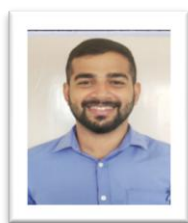


A Literature Review of Relationship of Teachers' Nonverbal Immediacy to Physical Education Students' Learning



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Abstract

This article is a literature review of research done on a concept that has been widely studied in a different discipline but not yet done in the field of physical education, which is teachers' nonverbal immediacy to physical education students learning. The conclusion was drawn from the researches shows that teachers' nonverbal immediacy is good for teachers, students and teaching and learning process which helps the physical education professional to make a general assumption of teacher's immediacy on physical education classes. Methods found to be most commonly used in measuring teachers' nonverbal immediacy is students report. Finally, this paper discusses the implication of the finding in the field of research and the field of physical education.

Keywords: Norms, Fitness Test, Physical Education.

Introduction

Human is a social animal, which interacts with one another in which they love to share their ideas, thoughts, emotions, information and so on; to others, as well as those who love to listen to others. Communication is one of the significant attributes of human being, which made our species to successfully survive in this mother earth when compared with other fellow living creatures ever existed on earth. Of course, it is our complex brain and nervous system making us have a well developed linguistic and nonlinguistic communication made possible. In the modern era we, humans have developed plenty of most sophisticated communications aids to have effective communication with one another but it's the 'face-to-face' interaction which is the queen among all types of communication ever existed. This world led by only those who could efficiently communicate their ideas, thoughts, emotions, and pearls of wisdom to others, must be the reason why communication is considered being the most powerful tool for any successful person. Teaching and learning is a process where communication performs the most vital role in human's face-to-face interaction. Every single student has their idea or viewpoint about everything the world; it could be right as well as wrong. A wrong concept needs to be corrected so the process called persuasion must take place in the interaction of teacher and student. Persuasion of students can be done only when the teacher is having a very attractive communication skill. Effective communication always accelerates the learning process. Plenty of researches prove the positive upshot of effective communication in the different aspects of learning of students.

People get attracted to an effective communicator which ultimately makes a positive relationship between the sender and receiver. The communication behaviors which cause the physical and psychological closeness between people are known as 'immediacy'. Social psychologist Albert Mehrabian coined the word 'immediacy' which means the perception of physical and psychological closeness between people. In the principle of immediacy, he states that 'people are drawn towards people and things they like, evaluate highly, and prefer; and they avoid or move away from things they dislike, negatively evaluated, or they did not prefer' (Mehrabian, 1971). Human has Approached and avoids the behavior. If we like someone we entirely engage ourselves in the conversation with that person and on the other hand if we don't like someone we try to withdraw ourselves from the situation. Since immediacy is a communication behavior that reduces the physical and psychological distance between two people,

the person with high immediacy must be exceedingly acceptable and preferred to listen, whereas, a person with low immediacy behavior are fewer acceptable and are often chosen to be avoided by others.

There are two types of immediacy behaviors; verbal immediacy and nonverbal immediacy. Verbal immediacy is the words we use when we have a conversation with someone. For an example; calling someone with their name (informal), using 'we' and 'us' instead of 'I' and 'you' when we frame sentences in the conversation, adding humor in the conversation and so on. Nonverbal immediacy behaviors are those behaviors where we express our feelings through nonverbal communication such as; having a smile while talking, gently tapping the shoulder (touch), maintain a comfortable personal space which is neither too close nor too far from the person, using positive gestures, using variety in the tone of voice, etc.

Avoid and approach principles can be obvious in education institutions. It is often noticed that students tend to actively take part in the class of a teacher whom they like, whereas, avoid or express the disinterest through certain behavior such as; not asking the question, pretended to be sleepy, faking some disease and so on. A teacher who possesses a high level of immediacy behavior tends to be unfamiliar with these negative behaviors. Since 93 percent of total communication is considered to being nonverbal and out of that 55 percent is body language (Mehrabian, 1972), it is advisable for all the teachers to be aware of the nonverbal immediacy behaviors.

