

Spring 4-27-2019

The Relationship Between Teacher Communication, and Teacher Credibility, Student Motivation, and Academic Achievement in India

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Concordia University–Portland

College of Education

Doctor of Education Program

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The Relationship Between Teacher Communication, and Teacher Credibility, Student
Motivation, and Academic Achievement in India

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Concordia University–Portland
College of Education

Dissertation submitted to the Faculty of the College of Education
in partial fulfillment of the requirements for the degree of
Doctor of Education in
Educational Administration

Chris Jenkins, Ph.D., Faculty Chair Dissertation Committee
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Concordia University–Portland

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Abstract

This study was conducted in India, where teachers use the lecture method of communication in the classroom. It is important for the teacher to establish credibility while communicating to motivate the students in the classroom. The study examined the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. The researcher visited 11 schools in India, and 519 ninth-grade students participated in the research. A questionnaire was prepared to collect data on teacher credibility and student motivation, and four English-subject examination grades of the participants were collected. The participants were also asked to evaluate their English teachers' communication behavior. The data was analyzed using the linear regression analysis method, and it was found that there is a statistically significant correlation between teacher communication and teacher credibility, and between teacher communication and student motivation. The students agreed that their perception of the teacher is important for them. If a teacher is a good communicator, the students like the teacher and take an interest in the subject. If the teacher is not a good communicator, they consider that teacher incompetent and do not take an interest in the class or the subject. The research also revealed no statistically significant correlation between teacher communication and academic achievement. Further, it revealed no statistically significant correlation between student motivation and academic achievement. The result was surprising, and the researcher suggests further investigation of this topic.

Keywords: teacher communication, teacher credibility, teacher competence, teacher immediacy, student motivation, and academic achievement.

Dedication

I would like to dedicate this dissertation to my friends late Alex Pursley and his wife Judy Pursley. Without their love, support and encouragement this doctoral journey of mine would not have been possible.

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Chapter 1: Introduction

Introduction to the Problem

This study seeks to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. The research study is a quantitative correlational research study. It investigated whether effective/ineffective teacher instructional communication makes an impact on teacher credibility, student motivation, and academic achievement. It examined whether students experience greater motivation and higher academic achievement when teachers communicate very well and are highly credible, and experience less motivation and lower academic achievement when teachers do not communicate well and have low credibility. Further, the study explored whether, when teachers are perceived as credible, there is an increase in motivation and higher academic performance among the students, and whether, when the students do not perceive the teacher as credible, their motivation and academic success are affected negatively. Although the study of credibility first began with Aristotle, it holds the interest of researchers even today.

The scope of this study is to examine the relationship between teachers' instructional communication, and teacher credibility, student motivation, and academic achievement in the context of Indian classrooms, which pose their own specific challenges to teachers to communicate effectively and to their perceived credibility among their students. A typical Indian classroom has a large number of students. Teachers have few resources to buy audio-visual aids, and they follow the lecture method of communication. In this method, the teacher reads the lesson and explains it to the students. The students sit in the classroom, open their books, follow the lesson, and listen to the teachers. Their academic success depends largely on the teacher's knowledge of the subject and ability to explain it clearly, making difficult topics easy to

understand by using interesting examples and useful details with humor and variety in modes of explanation. How the teacher communicates in the classroom matters. The teacher can make learning fun by using humor and wit effectively, capturing the attention and interest of the students, or can make the class boring so the students become uninterested in learning the material. Bolkan and Goodboy (2015) claimed that “instructional messages that gain students’ attention enhance students’ ability to process the content resulting in greater retention and learning” (p. 47). The lecture method gives the teachers total autonomy in communication in the classroom.

The role of the teacher is important because the teacher’s instructional communication can motivate the students to higher achievement or hamper their motivation, negatively impacting their academic performance. Sointu, Savolainen, Lappalainen, and Lambert (2017) claimed that “positive student-teacher relationship is related to students’ academic achievement and behavioral and emotional adjustment” (p. 457). The positive teacher-student relationship motivates students and has a positive impact on student learning, on teacher credibility, and on academic achievement. According to Öqvist and Malmström (2016),

The teacher-student relationship and academic achievement issue has become even more severe since the latest OECD (Organization for Economic Co-operation and Development, 2016) report showed a negative trend of far too many students around the world being trapped in a vicious circle of poor performance and demotivation leading to more bad marks and further school disengagement. (p. 365)

These recent studies suggest why it is important to study the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement.

Teachers need to understand their responsibility as effective communicators. Teacher communication is considered significant for teacher credibility among the students and is vital to student motivation and academic achievement. Hutchens and Hayes (2014) found that “students giving high credibility ratings to teachers were more likely to report that they learned more in the class and were more likely to seek out that instructor for future courses” (p. 8). When teachers lack expert knowledge of their subject, do not prepare for class, do not attend class on time, are unfair to the students, or do not return assignments in a timely manner, these factors can affect their credibility in the minds of the students. Further, the students will not take an interest in learning, will not be motivated to show higher learning outcomes, and will not perceive the teacher as credible. The research for this study collected information in order to examine how teacher communication is related to teacher credibility, student motivation, and academic achievement. The information thus collected will provide information to teachers about the positive and negative effects of their communication. Positive communication can promote teacher credibility, student motivation, and academic achievement; and negative communication can hamper teacher credibility, student motivation, and academic achievement.

Background, Context, History, and Conceptual Framework for the Problem

Traditionally, Indian classrooms teachers’ instructional communication depends on the lecture method of communication. The study examined the relationship between teacher instructional communication, and teacher credibility, student’s motivation, and academic achievement in the Indian classroom context. It highlighted the positive and negative effects of teacher instructional communication in the classroom and how this helps to establish teacher credibility or hampers it. The study also examined how teacher credibility can motivate or demotivate the students, and how it can affect students’ academic achievement. Teacher

instructional communication has to develop an attitude of effective learning among the students. Dynamic instructional communication motivates students to learn and can promote academic achievement. According to cognitive learning theory, the objectives of teacher instructional communication must focus on student learning, motivation, and academic achievement (Walsh, McGuinness, & Sproule, 2017; Khalil & Elkhider, 2016).

Communication scholars have studied different instructional communication contexts and researched students' perception of teacher credibility. Teacher credibility has been found to be positively correlated with students' motivation to learn. It also motivates the students to take more classes from a teacher who is considered credible in classroom communication. Allen, Long, O'Mara, and Judd (2008) claimed, "Two studies found that students hold themselves responsible for their own motivation to learn but hold teachers responsible for their demotivation" (p. 22). Teacher behavior influences their credibility. Teacher communication problems have a negative impact on credibility as well as on student motivation; they also distract students from learning. These problems receive much attention in the popular press in the United Kingdom, the United States, and India, suggesting the magnitude of the issue. It is necessary to find a solution to the teacher communication problems so that the education system becomes more beneficial to the students (Page, 2014, p. 270).

Considering the significant problem of teacher communication, and teacher credibility, student motivation, and academic achievement in Indian classrooms, it needs to be studied. Traditional Indian education is known for preparing students with necessary skills for life so that they can lead happy lives in society and contribute to nation building. But in Indian classrooms, the teachers often follow the teacher-centered approach to teaching and learning. Dannels, Toale, Backlund, Frederick, and Love (2016) stated, "A teacher-centered approach underscores the

long-held philosophy that instructors are the gatekeepers of knowledge whose job is to convey their knowledge through a lecture, with students as passive receivers during the learning process” (p. 493). Teaching benefits, however, when this approach is well executed in effective communication. Today, teacher communication failures and student frustration are often in the news. It is the responsibility of the teachers to adopt the necessary skills of communication to avoid student frustration and create engaging learning environments.

The aim of teacher instructional communication is to promote maximum potential among the students to learn. Goodboy and Bolkan (2009) asserted that sometimes teachers exhibit verbal or nonverbal messages in their tone or expression while dealing with the students. For example, very loud comments, angry looks, or an uncaring attitude can have a negative impact on student learning and can hinder effective instruction. Teacher communication is positively related to students’ taking an interest in the course and learning. The teachers should maintain appropriate classroom behavior and communicate a caring attitude toward the students to preserve their credibility and create an atmosphere of learning in the classroom.

Established through credibility, positive instructional teacher communication will help to motivate students; the result will be student satisfaction and academic achievement. Myers and Bryant (2004) stated that “when instructors are perceived as credible, favorable outcomes emerge for both instructors and students” (p. 23). Teacher credibility motivates students, and the individuals involved in the process of learning will establish a relationship of trust and satisfaction. Zhang, Zhang, and Castelluccio (2011) declared that “teacher credibility is the attitude of a student toward a teacher regarding the teacher’s perceived believability” (p. 454). This study collected data on the relationship between teacher instructional communication, and teacher credibility, student motivation, and academic achievement, information that will be

beneficial to the teacher community in developing the necessary skills for communication and promoting teacher credibility in Indian classrooms. It will help the teachers to motivate students, which will then lead to improved academic achievement.

Statement of the Problem

The problems of teacher communication, teacher credibility, student motivation, and academic achievement have received considerable attention in India and need to be investigated, which this study has done. This study examined the negative effects of poor teacher communication on teacher credibility, students' motivation, and academic achievement. Teacher clarity in communication enhances the credibility of the teacher, motivation of the students, and their academic achievement.

Teachers are the role models of communication in the classroom. They train the students as communicators. Teachers who fail in classroom communication can have a negative impact on student learning outcomes, interest in the subject, and motivation toward academic achievement. Öqvist and Malmström (2016) claimed that “teachers’ leadership influences students’ educational motivation and therefore plays a critical and central role in motivating students to learn, perform and accomplish school work” (p. 366). The educational system in India must adapt and involve the students in the learning process; otherwise the learning process will be in jeopardy. Teacher instructional communication is the fundamental step that influences the learning process.

Kay and Kibble (2016) claimed, “The teacher’s role is to control the environment, design environmental cues or stimuli, and identify the appropriate reward structures to reinforce desired behaviors and decrease undesired behaviors or responses” (p. 18). In traditional Indian classroom settings, teachers’ clear instructional communication is very significant in motivating the

students to achieve academic excellence. Traditionally, the teachers use the lecture method, enjoying complete freedom in presenting the subject matter to the students. If a teacher cannot communicate the information effectively, then the students are left to their own devices, and only those able learn on their own will master the material. This could have the negative effect of demotivating the students, leading to a lack of academic success. The students will then perceive the teacher as not credible.

The student's perception of the teacher's credibility will have a further impact on how the student reacts to the teacher and on how effective the teacher will be as a communicator. Erosion of the teacher's credibility can result in a climate in which the students have little respect for teachers and their competence. Such attitudes could have the negative effect of students losing interest in attending the teacher's classes, engaging in negative behavior, and subsequently, experiencing poor academic achievement. Hutchens and Hayes (2014) stated that "students who perceive their teachers as credible are more likely to be able to recall information presented by the instructor" (p. 8). Such attitudes can develop a friendly and learning atmosphere between the teacher and the students.

The main objective of the teacher is to develop intrinsic motivation in the students to learn and achieve academic excellence. The most often reported demotivators are lack of teacher enthusiasm, poor presentational ability, and lack of student satisfaction with the teacher and with assignments (Zhang, 2007, p. 214) Teachers unsuccessful in improving student motivation and academic achievement are themselves perceived to be failures by the students. When teachers are perceived as competent communicators, students have confidence in them, have greater motivation, and experience higher academic performance.

The objective of education is to prepare students for life. Communication skills will be essential to their future, whether they choose to be teachers, health workers, or business leaders. Therefore, it is very important to examine the relationship among teacher communication, teacher credibility, student motivation, and academic achievement.

Purpose of the Study

The purpose of this study was to examine the relationship between teacher instructional communication, and teacher credibility, student motivation, and academic achievement. The study aimed to determine the correlations of various variables such as teacher communication, teacher credibility, student motivation and academic achievement. Teacher communication is considered vital to teacher credibility, promoting student motivation and successful academic achievement.

When students perceive the teacher as trustworthy and credible, this leads to a significant change in their motivation and academic achievement. Horan and Chory (2011) explained in detail that “perception of a supervisor’s competence positively impact trust in the supervisor, as does accessibility to one’s manager” (p. 567). Because of teacher credibility the students trust the teachers. On the other hand, any trust deficit may lead to teacher ineffectiveness and failure to motivate the students and to lead them to higher academic achievement. The teacher communication perceived by the students as competent and effective can have a positive effect on the students’ learning outcomes. Hence it is imperative that the teachers develop effective communication skills and make the classroom lectures interesting and creative. Allen et al. (2008) maintained that “the research indicates that instructors’ nonverbal immediacy is related to student perceptions of cognitive, affective and behavioral dimensions of learning” (p. 24). Similarly, if the students do not understand the teacher or if the lectures are boring, they will lose

interest and may judge the teacher as incompetent. The students will be frustrated and will not take an interest in the class. To reduce students' frustration, the teachers have to know its causes, so that they can communicate more effectively.

Yildirim, Akan, and Yalcin (2016) have explained the importance of teachers' effective communication, and its negative and positive effects on student learning and outcomes. If the teachers lose their credibility among the students, the students will not be motivated to learn or to attend the class. When a teacher exhibits incompetence in communication behaviors, the students judge that the teacher does not know the subject matter and does not take an interest in them, and thus they will declare that the teacher is not credible to teach. Student's lack of interest may also result in demotivation and can have a negative impact on academic achievement.

Buckner and Frisby (2015) have explained how a teacher's lack of communication skills contributed to student dissent. The teacher's lack of instructional communication skill was perceived by the students as incompetence in communicating the subject matter. When the teacher is unable to communicate information satisfactorily, the students become frustrated and express this through by dissent. Hence the responsibility of the teachers is to communicate the instruction effectively. Teacher competence and communication skills establish teacher credibility, motivating the students, who will then be academically successful. The teachers have to give importance to instructional communication, along with individual student learning.

Research Questions

This study examined the relationship between teacher instructional communication, and teacher credibility, student motivation, and academic achievement. The following research questions were used to gather more information, and this information will help teachers to improve students' academic performance. It is also important for teachers to develop

communication skills to help students to learn, and motivating them is fundamental to teacher credibility, student motivation, and academic achievement. Therefore, the following open-ended questions were examined in detail:

1. What is the relationship between teacher communication and teacher credibility?
2. What is the relationship between teacher communication and students' motivation?
3. What is the relationship between teacher communication and students' academic achievement?

Rationale, Relevance, and Significance of the Study

The rationale of the study was to examine the relationship between teacher instructional communication, and teacher credibility, student motivation, and academic achievement. Pytlak and Houser (2014) claimed, "Research has illustrated that prosocial forms of behavior enacted by full-time instructors are generally positively related to student motivation and learning" (p. 289). Teacher communication can be either a motivating or demotivating factor. When it motivates the students to perform well, the teachers will achieve credibility. Myers and Martin (2006) examined the relationship between teacher communication and teacher credibility; they collected data through a questionnaire. The collected data was statistically analyzed to learn how teacher communication and teacher credibility affect student motivation. This study used, a similar questionnaire (Appendix A) to collect the data to examine the relationship between teacher instructional communication, and teacher credibility, student motivation and academic achievement. Collected data was analyzed and examined statistically to determine the relationship among these factors. It is assumed that information from the study will help teachers to make communication more effective and interesting to the students, and will motivate the students toward higher academic achievement.

Bolkan, Goodboy, and Griffin (2011) claimed that “teacher motivation concerns active engagement with tasks that people find interesting and that, in turn, promote growth” (p. 339). Teachers’ active involvement with the students motivates student learning. If the teachers lack communication skills to explain the subject matter in a manner that leads to the students’ comprehension and attracts their interest, they will be considered incompetent teachers. Lack of communication skills can be a demotivating factor for student learning. It is important for the teachers to establish credibility among the students to motivate the students.

Clements (2013) defined credibility as “credible individuals (witnesses, researchers, and school leaders) who are reliable, have knowledge of the circumstances, and have a trustworthy reputation because of their intelligence” (p. 3). Through their communication teachers establish a relationship of trust with the students. The students’ perceptions of teacher verbal and nonverbal communication and teacher credibility play an important role in the learning process. Teachers’ aggressive communication, such as verbal abuse, affects students’ learning negatively. Teachers’ aggressive communication can be the type of teacher instructional communication behavior that interferes with student learning (Finn & Ledbetter, 2014, p. 215). Effective teacher communication skills are important for establishing credibility among the students. Gray, Anderman, and O’Connell (2011) asserted that “students’ perceptions of a supportive classroom environment are linked to their well-being, motivation, and adjustment” (p. 2). Teacher credibility is correlated to teacher behavior while communicating with the students.

Semlak and Pearson (2008) stated that “teacher credibility is an attitude toward a source of communication held at a given time by a communicator. Instructor credibility includes three dimensions: competence, character, and caring” (p. 77). If the students do not like the teacher or the teacher’s style of communication, the natural reaction is student dissent. Goodboy (2011)

claimed that “common student resistance behaviors include refusing to complete work or participate, arguing, and making fun of teachers” (p. 297). Students express their dislike by dissent toward the subject and the teacher. Teacher credibility helps the students to accept what the teachers say in the classroom and significantly contributes to effective learning.

Horan and Chory (2011) found “when communicating with sources at work, who are perceived to be credible, organizational members are more likely to accept the information provided by such sources and less likely to seek additional information from others” (p. 568). Studies have reported how students react emotionally toward the teacher when they feel that the teacher is not fair to them. Horan, Martin, and Weber (2012) added, “Behavioral outcomes directed toward the instructor include deception, resistance, revenge, and aggression” (p. 214). The teachers may not remember what they said or did, but the students judge the teacher negatively and react negatively. Hsu (2014) asserted that teachers constantly convey different messages through classroom communication. At times teachers did not remember what they might have said, but the students took offense at a comment. The students take personally teachers’ sarcasm, derisiveness, and put-downs, and these behaviors can have a negative impact on student motivation and learning.

Communication behaviors that reduce the perceived distance between the teacher and the students are significant in teacher communication. There is a strong association between teacher immediacy and effective learning. Immediate behaviors of teachers directly impact the motivation of their students, which results in an increased positive attitude toward both the teacher and the subject matter. Besides knowing the subject, it is very important for the teacher to know the students in the classroom. When the teacher knows each student by name and expresses care and respect for each student in the classroom, such teacher communication results

in a positive student attitude toward the teacher and toward the content taught, better motivation to study, and higher academic achievement.

Hutchens and Hayes (2014) stated that “perceptions of source credibility are believed to hold significant influence on the effectiveness of transfer of learning from teachers to students” (p. 8). They further add that teacher immediacy and teacher verbal aggressiveness interact to influence student outcomes and conclude that teachers’ verbal aggression in the classroom affects teacher credibility and has a negative effect on student motivation. Teachers who occasionally utilize verbal aggression in the classroom, but are immediate, can promote positive student outcomes and preserve their credibility (Mazer & Stowe, 2016, p. 33). The negative impact of teacher communication on teacher credibility, student motivation, and academic achievement is a topic generating some interest among researchers.

Teven (2007) has highlighted how teacher communication problems can get in the way of effective instruction and have a negative impact on student motivation and student learning. Teacher classroom communication, and out-of-class attitudes had positive or negative impacts on the student academic success and participation in lessons. This study investigated/ examined teacher communication and its relationship to teacher credibility, student motivation, and academic achievement. The study collected information about teacher credibility; student attitudes toward the subject, the course content, and the instructor; students’ motivation toward the class; and academic achievement. The teachers have to avoid whatever distracts the students from learning. Yadav and BaniAta (2012) assert that “demotivating factors affect student learning” (p. 120); they also influence teacher credibility, student motivation, and academic achievement.

Definitions of Terms

Clear definitions of terms will help the study:

Academic achievement. Academic achievement refers to the learners' success, motivation, and attitude with regard to achieving educational goals (Zhao, 2015, p. 2333).

Student motivation. Motivation refers to the students' experience of pleasure, interest, likes or dislikes in attending the classroom activities (Horan, Martin, & Weber, 2012, p. 215).

Teacher competence. Competence refers to the teacher's expertise and knowledge in an area or subject as perceived by the students (Henning, 2010, p. 60). Teacher competence helps to develop teacher credibility and student motivation to learn.

Teacher credibility. Teacher credibility refers to the attitude of a student regarding the teacher's perceived believability (Zhang, Zhang, & Castelluccio, 2011, p. 454). It is the students' evaluation of their teachers based on teacher competence, caring attitude, and truthfulness (Henning, 2010, p. 59).

Teacher immediacy. Immediacy refers to the positive interaction between a student and the teacher by signaling approach and availability, inducing positive psychological arousal and conveying interpersonal closeness (Banas, Dunbar, Rodriguez, & Liu, 2011, p. 127).

Verbal abuse. The abusive teacher "uses profanity, is angry and mean, yells and screams, interrupts and/or intimidates students" (McPherson, Kearney, & Plax, 2006 p. 217). Verbal abuse is another factor affecting teacher credibility and students' learning motivation.

Assumptions, Delimitations, and Limitations

In this study of the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement, it was assumed that the students participating in the research understood the basic concepts of teacher communication, teacher credibility, student

motivation, and academic achievement. It was also assumed that the students were honest in their answers and provided responses independent of the responses of others.

Though the study was conducted in India, the results can be generalized to schools in other countries, such as the United States, China, Germany, Canada, and Finland, to determine whether the results might be the same or different. Also, the research study results can be applied to other subjects, like mathematics, social studies, and science. The relationship between teacher communication, and teacher credibility, student motivation, and academic achievement is an important topic. If the research obtains the same result in all these countries, it suggests that additional study of this area would be worthwhile.

According to Simon (2011), “Delimitations are those characteristics that limit the scope and define the boundaries of a study” (n.p). One of the delimitations of the study was that the participants in the study were only the students of the ninth grade. Other groups, such as administrators, parents, teachers, and other students besides ninth-graders, were not involved in the research. Another delimitation was that the research was limited to only 11 schools and did not include all states in India. Therefore, the results may be generalized only to the certain group that was studied. Another delimitation was that the data collected from the ninth-graders was from three term examinations in 2017, and other examinations and grades were not taken into consideration.

The researcher recognizes that there were certain limitations in conducting the study. It was assumed that ninth-grade students would be able to respond to the questions because they understand the concepts of teacher communication, and teacher credibility, student motivation, and academic achievement; and that they would be better able to express their problems/feelings than would the students in lower grades.

