# Influence Of Teachers Communication (Verbal) Behavior On Students Self-Concept And Achievement Motivation In Cross River State Of Nigeria

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*Abstract: This study was carried out to find out the influence of teachers classroom communication (verbal)*

*Keywords: Teachers' classroom verbal behaviour, learners' self-concept and achievement motivation.*

## I. INTRODUCTION/ BACKGROUND OF STUDY

Research studies in recent times (Joshua; 2019, Ushie; 2019, Owan-Enoh;2019, Ukpong 2020) shows that most leaners in the Nigeria educational system in general and secondary school students in particular do not know themselves as people of worth, nor do they tend to demonstrate high level of achievement in academic and non-academic endeavors. In most cases according to the researchers, such learners tend to exhibit poor self-concept and low level of achievement motivation.

Ukpong (2020) sees self-concept as a complex and dynamic system of beliefs that one holds true about himself or herself, which arises in the process of social experience and activities. Also Ushie (2019) and Joshua (2020) view self-concept as the perception of one's self including ones attitudes, knowledge and teachings regarding abilities, appearance and social relationships.

The self is not rigid but flexible so it can change as it assimilates experience. Self- concept is developed out of the organisms' interaction with the environment. As the individual socializes, he comes to form a partly conscious and partly unconscious view of himself. This mental-portrait is known to have three dimensions namely;
- ✓ One's knowledge of himself.
- ✓ One's expectation of himself and
- ✓ The set of notions one has to what he would be.

As one grows, his self-concept develop either positively or negatively depending on the nature of experience he is exposed to.

Thus, Ukpong (2020) identified two types of negative self-concept. In one, the individuals view of himself is disorganized; knows very little about himself, evaluates himself negatively and experts too little or too much of himself. The second type of negative self-concept is when the person is too stable, too organized and rigid, possibly as a result of loveless and excessively strict upbringing. An

individual with positive self-concept on the other hand is both stable and diversified.

A child develop positive perception about himself or herself in a home where parents are loving and conforting, showing attention, encouragement, physical attention, consistency and democratic behaviours. When the child gets to school, the approval or disapproval of teachers (or their behaviours) and peers help in shaping the child's self-portrait. Students of low self-concept feel guilty, empty, ashamed, shy, depressed and may derogate their potentiality and sense of accomplishment.

Achievement motivation is conceived by strong and Wrightsman (2011) as a psychological or social motive which directs the individual to strive to meet high standard of achievement that is always internally directed. However, Ushie (2010) and Joshua (2019) believes that achievement motivation is also externally influenced because as part of human behaviour, it may be seen from the stand point of forces "inside" and "outside" the individual that propose his thought, feeling and actions. Students who do not consider their present qualifications as being too valuable to them but look forward to acquiring a higher qualification are said to be having need for achievement.

Also, vidler (2007) conceives achievement motivation as a pattern of planning of actions and of feeling connected with striving to achieve some internalized standard of excellence. Such standards according to him, are equally typically influenced by both parents and teachers who urge the child to compete against these standards, rewarding him when he performs well and punishing him when he fails. Learners with low self-concept tend to generate a sustained and ill-motivating environment which lowers their need to achieve. This may result from poor psychological climate in the classroom (poor teacher verbal behaviour for example), peer-group influence and home related factors. Also, leaners with low achievement motivation lack interest in excellence, have low drive to overcome challenges, rely more on opinions of others, hardly achieve set-goals in which the outcomes are most uncertain.

Teachers classroom communication (verbal) behaviour in the research study means any teacher decision and or action which in the context of classroom interaction help to shape classroom learning and behaviour of learners, including influence on self-concept and achievement motivation among learners. Perhaps, many school drop-out who have taken to anti-social behaviours must have done so because of some unacceptable verbal remarks, comment or statement once made during teaching-learning encounters.

