

**IMPACT OF POOR COMMUNICATION SKILLS ON TEACHING AND  
LEARNING IN ADULT LITERACY CENTRES IN BENIN METROPOLIS**

**BY**

**Chiagoziem Blessed UWAEZUOKE  
EDU1602125**

**FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN,  
BENIN CITY.**

**JULY 2021**

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**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,  
FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN,  
BENIN CITY, NIGERIA.**

**JULY 2021**

## **CERTIFICATION**

We the undersigned certify that this project work was carried out by **Chiagoziem Blessed UWAEZUOKE** and approve of it as adequate in content and scope in partial fulfilment of the requirements for the award of Bachelor of Education B. A (E. d) degree in Adult Education/English and Literature.

**Prof. F. E. O. Omoruyi (FCAI)**  
**(Project Supervisor)**

---

**Signature and Date**

**Mrs C. G. Abey Fashae**  
**(Project Coordinator)**

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**Signature and Date**

**Prof. E. O. S. Iyamu**  
**(Dean of Faculty of Education)**

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**Signature and Date**

## **DEDICATION**

This work is dedicated to God almighty, my source of inspiration, pillar and guardian.

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My profound gratitude goes to my lovely parents, Mr. and Mrs. John Uwaezuoke, for their soothing words of encouragements, prayers and support. I will be indebted if I don't appreciate my sweet elder sisters, Mrs. Onyinyechi Ikponwonsa (Mummy Doctor) with her darling husband and Mrs. Desire Ifebuche Nwaokenye for their unflinching support and unwavering believe in me. My beautiful siblings, Ihunanya Uwaezuoke, Mmesoma Uwaezuoke are much appreciated for their care and concern all through my years in this institution and especially during this research work.

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## **ABSTRACT**

This study was embarked on to appraise the Impact of Poor Communication Skills on Teaching and Learning in Adult Education Centres in Benin Metropolis, Edo State. The specific objectives of this study were to investigate the influence of poor communication skills on the teaching and learning process with a view to proffering solutions to the problems identified.

The study adopted the descriptive survey research design. The population consisted of Students, Facilitators, as well as participants of the programme in Benin Metropolis. The sample size for the study was 60 respondents drawn through simple random sampling technique. The instrument used for collection of data for the study was a questionnaire and it was validated by the Researcher's Supervisor and two other lecturers in the Department of Adult and Non-formal Education, Faculty of Education, University of Benin.

The findings from the study indicate that poor communication skills in Adult Education Centres impede the learners' learning skills. The main causes of poor communication skills is due to learners poor learning background, lack of motivation from surroundings, negative attitudes of learners during classroom activities, unconducive environment for teaching and learning, incompetent and unqualified

instructors. For these identified causes to be dealt with and for good communication skills to take place, Learners should have an open mind towards their learning, adequate and highly qualified instructors who communicate in clear terms should be recruited and made use of so that learners can acquire the best.

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## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

Communication skills can be defined as the transmission of a message that involves shared understanding between the contexts in which the communication takes place (Saunders and Mills, 1999). In addition, teacher communication skills are important for a teacher in delivery of education to students (McCarthy and Carter, 2001).

Communication skills involve listening and speaking as well as reading and writing. For effective teaching, a teacher needs to be highly skilled in these areas. Teacher with good communication skills always make things easier and easily understandable (Freddie Silver). Effective communication skills are really important for a teacher in promoting knowledge acquisition in classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students, a teacher needs to adopt such skills of communication which will motivate the students toward their learning process (Sng Bee,2012).

Communication skills are abilities you use when giving and receiving different kinds of information. While these skills may be a regular part of your day-to-day work life,

communicating in a clear, effective and efficient way is an extremely special and useful skill. Learning from great communicators around you and actively practicing ways to improve your communications over time will certainly support your efforts to achieve various personal and professional goals.

Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications, like email and social media.

