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CHALLENGES OF CLASSEOM COMMUNICATION IN SECONDARY SCHOOLS

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ABSTRACT:

Communication may be regarded as a social process along which participants interact, sharing information and mutually constraining their evolution. It concerns not only the heterogeneous set of interactive process evolving in a classroom but also their contexts, underlying denotations and expressive resources. There are countless interaction processes happening in a classroom. There are situations in which teachers fail to deliver their class lectures effectively due to their inability to communicate efficiently. There is no assurance that lecturers who are well-versed in their respective fields can communicate effectively to their students. The present study aims to find out the effectiveness of amusement based teaching and effectiveness of trained teachers teaching in mathematics.

Key words- Communication, effective teaching.

INTRODUCTION:

Communication means process of exchange of words and ideas. The word ‘communication’ has been derived from the Latin word ‘communis’ which means to make common. Communication is a two way process which takes place between encoder and decoder. Communication means having common experiences with common people. Communication is defined in terms of ‘influence of a system and or mind on the destination and or another mind’. Teaching and learning requires communication. Communication may be regarded as a social process along which participants interact, sharing information and mutually constraining their evolution. It concerns not only the heterogeneous set of interactive process evolving in a classroom but also their contexts, underlying denotations and expressive resources.

RATIONALE OF THE STUDY:

For classroom teaching communication is an important mode for exchange of ideas between the student and teachers or vice versa. There is no assurance that teachers who are well-versed in their respective fields can communicate effectively to their respective fields can communicate effectively to their students. Howard et.al. (1996) found class size to be more predictive of participation than sex. Karp and Yoels (1976) found that while the number of students who participate in any given classroom is often the same, courses which have more than 40 students have fewer overall interactions per class period. Gleason (1986) also offered ways to encourage

communication in large classes, including making the lecture hall feel small and thus personal even if it is not by moving around and by talking with the students before class, and Fritschner (2000) noted the importance of moving into closer proximity of the students. Seating arrangement is considered to be a factor (Brown & Pruis, 1958). The way the teacher regulates the classroom discourse, the nature of questions asked, and the opportunities afforded for student participation may sustain in various degrees the development of communication and reasoning skills (Barrody, 1993). Ornasein (1990) indicates that most classroom activities involve communication. The fundamental role that the teacher plays either in enabling or in limiting communicative processes within the classroom is widely recognized (Barrody, 1993; Lappan & Schram, 1989; Pimm, 1987). Communication processes trigger stimuli which energize the emotions. Emotional activity engenders involvement and exercises the associative part of the mind. Vitalization of the emotions facilitates the absorption of factual data. Mankind masticates knowledge through the visual, audible and emotional media. Speech is the vehicle which conveys knowledge in the study of the various artistic and scientific subjects (Keidar, 2005). Classroom in today's world have grow up to a digital platform. Involvement of computers, mobiles or other digital devices has made dramatic changes in the communication scenario in a classroom. Currently we are able to communicate instantly with combinations of text, photographs or videos via mobile phone technology and with different types of computers and multimedia devices. These communication environment are changing the way people present themselves and the way relationships are developed (Walsh, 2010).

OBJECTIVES OF THE STUDY:

1. To study the problems related to communication of students in classroom.
2. To study the problems of teachers to maintain proper coordination between teachers and students.

METHODOLOGY OF THE STUDY:

This study is conducted on 10 sample secondary schools of Nagaon district which were selected randomly. The main intention of conducting this study is to know the problems related to communication of students in classroom and to study the problems of teachers to maintain proper coordination between teachers and students. Present study is basically a survey cum quantitative type of research. The investigators have gathered data from 120 students of class VI from the 10 sample secondary schools of Nagaon Districts to meet the 1st objective. For meeting the 2nd objective the investigators randomly selected 30 teachers as sample participants from the 10 sample schools.

TOOLS USED:

For meeting all the objectives two tools are used by the investigators. These tools are self-developed. For developing the tools the investigators consulted with a few experts in this field. For meeting both the objective two questionnaires, consisting of 16 questions containing 'yes or no' were developed for collecting data to study the interest of the problems relating to communication in the classroom.

PROCEDURE OF DATA COLLECTION:

For the present study the investigators collected data personally from teachers and students of the sample schools through the self developed tools. The first tool was administered on the selected students of the sample schools to get meaningful data. The second tool was administered on the selected teachers of sample secondary school.

