

The educational performance of the professor and its relationship to internal communication - a primary education teacher as a model -

الأداء التربوي للأستاذ وعلاقته بالاتصال الداخلي - أستاذ التعليم الابتدائي أنموذجاً -

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- Abstract: The role of internal communication in improving the pedagogical functionality of an elementary school teacher: the current study aims to reveal the role of the internal communication in ameliorating the educational performance of the elementary school teacher using the descriptive, analytical approach, formulating a sample of seventy teachers, in addition to applying a sample of seventy teachers, a pedagogical performance scale of "EL Bahi Nassiba 2015" was used in the data collection. By the end, the study reached out that the majority of the IC tools which are used in the educational institutions are written means, and there is a link between the IC's patterns and improving the pedagogical performance. the effective internal communication works on elaborating the pedagogical performance of the elementary school teacher.

Humans have realized the importance of communication since the dawn of history, and with the succession of ages, the sense of its prominent role in the continuation of their lives, the achievement of their various interests, the direction of their efforts, the interdependence of their groups, the organization of their activities and the development of their lifestyles, where the importance and effectiveness of communication emerged with the increase in technological progress, and the topic of communication is one of the most topics that preoccupied scientists And researchers in various branches of knowledge and different scientific fields, the most important of which we mention psychology, sociology, politics and history, in addition to that it represents the focus of interest of specialists in the study of international relations and literary and scientific studies, which all dealt with the study, understanding and analysis of this process.

Communication is considered a tool for human development and the development of his knowledge and experiences, whether in terms of social, educational, pedagogical, guiding or political aspects, where the means of communication play an important role in achieving this goal, and

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therefore, the study of the subject of communication is one of the important and essential matters for every member of society as he is the first responsible in communication operations around the clock.

Communication appears in different forms and information flows towards it in various ways. It is possible to distinguish between formal communication and informal communication, linguistic and non-linguistic communication networks, external communication, and internal communication.

- **Keywords:** communication, internal communication, performance, primary teacher, Educational Performance.

- **الملخص:** أدرك البشر أهمية الاتصال منذ فجر التاريخ، ومع تتابع العصور زاد الإحساس بدوره البارز في استمرار حياتهم وتحقيق مصالحهم المختلفة وتوجيه جهودهم، وترابط مجموعاتهم وتنظيم أنشطتهم وتطور أنماط حياتهم، حيث برزت أهمية الاتصال وفعاليتها مع زيادة التقدم التكنولوجي، وموضوع الاتصال من أكثر المواضيع التي شغلت العلماء والباحثين في فروع معرفية شتى ومجالات علمية مختلفة نذكر أهمها علم النفس والاجتماع والسياسة والتاريخ، فضلا على أنه يمثل محور اهتمام المختصين في دراسة العلاقات الدولية والدراسات الأدبية والعلمية والتي تصدرت جميعا بالدراسة وفهم وتحليل لهذه العملية.

ويعتبر الاتصال أداة لتنمية الإنسان وتطور معارفه وخبراته سواء من الناحية الاجتماعية أو التعليمية أو التربوية أو التوجيهية أو السياسية، حيث تلعب وسائل الاتصال دورا هاما في تحقيق هذا الهدف، وبالتالي فإن دراسة موضوع الاتصال يعد من الأمور الهامة والأساسية لكل عضو في المجتمع باعتباره هو المسؤول الأول في العمليات الاتصالية على مدار الساعة.

وتظهر الاتصال بأشكال مختلفة وتنساب فيه المعلومات باتجاهه شتى، ويمكن التمييز بين الاتصال الرسمي والاتصال غير الرسمي، شبكات الاتصال اللغوية وغير اللغوية، الاتصال الخارجي، الاتصال الداخلي.

