

DEVELOPMENT OF COMMUNICATION CULTURE BY TEACHERS IN PRIMARY SCHOOL IN THE PRIZREN REGION

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Abstract

During educational life students, teachers, parents, and school principals often face different ways of communication. During the educational process, we have teachers that achieve interactivity during the class, which influences breaking monotony as an important factor in improving the students' success. But, on the other side, some teachers fail to achieve effective classes where a negative atmosphere prevails, and students are indifferent to learning while making noises and disrespecting class rules. Communication between students and teachers plays an important role during the learning process. Communication occurs in every process of daily life in which people share information, ideas, and feelings with others. It includes not only spoken or written sentences but also body language and style, that is, anything that adds to the meaning of a message.

Teachers, as lesson managers, must have communication skills to create a positive and motivating atmosphere for learning during a class. They're lesson planners who, by planning lessons' contents, according to Kosovo's Curriculum Framework, adapt to educational levels. In addition to managing skills, he/she should create positive relations with educational partners, starting with students, parents, and school principals and they should possess interpersonal intelligence to succeed during the learning process. Modern teaching is very different from traditional one in terms of methods of communication, as well as that teaching and learning methodology. In primary schools, communication should be carried out effectively while creating mutual dialogue and support in education.

The purpose of this research is to analyze and describe the applicability of effective types of communication by teachers in rural and urban schools of Prizren. Respondents of this research are 120 students in the 5 grade of Prizren primary schools; "Motrat Qiriazhi" - Prizren, "Fadil Hisari" - Prizren, "Lekë Dukagjini" - Prizren, "Gjevat Berisha" - Prizren, and also 86 parents. During the theoretical elaboration of the research, I relied on the literature related to the content of the topic, while for data collection I surveyed parents and students to define different opinions on how to communicate in primary schools. As for the used means for this research, I have used standardized questionnaires. Expected results from the research on the development of communication among primary school teachers will enable a new approach to achieving effective parent-student-teacher communication as an important criterion to increase the quality of teaching. Results will also serve in giving recommendations, respectively in giving instructions to teachers and as well other institutions dealing with the development of educational policy capacities.

Keywords: Efficient communication, teacher, student school education

1. Introduction

"Extensive communication between students and teacher is the cornerstone of good educational learning relations"

Brich1997; Gorham et al., 1988, 1990

Communication in teaching is the main tool through which the teacher manages to transmit information about lesson content and receive information about the current situation of students' knowledge. Learning through communication is a process based on interpretative knowledge. A teacher has the task to guide students about a certain issue that might be the core of the organized materials for that lesson, by encouraging them to discuss the ways they perceive and evaluate the topic of discussion. Communication, empathy, and reasoning are key

elements that make the teaching process effective. Reciprocal dialogue and support are pillars of the teaching process through communication.

One of the important elements of the communication process in the classroom is the ability to “read” students. This means that a skilled teacher can understand:

- ✓ when students’ minds are distracted,
- ✓ when the rhythm of teaching is slow while making the class boring,
- ✓ when should stop and throw an idea for discussion,
- ✓ when students should listen more and every other possible situation.

If we look at the problem from a wider perspective, communication in teaching compared with the past has endured significant changes. This means that the implementation of reforms in the educational system, the same have significantly affected communication as well. In the past, the teacher was identified as inviolable and infallible, and when students faced him, he would be punished if he disturbed the atmosphere in the classroom. Yesterday’s teacher was omnipotent and used all forms of humiliation against the student’s personality, which reduced the level of mutual communication teacher-student. He had the right to physically and morally punish the students with a stern look, slap them, pull one ear, use a stick, yell and use all kinds of nicknames for his students. In most cases, teacher-student communication was biased by excluding or penalizing all those children, who were psychologically fragile while exiling them to another world. Present-day teachers have embraced a new approach to communication and dimensioned the importance of mutual communication with their students for teaching purposes. The model teacher is monitored in every moment of his activities in school, starting from the way of communication, behaviors, gestures, etc., and is scanned by the focused eyes of his students. Communication achieves desired results when, besides teachings, we give smiles and care to students. Teachers today are tolerant, and reasonable in solving problems in and outside school facilities. The teacher today is seen as equal to the student by the way they dress and by living conditions, which makes the student’s family and the teacher without disparity in the way they think and live. The majority of teachers now avoid violence and scolding and are more humane with their students.

