

OBSTACLES TO DIDACTIC COMMUNICATION IN PHYSICAL EDUCATION LESSONS AMONG AL-HAIDARIYAH TEACHERS

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ABSTRACT

The study aimed to identify the obstacles to didactic communication in physical education lessons within government schools in Al-Haidariyah, as perceived by physical education teachers. The study was conducted on a stratified random sample of 30 physical education teachers from Al-Haidariyah.

To achieve the research objectives, the researchers developed a questionnaire to assess the obstacles in physical education lessons from the teachers' perspectives. The validity and reliability of the questionnaire were verified after undergoing expert review. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS).

The results revealed that the obstacles to didactic communication in physical education lessons were perceived to be significantly high. Additionally, there were statistically significant differences in the mean responses of the sample participants based on their experience regarding these obstacles.

KEYWORDS: *Communication obstacles, didactic communication and physical education.*

1. INTRODUCTION

Education in the current era faces numerous challenges, including cognitive development and the information and communication revolution. The importance of cognitive development lies in a nation's ability to utilize knowledge and information effectively for societal benefit through efficient communication. The information and communication revolution is characterized by the ability to transmit, store, process, and utilize information to keep pace with rapid global advancements, devise appropriate educational policies, and achieve educational objectives that meet the needs of the learning community.

The significance of this research lies in identifying the reality of obstacles to didactic communication from the perspective of physical education teachers in Al-Haidariyah. The researchers employed a descriptive survey method suitable for the nature of the research problem.

The study sample consisted of teachers from various Al-Haidariyah primary schools during the 2022–2032 academic year, totaling 45 teachers. The main research sample included 30 teachers, for whom the researchers prepared and distributed a questionnaire.

The key findings indicated that teachers face various obstacles in the communication process, such as the limited availability of modern communication methods and techniques in their schools, among other challenges. These obstacles lead to weak and slow communication processes that hinder the implementation of policies and programs set by the Ministry of Education.

Recommendations: Focus on enhancing communication between schools and the community to better understand its needs and requirements for development and progress.

1.1 Research Problem

The success of any educational system in addressing developmental needs and progress depends significantly on how it is managed and, on the efficiency, and effectiveness of administrative and educational communication within its subsystems and institutions. Additionally, the ability of educational staff to direct educational activities and functions toward developmental goals plays a critical role.

Communication is a process that links all management functions and tasks, such as planning, organizing, implementation, coordination, decision-making, evaluation, regulation, and reflective thinking. It also serves as a bridge between schools and the community.

New advancements in communication, whether administrative or educational, introduce new tasks and roles requiring specialized skills and knowledge for effective implementation. This challenge may confront teachers, who may find themselves unable to communicate effectively, negatively impacting their ability to perform their duties optimally. Hence, the researchers sought to study the obstacles to didactic communication as perceived by physical education teachers in Al-Haidariyah.

1.2 Research Objective

To explore the relationship between didactic communication and obstacles faced by teachers in Al-Haidariyah, Najaf Governorate.

1.3 Research Hypothesis

There is a correlational relationship between obstacles and didactic communication among teachers in Al-Haidariyah, Najaf Governorate.

1-4 Research Fields

- **Human Field:** Physical education teachers in Al-Haidariya district.
- **Temporal Field:** From 22/10/2022 to 20/3/2023.
- **Spatial Field:** Elementary schools in Al-Haidariya.

2. RESEARCH METHODOLOGY:

The researcher adopted the descriptive approach using a survey method due to its suitability for the nature of the problem. Survey studies aim to "collect data from individuals and communities to identify the current status of a specific variable or multiple variables within a community."

2-1 Research Population and Sample:

The research population included elementary school teachers in Al-Haidariya, Najaf Governorate, for the academic year 2022-2023, totaling (30) teachers. A random sampling method was employed to select the sample.

