



Role of Classroom Communication in Human Development and Nation Building

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ABSTRACT

The study is an expression of the researchers many years in the classroom, teaching, instructing and mentoring students at both university and polytechnics. With the far reaching experiences manifest in observations, the researcher link human development and nation building trajectory, to knowledge gained from the classroom interaction and communication. Essay, in narrative and descriptive form, was used to really bring out the authors observations in real life story. The researchers, felt that it's apt to appreciate the obvious contributions of classroom communication to whatever a graduate is, and level of national development, in all aspects. The study concludes that without classroom communication, knowledge, experience, skills and ideas could not be transferred, transmitted, imparted from generation to generation, therefore, it could mean no human development and no nation building agenda. So, the study strongly respect each other for proper teaching and learning to take place.

Introduction

Communication is the art of sharing ideas, thoughts, opinions, actions and reactions between and among people. It thrives well when the communicants share common factors that mutually bind them together. Such togetherness can be in the family, the first nuclear institution, and of course, the classroom, the second nuclear setting where all sorts of teaching and learning take place. Family communication refers to the manner verbal and non-verbal information, ideas, thoughts are exchanged between or among family members- father, mother, and child/children. In the family, communication involves the ability to pay attention to what each member is thinking and feeling. That means the ability of each member to listen and read meaning into the feelings and actions of one another. In fact, family communication is not just the exchange of words between family members, it goes beyond that to include facial expressions, body language, tone of speech and posture.

Family communication is extremely important because it enables members to express their needs, wants and concerns to each other, on matters of personal and general interest. Therefore, open and honest communication creates an atmosphere in that family that allows every member to freely express his or her feelings, as well as love and admiration for one another. The importance of family communication is overwhelming that the understanding of family communication mechanism would guide you to thoroughly understand communication patterns in any other classroom.

Classroom communication can be referred to as an extended family communication now involving non-biologically related individuals still performing the role of family discussions, giving instructions, molding characters, mentoring and in fact, shaping the future with words and gestures. The only slight difference is that communication is formal, unlike family communication which is informal. Classroom communication is formal because teachers prepare their lessons- ahead of time, and in most cases deliver such lessons in an organized place- classroom or hall, or even in an open space under the trees or any other shelter. Again, pupils

and students prepare for those lessons right from their homes, including family homes or students' hostels, with the help of their parents or guardian or without. The learners are made to dress uniform, especially at primary and post-primary school levels. At crèche and post-secondary school levels, uniforms for the learner are optimal, but such dressing should be decent as not to cause distraction and demands in-depth meanings.

In fact, classroom according to some educationists and scholars is a room or designed space in an educational institution where teaching and learning activities take place. In addition, classroom is designed to facilitate instruction interaction, and the acquisition of knowledge and skills. It can be an apartment, laboratory, library, lecture room or study hall, etc. In these descriptions, lessons are taught by trained teachers. Ethically, classroom is supposed to be where ethics, moral, rules and principle of humanity are taught, where every knowledge, wisdom, skills are nurtured and developed; where a whole man is built from infancy to adulthood; where knowledge of good and bad about life and death is taught with caution. Classroom unlike family, which is a domestic group of people with some degree of kinship- whether through blood, marriage or adoption or a small group which consist of father, mother and their children who are related with each other by kinship ties on the basis of marriage, blood or adoption. It is a group of people affiliated by a specific relationship because it forms the most fundamental unit of social organization with which we most intimately identify. Classroom comprises of a group of people not naturally tied to any purpose rather, as a contractual unit for teaching and learnings.

