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Abstract:

Westerners generally recognize that there are typically only partially successful students, even when considering those with special needs. Nevertheless, a teacher might need to catch up in tapping into a student's abilities, potential, and positive qualities due to a deficiency in the techniques and tools essential for nurturing these aspects through school educational communication practices. These methods are continuously developed to make the student an active participant, not just a recipient. Consequently, educational effectiveness and academic achievements vary simultaneously when students' levels differ within the same classroom. For instance, a group of students are isolated and introverted but excel in mental arithmetic, sports, artistic and manual creativity, drawing, and imagination. However, they perform poorly in memorization, language expression, writing, theatrical performance, imitation, and singing. On the other hand, another group of students is active, dynamic, and interactive with all educational communication processes. They excel in memorization, language expression, theatrical performance, imitation, and singing but perform poorly in mental arithmetic, sports, drawing, and creative imagination. The question arises: what is the relationship between communication levels and educational efficiency patterns?

Keywords: Primary education, educational communication, educational effectiveness.

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Introduction:

Students are the products of schools and educational institutions, and the successful, knowledgeable, and excellent student is the culmination of their goals and a crucial demand for every prestigious, ambitious, and aspiring family that seeks a bright and promising future for their children. The importance of this goal and the significance of this demand increase, especially in the primary stage, where families are increasingly concerned and attentive to this critical cycle, considering it highly influential and essential for a good start and motivating their children. The success of this stage serves as an indicator and qualification for success in the subsequent educational stages. In contrast, failure in this phase signifies failure and setbacks in the other levels of education (intermediate and secondary). Therefore, many families resort to private schools, educational institutions, support lessons, and home tutoring, all out of fear and concern for their future.

However, in appreciation of this stage and its distinctiveness, it includes young and beginner children who are about to embark on a different mode of communication that differs from the familial communication dominated by tenderness and emotion, namely educational or instructional communication outside the confines of the family. On the one hand, they lack receptive and expressive skills to inquire or ask questions. Additionally, they lack attention, and most have wandering minds toward educational communication, still predominantly characterized by playfulness and fun. They are in dire need of someone who possesses both receptive and expressive communication skills to understand the student's personality and what is on their mind, capturing their attention through gestures, facial expressions, and hints rather than resorting to the previously known methods of punishment and intimidation in old Algerian schools. Moreover, it should align with their physiological characteristics as young children who have not yet reached adolescence and are still in the stage of childhood, characterized by shyness mixed with fear, confusion, and delicate emotions, easily influenced, broken, and affectionate, always seeking refuge in the source of affection (the family).

Thus, students are in dire need of someone to support and transit them from a closed emotional family setting to an open, interactive social-educational environment. This transition is facilitated through educational communication skills and different educational communication levels. As a first step, this integration and adaptation inside the classroom prepares them to grasp information understand educational lessons, and various educational units, each of which requires activating a specific level of educational communication. As the teacher Rafe Esquith points out, teaching is not merely a job or a profession; it is an art. This concept became evident when Rafe became the first teacher to receive the National Arts Award. The more we observe exceptional teachers during their work, the more we realize the truth of this idea (Ken Robinson, 2017, p. 110). According to Bernstein's theory about linguistic codes, the linguistic skills and symbols acquired by a child are influenced by the social environment to which they belong. This

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linguistic wealth, or linguistic capital, subsequently affects academic achievement outcomes (Sahwan Atallah, 2014, p. 32).

It's worth noting that Rafe Esquith taught as a teacher for thirty years, and he has an inspiring and passionate story. He became known for his genius and effectiveness when he supervised the education of children from poor rural families. He took care of and fed them within the school, as they came from Asian families with language barriers in one of the neighborhoods of Los Angeles. Many of them did not speak English when they first enrolled in school, and this area was inhabited by low-income residents with low overall academic achievement and graduation rates. Most of the rural students continued their education until they completed high school and now speak English fluently. Many of them went on to join Ivy League universities and other prestigious institutions, leading to successful professional lives. Some of his students even came together after graduating to establish an organization to support the education of future generations (Ken Robinson, 2017, p. 107).

