

The Social Interaction among Students and Faculty Members in University of Duhok, and its Relation to Social Communication Skills and Teaching Style

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ABSTRACT:

The current study examines the social interaction among students and faculty members in University of Duhok, and its relationship to social communication skills and teaching style. The researcher has used a descriptive research methodology. He has chosen students from the University of Duhok as a population for this research with a total of (15729) based on a stratified random sample consisting of (351) within two study majors academic sectors (Humanities and Scientific colleges). The students were selected as third year students in the second semester of the academic year 2021-2022. To determine the aim of the current research, the researcher has adopted three measurement scales: (Social Interaction Scale), (Social Communication Skills Scale) and (Teaching Style Scale). Psychometric properties and applied scales were conducted with analyzing data via using (SPSS) tool. The results showed how social communication skills had an impact on social interaction and adverse relation with teaching style.

Keywords: Social Interaction, Social communication skills, Teaching style.

1. Introduction

The concept of social interaction begins with the introduction of humans being as social creatures, where they are meant to exist together through interacting and understanding each other.

This study initiates the social interaction among students and faculty members/teachers in University of Duhok, the two contributions are essential components in the process of learning and teaching. The relationship between the students and faculty members/teachers is to create a bond of interaction, it may be important to have a good communication with each other's but it also depends on both of them how well they establish their levels of education and social skills in order to results development.

Studies acknowledged that the process of learning is a part of socialization and then education, where each of us takes a role in this social life, where we begin to represent one family and one social status, first as students and then as faculty members/teachers. Our roles have a major affect in this process of learning, students get influence by their teachers, and teachers are responsible for this affect either if its directly or indirectly.

Although, social interaction is so well seen in our society, but with affects that are hidden in this educational process, demonstrating student's interaction with faculty members to be very flexible could be one of the teacher styles, however students' level of education is a standard, both of them should know how well they influence each other's in order to establish their levels of education and social skills in order to enlargement outcomes.

As the researcher observed, the main point in this study is to explore the social interaction between the students and faculty members/teachers, the importance of communication in teaching and learning process, how students depends on faculty members/teachers teaching style to interact.

1.1 The Problem

The educational environment has always been a special process for building social relations, these relations are created with two sides that need to be completed with both of them in education. When we say two sides in education, it means the students as a (beneficiate) and teachers, lecturers in general faculty members as (user), who they carry out this exchange of relations as an important factor between them.

If we deliberate most of the time in the beginning of the academic year the relations between students and faculty members is good, so here, social interaction becomes positive but in the end of the year the results of social interaction end up to be opposite, due to the students' absorption.

Here is the cause of what attracted the researcher to study this phenomenon, the profile of positive social interaction while the undesirable effects of teaching styles on the side of the faculty members which brings causes of low signal of communication process. The inability to send the message to the audience (Students) considered to be the lack of performance from the speaker (the Faculty Member) who effects the social interaction between them.

All over again, the researcher will determine to answer the following question of the study:

Question: Is there a relationship between social interaction among students and faculty members in University of Duhok, with its relation to social communication skills and teaching style?

1.2 The Purpose of Research:

According to the following points, the researcher presents the purposes of the research:

1. The social interaction in University stages, how students socially interact in order to identify their needs, is very important as they are in a period of preparation to demonstrate the reality of social life, career and creation of family in future.
2. The social relations in social life the interaction which is processed through a linguistic communication by a family and then with society, the symbols that are present from the skills that have been taught, however, how well they have been used during this period or stage for adults like students gives many questions that need to be responded.
3. The educational learning process students to have access of information and communication skills from a very young age, students should be known as creators for new generations, and because of that students should involve in a society where social barriers are clear and knowledge to be readily available.
4. The social communication skills need, students that may not be seen vulnerable, and could be one of the main causes of low educational system.
5. The extent of student and teacher interaction, the effects of the student's viewpoints about their lecturers, how teachers motivate the student's attention, through the teaching styles performance which may evaluate the relations between instruments of the educational environment in University of Duhok.

1.3 The Objective of Research:

The objective of this research is to identify:

- the social interaction among students in University of Duhok, and its relationship with social communication skills and students' evaluation on faculty members teaching style.
- The relationship between social interaction and social communication skills through the view point of students.

1-4 The Hypothesis of Research:

The researcher assumed two hypotheses for the current research:

- The regression model is not significant, where the independent variables (social communications skills), (teaching style) affects the dependent variable (social interaction) for the specialization of Humanities. (H₀)
- The regression model is not significant, between the independent variables (social communication skills), (teaching styles) are not affected on the dependent variable (social interaction) for the specialization Sciences. (H₀)

1-5 The Limitation of Research:

The researcher confined this research by concentrating:

- **Humanitarian Limitation:**

The limitation is selected on one sample (Students) in both gender (female and male) also into two field of studies Colleges (Scientific and Humanities).

