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**Evaluating the Communication Skills for Teachers
of Business Subjects in Secondary Education
in the Kingdom of Bahrain**

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Abstract

The aim of this study is to determine the level of self-evaluation of communication skills for teachers of business subjects in secondary education according to gender, subject and years of experience. To achieve these objectives, the researcher depended on the following: review the literature, the results of previous studies, preparing the self-evaluation of communication skills scale (SECSS) for (speaking, listening 30 Items), 15 for speaking, and 15 for listening. Then, the scale was applied on (117) teachers of business subjects (74 Female and 43 Male). The study came out with many results including: the level of self-evaluation of the communication skills (listening & Speaking skills) for teachers of business subjects in secondary education on the scale throughout the sample as a whole, according to gender, according to subjects except Economics and years of experience was not satisfactory. Similarly, the level of self-evaluation of the communication skills for teachers of business subjects in secondary education on speaking skills for the whole sample, or according to gender, or subjects and years of experience was not satisfactory.

However, the level of self-evaluation of the communication skills for teachers of business subjects in secondary education on listening skills for male teaching Economics and Art of Selling, with less than 5 years and more than 5 years experience was satisfactory. The level of self-evaluation of the communication skills for teachers of business subjects in secondary education on listening skills for the sample as a whole, or female, or teachers teaching Accounting, IT, and Law with experience less than 3 years was not satisfactory. There were no statistically significant differences in communication skills for teachers of business subjects in secondary education in the Kingdom of Bahrain according to gender, subject and years of experience.

The study contained recommendations to develop communication skills for teachers of business subjects in secondary education in the Kingdom of Bahrain.

Key words: communication skills, self-evaluation of communication skills, teachers of business, subjects in secondary education.

تقويم مهارات الاتصال لدى معلمي المواد التجارية بالتعليم الثانوي بمملكة البحرين

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الملخص

هدفت الدراسة إلى تقويم مهارات الاتصال لدى معلمي المواد التجارية بالتعليم الثانوي بمملكة البحرين، وذلك من خلال الإجابة عن الأسئلة التالية: ما مستوى مهارات الاتصال لدى معلمي المواد التجارية بالتعليم الثانوي؟ إلى أي مدى يتخلف تقويم مهارات الاتصال لدى معلمي المواد التجارية بالتعليم الثانوي باختلاف الجنس والمادة الدراسية وسنوات الخبرة؟ وللإجابة عن هذه الأسئلة قام الباحث بإعداد مقياساً للتقويم الذاتي لمهارات الاتصال تكون من ٣٠ مفردة، ١٥ لمهارة التحدث، ١٥ لمهارة الاستماع، وتم تطبيقه على (١١٧) من معلمي ومعلمات المواد التجارية بالتعليم الثانوي (٧٤ ذكور، ٤٣ إناث). وتوصلت الدراسة إلى مجموعة من النتائج أهمها: تدني مستوى التقويم الذاتي لمهارات الاتصال لدى معلمي ومعلمات المواد التجارية بالتعليم الثانوي، فقد بلغ مستوى تقويم المعلمين والمعلمات لأنفسهم في مهارات الاتصال ككل (٧٣,٢٨٪). أما تقويمهم لمهاراتهم في التحدث فقد بلغت ٧١,٧٩٪ والاستماع ٧٤,٧٧٪. وجميعها أقل من المستوى المقبول التي حددته الدراسة وهو (٧٥٪). وأن مستوى تقويم المعلمين والمعلمات لمهاراتهم في الاتصال وفقاً للمادة جاءت مادة الاقتصاد في المرتبة الأولى بنسبة ٧٥,٦٤٪. وجاءت مادة القانون في المرتبة الأخيرة بنسبة ٧٠,٦٧٪. عدم وجود فروق ذات دلالة إحصائية في تقويم معلمي ومعلمات المواد التجارية بالتعليم الثانوي لمهاراتهم في الاتصال ككل وفقاً للجنس وسنوات الخبرة والمادة، فيما عدا مهارات الاستماع حيث وجدت فروق ذات دلالة إحصائية لصالح مادة الاقتصاد. وفي ضوء النتائج أوصت الدراسة بضرورة تدريب المعلمين لتنمية مهاراتهم في الاتصال، سواء داخل المدارس أو في برامج التنمية المهنية التي تقدمها الوزارة بالتعاون مع كلية البحرين للمعلمين بجامعة البحرين.