This admiration and reverence for Rafe Esquith arise from his possession of the keys and methods of educational communication. He can address students collectively and individually, using cues to understand and be understood by the students. According to evidence, he even used creative theatrical arts for educational communication and interaction. He would stage theatrical performances through his students, some of which could be traced back to Shakespeare. Notably, according to statements from teachers and educators who trained with him, there are no completely weak students in the classroom. Likewise, there are very few who exhibit exceptional strength and distinction. Instead, there is partial weakness matched with partial distinction, and vice versa. There is also moderate and balanced equality among students with minor differences. This leads us to set aside the notion of innate talent and giftedness, as well as all the inherited traits that would directly indicate educational effectiveness. However, we still need to pay attention to these factors. Furthermore, we are still in a very early stage, which leads us to exclude individual differences among students in terms of background and self-study or specialization, such as in the middle or high school levels. Some students may already have a specific and prior knowledge base in scientific, literary, or linguistic subjects. This prior knowledge can significantly influence their educational effectiveness in certain subjects compared to others, based on their direction and specialization. Based on this viewpoint and reasoning, we acknowledge that there are individual differences among primary school students based on their backgrounds and areas of expertise. However, we perceive them as a relatively similar group, although we do not overlook these distinctions. Nevertheless, these differences should be taken into account specifically in relation to social interactions within the classroom and the teacher's ability to effectively communicate, ensuring that they skillfully activate personal, self-related, and collective communication skills among the students.

- How does the process of activating the levels of educational communication among students affect their educational effectiveness patterns?

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- **The general hypothesis** suggests that there is a relationship between the levels of educational communication and educational effectiveness patterns.

The general hypothesis is divided into the following:

1. The more students master different levels of educational communication, the more comprehensive their educational effectiveness.
2. When students limit themselves to self-communication, their educational effectiveness tends to be directed towards abstract and mathematical educational units.
3. When students limit themselves to collective communication, their educational effectiveness is directed towards literary and memorization-oriented educational units.

2. Defining the Study Concepts: The process of defining concepts related to the study plays several significant roles, particularly in clarifying its purpose or general conception, especially procedural concepts that carefully specify the meaning and intent of the researcher while providing a general framework for the reader. The following are the key concepts related to the study:

2.1. Primary Education: It is "the first stage of general education directed towards children, ranging from the admission age to the age at which this educational stage ends, according to the system followed in each country. Primary education equips children with basic skills in the national language, principles of arithmetic, geography, and manual work" (Mohammed Hamdan, 2007, p. 136). Defining the purpose of learning is a fundamental issue that goes beyond the theoretical knowledge of this concept; it also involves the numerous consequences and various applications associated with it. Referring to different opinions on this subject can help in determining the meaning of learning and the effects that can result from its definition.

In fact, three general concepts have had a significant impact on teaching, educational plans, and curricula. While some of these concepts have been proven to be less valid due to recent research and experiments, some persist and remain associated with many of our educational issues. These three concepts are learning as a memorization process, learning as a mental exercise, and learning as a behaviour modification process. The latter is the one embraced by most modern trends (Mohammed Sadek Ismail, 2011, p. 11).

Procedural Definition: Primary education in primary schools, from our perspective, is a new social framework that children enter into, largely homogenous in terms of a certain age group, with no significant differences even in terms of gender. It is entirely different from the familial framework in terms of goals, objectives, roles, and functions. It requires new and different educational communication mechanisms that align with this segment and are capable of fulfilling its functions.

2.2. Educational Communication: Educational communication is a purposeful and functional process, as mentioned in the communication, media, and social sciences. It helps individuals within an institution achieve their goals, desires, or the goals of others. Communication in education, in general, and within the school, is vital as it is an educational institution that

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enhances the effectiveness of communication and interaction. School-based communication, as defined by Diab, is the process of transmitting and exchanging opinions, information, experiences, and guidance within the school among various parties involved in the educational and administrative processes to assist in achieving educational objectives (Hamad Al-Qomeizi, 2017, p. 121).

Educational communication shares the general elements of the communication process. The utmost importance in educational communication, both in the educational and training aspects, lies in the correct context and the thriving environment through which the message is conveyed. This approach ensures that positions are understood. It is essential to have clear and understandable language from the teacher and other communication skills. While opinions on the concept of communication vary in some fields, in the educational context, it represents an interaction between two parties to acquire knowledge and experience (Abdulhafid Salama, 2019, p. 53).

