How to Cite:

The availability of body language skills for philosophy and psychology teachers for the fifth literary grade from the students’ point of view

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Abstract---The goal of the current research is find out how much the body language skills is available in the teachers of philosophy and psychology for the fifth literary grade from the students’ point of view, as well as knowing the differences in body language skills according to the gender variant, and the specimen included (400) students male and female selected by the simple random method of the fifth literary grade in third Karkh education schools that belongs to the governorate of Baghdad divided equally by gender and the questionnaire consisted of (41) paragraphs divide to (5) fields which are (head movement, facial expressions, hand and foot movement, distance between the teacher and student, exterior look and, body movement), and the virtual validity was extracted by showing the questionnaire to a group of experts and arbitrators, then the consistency was extracted for all of the fields by using Pearson correlation coefficient whereas the total consistency coefficient reached (0.84) as for the five fields it was (0.82, 0.77, 0.84, 0.94, 0.86) sequentially and by using fisher's equation and Chi-square equation, results were statistically analyzed and they showed that the specimen individuals use body language in (29) paragraphs, and also results showed differences of statistical reference between ,males and females in body language that was in favor of the females in (23) paragraphs.

Keywords---skill, body language, fifth literary grade.
Introduction

Non-verbal communication has an important role in life transactions in general, as a method of interaction. The exchange of messages and meanings between people, without using the language of the tongue and humans usually communicate. Each other through two completely different languages, despite their spending and support at times. At other times, they contradict each other in the meanings and connotations that they transmit, and they are the verbal language of speech. Spoken sounds are the sounds in order to exchange information and identify the facts and names of things. Body language is the language that people use with their bodies consciously and unconsciously. Expressing the emotions inside the human being, and it also contributes to determining the type of interrelationships. It is a language that relies on a store of experiences, perceptions, memories and experiences that one receives, Man through his senses and his response to all stimuli that are determined by his awareness and consciousness. Teaching is based mainly on communication.

Without communication, there is no learning process. The parties to this process may reach an agreement through the exchange of messages transmitted through channels. Verbal, non-verbal, and communication are the exchanges between several parties of a set of symbols. Signs with significance and meaning, and the elements used in communications differ as Oral, written, and non-verbal components. The starting signal is given in each communication process. Determines a goal that the caller wants to achieve from the information he provides to the other party, and wait. The caller from this other is a feedback reaction and a required positive response, represented by conscious announcement. And frank about accepting or opposing information, and changing attitudes and directions according to the content. Communication in teaching is a daily, interactive and dynamic process of living between the professor and his students. There are studies that show the importance of non-verbal communication, as it enhances and clarifies verbal communication and may. It was stated in the studies of “(Albert Mehrabian) that non-verbal communication constitutes 7.55 of what we communicate with Speech 7.7, Tones and Pitch 7.38). The university teaching function is very important, because it is “the job that focuses mainly on facing the challenges of the future, with all that it requires to prepare the university student so that he can control the outputs of the university”. And scientific, technical and organizational developments.

The research problem

Using the right and appropriate gesture and movement for the situation and the lesson could lead to misunderstanding by the students which could generate wrong answers which in turn would make them feel insecure and this insecurity could in turn lead to boredom, laziness and lack of interaction between the teacher and students (Zayer and Hashim, 2020:46). And (Armoott, 2019) study confirms that most teachers don’t use body language actively in teaching which could cause a loss of good communication with students which increases the monotony of the lesson and lack of concentration which influences the nature of the relationship with the teacher, and this what confirms the teacher’s need to care and prepare with the non-verbal side of communication and the way of
utilizing body language in completing the verbal message to be a booster for the scientific material delivery process to the students (Armoott, 2019).

