

Effect of Professional Knowledge and Feedback Communication Skills among Teachers and Students at Collage Level

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Abstract

Communication skills are thought to be the guts of teaching and learning method. Communication skills are sometimes outlined as interaction that builds affiliation between students and lecturers to assist them perceive one another and promote common interests. The primary objective of the research was to analyze the potency of different techniques and aspects assisting communication skills used by the teachers and the learners to deliver information in the classroom at higher education level in the Punjab, Pakistan. The population of the research consisted of all the principals and the learners of Government degree colleges. The sample of the study was comprised of 60 Principals and 1200 students out of 60 Degree Colleges. Sixty Public Sector degree colleges were selected purposively and from each college, one principal and twenty students were selected purposively. Questionnaires were used as research instrument for gathering information. Data were gathered tabulated, examined and considered by using indicates of appropriate illustrative mathematical techniques in the mild of the goals. Major conclusions showed quite similar views of students and principals regarding effectiveness of teaching skill and knowledge of the instructors.

Keywords: Effect, professional knowledge, feedback, communication skills

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Introduction

The low academic accomplishments of the students may be recognized to many reasons. Ineffective teaching-teaming methods in the class room, lack of physical facilities, non-availability of fresh material and relevant literature, wrong choice of subjects, diminishing job opportunities and poor socio-economic environment prevailing in the country are only a few of the contributing factors. While investigating the problem, it must be remembered that the teacher being a major actor in the whole classroom drama, has dominating role towards students output because he is considered to be fully equipped with the knowledge of the subject. This is more so in our country where the teacher is considered as a prime source of information for the students. What and how students' team considerably depends upon the quality of delivery, methods and techniques used by the teacher. That is why studies in the classroom communication are worthwhile.

As far as the researcher could find out, no specific study has been undertaken, to access the effective communication skills in our classroom used by the teachers and the students at degree college level in the Punjab. With special reference to classroom communication skill at college level, this research endeavor is an attempt to determine the methods and factors as perceived by the teachers and the taught which may facilitate the process of teaching learning in the classroom. Communication is a process of transformation of meanings ideas and emotions. If the spirit of the message regarding sensitivity has not been conveyed then no communication takes place in a sense of verbal or nonverbal communication (Hussain & Tabussam, 2014). An interpersonal communication is a communication between two or more persons or learners in which the parties are treated as individuals rather than objects. Organization-wide communication encompasses topics such as the flow of organizational communication, communication network and the development of management information system. Lastly, we want to make about teaching communication is that it includes both interpersonal communication between two or more learners (Hussain, & Tabussam, 2014).

Effective speaking skills are necessary both for teachers and students. We should provide opportunities to students to talk in the class. Moreover, students can also participate in panel discussions and debates. These activities will be helpful for students to improve their speaking, organizational, and thinking skills. Plenty of opportunities to talk in front of a group and supportive advice can overcome the fear to speak before public (Santrock, 2001). We should invite someone in the class either from any college or university communication development to give tips of a good speech to students. Most of the teachers fail to satisfy the students due to poor interpersonal skills than for lack of technical ability (Coulter, 2003).

To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning. In addition to foundational knowledge about these areas of learning and performance, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. (Bransford & LePage, 2005).

This study was designed to achieve the following objectives:

1. To overview the different methods of communication used by the teachers to transmit knowledge and its comprehension by the students.
2. To highlight the perceptions and attitude of both the teachers and the taught towards the factors facilitating communication in the classroom.
3. To suggest measures to enhance the effectiveness of communication in the class room by using the following communication regarding.

Literature Review

Communication is a source of transforming transmitting meanings between individuals. It is of great importance to every person. Communication ability increases the chance of success of a person. In fact, there is no life without communication. It is helpful to explain one so that one should fit oneself in the society successfully. Communication needs a source. Source has message to deliver and encode through some signals. A receiver has no decode and response the message.

Communication necessitates at least two persons, a communicator and a receiver. The sender will act as the source of message and the receiver will be the addressed person. These three components necessary for communication to take place. Berlo (1960) says, "There is a need of a source, a transmitter, a signal, a receiver and a destination. An effective communication process in extension to education have six elements i.e. source, message, channel, treatment of the message, students and students' response".

Murphy (2000) states, "The established frame work of any construct for perceiving the meanings is vary from organization to organization and person to person it creates a problem in interpretation it often causes mis-communications among organizations personal and a individual and in reactions.

