

Impact of Teachers' Verbal and Non Verbal Immediacy Behaviors on Students' Learning at Different Levels

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Abstract: The present study was conducted to explain the effects of teacher immediacy on students' learning at school, college and university level. Teacher immediacy has been a significant aspect of learning. Effective teaching and effective communication skills go hand in hand. Nonverbal teacher immediacy plays a mediating role in the reception and effectiveness of teacher control strategies. Teacher immediacy also increases students' affective and behavioral learning. It was hypothesized that teachers' verbal and nonverbal communication skills affect students' learning. To test this hypothesis the researchers conducted a survey research to investigate the effects of teacher's immediacy on students' learning. For this purpose the researchers developed a 5 point scale (Likert type) to measure the effect of teacher immediacy on students' learning at different levels. A sample of 308 students from school, college and university were conveniently selected, out of which 108 were school students, 87 were college students and 114 were university students. Data analysis was conducted. Chi Square test also showed a considerable difference of students' perception towards teacher immediacy among different age groups and institution levels.

Keywords verbal immediacy, non verbal immediacy, teacher immediacy, students' learning

Introduction

Effective teaching and effective communication skills go hand in hand. Effective teachers produce positive outcomes in three domains of learning, positive student affect, behavioral commitment to the course content and student cognitive learning. Affective learning relates to students' positive or negative attitude towards the teacher. Behavioral learning is associated with the development of psychomotor skills and overt behavioral change due to learning and cognitive learning relates to recall and understanding of knowledge.

Instructional communication is the heart of teaching and learning process. It has a positive effect in classroom instruction and it also enhances affective, psychomotor and cognitive outcomes. One construct that has been shown to be an integral part of effective teaching is immediacy. The concept of immediacy is a significant component of instructional communication. Immediacy and instructional communication are interconnected and the former has received considerable attention as a factor in eliciting student satisfaction and learning.

Immediacy was originally conceptualized by Mehrabian, (1977) as behaviors that enhance proximity and nonverbal interaction with other people. He defined it as “the interaction between two people and includes greater physical closeness and more perceptual stimulation of the two by one another.” Immediacy plays a vital role in successful teaching and learning and teacher immediacy in the classroom is perhaps the most popular research variable to emerge in instructional communication research in the past two decades (Butland & Beebe,1992).

“Teacher immediacy as the nonverbal behavior manifestation has high effects on students’ learning” (Andersen, 1978). It is operationalized in two ways: verbal teacher immediacy behaviors and non verbal teacher immediacy behaviors.

Verbal Immediacy

Gorham 1988 believes that verbal immediacy includes messages that bring student and teacher together, teaching using humor and personal examples, calling on students by names and giving praise to students are examples of verbal immediacy.

Non Verbal Immediacy

Non verbal immediacy includes such behaviors as eye contact, head nods, smiles and use of gestures and relates to positive motivation to learn and a positive effect on learning (Garrot, 2002). Non verbal communication goes side by side verbal communication. One has to perform some act for non verbal communication to occur (Lunenberg & Ornstein 1996).

Impact of Teachers' Immediacy on Students' Learning

Several studies support a relationship between teacher caring, immediacy and learning (Garrot, 2002). Garrott (2005) has very rightly pointed out that "Intentionally or unintentionally, instructors verbal and nonverbal immediacy influence student behavior" Teachers use gestures, smiles, body positions and movement, eye contact; they verbalize requests, mandates and explanations"

Teachers who are immediate have students who have higher motivation levels and learn both cognitively and affectively than do non immediate teachers (Christophel & Gorham, 1995; Anderson, 1978; Sanders & Wiseman, 1990). Good relations between teachers and students in a climate of warmth, caring and responsiveness promote learning (Wanzer & Mc Croskey, 1998). Verbal teacher immediacy increases student cognitive, affective and behavioral learning. Non verbal teacher immediacy increases student cognitive learning, information recall and affective learning as well. Both verbal and non verbal immediacy increases students' perceptions of teacher effectiveness. Verbal and nonverbal teacher immediacy is positively related to the perceptions of teacher clarity. Teacher immediacy also produces a reciprocal liking among student and teacher (Anderson, 1978; Gorham, 1988; Sander & Wiseman, 1990).

