

# Social Interaction and Its Relationship with the Counseling Communication Skills for Educational Counselors

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## **Abstract**

*This research aims are identifying as follows:*

- 1- *The social interaction for educational counselors.*
- 2- *The communication counseling skills for educational counselors.*
- 3- *The statistical in social interaction according to the gender(male, female)*
- 4- *The statistical Differences in communication counseling skills according to the gender(male, female)*
- 5- *The correlation between social interaction and counseling skills according to the gender(male, female)*

*The Sample of research consists of (150) counselors (male, female),The researcher Adopted a social interaction scale based on belles Theory in(1950)and a scale of counseling communication skill was built according to the (1988) Honey definition The researcher used (T.test) for independent samples (T.test) for one sample ,person correlation coefficient ,Alpha Cronbach formula as statistical tools , The researcher in visit gated for psychometric characteristics such as face validity and Reliability by Alpha Cronbach .The researcher arrived to many results then sets many recommendation and suggestions.*

**Keywords:** *Social Interaction, Counseling Communication, Educational Counselors*

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## **I. INTRODUCTION**

Social interaction involves purposeful communication and prior knowledge of the behavior of the other person, and the relationship may be direct and clear and may be indirect and vague, such as relationships in the school environment i.e. student relations i.e. learning more positive behavioral patterns and knowledge of the most important changes that occur and develop with group interaction within the school in relation to their social relationship and their positions And their roles within the school language is a tool that the individual uses to express what is inside and enables him to understand others. Social interaction is a tool for acquiring values and attitudes and forming habits, and through him the individual and group alike learn patterns of behavior. There are multiple directions that regulate relations between individuals and groups of one community within the framework of prevailing values and social culture accepted (Mari and Ahmad, 1984: 125). The problem of instructional communication skills is one of the problems that attracted the attention of scientists in various branches of knowledge, including education. The weak communication between the mentor and the mentor It leads to disagreements and problems, and thus it negatively

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affects the positive interaction and communication of both parties. The main problem for students in the intermediate stage is They lack some communication skills that help them communicate their problems to others. (Shihab, 1989: 3).

The process of social interaction is the basis for the process of socialization within the school where students learn various behaviors and trends that organize relations between individuals and groups of society within the framework of values, culture and social traditions within the school where communication helps to broaden the horizon and motivates the individual to think better towards the school and is a real opportunity to develop personality and gain Different life skills. Supportive relationships at home or at school greatly influence children's behavior and choices (Al-Adwan, Al-Najjar, 2015: 256). The most important thing that distinguishes a person when in contact with others and the formation of social relationships with them is the occurrence of a specific social interaction, as it is the basis for communication and building social relations, but some of them counted social relationships a series of interaction activities and used them as synonymous with it. Piaget (1961) states that the process of social interaction is one of the four factors affecting cognitive development which are maturity, physical experience, social interaction and progress in balance (*Al-Zuhairi*: 2004, 13).

Communication skills are the bridge of communication between the mentor and the mentor and between the mentor and his colleague in order to achieve the goals of the guiding process. Perhaps the effective role that the effectiveness of communication achieves has a great impact in achieving the guideline's goals with the mentor, as there are many and varied communication skills that a person possesses and who is able to develop new methods that suit his conditions of dealing With other people, according to the situation in which he urges communication, depending on the time and location. (*Al-Toubasi*: 2017, 83) In order for us to be able to achieve effective communication, some characteristics of respect, honesty, and justice must be found. We can say that communication skills include the processes that affect people together. In order to achieve effective communication, communication skills must be acquired (assistance, listening, persuasion, subtraction). (*Sanaa*: 2014, 185).

The research is determined by the educational guides of the General Directorate of Education in Baghdad, the first *Karkh* and the first *rusafa* for the academic year (2019-2020).

The current research aims to identify:

- 1- Social interaction among educational counselors
- 2- Social interaction among educational counselors according to the gender variable (male - female).
- 3- Guidance communication skills of educational counselors
- 4- Guidance communication skills for educational counselors according to the gender variable (male - female)
- 5- The correlation between social interaction and instructional communication skills

#### **Defining terms**

Social interaction:) Everyone knew it

1- Bales (1950): every action, even if one is in oneself leads to a response or responses within the framework of an exchange of actions and responses (Merhi, 1984: 125)

Theoretical definition: The researcher adopts the definition of Bales because she adopted the theory of Beals.

Procedural definition: that it is (the total score obtained by the respondent as a result of his response to the paragraphs of the social interaction scale).

2- Communication Skills (Counseling) Honey (Honey, 1988)

These are the processes that individuals use in face-to-face situations to work through to organize their behavior to align with the goals they want (Hayes and Al-Zoubi: 2011, 28).

**Theoretical definition:** a behavioral process between a person and another or between a group of individuals that includes information and ideas and uses several methods in order to achieve desired goals

**Procedural definition:** The total score obtained by the respondent as a result of his answer to the paragraphs of the communication skills scale.

