

**IMPACT OF LECTURERS COMMUNICATION BEHAVIOUR ON
STUDENTS ACADEMIC PERFORMANCE**

BY

ELVIS BLESSING IFEOMA

ART2100917

**UNIVERSITY OF BENIN
BENIN CITY.**

SEPTEMBER 2025

**IMPACT OF LECTURERS COMMUNICATION BEHAVIOUR ON
STUDENTS ACADEMIC PERFORMANCE**

BY

ELVIS BLESSING IFEOMA

ART2100917

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS
COMMUNICATION, FACULTY OF ARTS, UNIVERSITY OF BENIN, BENIN
CITY, IN PARTIAL FUFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF BACHELOR OF ARTS (B.A) DEGREE IN MASS
COMMUNICATION.**

SEPTEMBER, 2025.

DECLARATION

This project work is based on a study undertaken by me Elvis Blessing Ifeoma, a student of Mass Communication Department, Faculty of Arts, University of Benin, under the supervision Dr. Mrs. M.G. Akintaro. Findings and analysis contained in the study are products of my personal research, and acknowledgment is duly given where views of others were expressed.

Elvis Blessing Ifeoma
ART2100917

CERTIFICATION

This is to certify that this work was fully carried out by Elvis Blessing Ifeoma, a student of the Department of Mass Communication, Faculty of Arts, University of Benin, Benin City in partial fulfillment of the requirements for the award of Bachelor of Arts in Mass Communication.

Dr. Mrs. M.G. Akintaro
(Project Supervisor)

Date

Dr. Daniel .O. Ekhareafo
(The Head of Department)

Date

DEDICATION

This project is dedicated to Almighty God, the only True God, the Lord of Host. To my ever supportive father and to my caring mother.

STUDENT'S THESIS

AUTHOR'S STATEMENT

I hereby grant the University of Benin, through the University of Benin Library, a non-exclusive, worldwide right to reproduce and distribute my thesis and abstract (hereinafter "the Work"), in whole or in part, through any media, in its present form or any translated version for preservation and accessibility, provided such translation does not alter its content. This grant is royalty-free, and I retain the right to publish the Work in its current or future versions elsewhere.

Warranties

I further affirm that:

1. I am the sole author of the Work and grant the University of Benin the right to make it available four (4) years after the award of my degree, in compliance with the University of Benin Senate regulations.
2. The Work does not contain confidential information requiring third-party consent for disclosure.
3. I have exercised due diligence to ensure that the Work is original and does not breach any Nigerian law or infringe upon any third party's copyright or other Intellectual Property Rights, to the best of my knowledge.
4. Where the Work includes copyrighted material not owned by me, I have obtained unrestricted permission from the copyright holder to grant this license to the University of Benin Library. Such third-party materials are clearly identified and acknowledged within the Work.

5. In the event of any copyright dispute concerning the Work, I agree to indemnify and hold harmless the University of Benin, its officers, employees, and agents from any liability arising from the material authorized under this agreement.
6. The University of Benin is under no obligation whatsoever to take legal action on my behalf as the Depositor in the event of an intellectual property rights infringement or any other related dispute in the material deposited.

_____ Author's Name	_____ Signature/Date	_____ Email
_____ Supervisor's Name	_____ Signature/Date	_____ Email
_____ Supervisor's Name	_____ Signature/Date	_____ Email

ACKNOWLEDGEMENT

Glory to God almighty for sustenance, provision and successful completion of this academic work.

My sincere gratitude goes to my patient and intelligent supervisor, Dr Mrs. M. G. Akintaro, for her guidance and corrections, and her constant response anytime I reach out to her throughout the process of this research.

I also appreciate the effort of Dr Daniel Ekhareafo, the amiable Head of Department of Mass Communication, Dr Ogono, Prof Olise, amongst others.

To my lovely and godly parent, Mr Elvis Osanabi and Mrs Elvis Akudo Peace, I say thank you for your constant support, love and encouragement, I love you both dearly. Also to my wonderful siblings, Emmanuel, Chiamaka and Chibueze, thank you all for your love and support. And to my dear self for pushing through to the end.

Finally to my besties, Achuba, Bukola and Ifunanya, and to good friends I made along the way, my dear Roomie, Mac-Great, Conqueror, Alabi, Greatness, Giftedboi, Mr James, and Mr Sam, members of Omega Fire Campus Fellowship, Members of the Red Cross Society UNIBEN Detachment, and to many other friends who supported me through this journey, I am sincerely grateful for your support, ***I Love You All Dearly!***.