- **Spatial Limitation:**

The limitation and the procedure to undergo this research was in Kurdistan Region of Iraq- Duhok Governorate – University of Duhok.

- **Temporal Limitation:**

The limitation and the procedure to undergo this research was in the second semester, for the third-year students of university, class year (2021-2022).

1-6 Conceptualization

Social Interaction:

- (Abdullah, 2003, p. 4) : The concept of social interaction is the initial relationship that any human has with his/her self, which means that a self gets socialized to accept his present and work hard for developing positivity instead of rejecting his/her self and end up toward with negativity. Social Interaction becomes one of the skill that the individual must have in order to coexist with the members of the society to which he belongs. As well-known that each society has assign multiple roles that each individual should succeed in or fail to change its performance, or the pressure of depending on a number of variables such as social status, gender, social skills and internal capabilities. (pp. 1-16)
- (Barakat, 2005, pp. 85-138) : Social Interaction is a process of communication that is interrelated between a number of elements with four different dimensions, the main dimension that has to focus on is the social dimension which is when the knowledge and ideas are exchanged in a positive atmosphere and promotes clear understanding and mutual respect between parties, however the psychological dimension: is when it appears more depending on the internal self-process such as needs, personality traits and positions. The third dimension is behavioral dimension that is based on the two-way pattern of communication, and the final dimension is the educational one where it takes place in educational learning situation within educational system. (pp. 39-59)
- **Social Communication Skills Concept:**
- (Al-Samaduni, 1994, pp. 451-481): Social communication skills are the skills that are procedures in manners were they show the ability of the individual how the individual express and interpret

their emotions how to control their non-verbal expression with the awareness of the rules in social interaction. (pp. 147-190)

- (Ahmed, 2006, p. 3) : The social life provides the requirement of life skills for the individual, which she/he needs to obtain and perform more professionally, as it includes the act of behavior with attitudes of social interaction that are related with colleagues, family and those around him. Moreover, this results to a good integration with a deep understanding of oneself and others in different social levels such as mentally, physically, emotionally, and cognitive. (pp. 1-6)
- **Teaching Style Concept:**
- (Heimlich&Norland, 1994, p. 17) Teaching style refer to be as preference towards congruence and teaching behavior between teaching beliefs and an educator’s teaching behaviors and his/her philosophy for teaching, which also match on which level of practices the educator will be evaluated by others. (pp. 55-68)
- (F.Grasha, 1996, p. 83) Teaching Style as a model of change includes stages of maintained, planning, action, pre-contemplation and contemplation, also covers two important aspects that should not be ignored such as the amount of time that must be spent in self- reflection of the teachers who have different styles of teaching. (pp. 1-11)

2.Theoretical Framework

2.1 Theories of Social Interaction

- **Erving Goffman**

Erving Goffman is a Canadian Sociologist (1922-1982) famously known for his micro-sociological perspective, where he tried to analyze the social phenomena in contemporary society, his theory of dramaturgical model in 1959 proposed the social life as a stage of theoretical framework and individuals as performers. He also employed different metaphors to portray the nature of social life such as drama (1959), ritual (1967) and game (1963-1969).

Utilizing theoretical terminology such as:

Performer: who dramatize her/his acts by trying to give expression to his/her observes in order to persuade them to acknowledge her/his idealized character.

Player: who tries to show the “good side of his/ her personality to the people with whom he/she encounters.

Audience: who observe, listen and receive the message through the interaction of non-verbal communication.

In 1956, Goffman wrote his first major work “The Presentation of Self in Everyday Life” where he provided a detailed description of social gathering, the exploring of interaction order through different contexts and different levels of peer groups among other parties. He,

studied the nature of human expressivity, believing that exists in face to face interaction, how to hide one's facial expression.

Goffman, used metaphors (drama, game and ritual) as elements of interaction order, with a capture of permanent preoccupation with a valid character of social life and how interactional performance can fall flat when embarrassment occurs among the performers through forms of alienation that has to be distinguished. (Adam, 2006, pp. 1-5) Furthermore, in 1959 the introduction of dramaturgical perspective intends to explore the first metaphor as an experience of daily life in a cultural/ traditional society, the demonstration of individuals interacting in social situation known as a "working consensus" where we try to perform aspect of our selves to where we suit the best, under circumstances of self-perception or self-identity, which pries to understand that the idea of performance is really central to sociological understanding of how people interact, suggesting to know the purpose of each situation, when it is formal and when it is informal also the various roles of how people mobilize their energy to create impression for the society.

