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ABSTRACT

The world is becoming increasingly complex and democracy is spreading globally. The need for students to interact cooperatively, work toward group goals, and think critically has undoubtedly increased. Education researchers, politicians and support teachers all need to press for a change around the need for a more critical, social and, collaborative approach. They should deal with the study of the work so that the students can solve challenging problems, examine the circumstances critically and weigh the reasoning in alternative opinions. Learning a language is learning how to communicate culturally, socially, and academically, in appropriate ways following the norms and customs of target language users. Communication is the process of creating meaning, which is accomplished through interactions between people. The more interactions between students, and teacher-students, the better the student's learning achievement. Teachers especially support teachers play a critical role in promoting interactions between students and their engagement in the learning process. Cooperative learning in small or large groups is broadly accepted as a way in which teachers can promote this interaction to benefit all students.

Keywords: teacher, linguistic communication, interaction, social skills, communication skills.

1. INTRODUCTION

“In the beginning was the Word”, says the Bible. The word, in its broadest sense, i.e., verbal and non-verbal, is at the beginning of human existence, but it accompanies man throughout his life. Man is the “child of conversation”, the result of conversation from conception to death. To be created, developed, and maintained, it needs verbal and non-verbal communication. Man is constantly accompanied by spoken and unspoken messages about the environment, in addition to the relationships between him and the environment. The conversation becomes his fundamental means of survival and takes on the same meaning as oxygen, water, and food (Andrusyk, D. et al, 2003). Communication is the key to education, the foundation of successful teaching, and all interpersonal relationships. Communication is the basis for all interpersonal relationships, including relationships in education, teaching, family, and school. All educational activity is based on communication. The basic instrument of education is the conversation between teachers and students, teachers themselves, as well as between the students themselves. “It is the teacher's responsibility to instill in the student the knowledge that humanity has made about itself and nature and all the important things that it has created or invented” (Dimbleby, Richard & Burton, Graeme, 1998). The teacher can achieve this through successful communication, where the quality of communication focuses on teaching and learning. Many problems in the family and school arise due to the lack of adequate and successful communication due to the wrong perception of feelings and inadequate response to them. Knowing how to recognize one's own and others' feelings and being able to react adequately to them is the basis not only for successful communication but also for a happier life in the family and at school (Mulla, 2012). The development of social relations is achieved through communication, so the teacher must encourage his students to communicate, and also create in them the feeling of understanding, respect, communication, equal cooperation, empathy, and listening. By developing the students' social and communication skills, conflicts and unwanted behaviors are avoided. Thus, students will be able to create models for further personal growth and development. Therefore, the essential principle of research is to present the characteristics of successful communication, its role and importance, especially in the teaching process, and especially the impact of communication by support teachers.

2. METHOD

The method we used during this research is the survey method, a procedure based on the survey questionnaire, through which the data, information, attitudes, and opinions about the research topic will be researched and collected. Since the survey is a procedure in which the respondents answer written questions related to some

facts known to them or questions related to their personal opinion on a topic, the questionnaire is dedicated to teachers working in primary schools. The current research focuses on three research questions:

- How much do they think that the age of the support teachers affects the quality of communication with students?
- How important do they think the teacher's work experience is during linguistic communication and interaction with students?
- How important is the teacher's influence in communication with students?

The purpose of the research was to determine the differences in language interaction and communication in the classes of the primary and subject program, regarding the age, professional qualification, workplace, length of service, and gender of the teacher.

To achieve the collection of statistical data, we first compiled questionnaires through the Google Forms platform, where we distributed the questionnaire through e-mail dedicated to teachers working in primary schools. Then we analyzed the statistical data, where we extracted the results that we will present later in the data analysis section.