TABLE OF CONTENT

Title Page -- -- -- -- -- -- -- -- -- --	i
Declaration -- -- -- -- -- -- -- -- -- --	ii
Certification -- -- -- -- -- -- -- -- -- --	iii
Dedication -- -- -- -- -- -- -- -- -- --	iv
Student's Thesis -- -- -- -- -- -- -- -- -- --	v
Acknowledgement -- -- -- -- -- -- -- -- -- --	vii
Table of contents -- -- -- -- -- -- -- -- -- --	viii
List of Tables -- -- -- -- -- -- -- -- -- --	x
Abstract -- -- -- -- -- -- -- -- -- --	xi

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study -- -- -- -- -- -- -- -- -- --	1
1.2 Statement of the Problem -- -- -- -- -- -- -- -- -- --	5
1.3 Objective of the Study -- -- -- -- -- -- -- -- -- --	7
1.4 Research Questions -- -- -- -- -- -- -- -- -- --	7
1.5 Significance of the Study -- -- -- -- -- -- -- -- -- --	8
1.6 Scope of the Study -- -- -- -- -- -- -- -- -- --	8
1.7 Limitations of the Study -- -- -- -- -- -- -- -- -- --	10
1.8 Definition of Terms ---- -- -- -- -- -- -- -- -- --	10

CHAPTER TWO: LITERATURE REVIEW

2.1 Understanding Communication Behaviour -- -- -- -- --	12
2.2 Types of Communication Behaviour in Lecturers -- -- -- --	16
2.3 Factors that Influence Communication Behaviour which in turn Affect Students Academic Performance -- -- -- -- --	18

LIST OF TABLES

TABLE	PAGE
Table 1: Distribution of Respondents based on Age-- -- --	36
Table 2: Distribution of Respondents based on Gender -- --	37
Table 3: Distribution of Respondents based on Academic Level --	38
Table 4: Distribution of Respondents based on Marital Status --	38
Table 5: Respondents agreement level on the extent to which lecturers communication behaviour influence their academic performance -- -- --	39
Table 6: Respondents view on the extent through which lecturers communication behaviour affect their learning experience in the classroom -- --	40
Table 7: Respondents view on the type of lecturers communication behaviour they think have positive impact on their academic performance -- --	42
Table 8: Respondents view on the way some communication style of lecturers have had negative impact on them-- -- -- -- -- --	43

ABSTRACT

The academic performance of students is influenced by several factors, one of which is the communication behaviour of lecturers. Hence, this study investigates the impact of lecturers communication behaviour on students academic performance, with a particular focus on the Department of Mass Communication, University of Benin. The study employed the Social Learning Theory and Immediacy Theory, helped to frame the understanding of how students perceive and respond to lecturers communication styles. A survey research design was employed, using both questionnaires and interviews to collect data from selected respondents within the Department of Mass Communication at the University of Benin. Data collected were analyzed using tables for quantitative feedback and thematic analysis for open-ended responses. Findings revealed that lecturers communication behaviour significantly impacts students academic performance, as it was discovered that the way lecturers communicate can either enhance or hinder students learning experiences, thus, the impact can be positive or negative depending on the nature of the communication behaviour. The study concluded that lecturers communication behaviour plays a crucial role in shaping the academic outcomes of students. In relation to these findings, it is recommended that higher institutions conduct thorough interviews to assess lecturers communication behaviour during recruitment processes and provide continuous training to ensure lecturers remain effective, inclusive, and always adaptive to the diverse communication needs of students.

Keywords: Lecturers, Communication Behaviour, Academic Performance, Students, Impact.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The cornerstone of human interaction, which enables the exchange of ideas, thoughts, and information, is Communication. In the realm of education, which we would be mainly focusing on, effective communication is not merely a beneficial attribute; it is a fundamental skill that shapes student's academic achievements (Hattie, 2012). It further paves way for success in various phase of life, from classroom discussions to presentations, to group projects, to job interviews, proficiency in communication empowers students to navigate challenges, collaborate effectively, and express themselves with clarity and confidence (Barkley, 2010), without fear of timidity or inferiority. Effective communication enhances learning outcomes by facilitating comprehension, better understanding, and knopwledge retention (Vygotsky, 1978). Lecturers who have a better communication behaviour will help the students to have a better chance to articulate their thoughts clearly, to be better equipped to engage in discussions, ask questions, and seek clarification when needed, (Bandura, 1997). Chickering & Gamson (1987), as well avers that it enable students to express their understanding of complex concepts in exams and assignments, thereby improving academic performance. Understanding and comprehension of the course

contents would help them provide detailed explanation during text and exams further improving their results.