الكلمات المفتاحية: مهارات الاتصال، التقويم الذاتي لمهارات الاتصال، معلمو المواد التجارية بالتعليم الثانوي.

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Introduction

It is an undeniable fact that communication is an essential activity for every area of life. According to (Dettmer, Thurston, & Dyck, 1996), (West & Cannon, 1988), and (Rogers, 1962); communication is among the most important skills for educators to possess. The role of communication is emphasized also by (Lunenburg & Ornstein, 1996, p. 76) as: "Communication is the lifeblood of the school; it is a process that links the individual, the group, and the organization". Educators have an especially challenging job due to the fact that an educator is a full-time communicator. If an educator has incredible amounts of knowledge on the subject he is teaching but cannot effectively communicate it to his students, he will not be a productive educator (Papa, 2008). Because teaching is not only about knowledge, it is assumed that teaching is considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. For a teacher, it is not just important to give a good presentation or a quality lecture but it is more important to communicate with the students effectively and positively. Without communication, teaching and learning could not occur. Teachers therefore are intimately involved in the communication process as they interact with students on a daily basis. Teachers continually send messages to students and receive messages from them (Moore, 1998, P. 202).

Good teaching and communication skills include the ability to: understand and apply principles of active and cooperative learning to diverse audiences, facilitate learning in small and large groups, explain technical information to lay audiences, speak and write clearly for diverse audiences, share your enthusiasm for your material, give and receive criticism effectively for continuous improvement, assess the effectiveness of your communication

methods and adapt them to the needs of different groups, practice active listening, and learn to hear other perspectives and points of view, and use various delivery systems including technology to effectively communicate ideas (Helm, Mason, & Stoddart, 2010).

Teachers should be aware of the importance of communication skills in teaching. They must also realize that all students have different levels of strengths and weaknesses. It is only through communication skills that a teacher can introduce creative and effective solutions to the problems of the students. Thus, a teacher can –through the effectiveness of his communication skills enhance the learning process.

The main types of communication skills are expressive skills and listening skills. Expressive skills are productive and they are required to convey message to others mainly through words. Listening skills are the skills that are needed to get messages or information from others. The listening skill does not only mean receiving the messages but helping to understand what a person feels and thinks as well. Speaking and listening skills are indispensable components of the process of communication. The teacher's ability to communicate effectively and purposefully has its great effect on his relationships with students as well as his professional career. There are verbal and non-verbal communication skills that can be used to acquire and demonstrate effective speaking and listening skills.

Research demonstrates that 70 percent of our waking time is spent participating in some form of communication. Of that time, 9 percent is spent writing, 16 percent reading, 30 percent speaking, and 42 to 57 percent listening, (Simonds & Cooper, 2011, p.45).

Several researchers found that teacher effective communication improved student achievement (McCroskey, Richmond, & Bennett, 2006), (Cowan, Kim, Roseman, & Echandia, 2002), (Chory & McCroskey, 1999). Effective communicating teachers are more persistent in their teaching effort, less critical and more able to sustain empathy and support for the students. They have greater enthusiasm for and commitment to teaching and more tenacity in their work and profession (Geoghegan, O'Neill, & White, 2004). Students who perceived teachers as highly versatile and responsive also reported lower fears about communicating in class regardless of students'

trait communication apprehension level (Kearney & McCroskey, 1980).

Effective communication is essential to create strong school-home partnerships and to increase parental involvement. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to effectively communicate with their parent community (Graham-Clay, 2005, P.126).

In addition to those on communication of teachers, there are studies that have pointed to the lack of communication of parents, advisors and guidance teachers and school principals and that studies that found relationships between the school climate and communication of school principals and the interest of teachers towards students and exhaustion (Halaawach, 2005; Demirbulak, 1997; Watkins, 2001).

