



COMMUNICATION SKILLS OF THE INSTRUCTIONAL STAFF OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY: A STUDENTS' EVALUATION

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ABSTRACT: *One of the key features of interactive learning and processing of discussions is a good communication skill. To be able to get your ideas across amidst the different levels of audience is a challenge. The way one communicates determines the capability of the communicator to assess the audience and to engage them in the communication loop. This undertaking is designed to show the comparative evaluation of students of the teaching communicative skills of the faculty members of the College of Business, Entrepreneurship and Accountancy. This study attempted to ascertain and compare the teaching communication skills of tenured and non-tenured faculty members of the College of Business, Entrepreneurship and Accountancy as evaluated by the students using the descriptive correlational method of research. Respondents of the study were the senior students of all the program offerings of the College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean and in the analysis and interpretation of the evaluation of the student-respondents as regards the teaching communicative skills of the faculty members, the weighted mean, the chi-square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part I consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents' evaluation on the teaching communicative skills. This modified data gathering tool was patterned from the Teachers Behavioral Inventory tool used by the University of Cagayan Valley. The profile of the respondents was analysed using the simple frequency count and percentage. In the analysis and interpretation of the evaluation of the respondents as regards to the teaching communicative skills, the weighted mean was used. With the conduct of this study, results have led to the conclusion that the profiles of the respondents along sex, age and program have a significant effect on the evaluation of the respondents on the communications skills of both the tenured and the non-tenured faculty members. In the light of the foregoing conclusion, it is strongly recommended that the faculty members, both the tenured and the non-tenured should undertake measure that will improve their communication skills especially in the delivery of their subject lessons. Further, faculty members should attend seminar or trainings in line with improving their communication skills.*

KEYWORDS: *communication skills, tenured faculty, non-tenured faculty, interactive learning, communication capability*



INTRODUCTION

One of the key features of interactive learning and processing of discussions is a good communication skill. To be able to get your ideas across amidst the different levels of audience is a challenge. The way one communicates determines the capability of the communicator to assess the audience and to engage them in the communication loop.

Teachers often find themselves in a dilemma in terms of carrying out a good conversation with students in class. Conversations would mean not just the casual way of talking but more of the academic value.

The very idea of this study is to look into how teachers deliver with fluency and ease during class lectures and discussions. The measure of which is not only based on one language, which in the Philippine Education system, caters to bilingual mode of instruction. In fact, there is a policy to which the educational system has to use to further enhance the delivery of instruction among Filipino educators and learners, to wit: The provision of Article XIV Section 7 of the 1987 Constitution states: "For purposes of communication and instruction, the official languages of the Philippines are Filipino, and until otherwise provided by law, English. The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein." Further stating, "The Policy on Bilingual Education aims at the achievement of competence in both Filipino and English at the national level, through the teaching of both languages and their use as media of instruction at all levels. The regional languages shall be used as auxiliary languages in Grades I and II. The aspiration of the Filipino to enable them to perform their functions and duties as Filipino citizens and in English in order to meet the needs of the country in the community of nations."

With this policy, how well do the teachers apply the principle in their day-to-day classroom interactions? It would be necessary therefore to look into what makes up the system of a teacher with good communication skills. To be able to convey a topic, the teacher must be armed with the necessary tools. Thus, must have the different components of education - verbal, non-verbal and paralanguage. These three would create a complete sense of structure in terms of communicating. The verbal ability does not only equip the teacher to verbalize or write his concepts but may usher the students to a better grasp of the topic at hand. Non-verbal ability is as important as the other components because this fills the gap



between what cannot be said but can be understood in gestures and actions or even a simple facial expression. It would also include a total package of how we carry, demonstrate ourselves in front of an audience. The artifacts, display affects that one puts on can only tell so much. On the other hand, para-language is the method by which a lot confused it with non-verbal expression. While it may be slightly categorized but it cannot be isolated under that category. Para-language therefore speaks about the “how of saying things.” Most often than not, the manner of how one expresses his or her thought depends on “how” it was said at a certain part of the phrase, or the whole expression itself. These three components help the teacher create a master plan of how and what a classroom communication or even outside the classroom communication must be.

The whole idea of communication is not only based on the most obvious way of communication such as speaking. It is more than that, deeper than that. With the decline of “communication” itself, the teachers in the classroom have a lot to say. They can be agents of change in terms of promoting a healthy academic orgasm. By inculcating to students that personal or face-to-face interaction is the best method of communicating, probably there is a greater chance that majority if not all can be better communicators. With the influx of technology, it somehow paved a more virtual relationship where classes are held on a virtual platform to which the rest of the communication components have been missed. It is being duplicated by emoticons, emojis, of GIFs and pictures, thus forgetting the essence of the same.