Moreover, Gudykunst & Ting Toomey (1988), opines that communication skills such as active listening, articulating ideas, and providing constructive feedback help in fostering a conducive environment for learning, thereby enabling students to leverage diverse perspectives and collectively achieve goals. This can only be encouraged first from the lecturers communication behaviour, as student will only feel interested in a course if the lecturers means of communication is encouraging and enaging, giving them a better chance of articulating and comprehending properly, therefore encouraging the students to give effective feedback which would result to productive outcome. Citing Bandura, (1997), confidence is a valuable asset that empowers students to express themselves authentically and assertively, helping them develop the ability to present their ideas persuasively, advocate for themselves, and engage in debates or discussions with equilibrium. Lecturers can help in boosting the confidence of their students through encouraging effective communication behaviour, as negative or positive communication displayed in school by lecturers conciously or unconsciously, directly or indirectly affects the students academic performance partially if not fully (Rabae'i, 2014). Communication is an undeniable skill required for student success, serving as a factor for academic achievement, professional advancement, and personal growth (Hattie, 2012). Effective communication skills are

essential in teaching, and these skills can help teachers convey information clearly, build strong relationships with students, and create a positive learning environment. Whether you are an experienced educator or new to the field, improving your means of communication can significantly impact your teaching effectiveness.

Additionally, clear communication in teaching ensures that students understand the material being presented. This involves speaking clearly, using simple language, avoiding jargons, and being concise. When students understand what is expected of them, they are more likely to engage with the material and participate actively in class discussions. By practicing active listening, teachers can better understand student's needs, address their concerns, and build a supportive classroom environment. This can be achieved by maintaining eye contact, nodding, and providing feedbacks.

Also, non-verbal communication, such as body language, facial expressions, and gestures, play a significant role in teaching. Positive non-verbal cues is as important as verbal cues as it can reinforce verbal messages, show enthusiasm, and create a welcoming atmosphere. For example, according to Mehrabian, 1981, smiling and maintaining an open posture can make students feel more comfortable and willing to participate. Students have diverse learning styles, and effective communication involves adapting to these differences. Some students may prefer visual aids, while others might benefit from verbal explanations or hands-on activities. Therefore, teachers can reach a broader range of students and enhance overall learning outcomes,

by being conscious of their communication behaviour and how it affects the students academically. When students feel respected and valued, they are more likely to engage and participate. Cornelius- White, 2007, postulate that simple gestures like learning student's names, showing interest in their lives, and being approachable can build strong, trusting relationships.

Furthermore, effective communication skills are the foundation of successful teaching. Teachers can create a dynamic and supportive learning environment that promotes student success by being clear, actively listening, using positive non-verbal cues, encouraging feedback, adapting to learning styles, organizing lessons, building rapport, teachers can create a dynamic and supportive learning environment with their positive communication behaviour that encourages student success.

Despite the recognised importance of effective communication in teaching and learning, a gap in understanding the communication behaviour of lecturers still remains. So therefore, this study aims to bridge the gap by investigating lecturers communication behaviour and its relationship to students academic performance, as well as provide insights for lecturer, educators and policymakers to enhance teaching and learning. Ultimately, it seeks to explore and clarify how the communication behavior of lecturers, whether positive or negative, directly or indirectly influences student's academic performance, with the aim of identifying patterns, raising awareness, and offering recommendations for improved lecturer-student interaction.

The study intends to solve lack of comprehensive understanding of the impact of lecturers communication behaviour on students academic performance, that hinders the improvement of teaching and learning outcomes. By exploring the relationship, the study seeks to provide actionable recommendations for lecturers and policymakers in creating a supportive and effective learning environment.

1.2 Statement of the Problem

Despite the importance of effective communication, many lecturers struggle to convey information effectively. The idea of communication behaviour of the lecturer suggests that it has impact on the students academic performances. One of the main objectives of school is to improve academic performance, which is determined by the results (Hoyle, 2016). Many are quick to blame the students academic failure on their inability to pay clear attention in classes, but we fail to understand that the lecturers behaviour as well play an important role in determining the outcome of the students results, by the way they communicate and engage their students in the classroom. Poor communication can result in student disinterest, demotivation, and decreased academic performance. Ineffective communication can lead to misunderstandings, errors, and decreased student comprehension. Most atimes students get to understand a partucular lecturer exam scheme from how they communicate, as well as get to know the lecturers personality by their cmmunication skill, which can determine whether they

would be effective in such class or be made to feel inferior and ineffective. Lecturer's poor communication behaviour can significantly impact student's academic performance, with poorly communicated material hindering student success.

Lack of understanding of the impact of lecturer's communication behaviour on students academic performance is one of the major problem affecting the student performance academically, which is often ignored or not considered seriously. Despite the significant influence of lecturers on students academic experiences, there is a limited understanding of how lecturers communication behaviour affect students academic achievement, as most lecturers are not even aware that they can affect students performance, either by way of speech, way of teaching, way of treating student, way of responding to questions, among others.

Inconsistent academic performance among students is also a major problem, as students academic performance often varies significantly, even among those with similar academic abilities and backgrounds. This inconsistency suggests that various factors which are beyond the students control, such as lecturer's communication behaviour may have influence to their academic outcomes severely. Transmitting knowledge without considering the impact of lecturer's communication behaviour on students learning experience is a limitation, and this limitation may contribute to unfavourable academic performance among students.