The last decade has seen a rise in the demand for testing teachers, brought on by a real or perceived decline in student performance, as well as concern over the quality and preparation of people entering the profession. An increased sense of urgency was sounded in recent reports calling for national standards for teachers: the Holmes' Group report, *Tomorrow's Teachers* (1986); the Carnegie Commission report, *A Nation Prepared: Teachers for the 21st Century* (1986); and the National Governors' Association report, *Time for Results* (1986). In response, many states have adopted formal assessment procedures for teachers, almost all of which claim to evaluate communication abilities. At present, assessment practices emphasize two distinct roles and sets of skills: the teacher-as-speaker (in performance testing) and the teacher-as-listener (through standardized testing).

How can you-as a teacher- know whether you are communicating well with your students? Communication is a skill – and we generally improve our skills by getting feedback on the way we perform them. We can get such feedback by asking an experienced colleague to sit in our class, and to give us feedback. We can also ask someone to record the teaching or communication process on a videotape which we then inspect critically afterwards. In either case the feedback will be better if we use a checklist or a scale to judge our performance.

Several studies have assessed the communication skills of the teachers: Ajlouni, (2005), indicated the existence of statistical significant differences

due to qualification; whereas the other two variables (years of experience and gender) did not show any statistical differences. Yalin. (1993), indicated the communication skills that must be included in the teacher preparation program. Loy (2006), found that teachers with less experience scored somewhat higher on reported communication skills than those teachers with more years of service. The research also found no difference between female and male teachers for self-reported communication skills. (Aslantaş, 1998) indicated no significant difference has been determined in terms of empathy, effectiveness and competency. Furthermore, the variations of gender, level of education, age and seniority of the teachers were not related to their communication skills. (Eratay, 2011), indicated a meaningful difference was observed in the candidate teachers' perceptions of teacher communication skills at the dimensions of competency with regards to the gender; no meaningful difference was determined between the students of first and fourth grades at the sub-dimensions of the scale. (Sahin, 2008), indicated that no significant differences were found in prospective teacher's communication skills according to submissive acts. (Ulutas & Aksoy, 2010), indicated the self-esteem and communication skill scores of the fourth year students significantly higher than first year students. (Ihmeideh, Al-Omari & Al-Dababneh, 2010), indicate that there were no significant differences between class teachers and childhood teachers students in their positive and negative attitudes towards communication skills. Students with grade point averages 2 and more have positive attitudes towards communication skills than students with grade point average less than 2. Senior students have high positive and less negative attitudes towards communication skills than sophomore and junior students. (Simsek & Altinkurt, 2010), showed there is not any significant differences between the participants' opinions related to general communication in terms of their genders and there is not any significant difference in the opinions of the teachers related to the general communication, effective message sending and effective listening with reference to their experience in the profession. Conrad, & Newberry. (2011), indicate that both subject groups generally rated the communication skills as important. For all communication skills, both subject groups rated the skills as either useful or essential in a vast majority of the responses,

although the communication skill, teaching skills, did receive relatively high elective ratings from 19% of the business leaders and 38% of the business teachers. This may mean that in most cases, both business leaders and business teachers perceive the communication skills to be useful or essential for business.

The researcher has conducted this study motivated by what has been mentioned above about the importance of communication skills in teaching, and the significance of its evaluation with the purpose of spotting the teachers' points of strength and weakness and thus upgrading and developing them. Another reason was the shortage in the communication-skill-evaluation studies that take the teachers of business subjects in secondary education in Bahrain as their target.

Research Questions

1. What is the level of self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain?
2. Are there significant differences in self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to gender?
3. Are there significant differences in self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to subject?
4. Are there significant differences in self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to years of experience?

Purpose of the study

This study aimed to determine the:

1. Level of self-evaluation of communication skills for teachers of business subjects in secondary education in Bahrain according to gender, subject and years of experience.
2. Significant differences in self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to gender, subject and years of experience.

Importance of the study

The importance of the study is that it might help:

1. Teachers to identify the level of self-evaluation of their communication skills which may lead to an increase in motivation and interest in their development in this area through professional self-development, or training programs for professional development.
2. Senior teachers, supervisors and officials of the Ministry of Education, and their assistants and curricula specialists should help teachers to identify the level of self-evaluation of communication skills through the self-evaluation of communication skills scale (SECSS) prepared by the researcher. They should also highlight the difference at this level according to gender, subject and years of experience, which may be useful in planning, implementation, evaluation and professional development programs for teachers.

Limitations of the study

Some limitations in this study might affect the interpretation and the generalization of the findings.