### **Theoretical framework and previous studies**

#### **First - Social interaction**

The theory that explained social interaction

The Bales' Theory (Bales, 1950) is considered: Bales attempted to study the stages and patterns of social interaction and defined general stages and patterns in experimental social situations (Zahran: 1977, 251)

As a result of his studies and his research, the social scientist Robert Bales was able to come up with a theory of social interaction that includes a specific system that helps to study the patterns and stages of social interaction, analyze and interpret it in order to improve the status of this interaction and develop it and reorganize it to become the greatest ability to achieve its goals. Within the framework of Bales' theory, it includes a specific system that revolves around a topic or problem through which individuals seek a solution that helps study, analyze, and interpret patterns and stages of social interaction. (Al-Najjar, Al-Adwan, 2015: 252)

Bales also divided social interaction patterns into three types:

a. Neutral social interaction: This interaction includes requesting and giving instructions or expressing opinions or suggestions, etc. This interaction constitutes (63%) of the behavior.

B. Negative social interaction: where this reaction appears in the case of opposition and showing tension or aggression and repulsion, this interaction may constitute (12%) of the behavior.

C. Positive social interaction: This reaction may appear in approval, reducing stress, and showing cohesion, and it may constitute 25% of the behavior (Bani Jaber: 2004, 138).

#### **Social interaction goals**

Social interaction between individuals achieves a set of goals, including:

- 1- Social interaction facilitates "achieving group goals and defining ways to satisfy needs."
- 2- The individual and group learn by means of the various patterns of behavior and trends that regulate relations between individuals and groups of society within the framework of the prevailing values, culture and social traditions.
- 3- It helps in self-evaluation
- 4- Social interaction helps to achieve self-realization and relieves the feeling of malaise, as isolation often leads to mental illness.
- 5- Social interaction helps to socialize individuals and instill common characteristics between them. (Muhammad Al-Tobi Muhammad Ali, 2010: 45)

#### **Social interaction characteristics**

• Social interaction is directed towards a specific goal, as it gives individuals an opportunity to be distinguished by their individuality and by their personality independent from others (Al-Kandari: 1992, 245).

Language is one of the most important social interactions for the persistence of cultural identity. It is well known that the difference between peoples in values, customs and traditions is language. It is the tool that the individual uses to express what is inside and enables him to understand others (Al-Adwan, Al-Najjar, 2015: 245)

### **Social media**

Social interactions take place across a variety of different media, which can be classified into two major directions:

1- **Verbal interaction media:** Language is an important means of social interaction. Language includes spoken or written speech in its forms. Individuals are affected by sound, tone, speed, listening, pronunciation, meanings, ideas, and opportunities for exchange. Interactions (Maree and Ahmad, 1984, 246)

2- **Non Verbal interaction media :** Communication is the process by which a person transmits his views and feelings to others through written or spoken words, that is, there are non-verbal means of communication such as non-verbal voices, including facial and smile expressions, as well as sign language for the deaf and dumb, which lacks the verbal component. (Abu Maghli and Salama: 2013, 61)

### **The foundations of social interaction**

There are several foundations for the social interaction process, including:

1- **Communication:** The individual experience affects the communication process, as the communication process plays a major role in moving students' motivation.

2- **Expectation:** It is the actual preparedness for a response, so the individual through his actions with others is expected from them certain behaviors such as rejection or acceptance, then he evaluates his actions and adapts his behavior according to these expectations (Saleh, 1985: 127)

3- **Perception of the role perception:** Interpersonal interaction is determined according to the different roles of individuals, that is, each individual in this life has a role to play and is explained through his social roles during his interaction with others according to his experience (Al-Shennawi and others, 2001: 70)

4- **Symbolic interaction:** communication, interaction, and role-playing are carried out effectively by means of common denominators among members of the group, such as language and facial expressions, and this is what Young emphasized that a person lives in a world of symbols that increases and becomes more complex as the human gets older (Al-Adwan, Al-Najjar, 2015: 248)

Stages of the reaction process

1- **The recognition phase:** The stage of relative concern means reaching a common definition of the situation and identifying the problem.

2- **The evaluation stage:** attention to classroom problems in the light of which the substitution or different solutions are presented and expressed, i.e. finding specific foundations for evaluating the various solutions, including asking for opinion and evaluation

3- **Control stage:** the stage of transition to control problems, that is, members' attempts to influence each other.

4- **The decision-making stage:** in which the final decision is made with or without approval (Zahran, 1977).

5- **Tension control:** At this stage, it addresses the tensions that arise within the group, such as showing tension.

6- **Integration:** It is the stage of maintaining the group, its integrity, maintaining its cohesion, and raising the status of others. (Al-Rashdan: 1999, 170)

### **The importance of social interaction in the classroom:**

Class social interaction contributes to many things, including:

- 1- Raising the level of students' achievement and strengthening their education.
- 2 - increases the vitality of students in the educational situation as it works to eliminate negatives and respond to the state of silence
- 3- Increasing competition and exchanging views on ideas.
- 4- Assisting the teacher in developing teaching methods by providing him with information about both his teaching behavior in the classroom and the standards of desirable behavior.
- 5- Giving students through interaction positive attitudes towards the teacher and towards the material studied (Indians, 2013: 56)