There are four main types of communication one might use on a daily basis, namely;

1. **Verbal:** This involves communicating by way of a spoken language.
2. **Non-verbal:** This is communicating by way of body language, facial expressions and vocalics.
3. **Written:** This has to do with communicating by way of written language, symbols and numbers.
4. **Visual:** This is communication by way of photography, art, drawings, sketches, charts and graphs.

Good communication skills of a teacher are the basic needs of academic success of students, and professional success in life. Teacher communicates instructions orally in

classroom to students. Teacher with poor communication skills may cause students to lose interest in learning and promote their academics. For student to understand what is right, and what is wrong will in relation to what is being taught totally depend upon the communication skills of teachers which he adopts in class-room (Sherwyn Morreale, Michael Osborn, Judy Pearson, 2000). Good communication minimizes the potential of unkind feeling during the process of teaching. For learning the learner must be attentive towards their teacher during the lecture. Loss (2000), recommended that teacher should communicate in clear and understandable manner.

Teachers inevitably spend a fair amount of time in class presenting information and giving instruction to facilitate learning. Yet, good speaking does not come easily. Standing up to speak in front of a group, even when we are the “authority” , generates fear and anxiety. How effective we are as teachers has a great deal to do with how we communicate. We communicate ideas, information and expectations in a variety of ways, through spoken and written media and through gestures and other body language. We need to be aware of how we communicate because we may send unintended messages. Our body language and other nonverbal cues are important modes through which we can generate a positive classroom environment. New technology presents new opportunities for communication. While technology can make communication easier and more

convenient, students generally appreciate the opportunity for personal contact and conversation with the teacher.

Communication is the activity of conveying information through the exchange of ideas, feelings, intentions, expectations, perceptions or commands by speech, writing, gestures and by other means between two or more participants. The process requires a source/sender who encodes information in the form of a message which is transmitted through a medium/channel to a recipient who then decodes the message and gives necessary response/feedback.

In classroom communication, it is the teacher (source) who selects and arranges the content (message) the students (recipients) are to learn and decides how best to help them learn (the instructional strategy/medium) and determines how the students' progress will be communicated to them (the feedback channel). This process takes place within a given context or environment. There is a dynamic interplay among these various elements/dimensions of the process. What works for one teacher with one group of students may not be the most effective choice for another teacher with a different group of students.

To teach is to engage Students in learning; this teaching consists of getting Students involved in the active construction of knowledge. A teacher requires not only knowledge

of the subject matter, but knowledge of how students learn and grow to transform them into active learners.

Effective communication occurs when messages are not distorted during the communication process and communication serves the purpose for which it was planned or designed. However, when the desired effect is not achieved, factors which act as obstacles need to be explained with the intention to discover why the communication has been ineffective. These include filtering, selective perceptions, information overload, emotions, language, silence, communication apprehension or anxiety, gender difference and many other factors. These barriers to effective communication can retard or distort the message at any stage in the communication process. Effective communication involves conveying clear and concise information. As teachers we should question ourselves, how well have we been able to communicate to our students and how can we better communicate in the future? The better the communication, the better would be their understanding.

### **Statement of the Problem**

In practice, however, although the formality of the communication between Instructors and Learners is meant for enhancing the success prospects of the teaching-learning process. There are numerous incidents in which the process fails to

achieve desired results (Khan, 2011). Effective communication between teachers and students is meant for creating a positive classroom environment, an element that is usually inhibited by the failure of teachers to engage their students. The result of such is a situation in which students are forced to unduly struggle to maintain focus on the subject matter (Khan, et al., 2018a). Numerous studies have indicated on the critical role that modern technology has as a critical determinant of the nature of communication in the modern classroom (Khan 2019; Khan 2018a; Khan 2018b; Shahbaz 2016; Shahbaz & Khan, 2017). To this end, there are a variety of issues to blame for ineffective communication between teachers and students. Of particular significance, with most of the English teachers in these programmes being non-natives, the teaching process generally involves the direct method of teaching. The problem can be blamed on a variety of factors such as unknown expectations, problems with comprehension, boring classroom lessons, personality differences, cultural difference, negative attitude from both parties, peer pressure and the lack of effective training of teachers to ensure their context-specific proficiency. Notably, these factors lead to compromising the effectiveness of formal communication between teachers and students.