1. Self-evaluation of Communication Skills Scale (SECSS) has been applied on the teachers of: Accounting, IT, the Art of Selling, Economics, and Law.
2. Self-evaluation of Communication Skills Scale (SECSS) was applied to speaking and listening of communication skills.
3. Satisfactory level of self-evaluation of the communication skills for teachers of business subjects in secondary education on the scale as a whole is 75%, or an average of 112.5 and above.
4. Satisfactory level of self-evaluation of the communication skills for teachers of business subjects in secondary education on the scale for speaking skill 75% or an average of 56.25 and above as well as listening skill.

Population & Sample

The sample of this study consisted of (117) teachers of business subjects in secondary schools in Bahrain (74 female, 43 male) out of the total number of teachers of business subjects which is (367). So, the population of the

study constitute 31.88% of the total number of teachers.

The Instrument

This study used Self-evaluation of Communication Skills Scale (SECSS) which was developed by the researcher to measure how teachers evaluate their communication skills (Appendix1). SECSS consists of 30 items with a 5-point Likert scale ranging from “Never (1)” to “Always (5)”. The possible total scores that can be obtained from the scale varied between 30 and 150. Higher scores indicate that teachers evaluate their communication skills positively. Fifteen items were for speaking skills, the numbers of these items were: (1,2,5,6,8,9,11,12,15,18,22,23,24,25,26) and the other fifteen items were for listening skill. Eighteen items were worded positively, the numbers of these items were: (1,2,3,4,8,9,10,12,14,16,20,21,23,24,25,26,29,30) and the rest of items were worded negatively. The items were developed after careful review of Self-evaluation of Communication Skills Scales available in related studies and literatures (Takahashi, Tanaka, and Miyaoka. 2006, Akers, Paul, and Jacqui. 2001, Ihmeideh, Al-Omari, and Al-Dababneh. 2010, Maes, Weldy, & Icenogle. 1997, Rees, Sheard, & Davies. 2002, Scudder, & Guinan. 1989, SCANS. 1992, Adediwura, and Tayo. 2007, Cooper, & Good.1983, Khashab. 2006, Wrght, Bylund, Ware, Parker, Query, & Baile. 2006, Simsek, & Altinkurt. 2010, Loy. 2006, Korkut.1996, Arslan. 2010, Chory, & McCroskey.1999, McCroskey, Richmond, & Bennett. 2006, Yahaya. 2009, Osakwe. 2009).

Validity and Reliability:

Face Validity: Eight faculty members of the Department of Curriculum & Instruction and the Department of Psychology, College of Education at the University of Bahrain reviewed the Self-evaluation of Communication Skills Scale (SECSS). Feedback was used to clarify some words and items. The researcher did some changes as suggested by the reviewers.

Reliability:

The Cronbach Alpha was used as a statistical method to test the reliability for Self-evaluation of Communication Skills Scale (SECSS). The reliability

value was: 0.768.

Data Collection

The Self-evaluation of Communication Skills Scale were distributed to and collected from teachers of business subjects in secondary education in Bahrain by the researcher himself after he got permission from the Ministry of Education.

Data Analysis

A current version of the SPSS is used to analyze the data. Frequencies, percentages, t-test, one way ANOVA and Post Hoc Tests (Least Significant Difference. LSD) were used in the analysis.

Results of Research Questions

Question1: What is the level of self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain?

1- Level of self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain (sample as a whole)

Table (1)
Averages, percentages and ranks of self-evaluation of the communication skills for teachers of business subjects in secondary education

Type	listening	Speaking	Total
Average	56.08	53.85	109.93
Percentage	74.77	71.79	73.28
Ranks	1	2	---

The above table shows that:

- Self-evaluation of communication skills average for all teachers had reached 109.93.
- Self-evaluation of communication skills percentage for all teachers has reached 73.28%.

- Skills of listening came first in percentage of 74.77 %
 - Skills of speaking came second in percentage of 71.79%.
- 2- Level of self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to gender.