When we talk about society, we mean that audience, what we need to do to satisfy the society, we try to carefully control the information other receive about them which is a process called Impression Management (Riggins, 1990, pp. 8-9).

Lev Vygotsky

Lev Vygotsky is known as Russian- soviet psychologist (1896-1934) for his work of individual's social interaction with the society and the role of dialogue in structuring recognition. He emphasized that cognitive development is originated from social interaction as it has a fundamental role in learning.

It is a process when our social experience is learned by a skill that gets developed through knowledge of other people. Vygotsky described his theory as a process of individual's mental development stating that only social interaction can effect individual in the period of "child" learning on how to master their own behaviors and how to solve their own problems (Veer, 2007, p. 95).

Furthermore, making clearer on how Vygotsky's theory has been stated, is to understand that, how we think is based on the information we learned, this information influences our higher mental functions which are mastered with tasks like seeing, jointly doing and independently doing.

In 1934 Vygotsky's book *Thinking and Speech* has been published by analyzing the mental functions where he called speech function communicative means social interaction and expression, while thinking function as a sense of meaning. His ZPD (Zone of Proximal Development) clarifies the origin and background of the

cognitive development from the birth day to the present time of individual, by identifying as a practice of intelligence testing it from the beginning to the current time of individual and see the difference between one individual to the other. (Vygotsky, 1896-1934, p. 44)

2.2 Theory of Social Communication Skills:

Social Communication skills has an acquisition as a concept with a very wide foundation of theories that cover this concept by relating many other studies to it. Although, as Aristotle and many sophists described communication theory they have also assumed that communication skills are teachable and can define this concept of communication as means of persuasion, which gives essential importance of prevailing ideologies. (Brant R. Burlinson, 2003, p. 99)

It is a concept that is between a verbal and non-verbal communication that is learned by social knowledge, meaning by, that skills are learned through socialization.

According to Charles H. Cooley (1902) described the socialization as a process where individuals learn how to communicate and interact with the society through social concept, developmental skills, and self-regulation (Williams, 1975, p. 15). George H. Mead (1934) defines the stage of developed self-consciousness to be through the social process of how the personalities have been developed and developing, which begins from social institutions like family and outside home like school. So, theoretically the concept of social communication skills begins through the process of socialization which is divided in two parts, the primary socialization that is when someone inside your home teaches you language, values, beliefs, religion and culture, while the secondary socialization is learned outside, where you learn the difference of values, norms, how to gather with different peers and how to interact with society and environment. (Mead, 1962, pp. 18-24).

A- Verbal Communication Skills

Verbal Communication is a part of communication that contains critical and more dialectic interaction which deals with conversation, debate and negotiation, so in order to analyze verbal communication many theorists used argumentation theory to depend on. Further to explain verbal skills in communication are oral and written, by sharing information, sustaining interaction, responding to an interaction, initiating interaction, turn –taking, sharing interests, adapting language to the context, adapting to the listeners needs...etc (Eemeren, 2014, p. 426&427)

B- Non-Verbal Communication Skills

Non-verbal communication is a concept that is more described in psychological theories as it has been originated by Charles Darwin (1872) in his book of “*The Expression of the emotions in man and animals*”, where he posited about the facial gestures and emotions in man and animal. (Darwin, 1890, p. 28)

Paul Maclean (1960) an American neuroscientist introduced the concept neurologically by dividing the human brain in to three parts, explaining that (reptilian, and limbic systems are two subconscious parts while the neocortex part is what make us different from animals as it is the part of the brain that is conscious, but at the same time body language is a subconscious event.

Indeed, through those neurological descriptions non-verbal communication has been divided into three parts (Kinesics, proxemics, and haptics). **Kinesics:** are the facial expressions, gestures and physical movement, **Proxemics:** are the body distance, personal space, **Haptics:** are the study of touch in communication.

In addition, Albert Mehrabian (1972) in his book “*Non-Verbal Communication*” his study showed that when a person tries to convey a message 55% of it is non-verbal, it is body language, 38% tone voice, and 7% words, so that means that 93% of conveying a message is what you don't say. (Mehrabanian, 1972, p. 182).

However, what has been clarified about the non-verbal communication is that the skills are more related through the communication of body movement/language, and that eye contact is one of the core essential parts when a person communicate as 50-60% of the time eye contact is present when a person speaks and when the person receive the message, at the same time when a person listen 70-80% has more focus in eye contacting than any other non-verbal communication skills.