However, this research seeks to identify the influence of poor communication skills on teaching and learning in Literacy Education centres. The problem of the study

therefore, is what is the influence of poor communication on the teaching and learning process in Literacy Education Centres within Benin Metropolis.

### **Research Questions**

- i. What are the causes of poor communication skills?
- ii. How does poor communication skills affect the teaching and learning process?
- iii. Can poor communication skills in teaching and learning in Literacy Education centers be traced to incompetent or unqualified instructors?
- iv. How can the communication skills of the teacher be improved upon?

### **Purpose of the Study**

The purpose of the study is to investigate the influence, problems and causes of poor communication skills in teaching and learning by Adult Literacy centers.

### **Significance of the Study**

Facilitators' communication skills are considered key to academic success and failure of Learners. This research seeks to investigate the influence of poor communication skills on teaching and learning in Adult Literacy centers and then proffer solutions to these problems.

This study is designed to help the instructors understand the impact or influence of poor communication skills in teaching and learning and help them perform better in

Literacy Education centers.

The outcome or the result of this study will be of great help to the Instructors and Learners in the Literacy Education centers find better ways of communicating effectively which will make the teaching and learning process easily understandable and improve learners' communication skills.

### **Scope/Delimitation of Study**

The scope of this study covers the influence of poor communication skills on teaching and learning in Adult Literacy icenters in Benin Metropolis. The study is delimited to the University of Benin.

### **Operational Definition of Term**

- a) **Communication Skills:** is the ability to convey or share ideas effectively.
- b) **Literacy:** Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of related literature to the issue of poor communication on teaching and learning. The review was conducted under the following subheadings:

- Concept of Communication.
- Role of Communication Skills in the Teaching and Learning Process.
- Concept of Poor Communication Skills.
- Impacts of Poor Communication Skills on Teaching and Learning in Literacy Education Centres.
- Summary of Reviewed Literature.

#### **Concept of Communication**

Communication is the method of exchanging views, ideas, opinions from one person or one group to another. Effective communication is essential for the success of teaching and learning. Communication involves the most important element that is the understanding of the meaning. In the communication process, the sender is responsible for encoding an intended meaning into the message and sending it through the channel to the receiver, who then decodes the message into a perceived meaning.

Communication is the process of passing information from one person to another. Whatever one wants to say to someone should be clearly understood by him else the very purpose of the communication would be defeated.

Communication is the exchange of facts, opinions, idea or emotions between two or more persons with common interest.

The term communication is derived from the Latin word 'communis', which means to inform, to tell, to show to spread information. Communication refers to the transformation of information.

Communication skills are most vital for interactions with students, because the act of teaching itself requires them. In your role, you are responsible for comprehending and breaking down complex information, conveying this information clearly to your students (both verbally and in written resources), presenting in a manner that sustains their attention, and listening to and resolving their questions or problems.

The teacher is also required to adapt content for different learning styles, motivate students to learn, build supportive relationships using encouragement and empathy, manage the classroom, and give feedback - making your classroom a safe and supportive learning environment. All of these things require good communication skills.

The better one's communication skills, the more effectively one can perform these

tasks. In turn, your students will make more academic progress. Studies have found that the success of students is directly related to interactive, engaging teaching environments formed by able teachers (see Mashburn 2008). Additionally, the way that you communicate with your students can positively affect their perceptions of school, their role in the classroom, themselves and their abilities, and their motivation to succeed (see Dobbs & Arnold, 2009).

### **Roles of Communication Skills in the Teaching and Learning Process.**

Communication skills involve listening and speaking as well as reading and writing. For effective teaching, a teacher needs to be highly skilled in all these areas. Teacher with good communication always make things easier and understandable (Freddie Silver). Effective communication skills are really important for a teacher in transmitting knowledge in classroom management and interaction with learners in the class. The instructor has to teach the learners having different thinking approaches. To teach in accordance with the ability and capability of the learners, the instructor needs to adopt such skills of communication which motivate the learners toward their learning progress.

