

Effect of Body Language among Assistants Teaching Staff on Nursing Students' Achievement

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ABSTRACT :

Background: Nonverbal communication plays a vital role in determining the success or failure of people in their ordinary life and professional careers. In a classroom, successful educator-student communication has a critical effect on teaching proficiency and student learning. **Aim of the study:** to assess the effect of body language among assistants teaching staff on students' achievement. **Subjects and Methods:** **Research design:** Cross-sectional descriptive research design. **Setting:** the Faculty of Nursing, Zagazig University. **Subjects:** included a simple random composed of 330 students. **Tools of data collection:** Three tools were used for data collection: questionnaire to collect data about socio-demographic characteristics, nonverbal communication scale, and a student achievement scale. **Results:** present study showed that more than half of the studied sample reported that body language skills were inadequate among staff and about half of the studied sample had low achievement score. There was a highly significant positive correlation between staff's body language and students' achievement scores as most of the students who reported adequate staff's nonverbal communication skills had moderate and high achievement scores. **Conclusion:** The staff's body language skills had an effect on students' achievement. **Recommendations:** Holding seminars & workshops to improve nonverbal communication skills of the teaching staff.

Keywords: Body language, Nonverbal communication, Student achievement, Teaching staff.

Introduction:

Body language is the general name given to nonverbal cues; it includes gestures, facial expression, posture, eye contact, gait, and clothing. However, there are other nonverbal elements of speech relating to the voice such as volume, pitch, rate, timing pauses of speech and other nonverbal sounds⁽¹⁾.

Nonverbal communication is a major dimension of human communication. The nonverbal system accounts for 65% to 93% of the total meaning of communication. One reason for the impact of nonverbal communication is its breadth: It includes everything from dress and eye contact to body posture and vocal inflection⁽²⁾.

Educators mention that effective professors must model behaviors and qualities that are in consonance with

the lesson taught, be positive and hopeful, how to listen and talk, and show concern for students' well-being. These abilities can be developed, especially through effective non-verbal communication, which is an instrument to achieve this result⁽³⁾.

Nursing educator refers to a nurse who teaches and prepares licensed practical nurses (LPN) and registered nurses (RN) for entry into practice positions⁽⁴⁾. On the other hand, student academic achievement refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers⁽⁵⁾.

Educators can communicate effectively with students if they learn to be aware of their body language and can learn to read students' body language. If they are not sure about

correctly reading the body language of the certain student, a teacher can always ask questions to better know the person. By accepting that each student is a unique individual; teachers can better communicate and understand how to motivate them ⁽⁶⁾Educators can use their body movements, eye contact, facial expressions; smile; anger; frown, the pitch of voice, and spatial distance for a better understanding of the concepts of students ⁽⁷⁾Accordingly, if an educator is not competent in classroom management and educator/student relationships, student achievement will surely suffer ⁽⁸⁾.

Significance of the study:

Non-verbal communication is particularly important in the classroom, making up 82% of what teachers are communicating. Due to the integral part that non-verbal communication plays in the classroom, the non-verbal messages that teachers transmit are often more important than the verbal messages. The relation between educators' use of nonverbal communication during class lectures and students' academic performance is beneficial to higher education. Therefore, the successful educator blends both verbal and nonverbal communication skills in establishing the good rapport with students and this has a direct correlation to student achievement. Otherwise, there is a negative impact on student achievement as communication apprehension has a direct relation with cognitive performance and various academic achievements such as overall grade point average standardized achievement scores, and grades in Students College. Therefore this study was conducted to assess the effect of body language among assistants teaching staff on students' achievement.

Aim of the study:

The aim of the current study was to: assess the effect of Body Language among Assistant Teaching Staff on Nursing Students' Achievement.

Research Question:

1. Does the teacher's appearance affect on students' achievement?
2. Does the teacher's tone of voice affect on students' achievement?
3. Does the teacher's teaching space affect on students' achievement?
4. Does the teacher's time of teaching affect on students' achievement?
5. Does the teacher's body movements & eye contact affect on students' achievement?

Subjects and Methods:

Research design:

A descriptive cross-sectional design was utilized in this study. The total number of students in the settings was 1656 male& female students.

Study setting:

The current study was carried out at Faculty of Nursing, Zagazig University at Sharkia governorate.

Study subjects:

The study included a simple random sample of 330 students with size 20% of total number 1656 students, were recruited for this study according to the following **Inclusion criteria:**

- 1- All students available during time of study.
- 2- All academic years.
- 3- Both sexes.
- 4- Urban and rural areas.