Finally, it has been analyzed that social communication skills are a set of combination that is created from how a person observe, monitor and analyze the meaning of language, which can be orally, written, visually and physically, by the support of socialization and environment. All the human beings have social communication skills but it depends on them, how good they are and how they can improve them, so as a communicator, facilitator, teacher, student and parent use them in social situation deals to social interaction.

2.3 Teaching Style Theories

Teaching style is a term or a concept that is a part of education as a social institution, is divided into two ways, one to a nature and one to a nurture. It covers three main theoretical perspectives (Pragmatism, Cognitivism and Education) theories, so the researcher in this theory will focus more on Pragmatism and Education theories

as both theories are more related to teaching style than Cognitive theory.

The combination between the three concepts according to the theoretical background:

The researcher combined the three concepts in order to identify the relationship between them.

- 1- The social interaction as a concept can be observed through any social institutions (family, education, religion, culture, and health. etc.). It is a very sensitive and important process that deals from the beginning of our social life which is how we get to interact, how we learn to interact, how to believe in order to interact, how to join to interact and how to care to interact. Believing that each of these interactions give's a special role for each of us, that has to perform according to what social status we choose to live with.
- 2- Communication known as a concept of information that deals with individual roles that they have to present in order to transfer the information to others, so as a process it can begin, from expressions to emotions seen through body language, symbols and characters where in the end can be known as skills that are performed by individuals who may experience to have a good skill of speech to become a speaker, persuasion to become an advisor, message to become a messenger.
- 3- Teaching style as a concept can be seen as a specified role, that has an impact to all of us. The teacher role in education present objectives that have to follow in order to implement a good relationship through an effective communication between the student and teacher.
- 4- It takes place, to understand that communication begins from the period of pre-birth as a special contact is created between the mother and the child, then after-birth the child gets socialized and gets connected with the society, where social interaction begins by the learning process where the teacher becomes a guard for students to show them directly the reality of life.

2.4 Previous Literature

In this section of the research, according to the researcher capability to attempt, she collected many previous studies that are related with her research topic, however, it wasn't possible to find any similar research that could have the same topic with same samples, so here the researcher has divided into three parts:

A- Previous Literature of Social Interaction and Social Communication Skills:

2. Research (Tubarak, 2018)

The aim of the study shows how to identify the level of social interaction among students of the College of Education, also to

identify the difference between the level of social interaction among students of the College of Education according to the following variables Gender (female and male), Specialization (Humanities and Sciences).

The population of the study consists of students in College of Education- University of Al-Qadisiyah, in a morning shift with 4360 students, 1833 male and 2527 female. Also the sample of the study was chosen by a simple random sample of (100) students.

The tools used for the study is by adopted the scale (Al-Zuhairi, 2004) to measure the social interaction by consists of (30) items, with a five point score scale (Always, Mostly, Sometimes, Rarely, Never). Through this scale the validity and stability of the study was known.

The researcher presented the social interaction scale by verifying the face validity, reliability and internal consistency.

The researcher used statistical means according to their aims.

Finally, the results of the study showed by resulting the significance of the difference between the two averages using the equation.

B- Previous Literature of Social Interaction and Teaching Style:

3. Research (Amin, 2020)

The aim the study identified the situation of social interaction among Narjan University Students from student's perspective, and students with faculty members. Second was to identify the ways to enhance social interaction in the educational environment inside the University by paying attention to those who teach and administrate, so that they can know the importance of social interaction achievement and how to change those concerns into a positive educational process.

The population of the study consists of students from University of Narjan for both gender in total of 15000 students.

The sample of the study, identified the descriptive study, with 629 students in both genders, by using a simple random sample.

The statistical tools of the study for the social interaction scale consisted of 21 items which was classified into three sections.

The researcher identified the face validity, reliability and internal consistency.

The researcher used statistical means according to their aims.

Finally, the results of the study revealed the social interaction among Narjan University students from student's perspectives found different statistical differences according to different domains.

C- Previous Literature of Social Communication Skills and Teaching Style:

1- Research (Marilia M. , 2018)

The objective identifies associations and predictions between variables concerning social education skills, negative educational

practices, behavior problems and social skills of students differentiated by schooling, clinical indicators of behavioral problems and gender.

The study used two samples teachers consists of sample 170 and the student's sample was 283 children.

The Statistical tools of the study scales for the teacher's report form was prepared by (Achenbach T.M, 1991) and by (Loureiro S.R, 2016).

The researcher identified the face validity, reliability and internal consistency.

The researcher used statistical means according to their aims.

Finally, the results of the study revealed the social interaction is significant.