And based upon what corona pandemic has imposed upon the world and Iraq which led to making a change in education system which in turn urged the education ministry in Iraq to resort to electronic education and reduce school days which made half the lessons become electronic via platforms like (NewTon, WhatsApp, and Telegram) however these soft wares and platforms don not allow the non-verbal communication between the student and the teacher since most of the teachers settle for posting the lesson’s link in the E-class or through presenting the lesson vocally only, in addition to the large numbers of students which makes it difficult for the teacher to see them all during the class, which effected the level of relationship and communication between the teacher and the student and that made the need to take care of communication skills especially body language in the educational process. Also it’s noticed that there are few in the local and Arabic studies that took the body language study in the teachers of philosophy and psychology as far as the researcher knows, hence this study came trying to shed the light on how much the body language skills are available in those teacher’s from the students’ point of view and it’s possible to phrase the problem through the next two questions:

- How much the body language skills are available in those teacher’s from the students’ point of view?
- Are there any differences of a statistical reference in body language skills according to gender variant (males and females)?

The importance of the research

Studies confirm the importance of the body language whether it was alone or completely synchronized with the verbal communication and it is known that the human cannot hide his emotions, feelings and sensations from others where there’s no escape from their appearance on the body parts and not understanding them or not knowing them is an obstacle in communication, because they are relatively constant, reliable and their data could be trusted, as the studies of (Bard Hoysl) have proven that 65% of communication process is done non-verbally in the human being (Pease, 1997:9). The teacher uses senses and gestures and signals and body movements and utilizes them in the educational communication process, and in that case the communication is more active which leads to an active and strongly constant teaching for the student, improves the student’s learning and fixes the glitch in the student’s dependence on a sense more than the other, whereas the teacher can apply a various strategies using body language like: role-play, verbal communication, cooperative teaching, creative thinking, and in the educational process there’s importance for the body language effects in the power of the information (content), understanding and comprehending it and saving the information, and the second importance lies within the students who receive the information in a way that matches the way of their thinking, which positively grow their potentials, as well as their interaction with the lesson in an exciting and fun way makes teaching fun.
As for the last importance is for the teacher in terms of strength and attractiveness in his practices and communication, and management and achieving the desired goals, and that what reflects positively on all of the educational process (Guraan and Alsabha, 2020:69, 67). For the body language also a role in disciplining the class and achieving the calmness and the appropriate climate for the required educational process, and discipline is considered as an integral part of the teaching process, and it’s not possible for teaching and learning to come to fruition in a medium that lacks discipline and order, and from here the teacher should utilize the skills of the body language in managing and disciplining the class to achieve the desired goals (Daylamy, 2019:24). Selecting the preparatory stage- the fifth literary grade- to conduct the research, for its importance in preparing the students to continue depending on themselves in studying in a higher stages then the research and follow-up, because at this stage they have high maturity growth physically and mentally and emotionally in a progressed level, and in it the student’s sense of independence appears as well as taking responsibility in making decisions and this leads to the ability to communicate, integrate and interact with society in a bigger way besides having the ability to understand messages and signals and receiving signals, and stimuli and identifying them more easily especially they are a stage away from college which is considered a wide communication stage and big that’s needed in building social and humane relations and gaining the knowledge and expertise in a wider perspective.

The Goals of the Research

The current research aims to identify

- The body language skills utilized by teachers of philosophy and psychology in the literary fifth grade from the students’ point of view.
- The reference of the statistical difference in body language skills utilized by teachers of philosophy and psychology in the literary fifth grade from the students’ point of view according to the gender variant

The Boundaries of the study

- **Spatial boundaries**: preparatory and secondary government morning schools of directorate of education in third –Karkh- Baghdad.
- **Time limits**: school year of (2011-2022 A.C.)
- **Human boundaries**: students of the literary fifth grade in government morning schools of directorate of education in third –Karkh- Baghdad.

Terms Determination

Body language: (Abu Al-Nasser: 2009): defined as a voluntary and non-voluntary signals and movements come from the entire body or a part of it to send the activity’s message to the surrounding by the human being via vocabulary and branches represented in facial expressions, voice, fingers, hands, touch, position and movement of the body, looks, colors, distances and the spatial void (Abu Al-Nasser: 2006:30). Theoretical Definition: the researcher has embraced Abu Al-
Nasser’s (2009) definition and that’s because it fits the purposes of the current research and matching the followed fields in the questionnaire.