### **Second - Communication Skills**

The word communication is derived from the Latin word *Communes*, meaning participation, communication skills here, meaning sharing information or exchanging information, feelings and directions, and others see communication skills is to send information to obtain a response, and since the human being is a social contact, he cannot live in isolation from society. Communication skills mean development and strengthening Humanism in society, which leads to cohesion, interconnectedness, communication and interaction between students within the school class. The successful communicative person, that is, have communication skills such as thinking, speaking, listening, watching, writing, reading, understanding and solving For being able to contact the right (Abu shank, 1993: 149). It is only natural here that interpersonal communication skills are targeted-oriented behaviors that are used in face-to-face interactions with the goal of achieving positive desired goals. (Hayes, Al-Zoubi: 2010, 28)

### **Guidance communication skills conditions**

Communication skills is an interactive process in which ideas and information are transmitted. In order for this process to be considered successful, there must be certain conditions for communication that are:

- 1- Having communication skills such as speaking, reading, writing, listening, and thinking. These skills affect our ability to verbal and non-verbal expression.
- 2 - The presence of favorable directions, the more familiar the transmitter or receiver are, the more effective the communication.
- 3- The availability of a social status for the source of communication, which means the role or roles played by a specific source in the community or group to which he belongs and the group of cultural values and beliefs that contribute to shaping his personality (Solomon: 2014, 164).

### **Communication Skills Goals**

1. Guiding goals: These are the goals through which a person acquires new directions, stabilizes directions, or modifies previous directions.
2. Informational goals: These are goals that help educate the recipient to help them increase their knowledge and broaden their horizon, which leads to the cohesion of society in all its segments and institutions.
3. Recreational goals: Communication can cause pleasure and joy in the receiving person.
4. Social objectives: aim to change human behavior as it is an effective tool in forming human relationships and working to change unwanted behaviors.
- 5- Educational goals: an educational function: aims to change the behavior of the target learner, that is, to provide the learner with experiences, attitudes, ideas, and social values that help him to adapt within the class. (Abu Arqoub, 1993: 17)

### **Types of instructional communication skills**

#### **First - Listening skill:**

It is a means of communication between the speaker and the listener, a skill used in daily life. (Solomon: 2014, 198)

#### **The importance of listening**

1- It helps the guide understand and explain the guide's problem and allow him to speak in comfort and confidence.  
2- Good listening to the information or questions and discussions that arise is an essential element of the process of knowledge acquisition

3- Good listening is an element that helps the individual to communicate and interact with others in a good way (Al-Toubasi: 2017, 100-101)

#### **Conditions for a successful communication while listening**

a- Listening b- Empathy c- Attention d- Eye contact

4- Not boycotting, because it distracts the speaker and helps him cut the communication (Suleiman: 2014, 200).

#### **Handicaps**

There is a set of impediments to listening that a guide should recognize during the instructional process:

1- Loss of purpose 2- Lack of importance and accuracy of speech 3- Tendency to criticism 4- Confusion 5- Speed  
6- Inactivity (Al-Toubasi: 2017, 86)

#### **Second - Question Technique**

It is the opening tools for the purpose of effective listening and is considered one of the most guidance skills that are misused by the guide, especially the beginner, as the guide believes that it is easy and attractive, which makes him frequently use it (Abu Asaad: 2009, 90).

Reasons for asking questions in the informative process

1- Show a number of facts that were not mentioned during the guide's narration of his problem, as well as verify the facts mentioned in his speech

2- A way to notify the guide of interest and reassurance about his condition and condition.

3- Obtaining information about how he can modify his behavior

4- One of the reasons for asking questions is to use them at times to achieve a therapeutic goal, especially with low-spoken guides, in order to urge the mentor to express his feelings and the therapeutic goals that the mentor benefits from, urging the mentor who suffers from some speech difficulties such as stuttering, and stuttering to talk to instill self-confidence in him. (Al-Toubasi: 2017, 88)

#### **Kinds of questions**

1- **Open questions:** It opens the way for the mentor to speak freely and expressively, express his feelings and obtain new information (Ashour: 2005, 89).

2- **Closed questions:** they often end with a yes, first they are used in specific cases, for example, to focus on speech issues and to obtain information during the instructional process (Abu Saad: 2009, 91).

#### **Third - Vocal Tone**

The vocal tone is a side that expresses the communication and interest between both the mentor and the mentor. The warm, pleasant tone of the voice, which reflects humor, clearly indicates the interest and desire to listen to the

mentor, and that the pitch, volume, and rate of speech are able to convey many of the feelings that the mentor has. (Abdullah: 2013, 106)

#### **Fourth - Helping Skills**

These are skills that can be used in more than one skill in communicating between a mentor and a mentor

Hayes mentioned eight basic skills in the aid process:

1- Self-awareness 2- Establishing links and building the relationship between the mentor and the mentor 3- Empathy knowledge of the mentor's point of view 4- Listening to feelings and facts 5- Tracking information during the mentor's speech 6- Defining concepts and seeing broad macro images 7- Giving feedback 8- Challenge The guide's assumptions and misconceptions. (Hayes, Al-Zoubi: 2010, 308-309)

#### **Difficulties impairing the indicative communication process**

There are a set of obstacles that can weaken the effectiveness of communication and the guide should be aware of it in order to avoid it, including:

1- Fear that may dominate teachers, mentors or students due to the internal situation in the school due to the personality of the principal and the policy followed within this educational institution.