The teachers good communication skills can spell the difference inside the classroom rather than dispel the greatest tool everybody is equipped with.

In the **DO 52, S. 1987 – THE 1987 POLICY ON BILINGUAL EDUCATION** DATED May 21, 1987: it provided for the utilization of bilingualism in every learning institution, to wit:

The provision of Article XIV Section 7 of the 1987 Constitution states: “For purposes of communication and instruction, the official languages of the Philippines are Filipino, and until otherwise provided by law, English. The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein.”

1. In consonance with this mandate the declared policy of the Department of Education and Culture on bilingualism in the schools (NBE Resolution No. 73-7, s. 1973), the



Department of Education, Culture and Sports hereby promulgates the following policy:

1. The Policy on Bilingual Education aims at the achievement of competence in both Filipino and English at the national level, through the teaching of both languages and their use as media of instruction at all levels. The regional languages shall be used as auxiliary languages in Grades I and II. The aspiration of the Filipino to enable them to perform their functions and duties as Filipino citizens and in English in order to meet the needs of the country in the community of nations.
2. The goals of the Bilingual Education Policy shall be:
 1. Enhanced learning through two languages to achieve quality education as called for by the 1987 Constitution;
 2. the propagation of Filipino as a language of literacy;
 3. the development of Filipino as a linguistic symbol of national unity and identity;
 4. the cultivation and elaboration of Filipino as a language of scholarly discourse that is to say, its continuing intellectualization; and
 5. the maintenance of English as an international language for the Philippines and as a non-exclusive language of science and technology.
3. Filipino and English shall be used as media of instruction, the use allocated to specific subjects in the curriculum as indicated in Department Order No. 25, s. 1974.
4. The regional languages shall be used as auxiliary media of instruction and as initial language for literacy where needed.
5. Filipino and English shall be taught as language subjects in all levels to achieve the goals of bilingual competence.
6. Since competence in the use of both Filipino and English is one of the goals of the Bilingual Education Policy, continuing improvement in the teaching of both languages, their use as media of instruction and the specification shall be the responsibility of the whole educational system.



7. Tertiary level institutions shall lead in the continuing intellectualization of Filipino. The program of intellectualization, however, shall also be pursued in both the elementary and secondary levels.
8. The Department of Education, Culture and Sports shall cooperate with the National Language Commission which, according to the 1987 Constitution, shall be tasked with the further development and enrichment of Filipino.
9. The Department of Education, Culture and Sports shall provide the means by which the language policy can be implemented with the cooperation of government and non-government organizations.

The Department shall program funds for implementing the Policy, in such areas as materials production, in-service training, compensatory, and enrichment program for non-Tagalogs, development of a suitable and standardized Filipino For classroom use and the development of appropriate evaluative instruments.

The communicative systems approach to analyze teachers' contributions to relationships with students their behavior can be considered a form of communication. Three definitions of communicative behavior can be distinguished. In the first, behavior is called communication only if the sender and receiver perceive the same meaning. A second definition considers behavior to be communicative whenever the sender consciously and purposefully intends to influence someone else. We adopt the third and most comprehensive definition that considers as communication every behavior that someone displays in the presence of someone else. This choice is an element of the so-called 'systems approach' (Watzlawick, Beavin, & Jackson 1967), that assumes that one cannot not communicate when in the presence of someone else, whatever a person's intentions are, the others will infer meaning from this behavior. For example, if teachers ignore students' questions because they do not hear them, then students (e.g., might infer that the teacher is too busy, that the teacher thinks that the students are too dull to understand, or that the teacher considers the questions to be impertinent). The message that students take from the teacher's inattention can often be different from that which the teacher intends. In the systems approach to communication, the focus is on the effects of someone's actions on the other. It focuses on the pragmatic aspects, that is pragmatic as to of the effects on the other



involved. We will now discuss several features of this approach that include two aspects and three levels of communication, the cyclical character of exchanges of communication, and the frequent disagreement about who is responsible for problems in communication. We conclude with an emphasis on perceptions following from this pragmatic aspect.

Content and relationship According to the systems approach, every form of communication has a content and a relation aspect (Watzlawick et al., 1967), also referred to as the report and the command aspects of behavior (cf. La France & Mayo, 1978). The content conveys information or description; the relational aspect carries instructions about how to interpret the content. Therefore, in a class, teacher and students often relate in ways that are outside the subject matter (content).