The research study was limited to schools where the medium of instruction is English. Schools using Kannada, Bengali, and Hindi as the medium of instruction were not part of the research because the questionnaire was in English. The sample in the study was limited to ninth-grade students because students in lower grades might not be able to understand the questions and the resulting research would not be valid. Furthermore, the study was limited to India because the teachers in India use the lecture method as a communication tool, and teachers thus play a major role in instructional communication. Additional research on teacher communication and academic achievement, and on student motivation and academic achievement, may help to gather more information, which could help educators.

Chapter 1 Summary

There is a relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Gray, Anderman, and O'Connell (2011) claimed that “students’ perceptions of a supportive classroom environment are linked to their well-being, motivation and adjustment, and achievement” (p. 186), with “supportive class” meaning that every student feels comfortable learning and being recognized. Goodboy and Bolkan (2009) claimed that teachers’ positive and negative communication behaviors affect effective instruction, and consequently the attitude toward the teacher, the subject, and academic achievement. The teacher’s aim in the classroom is to improve students’ cognitive learning skills and also to improve student motivation and academic achievement. Banfield, Richmond, and McCroskey (2006) also state that any teacher behavior that interferes negatively with instruction or student learning has a negative impact on learning. For example, being absent, confusing the students, using sarcasm, giving boring lectures, grading unfairly, showing favoritism—these

behaviors would be considered ineffective teacher communication because of their negative impact on teacher credibility, student motivation, and academic achievement.

When teachers are incompetent in classroom communication, “they may bore or confuse the students, overload them with information, mispronounce words, or speak with accents that students do not understand” (Banfield, Richmond, & McCroskey, 2006, p. 64). In addition to knowing the subject matter, teachers must demonstrate the ability to communicate the information clearly, using concrete examples and varied modes of explanation to help the students comprehend what the teacher is saying in the classroom. Teachers can use humor to make classroom communication creative and interesting, but they must know how much humor to use, concentrating mainly on the subject matter rather than the humor (Bolkan & Goodboy, 2015, p. 49). Improvement by the teacher in these areas will lead to better student academic achievement. Henning (2010) claimed, “One of the keys of instructional learning, teacher credibility has been significantly related to increasing learning outcomes” (p. 60).

If the students are not motivated because of the lack of teacher credibility, their academic achievement will be affected negatively. The students will not take an interest in the subject and have poor academic achievement. When teachers become aware of the negative effects of their communication, they will want to work on improvement. This study has provided necessary information to the teachers regarding instructional communication and its relationship to teacher credibility, student motivation, and academic achievement. Chapter 1 has provided an introduction to the problem and purpose of the study. Definition of the terms will help in understanding the study, its rationale, relevance, assumptions, delimitations, and limitations.

Chapter 2 provides a review of the literature relevant to the study. The literature highlights previous literatures, compares similarities, and describes differences in conceptual

framework. It deals in detail with the historical relevance of the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. It also offers a synthesis of the research findings and critique of the previous research.

Chapter 3 presents in detail the design and the methodology used in the study. The chapter explains the tools, instruments, and methods that were used for data collection. Data analysis is explained, as the validity and credibility of the study.

Chapter 4 describes how the research questions were answered by analyzing the data statistically. The chapter deals with the description of the sample, participant response, summary of the data analysis, and a summary of the result. It also deals with the support of the research and its objectivity.

Chapter 5 discusses the results and how they relate to the literature, limitations, implications for practice, and recommendations for further study in the field of education to understand better the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement.

Chapter 2: Literature Review

Introduction to the Literature Review

Several studies share useful information on teacher communication and its relationship to teacher credibility, student motivation, and academic achievement. The theory of behaviorism evolves around the learning. The students' behavior changes according to the situation that is provided to them (Kay & Kibble, 2016, p. 19). Teacher communication establishes a positive teacher-student relationship of trust and confidence. Students trust the teacher as a credible person to teach. The students also take an interest in listening to the teacher's lectures and in the subject matter. Research studies have observed that teacher clarity in communication is vital for teacher credibility, which motivates students, and academic achievement improves. If the teacher lacks credibility, the students will be demotivated to learn and will not take an interest in that teacher's class through noncooperation in various ways. Student dissent can be considered as student dislike toward the teacher or the class and is often expressed as noncooperation.

To communicate effectively, teachers have to understand the relationship between teacher communication, and teacher credibility, students' motivation, and academic achievement. Ineffective or negative teacher communication in the classroom derails the vision and the goal of education. If the teacher does not pay attention to clarity of communication, both the instruction and the learning are affected. If teacher credibility is affected, students are not motivated to learn, which leads to lower academic achievement. This research study gathered information, and further examined and highlighted the negative or positive relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. These aspects not only affect the vision and the goals of education but also influence student learning and academic performance. The students are prepared in the school for life. The

necessary knowledge and skills are provided to them through classroom communication. The information gained through this study will help the teaching community understand the damage caused to students through teachers' ineffective communication in the classroom. This knowledge will help with teacher commitment and professional growth.

The literature review presented in this chapter is centered around the theme of the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. It examines how the students perceive their teacher's credibility and its relationship to student motivation and academic achievement. It examines how the teacher can be a motivating factor in the classroom. This chapter deals with the research questions of the relationship between the teacher communication and teacher credibility, between teacher communication and student motivation, and between teacher communication and academic achievement.

Conceptual Framework

The conceptual framework of this study was used to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. The study was conducted in India, and the participants were ninth-grade students. The reason for choosing to conduct the research in India is that little research has been done on the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement in the Indian context. The information collected in this study adds a new dimension to the subject. This could help educators in India to be more effective instructors and to improve their credibility, motivate students, and contribute to their academic achievement.

According to the theory of behaviorism, learning may increase or decrease in the environment that is provided by educators and teachers. Behavioral theory focuses on teacher-

centered learning (Kay & Kibble, 2016, p. 18). The role of the teacher is to provide an environment to the students, design appropriate environmental conditions for the students, and reinforce desired learning among the students. In the lecture method the teacher controls the environment and stimulates in the students a desire to learn (Kay & Kibble, 2016, p. 21). The teacher uses the lecture method of communication to reinforce in the students desired behaviors, and to decrease undesired behaviors or responses (Kay & Kibble, 2016, p. 18).

Teacher communication affects teacher credibility, student motivation, and academic achievement. The effect can be negative or positive. Credible teacher communication has a positive effect on student learning, and the teacher who is perceived by the students as not credible has a negative impact on student learning. Henning (2010) stated, “Because learning is the outcome both in the classroom and in instructional communication research, a large body of work has been devoted to illustrating the importance of communication in teaching” (p. 58). It is the responsibility of the teacher to communicate in such a manner that the students understand and learn. Negative teacher communication demotivates the students and has a negative impact on them. Teachers also need to develop necessary skills to get across their thoughts to the students so that they understand what the teacher is saying. McCroskey, Valencic, and Richmond (2004) maintained, “The teacher’s level of intelligence, content knowledge, pedagogical knowledge, communication competence, and experience are important” (p. 3). If the teacher is not competent at delivering the subject content to the satisfaction of the students in the classroom, the effect of teacher communication is negative, and the teacher will lose credibility.

Some teachers are talented and experienced in presenting the classroom content to match the intelligence of the students. If the students perceive the teacher as competent, they will be motivated to learn, and will work hard and achieve academic excellence. Mazar and Stowe

(2016) stated that “given that teacher’s communication behaviors can have a profound impact on student outcomes, teachers must balance communication behavior that might positively affect or negatively impact students’ learning” (p. 22). A positive attitude on the part of the teacher helps to motivate student learning. Therefore, teachers have to develop the skills to communicate in the classroom to create a positive impact on student motivation and student learning. Teachers need to have a clear understanding of the subject matter so that they can be competent in their communication. Teacher competence contributes to teacher credibility and builds a relationship of trust and confidence (Bolkan, 2017, p. 20). If the teacher demonstrates incompetence in communication, the effects on teacher immediacy, teacher credibility, and students’ outcomes will be negative. Demonstrating a negative attitude or uncaring behavior by the teacher in the classroom hurts the students’ progress. It also damages perceptions of the teacher’s credibility, level of competence, trustworthiness, and caring (Mazer & Stowe, 2016, p. 23).

There is a strong association between teacher immediacy and effective learning. Effective teacher communication establishes a connection between the teachers and the students and reduces the distance between them. Immediate behaviors of teachers directly impact the motivation of their students which results in an improved attitude toward both the teacher and the subject matter (Bolkan & Goodboy, 2015, p. 49). A teacher’s lack of credibility makes the students perceive the teacher as incompetent. The students then express their feelings of dislike as dissent toward the teacher and the class. Student dissent is a message to the teacher that the students do not like either the teacher or the subject (Buckner & Frisby, 2015, p. 400). Another important skill in effective teacher communication is the use of humor. Using humor in the classroom makes the classes more interesting. However, the teacher needs to know the limitations of using humor during class, and the humor has to be connected with the subject

matter of the class (Banas, Dunbar, Rodriguez, & Liu, 2011, p. 118). The problem of teacher communication is important; needs to be studied because the subject is influential in understanding the different perceptions of how teachers' and the students' associated behavior contributes to teacher credibility and student learning. This study defines a teacher communication problem as anything that distracts the students from learning or has a negative impact on their learning (Horan, Raposo, & Carton, 2014, p. 23). To the students, teacher communication problems include such behaviors as the teacher being unfair in class, unfair in assessment or evaluation, boring, and poor at classroom management. The teacher's relationship with the students is important to the teacher's credibility. The students' perception of their teacher may have an effect on their attitude toward the teacher and toward the subject, and may influence motivation and learning (Yildirim, Akan, & Yalcin, 2016, p. 1).

In this chapter review of the literature, it is observed that research studies demonstrate that teacher communication affects teacher credibility. The students will judge teacher credibility based on how the teacher communicates the subject matter, how the teacher shows goodwill and a caring attitude toward the students, and how the teacher convincingly explains the subject matter. Teacher credibility is key to guaranteeing high quality education. If the teacher lacks credibility, the students do not take an interest in learning, and the impact on academic achievement will be negative. Quality education is the need of the hour, and academic excellence is the goal of educational institutions. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved (Ofojebe & Ezugoh, 2010, p. 400). Therefore, teacher communication plays an important role in the school system. Teacher communication affects teacher credibility, student motivation to learn, and, above all, academic achievement. Goodboy and Bolkan (2009) claimed, "Incompetent behaviors communicate that a

teacher does not care about either the course or the students. Such behaviors may give students the perception that their teacher does not know what he/she is doing” (p. 205). Through their positive behaviors, teachers establish their credibility to motivate students. The teacher’s positive attitude motivates the students and promotes academic achievement. The teacher’s knowledge and communication skills make the classroom presentation interesting, and the students consider the teacher credible and competent.

Review of Research Literature and Methodological Literature

Teacher communication can be a deciding factor for teacher credibility. The teacher who can communicate and make the students understand the lesson will be considered by the students to be a credible teacher. When the students take an interest in the subject, this can be a motivating factor for them. If the classes are not interesting to the students, there can be dissent in the classroom. Numerous research articles suggest significant importance in the relationship between teacher communication and teacher credibility, student motivation and academic achievement. The information in this chapter was obtained from EBSCO host, ProQuest, JUSTOR, academic journals, dissertations, and books. The key terms searched were *teacher communication*, *teacher credibility*, *student motivation*, and *academic achievement*.

Teacher communication. Dissent is the reaction of the students who are expressing their unhappiness with the teacher or the subject. Goodboy (2011a) investigated the causes of student dissent in classroom communication using a quantitative research methodology. The researcher developed a survey and an open-ended questionnaire to collect the data. The research study gathered information and found that students were often dissatisfied with their expectations of the instructors. Instructors play an important role in classroom communication. When the students are not satisfied with the instructors’ communication, they become frustrated and tend to

communicate their displeasure through dissent. The research found that the causes of student dissent were unfair testing/assignments, unfair grading, and teaching style, followed by teacher offensiveness, poor policy, not following the syllabus, teacher indolence, lack of teacher feedback to the students, and group member slacking. When the students are not satisfied with their expectations, they express their dissatisfaction through dissent.

Teacher competence in communication is fundamental to teacher credibility. Hutchens and Hayes (2014) prepared a factorial design to manipulate teacher usage of Facebook to find the effects of teacher competence, indolence, and teacher offensiveness. A source credibility instrument was developed to measure perceptions of teacher credibility in three areas; teacher competence, caring/goodwill, and trustworthiness. These three factors were included in the survey. Teachers sometimes engage in inappropriate communication behaviors, which negatively impact their credibility. Teachers have to know their limitations and expectations when communicating with students; they also need to distinguish between professional and personal life. The research pointed out that when teachers cross the boundaries of their professional lives while using Facebook and act overfriendly, they are misunderstood and damage their credibility. Students' perception of the teacher and teacher credibility play an important role in the teaching and learning process. The purpose of the study was to examine whether educator usage of Facebook had any impact on student perception of instructor credibility. It concluded that usage of Facebook by the instructor does not in itself devalue the instructor, but rather the way the instructor uses Facebook, by crossing set boundaries, can have the effect of devaluing the instructor's credibility.

Teachers' instructional communication can motivate the students to learn, or cause them to dissent. Buckner and Frisby conducted a quantitative research study (2015) to investigate

instructional dissent in the college classroom. Their study explored the relationship between effective teacher behavior and potentially negative student behavior in classroom communication. The study investigated the influence of teacher behaviors along with students' characteristics to understand why students express dissent. Teacher communication with the students is valuable and significant in the classroom. The data was collected through a questionnaire. The participants expressed their feelings about their teacher's classroom communication behaviors. It was concluded that teachers who fail to communicate according to the understanding and the expectation of the students lack credibility and the student reaction will be one of dissent. The information provided helps instructors to know why the students express dissent toward them and toward the subject. A teacher's lack of communication skills is perceived by the students as teacher incompetence, and the students express their dislike through dissent. The students may also express their dissent by not attending the class or by not responding to the teacher because of the negative impact of the teacher's poor communication and lack of credibility.

Teacher clarity in communication has a positive impact on student learning. Bolkan's (2017) research focused on the importance of teacher clarity in classroom communication and its effects on students' learning. Research findings provided teachers with information about positive effects of teacher clarity in classroom communication. Teacher clarity helps the students understand the teacher's communication and learn better. The research also focused on the importance of teachers using examples to communicate in the classroom clearly. The teachers also needed to conduct student learning assessments besides just lecturing. The participants were given the questionnaire and asked to express their feelings about their teacher's clarity of communication in the classroom. The research concluded that teachers' clarity of communication

in the classroom lecture was important for the students' ability to understand the lessons and for their academic success.

Goodboy (2011b) conducted a quantitative research study to develop and validate the instructional dissent scale. The researcher also developed a questionnaire. The participants in the study were 210 undergraduate students, 94 men, 114 women, and 2 unreported. They were from a midsized northeastern university, and their ages ranged from 18 to 25 years. The majority of the participants reported on courses that were not a part of their major. Most of them had not previously taken a class with the teacher. Participants completed a questionnaire during the final week of the semester in reference to the class they attended immediately before data collection. The questionnaire included four measures: a pilot version of the instructional dissent scale, the teacher inappropriate behavior scale, student communication satisfaction scale, and student motivation scale. The participants expressed their feelings regarding their teacher, and how often they had experienced the teacher's lack of communication skills. After analyzing the data, it was found that dissent was correlated positively with teacher lack of communication skills and teacher credibility.

Henning conducted a quantitative research study (2010) on teaching with socio-communicative style to manage student perceptions, the effects of socio-communicative style on teacher credibility, and student affective learning. The study extensively examined the link between perception of teacher credibility and student affective learning. It tested a hypothesis, regarding the perception of teachers and their credibility, and significant effect on student learning. The participants were recruited in person by the researcher and given an Internet link to complete the survey, which included 10 items regarding teacher communication behaviors. Collected data analyzed by regression analysis revealed that student perception of teacher

credibility was able to predict 54% of the variance in affective learning. Teacher-perceived responsiveness, assertiveness, and cognitive flexibility played a statistically significant role in predicting student affective learning.

There is a relationship between teacher communication and student resistance. Zhang, Zhang, and Castelluccio's (2011) research study examined the relationship between lack of teacher communication skills in the classroom and student resistance. The teachers' inability to fulfill the expectations of the students is considered a lack of teacher communication. When the teacher fails to communicate according to the understanding of the students, the students get confused, which affects teacher credibility negatively. The purpose of the study was to investigate the relationship of teacher lack of communication skills and teacher credibility. Teacher credibility was measured with a source credibility measure, which consisted of three dimensions of perceived sources of teacher credibility: competence, caring, and trustworthiness of the teacher; the research study then gathered information on the effects of teacher competence, teacher caring, and teacher trustworthiness on teacher credibility. Based on teacher communication and these factors, the teacher is perceived as credible or not credible by the students.

Teacher credibility. Gray, Anderman, and O'Connell (2011) used the quantitative research method to study teacher credibility and teacher affinity with learning outcomes in health education classrooms. The researchers developed a questionnaire to measure teacher credibility, teacher affinity, and learning outcomes. The participants in the study were recruited from seven high schools in two geographically similar cities in the midwestern United States. The samples consisted of 633 high school students enrolled in freshman health education classes. There were 10 instructors, each of whom taught an average of three health classes per day. The student

sample was divided almost evenly regarding gender, 47.1% being male and 52.9% being female. Participants ranged in age from 13 to 18, and most were in ninth grade. The data was collected from the participants through a questionnaire. The privacy of the students was protected, and data reported in this study were part of a larger study on school learning environments. The research study concluded that teacher communication characteristics are related to teacher credibility, student learning, and academic achievement.

The teachers have to be accountable to the students while communicating to them. Teachers accountability can be a source of teacher credibility. Clements (2013) defined teacher credibility as teacher accountability. Accountability goes together with responsibility. Teachers are accountable and responsible for classroom communication. The teacher's accountability is achieved by preparing for the class and by administering and reporting test results several times a year. The teachers have to be honest in reporting the test results and must keep in mind the welfare of the students. Through classroom communication, the teachers and the students build a relationship of trust and understanding. Both parties have to honor each other and show mutual respect and trust to gain credibility. The teachers who lack credibility will not be able to motivate students. In this context the term *accountability* refers to teachers and school leaders being responsible for student academic achievement by meeting the necessary conditions established by the state, board, and the school.

Teacher credibility is the perception of students of their teacher. Finn and Ledbetter's (2014) research study examined students' perception of teacher verbal aggressiveness and teacher credibility. The questionnaire method was used to collect the data on how teacher verbal aggressiveness has a negative effect on teacher credibility and student learning. There were 379 students from the university who participated in the study. They were provided with a

questionnaire to describe their perception of teacher aggressiveness and teacher credibility. The research proved that teacher aggressiveness in the classroom affects teacher credibility and student motivation. Teacher aggressiveness is defined as classroom communication behavior in which the teachers do not listen to the issues or problems of the students but impose their decisions on them.

Teachers can be aggressive in their verbal communication in the classroom. Their aggressiveness can affect their credibility. Mazer and Stowe's (2016) conducted a quantitative research study to examine teachers' verbal aggressiveness and its effects on teacher credibility on and students' learning outcomes. The data was collected through a questionnaire. The research suggested that teacher immediacy potentially can diminish the adverse effects of negative teacher communication behaviors, such as verbal aggressiveness in the classroom. The student participants were asked 16 questions to express their motivation toward learning. The research results confirmed that teacher verbal aggressions had negative effect on teacher immediacy and teacher credibility. The research concluded that a greater amount of teacher verbal aggression could lead the students to perceive the teacher as less credible regardless of the teacher's use of immediacy.

Horan, Chory, and Goodboy's (2010) research study examined in detail students' experiences when they perceived teachers' unfairness. Data was collected through open-ended questions, which included student-perceived teacher injustices and student reactions to such behaviors. The participants were provided with written narratives and asked to respond to three open-ended questions. The questions included issues like grades, instructor attitude, punishment, grading procedure, makeup/late policies, information for examination feedback, and instructor error. Participants' emotional responses ranged from anger to empathy, and behavioral reactions

ranged from dissent to withdrawal. Student emotional and behavioral responses were overwhelmingly negative. The results suggested that students perceived a wide range of messages from their college teachers and felt that they were unfair. The students expressed their dislike toward the teacher by dissent.

Teacher competence and trustworthiness contribute to teacher credibility. Teven conducted a quantitative research study (2007) on teacher-caring classroom behavior; the relationship of attitude between teacher and students; and perceptions of teacher competence and trustworthiness, and their effects on teacher credibility and student motivation. The participants were provided with the 2X2 factorial design. They were randomly assigned one of four scenarios including teacher appropriate/inappropriate behaviors and teacher caring aspects. After reading the scenario the participants were asked to express their perception of teacher credibility and their interest toward the instructor and toward the subject. The research concluded that the teachers who communicate a caring attitude in the classroom are perceived as more credible than the teachers who are perceived as noncaring. The research also explained that the caring attitude of the teacher built a relationship of trust and mutual respect. This relationship influences student motivation and academic achievement.

Banfield, Richmond, and McCroskey (2006) investigated the effects of teacher communication on students and their perception of teacher credibility. The participants were provided with two scenarios, of a competent and an incompetent teacher. In the first scenario, all the comments about the teacher were positive. In the second, the comments about the teacher were negative. After reading about the two situations, the students were asked to circle a number that best represented how they perceived or felt about the teacher. In the first situation, the resulting analysis of variance was significant for the teacher attitude, and the students were

willing to take another course with that instructor. In the second situation, the attitude evaluation for the teacher was lower, and the students were not willing to take another course with that instructor. The research concluded that teachers' negative behaviors such as poor communication, not caring, and aggressiveness negatively affect teacher credibility in classroom communication.