وتهدف الدراسة الحالية إلى الكشف عن دور الاتصال الداخلي في تحسين الأداء التربوي للأستاذ الابتدائي، باستخدام المنهج الوصفي، وقد تكونت عينة الدراسة من 70 أستاذا، كما تم استخدام مقياس الأداء التربوي "لباهي نسبية" (2015) كأداة لجمع البيانات، وفي الأخير توصلت الدراسة إلى أن أكثر الوسائل الاتصال الداخلي المستخدمة في المؤسسات التربوية هي الوسائل الكتابية، وأن هناك علاقة بين نمط الاتصال الداخلي وبين تحسين الأداء التربوي، الاتصال الداخلي الفعال يعمل على تحسين الأداء التربوي لأستاذ الابتدائي.

- **الكلمات المفتاحية:** الاتصال، الاتصال الداخلي، الأداء، الأداء التربوي، أستاذ الابتدائي.

Introduction:

The educational institution is a vital tool in human societies, it works on the development of the social, psychological and mental personality of the individual, and aims to spread and strengthen the culture of the individual in society by instilling the scientific, practical and cultural spirit in him. in order for the educational institution to achieve its goals, it must pay attention to all that strengthens the organizational human

relations, especially communication, which is a fundamental pillar of personality. it is a component of human civilization, so internal communication has received great attention from thinkers and practitioners as one of the factors through which institutions seek success, especially in our current time characterized by speed and continuous development and the rapid flow of information. transferring the latter from one individual to another is essential to help employees perform better and make ideas clearly understood, as it contributes to the creation of an appropriate organizational climate that improves and develops performance appropriately and effectively, which helps to achieve individual and collective goals in the organization. as such, it is a key component of its well-managed strategy at all levels and systems within the organization.

1- problem of study:

Educational institutions are considered as a fundamental basis for development and consolidating them in thought and practice, as they are a vital tool in human societies that seeks to develop the social, psychological and mental personality of the individual at the level of practice, starting with the educational activity practiced within the department, to expand its field to the general society, where education is an investment and integration process. it aims to take care of human behavior and develop it so that it reaches the goals of society.

The success of each organization is measured by the clarity of the internal communication features, as well as the effectiveness of the latter in employing information flow mechanisms and employing personal human relations among its various human resources in order to find better and optimal solutions to problems.

Internal communication has received great attention from thinkers and practitioners as it is a humanitarian and social necessity that is no less important than the physiological and other necessary needs through which the institution seeks to achieve its objectives, as it contributes to the creation of an appropriate organizational

climate that works to improve and develop educational performance in an appropriate and effective manner.

In light of this came this study, which attempts to know the role of internal communication in improving the educational performance of the primary teacher.

Questions from the study:

The general question:

Does internal communication have a role in improving the educational performance of the primary teacher?

Sub-Questions:

What are the most common methods of communication used in educational institutions?

Is there a relationship between internal communication and improved educational performance?

2. Hypotheses of the study:

General assumption:

Internal communication plays a role in improving the educational performance of the primary teacher.

Sub-hypotheses:

The most widely used means of internal communication in educational institutions are the means of writing.

- Internal communication relationship with improving educational performance is medium.

3. Objectives of the study:

The current study aims to:

- Highlight the importance of internal communication within the educational institution.
- Highlight the relationship between the internal communication pattern and the improvement of educational performance.

- Encourage every position that will motivate professors and satisfaction and achieve them within the educational institution.
- Improve relations between professors and management by maintaining open internal communication channels.
- Strengthening social relations between professors by strengthening contacts between them.

4. Importance of the study:

- This importance is achieved by the study as a result of its findings highlighting the importance of internal communication to improve the educational performance of the professor in some of the elementary schools of the municipality of Msila as a vital and important sector.
- This study gives the main attention to the focus and application of teachers of some of the elementary schools of the municipality of Msila (sample of study), and therefore the results we reach will be primarily on the employees of this sector and the consequent access to the method that achieves improvement of educational performance and works to achieve the objectives of the teachers and the school together. giving an adequate view of educational performance behaviors to reduce the obstacles that stand in the way of practicing this behavior.
- The importance of this study stems from the importance of internal communication as a means through which communication and exchange of views between professors.
- Highlight internal communication and highlight its role, whether positive or negative, on educational performance.