**Procedural Definition**

Is the power of the obtained paragraph from applying fisher’s equation as a result of the student’s answer for each paragraph of the questionnaire’s five fields.

Second chapter: Theoretical framework and previous studies

**Body Language**

Signals and gestures coming out of the human’s body in different situations play an important role in communicating with others and these signals and gestures known as Body Language or non-verbal communication, as communication is not restricted in the verbal language through words we pronounce only, rather they have to extend beyond, so if we wanted to understand a person we have to look at him and identify the gestures and signals coming out of him, whereas knowing the interpretation and analysis of body language help establish good communication relationships with others, and good communications contribute in building trust and cooperation among individuals, also body language contributes in knowing the personality of the person on other side, and helps predicting behavior, and influences it with ways suitable with his mental, psychological and physical characteristics.

Knowledge of non-verbal communication means has evolved tremendously as all of anthropology scientists and psychological, sociological, and linguistic researchers have searched in the ways body language works with, but now an increasing agreement on the possible meanings of gestures and movements, every human produces instinctually gestures and facial expressions that reveal his inner thoughts and it’s considered innate, as they were acquired from the first stages of birth- whereas it was used which is body language since the human lived in a cave, as it was considered as the only means of communication (Caroline, 2010:7).

**Body language skills**

It is considered the most important means in transfer of messages exchanged with others as it is a non-spoken manner before everything, and this manner needs a set of verses to be transferred between the teacher and the student, and psychologists have determined these skills as follows:

- **Facial expressions**: the fastest means that transfer meanings from the sender to the receiver and vice versa is the face, which are signals and changes that happen to the face. And individuals communicate through it to express a certain feelings and emotions, and facial expressions reflect six main patterns of emotions which are: (Happiness, Sadness, Surprise, Amazement, Annoyance, and Anger), and facial expressions that indicate joy, delight, admiration and appreciation of a positive influence on the students’ performance for their obviousness and ease of changing their meaning.
• **Eyes Languages**: It is one of the most influential means in the process of communication between individuals, because any communication usually starts from the meeting of the eyes, for the two parties to announce their readiness to communicate. By looking into the eyes of the students, the professor makes it possible to read their impression about the lesson, and through their relationship with the professor, they can understand what he wants by eye looks, especially with regard to maintaining order. Eye movements include all eye behaviors such as elongated looks, avoiding it, eyelashes movement, tears, and pupil changes (Arrar, 2007:159).

• **Hands language**: It is the most common and used language in the classroom, and it is an expressive language that aims to communicate certain ideas expressed by the sender with deliberate movements of the hands to obtain useful and correct responses
  - **language of spatial communication**: “It means the distance between individuals in direct communication, and between individuals and the things that surround them, and the distance between the speaker and the listener is divided into four sections which are:
    - **Intimate distance**: This is between two people who have a special relationship and it’s within limits (0 - 45 cm).
    - **Personal area**: It has a kind of privacy, and the distance between the speaker and the listener ranges between (70 - 125 cm), and this is the distance at which we stand from others in social parties and some friendly meetings, and when two friends meet on the street (Al-Sarayra and others. 2006: 211).
    - **Social distance**: This distance ranges between (120 - 375 cm), and it is the distance that we use to conduct impersonal activities.
    - **General distance**: ranges from (370-790).

• **Lips Language**: It has many meanings and multiple connotations. Including what refers to anger and dissatisfaction, and to warmth, happiness and friendship, and the teacher can employ this language in many cases that will be covered by the research tool.

• **Silence**: Teachers and learners use silence in the classroom for different purposes. It can be to draw attention, to express confusion or modesty, to agree, or to express a challenge.