In the classroom the teacher shares knowledge of the subject. An important factor contributing to teacher credibility is how the teacher communicates the knowledge to the students. Horan and Chory (2011) asserted that "ethos or credibility of a speaker as originally conceived by Aristotle consisted of three dimensions: intelligence, character, and goodwill toward the audience" (p. 566). Their research explained that credibility is composed of competence, caring, and trustworthiness factors. Competence refers to the individual's perceived knowledge on a given topic. Communication research indicates that competent supervisors are perceived by their subordinates as low in communication apprehension and verbal aggression, but high in assertiveness and responsiveness. Teacher caring is perceived as the good will of the teacher toward student learning. Trustworthiness is a perception based on the honesty and authenticity of the teacher while lecturing in the classroom; the teacher has to display certain truthful behaviors to the students so that they believe what the teacher is saying to them.

Pogue and Ahyun (2006) claimed that "teacher immediacy is described by many researchers as one of the most important types of teacher behaviors influencing student learning" (p. 332). The research study focused on the effect of teacher immediacy on teacher credibility, student motivation, and affective learning. The student participants were presented with the experimental 2X2 factorial design. They were exposed to one of the four written scenarios and asked to complete a motivation and affective learning questionnaire. The research revealed that

students would be more highly motivated by teachers perceived as more immediate and less credible than the students exposed to a teacher who was less immediate and more credible.

Aggressive communication by the teacher affects teacher credibility negatively. Myers and Martin conducted a quantitative research study (2006) on teacher credibility and teacher aggressive communication traits. The teacher credibility scale included teacher competence, teacher caring, and teacher trustworthiness factors. Collected data was analyzed to determine the effects of teacher aggressive communication and, specifically, its effects on teacher credibility. Research concluded that negative teacher communication creates a negative impact on teacher credibility and student learning.

Teacher credibility is an attitude of the students toward the teacher. Horan, Martin, and Weber (2012) have researched the effect of teacher credibility on students' attitudes, beliefs, and values regarding subject matter or a teacher. The research study investigated an emotional response theory predicting that instructor communication stimulates student emotional responses that direct their approach-avoidance behaviors. The participants were asked to express their feelings about the teacher, their interest in attending the class, and whether they would take another class from the same teacher if they had a choice. The research revealed that the students' avoidance behaviors are related to their emotions. When students are upset with the teachers, they avoid them. Teacher immediacy and teacher credibility motivate students to learn and open the gates of communication with their teachers.

Student motivation. Student demotivation lends negative aspects to teacher credibility. Yadav and BaniAta's (2012) research study on the causes of student demotivation used a quantitative research method. The data were collected using an open-ended questionnaire and follow-up interviews. Responding within 30 minutes to 30 open-ended questions, the participants

had to recognize and identify the demotivating factors influencing their academic achievement. Unlike many other research studies, this one also focused on the negative aspect of demotivation in student learning. The research study highlighted the negative and positive sides of motivation and demotivation, concluding that demotivating factors affect student motivation and student learning.

Allen, Long, O'Mara, and Judd (2008) asserted that “two studies had found that students hold themselves responsible for their motivation to learn but hold teachers responsible for their demotivation” (p. 22). Their study examined whether college students’ communication avoidance and socio-communicative orientation were related to the perception of teachers’ immediacy, socio-communication style, satisfaction with teachers, and student learning. When the teachers, while communicating with the students, express emotions such as anger and dislike, and show a lack of knowledge of the subject, this can be a demotivating factor for the students. The participants were provided with a questionnaire that included eight bipolar adjective scales ranging from 1 to 7 to measure the correlation of the perception of instructor immediacy and assertiveness/responsiveness to learning. The research study focused on the teacher communication style in the classroom and its effects on teacher credibility. The students perceived as credible the teachers who were nonverbally immediate and used approach behaviors such as reducing physical distance, smiling, using appropriate eye contact, and being vocally expressive. The research also found that teachers’ nonverbal immediacy is related to student perceptions of cognitive, affective, and behavioral dimensions of learning. Students’ perception depended on the competence of the teacher, how the teacher cared for the students and how truthful the teacher was in classroom communication.

Teacher communication can motivate the students or demotivate them. MacArthur and Villagran's quantitative research study (2015) focused on examining students' motives for communicating with their teachers when they exhibited inappropriate or unprofessional online behavior. The participants were 240 undergraduate students enrolled in communication classes at a small northeastern and a large southeastern university. Students represented a variety of majors in communication, business administration, psychology, and education, and they signed an informal consent agreement before receiving the survey. The participants were presented with a scenario of a teacher violating digital expectancy; they were given clear guidance that the body of the survey and the interaction with the teacher were hypothetical and imaginary. The data collected through the survey were analyzed and calculated by Pearson correlations, and the research concluded that the teacher's digital expectant violation negatively affected students' motivation. The students expect certain communication behaviors from their teachers, without which teachers may lose their credibility and hamper student motivation.

A teacher's negative communication can demotivate the students and affect their learning negatively. Zhang's research study (2007) investigated the teacher behaviors that demotivate students and have a negative impact on student learning. Certain teacher communication behaviors, such as teacher incompetence, interfere with teaching and distract the students from learning. The participants were provided with questionnaires referring to the factors of teacher motivators and demotivators. They were then asked to express their feelings about the demotivating factors for which the teachers are responsible. The questionnaire included three factors of teacher credibility: teacher competence, teacher caring, and teacher trustworthiness. The result of the data analysis revealed that some teacher communication behaviors motivate, and some demotivate, the students. The research also revealed that teachers' instructional

communication behavior in the classroom influences teachers' credibility. Competence, caring attitude toward the students, and trustworthiness affect teacher credibility.

Academic Achievement. Ravina, Marslin, Franklin, and Sheeba's (2014) research explained the effects of students' stress when the students are not prepared for the examination because the required syllabus has not been completed. The research used a quantitative research method and developed a questionnaire to focus on the students' stress during the examination in India. The participants were provided with the questionnaire three months before taking the final examination. Several students expressed their fear of the examination because they felt they were not ready for it. What added to their stress according to the study was their concern that the teachers had not completed the prescribed syllabus and the students had to cope on their own. If the teachers had taken extra time to complete the syllabus, it would have helped to reduce the students' stress. The study also suggested that the teachers could help the students by preparing them to face the examination and added that attention should be paid to teacher training to help the students overcome anxiety.

Teacher communication motivates the students to learn and can affect student motivation. Goodboy and Bolkan's (2009) research revealed that academic achievement is related to teacher communication behaviors. A teacher's clarity in communication promotes teacher credibility. The credibility of the teacher is based on communication. A teacher who is concerned about the welfare of the students and takes the trouble to teach them is perceived credible as by the students. The research study enrolled 343 undergraduate students who were asked to explain how familiar they were with the instructor who promoted academic achievement; the questionnaire method was used to collect data. The research revealed that teacher behaviors in the classroom are related to teacher credibility and academic achievement.

There is a positive relationship between teacher communication and academic achievement. Al-Madani conducted a quantitative research study (2015) to investigate the relationship between teachers' effective communication and students' academic achievement. The research revealed that the instructor's cordial relationship contributed to the students' academic achievement. The research study included 100 students. The data were analyzed by using a sample T-test. The research demonstrated that there is a relationship between teachers' effective communication and students' academic achievement.

McCormick, O'Connor, Cappella, and McClowry's (2013) research study on the teacher-student relationship and academic achievement revealed that teacher communication is related to student academic achievement. The data were collected from 324 students and analyzed by using a multilevel regression model to examine the effect of the teacher-student relationship and academic achievement. The research revealed that the teacher's communication relationship contributed to student academic achievement. The teacher can be either a motivating or a demotivating factor in students' academic achievement.

The teacher's positive behavior in the classroom can affect the students' academic achievement. Öqvist and Malmström's (2016) study investigated the influence of teacher behavior on student academic achievement. The participants were identified through a survey study, and a questionnaire and interviews were used to collect the data. The research questions asked the participants to describe their experiences and views about teacher communication behaviors. The educational motivation of the students was measured, and it was found that teacher behavior influences student motivation.

Sointu, Savolainen, Lappalainen, and Lambert conducted a research study (2017) on the student-teacher relationship and its relationship to academic achievement. Descriptive statistics

were used to find the relationship between the student-teacher relationship and academic achievement. The study concluded that students with greater strengths and those with better relationships with teachers had higher academic achievement than the students who did not have a better relationship with the teacher. The study established that the student-teacher relationship influences academic achievement.

Teacher communication in the classroom can help to make a subject interesting. The teachers can make their classroom communication more interesting by adding humor that is connected with the subject matter. Banas et al. conducted a correlational study (2011) to review the use of humor in educational settings. The research examined how teachers can use humor to make the classroom lectures more interesting to the students. It also found that award-winning teachers in the field of education used humor in the classroom more than the non-award-winning teachers. When teachers use humor to make the classroom communication interesting, teachers and students develop a positive relationship of trust; student motivation is encouraged, and the effect on academic achievement will be positive. The research study recommended that teachers use humor in the class to make learning fun and the class interesting to the students. When the teacher uses humor to explain the subject, the students will be able to recall the information more easily. The research also suggested that the teachers must know when and how much humor to use. They should focus on the subject matter rather than on the humor.

Bolkan and Goodboy conducted a research study (2015) to investigate how teachers' using humor in the classroom is linked to student learning. The research explains how the instructor's use of humor in the class makes the class more creative and promotes student learning. Instructors using humor develop an effective learning atmosphere in the classroom. The classes are liked by the students, and the lessons become more interesting to them. When

students take an interest in the class, the teacher develops credibility among them as a good teacher. The participants were provided with a questionnaire to collect the data. The questionnaire covered teacher classroom communication behaviors, and the participants were asked to express their feelings about their teacher. The research concluded that teachers' use of humor in the class had a positive impact on the students' motivation, students' cognitive learning, and the students' involvement in classroom activities. The research suggested that the teacher's use of humor in the classroom motivates the students. More research is needed on this subject so that classroom communication can create an atmosphere of learning and foster student motivation.

Research studies have used quantitative research methodology to examine the relationship among the teacher communication, teacher credibility, student motivation, and academic achievement. Research studies have used questionnaires, interviews, and survey instruments to collect data which were statistically analyzed to find the relationship among teacher communication, teacher credibility, student motivation, and academic achievement. The research studies have suggested that teachers' clear communication in the classroom creates a positive impact on student learning. Clear communication helps teachers to develop credibility, motivate the students, and improve academic achievement. Using phenomenological quantitative research methodology, the research studies found that teacher communication is related to teacher credibility, student motivation, and academic achievement. The credible teacher is identified by the students as a good teacher who can motivate the students and promote academic achievement. Several research studies have used questionnaires, surveys, and interviews to collect data on teacher credibility, student motivation, and academic achievement. Teacher credibility scales were used to evaluate teacher competence, teacher caring, and teacher

trustworthiness. This study examined the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Questionnaires were used to collect the data from the participants. Participants' two examinations marks were analyzed to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Data were statistically analyzed. Research studies have valuable information that were used in conducting this study.

Review of Methodological Issues

The research studies of Mazer and Stowe (2016) on teacher credibility and student motivation, Goodboy (2011a) on teacher communication, and Goodboy and Bolkan (2011) on classroom communication, have revealed that teacher communication plays a vital role in teacher credibility, student motivation, and academic achievement. Based on communication, the teacher is judged by the student as credible or not credible. Credible teachers are accepted by the students as good teachers, and the students believe in them. Teacher credibility is built upon how the teacher communicates the content of the subject matter, how the teacher communicates caring to the students, and on how the teacher tries to reach every student in the classroom so that they all understand what the teacher is saying. When the teacher communicates to the students the readiness to walk an extra mile for their welfare, the teacher is considered as credible.

Several research studies have examined the role of clarity of teacher communication in the learning atmosphere. The studies support the idea that teacher clarity helps the students to learn and grasp necessary skills taught by the teacher in the classroom. Based on communication, the teacher establishes credibility, which creates a bond of mutual trust and respect. The relationship can be positive or negative. The research studies affirm that a positive teacher-

student relationship fosters teacher credibility, student motivation, and academic achievement. A negative teacher-student relationship can hamper or damage teacher credibility, student motivation, and academic achievement. Research studies have used quantitative methodologies to learn more about the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. The teachers have expectations about the students, and the students have expectations about the teachers. The students expect teachers to help them to learn and be academically successful. When both parties responsibly fulfill their expectations, the trust relationship grows and each party gains credibility. If the teachers fail to live up to these expectations, they lose credibility. Teacher communication is fundamental to establishing teacher credibility, motivating students, and academic success (Mazer & Stowe, 2016).

These quantitative research studies have used the questionnaire method to collect data: Banfield, Richmond, and McCroskey (2006), on teacher credibility; Gray, Anderman, and O'Connell (2011), on teacher competence; Henning (2010); Horan and Chory (2011), on teacher caring; and Hutchens and Hayes (2014) and Mazer and Stowe (2016), on teacher trustworthiness. They demonstrated that these three factors play a vital role in measuring teacher credibility: teacher competence, teacher caring, and teacher trustworthiness. Teacher competence is shown by the way the teacher displays mastery of the subject and communicates knowledge of the subject to the students, and by the manner in which the teacher promotes participation by the students in the classroom. A teacher who displays these qualities is considered good, is liked by the students and considered credible. The credibility of the teacher depends on the perception of the students. The second factor is the teacher's caring attitude in the classroom. The students expect the teacher to be caring toward them in classroom communication. Teachers display

concern for the students by listening to them when they ask questions. If the teacher does not listen to them, the students perceive the teacher as not caring and that can affect teacher credibility negatively. The third factor responsible for teacher credibility is trustworthiness. Through classroom communication the teacher gives both verbal and nonverbal messages while dealing with the subject matter. The teachers must not only be skilled in presenting the facts but must also be careful in dealing with the students because they expect the teacher to be fair and just to them. If the teacher displays dishonesty in communicating with the students, they are disappointed and perceive the teacher as not trustworthy. The teacher and the students through classroom communication establish a relationship of trust, and when the teacher does not fulfill that expectation, the students label the teacher as not trustworthy and not credible.

Positive and negative effects of teacher communication are highlighted in some of the research studies. The positive effect of teacher communication is teacher credibility; the negative effect of teacher communication is student demotivation. Teacher credibility helps student motivation. Students are encouraged to learn from the credible teacher because they like the teacher. Researchers believe that when the teacher and the students develop a relationship of trust, teachers gain credibility. Teacher credibility promotes students' motivation and academic achievement. The students take an interest in the lesson taught by the teacher, and their performance, when evaluated by the teacher, is better because they like and understand the teacher (Finn & Ledbetter, 2014; Goodboy & Bolkan, 2009; Pogue & Ahyun, 2006; Yadav & BaniAta, 2012).

Teacher clarity in communication is important for teacher credibility. A credible teacher is considered by the students as one who can communicate to them; they understand the teacher and like to attend the lesson taught by the teacher. Teacher credibility promotes student

motivation and academic achievement. If the teacher lacks credibility, the students will be demotivated and will not show high academic achievement. Teachers have to pay more attention to their clarity in communication so that they will be perceived as credible by the students. The teachers cannot just lecture the students on various subjects; student motivation is also necessary for academic achievement (Banas, Dunbar, Rodriguez, & Liu, 2011; Bolkan & Goodboy, 2015).

Some of the research studies have used quantitative methodology to measure the relationship between the teacher communication, and teacher credibility and student motivation. The studies have mainly examined the students' perspective on teacher credibility in classroom communication. Most of the studies used questionnaires and surveys to collect the data. A few used surveys along with interviews to gather the necessary data for their research. Collected data was then analyzed statistically to find mean, median, and standard deviation to determine whether there is a relationship between teacher communication and student motivation. Most of the studies have used quantitative methods, questionnaires, and statistical analysis to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement (Bolkan & Goodboy, 2015; Finn & Ledbetter, 2014; Goodboy & Bolkan, 2009; Hutchens & Hayes, 2014; McCormick, O'Connor, Cappella, & McClowry, 2013; Yadav & BaniAta, 2012).

The research studies have revealed that clarity of teacher communication in the classroom not only helps the students to learn but also helps with teacher credibility. Teacher credibility is connected to student motivation. A teacher who is considered by the students as not credible is not liked by the students, and the students will not like to attend the class, nor will they like the subject taught by that teacher. Through their effort to communicate more effectively, the teachers win the confidence of the students and build a relationship of trust and respect with them. The

relationship motivates the students and promotes academic achievement. Quantitative research methodology was used to analyze the data to find the demotivating factors responsible for poorer academic achievement.

The studies have suggested that the use of humor and a variety of examples makes classroom communication more interesting to the students. The studies have discussed how the teachers can benefit by teaching effectively in the classroom and motivating students. The studies have also investigated the causes of student dissent. Student dissent is the result of student dissatisfaction with the teacher's communication. When the students dislike the teacher, they react with dissent. Quantitative research studies have proved that when the students receive messages through teacher communication that the teacher is not competent, not caring toward the students, and not trustworthy, they express dissent. Student dissent demotivates the students and does not promote academic achievement.

Various researchers used quantitative methodology to gain information about the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. This study examined the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. It was a quantitative research study and used a questionnaire to collect data, which was then analyzed statistically to determine whether there is a relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Different research studies have used various methods, the advantages and disadvantages of which helped in determining the methodology for this research study (Banas, Dunbar, Rodriguez, & Liu, 2011; Bolkan & Goodboy, 2015; Finn & Ledbetter, 2014; Goodboy & Bolkan, 2009; Horan, Martin, & Weber,

2012; Hutchens & Hayes, 2014; McCormick, O'Connor, Cappella, & McClowry, 2013; Sointu, Savolainen, Lappalainen, & Lambert, 2017; Yadav & BaniAta, 2012).

Synthesis of Research Findings

Research findings on teacher communication, teacher credibility, student motivation, and academic achievement reveal how the teacher-student relationship encourages student motivation and academic achievement, and how teacher credibility is affected. The research identified key facts regarding teacher communication and its relationship to teacher credibility, student motivation, and academic achievement. Bolkan's (2017) research on the validity of teacher clarity in classroom communication and its effects on students' learning offered significant information to teachers on how to improve students' academic achievement. The research suggested that the teachers use suitable examples while communicating in the classroom so that students would understand the content of the subject matter better. The teacher's role in the classroom is not only to lecture to the students, but also to conduct students' learning assessments so that the teacher can find out whether the students have satisfactorily understood the teacher's communication. From the teacher communication prospective, it is confirmed that teacher caring, and effective teaching contribute to teacher credibility, unlike aggressive or inappropriate behavior by the teacher (Allen, Long, O'Mara, & Judd, 2008; Horan, Chory, & Goodboy, 2010; MacArthur & Villagran, 2015).

Mazer and Stowe's (2016) research study examined the effects of student outcomes and the perception of teacher credibility. The study also focused on the teachers' behavior in the classroom. Teachers' aggressive behavior in the classroom manifested as assertiveness and argumentativeness, and teacher hostility was considered demotivating to the students and damaging to teacher credibility. The effect on teacher credibility will be negative, demotivating

the students from learning and having a negative effect on academic achievement. Teachers' credibility in the research referred to the students' perception of the teacher's level of competence, trustworthiness, and caring toward the students; this contributed to student motivation and academic achievement. The study investigated the problem of teacher credibility and its effect on student academic achievement. Collected data were statistically analyzed, and it was concluded that aggressive teacher communication could lead students to perceive the teacher as less credible. The research suggested to teachers that they must manage a host of communication behaviors to create ideal learning conditions for students, as effective teaching requires effective communication.

Teachers' incompetence in classroom communication can be the cause of student dissent. Buckner and Frisby's (2015) study of student dissent also explains the reason why students express dissent in the classroom. The students are not satisfied with teacher communication because the teacher has failed to prove competence, a caring attitude, and truthfulness in communication; further, they are not content with the expectations they had for the teacher. Therefore, they express their dissatisfaction through dissent, a negative message that the teacher has failed to satisfy their need for communication. Data were analyzed statistically to prove that student dissent is the effect of teacher communication failure. When the students perceive that they dislike a certain teacher communication behavior, they express dissent toward the teacher and toward the subject taught by the teacher.

Teachers' unwanted behaviors in classroom communication can damage their relationship with their students. Yildirim, Akan, and Yilcin's (2016) research study focused on teachers' unwanted behaviors, according to the perception of the students, which are very damaging to teacher-student relations and student learning. The behaviors are linked to injustice,

violence, and negative communication perception characteristics of the teacher, which have a negative effect on teacher credibility. The research recommended that teachers develop a caring relationship with students, keeping in mind their ultimate good and welfare. The qualitative research study analyzed the data and concluded that students express their dissatisfaction toward the unwanted teacher behavior.

When the teachers are unable to communicate satisfactorily with the students, the students will perceive the teacher as incompetent, a demotivating factor in student learning. Yadav and BaniAta's (2012) research study examined demotivating factors in instructional communication; research data was collected through questionnaires and analyzed statistically. The result of the research confirmed that the student participants agreed that teachers' actions were related to the teacher's personality or style of communication that the students perceived negatively. Such teacher characteristics caused a negative effect on student motivation and teacher credibility. The research also gave examples of student demotivating factors, such as the teacher's nervousness, inability to control the class, and use of harsh words. The teachers played an important role in the teaching and the learning process. The teacher's personality also had an impact on the students' learning.

Teachers can use humor as a creative way of communicating with the students. Banas et al. (2011) have claimed that many award-winning teachers use significant amounts of humor to make their classroom communication interesting to the students: "Award-winning teachers used significantly more humor that was relevant to the course material, and their humor was used to clarify course content more than non-award-winning teachers" (p. 126). Research studies proposed that teacher immediacy can help the teachers create a more positive interaction between themselves and the students. The research study suggested that use of humor can serve

different purposes but very importantly can build the teacher-student relationship. The relationship of trust established through the teacher's communication can be broken by ineffective and negative communication, and teachers can also lose their credibility among the students. Once the teacher loses credibility, nothing the teacher does will motivate students (Bolkan, 2017; Bolkan & Goodboy, 2015).

Clarity of communication gains credibility for the teacher, which can be a source of student motivation. Several research studies note that teachers' communication affects teacher credibility, the lack of which in the perception of students is demotivating. Gray, Anderman, and O'Connell's research study (2011) on teacher credibility and teacher affinity with learning outcomes focused on how teacher credibility was positively related to students' growth in knowledge in the classroom, and how teacher affinity was related to students' increase of value learning in the classroom. The research indicated that the students gain knowledge and values in the classroom. Teachers have to be aware that their role is not only to see that the students get good grades, but also to be sure that the students gain knowledge and acquire values that are necessary for them to live as good human beings. Gray, Anderman, and O'Connell, 2011; Horan, Chory, and Goodboy, 2010; Horan, Martin, and Weber, 2012; and MacArthur and Villagran (2015) have explained how teachers can motivate students, or demotivate them through lack of communication skills. Demotivation of the students leads to frustration and negatively affects academic achievement. Through communication teachers convey various messages to the students.