3. The Methodology of Research:

The researcher used the descriptive method, with a main purpose to describe the social affairs and phenomena that exist in reality of the present society we interact and communicate with. The characteristic of this method is that the researcher has no control on the variables, to clarify this, we can say that the researcher role is to only report what has happened or what is happening. (Kothari, 2004, p. 7&8)

3.1 The Population Research:

This section of the research addresses the data collection through the sample that have been specified by the researcher in order to identify this research. The research population takes students of University of Duhok, from two fields Colleges of (Humanities and Sciences) for the academic year (2021-2022), with a total number of population for students in the morning shift (15729) from them (Male= 6520) and (Female=8186)¹ also the number of population for faculty members/ lecturers (1588) from them (Male=993) and (Female=595)²

The following table (1) shows the number of samples for the students according to gender and information related to demographic variable.

¹ The following students' data has been collected from the Registration Center in University of Duhok according to their last updated statistics in 11th January 2022.

² The faculty members'/lecturers data has been collected from the Presidency Office in University of Duhok according to their last updated statistics in 13th January 2022.

Table (1) The Population of Students in UOD (2021-2022)

No	College	Male	Female	Total
1	Medicine	346	358	1727
2	Pharmacy	153	210	363
3	Engineering	797	721	1518
4	Health Science	85	205	290
5	Applied planning	120	126	246
6	Law & Political Science	248	230	478
7	Science	544	982	1526
8	Economics-Admin & Economics	1195	908	2103
9	Language	416	655	1071
10	Political Science	82	71	153
11	Humanities	869	968	1837
12	Agricultural Engineering	330	657	987
13	Basic Education	1023	1973	2996
14	Physical Education and Practical Exercises	312	122	434
	Total	6520	8730	15734

3.1.1 The Research Sample:

The researcher chose the (Stratified Random sample) for the student's sample (400), the selection of the students was from two fields specialization (Humanities and Sciences) out of 19 colleges, she chose 6 colleges (Medicine, Pharmacy, Engineering, Languages, Humanities and Administration-Economics) 3 of them are scientific and 3 of them are humanities colleges), where they have been identified according gender and specialization as shows in table (2):

Table (2) The Population of Students according to gender as a selected sample for this research:

No.	College	Male	Female	Frequency	Percentage
1	Humanities	52	76	128	36.46%
2	Administration Economics	42	48	90	25.64%
3	Languages	18	23	41	11.68%
4	Medicine	9	29	38	10.82%
5	Pharmacy	7	16	23	6.55%
6	Engineering	19	12	31	8.83%
	Total	147	402	351	100%

Table (2) shows the population of students that have been selected according the specialization out of 6 colleges.

3.2 The Research Tools:

Once more, to identify the aims of the current research and to determine the level of social interaction among students, with its relation to social communication skills and teaching style. The researcher used to obtain information into data with questionnaire

tool, known as a form of questions that relate with the research topic and then distributed by a researcher where respondents could fill them out. (Mulham, 2000, p. 307).

- **The selection of measurement scales for the questionnaire and the Validity and Reliability of each concept for the current research:**

3.2.1. Social Interaction Scale:

- In order to determine the objectives of the current research, the researcher select some questions from different previous studies in order to create her own questionnaire form of social interaction contained (45) close-ended questions.

- Face Validity for social interaction scale:

The origin of questionnaire form of social interaction consisted of (45) items, furthermore, the researcher received some comments from the experts and through that the researcher had to remove five questions due to not reach the %80 of validation according to the J.Cooper formula so the final form has been consisted with (40) items/paragraph for the measurement scale.

Reliability for social interaction scale:

The researcher applied the social interaction measure, and then the data was analyzed by using a (Pearson) correlation coefficient equation where the reliability coefficient test resulted (0.73) which shows the good stability as scientifically have been appropriated. (Samara, 1989, p. 120)

- Discriminatory Power for social interaction scale:

The discriminatory power for the social interaction scale was applied with an explanatory sample of (54) male and female students (27) from Humanities and (27) from Sciences. The range score was between (200-62) in Humanities and in Sciences was between (191-85). So in order to identify the discriminatory power of each item of the scale, was by using t-test for all three variables resulted with the t-value level of (0.05) =2.01

- Internal Consistency for social interaction scale:

The internal consistency of the scale resulted with all the items correlation coefficients to be statistically significant at the level of (0.05), and ranged correlation coefficients range from (0.38 to 0.58).

3.2.2. Social Communication Skills Scale:

The researcher relied on the clarification and use of terms that could be understandable for the students, focusing on few previous studies with different numbers of items/paragraphs from (65-70) questions, then the researcher selected and create it a suitable and understandable questionnaire form that contained of 65 questions.