2- If one of the parties to the communication suffers from a verbal linguistic problem such as bad or incorrect pronunciation or pronunciation, or if the caller suffers from a low or difficult to hear or understand voice that leads to a lack of interest in the message that is sent from him and not followed up by the other parties.

3- During the indicative communication process, a lack of understanding and derision may occur on opinions, attitudes and ideas instead of considering them as private views of this individual. Such behavior or behavior does not encourage the guide to continue making contact or try again.

4- Some qualities of the guides may lead to creating a feeling of unwillingness to communicate and dialogue with them, which constitutes one of the obstacles and difficulties of the informative communication process (Al-Toubasi: 2017, 91-92)

#### **The theory explains communication skills**

Behavioral theory: The guarantor (2015) indicated that the behavioral theory considers that human behavior is learned and acquired and that people are fundamentally neither good nor evil and see people as responsive or interactive beings who respond to environmental stimuli and behaviors are learned through their communication and interaction with the environment as seen by the owners This theory is that human behavior is a set of habits that an individual learns and acquires during the stages of his development and communication with others. The guide uses behavioral techniques during verbal communication in order to change some of the undesirable behaviors. This theory emphasizes the teaching of abuse. Guiding communication skills guide through self-control of behavior and appropriate planning of some of the needs of the mentors and give the counselors the opportunity to assess their behavior during the dialogue (guarantor: 2015, 128).

#### **Positive aspects:**

The positive aspects of behavioral theory are as follows:

1- It is a major turning point in the perception of the causes of misalignment, and its coverage of a large number of aspects that it addresses, after the concern was confined to some narrow borders.

2- Behavioral theory focuses on caring for the mentor's current problem and his present behavior without paying much attention to past events

### **Negative aspects**

The negative aspects of the theory are the following:

- 1- Its focus is on dealing with the apparent behavior of the mentor and does not care about his hidden behavior, such as feelings and buried emotions, and consequently he is unable to help the mentor in an integrated insight into himself.
- 2- Behavioral direction makes the therapeutic role in the hands of the mentor more than the client. The former gives questions and identifies important features in the customer's personality and identifies the reasons responsible for the existence of the problem and the reasons responsible for its persistence and other things, which makes the customer's role more negative (Night Camel, 2002: 261 ).

## **II. LITERATURE REVIEW**

1- Social interaction: Al-Tamimi study (1993) Iraq: - Building a standardized scale for social interaction among students of the University of Baghdad. Al-Tamimi conducted a study aimed at building a standardized scale for social interaction among Baghdad University students. In order to build this scale, five dimensions of social interaction were identified and these dimensions are ( Social participation, emotional participation, self-acceptance and acceptance of others, self-disclosure, and behavior of assistance. This scale was then applied to a sample of (451) male and female students at the University of Baghdad, randomly selected from the various specializations and academic classes at the university. Vettin and the way the paragraph relates to the overall degree of the scale. As for the honesty, it had several indicators, which are the sincerity of the content in its apparent and logical types. Obtaining it from applying the social interaction scale of the current research with the measure of psychological loneliness. As for persistence, it was calculated by three methods: the method of re-scale, the method of analysis of variance using the equation (Hoyt) and the method (Fakronbach). After completing the construction procedures, the scale was standardized on a sample of Baghdad University students, as it was chosen randomly (6) scientific colleges and (6) humanities, then it set (4%) of its students to represent it in the rationing sample, which numbered 1123 students. (Al-Tamimi, 1993: 20-88).

### **Guidance communication skills: Mabely study 2009**

This study aimed at identifying the communication skills that a mentor possesses as perceived by the guides and the differences in verbal and non-verbal communication skills that characterize the mentors and their importance and the differences in communication skills according to the classroom, specialization, and age. The study sample consisted of (315) high school students in the governorate It stems in Saudi Arabia, and the researcher used the measure of availability of communication skill from his preparation and used the arithmetic mean, standard deviation, (T) test, mono-variance analysis and oral test of statistical means. Voice Tone and Sense - Kinetics, Social, Listening, asking questions, setting time, managing time as well as having statistically significant differences between the verbal and non-verbal communication skills that characterize the mentors from the point of view of the guides in favor of the verbal communication and also the results showed that the guides indicated that The most important communication skills of a mentor are asking questions the tone of sound, sensation - kinetics, social - kinematic and careful in judging others, social - verbal, and reflection of feelings (Mabili, 2009: 2)

## **III. RESEARCH METHODOLOGY AND PROCEDURES**

**Research methodology:** - Use the relational descriptive approach, which means studying the descriptive relationships between variables (Al-Najjar and Al-Zoubi, 2009: 37).



**The research sample:** The current research sample consisted of (150) female and male guides distributed on middle and middle school in the schools affiliated to the General Directorates for the Education of Baghdad, the first Karkh, the second Karkh and the third Karkh, as shown in Table (1) below.