The focus of the research studies of Gehlbach, Brinkworth, King, Hsu, McIntyre, and Rogers (2016) and McCormick, O'Connor, Cappella, and McClowry (2013) was on the relationship between teacher communication and student academic achievement. When students

perceive that their teachers care about their success, they want to learn, and they succeed in academic achievement. Gehlbach et al.'s (2016) research analysis showed that a positive relationship between the teacher and the students promoted academic achievement among the students. Through the relationship of trust, the students are encouraged to learn, and their grades are likely to improve. Depending on the level of students' expectation and the manner in which the teacher communicates, it is possible that the teacher can motivate the students toward academic excellence, or on the other hand demotivate them from learning.

Sointu et al.'s (2017) research study on the student-teacher relationship and its influence on student academic achievement explained the importance of constant teacher guidance. The data was collected from the participants through a questionnaire. The participants were asked to express their feelings about their teacher perception. A descriptive statistics method was used to conclude that the students who had a reciprocal relationship with their teachers had better results in academic achievement than the students who did not have such a relationship with their teachers.

According to Khalil and Elkhider (2015), learning theories described teacher instructional communication and teachers' use of techniques of learning in the classroom. The theories provide information to the teachers on how they can use strategies to communicate in the classroom, how the students react to certain contexts, and how the teachers can better integrate their communication skills for effective student learning. Kay and Kibble (2016) further elaborated on how the teacher plays a highly active role in the learning process. A teacher-student relationship of trust plays an important part in learning. The teacher takes on the professional role of a guide and creates an atmosphere of learning by setting up rules and regulations for the welfare of the learner. The teacher also creates an atmosphere comfortable for

the learners. This theory has given rise to the idea that teacher communication in the classroom has to be done to the satisfaction of the students learning. The students have to be the central focus of teacher communication, which must motivate the students to learn. The teacher has to observe improvement by the learner by evaluation and use strategic reinforcement skills to improve the learner's academic achievement.

The teachers have a responsibility to their students. Lauermann's (2014) research study on teacher responsibility from the teachers' perspective indicated that the primary teacher responsibility in the classroom is to motivate the students to learn. Teachers must endeavor to pay attention through by regular student evaluations to the progress of the students, and invest time and persistence in communication to understand the level of the students' cognitive knowledge. Teachers have to be committed to the students' welfare and success in learning. The study makes a valid point that a committed and credible teacher pays a personal cost in hard work, lack of sleep, and less family time to motivate students and ensure their success.

Bolkan and Goodboy's (2014) research study on teacher communication charisma in instructional settings and the effects of charismatic teaching indicates that teacher communication is related to the academic achievement of the students. A caring attitude on the part of the teacher and use of humor to make the communication interesting, influence student motivation and students' perception of learning. A charismatic teacher is defined as one who involves the students in the communication process and classroom activities. A charismatic teacher is dynamic and sensitive to the needs of the students. Bolkan and Goodboy (2014) offer this definition: "Charismatic individuals were described as empathetic and were the type of people who were responsive to others, asked others to share their ideas/opinions, and possessed

the ability to listen well” (p. 138). Clearly, charismatic teachers can be a motivating factor in student learning.

The students express their likes and dislikes of their teachers. Hosgorur’s (2015) research on the view of students about their teachers and why they liked certain teachers explains that students like a teacher who cares about their welfare. The research had a valid point for the teachers who take their profession seriously. Participating students remembered teachers they liked because those teachers valued them, established effective communication with them, were interested in their problems, and had an egalitarian and democratic attitude; also memorable were those teachers who used methods and techniques appropriate for the students’ educational level, increasing their motivation. The best teachers were those who loved their jobs, carried out their duties in an enjoyable and principled manner, and had a command of the subject matter they taught. The research found that all these were qualities of a credible teacher. A credible teacher demonstrates competence, caring, and truthfulness in the classroom. The students remember these teachers even after they complete their education because of those teachers’ dedicated teaching.

Ledbetter and Finn’s (2016) research study on teacher credibility and the use of technology explains the advantages of student empowerment and the benefits of technology. The research noted that teacher credibility is associated with an improvement in students’ cognitive learning process. The research study included a long list of advantages in using technology for learning. However, the disadvantages were significant enough that study participants agreed that technology can also be misused in the name of the learner empowerment.

Several theories explained how, when learners are provided with a better atmosphere, student learning improves. Teachers play a major role in the lecture method, and they can

provide a positive learning atmosphere by communicating to the satisfaction of the students. When the students are satisfied with the teachers' communication, they can understand and perceive the teacher as credible. Teacher credibility helps the students take an interest in the subject, and students will be motivated to learn the subject. Student motivation and interest in learning promotes academic achievement. This study continued this line of research among the students to investigate further the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. It will then provide information to the teaching community in India about the results.

Critique of Previous Research

Previous research studies on different aspects of educational leadership in classroom communication have investigated the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Teacher communication is important for establishing teacher credibility, student motivation, and academic achievement. This research examined this relationship in detail. It will help the teachers to know that their communication can have a positive or negative impact on student learning. This awareness could then lead to the improvement of teacher communication in India.

Bolkan's (2017) correlational research study identified the teacher failure in clear communication and its associated problems with teacher credibility. Teachers need to know their students and their abilities so that they can use their communication skills for the well-being of the students in their classroom. The limitation of the study was that the range of potential items used to demonstrate validity was restricted, although it was important to examine the relationship between the new measure and indicators of student inability to process course content and student learning.

Inappropriate teacher behaviors in the classroom can affect credibility and student motivation. Banfield, Richmond, and McCroskey (2006) studied the effect of inappropriate teacher behaviors on teacher credibility. The study was the first communication study to focus on effective and ineffective communication. The study also highlighted that when the students do not like a teacher, they also do not like to attend the class taught by that teacher. Such behaviors distract them from learning. It defined inappropriate teacher behaviors that interfered negatively with teacher communication, student motivation, and student learning. However, it seemed to be one-sided because the teachers did not express their view; only the students stated their perceived views and feelings about their teachers' behavior.

Goodboy and Bolkan (2009) researched direct and indirect effects of inappropriate teacher communication problems in traditional learning outcomes. The purpose of the study was to examine a theoretical model of the relationship between teacher behavior and student communication behavior. At times students avoid communicating with their teachers because the trust relationship between teacher and student is broken. The negative effect is on student motivation and learning. Teacher credibility also is negatively affected. It would have been helpful if the researchers had also examined the effects of teacher inappropriate behaviors on student communication behaviors using experimental observations as was done with the teacher behaviors.

Creativity can contribute to teacher communication and credibility. Bolkan and Goodboy's (2015) research suggested the benefits of creative and innovative teacher communication. The research also suggested the use of humor to make classroom communication more interesting to the students. For future research, it is recommended that alternative scales could be used to establish the validity and credibility of the research. Zhang,

Zhang, and Castelluccio (2011) compared teacher ineffective behavior to a cross-cultural investigation of student resistance in college classrooms and the effects of ineffective teacher behaviors and credibility. The reaction of the students when they are not satisfied with teacher communication is that they become frustrated; they then dislike the teacher and the subject matter being taught. They express their frustration by dissent or avoid attending the class of the teacher they dislike. Both teacher credibility and student motivation are affected negatively.

Buckner and Frisby's (2015) research study examined the role of teachers in the classroom and its relationship to instructional dissent in the classroom. The research concluded that classroom dissent is the expression of students' dissatisfaction with their teachers and the subjects. The students had expectations of their teacher, and when the teacher was unable to fulfill their expectation the students might show their dissent in the classroom. Banas et al.'s (2011) research suggested that it is important that teachers use humor to make classroom communication creative and more interesting, but that teachers also have to know how much humor to use and when to use it. The teachers should not stray from the subject matter. But every teacher is unique, and not all are not capable of using humor properly in their classroom communication.

Goodboy's (2011a) research clarified that student dissent was the result of teachers' communication failures and a sign of student dissatisfaction with the teacher or the subject. The research confirmed that dissent was an expression of disagreement or contradictory opinions concerning policies and practices. Poor teacher communication impact was not limited to teacher credibility or student motivation, but also affected the vision and main goal of education, which is the academic achievement of the students. Sointu et al. (2017) and Öqvist and Malmström (2016) have found that the student-teacher reciprocal relationship in classroom communication

promotes student motivation and academic achievement. A teacher's caring attitude builds a relationship of trust during interactions with the students. The students then participate in the class and develop cognitive learning. But if the teacher does not show a caring attitude during the class, the students will not take the initiative to communicate with the teacher, and this can negatively affect teacher credibility. Gray, Anderman, and O'Connell (2011) stated, "Teacher affinity is associated with the teacher credibility and positively related to increasing in knowledge across the classroom" (p. 185). These research studies have highlighted how teacher communication is related to teacher credibility, student motivation, and academic achievement.

The teacher's positive attitude in the classroom contributes to teacher credibility and can be a motivating factor for student learning. Mazer and Stowe (2016) have suggested that teacher credibility could reduce the effects of negative teacher communication behaviors. The participants in the research study were provided with definitions of teacher immediacy and teacher verbal aggressions and asked to evaluate the teacher's communication as described in the survey narrative. The study had its limitations; however, the interaction between the teachers and the students was contextualized. Hence the communication could influence the effectiveness and appropriateness of teacher communication. It would be more appropriate to ask real teachers in the classroom rather than asking participants to develop a perception of a teacher from a narrative on the research questionnaire.

These research studies highlighted and analyzed teacher communication in the classroom and the role of the teacher to determine the importance of teacher communication in the learning process. The teacher's clarity in communication fulfilled the expectations of the students and motivated them. Teacher clarity in communication and teacher immediacy achieved teacher credibility which could be a motivating factor in student learning. Therefore, this study examined

the causal chain linking the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement.

Chapter 2 Summary

The teacher plays an important role in the classroom as a communicator, stimulating an aptitude for learning in the students. The teacher has to provide an appropriate atmosphere for learning, taking the comfort of the learners into consideration while implementing the rules and acting professionally. A credible teacher motivates the students and learners to become more active as they pay attention in class and make an attempt to retain the knowledge and skills they are gaining. Teachers' verbal and nonverbal communication significantly contributes to teacher credibility, student motivation, and academic achievement.

Various studies have shed light on the relationship of these different factors. Bolkan's (2017) research highlighted teacher clarity in communication and its advantages to the students and the teacher. Buckner and Frisby's (2015) research explained that when the students are not satisfied with the teacher or the subject, they will express dissent. Dissent is the result of teacher communication failure which then affects teacher credibility, student motivation, and academic achievement.

It is important for teachers to establish their credibility, which can motivate students' learning ability, which in turn improves students' academic achievement. The research studies have also highlighted how the important it is for teachers to develop good communication skills in order to improve credibility, motivate students, and promote academic achievement.

This study will help the teaching community understand and become aware of the aspects of effective communication and how it affects teacher credibility, student motivation, and academic achievement. The teacher's unique communication qualities can be beneficial to the

intellectual development of the students. In order to encourage educators and promote good communication between them and their students, this study has continued the research that has been done by previous scholars in the field, further investigating the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement.

Chapter 3: Methodology

Introduction to Chapter 3

This study examined the relationship between teacher instructional communication, and teacher credibility, student motivation, and academic achievement, in a traditional Indian classroom. Its focus was on gathering information on how teacher communication, in relation to student motivation and academic achievement, is effective or ineffective, depending on whether the teacher is perceived as credible. Based on the teacher's competence, caring, and truthfulness, students perceive teacher credibility. There can be a close association between teachers' clarity of communication, and teacher credibility, student motivation, and academic achievement. Buckner and Frisby (2015) have stated that the negative impact of a teacher's communication is student instructional dissent. Therefore, it is important that teachers establish their credibility among the students. A teacher's credibility builds a trusting relationship between the teacher and the students and can be a motivating factor for the students to learn. Teachers have to understand the effect of their communication in classroom activities and its impact on their credibility and student motivation. Henning (2010) explained that in classroom communication, teacher credibility plays an important role in perceptions of student learning. Teacher credibility is the students' attitude toward or their evaluation of the teacher. Teacher credibility is also defined in terms of character and competence in the classroom. A teacher's creative and innovative communication has a positive effect on student learning.

This research has used multiple measures to identify the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement, specifically through questionnaires and student grades. These studies were useful in creating the questionnaire and collecting data: Mottet, Richmond, and McCroskey (2006); Mottet and Beebe

(2006); and Myers and Martin (2006). Mottet, Richmond, and McCroskey (2006) focused on teacher communication and teacher motivation, whereas Mottet and Beebe's (2006) research was on affective learning measure (ALM) and affect toward the instructor. Myers and Martin (2006) highlighted measures of ethos/credibility (MEC). In order to study the relationship between teacher communication, and teacher credibility and student motivation, the questionnaire was used; the students' academic achievement data was collected from their examination grades to determine whether there are relationships among these variables. The teacher credibility questionnaire included three factors of teacher credibility: teacher competence, caring, and trustworthiness. The students' motivation was tested, and their grades analyzed to determine the progress of their academic achievement.

Purpose of the Study

The problems of teacher communication, teacher credibility, student motivation, and academic achievement have received considerable attention in India and need to be investigated, which this study has done. This study examined the negative effects of poor teacher communication on teacher credibility, students' motivation, and academic achievement. It was found that teacher clarity in communication enhances the credibility of the teacher, motivation of the students, and their academic achievement.

Teacher communication can have a positive effect on the students' learning when the students perceive the teacher as competent and effective in the classroom. Therefore, the teachers have to develop good communication skills and make the classroom lectures interesting and creative. Similarly, if the students do not understand the teacher and find the lectures boring, they will lose interest and can judge the teacher as incompetent. The students will be frustrated and

will not take an interest in the class. To reduce students' frustration, teachers have to understand its causes so they can communicate more effectively.

For the purpose of this quantitative research study, students from 11 schools in India participated in sampling and providing the necessary data for teacher communication, teacher credibility, student motivation, and academic achievement, in order to determine whether any correlative relationship exists. It is hoped that findings from this study will help the teachers to understand the negative/positive effects of teacher communication and credibility and their effects on student motivation and academic achievement; the information will then help teachers to improve their students' academic performance. It is also important for teachers to develop better communication skills by clearly understanding how these skills are necessary to communicate credibly with the students.

Research Questions

In order to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement, the following research questions were used to collect more information and data:

1. What is the relationship between teacher communication and teacher credibility?
2. What is the relationship between teacher communication and student motivation?
3. What is the relationship between teacher communication and student academic achievement?

Hypotheses

The study tested the following hypotheses to determine whether there is any relationship between teacher communication, and teacher credibility, student motivation, and academic

achievement. Statistical analysis of the data made it possible to answer the following hypothetical statements:

H1a: There is a statistically significant relationship between teacher communication and teacher credibility.

H1b: There is no statistically significant relationship between teacher communication and teacher credibility.

H2a: There is a statistically significant relationship between teacher communication and student motivation.

H2b: There is no statistically significant relationship between teacher communication and student motivation.

H3a: There is a statistically significant relationship between teacher communication and academic achievement.

H3b: There is no statistically significant relationship between teacher communication and academic achievement.

In each case there are two possible relationships: either there is a relationship between teacher communication, and teacher credibility, student motivation, and academic achievement, or there is not. The information gained from this the study will help teachers who lack awareness of the negative effect on their students of their communication.

Research Design

Quantitative research methodology and correlational design was used in this study to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement in the traditional Indian classroom. The study was descriptive in nature because the subjects were measured only once. According to Creswell

(2014), “Research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (p. 12). The students were presented with a questionnaire about their English teacher which focused on teacher communication, teacher credibility, and teacher motivation. The students then expressed their feelings about their English teacher’s communication, whether they felt satisfied or not satisfied. This process worked similarly for English teacher credibility and student motivation. The teacher credibility questionnaire focused on three factors that define teacher credibility: teacher competence, teacher character/trustworthiness, and teacher caring/goodwill. The definition of teacher credibility would be incomplete without these three factors. Teacher credibility was defined as the “attitude toward a source of communication held at a given time by a receiver” (Finn & Ledbetter, 2014, p. 217).

There was total of 18 questions regarding teacher credibility in the classroom. There were six question on teacher competence. The students expressed their perceptions/feelings about whether the teacher was intelligent in communication, trained in communication, expert in communication, informed about the subject matter, competent in communication, and bright in communication. There were six questions about teacher caring/goodwill. The students expressed their feelings about whether the teacher was caring toward students, took an interest in the students’ welfare, was self-centered, was concerned about the students, and was sensitive to the feelings of the students, and about whether the students understood the teacher in the classroom. There were six questions about the teacher trustworthiness factor. The students expressed their feelings about whether the teacher was honest in communication, was trustworthy in communication, honored and respected students in the classroom, was a moral person in dealing

with the students in the classroom, was ethical in dealing with the students, and was genuine in dealing with the students.

Zhang, Zhang, and Castelluccio (2011) have indicated that while measuring teacher credibility, it is necessary to take into consideration the three dimensions of teacher competence. Myers and Martin (2006) stated that “according to Aristotle in the Rhetoric, a speaker’s credibility is based on the receiver’s perception of the speaker’s intelligence, character, and goodwill or affection” (p. 67).

To measure student motivation, the students were presented with a questionnaire asking them to express their feelings about whether their English teacher motivated them or demotivated them. They also expressed their feelings about whether they were interested/not interested, wanted to attend the class/did not want to attend the class, were inspired/uninspired, were excited/not excited, and were looking forward to/dreading the English class.

To measure the academic achievement of the participants, grades from three term examinations and one final examination were collected and analyzed to see whether the students showed any progress in English class. Four examination grades were collected, with the names of the participants attached, making it easier to analyze the data.

The scale also measured student interest in English class, interest in the subject, and their attitude toward the English teacher. First, the students expressed their feelings about their attitude about the teacher. Four questions asked the students to indicate whether the teacher was good in communication, communicated valuable information in the classroom, was fair in the classroom to the students, and was positive in communication. It was important to measure students’ attitude toward the teacher because their attitude contributes to teacher credibility.

Yildirim, Akan, and Yalcin (2016) have explained the importance of the teacher's effective communication and its negative and positive effects on student learning and academic achievement. If the teachers lose their credibility among the students, the students will not take an interest in attending the class; they will also judge that the teacher does not take an interest in them and declare that the teacher is incompetent. Lack of interest also leads to the failure of student learning outcomes, good outcomes being the main goal of education.

Buckner and Frisby's 2015 research study noted that if the students dislike the teacher, they express dissent. If the students are not satisfied with teacher communication or with the teacher, their reaction is dissent. Teacher behavior contributes to the students' dissent. The students become frustrated with the teacher and with the class; they do not understand what the teacher is saying because the teacher lacks communication skills, and so the outlet for the students is dissent. The responsibility of the teachers is to be effective, to be clear in communication, and to motivate the students so they succeed academically. Teachers who are caring and clear in communicating are liked by the students, and the students then want to attend the classes of that teacher. Wanzer and McCroskey (2009) also stated that if students perceive a teacher as not competent, caring, or trustworthy, their motivation is affected negatively: they will not take an interest in the class and their performance will be poor. According to Horan, Martin, and Weber (2012), "Students who experience pleasure, enjoy school and are probably more likely to approach rather than avoid such school-related activities such as attending class" (p. 215).

In this study, the students were able to express their attitude toward the teacher. They were best able to judge the teacher's credibility in the classroom setting. While measuring the relationship between teacher communication, and teacher credibility and students' motivation, it

was important to ask the students whether they liked English class or not, whether they wanted to take another English class from the same teacher if given a choice, and whether they rated the class as good or bad. The data collected through these questions helped to measure the relationship between teacher communication, and teacher credibility and students' motivation. If the students consider the class bad, are unlikely to take another class from the same instructor and feel unmotivated in the class, this indicated that the teacher was unable to communicate well and motivate the students to learn. Mazer and Stowe's 2016 research supported the use of correlational research while investigating the effects of teacher verbal aggressiveness on teacher credibility. Their measuring scale included class content and the likelihood of students' taking a future course with the instructor.

Effective learning involves forming an appreciation for the subject and an attitude of appreciation for the teacher. The first two measures (items 1-8) were used together as a measure of effective learning. The third and fourth measures (items 9-16) were used to measure students' attitude of appreciation or nonappreciation for the English teacher. Horan, Martin, and Weber (2012) stated, "Previous research indicates that students' effective learning is positively related to teacher immediacy" (p. 215). The teacher's effective teaching in the classroom also can be a motivating factor for the students in classroom communication. Therefore, attitude toward content that is taught by the teacher was measured. Understanding the attitude toward classes helped in determining students' interest in the subject. Answers to the questions measured whether the students would want to take courses from a teacher who is perceived as incompetent and who lacks credibility among the students. Hsu (2014) asserted that when the teacher uses inappropriate behavior not acceptable to the students, this negatively affects student learning.

Such teacher behaviors can demotivate the students. The responsibility of the teachers, however, is to motivate the students to learn.

A number of researchers have conducted correlational studies to examine the relationship between teacher communication, and teacher credibility and student motivation, with many using the questionnaire method to collect data. Bolkan's 2017 correlational research study used multiple sources, with response options ranging from (1) strongly agree, to (7) strongly disagree, to collect data on the importance of teacher clarity in verbal communication. Bolkan and Goodboy (2015) studied the use of humor to make classroom communication innovative and interesting, using seventeen measures, with responses ranging from (1) strongly disagree, to (5) strongly agree. Myers and Martin (2006) developed a scale to measure teacher credibility. Hutchens and Hayes (2014) designed a "source credibility instrument to measure students' perception of competence, caring and trustworthiness" (p. 12). Yadav and BaniAta (2012) designed a similar questionnaire consisting of 30 open-ended questions about the demotivating factors responsible for student failure. Bolkan, Goodboy, and Griffin (2011) developed a similar research design to measure "students' intellectual stimulation using a ten-item scale based on the design of Bolkan and Goodboy" (p. 341). Zhang, Zhang, and Castelluccio (2011) used a similar design to measure teacher behavior which consisted of 19 five-point Likert-type resistance strategies, with responses ranging from (1) very likely, to (7) very unlikely (p. 455). Bolkan's 2017 research supported the correlational research study and used a similar questionnaire to investigate the importance of teacher clarity in verbal communication. This research developed a questionnaire to measure the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement.