2. Literature review

Modern teaching is identified with teachers’ effective communication during the lessons. The contemporary methodology aims to achieve efficient communication between students and teachers because this type of teaching brings a student-centered approach. (QTKA, 2005, Gjokutaj, 2009, Musai, 2003, Bernard, 2004). Numerous types of research in the field of communication, in particular those conducted with experimental psychology, speak about different theories and directions. According to King (2006) and Jones (2000)” Communication is a message and the message in modern teaching must be practical, factual, and persuasive”. This requires proper planning of teaching methodology and techniques that will be used to achieve the objectives of the teaching-learning curriculum while increasing the effectiveness of teaching material through communication. (Allan, 2003; Hahn, 2008; IKS, 2005)

The modern school aims to increase students’ experiences and skills by stimulating them to perform various practical activities, where students observe and practice for themselves what the teacher does (Haliti 2003; Kraja 2009). Cases of activation of students with practical work in different cabinets (biology, chemistry, crafts, etc.) expand and enriches the forms of teacher-student communication (practical communication), which goes beyond the context of communication of standard (theoretical) form in the classroom. In these cases, teacher-student communication by doing something encourages student’s personal experience and individuality and motivates that their learning isn’t only from the books but also from learning by doing something (Koehler 2005; Lei et al., 2007) through practical personal experience (Littlewood 1981).

In this case the statement: I forget what I hear, I remember what I see, I know what I do, is very valuable. According to the Oxford Dictionary communication means “the act of giving or receiving a message that contains information, i.e. the act of communicating an information, in particular new ones, or transmitting the scientific and practical information” (COED,2007). This definition clearly shows the connection between

learning and communicating: teachers are constantly informing/communicating new knowledge, or transmitting the information. According to Hubley (1993) communication is a very complex process where a series of visible and invisible processes occur/and are achieved between the giver and the receiver of information. Regardless of the form of communication, the communication process connects the message sender with the message recipient. This process is cyclical and is carried out through six main stages;

- ✓ preparing the message idea by the message sender,
- ✓ coding the message idea by the message sender,
- ✓ transmitting the coded message (using different channels) by the message sender,
- ✓ receiving (coded) message by the message recipient,
- ✓ decoding the message by the message recipient,
- ✓ preparing the answer (feedback) by the message recipient.

The communication process is recycled by repeating the stages of returning (sending) answers (feedback) by the recipient, who now becomes the message sender (answer sender = feedback). Lately, many experts (Richmond 1990; Kraja 2009; Kreku 2012; Dibra et al., 2004; Harry et al., 2009) claim that “achieving success in teaching, nowadays, significantly depends on communication, in and outside the classroom or school”. Communication is considered effective when students understand correctly the message of their teacher and respond appropriately (Sirvani 2007). Effective communication helps a teacher to successfully manage his daily work, improve the teaching with students and increase their intelligence.

Effective communication also helps teachers in achieving their success, the higher they climb the organizational hierarchy the more important communication becomes. Since there is no single solution to eliminate communication barriers, effective communication requires a careful combination of all strategies and methods that can greatly improve teachers’ skills to effectively communicate with students (Fisher 1990; ISTE 2005; Wentzel et al., 2010). To have effective communication it is required to break and minimize (numerous) barriers that make teacher-student communication ineffective (Skinner et al., 1993; Zylaj et al. 2012; Matthew et al., 2012).

An effective communication teacher-student requires:

- ✓ Minimizing students’ distractions. Every student can help in minimizing distractions. For this purpose, teacher-student communication should always keep students actively focused and active, by trying to reduce noises, visual problems, and unnecessary interruptions.
- ✓ Taking into consideration the number of students in a classroom.

In cases of large classrooms, taking into account a large number of students in the classroom has to do with focusing and caring for students receiving the teacher’s information most fairly and clearly way.

- ✓ Perfecting communication skills

Effective communication requires perfecting the teacher’s communicative skills in teaching. This is gradually achieved and is related to the teacher’s persistent work and personal experience.

- ✓ Sending and receiving constructive messages.

Effective communication requires sending/receiving constructive messages or answers (feedback). The process is otherwise known as constructive criticism. Constructive communication (criticism) is focused on the communication process and results and not only on the students that are involved in it.

- ✓ Applying teaching ethics.

For effective communication, the knowledge and application of teaching ethics are never superfluous. Applying teaching ethics substantially influences teachers’ success in the classroom as well.

