

**INFLUENCE OF INTERPERSONAL COMMUNICATION ON SECONDARY
SCHOOL STUDENTS LEARNING OUTCOMES IN BENIN METROPOLIS**

BY

Praise El-Shaddai ESEIWI

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MARCH 2025

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF
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OF SCIENCE EDUCATION (B.Sc. (Ed) DEGREE IN SOCIAL STUDIES.**

MARCH 2025.

CERTIFICATION

We the undersigned, certify that this study was carried out by **Praise El-Shaddai ESEIWI**, a student of the Department of Curriculum and Instructional Technology, Faculty of Education, and University of Benin, Benin city.

Dr F.O Ahanor
(Project Supervisor)

Date

Dr (Mrs) I.K Oteze
(Project Coordinator)

Date

Prof. F.O Idehen
(Head of Department)

Date

DEDICATION

This project is dedicated to God Almighty for making me to have gone through this programme successfully. The finance and whatever it took me to achieve this could have been impossible, but God made all things work out.

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ABSTRACT

The impact of interpersonal communication on student learning outcomes in Benin Metropolis secondary schools is investigated in this study. The study primarily looks into how students' academic performance, engagement, and overall learning experience are affected by peer, teacher, and nonverbal communication.

About 12,000 students from 47 public secondary schools made up the population, and a descriptive survey research design was used. A basic random sampling method was used to choose 180 students from nine chosen schools. A systematic questionnaire was used to gather the data, and descriptive statistics like mean and standard deviation were used for analysis.

The study's conclusions showed that students' learning results are highly impacted by interpersonal communication. Peer communication encourages cooperation and knowledge exchange, which improves performance, while effective teacher-student communication increases understanding, motivation, and academic success. Furthermore, it has been discovered that nonverbal cues including teachers' eye contact, gestures, and facial expressions enhance student comprehension and engagement. Recommendations were offered in light of these findings, which included strengthening teacher preparation on effective communication techniques, encouraging organized peer interactions, and boosting teachers' use of nonverbal clues to increase student involvement. To maximize academic results, schools are urged to incorporate the development of communication skills into teacher preparation and student learning initiatives.

CHAPTER ONE

INTRODUCTION

Background of the Study

Secondary school students' learning outcomes are now a major focus of scholarly research and are important markers of academic performance. A variety of educational accomplishments, such as academic performance, cognitive growth, and behavioral modifications, are included in student learning outcomes. Numerous elements in the learning environment influence these results, and interpersonal communication is one of the most important ones. One important factor in improving student learning outcomes has been found to be effective communication in the classroom (Brown, 2019). Peer communication, teacher-student interactions, and nonverbal exchanges are only a few of the different levels of communication that take place, and each one adds in a different way to the educational experiences of the students.

Since it has a direct impact on how students absorb, comprehend, and apply knowledge, teacher-student communication is essential to the educational process. Students' comprehension and retention of the material can be greatly improved by teachers' clear instructional communication and prompt, helpful feedback (Anderson & Bolton, 2017). Additionally, students are more likely to ask questions, participate in discussions, and get a deeper understanding of the material being taught when teachers are personable and encourage open channels of communication (Miller & Bailey, 2018). This dynamic

teacher-student relationship emphasizes how crucial good communication is to creating a supportive learning environment.

Another important factor in determining how well pupils learn is peer contact. It has been demonstrated that collaborative learning settings, in which students actively participate in group projects and peer tutoring, enhance both academic achievement and social skills (Johnson & Johnson, 2016). Peer communication allows students to challenge one another's views, share ideas, and support one another, all of which can improve cognitive and affective outcomes. Furthermore, students' enthusiasm and involvement in learning activities are influenced by the caliber of their peer interactions, which further enhances their overall academic performance (Jones & Jones, 2021).

Another essential element of the interpersonal communication process in schools is nonverbal communication. Students' comprehension and involvement can be impacted by teachers' body language, gestures, and facial expressions, which can either support or contradict spoken information. Positive nonverbal cues from teachers, such smiling and keeping eye contact, can, for instance, foster a more friendly and encouraging learning atmosphere in the classroom and motivate students to actively participate in class discussions (Peterson, 2017). In a similar vein, students' social interactions and educational experiences can be influenced by their nonverbal communication with teachers and peers.

The learning outcomes of secondary school pupils are greatly impacted by interpersonal

contact in the classroom. The many facets of communication, including as peer and teacher interactions and nonverbal exchanges, all work together to influence students' social and academic experiences. It is impossible to overestimate the importance of good interpersonal communication as educational institutions look for methods to enhance student learning outcomes (Williams & Taylor, 2022). Developing instructors' and students' communication skills is crucial to fostering an environment that supports learning and academic achievement.

Statement of the Problem

Many schools in Benin Metropolis still struggle to fully utilize interpersonal communication, despite the fact that it is acknowledged to be crucial in determining the learning outcomes of secondary school pupils. These difficulties can take many different forms, such as poor peer relationships, inefficient teacher-student communication, and a lack of use of nonverbal cues. These communication breakdowns have been connected to less than ideal learning outcomes, which include students' poor behavioral adaptations, limited cognitive development, and poor academic performance. The learning process depends on instructors and students having effective contact, yet many Benin Metropolis teachers find it difficult to create channels of communication that are both open and efficient. According to research by Anderson and Bolton (2017), improving student comprehension and retention requires clear instruction and helpful criticism. The larger backdrop of communication difficulties that occur in diverse classroom settings, especially those with large class sizes and resource restrictions, was

not well addressed by their study, though. The systemic problems that impede effective teacher-student communication, such as insufficient teacher training on interactive teaching methods and the absence of ongoing support for teachers in putting these methods into practice, have not been adequately addressed by professional development programs that have attempted to improve teacher communication skills. Another essential element of students' educational experiences is peer interaction. According to Johnson and Johnson (2016), collaborative learning settings that allow students to work in groups and receive peer tutoring can greatly improve their social and intellectual abilities. Their study, however, mostly ignored the unstructured peer interactions that take place outside of the classroom and their influence on learning outcomes in favor of organized group activities. While some schools in Benin Metropolis have implemented peer tutoring programs, these efforts frequently lack the framework and assistance needed to be completely successful. Furthermore, peer group social dynamics like bullying and peer pressure have not received enough attention, which results in unfavorable peer communication that may jeopardize kids' academic performance.

Body language, facial emotions, and gestures are examples of nonverbal communication that is essential for enhancing spoken messages and fostering a positive learning atmosphere. According to Peterson (2017), teachers' positive nonverbal cues can increase students' participation and engagement in class. The study did not, however, examine the

possible drawbacks of nonverbal communication, such as how instructors' unintentionally offensive body language may deter students from participating. The significance of nonverbal communication is not well understood or taught in many Benin Metropolis schools, which results in lost chances to improve student learning through this medium.

This study seeks to fill this gap by examining the influence of interpersonal communication specifically teacher-student communication, peer communication, and non-verbal communication on the learning outcomes of secondary school students in Benin Metropolis, with a focus on identifying the barriers to effective communication and proposing strategies to address these challenges.