Teachers decisions and actions that help shape the classroom environment and invariably influence students self-concept and achievement motivation are influenced by their beleifs, disposition (Johns, 2013) and teachers stance (Baner and Sapona, 2001) as well as their general personality traits. Specifically, the influence of teachers classroom verbal behaviour on students self concept and achievement motivation is the focus of this research work.

STATEMENT OF THE RESEARCH PROBLEM

Observation over the years have shown a highly disturbing trend of low level of self-concept and achievement motivation among secondary school students in Cross River State, Nigeria (Isangedidhi, 2017). This observed trend has continued to puse serious concern to the government and parents, as well as other education stakeholders.

The government, parents and other education stakeholders are worried because poor self-concept and low achievement motivation usually lead to increase school drop-out, increase examination malpractice, truancy, lack of desire for achievement, and a general down ward trend in qualities of secondary school products.

Researchers like Ekanem (2005) and Ushie (2010) stated that poor teachers' classroom verbal skills can result in learners' poor self-concept development as well as low level of achievement motivation.

Several research studies have been carried out and the need to address factors such as home, school, environment and facilities stressed. Besides, governments constantly organized teacher re-training workshops, seminars and conference aimed at improving teachers' professional skill and ethics.

Inspite of all these problem of poor self-concept and low level of achievement motivation among secondary school students has persisted (Isangedighi, 2017). It is therefore envisaged that this research work will help to address the problem stated above.

## II. AIMS AND OBJECTIVES OF THE RESEARCH

AIMS OF THE RESEARCH

The overall aim of this study is to determine the influence of teachers' classroom verbal behaviour on students' self-concept and achievement motivation in Cross River State, Nigeria.

RESEARCH OBJECTIVES:

The following specific objectives have been derived from the above aim

✓ To determine the influence of teachers classroom verbal behaviour on students self-concept.
✓ To determine the influence of teachers classroom verbal behaviour on students achievement motivation
✓ To access the effects of teachers classroom verbal behaviour (skill)

On students' cognitive ability level (high, average and low).

RESEARCH HYPOTHESES

The following research hypotheses were tested in this study,

✓ There is no significant influence of teachers' classroom verbal behaviour on students' self-concept.
✓ There is no significant influence of teachers' classroom verbal behaviour on students' achievement motivation.
✓ There is no significant effect of teachers' classroom verbal behavior on students' cognitive ability.

## JUSTIFICATION AND SIGNIFICANCE OF THE STUDY

Extensive empirical research work has been done on self-concept and acheivement motivation by various researchers notably: Adams (2004), Aluta (2006), Anderson(2000), and Ushie (2010) in area of learning process generally, what is perhaps new is the classroom application especially how teachers verbal skills could be used to enhance the students self-concept and achievement motivation.

Based on this, it is therefore hoped that the findings of this research will help the classroom teachers to know what type or nature of behaviour to put up in the social classroom interaction that will create conducive atmosphere necessary to foster positive students self- concept and achievement motivation drive and positive perception of their teacher which will also positively affect students academic endeavors and other life situations.

### SCOPE OF THE STUDY

This study is limited to Cross River State, Nigeria. Therefore, any generalization of the results should be done in context of any geopolitical area having similar characteristics. Also, the research is limited in scope to the variables namely; Teachers classroom verbal behaviour, students self-concept and achievement motivation, as well as students cognitive ability.

## III. REVIEW OF RELATED LITERATURE

### TEACHERS CLASSROOM VERBAL BEHAVIOUR AND STUDENTS SELF-CONCEPT

The study of verbal interaction patterns in our classroom is significant for several reasons: classroom events determine the intensity of effort by teachers and learners to actualize and address curriculum objectives (Effiong, 2012). Lindgren and Henry (2006) and Falayayo (2008) emphasized that in classroom proceedings, the basic interactive teaching skills which teachers apply include the use of appropriate advance organizers, communication skills, questioning skills and the use of interactive examples which draw on the learners' experience.