- **Face Validity for Social Communication Skills scale:**

The origin of questionnaire form of social communication skills scale consisted of (65) however, after receiving the comments from the experts, the researcher had to remove three questions from two sections out of five sections. The researcher had to removing these paragraphs was due to not reach the %80 of validation according to the J.Cooper formula (Al-wakeel , 2007, p. 236). Finally, the questionnaire form of social communication skills consisted of (62) questions.

- **Reliability of Social Communication Skills:**

The researcher corrected the answers according the responds that received from, by using a (Pearson) correlation coefficient equation between the scores of the application forms, the reliability coefficient of the test as a whole was (0.81), which is a good reliability coefficient (Abu- Libda, 2008, p. 296)

- **Discriminatory Power for Social Communication Skills**

The discriminatory power for the social communication skills scale was applied with an explanatory sample of (54) students (27) from Humanities and (27) from Sciences. The range score was between (88-179) in Humanities and in Sciences was between (93-161). So in order to identify the discriminatory power of each item of the scale, was by using t-test for all three variables. Finally, the purpose of testing the significance of the differences between the upper and lower groups on each item of the scale through the results of discriminatory power for social communication skills, with the t-value level of (0.05) =2.995

- **Internal Consistency of Social Communication Skills Scale:**

The researcher calculated the correlation and the scale resulted with a division of (5) sections that are statistically significant at the level of (0.05) correlation coefficients from (0.398) to (0.650). All the items correlation coefficients are statistically significant at the level of (0.05), and ranged correlation coefficients range from (0.39 to 0.78).

3.2.3. Teaching Style Scale:

In order to determine the objectives of the current research, the researcher relied on the clarification and use of terms that could be understandable for the students, then according to previous studies. The researcher selects and create a suitable questionnaire form of teaching style contained 40 questions.

- **Face Validity for Teaching Style scale:**

The origin of questionnaire form used the Grasha's teaching style scale consisted of (40) items. Furthermore, in order to know the apparent validity of this scale, the researcher distributed the questionnaire form to a group of experts had no comments on any of

the items, could use the same scale since the validation according to J.Cooper formula (Al-wakeel , 2007, p. 236) reached to %80.

Reliability of Teaching Style:

After, receiving the comments and the results, the researcher corrected the answers according the responds that received from, by using a (Pearson) correlation coefficient equation between the scores of the application forms, the reliability coefficient of the test as a whole was (0.81), which is a good reliability coefficient (Abu- Libda, 2008, p. 236)

3.2.4 Translation of Validity

1. The researcher translated the scales into English language and then after comparing with the translator's translation,³ together the researcher found the distinguish between the Social Interaction scale and social communication skills from Arabic to English and Kurdish languages⁴.
2. Teaching Style scale has been contributed from English (Grasha-Riechmman) the researcher had to translated in Kurdish and Arabic languages.⁵

Applied Tools:

Applied tools for:

1. Social interaction scale was from:30/3/2022-4/4/2022.
2. Social communication skills scale was from:5/4/2022-14/4/2022.
3. Teaching style scale was from: 17/4/2022-28/4/2022.

3.4 The Statistical Tools:

To examine the statistical significance of the current research, the researcher used (SPSS) program where all the data has been computed, so in order to determine the value of stratified random sample dependent on the values of the fixed variable, by using the following statistical methods:

1. **Linear Multiple Regression:** the use of regression represents the effect of one unit change in the known independent variables (social communication skills and teaching style) on the estimated dependent variable (social interaction). Furthermore, the usage in regression method based on the idea to find the best fit line so that we can identify the relationship between the dependent and independent variables as a way to minimize the error results.

³ Translation for the social interaction scale has been done by Mrs. Prshang Omer who transcript the scale from Arabic to Kurdish and English.

⁴ Translation for the social communication skills scale has been done by Mrs. Prshang Omer who transcript the scale from Arabic to Kurdish and English.

⁵ Translation for the Teaching style scale has been done by Mrs. Prshang Omer who transcript the scale from English to Arabic and Kurdish.

2. **Arithmetic Mean and Standard Deviation:** To find the average of the three variables (social interaction, social communication skills and teaching style) and the standard deviation of the three of them according the students population of the two specialized field of colleges (Humanities and Sciences).
3. **ANOVA in Regression:** To find the Summation of squares between the dependent and predictors, the df, mean square, F and significance.
4. **Regression coefficient** between the two independent variables.
5. **Correlation Coefficient** in regression between the two independent variables
6. **J.Cooper** for the Validity and Reliability.

So according to SPSS results a line of best fit line is drawn across a Normal P-P Plot and Scatter Plot with the frequency through a histogram chart.

