
THE EFFECTIVE FACTORS ON THE RELATIONSHIP BETWEEN STUDENTS WITH LEARNING DISABILITIES AND SPECIAL EDUCATION TEACHERS

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Abstract—

Communication ability is an important skill for human beings. Effective education depends on the correct application of communication skills. Communication occurs as teacher-student exchange of thoughts and information in educational process. This study is aimed at determining LD student viewpoints on effective factors in student-teacher communications. Methodology: This descriptive-curs sectional study was undertaken at Dehkhoda Center for Learning Disorders, Iran in 181 registered students there in 2013. The data was collected through a two-part questionnaire including a part on individual traits and some questions on effective factors in communication establishment, and was analyzed using SPSS21. Findings: Comparing different student groups, their views were almost the same and 2011 and 2012 entrants were only significantly different regarding openness (P0.02) and communication experience (P0.03) effects. Conclusion: According to students, teacher's fitting openness, meekness, secrecy, and trusteeship contribute greatly to student-teacher communication establishment in line with learning enhancement.

Keywords— Communication skill, LD students, education, Learning disability, Learning disorder.

INTRODUCTION

Communication establishment ability is a fundamental skill for human beings and some people show more aptitude for it than others, like many other skills. (1) Effective education depends on a teacher's communication skills in educational environments.(2) Therefore, teaching communication skills must be considered as a student education principle in all majors and fields.(3) Communication occurs as teacher-student exchange of thoughts and information in educational process.(4) Lots of elements and variables contribute to educational process including educator, learner, message, and environmental factors.(5) Effective education depends on proper application of communicational skills. Teachers cause students learn by using their own knowledge, applying texts and teaching skills, and creating an adapted environment. A teacher can either facilitate education process and even compensate for the academic book

deficiencies or educational facility shortages, or turns the best teaching occasion and subject to an inactive and uninteresting environment by his inability in creating a desirable communication, vice versa.(6) The ability to establish an effective communication by the teacher is among his evident traits,(9) because it increases self-confidence and learning motivation in students,(10) and is regarded as an important characteristic in effective teaching.(11) It depends on teacher's vocational qualifications, academic ability, knowledge ability, his proficiency in academic subject, his personality, and his moralistic traits,(13,12) openness, positive and energizer addressing, conduct appetite, his gender and communication style,(11) expression fluency and power, content clarity, individual and behavioral traits,(14) student participation and sharing educational subjects with them.(15) Therefore, educators are required to become familiar with effective factors in communication establishment in order to enhance the quality of teaching-learning process.(2) It must be considered, of course, that student personality and traits are highly important from this respect. The main student motivation is gaining knowledge and cognizance, but it must not be forgotten that all are not motivated equally. Some aim at learning, but others may aim at obtaining a degree, spending time, and some general and detail issues other than education. Therefore, it cannot be expected that all students evaluate the teaching process and teachers' educational activities equally. (16) Therefore, this study was undertaken to determine LD student viewpoints on effective factors in student-teacher communications to become familiar with student viewpoints.

METHODOLOGY

This descriptive-cross sectional study was undertaken at Dehkhoda Center for Learning Disorders, Iran in 2013. All 181 students were introduced to the LD Center by the schoolmasters. A two-part questionnaire was designed to study student viewpoints on effective factors in student-teacher communication establishment. The first part was on individual traits, and the second one was on effective factors in student-teacher communication establishment including 30 questions in four general domains (i.e. individual personality, scholarship, teaching method, and his communication establishment ability). The Questionnaire validity was confirmed after analyzing similar studies (17) and expert analyses in the related field. Its reliability was also computed 0.92 in an introductory study according to Ch's Alpha index formula. The researcher distributed the questionnaires among students to be completed after being present at the study location and gaining their satisfaction. The data was analyzed using SPSS13 through descriptive statistics (frequency distribution, average, and deviation), and group comparison through independent T test.

FINDINGS

The average student age was 0.96 06.8 in the studied population (Table 1). According to students, various factors including teacher's fitting openness, meekness, secrecy, and trusteeship contribute greatly to student-teacher communication establishment, and his age, gender, physique, and teaching method contributed lesser to this area. Comparing different student group viewpoints, most ideas were similar regarding denotative items, and 2011 and 2012 entrants were only significantly different regarding openness ($P > 0.02$) and communication experience ($P > 0.03$) effects. Based on student scores classified to total and dimensional scores, no significant difference was observed between different fields and entrance years regarding individual personalities ($P < 0.68$), scholarship ($P < 0.97$), teaching method ($P < 0.98$), and his communication establishment ability ($P < 0.36$).36).

