ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

TEACHER COMMUNICATION AS A PREDICTOR OF STUDENT MOTIVATION: EVIDENCE FROM PRIMARY SCHOOL STUDENTS IN MANGALORE CITY AND TALUK

Dr. Nayana L M.
Associate Professor, Govt. First Grade College for Women, Balmatta, Mangalore, Karnataka

Article DOI: https://doi.org/10.36713/epra31055
DOI No: 10.36713/epra31055

ABSTRACT

Teacher communication plays a pivotal role in creating a positive learning environment and fostering students' motivation, particularly at the primary school level. The present study examined the impact of teacher communication on student motivation among primary school students in Mangalore City and Mangalore Taluk, Karnataka. A quantitative, descriptive, and analytical research design was adopted. Primary data were collected through a structured questionnaire from 1,070 students studying in Government, Government-Aided, and Unaided primary schools using a multistage sampling technique. Teacher communication was assessed through eight components: teachers' ability to communicate effectively, use of simple language for interaction and teaching, subject knowledge, clarity and audibility of voice, assistance provided to students with learning difficulties, use of examples and illustrations, willingness to correct self-made mistakes, and encouragement of students to participate in extracurricular activities. Student motivation served as the dependent variable. The collected data were analysed using descriptive statistics (mean, standard deviation, and percentage mean) and inferential statistics, including one-way analysis of variance (ANOVA) and multiple regression analysis. The findings revealed that students reported a high level of motivation in relation to all dimensions of teacher communication. Regression analysis indicated that each of the eight teacher communication components had a statistically significant positive impact on student motivation. ANOVA results further revealed significant differences among school management types, with students in Government and Government-Aided primary schools exhibiting higher levels of motivation than students in Unaided primary schools. The study concludes that effective teacher communication is a significant determinant of student motivation and recommends strengthening teachers' communication competencies through professional development programmes to enhance learning outcomes in primary education.

KEY WORDS: *Teacher communication, Student motivation, Primary education, Classroom communication, Teacher encouragement.*

INTRODUCTION

Education is a continuous process of developing knowledge, skills, attitudes, and values among learners. At the primary school level, teachers play a significant role not only as knowledge providers but also as facilitators who influence children's emotional, social, and academic development. The effectiveness of primary education largely depends on the quality of interaction between teachers and students. Among the various factors influencing learning outcomes, teacher communication has emerged as a critical element that shapes students' classroom experiences and motivation.

Communication in the classroom is a dynamic process involving the exchange of information, ideas, feedback, emotions, and expectations between teachers and students. Effective teacher communication includes clarity of explanation, encouragement, active listening, empathy, feedback, non-verbal expressions, and the ability to create a supportive learning environment. A teacher who communicates effectively can reduce learning barriers, increase student confidence, and encourage active participation.

Teacher communication is particularly important at the primary level because young learners depend greatly on teachers for guidance, emotional support, and motivation. Positive communication patterns help children develop interest in learning, improve self-confidence, and develop a favourable attitude towards education. Conversely, ineffective communication may create fear, hesitation, low classroom participation, and reduced motivation among students.

Student motivation refers to the internal and external factors that encourage students to participate in learning activities and achieve educational goals. Motivation influences students' attention, persistence, curiosity, and willingness to overcome learning challenges. Motivated students generally demonstrate greater engagement, better classroom participation, and improved academic performance. Motivation may be intrinsic, where students learn due to interest and satisfaction, or extrinsic, where learning is influenced by rewards, recognition, or external expectations.

The relationship between teachers ability to communicate and student motivation has gained considerable attention in educational research. Studies suggest that teachers' communication behaviours, such as providing meaningful feedback, showing care, maintaining positive relationships, and demonstrating instructional clarity, contribute to higher levels of student motivation.

In the context of primary education in India, particularly in urban areas such as Mangalore city, understanding the role of teacher communication becomes important due to changing

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

educational environments, diverse student backgrounds, and increasing emphasis on child-centred learning approaches. Schools are not only places for academic instruction but also environments where children develop interpersonal skills, confidence, and attitudes towards lifelong learning.

Therefore, the present study attempts to examine the relationship between teacher communication and student motivation among primary school students in selected schools of Mangalore city. The study aims to understand how different dimensions of teacher communication influence students' willingness and enthusiasm towards learning.