• **Looks and Appearance**: “A person’s dress and his external appearance play a key role in giving the first impression about his owner. Ad the person, first looks at the appearance and form of the person he deals with, and this leaves an impression in the mind of the beholder and an impact on the nature of people's dealings with each other, as clothing plays an important role in the communication process. As it expresses emotions and feelings, as well as affects the behavior of the wearer and the behavior of others towards him, and therefore it is considered of great communicative value (Kadhim and others, 1984:14).

• **Touch**: Touch is an effective communicative tool, expressing many feelings, such as fear and anxiety, love, and others. Touch is governed by strict social rules enacted by several considerations like: gender, age, kinship, the cultural background of a person, and what is permitted in one culture is prohibited in another. In the field of education, teachers practice this
behavior in relation to students in the classroom, representing a pat on the shoulder of the student as an encouragement or a warning.

- **Gestures and Signals**: they mean all body movements, and all movements of the hands, palm and shoulder. Gestures may be emphasizing or clarifying verbal communication, or helping the other party to understand the content of the message, or encouraging others to be motivated (Al-Areeny, 2011:15).

### Nonverbal Communication Functions

Nonverbal communication has many functions, including:

- **Completion**: where the verbal message coincides with and complements the non-verbal message; this leads to a good interaction, where the words are issued and accompanied by the gesture or sign.
- **Repetition**: The non-verbal message repeats the verbal message, which may not be relied upon alone at times, when the teacher mentions a number together to students and represents a number with his fingers, or draws it in the air, or indicates the meaning by things found in the environment, in order to confirm the concept.
- **Discipline**: Nonverbal interaction helps control and regulate students' behavior in the classroom or hall, by pointing, gesturing, eye gaze, facial expressions, and other non-verbal interactions that contribute to controlling behavior.
- **Substitution**: verbal messages can be replaced by non-verbal messages, as the teacher signals to some students to deny or support the practice of a certain behavior through non-verbal messages such as signs, gestures, movements, and other non-verbal behavior (Awda, 7:1998).
- **Interpretation**: Nonverbal messages can interpret verbal messages, such as using signs, gestures, movements, images, or patterns; to approximate the meanings and clarify the words, which helps the success of the communication process.
- **Organizing**: Nonverbal communication can organize and link the communicative flow between the parties to the communication, such as movement of the head, or eyes, or changing the place to another place, or giving a signal to the opposite person to complete the conversation, or stop it, All of these are regulatory functions carried out by nonverbal communication (Abu Asbaa, 1998: 38).

### Research Procedures

#### Research Methodology

The descriptive survey method was adopted in the current research.

#### The research community

The community for the current research consists of all students of both sexes (males, females) who are present in the morning and evening government schools of the third Karkh directorate in the Baghdad governorate for the academic year
(2021/2022), and their number is (2995) students, at a rate of (1411) male and (1584) female students.

The research specimen

The main current research sample consisted of (400) male and female students of the fifth literary grade in the morning and evening government schools of the Third Karkh Education Directorate of the Education of Baghdad Governorate. Then the schools were randomly selected, which numbered (13) schools from the schools of the third districts of Karkh education, in its sections, Al-Taji, Al-Tarmiya and Al-Markaz, which amounted to (104) schools. Selecting students at random with (20) students from each division of male schools and (20) female students from each division in female schools, as well as by random method.

Research Tool: (Body Language Skills Questionnaire)

Steps of the questionnaire's preparation

The research questionnaire was prepared by following the following steps:

- **Determining the purpose of the questionnaire**: The purpose of building the questionnaire is for the purpose of knowing the availability of body language skills for teachers of philosophical principles and psychology from the point of view of literary fifth-grade students, as well as to find differences in body language skills depending on the gender variable (males and females).

- **Determining the fields**: In determining the areas of the questionnaire, the researcher followed the following steps:
  - Reviewing the literature and previous studies related to body language, including: Al-Bajari study (2013), Zaid study (2018), Nada and Dweikat study (2016), Mahmoud study (2017), Abdel Ghafour (2020).
  - A survey was conducted that included (30) male and female students and asked them about the use of body language, hand and foot movements, and facial gestures.
  - Conducting a survey that included (30) male and female students and asking them questions that included several aspects of body language such as hand and foot movements, external appearance and others.