2-2 Field Procedures

2-2-1 Research Tool:

The questionnaire was developed following these steps:

1. The researcher prepared a questionnaire form after reviewing relevant literature and studies, which helped in selecting various items concerning didactic communication in Al-Haidariya elementary schools.
2. A preliminary exploratory study was conducted by directing open-ended questions to a sample of elementary school teachers in Al-Haidariya, asking them to answer a set of questions (Appendix 1). The sample consisted of (10) teachers. Based on the results of these steps, the final questionnaire (Appendix 2) was designed. It included five fields related to didactic communication for Al-Haidariya teachers:
 - a) General understanding and functions of didactic communication.
 - b) Effectiveness of didactic communication.
 - c) Techniques and methods of didactic communication.
 - d) Didactic communication skills.
 - e) Barriers to didactic communication.

Each item in the questionnaire was accompanied by five options according to a Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) with corresponding weights of (1, 2, 3, 4, 5).

Table 1. Illustrates the number of items per field in the final questionnaire.

Field	Number of Items
General understanding and functions	19
Effectiveness of didactic communication	11
Techniques and methods	18
Didactic communication skills	17
Barriers to didactic communication	15
Total	80

2-3 Scientific Basis

2-3-1 Tool Validity:

Validity refers to the degree to which the tool and its items measure what they are intended to measure. To verify face validity, the researcher prepared the questionnaire and presented it to a panel of (7) experts in the field (Appendix 3). After collecting and analyzing their feedback, a chi-square test (χ^2) was used to determine the suitability of each item. Results showed that all items were valid, as their calculated χ^2 values were lower than the table value of (3.83) at a degree of freedom (1) and significance level (0.05). Additionally, the intrinsic validity coefficient was calculated, yielding a value of (0.96), confirming the tool's validity.

2-3-2 Reliability:

Reliability refers to the tool's consistency in producing similar results under the same conditions. To ensure reliability, the researcher conducted a pilot test on a sample of (4) teachers outside the main research sample. Using the split-half method, the questionnaire items were divided into odd-numbered and even-numbered groups. Pearson's correlation coefficient for the two halves was (0.86), and after applying the Spearman-Brown correction, the overall reliability coefficient was (0.93). The Cronbach's Alpha coefficient for internal consistency was also calculated, yielding (0.82), indicating high reliability.

Table 2. Summarizes the reliability values.

Sample	N	Number of Items	Alpha Coefficient	Shared Variance
Al-Haidariya Teachers	4	80	0.82	0.67

Both reliability methods demonstrated satisfactory reliability, with shared variances ranging between (0.67-0.88), as recommended by Ferguson & Takane.

2-4 Main Experiment:

After ensuring the tool's validity and reliability, the researcher distributed the questionnaire to the research sample of (30) teachers. Participants were instructed to mark their responses clearly for each item. All distributed questionnaires were collected and subjected to statistical analysis.

2-5 Means of Collecting Information and Data

- Arabic and foreign sources.
- Questionnaire form.

2-6 Statistical Methods:

The Statistical Package for the Social Sciences (SPSS) was used to extract the statistical methods applied in the research.

3-RESULTS AND DISCUSSION

To achieve the main objective of the research, which focuses on understanding the reality of the didactic communication process among department heads, the study explores:

- The extent to which teachers are familiar with the general concept of didactic communication, its means, and its application in performing administrative and educational functions in elementary schools.
- The perspectives of principals and supervisors regarding appropriate communication methods and techniques to accomplish these functions.
- The obstacles to effective didactic communication.

Domain 1: General Understanding of Didactic Communication and Its Functions

The data in Table (3) indicates that this domain includes 19 items, with an overall weighted mean of 3 and a percentage weight of 61.4%.