Procedural Definition: Educational communication is a set of communication arts and skills in education that contribute to capturing the attention and focusing the students' concentration. It enhances their ability in memorization, recall, comprehension, assimilation, and mental visualization. It also influences their communicative activities. These are skillful methods initiated by the teacher for imitation and emulation at times and for stimulating the minds and using them to solve problems and scientific equations at other times. These methods weaken sensory perception and mental and artistic imagination. Thus, we face modern and up-to-date educational communication methods and levels that align with various educational aspects such as mathematics, logic, expression, writing, and various activities.

Flanders categorized verbal behaviour within the classroom into two types: **teacher speech** and **student speech**. Direct speech comes from the teacher without allowing students to express their opinions, limiting their freedom and preventing their response. Here, the teacher plays a positive role (sender only), and the student's role is passive (receiver only). In contrast, indirect teacher speech includes patterns allowing students to respond and speak freely within the classroom. This type of verbal behaviour is acceptable and required for organizing classroom interaction and can be described as follows:

- It accepts students' ideas and encourages them, using verbal patterns that clarify and contribute to developing students' ideas.
- It poses questions to students, often in the form of questions with predictable answers. Some questions may require students to think, such as divergent thinking or questions requiring students to express their thoughts, attitudes, and feelings.
- Automatic student participation, and among the verbal expressions that help in successful classroom interaction, are addressing students by their names, using words that convey respect and appreciation for the learner, employing positive reinforcement that encourages positive participation, using constructive criticism, and giving students sufficient time for understanding.

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Finally, it is essential to note that non-verbal communication methods, such as the teacher's movements, gestures, and facial expressions, should not be overlooked in encouraging students to participate in classroom interaction (Abdulhafid Salama, 2019, pp. 62-63). The following table illustrates some aspects of non-verbal educational communication.

Type of non-verbal communication	Its moral connotations	Type of non-verbal communication	Its moral connotations
Constant movement in the chair	Anxiety, stress or fatigue	Place the hand on the cheek	Boredom and ennui
Yawning	Lack of understanding and confusion	Interlocking hands	Ensure understanding
Moderation in sitting	Comfort and acceptance	Teeth pressure	Distress and anger
Bending forward	Attention and interest	Raising eyebrows	Amazement and love of repetition
Smiling	Satisfaction or attraction	Fingers crossed	Stress or confusion

Source: From the researcher's perceptions

Communication can also be classified based on the number of participants into the following:

3-2-1- Intrapersonal Communication: This communication occurs within an individual, involving their thoughts, experiences, and perceptions. In other words, it is how an individual gives meaning and evaluates the ideas, events, and experiences around them. Sociologists have shown interest in this category as it represents a crucial link between an individual's behaviour and environment. Max Weber, for example, connects action with meaning. Similarly, symbolic interactive school sees individuals as acting based on what issues mean to them.

3-2-2- Interpersonal Communication: This is communication that takes place face-to-face, without the need for communication tools (face-to-face diagnostic communication). In this form of communication, both parties engage in a personal exchange of information, symbols, ideas, and news. It plays an essential role in forming friendships and intimate relationships between individuals. This type of communication offers immediate and direct insight into the impact of the message. Therefore, it allows the communicator to adjust and direct the message to make it more effective and persuasive.

These forms of communication involve interactions within a specific social context, where thoughts and information are exchanged among individuals about a particular topic, issue, or abstract concept.

(Majd Hashem Al-Hashemi, 2007, p. 98) And (Hassan Imad Makawi, Layla Hassan Al-Sayid, 2006, p. 30), and (Harith Aboud, 2009, p. 29).

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A- The Importance of Personal Communication: Personal communication is considered the most powerful in terms of influence and persuasion for the following reasons:

- Personal communication operates in two directions. Personal communication allows participants to exchange roles in sending and receiving, questioning and answering, taking and giving, convincing and being convinced until the communication's goal is achieved.
- Responses in personal communication are immediate or direct, which helps the sender understand whether their message has been received and understood by the receiver. The sender may perceive the receiver's response through changes in their facial expressions, other non-verbal cues, and the receiver's verbal and body language.
- Personal communication allows participants to identify their common goals and develop or modify their communication messages by adding, deleting, or discovering new information that holds high value to them.
- Personal communication involves the presence of human senses, including hearing, seeing, smelling, tasting, and touching among the participants. They listen to each other and exchange looks, verbal and written information, signs, and body language. In personal communication, human senses play a significant role, particularly hearing and seeing.