Through the previous steps, the fields of the questionnaire were identified by (5) fields: (the facial expressions and head movements, hand and foot movements, distance between the student and the teacher, the external appearance, and body movements).

- **Drafting of paragraphs**: (45) paragraphs were formulated when constructing Spanish in its initial form distributed over the five fields, by (12) paragraphs for the first field, (10) paragraphs for the second field, (7) paragraphs for the third field, and (5) paragraphs for the fourth field, and (7) paragraphs for the fifth field.

- **Clarity of the questionnaire's instructions**: the instructions for answering the questionnaire were formulated where the name, division and school were specified in the questionnaire, and then an example was presented showing the method of choosing the alternative that it deems appropriate from the three alternatives (available, to some extent, not available), in
addition to an illustrative example how to answer the paragraphs of the questionnaire.

- **Clarity of paragraphs and instructions**: After the exploratory application sample was selected, which consisted of (30) male and female students, (15) male and (15) female students, they were randomly selected from Al-Jahiz School in Al-Karkh Third Education in Baghdad Governorate, being mixed (males and females). Where the application was applied to a group of students, and the results of the application showed that the instructions and paragraphs were clear in addition to the interaction of the students with the study procedures, and the students’ answers took between (13-23) minutes at an average of (18) minutes.

- **Virtual validity**: Such honesty is usually obtained by presenting the tool to a group of experts specialized in this field, so the current research tool, consisting of (45) paragraphs, was presented in its initial formulation to a group of (15) arbitrators and experts, to judge the Its validity, the soundness of the wording of the paragraphs and their relevance to the age stages, as well as the possibility of amending the paragraphs that they think need to be modified or deleted, as (4) paragraphs were deleted so that the questionnaire in its final form became (41) paragraphs distributed over (5) fields, and included (3) alternatives It is (available, to some extent, not available), and the researcher adopted an agreement percentage (80%), as (4) paragraphs were deleted and (41) paragraphs were kept.

- **Stability**: The Pearson correlation coefficient was calculated between the first and second application degrees, where the value of the Pearson correlation coefficient was (.84) for the complete resolution and is considered a strong stability coefficient. As for the stability coefficients for all fields, they are as shown in Table (4) as shown in the following:

<table>
<thead>
<tr>
<th>field</th>
<th>stability ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial expressions and head movements</td>
<td>0.82</td>
</tr>
<tr>
<td>Foot and hand movements</td>
<td>0.77</td>
</tr>
<tr>
<td>The distance between the teacher and the student</td>
<td>0.84</td>
</tr>
<tr>
<td>Exterior look</td>
<td>0.94</td>
</tr>
<tr>
<td>body movements</td>
<td>0.86</td>
</tr>
<tr>
<td>overall stability ratio</td>
<td>0.84</td>
</tr>
</tbody>
</table>

**Application**

After verifying the validity and reliability of the questionnaire (body language skills), a schedule was set for visiting the schools specified by the researcher, which he chose randomly whereas he visited the research community of the third Karkh education morning and evening schools, affiliated to the Directorate of Education of Baghdad Governorate. 10/3/2022, that is, after a period of two weeks of the exploratory application that took place on Tuesday (22/2/20022), so that the application procedures proceeded in a normal way in which the students
expressed their willingness to cooperate with us in answering the questionnaire, and the researcher assured them that the results of the study It is for the purposes of scientific research, in addition to clarifying and reading the paragraphs and asking for the answer that it deems appropriate.

**Statistical means**

- Pearson's correlation coefficient: to extract the stability of the body language skills of teachers of philosophy and psychology from the point of view of fifth-grade literary students "(Al-Manazil and Ghazaniya, 128:2010).
- Fisher's equation to extract the strength of each paragraph of the questionnaire of body language skills of teachers of the subject of principles of philosophy and psychology from the point of view of the fifth literary grade students.
- Chi-square to extract the difference between males and females in the questionnaire of body language skills of the teachers of the subject of principles of philosophy and psychology from the point of view of fifth-grade literary students (Al-Baldawi, 228: 2007).