4. Results and Discussion

In this chapter the researcher presents the research results according the objective and assumptions of the research:

The Objective: Identify the social interaction among student and Faculty members of University of Duhok with its relationship to social communication skills and teaching style.

Following the hypothesis of the study the researcher will discuss the results by dividing the Humanities and Sciences according the tables show below.

4.1 Results Related to First Hypothesis:

The regression model is not significant, where the independent variables (social communications skills), (teaching style) affects the dependent variable (social interaction) for the specialization of Humanities. (H₀)

In order to find out the relationship between the social interaction, social communication skills and teaching style, the researcher used a multiple linear regression model in which social communication skills and teaching style were considered as an independent variables and social interaction as a dependent variable.

The results of regression model in Humanities colleges according to a specialization field, it was demonstrated that there was a significant relationship between social interaction and the independent variables.

The independent variables for Humanities specialization field showed 10.6% of variations in social interaction with (R-square) value in Humanities (0.106) showing the strength of relationship between social interaction variables is moderate. By referring with the (F) values and (p) values, the model identifies that is valid and there is a

positive correlation between social interaction and independent variables in Humanities specialization field.

Finally, to verify the existence of mentioned relationship in this specialized field, a multi collinearity test was carried out, by revealing the results of VIF factor of the model for Humanities as ($1.004 < 3$) showed in table 3.

Table (3) Regression Results of Humanities

R Square	0.106
F Value	15.111
F (Significance)	0.000
Beta of Social Communication Skills	0.533
Beta of Teaching Style	-0.068
VIF Factor	1.004

● **Presenting and Analysis the Results of the Research in Humanities:**

In this part of the chapter the researcher will present the process of research analysis and what results she got, according the SPSS use to shows the correlation matrix between the variables of regression model, where the highest correlation coefficient between social interaction and social communication skills gives results of 0.320 also lowest value of (0.05) while the correlation coefficient between social interaction and teaching style is (-0.035) with a value (0.05).

While, the Pearson correlation coefficient between the dependent variable and independent variables, with a reachable average value of 0.325 with a determination coefficient value of 0.106, and a modified determination coefficient 0.099.

The ANOVA analysis, in order to test the significance of the regression with a significant result (0.000) and ($F = 15.111$), which is more than (0.01) and therefore we reject the null hypothesis and accept the alternative hypothesis which shows that the regression model is significant, and the independent variables are affecting the dependent variable.

4.2 Results Related to the Second Hypothesis

The regression model is not significant, between the independent variables (social communication skills), (teaching styles) are not affected on the dependent variable (social interaction) for the specialization of Sciences. (H_0)

The results for the specialization field of Sciences were demonstrated that there was no significant relationship between social interaction and the independent variables.

Furthermore, the variations for Sciences specialization field and the independent variables showed 1.8% in social interaction with (R-square) value (0.018), referring with the (F) values and (p) values it

shows that in this model there is a weakness in the relationship between the social interaction and the independent variables which tends to give no correlation results.

Finally, to verify the existence of the mentioned relationship, a multi collinearity test was carried out, by revealing the results of VIF factor model for the Sciences Specialized field as (1.001) as showed in table 4.

Table (4) Regression Results of Sciences

R Square	0.018
F Value	0.812
F (Significance)	0.000
Beta of Social Communication Skills	0.204
Beta of Teaching Style	0.024
VIF Factor	1.001

● **Presenting and Analysis the Results of the Research in Sciences:**

In this part of the chapter the researcher will present the process of research analysis and what results she got, according the SPSS use in shows the students sample size (92) for the specialization field colleges of (Sciences), analyzing the arithmetic mean, with a five Likert score that follows the standard deviation. The correlation matrix between the variables of regression model, where the highest correlation coefficient between social interaction and social communication skills gives results of (0.132) also lowest value of (0.05) while the correlation coefficient between social interaction and teaching style is (0.027) with a value (0.05).

Again, the Pearson correlation coefficient between the dependent variable and independent variables, with a reachable average value of (0.134) with a determination coefficient values of (0.018), and a modified determination coefficient (- 0.004).

For the ANOVA analysis, in order to test the significance of the regression with a significant result (0.456) and (F)= 0.792), which is more than (0.01) and therefore we reject the alternative hypothesis and accept the null hypothesis which shows that the regression model is not significant, and the independent variables are not affected.

4.3 Discussion

Considering the student's social interaction between other students and faculty member's the current study sought to answer the objective and assumptions, with findings that indicate the social interaction in Humanities specialization field with a sample of (259) students was affected by the independent variables (social communication skills and teaching style) with Mean scores of social interaction Mean= 139.4, social communication skills Mean=140.0 and teaching style Mean=131.7.