3. LITERATURE REVIEW

Referring to Asato, (2003, pp. 11-12), human behavior is to a lesser extent inherited (genetically determined), and to a greater extent it comes to us synthetically acquired, learned - accepted through intense direct relationships, that is interpersonal communication with other people. The student at school continues to develop his synergetic program, where the main role is still the conversation between him and the teacher, between (support) teachers with each other, and between students with each other. Through conversation, the school becomes a major factor in the synergetic programming of students' future behavior that will carry them throughout their lives. Conversations, communications, and relationships within the family and the school become the basic carriers of the education and behavior of children and young people. Ashtian and others (2007, pp. 213-228) present us some constructions regarding educational reforms with children, as follows:

Table 1: Genetic and synergistic program

BIOLOGICAL MOTHER (home)	genetic program of inherited behavior
SOCIAL MOTHER (school, family)	acquired synergistic program, learned behavior

Table 2: Social mother

SOCIAL MOTHER (teacher) STUDENTS' SYNERGISTIC DEVELOPMENT	
family conversations parents with each other parents and children children with each other	school conversation teachers with each other teachers and pupils pupils with each other

It doesn't matter if the child is entrusted to one or more people and the kind of communication develops between them. First of all, it is thought that the more intimate, the more directly, the more stability there is, the faster a child walks and speaks, the less sick he will get, and the more likely he is to survive, it comes out as a clinically proven necessity, in terms of interpersonal communication for the child's mental and physical development (Vasta, R. & Haith, M. M., Miller, S., 2007).

Bejarano and others state that for successful communication, our ability to describe our feelings in words, that is to express them verbally, is very important. By describing them, we become aware of what we feel. Feelings are very often unclear to us. Explaining our feelings while talking to another person, gives clarity not only to them but also to ourselves. Describing feelings leads to dialogue that fosters relationships with others. The child must have such experience in family communication. When a student at school describes his feelings, there is no reason not to accept them. Honesty in expression is essential, and it is gained through experience (1997, p. 114). Entering the classroom, the teacher interacts with the students mainly through non-verbal signals, such as smiling, looking, hand movements, leg movements, clothing, etc. It does not matter whether or not the students decipher the teacher's non-verbal signals such as calmness, love, interest, enthusiasm, the desire to help the students, joy, irritated impatience to teach them something new or the non-verbal cues show them something completely different. Teachers interact with students' thoughts, feelings, wishes, and expectations, consciously and unconsciously. The reflection of joy in their eyes, arms outstretched towards the students, slight forward bending, relaxed face and body, positive vibes emanating love, etc. will encourage a happy mood and create an

atmosphere of calmness and confidence. In such an atmosphere, the teacher's words will definitely have a better impact and attract the students' attention (Ashtiani N., Babaii, E., 2007, p. 143).

Neil (1994, p. 89) points out that a teacher is only as successful as his students. Communication is always a two-way process. Monitoring students' nonverbal cues while the teacher is teaching, somehow guarantees the two-way nature of the process. Feedback from students' non-verbal signals can be obtained by observing facial expressions, especially eyes, mouth, facial muscle vibrations, body position, and legs. An interested expression on the face, body, and head in a listening position, looking into the teacher's eyes, and actively following his presentation, will be a non-verbal sign that the student understands what the teacher is saying, verbally and non-verbally.

It should be emphasized the opinion of Brandt and others (Brandt, M. & Christensen, R., 2002), who affirm that the message received by the student should not necessarily correspond to the message sent by the teacher. It can be changed partially or completely. All this becomes especially important if we consider that the realization of the message sent, depends on the message received and not on the message sent. Coordination of the message sent and received during the conversation between teacher and student is the basic task of professional and successful conversation in school.

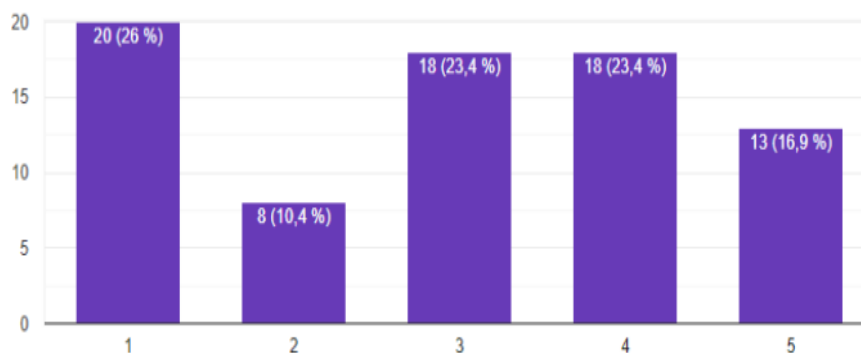
Bumfit (1987, p. 251) states that the success and professionalism of the educational process depend on the quality and effectiveness of communication during the elaboration of the educational content, between teachers and students. Communication between the teacher and the student will be successful and qualitative as long as the teacher is aware of its importance. The teacher must be aware that communication, whether verbal or non-verbal, creates, develops, and supports a person. Most of the development of a person (child) takes place in school.