Table (1) shows the research community distributed according to the general directorates of Baghdad  
Education

The name of the directorate	Number of guides	Number of Girl guides	Total
Breeding first Karkh	21	33	50
Raising the second karkh	22	30	50
Raising the third karkh	20	24	50
total summation	63	87	150

#### IV. SEARCH TOOLS

##### First - the measure of social interaction

The researcher built a measure of social interaction based on the (Beals, 1950) theory. After the researcher reviewed the literature and previous studies in this field, she defined the concept on Beals theory. In order to ensure the validity of the theoretical definition and the paragraphs prepared by the researcher, the scale was presented to a group of experts The arbitrators in the educational and psychological sciences, measurement and evaluation, which are (10) experts (Appendix 1) The experts and arbitrators have made their observations and opinions on the paragraphs, and they have assumed the deletion and amendment of some of the paragraphs, and they assumed modification of a number of them. Alternatives and verification of the linguistic integrity of the researcher presented paragraphs (expert language) to be ready for the application of paragraphs.

##### Scale survey application

The researcher conducted the exploratory experiment for the purpose of identifying the clarity of the instructions of the scale of (social interaction) and the scale was applied to a sample of mentors and guides whose number reached (25) guides and guides to ensure the extent of their understanding of the paragraphs and alternatives. 20 minutes.

##### Statistical analysis of paragraphs

The scale was applied to the research sample consisting of (150) female and male guides who were chosen in the simple random way. After applying the scale and correcting the answers, the questionnaire grades were arranged in descending order from the highest degree (150) to the lowest degree, which is (26) degrees, then pulled at (27%). Of the forms that obtained the highest grades and (27%) of the forms that obtained the lower grades as two extremist groups, the T-test was used for two independent samples to test the significance of the differences between the averages of the grades of the upper and lower groups for each of the paragraphs of the number (26) paragraph to indicate (social

interaction) The two groups method For two extremists, it became clear that all of the paragraphs are indicative and distinct, and the calculated T value was greater than the tabular value of (1.98) at the level of significance (0.05) and Table (2) shows that.

**Table (2) the discriminatory force of the paragraphs of the social interaction scale**

the number	Upper group		Lower group		T value
	Mean	STD	Mean	STD	
1	4,2439	0.85967	3,0244	1,29398	5,026
2	4,5854	0.554661	3,3415	1,15347	6,240
3	3,8293	1,49837	3,0732	1,23268	2,495
4	4,1463	1,03829	3,3902	1,02172	3,324
5	4,6098	0.62762	3,1951	1,03004	7,510
6	4,2683	0.94944	3,0488	1,09433	5,390
7	4,8293	0.38095	2,9756	1,10652	10,142
8	4,7073	0.66420	3,8293	1,09322	4,435
9	4,4634	0.83957	3,1463	1,21575	5,708
10	4,2439	0.994288	2,2927	1,03064	8,944
11	3,09756	1,33206	2,5854	1,07181	5,207
12	4,0976	1,28072	2,8293	1,24303	4,550
13	4,3171	0,90662	2,8049	1,14498	6,630
14	4,3415	0,88345	3,0244	1,10652	5,956
15	4,2683	1,02529	2,7805	0.996209	6,776
16	4,7561	0,48890	3,0244	1,03653	9,675
17	4,8537	0.442196	3,6585	1,15347	6,231
18	4,8780	0.3339	3,7805	1,10707	6,082
19	4,9268	0.26365	3,6098	1,15927	7,094
20	4,6829	0.64958	3,1707	1,30197	6,655

21	4,7317	0.67173	3,4146	1,24450	5,963
22	4,6341	0.76668	2,6098	1,11530	9,578
23	4,7805	0.47498	2,3902	1,02172	13,584
24	4,5854	0,80547	2,1220	1,05345	11,895
25	4,5854	0,89375	2,1951	1,14498	10,537
26	4,6341	0,85896	2,1707	1,04648	11,651

**Second - the relation of the paragraph to the overall degree of the scale**

To calculate the correlation between the scores of the members of the research sample on each of the paragraphs of the scale (social interaction) and the total score, a Pearson correlation coefficient was used on the same individuals of the discipline sample, and when extracting the results it became clear that all correlation coefficients are a function and correlation coefficients ranged between (0,480-0,663) Table 3 illustrates this

**Psychometric properties of the scale**

**I. Scale validity**

Honesty is an important characteristic of judging the validity of the measuring instrument and its ability to measure what was set for it and measuring the trait to be measured (Odeh, 1998: 326)

1- Virtual validity: (Face validity): it is the general appearance of the scale and indicates what appears to be a paragraph of the scale to measure what was set for it through the relevance of the paragraphs to the variable to be measured and this type of honesty was obtained by displaying the paragraphs of the scale in its initial form on a group 10 experts and arbitrators in the field of measurement, evaluation, and psychology (Supplement No.