Learners see themselves as a part of the community and learn better when they attend Academic Tutoring services. Instructors' nonverbal and verbal communication skills enhances learners' satisfaction levels regarding their teachers (Bozkaya & Aydin, 2007).

Instructors' nonverbal and verbal communication skills enhance learners' social presence in either environment and the environments in which the teacher displays verbal and nonverbal immediacy behaviors in the most effective way are face-to-face learning environments. (Bozkaya , 2008). Similarly in one of the research conducted by Rocca (2001), the results indicated that students who perceived their higher teachers' immediacy tend to increase students' participate in the class.

Pribyl, Sakamoto & Keaten, (2004) conducted a study and came out with the results that the motivation of the students was high when taught by a teacher perceived to be more nonverbally immediate. They also reported learning less when taught by a teacher perceived as less immediate

nonverbally. High level of motivation among students was associated with high level of learning and lower level of learning loss.

Dominique and Gendrin (2004) found a positive relation between teacher immediacy and student learning in the African American classroom. More over, they also found the role of teacher immediacy on student learning being mediated, to some degree, by race.

Teacher immediacy has been related to student motivation, learning, and perception of the learning process (Christophel, 1990). Leven and Nolan (1996) are of the view that effective classroom managers use verbal and non verbal immediacy side by side and if non verbal techniques like eye contact, movement toward disruptive students, hand movements and special gestures fail, verbal skills come into action. Teachers' verbal and nonverbal immediacy behaviors have significant effects on learners' feeling of satisfaction regarding the teacher and the environment (Andersen, 1979). Researchers support that students who perceive their instructor as higher in immediacy were more likely to participate in class and were more comfortable in class (Fassinger, 1995; Kao & Gansneder, 1995; Wade, 1994; Arends, 1991).

Much of the existing literature has focused on the impact of teachers' immediacy in the classroom at a particular level like school, college or university but hardly someone has tried to find it out by asking students in all the three types of institutions. Moreover this instrument has used a different approach. Among most of the questionnaires that aimed at inquiring to find out the impact of immediacy on students' learning, the questions aimed at inquiring the students' perception the student's perception concerning the impact of the phenomenon on them. Contrary to that, this questionnaire used by the researcher asked students to give their perception of the impact not only on them but on their class fellows as well.

Purpose of the Study

The current study was designed to explore the effects of teachers' verbal and nonverbal immediacy behaviors on students' learning at different levels.

This study was guided by the following hypotheses.

1. Teachers who use more verbal and nonverbal immediacy behaviors in class would stimulate positive students learning.
2. Male and female students have different perceptions regarding teachers' immediacy.
3. The students at different levels exhibit different perceptions about teachers' immediacy.

Methodology

The researcher adopted a survey to gather data for this research study

Instrument

A questionnaire was developed on teacher immediacy following five point Likert-type scales, comprised on 13 statements designed by the researchers of the study to measure the effects of teachers' verbal and nonverbal communication on students' learning. The scale was based on Crump (1996) indicators of teacher verbal and nonverbal communication like, teachers' facial expression, facing toward students, using humor in class, standing close to students, mutual relationship between students and teacher. Content validity of the scale was determined by the expert researcher. After piloting, 13 statements were selected in a final scale. Most of the statements had high mean value which supports the validity of the scale. Cronbach's alpha was used to determine the internal consistency of the instrument. The reliability coefficient for the scale was 0.78.

Participants

In this study one school, one college and one university were selected conveniently. A self administered questionnaire was personally distributed to 450 students from school, college and university. Of the total 450 survey questionnaires that were distributed 308 (68.4%) useable questionnaire were returned completed.

