TEACHERS' COMMUNICATION STYLE, STUDENTS' PERCEPTION OF THEIR CLASSROOM LEARNING ENVIRONMENT AND STUDENTS' EVALUATION OF THEIR TEACHERS' PERFORMANCE

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ABSTRACT

This study examined the relationships between teachers' communication style, students' perception of their classroom learning environment, and students' evaluation of their teachers' performance. The types of communication styles consistently being employed by teachers were likewise examined through the use of Rivma's communication style instrument. The sample consisted of 12 teachers and 187 students from whom the necessary data needed to measure the variables under investigation were taken. Results of statistical analyses showed that (a) the Analytic and Expressive communication style seem to be the most commonly employed communication style in the CAS, b) students' evaluation of their teachers' performance did not significantly vary across the four communication styles, and (c) students' perception of their classroom learning environment did not significantly vary across the four communication styles. The results suggest that the most commonly employed communication style in each division seem to be consistent with what is demanded from those who teach the courses offered under that division. Also, aside from the teacher's communication style, there are several factors affecting the student's perception of their classroom learning environment and their evaluation of their teacher's performance.