Table (3) Paragraph Relationship to the Overall Degree

Paragraph number	Paragraph correlation coefficient of total score	Paragraph number	Paragraph correlation coefficient of total score	Paragraph number	Paragraph correlation coefficient of total score
1	0,480	10	0,604	19	0,570
2	0,582	11	0,428	20	0,506
3	0,263	12	0,410	21	0,541
4	0,320	13	0,549	22	0,652

5	0,636	14	0,549	23	0,670
6	0,447	15	0,536	24	0,702
7	0,720	16	0,684	25	0,651
8	0,444	17	0,436	26	0,663
9	0,477	18	0,513		

2- Construction sincerity (Constructed): The researcher has calculated this type of honesty by extracting the method of paragraph correlation with the overall degree of the scale (internal consistency) and depends on the degree of correlation of the degree of each paragraph to the total degree of the scale (Saad, 1983: 184). The values of correlation coefficients ranged The degree of the paragraph in the total degree of the scale of social interaction, as the tabular value reached (1,156) at the level of significance (0.05)

## II. Reliability

Consistency is one of the conditions that must be met in the scale and psychological tests, which is consistency in the results of the scale (Marshall, 1972: 140), where the researcher applied the scale of (social interaction) to a sample of (20) guides and guides, then re-applied the scale to the same group after two weeks passed and conducted The researcher calculated the Pearson correlation coefficient between the first and second applications as it reached (0,85), which is a good stability coefficient that can be relied upon in personal measures.

### Alvkronbach equation for the internal consistency Alfa Cronbach

This method is based on calculating the correlations between the paragraphs included in the scale and dividing it into a number of parts equal to the number of its paragraphs. This method depends on the degree of consistency of the individual's performance from one paragraph to another and indicates the degree to which all the paragraphs of the scale participate in measuring a specific characteristic of the individual (Nunnally, 1978). : 126) where the scale was applied to the research sample of (20) guides and guides using the fakronbach correlation coefficient, as the stability coefficient extracted in this method reached (0,82), which is a good stability coefficient according to what previous studies indicated.

The final application of the scale of social interaction: The measure of social interaction was applied in its final form, which has 26 paragraphs with five alternatives given to them when answering grades (1,2,3,4,5) if they are positive and vice versa if they are negative and reach the highest degree in The scale is (130) and the lowest degree is (26), and it was applied to the sample of (150) guides and with an average time of (15) minutes.

## III. The Guidance Communication Skills Scale

The researcher relied on defining the concept of instructional communication skills on the definition of (Honey, 1988) and for the purpose of verifying the validity of paragraphs and definition in their measurement of instructional communication skills, it was presented to a group of experts and arbitrators in measurement and evaluation and educational and psychological sciences, who are (10 experts)

### Scale survey application

The researcher carried out the exploratory experiment to identify the clarity of the instructions of the guiding skill scale, and the scale was applied to a sample of female instructors and adult guides (20) to ensure their understanding of the paragraphs of the scale and the alternatives to answer, and it became clear that the instructions and paragraphs were clear and that the average time taken in answering may be (20) minutes.

**Discriminatory strength of paragraphs (Items Discrimination)**

Psychometric measures require the calculation of the discriminatory strength of their paragraphs in order to exclude paragraphs that do not distinguish between respondents and retain paragraphs that distinguish between them as it indicates the necessity to choose the paragraphs with a high discriminatory strength and design them in the scale in its final form Gisli and et al. (Ghiselli & et.al, 1981: 2) The purpose of security Distinguishing the distinctive force, the scale was applied to the research sample of (150) female and male guides who were chosen in a simple random method. After applying the tool and correcting the answers, the questionnaire grades were arranged in descending order from the highest degree (130) to the lowest degree (26) and the percentage was withdrawn (27%). ) From the forms obtained In the higher grades and (27%) of the forms that obtained the lower grades as two extremist groups, the T-test was used for two independent samples to test the significance of the differences between the average grades of the upper and lower groups for each of the paragraphs of the number of (26) paragraphs to measure the indicative communication skills and it was clear that all of the paragraphs have Distinguishing power, as the calculated T value was greater than the tabular value of (1.98) at the level of significance (0.05) and Table No. (4) illustrates this.

Table 4 : shows the discriminatory strength of the Guidance Communication Skills paragraphs

the number	Upper group		Lower group		T value
	Mean	STD	Mean	STD	
1	4,6341	0,58121	2,5122	1,32518	9,390
2	4,5366	0,59572	1,6585	0,61684	21,490
3	4,7561	0,43477	1,7073	0,71568	23,313
4	4,5366	0,63630	1,4878	0,63726	21, 678
5	4,6098	0,54213	1,4390	0,67264	23,501
6	4,1951	0,78165	1,8780	1,12239	10,847
7	4,1707	0,77144	1,3415	0,52961	19,360
8	4,6829	0,47112	2,0488	1,02350	14,970
9	4,7561	0,43477	1,5122	0,67535	25,861
10	4,7805	0,41906	2,0976	1,13589	14,189
11	4,7561	0,48890	2,0976	1,31918	12,100

12	4,7073	0,51205	1,2439	0,43477	33,014
13	4,3902	1,22225	1,5122	0,86954	12,286
14	4,6098	0,62762	1,8049	1,12293	13,961
15	4,6829	0,47112	1,5122	0,55326	27,939
16	4,4634	0,86884	1,3171	0,47112	20,384
17	4,4390	0,74326	2,3415	1,40730	8,439
18	4,5366	0,59572	1,4878	1,09822	15,625
19	4,6829	0,52149	1,4878	0,81000	21,237
20	4,3171	0,96018	1,8049	1,05403	11,282
21	4,7561	0,58226	1,5366	0,59572	24,748
22	4,4634	0,83957	1,4146	0,83593	16,477
23	4,7073	0,51205	1,7073	0,78243	20,543
24	4,7561	0,43477	1,2927	0,55874	31,324

