Dimensions of Communication as Predictors of Effective Classroom Interaction

R. N. Osakwe

Department of Educational Administration and Policy Studies, Faculty of Education,
Delta State University, Abraka, Nigeria
E-mail: drosakwe4education@yahoo.com

ABSTRACT This study focuses on the dimensions of communication as predictors of effective classroom interaction. To guide the study, four hypotheses were formulated and tested using regression statistics, at 0.05 level of significance. A twenty-item questionnaire was administered to 600 respondents used in this study. The results revealed that there was a significant relationship between teachers' attitude, knowledge base, communication skills and effective classroom interaction. Based on the findings, it was concluded that attitude, knowledge base, and communication skills were significant correlates and predictors of effective classroom interaction. The study also suggested that teachers should be provided with opportunities where they develop such attributes.