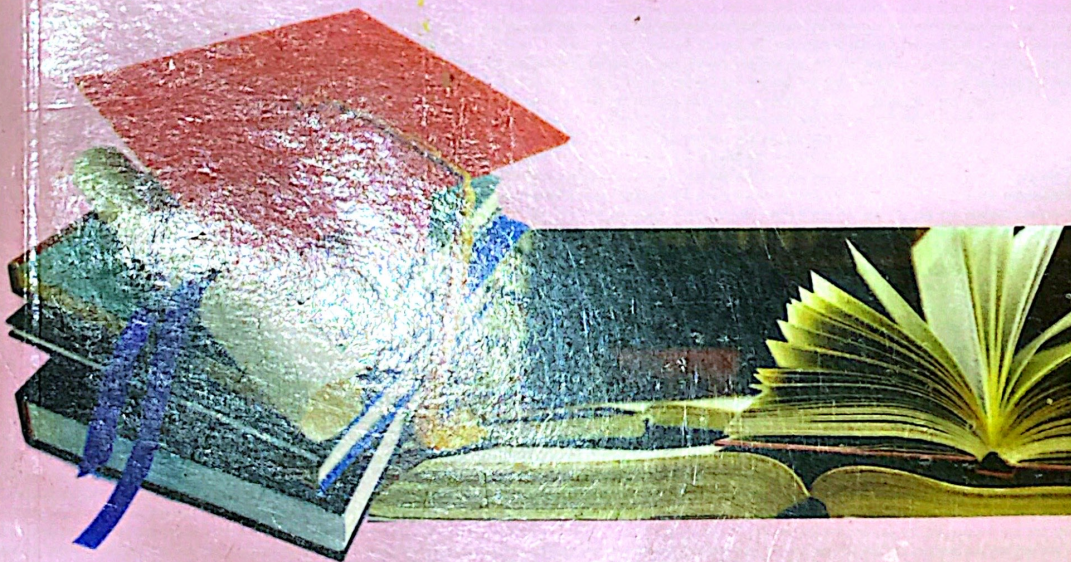




Zaria Journal of Studies in Education (ZJSE)



Vol. 4 No. 2, August, 2021

ISSN 0794-6015

**Journal of the Department of Educational
Foundations and Curriculum
Ahmadu Bello University, Zaria**

Dr Abdulwahab's copy.
22-11-2021



**ZARIA JOURNAL OF STUDIES IN EDUCATION
(ZJSE)**

**JOURNAL OF THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS AND CURRICULUM
AHMADU BELLO UNIVERSITY
ZARIA**

Vol. 4 No. 2, August, 2021

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Zaria Journal of Studies in Education {ZJSE} 2021

Printed by

Sunjo AJ Global Links Ltd.

NC. 20, Abubakar Kigo Road, Kaduna-Nigeria.

08038900010

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Vol. 4 No. 2, August, 2021

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INFLUENCE OF TEACHERS COMMUNICATION STYLE ON ACADEMIC ACHIEVEMENT OF PUBLIC SCHOOL PUPILS IN ILORIN SOUTH LOCALGOVERNMENT AREA OF KWARA STATE, NIGERIA

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Abstract

The study was carried out to investigate the influence of teachers' communication style on academic achievement of public school pupils in Ilorin south local government area of Kwara State. The research design adopted for this study was survey descriptive design. The population comprised of ten (10) public primary schools, simple random sampling was used to select 100 respondents for the purpose of this study. Three research questions were raised and analyzed using mean and standard deviation. The data obtained from the administrations of the questionnaire were duly coded and subjected to statistical analysis. Findings revealed that the teacher's communication style has a positive influence on pupils' academic achievement, also teachers training and qualification has influence on the pupils' academic achievement. Conclusions were made based on research findings, while, it was recommended that teacher's with good qualification, training and experience should be employed in primary school to effect good communication style in both pupils and teachers and the use of effective communication styles to influence student positively in both classroom and outdoor activities should be prioritized.