Table 3. Weighted Mean and Percentage Weight for Items in the Domain of General Understanding of Didactic Communication and Its Functions for Heads of Scientific Departments

Rank	Item Sequence	Description	Weighted Mean	Percentage Weight
1	8	Communication is an important tool for coordinating teachers' efforts to improve performance.	3.3	66%
2	10	Communication conveys instructions, viewpoints, and ideas to teachers to clarify their tasks.	3.2	65.3%
2	17	Communication facilitates the achievement of administrative and educational functions based on established policies and programs.	3.2	65.3%
3	11	Communication helps impart certain concepts to students.	3.2	64.6%
3	12	Communication involves the exchange of ideas and opinions on teachers' problems and tasks.	3.2	64.6%
4	1	Communication directs teachers' efforts to complete their tasks.	3.2	64%
5	7	Communication informs teachers about various activities taking place in the directorate.	3.1	63.3%
5	9	Communication strengthens teachers' affiliation with the education directorate.	3.1	63.3%
6	6	Communication serves as a primary tool for supervising teachers' work in schools.	3.1	62.6%
7	13	Educational communication aims to modify behavior or impart skills.	3.1	62%
7	15	Communication positively influences students' understanding of school administration rules and regulations.	3.1	62%
8	5	Communication involves attention, perception, listening, observation, and comprehension.	3	60.6%
8	19	Communication follows up on teachers' ideas regarding innovative educational work methods.	3	60.6%
9	14	Communication provides teachers with access to the latest information on educational processes.	3	60%
9	16	Communication informs students of lesson objectives.	3	60%
10	2	Communication facilitates the exchange of information and knowledge among subject teachers.	2.9	59.3%
11	18	Communication provides opportunities for teachers to discuss procedures that improve work conditions.	2.8	56.6%
12	3	Exchange of experiences with teachers from other schools.	2.7	54.6%
12	4	Communication represents understanding and exchanging messages between the principal and teachers.	2.7	54.6%

General Average: Weighted Mean = 3, Percentage Weight = 61.4%.

DISCUSSION

The table shows that the highest-ranking items include:

- Communication is an important tool for coordinating teachers' efforts in the education directorate to improve performance (Weighted Mean = 3.3, Percentage Weight = 66%).

- Communication conveys instructions, viewpoints, and ideas to teachers to clarify their tasks (Weighted Mean = 3.2, Percentage Weight = 65.3%).
- Communication facilitates the achievement of administrative and educational functions based on established policies and programs (Weighted Mean = 3.2, Percentage Weight = 65.3%).
- These results indicate that most teachers and principals perceive communication as an essential tool for coordinating efforts and improving department performance. This can be achieved by:
 - Directing department heads to guide their team members' efforts to complete their tasks.
 - Promoting effective and democratic interaction between department heads and teachers.

Additionally, principals view communication as a means to convey instructions and ideas, clarifying tasks for teachers. Teachers also acknowledge that communication achieves administrative and educational functions according to the policies and programs established by the education directorate. Through communication, teachers are informed about various activities in the directorate.

The lowest-ranking items include:

- Communication provides opportunities for teachers to discuss procedures that improve work conditions (Weighted Mean = 2.8, Percentage Weight = 56.6%).
- Exchange of experiences with teachers from other schools (Weighted Mean = 2.7, Percentage Weight = 54.6%).
- Communication represents understanding and exchanging messages between the principal and teachers (Weighted Mean = 2.7, Percentage Weight = 54.6%).

These findings suggest limited opportunities for teachers to discuss measures to improve work conditions. The directorate should hold meetings with its staff to discuss how each school can contribute to achieving directorate goals and resolving problems that aim to enhance work conditions.

The responses also indicate insufficient exchange of experiences among teachers from different schools. This issue hinders administrative and educational communication. Exchanging experiences fosters cooperation, motivates individuals, and guides them to work effectively. It also helps change attitudes and form beliefs, which are essential for persuasion and influencing behavior.

Finally, responses to items about the general understanding of didactic communication and message exchange between principals or supervisors and teachers were inconsistent, differing from responses related to message transmission, interaction, and feedback between individuals.