5. Procedural concepts of study terms:

5-1- Educational performances:

Terminology:

Performance: The degree to which a development activity or development partner has been brought into action in accordance with certain standards, specifications and

guiding principles in achieving results in accordance with stated objectives or plans. (See also, 2010, p. 17)

Hashim Zaki also defines it as "the performance of the tasks and duties assigned to it to ensure that it is fit to carry out tasks, burdens or functions." (See also 2001, 42.)

Procedural definition of educational performance: A set of methods, procedures and measures used by the professor and the procedural formula is used in teaching and in the management of the class to achieve the expected behavior of the student.

5-2- The role:

It is all the activities, competencies and tasks of the professor related to the social position he occupies in his pursuit of the social goals of the educational system.

5.3. Teacher of primary education:

Professor: It is the focus of the educational process and one of its main inputs, which determines the success or failure of the educational system. (By Abaza Ahmad, 2019, p. 1)

Mohamed Ibrahim: It is the link between the learner and the community, so it is important to work hard with all his mental and physical abilities to achieve the compatibility between its requirements so that they work together in a wonderful harmony. (Muhammad Ibrahim, 2006, p.223)

Procedural definition:

A primary teacher is a person who possesses scientific, practical and professional qualifications, who performs his role within the educational institution in the education and education of pupils, and organizes and coordinates the educational unit for the level of pupils and the objectives assigned to this educational process.

5.4. Internal communication:

Connection:

"Morris" defines communication as any circumstance in which a number of things are involved in a given matter and a means of communication than one that

achieves some kind of sharing and familiarity around a particular symbol, issue, or idea. (Belkacem Rowan, 2014, p. 14)

It is defined as "Ibrahim bin Abdul Aziz": The process or method by which information and knowledge are transmitted from one person to another until it becomes common among them. (Abraham Daihayej, 2011, p. 11)

Procedural definition:

It is an interactive relationship between the organization and its constituents, in which orders, guidance, information, ideas and proposals are exchanged at different levels of the organization in order to ensure the proper functioning of its business and the implementation of its policy.

1. Definition of educational performance:

It's that part of the teacher's behavior that includes the ways that occur during the learning process. (Nawwar Mohammed, Das, p.44)

2. Components of educational performance: The components of educational performance are:

2-1- Method of teaching:

The use of a method to teach a subject depends on several factors, including the nature of the educational attitude, the nature of the learners, the nature of the learning environment and the types of scientific knowledge.

Because teaching is a complex and complex concept, there is no single way to teach all subjects and all pupils, and all educational bodies have sought to find teaching models that can teach concepts to any course of study, the teacher has a great role in the success of the teaching method and this is due to his efficiency in teaching aimed at achieving the educational goals through which the supreme goal of the state on education is achieved.

The educational system seeks to create new methods such as dialog, discussion, innovation, projects, problem solving and activation of extra-curricular activities, which have positive repercussions in enhancing cultural identity among young people.

2.2. Educational means:

It is all that is used in the educational situation of tools, materials and equipment inside and outside the school according to a strategy chosen by the teacher, which is the basic component of those terms mentioned earlier and is an essential part of the school. (The GOP, 2008, p. 38)

The importance of educational means in the speed of learning of the student and the acquisition of experiences in an easy way leads to the development of the spirit of exploration and interaction with classroom situations. Many educational scientists also believe that choosing the appropriate educational means helps the learner to clarify and link the parts and the teacher share in choosing the means to achieve the scientific and educational goal.

2.3. Calendar:

It is the procedures that aim to determine the progress of students' learning and the extent to which the level of quality in their performance according to specific criteria and in which it can identify the levels of students and analyze their mistakes and in light of directing them to activities that suit their levels so it is a diagnostic, therapeutic and preventive process. (Abdul Hamid, 2009, p. 65).