General Characteristic of the Respondents

Overall (47.6 % N=148) were male and 49.8 % (N=155) were females. Responses were received from school (male=73, female=35, total=108), college (male=37, female=50, total=87) and university (male=38, female=70, total=113). The

survey was carried out to investigate the student's perceptions towards teacher's immediacy. It was conducted in late November and final data were received in late January 2008. Data were collected mainly through the use of a self administrated questionnaire, for this study.

Distribution of respondents by gender and age group

Majority of male (N=83, 55.0 %) were below 17 age group, while in the age group of 17 to 20 (N= 44, 27.5 %) and 20 to 25 (N=76, 47.5 %). Female respondents were in majority.

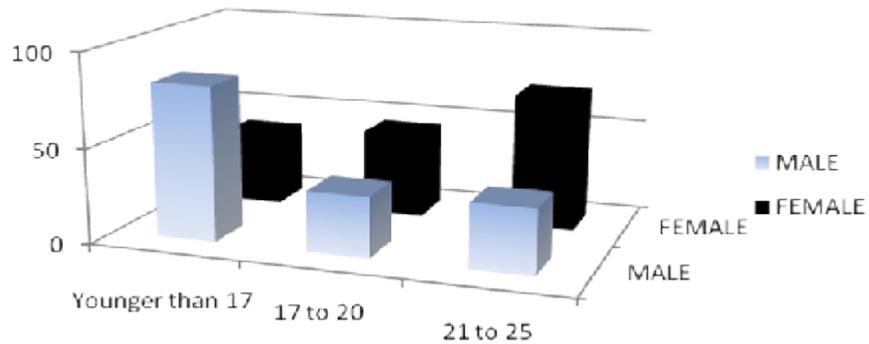


Figure 1 By age gender distribution of the respondents

Distribution of respondents by gender and institution

A vast majority of male respondents were from school (N=74, 49.0%) and college (N= 39, 25.8 %) and university (N=38, 25.2%). While on the other hand majority of female were from university (N=76, 47.5 %).

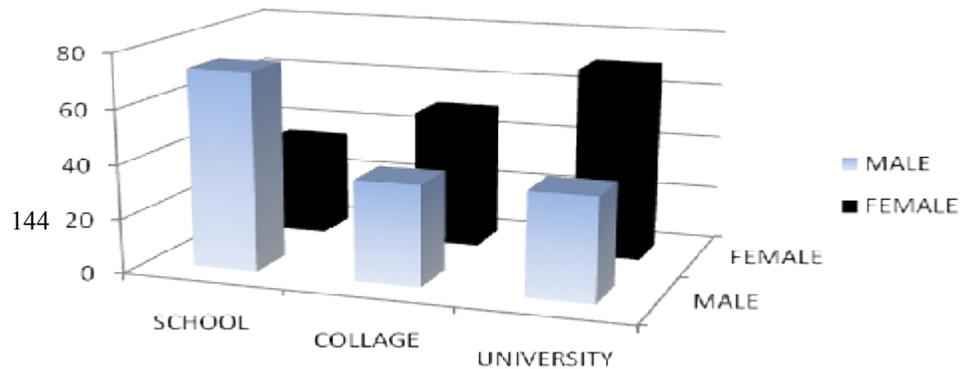


Figure By institution gender distribution of the respondents

Research Findings

The data were analyzed and presented in three tables keeping in view the mean score value and have been explained to show the trends.

Table No 1

Statements with Low Mean Response Value

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
	1	2	3	4	5		
The students in my class pay more attention if the teacher sits at his or her desk without moving about when teaching	25.7	38.6	4.2	19.0	12.5	2.54	1.37
I think that teachers who make students laugh in the classroom are the best teachers	20.9	31.8	10.3	18.6	16.7	2.78	1.41

Most of the students disagreed (64.6%) with the notion that they paid more attention when teacher remained static in his or her place. This indicated that they showed interest in studies comparatively more provided teachers moved about in the class while delivering lectures. This shows that students perceive one being good teacher if he moves about in the class while delivering lecture or performing activities. A substantial majority (52%) indicated that they did not favor teachers' being humorous all the time as a teacher who is always showing amusement attitude in class, could not maintain discipline.