Table (2)
Averages, percentages and ranks of self-evaluation of the communication skills for teachers of business subjects in secondary education according to gender

Sex	N	Type	listening	Speaking	Total
Female	74	Average	55.97	53.50	109.47
		Percentage	74.63	71.33	72.98
		Ranks	1	2	2
Male	43	Average	56.26	54.44	110.70
		Percentage	75.01	72.59	73.80
		Ranks	1	2	

The above table shows that:

- Self-evaluation of communication skills average for female teachers reached 109.47.
- Self-evaluation of communication skills average for male teachers reached 110.70.
- Self-evaluation of communication skills percentage for males reached 73.80% (speaking 72.59%, listening 75.01 %), while females was 72.98% (speaking 71.33%, listening 74.77 %).
- Skills of listening came first and skills of speaking came second for female and male.

3- Level of self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to the subject

Table (3)
Averages, percentages and ranks of self-evaluation of the communication skills for teachers of business subjects in secondary education according to the subject

Subject	N	Type	listening	Speaking	Total
Accounting	28	Average	55.11	53.68	108.79
		Percentage	73.48	71.57	72.52
		Ranks	1	2	4
IT	27	Average	55.44	53.48	108.92
		Percentage	73.93	71.31	72.62
		Ranks	1	2	3
The art of selling	20	Average	57.45	53.95	111.40
		Percentage	76.60	71.93	74.27
		Ranks	1	2	2
Economics	26	Average	57.73	55.73	113.46
		Percentage	76.97	74.31	75.64
		Ranks	1	2	1
Law	16	Average	54.44	51.56	106.00
		Percentage	72.58	68.75	70.67
		Ranks	1	2	5

The above table shows that:

- Self-evaluation of communication skills average according to subjects was:
 1- Economics 113.46, 2- Sales of arts 111.40. 3- IT 108.92, 4- Accounting 108.79, 5- law 106.00.

- Self-evaluation of communication skills percentage according to subjects was:

1- Economics 75.64% (speaking 74.31%, listening 76.97%), 2- Sales of arts 74.27 % (speaking 71.93%, listening 76.60%), 3- IT 72.62% (speaking 71.31%, listening 73.93%), 4- Accounting 72.52% (speaking 71.57%,

listening 73.48 %), 5- law 70.67% (speaking 68.75%, listening 72.58%).

- Skills of listening came first and skills of speaking came second for all subjects.

4- Level of self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to years of experience

Table (4)

Averages, percentages and ranks of self-evaluation of the communication skills for teachers of business subjects in secondary education according to years of experience

Experience	N	Type	listening	Speaking	Total
Less than 3 years	34	Average	55.41	53.41	108.82
		Percentage	73.88	71.21	72.55
		Ranks	1	2	3
3- 5 years	65	Average	56.29	53.35	109.64
		Percentage	75.05	71.13	73.09
		Ranks	1	2	2
More than 5 years	18	Average	56.44	54.44	110.88
		Percentage	75.25	72.59	73.92
		Ranks	1	2	1

The above table shows that:

- Self-evaluation of communication skills average according to years of experience was:

1- More than 5 years experience 110.88

2- Less than 5 years experience 109.64

3- Less than 3 years experience 108.82

- Self-evaluation of communication skills percentage according to years of experience was:

1- More than 5 years experience 73.92% (speaking 72.59%, listening 75.25%).

2- Less than 5 years experience 73.09% (speaking 71.13%, listening

75.05%).

3- Less than 3 years experience 72.55% (speaking 71.21%, listening 73.88%).

Skills of listening came first and skills of speaking came second for all levels of experience.

Questions 2: Are there significant differences in self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to gender?

Table (5)
Results of t-test of the differences between averages in self-evaluation of the communication skills for teachers of business subjects in secondary education according to gender

Skills	Sex	N	Mean	S/D	T	Sig (2-tailed)
Speaking	Female	74	53.50	5.708	0.747	0.457
	Male	43	54.44	7.863		
listening	Female	74	55.97	7.112	0.216	0.830
	Male	43	56.26	6.344		
Total	Female	74	109.47	9.880	0.627	0.532
	Male	43	110.70	11.071		

The above table shows that:

- There were no significant differences in communication skills for teachers of business subjects in secondary education in Bahrain according to gender for:
- All communication skills, the level of significance was (0.532)
- Listening skills, the level of significance was (0.830)
- Speaking skills, the level of significance was (0.457)

Questions 3: Are there significant differences in self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to subject?