“Every teacher does not follow the constructivist view. Opponent of this philosophy believe that the teacher should have direct and control on students learning. They say that constructivists often do not focus enough on basic academic tasks or have sufficiently high expectations for children’s achievement. Some psychologists of education think that whether we follow the current trend in educational reform and teach more from a constructivist perspective or adopt a more traditional direct-instruction approach, we can become an effective teacher” (Santrock, 2001).

“Effective teacher set high goals for their teaching and develop organized plans for reaching those goals. They also adopt specific criteria for success. They give appropriate time in instructional planning, organizing of their lessons are planned to maximize students' learning. Effective teachers make learning, interesting and challenging with the help of planning” (Santrock, 2001).

“Effective teacher make his class as a whole one working together and oriented toward classroom tasks. They create and maintain conducive environment for learning. For this purpose, teachers need a repertoire of methods for establishing rules and procedures, organizing groups, monitoring and pacing classroom activities, and handling misbehavior” (Santrock, 2001).

Aggarwal, (1997) says, “A successful teacher controls this class and maintains discipline not through fear or high handedness but by virtue of his interest in the learning, good command on the subject matter and his ability to present it interestingly and effectively, and in return the learners also cooperate with the teacher”.

Farooq (1993) adds, “An interesting lesson enhances presentation effect and draws attention of the students. The teacher should be able to plan, prepare and present lessons to the class effectively, and apply teaching skills to motivate students to learn”.

According to Butland and Beebe (1992), “Teacher Immediacy” in the classroom (verbal and nonverbal communication such as smiles, head nods, use of inclusive language, and eye contact) is perhaps the most salient research variable to emerge in instructional communication research in the past two decades. Their research applied implicit communication theory as a paradigm to explain the increased learning that results from an instructor’s use of immediate behaviors such as offering praise or feedback on students’ work, showing a willingness and interest in talking with students, addressing students by their first names, and employing inclusive pronouns such as “our” class and what “we” must do. Nonverbal immediate behaviors such as displaying vocal expressiveness, smiling, relaxing body posture, and varied gestures and movements also enhanced student learning by increasing students’ liking for the instructor primarily and subject matter secondarily”.

Methodology

The primary objective of the research was to analyze the potency of different techniques and aspects assisting communication skills used by the teachers and the learners to deliver information in the classroom at higher education level in the Punjab, Pakistan. The research was descriptive in nature. The literary works on communication abilities was substantially analyzed. The primary information was gathered directly from respondents. The population of the research consisted of all the principals, the teachers, and the learners of Government degree colleges in the Punjab Pakistan. Target population consisted of principals and students of degree colleges in session 2005-06. The sample of the study was comprised of 60 Principals and 1200 students out of 60 Degree Colleges.

Random sampling technique was used for sampling. Respondents from sixty Public Sector degree colleges were selected from 311 degree colleges in the Punjab, Pakistan. Two degree colleges (one boy's and one girl's) were selected from each District by simple random sampling. From each college one principal and twenty students were selected purposively, keeping in view selecting those students who were directly taught by concerned teachers only.

The study was survey type and descriptive in nature, the questionnaire was used to get opinions of the respondents. Two questionnaires on three point rating scale were developed to collect data from respondents. The questionnaires comprised of items mainly about communication skills and their levels. Each questionnaire consisted of two main parts. Part one contained questions about personal characteristics of the respondent. Part two contained the opinions of the respondents about communication skills. The reason for choosing this method of collecting details from the members was that they were all well experienced to understand issues in printed type.

The next important step was to test the credibility and stability of the questionnaires. The panel of professionals was requested to improve the questionnaire items format and language to help make these understandable. In the light of feedback received from the professionals, the questionnaires were completed. Initially the questionnaires were tried out at ten selected colleges, principal and twenty students of each college were targeted for this try out. According to the suggestions by the principals, teachers and the learners, the specialist refined the questionnaires for determining the stability of these instruments. Cronbach's Alpha value was calculated was found 0.9643 and 0.9751 respectively for students and principal's questionnaire.

The data were collected through personal visit and with the help of research assistants from the sampled degree colleges. Questionnaires were personally administered to the principals, and students. The responses acquired through the research equipment were converted into tabular form for analysis. The results were shown into tables with reference to the specific skills in the light of the goals of the research. The significance of the result was divided into well above, above and below averages. When 50% and above respondents favoured a skill the trend was interpreted as well 'above average'. For below 50% and greater than 33%, the trend was considered as 'above average; Responses less than 33% were interpreted as 'below average'. The most suitable statistical tools like mean, standard deviation, standard error of mean, t-test were used to obtain the result.

Results and Discussion

This section is confined to the analysis and interpretation of opinions of respondents about the level of effectiveness of communication skills of teachers, as obtained from the heads and the students.