Table No 2
Statements with Medium Mean Response Values

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
	1	2	3	4	5		
It is difficult to listen to teachers who always speak in the same way and in the same tone	9.3	31.5	7.4	35.0	13.5	3.12	1.27
I think that teachers should spend more time meeting with their students before and after class	7.1	11.9	10.6	36.7	32.5	3.77	1.23
I like it better when teachers act	3.2	9.3	7.7	38.3	28.0	3.91	1.08
The best teacher speak slowly and loud enough so that every students can hear and understand	6.1	9.3	7.4	34.1	42.4	3.98	1.19

If the teacher uses same tone without varying it keeping in view the importance of the content, subject and its importance for the students, the opinion was split. More than half agreed that it was really difficult to listen to such a teacher attentively. Almost 57% of the total students believed that teachers should give more time to students before and after class. This was too evident from general perspective of the students. A considerable majority of the students believed that they liked the teachers who acts in the class while teaching. High mean value (3.91) suggests this reality. A vast majority (78%) of students believed that if the volume of the teachers' voice was adjusted by him/her according to the needs of the students so that they might understand things in a better way.

Table No 3
Statements with High Mean Response Values

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
	1	2	3	4	5		
Students in my class listen with more attention if the teacher uses different tones in her/his voice when teaching	1.3	9.6	7.1	50.2	30.5	4.00	.9
Students in my class follow more if the teacher walks around the classroom when teaching	6.8	10.9	3.2	34.1	45.0	4.00	1.2
Students follow what the teacher is saying if he/she looks at them to get their attention	1.6	9.0	7.1	48.6	30.5	4.01	.9
Teachers who smile and are friendly with student are better teacher	3.2	6.4	4.5	41.5	43.7	4.17	1.0
Students are more motivated when the teacher knows and uses their names in the class	2.9	5.8	4.5	42.1	40.8	4.17	.9
Students feel more comfortable in my class when the teacher is well dressed and clean in appearance	2.6	5.5	10.6	33.8	46.6	4.18	1.0
Students in my class pay more attention when teachers use gestures when they teach	0.6	4.2	3.5	50.5	39.9	4.26	.7

Students were of the view that different tones of teachers at different occasion according to the situation motivates students comparatively more than the use of monotonous tone all the time by the teachers. 80% students believed this statement to be highly agreed.

80% of the total students believed that students followed a teacher more if he walked around in the class while delivering his lecture. Only 16 % were of the opinion that they disagreed with this phenomenon. Eye contact with the students ensures that students remain attentive to the teacher. Nearly 79.1%, N=246 students favor the proposition that they sit vigilantly in the class if the teacher has continual eye contact with them. In this survey 85.2% of the students were of the view the friendly attitude of teacher heightens interest as compared to others who do not do so. Friendly attitude of the teachers,

students (85%) believed that teachers who know their name and use their names in the class, if acts as a source of motivating them as compared to the one who does not do this. If teachers are well dressed and clean in appearance, most of the students (81%, N=250) perceived good effect on their performance due to the attractive personality of the teacher. A high majority of the respondents (91%, N=281) had the perception that the more a teacher uses gestures in the class the more students tend to understand the concepts of the lesson. Due to the facial expressions of the teacher, students can be serious towards study.

By Gender students’ Perceptions regarding impact of Verbal and Non Verbal Immediacy of Teachers on Students’ learning

Following table presents the cross tab of gender on different variables of the questionnaires. The χ^2 test was also applied to see the effect of verbal and non verbal immediacy behavior on students’ learning by gender.