The results identified that the social interaction in Humanities specialization field rate was higher than the Sciences specialization field with a student's sample of (92) and Mean scores (social interaction Mean =131.4, social communication skills Mean= 134.6, and teaching style Mean = 131.2).

To clarify the results of the level of social interaction can be inferred from the (t) value and its associated (p) value as it resulted with similar results in studies of (Tubarak, 2018) and (Amin, 2020) where there was a significant difference between the two specialization fields of Humanities and Sciences, where the level of social interaction in Humanities were higher than the level of Sciences. The causes can be due to the difference of the student's characteristics, environment, subjects and classroom variables that taken effect on the level of social interaction between them.

However, the low rate of social interaction and the level of affect from the independent variables in Sciences specialization field is demonstrated with causes of lack of time, overloud on students, homework pressure, long hours of practical and theoretical lecturers where most of the students spend more than 8 hours in the University.

Likewise, the communication among students may be moderated when it comes to be evaluated by themselves and how they communicate with other students or faculty members which bring us into results of identifying that social communication skills are also affecting social interaction and have a relationship between each other.

But according to the findings of the current study, the results shows that the social communication skills in Humanities is higher than Sciences specialized field with affecting the dependent variable (social interaction) while not in Sciences, with a similar results of the studies (Yaeen Allah, 2015) and (Fatima Abdullah , 2012) here again the results showed a significant relationship between the Specialization Field of Humanities and how the level of social communication skills is higher in Humanities than Sciences.

For the second time, the causes in Sciences specialization field can be due to the student, lack of trust, lack of time, lack of friendship, lack of self-expression/presentation and a very important one, the lack of isolating instance of signal between others, that affects every conversation and interaction.

Yet, teaching style has been evaluated through the student's perspective in both specialization fields showed low rates, in Humanities the teaching style as independent variable showed a negative effect on the dependent variable, while in Sciences there was no significant effect on dependent variable.

Finally, in the current research, the researcher can confirm to reject the null hypothesis were the results identify the regression model is significant between the independent variables (social communication skills and teaching style) are affected on dependent variable (social interaction) for the students in Humanities specialization field and accept the first hypothesis, while in Sciences specialization field, the researcher accept the null hypothesis by identifying the regression model is not significant between the independent variables (social communication skills and teaching style) and does not effect on the dependent variable (social interaction).

5. Conclusions

To conclude this study, the researcher provides evidence of the level of social interaction among the students and Faculty members in University of Duhok, and its relation with social communication skills and teaching style.

- 1- Based on the findings of this study, the level of social interaction is more affected by social communication skills than teaching style, which requires numerous forms of that the exchange of information and meaning is misleading because students had different levels of social communication skills in Humanities and Sciences colleges due to the different level of social interaction.
- 2- Conferring, with many previous studies (Antonio, 2009) and (Charles, 1988) confirmed that communication can be seen as social interaction with individuals constantly passing signals between communicator and recipient.
- 3- Whereas, the researcher innovate how students perceive, interact and communicate with other colleagues and faculty members can be the reason of lack of dissatisfaction among students as well by faculty members/lecturers with possibilities to not allow students satisfy the educational process due to the weaknesses of the faculty member/lectures, the lack of teaching style.
- 4- lack of social communication skills and of pedagogical practice which can be the main reason of this impact with results of showing that there is no significant correlation between social interaction, social communication skills and teaching style in both colleges.

Based on the results of the current research, the research has recommended the following;

- 1- Including programs in academic curriculum at University that enhance the importance of social interaction and its development that can examine the cognitive level of University Students.
- 2- Activating the counseling aspect for students at the beginning and during the academic year.
- 3- Changing traditional teaching styles by ensure active teaching style for teachers by professional pedagogic training.
- 4- Ensure to provide professional trainings and workshops from professional experts for students and teachers about social communication skills and teaching strategies in learning process.
- 5- Ensuring awareness sessions on the importance of research properties for both students and teachers, to support and develop them in more professional way.
- 6- Conducting training courses for University lecturer's/faculty members on developing their abilities, reducing dependence on memorization system and focus on building aspects for students.

The researcher has suggested a number of future research to be considered for further study ;

- 1- The relationship of social interaction with other variables like socialization by the presentation of lecturers.
- 2- Conducting a similar study on students during their four years in University.
- 3- A comparative study on the level of teachers and its relationship to job performance and teaching style.
- 4- The degree level of social communication skills and performance among students in University.
- 5- The degree level of teaching style and its relation on student's satisfaction during learning process.

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