Transactional definition of classroom makes it a complex unit in human development agenda, because most people are developed into enviable heights and positions through classroom activities. As a result of this, it calls for caution while communicating in the classroom. There must be an organized pattern, method, mode and system inherit in classroom communication. When we bear in mind that classroom is only one step ahead in human structural organizations, we must be

cautious in the way and manner we carry out communication because it is such a delicate unit of human formative and developmental stage. Classroom communication should be decent, concise and clear, very simple and plain to allow free flow of communication and understanding. The teachers should not use ambiguous languages that present multiple interpretations by the students before they can understand what the teacher said. Students, themselves, should avoid complicating languages among themselves and with the teacher, in order not to be misinterpreted.

Politics and Policies of Classroom Communication

In all levels of education, classroom communication should be anchored and guided by sets of politics and policies in order for it to achieve its aims and objectives. Just like family communication, classroom communication has set goals to achieve, such as to impart and impact knowledge and skills, to reach understanding, to solve problem, to provide insight on certain situations, to encourage support, to build trust, to show the light, to build confidence, to win souls, to discourage ignorance, to promote literacy, to develop reading and writing ability, and a whole lot of other things. As second in line for human development and character molding setting, classroom, must not be left without rules and guidelines (laws) written or unwritten. Such guiding principles often evolve or set by the management of the educational institutions. The “don’ts and dos” are spelt out clearly to the managers of the classroom- the teachers. In fact, classroom management is a special course or discipline of its own that is taught in colleges and universities of Education curricula. Without proper knowledge of how classroom can be managed, smooth teaching and learning cannot be achieved.

The major essence of guiding principles in the classroom is to prepare a good environment and atmosphere very conducive for both the teacher and the pupils or students to interact, talk, listen, and share ideas with one another. Without conducive environment prevailing in the classroom effective teaching and learning can hardly take place. Effective classroom management is key for efficient study because it guarantees both the teacher and the learners the ample opportunity to

pay attention, concentrate and listen to what is being taught. For the teacher, quiet classroom affords him or her the chance to give the best of him or her. Such atmosphere enables the teacher to watch closely the pupils or students’ ratio to a teacher is within the standard approved ratio. This principle of adhering to the standard approved ratio for students per a teacher is very important if effective teaching and learning is to be achieved. But where the number of students over shoot the recommended approved ratio per a teacher, it will adversely affect the study and classroom communication decorum.

Classroom politics is about the moral act of fighting, through the use of communication modes- verbal or non-verbal, between the teacher and the student on who control the other. Classroom communication politics could be likened to what (Onwe, 2019) described as monopoly pattern of family communication. According to the author, monopoly family communication, is about the power relationships between the father and other members of the family. In that type of family, there is a clear head of the family, who is the powerful father, the all-knowing, such teacher would not tolerate any challenge from any student. The wrong assumption of such teacher is that he has absolute authority and so students should treat him more formally and with greater respect. Under authoritarian teacher, student learn in fear and hardly can ask any question even if they do not understand the lesson that is being taught.

Autocratic classroom environment cannot allow the best of teaching and learning condition, because freedom of speech which is the hallmark of knowledge delivery is hindered. In such situation, communication flows from the top to bottom only. Communication takes the form of command, order and as such instils fear in the learners. Learners are made to mainly listen without opportunity to ask questions. Autocratic teachers uses his style of teaching to intimidate students to silence. In fact, communication suffers under autocratic leadership because the subjects are denied their fundamental rights to speak even if they are coerced to do an unethical thing- such as extortion or sexual harassment. Any teacher who is an autocrat is a

threat to the classroom, a terror to an extent and a disgrace to the teaching profession. An autocratic teacher can be wicked to the student because he or she does not have human face and cannot consider students feelings. Such a teacher always insists that his opinion is superior and his order is supreme. Although, in sometimes, an autocratic teacher can be a disciplinary who insists that that principles and rules guiding classroom management and administration should be strictly observed and obeyed.

