

Research Article

Teachers' Communication and Effective Classroom Management in Public Secondary Schools in Rivers State

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Received: Oct 13, 2019

Accepted: Oct 20, 2019

Published: Oct 24, 2019

Abstract: The study examined teachers' communication and effective classroom management performance in public secondary schools in Rivers State. One research question and one hypothesis guided the study. The study adopted the correlational design as the working design. The population comprised 7449 teachers from the 257 public secondary schools in Rivers State and a sample size of 1500 teachers drawn with multistage sampling approach representing 20% of principals. The principals responded to two structured validated instruments titled Teachers' Communication Questionnaire (TCQ) and Effective Classroom Management Questionnaire (ECMQ) designed by the researcher. The reliability coefficient of the instrument using Cronbach's alpha method was 0.62. Simple regression was used to answer the research question while t-test associated with simple regression was used to test the null hypotheses. Findings of the study showed that teachers' communication predicted 17.30% of effective classroom management in public secondary schools and there was a significant correlation between teachers' communication and effective classroom management in public secondary schools in Rivers State. It was concluded that teachers' communication predicted 17.30% of effective classroom management in public secondary schools in Rivers State. The remaining 82.70% cannot be accounted for by teachers' communication. It was therefore recommended that teachers should develop good communication skill that will arrest students' attention during lesson delivery for effective classroom management.

Keywords: Communication, classroom management, public secondary schools.

Introduction

An educational system that is sound is usually considered to be the bedrock of a developing country. The educational system is dynamic in operation reflecting on the current trend in the world today with teachers who work to achieve the educational set goals in the country. The aspiration of any country to transform into a greater nation can only be possible if there are competent and dedicated teachers to impact the appropriate attitude, skills and knowledge. The success of any educational system is a reflection of the quality of teachers produced by the institutions (Alabi, 2014). Thus, due to the pivot role that teachers play in the educational system, the National Policy on Education admits that no education system can rise above the quality of its teachers. This high esteem role of teachers has made teaching profession to be extremely challenging and demanding. This has led to a lot of pressure on the performance expectations of the teachers from stakeholders and society for maximum delivery as teachers are required to be much more involved in their work, not only physically but also emotionally and mentally with which they will be able to manage the class.

Evertson and Weinstein (2006) asserted that classroom management refers to the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Effective Classroom management involves maintaining discipline in the school, organizing learning, character building, conflict resolution, counseling and so on as this will promote a peaceful learning environment while school management has to do with the principal being very diplomatic in managing the school to avoid crises. In the areas of administration, policy-making and policy implementation the principal has to be careful so as to achieve a peaceful learning environment. An effective classroom is described as a room where students/pupils converge for the purpose of learning under the guidance of a teacher, while classroom management involves the organization, maintenance and utilization of various components of the classroom to enhance teaching and learning, therefore it beholds on the teacher who is skillful, knowledgeable and inspiring to the learners to effectively manage the classroom as to achieve the goals of secondary education (Nwiyii, 2017). For the teacher to manage the class effectively there must be an effective communication flow.

According to the Concise Oxford Dictionary the word communication means the act of imparting, especially news or the science and practice of transmitting information. These definitions clearly show the link between teaching and communication because teachers are constantly imparting new knowledge, or transmitting information. Alamgir, Salahuddin, Syed and Manzoor (2017) defined communication effectiveness as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. The teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students, a teacher need to adopt such skills of communication which motivate the students toward their learning process (Alamgir, Salahuddin, Syed and Manzoor, 2017).

Teacher communication effectiveness entails voice quality, gesticulations, maintaining focus, fluency and eloquence, confidence and comportsment, simplicity, speed and sequence of speech. The voice of the teacher controls students' attention. Teachers with good voice quality (loud, clear and audible) are more likely to have less attention problems than teachers with poor or low voice quality (Nzekwe, 2013).

Thus, Garcia (2013) asserted that teachers' communication effectiveness occupies a central position in the classroom daily interactions as learning only takes place when the students understand the message of the teacher through his teaching. Three fundamental elements are to be noted before an effective communication can take place in the classroom. The elements are: the communicator (teacher), the message (the impacted knowledge), and the receiver (the students). The teacher serves as the source of the message who is obliged to teach certain concept for students to understand and learn in the classroom. The instructional method indicates the teacher's teaching approaches to ensure that learning takes place.