Lindgren and Henry (2006) also contended that appropriate descriptions of classroom behaviour of teachers could be done using the terms: autocratic or democratic, dominative or integrative, teacher centered or learner centered and direct or indirect influence. Dominative behaviour involves military like use of force, commands, threats, blame and attack against the learner. This may result in negative self-concept development among learners (effect of teacher negative verbal behaviour).

Integrative behaviour on the other hand respect individual difference and is adaptive, objective and consistent with democratic classroom practice resulting in positive self-concept development. Direct influence involves stating the teachers own opinion or ideas, directing the learners' action activities criticizing his behaviour, or justifying the teachers' authority.

A teacher behaviour on the other hand has indirect influence if it solicits learners opinions, enlarge learners opinions or ideas, praises and encourage their participation, clarifies and accepts learner feeling where appropriate, thus improving their academic and social image

Research has shown that "talk" is a major means by which learners explore the relationship between what they already know and new observations or interpretations which they meet." (Barness, 1976 in Cullinan, 2003:2) and that "the practice of hurrying learners particularly in the primary school away from talk, into work with paper and pencil and discontinuing their oracy has grave effects on their literacy and self-concept development." (Gillard, 2009).

Moreover, verbal interaction with teachers and peers helps learners to clarify their thinking and introduces them to new perspective that facilitates reflection and innovative thinking which tend to improve self-concept development in young adults. (Woliman-Benilla, 2003). In the past, classroom talk was usually discredited as not being conducive for reflective thinking and was seen as a discipline problem generalized as noise.

Most of the terminology used to describe classroom communication take roots from the historic, classical work of Flanders (Amidon and Flanders, 1963; Flanders, 1970) in which verbal behaviour is categorized as teacher talk, learner talk and silence or confusion. Teacher talk is broken down into indirect teacher behaviour (acceptance of feeling, praising or encouraging learners, accepting ideas and asking questions), and direct teacher behaviour (lecturing, giving directives and criticizing or justifying authority). Learners talk on the other hand comprises learners talk as initiation and as response. Finally, anything else is silence or confusion.

In particular Abosi (2004), Uduak (2005), Imah (2005) and Ekanem (2005) studied classroom interaction, teacher verbal skills and learners' self-concept development separately at secondary school level in Portharcourt, Akwa-Ibom state, Cross River State and Lagos respectively using different populations and sample size.

Data analysis of the various research studies above revealed that:
- ✓ There is strong and positive correlation between teachers' verbal behaviour and learners' social and academic self-concept.
- ✓ There is about 70% interdependency of teacher and learner variables as well as classroom interaction pattern.
- ✓ The social and academic self-concept of learners could be predicted to a high degree if classroom interaction pattern and verbal behaviour as well as learner variables are known.

### TEACHERS CLASSROOM VERBAL BEHAVIOUR AND STUDENTS ACHIEVEMENT MOTIVATION

Education as any other social process depends on communication for its effectiveness. Unless members of a group (e.g. learners) can communicate with their leader (e.g. teachers) and he (teacher) with them (learners), attempts of collaboration will lack effectiveness. The problem according to Lindgren and Henry (2006) is not that the teacher dose not recognize the value and importance of communication (especially to the need for achievement motivation development in learners) the difficulty is in the fact that

teachers are inclined to think of communication primarily as a process of transmitting information to the learners. The need for learner particularly in most primary school level to communicate with one another tend to be subordinated, overlooked, or dismissed or unimportant (Uwatt, 2004).

The Flanders interaction Analysis categoris (FIAC) was developed in 1956 with a focus on what teachers say during classroom instructional delivery and the consequences for learners' achievement motivation or desire for achievement and involvement. The category system were also designed for descriptive purposes and as a tool for testing hypotheses about influence of teachers' verbal behaviour on learners achievement drive and attitude generally.

