

Student and Teacher Ability Test in Communication for Identify Quality Education

Farhin D Rathod^{1*}

ABSTRACT

This paper analyzes the impact of communication on powerful learning, teacher and student academic achievement. The review was guided by three review objectives, three exam questions and three research principles. The number of residents in the review includes students of Jai Jalaraam International, Anand High School of all levels. The examination process was used as an example for review to select one hundred and fifty (150) students from the entire population. Organized surveys were used to classify information labeled Student- Teacher Communication Questionnaire (STCQ). The legitimacy of the instrument was terminated by experts in the field of educational psychology, and the dependency was established using Cronback's alpha analysis and an incredible quality coefficient of 0.75 was acquired. Average, standard deviation, and regression analysis were used as a measurable device for review. Findings from the review show that while teachers and students have a strong positive connection between their correspondence degree and their academic achievement in schools, students have an exceptionally weak positive connection between their mentality and their academic achievement in school, these findings also exposed extremely impressive positivity. The connection between student benefits and their scholarly achievement in the department on the Under Study Instructor correspondence. These findings were aimed at concluding and presenting.

Key Words: Teaching, Learning, Communication

Educating includes a successive and efficient show of realities, thoughts, encounters, information, abilities and data by the educator to understudies. This interaction isn't however straightforward as it seems to be frequently seen. For what reason do a few educators, in spite of their apparent information on the topic and most likely the techniques for guidance, neglect to accomplish their set goals or fulfill the students? The reality stays that a decent socio-enthusiastic air should be made in the homeroom for genuine figuring out how to flourish. It is against this foundation that this paper underscores the significance of viable correspondence in study hall guidelines particularly in this 21st century means of instructing and learning. Some significant thoughts of what educators need to do to have the best friendly and passionate study hall environment are featured.

¹ Research Scholar, Waymade College of Education, CVM University, Gujarat, India

*Corresponding Author

Received: March 11, 2022; Revision Received: June 22, 2022; Accepted: June 30, 2022

Concept of Communication

The Word reference meaning of correspondence puts it hence: as a trade of data between individuals through talking, composing or utilizing a typical arrangement of signs, or practices. The course of correspondence requires the formation of compatibility between the sender and the collector. Compatibility is the interconnectivity that empowers the motivation behind the data to be enough decoded by the collector.

At the point when somebody passes a data, correspondence can't be said to have occurred until it is perceived by the collector. By suggestion accordingly, in the event that an educator neglects to draw in the interest and comprehension of the students to what he presents, no correspondence has happened.

This course of correspondence is anyway not the simple talking and hearing that occurs in each typical study hall, however we are thinking about the mental and enthusiastic correspondence that inclines the students to useful learning. The following are some proactive ways educators can guarantee compelling correspondence in the homeroom.

Factors Affecting Effective Classroom Communication

As of now in this 21st-century instructive procedure for educating and learning correspondence assumes a significant part in passing on data from one individual to the next. Here correspondence can be from instructor students or from one companion to another contingent upon the specific situation. featured specific factors that can prevent this correspondence in study hall to be; First nervousness which is a solid variable that hindrances students instructor correspondence in study hall and it happened when understudies are restless to contribute in the homeroom association. It is generally constrained by feelings particularly when understudies are being stop or fearing the partners' viewpoint to supplant their own perspective. Furthermore, articulation is another component that comes to play when there is a chatter in correspondence which brief the sender to adequately articulate his thoughts anticipating that the receiver should interpret those words to comprehend the reasoning behind it.

Concept of Academic Achievement

Academic achievement as the extent to which a learner, teacher or institution has achieved their educational set goals. Academic achievement as a standardized test score, grades and overall academic ability and performance outcome of learners within their program in school. It can be described as a mark of success for both students and the teacher at the completion of the program of studies. Academic achievement entails the general achievement of the learner on the academic requirement as designed by the school authority, therefore factors like the health of the learner, parental factor, socio-economic factor and school environmental factor can either improve or reduce the academic achievement of learners in school. The academic achievement of learners can be improved when there is a common flow of communication between students and teachers within and outside the classroom .

Purpose of the Study

The aim of this study is to ascertain the influence of students-teacher communication on students' academic achievement as a path way for effective teaching and learning.