Table (6)

Results of t-test of the differences between averages in self-evaluation of the communication skills for teachers of business subjects in secondary education according to the subject

Subject	Skills	Mean	S/D	T	Sig (2-tailed)
Accounting	Speaking	52.79	7.060	0.855	0.401
		55.56	9.787		
	listening	54.63	7.135	0.550	0.587
		56.11	5.372		
	Total	107.42	12.845	0.879	0.387
111.67		14.630			
IT	Speaking	54.47	5.927	0.856	0.400
		52.25	7.545		
	listening	55.80	5.685	0.403	0.691
		55.00	4.328		
	Total	110.27	9.277	0.813	0.424
107.25		9.965			
The Art of Selling	Speaking	53.69	6.382	0.270	0.790
		54.43	4.504		
	listening	58.92	12.217	0.874	0.394
		54.71	4.271		
	Total	112.61	11.466	0.148	0.884
109.14		6.719			
Economic	Speaking	54.44	3.761	2.246	*0.034
		58.63	5.605		
	listening	56.44	3.535	1.479	0.152
		60.63	11.019		
	Total	113.00	5.820	1.659	0.110
119.26		9.448			

Table Countied (6)

Subject	Skills	Mean	S/D	T	Sig (2-tailed)
Law	Speaking	51.22	4.658	0.206	0.840
		52.00	10.100		
	listening	53.89	4.014	0.620	0.545
		55.14	4.018		
	Total	105.11	7.753	0.419	0.681
		107.14	12.919		

The above table shows that:

- There were no significant differences in communication skills for teachers of business subjects in secondary education according to all subjects for communication skills as a whole, the level of significance is follows: Accounting (0.387), IT (0.424), The Art of Selling (.884), Economics (0.110), and Law (0.681).
- There is no statistically significant differences in communication skills for teachers of business subjects in secondary education according to subject for speaking and listening skills in all subjects except for speaking for teachers of economics.

Table (7)

Results of One Way ANOVA of the differences between self-evaluation of the communication skills for teachers of business subjects in secondary education according to the subject

Skills	Source	Sum of squares	df	Mean Square	F	Sig
Speaking	Between Groups	180.380	4	45.095	1.048	0.386
	Within Groups	4818.851	112	43.025		
	Total	4999.231	116			
listening	Between Groups	188.960	4	47.240	1.018	0.401
	Within Groups	5195.348	112	46.387		
	Total	5384.308	116			
Total	Between Groups	488.130	4	112.033	1.057	0.381
	Within Groups	11866.793	112	105.954		
	Total	12314.923	116			

The above table shows that:

- There are no significant differences in communication skills for teachers of business subjects in secondary education according to all subjects.

Table (8)

Results of (LSD) of the differences between self-evaluation of the communication skills for teachers of business subjects in secondary education according to the subject

Skill	Subject	Mean Difference	Sig.	For
Speaking	Economic& Law	4.168	0.048	Economic

The above table shows that:

- There were significant differences in communication skills for teachers of business subjects in secondary education according to subjects for speaking skills between economics & law for economics subject.

Questions 4: Are there significant differences in self-evaluation of the communication skills for teachers of business subjects in secondary education in Bahrain according to years of experience?

Table (9)

Results of t-test of the differences between averages in self-evaluation of the communication skills for teachers of business subjects in secondary education according to years of experience

Experience	Skills	Mean	S/D	T	Sig (2-tailed)
Less than 3 years	Speaking	52.71	6.371	0.566	0.575
		54.12	8.077		
	listening	54.71	5.924	0.546	0.589
		56.12	8.859		
Total		107.42	10.932	0.338	0.737
		108.24	11.357		
3-5 years	Speaking	53.23	5.620	0.262	0.794
		53.71	8.432		
	listening	56.27	7.822	0.041	0.968
		56.35	4.821		
Total		109.50	9.857	0.439	0.662
		110.06	12.392		

Table Countied (9)

Experience	Skills	Mean	S/D	T	Sig (2-tailed)
More than 5 years	Speaking	56.44	4.362	0.000	1.000
		56.44	6.784		
	listening	56.78	5.215	0.226	0.824
		56.33	2.784		
	Total	113.22	8.023	0.175	0.863
		112.77	8.136		

The above table shows that:

- There were no significant differences in communication skills for teachers of business subjects in secondary education according to years of experience for communication skills as a whole. The level of significance is as follows: less than 3 years (0.737), less than 5 years (0.662), more than 5 years (0.863).
- There are no statistically significant differences in communication skills for teachers of business subjects in secondary education according to years of experience for speaking and listening skills in all levels of experience.