(Ibrahim Bouarkoub, 1994, p. 125).

3-2-2- Public Communication: This refers to a large group of individuals, as in cultural evenings and theatrical performances.

2- Educational Schools: In the past, schools were primarily concerned with imparting knowledge, various sciences, and information to their students through overloaded and dense curricula. The teaching methods centred around the teacher as the source of information and the central figure in the teaching and learning processes. The teacher's role involved transmitting knowledge and information found in textbooks to the students in various ways. The student's role mainly revolved around memorizing the information and presenting it in homework assignments organized by the teacher and taking exams to assess the student's understanding of the materials.

Therefore, the traditional concept of schools needed to be revised to meet the requirements of life in the age of technology. Schools had to evolve in terms of performance, concepts, and philosophy to make students active and effective learners. The modern school encourages students to seek and develop information, apply it practically, refine their experiences, develop positive behaviour, and engage in discussions to attain knowledge. All of these changes led to modern schools that focus on developing thinking skills, self-directed learning skills, experiential learning, inquiry-based learning, discovery learning, critical thinking, and problem-solving skills to foster the personal development of students from all aspects.

The role of the teacher is limited to organizing learning and its methods rather than just delivering information, as stated in "Dar Al-Kitab Al-Thakafi, 'The School Between Tradition

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and Modernity,' page 11." The definition of a safe school extends beyond behavioural regulations to create a collaborative environment that nurtures and educates young people with a strong focus on academic education, according to Robert D. Barr, "page 101."

2-4- Educational Efficiency: Education is no longer based solely on receiving, memorizing, and instructing. It has shifted towards active participation, initiative, and positivity in various life situations, aiming to achieve desired educational outcomes, especially those related to concept formation, problem-solving, value development, correct attitudes, and skill acquisition, as stated by Fathi Diab Sbeitan, "2014, page 06." Moreover, Lever emphasizes that effective teaching consists of the following elements: teaching skills, content, educational activities, teaching strategies, educational resources, and learning environments.

Educational efficiency is the result of effective teaching, which refers to a set of activities and procedures intentionally carried out by teachers in the school environment to achieve satisfactory results in teaching without wasting time and energy. It is also the process that leads to significant learning on the part of students, and its essence lies in the quality of teaching practices that teachers adhere to as a method of providing education and fulfilling their leadership role, as described by Moussa Mohammad Ghnaimat, "2015, page 62."

Imaginative learning also refers to generating creative ideas and opinions from individuals and groups to solve specific problems. These ideas and opinions are expected to be good and valuable. It involves putting the mind in a state of excitement and readiness to think in all directions to generate the most significant number of ideas about the problem or topic at hand, creating an environment of freedom where all opinions and ideas can emerge, as outlined by Sherif Al-Atrobi, "2019, page 117." Moreover, "teaching methods used by teachers to convey knowledge and impart various skills to students are diverse, resulting in numerous learning strategies that help teachers simplify scientific material and adapt it to suit the nature of the subject matter and the levels of the learners themselves," as noted by Sherif Al-Atrobi, "201."

One of the key concepts in contemporary education is the recognition that learners possess control processes that can influence various aspects of their learning, such as attention, memory, and thinking. These control processes can be enhanced through specific techniques known as cognitive strategies, which broadly impact all aspects of learning. Learners who acquire new cognitive strategies can visualize and organize their learning processes more effectively (Gagné, 2000, p. 101).

The operational definition: We do not see educational efficiency as some see it as the outcome of effective teaching methods pursued by the teacher while neglecting the student, despite being the primary and essential party in educational communication processes. Instead, the educational efficiency that concerns us in this research is the outcome and result of the educational, communicative interaction between the teacher and their communicative skills and the students and the extent of their involvement within it, which differs from one student to another

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according to levels, types and degrees of interaction in the classroom. - **The methodological procedures of the study.**

First: The methodology Used:

We employed the descriptive-analytical approach to describe and analyze the phenomenon under study as it exists in reality and to inquire into its nature. This was done by gathering information and facts, categorizing and classifying them, as well as analyzing and interpreting them to establish connections between their dimensions and indicators.

Second: Data Collection Tools.

1- **Observation:** We used simple and in-depth observation to collect information from the field. After successive visits to classrooms in the school being researched, we purposefully made notes regarding the methods of communication between teachers and students and the teaching methods employed by the teacher in delivering educational materials to the students.