Table 1

Feedback skills related to focus on specific behaviour

Statement	Respondents	\bar{X}	SD	$SE_{\bar{X}}$	t
Teachers show interest in the subjects while delivering the lecture	Students	2.70	0.480	0.014	0.0
	Principals	2.70	0.560	0.073	
Teachers use constructive criticism.	Students	1.46	0.700	0.020	6.12
	Principals	2.00	0.550	0.072	
Teachers use simple language in teaching.	Students	2.73	0.560	0.016	1.07
	Principals	2.65	0.580	0.075	
Average Results about Focus on Specific Behaviour	Students	2.30	0.58	0.017	2.40
	Principals	2.45	0.56	0.073	

* Significant (average result) df = 1258 Table value at 0.05, level =1.960

Table 1 shows that the feedback skill related to focus on specific behaviour, there was non-significant difference between the opinion of the students and the principals about the statement regarding teachers showing interest in the subjects while delivering the lecture and mean score value of students and principals is 2.70 and 2.70 respectively. There is also non-significant difference between the mean score value of students (2.65) and principal (2.73) regarding the aspects that teachers use simple language in teaching'. However, there is significant difference between the opinions of students and principals regarding teachers' use of constructive criticism with mean scores of students (1.46) and of principals (2.00).

Both the students and the principals opined that teachers showed interest well above average in the subjects while delivering the lecture. In view of the students, teachers used very below average constructive criticism while principals claimed that teachers used fairly constructive criticism. Both the students and the principals claimed that teachers used frequently simple language in teaching. On the average basis, there was significant difference between opinion of students and principals regarding specific behaviour of teachers.

Table 2*Feedback skills related to ensure understanding*

Statement	Respondents	\bar{X}	SD	$SE_{\bar{X}}$	t
Teachers develop proper linkage of the lesson being delivered to the previous lesson and next topic to follow.	Students	2.76	0.472	0.014	1.74
	Principals	2.65	0.578	0.075	
Teachers lay emphasis on the important points while they are teaching.	Students	2.65	0.570	0.017	0.654
	Principals	2.60	0.670	0.087	
Average Results to Ensure Understanding	Students	2.71	0.52	0.016	1.20
	Principals	2.63	0.62	0.081	

Non-Significant (average result) df = 1258 Table value at 0.05, level = 1.960

As regards to ensure the understanding skills used by the teachers in their teaching, there was non-significant difference between the students' and the principals' point of view about the teachers (see Table 2). Both the students and the principals agreed that teachers developed proper linkage of the lesson being delivered to the previous lesson and to the next topic, the value of their views being well above the average. There was non-significant difference between the students' and the principals' point of view about the teachers. Both the students and the principals accepted that teachers used communication skills well above the average. On the average basis of the above items, there was also non-significant difference between opinion of students and principals regarding ensure the understanding by teachers.

Table 3
Feedback skills related to positive feedback

Statement	Respondents	\bar{X}	SD	$SE_{\bar{X}}$	t
Teachers use participatory approach in the classroom teaching.	Students	2.10	0.54	0.016	0.00
	Principals	2.10	0.55	0.070	
Teachers encourage when the students perform well in the class.	Students	2.39	1.34	0.004	14.24
	Principals	2.70	2.46	0.060	
Average Results of Positive Feedback	Students	2.25	0.94	0.010	7.12
	Principals	2.40	1.51	0.065	
* Significant (average result)	df = 1258	Table value at 0.05, level =1.960			

As regards the positive feedback, there was non-significant difference between the students and the principals' point of view about the teachers (see Table 3). Both the students and principals claimed that teachers used above average communication skills. There was significant difference between the opinion of students and principals regarding the statement that teachers are quick to say something encouraging when the students perform well in the classes. On the average basis, there was significant difference between the view point of students and principals about their teachers.

Table 4
Overall result of feedback skills like focus on specific behaviour, ensure understanding and positive feedback

Statement	Respondents	N	\bar{X}	SD	$SE_{\bar{X}}$	t
Overall results of Feedback skills	Students	1200	2.399	0.666	0.014	3.40*
	Principals	60	2.486	0.850	0.073	
* Significant (overall results)	df = 1258	Table value at 0.05, level =1.96				

On the overall result basis of feedback skills, there was significant different between the students and principals regarding feedback skills used in teaching by their teachers and both the students and the principals were of the view that teachers frequently used feedback skills to enhance their teaching skills (see Table 4).