Need for the study: Literature review indicates that though many studies have been conducted on Teacher communication and student motivation but few studies are conducted in the state of Karnataka specially in Mangalore city. Also studies are not conducted on Students of Primary schools. This gives enough ground to pursue study in this area.

Objectives of the study

1. To analyse the impact of teachers' ability to communicate on student motivation.
2. To study the difference in the impact of teachers' communication on student motivation across Government, Aided and Unaided schools in Mangalore City.

LITERATURE REVIEW

Teacher communication is a fundamental component of effective classroom instruction and plays a significant role in shaping students' motivation, engagement, and academic success. Communication in the classroom encompasses verbal explanations, non-verbal behaviours, instructional clarity, constructive feedback, empathy, active listening, questioning techniques, and teacher immediacy. Educational researchers have increasingly recognized that students' perceptions of teacher communication directly influence their willingness to participate in learning activities, their intrinsic motivation, and their overall classroom experiences. Contemporary educational theories such as the Self-Determination Theory and Social Cognitive Theory further support the argument that supportive teacher communication enhances students' psychological needs for competence, autonomy, and relatedness, thereby promoting motivation and learning.

Teacher Communication and Student Motivation

Research consistently demonstrates a positive association between teacher communication and students' motivation. A study conducted by Cyril Fernandes (2019) examined the relationship among teacher communication, teacher credibility, student motivation, and academic achievement in India. The study revealed a statistically significant positive relationship between teacher communication and student motivation. Students perceived teachers who communicated clearly and effectively as more competent and trustworthy, which increased their interest in classroom learning. Interestingly, the study found no direct relationship between teacher communication and academic achievement, suggesting that motivation may function as an important mediating variable.

Similarly, Gulhayo Ibrohimova (2026) reported that respectful communication, interactive dialogue, constructive feedback, and supportive teacher behaviour significantly improve students' confidence, classroom participation, and academic motivation. Using classroom observations, surveys, and interviews, the study concluded that communication competence is an essential professional skill for teachers and contributes substantially to students' learning experiences.

Supporting these findings, R. A. Adara and J. N. Al Amin (2023) found a strong positive correlation between teachers' instructional communication and students' motivation among Indonesian secondary school students. Feedback and instructional organization emerged as the strongest dimensions influencing motivation. Students who received meaningful feedback demonstrated greater ability to internalize learning goals and exhibited higher levels of self-regulated learning.

A literature review conducted by Dina Noor Agustina and colleagues (2024) further reinforced these findings by concluding that empathy, active listening, encouragement, and supportive communication are central to developing motivating classroom environments. Their review emphasized that teachers' communication behaviours contribute not only to academic motivation but also to positive interpersonal relationships and students' emotional well-being.

Teacher Clarity, Credibility, and Classroom Communication

One of the most widely investigated aspects of teacher communication is instructional clarity. Clear explanations, organized lessons, and understandable learning objectives enable students to develop confidence and sustain motivation.

A comprehensive review by Jin Zheng (2021) synthesized evidence on teacher clarity, teacher credibility, and teacher immediacy and concluded that these interpersonal communication behaviours significantly influence students' motivation, engagement, and academic success. The review further explained that teacher clarity enhances students' cognitive engagement, while teacher credibility and immediacy foster emotional engagement and classroom participation.

Earlier empirical work by Mark E. Comadena, Stephen K. Hunt, and Cheri J. Simonds (2007) demonstrated that teacher clarity, caring, and non-verbal immediacy positively affect students' motivation as well as affective and cognitive learning. The authors argued that students become more motivated when teachers communicate learning expectations clearly and demonstrate genuine concern for students' success.

Earlier work by Constance V. Hines, Donald R. Cruickshank, and John J. Kennedy also established that teacher clarity is positively associated with both student achievement and student satisfaction, indicating that effective instructional communication contributes to multiple educational outcomes.

Teacher–Student Relationships and Learning Motivation

Effective communication strengthens teacher–student relationships, which in turn foster motivation and engagement. According to Karen R. Wentzel (2016), caring and supportive teacher–student relationships significantly influence students' intrinsic motivation, classroom participation, and academic persistence. Students are more likely to engage in learning

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

when they perceive their teachers as approachable, respectful, and emotionally supportive.

Similarly, Robert C. Pianta emphasized that positive teacher–student interactions promote children's emotional security, classroom adjustment, and motivation, particularly during primary school years. His work suggests that effective communication forms the foundation of positive classroom relationships and contributes to children's academic and socio-emotional development.