Table No 4
By Gender students’ Perceptions regarding impact of Verbal and Non Verbal Immediacy of Teachers on Students’ learning

Statement	Gender	SDA	DA	UD	A	SA	Mean	Chi square	Sig value
The best teacher speak slowly and loud enough so that every students can hear and understand	Male	11.3	11.9	13.2	28.5	35.1	3.64	33.2	.00
	Female	1.2	6.9	2.5	40.0	49.4	4.29		
Students in my class listen with more attention if the teacher uses different tones in her/his voice when teaching	Male	0	8.6	9.3	64.2	17.9	3.91	32.3	.00
	Female	2.5	11.9	5.6	37.5	42.5	4.06		
I think that teachers who make students laugh in the classroom are the best teachers	Male	21.9	41.1	10.6	13.9	12.6	2.54	15.2	.00
	Female	20.0	23.8	10.6	24.4	21.2	3.03		
Students in my class follow more if the teacher walks around the classroom when teaching	Male	11.3	12.6	2.0	34.4	39.7	3.79	12.7	.01
	Female	2.5	9.4	4.4	33.8	50.0	4.19		

Students feel more comfortable in my class when the teacher is well dressed and clean in appearance	Male	2.6	4.0	15.9	27.8	49.7	4.18	12.2	.01
	Female	2.5	7.5	6.2	40.0	43.8	4.15		
The students in my class pay more attention if the teacher sits at his or her desk without moving about when teaching	Male	32.5	39.1	2.0	15.9	10.6	2.33	10.9	.02
	Female	19.4	38.1	6.2	21.9	14.4	2.74		
Students follow what the teacher is saying if he/she looks at them to get their attention	Male	3.3	11.9	7.3	51.0	26.5	3.85	9.3	.05
	Female	0	7.5	7.5	48.8	36.2	4.14		
It is difficult to listen to teachers who always speak in the same way and in the same tone	Male	7.9	36.4	10.6	34.4	10.6	3.03	9.3	.05
	Female	10.6	26.9	5.6	37.5	19.4	3.28		
Students in my class pay more attention when teachers use gestures when they teach	Male	1.3	4.6	2.0	56.3	35.8	4.21	6.9	.13
	Female	0.6	4.4	6.2	45.0	43.8	4.27		
Teachers who smile and are friendly with student are better teacher	Male	4.0	9.3	5.3	44.4	37.1	4.01	6.9	.13
	Female	2.5	4.4	4.4	38.8	50.0	4.29		
I like it better when teachers act	Male	2.6	11.3	8.6	47.0	30.5	3.91	2.0	.72
	Female	3.8	10.0	11.2	40.6	34.4	3.92		
I think that teachers should spend more time meeting with their students before and after class	Male	7.3	10.6	9.3	37.7	35.1	3.83	1.8	.77
	Female	6.9	13.1	12.5	37.5	30.0	3.71		
Students are more motivated when the teacher know and use their names in the class	Male	4.0	6.0	4.6	43.0	42.4	4.14	1.7	.78
	Female	1.9	6.9	6.2	44.4	40.6	4.15		

Summary of statistics in the above table reveals that value of χ^2 was found to be statistically significant at 0.05 level of significance except on five aspects. It means that students' perceptions were found to be dependent on their gender i.e. male and female students had different opinion on all aspects except on the last five aspects of the above

table. Female students had comparatively more strong opinion that Students’ learning improves when the teachers’ volume in the classroom is audible to them. They further believed those teachers’ different tones according to situation, jokes by them, their movement when teaching, appearance, movement around desk and the eye contact of the teacher with students has significantly good impact on their learning.

By Age Students’ Perceptions regarding impact of Verbal and Non Verbal Immediacy of Teachers on Students’ Learning

Following table presents the cross tab of age on different variables of the questionnaire. The χ^2 test was also applied to see the effect of verbal and non verbal immediacy behavior on students’ learning by age group.