Message, interaction and pattern within the systems approach to communication, three levels of communication are distinguished. The lowest level consists of one single unit of behavior, the message level, with a content and relation aspect. For instance, the words, 'I want to help you to learn,' can be combined with either a smile or a frown. In the latter case, the interpersonal aspect of this communication may be perceived as: 'I think you are too stupid to learn' (Marshall & Weinstein, 1986). A series of exchanged interpersonal messages is called an interaction, the second communicative level. An example of an interaction occurs when the teacher asks a specific student a question, and the student ignores the teacher. The teacher then asks another student the same question, without paying any further attention to the first student. The students in the class will perhaps understand from this event that the teacher wants to avoid a confrontation with the first student. Therefore, they may expect that they can determine their own activities without a very high risk of confronting the teacher. When after a while, the exchange of interpersonal messages becomes cyclic, and when action and reaction (or cause and effect) are hard to distinguish, then recurrent patterns can be identified in the exchange of messages. This is the most extended level of communication, the pattern level. The longer the students and the teacher interact the more their behavior will become predictable, since their mutual expectations get confirmed and reconfirmed, and thus these will be regarded as the norm and form a stable basis for reactions.



STATEMENT OF THE PROBLEM

This undertaking is designed to show the comparative evaluation of students of the teaching communication skills of the faculty members of the College of Business, Entrepreneurship and Accountancy. Specifically, it sought to find an answer to the following questions:

1. What is the profile of the student-respondents in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 year level
 - 1.4 program enrolled
2. What is the evaluation of the student-respondents on the teaching communicative skills of the tenured and non tenured faculty members?
3. Is there a significant relationship between the evaluations of the student-respondents on the teaching communicative skills of tenured and non-tenured faculty when grouped according to program?
4. Is there a significant difference on the evaluations of the student-respondents on the teaching communicative skills of tenured and non-tenured faculty when grouped according to their personal profile?

HYPOTHESES

This study was guided by the following hypotheses:

1. That there is no significant relationship between the evaluations of the student-respondents on the teaching communicative skills of tenured and non-tenured faculty when grouped according to program.
2. That there is no significant difference on the evaluations of the student-respondents on the teaching communicative skills of tenured and non-tenured faculty when grouped according to their personal profile.

METHODOLOGY

This study attempted to ascertain and compare the teaching communication skills of tenured and non-tenured faculty members of the College of Business, Entrepreneurship and



Accountancy as evaluated by the students using the descriptive correlational method of research. Respondents of the study were the senior students of all the program offerings of the College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean and in the analysis and interpretation of the evaluation of the student-respondents as regards the teaching communicative skills of the faculty members, the weighted mean, the chi-square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part 1 consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents' evaluation on the teaching communicative skills. This modified data gathering tool was patterned from the Teachers Behavioral Inventory tool used by the University of Cagayan Valley.

STATISTICAL TOOLS

The profile of the respondents was analysed using the simple frequency count and percentage. In the analysis and interpretation of the evaluation of the respondents as regards to the teaching communicative skills, the weighted mean was used which is calculated by the equation:

$$X = \frac{WX}{N} \quad \text{where:}$$

X = frequency

WX= weighted mean

N = population

F = sum of the frequency

The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	94%--100%	Excellent
4	88%--93%	Very Satisfactory
3	82%--87%	Satisfactory
2	76%--81%	Fair/Needs Improvement
1	70%--75%	Poor



To test any significant relationship between the evaluations of the student-respondents on the teaching communicative skills of tenured and non-tenured faculty when grouped according to program, the chi-square was utilized.

To test any significant difference on the evaluations of the student-respondents on the teaching communicative skills of tenured and non-tenured faculty when grouped according to their personal profile, the chi-square was utilized.

RESULTS AND DISCUSSIONS

Table 1.a: Frequency and Percentage Distribution of Respondents as to Program

<i>Programs</i>	<i>Frequency</i>	<i>Percentage</i>
Bachelor of Science in Accountancy	86	35.25
Bachelor of Science in Accounting Information System	39	15.98
Bachelor Science in Entrepreneurship	36	14.75
Bachelor of Science in Business Administration- FM	41	16.80
Bachelor of Science in Business Administration –MM	42	17.22
TOTAL	244	100.00

Table 1.a presents the frequency and percentage distribution of the respondents as to program. It revealed in the table there were two-hundred and forty-four (244) respondents with the Bachelor of Science in Accountancy having the highest frequency of eighty-six (86) or 35.25 percent and with the Bachelor of Science in Entrepreneurship with the least frequency of thirty-six (36) or 14.75 percent.