**Presentation and interpretation of the results**

**The first goal: "Get to know the body language skills of teachers of Principles of Philosophy and Psychology from the students' point of view"**

It appeared through the use of Fisher's equation that (29) paragraphs were a function when compared with the critical value of Fisher's (2) - equal to the sum of the weights over their number, and the results showed that (12) paragraphs were not a function according to Fisher's equation, and as shown in Table (5):

<table>
<thead>
<tr>
<th>Field</th>
<th>Paragraph No.</th>
<th>Highly Available</th>
<th>Available To Some Extent</th>
<th>Not Available</th>
<th>Paragraph Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>6</td>
<td>279</td>
<td>57</td>
<td>64</td>
<td>2.53</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>252</td>
<td>106</td>
<td>42</td>
<td>2.52</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>245</td>
<td>90</td>
<td>65</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>87</td>
<td>66</td>
<td>247</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>199</td>
<td>131</td>
<td>79</td>
<td>2.34</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>199</td>
<td>107</td>
<td>94</td>
<td>2.26</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>144</td>
<td>133</td>
<td>123</td>
<td>2.05</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>187</td>
<td>105</td>
<td>108</td>
<td>2.19</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>149</td>
<td>108</td>
<td>143</td>
<td>1.97</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>159</td>
<td>155</td>
<td>86</td>
<td>1.81</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>131</td>
<td>141</td>
<td>128</td>
<td>1.49</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>174</td>
<td>137</td>
<td>89</td>
<td>1.06</td>
</tr>
<tr>
<td>Second</td>
<td>9</td>
<td>217</td>
<td>119</td>
<td>64</td>
<td>2.35</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>221</td>
<td>91</td>
<td>88</td>
<td>2.33</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>198</td>
<td>119</td>
<td>83</td>
<td>2.28</td>
</tr>
</tbody>
</table>
Table (5) shows that the availability of body language skills related to head movements and facial expressions in (8) out of (12) paragraphs, This is due to the fact that the face is the interface from which all expressions and everything inside a person can be read and in which signs such as Signs such as expression, attention, sadness, joy and anger. Head movements and facial expressions play a key role in expressing emotions in the eyes and eyebrows. Shaking the head has multiple indications. It may refer to escaping from the situation, surprise, sadness, rejection or acceptance, Table (5) shows the availability of body language skills in the field of hand and foot movements, as they are available in (10) paragraphs out of (12) paragraphs. This is due to the teachers’ desire to achieve the highest level of classroom interaction with students, drawing them to the lesson and strengthening communication links with them, especially after the years of interruption, and We do not forget the fact that teachers compete to appear in the most beautiful way and that their students achieve the highest levels of achievement in that subject.

Table (5) shows the availability of body language skills in (5) out of (7) paragraphs. This is due to the fact that most of the teachers have accumulated they have experiences and know how to deliver the educational material over a period of time and repeat that every year. They encounter some negatives while teaching the material and resort to body language as an aid factor for them in teaching the material and feel the effect of distance with students in achieving interaction and
attracting students to the lesson. Also, it is evident from Table (5) the availability
of body language skills in the field of external appearance in (3) paragraphs of (5)
and this is due to the fact that everyone who works in the teaching profession
appreciates the value of the external appearance in the nature and position of the
profession, as well as the teacher’s desire to be distinguished from his peers, from
the teachers and their focus on appearing in a good outward appearance in front
of their students, as well as their desire to give a beautiful image to the students,
as the teacher represents a good role model for them by paying attention to
cleanliness, clothing, the general external appearance, and the positive image that
comes back to them. Table (5) also shows the availability of body language skills
related to the field of body movements in (5) paragraphs of (7) paragraphs. This is
due to the teachers’ understanding of the value of this skill in creating interaction
and speed of communication with students through the movement of the body
and the message to be delivered to students. Perhaps some have benefited from
the development cycles that occur every year and on an ongoing basis.

