**Research paper**

## Effective Communication Affects in Creating a Positive and Supportive Climate in Class Increased the Level of Teaching and Learning

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**Abstract**

We present conditions effective communication teacher-student receives special attention, which affects the creation of a positive climate in the classroom, affecting teaching and learning in a more effective and qualitative. To communicate does not mean simply to produce language, so to speak, to transmit information, but simultaneously means to create interaction, to play with the needs and emotions. Today we generally recognize teachers as one of the main contributions to effective learning of pupils communication as a tool that creates a positive climate and fascinating in class, affecting the quality of teaching. Effective communication is essential for a management and direction as best of class.One of today's problems in the processes of teaching to a significant number of classroom teachers is dysfunctional efficiently, therefore I having my work experience in school management and the conversations and surveys made in different high schools in Tirana, conclude that effective communication is an important factor in establishing an effective climate in the classroom, when crucial role in such communication has the teacher.

### Introduction

That the process of teaching and education to be successful for pupils need to classes, the environment in which manifests the two most important aspects of education of the pupils, must take into account one of the most important components of the work of teachers to pupils is communication.

Communication is an interactive process that includes two or more persons, of which within a common context send and receive messages, continuously using a conventional language, verbal and non-verbal simultaneously.

To communicate means to listen to 99%. But the effectiveness of a message does not depend on the amount of information transmitted, but the capacity to hit to the transferee. "A very careful listening and attentive is a significant way for them was someone to help" wrote K. Rogers.

Effective communication is achieved through acquisition of certain objectives in the process of teaching. Realizing that effective communication requires a common commitment between teachers and pupils, as we speak, we listen, and we develop a relationship is mutual trust.

- Classroom climate relations created by the network effectively, the motivation to stay together, in cooperation with regard to establishing common objectives, the mutual evaluation, the norms and modalities of the functioning of the group.
- Classroom climate is not very people that make up the class (the number of pupils / students) but contains a wider dynamic structure that extends separately to members of the class.

Being an effective teacher means primarily to present a effective communication, but this communication is realized when manifests these qualities:

- Preparation of high scientific and methodical
- Abilities proper organizational, managerial and communication.
- Being a fair and objective evaluation.
- Promotion of enthusiasm and motivacion
- To reflect the care and kindness.
- To be understandable and create an interactive interaction with pupils

During the research work of this theme, based on my experience and in conversations and surveys have been made to investigate this thematic concern: In the educational context of education:"What role does communication process"?

"Do communicated effectively in the classroom"? How does effective communication and how we create classroom climate? What are the thoughts you express teachers and pupils free conversations and surveys the importance of communication? What are the characteristics of effective teachers, role and its impact on the climate of the classroom? What is the primary role of the teacher as the main communicator with pupils, and its impact on the climate of the classroom?

All this topic I researched cheap side conversations with students and teachers and in particular the discussions and surveys made in gymnasiums of Tirana (Cajupi and A. Broci)

With given below will methodology used, results obtained during research work and some recommendations based on today's reality for effective communication.

**Limitations of the study**: The study is based on the use of methodological instruments such as: (interviews, informal talks with pupils and teachers, surveys and data collection for this problem over a period of 6 months). But to be realistic because the study had limitations as: Free conversations may not always be "free" because the students were reluctant to give free thought, this is testified by some of the pupils, fearing in providing real data with the thought that their conversation will be broadcast to teachers. Pupils  are selected from the standpoint of the level of learning, still a part of their academic exhibit a low level in the way of expression. A portion of the pupils some doubt that written opinions of those can be reported somewhere. It is therefore loved by my side a job 2 weeks in contact and meetings with them to give free interviews and these interviews to illustrate their opinions freely and independently.

**Methodology**
The entire study was conducted in the gymnasium of Tirana "Cajupi" and "A.Broci" with interviews and surveys. We were interviewing process took 40 pupils, 20 pupils in each high school and divided 10 pupils  in the second year, and 10 pupils in third year. Obviously there was a preference for the selection, but interesting was the fact that at the beginning submitted to respondent reluctance, but then demanded more pupils to participate in this survey. The survey and interviews were conducted with two years in order, to compare the data obtained, simultaneously to bring the causes or reasons that conceal or not the hypothesis of this study.

**Data of the pupils surveyed:**
**Gymnasium "Cajupi":** Second year-10 pupils (7 girls and 3 boys) with an average 7.3. Third Year 10 pupils (8 girls and 2 boys) with average 8. **Gymnasium "A. Broci":** Second year-10 pupils(9 girls, 1 boy) averaged 7.8
Third year 10 pupils (6 girls, 4 boys) with an average 8.5. The axis of the study,  interviews and surveys were based on the characteristics of teachers who communicates specifically. Characteristics of teachers who communicate ineffectively:

- There understood when explained
- Use a language difficult to understand
- I do not understand pupils
- Imposes his ideas at any cost
- There is not a dialogue
- It does not help / less functionality available
- It rejects criticism
- Reported anxiety

Characteristics of teachers who communicates so enjoyable and effective:

- Open to dealing with pupils
- The pupils  listens to
- Draws attention
- I respect the pupils as his friends
- I have cordial pupils.
- I do not bring with classroom problems his / her.
- Expressive
- It helps pupils and outside school hours.
- The corrects if wrong.
- Makes you feel comfortable / cozy

Characteristics of teachers who communicates ideally:

- Inclusive
- Functionality available to help pupils
- . Functionality available to help pupils,  when in difficulty
- •understanding / Open to the problems of the pupils
- Use a language that draws attention
- Hears
- I respect the pupils, as his friends
- There is habitual / not to bother.