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Instructors are also required to adapt content to different learning styles, motivate learners to learn, build supportive relationships using encouragement and empathy, manage the classroom, and give feedback, making the classroom a safe and supportive learning environment. All of these things require good communication skills.

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Therefore, effective communication between Instructors and Learners is extremely important. It allows the teacher to perform his/her job well, with positive results for his/her Learners. An added benefit is that the class can use the teacher as a model for improving their own communication skills, which are critical for their development and future learning.

Azam & Kingdon (2014) reported in a study that teachers matter a great deal as far as achievement of students is concerned. Apart from the basic knowledge, effective communication plays a major role in motivating the Learners, knowing their aspirations and the problems that they may have. Though, both the verbal and the non-verbal communication play a vital role, yet an effective verbal communication helps in building a strong teacher-student relationship which serves as a platform for the strong cognitive development on mutual trust and respect.

### **Concept of Poor Communication.**

Poor communication often occurs when there is a discrepancy between what is said and what is heard. In other words, the persons being communicated to misunderstands what is being communicated to them. Understanding is no longer mutual.

When communicating with another person, one should ask questions to make sure that they clearly understood him/her. It is important for a teacher to check comprehension during a conversation.

Written communication can cause misunderstanding because there is a lack of non-verbal cues to strengthen communication. Vagueness, multiple interpretations and improper grammar can impede good written communication. Good written

communication in the classroom is grammatically correct, unambiguous, precise and professional.

Learners need to have expectations communicated to them clearly and in detail. Objectives should be measurable and easily assessed. When Learners have tangible goals, they can easily assess their performance and seek to improve when necessary.

Facilitators need to clearly communicate objectives, goals and future visions. Poor Instructors may lack the ability or training to answer certain questions that Learners may have, leading to classroom frustration. Good Instructors have the self-confidence to answer questions or seek out the necessary resources when they are uncertain of the answers.

### **Impacts of Poor Communication Skills on Teaching and Learning in Literacy Education Centers.**

Poor communication skills and poor teaching methods cause learners' comprehension levels to drop, and may affect their academic progress negatively. It could also lead to Learners lacking motivation, disliking school, and believing themselves to be unable to achieve. This could have consequences for the rest of their lives.

Poor communication can have lasting effects on classroom productivity and performance. Here are just some of the ways that poor communication can affect the

teaching and learning process:

- Poor communication can cause a lack of predictability and stability within the classroom, leading to an uneasy environment.
- Low morale: When there is poor communication, Learners may have a harder time meeting expectations and catching up when they get behind on lessons. This could leave them with a sense of embarrassment or low self-esteem.
- Missed deadlines: When expectations are clearly communicated, deadlines are not missed, assignment submission are not delayed but is completed as efficiently as possible.
- Classroom conflict: When tensions are high due to the effects of poor communication, a conflict between Learners may arise. Good communication prevents classroom conflict from arising in the first place.

### **Summary of Reviewed Literature**

Good communication is key in passing information from one person to another. In communicating with a person or a group we must make sure we speak in clear terms the people listening to us can clearly understand.

Communication is key in the classroom. Successful teaching is generally considered to require only 50% knowledge and 50% communication skills. As a result, a teacher

should be proficient in all four modes of communication – listening, speaking, reading, and writing, and should know how to utilize this proficiency effectively in a school environment. Being able to do this has been proven to impact on the success of students or what they are able to achieve in their academic lives, as well as the teacher's own career success.

Miscommunication takes on many forms. According to the study, "Communication Barriers in the Modern Workplace," different communication styles, unclear responsibilities and time pressures are the three most frequently cited causes of poor communication.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter examines the procedures employed in gathering data used in determining the impact of poor communication skills on teaching and learning in Literacy Education Centers in Benin metropolis of Edo state. The procedures employed for this study is discussed under the following sub-headings:

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

#### **Design of the Study**

In order to appraise the impact of poor communication skills on teaching and learning in Literacy Education Centers in Benin metropolis, this study adopts the survey research design. The design is particularly useful because it enables the researcher to

focus on the item under investigation using a sample representation of the population.