Tools of data collection:

Three tools were used for data collection,

- 1- **Questionnaire to collect data about Socio-demographic characteristics of students:** This tool was developed by El-Gilany et al., ⁽⁹⁾to assess data related to the personal characteristic of the students and their parents. It includes: age, gender, residence, parents' education, and parents' profession, economic state and so on. The total score of socio-demographic scale was (42) degree.

Scoring system:

- 1- Score equal or less than 42% = Low social class.

- 2- Score from 43% to less than 63% = Middle social class.
 3- Score equal to or more than 64 % = High social class.

2- Non-verbal communication scale:

This tool was developed by Arini⁽¹⁰⁾ to assess the body language skills among assistants teaching staff from the opinion of students. It consists of 51 items, grouped under five categories namely; teacher's appearance; voice & tone; place; time and movements of the body. The assessment is measured on 4-point likert scale, the four categories for scoring system are: (1) high adequacy, (2) moderate adequacy, (3) weak adequacy, (5) absent. Items 5, 14, 15, 25, and 50 are reverse scored when entering data.

Scoring system:

- 1- Adequate staffs' nonverbal communication skills > median of score (125)
 3- Inadequate staffs' nonverbal communication skills < median of score (125)

3- Students' academic achievement scale

: This tool was developed by Azazy⁽¹¹⁾, to assess academic achievement of students. The scale consisted of 45 items, it subdivided into five categories namely; academic performance; extracurricular activities; student interaction; student behaviors and student attendance. The assessment is measured on 5-point likert scale, the four categories for scoring system are: (1) very little efficacy, (2) little, (3) moderate, (4) a lot and (5) quit a lot. Items 26, 33, 34, 35, 36, 39, 40, 42, 43, 44 and 45 are reverse scored when entering data.

The Scoring system:

- 1) 0- > 60= low academic achievement.
 2) 60>120 = moderate academic achievement.
 3) 120-180= high academic achievement.

Content of Validity and reliability:

The tools was checked before the pilot study through the distribution of it's to five experts in in the fields of psychiatry; psychiatric nursing, psychiatrists and statistics with the covering letters and explanation sheet that explains the study, purpose and other related information to ensure appropriateness, relevancy, clarity and completeness of the tools. The reliability of the tool was tested using the internal consistency method of Cronbach's alpha.

Scale	No. of items	Cronbach's alpha coefficient
1-Students' academic achievement scale	45	0.917
2-Non-verbal communication scale	51	0.948

Field work:

From the pilot study results, it was found that the average time to fill in all tools ranged from 25-30minutes. Data collection period continued for 2 months from the beginning of October till the beginning of December 2015.

Once permission was granted to proceed with the study, the researcher met with students at Faculty of Nursing who fulfilled the inclusion criteria. Nature, purposes, benefits of the study were explained to students who were invited to participate in the study. They were ensured of confidentiality and answered all related questions they raised. All participants were recruited directly in their respective sections after the end of the section. Participation was completely voluntary. The researcher started the interview with the students individually using the data collection tools. The questionnaire was read, explained, and choices were recorded by students.

Pilot study:

The pilot study was carried out on 33 students (about ten percent of the total sample) to test the clarity and

applicability of the study tools as well as estimation of the time needed to fill the questionnaire. Students involved in the pilot were excluded from the study.

Administrative and ethical considerations:

An official permission was granted from the Dean and Vice Dean of Education and Students affairs. The study proposal was approved by the ethics committee of the faculty of nursing at Zagazig University. The students were given a verbal description of the aims of the study, the benefits, and non-participation or withdrawal rights at any time without giving any reasons. The students were informed that their participation in this study was voluntary; no names were included in the questionnaire sheet. The students were assured about the confidentiality of the information gathered and its use only for their benefits and for the purpose of the study.

Statistical analysis:

Data collected throughout history, survey and outcome measures coded, entered and analyzed using Microsoft Excel software. Data were then imported into Statistical Package for the Social Sciences (SPSS version 20.0) (Statistical Package for the Social Sciences) software for analysis. According to the type of data, the following tests were used to test differences for significance. Differences between frequencies (qualitative variables) and percentages in groups were compared by Chi-square test. Correlation by Pearson correlation. P value was set at <0.05 for significant results & <0.001 for high significant result.

Results:

- **Table (1)** shows that the age of studied students sample ranged from 18-23 years old, the sample was equally divided between male and female students 50% for both.
- **Table (2)** indicates the highest level of education was 40.9% of

students' fathers and about 30.9% of students' mothers were read and write. About half of the students' fathers had skilled manual working (50.9%), and less than three-fourths of students' mothers were housewives (72.7%). The most of students' parents were married (69.1 %).