Table 1) CPU frequency characteristics of LD students

Frequency	Number	Variables
25/4	46	Male
74/6	135	Female

Gender

Table 2), the mean score of students' views of factors affecting communication between students and teachers to promote learning

The total	No effect	Low Impact	Effective	drastic	characteristics Teacher
33 ± 3/91	1(%0/6)	0(%0)	13(% 7/2)	166(%92/2)	Openness fit and proper
0/83 ± 3/25	9(%5)	18(%10)	72(%40)	81(%45)	The seedlings
0/77 ± 3/44	4(%2/2)	19(%10/5)	50(%27/6)	108(%59/7)	Adherence to moral and religious beliefs.
0/64 ± 3/66	2(%1/1)	11(%1/1)	33(%18/2)	157(%74/6)	Confidentiality and integrity
0/47 ± 3/83	2(%1/1)	2(%1/1)	20(%0/11)	157(%86/7)	Fairness in dealing with students
3/59 ± 0/64	3(%1/7)	6(%3/4)	51(%28/7)	118(%66/3)	To help students solve problems
3/74 ± 0/50	1(%0/6)	3(%1/7)	37(%20/7)	138(% 77/1)	Patience and empathy with students
3/76 ± 0/51	1(%0/6)	4(%2/2)	32(%17/8)	143(%79/4)	Experience
3/76 ± 0/51	1(%0/6)	5(%2/8)	29(%16/1)	145(%80/6)	Mastery of scientific concepts and texts
3/71 ± 0/56	1(%0/6)	7(%3/9)	35(%19/3)	138(%76/2)	Teacher of the Day
3/28 ± 0/72	6(%3/3)	10(%%/6)	90(%/50)	74(%41/1)	Fitness instructor courses teaching degree
3/53 ± 0/62	2(%1/1)	6(%3/4)	64(%36)	106(%59/6)	Expression of practical experience commensurate with the course topics
66 ± 3/44	2(%1/1)	13(%7/2)	68(%37/8)	97(%53/9)	Observe continuity

DISCUSSION:

According to students, educational and moral traits of a teacher such as equanimity in addressing students, showing respect and reverence towards them, scientific and academic proficiency, experience, fitting openness, meekness and courtesy, secrecy and trusteeship, patience and mood, and up-to-date knowledge were among the most important effective factors in communication establishment; while his age and gender, physique, and teaching-academic method were not that much influential from this respect.

The results of an undertaken study in Arak, Iran indicated that observing oratory and teaching skills, academic level, compartment, and also showing respect and reverence towards students by teacher were among the most important factors in learning enhancement according to students (17). In another study in Ahvaz, Iran, teacher's vocational, operational, individual, and moral traits were the most important ones, respectively. (6) Another study also emphasized teacher's scholarship, creating mutual assurance, confidence, and respect to enhance communication establishment. (18) In another study in Yazd, Iran teacher's knowledge and experience were determined as the second important trait in an ideal teacher (19) consistent with the current study. Another study indicated that students give priority to individual personality domain, among four traits of a good teacher, and then to scholarship, teaching method, and communication establishment ability domains, respectively;(9) while no significant differences were observed among the four mentioned traits in student viewpoints in different denotative majors, fields and entrance years in this study. The significance in different student viewpoints among 2011 and 2012 entrants in openness effect and teacher experience in communication establishment domains might be because the younger students show greater needs for teacher's supporting and conducting roll because of their emotional-psychological problems caused by family separation and distance, inadequate familiarity with university environment etc., and teachers can contribute more to their problem solution by an adequate openness and experience. Holding training workshops on effective teacher-student communication is suggested as a guideline to enhance teacher skills in better communication establishment with students.

CONCLUSION

Teacher's fitting openness, meekness, secrecy, and trusteeship contribute greatly to student-teacher communication establishment in line with learning enhancement. Therefore, the respectful teachers are required to become familiar with effective factors in student communication establishment, and pay attention to them in order to improve their educational status.

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