Educational Dictionary defines activities as a method of education that seeks to provide learning about the way of activities carried out by cooperating groups through the interaction between individuals and groups by forming influential habits and planning skills and practicing student activities through the program that includes actions relationships and experiences practiced by members and the goals of the institution and society. (Walid Abdul Aziz, 2004, p. 34).

It gives them training in leadership, controlling emotions and emotions, taking responsibility, the ability to make appropriate decisions, applying laws, self-control and respecting order, which helps young people balance values and standards.

2.4. School activities:

It promotes the desired social and cultural values and trends to develop skills and gain multiple experiences through various activities.

3. Methods of educational performance:

The educational method in its broadest sense is not a deliberate preparation of the necessary steps for the educational process. (The Samaritan, 1987, p. 17)

3-1- Teaching method:

It is the method that the teacher makes all decisions in the process of planning and evaluation, in which the learner passes some decisions for implementation or the so-called expanded decisions, which is the place, the system of work timing, rest at the beginning and end of the question. (2007, p. 164)

3.2. The reciprocal method:

In this, the learner moves more decisions in the educational process, where he becomes an active participant in the evaluation decisions, through feedback (Al-Sattari, 2007, p. 27)

4. Factors affecting educational performance:

4-1-changes in school curricula:

The curricula are often subject to change, change or cancellation, and the specialized committees begin the stages of design and constructive planning for a new curriculum that conforms to the requirements of social justification. although the teacher has been used to implement the previous curriculum for several years and the new curriculum needs a different style in teaching and may require the use of educational methods unfamiliar to the professor and from him, the professor can not implement the new curriculum efficiently and here enters the role of training during the service. (Hassan Shehata, 1997, pp. 27-28).

4.2. Social factors:

Society expects the teacher and the curriculum to achieve his hopes and aspirations in his children in society needs thinking personalities capable of renewal

and innovation and purify acceptable behavior consistent with the impurities attached to them as a result of cultural friction. society expects that students will behave in an acceptable manner consistent with the concepts and values of society in various fields, and thus it seems that the teacher bears the responsibility of preparing the individual in many aspects, there is the social aspect, the cultural aspect, and there is also health, physical and psychological aspects. (Walid Abdul Aziz, 2004, p. 34).

4.3. Cultural identity:

It has put forward many definitions of cultural identity, where some of us see identity in its fundamental definition as the moral image or perceptions of something to be a real embodiment, whether the incarnate is the individual, the group or even society. if some social scientists have only discussed the question of identity, and both his own angle or perspective have recognized it to confirm this, then the sociologist Emile Durkheim goes on to say that the collective mind is formed from the heritage flowing into society from the past as well as the interaction that is present in society so that this collective mind forms a constructive mind the moral is all that is real and reflective of it. (At night, 2012, p. 193).

Cultural identity is what gives people feelings of security and integration into the community, providing them with shared values, aspirations and the potential to anticipate the behavior of others, which contributes to building a sense of trust between people and the components of identity refer to what can be called social capital, where cultural identity contributes to a great degree of differentiation between groups. (Samir al-Hassan, 2007, p. 432).

Thus, cultural identity differs from society to society and from time to time, as cultural identity consists of a combination of language, history, religion, culture, customs and traditions of the community.

4.4. Supervisory authorities:

There are supervisory authorities that work in an integrated manner, with knowledge to carry out his task. The director is responsible for organizing and

supervising the work administratively and technically. Some administrators are responsible for organizing the work at the departmental level. These supervisory authorities act as direct guides and guides to the teacher in his educational performance (Hassan Shehata, 2001, see also 11)

4-5- Cognitive Explosion:

There is a need to develop and utilize methods for assessing students' skills in these processes.

5- Internal Communication:

The process of sending and receiving information based on the peaceful and hierarchical system in the form of instructions, orders, explanations for performance methods, and necessary information about implementing organizational policies (Nasser Qasimi, 2011, p.10).

5-1- Types of Internal Communication in the Organization:

- **Formal Communication:**

- Communication processes that occur through the transfer of information and knowledge from one person to another until it becomes mutual between them (Ibrahim Al-Duaijaj, 2011, p.11). It relies on the formal methods agreed upon in the organization and depends on the existence of a planning system to determine the nature of the work in the organization.