- **Table (3)** reveals that 52.7% of students' families had more than five family members, and 67.3% of them were from rural area. Also, 43.6% of students' families had not enough income, and 52.7% of them were from moderate socioeconomic level.
- **Figure 1:** demonstrates that more than half of the staff had inadequate body language as reported by studied students that represented (50.9%) while about (49.1%) only of the sample was satisfied with body language among staff.
- **Figure 2:** displays that more than half of studied sample had moderate & high achievement score (57.3%) and about less than half of students had low achievement score (42.7%).
- **Table (4):** shows that there was a highly statistically significant relation between students' assessment of their staffs' nonverbal communication and their age and university grade.
- **Table(5)** : shows that there was a highly statistically significant relation between students' assessment of staff's body language and their family's socio-economic level
- **Table(6)** : reveals that there was a highly significant relation between students' assessment of staff's body language and their educational level of parents and fathers' profession .Also, there was statistically significant relation between students' assessment of staff's body language and their mothers' profession.

- **Table(7):** There was a highly significant relation between students' achievement and staff's appearance, voice, place, time and movements, There was a highly significant relation between total scores of students' achievement and total scores of staff's body language.
- **Table (8):** shows that the students' age was positively and highly significantly correlated with nonverbal communication scale and student achievement scale ($P=0.00$). Also, nonverbal communication scale was positively and highly significantly correlated with students' achievement scale ($p=0.00$).

Discussion:

The successful educator blends both verbal and nonverbal communication skills in establishing the good rapport with students and this has a direct correlation to student achievement. The study was carried out on 330 students at Faculty of Nursing. The mean of age in the studied sample was 19.44 ± 1.18 with range from 18-23 years old. This might be explained by the rules of education in Egypt that the students attend university education at the age of 18 years old. Similar to this finding, An Australian study done by McKenna et al.,⁽¹²⁾ who reported that that range of age of studied students was from 19 to 25 years .

This study also indicated that the sample was equally divided between male and female students 50% for both. This might be due to increasing of turnout from both sexes at faculty of nursing due to increasing of people' awareness about nursing profession. This finding is consistent with An American study approved by York,⁽¹³⁾ who found that the sample size equals 50% males and 50% females students, and a Pakistani study of Naz et al,⁽¹⁴⁾ reported the same results. In the contrary with, a Jordan study of Khaddam & AL-Mahasneh,⁽¹⁵⁾ showed

that the male students represented 75 % of studied sample.

Regarding university grade of nursing students, the current study findings revealed that there were about one third of students (32.7%) at the 2nd university grade. This might be due to large number of students admitted to the faculty of nursing in addition to, increasing number of students who transforming from health technical institution to 2nd grade at faculty of nursing. This finding agrees with, Palestinian study conducted by Sokkar,⁽¹⁶⁾ in Al- Azhar University at Ghaza who found that (33.97%) of the studied sample were from 2nd year students. As well, an Australian study done by Salamonson and Andrew,⁽¹⁷⁾ at School of Nursing showed that (78%) of second year students were participating. As well, this result was also in disagreement with Ratanasiripong,⁽¹⁸⁾ who found in a study in a public nursing college in Thailand that (72%) of nursing students were at the 3rd university grade.

As regards the personal characteristic of parents, the present study findings revealed that about one fifth of students' fathers (22.7%) and (14.5%) of students' mothers of the studied sample were university graduate. This might be due to lack of awareness in rural areas about the importance of the high education for their sons. Similar to this findings, a Filipina study of Astodelloet al.,⁽¹⁹⁾ who revealed that (22.96%) of students' parents were college graduates .

Regarding the fathers' profession, the present study results showed that more than one tenth (15.5%) of the students' fathers were semi-professional working. This finding might be due to the limited opportunities of working in Egypt, in addition to low of their educational level as discussed before. This finding is contrast with, a Filipina study of Astodelloet al.,⁽¹⁹⁾ who reported that (39.5%) of students fathers were professional working .Also, a study by Skaltsogianni,⁽²⁰⁾ who revealed that the (89.8%) of studied

sample had professional working fathers.

Regarding the mothers' profession, the present study results showed that less than three quarters of students' mothers (72.7%) were house wives. It might be attributed to the fact that the father is the first responsible about the family and the fact that the main responsibility of mother is caring of their sons and show more interest in their academic achievement and spend more times with them. This finding comes in line with, a Filipina study of Astodello et al.,⁽¹⁹⁾ who reported that (60.57%) of students mothers were house wives .