Brophy and Good (1970) also developed the Dyadic verbal interaction category system (DVICS) similar to flinders (1956) focussed on investigating relationships between teacher's positive speech and learners desire for achievement as well as learners perceived support to gain understanding of teacher-learner relationships.

Thus, Ekanem (2005) carried out empirical studies using modified Flander's interaction Analysis categories and the Dyadic verbal interaction categories system in Akwa-Ibom state, Nigeria. The study was on the relationships between teacher's verbal behaviour and secondary school students social and academic achievement motivation in three experimental science lessons. (Sample of teachers N= 17 and sample of learners N= 296)

The following research findings were obtained.

- ✓ Teachers positive verbal behaviours towards learners in the classroom can elicit positive outcomes in the learners.
- ✓ Teachers who respond with immediacy in verbal interaction in the classroom can prompt learners' motivation and provoke higher levels of need for achievement.
- ✓ Teachers who asked relatively direct (closed) questions improve learner's social/ academic achievement motivation than those who asked open questions.
- ✓ Teachers whose verbal interactive classroom behaviours were dominated by criticism of learners response behaviours correlated negatively with learners social / academic achievement motives, while those dominated by praises correlated positively.

## TEACHERS CLASSROOM VERBAL BEHAVIOUR AND STUDENT'S COGNITIVE ABILITY

Emah (2008) examined the relationship between Teachers classroom verbal behaviour and students cognitive ability in randomly selected secondary schools in Akwa-Ibom state using a t-test analysis. The result showed that verbal interaction patterns of teachers do not significantly differ with respect to their academic qualification, but positively relates to the cognitive ability of the learners.

Kosemani (2013) studied the effects of types of classroom communicative relationships on learners' cognitive ability in English Language in Lagos state Nigeria.

The specific objectives of the inquiry were:

- ✓ Investigate the extent to which the use of one-way and two-way communication with learners can enhance cognitive development of the leaners.
- ✓ Compare the effectiveness and level of learners cognitive ability in English Language using the two (2) types of communication relationships. By simple random sampling technique a sample size of 138 secondary school subjects and eight (08) graduate English subject teachers were selected from eight (08) schools and randomly assigned to treatment and control groups.

A 20- item multiple choice English Learning Achievement Test (ELAT) was developed (0.86 KR-20) and administered as pretest. Also the TAT scale was used to measure the initial achievement level of the subjects.

The experimental group I was taught using a two-way communication (between teacher and learner only)

The experimental group II was taught using a two- way communication, with both teachers as learners as co-participants (between teachers-learners and among learners). The control group was taught using the one-way communication (without feedback). All the subjects were taught the same content of nouns, verbs and adjectives for four (4) weeks before administration of post-test. Three (3) weeks after the post-test retention test and TAT scale measurement for cognitive ability level were administered to all the groups.

Data analysis using analysis of covariance (ANCOVA) or 0.05 level of significance reveals the following.

- ✓ A significant difference was observed in cognitive ability and level of subjects in English Language of learners taught using one-way and two-way communicative relationships.
- ✓ There was significant difference in achievement in English Language among learners taught using two-way communication with learners without feedback and using two-way with both teachers and learners as co-participants.
- ✓ About 63% of the total variance in the achievement and level of cognitive ability of leaners is attributable to influence on the teachers' classroom verbal behavior during classroom interaction.
- ✓ Schulte's multiple comparison test for a post-hoc analysis revealed that a two-way communication in which teachers became co-participants was the most effective in enhancing cognitive ability levels.
- ✓ The one-way communicative relationship without feedback was the least effective mode.

## IV. RESAERCH METHOLOGY

### RESEARCH DESIGN

The survey research was chosen for this study. It involves determining the nature of a situation as it exist at the time of investigation. Also, this design is useful for opinion and attitude studies such as teachers' behaviors during classroom interaction and depend basically on questionnaires and interviews as means of data collection.

