

TEACHERS' INSTRUCTIONAL COMMUNICATION ABILITIES AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN EGBEDA LOCAL GOVERNMENT AREA OF OYO STATE

¹Ojo .O. J., ²Illo, C. O.

¹Department of Educational Management
University of Ilorin, Ilorin, Kwara State

²Department of Educational Foundations and Management
School of Education,
Michael Otedola College of Primary Education,
NoforijaEpe, Lagos State.

Abstract

The place of communication in educational institutions and particularly in classroom settings between the teachers and the students cannot be undermined. It is on the basis of this statement that this study investigated the relationship between teachers' instructional communication abilities and students' academic performance in secondary schools in Egbeda Local Government Area Oyo State. The descriptive research design was found suitable for this study. The population for this study comprised all the 25 public secondary schools in Egbeda Local Government Area Oyo State out of which eight secondary schools were randomly sampled. The same sampling technique was used to select the 1,253 respondents used for this study. The instruments used for data collection were a questionnaire and a proforma. The questionnaire titled "Teachers' Instructional Communication Abilities Questionnaire" (TICAQ) and a proforma titled "Students' Academic Performance Proforma" (SAPP) respectively. Findings of the study showed that there was a significant relationship between teachers' instructional communication abilities and students' academic performance in secondary schools in Egbeda Local Government Area Oyo State since the (p -value $0.00 < \text{significance value } 0.05$). Based on the findings and conclusion from this study, it was recommended among others that: instruction should be communicated by teachers in a clearer language to facilitate better understanding on the part of the students so as to bring about improved performance in public examinations. Also, during instructional communication, teachers should write in an appropriate manner that will help students to have understanding of the concept which have been presented in the classroom.

Keywords: *Teachers' Instructional Communication Abilities, Students' Academic Performance, Oral Communication, Writing Communication*

Introduction

The role of a teacher in the teaching and learning process cannot be undermined. This is because the teacher plays a very significant role in the development of the learners' intellects by inculcating the right attitudes, knowledge, values and skills in them. Hence, the communication abilities of the teacher is a variable that cannot be ignored in the quest for improved performance of students in public examinations. It should be noted that teachers are the most important factor in creating positive learning environment. To buttress the statement, the scholar further opined that professional teachers know that teaching is more than simply passing information. The interaction between the teacher and the learners can only take place in the four walls of a classroom.

Classroom is a small social structure where students of diverse background are put together for the purpose of teaching and learning (Aduwa-Ogiegbaen

&I yamu, 2005). The scholars further stressed that classroom is a micro system where relationships and interactions are formed and established. It is the teacher who is the enabling agent for these socialization and learning. The teacher is the expert (at most in his field), the leader, the more mature mind and wiser. According to Yusuf (2015), classrooms are used as appropriate places for seeking and acquiring education usually from a teacher to the learners. In the process of passing instruction in the classroom, the intent of the teacher is to impact information and knowledge to the students in a way that such information and knowledge are designed to change the behaviour of the learners. Hence, the communication abilities of the teacher are of paramount importance for students' academic performance.

The crucial task the teacher faces in the classroom in his attempt to communicate meaningfully with the

students can be appreciated better when one considers the communication variables, which could enhance or mar the instructional communication process. Communication process is vital to effective learning within a classroom environment. Classroom instruction that produces positive result acknowledges the need for a liberal use of non-verbal cues, student involvement and communication. Students' involvement during classroom discussions typically fosters a healthy communication process (Nwaubani, 2007).

Instructional communication is a discipline that centers on the role that communication plays in the teaching-learning process independent of the type of student learner, the subject matter, or the instructional setting. Instructional communication is seen as a teacher- controlled, linear process where the teacher is the person primarily responsible for creating messages which will stimulate teacher-selected meanings in students' minds (learning). Instructional communication is a dynamic process rather than a static one or a one-way process. Just as the teachers' instructional abilities is important to students' academic performance, so also is the classroom environment. Meaningful improvements in the quality of education that students receive are determined by the instructional communication abilities of teachers. Quality teaching and learning via effective instructional communication abilities of teachers are sine qua non for students' academic performance.