Target Population, Sampling Method (Power), and Related Procedures

In this study examining the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement, grade nine students, male and female, from 11 schools in India were selected. They were selected for the study because they understand the English language and are able to express their feelings about teacher communication, teacher credibility, and student motivation. Schools that use English as an instructional language participated in the study, not schools using any local dialect or local language, because the questionnaire and the language used to collect the data was English, and students using a local language or dialect might not follow or understand English, which would be a problem for the data collection process. The study chose a convenient sample of 11 schools to represent the entire population due to the accessibility of the sample; traveling all over India and contacting all the schools that use English as the language of communication would not be convenient. The students selected for the study because of their age and their understanding of the subject allowed for generalizing the research study results despite the small sample size.

Fifty students from each of the 11 schools participated in the research questionnaire process. The participants were asked to read the questionnaire carefully and were given the necessary instructions before answering the questions. The students were asked to write their name, class, and the name of their English teacher. The entire questionnaire evaluated only the English teacher of ninth-graders. The data was then collected from the participants to examine the relationship between teacher communication, and teacher credibility and student motivation. The sampling method is an important factor in the research.

The data on the English teacher collected through the questionnaire was compared to the English subject examination grades of students from all the schools to determine the relationship

between teacher communication, and teacher credibility, student motivation, and academic achievement. In India ninth-grade students take three term examinations and one final examination. All three term examinations marks were collected from participating schools, with every student name attached. The students had given their consent for the research by signing the child assent form (see Appendix C). The parents also signed the parent consent form giving their permission for collecting the data (see Appendix B). The participants were informed that their answers and identity would be kept confidential and not shown to anyone. They were also asked, in order to keep their answers confidential, not to discuss the subject matter outside the room. The research is valid and credible if the research samples are collected in an unbiased way. If the data collection is biased in any way, the research result will be biased, and the study will not be valid or credible.

Instrumentation

The instrumentation used in this study included a teacher communication rating scale, a teacher credibility rating scale, and a student motivation scale originally created by Mottet, Richmond, and McCroskey (2006) to study teacher communication and teacher motivation; and by Mottet and Beebe (2006). To study affective learning measure (ALM) and affect toward the instructor, and to study measures of ethos/credibility, Myers and Martin (2006) developed a scale (MEC) (see Appendix E). Based on their input, the final questionnaire was drafted to collect the data from the participants (see Appendix A). To measure the academic achievement of the students in English as a subject, three term examinations marks of ninth-graders were collected from the schools. This was a quantitative correlational research study; similar instrumentation has been used by many research studies to measure the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Similar

instrumentation has been used by Bolkan (2017), Bolkan and Goodboy (2015), Goodboy (2011a), and Yildirim, Akan, and Yalcin (2016) in their research.

The questionnaire asked the ninth-grade students whether their English teacher was recognized as an effective or ineffective teacher in communication. Participants were asked to indicate their perceptions of the clarity of the English teacher's communication. Based on the teacher's communication, the students judged the teacher as credible in communication or not credible. The questionnaire had five questions, with the students expressing their feelings about their English teacher.

Teacher credibility is based on the teacher's communication in English class. The questionnaire had 18 questions dealing with teacher communication behaviors in the classroom. The students were given clear directions so that the data collected from them would be valid and reliable. Teacher credibility included three dimensions: teacher competence, character/trustworthiness, and caring/goodwill. The scale measured the three dimensions: competence factor (1, 2, 7, 11, 13, and 16); caring/goodwill factor (3, 5, 8, 9, 15, and 18); trustworthiness factor (4, 6, 10, 12, 14, and 17).

Based on the teacher's communication, the students perceive the teacher as good and credible because the teacher is competent, caring, and trustworthy (Finn & Ledbetter, 2014, p. 217; McPherson, Kearney, & Plax, 2006, p. 72). The credibility of the teacher contributes to building a relationship of trust and believability with the students. Such an attitude creates an interest on the part of the students toward the lesson and the subject content. It also creates a student feeling of liking and respect for the teacher. In addition to measuring teacher credibility, students' attitude toward the teacher, and students' interest in the class, the study also measured the subject content.

Teacher credibility motivates the students or demotivates them. Good teacher communication motivates them to learn. As Al-Madani (2015) puts it, “Absence of warmth to the teacher and the weakness of skills in the presentation of scientific material is often a source of inhibition of motivation among the students” (p. 91). The questionnaire collected data on the students’ motivation in the English class. In six questions, it asked the students whether they were motivated in their English class and about their feelings toward their English teacher. According to Horan, Martin, and Weber (2012), “Previous research indicates that students’ affective learning is positively related to teacher immediacy” (p. 215). A teacher’s affective teaching in the classroom can also be a motivating factor in students’ learning. Evaluation of the students’ attitude toward content also measured students’ interest in the subject taught by the English teacher and helped to measure like or dislike of the teacher. Richmond, Lane, and McCroskey (2006) emphasized that “teachers engage in immediate behaviors with students and, as a function of the resulting higher affinity between the teacher and students, the students learn more” (p. 181). The collected data was analyzed to measure the relationship between teacher communication, and teacher credibility and student motivation. If the students’ response was that they did not understand the teacher and they felt that the teacher did not help them, this indicates that the teacher’s communication lacked credibility, the teacher did not motivate the students, and the teacher did not contribute to academic achievement.

Many research studies have highlighted the relationship between teachers’ effective communication, and teacher credibility, student motivation, and academic achievement. To measure teacher communication, teacher credibility, and student motivation, research studies have used the questionnaire method to collect the data. MacArthur and Villagran (2015) stated that the “questionnaire method proved it a useful and reliable method” (p. 32). Their research

used the questionnaire method to collect data to examine students' motives for communicating with their instructors when the instructor exhibited inappropriate or unprofessional online behavior.

Teven (2007) used a similar instrument for the research on "teacher caring and classroom behavior" (p. 433). Several other research studies used a similar instrument and confirmed that this instrument is credible and valid, and it is not necessary to test its credibility and validity. McCroskey, Valencic, and Richmond (2004) also used the questionnaire method to collect data on teacher credibility and certified the instrument for their research study as the "gold standard for instructional research in education for decades" (p. 5). Banfield, Richmond, and McCroskey (2006) used a similar instrument to investigate the effects of teacher communication on students and their perception of teacher credibility. The students were asked to complete scales to measure their attitude toward the teacher. To measure teacher credibility, 18 items, including bipolar adjective scale measures, were included in the questionnaire. The students completed the questionnaire by expressing their feelings about their teacher.

Myers and Bryant (2004) used a similar method to examine teacher credibility by providing the participants with one of three versions of an open-ended questionnaire that contained a definition and a description of one dimension of instructor credibility. Zhang, Zhang, and Castelluccio (2011) used a similar instrument to investigate teacher communication and its effects on teacher credibility. The student participants were provided 28 questions regarding the teacher's communication behavior; they answered the questions according to their perception of the teacher. The scale, ranging from 5 (strongly agree) to 1 (strongly disagree), helped to collect the data.

Buckner and Frisby (2015) used the questionnaire method to collect data to explore the

relationship between effective instructor behavior, instructor confirmation, and potentially negative student behavior. Horan, Martin, and Weber (2012) used a questionnaire to understand emotional response theory: the role of instructor power and justice messages. The participants were asked to complete the questionnaire to indicate their perception of instructor communication. Goodboy (2011b) also used the questionnaire method to collect data on the causes of student dissent in the classroom.

Allen, Long, O'Mara, and Judd (2008) used the questionnaire method to collect data to examine whether college students' communication avoidance is related to perceptions of instructors' immediacy, socio-communication style, satisfaction with instructors, and learning. Mazer and Stowe (2007) used the questionnaire method to collect data for their research and suggested that teacher immediacy can potentially reduce the adverse effects of negative teacher communication behaviors. This study used the questionnaire instrument developed by Mottet, Richmond, and McCroskey (2006) for collecting data on teacher communication and teacher motivation; and by Mottet and Beebe (2006), on affective learning measure (ALM) and attitude toward the instructor; and Myers and Martin's (2006) questionnaire instrument on measures of ethos/credibility (MEC). The necessary permission has been obtained (see Appendix E).

Data Collection

Data from the participants regarding teacher communication, teacher credibility, and student motivation was collected through the questionnaire method. The data for academic achievement was collected from the school archives with the permission of the students and their parents. The parents signed the parent consent form (see Appendix B), and the students signed the child assent form (see Appendix C) and gave their approval. Records of every participant's three term English subject's examination grades were collected from the school. The study

needed three term English subjects' examinations grades of the participants. On the questionnaire regarding teacher communication, the students answered five questions. For teacher credibility, the students answered 18 questions, six of which concerned the teacher competence factor, six on teacher caring/goodwill, and six on teacher trustworthiness. The study also measured the students' interest in the English subject, and the class, along with their attitude toward the teacher. There were four questions about students' interest in the class, four about their interest in the subject, and four about their attitude toward the English teacher. The questions covered the teacher's knowledge of the subject, how the teacher communicated in the classroom, whether the students felt that the teacher was caring and showed goodwill to the students, and whether the teacher could be trusted.

The student participants helped to provide the data for analyzing the relationship between teacher communication, and teacher credibility and student motivation. If the students did not like the teacher, they were not interested in attending the class, and considered the teacher not credible and ineffective. The students' attitude toward the subject and the teacher's attitude toward the students help to develop a mutual relationship of trust.

The collected data was analyzed and statistically calculated by a paired two-tailed t-test to find the hypothetical relationship or lack of relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. The study investigated, collected the data, and analyzed the data to find this relationship. The study went into detail as it examined and collected data on the relationship between teacher communication, and teacher credibility and student motivation; student attitude toward the subject; student attitude toward the course content; student attitude toward the instructor; student motivation in the course; student motivation toward the class; and academic achievement.

Operationalization of Variables

This was a correlational research study, concerned with the relationship between the variables. According to McDonald (2014), “Variables are as the names imply, things that you can measure” (n.p.). The research measured the relationship between variables and analyzed the data to find the significant value. There are dependent variables and independent variables. According to McDonald (2014), a dependent variable is one that the researcher is interested in. The independent variable is believed to affect the dependent variable. The research sought to determine the correlation or lack of it between teacher communication, and teacher credibility, student motivation, and academic achievement. The data was collected in controlled situations to demonstrate the effects of teacher communication on teacher credibility, student motivation, and academic achievement.

Teacher communication. The teacher plays an important role in classroom communication. The students expect that the teacher will communicate with them in such a manner that they will understand what is being taught. To fulfill the students’ expectations, the teacher has to adopt the necessary skills to convey expert knowledge to the students. If the teacher fails to communicate with the students in the classroom, the students declare the teacher to be incompetent, and the teacher will lose credibility among them. Effective teacher communication can motivate the students, and ineffective communication can demotivate them. It is necessary to examine the effects of teacher communication on teacher credibility, student motivation, and academic achievement.

Teacher credibility. Teacher credibility is composed of three dimensions: teacher competence, teacher trustworthiness, and teacher caring/goodwill. Teacher communication can affect each of these factors. A measuring scale was developed for each of the three dimensions of

teacher credibility (see Appendix A) in order to measure teacher credibility. The source of credibility is defined as the “attitude toward a source of communication held at a given time by a receiver” (Finn & Ledbetter, 2014, p. 214). It was necessary to include the three dimensions of teacher credibility in the measuring scale, and so the teacher credibility instrument scale included teacher competence, character/trustworthiness, and caring/goodwill. The expression of the participants’ feelings about these factors helped to gather information about the teacher’s credibility, and the information about teacher communication behavior gained from the questionnaire was useful in describing the relationship between teacher communication and teacher credibility.

Student motivation. Clear communication by the teacher helps the students understand what the teacher is saying in the classroom. Clear teacher communication motivates the students, and student motivation is related to teacher credibility. When students perceive a teacher as incompetent, it is assumed that they are not interested in taking the course, and it can be judged that the teacher lacks credibility and students thus will not be interested or motivated to learn. Zhang (2007) stressed that “teacher incompetence refers to a cluster of behaviors that reflect teachers’ indifference to the student or the course” (p. 211). If the students dislike the teacher, they will not take an interest in the subject taught by that teacher. Horan, Martin, and Weber (2012) added that “students who experience pleasure and enjoy school are probably more likely to approach rather than avoid such school-related activities such as attending class” (p. 215). Clearly, if the students dislike a teacher, the teacher lacks credibility among them, and they will likely not be interested in taking another class from that teacher.

By contrast, the instructor who is perceived as competent by the students, because of teacher affinity, will be considered credible by the students, and they will be likely to take

another class from that teacher. Such teachers will motivate the students to learn. Student motivation refers to students' tendency, or the desire, to take an interest in academic activities. Student motivation makes learning meaningful and worthwhile and can lead to the intended academic benefits. If the students judge the teacher as incompetent, they likely will not be interested in taking the class, and that will be a factor responsible for students' demotivation to learn.

Academic achievement. The students attend the school in order to learn. Through communication the teacher develops the necessary skills among the students. From time to time the teacher tries to evaluate the students' learning. McCormick, O'Connor, Cappella, and McClowry (2013) agreed that the "teacher-child relationship and academic achievement are related and that exists across schools" (p. 612). The teacher will judge the students' academic achievement by conducting the test or yearly examination. The students will be able to synthesize their learning through teacher communication by answering the questions during the evaluation by the teacher. If a student is not able to reproduce the subject matter as expected by the teacher, the student is considered a failure in academic achievement. If the students do not like the teacher, they may not take an interest in the class, and that can become a cause for the failure of academic achievement. The goal of education is to train and prepare the students for academic achievement. How the teacher communicates with the students is important because the teacher's communication is related to the students' motivation and academic achievement.

Data Analysis Procedures

The data was collected from the participants through the questionnaire. It focused on teacher communication, teacher credibility, student motivation, and academic achievement. Horan, Martin, and Weber's 2012 research examined the various student responses to the teacher

communication behavior in the classroom. The hypothesis being tested through correlational analysis involved examining the relationship between instructor behaviors and the students' emotional responses. The results were analyzed to examine the correlation between teacher communication, and teacher credibility, student motivation, and academic achievement.

The data was analyzed using graph pad software, quick calculus. Its distinguishing attributes were analyzed by multiple linear regression, using non-collinear attributes to find the relationship between teacher communication, and teacher credibility and student motivation. McCroskey, Valencic, and Richmond (2004) stated that the "correlation analysis method was used to test the relationships of one or more group of variables" (p. 204). Horan, Martin, and Weber's 2012 research analyzed the data to find the correlational difference between instructor behaviors and students' emotional responses. Creswell (2014) added that the "methodology helps you to careful consideration of how you see the world, what to emphasize in your data collection analysis, and how to represent yourself, your work and the study context and participants to your readers" (p. 79). Bolkan's (2017) research used correlational analysis to find the correlation between teacher clarity and the students' emotional response. The focus of this study was to use valid methods to collect and analyze the data to find the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Collected data from the ninth-grade students on teacher credibility, student motivation, and academic achievement was analyzed/calculated by the linear regression method.

According to Creswell (2014), the linear regression method is an approach to find the relationship between a dependent variable or independent variable. The linear regression method was used to analyze the scores of English subject students, and three term examination grades of the participants were statistically analyzed to determine whether the students had progressed in

academic achievement. The analysis provided the mean, median, and p-value. An alpha of .05 was used as the maximum acceptable rate of error. If the p-value is less than or equal to the alpha, then the null hypothesis will be rejected.

Limitations and Delimitations of the Research Design

The researcher recognized that there are certain limitations in conducting the research study. It was also assumed that ninth-grade students would be able to respond to the questions because they understood the concepts of teacher credibility, student motivation, and academic achievement, and would be better able to express their problems/feelings than would the students of lower grades.

Despite of the findings in this research, caution can be applied while interpreting these results. According to Bolkan and Goodboy (2015), “As most scholars know, the results of one research report may not provide enough evidence to denounce a theory” (p. 59). It is suggested that a similar research design be used to conduct more research on teacher communication, teacher credibility, student motivation, and academic achievement to find the validity of the research design.

The research study was limited to schools where the medium of instruction is English. The schools that use Kannada, Bengali, and Hindi as the medium of instruction were not part of the research because the questionnaire was in English. The sample study was limited to students of the ninth-grade because students of lower grades might not be able to understand the questions and the resulting research might not be valid. The study was further limited to India because the teachers in India use the lecture method as a communication tool and they play a major role in instructional communication. Before the result of the research study can be generalized, according to Hsu (2014), “future study could continue to explore and investigate the relationship

between teacher and student” (p. 1057). Therefore, more research on this subject will reveal more information which will help educators be more credible in the classroom and motivate their students.

The delimitation of the study is that the research could be extended to teachers and parents so that they would be able to express their views regarding the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. However, a small group of students was selected for the research, and the results can be generalized.

Another delimitation of the research is that the data collected for the research study was only from ninth-graders. Other students’ views and ideas were not taken into consideration. The data collected to determine the ninth-graders’ academic achievement was the three term examination grades.

Internal and External Validity

The study employed an instrument used by other research studies, which have established its validity and credibility. Mottet, Richmond, and McCroskey (2006) used this instrument for collecting data on teacher communication and teacher motivation; Mottet and Beebe (2006) used it to collect data on affective learning measure (ALM) and affect toward instructor; and Myers and Martin (2006) used it to measure ethos/credibility (MEC). Therefore, this research used an instrument of proven internal and external validity. The study examined and gathered information on the variables’ correlational relationship between teacher communication and teacher credibility, student motivation, and academic achievement. The research used a credible and valid instrument to collect and analyze the data so that the result of the research would be valid and credible. The methods used provide external validity to the research; the methodology

has been used by other researchers who have proved it valid and credible. It is important for the research to establish its validity and credibility so that the results of the research can be generalized.

Expected Findings

The study was conducted in India; teachers there take for granted the vital role of teacher communication and its effect on their credibility, student motivation, and academic achievement. Information collected in this study will help teachers communicate effectively, establish their credibility, and motivate the students, and ultimately the students will take an interest in the subject taught by the teacher, resulting in improved academic achievement. Since in India teachers use the lecture method of communication, they must be expert in communication, developing the necessary skills, for if they do not, the students will not want to attend the class or take an interest in the subject. The information from the study will help and encourage the teachers in India to motivate students to learn and help the teachers to be more effective. This study will be an eye-opener for administrators, teachers, parents, and school board members, helping them to understand the negative and positive effects of teacher communication and its influence on teacher credibility student motivation, and academic achievement.

This study sought to discover whether there is a relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Teacher communication establishes teacher credibility, which in turn motivates the students. The teacher who lacks credibility among the students demotivates them from learning. When the students are demotivated in learning, they will not perform well but rather will be unsuccessful in academic achievement.

Demotivation can also cause student frustration and stress. Therefore, teacher verbal communication in the classroom can affect teacher credibility and student motivation and academic achievement. The students judge the teacher as credible, based on the teacher's communication performance, and a credible teacher will be able to motivate the students to learn in the classroom. However, if the students judge the teacher as incompetent and not credible in classroom communication, they will not be interested in the course.

This study will provide administrators and teachers with necessary information about the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. This information can help them to improve their communication in the classroom. Data was collected from the students, who experience the effects of teacher communication every day in the classroom. They were able to explain which teachers are credible and which are not. They were able to clarify how teacher credibility motivates and demotivates them.

Ethical Issues in the Study

After following the process and the guidelines of IRB, the necessary permission was obtained (see Appendix D). As far as this research study is concerned, there were no major ethical issues. The students were asked to participate and respond freely to the questionnaire. If the students were not interested in participating, they did not need to. The school principals granted their permission to conduct the study and agreed to provide the four examination grades for each participating student from the English classes. Parents and students signed their consent forms and gave their permission (see Appendices B and C).

There were no financial connections with anyone involved in this research study. The questionnaire was given during school hours so that the students would not face any problems

with missing their bus and having to walk home. There was no psychological or physical stress on the participating students.

Permission was obtained from the Taylor and Francis Group journal content department to use the instruments from Mottet, Richmond, and McCroskey (2006) for collecting data on teacher communication and teacher motivation; Mottet and Beebe (2006), on affective learning measure (ALM) and affect toward the instructor; and Myers and Martin (2006), on measures of ethos/credibility (MEC).

Although the students gave their names and the name of their teacher on the questionnaire, no one will be able to access or identify their answers apart from the researcher. The students were asked to give this information because, while analyzing teacher communication, teacher credibility, and student motivation, it was needed in order to compare and analyze the English subject examination marks in connection with the data in the questionnaire. It also helped with the credibility of the research study. The researcher was in charge of training all the teachers and volunteers who were involved in the study and was responsible for group instruction.

The data was stored and locked in a file cabinet. Since the participants were identified in the questionnaire, care was taken to protect their identity. The participants' identity was not revealed to anyone anywhere in the research. There was no problem of stealing the identity of the participants. All the records will be stored for three years. Student identifying information was kept separate from student assessment data for the purpose of this study and was not submitted along with the research. None of the data includes students' names or personal information that could identify them. Students' names and the institutions' names were not

included in any publication or report. All the information of the participants and the schools will always be kept confidential and will not be distributed to any other agency.

Summary

The objective of this study was to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. The teachers must be committed and pay attention to classroom communication, in order to establish their credibility, motivate the students, and improve academic achievement. It is important to determine the causes of poor teacher credibility, student motivation, and academic achievement in the Indian classroom context. Clearly, teachers perceived as incompetent cannot have a positive impact on student motivation and academic achievement. The information collected in this research will benefit both the students and the teaching community. Previous research studies show that teacher communication in the classroom affects teacher credibility. Incompetence on the part of the teacher creates stress and frustration for the students because they do not understand what the teacher is saying in the classroom. These findings will help teachers in their professional growth. If the students perceive that the teacher is not interested in them or that the teacher is incompetent, they will not take an interest in the class, which can affect their learning and attendance in the classroom. This study will help the teaching community understand the negative/positive effects of teacher communication and begin to work on improving communication skills to make a positive impact on teacher credibility, student motivation, and academic achievement. Teachers also have unique qualities that can be beneficial to the intellectual development of the students. However, one mistake by the teacher can generate mistrust and demotivate the students.