As regards to the marital status, the current study findings revealed that more than two thirds of students' parents (69.1%) were married. This could be attributed to that less than three quarters of students 'mothers were house wife as discussed before, who indicates that the mothers were interested in their husbands and sons, and devote their times for them, which maintains the continuation of marriage and increasing the parents' awareness about the undesirable effects of the divorcing on their sons. Nearly similar finding, Brazilian study done by Netto et al.,⁽²¹⁾ showed that about two thirds of students' parents were married (74.2%). As well, a Chennai study conducted by Hines & Holcomb-McCoy,⁽²²⁾ who asserted that the more than half (51%) of student' parents were married.

Concerning personal characteristics of students' families, the present study results showed that most of students were from rural areas (67.3%). This finding might be attributed to the setting of data collection in Zagazig University at El-Sharkia governorate which is characterized by its agricultural nature and most of its cities are rural areas. On the contrary, an Indian study conducted by Poreddi et al.,⁽²³⁾ showed that slightly more than half of the participants (52.7%) came from urban.

Also, a Chennai study of Menon & Abhilasha,⁽²⁴⁾ mentioned that most of the studied participants (67.5 %) resided in urban areas.

Regarding social class, the current study findings showed that about more than half of students (52.7%) were from moderate social class .It might be due to the fact that the majority of families in Egypt had middle social class related to the weak economic conditions. This result was in agreement with Spain study done by Blanco et al.,⁽²⁵⁾ who found that the highest percentage of studied sample (79%) was from moderate social classes.

The current study results revealed that more than half of the studied sample (50.9%) was not satisfied with body language skills among teaching staff and reported that it was inadequate. This could be explained by that the process of non-verbal communication issued by the practices of previous experiences, performed unconsciously, without training, and all of communication lectures were interested in verbal and neglected the non- verbal communication type. Similar finding in congruence with, Brazilian study conducted by Amorium & Silva,⁽²⁶⁾ in faculty of nursing in san Pawl University reported that there was inadequate application of non-verbal communication among nursing professors. Nearly similar finding was approved by a Chennai study of Madula,⁽²⁷⁾ in faculty of nursing at Mzuzu University reported that the nonverbal communication was inadequate.

Regarding students assessment of staff's body language and it's relation to their age, the current study revealed that the highest percentage of students' age that more than 20 years were significantly satisfied with staff' body language, meanwhile the highest percentage of students' age less than 20 years were not satisfied with staff' body language with significant difference. It might be related to the raising in age equals increasing in experience of students as they become

more socialized with their surrounding and more skillful in communication and reading non-verbal cues. This finding was supported by Jordan study of khaddam & AL-Mahasneh⁽¹⁵⁾, which revealed that there were differences in the averages and standard deviations of communication skills of the faculty members due to student's age. On the same point, Willems et al.,⁽²⁸⁾ and Verlinde et al.,⁽²⁹⁾ in their studies at Ghent University indicated that there was a relation between age of patients and their assessment of doctors' communication.

Concerning relation between students' assessment of staff's body language and their university grade, the result revealed that the highest percentage of students who were satisfied with body language in the 3rd and 4th years, meanwhile the highest percentage of students who were not satisfied with body language in the 1st year and this difference was statistically significant. It might be due to the fact that the students in the 3rd and the 4th years acquired a sufficient experience in the interaction and the communication with faculty more than students in 1st and 2nd-year students. Similar findings supported by, Saudi study of Arini, (11) who found that there were statistically relation between the mean responses of a sample study on the availability of non-verbal communication skills and university grade of students in favor of the fourth and third year students. Also, approved by Palestinian study of Sokkar,(20) who indicated that there was a statistically significant difference between response of studied students to teaching staff's body language aspect and their academic level in favor of third year.

Regarding gender of studied students and its relation to students' assessment of staff's body language, the study showed that the males students were more satisfied regarding staff' body language than the females students with insignificant difference . It might be due to that male and female

students in the higher education environment are equally perceptive to instructors' nonverbal communication. This findings supported by Chaudhry and Arif,⁽³⁰⁾; York,⁽³¹⁾;khaddam and AL-Mahasneh,⁽¹⁵⁾,and Sokkar,⁽¹⁶⁾ in their studies at International Islamic University Islamabad, Linden wood University, Aljoun university, and Al-Azhar University respectively, that there was no statistically significant relation between students' assessment of staff's body language and their sex.