Specifically, the study intends to;

1. Find out the level of student-teacher communication and their academic achievement.

Student and Teacher Ability Test in Communication for Identify Quality Education

2. Ascertain the attitude of students on student-teacher communication and their academic achievement.
3. Benefits of student-teacher communication and the academic achievement.

Research Questions

The following research questions were drawn to guide the study.

1. To what extent do students communicate with their teachers for improved academic achievement?
2. What are the students' attitude towards students-teacher communication and their academic achievement?
3. What are the benefits of student-teacher communication and their academic achievement?

Hypotheses

The following null hypotheses were formulated to guide the study.

1. There is no significant relationship between students' level of communication with teachers and their academic achievement.
2. There is no significant relationship between students' attitude on student-teacher communication and their academic achievement.
3. There is no significant relationship between benefit of student-teacher communication and their academic achievement.

METHODOLOGY

The study adopted a descriptive survey research design. The total population of the high school from one hundred and fifty (150)

The distribution of (students) population was selected through purposive sampling technique while the sample for the study was one hundred and fifty (150) students. A structured questionnaire was used as instrument for data collection tagged Students-Teacher Communication Questionnaire (STCQ).

Table 1 : Extent of student-teacher communication

S/n	Extent of student-teacher communication	Mean score	Standard deviation	Remark
1	I exchange ideas with my academics solely in room communication.	3.52	0.53	Agree
2	I interact in dialog with academics to upgrade my data.	3.75	0.54	Agree
3	Student-teacher communication enhances my communication skills.	3.64	0.48	Agree
4	Communication in room has improved with my academics.	3.65	0.47	Agree
5	Student-teacher communication could be a distraction to effective learning.	2.43	0.40	disagree
6	Student-teacher communication provides enough info to finish room assignment.	3.74	0.43	Agree
7	Involvement in student-teacher communication improves my level of motivation for learning.	3.25	0.42	Agree
8	Student-teacher communication has facilitate Pine Tree State connect with colleague outside category.	3.60	0.59	Agree
9	Student-teacher communication improves my level of understanding of courses.	3.53	0.54	Agree
10	Student-teacher communication produce significant dialogue among learners.	3.00	0.20	Agree

Student and Teacher Ability Test in Communication for Identify Quality Education

Passages in Table 1 shows that respondents concurred that they trade thoughts with instructors just in study hall correspondence. (Mean=3.52; SD=0.53), likewise commitment in exchange with instructors overhaul my insight (mean 3.75; SD=0.54). Respondent concurred that students educator correspondence upgrades their relational abilities (mean=3.64; 0.48), Communication in study hall has improved with my instructors through students instructor correspondence (mean=3.65; SD=0.47). Respondents differ that students educator correspondence is an interruption to successful learning (mean=2.43; SD=0.40), likewise respondents concurred that students instructor correspondence gives sufficient data to finish study hall task. (Mean=3.74; SD=0.43), contribution in students educator correspondence works on my degree of inspiration for learning (mean=3.25; SD=0.42), students instructor correspondence has assist me with interfacing with partner outside class. (Mean=3.60; SD=0.59). Respondents additionally concurred that students educator correspondence works on their degree of comprehension of courses (mean=3.53; SD=0.54), Student-instructor correspondence make significant discourse among students. Likewise that students instructor correspondence make significant discourse among students (mean=3.00; SD=0.20).

Research Question Two

What are the students' attitude towards students-teacher communication and their academic achievement?

Table 2. Attitudes of students on student-teacher communication

S/N	Attitude of students on student-teacher communication.	Mean score	Standard deviation	Remark
1	Student-teacher communication is usually fascinating.	3.69	3.43	Agree
2	I don't have passion for student-teacher communication.	3.84	0.39	Agree
3	I have positive perspective towards communication with my lecturers.	3.54	0.58	Agree
4	Student-teacher communication distract my attention throughout learning.	2.42	0.14	Disagree
5	Communication is formed simple with student-teacher communication system.	3.84	0.35	Agree
6	Student-teacher communication offers new instructional expertise for each lecturers and students.	3.72	0.58	Agree
7	Student-teacher communication promotes non-formal education.	3.79	0.40	Agree
8	Students ar extremely impelled to be told once they communicate with their lecturers.	3.66	0.32	Agree
9	Student-teacher communication promotes abuse among learners.	2.24	0.09	Disagree
10	Am continually terrified of human activity with my lecturers.	2.39	0.13	Disagree