Table No 5
By Age Students’ Perceptions regarding impact of Verbal and Non Verbal Immediacy of Teachers on Students’ Learning

Statement	Age	SDA	DA	UD	A	SA	Mean	Chi square	Sig value
The best teacher speak slowly and loud enough so that every students can hear and understand	Younger than 17	8.1	7.3	0.8	37.4	46.3	4.07	47.72	.00
	17-20	10.3	12.8	1.3	41.0	34.6	3.77		
	21-25	0.9	9.1	20.0	26.4	43.6	4.03		
Students in my class fellow more if the teacher walks around the classroom when teaching	Younger than 17	12.2	17.1	1.6	29.3	39.8	3.67	24.63	.00
	17-20	6.4	9.0	2.6	38.5	43.6	4.04		
	21-25	0.9	5.5	5.5	36.4	51.8	4.33		
It is difficult to listen to teachers who always speak in the same way and in the same tone	Younger than 17	3.3	31.7	8.9	39.8	16.3	3.34	23.38	.00
	17-20	5.1	28.2	9.0	43.6	14.1	3.33		
	21-25	19.1	33.6	6.4	26.4	14.5	2.84		
Students follow what the teacher is saying if he/she looks at them to get their attention	Younger than 17	1.6	7.3	6.5	56.9	27.6	4.02	17.33	.02
	17-20	0	10.3	1.3	55.1	33.3	4.12		
	21-25	2.7	11.8	12.7	38.2	34.5	3.90		
Students are more motivated when the	Younger than 17	3.3	3.3	4.9	48.8	39.8	4.19	15.94	.04

teacher know and use their names in the class	17-20	5.1	9.0	6.4	50.0	29.5	3.90		
	21-25	0.9	8.2	5.5	33.6	51.8	4.27		
The students in my class pay more attention if the teacher sits at his or her desk without moving about when teaching	Younger than 17	27.6	36.6	3.3	17.1	15.4	2.56		
	17-20	30.8	42.3	2.6	12.8	11.5	2.32	10.44	.23
	21-25	20.0	38.2	6.4	25.5	10.0	2.67		
	Younger than 17	0.8	5.7	3.3	53.7	36.6	4.20		
Students in my class pay more attention when teachers use gestures when they teach	17-20	2.6	3.8	2.6	56.4	34.6	4.17	10.28	.24
	21-25	0	3.6	6.4	42.7	47.3	4.34		
Students in my class listen with more attention if the teacher uses different tones in her/his voice when teaching	Younger than 17	0.8	13.8	9.8	49.6	26.0	3.86		
	17-20	1.3	11.5	9.0	44.9	33.3	3.97	10.26	.24
	21-25	1.8	5.5	3.6	55.5	33.6	4.14		
	Younger than 17	6.5	13.0	13.0	41.5	26.0	3.67		
I think that teachers should spend more time meeting with their students before and after class	17-20	6.4	15.4	5.1	38.5	34.6	3.79	9.70	.28
	21-25	8.2	8.2	12.7	32.7	38.2	3.85		
I think that teachers who make students laugh in the classroom are the best teachers	Younger than 17	17.9	30.1	10.6	22.0	19.5	2.95		
	17-20	15.4	38.5	7.7	20.5	17.9	2.87	9.41	.30
	21-25	28.2	30.0	12.7	15.5	13.6	2.56		
	Younger than 17	2.4	5.7	8.9	35.8	47.2	4.20		
Students feel more comfortable in my class when is the teacher is well dressed and clean in appearance	17-20	3.8	7.7	12.8	41.0	34.6	3.95	8.910	.35
	21-25	1.8	4.5	11.8	27.3	54.5	4.28		
Teacher who smile and are friendly with student are better teacher	Younger than 17	3.3	7.3	3.3	44.7	41.5	4.14		
	17-20	5.1	7.7	3.8	42.3	41.0	4.06	5.709	.68
	21-25	1.8	5.5	7.3	37.3	48.2	4.25		
	Younger than 17	3.3	11.4	9.8	47.2	28.5	3.86		
I like it better when teachers act	17-20	2.6	12.8	14.1	38.5	32.1	3.85	5.570	.69
	21-25	3.6	8.2	7.3	43.6	37.3	4.03		

Summary of the statistics in the table reveals that Chi Square (χ^2) was not found to be statistically significant at 0.05 level of significance except on five aspects. It

means that students' perceptions were found to be independent of their age group i.e. students of different age groups had same opinion on all aspects except on tone of the teachers, movement of the teachers in the classroom, difficulty in understanding to teacher who speaks in the same tone and the teacher who knows and uses students name in the class.