Research Question

The following research question was raised to guide this study;

1. What is the influence of interpersonal communication on students learning outcomes in secondary schools in Benin Metropolis?
2. What is the influence of Teacher-Student communication on students learning outcomes in secondary schools in Benin Metropolis?
3. What is the influence of Peer Communication on students learning outcomes in secondary schools in Benin Metropolis?
4. What is the influence of non-verbal communication students learning outcomes in secondary schools in Benin Metropolis?

Purpose of the Study

The main purpose of this study is to assess the influence of interpersonal communication on student learning outcomes of secondary school students in Benin Metropolis, the specific purpose of this study is to;

1. ascertain the influence of interpersonal communication on students learning outcomes in secondary schools in Benin Metropolis.
2. find out influence of Teacher-Student communication on students learning outcomes in secondary schools in Benin Metropolis.
3. assess the influence of Peer Communication on students learning outcomes in
4. secondary schools in Benin Metropolis.
5. determine the influence of non-verbal communication students learning outcomes in secondary schools in Benin Metropolis.

Scope/Delimitation of the Study

The scope of this study is focused on exploring the influence of interpersonal communication on the learning outcomes of secondary school students in Benin Metropolis. The study covers the key aspects of interpersonal communication, including teacher-student communication, peer communication, and non-verbal communication. The research is delimited to secondary schools within Benin Metropolis, a region known for its diverse educational landscape, making it an ideal setting for examining the impact of communication on student learning outcomes.

The study period is restricted to the 2023/2024 academic session, allowing for a comprehensive analysis of recent trends and developments in interpersonal communication within the educational environment. The study population comprises secondary school students in Benin Metropolis, with the sample selected from various schools representing different socio-economic backgrounds and educational contexts. This approach ensures that the findings are relevant and applicable to a broad range of educational settings within the metropolis.

Data collection will involve the use of structured questionnaires with students and teachers, focusing on their experiences and perceptions of communication practices in the classroom. While the study provides valuable insights into the role of interpersonal communication in education, it is important to note that it is limited to the specific context of Benin Metropolis. The findings may not be fully generalizable to other regions or educational settings with different cultural, social, or economic conditions. Additionally, the study focuses on the communication practices within the school environment and does not extensively explore external factors such as family communication or community influences on student learning outcomes.

Significance of the Study

The study on the influence of interpersonal communication on secondary school students' learning outcomes in Benin Metropolis is significant for several reasons:

Educational Institutions: This research provides valuable insights for schools and educational administrators regarding the critical role of interpersonal communication in shaping students' learning outcomes. By understanding how teacher-student interactions, peer communication, and non-verbal communication influence academic performance, schools can develop targeted interventions to enhance communication practices. This includes professional development programs for teachers focused on effective communication skills, fostering a collaborative learning environment, and utilizing non-verbal cues to improve student engagement and understanding.

Teachers: For teachers, the findings of this study highlight the importance of clear and effective communication in the classroom. It underscores the need for teachers to not only convey information effectively but also to be attuned to students' non-verbal cues and foster positive peer interactions. This can lead to improved student-teacher relationships, higher levels of student engagement, and ultimately better learning outcomes. The study can also guide teachers in developing strategies to encourage open communication and active participation among students, thereby enhancing the overall learning experience.

Students: Students stand to benefit directly from the insights gained through this study. By recognizing the impact of interpersonal communication on their academic success, students can be encouraged to actively participate in peer discussions, seek clarification from teachers, and engage in non-verbal communication that fosters a positive learning

environment. Understanding these dynamics empowers students to take a more active role in their education, leading to improved academic performance and personal development.

Parents: The study also holds significance for parents, as it highlights the importance of fostering good communication habits at home. Parents who understand the influence of interpersonal communication on learning outcomes can better support their children's academic endeavors by encouraging open dialogue about school experiences, promoting positive peer interactions, and helping their children develop strong communication skills.

Policy Makers: For policymakers, the research offers evidence-based insights into the importance of communication in education. This can inform policies and programs aimed at improving teacher training, curriculum development, and student support services. By prioritizing communication skills as a core component of educational practices, policymakers can contribute to enhancing the overall quality of education in Benin Metropolis and beyond.

Definition of Terms

Interpersonal Communication: This refers to the process of exchanging information, ideas, and feelings between individuals through verbal and non-verbal methods. In the context of this study, it includes the communication that occurs between teachers and students, as well as among peers in the school environment.

Student Learning Outcomes: These are the measurable educational achievements of students, encompassing academic performance, cognitive development, and behavioral adjustments. The outcomes serve as indicators of the effectiveness of the educational process.

Teacher-Student Communication: This term refers to the interactions that occur between teachers and students within the educational setting, including the exchange of information, feedback, and support. Effective teacher-student communication is crucial for enhancing student understanding and academic success.

Peer Communication: Peer communication refers to the interactions that take place among students, often in the context of collaborative learning activities, group work, or informal social interactions. It plays a significant role in shaping students' academic and social experiences.

Non-Verbal Communication: Non-verbal communication involves the transmission of information and meaning without the use of words, including body language, facial expressions, gestures, and eye contact. In the school setting, non-verbal communication can influence how students perceive and engage with the learning environment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the related literature of the study under the following subheadings;

- Theoretical Framework
- Students Learning Outcome
- Interpersonal Communication
- Influence of interpersonal communication on students learning outcomes
- Influence of Teacher-Student communication on students learning outcomes
- Influence of Peer Communication on students learning outcomes
- Influence of non-verbal communication on students learning
- Summary of Reviewed Literature

Theoretical Framework

The social learning theory serves as the foundation for our investigation. Developed in 1977, Albert Bandura's Social Learning Theory provides a thorough account of how people pick up behaviors, attitudes, and information through interaction and observation in their social surroundings. This hypothesis posits that individuals learn vicariously through seeing others rather than exclusively from their own experiences. Bandura popularized the concept of observational learning, which holds that people pick up behaviors by imitating and observing role models. According to Bandura, there are

multiple steps in the learning process: observing the behavior, remembering it, replicating it, and being motivated to do it.

The three main elements of social learning theory are the context in which learning takes place, individual cognitive factors (such as ideas and perceptions), and the behavior itself.

According to Bandura, a large portion of human learning occurs in a social setting where social interactions and interpersonal communication are crucial. Both verbal and nonverbal communication help people acquire the attitudes, actions, and abilities that influence their growth.

This hypothesis is especially pertinent to the investigation of interpersonal communication and how it affects the learning outcomes of secondary school pupils in Benin Metropolis. The learning process in secondary schools depends on students and teachers communicating effectively with one another. Students' everyday social and communication interactions have a significant impact on how they develop academically. The study's goal of examining how interpersonal communication affects students' learning outcomes is clearly aligned with Bandura's emphasis on learning through social engagement.