There is a consensus among educationists and researchers such as (Owoeye, 2000; Ajayi, 1998) about secondary school students' poor performance in public examination such as West African Examination council (WAEC) and National Examination Council (NECO) in Nigeria. Many opinion leaders, commentators, professionals and researchers are always in agreement that teachers' poor instructional communication abilities is one of the factors that contribute to the apparent decline in the performance of secondary school students in public examinations in Nigeria. Students' academic performance is dependent on a number of factors among which is effective instructional communication abilities of teachers in the classroom. This is to say that the academic performance of secondary school students is contingent on the teachers' instructional communication abilities since there is no aspect of our lives that does not involve

communication. It is on the basis of this background that this study was carried out to investigate teachers' instructional communication abilities and students' academic performance in Egbeda Local Government Area of Oyo State.

Literature Reviewed

Ajayi, Audu and Ajayi (2017) conducted a study on the influence of class size on students' classroom discipline, engagement and communication: a case study of senior secondary schools in Ekiti state, Nigeria. The study revealed that class size has significant influence on senior secondary classroom discipline, engagement and communication. A study on teachers' teaching experience and academic performance in Mathematics and English Language in public secondary schools in Ogun State, Nigeria was carried out by Ewetan and Ewetan (2015). Findings of their study revealed that teachers' teaching experience has significantly influenced students' academic performance in Mathematics and English Language as measured by their performance in the SSCE examinations and as perceived by the respondents.

Odewumi, Ajibewa and Ajibade (2015) carried out a study on teachers' factors as determinants of learning achievement of pre-school children in Egbeda Local Government Area of Oyo State, Nigeria. The participants of the study comprised of twenty preschool children. The finding of their study revealed that teachers' motivation had positive relationship with learning achievement of preschool children. Teacher' attitude and motivation had relative relationship on learning achievement of preschool children.

Onweh and Akpan (2014) researched on instructional strategies and students' academic performance in electrical installation in technical colleges in Akwa Ibom State: Instructional skills for structuring appropriate learning experiences for students. The findings of the study revealed that there were significant differences between academic performance of students in Electrical Installation taught with discussion and lecture strategies; demonstration and inquiry strategies. A study was carried out by Adeyemo (2010) on background and classroom correlates of students' achievement in Physics. Five senior secondary schools were selected randomly in Shomolu Local Government Area of Lagos State. The result of the findings showed that background and classroom correlates have

significant influence on students' achievement in physics.

Statement of the Problem

The issue of teacher as a factor that affects students' academic performance has received a lot of attention in the literature and findings have been inconclusive. A lot of scholars in the field of education have carried out studies on numbers of related variables such as teachers' factors, background, class size, teaching experience and instructional strategies as it affects students' academic performance (Ajayi, Audu & Ajayi, 2017; Ewetan & Ewetan, 2015; Odewumi, Ajibewa & Ajibade 2015; Onweh & Akpan 2014 and Adeyemo, 2010). The gap identified by the researcher is that none of the earlier researchers focused on the instructional communication abilities of teachers. Poor instructional communication abilities of teachers are detrimental to the success of students' academic performance. Students' academic performance is contingent on the instructional communication abilities of teachers. Based on extant literature, it was observed by the researcher that many students failed to grab the content of what their teachers are teaching them based on poor methods of passing out instructions. It is on the basis of this problem that this study was carried out.

Purpose of the Study

The purpose of this study was to investigate the relationship between teachers' instructional communication abilities and Students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State.

Research Hypotheses

For the purpose of this study, the following null hypotheses were raised and tested at 0.05 level of significance.

- Ho1:** There is no significant relationship between teachers' instructional communication abilities and Students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State.
- Ho2:** There is no significant relationship between teachers' oral communication abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State.
- Ho3:** There is no significant relationship between teachers' writing communication abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State.