**Second: The results of the second goal "to identify the statistically
significant differences in body language skills according to the gender
variable".**

To extract the differences between sex in body language skills, the researcher
used the chi-square equation, which showed from its results that there are no
statistically significant differences between males and females in (14) items out of
(41) items of body language skills, at the level of significance (0.05) and the
freedom degree of (2) The tabular value amounted to (5.991), and it showed that
there are differences in (27) items and in favor of females with (16) items, and as
shown in Table (6):

<table>
<thead>
<tr>
<th>Field</th>
<th>Paragraph No.</th>
<th>Males first alternative</th>
<th>Males Second alternative</th>
<th>Males Third alternative</th>
<th>Females first alternative</th>
<th>Females Second alternative</th>
<th>Females Third alternative</th>
<th>Calculated chi value</th>
<th>Indication level</th>
<th>Reference direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>1</td>
<td>128</td>
<td>48</td>
<td>24</td>
<td>124</td>
<td>58</td>
<td>18</td>
<td>1.864</td>
<td>0.05</td>
<td>Nothing</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>82</td>
<td>66</td>
<td>52</td>
<td>77</td>
<td>89</td>
<td>34</td>
<td>7.338</td>
<td></td>
<td>male</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>98</td>
<td>54</td>
<td>48</td>
<td>76</td>
<td>83</td>
<td>41</td>
<td>9.471</td>
<td></td>
<td>female</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>90</td>
<td>62</td>
<td>48</td>
<td>109</td>
<td>45</td>
<td>46</td>
<td>4.558</td>
<td></td>
<td>male</td>
</tr>
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It is evident from Table (6) that there are statistically significant differences between males and females in the field of head movements and facial expressions in paragraphs (12, 11, 9, 6, 5, 3, and 2) and in favor of females in paragraphs (5) and this influence is attributed the teachers’ rapid response to emotional and interactive attitudes within the classroom, which leads to the issuance of a group of expressions and movements in the head, whether for sympathy, sadness or joy, and this is what makes them superior to males in this field, Table (6) also shows that there are statistically significant differences in the field of hand and foot movements, paragraphs (10,8,7,6,5,4,3,1) and in favor of females in all of the above except for paragraph (10,5,4) The superiority of females is attributed to the motivation to compete with male and female teachers in teaching excellence and obtaining the highest grade when assessing and entering actively and enthusiastically into the classroom, in addition to the fact that the number of female students in classes is often less than in male schools, and this lesson is easier and can apply various methods and strategies in which the movement is used and movement within the classroom, It also appears from Table (6) that there are statistically significant differences in the field of distance between the teacher and the student in paragraphs (6, 4, 2, 1) in favor of females, and this is due to the teachers’ knowledge of the importance of distance and location in addition to the experience that helps them to employ this field of teaching and classroom control, Table (6) shows that there are statistically significant differences between males and females in favor of males, and this is due to the teachers’ knowledge of the importance of the external appearance and its impact on the students’ psyche, which gives a distinctive image of the teacher and his commitment to the appropriate dress, which is consistent with the system inside the school, and Table (6) shows There are differences between males and females in the field of body movements in paragraphs (4,3,2) and in favor of females, this is due to mastery of the scientific material, which gives satisfaction and satisfaction in the situation and gives self-confidence and thus leads to students’ tension and greater interaction in the classroom.

Conclusions

- Teachers have body language skills as a result of their accumulated experience and intellectual maturity.
The results show the students' ability to understand and interact with the teacher's expressions and movements.

**Recommendations**

- Holding seminars by supervisors and trainers in the preparation and training department in the education directorates regarding the role of body language in teaching and its impact on achieving positive interaction between student and teacher and increasing their psychological and social communication.
- Training teachers on the mechanisms of employing these skills and how to choose appropriate educational situations for this.

**Suggestions**

- Conducting a comparative study with verbal communication of the same sample
- Conducting studies on other age groups.

**References**

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