Research by Ellen A. Skinner and Michael J. Belmont further demonstrated that teacher involvement and supportive communication significantly predict students' behavioural engagement and persistence in learning activities.

Teacher Communication and Academic Achievement

Although student motivation is the primary outcome of effective teacher communication, several studies have also examined its influence on academic achievement.

G. Amadi and A. K. Paul (2017) reported a strong positive relationship between student–teacher communication and academic achievement among university students. The researchers concluded that communication facilitates learning by encouraging participation, improving attitudes toward learning, and strengthening classroom relationships.

Similarly, Fazal Rahman Ijaz and colleagues (2020) found that positive teacher–student interactions significantly enhance students' achievement motivation. Their findings suggested that students who experience supportive communication develop stronger aspirations for success and greater persistence in completing academic tasks.

RESEARCH GAP

Although previous studies consistently report a positive relationship between teacher communication and student motivation, several important research gaps remain. First, much of the available literature focuses on secondary schools, higher education, or international contexts, while comparatively few empirical investigations examine primary school settings. Second, there is limited research exploring teacher communication within the socio-cultural and educational context of Karnataka, particularly in Mangalore City. Third, most studies have concentrated on academic achievement, communication competence, or teacher credibility, with relatively less attention given to students' motivational outcomes in primary education. Finally, differences in communication practices across government, aided, and private primary schools have received limited empirical investigation.

The present study seeks to address these gaps by examining the relationship between teacher communication and student motivation among students in selected primary schools in Mangalore City. The findings are expected to contribute context-specific evidence to the literature and provide practical implications for enhancing classroom communication and motivational practices in primary education.

RESEARCH METHODOLOGY

The present study adopted a **quantitative research design** employing a descriptive and analytical approach to examine the influence of teacher communication on student motivation among primary school students. The study sought to investigate how various dimensions of teacher communication contribute to enhancing students' motivation towards learning. A cross-sectional survey design was adopted since data were collected from respondents at a single point in time, enabling the researcher to examine the relationships between teacher communication variables and student motivation.

Population of the Study

The target population comprised students studying in Government, Government-Aided, and Unaided primary schools located in Mangalore City and Mangalore Taluk of Dakshina Kannada District, Karnataka. These schools represent diverse educational settings differing in management practices, infrastructure, and teaching-learning environments. Including all three categories of schools ensured adequate representation of the primary education system in the study area.

Sample Size and Sampling Technique

A total of **1,070 students** participated in the study. The respondents were selected from Government, Government-Aided, and Unaided primary schools in Mangalore City and Mangalore Taluk.

Table No. 3.1
School-wise classification of student respondents

Type of schools	No. of student respondents	Percentage
Government Taluk	180	17
Government City	150	14
Aided Taluk	75	7
Aided City	205	19
Un-Aided Taluk	200	19
Un-Aided City	260	24
Total	1070	100.0

Source: Survey Data

A **multistage sampling technique** was employed for selecting the respondents. In the first stage, schools were categorized into Government, Government-Aided, and Unaided institutions. In the second stage, schools from each category were selected using purposive sampling to ensure representation of different management types and geographical locations. In the final stage, students were selected through simple random sampling from the selected schools.

The sample size of 1,070 respondents was considered adequate for statistical analysis and exceeded the minimum

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

sample requirements for multivariate analyses, thereby improving the reliability and generalizability of the findings.

Data Collection

The study relied primarily on **primary data**, which were collected using a structured questionnaire administered to students studying in the selected primary schools. Prior permission was obtained from school authorities before administering the questionnaire. Teachers assisted in facilitating the administration of the instrument, while ensuring that respondents answered independently.

The questionnaire was prepared using simple and age-appropriate language suitable for primary school students. Respondents were assured that their responses would remain confidential and would be used exclusively for academic research.

Research Instrument

A structured questionnaire consisting for collecting data.

The questionnaire measured students' perceptions regarding teacher communication and student motivation using a **five-point Likert scale**, ranging from **1 = Strongly Disagree** to **5 = Strongly Agree**.

Teacher communication was operationalized using the following dimensions:

- Teacher has the ability to communicate effectively.
- Teacher uses simple language while teaching.
- Teacher possesses good subject knowledge.
- Teacher's voice is clear and audible.
- Teacher helps students who experience difficulty in understanding lessons.
- Teacher explains concepts using examples and illustrations.
- Teacher willingly corrects self-made mistakes.
- Teacher encourages students to participate in extracurricular activities.