Methodology

This study employed descriptive research design. The population for this study comprised all the 25 public secondary schools in Egbeda Local Government Area of Oyo State. Eight secondary schools were randomly sampled in Egbeda Local Government Area of Oyo State. Random sampling technique was used to select the respondents used for this study. The sample population of this study consisted of 3,760SS3 students out of which 1,253 were randomly selected. The instruments used for collection of data for this study were a questionnaire and a proforma. The questionnaire titled "Teachers' instructional Communication AVbilities Questionnaire" (TICAQ) and a proforma titled "Students' Academic Performance Proforma" (SAPP) were designed and used to gather relevant data by the researcher. This questionnaire contained two parts; part 'A' and 'B'. Part 'A' contained demographic information about the students such as Sex, Ag and specialization while part 'B' contained items on teachers' instructional communication abilities. The proforma was used to collect students' results in English language, Mathematics, Biology, Economics and Civic Education for three consecutive academic sessions starting from 2012/13- 2014/15. The questionnaire was validated using both face and content validity while the reliability co-efficient of 0.65 was obtained through test-re-test method. Hence, Pearson's Product Moment Correlation Co-efficient was used to test the earlier formulated research hypotheses at 0.05 level of significance.

Results and Discussions

Table 1: Demographic Data of the Respondents

Variables	Frequency	Percentage
Sex		
Male	507	40.46
Female	746	59.54
Age		
15 years	313	24.98
16 years	425	33.91
17 years	322	25.69
18 years	193	15.42
Specialization		
Science	341	27.21
Commercial	422	33.68
Arts	490	39.11

The respondents for this study comprised 1,253 senior secondary school students in Egbeda Local Government Area of Oyo State, Nigeria. A total of 507 (40.46%) respondents were male, 746 (59.54%)

respondents were female. Furthermore, 313 (24.98%) were 15 years old, 425 (33.91%) respondents were between the ages of 16 years, 322 (25.69%) were 17 years old while 193 (15.42%) respondents were 18 years old. Also, 341 (27.21%) were in the science department, 422 (33.68%) respondents were in commercial

departments while 490 (39.11%) respondents were Arts students.

Hypothesis Testing

Ho: There is no significant relationship between teachers' instructional communication abilities and Students' academic performance in secondary schools in Egbeda Local Government Area Oyo State.

Table 2: Teachers' Instructional Communication Abilities and Students' Academic Performance

Variable	N	\bar{X}	SD	Df	Cal r-value	p-value	Decision
Teachers' Instructional Communication Abilities	1253	46.32	24.46	1251	0.58	.000	Ho ₁ Rejected
Students' Academic Performance	1253	14.63	17.28				

*Significant P>.05

Table 2 revealed that the p-value (0.000) is less than the significance value (0.05) for 1251 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between teachers' instructional communication abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State is rejected. The finding revealed that there was a significant relationship between teachers'

instructional communication abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State.

Ho₂: There is no significant relationship between teachers' oral abilities and students' academic performance in secondary schools in Egbeda Local Government Area Oyo State.

Table 3: Teachers' Oral Abilities and Students' Academic Performance

Variable	N	\bar{X}	SD	Df	Cal r-value	p-value	Decision
Teachers' Oral Communication Abilities	1253			1251		.000	Ho ₁ Rejected
Students' Academic Performance	1253	14.63	17.28				

*Significant P>.05

Table 3 revealed that the p-value (0.000) is less than the significance value (0.05) for 1251 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between teachers' oral communication abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State is rejected. The finding revealed that there was a significant relationship between teachers' oral communication abilities and

students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State.

Ho₃: There is no significant relationship between teachers' writing abilities and Students' academic performance in secondary schools in Egbeda Local Government Area Oyo State.

Table 4: Teachers' Writing Abilities and Students' Academic Performance

Variable	N	\bar{X}	SD	Df	Cal r-value	p-value	Decision
Teachers' writing Abilities	1253			1251		.000	Ho ₁ Rejected

Students' Academic Performance	1253	14.63	17.28
--------------------------------	------	-------	-------

***Significant P>.05**

Table 4 revealed that the p-value (0.000) is less than the significance value (0.05) for 1251 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between teachers' writing abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State is rejected. The finding revealed that there was a significant relationship between teachers' writing abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State.