3. Methodology

The purpose of this research is to analyze the attitude of parents and children toward effective communication of teachers and as well application of this type of communication to achieve higher results during the learning process. Respondents of this research were 120 students in 5 grades of primary schools, e.g.: “Motrat Qiriazhi”

Prizren, “Fadil Hisari” Prizren, “Lekë Dukagjini” Prizren, “Gjevat Berisha” Prizren, and also 86 parents. Based on the confirmation of the researched topic, these hypotheses will be presented: *H1. Teachers establish effective communication with students and parents. H2. They offer sufficient information about the student’s progress in learning. H3. Through effective communication, teachers give sufficient assistance in the classroom. H4. Effective communication affects increases students’ motivation for learning.* Surveys will be carried out through questionnaires for students and parents. Through the statistical analysis, we will find the percentage of the results obtained from students’ and parents’ answers.

Analysis of the results gained from the students’ questionnaires

1. Based on demographic data of the surveyed students we can say that out of 120 students 83 of them or 69% are females, whereas 37 or 31% are male students.
2. On the second question depicted is the number of students per participating schools in this survey, and out of 120 surveyed students, 15 of them or 13% are from primary school “Motrat Qirazi”, 32 or 27% from primary school “Fadil Hisari”, 52 or 43% from Lekë Dukagjini”; and 21 or 18% from primary school “Gjevat Berisha”

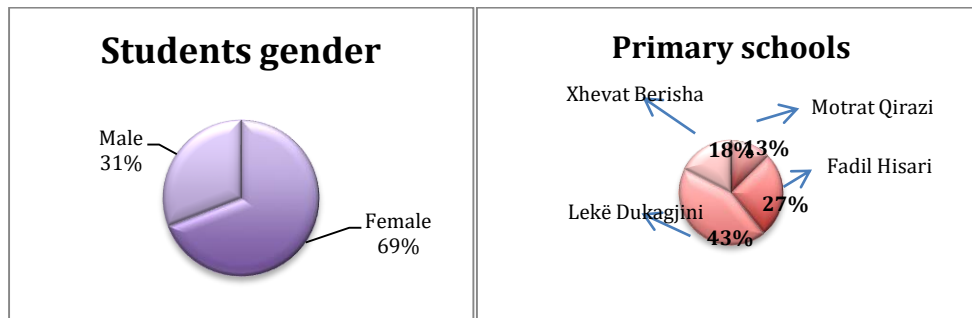
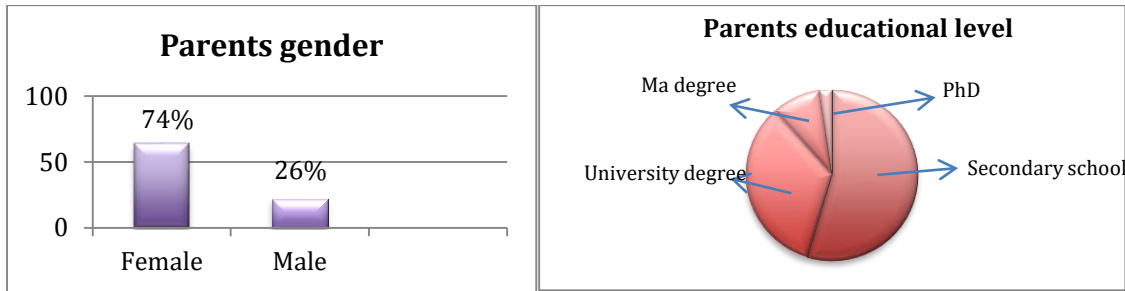


Table 1.

Students questions	Often	%	Sometimes	%	Rarely	%	Never	%	Always
3. Teacher speaks fluently, clearly, and nicely during the class	31	26	65	54	16	13	8	7	120=100%
4. Teacher speaks softly with us	73	60	37	31	8	7	2	2	120=100%
5. Teacher gives us clear instructions during school assignments	41	34	52	43	25	21	2	2	120=100%
6. Teacher has sufficient scientific knowledge in all subjects	65	54	42	35	12	10	1	1	120=100%
7. Teacher gives an advantage to excellent students in the classroom	63	53	35	28	15	13	7	6	120=100%
8. Constantly uses compliments to motivate us	78	65	32	27	10	8	0	0	120=100%
9. Teacher uses arrogant words when angry	1	1	5	4	75	62	39	33	120=100%
10. Uses punishments in the classroom	82	66	22	18	12	10	4	3	120=100%
11. Uses Crafts tools	6	5	54	45	42	35	18	15	120=100%
12. Accepts students’ opinions without being offended	9	8	64	53	41	34	6	5	120=100%
13. Is biased by ethnicities	5	4	16	13	32	27	67	56	120=100%
14. Uses physical or psychological forms of violence in the classroom	2	2	12	10	66	55	40	33	120=100%
15. Teacher attentively listens to students' answers	59	49	43	36	11	9	7	6	120=100%