Concerning the relation between students' assessment of staff's body language and their family's socio-economic level, the result revealed that students who had high socioeconomic status(SES) were more satisfied with non-verbal skills than students had low socio-economic status(SES) , this difference was statistically significant . It might be due to that the social level affects directly on their participation and interaction in class and ultimately on their perception to verbal & non-verbal communication skills, in addition to higher socio-economic level students become more oriented about how to manage dialogue and the culture of the opinion and other opinion, so they more perceptive to non-verbal communication. Similar finding was asserted by Willems et al.,⁽²⁸⁾; Verlinde et al.,⁽²⁹⁾ ; DeVoe et al.,⁽³²⁾ ; Jensen et al.,⁽³³⁾ in their studies at Ghent University ,New York university, National Institutes of Health respectively , that there was a relation between social class of patient and perception of non-verbal communication of doctors.

Regarding relation between staff's body language and student's residence the recent study findings showed that the students comes from rural areas more satisfied with staff' body language than those comes from urban areas with and these were no statistically significant relation between students' residence and staff's body language. It might be attributed to urbanization of rural villages and spread of the culture and the awareness in these areas,

and convergent of the cultures in the cities and the countryside in Egypt, so their look to staff's skills were convergent. Similar finding was approved by Palestinian study by Sokkar,⁽¹⁶⁾ who found that there was no statistically significant difference between response of studied students to teaching staff's body language aspect and their place of residence.

Regarding relation between students' assessment of staff's body language and educational level of their parents, the study results clarified that the students whose secondary, university educated parents more significantly satisfied with staff body language than those had read & write parents. It might be due to that the parents play as a role model for their sons as the high educated parents teach their sons how to manage dialogue and the culture of the opinion and other opinion, they also help their sons to acquire communication skills and to be more oriented with non-verbal cues. Similar finding by Belgian study done by Kounenoua,⁽³⁴⁾ in University of Crete showed that the educational background, continuing education were positively related with the integration of nurses' communications skills.

Concerning the relation between students' assessment of staff's body language and their parents' profession, the study clarified that the students whose skilled manual worker and semi-professional parents were more satisfied with staff body language than those who had un-worker parents and this difference was statistically significant.

It might be explained by that level of the occupation related to an increase in the socialization and the interaction of individuals which in turn reflected on their interaction with their sons and help them to be more perceptive to communication skills. In accordance with this finding, Belgian study done by Willems et al.,⁽²⁸⁾ Verlinde et al.,⁽²⁹⁾ conducted that there relation between occupation of sample

parents and assessment of non-verbal communication.

The current study findings revealed that more than half of studied sample (57.3%) had moderate & high achievement score and about less than half of students (42.7%) had low achievement score. This could be due to that the interest of these students with getting the higher achievement to assume places of work in the field of teaching, rather than working in hospitals. This finding was supported by Egyptian study of Azazy,⁽¹¹⁾ who conducted that (69%) of studied students had moderate level of achievement scores.

Concerning relation between students' achievement and student's assessment for staff's appearance, the study demonstrated that that (89.5%) of studied students who reported adequate staff's appearance had significantly moderate and high achievement scores, meanwhile (10.5%) of them only had low achievement. This finding might be interpreted as the appearance of the teacher reflects his personality which affect on student learning as teachers who dressed professionally received higher teacher evaluation. This result was supported by, Nigerian study done by Sabitu & Nuradeen,⁽³⁵⁾ who indicated that there was a weak but positive relationship between teachers' physical appearance and students' academic performance in Geography.

Concerning relation between students' achievement and student's assessment for staff's voice, the results demonstrated that that (77.8%) of studied students who reported adequate staff's voice had higher achievement scores than students who reported inadequate staff voice (43.1%). It might be due to pitch or rise and fall in the tone of teachers' voice also helped the students in the proper understanding and caught the attention of students for increasing their learning outcomes. This finding is consistent with, a Pakistani study done by Butt,⁽³⁶⁾ who found that soft pitch of teachers'

voice attracts the attention of students, intonation in teachers' voice provides better understanding to students, and also there was highly significant relation between students' achievement and teacher's voice.

As regards relation between students' achievement and student's assessment for staff' place, the study demonstrated that that (89.5%) of studied students who reported adequate staff's place had moderate and high achievement scores, meanwhile (10.5%) of them only had low achievement. It might be due to that the students felt at ease, felt better at receiving the given Knowledge, and inclined towards learning activities in the classroom when teachers kept proper distance with the students. Similarity, Butt, ⁽³⁶⁾ who found among Pakistani' students that students lose interest when teacher sit in chair or increase distance between teacher and student which plays an important role in teaching learning process, and there was a significant relation between space of teacher, position and student learning.