4. Data analysis

The research sample consists of 77 teachers, of which 4 teachers are male and 73 are female. Most of the respondents, that is, 21 of them teach in the first grade, which consists of 27.3% of the respondents; 15 of the surveyed teachers teach in the third grade, which is about 19.5% of the respondents. 14 of the surveyed teachers teach in the second grade, which consists of 18.2% of the respondents, as well as 14 of them, teach in the combined class; Another 10 respondents teach in the 4th grade, which consists of 13% of the respondents; The remaining 3 respondents answered that they teach at the level of 4th to 8th grade, which is 3.9% of the total number of respondents. Thus, from the total number of respondents, 74 of them teach in the primary class, which means more than 95%, while 3 others teach in subject classes.

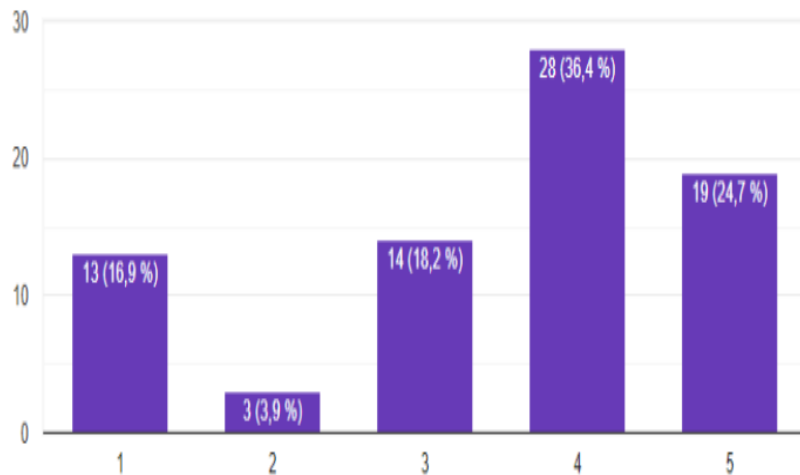
Regarding the years of work experience in teaching, the largest number of respondents, 30 of them, which amounts to a total of 39%, have less than 5 years of work experience in teaching; 21 of the total number of respondents, which is 27.3%, have 15 to 25 years of experience in the Primary Program; 11 of the respondents have work experience from 5 to 15 years, which is 14.3%, and also 11 of the respondents have work experience from 25 to 35 years, which is 14.3% of the total percentage. The remaining four respondents are teachers with 35 or more years of experience, which is 5.2%. Of the total number of respondents, 51 of them, which is 66.2%, teach in a city school, while the other 26, or 33.8%, teach in a school located in the village.

The first question of the survey to which the teachers answered refers to their opinion, based on whether they believe that the teacher's age affects the quality of linguistic communication with students. To the greatest extent, the teachers answered that they do not agree with the stated statement, so this represents a total of 20 respondents, which is 26%, while 13 teachers, or 16.9%, answered that they completely agree with the statement. Regarding this question, we can say that the respondents' views regarding the teacher's age and the quality of language communication are divided since no single answer stands out to any greater extent than the others.



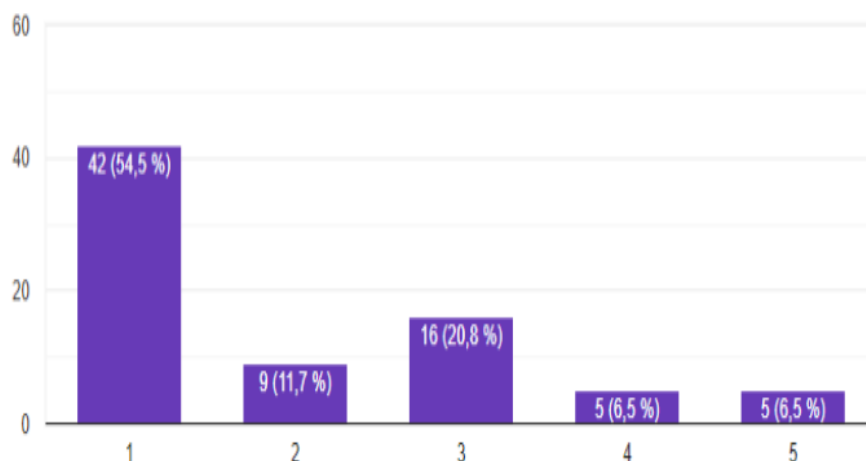
Graph 1: The age of the teacher affects the quality of linguistic communication