### **Population of the Study**

The population of this study is 120 and it consists of Students, Facilitators as well as participants of the programme in Benin metropolis.

### **Sample and Sampling Technique**

The sample of the study was 60 which employ the use of the simple random sampling technique method in the selection of 3 adult education centers in Benin Metropolis. 20 persons were selected from each of the 3 education centers to make the sample population 60.

### **Instrument of the Study**

The main instrument for the study was a questionnaire. The questionnaire is divided into two sections, section A and B. The section A of the questionnaire focuses on personal information which is to probe into the respondents' personal data, while section B is aimed at obtaining information relating to the research questions raised. This study employs Likert scale method.

### **Validity of Instrument**

To determine the validity of instrument, it was first given to the researcher's supervisor and two other experts in the field of Adult and non- formal education of the

Faculty of Education, University of Benin for their comments and criticism. Base on their suggestion, the final draft was prepared and constructed with compliance to the suggestion and comments offered.

### **Reliability of the Instrument**

The Test-retest method was adopted by the researcher to determine the reliability of the instrument. In doing so, thirty copies of the were administered to thirty selected respondents. After an interval of two weeks, it was administered again to the same sample of respondents and the result was computed using the Cornbrashs alpha coefficient (0.6).

### **Method of Data Collection**

The questionnaire was administered personally by the researcher to the respondents. Explanations was given to the respondents on how to indicate their view on each item on the scale. Effort was also made to explain the questions to the respondent in manner that will enable them to respond objectively to the questions asked.

### **Method of Data Analysis**

The analysis of information gathered was done using descriptive statistics such as percentage frequency, interpretation of the data presented in table.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter dealt with data analysis, presentation and its interpretation. Data from the questionnaires were coded and analyzed using SPSS version 24. Analysis was used to obtain frequencies and percentages of various variables was obtained for the scale questions. SPSS was used to arrive at reliability for the various constructs using Cornbrash's alpha coefficients to establish the nature of relationships between the stated variables.

In this study, data was collected from Benin metropolis, Edo State. A total of 60 questionnaires were distributed and 60 were returned. This represented 60.00% response rate. The questionnaires were cleaned and 60 questionnaires were accepted.

#### Section A: Demographic data of respondents

**Table 4.1: Gender Distribution of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Female</b>	43	72
<b>Male</b>	17	28
<b>Total</b>	60	100

Table 4.1 shows that 72.00% of the respondents were female while the remaining 28.00% were male. The gender imbalance is not likely to affect the study as the nature of the questions asked were not gender sensitive.

**Table 4.2: Distribution of Respondents by Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>18-25</b>	48	80
<b>26-40</b>	7	12
<b>41-60</b>	5	8
<b>Total</b>	60	100

Table 4.2 indicates that respondents between 18–25 years dominated with a percentage of 80.00%, 12.00% of the respondents were in the age bracket of 26–40 years, 8.00% of the respondents were in 41–60years. This may strengthen the study given that the findings will reflect the ideas and opinion from different age groups.

**Table 4.3: Distribution of Respondents by Marital Status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Single</b>	49	82
<b>Married</b>	11	18
<b>Total</b>	60	100

Table 4.3 shows that majority of the respondents are Single representing 82.00% of the population, 18.00% are married.

**Table 4.4: Distribution of Respondents by Educational Background**

<b>Educational Background</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Secondary</b>	29	33
<b>No Formal Education</b>	20	49
<b>Tertiary Education</b>	11	18
<b>Total</b>	60	100

Table 4.4 shows that majority of our respondents have Secondary certificate as educational qualification representing 33.00% of the sampled population, 49.00% of

respondents have no formal education as educational background while 18.00% of respondents have Tertiary educational qualification as educational background.