When educators lose their sense of purpose, they become aimless, and students see no purpose in learning. By continuing the work that has been done by previous research studies, this study will, it is hoped, help the teachers in the Indian school system to be more conscious of the significance of effective teacher communication and teacher credibility. With better awareness of factors that motivate students to learn and perform better academically, or deter them from doing so, the teachers can evaluate their styles of communication behavior and strive to improve their communication, their credibility, student motivation, and academic achievement.

Chapter 4: Data Analysis and Results

Introduction to Chapter 4

The teacher-student relationship of trust is an important element in student motivation and learning in India. The teacher's positive attitude contributes to teacher credibility and student motivation. In this context in India it is important to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. Multiple research studies indicate that teachers and students establish a relationship of trust through good teacher communication; teacher communication can motivate or demotivate students. Webster (2010) states that "convincing students that the content of a lesson deserves their attention depends on the teacher's ability to present information in a straightforward and concise manner" (p. 30). If the teacher's communication is confusing or uninteresting to the students, they will be disengaged from the classroom activities and will not take an interest in the class, with the ultimate result being their failure in the subject. Whereas, if the students like and understand their teacher's communication, all parties build an emotional bond of trust in each other. Good teacher communication can also generate among the students an interest in the subject, motivating them to learn. Motivation is related to the students' emotions. Positive emotions promote motivation and academic achievement, whereas negative emotions may have the opposite result. A recent study discovered that the relationship of trust between the teacher and students transformed the students' emotions into positive learning motivation and contributed to their academic achievement. The teacher's positive relationship has a significant relationship to student success (Tyler, 2016, p. 4).

The purpose of this study was to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement in India. In order to be credible, the teacher has to be professional in dealing with the students, be trained

in communication, be effective in teaching, plan teaching content, organize classroom activities, plan teaching methods and techniques, use effective classroom management skills, and receive objective feedback from students and colleagues (Hosgorur, 2015, p. 820). The research concerned teacher communication, effective teaching, student motivation, and credibility of the teacher in the classroom. The data was collected from the participants to address this question. The participants expressed their feelings about their English teacher, indicating their satisfaction with their teacher; whether the teacher is credible in the English class; and whether the teacher motivated them to learn. Teacher credibility is based on three dimensions: competence, caring, and trustworthiness (Bolkan, 2017; Clements, 2013; Henning, 2010; Horan & Chory, 2011; Semlak & Pearson, 2008; Zhang, 2007). According to Hutchens and Hayes (2014), “Perceptions of the source of credibility are believed to hold significant influence on the effectiveness of transfer of learning from teachers to students” (p. 8). It was important to include these three factors in the questionnaire to collect data concerning teacher credibility. The teacher has to understand the situation and adopt communication skills so that the students understand what the teacher is saying. The learners are not able to access the information on their own; the teachers make it possible for them gather information on the subject and solve problems, and the teachers organize activities among the students to help them solve the problems on their own, which can train the students to solve the problems in their lives. Classroom education must train the students to solve their own problems (Mokibelo, 2016, p. 180).

Description of the Sample

This study was conducted in India, where 11 schools participated in the process of collecting data through questionnaires. This research study was designed to examine the relationship between teacher communication, and teacher credibility, student motivation, and

academic achievement in India. The participants were between the ages of 14 and 16. There were 519 participants, including 293 girls and 226 boys. Parent consent forms (see Appendix B) and child assent forms (see Appendix C) were collected from the participants. These forms described in detail the researcher's intent for the study and the role of the participants. The participants were provided with contact information (telephone number and email address) to use if they had any questions regarding the research, and a few parents did contact the researcher about the necessity of the research and its benefits. All the participants were informed that their participation was voluntary and that they had the right to decline at any time. A few students felt that they would not be able to participate and opted out. The participants were informed that their information would be kept private by the researcher and all the data would be saved securely for three years.

To collect the data the participants were presented with a questionnaire asking whether they were satisfied with their English teacher's communication in the classroom. There were five questions about whether their English teacher's communication satisfied them or not. The students were given clear directions before responding to the questionnaire. Eighteen questions concerned the English teachers' credibility, with six questions about the teacher's competence, six questions about the teacher's caring and goodwill, and six questions about the teacher's trustworthiness. Pytlak and Houser (2014) defined "teacher credibility as the level to which the instructor is perceived to be competent, trustworthy, and caring" (p. 290). The teacher and the students establish a relationship of trust through communication. This trust can be a motivating factor in helping the students to learn; lack of trust can be a demotivating factor.

The students were asked to rate their English class: whether good or bad, valuable or worthless, fair or unfair, and positive or negative. This questionnaire was designed to assess

teacher credibility, whether the students like the class, and whether they would want to take another class with the same teacher if given a choice. It was also designed to gather information about whether the students like the class and consider the teacher credible or not. Mazer and Stowe's (2016) research to measure student motivation utilized a similar scale composed of 16 items with seven responses (Mazer & Stowe, 2016, p. 25).

The teacher who is liked by the students has established a relationship of trust. This emotional relationship of trust helps the teacher to be credible among the students. Hsu (2014) demonstrated that "teachers' behavior has a strong impact on students' affective learning" (p. 1057). The questionnaire asked the student participants to grade their English teacher as good or bad, valuable or worthless, fair or unfair, and positive or negative. If the teacher is not liked by the students, they evaluate that teacher as incompetent and lacking in credibility. The students also take an interest in the class and in the subject taught by a well-liked teacher. The questionnaire also asked the students to rate the class, indicating whether they were interested in it, and whether it was likely or unlikely, possible or impossible, probable or improbable that they would take the class in the future because they did not like the teacher or the subject.

The students indicated whether they felt motivated by the English teacher. Six questions concerned English teacher motivation: whether the student felt motivated or unmotivated; was interested or not interested; wanted to attend the class, or was not interested in attending the class; felt inspired by the teacher or not inspired by the teacher; felt excited or not excited; and was looking forward to or dreading the English class.

Throughout 10 months of their academic year, the ninth-grade students had taken three term examinations in all the subjects, including English. The English subject teacher had graded their papers after every examination. The records of their examination grades were kept in the

school office, as were their grades. These three term examination grades were necessary data for analyzing academic achievement. The participants' identification by name and grade was used in analyzing whether those students who perceived their English teacher as credible were motivated to achieve better academic results.

The questionnaire was drafted to collect the data about teacher communication, teacher credibility, student motivation, and academic achievement. The students were asked to respond to the questionnaire, which included their English teacher's communication style, teacher credibility, and whether the teacher motivated them or not. To analyze academic achievement, their three term English subject marks were collected. The researcher personally read the questionnaire and explained to the participants and answered their questions so that the participants understood the questions. Participants' questionnaires and parents' and students' consent forms were collected and preserved in a safe, so that no one had access to the research material besides the researcher.

The data collected from the 11 schools in India was transferred to an Excel spreadsheet. The data was saved on a hard disk to ensure that no data would be lost. The spreadsheet included the number of the participants, the gender of the participants, the English teacher communication measure, English teacher credibility measure, how the participants rated their English class, students' interest in their English class, students' attitude toward their English teacher, a student motivation measure, and how the English teacher made students feel about attending the class. The spreadsheet included all the necessary data for analysis. Statistical data analysis, scatterplots, and linear regression analysis tests were conducted to determine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement.

Summary of the Results

This research study was conducted to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. It is important in India for teachers who use the lecture method of communication to know the effects of their communication. Teachers need to understand the importance of their communication and its relationship to teacher credibility, student motivation, and academic achievement. The following research questions were tested:

1. What is the relationship between teacher communication and teacher credibility?
2. What is the relationship between teacher communication and student motivation?
3. What is the relationship between teacher communication and student academic achievement?

Addressing the first question required examining the statistical correlation between the variables. The data analysis revealed a statistically significant correlation between teacher communication and teacher credibility. If the teacher communicates to the students according to their understanding, they will consider the teacher to be credible and will like the teacher and the subject. If the teacher is perceived as not credible because of a lack of communication skills, the students will consider the teacher to be incompetent and thus will not take an interest in the subject or the teacher. But if the students understand the teacher's lecture, they will like the teacher, consider the teacher good, be pleased with the classroom lecture and happy with the teacher's teaching, and will experience fulfillment in attending the class. The teacher will also be considered credible by the students, which motivates them to learn the particular subject taught by that teacher, rate the class as good, and take an interest in the class. The students also expressed their desire to take another class from the same teacher because of that teacher's

credibility. The teacher who was considered credible by the students also motivated them to learn. The teachers who were considered not credible were described by the students as poor teachers, untrained, and incompetent in communication. The students also indicated that they were not interested in the subject and would not take another class from that teacher if given a choice. Therefore, the data shows that teachers' clear communication and use of skills to make the class interesting and understandable to the students, have the effect of making the teacher credible. The teacher credibility factor is important for a teacher while lecturing the students.

Teacher communication and student motivation were analyzed to determine whether there is a significant statistical relationship between teacher communication and student motivation. A total of 519 ninth-grade students participated in the research process. The students were provided the questionnaire regarding their English teacher's classroom behavior. They responded to the questionnaire, indicating whether their teacher's classroom communication motivated them, created an interest in them to learn, made them want to attend the class, inspired them, caused them to look forward to the class, and made them feel interested in the class.

In order to find the relationship between teacher communication and academic achievement, the participants' three term examination grades were collected from 11 schools. The data was analyzed, and it revealed that there is no statistically significant correlation between the teacher communication and teacher credibility variables. There is a statistically significant correlation between teacher communication and student motivation, and therefore they are positively related. But the variables of teacher communication and academic achievement, and academic achievement and student motivation, are negatively related.

The Pearson correlation coefficient was used to measure the correlation between teacher communication, and teacher credibility, student motivation, and academic achievement.

Regression analysis was conducted in order to explore the extent to which the following factors were related: teacher communication and teacher credibility, teacher communication and student motivation, teacher communication and academic achievement, and student motivation and academic achievement. Table 1 gives a complete picture of the relationship between the variables.

Table 1

Summary of the Correlation Data Between Teacher Communication, and Teacher Credibility, Student Motivation, and Academic Achievement

	COMMUN ICA TION	CRED- IBILIT Y	INTER EST	TAKE ANOTHE R	ATTI TUDE	OVERALL CRED	MOTIV ATION	ACHIEVE MENT
MEAN	10.7611	39.9769	8.1522	9.8112	8.1040	66.0443	14.3680	62.0561
MEDIAN	9.0000	35.0000	7.0000	8.0000	7.0000	58.0000	12.0000	60.5000
VARIANC E	32.5142	289.157 8	19.990 3	35.0454	21.715 0	875.2239	67.3566	200.9101
STD. DEV.	5.7021	17.0046	4.4711	5.9199	4.6599	29.5842	8.2071	14.1743
ALPHA	0.9104	0.8235	0.8704	0.9257	0.8976	0.9614	0.9414	

Table 1 presents a summary of the correlation data: mean, median, variance, standard deviation, alpha, and correlation between the variables and variable achievement. The table exhibits the linear correlation coefficient relationship between the variables. The teacher communication variable is constructed from five questions; Cronbach's alpha for the question is 0.91. The range is 5 – 35. The mean for teacher communication is 10.7611, median is 9.0000, variance is 32.5142, standard deviation is 5.7021, alpha is 0.9104, and the correlation is -0.0351. The range for teacher credibility is 18 – 98. The mean is 39.9769, median is 35.0000, variance is 289.1578, standard deviation is 17.0046, and correlation is -0.0491. Cronbach's alpha is 0.8235. The result reveals that there is a significant statistical correlation.

Student motivation is constructed from four questions; Cronbach's alpha is 0.9414. The range of values is 4 – 28. The mean is 14.3680, median is 12.0000, variance is 67.3566, standard

deviation is 8.2071, and the correlation is -0.0610. The result revealed that there is a significant statistical correlation.

Academic achievement is constructed from six questions, and the range of values is 0 – 100. The mean is 62.0561, median is 60.5000, variance is 200.9101, standard deviation is 14.1743, and correlation is 1.0000. The result in this category differs from the others because the analysis reveals that there is no significant correlation between teacher communication and academic achievement, and student motivation and academic achievement.

Detailed Analysis

A correlation analysis was conducted, with the results appearing in Table 2. There was a positive significant statistical relationship between teacher communication and teacher credibility ($p = < .01$), and between teacher communication and student motivation ($p = < .01$). There was no significant correlation between teacher communication and academic achievement ($p = > .10$), and student motivation and academic achievement. Table 2 exhibits the linear correlation coefficient relationship between the variables.

Table 2 shows the statistical relationship between teacher communication and teacher credibility, and student motivation and academic achievement. The computed data in the table reveals a coefficient correlation between teacher communication, and teacher credibility, student interest in English subject, whether students wish to take another class with the same teacher if given a choice, students' attitude toward the teacher, overall grading of the teacher, student motivation, and academic achievement.

Data was collected concerning teacher communication and teacher credibility. With regard to teacher credibility, three dimensions were included in the questionnaire: teacher competence, teacher goodwill, and teacher trustworthiness. These three dimensions were added

because any behavior on the part of the teacher that interfered with instruction or distracted the students from learning was considered ineffective communication. Ineffective communication by the teacher also hampers teacher credibility among the students and can be a demotivating factor for student learning.

Table 2

Linear Coefficient Correlation “R Values”

	COMMUN- ICATION	CRED- IBILITY	INTEREST	TAKE ANOTHER	ATTITUDE	OVERALL CRED	MOTIVA- TION	ACHIEVE- MENT
COMMUNICATION	1							
CREDIBILITY	0.82775	1						
INTEREST	0.7766	0.069206	1					
TAKE ANOTHER	0.6673	0.8197	0.72768	1				
ATTITUDE	0.77187	0.84187	0.84677	0.70142	1			
OVERALL CRED	0.84826	0.86917	0.89899	0.81835	0.09098	1		
MOTIVATION	0.79261	0.82457	0.80972	0.75284	0.81476	0.87531	1	
ACHIEVEMENT	0.0316	0.04905	-0.06467	-0.06776	-0.07429	-0.06323	-0.06098	1

Teacher communication is an important aspect of students’ success in an Indian context where the teachers use the lecture method of communication. Broeckelman-Post et al. (2016) stated that since “positive teacher communication (immediacy and clarity) positively predicts student interest and engagement, we expect that negative teacher communication will negatively predict student interest and engagement” (p. 207). If the teacher does not communicate clearly, the students will lose interest in the class and in the subject; they will also disengage from learning. By communicating clearly, the teacher creates an atmosphere of comfort for the students.

Teacher credibility hinges on communication with the students. Depending on the way the teacher communicates, the students judge the teacher as credible or not credible. Pytlak and Houser (2014) indicated “the need for instructors to establish relational power and instructional

influence via prosocial classroom messages that enhance student understanding” (p. 289). If the students perceive the teacher as not interested in them, not caring for them, unresponsive to their questions, and lacking knowledge of the subject, they perceive that teacher as incompetent. On the other hand, if the teacher displays a higher level of competence by demonstrating mastery of the subject matter, communicating subject content effectively as a well-trained teacher, and providing overall information about the subject in addition to the lesson content, that teacher is considered by the students to be competent. Tyler (2016) stated, “Several elements that make up a good relationship include trust, mutual respect, responsibility for words and actions, and open, honest communication” (p. 8).

It was important to measure teacher credibility by measuring teacher competence. According to Broeckelman-Post et al. (2016), “Studies showed that high-quality communication interactions and positive, caring relationships with faculty have a tremendous impact on the quality of student educational experiences, both during and after students’ time in college” (p. 204). Their measuring scale included the teacher competence factor by asking the students to explain how they felt about their teacher. The measuring scale included 18 questions related to teacher classroom behaviors, and seven scales to measure teacher competence, teacher caring, and teacher trustworthiness. Defining teacher competence included asking questions about how the teacher communicated with the students in the classroom. The students were also asked to indicate whether the teacher was up-to-date and informed about the subject matter, whether the teacher was competent or incompetent, and whether the teacher seemed intelligent or not in presenting the subject matter.

Gray, Anderman, and O’Connell (2011) defined a credible teacher as one capable of explaining complex material to students in an understandable way; capable of working in the

field in which he or she is teaching; and capable of responding to students' questions in an effective manner (p. 7). For a teacher to be a credible communicator, the students have to believe that the teacher is competent and trustworthy, a feeling student will experience after listening to the teacher several times. Teacher competence relates to the students' perception of the teacher's knowledge of and experience with the subject matter. The students also judge the teacher's character while perceiving competence: whether teacher comes across as a moral person in the classroom activities. According to Broeckelman-Post et al. (2016), "Teacher incompetence includes behaviors that reflect the lack of very basic teaching skills" (p. 205). When the teacher acts in the best interest of the students, the students perceive the teacher as a good person, a person of good character. Such feelings encourage the students to take an interest in the class and the subject.

To demonstrate caring and goodwill, the teacher has to show understanding toward the students and their abilities and disabilities, and by helping them to learn. Further, the teacher can convey genuine interest by providing timely help, thus manifesting to the students that their teacher is student-centered, not self-centered. The way the teacher expresses concern affects teacher credibility among the students. The teacher must be sensitive in the classroom and must pay attention to the students' questions in order to help them to understand the concepts and the meaning of the subject matter. If the teacher does not listen to the students or respond to them, the students will judge the teacher to be incompetent and an ineffective communicator.

The teacher goodwill/caring factor is also considered important in measuring teacher credibility. The students expressed their feelings about whether the teacher was caring about them or not. Data on the teacher trustworthiness factor was collected through questionnaires by asking the participants to indicate whether the teacher was honest or dishonest, trustworthy or

untrustworthy, honorable or dishonorable, moral or immoral, ethical or unethical, genuine or phony in the classroom. Teacher credibility can be affected by the teacher trustworthiness factor. Ideally, the students and the teacher develop a relationship of trust toward each other. The relationship of trust can be damaged if the teacher is not honest with the students, does not honor their hard work in the class, is immoral/unethical in day-to-day behavior among the students and society, and is not genuine with the students. In these circumstances the students will not consider the teacher trustworthy or credible. The questionnaire included all three factors that contribute to teacher credibility: teacher competence, teacher caring, and teacher trustworthiness.

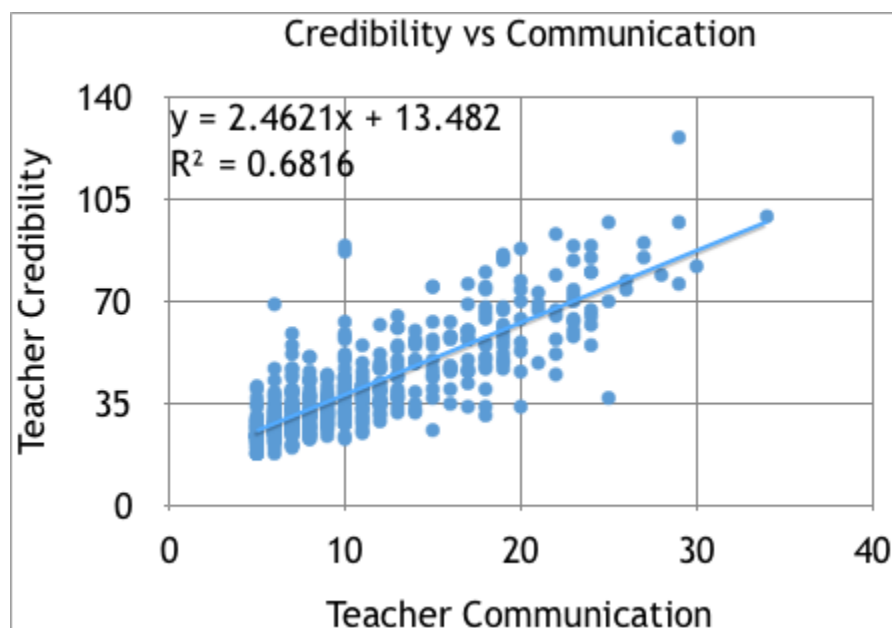


Figure 1. Scatterplot of teacher credibility vs. teacher communication.

The teacher communication and credibility data were analyzed to determine whether there is a relationship between the variables of teacher communication and teacher credibility. Again, in the questionnaire process 519 participants from 11 schools took part. Data analysis revealed that the teacher communication mean is 10.7611, median is 9.0000, standard deviation is 5.7021, alpha is 0.9. The credibility mean is 39.9769, median is 35.0000, standard deviation is

17.0046, alpha is 0.8235. The result reveals that there is a statistically significant correlation between teacher communication and teacher credibility. Figure 1 showed the relationship between teacher credibility and teacher communication. The data was analyzed by the linear regression analysis method to find the relationship between these factors. The result indicates a significant statistical relationship ($R^2 = 0.6816$) between teacher communication and teacher credibility.

Through credibility, or the lack of it, the teacher can motivate or demotivate the students. Teacher credibility depends on the manner of the teacher's communication in the classroom. If the teacher is rated by the students as a good and valuable teacher, fair in dealing with the students, and positive in the class, the teacher can motivate the students. But if the teacher displays ineffective communication and is evaluated by the students as a bad communicator, unhelpful in explaining the subject content, unfair and negative toward the students, and negative in communication, the students will likely judge the teacher as not credible or as a demotivating factor in their learning. If the teacher lacks credibility, the students are unlikely to take the class and are likely to express their feeling that it is impossible for them to take the course. If the instructor is considered incompetent or bad in the class, the students will not want to take the class and will feel unmotivated by the teacher. Ledbetter and Finn (2018) stated, "When students take a class, they desire to reduce uncertainty about the instructor and instructional experience, and the ability to do so is associated with positive student outcomes such as teacher clarity and affective experience" (p. 42).

The teacher communication and student motivation data were analyzed to find the relationship between these variables. The teacher communication mean is 10.7611, median is 9.0000, standard deviation is 5.7021, alpha is 0.9. The student motivation mean is 14.3680,

median is 12.0000, variance is 67.3566, standard deviation is 8.2071, alpha is 0.9414. The number of participants was 519. The result revealed that there is a significant statistical relation between the variables. The mean for teacher communication is 10.7611, and the alpha is 0.9 for teacher communication, and for student motivation it is also 0.9. The linear regression analysis indicated that $R^2 = 0.6244$ and that there is a significant relationship between teacher communication and student motivation. It can be concluded that teacher communication can motivate the students to learn.