2- **Interviews:** Using structured interview techniques, we interviewed a sample of the research subjects: students in classrooms. Since the students could not complete questionnaires, we conducted structured interviews with these students in the form of dialogues between the researchers and the students. We asked questions, and they provided answers.

Study fields:

1- **Spatial Field:** We conducted field research at the El Haj Aissa Ibrahim School in the municipality of Bennasser Ben Chohra, Laghouat Province, Algeria.

2- **Human field:** - Sample Unit: Primary school students of both genders, specifically in the first and second-grade classes.

- **Sample Size and Selection:** The research population comprises students at El Haj Aissa Ibrahim School in Bennasser Ben Chohra, Laghouat, Algeria. We selected students from the first and second-grade classes after conducting scientific observations and interviews with teachers. We purposively chose a sample of 50 male and female students based on their individual differences and communication styles with their teachers.
- **Sample Type:** We used purposive sampling to choose a sample that suits the researcher's goals and aligns with the research objectives.

3- **Temporal field:** Field research was conducted between October 2, 2022, and October 12. During this period, we visited the research site, observed teaching and communication methods in educational classrooms, and interviewed a sample of students at El Haj Aissa Ibrahim School. After collecting data from the field, we transcribed and tabulated it, prepared statistical tables, analyzed it statistically and sociologically, extracted the results, and discussed them.

4- Presentation and Analysis of Field Data:

- Regarding the specifications of educational communication among students and their quarterly averages.
- Through field research, it was found that 46% of students are reserved in terms of speech and movement (shy, timid, introverted). This is supported by the fact that 66.66% of students have

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acceptable term grades, with a significant proportion having poor grades. Only 13.33% of students have excellent term grades.

- It was also revealed that 34% of students are active and curious (engaged and interactive), supported by 73.33% of students with excellent term grades. Only 22.22% of students have acceptable term grades, with none falling into the low-grade category within this group.

Sociological Analysis: The variation in term grades among students, ranging from excellent to weak, is primarily attributed to their communicative situations within the classroom. More specifically, it relates to their educational and communicative characteristics, regardless of their social classes, as Pierre Bourdieu and others argue. It is not solely tied to the types of households they were raised in or their linguistic capital, as suggested by Bernstein and others. Both perspectives fall outside the realm of the school, which functions as a distinct, relatively independent society.

As sociologists, learning is an interactive process involving the transfer of meanings, knowledge, and symbols. Therefore, education is a communicative and interactive process. Here, the student's achievement and efficiency are contingent on the degree and classroom interaction style. Students who are reserved in terms of speech and movement (shy, timid, introverted, hesitant) tend to have acceptable grades, with a leaning towards weakness.

As the Prophet Muhammad (peace be upon him) said, "Two people who do not learn are the shy and the arrogant." However, those described as sociable, inquisitive, and interactive often have excellent or good term grades.

On the other hand, the socially active, inattentive, and disordered group of students generally have average or below-average term grades. In both cases, the responsibility falls on the teachers and their ability to adapt to and communicate with students in all these situations. Their role goes beyond teaching; they must integrate students into this new social, educational, and communicative framework. They deal with a socially distinct group of recently enrolled students characterized by shyness, fear, anxiety, emotional sensitivity, quick susceptibility, and a penchant for seeking affection (typically from their families).

As for the patterns of educational communication and levels of understanding and comprehension:

- We observe that 30% of the students have directed communication with their teachers but have negative reception (without active responses). This is supported by 77.77% of students with slow understanding and quick forgetting with limited recall. In contrast, only 18.75% of students have quick understanding and comprehension, with slow forgetting and recall. Additionally, 20.00% of students have average understanding and strong comprehension, with excellent recall and memorization.
- We also note that 26.00% of the students engage in interactive and open communication. This is supported by 76.00% of students with average understanding and strong comprehension,

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excellent recall, and memorization. In comparison, 22.22% of students have slow understanding and quick forgetting with limited recall.

Sociological Analysis: There is a common saying that the bane of knowledge and learning is forgetfulness. Communication and repetition must be employed to change patterns and orientations to combat forgetfulness. Understanding and comprehension within the classroom are not significantly affected by innate intelligence and individual characteristics specific to a particular group.