## **Section B: Research Questions**

### **Research question 1**

**What are the causes of poor communication skills?**

**The responses obtained on the issue produced the results in the Table below.**

**Table 4.7: Causes of poor communication**

<b>S/N</b>	<b>ITEM</b>	<b>WEIGHTED MEAN SCORE</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARK</b>
<b>1</b>	Lack of motivation is a major factor that enhances poor communication skills	2.93	2.83	1.251	Accepted
<b>2</b>	Negative attitude of learners during classroom activity does not influence good communication skills	2.56	2.18	1.269	Not Accepted
<b>3</b>	Inconducive environment for teaching does not contribute to poor communication skills	2.68	2.40	1.291	Not Accepted
<b>4</b>	The background of the Learners influences their communication skills	3.52	3.37	0.938	Accepted
<b>5</b>	Lack of qualified and incompetent instructors influences good communication	3.05	2.75	1.336	Accepted

From the above table, it is accepted that lack of motivation is a major factor that enhances poor communication skills (2.83); it is not accepted that negative attitude of learners during classroom activity does not influence good communication skills (2.18); it is not accepted that inconducive environment for teaching does not contribute to poor

communication skills (2.40); it is accepted that the background of the learners influences their communication skills (3.37); it is accepted that lack of qualified and competent instructors influences good communication (2.75).

## Research question 2

**Do poor communication skills affect the teaching and learning process?**

The responses obtained on the issue produced the results in the Table below.

**Table 4.8: Poor Communication Skills Affect the Teaching and learning Process.**

S/N	ITEMS	WEIGHTED MEAN SCORE	MEAN	SD	REMARKS
6	Poor communication skills affect learner's level of understanding	3.7	3.70	0.619	Accepted
7	Good communication skills makes teaching and learning effective	3.82	3.78	0.524	Accepted
8	Learners understand better when Facilitators communicate well	3.78	3.77	0.563	Accepted
9	Instructors with poor communication skills have no impact on teaching and learning process of the Learners	3.03	2.87	1.255	Accepted
10	Good communication skills makes teaching and learning interesting	3.78	3.68	0.725	Accepted

From the above, it is accepted that poor communication skills affect learners' level of understanding (3.70). it is accepted that good communication skills make teaching and learning effective (3.78). It is accepted that learners understand better when facilitators communicate well (3.77), it is accepted that instructors with poor communication skills

have no impact on teaching and learning process of the learners (2.87). It is accepted that good communication makes teaching and learning interesting (3.68).

### **Research question 3**

**Can poor communication skills in teaching and learning by literacy Education Centres be traced to having incompetent or unqualified instructions?**

**The responses obtained on the issue produced the results in the Table below.**

**Table 4.9: Poor Communication Skills can be traced to having incompetent Instructors.**

S/N	ITEMS	WEIGHTED MEAN SCORE	MEAN	SD	REMARKS
11	Incompetent or unqualified instructors influence students' communication skills	3.58	3.57	0.745	Accepted
12	Availability of qualified Instructors make difference to improve students' communication skills	3.68	3.63	0.663	Accepted
13	Instructors' academic qualification should influence their teaching in improving students' communication skills	2.53	2.20	1.219	Not Accepted
14	Instructors who are deficient in knowledge contribute to poor communication skills in teaching and learning	3.6	3.57	0.698	Accepted

From the table above, it is accepted that incompetent or unqualified instructors influence students' communication skills (3.57), it is accepted that availability of qualified instructors make difference to improve students' communication skills (3.63), it

is not accepted that instructors' academic qualification should influence their teaching in improving students' communication skills (2.20), it is accepted that instructors who are deficient in knowledge contribute to poor communication skills in teaching and learning (3.57).