The Second Domain: Effectiveness of Didactic Communication

Table (4) reveals that this domain includes eleven items, with an overall weighted mean of (3) and a percentage weight of (61.3).

Table 4. Weighted Mean and Percentage Weight of Items in the Domain of Effectiveness of Didactic Communication in Schools

Rank	Item Number	Items	Weighted Mean	Percentage Weight
1	21	The administration accepts students' reviews to discuss their problems.	3.3	67.3
2	20	An atmosphere of trust and understanding prevails, promoting serious collaboration for the school's benefit due to effective interaction among teachers.	3.3	66
3	23	Communication ensures the follow-up of students' performance and issues by various means.	3.2	65.3
4	26	Information and instructions are conveyed accurately to teachers.	3.2	64.6
5	29	Responses to letters sent to the directorate from some schools aim at achieving the public good.	3.1	62.6
5	30	More than one communication method is used to implement decisions taken during directorate meetings.	3.1	62.6
6	22	Reports submitted by school principals are characterized by accuracy and transparency.	3.0	60.6
6	28	Letters sent to the directorate from some school principals reflect ideas worthy of consideration to improve work.	3.0	60.6
7	24	Communication helps identify teachers' strengths and weaknesses.	2.9	58.6
8	27	Teachers' complaints and requests are followed up with the relevant authorities through multiple communication methods.	2.9	58
9	25	Decisions and instructions always reach schools on time.	2.8	56.6

OVERALL MEAN:

Overall Percentage Weight: 61.3

The highest-ranking items were (21, 20, 23), with weighted means ranging from (3.2–3.3) and percentage weights ranging from (65.3–67.3). These items, in descending order, state the following:

- The administration accepts students' reviews to discuss their problems.
- An atmosphere of trust and understanding prevails, promoting serious collaboration for the school's benefit due to effective interaction among teachers.
- Communication ensures the follow-up of students' performance and issues by various means.

These results indicate that effective didactic communication in schools contributes to delivering a clear, comprehensive, and understandable message to its recipients. Consequently, the administration is more receptive to understanding the challenges students face. Additionally, fostering an environment of trust and understanding among educational staff enhances collaboration, boosts morale, and builds confidence.

These findings align with *Ibtisam (2002)*, which emphasized that the factors contributing to effective communication include selecting leaders with strong speaking, listening, and persuasion skills, fostering collaboration, trust, and understanding among employees, and encouraging initiative and innovation.

Focusing on students' performance and addressing their problems through various means reflects positively on improving the educational level of elementary school students, thus enhancing the performance of teachers and staff.

On the other hand, the lowest-ranking items (24, 27, 25), with weighted means ranging from (2.8–2.9) and percentage weights ranging from (56.6–58.6), state:

- Communication helps identify students' strengths and weaknesses.
- Teachers' complaints and requests are followed up with the relevant authorities through multiple communication methods.
- Decisions and instructions always reach the school staff on time.

These aspects weaken the effectiveness of the communication process, negatively impacting teachers' performance. Effective communication with staff significantly influences their performance.

Field Three: Methods and Techniques of Didactic Communication:

It is evident from Table (5) that this field consists of eighteen items, with a weighted average of (2.7) and a percentage weight of (54.9). This result indicates a weakness in the communication methods and techniques used by teachers in elementary schools.

Table 5. Weighted average and percentage weight for the items of the didactic communication methods and techniques field for teachers

Rank	Item Sequence	Items	Weighted Average	Percentage Weight
1	43	Official communication channels represent a means of follow-up within the school.	3.2	64.6
2	48	It is always emphasized in administrative meetings to enhance professional relationships with other schools.	3.1	63.3
3	44	The directorate tends to inform its schools of its decisions through its routine channels.	3.1	62
4	36	The directorate has an internet network used by its staff when needed.	2.9	58.6
5	47	Oral communication helps strengthen relationships and remove barriers between teachers in other schools.	2.8	57.3
6	31	Interviews with students contribute to solving many of the problems they face.	2.8	56.6
6	33	Written communication is used to clarify many details and present ideas in multiple styles.	2.8	56.6
7	32	Everything received by the administration is documented and issued as messages.	2.7	54
8	39	Informal communication channels are used as a source of information.	2.6	53.3
9	40	The directorate uses email in its external communications.	2.6	52
9	42	The school follows up on its procedures in the departments by phone.	2.6	52