Concerning relation between students' achievement and student's assessment for staff' time, the present study demonstrated that (94.5%) of studied students who reported adequate staff's time had higher achievement scores than those reported that the staff' time was inadequate (20%). This finding might be interpreted as the increasing in time of lecture allow more chances to ask questions and receive feedback, more explanation which improve learning process, and ultimately gain student grades and achievement. This results were in consistent with Barmaki, ⁽³⁷⁾; Anvari and Atiyaye, ⁽³⁸⁾, and Rocca, ⁽³⁹⁾ in their studies at university of Florida, Wuhan Textile University, Philadelphia respectively, reported that the students' class attendance increased when the instructor utilized effective nonverbal communication, this mean that the increasing in amount of the

class time could result in positive student achievement.

Regarding relation between students' achievement and student's assessment for staff's body movements, the study demonstrated that that (98.1 %) of studied students who reported adequate staff's body movements had moderate and high achievement scores, meanwhile (1.9%) of them only had low achievement. This finding might be interpreted as the body movements of the teachers create interest and attentiveness among the students which lead to better achievement. Similar finding by Pakistani study of Butt, ⁽³⁶⁾ illustrated that there was a positive significant relation between teacher's body movements (gestures, eye contact, facial expression) and student outcome. Similar findings supported by a Pakistani study of Ibrahim, ⁽⁴⁰⁾ who asserted that there is significant relationship between eye contact of teachers and academic achievement of students at secondary school level, eye contact also helpful in maintaining discipline in teaching learning process.

Moreover, the study revealed that there were a highly statistically significant relation between the total scores of students' achievement and staff's nonverbal communication, as it demonstrates that (98.1%) of studied students who reported adequate staff's body language had moderate and high achievement scores, meanwhile (1.9%) of them only had low achievement. It might be due to that the good application of body language skills helps to keep students' attention and enhance their learning experience. Also, help the teachers to build good relationships with their students, control and influence of them, improve motivation to learning, provide a student feedback, and give opportunity to understanding the content. Similar results supported these findings, an American study done by York, ⁽¹³⁾ who conducted a study in Maryville University and found that there was a

difference in the positive perception of student learning from 87.8% in the effective non-verbal communication classes to 57.7 % in the poor non-verbal communication classes, which mean that there was positive relation between instructors' non-verbal immediacy and student learning. According to a Pakistani study of Naz et al.,⁽¹⁴⁾ who found that there was a significant difference between the academic achievement of students in control (received the verbal communication only) and experimental group (received the mixed verbal and non-verbal), which indicates the academic achievement of students taught by mixed teaching is comparatively better than verbal group.

The current study showed that, student' age was significantly positive correlated with staff' body language scale. It meant that the higher in student' age, equals higher of staff' body language scale. It might be due to increasing in the age help the students to acquire experience in dealing with others, and understanding their body movements. Unlike this finding, a Chennai study conducted by Madula,⁽²⁷⁾ who reported that there were a negative correlation between nursing student age and their assessment of communication skills.

The current study showed also that, the student' age was significantly positive correlated with their student achievement scale. It meant that the higher in student' age, equal higher in their achievement score. It might be explained by that the rise in age equal increase in students' experience in making a schedule to study hard, setting a priorities, and managing the time. In addition to, with increasing the age of students they become more oriented with the importance of learning, and become more responsible for their academic performance. This finding comes in line with, Baba et al.,⁽⁴¹⁾ at Tertiary Institutions in Ghana who asserted that there was a positive correlation between age and academic performance.

Additionally, the current study also revealed that, nonverbal communication scale was significantly positive correlated with student achievement scale. Namely, more the staff showed good body language skills, their students showed higher levels of achievement. It might be interpreted as the use of non-verbal communication not only teachers but students developed a level of motivation and interest in teaching-learning process that eventually turned into the attainment of desired learning outcomes of the students. Similar to this finding a Saudi study of Asiri,⁽⁴²⁾ in King Khalid University revealed that there were a positive correlation between student communication and learning outcomes. Also, studies by Khanam et al.,⁽⁴³⁾; Hsiao & Rashvand,⁽⁴⁴⁾ who found that strong positive correlation between nonverbal behavior scores of teachers and academic achievement of students.

Conclusion:

In the light of the study findings, it can be concluded that about half of the studied sample reported that the nonverbal communication skills were inadequate among staff. Staff's nonverbal communication scale was positively and highly significantly correlated with students' achievement.