There is need for evidence-based strategies to improve teaching. Investigation by institution on the relationship between lecturers communication behaviour and students academic performance can provide valuable insights for developing effective teaching and learning practices, and avoiding potential negative impact on students motivation and engagement.

1.3 Objective of the Study

From the above outlined, it is clear that the study aims to achieve the following objectives;

1. Examine the relationship between lecturer's communication skills and student's academic performance.
2. Determine the most effective communication strategies employed by lecturers.
3. Provide insights for lecturers, educators, and policymakers to enhance teaching and learning.

1.4 Research Questions

The following research questions were raised;

1. What is the relationship between the Lecturers Communication Behaviour and Students Academic Performance?

2. What is the most effective strategy employed by lecturers during the communication process that affect the academic performance of students effectively?
3. How can the teaching and learning process be enhanced?

1.5 Significance of the Study

This research focuses on finding out how to improve teaching practices, inform lecturers about effective communication strategies to enhance student engagement and understanding. It will as well contribute to improved academic performance, increased student satisfaction, and better educational experiences. The research will also aid to provide evidence for policymakers to develop targeted interventions and support lecturer professional development.

By exploring the impact of lecturer's communication skills on student's academic performance, this study aims to contribute to the ongoing discussion on teaching and learning in higher education.

1.6 Scope of the study

This study aims to investigate the relationship between lecturer's communication behaviour and student academic performance. The scope of this study is as follows:

Focus on the communication behaviour of lecturers and how it affects student's academic performance in the University of Benin. With specific emphasis on students in the Department of Mass Communication.

The study will consider the demographic characteristics of lecturers: Full-time lecturers with a minimum of five years of teaching experience, as well as undergraduate students of Mass Communication, in the University of Benin, Benin City, Edo state, Nigeria.

The study will as well explore the lecturer's communication behaviour, by investigating the way they communicate and the impact on student academic performance by examining the student academic achievement, including grades, attendance, and engagement.

The study will further employ a mixed-methods approach, combining the Surveys and questionnaire, by collecting data through standardized instruments, such as the Student Engagement Questionnaire (SEQ).

The researcher limits the study to the full time Mass Communication students, irrespective of level, gender, or age. The justification for the limitation of the study to full time students of Mass Communication in the University of Benin is based on their availability and easy access of the full time students.

1.7 Limitations of the Study

While this study aims to contribute to the understanding of the relationship between lecturer's communication behaviour and student academic performance, there are several limitations to the course of research of this study. The study may not capture the experiences of students and lecturers from diverse backgrounds, it relies on self-report measures, which may be subject to biases and limitations.

The findings is limited, as it may not be generalizable to other contexts or populations, it is conducted within a specific institutional context, and may not be representative of other institutions. The study is conducted over a limited timeframe, which may not capture the full range of experiences and outcomes.

The acknowledgement of the limitations of this study, aims to provide a foundation for future research, that can address the outlined limitations.

1.8 Definition of Terms

Lecturer Communication Behaviour: Lecturer's communication behaviour refers to the ability of lecturers to convey information, ideas, and concepts to students through verbal and non-verbal means, including;

- a. Verbal communication: spoken language, tone, and pitch.
- b. Non-verbal communication: body language, and facial expressions.

Student's Academic Performance: Student's academic performance refers to the level of achievement and success students attain in their academic pursuits, measured through;

- a. Grades like academic scores, marks, and evaluations.
- b. Assessment outcomes like results of exams, assignments, and projects.

CHAPTER TWO

LITERATURE REVIEW

Preamble

This chapter focuses on the literature review of the study, which would be presented under the following sub headings;

- 2.1 Understanding Communication Behaviour
- 2.2 Types of Communication Behaviour in Lecturers
- 2.3 Factors that Influence Communication Behaviour which in turn Affect Students Academic Performance
- 2.4 Impact of Lecturers Communication Behaviour on Students Learning Outcome
- 2.5 Review of Empirical Studies
- 2.6 Theoretical Framework

2.1 Understanding Communication Behaviour

In an academic setting, Communication Behaviour refers to the verbal and non-verbal methods lecturers use to convey information, interact with students, and facilitate learning. Communication behaviour encompasses not only clarity of speech but also non-verbal clarity, like tone, body language, responsiveness and pedagogical strategies (Hargie, 2016). The importance of non-verbal cue is demonstrated in

Mehrabian's (1971) communication theory where he outlines that non-verbal cue is (55%), and tone (38%) carry more weight than spoken words which is (7%), in conveying meaning. This implies that although a lecturer's style may be technically sound, poor communication such as dismissive tone or negative body language, can undermine student participation and learning, while aggressive and passive communication behaviour lead to lower academic performance.