#### **Research question 4**

**How can the communication skills of teacher be improved upon?**

**The responses obtained on the issue produced the results in the Table below.**

**Table 4.10: Communication skills of the teacher is improved upon**

S/N	ITEMS	WEIGHTED MEAN SCORE	MEAN	SD	REMARKS
15	Instructors' sense of humour within the class can facilitate teachers communication skills	3.58	3.53	0.747	Accepted
16	Creation of safe and conducive environment for teaching and learning improves instructors communication skills	3.4	3.45	0.872	Accepted
17	The use of Technical skills such as film, videos and other learning materials enhances instructors communication skills	3.67	3.68	0.624	Accepted
18	Instructors use of unclear terms should encourage the learners and improve teachers communication skills	2.12	1.72	0.976	Not Accepted
19	Body language such as making eye contact with the learners while teaching can improve teachers' communication skills	2.98	2.75	1.202	Accepted

From the table above, it is accepted that instructors' sense of humour within the class can facilitate teachers' communication skills (3.53); it is accepted that creation of safe

and conducive environment for teaching and learning improves instructors' communication skills(3.45); it is accepted that the use of technical skills such as film, videos and other learning materials enhances instructors' communication skills(3.68); it is not accepted that instructors use of unclear terms should encourage the learners and improve teachers' communication skills (1.72); it is accepted that body language such as making eye contact with the learners while teaching can improve teachers' communication skills (2.75).

### **Discussion of Findings**

This section discusses the findings of the study. Poor communication skills in adult education centres have been discovered to impede the learners' communication skills. In the study, it was discovered that the major causes of poor communication skills in adult education centres is due to poor learning background of learning, lack of motivation from surroundings and even facilitators, negative attitude of learners towards classroom activities, that is, not showing interest in the things which will help promote learners' communication skills. Inconducive learning environment contributes to poor communication, it is deduced that students learning environment must be conducive, that is very neat with good sitting arrangement and bright lighting, the environment should also be free from noise so that learners can learn properly. Lack of highly competent

instructors is a major setback in adult education centres in Benin metropolis because they are not able to properly inculcate in these learners what they actually came to acquire.

Through the responses gotten so far from the questionnaire, it is deduced that poor communication skills affects the learners' level of understanding and may actually make them want to withdraw from any classroom activity which may have become boring and tiring to them. Knowledge gotten from the researchers' study shows that when adult learners are not communicated to in clear terms, they withdraw from such persons or lessons which brings confusion to them, adult learners desire to be communicated to in simple, clear and understandable terms if they refrain from such lessons.

Adult learners also desire that the lessons taught to them in clear terms should be inline with what they enrolled to acquire. Some instructors may want to go out of the line with what learners enrolled for because they are not properly grounded or they lack the skills needed.

Therefore, factors which are responsible for poor communication skills as discussed should be addressed. Methods of addressing identified issues will be discussed in the next chapter.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

This chapter contains the summary of the study, the conclusion and the recommendation based on the finding areas for further research were suggested.

The primary aim of this study is to appraise the impact of poor communication skills in teaching and learning in adult education centers in Benin metropolis in Edo state.

Adult Education Centers are saddled with the responsibility of improving adult learners in all aspect and by so doing, the instructors must understand the need and use of good communication skills to these learners.

The impact of poor communication skills is that teaching and learning will be ineffective and it may get to the extent of the learners withdrawing from school as most adults are not patient enough in things pertaining to education. Learners' social relationship with others around may be affected as he may feel he is not communicating as others do and he withdraws from such relationship as he feels left behind and neglected.

Instructors are to use understandable and unambiguous terms in interacting with these learners as they may not properly understand what is being communicated to them.

For good communication to take place, both the learners and Instructors must understand each other clearly. Instructors must have mastery of the subject matter and communicate in clear terms. Instructors who have issues with mother tongue interference should enroll in per time or online English classes and take lessons in pronunciations and spoken English and also practice on daily basis in order to do away with mother tongue interference.

### **Conclusion**

Based on the findings of the study, the following conclusions are made; Communication is key in any organization, whether formal or informal. In adult education, learners enroll with the aim of achieving a particular set goal, this set goal cannot be achieved if instructors do not communicate in clear and understandable terms to these learners. Firstly, a good rapport must be built between instructors and learners, instructors will also have to understand the learners and know the method of teaching that works for each one of them.