Table 5
Professional growth to develop positive identity

Statement	Respondents	\bar{X}	SD	$SE_{\bar{X}}$	t
Teachers treat students with respect	Students	2.55	0.590	0.01	1.94
	Principals	2.70	0.460	0.060	
Significant	df = 1258	Table value at 0.05, level =1.960			

Table 5 shows non-significant difference between the opinions of students and the principals about the teachers. Both students and principals viewed that teachers' treatment towards students with respect that was above average. Snatrock (2001) supported this idea that now a day's most teachers see a positive identity in their profession. At the same time, our identity includes more than our role as a teacher. It also includes our personal life, life style relationships, physical health, mental health, and personal interests.

Discussion

Zarefsky (1999) supported students' as well as the principals' point of views who suggested that the presentation must be so that it kept the audience in right frame of mind for better interpretation of what the speaker intends to. However, (Mathews & Reich, 1993) were in favour of eye contact when they concluded their study on deaf children that effective line of sight played a giant role in this regard as it put the visual domain in action thereby contributing towards effectiveness of transmission of messages. Taori (1994) also supported eye contact between the partners when she said that eye-to-eye contact for about 60 to 70 percent of speaking time was useful for building rapport. Beebe (1974) also favoured this when he narrated that a speaker who failed to maintain good eye contact appeared aloof and un-trustworthy and such a person sacrificed the opportunity to observe and profit from the feedback. Listening skills involve showing interest and attention towards presentation but not moving towards agreement (Iksan, Zakaria, Meerah, Osman, Lian, Mahmud & Krish, 2012). Establishing relationship between student and teacher is an important teaching skill (Sharifirad, Rezaeian, Jazini & Etemadi, 2012).

As regards the focus on specific behavior highlighting the perceptions and attitudes of both the teachers and the students, there was non-significant difference between the opinion of the students and the principals about the teachers. Both the students and the principals opined that teachers showed interest well above average in the subjects while delivering the lecture. There was significant difference between the opinion of the students and the principals about the specific behaviour of teachers. In view of the students teachers used very below average constructive criticism while principals claimed that teachers used average constructive criticism. There was non-significant difference between the opinion of the students and the principals about the teachers. Both the students and the principals claimed that teachers used well above the average simple language in teaching.

As regards to ensure the understanding skill of teachers, there was non-significant difference between the students' and the principals' point of view about the teachers. Both the students and the principals agreed that teachers developed proper linkage of the lesson being delivered to the previous lesson and to the next topic, the value of their views being well above the average. There was non-significant difference between the students' and the principals' point of view about the teachers. Both the students and the principals accepted that teachers used communication skills well above the average. On the average basis of the above items from 4 to 5, there was also non-significant different between opinion of students and principals regarding ensure the understanding of teachers.

As regards the positive feedback, there was non-significant difference between the students and the principals' point of view about the teachers. Both the students and principals claimed that teachers used above average communication skills.

Conclusions

Teachers held that students' feedback was above average. Teachers perceived that students demonstrated their understanding skills with the help of matching their feeling with their ideas, expressing in an agreeable way, recalling the previous ideas selectively and clearly. Students presented their ideas orally and in writing effectively, clearly and in interesting manners. Students provided feedback in judgmental terms.

Teachers perceived that students' knowledge skills were below average. They held that student's attention was not captured and maintained through the use of electronic media. Teachers believed that students from poor family background were deficient in their oral and writing communications.

Recommendations

- The students of backward families of rural areas prove to be backbenchers and slow learners. In the examination they are poor performers and hesitant respondents in oral assessments. The teachers can play a pivotal role for the betterment of such simple souls by providing them with generous sympathy and proper guidance. It is advisable to pull them out of the abyss. The teachers should adopt the policy of uniformity in the class without any bias.
- The study reveals that the students were not good listeners in the class. Their minds wandered from one point to another irrelevant point disregarding the lesson under discussion. The result is the failure to comprehend the lectures of the teachers. This deplorable and deteriorating condition needs to be redressed quite soon. The teachers should make their lectures attractive and worth

attending through a variety of elements of multi media. Monotony, boredom and drabness ought to be banished from the lectures with the help of attention capturing tips related to the lesson, picture books, graded exercises and functional items.

Recommendations for Future Research

In the mild of the session learned while performing the research, the following recommendations are created for upcoming studies.

- The set of questions was used as the device to gather data. Considering the natural faults of questionnaires study, observational studies may be performed to confirm the results acquired from this study.
- Comparative research between the public and private degree colleges may be conducted in a similar way in order to recognize the strong points and weak points in both the sectors. Such research may produce useful data for the policymakers and directors to improve the communication skills of teachers and students.

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