Introduction

In any academic pursuit, the expectation of every learner is to achieve success. Academic achievement according to Anyanwu and Anyakoha (2006) is gain or success in an academic context. Academic achievement is the outcome of education. It is widely known that school is an institution where children acquire skills, abilities, and knowledge in different fields; they develop and shape their personality through the activity of learning. In the learning process, two main partners are involved: teacher(s) and pupil(s); each party has his/her own traits and goals; each plays different roles and has a different social status, (Neacsu in Ojone, 2017). Academic achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals or made the best of their academic aptitude (psychology Wiki, 2011). In the context of the study, academic achievement is the ability of a learner or an individual to achieve the best of academic goal from related educational experience with ease.

Over time, pupils' performances in both internal and external examinations have been a yard stick for determining their academic excellence or failure. Recently, there have been frequent reports in the mass media about the decline in pupils' academic achievement in Nigeria. This has become an issue of worry to many due to the great role of education in national development. The Federal Republic of Nigeria (NPE) (2013) describes primary education as key to success or failure of the whole system. Primary education according to Lota (2008) provides the necessary foundation upon which the rest of educational system is built.

Teachers are encouraged to teach and assess achievement in ways that enable students to analyze, create and apply their knowledge. Students who are taught analytically, creatively and practically perform better without regard to the form the assessment takes (Ojone, 2017; Nzekwe 2013). Matching the teachers' teaching styles with the learning styles of the students suggests that educators need to become cognizant of how students learn so that they may create an environment that is conducive to optimal learning for all students, (Nzekwe2013).

Teacher's lesson planning and professional development which could help facilitate meeting the needs of all students. All teachers must understand that they have a shared role and responsibility in ensuring students learn the necessary standards and skills required to score proficiently on district and state assessments. In conjunction with the goal of supporting students learning, they must also ensure that students are provided with opportunities to learn and apply their knowledge in varied subject areas (Carpenter in Ojone, 2017).

In the same vein, Asikhia (2010) believes that the falling level of academic achievement is attributable to teachers' non-use of verbal reinforcement strategy, unpleasant comments about pupil's performance which could damage their ego, also attitude of some teachers to their job which is reflected in their poor attendance to lessons, lateness to school and poor method of teaching. From the above assertions, it is obvious that the various attitudes which some teachers display in the classroom betray their commitment, which according to Olatunde (2009) negatively affects pupils' attitude towards learning

However, pupils' lack of confidence in their abilities attributes to the persistent decline in pupils' academic achievement in the country. Moreover the study of Kimberly, Richard, and Lucin Ojone (2017) indicates that pupils' academic achievement could be enhanced or frustrated by teachers' communication styles.

Communication is the process of creating or sharing meaning in informal conversation, group interaction or public speaking (Verderber & Verderber, 2008). Communication style consists of individual characteristic features reflected in the communication act, and it refers to: specific ways of receiving/decoding messages; personal qualities of processing / interpreting messages; specific ways of expressing the response; personal particular traits of feedback.

Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication ways make the things easier and understandable (Freddie Silver). Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process (Sng Bee, 2012). Communication style represents the ensemble of characteristics a person possesses, and it all is reflected in the communicative act. By style we mean: specific ways of receiving/ decoding the message; personal qualities in processing/ interpreting messages; specific ways of expressing the response, and personal particularities of feedback, (Urea, 2013).

Teachers' communication styles as defined by Norton in Chory and McCroskey, (1999) refers to how a teacher verbally and non-verbally interacts to signal how literal meaning should be taken, interpreted, filtered, or understood. Obadara (2008) opined that teachers are highly essential for successful operation of the educational system and they are important tools for the educational development. Both teaching and learning depends on teachers, so an effective teacher has been conceptualized as one who produces desired results in the course of his duty by adopting the styles of communication that will enhance the clarity of his or her instruction in the classroom, thus Uchefuna (2001) noted that teachers' communication styles have an influence on classroom climate which affect pupils in their academic achievement.

Good communication skills of teacher are the basic need of academic success of students, and professional success of life. Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students' to learn and promote their academics. Student need to understand that what is right, and what is wrong while it totally depend upon the communication skills of teachers which he adopt in class-room (Sherwyn P. Morreale, Michael M. Osborn Judy c. Pearson, in Alamgir, 2017).

Good communications minimize the potential of unkind feeling during the process of teaching. For learning the learner must be attentive toward their teacher during the lecture. Loss in Alamgir (2017), recommended that teacher communicate in clear and understandable manner.