Effective communication behaviour is rooted in transactional communication model, where both lecturers and students actively exchange messages to construct meaning (Barnlund, 2008). Several studies have as well highlighted how effective teacher--students communication enhances teaching outcomes and have come to discover that teacher clarity and feedback significantly improve student achievement (Hattie, 2009). And that positive relationships characterised by empathy, warmth and encouragement correlate with higher motivation and academic success (Cornelius-White, 2007).

Additionally, communication competence, that is the ability to convey knowledge in an understandable, engaging and culturally sensitive manner, plays a crucial role in students learning (Spitzberg & Cupach, 2011). According to Bee, (2012), he highlights that effective communication behaviour is very important to teachers in their delivery and interaction as well as management of classroom. Clearly

this shows that understanding and properly utilizing communication behaviour can further enhance students;

Understanding: Clear explanations, active listening and feedback help students grasp difficult concepts, give room to expression of ideas clearly and concisely, making it easier to participate in class discussions, ask questions, and seek help academically when needed, leading to better grades and successful academic achievements.

Confidence: Supportive Communication Behaviour encourages students to ask questions and express their thoughts without fear of judgement and as well give students the courage to also present their thoughts and arguments persuasively, leading to better grades on presentations, test and exams as a whole. It can as well boost students confidence, encouraging them to take risks and explore complex concepts.

Motivation: When students feel heard and respected they are more likely to stay engaged and committed to their studies. Engaging communication behaviour motivates students to increase their participation and interest in the subject matter.

Whereas, lack of understanding of communication behaviour by lecturers can lead to misinterpretation, low morale and reduced performance. Students may misunderstand instructions with a lecturer of indifferent and hostile communication behaviour, causing them to lose interest or feel alienated, and can end up feeling frustrated, anxious and lack clarity, directly impacting their academic outcomes.

Poor communication behaviour by lecturers can impede a student ability to understand instructions, ask questions and actively engage in classroom discussions, which can result in academic difficulties, decreased participation and limited learning opportunities. Difficulties in communication in the classroom will only pose academic challenges. Researches have shown that clear and structured, as well as supportive teacher communication leads to better academic performance (Hattie, 2009). Other researches also discovered that Lecturers communication styles directly influence academic outcomes (Frisby & Martin, 2010). Communication behaviour as explained earlier is not only limited to verbal cue, but as well extended to non-verbal cue, and further research also outlined that positive non-verbal behaviour enhances Learning (Richmond et al, 2016). Mehrabian (1971) also state that Teachers non-verbal behaviour shapes student engagement.

In relation to the above research, the importance of understanding communication behaviour can never be overemphasied, in shaping the lives of students and encouraging better academic performance. Communication behaviour is a dynamic influential aspect of the teaching-learning process. Understanding communication behaviour involves recognising the spoken and unspoken cues used by lecturers, the context in which communication occurs, and its effect on student academic success. Therefore, understanding these dynamics helps in assessing how lecturers communication either support or hinder students academic progress, because

for any educational environment to thrive, both lecturers and institutions must foster communication behaviour that are respectful, clear, supportive, and adaptive to the diverse needs of students. By analysing these various communication behaviour, educators can refine their teaching strategies to maximize student academic success.

2.2 Types of Communication Behaviour

Various communication behaviour are exhibited by lecturers, each impacting students learning differently. These various communication behaviour can be categorized as follows;

Verbal Communication Behaviour: This includes clarity of speech, language proficiency, tone, and the ability to explain complex concepts simply. Research clearly discovered that lecturers who articulate idea clearly and avoid jargon enhance student comprehension (Chesebro & McCroskey, 2001).

Non-Verbal Communication Behaviour: Body language, eye contact, facial expressions, and gestures, contribute significantly to students engagement. Positive non-verbal cues, such as smiling and maintaining an open posture, foster a welcoming learning atmosphere (Mehrabian, 1971).

Interactive Communication Behaviour: In this case, it involves encouraging student participation through discussions, questions and feedback. Researches have discovered

that lecturers who promote interactive learning environments improve critical thinking and retention (Fassinger, 1995).

Supportive Communication Behaviour: Lecturers who exhibit this kind of communication behaviour show empathy, are approachable, they give constructive feedback, encouraging participation and are patient. Such behaviour foster a motivating and safe learning environment. Studies indicate that students perform better when they perceive their lecturers are supportive and accessible (Morton et al, 2006).

Aggressive/Passive Communication Behaviour: When a lecturer avoids addressing misunderstanding, or fails to provide clear instructions, students may feel unsupported, leading to academic decline. Aggressive communication (harshness or excessive criticism) can demotivate students. Exhibition of irritation, use of harsh language and ignoring students contributions or concerns, can create fear, confusion or disengagement among students. Whereas, passive communication behaviour, such as lack of engagement, may lead to disinterest. By being assertive yet respectful lecturers with effective communication behaviour can strike a balance (Richmond & McCroskey, 2000).