- **Informal Communication:**

- Does not follow the lines of formal communication in the organization; employees do not connect with each other based on their job functions as much as they do based on their relationships, personal connections, friendships, trust exchanges, and it may be healthy for the organization (Ahmed Al-Khatib, 2009, p.334).

5-2- Methods of Internal Communication:

- **Written Method:**

- The transfer of communication material in written form, including internal memoranda and official reports.

- Oral Method:

- This method aids in quick communication, develops good relationships between leaders and subordinates, and supports the concept of social relationships among colleagues (Mohammed Al-Ajmi, 2008, p.275).

- Electronic Method:

- The significant evolution in information systems and technology has led to an explosion of a vast amount of information. Therefore, it is necessary to exchange these ideas and information among employees and managers within the organization.

5-3- Objectives of Internal Communication:

Among them are:

- Transferring information and ensuring collaboration among individuals.
- Achieving communication between management and employees, and among members of senior management.
- Establishing trust, respect, and understanding between the organization and society.
- Creating a good organizational climate to achieve satisfaction at work and boost morale.
- Consultation and discussion of problems.
- Conveying suggestions and complaints of employees to top management.
- Making necessary decisions (Rabih Alian, 2007, p.50).
- Allowing every individual, the opportunity to participate in dialogue and discussion, aiding in the formation of an independent and mature personality in society (Ridwan Belkhires, 2003, p.50).
- An important tool to connect all internal components of the organization with each other (Rabih Alian, 2005, p.40).
- Enhancing the ability to achieve goals based on communication skills (Aalaq, 2000, p.39).

5-4-Importance of Internal Communication:

It includes:

- Internal communications contribute to monitoring employees through interviews and reports that are continuously exchanged among individuals.
- Internal communication is the basis of the cooperative system.
- Information is transferred through various channels by internal communication.
- Internal communication is one of the factors influencing the attitudes of individuals working in the organization.
- Through internal communication, the manager becomes aware of the activities of their subordinates and can understand the extent to which they accept their opinions, ideas, and actions within the organization (Mohammed Al-Alala, 2010, p.181).

- Field Study:

1- Suitable Method for the Study:

The researcher's use of a method is linked to the "nature of the subject" being addressed. The "nature of the problem" determines the "method," making it the most suitable for achieving the "objectives" and ensuring the verification of its "hypotheses" and reaching generalizable "results." The "descriptive method" is defined as one of the forms of scientific analysis and interpretation to describe a specific phenomenon or problem and portray it quantitatively through data collection and detailed study.

2- Study Boundaries:

2-1- Spatial Boundaries:

The current study was conducted in some primary schools in the municipality of M'Sila. The selection was made randomly, covering the geographical specification of the municipality—north, south, east, west—to ensure that the sample is representative of the original community in the municipality. The selected schools included Abdul Hamid Ibn Badis Primary School, Haltali Ali Primary School, Mujahid Muhammad Al-Sharif Primary School, Mohammadi Al-Saeed Primary School, and Rajm Abdelkader Primary School.

2-2- Temporal Boundaries:

The current study was conducted from the beginning of December to the end of January 2023, covering both theoretical and field aspects.

2-3- Human Boundaries:

Human boundaries for the study involved selecting a random sample of primary school teachers from some schools in the municipality of M'Sila. The original community for the study consisted of (96) male and female teachers. The final sample for the study was estimated at (70) male and female teachers, representing the selected schools: Rajm Abdelkader Primary School (10 teachers), Abdul Hamid Ibn Badis Primary School (22 teachers), Mohammadi Al-Saeed Primary School (17 teachers), Haltali Ali Primary School (15 teachers), Mujahid Muhammad Al-Sharif Primary School (16 teachers).