Therefore, it is essential to recognize the teacher's role and skills. While we do not neglect or ignore talent, we consider it exceptional. As sociologists, we see that understanding and comprehension are more influenced by patterns of educational communication and the extent to which students are engaged. This is how we explain the group's situation with strong memorization and recall. They communicate and discuss with each other, making their knowledge more entrenched and well-memorized. Some studies confirm that there are pieces of knowledge and problems (insider information) that students only understand through their peers, especially if they are shy, hesitant, fearful, or reserved.

This becomes even more evident when we compare this group to another whose educational communication is directed and specific and who tends to have quick forgetfulness and slow recall.

As for the levels of educational communication and academic achievement patterns:

- The table above shows that 32% of the students have self-descriptive communication levels inside the classroom. This is supported by 72.22% of students who excel in mental math, mathematical composition, decomposition, and manual work. In contrast, only 5.58% of students excel in oral expression, memorization, singing, theater, and imitation, while 13.33% are quick in reading, writing, text analysis, and comprehension.
- We also observe that 38% of the students have collective communication levels within the classroom. This is supported by 82.35% of students who excel in oral expression, memorization, singing, theater, and imitation. In contrast, only 5.55% of students excel in mental math, mathematical composition, decomposition, and manual work, and 26.66% are quick in reading, writing, text analysis, and comprehension.
- Furthermore, we also notice that 30.00% of the students have personal communication levels inside the classroom. This is supported by 60.00% of students who are quick in reading, writing, text analysis, and comprehension. In contrast, only 11.76% of students excel in oral expression, memorization, singing, theater, and imitation, while 22.22% excel in mental math, mathematical composition, decomposition, and manual work.

Sociological Analysis: If we delve deeper into the academic achievement patterns based on the educational units, we can better understand the intricacies of educational communication. There are different levels of communication, and some are more successful and effective with specific educational units.

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For instance, the activation of self-communication makes students excel in mental math, mathematical composition, decomposition, and manual work. This broadens their cognitive abilities regarding geometric shapes, problem-solving, and fine motor skills. It also enhances their focus and observation skills. These aspects align well with the self-communication style. Therefore, teachers should focus on this communication pattern in scientific, natural, mathematical, and intellectual educational units. Time and complete tranquility are necessary, away from distractions that hinder concentration.

On the other hand, group communication improves a student's proficiency in different types of units, such as oral expression, memorization, singing, theater, linguistic skills, and the ability to imitate and prepare for recitation. These units require open and free discussions, coordination, interaction, repetition, and presentations among students. This makes students excel in areas related to conversation and expression.

As for personal communication, direct interactive communication between the teacher and the student is essential in boosting self-confidence, facilitating comprehension of texts, text analysis, and achieving correct reading. The main point to clarify here is the use and activation of all these communication styles in students. Knowing how to distribute and apply them according to the compatible and suitable educational units is essential. Not all styles fit all units, and not all units suit all communication levels. We have found that some students excel in mental math, mathematical composition, and intellectual units, while language and conversation may challenge them. Conversely, other students perform differently regarding communication styles across various units. All this depends on the student's communication status inside the classroom.

Conclusion: The primary stage is characterized by a high degree of homogeneity and excellent compatibility among its students, where there is little room for significant individual differences, even in terms of gender or social type, especially since they are in their early childhood stage (pre-adolescence). Students at this cycle are still very young beginners. They are on the verge of transitioning to a completely different communication style – educational communication, which differs significantly from familial communication.

Familial communication is characterized by an emphasis on nurturing, affection, praise, centrality, and pampering, in addition to various physiological and psychological characteristics, such as shyness towards those outside the family, mixed with fear, confusion, and intense emotions. These students are sensitive, quick to be influenced, and prone to fragility.

In light of all this, teachers should consider all these factors through their communication and interaction skills. Communication has multiple dimensions, and the sender must be aware of the characteristics of the receiver. The primary goal of educational communication should be to achieve adaptation and integration into this new social framework, preparing students to receive information and knowledge.

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Furthermore, as students adapt to the social framework and become more harmonious with educational communication processes and levels, they become increasingly integrated and balanced in educational efficiency.

In conclusion, the early stages of education are vital in shaping a student's communicative abilities and preparing them for further learning and development. Educators are responsible for facilitating this adaptation and encouraging students to thrive within this new social context, fostering their educational success.

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