If these factors are not considered, then good communication skills will be hindered and teaching and learning will be ineffective.

## **Recommendations**

Based on the findings and conclusions of this study, the following recommendation outlined below have been made for general improvement of Communication skills in adult education center in Benin Metropolis, Edo state.

- There should be adequate and highly qualified Instructors who have good mastery of subject in adult education Centers in Benin Metropolis so as to improve the communication skills of the Learners.
- Instructors with poor communication skills should engage in online English classes which can improve their communication skills.
- Instructors should be friendly with learners so as to ease learners' tension and them active as well as participate fully in classroom activities.
- Environment for teaching and learning should be conducive as this will not only help with free flow of Communication from the instructors to the student but will facilitate class room participation.

### **Suggestions for Further Reading**

As a result of the limited time and resources this project covers only Benin metropolis, Edo state as a result it is suggested that;

1. There should be a study of the Impact of Poor Communication Skills in Edo and Delta state.
2. A similar project should be carried out in other local government areas for a better coverage and operation of the subject matter.

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**APPENDIX**

**QUESTIONNAIRE**

**FACULTY OF EDUCATION**

**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION**

Questionnaire on Appraisal of the impact of poor communication skills on teaching and learning by Literacy Education Centers Benin Metropolis.

**Dear Respondent**

This questionnaire is designed for academic purpose, feel free to respond to the questions.

Your answers will be treated with strict confidentiality.

Please tick (✓) clearly on the appropriate response from the choice indicated below.

**SECTION A**

**Age:** 18 – 25 ( ) 25 – 40 ( ) 41 – 60 ( ) 61 and above ( )

**Sex:** Male ( ) Female ( )

**Marital Status:** Single ( ) Married ( ) Divorced ( )

**Educational background:** No formal education ( ) Secondary education ( ) Tertiary education ( )

**Religion:** Christian ( ) Muslim ( ) others ( )

**Occupation:** Student ( ) Private business ( ) Civil servant ( ) Trader ( )

## SECTION B

**INSTRUCTION:** Please, kindly tick (✓) the rating that is appropriate to you using the key below.

**Strongly Agree: SA, Agree: A, Strongly Disagree: SD, Disagree: D.**

S/N	ITEMS	SA	A	SD	D
	<b>What are the causes of poor communication skills</b>				
1	Lack of motivation is a major factor that enhances poor communication skills.				
2	Negative attitude of learners during classroom activity does not influence good communication skills.				
3	Unconducive environment for teaching does not contribute to poor communication skills.				
4	The background of the learners influences their communication skills.				
5	Lack of qualified and competent instructors influences good communication skills.				
	<b>Does poor communication skills affect the teaching and learning process?</b>				
6	Poor communication affect learners' level of understanding.				
7	Good communication skills make teaching and learning effective.				
8	Learners understand better when facilitators communicate well.				
9	Instructors with poor communication skills have no impact on teaching and learning process.				
10	Good communication skills make teaching and learning interesting.				
	<b>Can poor communication skills in teaching and learning by literacy education centres be traced to having incompetent or unqualified instructors?</b>				
11	Incompetent or unqualified instructors influence students' communication skills.				

12	Availability of qualified instructors make difference to improve students' communication skills.				
13	Instructors' academic qualification should influence their teaching in improving students' communication skills.				
14	Instructors who are deficient in knowledge contribute to poor communication skills in teaching and learning.				
	<b>How can the communication skills of the teacher be improved upon?</b>				
15	Instructors' sense of humour within the class can facilitate teachers' communication skills.				
16	Creation of safe and conducive environment for teaching and learning improves instructors' communication skills.				
17	The use of technical skills such as film, videos and other learning materials enhances instructors' communication skills.				
18	Instructors' use of unclear terms should encourage learners and improve teachers' communication skills.				
19	Body language such as making eye contact with learners while teaching can improve teachers' communication skills.				