2.3 Factors that Influence Communication Behaviour which in turn affects Students Academic Performance

Various researches have found that there are several factors that significantly influence lecturers communication behaviour. These various factors among others include institutional, environmental, cultural, and so on.

Cultural background shapes perceptions, as well as manner of communication and how it influences their communication pattern. Lecturers who are culturally sensitive and inclusive create an environment where all students feel respected and understood, enhancing their ability to participate and perform well academically. Hofstede, G. (2001), in his research wrote on cultural sensitivity as a factor that also affect behaviour. He states that awareness and recognition of cultural differences enhances effective communication, as it helps in adapting engaging styles and communication approaches.

Lecturers depth of knowledge of subject and their ability to breakdown complex concepts in a way understandable by students is also a key factor that influence communication behaviour. A lecturer who is knowledgeable of the subject indepthly can breakdown complex ideas into simple, relatable concepts, communicate effectively and enhance learning. Students are more able to grasp and retain course materials when lecturers convey information clearly, provide relevant examples and check for understanding. Lecturers unclear or overly complex speech will make

students struggle to understand course materials leading to poor performance respectively, whereas, lecturers clarity of the subject can help students gain more confidence and perform better academically, as effective communication helps bridge gap between lecturers expertise and students comprehension ability of the subject matter. Clarity, fluency, and proper articulation of speech by lecturers would create depth knowledge, confidence in delivering content and ability to use simple language to explain concepts clearly, and as well employ use of interactive methods instead of one-way lecturing, to enhance better comprehension and better feedback from students.

Moreover, emotional intelligence is also a factor that influences lecturer communication behaviour. Daniel Goleman a renowned psychologist (1995) in his work postulates the significant impact emotional intelligence in education. Emotional intelligence is the ability of lecturers to perceive, understand and manage emotions in themselves and others. Lecturers with high EQ are likely more patient, approachable, enthusiastic, self-aware, socially skilled and sensitive to students needs and feedback, which in turn enable them to navigate complex classroom dynamics effectively. Further research shows that lecturers in this category are able to build strong rapport with students, foster a positive classroom atmosphere and address students concerns empathetically, and that students are more likely to engage with a lecturer who demonstrates genuine care and understanding. More importantly, students who encounter these kind of lecturers are less likely to feel stressed or demotivated, which

in turn will influence their academic performance positively. Whereas, lecturers who lack emotional intelligence may fail to recognize or address students frustrations, thereby creating a negative classroom environments which could negatively impact students academic performance. Their ability to provide constructive feedback help students understand their strengths and weakness, providing areas for improvement, thereby boosting their motivation and guiding them towards academic success (Hattie, J. & Timperley, H. 2007).

Non-verbal communication includes body language, facial expressions, eye contact, posture and tone of voice, and these cues often convey more meaning than words alone and can influence how students interpret and respond to lectures significantly. (Mehrabian, 1971). Most lecturers are not even aware that these factor can reinforce the content being communicated, and so do not have any intent of controlling these non-verbal cues. A lecturer who avoids eye contact, speaks too authoritatively and dismissively or in monotonous tone, may cause students to disengage and may potentially perform poorly, whereas, a lecturer who maintains eye contact, uses open body language and make use of inviting tone, create an engaging environment that encourages students participation.

Furthermore, the teaching method lecturers employ affect their communication behaviour. Their ability to adapt these methods based on students needs, can significantly influence their communication behaviour. Those who adapt their

communication strategies to cater to different learning styles create a more inclusive and engaging classroom environment. According to research, rigid teaching style that does not consider diverse learning needs may leave some students behind, subsequently affecting their academic performance. Also, Level of confidence and enthusiasm strongly influence lecturers communication and how their communication is received by students. Lecturers who demonstrate enthusiasm and passion for the subject matter tend to inspire students and motivate them to perform better. Whereas, lack of enthusiasm or confidence in teaching make the subject appear boring, inaccessible, thereby reducing students engagement. Through research, it has been discovered that enthusiasm is contagious, as students are more likely to feel interested, engaged and boost their confidence about their ability to succeed.

Another major factor that can influence communication behaviour is the classroom environment. The physical layout, that is the lecture hall, can influence the lecturers communication. Noise as well as distractions can significantly affect the lecturers mood and in turn the manner in which they communicate. An organised, noise free interactive classroom environment can facilitate clear communication and make learning more engaging. Students in turn are more likely to stay focused and motivated when the learning environment is well structured and distraction free. Lack or poorly organised classroom affects communication behaviour, which hinder effective communication leading to misunderstanding and disengagement, further leading

to negative impact of students academic results. Sommer, R. (1969) in his work states the concept of space and its implication on human behaviour, and how it contributes to our understanding of how our physical environment influence human behaviour.