Table 1.b: Frequency and Percentage Distribution of Respondents' Profile as to Age

AGE VARIABLE	BSACC		BSAIS		ENTREP		BSBA FM		BSBA MM	
	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age
17	0	00.00	2	05.13	1	2.78	0	00.00	0	00.00
18	30	34.88	10	25.64	12	33.33	13	31.71	13	30.95
19	52	60.47	26	66.67	18	50.00	26	63.41	29	69.05
20	4	04.65	1	02.56	5	13.89	2	4.88	0	0.00
TOTAL	86	100.00	39	100.00	36	100.00	41	100.00	42	100.00
<i>Mean Age</i>										

The frequency and percentage distribution of respondents as to age is shown in table 1.b. As revealed in the table, majority of the respondents in the five (5) programs belong to the age



of nineteen years old (19). The data imply that majority of the respondents are already in the early adulthood stage where they are energetic, idealistic, enthusiastic and full of ambition and in the stage where they are discovering their potentials as well as establishing their personal identity as future career individuals.

Table 1.c: Frequency and Percentage Distribution of Respondents' Profile as to Sex

SEX VARIABLE	BSACC		BSAIS		ENTREP		BSBA FM		BSBA MM	
	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age
Male	22	31.91	5	12.82	15	44.12	7	17.07	3	7.14
Female	64	68.09	34	87.18	21	55.88	34	82.93	39	92.86
TOTAL	86	100.00	39	100.00	36	100.00	41	100.00	42	100.00

Table 1.c presents the frequency and percentage distribution of respondents as to sex. As shown in the table, majority of the respondents in all of the five (5) programs are females, an implication that women in this technological era are no longer confined in the house but are building their future careers as professional individuals and as partners in the development of their chosen fields. Further, this data imply that with the advent of gender equality, women are beginning to make their presence in every field an evidence of their participation.

Table 2.2.a: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Communication Skills of Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Uses language appropriate to the level of the students	4.17	4.08	4.71	4.24	4.38
Speaks loud enough to be heard by everybody in the room	4.15	4.33	4.41	4.61	4.33
Is proficient orally and written in the language used as the medium of instruction	3.98	4.03	4.59	4.34	3.95
Speaks clearly	4.04	4.46	4.50	4.46	4.24
Maintains eye contact with the students when speaking	4.11	4.28	4.47	4.49	4.26
General Weighted Mean	4.09	4.24	4.54	4.43	4.23

The table showed the summary of the item mean distribution of the respondents' evaluation with regard to the communication skills of tenured faculty members per



program. As revealed in the table, all of the respondents of the four programs have rated the tenured faculty members as **excellent**, except in the case of the respondents of the Bachelor of Science in Accountancy who have evaluated the performance of the tenured faculty members as to communication skills **very satisfactory** with an item mean of **4.09**. This implies that the tenured faculty members are very proficient in the medium they used in the delivery of their subject matter in the class, thereby assimilation of the lesson is assured.

Table 2.2.b: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Communication Skills of Non-Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Uses language appropriate to the level of the students	4.23	4.13	4.47	4.30	4.26
Speaks loud enough to be heard by everybody in the room	3.60	4.13	4.36	4.32	3.98
Is proficient orally and written in the language used as the medium of instruction	3.85	4.10	4.47	4.22	4.05
Speaks clearly	3.79	4.31	4.44	4.35	4.26
Maintains eye contact with the students when speaking	3.91	4.46	4.42	4.38	4.29
General Weighted Mean	3.88	4.23	4.43	4.31	4.17

The table showed the summary of the item mean distribution of the respondents' evaluation with regard to the communication skills of the non-tenured faculty members per program. As revealed in the table, the highest evaluation with an item mean of 4.43 or **excellent** was evaluated by the respondents of the Bachelor of Science in Entrepreneurship followed by the respondents of the Bachelor of Science in Business Administration major in Financial Management with an item mean of 4.31 and the Bachelor of Science in Accounting Information System with a rating of 4.23. The data imply that the non-tenured faculty are performing excellently in the delivery of their lessons utilizing their proficiency and skills in communication. On the other hand, the respondents of the other programs evaluated the non-tenured faculty members very satisfactory with an item mean of 4.17(BSBA-MM), 3.88 (BSAcc). This implies that the respondents considered the communication skills of their instructors as very satisfactory.