Table (01) shows the distribution of the study sample by gender

gender	repetition	percentage
females	50	71.42 %
male	20	28.58 %
total	70	100%

Table (01) shows the distribution of the study sample by gender, indicating a majority of females at 71.42%. This reflects a preference for education among women in Algerian society.

Table (02) displays the distribution by age

group	repetition	percentage
25-34 age	18	25.71%
35-44 age	31	44.28%
45-54 age	12	17.14%
55 and above	09	12.85%
total	70	100%

Table (02) displays the distribution by age, with the majority falling in the 35-44 age group at 44.28%, suggesting that most teachers are young or in their middle age.

Table (03) illustrates the seniority of the sample

group	repetition	percentage
Less than 05	05	7.14%
From 05 to 09	29	41.42%
From 10 to 14	07	10%
From 15 to 19	06	08.57%
20 and more	23	32.85%
total	70	100%

Table (03) illustrates the seniority of the sample, with 41.42% having an experience of 5-9 years.

3-1- Presentation, analysis and discussion of results

First: Internal Means of Communication:

Table (04) reveals the internal communication challenges faced by teachers

Answer	repetition	percentage
Oral	33	47.14 %
Written	35	50 %
Electronic	02	2.85 %
total	70	100%

Table (04) reveals the internal communication challenges faced by teachers, with oral communication being the most common (47.14%), followed by written communication (50%), while electronic means are less utilized (2.85%).

Table (05) details the oral communication methods

Answer	repetition	percentage
Encounters	21	30
Seminars	03	4.28
Conferences	10	14.28
Phone Calls	11	15.71
Meetings	25	35.71
total	70	100%

Table (05) details the oral communication methods, with meetings being the most prevalent (35.71%), contributing to employee engagement and morale. The findings suggest a need for modern communication tools within educational institutions to address social challenges faced by some teachers.

Table (06) highlights the benefits of using oral communication within educational institutions

Answer	repetition	percentage
Allow you to express your feelings	21	30
Create interaction between you and your colleagues	42	60
Maintains confidential information	01	1.42
Allows you to learn about your moderator's reaction	06	8.75
total	70	100%

Table (06) highlights the benefits of using oral communication within educational institutions. The majority (60%) find it fosters interaction among employees, promoting dialogue and understanding. Additionally, 30% appreciate its role in expressing personal feelings, while a smaller percentage value it for discerning the speaker's reactions (8.75%) and maintaining confidentiality (1.42%).

Table (07): Authorized written means of communication within the educational institution

Answer	repetition	percentage
Internal memorandums	30	42.85
Official reports	17	24.28
Management Letters	16	22.85
Wall Ads	07	10
total	70	100%

Table (07) presents the reliance on internal memoranda (42.85%), official reports (24.28%), administrative letters (22.85%), and wall announcements (10%).

**Table (08): Shows the advantages of using written means of communication within the
educational institution**

Answer	repetition	percentage
Preservation of the institution's rights and interests	30	42.85
Allows access at any time	17	24.28
Documentation of information contained in the letter	16	22.85
total	70	100%

Table (08) delves into the advantages of written communication, with the highest percentage (38.57%) emphasizing its reference value over time. It also maintains the institution's rights and interests (32.85%), followed by documenting information contained in messages (28.57%).

**Table (09) explores whether teachers rely on electronic means for communication within
their educational institutions**

Answer	repetition	percentage
YES	17	24.29
NO	53	75.71
total	70	100%

Table (09) explores whether teachers rely on electronic means for communication within their educational institutions. The majority (75.71%) responded negatively, citing a lack of modern electronic devices within the institution. Only 24.29% affirmed the use of electronic means.