Research over the years have shown that teachers' communication styles influences pupils in terms of how they perceive themselves and their performances in the class. Ginottin Nzekwe (2013) opined that classroom management theory demonstrated that the teacher has a tremendous power to make a child's life joyous or miserable, humanize or dehumanized. Some pupils come with great expectations and willingness to learn, only to end up developing a negative feeling about themselves because the teacher either through verbal or non-verbal communication tell them that they are not very good at what they are doing or that they are not good persons. This negative feeling after several years of accumulation will automatically lead to a low and poor academic achievement; hence Irish National Teachers' Organization (INTO) in Nzekwe (2013) noted that the formation of children's self-concept to a large extent is influenced by verbal and non-verbal communication.

Some teachers tend to deal badly intentionally or unintentionally through the way they communicate with the pupils. These teachers generally communicate more with some pupils and being less communicative with other pupils. They like, and talk with brighter pupils more often, give emotional and social support to them, spend more time with them, and integrate them into school activities more often while low self-esteem pupils are often left to themselves in the classroom, thus Wrench, Richmond, and Gorham, (2009) as quoted by Nzekwe (2013) assert that teachers should communicate and give equal attention to all the pupils in the classroom. The authors further described three communication behaviors which teachers should adopt to build affect in the classroom as clarity, immediacy, and teacher humor. Clarity has to do with teachers' ability to communicate to the pupils' in simple language to enable them to understand the learning content easily. Teacher immediacy refers to the psychological or physical closeness between two people especially closeness between the teacher and the pupils. Teacher humor according to Wrench, Richmond, and Gorham is important in the classroom teaching and learning because it reduces test and classroom anxiety.

Statement of the Problem

Teachers' communication skill is a veritable tool at enhancing effective teaching and learning. What the learners gain in school greatly depends on the nature, types, degree and manner in which such communication is channeled while the medium to which such channels is transmitted largely depend on the degree of training and experience possessed by the teacher at any given time. The need for literary skills and competency is therefore required for every professional teacher which thus enhances virile academic achievement. Good interpersonal communication that exist between and within teacher and pupils ensure psychosocial stimulation, self-confidence, mutual trust and self-assertiveness leading to smooth- successful transition of the child in life. Passive and aggressive, ill- fate emotional feelings and thoughts exhibited by the teacher affect greatly the academic achievement of the child. It therefore becomes imperative for the researchers to x-ray the influence of teacher's communication style on pupils' academic achievement in Ilorin south local government area of Kwara State. In other to successfully carry out this study, the under listed research questions will go a long way in strengthening and validating the intending problems which the researchers sought to find answers to.

Purpose of the Study

The main purpose of this study is to;

1. Determine the influence of teachers' communication styles on primary school pupil's academic achievement
2. Find out the influence of teachers' communication style based on qualification
3. Examine the effect of teachers' communication style based on experience and training

Research Questions

In an attempt to meet the objectives of this study, the following research questions guided this study.

1. What is the influence of teachers' communication styles on pupil's academic achievement?
2. What is the effect of teachers' communication styles based on their qualification?
3. What is the influence of teachers' communication styles in terms of experience and training?

Research Methodology

In order to achieve the objectives of the study, descriptive survey was adopted. There are fifty-nine (59) primary schools in Ilorin South local government with the population of one thousand and one hundred sixty- nine (1169) primary school teachers in the study area in which ten public primary school teachers were randomly selected across ten (10) selected public primary schools in Ilorin South Local Government Area, Kwara State totaling 100 teachers. The instrument used was a structured questionnaire Titled, Influence of teachers' communication style on pupils' academic achievement (ITCSPAA)' which was adapted in Nzekwe's (2013) work to suit the research purposes while the data collected were analyzed using mean, standard deviation.

Analysis and Results

RQ1: What is the influence of teachers' communication styles on pupil's academic achievement?

