Relationship Between Teachers’ Effective Communication And Students’ Motivation In Learning In Secondary Schools In Anambra State

Dr. Florence Ukamaka Akudo

Abstract: The main purpose of this study was to determine how teachers’ effective communication related to students’ motivation in learning in secondary schools in Anambra State. One research question guided the study. It was carried out in Anambra State and the co-relational research design was adopted. All the six education zones in the State were covered. The population of the study was made up of 6,342 respondents while the sample was 634 public secondary school teachers in Anambra state representing 10% of public secondary school teachers in the six education zones of Anambra state. Data were collected with an instrument developed by the researcher. The instrument was validated by three experts. The reliability index of the instrument using Cronbach alpha method was 0.85. The researcher administered the instrument directly on the respondents and the Pearson’s Product Moment correlation coefficient was used in the data analysis. This study revealed that the relationship between teachers’ effective communication in classroom and students’ motivation in learning is high and positive in secondary schools. It was recommended among others that teachers in secondary schools in Anambra State should relate well with their students through effective classroom communication in order to motivate their students and promote quality teaching and learning in the schools.

Keywords: Relationship; Effective Communication; Students' Motivation; Learning; Secondary Schools.

1. INTRODUCTION

Communication abilities of the teachers are indispensable in the management of classrooms. The classroom teacher is expected to know what to communicate, how to communicate, when to communicate and the medium for communication. In teaching and learning processes, effective communication maintained in the classroom enhances awareness, enlightenment, involvement, feeling of belongingness and performance effectiveness as well as established the relationship between the teacher and the students in the classroom. Communication is derived from the Latin word “communis”, which means to share, participate and to share data (Obi, 2004). According to Canary (2011) communication may be defined as the transfer of a message of information from one person to another. Many communication activities go on in the classroom either in the form of teaching, students’ discussion and conversation, and the person that initiates it is the teacher (Okorji, 2014). A teacher’s classroom management system communicates information about the teacher’s beliefs on content and the learning process. It signifies adequate knowledge of the subject matter by the teacher. That is why Adesina, Babatunde and Idowu (1995) considered communication as an important instrument for effective classroom management for the attainment of the school goals. They argued that without effective communication skills, the teacher would not be able to carry the learners in the process of classroom management and instructional performance.

In communication process, the teacher knows what to communicate and the medium, means of channels learning/teaching process. Effective communication in the classroom helps to make lesson clear and easy for students to learn. Generally, effective communication makes teacher’s work in classroom management process easier as well as creates an environment of the school conducive for learning. Marzano and Marzano (2019) were of the view that one of the keys to classroom management is communication. Dunbar (2018) emphasized that the use of effective communication in the classroom improves learning. The way the teacher conveys information to the students helps the understanding of the topic taught as well as convey to the students that the teacher knows what the students are doing and what is going-on in the classroom. According to Ahmad (2018), communication in the classroom is the process of sending and receiving messages that enables teachers and students to share knowledge, attitude and skills. It is a very important component of classroom management. The way the teacher communicates during the teaching and learning situation influences how the teacher and the learners will perform in the teaching and learning process. Oliver and Peschly (2017) believed that teachers have complete power in the classroom through communication to influence classroom situations. The authors further stated that teachers can achieve much if the use the following strategies:

- Encourage communication process with the students and create a meaningful bonds with the students based on genuine social interaction.
- Create opportunities for socialization as part of instructional activities and designed learning experiences that promote socialization and discussion.
- Hold and communicate high behavioural expectations
- Systematically teach classroom routines
- Use more positive than negative teacher-students interactions
- Give students the opportunity to express their opinion and contribute ideas.

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• Involve students in creating classroom rules, consequences and routines.