## AREA OF STUDY

The study area is Cross River State of Nigeria which is one of the thirty six geopolitical entities / states in Nigeria. With its headquarters at Calabar, it has eighteen (18) local Government Areas categorized into four educational zones: namely Calabar, Ugep, Ikom and Ogoja. The state occupies a total landmass of 23,074, 425 square Km of the south-south zone of the Niger Delta regions.

The state is situated in the topics and lies between latitudes $5^0$ 50 and $9^0$ 28 East. North of the equator and East of the Greenwich Meridian respectively. Cross River State is rich in natural resources with a thick forested land of about 6,101, 29 square km. the people have three major languages namely, Effik, Ejagam and Bekwara.

## POPULATION OF THE STUDY

The population of the study comprised of all Senior Secondary two (2) students in both private and public secondary schools in Cross River State. The estimated population is 10,400 SS2 students drawn from 308 secondary schools across the state for the 2020/2021 academic session. (Statistics Division of PPmB, Calabar, 2020)

## SAMPLE AND SAMPLINING TECHNIQUES

Multi stage sampling was employed in the data collection process; first, purposive cluster sampling was adopted by selecting schools within the four educational zones.

Next was stratified sampling based on selection of private and public schools using the ratio of the comparative population of the schools, finally simple random sampling was adopted based on selection of representative population. This gave a sample size of 1,350students in 45 secondary schools from among 308 schools across the state.

## INSTRUMENTS FOR DATA COLLECTION

The following research instruments were used for data collection:
✓ Teacher made pre and post cognitive ability test.
✓ Teacher's verbal skills questionnaire (TVSQ)/modified dyadic verbal interaction category system (MDVICS).

## VALIDITY AND RELIABILITY OF THE INSTRUMENT

The instruments were subjected to preview and independent expert judgement for face and content validity. This was certified correct. Also, cronbach coefficient alpha method was used to analyse data that were trial-tested. The internal consistency of the items obtained were considered high enough (subscales of 0.76 to 0.91) to justify the use of the instruments.

## SATISTICAL ANALYSIS TECHNIQUES

One-way analysis of variance (ANOVA) statistics was used in comparing teachers who have highly fluent, moderately fluent and poorly fluent classroom verbal behaviour with regards to student's self-concept and achievement motivation. Also, a t-test statistic was used to find out if any difference exist in cognitive ability using different communicative approaches.

| S/N | Educational zone | No. of LGAs | No. of schools sampled | No. of students sampled | Total per Edu. zone |
|---|---|---|---|---|---|
| 01 | Calabar | 3 | 15 | 450 | 450 |
| 02 | Ikom | 3 | 15 | 450 | 450 |
| 03 | Ogoja | 3 | 15 | 450 | 450 |
| | Total = | 09 | 45 | 1350 | 1350 |

*Table I: School sample characteristics.*

## V. RESULTS AND DISCUSSION

## GENERAL DESCRIPTION OF RESEARCH VARIABLES

The study was focused on the influence of teachers classroom communication (verbal) behaviour on students self concept and achievement motivation in CRS, Nigeria. The independent variable of the study was teachers verbal behaviour while the dependent variables were self-concept and achievement motivation.

Each of these had two (2) sub-variables; the sub-variables for self-concept were academic and social self-concept while achievement motivation also had academic and social achievement motivation. Another dependent variable tested for was students cognitive ability. Table II shows the mean score and standard derivations of all the dimensions of the independent and dependent variables used in the study.

| S/N | Variables | N | $\overline{x}$ | SD |
|---|---|---|---|---|
| 1. | Classroom verbal behaviour | 1350 | 16.69 | 3.25 |
| 2. | Academic self concept | 1350 | 15.08 | 2.15 |
| 3. | Social self-concept | 1350 | 14.46 | 2.28 |
| 4. | Academic achievement | 1350 | 15.11 | 2.10 |
| 5. | Social achievement motivation | 1350 | 14.70 | 2.29 |
| 6. | Cognitive ability | 1350 | 14.99 | 2.42 |