9	45	Horizontal communication is used for coordination between elementary schools.	2.6	52
10	34	Oral communication between departments is relied upon more than written communication.	2.5	50
10	41	The school has a computer.	2.5	50
10	46	The school has knowledge resources to enrich teachers' information (library, modern teaching tools, laboratories).	2.5	50
11	35	Periodic reports are submitted from the supervisor to the directorate to follow up on the tasks performed by the school.	2.3	46
11	38	Informal communication is considered a source of feedback.	2.3	46
12	37	The phone is used when communicating with other schools.	2.2	45.3

Overall Average: 2.7 | 54.9

It is clear from the table that the highest ranks were held by only three items, with their weighted averages ranging between (3.1 – 3.2) and their percentage weights ranging between (62 – 64.6). These items, listed in descending order, were:

- Official communication channels represent a means of follow-up within the directorate.
- It is always emphasized in school board meetings to enhance professional relationships with other schools.
- The directorate tends to inform its schools of its decisions through its routine channels.

The responses of the sample members indicate that these methods and channels are the most common in the practices of school managers. Some studies have shown that communication methods affect teachers' attitudes when they are practiced according to established principles. It has been shown that what disturbs teachers is when their direct supervisor treats them in an overly formal manner and in a superior way.

Moreover, administrative meetings, as outlined in the theoretical framework, play a vital role in educational administration as they provide an opportunity for collaborative thinking, exchange of ideas, and planning. This enhances the effectiveness of the educational process and encourages fruitful positive work (Abd al-Hafidh Salama, 2001, 87). It is noted that most department heads refer to the fact that senior administrative bodies in the university communicate their decisions through routine channels. This indicates that the university emphasizes centralization in implementing its procedures to complete tasks and responsibilities in its departments. While routine is sometimes necessary and somewhat curbs neglect, it is not always desirable, as it slows down the completion of tasks in less time and at lower costs.

On the other hand, fifteen items scored weighted averages and percentage weights lower than the hypothesized weighted average and percentage weight. The lowest ranks for these items were held by items (37, 35, 38), with weighted averages ranging between (2.2 – 2.3) and percentage weights ranging between (45.3 – 46). These items, listed in descending order, were:

- Periodic reports are submitted to the university presidency to follow up on the tasks performed by the department.
- Informal communication is considered a source of feedback.
- The mobile phone is used when communicating with other schools.

Neglecting to submit periodic reports to the directorate may lead to weak follow-up on the performance of teachers' tasks and responsibilities. Reports play a distinguished role in transferring information, knowledge, and ideas to higher administrative levels, and they differ based on their purpose and goal.

Department heads can use informal communication as a source of information and feedback on the instructions and directives they wish the teachers to carry out. Through this form of communication, they can address weaknesses that official communication cannot reveal.

The availability of technologies and the development of communication methods through training courses will increase the effectiveness of communication. The effectiveness of communication lies in how communication channels are selected and how many there are.

Field Four: Didactic Communication Skills:

Table (6) shows the details of this field, which consists of seventeen items, with a weighted average of (3.1) and an overall percentage weight of (62.1).