Emmer and Everson (2006) opined that good classroom managers need to communicate expectation related to engaging in and completing work assignments. They should communicate information, directions and objectives for easy understanding by the students. The authors further stated that effective communication in the classroom helps the students to understand the subject matter better and gives clearer information on the expectations of the classroom. This they believe affects learning. Pollock (2011) stressed that clear communication of assignments and work requirements are essential techniques in classroom management, therefore must be maintained if the learning process must be improved. Communicating effectively to the students in the classroom among other strategies is a very important approach towards effective classroom management (Bala 2013). Bala further stated that when a teacher possesses communicating skills, it will enhance effective instructions in classes. In agreement, Browne (2013) emphasized that with positive communication, teachers may prevent challenging behaviour from occurring and promotes academic performance of the students. The teacher should be able to constantly remind the students of expected classroom behaviours in order to maintain a positive learning environment. Ebenuwa-okoh (2010) noted that effective communication in the classroom is a two way process between the teacher and students. Ebenuwa-okoh encouraged classroom interaction as a means of engaging the students. When the students are involved in the class discussions, they are more attentive and this reduces misbehaviours and promotes effective learning. The importance of effective communication in the classroom cannot be over emphasized. Meziobi and Nzokurum (2014) encouraged teacher’s effective use of communication in the classroom as a means of classroom management. When the teacher communicates with the students, the students are also engaged in the interaction and promote learning. Thus, the teachers’ use of communication skill should go with feedback which helps the students to know where they are not doing well and then ask questions for better performance. In fact, good communication has great importance for good classroom management. Robert and Jana (2013) opined that when a teacher communicates the goals and objectives of the class, explains the class expectation clearly, states the rules and procedures of the classroom clearly to the understanding of the students, the students tend to be more cooperative and willing to perform a task because they have a clear understanding of what they are to do, why they are being asked to do it and how they are to proceed. FME (2010) in support of the above stated that the teacher should also use non-verbal behaviour to communicate. Non-verbal feedback (smiles, frowns, nod move closer to students, (etc) for acceptable and unacceptable behaviours. For example, eye contact and/or facial expressions communicate pleasure, concern, interest, mood etc. The teacher is expected to make sure that his verbal communication is consistent with his non-verbal behaviour. Communication, be it verbal, non-verbal, is a very important tool in classroom engagement and needs to be handled very well to avoid misunderstanding or sending wrong signal. The teachers’ effective communication result in students’ motivation in learning. Motivation in learning refers to as students’ enthusiasm to participate in a learning episode. It includes internal or external forces that gingers, stimulates and sustains the behaviour and actions of an individual learner towards working to achieve a particular school goal or objectives. This implies that motivation in learning produces an energy change which involves arousal and anticipation that goals will be reached if certain actions are taken. Thus, the motivational level of a student will decide the extent to which the student will respond to school learning. It is in this line that motivation in learning is seen as a fuel which provides energy and spurs readiness for learning. Students’ motivation in learning determines the specific goals towards which students strive to achieve. Myers (2002) stated that it affects the choices students make, for instance, whether to enroll in physics or studio art, whether to spend an evening completing a challenging home work assignment or playing video games with friends. Accordingly, Jayanthi, Balakrishnan, Ching, Latiff, and Nassirudeen, (2014) defined motivation in learning as internal conditions that stimulates, directs and maintain learners’ behaviours and they believe that there is a strong relationship between learning and motivation. This implies that when there is absence of motivation, there will be no learning. Students therefore, need to be motivated enough to pay attention while learning. Students’ motivation to learn increases their effort and energy in learning. According to Pintrich and Schunk (2019), motivation in learning determines whether to pursue a task enthusiastically and whole heartedly or apathetically and lackadaisically. This means that if students do not complete an assignment because they are bored, this involves lack of motivation to learn among them but if they are involved with challenges and decide to persist, and in the end overcome the challenges, then motivation to learn is involved. Motivated learners often make concerted efforts to truly learn and understand classroom materials and consider how they might be used to achieve their goals. This implies that students with a high need to achieve intensify efforts and energy in learning activities directly relevant to their needs and goals. In Anambra State, some activities of students do not seem to suggest that most teachers motivate their students very well through effective classroom communication. For instance, personal observation of the researcher indicated that school violence and discipline problems among students have reached epidemic proportions in many schools in the state. Most students have abandoned their studies. The students’ behavioural problems have not only gone from classroom distractions to felonious acts, but brutalized behaviour is being carried out by younger and younger criminals. In some schools, lack of respect for the constituted authority, as well as for the rights of other students, is undermining the ability of schools to provide students with quality education. Even in the best of schools, employees too often experience frustration and abandonment in their efforts to maintain a safe and orderly learning environment. Most teachers can relate personal stories of students undermining attempts to maintain orderly classroom activities.

1.1 Statement of Problem
There are cases of violence among students in Anambra State. Some students in the State have met their untimely death through cult clashes. Some students too lack of respect for the constituted authority and many have abandoned learning in schools. It is not yet established that the students’ disciplinary problems are a result of teachers’ ineffective communication or poor students’ motivation in the classroom. The problem of this study therefore was to determine how teachers’ effective communication in classroom relates with students’ motivation in learning in secondary schools in Anambra state.