*Table II: mean scores and standard deviation of the study variables.*

## PRESENTATION OF RESULTS

✓ *HYPOTHESIS ONE (1)*

There is no significant influence of teachers verbal behaviour on students self-concept. The hypothesis was tested using one-way analysis of variance test statistic and the result is presented in table III

| Variables | Verbal behaviour | N | $\overline{X}$ | SD |
|---|---|---|---|---|
| Academic | Highly fluent | 551 | 15.28 | 2.19 |
| Self concept | Moderately fluent | 424 | 15.11 | 2.23 |
| | Poor fluent | 375 | 15.08 | 1.98 |
| | Total | 1350 | 14.76 | 2.15 |
| Social self concept | highly fluent | 551 | 14.65 | 2.01 |
| | | | 14.48 | 2.42 |
| | Moderately fluent | 424 | 14.31 | 2.38 |
| | Poorly fluent | 375 | | |
| | Total | 1350 | 14.46 | 2.28 |

*Table III: One way analysis of variance (ANOVA) of the influence of teachers verbal behaviour on students self-concepts*

| Variables | Source of variation | SS | DF | MS | F |
|---|---|---|---|---|---|
| Academic self concept | Between | 60.918 | 2 | 30.459 | 6.623* |
| | Within | 6194.441 | 1347 | | |
| | Total | 6255.360 | 1349 | 4.599 | |
| Social self-concept | Between | 28.266 | 2 | 14.133 | 2.716* |
| | Within | 7009.527 | 1347 | | |
| | Total | 7037.793 | 1349 | 5.205 | |
| Total self Concept | Between | 157.290 | 2 | 78.645 | 3.017 |
| | Within | 90340.298 | 1347 | 67.068 | |
| | Total | 90497.588 | 1349 | | |

*P<0.05, critical f = 2.99.*

As presented in table III the result of the data analysis show that the calculated F-value for the influence of teachers verbal behaviour on students total self-concept (3.017) is greater than the critical F-value of y2.99 at 0.05 level of significant with 2 and 1347 DF.

This implies that teachers verbal behavior has significant influence on the overall self concept development of the students.

✓ *HYPOTHESIS TWO (2)*

There is no significant influence of teacher classroom verbal behavior on students' achievement motivation.

The hypothesis was also tested using one-way analysis of variance (ANOVA) test statistic and the result is presented in table iv

Table iv:

One way analysis of variance (ANOVA) of the influence of Teachers classroom verbal behavior on secondary school students achievement motivation.

| Variables | Communication (verbal) behaviour | N | $\overline{X}$ | SD |
|---|---|---|---|---|
| Academic Achievement Motivation | Higly thent | 551 | 15.15 | 1.99 |
| | Moderately fluent | 424 | 15.12 | 2.16 |
| | Moorly fluent | 1350 | 15.11 | 2.10 |
| | Total | 1350 | 15.11 | 2.10 |
| Social achievement | Highly fluent | 551 | 14.89 | 2.27 |

| Motivation | Moderately fluent | 424 | 14.63 | 2.25 |
|---|---|---|---|---|
| | Poorly fluent | 375 | 14.53 | 2.33 |
| | Total | 1350 | 14.70 | 2.29 |

| Variables | Source of variation | SS | DF | MS | F |
|---|---|---|---|---|---|
| Academic achievement Motivation | Between | 2.338 | 2 | 1.169 | 1.552 |
| | Within | 5932.302 | 1347 | | |
| | Total | 5934.640 | 1350 | | |
| Social Achievement Motivation | Between | 34.676 | 2 | 17.338 | 3.325* |
| | Within | 7024.397 | 1347 | 5.215 | |
| | Total | 7059.073 | 1350 | | |
| Total achievement Motivation | Between | 1601.938 | 2 | 800.969 | 11.919* |
| | Within | 90519.748 | 2347 | 67.201 | |
| | Total | 92121.686 | 1350 | | |

*P< .05, critical f = 2.99*

As presented in table IV, the results of data analysis show that the calculated f-value for the influence of teachers verbal behaviour on students total achievement motivation (11.919) is greater than the critical f-value of 2.00 at 0.005 level of significance with 2 and 1347 degree of freedom. This implies that teachers verbal behaviour has a significant influence on overall achievement motives of secondary school learners especially in cross river state, Nigeria.