This study is a good fit for the Social Learning Theory since it emphasizes how crucial the social environment is in influencing learning. Students regularly see the communication styles and instructional strategies of their teachers throughout secondary school, which has a big impact on how they learn. In a similar vein, peer relationships

facilitate information sharing and academic growth. These verbal and nonverbal communication methods are effective means of observing, copying, and remembering what has been taught. The approach also emphasizes how important motivation is to learning. Students are motivated to actively participate in the learning process when they receive effective interpersonal communication, such as encouragement from classmates or positive reinforcement from teachers. This is in line with the study's goal, which is to determine how students' academic performance is impacted by communication techniques in the classroom. While bad communication might impede academic development, excellent communication encounters can improve learning results, according to Bandura's hypothesis.

An adequate and perceptive framework for researching how interpersonal communication affects learning outcomes among secondary school students in Benin Metropolis is provided by social learning theory. The study's goals are precisely aligned with the theory's emphasis on observational learning, the value of social contact, and the part incentive plays in learning. The study can offer a greater understanding of how communication dynamics in the classroom can enhance or diminish students' academic progress by putting Bandura's theory to use.

Students Learning Outcome

The knowledge, abilities, attitudes, and values that students should gain from their educational experiences are referred to as their learning outcomes. These results are

important markers of how well teaching and learning procedures work as well as how well education is generally. Because they offer quantifiable objectives that assist educators, students, and stakeholders in evaluating academic performance, learning outcomes are crucial. With several educational reforms and regulations highlighting the need to improve students' academic performance and holistic development, the emphasis on learning outcomes has increased dramatically in modern education. Numerous elements influence these results, such as instructional strategies, curriculum development, student involvement, evaluation systems, and the socioeconomic and cultural environments in which kids are educated. The preparation of students to contribute both as individuals and as community members is one of education's main goals. Consequently, learning outcomes include not only academic performance but also critical thinking, problem-solving, emotional intelligence, communication, and ethical comprehension. Biggs and Tang (2011) point out that in order to guarantee that students' educational experiences result in the desired competences, learning outcomes should be in line with instruction and evaluation. This all-encompassing method of instruction emphasizes how important it is to take into account a range of results when assessing students' progress. The quality of education has a significant impact on students' learning outcomes. Positive student results are highly associated with excellent teaching, according to research. Hattie (2015) asserts that students' academic performance is greatly improved by teachers' capacity to engage students, offer helpful criticism, and create a positive learning

environment. Students are given the chance to apply their knowledge, engage fully with the material, and gain a sense of ownership over their education when teachers use student-centered teaching strategies like active learning and collaborative teaching. These approaches stand in contrast to conventional teacher-centered models that prioritize rote memorization, which have been demonstrated to be less successful in fostering critical thinking and long-term comprehension (Freeman et al., 2014).

The curriculum is crucial in determining learning outcomes in addition to the caliber of education. For students from a variety of backgrounds to attain the desired results, the curriculum's design and content must be inclusive, challenging, and relevant. The necessity for curricula to reflect 21st-century abilities, such as digital literacy, creativity, teamwork, and global awareness, has been highlighted by recent educational reforms in a number of nations (OECD, 2019). These revisions acknowledge that the world is changing quickly and that students need to be prepared to manage a global society that is becoming more linked and complex. By motivating students to think critically, solve real-world problems, and participate in meaningful learning experiences, a well-designed curriculum that incorporates both academic material and skill development can support higher learning outcomes.

Another important element affecting students' learning outcomes is assessment techniques. In addition to measuring student progress, an effective evaluation offers comments that can direct instruction and assist students in becoming better performers.

Teachers can keep an eye on students' comprehension and modify their teaching methods by using formative evaluations, which are carried out throughout the learning process. It has been demonstrated that this kind of evaluation improves student learning by promoting ongoing development and offering chances for prompt intervention (Black & Wiliam, 2018). On the other hand, at the conclusion of a lesson, summative evaluations—like standardized tests—are usually used to gauge how well students have learned. Summative tests are frequently criticized for their limited focus on content knowledge and their incapacity to capture the entire range of learning outcomes, including critical thinking, creativity, and collaboration, even though they can offer useful information about students' achievement levels (Brookhart, 2017). Another important factor that influences learning outcomes is student involvement. The degree to which students actively participate in academic activities and are invested in their education is referred to as engagement. Kahu (2013) asserts that engagement is a complex idea including behavioral, emotional, and cognitive components. Behaviorally engaged students attend class on a regular basis, participate in class activities, and finish their homework. Students' attitudes toward learning, such as their motivation, interest, and sense of belonging, are all part of emotional involvement. Students' commitment to in-depth learning, demonstrated by their readiness to take on difficult assignments and persevere in the face of adversity, is referred to as cognitive engagement. Because engagement promotes motivation, in-depth comprehension, and academic performance, research indicates that highly engaged students are more likely to attain favorable

learning outcomes (Fredricks, Blumenfeld, & Paris, 2004). Peer interactions, teacher-student relationships, and the classroom environment are some of the variables that can affect student involvement. Fostering participation in the classroom requires a welcoming, inclusive atmosphere where students feel valued and encouraged. Students are more inclined to engage in active learning and take chances in their academic endeavors when they feel protected and appreciated (Jang, Kim, & Reeve, 2016). Strong teacher-student bonds also foster mutual respect, trust, and communication, all of which increase student engagement. Students can be inspired to participate more fully in their education by teachers who genuinely care about them and offer them tailored support (Roorda et al., 2011). Because collaborative learning activities encourage students to exchange ideas, solve issues together, and learn from one another, peer interactions are also crucial for engagement. The learning results of kids are also influenced by socioeconomic and cultural factors. Significant obstacles to academic performance are frequently faced by students from underprivileged homes or marginalized groups, such as restricted access to resources, subpar school infrastructure, and lower levels of parental support. Studies repeatedly demonstrate that socioeconomic status is a powerful indicator of academic success, with kids from wealthier families generally outperforming their less affluent counterparts (Sirin, 2005). This achievement disparity emphasizes how critical it is to address equity concerns in education so that every student, regardless of background, has the chance to thrive. Socioeconomic disadvantage's negative effects on learning outcomes can be

lessened by schools offering extra support services including tutoring, counseling, and mentorship programs (Ladd, 2012). Language, ethnicity, and customs are examples of cultural elements that affect learning results. If the curriculum does not represent their cultural experiences or if they do not receive sufficient support in their mother tongue, students from a variety of cultural backgrounds may find it difficult to access and interact with it. It has been demonstrated that by fostering more inclusive and pertinent learning environments, culturally responsive teaching—which acknowledges and honors students' cultural identities—improves learning results (Gay, 2018). Students are more likely to interact with the content and perform better academically when they believe that their identity is valued and that the curriculum reflects their culture and experiences. Another element that is becoming more and more significant in determining learning outcomes is technology. The way students learn and engage with knowledge has changed as a result of the quick development of educational technologies. Digital resources like interactive simulations, educational apps, and online learning platforms give students fresh chances to connect with material and hone their skills in novel ways. According to research, when used properly, technology can improve learning outcomes, especially when it comes to encouraging collaboration, individualized learning, and student engagement (Heggart & Yoo, 2018). The digital divide is still an issue, though, since kids from low-income households or those living in rural areas might not have as much access to technology as their peers.