Table (10)

Results of One Way ANOVA of the differences between self-evaluation of the communication skills for teachers of business subjects in secondary education according to years of experience

Skills	Source	Sum of squares	df	Mean Square	F	Sig
Speaking	Between Groups	143.689	2	71.845	1.687	0.190
	Within Groups	4855.541	114	42.592		
	Total	4999.231	116			
listening	Between Groups	22.182	2	11.091	0.236	0.790
	Within Groups	5362.126	114	47.036		
	Total	5384.308	116			
Total	Between Groups	233.150	2	116.575	1.100	0.336
	Within Groups	12081.733	114	105.890		
	Total	12314.923	116			

The above table shows that:

- There were no significant differences in communication skills for teachers of business subjects in secondary education according to years of experience for communication skills, the level of significance was as follows: Total (0.336), Speaking (0.190) and listening (0.790).

Discussion:

The previous results indicate that:

1- The level of self-evaluation of the communication skills for teachers of business subjects in secondary education on a scale as a whole (listening & Speaking skills) sample according to gender, subjects except economics and years of experience was not satisfactory compared to the standard that was adopted in this study. (Satisfactory level of self-evaluation of the communication skills for teachers of business subjects in secondary education on the scale as a whole is 75%, or an average of 112.5 and above). Results indicate an average sample as a whole 109.93 (73.28%), female 109.47(72.98%), male 110.70 (73.80%), Accounting 108.79 (72.52%) IT 108.92 (72.62%). The Art of Selling 111.40 (74.27%), Economics. 113.46 (75.64%), law 106.00 (70.67%). less than 3 years 108.82(72.55%), less than 5 years 109.64 (73.09%), more than 5 years 110.88 (73.92%).

2- The level of self-evaluation of the communication skills for teachers of business subjects in secondary education on speaking skills for the sample as a whole, according to gender, subjects and years of experience was not satisfactory compared to the standard that was adopted in this study. (Satisfactory level of self-evaluation of the communication skills for teachers of business subjects in secondary education on the scale for speaking skills 75% or an average of 56.25 and above). Results indicate an average sample as a whole 53.85 (71.79%), female 53.50 (71.33%), male 54.44 (72.59%), Accounting 53.68 (71.57 %) IT 53.48 (71.31%), The Art of Selling 53.95 (71.93%), Economics 55.73 (74.31%), Law 51.56 (68.75%). less than 3 years 53.41 (71.21%), less than 5 years 53.35 (71.13%), more than 5 years 54.44 (72.59%).

3- The level of self-evaluation of the communication skills for teachers of business subjects in secondary education on listening skills for the sample as

a whole for females: Accounting, IT, Law and less than 3 years of experience was not satisfactory compared to standard that was adopted in this study (Satisfactory level of self-evaluation of communication skills for teachers of business subjects in secondary education on the scale for listening skills was 75% or an average of 56.25 and above). Results indicate an average sample as a whole 56.08 (74.77%), female 55.97 (74.63%), Accounting 55.11 (73.48 %), IT 55.44 (73.93%), Law 54.44 (72.58%), less than 3 years 55.41 (73.88%).

These results may be attributable in general from the perspective of the researcher to one or more of the following reasons:(1) there is no program for the preparation for teachers of business subjects in secondary education before or during the service, whereas the researcher knows that there is now a program for teachers of business subjects in secondary education in university institutions in Bahrain.(2) Lack of attention to providing opportunities for in-service training of teachers, since few of such courses are held at inconvenient times for teachers in many cases. In addition there is a shortage of specialists who teach these courses and a lack of courses in communication skills in these courses. (3) Lack of educational supervision, where the researcher knows that the number of business education supervisors and curriculum specialists do not exceed the one hand figures. So, how can such supervision and follow-up of nearly four hundred teachers of business subjects in secondary education be implemented? Moreover the nature of supervisors who pay teachers class visits to inspect try to find faults not to evaluate and help. (4) The increase of the number of students and overcrowdedness in classes, affects the teacher's ability to practice communication skills.