On the other hand, some sorts of teachers like docile, democrat, easy going and jovial, with mixed behaviours do exist in the classroom. In these different characters, different lifestyles are exhibited in their communication patterns, modes and approaches. Take for example, a docile type of teacher can be friendly with the students at times because he does not have personal principles to maintain or keep. He dances to the winds and caprices of the students, and such attitude and behaviour can affect his standard of effective classroom communication especially in teaching and learning. A democratic teacher ensures that every student is given equal treatment, especially during questions and answers section. No matter how stupid, irrelevance, out of point or childish a student's question is, a democratic teacher welcomes it and correct the questionnaire on how best to ask questions. A democratic teacher's attitude to teaching encourages participatory communication in the classroom as students can freely air their views, ask questions and interact with one another including the teacher.

Obviously, a democratic teacher can be a good asset to the teaching profession, yet such a teacher entwines with teaching with exterior motions. Yes, such teacher gives free hands to the students and at the same times expects and receives many things from the students in return to his free mindedness lifestyle. As a politician in the classroom, such teacher often uses political language and communication in his or her verbal, non-verbal and written interactions. In fact, a democratic teacher employs political antics for conveying information and building relationships in the classroom.

For easy going and jovial teacher, making friends in the classroom is quite easy for him. He combines teaching with joking. Smiling and attracting attention from students, many of whom pay attention to the teacher's dramatic persona in the classroom, than listening to the teaching. A jovial teacher uses more of communication, in form of demonstrative and body language communication. As earlier remarked, such teacher crack jokes often and may use such method to draw the student's attention to his lesson. Winning friendships among the students, especially from the opposite sex, becomes easy. Such attitude can be dangerous if not checked by the school management.

In all these categories of teachers in our classroom, at all levels of education, it is essential for them to engage in conveying information, building relationship and fostering a positive teaching and learning atmosphere. For that is the hallmark of classroom communication.

Benefits of Effective Classroom Communication

Some of the many benefits or goals of classroom communication include:

- **To serve for character moulding and development**

Generally, communication fulfils human needs because it is a process that is guided by culture and context, and it can also be learned since it has both ethical and moral implications. Classroom communication like family communication is like human communication which is by nature, inescapable, irreversible and, in fact, complicated. As a process, it is used to teach moral values that is blended in good character. Borrowing from biblical injunction, teach a child the way of the Lord, so even if he grows, he cannot depart from that. Therefore, classroom communication can be an enduring process to inculcate in a child and adolescent, the right character to develop, follow and live on. It is on this premise that it beholds on every teacher to imbibe good moral character, as nobody can give what he or she does not have. High moral character should be a hallmark for every classroom teacher, who should double as a moral educator and good communicant, knowledge, acquisition and building.

- **To serve as knowledge acquisition and building hub**

The basic aim of going to school is to get knowledge and develop such knowledge to enable the learner prepare for life challenges. In order to achieve this onerous task, classroom communication should involve all its key aspects such as verbal, non-verbal, written and active learning processes like questions and answers feedback demonstrative communications. Engaging in this type of communication, demands from the teacher, clarity and consciousness, adaptability, safe environment, effective feedback, genuine nonverbal cues, and often, efficient utilization of modern technologies in both sciences and modern technology classes. Apart from natural gift, whatever a learner is in life was as result of knowledge gained in the classroom. So, communication in the classroom must be free from abuse and misuse. Its primary purpose should be how to build and nurture knowledge for a whole man's lifetime.

According (Oso,2012) development communication drives developmental agenda, so, classroom communication should drive knowledge agenda and discourse. Knowledge is the power to navigate the world ocean of life, and information through the classroom communication is the primary source of this power. Communication in the classroom, in all of its modes- top down horizontal, bottom-up or vertical, cannot be played with as far as knowledge building function remains the key why people, at all ages, go to school. People go to school to acquire knowledge, not by physically fighting but by transferring ideas, opinions and skills through communication. At all ages, knowledge transfer has remained the basis for attending school which is the citadel of learning all over the world.