In summary, communication behaviour is shaped by multiple factors. Recognising these various factors and improving it can significantly enhance students academic outcomes. Employing strategies like maintaining positive non-verbal cues, mastery of subject, confidence in delivery of the contents clearly and in simple terms, fostering open feedback, can all improve communication behaviour and in turn students academic performances.

2.4. Impact of Lecturers Communication Behaviour on Student Learning Outcome

Communication behaviour refers physiological and acoustic events that occurs when an individual transforms their idea into words and sentences, which are then understood by the listener through the use of language. As put by Frisby, positive interpersonal behaviour helps teachers satisfy their students demand and develop close bond. The critical determinant of academic success is effective communication between lecturers and students. Lecturer's communication behaviour have been indicated by research to significantly influence students comprehension, engagement and overall academic performance (Jaasma & Koper, 1999). Students are more likely

to develop a deeper understanding of course material, participate actively in class and achieve higher learning outcomes, when lecturers employ clear, engaging and student-centered communication strategies. Moreover, strong communication behaviour enables students seek clarification when needed, ask insightful questions and express their view points. It as well play vital role in shaping atudents academic experiences and outcomes. On the other hand, poor communication, such as unclear explanations, among others, can lead to misinterpretation, low morale, lack of feedback, confusion, reduced motivation and lead to lower academic performance (Zhang & Zhang, 2020).

Besides, studies further avers that positive communication behaviour, including approachability, active listening, and constructive feedback, foster an inclusive learning environment that enhances students confidence and intellectual growth (Marsh & Roche, 1997). Take for example, Dr. Smart, a physics lecturer, explains complex concepts in a clear and concise manner, using visual aids and real-life examples. His students appreciate his ability to break down complex ideas into manageable parts, leading to improved understanding and better grades. While Professor James, an English literature lecturer, struggles to articulate complex literary theories, often using jargon and technical terms without explanation. His students become frustrated, leading to decreased engagement and lower grades.

In another instance, Dr. Joy Peterson, a Mass Communication lecturer, uses interactive activities and group discussions to convey Mass Communication concepts.

Her students enjoy the engaging lessons, leading to increased motivation and improved academic performance. While Professor Lillian, a business lecturer, fails to clearly communicate assignment expectations, leading to confusion and frustration among students. As a result, students submit subpar work, negatively impacting their grades.

Also, many students attend lectures, but retain little due to ineffective communication or disengaging communication behaviour. Interactive engagement between lecturers and students enhances comprehension, positive feedback, contribution of ideas that enrich the learning atmosphere, foster dedication, knowledge retention, and overall positive performance academically.

Thus, the lecturers communication behaviour is crucial in shaping students academic performance experiences and achievement generally.

2.5 Review of Empirical Studies

Series of researchers have conducted empirical researches relevant to this current study. This section reviews the work of related research by such scholars in relation to this study. The empirical works reviewed are;

Madu, B.C, & Ogbu, J. (2013); The Impact of Lecturers Communication Skills on Students Academic Performance in Nigerian Universities.

The study investigates the impact of lecturers communication skills on Nigerian university students. The study used mixed methods, survey and interviews to analyse grades. They administered questionnaires to 500 students across Nigerian Universities, conducted interviews with 20 lecturers to access their communication strategies. They analysed students grades alongside their perceptions of lecturers communication effectiveness.

The study centers on the Communication Accomodation Theory (CAT) and Social Learning Theory. The theories explains how lecturers adjust or fails to adjust their speech to aid student understanding while the later suggests students learn better when lecturers model effective communication. The study discovered key findings that clarity and fluency matter, as well as non-verbal communication, feedback is critical to avoid language barriers. According to the research, students perform better when lecturers spoke clearly, avoided complex jargon and used various relatable examples. They also discovered that lecturers who used gestures, eye contact, and expressive tones had more engaged students, they also found that those who gave more timely feedback improved student performance than those who did not. They also noted that heavy accents or poor english proficiency hindered students comprehension.

The current study and the one conducted by Madu and Ogbu share the same goal of determining how lecturers behaviour affect learning and performance in turn.

The social learning theory was also applied in both studies to investigate the impact of lecturers communication behaviour on students academic performance.

McCroskey & Richmond (1992). The Impact of Teacher Immediacy on Student Learning.

The study investigates how teacher immediacy (verbal and non-verbal behaviours that reduce psychological distance), affects student learning outcomes. Another purpose of the study was to determine whether immediacy behaviours (such as eye contact, gestures, vocal expressiveness), enhance students motivation and academic performance.