The mean scores (3.77) of the students of the age group (17-20) was less than the other two age groups that showed that students in that particular group simply agreed to the fact that the changing tone of teacher according to situation had some impact on students' learning. Answering to the question regarding teachers' movement within the classroom and its impact on students learning students of less than 17 age group (M= 3.67.) simply agreed to this phenomenon where as the other two groups strongly agreed to it. The monotony of teaching style and its impact on students' learning was another question with interesting results. Students of the age group (20-25) with the mean score (2.84) stated disagreement to this statement. They believed that monotony of teaching style had no effect on the learning of students. Over all in other statement, the perception of all age groups was more or less the same.

By Level Students' Perceptions regarding impact of Verbal and Non Verbal Immediacy of Teachers on Students' Learning

Following table presents the cross tab of level of students on different variables of the questionnaire. The χ^2 test was also applied to see the effect of teachers' 'verbal and non verbal immediacy behavior on students' learning by level.

Table No 6
By level Students' Perceptions regarding impact of Verbal and Non Verbal Immediacy of Teachers on Students' Learning

Statement	Institution	SDA	DA	UD	A	SA	Mean	Chi square	Sig value
The best teacher speak slowly and loud enough so that every students can hear and understand	School	7.3	6.4	0.9	35.8	46.8	4.11	38.02	.00
	College	10.2	12.5	3.4	40.9	33.0	3.74		
	University	1.8	9.6	17.5	25.4	45.6	4.04		

It is difficult to listen to teachers who always speak in the same way and in the same tone	School	2.8	32.1	10.1	38.5	16.5	3.34		
	College	4.5	28.4	8.0	45.5	13.6	3.35	26.46	.00
	University	19.3	33.3	6.1	26.3	14.9	2.84		
Students follow what the teacher is saying if he/she looks at them to get their attention	School	0.9	7.3	7.3	56.0	28.4	4.04		
	College	0	9.1	1.1	59.1	30.7	4.11	21.09	.00
	University	3.5	12.3	12.3	36.8	35.1	3.88		
Students in my class fellow more if the teacher walks around the classroom when teaching	School	11.0	16.5	1.8	29.4	41.3	3.73		
	College	5.7	11.4	2.3	38.6	42.0	4.00	16.36	.03
	University	3.5	5.3	5.3	35.1	50.9	4.25		
Students feel more comfortable in my class when is the teacher is well dressed and clean in appearance	School	0.9	6.4	9.2	35.8	47.7	4.23		
	College	5.7	6.8	12.5	42.0	33.0	3.90	15.43	.05
	University	1.8	4.4	11.4	26.3	56.1	4.31		
I think that teachers who make students laugh in the classroom are the best teachers	School	15.6	27.5	11.0	23.9	22.0	3.09		
	College	18.2	39.8	6.8	19.3	15.9	2.75	13.84	.08
	University	28.1	30.1	13.2	14.9	13.2	2.54		
Students are more motivated when the teacher know and use their names in the class	School	3.7	2.8	5.5	49.5	38.5	4.17		
	College	4.5	8.0	5.7	47.7	34.1	3.99	12.75	.12
	University	0.9	8.8	5.3	35.1	50.0	4.25		
The students in my class pay more attention if the teacher sits at his or her desk without moving about when teaching	School	27.5	36.7	3.7	18.3	13.8	2.54		
	College	33.0	39.8	2.3	11.4	13.6	2.33	12.13	.14
	University	18.4	39.5	6.1	25.4	10.5	2.70		
Students in my class listen with more attention if the teacher uses different tones in her/his voice when teaching	School	0.9	14.7	10.1	48.6	25.7	3.83		
	College	1.1	11.4	8.0	47.7	31.8	3.98	9.70	.28
	University	1.8	5.3	4.4	54.4	34.2	4.14		
I think that teachers should spend more time meeting with their students before and after class	School	6.4	13.8	12.8	41.3	25.7	3.66		
	College	6.8	14.8	5.7	38.6	34.1	3.78	9.29	.31
	University	7.9	7.9	13.2	33.3	37.7	3.85		
Students in my class pay more attention when teachers use gestures when they teach	School	0.9	6.4	3.7	54.1	34.9	4.16		
	College	2.3	3.4	2.3	53.4	38.6	4.23	8.76	.36