When talking about students' learning outcomes, it is impossible to ignore the importance that parents and the home environment play. Academic performance has long been linked to parental involvement in a child's education. Better learning outcomes are a result of parents who are actively involved in their children's education, whether by communication with instructors, attending school functions, or offering homework assistance (Epstein, 2018). This involvement fosters a positive learning atmosphere at home, reinforcing educational values and motivating pupils to take their studies seriously. However, there are significant differences in parental involvement based on a number of variables, including parents' educational backgrounds, cultural norms, and socioeconomic status. All students' academic performance can be enhanced by schools that build solid relationships with parents and give them the tools they need to support their kids' education.

Numerous elements, such as curriculum design, assessment techniques, student engagement, socioeconomic and cultural contexts, technology, parental involvement, and instructional quality, all have an impact on students' learning results. These elements interact in intricate ways to influence children' general growth and academic success. Designing learning experiences that foster not only academic success but also the development of crucial abilities like communication, problem-solving, and emotional intelligence is becoming more and more important as educational institutions continue to change. Teachers may improve learning outcomes and set students up for success in the

twenty-first century by attending to the many needs of their pupils and establishing inclusive, stimulating, and encouraging learning environments.

Influence of Interpersonal Communication on Students' Learning Outcomes

Because it facilitates the sharing of values, knowledge, and skills among peers, teachers, and even larger learning communities, interpersonal communication is essential in educational contexts. Feedback, concept clarification, and idea sharing all take place within the framework of interpersonal contact, which is essential to the learning process. Social engagement and communication both within and outside of the classroom have a significant impact on learning, which goes beyond the mere cognitive acquisition of knowledge. Effective interpersonal connection in the classroom promotes greater levels of student engagement, enhanced comprehension, and better information retention, as noted by Titsworth and Mazer (2016).

Building relationships that inspire students and give them a sense of belonging in the classroom is based on effective communication in modern education. Open communication between students and their teachers and peers has been shown to increase the likelihood of positive learning outcomes. Furthermore, establishing an inclusive learning environment that acknowledges the various needs of students and fosters equal learning experiences also depends heavily on interpersonal communication.

Interpersonal communication in the classroom is fundamentally dynamic and involves both spoken and unspoken exchanges. Teachers lead debates, offer helpful criticism, and

explain difficult ideas using a variety of communication techniques. In a similar vein, students communicate with one another by exchanging ideas, challenging presumptions, and participating in cooperative learning exercises. A deeper and more comprehensive learning experience results from this network of communication contacts. Students are more likely to actively participate in class discussions, ask for assistance when necessary, and work together with their classmates if they feel heard and understood through interpersonal communication, claim Duran et al. (2020). These components are essential for improving problem-solving abilities, critical thinking, and general academic performance.

But not every communication technique produces favorable results. Inadequate feedback, imprecise directions, and poor communication can all hinder learning. This emphasizes how crucial interpersonal communication is to giving kids the best chance for academic success, both in terms of frequency and quality. In educational settings, interpersonal communication also considers the more general social and emotional dimensions of learning. A pleasant learning climate is facilitated by relationships between peers and teachers that are based on mutual respect, trust, and understanding. These exchanges help students develop the social-emotional skills necessary to balance their personal and academic life in addition to their academic progress.

Interpersonal communication has a significant and complex influence on learning outcomes. One of the main factors influencing student engagement, information

acquisition, and academic success in the classroom is effective communication. In order to create a communicative culture that improves learning outcomes, educational institutions must place a high priority on helping teachers and students improve their communication abilities (Martin, 2021).

Influence of Teacher-Student Communication on Students' Learning Outcomes

One of the most important elements affecting students' learning results is teacher-student communication. Students' motivation, engagement, academic achievement, and overall learning experience are all greatly impacted by the caliber of their interactions with their professors. In this context, communication is more than just sharing information; it also entails establishing rapport, providing direction, and fostering an atmosphere where students feel supported and inspired to think critically and share their opinions. Clarity, respect for one another, and responsiveness are the cornerstones of effective teacher-student communication. Students who believe their teachers are personable, compassionate, and open to open communication have a higher chance of succeeding, claim Frisby and Martin (2010). These educators do more than simply educate; they also pay attention to their students' worries, give prompt feedback, and modify their lesson plans to suit each student's unique learning style. Students feel more included and more confident in their academic skills because to this individualized approach. Feedback is one of the most important components of communication between teachers and students. Students can learn about their performance and opportunities for growth through feedback. According to studies, learning outcomes are improved when

constructive criticism is given in a timely and understandable manner (Hattie & Timperley, 2007). Students are given the chance to learn from their mistakes and make the required corrections in addition to being assisted in understanding what went wrong. Good performance can also be reinforced by positive comments, which motivates pupils to keep studying and aiming for academic achievement.

Students' motivation is also greatly influenced by the communication between teachers and students. Students are more likely to believe in their own skills and persevere in the face of academic problems when teachers set clear standards and offer the assistance they need. According to research by Wentzel (2010), pupils who have a good relationship with their professors are more likely to be motivated to learn and succeed academically. Furthermore, students' critical thinking and problem-solving abilities can be improved through efficient teacher-student communication. An interactive learning environment that fosters a better comprehension of the subject matter is produced by teachers who support candid conversations, pose challenging questions, and push their pupils to think critically. Constructivist learning, which holds that information is co-constructed through discussion and investigation rather than passively acquired, is consistent with this participatory method (Vygotsky, 1978).

Conversely, a lack of academic development, disinterest, and dissatisfaction can result from inadequate communication between teachers and students. Students' learning results may suffer when teachers don't communicate well because they may feel lost, abandoned,

or alienated. This emphasizes how crucial it is for instructors to have communication training and how they must cultivate strong interpersonal skills in order to build a good rapport with their students.

Communication between teachers and students is an essential component of the educational process. It is essential for encouraging critical thinking, giving feedback, and motivating pupils in addition to making the transfer of knowledge easier. Teachers can greatly improve their students' learning outcomes by using effective communication techniques (Wubbels et al., 2012).

Influence of Peer Communication on Students' Learning Outcomes

Another important element affecting learning outcomes is peer communication, or how students engage with one another in classroom situations. Peer communication through collaborative learning, group discussions, and peer feedback can improve academic performance by encouraging students to actively interact with the content and build a feeling of community.

Students can ask questions, discuss ideas, and challenge one another's thinking when they interact with their peers. In contrast to competitive or individualistic learning contexts, Johnson and Johnson (2009) claim that cooperative learning environments, in which students collaborate to accomplish shared objectives, result in higher levels of academic accomplishment. Students are encouraged to listen to diverse viewpoints, express what they understand, and exercise critical thinking through peer conversation. This procedure

enhances their comprehension of the subject matter and their capacity to use what they have learnt in novel situations.

Peer communication has several advantages, one of which is the growth of social skills, which are critical for academic achievement. Students gain collaboration, negotiation, and conflict resolution skills through their interactions with their peers—all of which are critical for group projects and future employment settings. Additionally, these social interactions foster a supportive learning atmosphere where students are at ease expressing their opinions and taking chances with their education.