The second question of the survey which the teachers answered refers to their opinion on whether they believe that the teacher's work experience, likeyears of service, is important during linguistic communication and interaction with students. The teachers, to the greatest extent, answered that they agree very much with the stated statement, i.e., 28 respondents, or 36.4% of them, while only 3 respondents or 3.9% of them answered with the option less, that they do not agree with the stated statement. Therefore, from this statement, based on the point of view of the respondents, it appears that most of them think that the teacher's experience is important during linguistic communication and interaction with students.



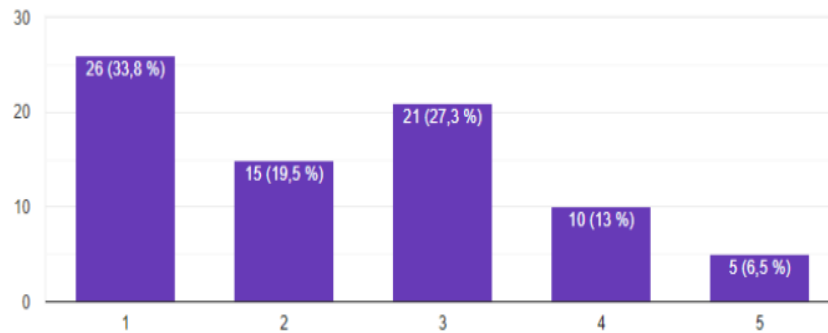
Graph 2: Teacher's experience is important during linguistic communication and interaction

The third question of the survey which the teachers answered, refers to their opinion on whether the teacher's gender affects communication and interaction with students. The majority of teachers answered that they do not agree at all with the highlighted statement, that is 42 teachers or 54.5% of them, while a small number of them answered that they fully agree with the highlighted statement. From this question, we conclude that the majority of respondents think that gender does not affect the quality of language communication and interaction with students.



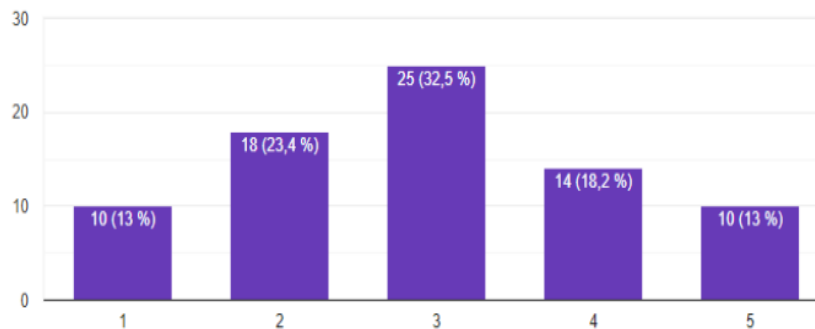
Graph 3: The influence of the teacher's gender on communication and interaction with students.

The fourth question of the survey refers to the statement of whether teachers believe that the school location affects communication and interaction with students. In this question, teachers mostly answered that they do not agree with this statement, a total of 33.8% of them, while only 6.5% answered that they completely agree that the location of the school affects communication and interaction with students.



Graph 4: School location is important in communication and interaction with students.

The fifth question of the survey refers to whether teachers believe that verbal communication is more important than non-verbal communication in the classroom. In this question, the largest number of teachers answered with level 3 of assessment, which includes the number of 32.5% of teachers, while 10% of teachers answered that they do not agree with this statement at all, and also 10% of teachers answered that they completely agree with the statement. So, with this question, we can conclude that teachers believe that both verbal and non-verbal communication are equally important in the classroom.



Graph 5: In teaching, verbal communication is more important than non-verbal communication.

