



# “Impact of Communication on Learning among High School Students”

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## ABSTRACT

**Aim of the study:** To the study to Impact of Communication on Learning among High School Students.

**Hypotheses: 1.** There will be no significant difference between Good Communication and Neutral Communication on dimension Learning. **Methods: Sample:** The sample for the research was selected from a private school in Parbhani District. Total 60 students were selected of 10 class. Among them 30 students selected for good communication teaching group and 30 students selected for neutral communication teaching group. The age range of subjects were 15 to 16 years ( $M = 15.31$ ,  $SD = 2.54$ ). Simple random probability sampling was used. **Conclusion:- 1.** Good communication teaching found significantly high learning than the neutral communication teaching.

## Introduction:

Man wants to talk with others in his day by day life. Daily things to do exhibit that many things to do can't be carried out besides speaking with others. Many researchers and professionals have described communication. For example, Aristotle described verbal exchange as the use of reachable sources to discover a way to motivate others categorical their thoughts and opinions. The goal of verbal exchange is to advance motivation in the addressee.

Such verbal exchange can be described as complete relationships that can be executed and conversation. Teachers have to use the phrases cautiously to be profitable in teaching. Each phrase provokes a feeling in people, unique emotions, and wonderful function. If the phrases are utilized in their perfect place, it would have an effect on the soul and physique of the target audience immediately. Therefore, it is fantastic that the trainer avoids the use of terrible phrases in dealing with the students, i.e. such phrases as “I can't, it's impossible, is no longer possible, never, etc.

A profitable educator in the discipline of educating have to be conscious of the electricity of phrases and its influence on the target audience and keep away from the usage of phrases habitually except thinking. Also, ordering is one of the conflicts which leads to failure in human interaction. The trainer ought to categorical his opinion with appropriate phrases and inside the described framework for his feedback to be high quality and penetrating. Therefore, the teacher, as the sender of the message, must first decide the framework of his message and then specific his expectations of the college students frankly with suitable tone and phrases (Gholipour A - 2007).

Expression of phrases virtually and eloquently by using the educator motives the college students to pay attention with dignity and willingness, sum up the facts, and assume to clear up the trouble and furnish the teacher's remark besides any anxiety or boredom. But the usage of biased phrases regularly raises a experience of stubbornness and humiliation in the trainee, places him out of the cycle of mastering and deep perception of scientific content material completely, and leaves irreparable psychological outcomes on the student.

In the resolution of words, the meant idea need to be precisely in the phrases of the educator. It is terrific to use clear, concise, accurate, polite, right and wealthy expression in oral conversation with the target market to transmit the speaker's intentions to the target audience accurate ( Najafi T, Rahmanzade A. - 2013).

Verbal competencies are commonly divided into 4 parts: listening, speaking, analyzing and writing. Among these skills, has the greater diploma of significance and usefulness and has greater decisive have an impact on on oral conversation with the target market (Khabaz Z. - 2013).

#### **Aim of the study:**

- 1) To the study to Impact of Communication on Learning among High School Students.

#### **Hypotheses:**

- 1) There will be no significant difference between Good Communication and Neutral Communication on dimension Learning.

#### **Methods:**

#### **Sample:**

The sample for the research was selected from a private school in Parbhani District. Total 60 students were selected of 10 class. Among them 30 students selected for good communication teaching group and 30 students selected for neutral communication teaching group. The age range of subjects were 15 to 16 years ( $M = 15.31$ ,  $SD = 2.54$ ). Simple random probability sampling was used.

## Tools

### 1. English Subject Inventory:

We choose one chapter in English Subject for the present Study.

### Variable

#### Independent variable-

##### 1) Types of Communication Group

- i) good communication teaching group
- ii) Neutral communication teaching group

#### Dependent Variable

- 1) Learning

#### Procedure of Data Collection:-

Types of Communication Group were divided in two groups, that were good emotional teaching such as interested, enthusiasm, happy this are the positive emotions) neutral Communication teaching group such as teaching included such as worry, happy, anxious, interested, enthusiasm, and anger this are the neutral teaching included for this study), We selected English subjects among them selected particular topic for the research. English subjects topic were taught to the students and this topic were taught were seven days to the students and after seven days feedback was taken in objective method. This way collection of the data collection.

#### Statistical Analysis and Discussion

Mean Std. Deviation, Std. Error and t value of good communication and neutral communication teaching groups dimension on Learning.

Dimension	good communication			neutral communication			DF	t
	Mean	SD	SE	Mean	SD	SE		
Learning	44.36	3.45	0.62	35.78	3.69	0.67	58	9.30**

At the first mean of learning score of the good communication teaching group was 44.36, SD was 3.45 and Neutral communication teaching group was 35.78, SD was 3.69 highly significant t value 9.30 (58) And both levels were significant and good communication teaching group found significantly high learning than the neutral communication teaching group.

Moreover, Mortazavi (2013) conducted a study on meta-analysis of communication patterns in mathematics journals' articles. The results of the study revealed that supportive, collaborative and emotive methods in the form of body language, both audio and video, are effective for learners to enhance the performance in learning mathematics.

Najafi (2013) in his study on "the relationship between communication skills and educational effectiveness of teachers of girls in Valiasr Technical College in Tehran" showed that as teachers' communication skills get further strengthened, the effectiveness of scientific groups, students' learning motivation, and academic achievement as well as verbal and non-verbal communication skills increases.

### **Conclusion:-**

- 1) Good communication teaching found significantly high learning than the neutral communication teaching.

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