As to the Law subject, it was noted to be the least subject where teachers practiced communication skills, The researcher believes that the reason for this could be that this subject was not studied by most of the teachers during their university studies, and therefore they do not have enough information related to this subject which could have enabled them to exercise their communication skills effectively. The researcher noted during the field visits and supervision of students practical teaching of educational diploma that a large proportion of teachers rely on the textbook greatly when teaching

topics of this subject. Because the subject deals with legal issues, the teacher needs to be accurate in their presentation. Also, a large number of teachers ask their students to read the lessons from the textbook, and thus there was less opportunity for teachers to practice communication skills.

4- The level of self-evaluation of communication skills for teachers of business subjects in secondary education on listening skills for male, economics, the art of selling, with less than 5 years and more than 5 years of experience was satisfactory compared to the standard that was adopted in this study. (Satisfactory level of self-evaluation of the communication skills for teachers of business subjects in secondary education on the scale for listening skills was 75% or an average of 56.25 and above). Results indicate an average for male 56.26 (75.01%), Economic 57.73 (76.97,%), The Art of Selling 57.45 (76.60%), less than 5 years 56.29 (75.05%), more than 5 years 56.44 (75.25,%).

These results may be attributable in general from the perspective of the researcher to one or more of the following reasons: the self-evaluation of communication skills among males is higher than females. This may be (out of the experience of the researcher) due to the fact that a large proportion of the females have been recently employed in teaching, and non-graduates of colleges of education did not join to get a diploma in education. The results indicate that self-evaluation of communication skills for Economics and the Art of Selling has reached the accepted standard, as well as years of experience more than five years. This is logical outcome, when the nature of the art of selling and economics subjects is different from the nature of the IT and accounting subjects. In the Art of Selling and Economics subjects both the teacher and students can get engaged in dialogue and discussion on the topics of the textbooks because most of these topics are related to the culture and life skills of students. The teacher can practice communication skills effectively, unlike IT and accounting subjects, where the students need more time for doing exercises and applications which not allow the opportunity for the teacher to practice communication skills effectively.

5- There were no statistically significant differences in communication skills for teachers of business subjects in secondary education in Kingdom of Bahrain according to gender, subject and years of experience.

The researcher attributes these results to the following: the teachers of business subjects in secondary education have all been graduates from the College of Business at University of Bahrain where they were not exposed to educational communication skills related courses. What's more, most of them have not gone through training sessions specialized in communication skills as well as due to shortage of financial or abstract incentives introduced by the Ministry of Education. This, in turn, minimizes the teachers' motivation for professional development. Moreover, male and female teachers are mainly interested in introducing the contents of the syllabus because their students will sit for a unified exam by the end of the term that causes the gaps in communication skills to shrink.

This result agrees with a previous studies (Ajjlouni, Mahmood.(2005), Loy (2006), Aslantaş (1998) Eratay.(2011). Ihmeideh, Al-Omari, and Al-Dababneh.(2010). Simsek, & Altinkurt. (2010).

Recommendations & Suggestions

In light of the results of the study, the researcher recommends the following:

1. Training the teachers of business subjects in secondary education in communication skills, and using the scale prepared by the researcher, through training programs implemented by the Training Directorate at the Ministry of Education, in collaboration with the curriculum directorate and e-business education department and the Bahrain teachers College that are scheduled in a way that suits teachers timing.
2. Reviewing of the training programs offered by the Training Directorate and professional development programs undertaken by schools.
3. Enrolling the teachers of business subjects in secondary education especially those who are not educationally prepared on educational programs at the level of diploma or masters enrolling at the University of Bahrain.
4. Encouraging teachers to sustainable professional development.
5. Organizing development program for teachers at the Bahrain Teachers College-University of Bahrain for the preparation of teachers of business subjects in secondary education with programs that include courses in communication skills.

6. Increasing the number of supervisors and specialists in business education curriculum; so that they can provide appropriate guidance, and identify the reality of the communication skills of teachers of business subjects in secondary education and work on their development.
7. Creating a microteaching lab; teachers can practice through teaching various skills, including communication skills.

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