- **To serve as forum for winning friendship**

Classroom has remained a fertile ground where relationship and friendship thrive among the students and between the students and their teachers. Communication is the foundation of any healthy relationship including friendship because effective communication fosters understanding, trust and mutual respect. Again, communication is how we

share our thoughts, feelings, and experiences with others. Classmates, whether same sex or opposite sex communicate deeply to build trust, understand each other, resolve conflicts and express care and support. Classroom communication especially among close mates, built on active listening helps to initiate friendship that can last even after schooling and extended to marriages.

Classroom communication on friendship is mainly non-verbal mode. All sorts of non-verbal communication modes are employed especially eye to eye contact, body movement, sign and signal, at time written, form of communication. In the modern classroom communication, social media has taken over by enabling students to remotely communicate using text messages, and WhatsApp messages. They share contents in messages in written and videos. At times, communication takes place by dressing style. Students and teachers dress variously to win the opposite sex for the friendship. So, classroom is a market place for friendship communication because it contains youths yawning for relationship and friendship.

- **To provide ground for power and supremacy battle**

Classroom as a unit in the school system provides campaign ground for power and supremacy contest. Often it is between the teacher and the students, but sometime, it is among the students themselves who in some occasions contest for some leadership positions. Teachers normally and usually communicate authoritatively to stamp out authority and power, but message blending in such communication must have human face. Yes, of course, through as a supremacy battle field, a classroom is not a partisan political campaign ground or war front where coerce and intimidating languages are applied. Teachers should assert their authority in the classroom in order to enforce discipline, order and decorum but with human face communication narrative as not to scare students and create fear in them. The main essence of a classroom is to provide a space where teaching and learning should take place and not where children and students are talked down as apes and morons, who cannot reason on their own. In fact, not all the

students are fickle-minded and so communicating with them should not take the form of threat, abuse, condemnation and stereotypism, all in a bid to cow them and show yourself as super Lord.

Every student campaigning for various elective positions on campus should equally mind their language because they are addressing their colleagues. Yes, the intending officers are looking for power, they must communicate with respect to the rights of the electorate (the students). Equally after the elections, courtesy demands that they must continue to see their fellow students as equals, and communicate with them on that understanding. Among the students, they communicate, at times, in power-laden languages especially male ones speaking to female students. That is naturally to show that male possess power-trait over female, but it should not be so.

- **To serve as a venue for the exchange of gifts negotiations**

When we look at human communication and its complex nature, we quickly agree with the thought of many communication scholars, who attest that there are many reasons why communication takes place. Some of those scholars believe that there are “six” people involved in inner selves while communicating. For them, these people include the following categories:

- Who you think you are
- Who you think the other person is
- Who you think the other person thinks
- Who the other person thinks he/she is
- Who the other person thinks you are, and
- Who the other person thinks you think he/she is

This complex nature, especially in gift seeking communication, makes it difficult, because words (symbols) do not have the same inherent meaning. Communicators simply use them in certain ways, especially when seeking rewards, and no two persons use the same words exactly alike. In fact, reward seeking communication is the most difficult form of communication on how to present it, from the sender to the receiver. In words, written form, signs and signals, symbols and even dressing, the sender is always in trouble on how to begin and end,

and the reward or gift delivered and received. So, classroom communication targeted at receiving gifts always poses problem because the mindset of the seeker is not always the same with that of the giver. Again, the type of gift the seeker is presenting to the prospective giver, heightens the problem. How can the communicator present his or her demand, is it within the classroom or by side of the classroom, or where? Because of the differences of the mindset of the communicators-seeking the exchange of gifts), the craft of such communication must be learnt, developed and nurtured. In a sophisticated complex modern classroom comprising different tribes, races, gender and age groups, thought to seek gift may be easy but its execution is always difficult because of differences in family background orientation, tribal-cultural and traditional norms and, also, socio-economic statuses of students.