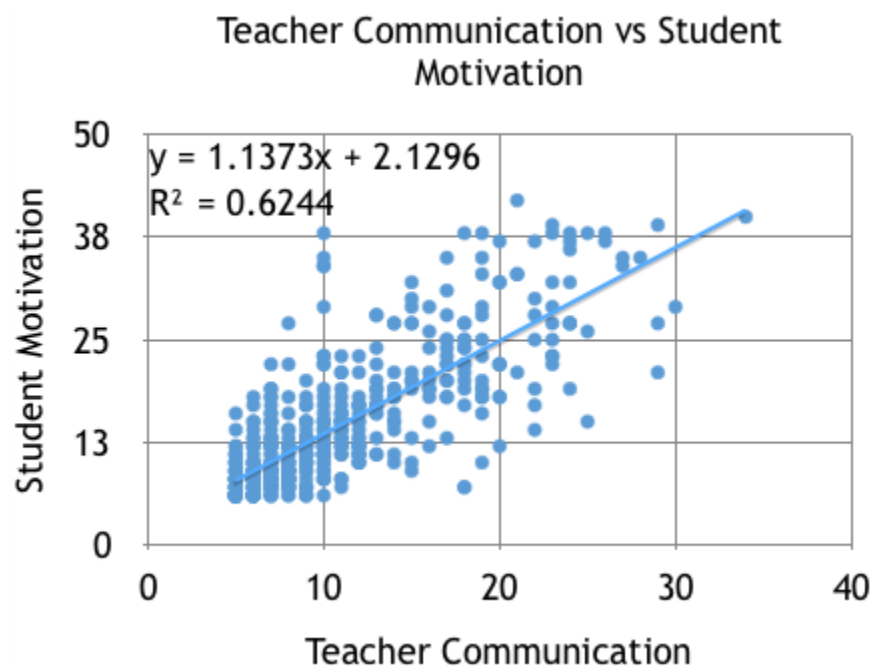


Figure 2. Scatterplot of teacher communication vs. student motivation.

The teacher in the classroom can be a motivating force in the students' learning, helping to promote academic achievement. However, for that to happen, the teacher must communicate clearly and effectively to promote student understanding of the material. If the students grasp what the teacher is saying, the teacher will be considered good and will establish credibility among the students. If the students do not comprehend what the teacher is saying, the teacher will be judged by the students as a bad communicator and not credible; as a result, students will

be uninterested in taking the course, and their academic achievement will be hampered. The teacher-student relationship of trust and confidence in each other is an important factor in student achievement. The relationship of trust is built up through teacher credibility and becomes a source of student motivation. Student motivation influences student outcomes, especially when the students have behavioral or emotional problems (Sointu, Savolainen, Lappalainen, & Lambert, 2017, p. 459).

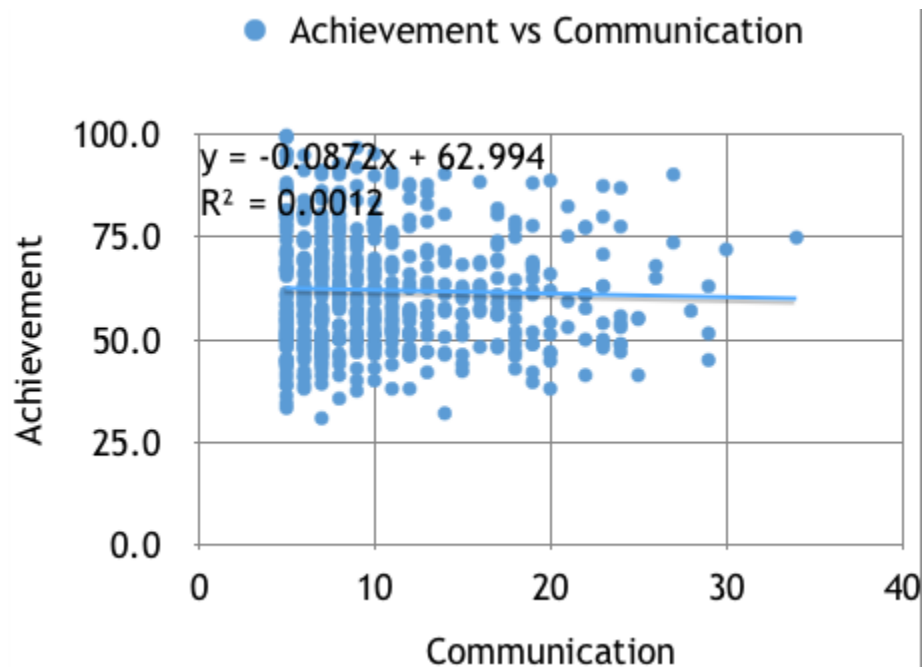


Figure 3. Scatterplot of teacher communication vs. academic achievement.

In this study, teacher communication and academic achievement data was collected and analyzed using the linear regression method with the following results. The teacher communication mean is 10.7611, median is 9.0000, standard deviation is 5.7021, and alpha is 0.9. The academic achievement data, the participants' four examination marks, was collected from the school offices. These grades were added into the spreadsheet in percentage form.

Teacher communication and academic achievement data was analyzed, and it was found that the academic achievement mean is 62.0561, median is 60.5000, variance is 200.9101, and

standard deviation is 14.1743. The linear regression analysis result ($R^2 = 0.0012$) indicates that there is no significant correlation between teacher communication and academic achievement. Therefore, further study is suggested to gain more information and knowledge about why this appears to be the case.

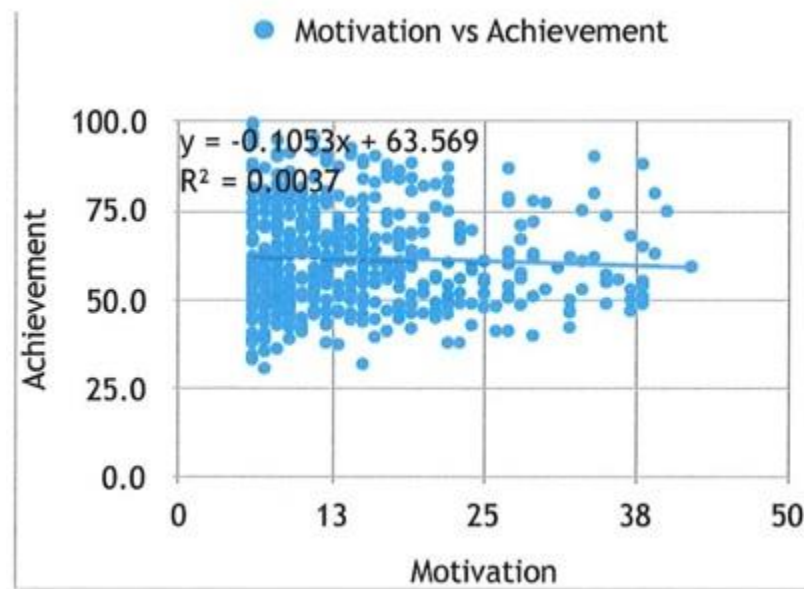


Figure 4. Scatterplot of student motivation vs. academic achievement.

In this study, it was also necessary to determine whether there is a correlation between student motivation and academic achievement. In fact, student motivation depends on whether each student is interested in learning or not. Similarly, academic achievement is personal and cannot be judged for a group. Figure 4 exhibits the relationship between student motivation and academic achievement.

A total of 519 students participated in the research questionnaire. The student motivation range is 4 – 28, and the mean is 14.3680, median is 12.0000, variance is 67.3566, standard deviation is 8.2071, and the alpha is 0.9414. Similarly, the academic achievement mean is 62.0561, median is 60.5000, variance is 200.9101, and the standard deviation is 14.1743.

Following analysis of the data using the linear regression method to determine whether there is a

significant statistical relationship between student motivation and academic achievement, it was discovered that there is no statistically significant correlation between these two variables ($R^2 = 0.0037$). The result was surprising, however, and further study of this subject will reveal more information. It is suggested that future researchers may want to continue to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement, and articulate important behaviors that can help and influence the quality of education.

Chapter 4 Summary

This research study was designed to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement in India. In Indian classrooms the teachers use the lecture method of communication, and their communication skills can be an important factor in teacher credibility, student motivation, and academic achievement. Based on the teacher's communication, the students perceive teacher credibility. Teacher competence, teacher caring, and teacher truthfulness are the factors affecting teacher credibility. Teacher credibility can be responsible for students' motivation to learn. If the teacher is perceived as not credible, the students may not take an interest in the subject taught by that teacher; this can also demotivate students and can affect their academic achievement.

In this research study, teacher communication, teacher credibility, student motivation, and academic achievement variables were tested to examine their relationship in the Indian classroom environment. The research data was collected from 11 schools and 519 participants concerning communication by the English teacher, and teacher credibility, student motivation, and academic achievement. The data was analyzed using linear regression analysis, and scatterplots were used to demonstrate the relationship between teacher communication and

teacher credibility, teacher communication and student motivation, teacher communication and academic achievement, and student motivation and academic achievement.

With regard to teacher communication and teacher credibility, the linear regression result indicated that there is a significant statistical relationship between the variables, that there is a relationship between teacher communication and teacher credibility. Care and concern shown by the teacher toward the students can affect teacher credibility; it can also build a positive relationship between the teacher and the students. The participants agreed that the teacher's competent communication helps them to establish trust in their teacher.

Teacher communication and student motivation data revealed that there is a significant statistical relationship between the variables. Clearly, the participants agreed that teacher communication and use of skills to make the classroom interesting can motivate them to learn. When the students considered the teacher credible, they also agreed that they like the teacher and are interested in the subject taught by the teacher. Further, they indicated that they would take another class, if given a choice, from the same teacher.

The data analysis of teacher communication and academic achievement, and of student motivation and academic achievement, indicated that there is no statistically significant relationship. A study was conducted of high school students, and it was discovered that all the school students attending board examinations had an increased level of anxiety (Ravina, Marslin, Franklin, & Sheeba, 2014, p. 1). There are several possible explanations for the result; therefore, this subject needs more research to understand why there appears to be no statistically significant relationship between these variables. Further study could reveal more information about their statistical correlation. This research study revealed that there is a statistically significant relationship between teacher communication, and teacher credibility and student motivation. The

teachers must take extra care to prepare their class and use their skills to communicate more effectively while lecturing the students. If the students understand their teacher's communication, they will consider the teacher credible and will be motivated to learn.

Chapter 5: Discussion and Conclusion

Introduction to Chapter 5

In India teachers use the lecture method of communication, where the teacher has the autonomy to choose to use communication skills and help the students understand the lesson. The teacher may also choose not to use those skills, just reading the lesson and leaving the students to understand the lesson on their own. However, if the teachers use their communication skills to make the lesson interesting, the students not only understand the lesson, but they also consider the teacher a good communicator, a credible teacher who can motivate them and contribute to their academic achievement. Through good communication skills the teacher can build up a relationship of trust with the students. The relationship of trust is built up through teacher competence in communication, teacher caring toward the students, and teacher truthfulness in communication. This relationship can motivate the students' academic achievement. This research is an attempt to explain to teachers the benefits of clear communication, and its advantages of teacher credibility, student motivation, and academic achievement.

The questionnaire data obtained from the participants highlighted the students' perception of their teacher, indicating what the students expect from their teachers. Interestingly, at each school the students perceived their teacher differently. Some of the students perceived their teacher as competent, credible, and motivating, but other students perceived the same teacher as incompetent, not credible, and not motivating. Those students who considered that teacher to be credible built a relationship of trust and were ready to take another class from the same teacher if given a choice. But those students who considered their teacher not credible did not wish to take another class from the same teacher if given a choice. The research highlighted the important

roles of teacher communication, teacher credibility, and student motivation in the academic success of the students.

Summary of the Results

This research was designed to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement in India, through the use of a questionnaire. The questionnaire was used with the permission of the Taylor and Francis Group, LLC, a division of Informa plc. Eleven schools from India participated in the research study. Parent consent forms and child assent forms were collected from the participants. The sample was used to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. The data were analyzed using the linear regression method to find the statistically significant relationship between the variables. Findings from the data analysis indicated that there is a significant positive relationship between teacher communication and teacher credibility ($R^2 = 0.68, p < .01$), and between teacher communication and student motivation ($R^2 = 0.62, p < .01$). Some reports on student motivation indicate that when students hear positive remarks about their teacher or receive positive feedback from other students, they are more motivated to learn, are more interested in learning, and are more motivated to engage in classroom activities. Teacher credibility plays a major role in student motivation (Horan, Martin, & Weber, 2012, p. 216).

Teacher credibility is a positive action that helps the students to build a relationship of trust. If the teacher is clear in classroom communication and the students understand what the teacher is saying, the students like the teacher and the class. The students also enjoy attending the class. If the students do not like the teacher, they may not want to attend the class. The students express their discontent when they do not like the class or the teacher. Goodboy (2011b)

explains, “Dissent refers to the expression of disagreement or contradictory opinions concerning policies or the practices. Instructional dissent then occurs when students express their disagreements or complaints about class-related issues” (p. 423). Teacher communication and teacher credibility play a positive role in the learning environment. These factors are related because teacher credibility is based on teacher communication. If the teacher is a good communicator, the students consider that teacher credible; if the teacher is not a good communicator, the students judge that teacher as incompetent.

On the question of the relationship between teacher communication and academic achievement, the data analysis revealed that there is no statistically significant correlation between teacher communication and academic achievement ($R^2 = 0.0012$, $p > .10$), or between student motivation and academic achievement ($R^2 = 0.0037$). Other research has found that various reasons can cause demotivation of the students and low academic achievement. One such explanation for demotivation and low academic achievement may be examination stress among the students, which can cause a high level of fear and stress. But this topic needs more research. Other possible explanations include the study environment, student perception of the teacher, or teacher competence (Ravina, Marslin, Franklin, & Sheeba, 2014, p. 1). Again, more research will help us to understand the subject better and gain more information.

A positive relationship between teacher and students enhances the atmosphere in the classroom and makes the learning fun for the students. The questionnaire asked about some key qualities of a credible teacher, which several students described thus: intelligent, well trained, caring about the students, honest in dealing with the students, trustworthy, expert in the subject that is being taught, informed about the subject, competent, having a moral personality, sensitive to the needs of the students in the classroom, and genuine in dealing with the students.

Discussion of the Results

The research findings indicate that there is a statistically significant correlation between teacher communication and teacher credibility, and between teacher communication and student motivation. But the research also found no significant correlation between teacher communication and academic achievement, or between student motivation and academic achievement. This study sought to determine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement in India. The data recorded on the spreadsheet is coded as follows:

Teacher communication = TCOM

Teacher credibility = TCRED

Students' rating of English class = SRC

Students' interest in English class = SIE

Students' attitude toward the English class = SAT

Student motivation measure = SMM

Academic achievement = ACHIEV

The research data were collected from ninth-grade students in India (n = 519). There were 293 girls and 226 boys between the ages of 14 and 16. The participants were free to participate or not participate in the research. The participants were asked to provide a signed parent consent form (see Appendix B) and a child assent form (see Appendix C) before they answered the questionnaire. The questionnaire was designed to collect data on teacher communication, teacher credibility, and student motivation; to measure academic achievement, participants' three term examination grades were collected from 11 schools.

The findings of the research indicated that there was a statistically significant relationship between teacher communication and teacher credibility. There was also a statistically significant relationship between teacher communication and student motivation. But there was no statistically significant relationship between teacher communication and academic achievement, or between student motivation and academic achievement.

The teacher communication questionnaire included four questions asking the students to explain whether they were satisfied or not unsatisfied with their English teacher's communication, using the following categories: pleased or not pleased, happy or sad, gratified or ungratified, and fulfilled or unfulfilled. The result indicated that when the participants were able to understand the teacher, they considered the teacher credible in classroom communication. The students also agreed that the teacher, through good communication, using skills to help them understand the lesson, was considered a credible teacher who then motivated them to learn. The teacher credibility section of the questionnaire featured 18 questions concerning teacher competence, teacher caring, and teacher trustworthiness.

The data analysis revealed that there is no statistically significant correlation between student motivation and academic achievement, or between teacher communication and academic achievement, even though achievement all depended on the students' interest in learning and achieving success. Even when the teacher communicates well, is credible, and motivates the students, academic achievement depends on the hard work and effort of the students. Through the data analysis the researcher found a statistically significant relationship between the variables of teacher communication and teacher credibility, and teacher communication and student motivation. The researcher also found through the data analysis that there is no statistically

significant relationship between teacher communication and academic achievement, or between student motivation and academic achievement.

Discussion of the Results in Relation to the Literature

The research found that certain actions by the teacher contribute to credibility. The foundation of teacher credibility is clear communication in the classroom lecture. If the teacher is honest in preparing the class, truthful, and caring toward the students, the teacher will be considered to be credible. The teacher also must be competent in communication, knowledgeable in the subject, understanding toward every student in the classroom, helpful toward them in dealing with their problems, and sincere in dealing with them; this can have the effect of motivating the students. In the data from the study, there were statistically significant indications that some teacher behaviors received more positive responses from the students. The teacher characteristics that received more positive responses from the students included: intelligence, good training, caring about the students, honesty, trustworthiness, expertise in the subject, a moral personality, competence, sensitivity to the needs of the students in the class, genuineness, and understanding of the students' needs.

Some literature suggests that teacher clarity in communication motivates the students to learn and also develops the students' intrinsic motivation. Intrinsic motivation does not require external reinforcement to the students' learning. Without force of any kind or from anyone, the students take an interest in the subject, with active engagement in the lessons and the class tasks, because they find the class interesting (Bolkan, Goodboy, & Griffin, 2011, p. 338). While lecturing, the teachers must develop a responsive style of communication, which means they respond to the students' questions, understand the students, listen to the students, and are sympathetic toward the students, showing compassion toward them (Bekiari & Pylarinou, 2017,

p. 123). Cognitive learning theory emphasizes that teacher instructional communication needs to focus on students' motivation and academic achievement (Khalil & Elkhider, 2016; Walsh, McGuinness, & Sproule, 2017). To improve educational standards and the academic achievement of the students, teacher communication problems have to be solved. Teacher communication is fundamental to the problems of student dissent and academic achievement (Page, 2014, p. 270).

Teachers' clear communication and use of communication skills help the students to understand the lesson better. The students then like the classes and consider the teacher credible. Teacher credibility is based on the students' attitude toward the teacher, on their belief that the teacher takes trouble to teach them, cares for them, and is trustworthy (Zhang, Zhang, & Castelluccio, 2011, p. 454). Teacher credibility motivates the students to learn and influences their critical thinking. A teacher's ability to motivate the students can influence their academic achievement (Öqvist & Malmström, 2016, p. 366). The role of the teacher is to create an environment of learning in the classroom, motivate the students, involve the students in classroom tasks and discussion, reinforce in the students desired behaviors, appreciate students' responses, and decrease undesired behaviors and responses (Kay & Kibble, 2016, p. 18).

If the students perceive the teacher as incompetent, they will react with dissent. If the students dislike the teacher or the subject, they will express their disagreement and contrary opinions concerning the policies and practices of the institution (Goodboy, 2011b, p. 423). Whereas if the teacher makes the classroom lectures interesting to the students by using good communication skills and content, the students are motivated to learn, and take an interest in the subject and the teacher (Horan, Martin, & Weber, 2012, p. 216). According to Zhang, Zhang, and Castelluccio (2011), "Teacher credibility is one of the most important teacher attributes in

the instructional process affecting teacher-student relationships and student motivation and learning” (p. 454).

A few studies conducted in India show that high school students experience stress and anxiety during their examinations. This examination anxiety among the students becomes a source of fear, with the students feeling pressured to perform. The consequences of such situations are negative for the students, resulting in low performance (Ravina, Marslin, Franklin, & Sheeba, 2014, p. 1; Malhotra, 2015, p. 3089). In this study, examination results showed no statistically significant correlation between teacher communication and academic achievement. Further, the study also found no statistically significant correlation between student motivation and academic achievement. This research result is very interesting. It suggests that further study of the relationship between teacher communication and academic achievement, and between student motivation and academic achievement could generate more information.

Limitations

The research study was limited to schools where the medium of instruction is English. Schools using Kannada, Bengali, and Hindi as the medium of instruction were not part of the research because the questionnaire was in English.

The sample in the study was limited to ninth-grade students because students in lower grades might not be able to understand the questions and the resulting research would not be valid. Furthermore, the study was limited to India because the teachers in India use the lecture method as a communication tool, and teachers thus play a major role in instructional communication.

The researcher expected that a good teacher in the classroom is the cause of improved academic achievement by the students. But the result of data analysis of teacher communication,

and student motivation and academic achievement surprisingly indicated that there is no statistically significant relationship. More research is needed to explain this finding.

The study included input from the students; the teachers, however, are also part of the education process. It is suggested that in future research the parents, administrators, school board members, and the students could be provided a platform for expressing their views; this would be more realistic than limiting expression to students only.

Implication of the Results for Practice, Policy and Theory.

Implication for practice: The purpose of this research study is to examine the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement in India. It is important for the teachers know the effects of their communication, especially when they use the lecture method to communicate. If their communication is not clear, they can damage the trust of the students; and when the teacher is not considered credible, this can demotivate the students.

If the teacher is considered credible because of good communication skills, which make the classroom lectures more interesting, the students will take an interest in the class and be motivated to learn. The teachers have to understand that it is important for the students to understand the lesson that they are teaching. If the students do not understand the teacher, they may not want to attend the class and can express dissent, a way of indicating their dissatisfaction with the teacher's communication. Zhang, Zhang, and Castelluccio (2011) claim that "teacher credibility could be associated with student resistance" (p. 454). Student dissent and student resistance can affect student learning.

The teacher who is considered credible by the students develops a positive relationship and will be able to motivate the students to learn. The teachers considered credible by the

students have expectations, respect, care, and concern from them. Those teachers who are aware of their students' needs are successful in motivating them to learn. According to Goodboy, Myers, and Bolkan (2010), the students are interested in developing an interpersonal relationship with their instructors, so it is imperative that college instructors engage in positive, affirming, and prosocial forms of communication with their students.