Table (10) further breaks down the electronic means used

Answer	repetition	percentage
Email	05	29.41
Internet	10	58.82
Social Media Sites	02	11.76
Electronic billboard	0	0
Others Remember	0	0
total	70	100%

Table (10) further breaks down the electronic means used, with the internet being the most prevalent (58.82%), followed by email (29.41%). These findings

underscore the significance of both oral and written communication methods within the educational context, while indicating a limited adoption of electronic communication tools

Table (11) highlights the features of using electronic means within educational institutions

Answer	repetition	percentage
It gives you speed in transmitting information	50	71.42
Shorten your distances	07	10
Easy and inexpensive	13	18.57
total	70	100%

Table (11) highlights the features of using electronic means within educational institutions. The majority (71.42%) find electronic communication quick in transferring information, while 18.57% appreciate its ease and cost-effectiveness. Additionally, 10% acknowledge its ability to shorten distances.

Table (12), it assesses the appropriateness of communication tools for teachers' job nature

Answer	repetition	percentage
Always	35	50
Often	20	28.57
Sometimes	14	20
Rarely	01	1.42
Never	00	0
total	70	100%

Table (12), it assesses the appropriateness of communication tools for teachers' job nature. The majority (50%) indicated a constant fit, while 28.57% found it mostly suitable, emphasizing the influence of communication methods on various job roles.

Transitioning to the second axis, which examines the internal communication's relationship with enhancing educational performance,

Table (13) evaluates internal educational performance.

Answer	repetition	percentage
Good	30	42.85
Average	40	57.15

The educational performance of the professor and its relationship to internal communication

Weak	00	0
total	70	100%

Table (13) evaluates internal educational performance. The majority (57.15%) falls into the "average" category, suggesting room for improvement in addressing obstacles affecting educational performance.

Table (14) reveals that the work environment significantly aids teachers in performing well

Answer	repetition	percentage
YES	70	100
NO	0	0
total	70	100%

Table (14) reveals that the work environment significantly aids teachers in performing well, with all respondents (100%) affirming that the work atmosphere contributes positively to their tasks.

Table (15) explores whether teachers complete their tasks on time

Answer	repetition	percentage
YES	50	71.42
NO	20	28.755
total	70	100%

Table (15) explores whether teachers complete their tasks on time, with 71.42% responding affirmatively and 28.75% acknowledging occasional hindrances.

Table (16): Illustrates the teachers' attempt to exert additional efforts to achieve better performance.

Answer	repetition	percentage
Always	47	67.14
Often	19	17.14
Sometimes	04	5.71
Rarely	00	0
Never	00	0
total	70	100%

In Table (16), most teachers (67.14%) indicated a constant effort to achieve better performance, highlighting the commitment required for optimal results.

Table (17) examines the impact of incentives on teachers' effectiveness

Answer	repetition	percentage
YES	61	87.14
NO	09	12.85
total	70	100%

Table (17) examines the impact of incentives on teachers' effectiveness, with 87.14% agreeing that incentives positively influence their performance.

Table 18: Indicate whether the penalties and penalties adopted in the educational institution improve teachers' performance.

Answer	repetition	percentage
YES	38	54.28
NO	32	45.72
total	70	100%

Table (18) explores the effect of penalties and sanctions on teachers' performance, with 54.28% acknowledging that these measures improve performance, while 45.72% believe they adhere to their tasks within the legal framework.

These findings shed light on the intricate dynamics of communication, organizational climate, and motivational factors affecting educational performance within the institution.

Table (19) explores whether directives and instructions from superiors contribute to good performance by teachers

Answer	repetition	percentage
Always	25	35.71
Often	15	21.42
Sometimes	21	30
Rarely	6	8.57
Never	3	4.28
total	70	100%

Table (19) explores whether directives and instructions from superiors contribute to good performance by teachers. The highest percentage (35.71%)

indicates that such guidance consistently aids teachers, while 30% find it helpful at times, emphasizing the significance of clear communication from administrators.

Table (20): Indicate whether there is coordination between managerial levels to achieve the required quality in the accomplishment of professors' tasks.

Answer	repetition	percentage
Always	19	27.14
Often	13	18.57
Sometimes	24	34.28
Rarely	11	15.71
Never	3	4.28
total	70	100%

Table (20), it assesses the coordination between administrative levels to achieve the desired quality in teachers' tasks. The highest response (34.28%) falls under the "sometimes" category, highlighting the importance of horizontal communication for improved teacher performance

Table (21) delves into the impact of friendship among colleagues on enhancing teachers' performance.