Peer feedback is another benefit of peer communication, and it can be equally as beneficial as instructor feedback. Students learn how to offer and accept constructive criticism as well as acquire insights into their own learning processes as they evaluate and comment on each other's work. Peer feedback, according to Topping (2009), enables students to reflect on themselves and take charge of their education. In addition to improving students' comprehension of the material, this type of evaluation helps them become more adept at judging the caliber of their own work.

Peer contact can also aid in bridging the gap between students with varying academic skill levels. Higher-achieving students can assist their colleagues in a collaborative learning setting by elucidating ideas and offering advice, which is advantageous to both the tutor and the student. According to research, students who instruct others frequently

have a deeper comprehension of the subject matter since they must make their ideas clear and concise so that their peers may grasp them (Gillies, 2016). Peer communication, meanwhile, can also be difficult at times. Due to differences in communication skills, some students may dominate class conversations while others find it difficult to contribute. By establishing clear roles for group projects or employing structured discussion formats, teachers may guarantee that every student has the chance to participate in peer communication activities. Furthermore, peer relationships are not always constructive, and unfavorable social dynamics like exclusion or bullying can negatively impact kids' academic performance (Rubin et al., 2006). To establish a welcoming and inclusive learning environment, educators must keep an eye on peer communication and step in when needed.

To sum up, peer communication is an effective strategy for raising students' learning results. It encourages active interaction with the content, supports the growth of critical and social thinking abilities, and offers chances for peer review. Teachers can establish a learning environment that promotes academic success for all students by encouraging constructive and pleasant peer communication (Hattie, 2015).

Influence of Non-verbal Communication on Students' Learning

A vital but frequently disregarded component of communication in educational contexts is non-verbal cues, which include body language, gestures, eye contact, tone of voice, and facial expressions. Despite being generally regarded as secondary to verbal

communication, non-verbal cues are important for communicating attitudes, knowledge, and feelings. They can also have a big impact on students' learning results. Nonverbal communication is used by both teachers and students to improve the learning process. Teachers can utilize nonverbal communication to control classroom conduct, express approval or displeasure, and reinforce spoken instructions. Students can convey understanding, perplexity, interest, or disengagement through nonverbal communication. Understanding nonverbal cues is crucial for effective classroom communication since they contribute significantly to the total message being given (Mehrabian, 2007). Giving feedback is one of the most significant purposes of nonverbal communication in the classroom. To indicate whether pupils are on the correct track or require more explanation, teachers employ gestures, nods, and facial expressions. In turn, students give their teachers nonverbal cues about their level of engagement, confusion, and disinterest by their posture, eye contact, and facial expressions. A responsive learning environment is facilitated by this constant flow of nonverbal clues, allowing teachers and students to modify their behavior in response to feedback.

In order to foster rapport and healthy relationships between teachers and students, nonverbal communication is also very important. Teachers may foster a welcoming and inclusive learning atmosphere in the classroom by projecting warmth and approachability through their smiles, eye contact, and open body language. According to research by Allen et al. (2013), educators who employ constructive nonverbal communication have a

higher chance of encouraging student enthusiasm, engagement, and academic success. On the other hand, negative nonverbal cues like frowns, crossed arms, or lack of eye contact can convey a sense of disapproval or detachment, which can cause students to become anxious or disengaged.

Nonverbal communication is crucial for peer communication in addition to teacher-student interactions. During group projects and conversations, students might convey agreement, disagreement, interest, or misunderstanding using nonverbal cues. These indications guarantee that everyone has a chance to speak and help control the conversation's flow. By fostering a courteous and upbeat atmosphere where students feel free to express their opinions, effective nonverbal communication can also improve collaborative learning.

For pupils who have communication difficulties, such as those who have disabilities or language limitations, nonverbal communication is especially crucial. Nonverbal clues can help these kids understand the meaning of spoken instructions and offer more context. Teachers can better comprehend their students' needs and offer the right kind of support if they are aware of their nonverbal cues.

However, if cues are misunderstood or if nonverbal signals are employed differently in different cultures, nonverbal communication can occasionally result in misunderstandings. Teachers must be mindful of these possible differences and make sure that their nonverbal communication is inclusive and culturally sensitive. For instance, avoiding eye

contact may be interpreted as a sign of disrespect in some cultures, while in others it may be interpreted as a sign of disinterest or dishonesty (Matsumoto & Hwang, 2013). One effective strategy that has a big impact on students' learning outcomes is nonverbal communication. It is essential for building rapport, giving criticism, and improving peer communication. Teachers can establish a more responsive and encouraging learning environment that promotes academic success by being aware of their own nonverbal cues and sensitive to those of their students (Knapp, Hall, & Horgan, 2013).

Summary of Reviewed Literature

Numerous educational studies have thoroughly documented the study of interpersonal communication and its impact on the learning outcomes of secondary school pupils. Researchers concur that kids' academic, cognitive, and social development is greatly influenced by the use of nonverbal clues and good teacher-peer communication. But in spite of this agreement, there is still a big gap between theory and reality, especially in places like Benin Metropolis where schools still struggle to put good communication techniques into practice.

The significance of teacher-student communication in fostering improved learning outcomes has been emphasized by numerous scholars. For example, Anderson and Bolton (2017) highlighted that open communication channels, constructive criticism, and clear instruction are essential to students' comprehension and memory of the material. Their study does not, however, adequately address the structural obstacles that exist in

schools, such as big class numbers and inadequate teacher preparation, which hinder teachers from keeping up productive communication with their pupils, even if it emphasizes the importance of communication in learning. This restriction highlights a vacuum in the literature that needs more research on the structural problems that affect how students and teachers interact in less-than-ideal learning settings.

The literature on peer communication also emphasizes how crucial it is to group learning. Peer tutoring and organized group activities, according to Johnson and Johnson (2016), can greatly improve social and academic growth. However, their emphasis on formal peer interactions frequently ignores the impact of informal peer communication, which takes place outside of the classroom's controlled setting. In this environment, social dynamics, peer pressure, and the possibility of harmful interactions like bullying are not sufficiently examined. The lack of attention paid to how these casual contacts impact learning outcomes, especially in situations when students can encounter unfavorable peer pressures that impede their academic development, highlights the gap in the literature.

Another crucial area where there are clear gaps in the literature is nonverbal communication. While Peterson (2017) examined the advantages of teachers' positive nonverbal cues, including body language, facial expressions, and gestures, the study did not take into consideration the harm that poor nonverbal communication might do to pupils. Students may become discouraged from fully participating in the learning process

if teachers make inadvertent movements or facial expressions that show disapproval or lack of interest. Since there is little to no focus on this in teacher training programs, many educators in Benin Metropolis are ignorant of how their nonverbal communication can either facilitate or impede learning. This disparity suggests that additional targeted studies are required to fully understand how nonverbal communication contributes to a positive learning environment.

Furthermore, although a number of studies have recognized the value of communication in the classroom, few have looked at the complex interactions among peer interaction, non-verbal clues, and teacher-student communication. The majority of the material currently in publication frequently discusses these elements separately without examining their combined effects on students' learning results. Another example of a research gap is the dearth of thorough studies that incorporate all of these components in the setting of secondary schools in Benin Metropolis.

