IMPACT OF STUDENT-TEACHER COMMUNICATION

by:

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Communication happens so simply and frequently that we forget to shed light on its power. Words, symbols, and cues all brew the fuel that ignites understanding of people and between people. These are the life of information proliferation, including education. Students spend the majority of their years in the classroom. Their development could be highly reliant on the manner through which education is communicated.

Teachers are the primary facilitators of learning inside the classroom. Hence, their engagement with students could be factor to how immersed they can be. According to Blaich and Wise (2008), the higher amount of faculty-student interaction held a positive relationship with academic motivation, drive for sciences and arts contribution, and gearing towards professional success. In addition, effective communication behaviors from teachers have been found to be linked to students’ positive regard of the classroom environment. These also promote higher levels of cognitive, behavioral, and emotional engagement (Titsworth, Quinlan, & Mazer, 2010).

These interactions also build the well-being of students, which has also been found to be strongly related to students’ learning (Holfve-Sabel, 2014). Moreover, teachers’ communication behaviors and socioemotional processes have also been found to be linked to students’ negative emotions (Mazer, McKenna-Buchanan, Quinlan, & Titsworth, 2014). However, this connection is not causal. Other factors that may be attributed to students’ emotions towards the class include their perception about themselves, about their teachers, and about their classmates (Stephanou, 2011). Further exploration could be done on how these elements moderate the emotional
connection between students and their teachers. Similarly, interpersonal orientations, learning styles, and self-regulation are also notable aspects that can be studied as mediators of student-teacher connection (Holfve-Sabel, 2014).

While there is certainly a considerable amount of components influencing teacher-student connection, teachers’ communication techniques are undoubtedly still a key to effective instruction. However, classroom conduciveness can be fortified by simultaneous efforts from both the educator and students. It is also a matter of the teacher strengthening the students’ emotional resilience during the inevitable instances where they could not help themselves. Classroom environment flourishes through words, symbols, and cues from both parties, highlighting the power of communication in pedagogy.

References:

