

IMPACT OF COMMUNICATION DIFFICULTIES ON STUDENTS' SUCCESS

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Abstract: Communication represents one of the oldest phenomena in science. The multiple importance of communication is always conditioned by the intellectual interaction of the individual, by the personality of the teacher and the student. One of the subjects in interpersonal communication in teaching is the teacher. Communication is a factor in the development of the person, because through communication conditions are created for the socialization of the person (respect for others), at the same time it enables individualization, because it gives importance to individual differences, skills and motives. Through the communication process, each student has the opportunity to express their attitudes and values, beliefs, expressing themselves as "I" but also to form them in communication relationships. During the communication process, the student participates as a subject: he develops verbal expression, enriches his vocabulary, forms positive character traits such as self-confidence, courage when expressing his attitudes and thoughts. The quality and flow of teaching communication directly depends on his personality, behavior style and relationship with students. Another determining factor of communication in teaching is the student. Through the organization of the learning process, the student forms his personality, directs relationships and builds the value system. In learning, he gains knowledge, builds skills and affinity, develops his personality. Therefore, every lesson, including learning in teaching, is passed by the individual student. Everything that is in the lesson is a function of its development. In other words, the success of communication in teaching is determined by the student, mainly the personal characteristics and the experience gained in the family. Also, the success of communication in teaching is determined by the student's attitudes and opinions about the teacher. Success in teaching communication depends on how the student perceives and evaluates the teacher's personality and behavior. The research sample included 132 primary school teachers in the region of Gostivar in the Republic of North Macedonia. For the purposes of this research, the instrument that included a structured questionnaire for teachers was used. Microsoft Office Excel 2007 and IBM SPSS v.19.0 software packages were used for data processing, comparison and presentation. The results of the research showed that students with good communication skills show higher success in learning than students with lower communication skills.

Keywords: communication, teacher, student, success in learning.

1. INTRODUCTION

Communication is the ability to share information, which involves a sender and a receiver. The individual does not choose to be communicative or non-communicative, but chooses the way and what to communicate. School is one of the primary places where students learn by interacting and using learning strategies. A good social-emotional atmosphere promotes effective communication and helps students master new learning skills. But, this process is not as easy as it is often perceived! Teachers are the ones who develop effective communication skills. Their knowledge and ability reflects in the development of students (Karaj, S., 2020). The student represents an individuality that develops and changes, according to educational goals. At the same time, it is a person who develops on the basis of his own forces, abilities and natural possibilities, unifying the needs and motives that appear (Вилотијевиќ, М., 2000). The student is a living being with certain demands, directed towards himself and his individuality (Ђорђевиќ, В. Ј., 1988). The student is a personality who develops his natural potential and satisfies his own requirements, desires and interests. Through the organization of the learning process, the student forms his personality, directs relationships and builds the value system. He gains knowledge in learning, builds skills and affinity, develops his personality" (Filipović, 1984). Therefore, each lesson, including the lesson in teaching, is passed by the individual student. Everything that is in the lesson is a function of its development. Therefore, the student in the lesson conveys individual characteristics that are his strongest side (Jelavić, F. 1995). The student expresses his subjectivity through teaching communication, in the phase of the realization of the lesson, in the phases of processing, exercises, repetitions, by asking questions, giving answers, presenting summaries, suggestions and ideas, the student expresses his subjectivity (Bandur, V., 1985). The student, as one of the subjective factors in teaching, can be studied objectively in the unity of relationships with other factors in teaching. From this aspect, the intensive communication of the student with other factors in the learning process, not only increases the quality of learning, but also increases the commitment of students, with which he exercises his rights and duties and develops democratic relations with other students, but also with the teacher (Мирасчиева, 2005). Communication is one of

the main ways to realize the educational process and the cooperation of connecting the school with the social environment. School life, even though it takes place in a limited environment, is very complex, wide and multi-dimensional. In principle, genuine communication depends on the nature, abilities, tendencies and interests of the partners (students, teachers, parents). For communication to be carried out without obstacles, partners must respect some rules, such as: listening to each other attentively; arguing ideas; to communicate openly; to respect free thought (Murati & Ceka-Tahiri, 2017). Communication is the key to good education, the basis for successful learning and for all interactions between the many subjects in the school. Precisely when communication is free, critical, realized and conscious, then one can use it professionally and competently (Brajša, P., 1993). To ensure successful communication and a positive socio-emotional climate in the classroom, it is necessary to meet the conditions related not only to the nature of the content being communicated, but also to the nature of the relationships between the participants in the communication. In this sense, the communication between the teacher and the student must be designed and implemented in accordance with the basic principles of educational work, as well as in accordance with the general principles for successful communication (Пејчиновска, Талевски, Јанушева, 2020). The goal or result of the analysis of teaching communication is often to discover a certain sequence, the repetition of which in instructional communication can be described as the existing structure of communication between the teacher and students in all possible variants of participation (Navrátilová, H., 2017). There are times when the teacher needs a lot of time and effort to create cooperation and understanding. The teacher's behavior is a model for students. With the way of behavior and communication, the teacher becomes an example for the students. It is not quite the same if the teacher behaves in a way that the students can follow and imitate, or in another way that does not allow the students to behave like that. An important condition for the success of communication with the student is the love and respect of the teacher towards the students. The respect that the student receives from him serves as an incentive to return it in the same way (Kadriu, L.L., 2016). In the operational flow of communication, the interaction between the teacher and students can be realized at several levels: physical connection, action-reaction connection, empathic connection and interaction connection. The first level is the physical connection level, which means the presence of two communication areas - the source of information and the receiver. Here, the teacher interacts with the students, based on his presence, entering the classroom, he interacts in a certain way. His facial expression, body position, gaze, cause certain reactions of the student. Physical proximity, that is, distance, is an indicator of the degree of closeness and love between the teacher and students in communication. It means that physical connection is presented based on non-verbal communication with different degrees of internal connection. Subjects with the act of communication are connected only by their physical presence. The level of the action-reaction connection consists of the initial information (action), as the reason for the response (reaction), which influences the information and has a role in the feedback information. At this level of interaction, the communication between the teacher and the student flows through questions and answers and constitutes a chain of actions and reactions, which are not interconnected and exclude the emotional sphere of the students. There is an information process here, but the communication is verbal, without any influence. The empathic bond arises based on the expectations of the interlocutor's reaction to the message, taking into account his characteristics, attitudes and possible reactions. At this level, only one of the subjects, the teacher, must communicate empathetically with the others, the students. By adapting the communication with them, it simultaneously informs and influences the students. The fourth level is the highest level of interaction connection. It starts from the assumption that both subjects participate equally in the act of communication, creating a direct relationship. When the teacher communicates empathetically with the students, he alternately changes the role of the source of information and the receiver, empowers each other with others, respects their positions and opinions, sees the problem with his own eyes, but also with the eyes of others. At this level, the act of communication is in the form of dialogue, which produces mutual influence and success of the act of communication itself (Мирасчиева, 2005, p. 82). We consider that the problem of the interaction between the teacher and the student, in the communication process, is expressed through the content of the lesson. In this sense, communicating content with purpose is an opportunity for quality interaction. Such a concept of communication-interaction of the teaching process is best realized through democratic dialogue, in which the interactive relationship between the teacher and the student is expressed.

2. MATERIALS AND METHODS

The purpose of this research is to study how the difficulty in communication affects the student's success. Hypothesis: *Communication difficulties affect students' success*. For the realization of this research, a survey was used through a structured questionnaire with open and closed type questions. For the realization of this paper, the following methods were used: the theoretical analysis method, the observation method, the statistical method, the conversation method. The population of this research consists of teachers of the class group and students of the first

grade near the primary schools in the municipality of Gostivar and its surroundings. The research sample included 132 teachers. The research data were processed according to descriptive statistics, according to frequency (f) and percentage (%). The obtained results are presented in tables and graphs with the help of the computer program Microsoft Office Excel 2007. The statistical significance of the differences in the teachers' attitudes and opinions was calculated with the help of the Chi-square test (X²). This research has an empirical, individual and descriptive character. According to the research type, it is quantitative.