By providing a more thorough examination of the impact of interpersonal communication on students' learning outcomes in secondary schools located within Benin Metropolis, the current study seeks to close these gaps. This study aims to give a more comprehensive picture of the potential and difficulties in promoting successful communication in educational settings by concurrently analyzing peer interactions, teacher-student communication, and nonverbal communication. It also seeks to create implementable

solutions to enhance communication practices in schools, which will ultimately improve students' entire educational experience.

CHAPTER THREE METHODOLOGY

This chapter outlines the research methods and procedures adopted for this study. The following subheadings guide the chapter:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

This study adopts a descriptive survey design. The descriptive survey method is suitable for gathering data from a specific population to describe the current status of a phenomenon. In this case, the study focuses on the influence of interpersonal communication on the learning outcomes of secondary school students in Benin Metropolis. The design facilitates the exploration of teacher-student communication, peer communication, and non-verbal communication in their relationship to students' learning outcomes. The use of descriptive survey design also enables the collection of quantitative data from participants to generate insights regarding the effectiveness of communication in schools.

Population of the Study

The population for this study comprises 47 public secondary schools in Benin Metropolis, Edo State. This includes students enrolled in public secondary schools within the metropolis. Specifically, the focus will be on students in senior secondary school classes (SS1 to SS3) as they are more likely to have developed communication patterns and learning habits influenced by interpersonal interactions within the school environment. The estimated total population of secondary school students in the study area is approximately 12,000 students, based on records from the Ministry of Education (2024).

Sample and Sampling Techniques

The sample of this study consist of one hundred and eighty (180) students. The simple random sampling technique was used to select 9 schools from the 47 public schools in Benin Metropolis. This was done through balloting without replacement. 20 student was randomly selected from each of the school.

Table 3.1: Sample Distribution

S/N	Schools	LGA	No. of Male	No. of Female	Total
1.	Edokpolo Grammar School	Egor	10	10	20
2.	Asoro Grammar School	Oredo	10	10	20
3.	Ihogbe College	Oredo	10	10	20
4.	Eghosa Grammar School	Ikpoba-Okha	10	10	20
5.	Garrick Memorial Secondary School	Oredo	10	10	20
6.	Uselu Secondary School	Egor	10	10	20
7.	Immaculate Conception College	Oredo	10	10	20
8.	New Era College	Ikpoba-Okha	10	10	20
9.	Benin Technical College	Oredo	10	10	20
	Total		90	90	180

Research Instrument

The primary instrument for data collection is a structured questionnaire titled "Influence of Interpersonal Communication on Students' Learning Outcomes." The questionnaire is divided into two main sections:

- Section A: Demographic Information, which gathers data on the respondents' gender, age, school type, and class.
- Section B: This section consists of items related to the study's research questions, focusing on the influence of teacher-student communication, peer communication, and non-verbal communication on learning outcomes. Respondents will be asked to rate their experiences and perceptions on a 4-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument also includes an academic performance checklist, which will be used to assess the academic outcomes of the students. The checklist will measure variables such as students' test scores, class participation, and overall performance in the previous academic session.

Validation of the Instrument

The validity of the instrument was carried out by the researchers supervisor and two other expert from the Department of Curriculum and Instructional Technology, Faculty of Education. Their feedback will guide the revision of the items to enhance clarity, relevance, and coverage of the research questions. Content validity will be ensured by

aligning the items with the theoretical constructs of interpersonal communication and student learning outcomes.

Reliability of the Instrument

The reliability of the instrument will be determined using the Cronbach Alpha reliability test. A pre-test of the instrument will be conducted with 20 secondary school students who are not part of the main sample. The Cronbach Alpha coefficient was calculated to assess the internal consistency of the responses and a reliability coefficient of .821 was obtained.

Method of Data Collection

Data will be collected using the structured questionnaire and the academic performance checklist. The researcher will personally visit the selected schools and distribute the questionnaires to the participants. Permission will be obtained from the school principals, and the purpose of the study will be explained to the students. The confidentiality of their responses will be guaranteed. The questionnaires will be administered in the classroom setting and collected immediately after completion to ensure a high response rate.

Method of Data Analysis

The data collected will be analyzed using descriptive statistics, including mean, standard deviation, and simple percentages. These statistical tools will help in addressing the research questions by summarizing the participants' responses. Mean scores will be used to determine the central tendency of the responses, while standard deviations will indicate the variability in students' perceptions of the influence of communication on their

learning outcomes. Simple percentages will be employed to present demographic data and other key information.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is concerned with the presentation of results and discussion of findings.

Presentation of Results

Research Question 1: What is the influence of interpersonal communication on students learning outcomes in secondary schools in Benin Metropolis?

Table 1: Influence of Interpersonal Communication on Students Learning Outcomes in Secondary Schools in Benin Metropolis

Items	N	Mean	SD	Remark
Effective teacher-student communication enhances my understanding of subjects.	180	3.36	1.307	Agreed
When teachers provide clear instructions, it positively impacts my academic performance.	180	3.47	1.197	Agreed
Open communication with my teachers encourages me to participate more in class activities.	180	3.17	1.389	Agreed
Peer discussions and group work help me improve my academic performance.	180	3.32	1.250	Agreed
Teachers' verbal and non-verbal communication makes it easier for me to engage in learning.	180	3.29	1.303	Agreed
Cluster Mean		3.32	1.289	Agreed

Source: Field Survey, 2025.

Responses in Table 1 reveal that interpersonal communication plays a significant role in influencing students' learning outcomes in secondary schools in Benin Metropolis. The responses from 180 students reveal a general agreement on the positive impact of effective communication between teachers and students on academic performance. A mean score of 3.36 suggests that students believe clear and effective teacher-student communication enhances their understanding of subjects. Additionally, clear instructions from teachers are perceived to positively influence academic performance, as indicated by a mean score of 3.47. Furthermore, open communication with teachers encourages student participation in class activities, with a mean of 3.17, while peer discussions and group work are seen as beneficial to academic performance, scoring a mean of 3.32. The role of teachers' verbal and non-verbal communication in engaging students in learning is also acknowledged, with a mean of 3.29, The cluster mean of 3.32 and a standard deviation of 1.289 reflect a consistent agreement among students that interpersonal

communication is a crucial factor in enhancing their learning experiences and academic success.

Research Question 2: What is the influence of Teacher-Student communication on students learning outcomes in secondary schools in Benin Metropolis?

Table 2: Influence of Teacher-Student communication on students learning outcomes in secondary schools in Benin Metropolis

Items	N	Mean	SD	Remark
My academic performance improves when teachers explain difficult concepts clearly.	180	3.50	1.191	Agreed
Teachers who provide constructive feedback on assignments enhance my learning outcomes.	180	3.26	1.178	Agreed
Teachers who encourage questions help me better understand the subject matter.	180	3.38	1.235	Agreed
Frequent interaction with my teachers increases my motivation to perform well academically.	180	3.29	1.292	Agreed
My ability to retain information improves when teachers communicate effectively during lessons.	180	2.80	1.295	Agreed
Cluster Mean		3.24	1.238	Agreed

Source: Field Survey, 2025.