The approaches include among others; the instructional material, the method of teaching adopted and most essentially the language and style of passing his/her lesson across to the students. The receivers are the students who are being taught to learn and acquire knowledge in the class. This can only take place when effective communication takes place. The reactions from the students which are observable in their behaviour serve as feedback to the teacher. When the students respond positively or knowledgeably to the teacher's questions or evaluation, then effective communication has taken place and vice-versa.

In addition, teachers' communication effectiveness is the basic need of academics success of students and effective classroom management in school. Teacher communicates more instructions orally in the classroom to students. Teachers' communication effectiveness minimized the potential of unkind feeling during the process of teaching (Alamgir, Salahuddin, Syed and Manzoor, 2017). Thus, teachers' communication effectiveness allows a great deal of information to be passed to the learner and favours handling of large classes. It is also central to effective classroom management and curriculum implementation as it has a strong influence on students' learning outcomes. So, students' perceptions of their teachers' communication effectiveness influenced attitudinal outcomes, adding that where students perceive teachers as initiating satisfactory classroom interactions, their feelings, motivation and attainment in those subjects were positively affected (Omoruyi, and Aigbedion, 2009).

The teachers' communication effectiveness with student can be regarded as one of the most important factors in teaching, as it directly relates to classroom management. Students' perceptions of teachers' communication effectiveness are strongly related to students' achievement and attitudes in all subject areas. Therefore, healthy teachers' communication effectiveness are prerequisite for engaging students in learning activities and classroom management in secondary schools (Souza, and Marcos, 2010). Thus, when teachers communicate with their students in a supportive manner, they establish a classroom climate in which communication is efficient and characterized by few distortions, effective listening behaviors and clear message transmission (Myers and Claus, 2012).

The way teachers manage the classroom is a function of communication effectiveness of the lesson which help students figured out their role in the classroom and be an active part of the learning process. Teachers' communication effectiveness helps to minimize the potential of unkind feeling during the process of teaching, clear and understandable manner for students. For learning, the students must be attentive toward their teacher during the lecture.

Teacher with poor communication skills may cause failure of students to learn and promote their academics. Student need to understand what is right and what is wrong while it totally depends upon the communication skills of teachers which they adopt in classroom (Alamgir, Salahuddin, Syed and Manzoor, 2017).

According to Mehrak and Fatemeh (2015) teachers' communication effectiveness has a significant role to play in classroom management. In a traditional classroom the teacher had the dominant role of an all-knowing leader who filled students' empty heads with knowledge. This role has changed and the teacher has now got many roles depending on different classroom situations because he is the facilitator of learning. Hence Mehrak and Fatemeh (2015) identified the role of teachers' communication and in classroom management to include:

- 1) A general overseer of learning, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability.
- 2) A classroom manager, who is responsible for grouping activities into lessons and for their overall organization.
- 3) A language instructor, who presents new language, controls, evaluates and corrects learners' performance.
- 4) In free communicative activities, the teacher will act as a consultant or adviser, helping where necessary. Teachers may move around the classroom and monitor student's progress, strengths and weaknesses.

- 5) Sometimes teachers will participate in an activity as a 'co-communicator' with learners as they may encourage learners without taking their main role.

This study therefore is of the opinion that teachers' communication has a relationship with effective classroom management which from observation could be true. In other words the study investigated if actually teachers' communication correlates with effective classroom management.

Statement of Problem

In Nigerian secondary schools, the commonest problem observed and reported to schools head is traceable to classroom management by teachers. This is as a result of negative teachers' instructional behaviours such as communication in classroom management in the school. Thus, good teachers' instructional behaviours established good interpersonal relationships with their students, better job satisfaction and prevent burnout. On the other hand, teachers' with negative characters experiences poor classroom management, dissatisfied with students behavior and spend more of the teaching-learning time on student behaviour and less time on teaching.