**The theme of the interview:**
- Relations of pupils with teachers
- Pupils relations with one another's
- As assessed by the pupils ways of communicating to their teachers.
- The sense of responsibility and willingness to help by teachers to pupils and students with each other
- What do pupils think about the climate of the classroom; to appreciate it?
- Development of class. As it is managed and organized by teachers?
- Working in class individually or in a group? Which of these ways indicated more from teachers.
- Respect in the classroom or is mutual? A pupil respected equally by teachers?
- Are they ever felt differentiated in the way of being accounted for by teachers

**Data Collection and Survey Results**

*The procedure of data collection:* Study conducted in three phases:
- *In the first phase* based on consultation with the literature regarding the case and the study in question, was built a draft questionnaire with open questions, which would be used for the realization of the process of interviewing pupils.
- *The second phase* of the pilot aired, where built questionnaire was tested in 5 pupils, to make appropriate changes so. Notes served and free conversations with some of the pupils interviewed, helped to put the finishing questionnaire / interview. After this stage, he was ready to administer .
- *The third phase* was the realization of direct interviews and collect information from the target of the target.

*Ethical issues*
Search is planned in order to minimize the possibility of false results. To conduct the study was obtained permission information, where the subject received information about the study and given tij.U rights and has become known real purpose of the study, stages, methodology and familiarity with the results achieved in each period. Subjects were informed that they were free to take part, to accept and it is made clear that if they want to leave the study, can make at any time.  Is guaranteed by preserving confidentiality of data and is ways we do know that they will be used only for this study.  .

*Validity*
In the present study has elements that weaken or strengthen validity. These elements are distributed in three main phases of work:
   a)  *Research planning phase*
- Ensuring adequate resources of time, financial and human resources to undertake the research.
- Selection of an appropriate period of time.
- Selection of representative sample.
- Selection of appropriate methodology.
- Instruments suitable for data collection.
- Operationalizing the right.

Three elements of the first to question the validity of the study, while subsequent elements support it .
   b)  *Phase of data collection*
- The subjects know they are taking part in the study and it makes them feel you are very sincere in providing information (effect Hauthorn)
- Psychological conditions of the subject included in the study (lack of motivation, desire, all the new age of the students involved in the study, making their part not to deal seriously and filling his accountability)
- Providing standardized procedures.
- Respect ethical and confidentiality issues

Even here we have elements that weaken and strengthen the validity of the study. The first two put in doubt it, while the latter two support.
   c)  *Phase of the data analysis.*
- Objective interpretation of data
- Knowledge of the factors that influence the data.

Both these elements of support and strengthen the validity of the study.

**Results of the Study**

Students know in general to distinguish between teachers who really worry for them and very cautious, you commit to satisfy their requirements, you accept the discussions, that create democratic classroom atmosphere and dedicated attention you deserve and for which no need any pupils, just as taught to distinguish good teachers who know their discipline, I present the contents clearly making interesting and understandable. These kind of teachers reach immediately gain prestige, The teachers easily handle questions even though they can exceed their goal of discipline precisely these teachers, students come to believe more easily and to seek advice.Interesting is the fact that students in their survey clearly expressed:

- Communication of special teachers for learning and communicating with them.
- Relationships that they have with their teachers.
- Relationship man other in class.
- The way how they feel in class during the lesson.
- How they communicate and how it affects the climate of the classroom teacher.