In the sixth question of our survey, we examined whether teachers believe that listening is more important than speaking when communicating with students. The largest number of teachers, in the leveling of 1-5, answered level 3, as an average level, that is, they were about 37.7% of the respondents, which shows that teachers believe that it is important to listen as much as to speak, during the process of communication with students. Also, 31.2% of teachers rate it as level 4, which means that it is more important to listen to what students say than to talk to them. The smallest number of them, 5.2%, answered that they disagree with the statement.

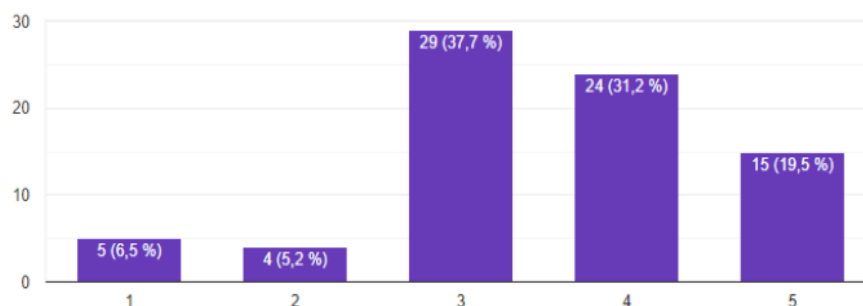
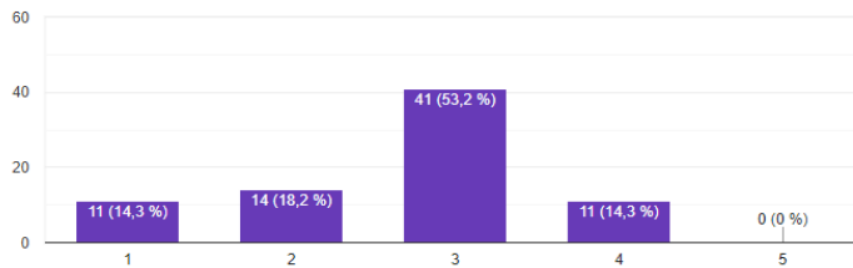


Chart 6: When communicating it is more important to listen than to speak.

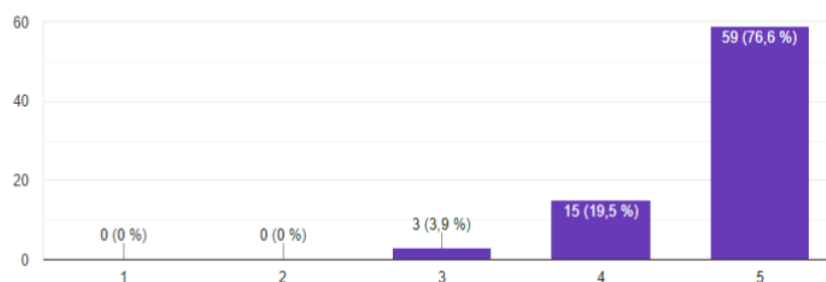
In the seventh question of the survey, we examined whether teachers believe that the Internet has a positive effect on communication and interaction between students and teachers. Even in this question, the majority of them, approximately 53.2%, declared that they agree on average, so the answer is level 3. Therefore, we say that

they do not have a specific attitude toward this issue. None of the respondents answered that they completely agree with the statement, while 14.3% answered that they do not agree at all.



Graph 7: The Internet has a positive effect on linguistic communication and interaction between students and teachers.

In the eighth question, we examined whether the teachers try to understand the messages behind the sentences that the students say. Most of the respondents, 76.6%, answered that they completely agree with the above statement, while 19.5% agreed to some extent, and 3.9% agreed moderately. None of the teachers gave negative answers, so we can conclude that the teachers believe that they try to understand the messages that the students tell them, and this leads to positive and effective communication.



Graph 8: I try to understand the messages behind the actual words and sentences.

The ninth question of the survey refers to whether communication with parents is as important for teachers as communication with students. About 85.7% of the respondents answered that they completely agree with the statement, while 13% answered that they mostly agree. Only one respondent answered that he has an attitude, while none of them have negative beliefs. As we mentioned above, communication with parents is as important for teachers as communication with students.