**The Relationship of the paragraph to the overall score of the scale**

This method is one of the common statistical methods used in analyzing paragraphs of scales because of its determination of the extent of the internal consistency of paragraphs of scale (Lindquist, 1951: 286). (Pearson) On the same members of the research sample of (150) guides, guides and sample extraction of results, it became clear that all correlation coefficients are indicative at the level of significance (0.05), with a degree of freedom (148), and table (5) shows that

**Table (5)** Correlation coefficients between the vertebra score and the overall score of the indicative communication skills scale

Paragraph number	Paragraph correlation coefficient of total score	Paragraph number	Paragraph correlation coefficient of total score	Paragraph number	Paragraph correlation coefficient of total score
1	0,632	10	0,558	19	0,508

2	0,561	11	0,545	20	0,518
3	0,575	12	0,535	21	0,552
4	0,542	13	0,590	22	0,596
5	0,541	14	0,503	23	0,554
6	0,643	15	0,556	24	0,550
7	0,577	16	0,547	25	0,527
8	0,554	17	0,545,	26	0,554

### Psychometric properties of the scale

#### I. Scale validity

Honesty is an important characteristic of judging the validity of a measuring instrument and its ability to measure what was set for it and measuring the trait to be measured (Odeh, 1998: 326).

1- **Virtual validity:** ((Face validity, called honesty by virtue of recognition, and the method of finding it is summarized in determining the terms in which the concept is formed according to a specific theory (Al-Zahir and others, 2002: 135) is the general appearance of the scale and indicates what appears to be the ability of the measurement to measure what was set To measure it through the relation of the paragraphs to the variable to be measured (Anastasi & urba, 1997, p: 148)

2- **The sincerity of the construction:** (Constructed) The researcher calculated this type of honesty by extracting the method of paragraph correlation with the total degree of the scale (internal consistency) and depends on how closely the degree of each paragraph relates to the total degree of measurement (Saad, 1983: 184) as the tabular value reached ( 0,156) at the significance level (0.05)

**II. Reliability** is an important concept that requires any measure to be enjoyable in order to be usable (Imam, 1990: 141). The researcher applied a measure of instructional communication skills to the research sample of (20) guides and guides, then re-applied the scale to the group itself after passing Two weeks, the researcher calculated the Pearson correlation coefficient between the first and second applications, as it reached (0.80), which is a good stability coefficient that can be relied upon in personal measures.

#### Alfa Cronbach persistence

To extract stability for a guiding communication skills scale, it was applied to the research sample of (20) guides and guides, and the number of its paragraphs reached (24) paragraphs, then he used the Fakronbach equation, as the stability factor extracted in this way reached (1079), which is a good stability factor according to what previous studies indicated .

#### The ultimate survey app for the meter

The guiding communication skills scale was applied to the research sample of (150) guides and guides for (20) minutes. The researcher explained the instructions and the answer method, noting that no paragraph was left with an answer degree and an illustrative example was given.

**V. PRESENTATION, INTERPRETATION AND DISCUSSION OF RESULTS**

**The first goal:** to identify the social interaction of educational counselors

To achieve this goal, the scale was applied to the current research sample of (150) guides and T-test was used for one sample. The mean (98,5333) and a standard deviation (16,63953) were reached and the calculated T value was (15,114) while the tabular value (1) , 96) at the level of significance (0.05) and with a degree of freedom (149). The results showed that the members of the research sample enjoy social interaction, as shown in Table (6).

**Table (6):** T-Test for one sample

Variable	Number	Mean	STD	The hypothetical mean	T-Test		Indication 0,05
					Calculated	Tabular	
Social interaction	150	98,5333	16,63953	78	15,114	1,96	Function

The value of the tabular T is equal to (1.96) at the level (0.05) and the degree of freedom (149)

**The second goal: to identify the counseling communication skills of educational counselors**

In order to achieve this goal, the researcher applied the scale to the current research sample (150) guides and T-test was used for one sample, as the number of paragraphs of the scale reached (24) items with five alternatives and the hypothetical mean reached (72) while the mean (80,9333) The standard deviation (26,83798) and the calculated T value reached (4,077) while the tabular reached (1.96) at the level of significance (0.05) and with a degree of freedom (149) and the results showed that the individuals in the research sample have indicative communication skills as shown in table (7)

**Table (7):** T-Test for one sample

Variable	Number	Mean	STD	The hypothetical mean	T-Test		Indication 0,05
					Calculated	Tabular	
Guidance communication skills	150	80,9333	26,83798	72	4,077	1,96	Function

The value of the tabular T is equal to (1.96) at the level (0.05) and the degree of freedom (149)

**The third goal: to identify the differences in social interaction according to the gender variable (male and female)**

In order to achieve this goal, the researcher used the T test for two independent samples, as the mean for the male sample was (98,8413) and for a standard deviation (16,96410), while the mean for the female sample (98,3103) and with a standard deviation (16,49546) and the calculated T value reached (1,96) at the level of significance (0.05), and the results showed that there were no differences in the social interaction between female and male counselors, according to the gender variable and table (8).