Table (6): Weighted average and percentage weight for the items of the didactic communication skills field for department heads

Rank	Item Sequence	Items	Weighted Average	Percentage Weight
1	58	Communication is used for guidance purposes to improve the department's didactic performance.	3.6	66
2	56	Works to make communication multi-directional (vertically, horizontally...) rather than one-way.	3.2	65.3
3	51	The director improves work methods and raises efficiency by participating in various training courses.	3.2	64.6
3	63	Allocates enough time for teachers to discuss their problems and obstacles.	3.2	64.6
4	54	Benefits from feedback on instructions given to teachers.	3.2	64
5	52	Provides information and instructions to others in a clear and understandable language.	3.1	63.3
6	49	Opens communication channels with other departments in the directorate.	3.1	62.6
6	53	Listens to teachers to understand their ideas and opinions.	3.1	62.6
7	50	Uses informal communication to expedite work completion.	3.1	62
7	55	Clearly defines the purpose of communication.	3.1	62
7	57	Motivates the personal potential of staff through effective communication.	3.1	62
7	62	Observes the progress of work in the school continuously.	3.1	62
8	60	Convince others of their ideas and opinions in various formats.	3	60.6
8	61	Alerts teachers in an appropriate manner when errors or shortcomings occur in fulfilling administrative duties.	3	60.6
8	64	Discusses teachers' views, opinions, and ideas calmly and objectively.	3	60.6
9	59	Utilizes information, opinions, and shared experiences with other schools to develop teachers.	2.8	57.3
10	65	Uses communication to develop relationships with community institutions.	2.8	56.6

Overall Average: 3.1 | 62.1

From the table, it is clear that the highest ranks were obtained by items (51, 56, 58), with weighted averages ranging between (3.2 – 3.6) and percentage weights between (64.6 – 66). These items, listed in descending order, were:

- Communication is used for guidance purposes to improve didactic communication performance.
- Works to make communication multi-directional (vertically, horizontally...) rather than one-way.
- The director improves work methods and raises efficiency by participating in various training courses.

Most department heads confirmed that communication is an essential tool for management, and the importance of feedback on performance is highlighted. This shows that they are aware of the value of interaction and mutual communication within their departments. Some studies confirm that the use of training programs and feedback helps improve relationships and performance. Additionally, these results indicate the use of informal communication for feedback purposes, which is consistent with findings from the literature. Informal communication helps build relationships, clarify things more quickly, and contribute to improving educational performance.

Regarding the use of clear language and methods in communication, many department heads showed an understanding of its importance in guiding teachers. Furthermore, skills related to time management, listening to opinions, and problem-solving contribute significantly to the success of communication efforts. Thus, communication skills are crucial in influencing educational outcomes.

Fifth Domain: Obstacles to Didactic Communication

It is evident from Table (7) that this domain consists of fifteen items, with the average weighted mean of (2.9) and a general percentage weight of (58.84). These results indicate that most heads of scientific departments in physical education colleges do not encounter significant obstacles in the process of didactic communication

Table 7. Weighted Mean and Percentage Weight of Didactic Communication Items for Heads of Scientific Departments

Rank	Item Number	Item Description	Weighted Mean	Percentage Weight
1	78	Scientific departments almost lack communication with new students.	3.2	65.2
2	68	Failure to adhere to scheduled meeting times by some teachers causes delays in achieving the meeting agenda and weakens communication.	3.1	62.6
2	77	Some incoming messages are lengthy, making it difficult to grasp their purpose.	3.1	62.6
2	71	Correspondence arrives at the department before the deadline for completing the required task.	3.1	62.6
3	80	Some messages received by the department lack attachments.	3.0	61.7
4	79	Some correspondence is poorly written linguistically.	3.0	60
4	66	Centralized management slows down the communication process.	3.0	60
5	73	Occasionally, administrative correspondences are sent to schools that have no relevance to the teacher's work.	2.9	59.1
6	75	It is impossible to use the phone for vertical and horizontal communication within the directorate.	2.9	58.2
6	70	The absence of a delegation system hinders the communication process.	2.9	58.2
6	69	Communication relies on personal relationships to influence teachers, instead of activating commitment to instructions and directives.	2.9	58.2
7	74	The inability to use modern communication tools in schools negatively affects their didactic performance.	2.7	54
8	72	Most teaching methods in schools emphasize one-way communication, which weakens the interaction between students and teachers.	2.6	53
9	76	The college lacks the provision of necessary information when needed.	2.5	51.3
9	67	The excessive communication and the multiplicity of its channels are obstacles that hinder effective communication.	2.5	51.3
General Average			2.9	58.84