Findings and Discussion

It was revealed in table 2 that there was significant relationship between teachers' instructional communication abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State. There was agreement between the finding of this study with earlier researchers such as (Ajayi, Audu & Ajayi, 2017; Ewetan & Ewetan, 2015; Odewumi, Ajibewa & Ajibade 2015; Onweh & Akpan 2014 and Adeyemo, 2010) who found that teachers' factors such as teaching experience, teaching methods, teachers' motivation and attitudes are variables that contribute to students' academic performance in schools. On hypothesis 2, it was revealed in table 3 that there was significant relationship between teachers' oral abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State. The finding of this study is in agreement with earlier finding of Aduwa-Ogiegbaen and Iyamu (2005) who opined that oral communication is the primary medium of transmitting information in the teaching and learning processes for students proper understanding of the concepts taught by the teacher. On hypothesis 3, it was revealed in table 4 that there was significant relationship between teachers' writing abilities and students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State. The finding of this study is in agreement with that of Ajayi, Audu and Ajayi (2017) who opined that the ability of the teacher to speak and write for the students will go a long way in affecting their performance in public examinations.

Conclusion

The success or failure of any teaching endeavour is hinged on a number of factors. One of the factors is that of teachers' communication abilities. Over the years, the performance of secondary school students in Nigeria and in particular that of public secondary schools in Egbeda Local Government in public examinations has been adjudged to be abysmally low. For meaningful teaching and learning to take place between students and teachers, there is need for the latter to present the content of his thought in a clear and suitable language for effective reception by the students.

Recommendations

Based on the findings of this study, the following recommendations were made among others that:

1. Instructions should be communicated by teachers in a clearer language to facilitate better understanding on the part of the students so as to bring about improved performance in public examinations.
2. Also, during instructional communication teachers should write in an appropriate manner that will help students to have understanding of the concept which have been presented in the classroom.
3. Teachers should keep abreast of the latest instructional communication methodologies in their areas of specialization by attending seminars, conferences and workshops so as to deliver lessons to students in a more meaningful way.

References

- Adeyemo, A. S. (2010). Background and Classroom Correlates of Students' Achievement in Physics. *International Journal of Educational Research and Technology (IJERT)*, 1(2), 25-34
- Aduwa-ogiegbaen, S. E. O & Iyamu, E. O. S (2005). The role of communication in effective instructional delivery.
- Ajayi, I. A (1998). Unit cost of secondary education and students' academic achievement in Ondo State, Nigeria (1991-1995) unpublished Ph.D. Thesis, University of Ibadan, Ibadan.

- Ajayi, O. V; Audu, C. T and Ajayi, E. E. (2017). Influence of class size on students' classroom discipline, engagement and communication: a case study of senior secondary schools in Ekiti state, Nigeria. *Sky Journal of Educational Research*, 5 (5), 060 – 067.
- Ewetan, T. O. and Ewetan, O. O. (2015). Teachers' Teaching Experience and Academic Performance in Mathematics and English Language in Public Secondary Schools in Ogun State, Nigeria. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 2 (2), 123-134
- Odewumi, R. M; Ajibewa, O. A & Ajibade, A. O (2015). Teachers' Factors as Determinants of Learning Achievement of Pre-School Children in Egbeda Local Government Area of Oyo State, Nigeria. *International Journal of Education and Evaluation* 1 (8), 80-94
- Onweh, V. E. and Akpan, U. T. (2014). Instructional strategies and students' academic performance in electrical installation in technical colleges in Akwa Ibom State: Instructional skills for structuring appropriate learning experiences for students. *International Journal of Educational Administration and Policy Studies*, 6 (5), 80-86.
- Owoeye, J. S. (2000). The effect of interaction of location, facilities and class size on academic achievement of secondary school students in Ekiti State Nigeria. Unpublished Ph.D. Thesis, University of Ibadan, Ibadan.
- Nwaubani, O. O. (2007). Towards a competency based social studies teachers' education options and implication for education sector reforms in Nigeria. A paper presented at the National Annual Conference of the institute of Education, University of Nigeria, Nsukka.
- Yusuf, H. (2015). Effect of class size on the listening skills of primary (5) pupils in Zaria Local Government Area of Kaduna State. Unpublished M.Ed dissertation, Ahmadu Bello University, Zaria.