Responses from table 2 reveals that teacher-student communication has a significant influence on students' learning outcomes in secondary schools in Benin Metropolis. The responses from 180 students indicate a general agreement that clear explanations of difficult concepts by teachers improve academic performance, with a mean score of 3.50. Similarly, constructive feedback on assignments is perceived to enhance learning outcomes, as shown by a mean of 3.26. Encouraging students to ask questions also contributes to better understanding, with a mean of 3.38. Moreover, frequent interaction with teachers is associated with increased academic motivation, reflected in a mean score of 3.29. Additionally, the ability to retain information is believed to improve when

teachers communicate effectively during lessons, though this item has a slightly lower mean of 2.80. The cluster mean of 3.24 and a standard deviation of 1.238 indicate a consistent positive perception among students regarding the importance of teacher-student communication in improving learning outcomes.

Research Question 3: What is the influence of Peer Communication on students learning outcomes in secondary schools in Benin Metropolis?

Table 3: Influence of Peer Communication on students learning outcomes in secondary schools in Benin Metropolis

Items	N	Mean	SD	Remark
Engaging in group discussions with my peers helps me understand subjects better.	147	2.59	1.382	Agreed
Peer collaboration on assignments and projects improves my academic performance.	180	3.16	1.221	Agreed
My learning outcomes improve when I regularly exchange ideas with my classmates.	180	3.49	1.128	Agreed
Peer communication motivates me to stay focused and committed to my academic work.	180	3.50	1.041	Agreed
Discussing class materials with my peers after lessons helps me retain information more effectively.	180	3.39	1.140	Agreed
Cluster Mean		3.10	1.228	Agreed

Source: Field Survey, 2025

Responses from table 3 reveals that peer communication positively influences students' learning outcomes in secondary schools in Benin Metropolis. Students generally agree that engaging in group discussions aids their understanding of subjects, though this item received the lowest mean score of 2.59. Collaboration on assignments and projects is seen as beneficial to academic performance, with a mean of 3.16. Regular exchange of ideas among classmates is perceived to significantly enhance learning outcomes, as reflected in a mean score of 3.49. Furthermore, peer communication serves as a motivational factor, helping students stay focused and committed to their academic work,

with the highest mean score of 3.50. Discussing class materials with peers after lessons is also seen as effective for information retention, with a mean of 3.39. The cluster mean of 3.10 and a standard deviation of 1.228 suggest that students recognize the value of peer communication in improving their academic performance and learning experiences.

Research Question 4: What is the influence of non-verbal communication students learning outcomes in secondary schools in Benin Metropolis?

Table 4: Influence of non-verbal communication students learning outcomes in secondary schools in Benin Metropolis

Items	N	Mean	SD	Remark
Teachers' body language (e.g., facial expressions, gestures) enhances my understanding of lessons.	180	3.36	1.307	Agreed
Positive non-verbal cues from teachers (e.g., nodding, smiling) motivate me to participate in class.	180	3.47	1.197	Agreed
Eye contact from teachers during lessons makes me feel more engaged and attentive.	180	3.17	1.389	Agreed

Teachers' non-verbal communication helps clarify difficult concepts when verbal instructions are unclear.	180	3.32	1.250	Agreed
Teachers' use of hand gestures and movement helps me focus better on learning.	180	3.29	1.303	Agreed
Cluster Mean		3.32	1.289	Agreed

Source: Field Survey, 2025.

Responses from table 4 revealed that non-verbal communication plays a significant role in enhancing students' learning outcomes in secondary schools in Benin Metropolis. Students generally agree that teachers' body language, such as facial expressions and gestures, improves their understanding of lessons, with a mean score of 3.36. Positive non-verbal cues, like nodding and smiling, are also seen as motivational factors that encourage class participation, scoring a mean of 3.47. Eye contact from teachers during lessons contributes to student engagement and attentiveness, as indicated by a mean of 3.17. Additionally, non-verbal communication is perceived as helpful in clarifying difficult concepts when verbal instructions are unclear, with a mean of 3.32. The use of hand gestures and movement by teachers is also found to aid students' focus on learning, reflected in a mean score of 3.29. With a cluster mean of 3.32 and a standard deviation of 1.289, the results suggest that students recognize the importance of non-verbal communication in supporting their academic success.

Discussion of Findings

The findings of this study align with existing research on the influence of interpersonal communication on student learning outcomes. Various studies have emphasized the importance of effective teacher-student and peer communication in enhancing academic performance, motivation, and engagement.

Influence of Interpersonal Communication on Learning Outcomes

The results of this study suggest that interpersonal communication significantly impacts students' academic success, with a cluster mean of 3.32. This is consistent with the findings of Kasrah et al. (2023), who found that interpersonal communication plays a critical role in increasing student learning activities. Their study, conducted at Jinarakkhita Buddhist College, used a quantitative approach and found a significant positive effect between interpersonal communication and student engagement in learning (Kasrah et al., 2023). Similarly, Sukarna (2021) investigated how students' interpersonal communication skills influenced their learning outcomes in mechanical engineering subjects. Their study found that students with strong interpersonal communication skills performed better academically, reinforcing the idea that interpersonal communication enhances understanding and learning (Sukarna, 2021). These findings validate the results of this study, indicating that effective interpersonal communication—whether with teachers or peers—plays a key role in shaping students' learning experiences.

Influence of Teacher-Student Communication on Learning Outcomes

This study found that teacher-student communication strongly impacts learning outcomes, with a cluster mean of 3.24. The results align with those of Algifari et al. (2022), who found that effective communication between lecturers and students significantly influenced student achievement (Algifari et al., 2022). Their research used survey methods and statistical tests to confirm that strong teacher-student interactions improve student engagement and learning outcomes. Moreover, Iman et al. (2024) highlighted that

teacher-student communication has a strong psychological effect on students, increasing their enthusiasm and motivation to learn. Their qualitative research showed that teachers who actively engage in interpersonal communication with students foster a more positive learning environment (Iman et al., 2024). These findings corroborate this study's results, reinforcing the conclusion that frequent and effective teacher-student communication enhances academic performance.

Influence of Peer Communication on Learning Outcomes

This study also found that peer communication positively affects student learning, with a cluster mean of 3.10. This aligns with the findings of Wijaksono et al. (2024), who examined the role of interpersonal communication in motivating students to complete their final projects. Their study concluded that interpersonal communication among peers positively influences academic motivation and performance (Wijaksono et al., 2024). Similarly, Widi et al. (2023) found that student engagement in discussions and collaboration with peers significantly contributes to learning outcomes. Their study showed that interpersonal communication between students and lecturers influences motivation and academic success (Widi et al., 2023). The results of this study are therefore consistent with existing literature, demonstrating that peer communication plays a crucial role in fostering academic success.