Table 3.a: Summary of the Test of significant relationship between the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured faculty members when grouped according to program

Dimensions	Program	Mean	Df	F-value	P-value	Decision
Communication skills	BSAC	4.09	243	5.33	0.000	Reject
	BSAT	4.24				
	ENTREP	4.54				
	FM	4.43				
	MM	4.23				

As shown from the table, results on the evaluations of the respondents of the different programs on the tenured faculty members revealed that there is a significant relationship between their evaluations on the communication skills of the tenured faculty members, thus the hypothesis is rejected. The data imply that when the respondents are grouped according to programs, there is a significant difference in the evaluation of the communication skills of the tenured faculty members.

Table 3.b: Summary of the Test of significant relationship between the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of non-tenured faculty when grouped according to program

Dimensions	Program	Mean	Df	F-value	P-value	Decision
Communication skills	BSAC	3.88	243	6.19	0.000	Reject
	BSAT	4.23				
	ENTREP	4.43				
	FM	4.31				
	MM	4.17				

As shown from the table, results on the evaluations of the respondents of the different programs on the non-tenured faculty members revealed that there is a significant relationship between their evaluations on communication skills of the non-tenured faculty members, thus the hypothesis is rejected. The data imply that when the respondents are grouped according to programs, there is a significant difference in the evaluation of the communication skills of the non-tenured faculty members.



Table 4.a.1: Summary of the Test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured faculty when grouped according to sex

Dimensions	Sex	Mean	SD	df	T-value	P-value	Decision
Communication skills	Male	4.61	0.47	242	5.151	0.000	Reject
	Female	4.17	0.57				

Table 4.1.a revealed the summary of the test of significant difference on the evaluations of the student-respondents on the communication skills of tenured faculty when grouped according to sex. The data showed that communication skills of the faculty members where the computed P-value of .000 is lower than .05 level of significance, the hypothesis is rejected. This implies that along the communication skills, the profile of the respondents as to sex has a significant difference when evaluating this aspect of the tenured faculty members.

Table 4.a.2: Summary of the Test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of non- tenured faculty when grouped according to sex

Dimensions	Sex	Mean	SD	df	T-value	P-value	Decision
Communication skills	Male	4.52	0.37	242	5.173	0.000	Reject
	Female	4.09	0.56				

Table 4.1.b revealed the summary of the test of significant difference on the evaluations of the student-respondents on the communication skills of non-tenured faculty when grouped according to sex. The data showed that the communication skills of the faculty members where the computed P-value of .000 s lower than .05 level of significance, the hypothesis is rejected. This implies that along the communication skills of the faculty members, the profile of the respondents on sex has a significant effect on the evaluation of the communication skills of the non –tenured faculty members.



Table 4.b.1: Test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured faculty when grouped according to age

Dimensions	Age	Mean	df	F-value	P-value	Decision
Communication skills	17	4.53	243	4.79	0.003	Reject
	18	4.43				
	19	4.16				
	20	4.42				

Table 4.b.1 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the communication skills of tenured faculty when grouped according to age. The data showed that along the area of communication skills where the computed P-value of .003 is lower than .05 level of significance, the hypothesis is rejected. This implies that along the area communication skills, the profile of the respondents on age has a significant effect on the evaluation of the area of the tenured faculty members.

Table 4.b.2: Test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of non-tenured faculty when grouped according to age

Dimensions	Age	Mean	df	F-value	P-value	Decision
Communication skills	17	4.27	243	3.32	0.021	Reject
	18	4.34				
	19	4.10				
	20	4.18				

Table 4.b.2 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the communication skills of non-tenured faculty when grouped according to age. The data showed that the computed P-value of .021 is lower than .05 level of significance, the hypothesis is rejected. This implies that the profile of the respondents on age has a significant effect on the evaluation of the communication skills of the non-tenured faculty members.

CONCLUSION

With the conduct of this study, results have led to the conclusion that the profiles of the respondents along sex, age and program have a significant effect on the evaluation of the



respondents on the communications skills of both the tenured and the non-tenured faculty members.

RECOMMENDATIONS

In the light of the foregoing conclusion, it is strongly recommended that the faculty members, both the tenured and the non-tenured should undertake measure that will improve their communication skills especially in the delivery of their subject lessons. Further, faculty members should attend seminar or trainings in line with improving their communication skills.

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