In order to answer this research question, mean of responses of the teachers to each items on the questionnaire that addressed the influence of teachers' communication styles on pupil's academic achievement were calculated and 2.5 was used as cut off while the output of the analysis reveals thus:

Table 1: Showing the influence of teachers' communication styles on pupil's academic achievement

S/N	ITEMS	Mean	SD	Decision
1.	My teaching goals and methods address a variety of pupils Learning styles	3.69	.486	Agree
2.	I spend time consulting pupils on how to improve their individual or Group work	3.37	.544	Agree
3.	I typically show pupils how and what to do in order to master course Content	3.62	.488	Agree
4.	I engage the pupils with class activities that encourage them to develop Ideas about subject content and issues	3.71	.478	Agree
5.	I ensure that pupils participate in the teaching and learning process	3.51	.559	Agree
Average Weighted Mean		3.58		

Weighted Mean 2.50

It can be seen from table 1 above that teachers' communication styles influence the pupil's academic achievement. This is evident with the mean value of all items in the table 1 above greater than 2.5. The weighted mean value of $3.58 > 2.5$ also justifies that teachers' communication styles has influence on the pupil's academic achievement as teachers sets their goals and methods to address a variety of pupils learning styles, spend time consulting pupils on how to improve their individual or group work, show pupils how and what to do in order to master course content, engage the pupils with class activities that encourage them to develop ideas about subject content and issues and ensure pupils participation in the

teaching and learning process.

RQ2: What is the effect of teachers' communication styles based on their qualification?

In order to answer this research question, mean of responses of the teachers to each items on the questionnaire that addressed the effect of teachers' communication styles based on their qualification were calculated and 2.5 was used as cutoff while the output of the analysis reveals thus:

Table 2:

S/N	ITEMS	Mean	SD	Decision
1.	Teachers who attended colleges of education have better communication Skills than those who attended other institutions	2.97	1.1	Agree
2.	Teachers who graduate with second class upper division perform better Than those who graduate with lower grades	2.73	.973	Agree
3.	Teachers with teaching qualification have better teaching skills than all Other categories of teachers	3.27	.737	Agree
4.	Unprofessional teachers are being employed in primary schools than Professional teachers	3.06	.802	Agree
5.	Teachers who attended states and federal institution have better Communication skill than those who attended private institution	2.93	.998	Agree
Average Weighted Mean		2.99		

Weighted Mean 2.50

It can be seen from table 2 above that teacher qualification has effect on the teachers communication styles used in the classroom. This is evident with the mean value of all items in the table 2 above greater than 2.5. The weighted mean value of $2.99 > 2.5$ also justifies that teachers' qualification has effect on their communication styles as teachers who attended colleges of education have better communication skills than those who attended other institutions, teachers who graduated with second class upper division perform better than those who graduated with lower grades, teachers with teaching qualification have better teaching skills than other categories of teachers, unprofessional teachers are being employed in primary schools than professional teachers and teachers who attended states and federal institution have better communication skill than those who attended private institution.

RQ 3: What is the influence of teachers' communication styles in terms of experience and training?

In order to answer this research question, mean of responses of the teachers to each items on the questionnaire that addressed the influence of teachers' communication styles in terms of experience and training were calculated and 2.5 was used as cutoff while the output of the analysis reveals thus:

Table 3: Showing the influence of teachers' communication styles in terms of experience and training

S/N	ITEMS	Mean	SD	Decision
1.	Teachers who have 10years and above teaching experience have better Communication skills than those below 10years of teaching experience	3.46	.892	Agree
2.	Student teachers with long teaching practice training turns out to become better teachers than those with little or no training	3.05	.757	Agree
3.	The type of institution where a teacher acquires his or her training affects their communication skills	3.17	.817	Agree
4.	The communication style used by various lecturers on student teacher's affect them during their teaching exercise	3.10	.628	Agree
5.	Teachers who apply different teaching methods are understood more than who uses only one method of teaching	3.32	.541	Agree
Average Weighted Mean		3.26		

Weighted Mean 2.50

It can be seen from table 3 above that teachers experience and training has influence on the teachers communication styles used in the classroom. This is evident with the mean value of all items in the table 3 above greater than 2.5. The weighted mean value of $3.26 > 2.5$ also justifies that teachers' experience and training has influence on their communication styles as teachers who have 10years and above teaching experience have better communication skills than those below 10years of teaching experience, student teachers with long teaching practice training turns out to become better teachers than those with little or no training, communication style used by various lecturers on student teacher's affect them during their teaching exercise and teachers who apply different teaching methods are understood more than those who uses only one method of teaching

Summary of findings

1. Teachers' communication styles influence the pupil's academic achievement.
2. Teachers' qualification has effect on the teachers communication styles used in the classroom.
3. Teachers experience and training as influence on the teachers communication styles used in the classroom.