3. RESULTS

This research was conducted on a sample consisting of 132 respondents, teachers of the class group in the first grades of primary education in the schools of Gostivar and its surroundings, including respondents from several nationalities, including 68.1% Albanians, 21.2% Macedonians, 9.8% Turkish and 0.7% others.

Table 1. Communication in correlation with success rate

	How much do students' emotional behaviors affect communication during activities?		How important is communication for students during the game?		How much communication determines the degree of success?		How much do communication difficulties affect the student's success?		How does the social circle affect students' communication?	
	N	%	N	%	N	%	N	%	N	%
Very much	69	52%	119	90%	102	77.2%	81	61.3%	104	79%
A little	59	45%	8	6%	26	19.7%	46	34.8%	25	19%
None	4	3%	5	4%	4	3.1%	5	3.9%	3	2%
Total	132	100%	132	100%	132	100%	132	100%	132	100%
				x²=8.08		df=2		p=0.018		

The emotional behaviors of the students greatly affect the communication during the activities. This is how 52% of the respondents declared, while 45% of them declared that emotional behaviors have a little influence on communication during learning activities. Only 3% of respondents have decided on the option not at all. From the results presented, it can be observed that the emotions directly affect the students' behavior during their communication in certain learning activities. According to the theoretical knowledge so far, the presence of emotions in communication seems quite normal and inevitable, although in the first grade of primary school these situations in many cases create an uncomfortable and stressful atmosphere for teachers. Most of the respondents or 90% of them stated that communication during the game for students is very important, 6% slightly important and 4% stated that communication during the game for students is not important at all. Such a percentage clearly shows that the game between students cannot develop without their mutual communication. Also, the other aspect of communication during play lies in the realization of a successful game as part of the curriculum of the first grades in primary school. About 77.20% of respondents stated that communication greatly determines the degree of success of students in learning, close to 20% stated that communication slightly determines the degree of success and only 3.03% think that communication does not determine the degree of success at all. From the results presented, it can be seen that according to the surveyed teachers, communication is a key determinant in the level of success of students in learning. Difficulties in communication greatly affect the success of students in primary education. This is how 61.30% of the respondents participating in this research declared. About 34.80% of respondents think that communication difficulties have little impact on the success of students, while 3.78% of them have declared that communication difficulties have no impact on the success of first grade students in primary school. From the presented results, it can be observed that one in three teachers think that students' communication difficulties have little impact on success, which may be an indication that a large number of them are not trained to work with

students with learning difficulties. The society greatly influences students' communication. This is how 79% of the respondents declared. About 19% have expressed that society has little influence on the communication of students, while only 2% of them affirmed that society does not influence the communication of students in the first grade of primary school at all. The society where the key factors are the family, the media and peers seem to have a great influence on the communicative competence of children in the first grade. This is how we identified one of the tasks presented in this research, that is, the influence of society on the communication of students in the first grade of primary school is very large. The input of the hypothesis test consists of the results from two questions related to two variables, communication and communication difficulties: how much does communication determine the degree of success and how much do communication difficulties affect student success? The results from the χ^2 test = 8.08, $df = 2$ and $p = 0.018$ suggest that there is an insignificant statistical difference between the two variables. There is a strong negative correlation between communication difficulties and students' success rates. From all this we can conclude that *Communication Difficulties affect the success of students*.