Answer	repetition	percentage
Always	31	44.28
Often	18	25.71
Sometimes	16	22.85
Rarely	4	5.71
Never	1	1.42
total	70	100%

Table (21) delves into the impact of friendship among colleagues on enhancing teachers' performance. A significant portion (44.28%) believes that friendships at work always contribute positively, emphasizing the role of positive relationships in creating a conducive work environment.

Table (22) presents teachers' suggestions for improving internal communication

Answer	repetition	percentage
Intensification of internal seminars	31	44.28
Provision of modern means of communication	18	25.71
Good relations between professors	16	22.85
Coordination between different faculty members	4	5.71
No suggestions	1	1.42
total	70	100%

Table (22) presents teachers' suggestions for improving internal communication. The majority (35.71%) emphasizes the provision of modern communication tools, followed by 28.57% suggesting the intensification of internal workshops. These insights provide valuable recommendations for enhancing communication within the educational institution.

General results of the study:

Through a field study, a series of findings were drawn, the most important of which were:

the first axis: the nature of internal communication in the enterprise:

- Most professors sometimes call the institution's management at 47.14%.
- The majority of professors contact the management of the institution in order to evaluate suggestions and perspectives in the work by 28.57%.
- Researchers emphasized the existence of 90% freedom to transmit information within the educational institution.
- Researchers confirmed that there is a speed in the transmission of information within the educational institution at 88.57%.
- Professors rely on the institution's direct administrator to receive information about their tasks, where the response rate was 77.14%.
- Teachers often meet with the administrator's guidance on organizing their work and performing their tasks.
- Teachers' suggestions and views are sometimes taken at 41.15%.

- Most friendships are held with professors, where the response ratio was 91,42%.
- Professors hold meetings with colleagues outside working hours at 44,28%.
- Most professors have no difficulty communicating within the institution, so the response ratio is 91.42%.

the second axis concerning internal communication methods:

- Written communication is the most commonly used method in the institution, with a usage rate of 50%.
- Among the oral communication methods, meetings are prevalent.
- Oral communication fosters interaction among teachers.
- Advantages of written communication include accessibility and reference at any time.
- The majority of teachers do not heavily rely on electronic means for information exchange.
- Electronic communication is valued for its speed in information transmission.
- Communication methods often suit the nature of teachers' work within the institution.

the third axis on the relationship between internal communication and educational performance:

- The overall assessment of teachers' educational performance in the institution is average.
- The work environment contributes to good performance.
- Teachers complete their tasks on time without delays.
- Teachers often exert additional efforts for better performance.
- Incentives impact the effectiveness of most teachers' performance.
- The approach of rewards and penalties affects teachers' performance.
- Directives and instructions from superiors consistently help in evaluating good performance by teachers.

- Sometimes there is coordination between administrative levels to achieve the required quality in task completion.
- Friendships among teachers consistently contribute to improving their performance.

Conclusion:

Internal communication is considered the most important form of organizational communication that occurs within the scope of the organization, encompassing all its levels. It involves the production, provision, and aggregation of data and information necessary for accomplishing tasks within the organization, transferring, exchanging, or broadcasting them at all levels. The purpose is to inform others of new issues, news, or information, influence their behavior, induce change, modify behavior, or direct it toward a specific goal.

Internal communication takes place among the employees within the institution and is a structured process within an organized framework that defines communication lines within the organization. These communications constitute a system that operates according to specified and known methods, procedures, and official rules. The goal is to convey orders, decisions, directives, and instructions from higher administrative levels to intermediate and lower levels, as well as to convey complaints, suggestions, and inquiries from executive levels to the administrative authority and decision-makers and vice versa. This also occurs between similar levels within the unit or organizational units in the institution. This is based on the definition of tasks, responsibilities, and lines of authority outlined in the organizational structure and according to the nature of the specialties required for these tasks.

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