 10 years          | 121 | 4.44   | 4.40               | 0.69      | 0.310             | 160                     | 0.757                   |
| Interviews as a method      |     |        |                    |           |                   |                         |
| of communication Ten years  | 121 | 4.52   | 4.29               | 0.62      | 1.875             | 160                     | 0.063                   |
| or more                     | 41  |        |                    | 0.84      |                   |                         |                         |
| Effective Communication     |     |        |                    |           |                   |                         |
| Less than 10 years          | 121 | 4.47   | 4.30               | 0.56      | 1.546             | 160                     | 0.124                   |

Table (12) shows that there are no statistically significant differences (α = 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 (α≥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 | Interviews as a method of communication | Telephony | Reports as a method of communication | Effective communication as a whole | Organizational citizenship behavior as a whole |
|-----------------------------------|----------------|----------------------------------------|-----------|-------------------------------------|----------------------------------|---------------------------------------------|
| Correlation coefficient t statistical significance number | 0.666(**) 0.000 162 | 0.679(**) 0.000 162 | 0.692(**) 0.000 162 | 0.714(**) 0.000 162 | 0.779(**) 0.000 162 | 0.737(**) 0.000 350 |

- Statistical function at the level of significance (α <0.05)

Table (13) shows that there is a positive statistically significant correlation –at the statistical significance level of (α≥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 result 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 (α≤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 (α≤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 (α≤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 (α≥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 question 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 walks in schools.
4) Conducting studies on the role of ICT in promoting positive attitudes towards school

References
1. Abu Bakr, Mustafa Mahmoud, and Al-Buraidi Abdullah bin Abd Al-Rahman (2007). Effective Communication (Behavioral Strategic Approach to Quality of Relationships in Life and Work), Alexandria.
2. Abu Arqoub, Ibrahim (1999). Human Communication and its Role in Social Interaction, Majdalawi Publishing and Distribution House, Amman.
3. Ahmed, Zaher (2006). Educational Technology, Part Two Design and Production of Teaching Aids, Academic Library, Cairo.
4. Staita, Dalal Malhas and Al-Sarhan, Omar Moussa (2007). Technology of E-learning and Education, Early
5. Al-Asmar, Hanadi (2003). The availability of effective communication skills among principals of schools, basics, and government and private schools in Irbid Governorate. Unpublished Master Thesis, Yarmouk University, Irbid, Jordan.

6. Al-Asmar, Hanadi Badawi (2000). The availability of effective communication skills among the principals of basic, public and private schools in Irbid Governorate. Unpublished Master Thesis, Amman-Jordan.

7. Al-Aghbari, Abdel Samadi (2000). School Administration and the Contemporary Planning and Organizational Dimension, Arab Renaissance Publishing House, Beirut.

8. Al-Bakri, Fouad Abdel-Moneim (2000). Personal Communication in the Era of Communication Technology, Book World - Cairo.

9. Al-Bandari, Muhammad Sulaiman and Al-Otoum, Adnan Sheikh Yusef (2003). The nature of personal relations between managers and teachers and their relationship with job satisfaction for secondary school teachers in the Sultanate of Oman and Jordan. Journal of Educational and Psychological Sciences, Volume III, Number 3, Oman.

10. Hafez, Ibrahim (2006). Guidance in school, Dar Al Mahdah, Cairo.

11. Hassan, Al-Ajmi, Hassan Ibrahim (2010), Educational Administration, Al-Masirah House for Publishing, Distribution and Printing, Amman, Jordan, I (2).

12. Al-Khrayisha, Omar (2008). Building a training program for developing administrative communication competencies, Journal of the Federation of Arab Universities for Education and Psychology, Volume VI, Damascus.

13. Khalil Subhi (2001). Fundamentals and techniques of teaching and training, University of Baghdad.

14. Khalil, Nabil Saad (1998). School meetings in basic education schools in Sohag Governorate, Journal of Education, Egyptian Society for Comparative Education and Educational Administration - Cairo.

15. Al-Khawaldeh, Ahmad Muhammad (2000). Communication barriers facing principals in the Jerash Governorate in communicating with teachers, parents and students, unpublished Master Thesis, Irbid, Yarmouk University, Jordan.

16. Al Debs, Muhammad Andrews, Tayssir (2000). Electronic imaging and design skills, educational programs and their production, Dar Al-Safa for Publishing and Distribution, Kuwait.

17. Domi, Al-Omari, Hussein (2005). Fundamentals in designing and producing educational aids, 1st floor, Al Falah Library for Publishing and Distribution, Kuwait.

18. Diab, Ismail (2001). School Administration, New Publishing House, Alexandria.

19. Sheik Khalil, Jawad Muhammad, Al-Sharir, Aziza Abdullah (2006). Job satisfaction and its relationship to some variables (demographic) among teachers, Islamic University Journal (Human Studies Series), Sixteenth, first issue.