If the teacher is a good communicator, he will be able to manage his class effectively. Hence does teachers' communication actually correlate with effective classroom management?

Research Questions

The following research question was used to guide the study;

- 1) To what extent does teachers' communication correlate with effective classroom management in public secondary schools in Rivers State?

Hypothesis

The following null hypothesis was formulated for this study.

H₀₁: There is no significant correlation of teachers' communication to effective classroom management in public secondary schools in Rivers state.

Methodology

This study used the correlational design. Answer was sought to the research question and the research hypothesis was tested for results that were inferred on the population of the study. The population of the study comprised all the teachers from the 257 public secondary schools in Rivers States. From which a sample of 1500 teachers was drawn using the multistage sampling approach.

The principals responded to two structured validated instruments titled Teachers' Communication Questionnaire (TCQ) and Effective Classroom Management Questionnaire (ECMQ) designed by the researcher and its reliability coefficient was 0.62 using cronbach alpha method.

Simple regression was used to answer the research question while t-test associated with simple regression was used to test the null hypothesis.

Research Question 1

To what extent does teachers' communication correlate with effective classroom management in public secondary schools in Rivers State?

Table 1. Simple regression analysis on the extent teachers' communication relates to effective classroom management

Model	R	R ²	Adjusted R ²	Standard error of the estimate
1	0.415	0.173	0.172	4.525

This shows that teachers' communication predicts 17.30% of effective classroom management in public secondary schools in Rivers State. The remaining 82.70% cannot be accounted by teachers' communication. This simply means that teachers' communication has not really contributed significantly to effective classroom management in public secondary schools in Rivers State.

Hypothesis 1: There is no significant correlation of teachers' communication to effective classroom management in public secondary schools in Rivers state.

Table 2. t-test associated with simple regression analysis on the extent teachers' communication relates to effective classroom management in public secondary schools in Rivers state

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	40.870	0.846	0.415	48.305	0.000
Teachers' communication	0.813	0.047		17.194	

Table 2 showed the probability value to be 0.000 which is less than the alpha level of 0.05. Hence there was a significant correlation between teachers' communication and effective classroom management in public secondary schools in Rivers State. Based on the above, the null hypothesis was rejected.

Discussion

The findings revealed that respondents agreed to the fact there is no significant correlation between teachers' communication and effective classroom management and communication means the act of imparting, especially news or the science and practice of transmitting information. In addition, Alamgir, Salahuddin, Syed and Manzoor (2017) posited that communication effectiveness can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place.

In support, Garcia (2013) asserted that teachers' communication effectiveness occupies a central position in the classroom daily interactions as learning only takes place when the students understand the message of the teacher through his teaching.

From the findings of other researchers, it is clear that teachers' communication effectiveness is the basic need of academics success of students and effective classroom management in school. Teacher communicates more instructions orally in classroom to students. The researcher is also of the view that teachers' communication effectiveness is central to effective classroom management and curriculum implementation as it has a strong influence on students' learning outcomes. From observation and findings of the study, it is obvious that teachers' communication effectiveness with student can be regarded as one of the most important factors in teaching, as it is directly related to classroom management.

Since findings of the study revealed that there is a significant correlation of teachers' communication to effective classroom management, it therefore means that the students have to play their part in ensuring that whatsoever is being communicated by the teacher, is effectively utilized for effective classroom management.

Conclusion

The study concluded that teachers' communication predicted 17.30% of effective classroom management in secondary schools and there was no significant correlation between teachers' communication and effective classroom management in public secondary schools in Rivers State.

Recommendations

The following recommendations were highlighted based on the findings of the study.

- 1) Teachers should develop good communication skill that will arrest students' attention during lesson delivery for effective classroom management.
- 2) Teachers should continue to develop positive attitude towards teaching which leads to influencing the students' motivation and classroom management.

Conflicts of interest

There is no conflict of interest of any kind.

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Citation: Nlewem, Ugochi, Nzokurum, J.C. and Moses-Promise, Omonefe Jemilatu. 2019. Teachers' Communication and Effective Classroom Management in Public Secondary Schools in Rivers State. International Journal of Recent Innovations in Academic Research, 3(10): 46-52.

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