Student motivation was measured using statements assessing students' interest in learning, classroom participation, enthusiasm for attending school, willingness to complete assignments, confidence in asking questions, and overall learning motivation.

Variables of the Study

The study included one dependent variable and eight independent variables.

Dependent Variable being Student Motivation and Independent Variables as Teacher's ability to communicate effectively, Teacher uses simple language while teaching, Teacher has good knowledge of the subject, Teacher's voice is clear and audible, Teacher helps students who experience difficulty in understanding, Teacher gives examples and illustrations to facilitate understanding, Teacher corrects self-made mistakes, Teacher encourages students to participate in extracurricular activities.

The collected data were coded, entered, and analysed using the SPSS statistical software package. Both descriptive and inferential statistical techniques were employed.

Descriptive statistics including frequencies, percentages, means, standard deviations and ANNOVA were used to summarize respondents' perceptions of teacher communication. Inferential statistical analyses were employed to examine the influence of teacher communication on student motivation. These included:

- Pearson's Correlation Analysis to determine the relationship between teacher communication dimensions and student motivation.
- Multiple Linear Regression Analysis to evaluate the relative influence of each teacher communication component on student motivation and to identify the strongest predictors.

The methodology adopted in the present study provides a systematic framework for examining the influence of teacher communication on student motivation among primary school students in Mangalore City and Mangalore Taluk. By employing a large sample of 1,070 students drawn from Government, Government-Aided, and Unaided schools and using robust statistical techniques, the study ensures reliability, validity, and generalizability of the findings. The methodology facilitates a comprehensive assessment of the relative contribution of various teacher communication behaviours in fostering students' motivation toward learning.

DATA ANALYSIS

Teacher Communication: A teacher's ability to communicate with the students in simple language and clear instructions has its significance in student learning. A teacher's primary duty is to impart quality knowledge to the students by giving illustrations and examples and correcting the self-made mistakes. The data collected from student respondents was analysed to know the impact of components of teacher ability to communicate, simple language to interact and teach, teacher has good knowledge of the subject, voice is clear and audible, teacher helps the students who have difficulty in understanding, gives examples and illustrations to understand better, corrects self-made mistakes, and encourages students to participate in extracurricular activities, on student motivation. The analysis of the data is presented below.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

Table No.1.2
Student motivation due to teacher using simple language to interact and teach

Type of schools	Uses simple language to interact and teach									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. Taluk	1 .6%	0 .0%	2 1.1%	18 10.0%	159 88.3%	4.86	.462	97.11	7.868	p<0.001 HS
Govt. City	0 .0%	0 .0%	2 1.3%	17 11.3%	131 87.3%	4.86	.385	97.20		
Aided Taluk	2 2.7%	0 .0%	0 .0%	7 9.3%	66 88.0%	4.80	.697	96.00		
Aided City	1 .5%	3 1.5%	0 .0%	27 13.2%	174 84.9%	4.80	.552	96.10		
Un-Aided Taluk	1 .5%	0 .0%	1 .5%	37 18.5%	161 80.5%	4.79	.490	95.70		
Un-Aided City	6 2.3%	7 2.7%	3 1.2%	64 24.6%	180 69.2%	4.56	.843	91.15		
Total	11 1.0%	10 .9%	8 .7%	170 15.9%	871 81.4%	4.76	.615	95.14		

Source: Survey Data

As seen in the table 1.2, the students are highly motivated when the teacher uses simple language to interact (mean ± standard deviation 4.76 ± 0.615 and percentage means 95.14). The ANOVA test results shows highly significant difference in student motivation between the students of various schools due to the above factor (F=7.868, p<0.001). The students of Government city schools (percentage mean 97.20) show a higher level of motivation in relation to the above factor. Comparatively, lower motivation was observed among the students of Un-aided city schools (percentage mean 91.15). It is observed that the students of Un-aided taluk schools (percentage mean 95.7), and Un-aided city schools (percentage mean 91.15) shows lower motivation when compared to the students of Government Taluk schools (percentage mean 97.11), Government city schools (percentage mean 97.2), Aided Taluk schools (percentage mean 96), and Aided city schools (percentage mean 96.1). It also indicates that students of Aided Taluk schools (percentage mean 96), and Aided city schools (percentage mean 96.1) are less motivated than students of Government taluk schools (percentage mean 97.11), and Government city schools (percentage mean 97.2).