Recommendations:

Based on the study results of the current study the following recommendation can be suggested:

- Holding seminars & workshops to improve nonverbal communication skills of the teaching staff.
- Communication skills and interview techniques would be included as an applied course in the undergraduate curriculum of nursing students.
- Conduct similar studies on improvement of the body language skills among faculty members.

Table (1): Socio- demographic characteristics of the studied students (N=330).

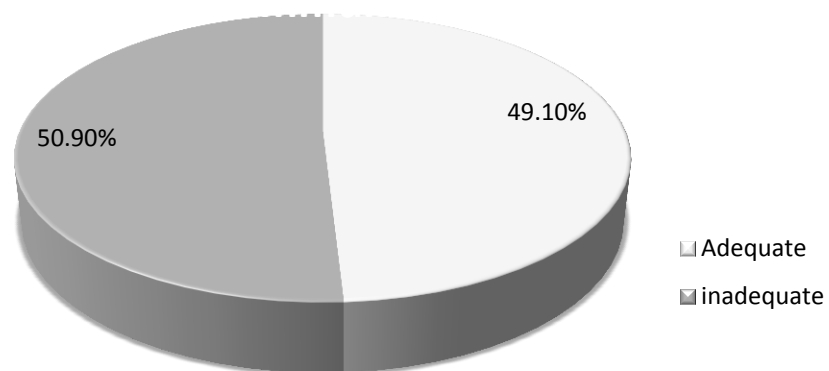
Student's data	N	%
Age:		
< 20	204	61.8
≥20	126	38.2
Mean ± SD	(19.44±1.18)	
Sex :		
Male	165	50.0
Female	165	50.0
University Grade :		
First	93	28.2
Second	108	32.7
Third	81	24.5
Fourth	48	14.5
Total score	330	100.0

Table (2): Socio-demographic characteristics of the students' parents (N=330)

Parents' data	N	%
Educational level of father:		
Illiterate	33	10.0
Read and write	135	40.9
Primary	33	10.0
Secondary	54	16.4
University	75	22.7
Father profession:		
Un Worker	42	12.7
Retirement	69	20.9
Skilled Manual Worker	168	50.9
Semi Profession/Clerk	51	15.5
Educational level of mother:		
Illiterate	93	28.2
Read and write	102	30.9
Primary	39	11.8
Secondary	48	14.5
University	48	14.5
Mother profession:		
House Wife	240	72.7
Retirement	27	8.2
Semi Profession Clerk	63	19.1
Marital status of the parents:		
Widowed	84	25.5
Divorced	18	5.5
Married	228	69.1

Table (3): Frequency distribution of students' families according to social and economic characters (N =330).

Family characters	N	%
Number of Family Members:		
> 5 members	174	52.7
< = 5 member	156	47.3
Residence :		
Rural	222	67.3
Urban	108	32.7
Family income:		
Not Enough	144	43.6
Meet Routine Expenses		
And Emergences	117	35.5
Able To Save Money-	69	20.9
Socioeconomic level:-		
Low Level	123	37.3
-Moderate Level	174	52.7
- High Level	33	10.0

**Figure (1):** Adequacy of nonverbal communication skills among assistants' teaching staff as reported by studied students (N= 330).

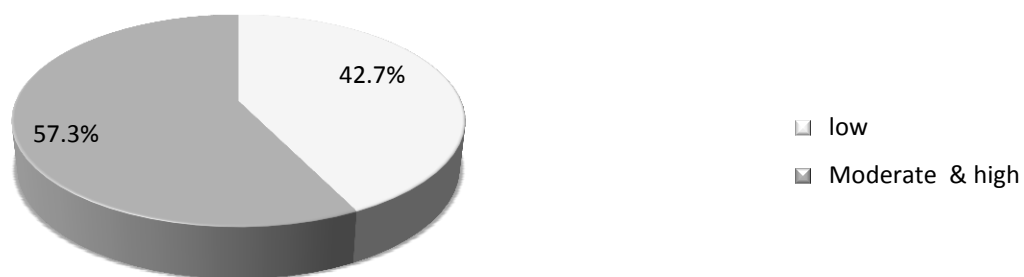


Figure (2) Distribution of students' achievement among studied students (N=330).

Table (4): Relation between students' characters and their assessment of staffs' nonverbal communication (N= 330).