- **To serve as a good arena for delivering school rules and regulations**

Schools like any other business or social organizations have sets of rules and regulations guiding their operations, and classroom being the main unit of school needs to comply with every law operating in the school. Most school laws were put in place to control the behavior and attitude of teachers and students. Different schools- primary, post-primary and institutions of higher learning whether privately or government, owned, or faith-based, have various laws guiding their operations bearing in mind the importance of school in human development architecture. There is no school without teachers and students, and there is no place of study outside arena called classroom. So, classroom serves as the only arena where teachers gather students to effectively communicate about the school rules and regulations. In the classroom, teachers should instruct the students on the imperative of obeying the laws governing the operation of the school as set out by the founding fathers or owners of the institution.

Such rules like do not involve in cultism, examination malpractices, stealing, drug in-take, absenteeism from class-attendance, sexual harassment, bullying and of course dress code.

Others include avoidance of late coming to school and classroom, insults to teachers and other manners or behaviors considered by the school authorities to be against fundamental human conduct and lifestyle. In fact, classroom communication must center on how to make both teachers and students to adhere to the laid down rules and regulations of the school. So, classroom remains the hub where school laws are taught, discussed and imparted, even constantly amplified for the purpose of total compliance by the students.

- **To provide ground for developing a whole lifetime personality**

Most of the person's worldview about himself or herself as a result of how classroom shaped the person. The uniqueness of a person in attitudes, moods and opinions formation and application in approaching lifetime challenges came from how classroom molded the person. Most learned person's are relatively stable in their patterns of thoughts, feelings and behaviors that characterize them differently from others because of what they acquired in the classroom that really distinguish them from other people. As a result of personality built up inherent in classroom communication, efforts should be made not to miscommunicate or discommunicate. In fact, classroom communication should be development-oriented, behavior, learning and dignity.

Such communication should also be development-driven especially in building a whole-man who attest for the benefit of teacher-student communication in the classroom, no matter the type or mode of such communication is taking, care must be taken so that tomorrow could not be jeopardized due to what was taught and learnt. Teachers and even students alike must be extremely careful as not to engage in corrupt communication capable of ruining the future of an individual. Corrupt communication begot corrupt personality and by extension corrupt system and corrupt society. Scripture advices, teaches the child the right path so that when he grows up, he cannot depart from that. Most of the characters we witness in the society are molded by either family or school. Therefore, both family and school (classroom) communications

must be handled with extra carefulness for a better personality and society.

- **To serve as forum for gender sensitivity discussions**

Every communication right from primary school classroom to university lecture halls, must try to avoid stereotypism and discrimination against any gender. Although in some African culture a girl-child is discriminated what she can say, see, know, participate, observe, eat, wear or even touch. Culturally and traditionally in certain religions, tribes, girls were not allowed to go to certain places and carry out some sorts of jobs, and such discrimination are practiced to keep the girl-child in the dark, at the background and uneducated, as education holds no boundary of knowledge. Classroom communication has the potential to dismantle those traditional and cultural barriers that held a girl-child from developing her psychological self and personal development. Classroom communication should prioritise child-rights education irrespective of gender. It should stop discouraging the girl-child from the scheme of things. A girl-child must be allowed to fully participate in all communications in the classroom, and even beyond classroom environment, especially in issues or matters concerning her. She has to do that without fear of being discriminated against. Avoid communication in the classroom that stereotypes girls as inferior to boys. We should avoid communication that suggests that girls cannot take up certain jobs, or positions in the society or do well in some subjects, or courses and disciplines.

Classroom communication must be gender-balance, gender-sensitive and gender-development, promoting every child right agenda. Teachers that moderate communication in the classroom must show and demonstrate expertise in controlling flow of communication that encourages balanced gender-information, discussion and debate. They should discourage disparity in every communication concerning gender-related issues and matters. Gender-sensitive communication must be encouraged at all levels of child growth and development as that is the only way to ensure that girls are trained to face the challenges of life.