Implication for policy change: The policy makers have to guide and empower teachers of every school and every state in the country with innovative and teaching skills. These skills will help the teachers to make their communication interesting to the students. The school administration has to adopt a policy every year to conduct the teacher's teaching (communication) assessment and suggest improvement in their communication. Regular assessment will help the teachers to communicate, credible and motivate students. The educational departments have to develop techniques and tools for teacher evaluation and assessment. The teachers have to work in collaboration with the students based on their assessment and improve communication style. Malhotra (2015) suggests that "school system should give guidelines as well as should facilitate counseling sessions that help students to cope with exam stress" (p. 3096).

Implication for theory: The findings of this study is an information to the teachers that the teacher's communication in the classroom can make them credible or not credible. If they are perceived by the students not credible, they will not be interested in their teaching or in the subject that they teach. Teacher credibility can be a motivating factor to the students learning.

An interesting result that emerged from the research study was that the students were interested in taking another class from the same credible teacher if they were given the opportunity. The students rated the credible teacher as good and valuable, fair and positive in the

classroom. The teacher who was considered not credible was always rated as bad, worthless, unfair, and negative; students also agreed that such a teacher was a demotivating factor for them to learn. According to Henning (2010) “If a teacher is responsive to questions and provides feedback on how to improve and understand the subject matter better, the student should be more likely to have positive feelings related to his or her learning” (p. 61). Teacher communication is an essential part of students successful learning. The students spend most of their time in the school with teachers and their friends communicating, developing their cognitive knowledge.

Recommendations for Further Research

The research done in this study could be extended to teachers and parents so that they could express their views regarding the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. However, in this case a small group of students was selected for the research, and the results can be generalized.

The research study revealed that there is no significant statistical correlation between teacher communication and academic achievement. Similarly, student motivation and academic achievement have no significant statistical correlation. These subjects need more research. One explanation for this result could be that students in India experience considerable stress during the examination. There may be other possible causes, but it is a matter of concern.

This research study could be extended to schools in other countries, such as the United States, China, Germany, Canada, and Finland, to determine whether the results might be the same or different. This is an important topic in education, the relationship between teacher communication, and teacher credibility, student motivation, and academic achievement. If the research obtains the same result in all these countries, this would be an interesting area in which to do additional study. Another recommendation resulting from this study is for an extended

study of similar research, and for the results of the study to be provided to the teachers, who, it is hoped, would find it helpful in their profession. The study would provide them with information on how teacher communication can influence their credibility, how teachers can motivate students, and how teacher credibility and student motivation can improve academic achievement.

Conclusion

The research, using linear regression analysis, indicates that there is a statistically significant correlation between teacher communication and teacher credibility. Teacher credibility depends on teacher competence, how the teacher communicates in the classroom—how the teacher explains the subject matter to the students. Teacher caring is important to the class—how the teacher pays attention to every student and makes them feel valuable in the class. The teacher can gain credibility by involving the students in the class, encouraging them to participate in classroom activities. If the teacher is credible, the students like the teacher and the subject. They are motivated to learn and take an interest in the subject. But if the teacher is not credible, the students may not take an interest in the subject and may be demotivated.

Teacher credibility can help motivate the students to learn. The data collected concerning teacher communication and student motivation, analyzed by the linear regression method, revealed that there is a statistically significant correlation between the variables of teacher communication and student motivation.

The results of the study indicated that there is no statistically significant correlation between teacher communication and academic achievement. It also revealed that there is no statistically significant correlation between student motivation and academic achievement. It is suggested that more research is needed in this field of study. According to Malhotra (2015), “Some students develop fear for examinations and develop high anxiety, whereas few students

are irresponsible and develop a careless attitude by having a low anxiety for examinations” (p. 3095).

The teachers must communicate clearly to the students in order to be credible during the classroom lectures. If they do not, they will demotivate the students to learn, and the students will not take an interest in the subject or the teacher. The students then express their dissent by not attending the class. Teachers need to be credible in India, especially when they use the lecture method of communication in the schools, as many of them do. This research has been done in India because there are teachers who take for granted the vital role of teacher communication and its effects on their credibility, student motivation, and academic achievement. This study has collected information on how teacher communication affects teacher credibility, student motivation, and academic achievement. This information, it is hoped, will help and encourage the teachers in India to motivate students and be effective in their teaching. It is expected that the results of this study will be an eye-opener for administrators, teachers, parents, and school board members in helping them to understand the negative and positive effects of teacher communication on teacher credibility, student motivation, and academic achievement.

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Appendix A: Questionnaire

My Name:

My Class (grade):

My English Teacher:

I am a: (**circle one**) BOY GIRL

We are going to spend about 15 minutes answering questions. These questions are different from the usual school questions because they have no right or wrong answers. This is not a test, and everyone will have different answers. Be sure that your answers show how you think and feel about being a student in English class. Please do not talk about your answers with anyone else. If you want to talk about your answers, come to the desk so that you can talk in private. I will be available after completing the questionnaire process for any questions or clarifications. I will keep your answers private, you keep your comments to the paper response, and do not discuss with your friends outside the class because it can create a problem. Things on the paper and things said to me will be kept private and will not be linked to your name or other identifying data. Please read every sentence very carefully and decide your answer. First you will express your thoughts about your English teacher's classroom communication. Did you understand your English teacher's class and the lecture? Were you satisfied with the English teacher or not?

The next part of the questionnaire is about your English teacher's credibility in the classroom. How did the English teacher explain in the class? Did the teacher succeed in explaining the class? How would you rate your English class, good or bad? Would you like to take another English class with the same teacher if you had a choice? And the last question will be about your English teacher. Do you feel that your English teacher motivated you or did not?

There are seven choices in each sentence (1 to 7), so circle the number for the one word that best describes your English teacher. Please read carefully and note that the most positive number is a (1) and negative number is a (7). The closer the number is to an adjective, the more certain you are of your evaluation. If you think the sentence says what you think, please circle the number that you feel that is appropriate. If you don't understand the question or you are confused, please stand and I will explain the question. Remember, there are no right or wrong answers; this is just about what you think and feel.

A. English Teacher Communication Measure

Below is a list of adjective pairs about English teacher communication. Circle the number of the adjective that best represents how you feel about your teacher's communication.

Directions: Please respond to the following word pairs explaining how satisfied you are with your English teacher's communication in the classroom. Circle the word that reflects your judgment or evaluation of your English teacher. Please read carefully, the closer the number is to an adjective, the more certain you are of your evaluation.

I am . . . with my English teacher's communication in the classroom.

	Extremely	Quite	Slightly	Neither	Slightly	Quite	Extremely	
Satisfied	1	2	3	4	5	6	7	Unsatisfied
Pleased	1	2	3	4	5	6	7	Not pleased
Happy	1	2	3	4	5	6	7	Sad
Gratified	1	2	3	4	5	6	7	Ungratified
Fulfilled	1	2	3	4	5	6	7	Unfulfilled

(Ref.: Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Teacher immediacy and the teacher-student relationship*. In T. P. Mottet, V. P. Richmond, and J. G. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (p. 303). Boston: Allyn & Bacon. ISBN 0-205-39614-3. Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.)

B. English Teacher Credibility Measure

Below is a list of adjective pairs. Circle the number of the adjective that best represents how you feel about your English teacher.

- 1. Teacher credibility:** Please circle the number of the adjective that best represents how you rate your English teacher. Please read carefully and note that the most positive number is a (1) while negative number is a (7). The closer the number is to an adjective, the more certain you are of your evaluation.

I feel that my English teacher is . . .

	Extremely	Quite	Slightly	Neither	Slightly	Quite	Extremely	
Intelligent	1	2	3	4	5	6	7	Unintelligent
Trained	1	2	3	4	5	6	7	Untrained
Cares about me	1	2	3	4	5	6	7	Doesn't care about me
Honest	1	2	3	4	5	6	7	Dishonest
Has my interests at heart	1	2	3	4	5	6	7	Doesn't have my interests at heart
Trustworthy	1	2	3	4	5	6	7	Untrustworthy
Expert	1	2	3	4	5	6	7	Inexpert
Self-centered	1	2	3	4	5	6	7	Not self-centered
Concerned with me	1	2	3	4	5	6	7	Not concerned with me
Honorable	1	2	3	4	5	6	7	Dishonorable
Informed	1	2	3	4	5	6	7	Uninformed

Moral	1	2	3	4	5	6	7	Immoral
Competent	1	2	3	4	5	6	7	Incompetent
Ethical	1	2	3	4	5	6	7	Unethical
Sensitive	1	2	3	4	5	6	7	Insensitive
Bright	1	2	3	4	5	6	7	Stupid
Genuine	1	2	3	4	5	6	7	Phony
Understand ing	1	2	3	4	5	6	7	Not understandin g

(Ref.: Myers, S. A., & Martin, M. M. (2006). *Teacher immediacy and the teacher-student relationship*. In T. P. Mottet, V. P. Richmond, and J. G. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (p. 74). Boston: Allyn & Bacon. ISBN 0-205-39614-3. Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.)

2. Students interest toward the English subject.

Directions: Please circle the number of the adjective that best represents how you would rate the English teacher's class that you have attended. Please read carefully, the closer the number is to an adjective, the more certain you are of your evaluation.

I would rate my English class as:

	Extremely	Quite	Slightly	Neither	Slightly	Quite	Extremely	
Good	1	2	3	4	5	6	7	Bad
Valuable	1	2	3	4	5	6	7	Worthless
Fair	1	2	3	4	5	6	7	Unfair
Positive	1	2	3	4	5	6	7	Negative

(Ref.: Mottet, T. P., & Beebe, S. A. (2006). *Teacher immediacy and the teacher-student relationship*. In T. P. Mottet, V. P. Richmond, and J. G. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (p. 20). Boston: Allyn & Bacon. ISBN 0-205-39614-3. Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.)

3. Students interest toward English class.

Directions: Please circle the number of the adjective that best represents how likely are you to take the course from the teacher described in the scenario above. Please read carefully, the closer the number is to an adjective, the more certain you are of your evaluation.

How likely are you to take another English class from the same teacher if you have a choice?

	Extremely	Quite	Slightly	Neither	Slightly	Quite	Extremely	
Likely	1	2	3	4	5	6	7	Unlikely
Possible	1	2	3	4	5	6	7	Impossible
Probabl e	1	2	3	4	5	6	7	Improbable
Would	1	2	3	4	5	6	7	Would Not

(Ref.: Mottet, T. P., & Beebe, S. A. (2006). *Teacher immediacy and the teacher-student relationship*. In T. P. Mottet, V. P. Richmond, and J. G. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (p. 20). Boston: Allyn & Bacon. ISBN 0-205-39614-3. Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.)

4. Students' attitude toward the English teacher.

Directions: Please circle the number of the adjective that best represents how you rate your English teacher. Please read carefully, the closer the number is to an adjective, the more certain you are of your evaluation.

Overall, my English teacher was:

	Extremely	Quite	Slightl y	Neither	Slightly	Quite	Extremely	
Good	1	2	3	4	5	6	7	Bad
Valuable	1	2	3	4	5	6	7	Worthless
Fair	1	2	3	4	5	6	7	Unfair
Positive	1	2	3	4	5	6	7	Negative

(Ref.: Myers, S. A., & Martin, M. M. (2006). *Teacher immediacy and the teacher-student relationship*. In T. P. Mottet, V. P. Richmond, and J. G. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (p. 74). Boston: Allyn & Bacon. ISBN 0-205-39614-3. Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.)

C. Student Motivation Measure

Below is a list of adjective pairs. Circle the number of the adjective that best represents how motivated you feel attending the English class of the teacher whose name is mentioned above.

Student motivation

The following scale will measure student motivation. Student motivation refers to students' tendency to find academic activities meaningful and worthwhile, and whether they try to derive the intended academic benefits from these activities.

Directions: Please circle the number of the adjective that best represents how your English teacher motivated or did not motivate you in the class. Please read carefully, the closer the number is to an adjective, the more certain you are of your evaluation.

This is how my English teacher makes me feel about attending class:

	Extremely	Quite	Slightly	Neither	Slightly	Quite	Extremely	
Motivated	1	2	3	4	5	6	7	Unmotivated
Interested	1	2	3	4	5	6	7	Uninterested
Want to attend the class	1	2	3	4	5	6	7	Don't want to attend the class
Inspired	1	2	3	4	5	6	7	Uninspired
Excited	1	2	3	4	5	6	7	Not excited
Looking forward to it	1	2	3	4	5	6	7	Dreading it

(Ref.: Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Teacher immediacy and the teacher-student relationship*. In T. P. Mottet, V. P. Richmond, and J. G. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (p. 303). Boston: Allyn & Bacon. ISBN 0-205-39614-3. Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.)

Demographic information.

Check your demographic information.

I am _____ years old [age].

What is your predominant racial/ethnic background? (You are free to check one):

_____Hindu _____Muslim _____ Christian

_____Sikh _____Tribal _____Other (specify):_____.

Are you a regular student? (Attend school Monday till Saturday) (Check one)

Yes / No

Are you an online student? (Check one)

Yes / No

Appendix B: Parent Consent Form

Concordia University – Portland Institutional Review Board
Approved June 4, 2018; Will Expire June 4, 2019

Dear Parents and Guardians,

Greetings from Cyril Fernandes. I am a student at Concordia University, Portland, Oregon in USA. I am working on a study with your child and their teacher on the relationship between teacher communication, and teacher credibility, student motivation and academic achievement in India. Your child has been invited to join the research. Please take whatever time you need to discuss the study with your family and friends, or anyone else you wish to. The decision to let you child join, or not join, is up to you.

WHAT IS INVOLVED IN THE STUDY?

Your child will be asked to respond to the questionnaire which includes their 9 grade English teachers communication style, teacher credibility, whether the teacher motivates them in the class to learn. Their examination marks will be analyzed to find whether they have improved in academic achievement. The participants will be told the name of the English teacher to avoid the confusion. The questionnaire will include 9 grade English teachers communication measure. Whether your child is satisfied with the English teachers' communication in the class or not satisfied. The teacher is credible or not credible. Intelligent or not intelligent in communication etc. They will also express their interest in the subject and the teacher whether they like to take another class from the same teacher and the same subject. The questions that include whether the teacher motivated them or not motivated them. It will take 30 minutes of their class time and the arrangements are made with the school Principal. The subject will be part of the study.

The investigators may stop the study or take your child out of the study at any time they judge it is in your child's best interest. They may also remove your child from the study for various other reasons. They can do this without your consent. Your child can stop participating at any time. If your child stops, he/she will not lose any benefits. The study will also look at English examination marks and analyze them to determine how your child's achievement improves or remains the same.

Your child does not have to do this. It is optional. There will be no penalty for not participating. In the same way, there is no advantage or favoritism for your child participating. If you child wants to stop participating, he/she can stop even if this is in the middle of the activity.

The activity for this study is scheduled for July 4, 2018. We expect 50 students to participate. The results will be collected in a way that protects the student's identity. The name and other identifying characteristics of your child will not be stored with the answers/observations specific to you or your child. Reports will be made in group aggregate form; such as, the average and general group findings, with no individual identifying information linked to the information. The information will be stored in password protected computer while using file encryption to keep the data secure. The paper documents, such as this form, will be kept in a locked file cabinet. Three years after the study is completed, the study documents will all be deleted and destroyed.

We will ask your child if they want to participate. For us to ask your child, we need your permission, or consent. Please read the parental consent form on the next page. If you agree, please fill out the form below and return this page before July 3, 2018, to the school office.

Parent Consent

*As the parent or guardian of the child _____,
I consent.*

Parent/Guardian Name: _____

Parent/Guardian signature: _____

If you have any questions or concerns, you can call me at [phone redacted] or send me an email [email redacted] You can also let your child's teacher know if you have questions.

This study was approved by the Concordia University–Portland IRB. If you want to talk with a participant advocate, you can contact Dr. OraLee Branch (email obranch@cu-portland.edu or call 503-493-6390).

Sincerely,



Cyril Fernandes

Email: [email redacted]

Research Study Title: THE RELATIONSHIP BETWEEN TEACHER COMMUNICATION, AND TEACHER CREDIBILITY, STUDENT MOTIVATION, AND ACADEMIC ACHIEVEMENT IN INDIA.

Principal Investigator: Cyril Fernandes

Research Institution: Concordia University–Portland
Oregon **Faculty Advisor:** Chris Jenkins, Ph.D.



Appendix C: Child Assent Form

Dear Student,

Greetings from Cyril Fernandes. I am a student at Concordia University, Portland, Oregon in USA. I am working on a study: the relationship between teacher communication, and teacher credibility, student motivation and academic achievement in India. I would like to invite you to join the research. Please take whatever time you need to discuss the study with your family and friends, teachers or anyone else you wish to. The decision is yours to join, or not join, is up to you.

You will be asked to respond to the questionnaire which includes grade 9 English teachers' communication style, teacher credibility, whether the teacher motivates you in the class, to learn. You will be told the name of your English teacher to avoid the confusion. The questionnaire will include your English teachers' communication measure. Whether you are satisfied with the English teachers' communication in the class or not satisfied. The teacher is credible or not credible. Intelligent or not intelligent in communication etc. You will be asked to express your interest in the subject and the teacher, whether you like to take another class from the same teacher and the same subject if you have a choice. The questions also include whether the teacher motivated you or not motivated. It will take 30 minutes of your class time and the arrangements are made with the school Principal. The subject will be part of the study.

Sign this page, if you assent:

Name of Student: _____

Signature of Student: _____

Date: _____

Name of Investigator: CYRIL FERNANDES

Signature of Investigator: 

Date: July 3, 2018

Investigator: CYRIL FERNANDES
C/O Professor CHRIS JENKINS

Email: [email redacted]

Concordia University
2811 NE Holman Street
Portland, Oregon 97221

Appendix D: Permission from CU-IRB



DATE: June 4, 2018

TO: CYRIL FERNANDES
FROM: Concordia University-Portland IRB (CU IRB)

PROJECT TITLE: [1253787-1 and 1236376-1] THE RELATIONSHIP BETWEEN
TEACHER COMMUNICATION, AND TEACHER
CREDIBILITY, STUDENT MOTIVATION, AND ACADEMIC
ACHIEVEMENT IN INDIA.

REFERENCE #: EDD-20180426-Jenkins-Fernandes modification of
SUBMISSION TYPE: New Project with Amendment/Modification

ACTION: APPROVED
APPROVAL DATE: June 4, 2018
EXPIRATION DATE: June 4, 2019
REVIEW TYPE: Expedited Review

Thank you for your submission of New Project materials for this project. The Concordia University Portland IRB (CU IRB) has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio. All research must be conducted in accordance with this approved submission.

Your project includes research that will be conducted within an institution that is not Concordia University. As such, you need to have their permission to conduct research. You are responsible for contacting and following the procedures and policies of Concordia University and the other institution where you conduct research. You cannot begin recruitment or collection of data within that institution until you receive approval from that institution.

This submission has received Expedited Review based on the applicable federal regulations.

Attached is a stamped copy of the approved consent/assent form(s). You must use this/these stamped versions. The consent form has been edited slightly and stamped as approved. Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research

participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. The form needed to request a revision is called a Modification Request Form, which is available at www.cu-portland.edu/IRB/Forms.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please email the CU IRB Director directly, at obran@cu-portland.edu, if you have an unanticipated problem or other such urgent question or report.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project requires continuing review from the CU IRB on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of June 4, 2019.

You must submit a close-out report at the expiration of your project or upon completion of your project. The Close-out Report Form is available at www.cu-portland.edu/IRB/Forms.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Dr. OraLee Branch at 503-493-6390 or irb@cu-portland.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Concordia University-Portland IRB (CU IRB)'s records. June 4, 2018.

Appendix E: Permission from Taylor and Francis Group LLC Books

Title:	Handbook of instructional communication: Rhetorical and relational perspectives	Logged in as: Cyril Fernandes
Article ID:	9780205396146	Account #: 3001251254
Publication:	Publication1	
Publisher:	CCC Republication	
Date:	Jan. 1, 2006	
Copyright	© 2006, CCC Republication	

Order Completed

Thank you for your order.

This Agreement between Cyril Fernandes ("You") and Taylor and Francis Group LLC Books ("Taylor and Francis Group LLC Books") consists of your order details and the terms and conditions provided by Taylor and Francis Group LLC Books and Copyright Clearance Center.

License number	Reference confirmation email for license number
License date	April 2, 2018
Licensed content publisher	Taylor and Francis Group LLC Books
Licensed content title	Handbook of instructional communication: rhetorical and relational perspectives
Licensed content date	Jan. 1, 2006
Type of use	Thesis/Dissertation
Requestor type	Academic institution
Format	Print
Portion	chapter/article
Number of pages in chapter/article	11
The requesting person/organization	Cyril Fernandes (Student)
Title or numeric reference of the portion(s)	THE RELATIONSHIP BETWEEN TEACHER COMMUNICATION, AND TEACHER CREDIBILITY, STUDENT MOTIVATION, AND ACADEMIC ACHIEVEMENT IN INDIA.
Title of the article or chapter the portion is from	Chapter 1: Affective learning measure (p. 20) and affect toward instructor measure (ATI), page 21, Chapter 4: Measure of Ethos /Credibility (MEC), page 74, Chapter 13: Teacher Job satisfaction and teacher motivation, page 303.
Editor of portion(s)	Chapter 1: Mottet, T.P., & Beebe, S.A. Chapter Myers, S.A., & Martin, M.M.; Chapter 13: Mottet, T.P., Richmond, V.P., & McCroskey, J.C.

Author of portion(s)	Chapter 1: Mottet, T.P., & Beebe, S.A., Chapter Myers, S.A., & Martin, M.M.; Chapter 13: Mottet, T.P., Richmond, V.P., & McCroskey, J.C.
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Title	The relationship between teacher communication, and teacher credibility, student motivation, and academic achievement in India.
Instructor name	Dr. Chris Jenkins
Institution name	Concordia University, Portland
Expected presentation date	Aug. 2018

Appendix F: Statement of Original Work

The Concordia University Doctor of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

What is “unauthorized” assistance?

“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University-Portland Academic Integrity Policy during the development and writing of this dissertation.
2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*.



Digital Signature

CYRIL FERNANDES

Name (Typed)

November 16, 2018

Date