Table No.1.3
Student motivation due to teacher having good knowledge about the subject

Type of schools	Teacher has very good knowledge of the subject									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. Taluk	2 1.1%	0 .0%	0 .0%	20 11.1%	158 87.8%	4.84	.516	96.89	2.595	.024 sig
Govt. City	0 .0%	0 .0%	1 .7%	7 4.7%	142 94.7%	4.94	.265	98.80		
Aided Taluk	0 .0%	0 .0%	0 .0%	6 8.0%	69 92.0%	4.92	.273	98.40		
Aided City	7 3.4%	0 .0%	1 .5%	21 10.2%	176 85.9%	4.75	.781	95.02		
Un-Aided Taluk	3 1.5%	0 .0%	2 1.0%	17 8.5%	178 89.0%	4.84	.583	96.70		
Un-Aided City	1 .4%	3 1.2%	4 1.5%	33 12.7%	219 84.2%	4.79	.558	95.85		
Total	13 1.2%	3 .3%	8 .7%	104 9.7%	942 88.0%	4.83	.564	96.62		

Source: Survey Data

As seen in the table 1.3, the students are highly motivated when the teacher has good knowledge of the subject (mean ± standard deviation 4.83 ± 0.564 with percentage mean 96.62). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to above factor (F = 2.598, p = 0.024). Lower

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

motivation was observed among the students of Aided city schools (percentage mean 95.85) in relation to the above factor. Comparatively, higher motivation was observed among the students of Government city schools (percentage mean 98.80). It is observed that the students of Un-aided taluk schools (percentage mean 96.7), and Un-aided city schools (percentage mean 95.85) show a lower motivation when compared to students of Government taluk Schools (percentage mean 96.89), Government city schools (percentage mean 98.8), and Aided taluk schools (percentage mean 98.4).

Table No.1.4
Student motivation due to clear and audible voice of the teacher

Type of schools	Voice of the teacher is clear and audible									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. Taluk	0 .0%	0 .0%	1 .6%	19 10.6%	160 88.9%	4.88	.339	97.67	12.507	p<0.001 HS
Govt. City	0 .0%	0 .0%	1 .7%	21 14.0%	128 85.3%	4.85	.380	96.93		
Aided Taluk	0 .0%	0 .0%	0 .0%	5 6.7%	70 93.3%	4.93	.251	98.67		
Aided City	2 1.0%	0 .0%	1 .5%	24 11.7%	178 86.8%	4.83	.516	96.68		
Un-Aided Taluk	6 3.0%	0 .0%	3 1.5%	45 22.5%	146 73.0%	4.63	.792	92.50		
Un-Aided City	8 3.1%	5 1.9%	7 2.7%	64 24.6%	176 67.7%	4.52	.889	90.38		
Total	16 1.5%	5 .5%	13 1.2%	178 16.6%	858 80.2%	4.74	.653	94.71		

Source: Survey Data

As seen in the table 1.4, the students are highly motivated when the teacher's voice is clear and audible (mean ± standard deviation 4.74 ± 0.653 with percentage mean 94.71). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to the teacher being clear and audible to the students ($F=12.507$, $p<0.001$). The students of Aided taluk schools (percentage mean 98.67) show a higher in relation to the above factor. Comparatively, lower motivation was observed among the students of unaided city schools (percentage mean 90.38). It is observed that the students of Un-aided taluk schools percentage mean 92.5), and Un-aided city schools (percentage mean 90.38) show a lower motivation when compared to students of Government taluk schools (percentage mean 97.67), Government city schools (percentage mean 96.93), Aided taluk schools (percentage mean 98.67), and Aided city schools (percentage mean 96.68).