However, upon reviewing the same table, there is noticeable variation in the range of obstacles faced by heads of scientific departments. Half of the items in the domain achieved higher ranks, with the most prominent items being (68, 78, 77), with weighted means ranging between (3.1–3.2) and percentage weights between (62.6–65.2). These items are outlined in descending order as follows:

- The scientific departments almost lack communication with new students.
- Failure to adhere to the scheduled start times for meetings by teachers causes delays in achieving the meeting agenda, weakening the communication process.
- Some incoming messages are lengthy, making it difficult to grasp their purpose.

These points reflect some of the challenges faced by heads of scientific departments in physical education colleges. The existence of obstacles can negatively affect the performance of administrative and educational functions within the scientific departments, ultimately impacting the achievement of educational goals. Obstacles can disrupt any element or step in the communication process.

Thus, it is crucial for department heads and faculty members to engage with new students upon their entry into the colleges. This is an essential aspect because when a teacher joins a new school, they enter a new phase, and communication with them helps introduce them to specific and general educational goals, as well as familiarize them with classrooms and laboratories. This process aids in adjusting to the new environment.

There are also obstacles caused by the teacher themselves, such as their failure to adhere to the scheduled meeting times for school meetings or supervision tasks, which hinders the performance of their duties and delays the completion of work, weakening the communication process.

Other obstacles that limit the effectiveness of didactic communication include lengthy messages that obscure their purpose, or the arrival of correspondence just before the task completion deadline, or even the absence of attachments or poor linguistic quality.

The lower-ranked items, with weighted means between (2.5–2.6) and percentage weights between (51.3–53), are as follows:

- Most teaching methods in schools emphasize one-way communication, which weakens interaction between students and teachers.
- The college lacks the provision of necessary information when needed.
- The excessive communication and the multiplicity of its channels hinder effective communication.

These points indicate that there are no significant obstacles in the areas addressed. The faculty members' avoidance of one-way communication methods may suggest that they have acquired one of the skills of department heads, which is ensuring two-way communication. This contributes to the effectiveness of both administrative and educational communication. The effectiveness of a communication system depends on having a comprehensive information system in place.

On the other hand, the excessive communication and multiplicity of communication channels can enhance the effectiveness of both administrative and educational communication. This is supported by Ibtisam's study, which affirmed that the variety of communication channels aids in managing work and clarifying the duties of the staff.

4- CONCLUSIONS AND RECOMMENDATIONS

4-1 Conclusions Based on the results obtained from the research, the following conclusions can be drawn:

1. Teachers face some obstacles in the communication process, such as the lack of modern communication methods and technologies in the relevant departments, which leads to slow and weak communication.
2. Communication fulfills administrative and educational functions in accordance with the policies and programs set by the directorate.
3. Teachers pay attention to monitoring students' performance and addressing their problems through various means, which positively impacts the improvement of students' educational level, thereby enhancing the functions and tasks of schools.
4. The lack of necessary material resources to provide modern devices for elementary schools, which could be beneficial for teachers, and the deficiency in skills related to the use of these devices.

4-2 Recommendations

1. Focus on developing communication between the directorate and the community, as it helps in understanding its needs and requirements for development and progress.
2. Equip schools with advanced technologies and modern communication tools (e.g., fax).
3. Direct administrative work at the school level and in the directorate's departments to serve educational work and promote scientific research.
4. Establish a system within the directorate to collect and process data (storage, classification, organization, analysis, retrieval) and generate the necessary planning and evaluation indicators to facilitate administrative and educational processes in schools, improving their performance effectively and achieving their objectives.

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