Sections in Table 2 shows that respondents concurred that Student-educator correspondence is continually fascinating (mean=3.69; SD=3.33), likewise that they don't have energy for students instructor correspondence (mean=3.34; SD=0.39), respondent concurred that they have uplifting perspective towards correspondence with instructors (mean=3.54; SD=0.58), they additionally differ that Student-instructor correspondence divert their consideration during learning (mean=2.42; SD=0.14). Respondents concurred that correspondence is made simple with students instructor correspondence framework (mean=3.84; SD=0.35), Student-educator correspondence offers new instructive experience for the two educators and understudies (mean=3.72; SD=0.55), students educator correspondence advance non-formal

Student and Teacher Ability Test in Communication for Identify Quality Education

schooling (mean=3.79; SD=0.40). Respondents likewise concurred that they are exceptionally energetic to realize when they speak with their educators (mean=3.66; SD=0.32), they differ that students instructor correspondence advances maltreatment among students (mean=2.24; SD=0.09), additionally they differ that they are constantly terrified of speaking with their instructors (mean=2.39; SD=0.13).

Research Question Three

What are the benefits of student-teacher communication and their academic achievement?

Table 3. Benefits of students on student-teacher communication

S/N	Benefits of student-teacher communication by students	Mean score	Standard deviation	Remark
1	Student-teacher communication improves their interaction with colleagues.	3.70	0.45	Agree
2	Student-teacher communication promotes formal learning.	3.64	0.48	Agree
3	Multi-tasking queries ar resolved through student-teacher communication.	3.70	0.45	Agree
4	Student-teacher communication improves students category interaction	3.77	0.42	Agree
5	Student-teacher communication facilitates learning.	3.84	0.36	Agree
6	Collaboration may be achieved through student-teacher communication.	3.81	0.41	Agree
7	Student-teacher communication may be accustomed notice jobs and business opportunities.	3.77	0.44	Agree
8	Student-teacher communication is information engagement.	3.47	0.57	Agree
9	Student-teacher communication helps students correct their mistakes.	3.70	0.45	Agree
10	Student-teacher communication provides feedback and performance reports for each students and academics.	4.02	3.04	Agree

Passages in Table 3 shows that respondents concurred that students instructor correspondence works on their association with partners (mean=3.70; SD=0.45), additionally students educator correspondence advance proper learning (mean=3.64; SD=0.45). Respondents likewise concurred that performing various tasks questions are address through students instructor correspondence (mean=3.70; SD=0.45), students educator correspondence further develops their class collaboration (mean=3.77; SD=0.42), students instructor correspondence work with learning (mean=3.84; SD=0.86). Respondents additionally concurred that coordinated effort can be accomplished through students educator correspondence (mean=3.81; SD=0.41), students instructor correspondence can be utilized to fine positions and business openings (mean=3.77; SD=0.44), Student-instructor correspondence is information commitment (mean=3.47; SD=0.57). Respondents additionally concurred that students instructor correspondence assists understudies with adjusting their mix-ups (mean=3.70; SD=0.45), likewise that students educator correspondence gives input and execution reports to the two understudies and instructors (mean=4.02; SD=SD=3.04).

Hypothesis One

There is no significant relationship between students' level of communication with teachers and their academic achievement.

Student and Teacher Ability Test in Communication for Identify Quality Education

Table 4. Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.072 ^a	.004	.000	.75080
Predictors: (Constant), student-teacher communication.				

Table 4 uncovers a coefficient of relationship of 0.072 between understudies' degree of correspondence and scholarly accomplishment. This infers a solid positive connection between understudies' degree of correspondence and their scholarly accomplishment. In this way, there is a critical connection between understudies' degree of correspondence with educators and their scholastic accomplishment.

Hypothesis Two

There is no significant relationship between students' attitude on student-teacher communication and their academic achievement.

Table 5. Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.052 ^a	.004	.000	.52080
Predictors: (Constant), student attitude on teacher communication.				

Table 5 uncovers a coefficient of relationship of 0.052 between understudies' demeanor towards understudies educator correspondence and their scholastic accomplishment. This infers an extremely frail positive connection between understudies' demeanor and their scholarly accomplishment. There is a critical connection between understudies' demeanor on students educator correspondence and their scholarly accomplishment.