Table No.1.5
Student motivation due to teacher helping the students who have difficulty in understanding

Type of schools	Teacher tries to help the students who have difficulties in understanding									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. Taluk	3 1.7%	2 1.1%	2 1.1%	17 9.4%	156 86.7%	4.78	.679	95.67	14.296	p<0.001 HS
Govt. City	0 .0%	0 .0%	3 2.0%	20 13.3%	127 84.7%	4.83	.430	96.53		
Aided Taluk	1 1.3%	0 .0%	0 .0%	13 17.3%	61 81.3%	4.77	.583	95.47		
Aided City	0 .0%	0 .0%	4 2.0%	34 16.6%	167 81.5%	4.80	.450	95.90		
Un-Aided Taluk	7 3.5%	1 .5%	4 2.0%	52 26.0%	136 68.0%	4.55	.861	90.90		
Un-Aided City	2 .8%	17 6.5%	17 6.5%	72 27.7%	152 58.5%	4.37	.922	87.31		
Total	13 1.2%	20 1.9%	30 2.8%	208 19.4%	799 74.7%	4.64	.737	92.90		

Source: Survey Data

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

As seen in the table 1.5, students strongly agree that they are motivated when teachers help students who have difficulty in understanding with mean ± standard deviation 4.64 ± 0.737 with percentage mean 92.90. ANOVA show a highly significant difference in motivation among the students of various schools in relation to the above factor (F=14.296, p< 0.001). Un-aided city schools (percentage mean 87.31) shows lower motivation when compared to students of other schools. Higher motivation was observed among students of Government city schools (percentage mean 96.53). An observation of the above data indicates that students of Un-aided taluk schools (percentage mean 90.9) and Un-aided city schools (percentage mean 87.31) show a lower motivation when compared to students of Government taluk schools (percentage mean 95.67), Government city schools (percentage mean 96.53), Aided taluk schools (percentage mean 95.47), and Aided city schools (percentage mean 95.90).

Table No.1.6

Student motivation due to teacher giving examples and illustrations from practical life to understand better

Type of schools	Gives examples and illustrations from practical life whenever necessary to understand better									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. Taluk	3 1.7%	0 .0%	2 1.1%	25 13.9%	150 83.3%	4.77	.633	95.44	14.220	p<0.001 HS
Govt. City	2 1.3%	1 .7%	0 .0%	28 18.7%	119 79.3%	4.74	.629	94.80		
Aided Taluk	1 1.3%	0 .0%	2 2.7%	6 8.0%	66 88.0%	4.81	.608	96.27		
Aided City	3 1.5%	0 .0%	2 1.0%	28 13.7%	172 83.9%	4.79	.605	95.71		
Un-Aided Taluk	8 4.0%	1 .5%	3 1.5%	83 41.5%	105 52.5%	4.38	.883	87.60		
Un-Aided City	8 3.1%	9 3.5%	10 3.8%	83 31.9%	150 57.7%	4.38	.945	87.54		
Total	25 2.3%	11 1.0%	19 1.8%	253 23.6%	762 71.2%	4.60	.786	92.07		

Source: Survey Data

As seen in the table 1.6, the students are highly motivated when teachers gives examples to understand (mean ± standard deviation 4.60 ± 0.786 with percentage mean 92.07). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to the above factor (F=14.220, p<0.001). The students of the Aided taluk schools (percentage mean 96.27) show higher motivation in relation to the above factor. Comparatively, lower motivation was observed among students of Un-aided city schools (percentage mean 87.54). It is observed that the students of Un-aided taluk schools (percentage mean 87.60) and Un-aided city schools (percentage mean 87.54) show a lower motivation when compared to students of Government taluk schools (percentage mean 95.44), Government city schools (percentage mean 94.8), Aided taluk schools (percentage mean 96.27), and Aided city schools (percentage mean 95.71).

Table No.1.7

Student motivation due to teacher correcting self made mistakes

Type of schools	Teacher corrects self-made mistakes									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. Taluk	1 .6%	0 .0%	1 .6%	21 11.7%	157 87.2%	4.85	.454	97.00	4.414	p<0.001 HS
Govt. City	2 1.3%	0 .0%	2 1.3%	22 14.7%	124 82.7%	4.77	.604	95.47		
Aided Taluk	0 .0%	1 1.3%	2 .0%	3 4.0%	71 94.7%	4.92	.395	98.40		
Aided City	1 .5%	0 .0%	2 1.0%	13 6.3%	189 92.2%	4.90	.413	97.95		
Un-Aided Taluk	6 3.0%	2 1.0%	2 1.0%	38 19.0%	151 75.5%	4.72	1.418	94.40		
Un-Aided City	7 2.7%	10 3.8%	3 1.2%	44 16.9%	196 75.4%	4.58	.907	91.69		
Total	17 1.6%	13 1.2%	10 .9%	141 13.2%	888 83.0%	4.76	.847	95.29		