Results of the analysis obtained from parents' questionnaires

1. According to demographic data analysis of the first question of the questionnaire about gender, out of 86 surveyed parents 64 of them or 74% are females, whereas 22 or 26% are male.
2. In the second question about the parent's educational level, out of 86 parents 47 of them, or 55% have completed secondary school, 29 or 34% have a university degree, 8 of them or 9% have an MA degree, and 2 or 2% have Ph.D.



Parents' questions	Always	%	Often	%	Sometimes	%	Never	%	Total
3. Does the class teacher communicate with you?	44	51	24	28	13	15	5	6	86=100%
4. Teacher uses standard language while communicating	17	20	39	45	28	33	2	2	86=100%
5. Teacher offers all needed information about my child in the classroom	52	60	25	29	9	11	0	0	86=100%
6. Teacher creates positive relations with the students in the classroom	7	8	23	27	54	63	2	2	86=100%
7. During nonverbal communication teacher offers us accurate information about the teaching materials	47	55	25	29	14	16	0	0	86=100%
8. Teacher's clothes are by the educational code of ethics	7	8	10	12	44	51	25	29	86=100%
9. Teacher presents information in a logical sequence	20	24	45	52	12	14	9	10	86=100%
10. Used words are simple and understandable	3	3	7	8	64	74	12	14	86=100%
11. Creates a positive environment during the class	52	60	22	26	10	12	2	2	86=100%
12. Has an objective approach during the evaluation process	12	14	28	33	39	45	7	8	86=100%
13. Uses different methods to motivate students	44	52	32	37	8	9	2	2	86=100%
14. Uses penalties to punish students	55	64	27	31	4	5	0	0	86=100%

4. Conclusions and recommendations

Communication is a message and the message in modern teaching plays an important role in the way it is transmitted. It must be practical, factual, and persuasive. At the same time, communication in school is an important segment and aspect of the educational process. The current methodology of teacher-student communication aims toward active participation of students in communicating with the teacher since the teaching process in itself is student-centered communication. Based on the obtained data from the students' and parents' questionnaire analysis we can conclude that;

- ❖ The teacher in the classroom creates effective communication with the students by providing enough information, materials, and assistance about the completion of the assignments in the classroom.
- ❖ During the communication, the language used should be simple, understandable, and suitable for students' and parents' vocabulary to transmit the message without being misunderstood.
- ❖ According to the analysis of the questionnaires of students and parents we find that teachers are still using the method of punishment as a scholastic effect in modern classrooms, which method carries with it many consequences, whether in teaching or psychological aspect among students.
- ❖ Through this research we can see that a large number of teachers prefer more excellent students while leaving aside students that aren't so good.
- ❖ During the teaching process teachers should be careful not to use arrogant speech and stigmatization when getting incomplete answers to questions they ask.
- ❖ During the research it is confirmed that a small number of teachers are using ICT elements during class, which is one of the main factors of efficient communication in education.
- ❖ Regarding the teacher's dress code, during data analysis we have noticed that in most cases they do not comply with the code of ethics of teaching, hence the use of school uniforms during teaching should be applied.
- ❖ In one of the research's questions about objectiveness during the evaluation process, based on the answers received we can conclude that a considerable number of teachers during the teaching do not have an objective approach when evaluating students' knowledge, which negatively affects their motivation and success in learning.

In support of the data from quantitative analysis, we can give a few recommendations for this research.

For the Ministry of Education, Science, and Technology

- ❖ Carry out adequate training through which teachers will be aware of the ways of effective communication, its role, and, the importance of its implementation during the profession.

For school principals

- ❖ Provide necessary tools that enable creating effective communication between teachers and students.
- ❖ Create online platforms, activities, and other projects between parents, students, and teachers, which establish positive relations and develop a positive environment for the learning process.

For teachers

- ❖ Teachers should understand that communication is the main tool through which we can achieve better results in teaching.
- ❖ Must understand that communication is an art that has to be practiced by learning the main methods during the training offered for this field.

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