- **To provide ground for exhibition of affluence**

School as an assemblage of people- pupils, students and teachers- from various background, families, homes, tribes, races, and so on, has the potential to showcase attitudes and behaviours depicting wealth and wellbeing. In that understanding, children from well-to-do families at times try to exhibit affluence and often intimidate children from average or poor families in the classroom. These well-off children dress gorgeously with costly materials into the classroom. At times, they intimidate teachers by what they wear—clothes and foot wears. On that note, strategic communication approach should be developed by the teachers.

Strategic communication is the type of communication designed to match with emerging situation. In a classroom where both poor and the rich converge to seek knowledge its operatives must not be distorted by show of wealth. Teachers should strategically and psychologically teach the students why they are in the school. They are in the school to learn and study, in order to better their lives tomorrow, and not to show their parents and families wealth, classroom communication must center on psychological ideas, the wonders of books, not immediate wealth, therefore, communication must drive ideological mastra by informing the students, especially those from wealthy families that it is far more honorable to fail examination than to cheat, through sorting and examination malpractices. In the classroom, communication should encourage students to have faith in themselves and not their parents. They should have faith in their own ideas and not to follow the band wagon. To shun gang-ups, cults and drug-abuse, just to show the affluence in the society. Students, irrespective of family background must be taught that every one is a hero, a leader and a winner and a champion, only with time. Encourage them to understand that one naira earned is of far more value than a million naira found, probably in their parent's account.

- **To act as political training ground**

Apart from the homes of politicians, classroom remains the highly recognised place where interested pupils and students in politics and political activities can be trained. People-politicians, academics and ordinary individuals- see politics from varying perspectives and so define or describe the term in their choice angles. To some people, politics is the activity often associated with the governance of a country or an area, state, community, especially the attendance debate between parties having political power. To others, the term simply means activities aimed at improving someone's status in the society or merely increasing power within an organization. Still, politics can still be seen as purely activities or programs that are taken with the intent of making decisions in a group, whether for the purposes of sharing resources, positions, and or form of power relations distribution among individuals. Therefore, political study is not domicile in any particular or specific discipline. In the classroom where sciences, either social or management, pure sciences, humanities, arts, technology or even medicine or medicine related courses are taught, political approaches are often discussed. In the real sense of it, politics involves all human activities in any system geared toward wooing others by an individual or groups of individuals to accept, believe and agree to the opinion and idea of such an individual or that group.

So, communication in the classroom should from time to time contain the antics, skills or techniques of winning the minds of others. How to win the support of others in a group, organization, society or anywhere you find yourself. One does not need to read and study political sciences as a specialty in order to become a politician. Rather, it is an art which could be learnt in the classroom interactions, conversations and communication. Leadership skills often go with politics are taught in the classroom. Students often conduct and contest for various positions in the school. Class monitor or prefect contests, students' union executive members contests and leadership positions drive starts with classroom conversation, interaction and communication. Many of our renowned leaders and politicians of repute learnt the art in the school,

right form what they got in the classroom. In this understanding, efforts must be made to involve political training in our classroom communication.

- **To provide opportunity for preparing a whole professional**

Every professional in all disciplines of study is a product of classroom conversation, interaction and of course communication. Whether such a professional is taught using oral (speech), written, visual, or non-verbal communication mode, he or she is a product of the classroom nurtured, molded and prepared by communication, i.e. information sharing. It is imperative that serious attention should be paid to what goes on in the classroom during teaching and learning. Every process of teaching and learning is driven by communication, that is information content (message) shared between the sender and the receivers, enriches communication. To ensure that message content that actually prepares a would-be professional is qualitative, depends on the level of knowledge acquisition of the message sender who is the teacher. A resourceful teacher at all levels of education is an asset to professional building foundation. Every teacher should be a good communicator rooted in deep knowledge and skill of his or her discipline.