Hypothesis three

There is no significant relationship between the benefit of student-teacher communication and their academic achievement.

Table 6. Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.093 ^a	.006	.000	.74060
Predictors: (Constant), student benefit on student-teacher communication.				

Table 6 uncovers a coefficient of relationship of 0.093 between understudies' advantages on understudies instructor correspondence and their scholarly accomplishment. This infers an extremely amazing positive connection between understudies' advantages on students instructor correspondence and their scholastic accomplishment. In this way there is a critical connection between the advantage of students instructor correspondence and their scholarly accomplishment.

Conversation of Findings

From the above examination, it uncovers that understudies have a solid positive connection between their degree of correspondence and their scholarly accomplishment in schools. The outcome recommends that there is a critical connection between understudies' degree of correspondence with educators and their scholarly accomplishment in the branch of

Student and Teacher Ability Test in Communication for Identify Quality Education

Educational Psychology Guidance and Counseling University of Port Harcourt. Additionally that students have an extremely frail positive connection between their disposition and their scholarly accomplishment in school. The consequence of this review is in concurrence with that of Carlivati 11 who believed that juvenile connection, peer connections and school achievement is an indicator, arbiter, and mediator to students instructor relationship. The discoveries likewise uncovered an exceptionally solid positive connection between understudies' advantages on students instructor correspondence and their scholastic accomplishment in the office. This outcome likewise count with those of Roorda, Koomen, Spilt and Oort 12 who believed that understudies get a successful advantages from quality educator students connections and understudies' school commitment in the secondary school.

Conclusions

Students instructor correspondence have incredibly upgrade instructing and learning among the under graduate understudies in the Department of Educational Psychology Guidance and Counseling, University of Port Harcourt. The analysts saw that college understudies have a positive relationship with their talks through students educator correspondence which thus influence their scholarly accomplishment in the office, likewise an extremely amazing positive connection between understudies' advantages on students instructor relationship and their scholastic accomplishment in the office.

Suggestions

In light of the consequences of this review, the accompanying proposals are advanced.

1. Plainly students educator correspondence can extraordinarily impact learning, accordingly the office ought to energize students instructor relationship among under graduate understudies.
2. It is significant for the college understudies to work on their mentality towards students educator relationship in the office for work on scholarly accomplishment

References

- Bakon, J. W. Zappe. N., Messner, S., Lee, P. (2011). The blended learning: Using web course management tools to become guide on the side paper presentation at the 11th international conference on college technology and learning.
- Barry, J (2006). The effect of socio-economic status on academic achievement
- Carlirati, J. (2001). Adolescent attachment, peer relationships and school success: predictor, mediator, and moderator relations. Distinguished Major thesis University of Virginia.
- Demesy, A. J. (2004). Psychosocial determinants of academic performance and vocational learning of student with disabilities in Oyo State. Ibadan University Press.
- George, S & Stephen, D (2005). Connectivism: A learning theory for the digital age. International Journal of Instructional Technology and Distance Learning 2(1), 3-1
- Hoffman, E. (2009). Social media and learning environment: Shifting perspective on the locus of control in education 15(2), special issue Technology and Social Media, Part I.
- Johnson, J (1986) Effective communication in teaching and learning. Wusen publishers Calabar, Nigeria.
- Michael, J. (2006). where is the evidence that active learning works? Advanced education, 30,159-167
- Ntuk, E, A (2017). School management and administration in the 21st century education system. A paper presented at the Science Teachers Association Conference 2017, Port Harcourt, Retrieved 13, March 2017. Rivers State, Nigeria

Student and Teacher Ability Test in Communication for Identify Quality Education

Roorda, D.L.; Koomen, H.M.; Spilt, J.L. & Oort, F.J. (2014). The influence of affective teacher-student relationships on students' school engagement and achievement. *Review of Educational Research*, 81(4), 493-529.

Scudder, S. F (1980) *Communication Theory as a Universal Law*. Retrieved from <https://en.m.wikibooks.org>.

Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Rathod, F (2022). Student and Teacher Ability Test in Communication for Identify Quality Education. *International Journal of Indian Psychology*, 10(2), 1616-1623. DIP:18.01.162.20221002, DOI:10.25215/1002.162