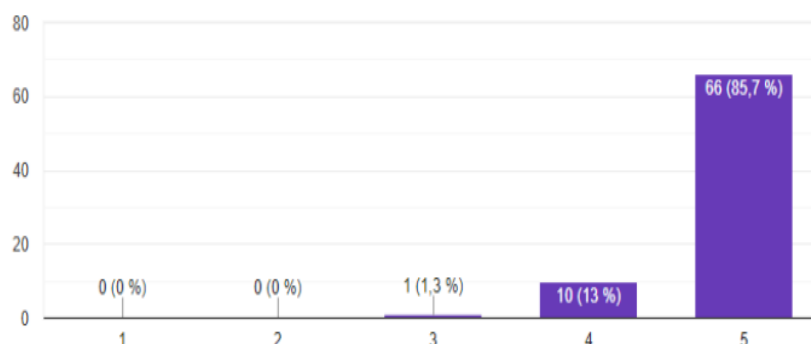
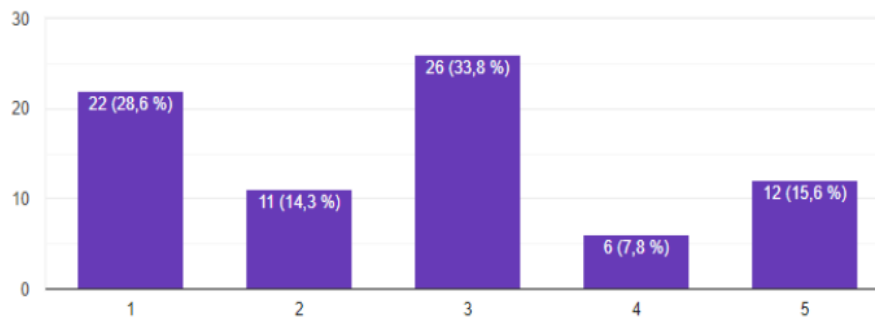


Chart 9: Communication with parents is as important as communication with students.

The tenth and final question of the survey was whether teachers believe that conflicts are less in schools in smaller settings such as a village or in a smaller country than in a city. About 33.8% gave this question an average rating of level 3, while 28.6% answered that they disagree with the statement. Therefore, these respondents believe that the size of the area where the school is located does not affect communication and

conflicts in the school. About 15.6% of teachers answered that they fully agree there are fewer conflicts in schools in smaller environments.



Graph 10: There are fewer conflicts in schools located in smaller environments (cities, villages)

5. CONCLUSIONS

Communication, like interaction, means being in a relationship with others, and sharing your thoughts, feelings, and attitudes. Through linguistic communication and interaction, people connect and create bonds, emotions, and empathy. Thus, people can communicate in different ways, verbally and non-verbally, whether they use words or not, they still communicate. Human life as a social being is unimaginable without the process of communication and interaction between people.

In addition to linguistic communication, at the social level of information exchange and interaction, people communicate to get feedback from others, but also for themselves, because then they can compare their identity with others. A communicative person opens up easily with others, is happy to interact, starts a conversation without any problem, and addresses others without hesitation. Therefore, effective communication is sometimes necessary to practice various social skills, and these are achieved precisely through interaction with other people.

The more we communicate, the better we will be in this respect. Thus, students in the classroom should be encouraged to communicate and interact with their peers, and those older than them. Such a phenomenon should be practiced daily, in order to acquire the habit of linguistic communication and perfect their social skills, from a young age. Today, when we live in a world of globalization when communication and interaction have changed significantly compared to previous years, I think it is important to communicate with people naturally, face to face, and even be close to the person you are communicating with so that we can also create non-verbal communication since such an approach is of great importance because it makes us better understand the person we are talking to.

With the advent of media and social networks, communication has changed significantly. People nowadays communicate more and more through multiple devices, which feature new and advanced technologies. Globalization made language communication processes take new forms, losing many of the old ways. Face-to-face communication represents an important experience, which we lose by communicating through modern devices, where non-verbal communication is especially lacking. Thus, misunderstandings and misinterpretations are significantly greater if the people communicating are not in close proximity to each other. A particularly important part of linguistic communication is listening, which, together with the process of speaking, is an important form of interaction. In a classroom with many students, the listening process is sometimes more important than the speaking process. Teachers should pay close attention to students' interests and problems. Teachers are among the closest to students, so they often choose the teacher to tell about what worries them, but also about what makes them happy.

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