✓ *HYPOTHESIS (3)*

There is no significant effect of teachers classroom verbal behavior on students cognitive ability. The data collected were analyzed item-by-item to determine the means and standard deviation of pretest and post test scores using t-test statistics at 0.05 level of significance.

Table v:

A t-test analysis of free difference between the mean scores of the influence teachers verbal behaviour on students cognitive ability.

| Type of text | No. of respondent | $\overline{x}$ | SD | DF | Verbal behavior | Cal.t-value | Critical t value |
|---|---|---|---|---|---|---|---|
| Pre-text | 1340 | 105.47 | 43.05 | 2 | 1.12 | 9.75 | 2.0 |
| Post test | 1350 | 115.54 | 44.56 | 1347 | | | |

*Significant at p< 0.05 df= 2, 1347, $H_{O2}$ rejected*

The result in table v indicates that teachers classroom verbal behavior has a significant influence on students cognitive ability since the calculated t-value (9.75) was greater than the critical t-value (2.00) at 0.05 level of confidence

DISCUSSION OF FINDINGS

The primary objective of this study was to find out the influence of teachers classroom verbal behavior on students self-concept and achievement motivation in cross river state, Nigeria.

*TEACHERS CLASSROOM VERBAL BEHAVIOR AND STUDENTS SELF CONCEPT*

The result of data analysis revealed that teachers classroom verbal behavior has a significant influence on students self-concept development. Also, the findings indicated greater influence on academic self-concept (F=6. 623) than social self-concept (f = 2. 716) of the learners. This view is correlated by the findings of Folayayo (2008) and Effiong (2012) who emphasized that a poorly fluent and autocratic teacher impact negatively on his leaners during instructional delivery.

The result also agreed with Fukai (2000), Uduak (2005) and Ushie (2010) who concluded that teachers that are highly fluent and experiential in their instructional approach make learners more focused, show greater interest in school task and self-confidence resulting in a positive self-concept of the learners.

*TEACHER CLASSROOM VERBAL BEHAVIOR, STUDENTS ACHIEVEMENT MOTIVATION AND COGNITIVE ABILITY*

The result of the statistical analysis showed that teachers verbal behaviour has significant influence on learners achievement motives and cognitive ability. The findings implies that learners who perceived their teachers as exhibiting highly fluent and moderately fluent classroom verbal behavior are more likely to develop in their achievement motivation and cognitive ability than their counterparts who perceived their teachers as having poorly fluent classroom verbal behaviour and analytical in their instructional approach.

This research findings agree with various empirical research results in this area especially those carried out by lindgren and Henry (2006), Owan-Enoh (2019, Joshua (2019) and Ukpong (2020). For example, Ukpong (2020) emphasized that teachers who exhibit poorly fluent verbal behaviour during classroom instructional delivery may produce products exhibiting anti-social robotic behaviors with criminal tendencies.

SUMMARY AND CONCLUSION

On the basis of the findings it was concluded that teachers classroom communication (verbal) behaviour has a significant influence on learners self-concept development. Therefore teachers who desire positive self-concept development and achievement motivation in their learners needs always to exhibit perhaps experiential instruction pattern combined with other strategies. Also, teachers who desire positive self-concept and achievement motivation in their learners needs always to exhibit highly fluent verbal behaviour such as being experiential and using at least two way communication pattern (between the teacher and the learner and among the learners).

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