In fact, preparing a whole professional is never a trivial task. Those involved in such task must themselves be professionals in their different callings and disciplines. To become a strong and sound professional depends on the preparatory foundation rooted in classroom communication, which such professional passed through as a student. Therefore, the important of strong foundation in this process cannot be ignored. It is like ladder upon which a student climbs to reach the peak of his or her dream career or profession. This ladder must stand on solid rock. So, preparing classroom communication (lessons and lectures) demands every professional touch by the communicator who doubles as the teacher. For communication to be fully completed, all its processes must be followed strictly. All the participants in the communication processes should have played their roles effectively and efficiently, too. When we remember that

communication in the classroom always aimed at preparing a future professional, we cannot play with it, for it is communication for a whole lifetime.

Effects of Extended Classroom Communication

Most communication journey from the classroom extends outside. Some to lecturers' offices, students' refs, hostels, church premises, parents' residences and group fora. Such extended communication can result to fruitful outcome or destructive engagement. As powerful as communication (information) is, any little contact initiated in the classroom can lead to life saving, friendship relations, marriage engagement, business connection, political and group initiations. It can also lead to the destruction of one's good dream of life. For instance, some communication experts and scholars have criticized classroom communication extending to lecturers' offices for fear of misuse and abuse. Based on such observation many faith-based schools, from primary through secondary to tertiary, have banned the extension of classroom contact's to teachers' office. Whether such ban is genuine or not, many public tertiary institutions have equally outlawed the free movements of students into lecturer's offices.

On the part of students themselves, they can continue the discussion of what they were taught, or what they heard in the classroom at their hostels or relaxation centers, or even their group private study venues. Such group study engagements result to deepening their knowledge on what they learnt. Group communication could emerge from classroom communication, as separate and different students' interest-groups engage themselves in the discussion and further analysis of lectures taught in the classroom. Group communication refers to interactions among three or more people who are connected through a common purpose, mutual influence and shared identity. In fact, discussions and instructions in group communication can improve discussants' knowledge, skills, understanding of the subject-matter and eventually increase their satisfaction and experience.

At times, classroom discussions, interactions and conversation can lead to marriage between teachers and their students or among the students,

themselves. It can also lead to business connections and mentorship development, in commerce and industry, science and technology, politics and leadership. Group communication is very vital for even personal knowledge and skills development. Students are encouraged to get involved in group discussion that is not secret cult or drug abuse oriented.

Conclusion

Classroom communication is unique in nature, application and effect. Naturally, it is one group communication that comprises of different unique individuals, such as children from the rich, the poor; people from diverse religion, color, race, culture tradition. People from varying family backgrounds, parents, parentless, ables and disables, in fact, all sorts of people. This communication is very unique in application of its purpose which is to prepare future generation that would further produce subsequent generations to come. The pivotal role of this type of communication remains teaching and learning. Teacher-communicator teaching and students-learners learning. Both the communicator (sender of the message) and the receivers of the message must be active so that the process would produce effective result. The effectiveness of classroom communication is seen in the products, that is the graduates from schools at all levels of education. Schools graduate pupils and students yearly in good numbers.

Classroom communication is one group communication that is unique and different from other groups, because it involves people who are connected through a common purpose, mutual influence and a shared identity. It focuses on the task of producing future, better and dedicated professionals who teach in their various places of jobs and assignments. Teaching has, though plays various roles, still, the main mandate is to change the society using social and behavior change communication approaches. Teaching should involve other types of communications like development, innovation and technology. Looking at what transpires in the classroom via communication processes, it become imperative that every aspect of communication therein must be

guided by nature, principles, and professionalism. If reckless communication should be allowed to prevail in the classroom, it can set the society on fire and the future in a bad trajectory. In the classroom, communication should be positively focused, goal-oriented, task-accomplished and better tomorrow-achievement. Never convert classroom into ballroom and its communication into romantic and erotic communications and displays. We should at all times ensure that we maintain its sacrilege status and stand on moral and ethical propagation in every aspect of its communication.

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