	University	0	3.5	6.1	44.7	45.6	4.32		
	School	3.7	13.8	8.3	45.9	28.4	3.82		
I like it better when teachers act	College	2.3	10.2	14.8	43.2	29.5	3.88	7.30	.50
	University	3.5	7.9	7.9	42.1	38.6	4.04		
	School	3.7	8.3	2.8	45.0	40.4	4.10		
Teacher who smile and are friendly with student are better teacher	College	4.5	6.8	4.5	42.0	42.0	4.10	5.75	.67
	University	1.8	5.3	7.0	37.7	48.2	4.25		

Summary of the statistics in the table reveals that Chi Square (χ^2) was not found to be statistically significant at 0.05 level of significance except on five aspects. It means that students perception was found to be independent of their level of institution i.e. head teachers of different levels of institutes had same opinion on all matters except on the level of the tone of the teachers, their movement in the classroom, students' difficulty in understanding to teacher who speaks in the same tone and the teacher who knows and uses students' name in the class which is statistically significant.

The mean scores (3.74) of the students of college was less than the other two age groups that showed that students in that particular group simply agreed to the fact that the changing tone of teacher according to situation had some impact on students' learning. This is the same trend like that of the age group. Actually the age group of younger than 17 represented mostly the school students, 17 to 20 the college and 20 to 25 the university students. Answering to the question regarding teachers' movement within the classroom and its impact on students learning students from school like younger than 17 age group simply agreed to this phenomenon where as the other two groups strongly agreed to it. The monotony of teaching style and its impact on students' learning was another question with interesting results. Students of the university with the mean score (2.84) stated disagreement to this statement. They believed that monotony of teaching style had no effect on the learning of students. Over all in other statement, the perception of all age groups was more or less the same.

Conclusions

In the above light of research results the research study draws a conclusion that teacher immediacy has considerable effect on students' learning. Overall female students perceived more effect of teacher immediacy as compare to male students. Verbal and non verbal communication is the fundamental part of teaching and learning.

This research study also determines to identify the variation due to different intuitions, like school, college and university. University students are more sensible to understand the teachers' gestures and body language than college and school students. Students may alert and be attentive when teachers keep eye contact with them. It is a natural effect that face to face communication and coordination helps in learning. Students also feel respect when teachers call them by their names and help them in their work. They maintain their concentration towards their study. A good teacher always tries his/her best to make students understand better by using different motivational techniques. At higher level education, like university students pay more attention on teacher personality than other levels of education. Female students may assume that they are very sensitive to perceive different phenomena in a insightful way. The current study also determines that female students are more sensitive and ready to perceive greater verbal and non verbal teacher immediacy behaviors than male students.

Implications of the Study

Based on our findings, we suggest several implications for teacher educators, administrators and, policy makers of teacher education institutes to help teachers' professional development keeping in view the findings of our research. Our research has revealed certain aspects for pre service as well as on job teachers to look into their practices and rectify their faults and deficiencies. Students learn a lot when teachers' immediacy is at the top but over reaction most of the times prove serious. Teachers' trainers got to make the novice teachers know these facts which this research has proved. In-service teachers are supposed to reflect over their practices and explore themselves. On job trainers should concentrate on this aspect to facilitate professional development among teachers. Ultimately, the core recommendation from this research is that schools need to encourage teachers to inculcate the quality of immediacy among teachers so as to move towards a conducive learning environment. If sample would be large from different

institutions then different finding can be assumed also.

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