Source: Survey Data

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

As seen in the table 1.7, the students are highly motivated when the teacher corrects mistakes, if committed by him/her, (mean ± standard deviation 4.76 ± 0.847 with percentage mean 95.29). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to the above factor (F=4.414, p<0.001). The Students of Aided taluk schools (percentage mean 98.4) show a higher motivation in relation to the above factor. Comparatively, lower motivation was observed among students of Un-aided city schools (percentage mean 91.69). It is observed that the students of Un-aided taluk schools (percentage mean 94.4) and Un-aided city schools (percentage mean 91.69) show a lower motivation when compared to students of Government taluk schools (percentage mean 97), Government city schools (percentage mean 95.47), Aided taluk schools (percentage mean 98.4), and Aided city schools (percentage mean 97.95).

Table No.1.8

Student motivation due to encouragement by the teacher to participate in extra- curricular activities

Type of schools	Encourages students to participate in extra -curricular activites									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. Taluk	7 3.9%	2 1.1%	3 1.7%	35 19.4%	133 73.9%	4.58	.902	91.67	20.084	p<0.001 HS
Govt. City	6 4.0%	1 .7%	2 1.3%	17 11.3%	124 82.7%	4.68	.877	93.60		
Aided Taluk	1 1.3%	0 .0%	0 .0%	8 10.7%	66 88.0%	4.84	.546	96.80		
Aided City	5 2.4%	3 1.5%	0 .0%	32 15.6%	165 80.5%	4.70	.770	94.05		
Un-Aided Taluk	18 9.0%	9 4.5%	8 4.0%	70 35.0%	95 47.5%	4.08	1.228	81.50		
Un-Aided City	19 7.3%	16 6.2%	22 8.5%	77 29.6%	126 48.5%	4.06	1.215	81.15		
Total	56 5.2%	31 2.9%	35 3.3%	239 22.3%	709 66.3%	4.41	1.054	88.30		

Source: Survey Data

As seen in the table 1.8, the students are highly motivated when the teacher encourages them to participate in extra-curricular activities (mean ± standard deviation 4.41 ± 1.054 with percentage mean 88.30). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to the above factor (F=20.084, p < 0.001). The Students of Aided taluk schools (percentage mean 96.8) show a higher motivation in relation to the above factor. Comparatively, lower motivation was observed among the students of Un-aided city schools (percentage mean 81.15). It is observed that the students of Un-aided taluk schools (percentage mean 81.5) and Un-aided city schools (percentage mean 81.15) show a lower motivation when compared to students of Government taluk schools (percentage mean 91.67), Government city schools (percentage mean 93.6), Aided taluk schools (percentage mean 96.8), and Aided city schools (percentage mean 94.05). It also indicates that students of Aided taluk schools (percentage mean 96.8) and Aided city schools (percentage mean 94.05) are more motivated than the students of Government taluk schools (percentage mean 91.67) and Government city schools (percentage mean 93.60).

Table No.1.9

Regression analysis to evaluate significant component of teacher ability on student motivation

Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients	T	p
		B	Std. Error	Beta		
6	(Constant)	.331	.022		15.323	p<0.001
	Teacher tries to help the students who have difficulties in understanding	.158	.004	.237	43.194	p<0.001
	Encourages student to participate in extracurricular activities	.149	.002	.320	62.349	p<0.001
	Teacher corrects self- made mistakes	.157	.003	.270	56.019	p<0.001
	Gives examples and illustrations from practical life wherever necessary to understand better	.159	.003	.254	48.925	p<0.001
	Voice of teacher is clear and audible	.149	.004	.198	40.551	p<0.001
	Uses simple language to interact and teach	.163	.004	.204	39.505	p<0.001

a: Dependent variable: Motivation due to teacher ability to communicate

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 7| July 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

Model	R	R Square	ANOVA F	p
6	.990	.979	8442.148	p<0.001

Backward Regression analysis was performed to evaluate the component of teacher ability to communicate with students effectively on student motivation (as seen in table 1.9). All the components have a significant impact on student motivation with R square 97.9 percent. Among the components, teacher encourages students to participate in extra-curricular activities (β=.320) has greater impact on student motivation followed by the factors, teacher corrects self-made mistakes (β=.270), teacher gives examples to understand better (β=.254), teacher tries to help the students who have difficulties in understanding (β=.237), teacher uses simple language to interact and teach (β=.204), and teacher's voice is clear and audible (β=.198).