This literature review is trying to expose the researches which are done on the teacher's nonverbal immediacy. This literature review is also trying to reveal the relationship of teacher's immediacy between and learning of physical education students. Teacher's immediacy behavior has been studied in various disciplines, including sports but according to the knowledge of the researcher, no study has taken place on physical education students. By verifying the related literature, the researcher is trying to find out the existing relationship of perceived teacher's nonverbal immediacy and learning of other disciplines and implementing the finding in physical education classes. Learning has different domains such as; cognitive, affective and psychomotor. This review is delimited to the cognitive and affective learning. Currently Physical education is of the optional subject which has the theory and practical classes and also evaluated subject in the different universities of Kerala. The findings of this literature review will help the assistant professors of physical education and those students who have opted physical education as an optional subject in their bachelor degree course. The current literature review will be a guiding light for the upcoming researchers which may reveal the underlining facts behind perceived teacher's nonverbal immediacy on motivation and affective learning of physical education students.

Aim of the Study

To enhance the awareness of teachers' immediacy among physical education professionals and its effect on students learning.

Objectives of the Study

1. To analyse the various studies of teachers' nonverbal immediacy and students learning
2. To conduct further study on perceived teachers' nonverbal immediacy and students learning of physical education students.
3. To recommend effective immediacy (verbal and nonverbal) behaviour to physical education teachers.

Review of Literature

There are several types of research showing the relationship between teachers' immediacy and learning, more specifically teachers' nonverbal immediacy and different domains of learning. This literature review has two different parts, one is the teachers' immediacy and learning and teachers' nonverbal immediacy and leaning.

Teachers' Immediacy and Learning

Culture is one of the factors which differ the perception of teachers' immediacy behavior among students but its notice that some culture has high immediacy behavior whereas, some culture has low immediacy behavior. Regardless of culture teachers' immediacy behavior positively correlated to learning. Judith A. Sundels and Richard L. Wiseman (2009) stated that the teachers' verbal and nonverbal immediacy is positively related to students all learning scale such as cognitive, affective and behavior leaning. Additionally, this study was conducted in multicultural and found the same result in all subjects.

Immediacy behavior of teachers increases the test score of the students. Ralharine Elaina Hoyer, (2011) has found in her study that teachers' immediacy has increased the midterm score of students and also stated a positive correlation between teachers' immediacy and affective and cognitive learning.

Fatemeh Lashkari Kalut et. al (2018), in their article, stated that teachers' verbal (report making) and nonverbal immediacy (gesture) as the main factors which increase the affective and cognitive learning among students.

Janis F. Anderson (2017), in his article, indicates that teachers' immediacy as a predictor of students' affection towards course content as well as to the course instructor. This study found no significant correlation between teachers' immediacy and a test score of the students so the relationship between teachers' immediacy and cognitive learning was not significant.

The effective classroom environment is the sign of effective communication and efficient teaching and learning process. Fatima Shams et. al (2016) stated in their study found that teachers' nonverbal immediacy is an important factor of the teaching and learning process and also it creates an effective classroom environment.

Teachers' immediacy behavior also improves the communication between students and teachers which leads to better learning. Ahmad Abdullah Asiri

(2013), teachers' immediacy causes positive students communication and learning outcomes.

Teachers' Nonverbal Immediacy and Learning

A teacher with high nonverbal immediacy behavior can give a better emotional experience for the students. Barron stated that teachers' nonverbal immediacy behavior can be predicted of the students' emotional experience during the lecture. It also analyzes an indirect relationship between teachers' nonverbal immediacy and students' learning outcomes.

Motivation is an important factor in learning. If a teacher can motivate the students through his/her nonverbal immediacy behavior, it effects on learning the outcome of the students. Lanette L. Pogue and Kimo Aryan (2009) stated that the teachers' nonverbal immediacy is positively correlated effective leaning and motivation of students. Charly B. Pribly et.al, (2004) also sated the teachers' nonverbal immediacy with cognitive learning and students' motivation.