Discussion of Findings

Findings revealed that, teachers' communication styles influence the pupil's academic achievement; this is evident with the weighted mean value of $3.58 > 2.5$. Also teachers' communication styles has influence on the pupil's academic achievement as teachers sets their goals and methods to address a variety of pupils learning styles ($3.69 > 2.5$), spend time consulting pupils on how to improve their individual or group work ($3.37 > 2.5$), show pupil show and what to do in order to master course content ($3.62 > 2.5$), engage the pupils with class activities that encourage them to develop ideas about subject content ($3.71 > 2.5$) and issues and ensure pupils participation in the teaching and learning process ($3.51 > 2.5$). This finding is in line with the submission of Wrench, Richmond & Gorham (2009) that, teachers' communication styles remains the strong tool in classroom teaching and learning which can be used to adequately make the content of learning understandable to the pupils and equally as a relational factor through which the pupils' needs will be met.

It is also seen from the finding that teachers qualification has effect on the teachers communication styles used in the classroom, this is evident with the mean value of the weighted mean value of $2.99 > 2.5$. Also, teachers' qualification has effect on their communication styles as teachers who attended colleges of education have better communication skills than those who attend other institutions ($2.97 > 2.73$), teachers who graduated with second class upper division perform better than those who graduated with lower grades ($2.73 > 2.50$), teachers with teaching qualification have better teaching skills than other categories of teachers ($3.27 > 2.50$), unprofessional teachers are being employed in primary schools than professional teachers (2.93

> 2.50) and teachers who attend states and federal institution have better communication skill than those who attended private institution ($2.92 > 2.50$). In line with the above, Adekunle (2019) reiterated that the educational system especially the basic schools are bedeviled with teachers who are only qualified but not competent. He attributed this ugly scenario to politicization and unjust employment racketing that begets our educational environment. He opined further that qualification versus competency should be adduced by both private and public sector in other to holistically achieve quality and virile education to which the world is yearning for.

Lastly, findings revealed that teachers experience and training has influence on the teachers communication styles used in the classroom, this is evident with the weighted mean value of $3.26 > 2.5$. Also teachers' experience and training has influence on their communication styles as teachers who have 10years and above teaching experience have better communication skills than those below 10years of teaching experience ($3.46 > 2.5$), student teachers with long teaching practice training turns out to

become better teachers than those with little or no training ($3.05 > 2.5$), communication style used by various lecturers on student teacher's affect them during their teaching exercise ($3.17 > 2.5$) and teachers who apply different teaching methods are understood more than who uses only one method of teaching ($3.10 > 2.5$). To this end, Saleh (2017) submitted that training and experience is the sole of workers productivity. The two are of the same coin and thus pertinent in the effective delivery of educational goals and objectives. It is the experience and level of training acquired by teacher's that determine to a greater extent what the pupils achieve in the school. Training enables the teacher to teach while experience help in molding virile teaching and learning appropriately.

Conclusion

In conclusion, it can be seen from the result of the analysis that, teacher's communication style has significant impact on the academic achievement of primary school pupils. Primary education has a long term effect on the achievement of pupils. It is on this note that teachers' effective communication style and also his/her expertise experiences, all wane to actualize a well groomed and virile communication skills on the learners appropriately. If teachers make use of good communication style, it will effect imperative development in the cognitive, affective and Psycho-motor domain of the child which is a strong indicator to effective learning environment.

Recommendations

1. Teachers mode of communication should be simple and flexible to the tone of the learners as this have great impact on pupils communication skill in terms of speaking, reading, writing and listening skills.
2. Appointments and recruitment into teaching should be based on entrance examination, practical teaching, competency and qualifications.

There should be in service training for teachers as at and when due so as to keep them a breast with new trends in line with global best practices. Government should ensure that teachers who are employed in primary schools are teachers who are well qualified, trained and has reliable teaching experience

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