Here are some of the most interesting responses that represent pupils in their survey sheet. Question: "Give your opinion about the way of communication in the classroom (teacher-pupil), how effective it is and how it affects the climate of the classroom, respond:
-*We Answers given all the students give an opinion that the method of communication is very important in creating an effective climate in the classroom. But individual students say:*
*A.P. pupil school "A. Broci" second year of states that: Communication between teachers and students in our class problem, of course it must be admitted that some students are unrestrained in their dialogue, but also some teachers as physics, mathematics have an abnormal communication by creating an environment not suitable for learning.*
*J.D. pupil school "A. Broci" second year of states that: When a group of pupils do "protest" to the right, or without the right but also but however the intervention and communication of some teachers is low, and we created a unsuitable environment for learning.*
*D.L. pupils of school "Cajupi" third year mention the physics teacher for poor communication, where only one question to decide absence and excretes.*
*M.S. pupil school "Cajupi" third year stated that: I have my remarks in general for part of teachers from communicating not correct them, rarely in class in the class created an atmosphere of noise and mess. At the same time I like schoolgirls express my highest consideration for this survey after the problems raised in concern to the class and me.*
*Question: "Is climate appropriate to your grade, as you feel yourself in this environment? What are the factors creating the climate in your environment, what is the impact of teachers?*
*Most of the pupils and the teachers emphasize that the impact is greater in establishing an effective climate but it is worth to be desired for some teachers.*
*A.M. pupil school "A.Broci" second year "Not always the climate in the classroom is appropriate and that the fault of pupils and teachers as we create is still mentality as how schools function as an institution".*
*S.B. pupils of school "A.Broci" third year "The climate in class for me it is not appropriate for the following reasons: not the best conditions, the impact of teachers especially trading of some teachers is low and decreases discipline hrs of learning "*
*G.H. pupil of the school "Cajupi" second year of "I do not feel myself very well in the classroom as students in general they are not motivated and at the same time I am disappointed by the work of some teachers so I would prefer to change my class or and school ".*
*Question "Express your opinion regarding the fact how satisfied or not by how learning takes place in your class and by your teacher who works"*
*We generally say they are satisfied with the way how learning takes place in our class but such thoughts give individual students: "There are teachers who become besdishem only speaking": "I do not manage enough class": "Jane more traditional in class than attractive ":*
*E.L. pupil of the school "Cajupi" third year states that have objections to the history teacher, because I do not understand during the explanation, but I have ventured to ask after giving an inflammatory response. "*
*K.L. pupil of the school "A.Broci" second year -says "I am 60% happy as I am a pupil I have expectations for my future and in some cases can not tolerate violation of notes and why not talk because of I know you will be with infringe even more "*
*L.M. pupils of school "Cajupi" second year -states that " There are teachers who make the class tedious and unattractive just explaining where runs are anxious to keep your mind on the bell.*

*To the question "How are teacher-pupil relations and pupil-pupil? Do influence these relations in creating a climate for effective teaching process?*

*H.T .pupil school "Cajupi" second year -states that "Relations are partially satisfactory as in our class there a spirit of collaboration, where pupils are divided into groups for surprise sets and teachers will not intervene in the regulation of relations with and separately have differentiated relationships with individual pupils "*

*H.B. pupils of school "A.Broci" third year says " Some teachers constrain relations with students by level in teaching.For example good students in learning the best deals and relationships and estimate the pupils from poor and those who are mobile in class treats cool but the worst is that and does not make a real assessment by not placing good grades for students such.*

*The question "What is the level of accountability and the willingness on the part of teachers to help you"*

*G.L. pupils of school "A.Broci" second year -teacher writes that there where readiness and accountability are lacking to such teacher of chemistry and mathematics to place a mark at the beginning and mark it closed the year by not expressing readiness to control continuously"*

*Question "Respect in the classroom or is mutual? A pupil respected equally with teachers? Have you ever differentiated late in approach from your teachers?*

*S.V. pupils of school "A. Broci "second year-states:" From the teachers (chemistry, geography) appears not equal respect, which further emphasizes: It seems normal when every year has a friend who has provided school. This is also in my class. . Pupil says Yes and No, where some teachers change behaviors with different pupils even have the favorites their being tolerated more than necessary.*

*A.L. student gymnasium "Cajupi" third year said: "There are teachers in our class that we control and evaluation of pupils by helping them differentiate you would like in the way of making and evaluation question as unrealistic, while others punishes we also question mark.*

*D.Xh student gymnasium "Cajupi" second year -states: "Respect is not mutual, has teachers who make more differences, especially this is seen in their children that have in this class, while tolerated by 2 marks more than others. Differentiations look like the interaction with the teacher, the learning process and in the activities organized "*

*To the question "Which of the communication features so ineffective and ideally prevails to your teachers? "*

*Interesting is the fact that no pupil encompasses not all the characteristics of an ideal communication or ineffective. In their siege viewed rotation for various features. Only 3 students completely surround features ineffective teachers. But more prevalent siege i for teachers with communication features in a manner ideal.*

## Recommendations

- As seen from the results obtained in this study, comparing and conducted studies and theoretical approaches, certifying that teachers who inject form healthy, diverse and effective in the classroom with their pupils , through stimulation of healthy relations and cooperative reach visibly considered successful and preferred by pupils but also impact on the improvement of classroom climate.
- An effective communication, and a fruitful collaboration between stakeholders (teacher-pupil) and a good management of it, are the most important indicators, factors that influence in a positive environment, collaborative and increase the level of teaching .
- Teachers should be comprehensive, open so that pupils feel safe to speak openly, in terms of their needs and problems.
- Teachers should be friendly, allowing pupils to see them as people and to assess an individual. ----- --Pupils need to trust their teachers prior to speak openly about any problems or difficulties, especially for those relations, understanding, learning.
- The pupils are treated with fairness and equity, depending on the behavior they exhibit in the classroom, to adopt modern methods to be working and teaching.
- Teachers send students who were positive messages, positive impact on pupils' motivation and enthusiasm increasing their inspiration, creating a positive environment in the classroom.

All data collected from this study confirms the main hypothesis that: *"Effective communication not only affects the climate of the classroom, but improves it becoming an essential feature in creating a climate enjoyable and important factor in increasing the level of teaching and learning".*

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