The effectiveness of the teacher and teaching process could be one of the factors which motive students' learning process. Arghadip Paul et.al (2019) teachers' nonverbal immediacy behavior has a significant impact on the mathematics teachers' effectiveness. This study also indicates there is a difference in the pattern of immediacy behavior among male and female students.

Students' perception of teachers' immediacy behavior as high increases academic progress. Jan Richardson Singletary (2013) noticed a significant correlation between teachers' nonverbal immediacy and students' academic progression but this same study finds no significant correlation between teachers' nonverbal immediacy and students' End of Course Test

Teachers' nonverbal immediacy is also studied in different cultures and compared, the results show that though its level varies in each culture it is a major factor to enhance learning among the students. James C. McCroskey et. al (1996) in their cross-cultural study found a significant correlation between teachers' nonverbal immediacy and cognitive learning of students in all five cultures. They also stated that teachers who were perceived with high Immediacy behavior were also evaluated as better teachers than teachers with low immediacy behavior.

Teachers' nonverbal immediacy was studied in Indian culture by Reeta Raina and Asif Zammer (2015) and found that Indians use a multimodal nonverbal immediacy behavior which is higher in its rate. The study also stated that women in India are having more nonverbal immediacy (smile and use of gestures) than Indian men. This study proposes the dominated immediacy behavior in Indian culture such as; eye movement, spacing, facial expression, tone of voice and other nonverbal cues.

Suggested Nonverbal Immediacy Behaviors for Physical Education Teachers

The review of different studies on teachers' nonverbal immediacy behavior and learning of students' states that immediacy is one of the foremost factors which enhance learning among students.

Teachers' nonverbal immediacy has positively correlated with all domains of learning. Physical education has been introduced as an evaluating course in higher secondary education and universities. Kerala is one of the states in India which offers physical education as an optional course in different universities and colleges. Theories, as well as practical classes, are taken in school and colleges in Kerala by physical education teachers/ assistant professors. Teachers' immediacy behaviors increase the interest of students towards physical education courses. No students dislike this subject because of the teacher's poor communication behavior. This literature review is suggesting some of the foremost nonverbal and verbal immediacy which perks up the learning among students.

Immediacy Behaviors

Nonverbal Behaviors

1. Use of Gestures while talking to the class
2. Uses vocal diversity when talking to the class
3. Maintaining eye contact with the class
4. Smiles at the class while talking
5. Maintaining a relaxed body posture while talking to the class
6. Maintaining appropriate proximity as well as movements in the classroom while teaching
7. do away with a barricade between self and students
8. Uses appropriate touch when dealing with students
9. Professional but more casual dress, appropriate to the circumstance

Verbal Behaviors

1. Entitle students by their name
2. Allows for casual talk and out of class conversations
3. Gives a positive response to students
4. Asks students how they experience things

Discussion and Conclusion

The literature review reveals the importance of having high nonverbal immediacy behaviors to enhance the learning of students. The results pointing out that nonverbal immediacy behaviors are preferred in all the cultures in the different parts of the world including India. There were several multidisciplinary studies conducted on teachers' nonverbal immediacy behavior and learning. The result analyses that teachers' nonverbal immediacy is enhancing the learning of all the disciplines such as English, mathematics, foreign languages, etc, among students. Therefore, physical education teachers need to study the significance of communication in the teaching and learning process, especially nonverbal communication and improves their nonverbal immediacy. The current review of the literature suggests physical education teachers who are dealing with theory and practical class in school, colleges, and universities to evaluate their self immediacy behaviors and improve it to facilitate the learning of physical education among students. It's also suggested that communication can be added in the teachers training curriculum such as BPE.d and MPE.d in India. Further studies are needed to analyze the relationship of teachers' nonverbal immediacy behavior and learning of

physical education in India. It's also significant to know that what are the most governing and common nonverbal immediacy behaviors contributes to the learning process among physical education students.

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