PROCEDURE OF ANALYSIS OF DATA:

After obtaining the data from the participants, the investigators used both qualitative and quantitative methods for analysis and interpretation. Here, the collected data are tabulated and classified in the meaningful way for better interpretation. Simple statistics i.e. percentage and t- test were used for quantitative description of the data.

Table-1.1
Table indicating the problems related to communication of students in classroom

Sl	Status of the Problem	Yes (%)	No (%)
1.	Problem of Pronunciation	67%	33%
2.	Problem of Fear	75%	25%
3.	Problem of Understanding	58%	42%
4.	Attitude of teacher	67%	33%

To meet the first objective i.e. to know about the problem of inability of teachers to maintain proper co-ordination between teacher and taught. Table 1.1 indicates that 67% of students expressed that due to the problem of pronunciation they are unable to communicate and only 33% of students deny it. 75% of students are unable to communicate due to the problem of fear. On the other hand only 25% students are free from fear and anxiety. It is noticed that 58% of students are not able to grasp the words thrown by the teachers. The study reveals that 67% of students are unable to engage themselves due to improve attitude of their teachers. Only 33% of students are not aware about the attitude of the teachers regarding classroom communications.

To meet the second objective i.e. to study the effectiveness of trained teachers teaching in mathematics, a questionnaire having ‘yes’, ‘no’ containing 16 questions, was developed. After getting the scores, investigators analysed the data and following Table -1.2 is prepared which presents the findings of the test.

Table – 1.2

Table indicating the problems of teachers to maintain proper coordination between teachers and taught

Sl	Status of the Problem	Yes (%)	No (%)
1.	Size of classroom	62%	38%
2.	Lack of Discipline	30%	70%
3.	Improper usages of TLM	50%	50%
4.	Feedback taken	32%	68%

The Table 1.2 indicates the effectiveness of teaching process done by the teachers. It is observed that 62% of the teachers face problem in communication due to class size. Only 38% teachers do not find any problem. Again 30% of teachers agree that discipline can be maintained properly during the process of communication while 70% teachers are unable to maintain. It is notices that 50% teachers are use TLM properly while other 50% teachers do not use the same properly because of which classroom communication problem have arisen. Lastly, it is cleared that 32% teachers have already 68% teachers ignore it, and as a result of which proper communication between teachers and the taught is decreased.

MAJOR FINDINGS OF THE STUDY:

- ✚ Maximum students i.e. 75% of students avoid interaction/ communication with their teachers only because of fear.
- ✚ It is observed that lack of understanding hamper in total communication process.
- ✚ Study reveals the fact that 67% of students are unable to communicate properly due to the problem of pronunciation of teachers.
- ✚ Most of the students avoid classroom transaction because of the attitude of the teachers.
- ✚ This study reveals that big size of the classroom hamper in the process of communication.
- ✚ Majority of the teachers are not able to maintain the classroom disciple.
- ✚ Only 50% of the teachers use TLM for better communication in the classroom.
- ✚ A few numbers of teachers have taken feedback for smooth communication.

EDUCATIONAL IMPLICATIONS:

Students might have trouble comprehending lessons and organizing their thoughts. Students often shut down, isolating themselves out of fear or embarrassment. This communication barrier can often be overcome by developing individual education plans for struggling students and consulting with special education teachers, parents and counselors.

Classroom communication breaks down when students are bored, unmotivated or disinterested in their school work. Students do not need to be entertained all day but teachers should work hard to develop engaging lessons with interesting, relevant activities. Thought -provoking assignment, technology- enhanced lectures and creative projects spur classroom communication and interaction. Teachers who put energy

enthusiasm and creativity into their lesson plans do not usually have to deal with the barriers of classroom communication.

The teachers should move around while classroom teaching to keep the students focused. Also the classes should be made illustrative by the proper usage of blackboard. Students should also be asked to share their opinions. Proper feedback should be taken from the students for better classroom communication.

CONCLUSION:

Various studies have been conducted in relation to classroom communication and students' academic performance. Even though there was no direct correlation between effective classroom communication and students' performance, two-way communication in the classroom is essential in assuring effective teaching - learning. Classroom communication is an important aspect of an academic environment that must be improved strategically for the benefit of the students' fraternity.

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