The Impotent, Fouad Wenshwan, Jamil (2004). Satisfaction factors and the development of teacher performance effectiveness at UNRWA schools in Gaza, Faculty of Education, Islamic University.

21. Salama, Yasser Khaled (2003). Modern school administration, its standards, and an effective director, the invention of leadership, the world of culture for publication and distribution, Amman.

22. Salama, Abdel-Hafiz (2000). Teaching aids and curriculum, 1st floor, Dar Al-Fikr for printing, publishing and distribution, Amman, Jordan.

23. Salama, Abdel Hafiz (2003). Communication and Educational Technology, 1st edition, Al-Yazouri Scientific House for Publishing and Distribution, Amman, Jordan.

24. Shuqairat, Mahmoud Tafesh (2004). Teaching and Evaluation Strategies, (1), Dar Al-Furqan for Publishing and Distribution, Amman - Jordan.

25. Sheikh Khalil, Jawad Muhammad, Al-Sharir, Aziza Abdullah (2006). Job satisfaction and its relationship to some variables (demographic) among teachers, Islamic University Journal (Human Studies Series), Sixteenth, first issue.

The Impotent, Fouad Wenshwan, Jamil (2004). Satisfaction factors and the development of teacher performance effectiveness at UNRWA schools in Gaza, Faculty of Education, Islamic University.

26. Al Ajez, Fouada (2004). Classroom Management between Theory and Practice, 1st floor, Dar Al-Miqdad Printing, Gaza.

27. Ayesh, Ahmed Jameel (2009). School administration, its theories and educational applications, Al-Maysara House for Publishing, Distribution and Printing, Amman.

28. Abdul-Razzaq, Hussein Muhammad Ali (2005). Educational Communication Activities at the General Secondary School in Giza Governorate, Egypt, Unpublished Master Thesis, Cairo University.

29. Obaid, Majida (2001). Design and production of educational messages, 1st edition, Safaa House for Publishing and Distribution, Amman, Jordan.

30. Arefaj, Sami Sulti (2001). Contemporary Educational Administration, Dar Al Fikr for Printing, Publishing
32. Atwi, Jawdat Ezzat (2010). Educational Administration and Educational Supervision (Its Origins and Applications), Dar Al-Thaqafa for Publishing and Distribution, Amman, Jordan.

33. Imad Al-Din, Mona Mutamen (2002). Effective Administrative Directory, Wael Publishing House, Amman - Jordan.

34. Easa, Ibrahim Muhammad (2006). Measuring the dimensions of the concept of self and its relationship to academic achievement in grades: ninth, tenth and eleventh in Jordan, Journal of the Federation of Arab Universities for Education and Psychology, Volume IV, No. 2, Damascus.

35. Al-Ghageragher, Abdullah Suleiman (2010). The prevailing patterns of communication among the principals of public secondary schools in Jordan and their relationship to their leadership patterns, unpublished master's thesis, University of Jordan, Amman - Jordan.

36. Fahmy, Farouk (2006). The systemic approach in facing contemporary and future educational challenges, Dar Al-Maarif, Cairo, Egypt.

37. Fahmy, Muhammad Saif al-Din (2006). Educational theory and its philosophical and psychological origins, the Anglo-Egyptian Office.

38. Al-Masad, Mahmoud (2003). Effective management, first edition, Dar Sader for publication and distribution, printed in Lebanon.

39. Al-Moaili (2006). Job satisfaction among high school science teachers in the Kingdom of Saudi Arabia, King Faisal University scientific journal, Humanities-Administrative Sciences.

40. Nashwani, Abdel Majeed (2003). Educational Psychology, Al-Furqan Distribution and Publishing, Amman, Jordan.

41. Al-Hazaymeh, Ruba Bassam (2006). The Status of Women in the Ministry of Education, Unpublished Master Thesis, University of Jerash.

42. Ministry of Education (2003). Set of educational laws, regulations and instructions, Part Four, Legal Affairs Department, Legal Legislations Department.

43. Fleming, Scotts (1997). Leadership for teachers Empowerment the Relationship Between the Communication Skill of Principals Transformational Leadership, and the Empowerment of Teachers, (Doctoral Dissertation, University of New Orleans), 1996. Dissertation Abstract International, 57/08.336.

44. Melanoscoe, A. (2004). The Relations Between Teacher Performance Student Achievement Evidence From Cincinnati, PJE Peabody Journal of Education, 2004, Vol. 79, Issue 4, p. 33-53.

45. Michel & Morris (2002). Effective Ways in Ways in Which Secondary School Principles Relate to student, Law Library Recovers Exchange, LLC.

46. Putten Van & Averil, Aline (1996). Administrative Communication Systems: Teacher Motivation and Job Satisfaction, (Texas). Edp, Texas-Southern University, Dissertation Abstract International, Vol. 47-12A.

47. Taboor, Bonnie(s) (2002). Conflict Management Interpersonal Communication Style of the Elementary Principal, Dissertation Abstracts International, A62/09.