FINDING

The motivation of the students is high in relation to the component of teacher ability to communicate with students, namely, use of simple language to interact and teach, teacher has good knowledge of the subject, voice of the teacher is clear and audible, teacher helps the students who have difficulty in understanding, gives examples to understand better, teacher corrects self-made mistakes, and encourages students to participate in extra-curricular activities has significant impact on motivation of students. Students in Un-aided schools show a lower motivation in relation to the components of teachers ability to communicate when compared to the students of Government schools and Aided primary schools.

Recommendation: On the basis of the above study it is recommended that:

1. School administration and Management should train teachers on a continuous basis on effective communication.
2. Un-Aided schools need to train the existing teachers and recruit qualified and trained teachers with effective communication skills to teach students.
3. Teachers along with academic activities should also encourage and guide students towards extracurricular activities.

CONCLUSION

Teachers are the role model for the students. Students in the primary school are highly influenced by their teachers. It is the duty of the teachers to enhance their communication skill to motivate students and help them to participate in extra curricular activities apart from academic activities.

REFERENCES

1. *Adara, R. A., & Al Amin, J. N. (2023). Teacher instructional communication and student motivation: An empirical study in Indonesian secondary schools. Journal of Education and Learning, 17(3), 420–431.*
2. *Aldrup, K., Carstensen, B., Köller, O., & Klusmann, U. (2022). Measuring teachers' social-emotional competence: A systematic review. Educational Psychology Review, 34(2), 1–34.*
3. *Bandura, A. (1977). Social learning theory. Prentice Hall.*
4. *Bowlby, J. (1988). A secure base: Parent-child attachment and healthy human development. Basic Books.*
5. *Burns, E. C., & Van Bergen, P. (2025). Teacher–student relationships and student motivation: A systematic review of conceptualisations, measurements, and educational outcomes. Educational Psychology Review, 37, Article 41.*
6. *Comadena, M. E., Hunt, S. K., & Simonds, C. J. (2007). The effects of teacher clarity, nonverbal immediacy, and caring on student motivation, affective learning, and cognitive learning. Communication Research Reports, 24(3), 241–248.*
7. *Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268.*
8. *Emslander, V., Holzberger, D., Ofstad, W., Fischbach, A., & Scherer, R. (2025). Teacher–student relationships and student outcomes: A second-order meta-analysis. Educational Psychology Review, 37, Article 23.*
9. *Fernandes, C. (2019). Teacher communication, teacher credibility, student motivation, and academic achievement: An empirical investigation. Journal of Educational Communication, 8(2), 45–58.*
10. *Hines, C. V., Cruickshank, D. R., & Kennedy, J. J. (1985). Teacher clarity and its relationship to student achievement and satisfaction. American Educational Research Journal, 22(1), 87–99.*
11. *Ibrohimova, G. (2026). Teacher communication competence and student motivation: Evidence from classroom interactions. International Journal of Educational Research, 118, 102145.*
12. *Ijaz, F. R., Khan, M. A., & Ali, S. (2020). Teacher–student interaction and achievement motivation among school students. International Journal of Educational Psychology, 9(2), 150–168.*
13. *Meng, L., & Zhang, Y. (2023). Teacher support, classroom climate, and student motivation in primary education. Education Sciences, 13(8), 801.*
14. *Ministry of Education. (2020). National Education Policy 2020. Government of India.*
15. *Noor Agustina, D., Widodo, A., & Rahman, F. (2024). Teacher communication and student motivation: A systematic literature review. International Journal of Educational Research Review, 9(1), 55–72.*
16. *Pianta, R. C. (1999). Enhancing relationships between children and teachers. American Psychological Association.*
17. *Robinson, K. A. (2022). The motivating teacher–student relationships framework: Teacher motivation for building quality relationships. Educational Psychology Review, 34(4), 2425–2453.*
18. *Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology, 61, Article 101860.*
19. *Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. Journal of Educational Psychology, 85(4), 571–581.*
20. *Wentzel, K. R. (2016). Teacher–student relationships, motivation, and classroom engagement. In K. R. Wentzel & D. B. Miele (Eds.), Handbook of motivation at school (2nd ed., pp. 211–230). Routledge.*
21. *Zheng, J. (2021). Teacher clarity, teacher credibility, teacher immediacy, and student learning: A systematic review. Frontiers in Psychology, 12, Article 712419.*