1.2 Purpose of the Study
The main purpose of this study was to determine how teachers’ effective communication related to students’ motivation in learning in secondary schools in Anambra state.

1.3 Research Question
What is the relationship between teachers’ effective communication in classroom and students’ motivation in learning in secondary schools in Anambra state?

2. RESEARCH METHOD
This study was carried out in Anambra State. It adopted the co-relational research design. All the six education zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha were covered. The population of the study was made up of 6,342 public secondary school teachers in the six education zones of the state. This comprised 830 teachers from Aguata, 1,694 teachers from Awka, 937 teachers from Nnewi, 989 teachers from Ogidi, 1,394 teachers from Onitsha and 498 teachers from Otuocha education zones respectively. The sample for the study was 634 public secondary school teachers in Anambra state. This represented 10% of public secondary school teachers in the six education zones of Anambra state. Data were collected with an instrument developed by the researcher. The instrument was titled: “Teachers’ Communication and Student’s Motivation in Learning Questionnaire (TCSMLQ). The instrument was validated by three experts. In order to determine the reliability of the instrument, 50 copies of the instrument were administered on 50 teachers in public secondary schools in Enugu State. The reliability index of the instrument using Cronbach alpha method was 0.85. This index was deemed high for the study. The researcher administered the instrument directly on the respondents and the Pearson’s Product Moment correlation coefficient was used in the data analysis. The coefficients (r) of the relationship were interpreted using the Best and Khan (2003) criterion for evaluating the magnitude of a correlation:

<table>
<thead>
<tr>
<th>Coefficient (r)</th>
<th>Relationship</th>
</tr>
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<tbody>
<tr>
<td>.00 to .20</td>
<td>Negligible</td>
</tr>
<tr>
<td>.20 to .40</td>
<td>Low</td>
</tr>
<tr>
<td>.40 to .60</td>
<td>Moderate</td>
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<tr>
<td>.60 to .80</td>
<td>Substantial</td>
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<tr>
<td>.80 to 1.00</td>
<td>High to Very</td>
</tr>
</tbody>
</table>

3. RESULT PRESENTATION

3.1 Research Question: What is the relationship between teachers’ effective communication in classroom and students’ motivation in learning in secondary schools in Anambra state?

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>634</td>
<td>0.86</td>
<td>High and positive</td>
</tr>
</tbody>
</table>

Results in Table 1 showed the relationship between teachers’ effective communication in classroom and students’ motivation in learning in secondary schools is high and positive. The result indicates that there is high and positive relationship between teachers’ effective communication in classroom and students’ motivation in learning in secondary schools.

4. DISCUSSION OF FINDINGS
The results of data in table 1 revealed that the relationship between teachers’ effective communication in classroom and students’ motivation in learning is high and positive in secondary schools. This means that there is high and positive relationship between teachers’ effective communication in classroom and students’ motivation in learning in secondary schools in Anambra State. The above finding is very interesting. In the first place, teachers in secondary schools need to relate well with their students to promote teaching and learning in the classroom. The implication is that the teachers who have weak relationship with their students are likely to experience disruptive behaviours in class. The findings of the study are not in support of Ahmed (2018) who found out that teacher-student relationship impacts positively on students. However, this gives room for concern in our schools because according to Zaifada and Mohammed (2010) the test of teachers’ success in teaching is seen in his or her relationship with the students. In agreement, Asiyai (2019) found out in her study that maintaining good teacher-student relationship is an effective way of promoting teaching and learning in secondary schools. All these call for classroom effective communication and adequate motivation of the students.

5. CONCLUSION
The researcher in this study concluded that teachers’ classroom communication relates to students motivation in learning in secondary schools. It is also the conclusion here that a high and positive relationship exists between teachers’ classroom communication and students’ motivation in learning in classrooms.

6. RECOMMENDATIONS
Based on the findings of the study and the discussion that followed, these recommendations are made:

1. Teachers in secondary schools in Anambra State should relate well with their students through effective classroom communication in order to motivate their students and promote quality teaching and learning in the schools.
2. Teachers in the State should consider the students’ intellectual levels and work with them cooperatively through effective classroom communication and adequate motivation so as to contribute meaningfully effective teaching and learning.

3. Students should feel free to discuss their personal problems with their teachers as this will go a long way in establishing good relationship between them and their teachers.

REFERENCES