Influence of Non-Verbal Communication on Learning Outcomes

The results indicate that non-verbal communication, such as teachers' body language and gestures, significantly enhances students' learning experiences, with a cluster mean of

3.32. This is in agreement with Xie and Derakhshan (2021), who reviewed the role of teacher interpersonal behaviors, including non-verbal cues like eye contact and facial expressions, in fostering student motivation and engagement. Their study confirmed that such behaviors enhance student participation, motivation, and performance (Xie & Derakhshan, 2021). Additionally, Wang and Kang (2023) examined the impact of teacher empathy and immediacy—both of which include non-verbal communication—on student learning outcomes. Their study found a strong positive correlation between these factors and student engagement, confirming that non-verbal communication plays a significant role in enhancing students' learning experiences (Wang & Kang, 2023). Thus, this study's findings are in line with previous research, further emphasizing the importance of non-verbal communication in education.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This study assessed the influence of interpersonal communication on student learning outcomes of secondary school students in Benin Metropolis. Four (4) research questions guided the study, aiming to ascertain the influence of interpersonal communication on

students learning outcomes in secondary schools in Benin Metropolis, find out influence of Teacher-Student communication on students learning outcomes in secondary schools in Benin Metropolis, access the influence of Peer Communication on students learning outcomes in secondary schools in Benin Metropolis and determine the influence of non-verbal communication students learning outcomes in secondary schools in Benin Metropolis. The study adopted the survey research design. The population of the study is made up of 47 public secondary school and 12,000 students in Benin Metropolis, A sample size of 180 students from 9 school was determined using ballot procedure. A structured questionnaire design by the researcher was used to retrieve data from the respondents. The questionnaire was distributed physically to the 9 schools, 20 questionnaire was distributed to each school. Participation was voluntary, and participants were assured of the confidentiality and anonymity of their responses. The administered questionnaire was collected immediately to avoid omission. Data collected from the questionnaires was interpreted using descriptive statistics such as frequency, mean and Standard Deviation.

The findings of the study were as follows;

- i. Interpersonal communication plays a significant role in influencing students' learning outcomes in secondary schools in Benin Metropolis.
- ii. Teacher-student communication has a significant influence on students' learning outcomes in secondary schools in Benin Metropolis.

- iii. Peer communication positively influences students' learning outcomes in secondary schools in Benin Metropolis.
- iv. Non-verbal communication plays a significant role in enhancing students' learning outcomes in secondary schools in Benin Metropolis.

Conclusion

Based on the findings of this study, it can be concluded that interpersonal communication significantly influences students' learning outcomes in secondary schools in Benin Metropolis. Effective teacher-student communication enhances understanding, encourages participation, and improves academic performance. Similarly, peer communication fosters collaboration, motivation, and the exchange of ideas, all of which contribute to improved learning outcomes. Furthermore, non-verbal communication, such as facial expressions, gestures, and eye contact, plays a crucial role in engaging students and aiding comprehension. Overall, the study affirms that communication—both verbal and non-verbal—is a fundamental component in the educational process, influencing students' academic achievements and classroom experiences.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teachers should be encouraged to adopt clear, engaging, and interactive communication methods to ensure students fully understand subject content.

Providing constructive feedback and fostering an open learning environment will improve student engagement and academic performance.

2. Schools should create structured opportunities for peer communication, such as group discussions, collaborative projects, and mentorship programs, to enhance students' learning experiences.
3. Teachers should be trained on the effective use of non-verbal communication skills, including gestures, facial expressions, and eye contact, to make lessons more engaging and accessible to students.
4. Schools should organize periodic training sessions for teachers and students on effective communication strategies to improve interaction and overall learning outcomes.

Suggestions for Further Studies

To expand on the findings of this study, future research can focus on the following areas:

1. Further research could compare the influence of interpersonal communication on student learning outcomes in rural and urban schools to assess variations in effectiveness.
2. A study could be conducted to investigate whether gender differences influence the impact of interpersonal communication on students' learning outcomes.
3. Future research can adopt a longitudinal approach to assess how communication skills development over time affects students' academic performance.

4. Given the rise of virtual learning, further studies could explore the role of digital communication in enhancing student learning in secondary schools.

Contribution to Knowledge

This study makes significant contributions to the field of education by providing empirical evidence on the role of interpersonal communication in shaping students' learning outcomes in secondary schools in Benin Metropolis. It highlights the importance of teacher-student interaction, peer communication, and non-verbal cues in fostering an effective learning environment. The study further offers practical recommendations for educators and policymakers to enhance communication strategies in schools. Additionally, it serves as a foundation for further research on communication and education, particularly in the Nigerian context, where studies on this subject remain limited.

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APPENDIX
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

Influence of Interpersonal Communication on Secondary School Students Learning Outcomes in Benin Metropolis

Dear Respondent

This research is being carried out by the researcher to investigate the Influence of Interpersonal Communication on Secondary School Students Learning Outcomes in Benin Metropolis. Please, give your opinion as it concerns the problems posed in the research. Thank you for your anticipated cooperation.

Yours Faithfully

(Researcher)

SECTION A: Demographic data

Gender: Male () Female ()

School: _____

Class: SSI () SSII () SSIII ()

Section B

SA- Strongly Agree, A- Agree, D- Disagree, SD – Strongly Disagree

	Items	SA	A	D	SD
	What is the influence of interpersonal communication on students learning outcomes in secondary schools in Benin Metropolis?				
1.	Effective teacher-student communication enhances my understanding of subjects.				
2.	When teachers provide clear instructions, it positively impacts my academic performance.				
3.	Open communication with my teachers encourages me to participate more in class activities.				
4.	Peer discussions and group work help me improve my academic performance.				
5.	Teachers' verbal and non-verbal communication makes it easier for me to engage in learning.				
	What is the influence of Teacher-Student communication on students learning outcomes in secondary schools in Benin Metropolis?	SA	A	D	SD
6.	My academic performance improves when teachers explain difficult concepts clearly.				
7.	Teachers who provide constructive feedback on assignments enhance my learning outcomes.				
8.	Teachers who encourage questions help me better understand the subject matter.				
9.	Frequent interaction with my teachers increases my motivation to perform well academically.				
10.	My ability to retain information improves when teachers communicate effectively during lessons.				
	What is the influence of Peer Communication on students learning outcomes in secondary schools in Benin Metropolis?	SA	A	D	SD
11.	Engaging in group discussions with my peers helps me understand subjects better.				
12.	Peer collaboration on assignments and projects improves my academic performance.				
13.	My learning outcomes improve when I regularly exchange ideas with my classmates.				

14.	Peer communication motivates me to stay focused and committed to my academic work.				
15.	Discussing class materials with my peers after lessons helps me retain information more effectively.				
	What is the influence of non-verbal communication students learning outcomes in secondary schools in Benin Metropolis?				
16.	Teachers' body language (e.g., facial expressions, gestures) enhances my understanding of lessons.				
17.	Positive non-verbal cues from teachers (e.g., nodding, smiling) motivate me to participate in class.				
18.	Eye contact from teachers during lessons makes me feel more engaged and attentive.				
19.	Teachers' non-verbal communication helps clarify difficult concepts when verbal instructions are unclear.				
20.	Teachers' use of hand gestures and movement helps me focus better on learning.				

Reliability

Scale: PRAISE

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	20