**Table (8) : T-Test for two independent samples**

Variable	Gender	Number	Mean	STD	T-Test		Indication 0,05
					Calculated	Tabular	
Social interaction	Male	63	98,8413	16,96410	0,192	1,96	Non Function
	Female	87	98,3103	16,49546			

The value of the tabular T is equal to (1.96) at the level (0.05) and the degree of freedom (148)

**The Fourth goal: Identify the differences in instructional communication skills according to the gender variable (guide and mentor).**

To achieve this objective, the T-test was used for two independent samples. While the tables reached (1,96) at the level of significance (0.05), and the results showed that there were no statistically significant differences in indicative communication skills and according to the gender variable (guide, guide) and table (9) shows that

**Table (9) : T-Test for two independent samples**

Variable	Gender	Number	Mean	STD	T-Test		Indication 0,05
					Calculated	Tabular	
Guidance communication skills	Male	63	82,0159	26,42854	0.419	1,96	Non Function
	Female	87	80,1494	27,25612			

The value of the tabular T is equal to (1.96) at the level (0.05) and the degree of freedom (148)

**Fifth Objective: To identify the correlation between social interaction and instructional communication skills according to gender (guide, counselor)**

To achieve this goal, the Pearson correlation coefficient and the T-test were used to indicate the correlation coefficients, as the value of correlation coefficients for the guides reached (0.410) and the calculated T-value reached (3,510) and tabular (2), which indicates that it is a function, while the correlation coefficients value for the guides (0,246) and the T value Calculated (2,339) and tabular (2), which indicates that it is (a function), while the value of correlation coefficients for the sample as a whole is (0,314), the calculated value is (4,023), while the tabular is (1,96), which indicates that it is a function, and table (10) shows that

**Table (10) : Pearson correlation coefficient and T-test for correlation coefficient significance**

the sample	the number	The value of the correlation coefficient between social interaction and instructional communication skills	T-Test		Indication 0,05
			Calculated	Tabular	
Guide	63	0.410	3,510	2	Function
Girl Guide	87	0.246	2,339	2	Function
For the sample as a whole	150	0.314	4,023	1.96	Function

**Interpretation and discussion of results**

1- **The first goal:** to identify the social interaction of educational counselors

The presence of social interaction among mentors can be explained according to what the Bills theory asserted that the personalities of the interacting individuals and the common characteristics that are part of their general interaction in the medium in which they live and personal culture as well as the organization of the individuals (mentors) of their social relations in light of their expectations of each other Some relate to their social relations, the nature of the problems they collectively face, and the consequent events that change and develop as a result of their interaction with society. Thus, they show a kind of positive social interaction through previous experience that they have acquired in improving their social relations with g. For their loyalty and as a result consistent with this objective study of Tamimi (1993).

2- **The second goal:** to identify the counseling communication skills of the educational counselors

This goal explains that the educational counselors have instructional communication skills in the light of the behavioral theory, which emphasized that human behavior is learned and acquired, that is, the mentors learned through their experiences in the extension work and show interactive responses through their communication with the community as the educational counselors use behavioral techniques during verbal communication In order to change some undesirable behaviors that the counselor wishes to inform the mentor of the counseling communication skills through self-control of the behavior and appropriate planning of some of the needs of the guides through the skills of assistance and self-awareness and the establishment of links and building Ala The home of the mentor, the guide, compassion, listening to the feelings, giving feedback, and challenging the guide's assumptions and misconceptions (Hayes and Al-Zoubi, 2010: 308-309). The outcome of this goal is consistent with the *Mebele* study (2009).

3- **The third objective:** There are no differences in the social interaction between the female guides and the female guides

The result of this goal can be explained by the fact that the female guides are exposed to the same conditions in which the social interaction process takes place in the social milieu in which they live, and given that both sexes acquire common experiences in the communication process and the success of their expectations for the individuals around them and the realization of their roles as well as the organization of the mentors for their social relationships within an environment Work and the result of this goal is consistent (with the Tamimi study, 1993).

4- **Fourth goal:** There are no differences in instructional communication skills according to the gender variable (male and female guides).

The result of this goal can be explained by the female instructors having the same required level of instructional communication skills and using them for verbal communication through language and non-verbal communication through body language, gestures, movements, signs, and enhancing the responses of the participants. All of this led to providing communication skills for each of the guides and guides, and the result of this is consistent Objective with the Mabeli study (2009).

5- **Fifth Objective:** There is a correlation between social interaction and instructional communication skills

The result of this goal can be explained by the fact that a person is a social, communicative being, as he cannot live in isolation from society, which leads to cohesion, interconnection, communication and communication between the guides and their mentors. Mabili's study (2009).

## VI. RECOMMENDATIONS

1- The necessity of holding educational and development seminars with the aim of improving the performance of female and male guides working in middle and middle schools affiliated to the directorates of education in the Ministry of Education

2- Professors of Iraqi universities benefit from holding workshops and giving lectures to female guides

### The Proposals

Complementing the results of the current research, the researcher prepares the following

- 1- Conducting a study on the relationship between social interaction and daily work stress
- 2- Conducting a study that deals with the relationship between attractive communication and counseling skills
- 3- Conducting a study that examined the relationship between professional self and social interaction
- 4-

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