Student characters	Staffs' nonverbal communication				X ²	P
	Inadequate		Adequate			
	N	%	N	%		
Age:						
<20	126	61.7	78	38.3	25.1	0.00**
≥20	42	33.3	84	66.7		
Sex:						
male	81	49.1	84	50.9	0.43	0.5
female	87	52.7	78	47.3		
university grade :						
1 st	72	77.4	21	22.6	40.2	0.00**
2 nd	51	47.2	57	52.8		
3 rd	27	33.3	54	66.7		
4 th	18	37.5	30	62.5		

Table (5): Relation between characters of students' families and students' assessment of staffs' nonverbal communication skills (N= 330).

Families characters	Staffs' communication		nonverbal		X ²	P
	Inadequate		Adequate			
	N	%	N	%		
Residence:						
Rural	108	48.6	114	51.4	1.38	0.23
Urban	60	55.6	48	44.4		
Socio economic level:						
-Low level	99	80.5	24	19.5	75.7	0.00**
Moderate level	51	29.3	123	70.7		
-High level	18	54.5	15	45.5		

Table (6): Relation between characters of students' parents and students' assessment of staffs' nonverbal communication skills (N= 330).

Parents' characters	Staffs' communication		nonverbal		X ²	P
	Inadequate		Adequate			
	N	%	N	%		
Educational level of father						
-illiterate	30	90.9	3	9.1	42.08	0.00**
-read and write	57	42.2	78	57.8		
-primary	15	45.5	18	54.5		
-secondary	15	27.8	39	72.2		
-university	27	36.0	48	64.0		
Father profession						
-un worker	33	78.6	9	21.4	18.3	0.00**
-retirement	39	56.5	30	43.5		
-skilled manual worker	75	44.6	93	55.4		
-semi profession/clerk	21	41.2	30	58.8		
Educational level of mother						
-illiterate	33	35.5	60	64.5	22.7	0.00**
-read and write	66	64.7	36	35.3		
-primary	21	53.8	18	46.2		
-secondary	30	62.5	18	37.5		
-university	18	37.5	30	62.5		
Mother profession						
-house wife	132	55.0	108	45.0	6.19	0.045*
-retirement	12	44.43	15	55.6		
-semi profession clerk	24	8.1	39	61.9		

Table (7) Relation between subscales of staffs' nonverbal communication and students' achievement score (N= 330).

Staffs' nonverbal communication skills	Students' achievement score				X ²	P
	Low		Moderate & high			
	N	%	N	%		
Staffs' appearance :						
Inadequate	129	59.7	87	40.3	73.7	0.00**
Adequate	12	10.5	102	89.5		
Staffs' voice :						
Inadequate	111	56.9	84	43.1	77.839.25	0.00**
Adequate	30	22.2	105	77.839.25		
Staffs' place :						
Inadequate	129	59.7	87	40.3	89.573.7	0.00**
Adequate	12	10.5	102	89.573.7		
Staffs' time :						
Inadequate	132	80.0	33	20.0187.3	201.3	0.00**
Adequate	9	5.5	156	94.5		
Staffs' movement:						
Inadequate	138	79.3	36	20.7	217.2	0.00**
Adequate	3	1.9	153	98.1		
Total nonverbal communication :						
Inadequate	138	82.1	30	17.9	217.2	0.00**
Adequate	3	1.9	159	98.1		

Table (8):Correlation matrix of students' age and total staffs' nonverbal communication scale and students' achievement scale.

Items	Students 'age scale		Staffs' nonverbal communication		Student achievement scale	
	R	P	R	P	R	P
Students 'age			.243**	.000	.175**	.001
Staffs' nonverbal communication scale	.243**	.000			.894**	.000
Student achievement scale	.175**	.001	.894**	.000		

Table (9): Correlation matrix of students' age, subscales of body language scale

Items	Students' age P(r)	Staff' appearance P(r)	Staff' voice P(r)	Staff' place P(r)	Staff' time P(r)	Staff' movement P(r)
Students' age		.000 (.192**)	.000 (.255**)	.000 (.222**)	.000 (.233**)	.003 (.163**)
Staff' appearance	.000 (.192**)		.000 (.749**)	.000 (.672**)	.000 (.654**)	.000 (.781**)
Staff' voice	.000 (.255**)	.000 (.749**)		.000 (.635**)	.000 (.486**)	.000 (.642**)
Staff' place	.000 (.222**)	.000 (.672**)	.000 (.635**)		.000 (.696**)	.000 (.675**)
Staff' time	.000 (.233**)	.000 (.654**)	.000 (.486**)	.000 (.696**)		.000 (.702**)
Staff' movement	.003 (.163**)	.000 (.781**)	.000 (.642**)	.000 (.675**)	.000 (.702**)	

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