4. DISCUSSIONS

From the results presented, it can be observed that the emotions directly affect the students' behavior during their communication in certain learning activities. According to the theoretical knowledge so far, the presence of emotions in communication seems quite normal and inevitable, although in the first grade of primary school these situations in many cases create an uncomfortable and stressful atmosphere for teachers. Since it is about communication of first grade students, these results further reinforce our assumption that communication affects the level of student success. Communication can fulfill its function in a qualitative way if the student is not taken as a passive object on which the teacher will act, but as an active and creative subject who has mastered the basic knowledge with the status of the ability to think and the will to independent. When communicating with students in the classroom, it is necessary to use and apply a multifunctional repertoire, namely the realization of tasks, the exchange of information, the organization of mutual relationships, the recognition of the student's personality and his peculiarities and possibilities. Knowing the characteristics, possibilities, goals and interests of the students, activities and mutual influences, cooperation, his mental state in different communication situations condition the success of communication (Горбевіќ, J., 2005). The time when we are students, the desire to receive and give, or to be part of a group is its essence. It is this desire that makes students grow in all directions and together with them develops the desire to communicate, because communication is a very important element for human relations. Communicating with students, especially those in the first grade, is a very difficult job. To help the child in communication is one of the most important efforts, not only for parents and teachers, but for all people. It is very important for the family and society as a whole, that we encourage the students to be intelligent, tolerant, creative in their development. The purpose of communication is to be heard, to be understood, but also to hear and understand others. Communication, especially with children, represents his attitude in relation to others. Then, this serves as the basis for his mental development. According to Lev Vygotsky: From the very beginning, the infant enters into an interactive "dance" with its caregiver, each influencing the appropriateness of the other. As the child grows, his development acts critically with the social environment in which he develops along with two important factors: the family system and the school environment (Vasta, et all 2007). In the process of school learning, the contents that are taught have an important role, but also the teacher, who somehow becomes a mediator between the contents and the student. However, learning can also be considered as a communicative process through which knowledge, skills and expressions are transferred from the source of information (the teacher, teaching tools) to the recipient of that information - the student. The purpose of learning and teaching is for students to learn to communicate and exchange ideas, with goals and tasks planned in advance and in a systematic form that must be realized through a certain communication. The student as an object and subject of learning will be affirmed as such, when the teacher directly affects the development of the student's personality and when he gives him freedom of action, thought and expression in accordance with his interests, desires, inclinations and abilities. The student can be affirmed as a subject of learning only when he is at the center of the teacher's teaching and as an organizer and executive of independent learning (Brada, R. 2008). Author Miller B. says, "Everything we do in our relationships with children is a form of communication. Even not only the words, but also the color of the voice, facial expressions and body language-gestures, have a powerful influence on the life of the child. The way we communicate with children can send messages of respect, empathy, and care, but it can also send the opposite message. Through active listening, encouraging children to talk about their feelings and using positive language, we let them know they can trust us. In addition, our communication is a model for children in their communication with others, for choosing problems to be positive and patient to listen to others" (Miller, B., 2004). From the above, we can conclude that it is a process in which processes of transfer and acquisition of certain knowledge, processes of the activity of its participants and their interactions flow simultaneously. Such definitions are closely related to the essence of the notion of

communication in teaching. Therefore, we will agree that "educational activity is a communication process in which subjects interact with each other, with a single goal - the development of communication that leads to the achievement of student success.

5. CONCLUSIONS

The role of teachers in the development of students' communication in the first grade of primary school is very important. In the process of communication, the teacher has wide opportunities to get in touch with children and students. The better he knows these factors, the more qualitative and efficient the communication will be. In the process of communication, we encounter factors and problems that affect the quality and efficiency of communication. Thus, we can mention different factors, such as: the role of experience, the role of knowledge, the ability to communicate, the place of feelings, the relationship between the giver and the receiver, the objective and subjective element, the content of communication, etc. This means that communication is not a mechanical, passive, simple process, but an active, dynamic and complex process. Based on the results, we conclude that the difficulties that students have during communication are an important factor in their success at school, therefore the main components of effective communication are respect, trust and honesty in every age group where the teacher must create relationships and reliable relationship with students, have effective communication with all students, take into account that some students do not communicate verbally and must adapt his communication style to the needs and abilities of students, build rapport and develop relationships for using the right form of communication (spoken language, play, body language and signs), to build open and honest relationships respecting the students, making them feel valued as a partner and the teacher makes conversations in the right time and place, realizing the value of daily contact.

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