They employed quantitative survey, correlational analysis and classroom observations. They administered Non-verbal Immediacy Scale (NIS) and Verbal Immediacy Scale (VIS) to students to measure perceived instructor immediacy. With the correlational analysis, they linked immediacy scores with students final grades and self reported learning. Additionally, trained observers coded instructors immediacy behaviours during lectures.

The research reveals that students with high immediate instructors have increased motivation and scored significantly higher in assignments and exams. They also discovered that smiling, eye contact, and relaxed body language had a stronger impact than verbal immediacy alone. They employed the Immediacy theory which proposes that physical and psychological closeness (such as gestures, tone), enhances

communication effectiveness and the Affective Learning Theory that suggests that emotional engagement fosters deeper cognitive processing.

The research and the recent study are related, as both made use of survey and immediacy theory to examine how instructor behaviour affects performance. Both applied the theory that seeks to examine communication behaviour and its relation to learning. Also, the recent study also focuses on non-verbal cue as a communication behaviour which their study also did, thereby validating the importance of recent research.

Titsworth, S., et al (2010). The Role of Instructor Clarity & Immediacy in Student Learning.

The purpose of the study was to determine how clarity (organised lectures) and immediacy (approachability) impact students retention and grades.

The study made use of classroom observations, students surveys, and compared students scores based on instructor communication style. They recorded 50 lectures, and collected self-reported learning experiences. Additionally, they found that clear and structured lectures led to higher exam scores. The research also discovered that smiling and little gestures like remembering students names, increased motivation and participation.

The Cognitive Load Theory that states that clear communication reduces mental strain aiding retention, was applied in their research. Both studies are similar in that they both seek to examine lecturers immediacy, clarity and how it aids retention and improve students academic performance.

2.6 Theoretical Framework

Several communication and learning theories help explain the relationship between lecturer's communication behaviour and student's academic performance. The following theories are relevant to this study:

Social Learning Theory

The social learning theory introduced by psychologist Albert Bandura postulate that people learn through observation, imitation and modelling. The theory explains how students learn from lecturers communication styles. The theory postulate from the idea that we learn from our interactions with others in a social context.

It states that learning occurs through observation, imitation and modelling, and is influenced by factors such as attention, motivation, attitudes and emotion. The theory is rooted in attention through motivation to improve and have success in outcomes. It emphasizes that behaviour, personal factors, as well as environmental factors are all interlocked determinants of each other.

According to Bandura, learning does not solely involve dynamic interplay between cognition, environment and behaviour, but identified two key processes;

-Observational Learning- where people learn by watching others in their environment e.g teachers.

-Mediational Processes- where individuals actively interpret and internalize what they have observed.

The theory offers a valuable framework for educators who strive to foster positive behaviours in classroom. It states that to harness its potentials, teachers can model healthy behaviours, such as providing supportive and respectful learning environment can help students positively. Moreover, it also states that it helps to offer the idea that behaviour is a very important aspect of learning for both students and lecturers, understanding human behaviour can enable lecturers to come up with more effective teaching strategies. Social Learning Theory is relevant to the study as it helps support teachers in controlling their behaviour positively, in addition to help students retain the material being taught and encourage inclusivity, motivation and positive academic performances, (jriiejournal.com-JRiie-8-1-023).

Immediacy Theory

Immediacy is a set of practices or behaviours that human beings use in order to communicate a desire for psychological closeness or warmth to, or with another human being, using both verbal and non-verbal cues, (en.wikipedia.org). The Immediacy Theory suggests that communicators can reduce psychological distance through verbal and non-verbal behaviours that convey warmth, closeness, and engagement. It refers to the perception of physical and or psychological closeness among individuals. These behaviours may include direct eye contact, smiling, having open body posture, gesturing, vocal expressiveness among others (Comadena, Hunt & Simonds, 2007).

Albert Mehrabian a social psychologist (1967a), defined it as the degree in which communication behaviour facilitate physical or psychological closeness in interpersonal communication. While Goram (1988) , broadened the concept to include any verbal interaction that increased are psychological closeness between students and teachers. Whereas (Thweatt & McCroskey, 1996) says the concept includes communication behaviour reducing percieved distance between people.

The phenomenon immediacy has been studied extensively in the face-to-face educational context in which it originated (Andersen, 1979; Gorham, 1988, Plax, Kearney, McCroskey & Richmond, 1986, Richmond, Gorham, & McCroskey, 1987).

In the context of education, when lecturers use immediacy behaviours such as smiling, moving around the class, using students names, and encouraging feedback,

students are more motivated to learn and communicate. Increased immediacy has been linked to higher levels of cognitive and affective learning, which positively impacts academic performance.

The theory is important to the study, as it seeks to outline that lecturers communication behaviour affects students academic performance. So therefore fostering psychological closeness and maintaining positive and engaging verbal and non-verbal cues can foster positive academic outcomes in students.

CHAPTER THREE

RESEARCH METHOD

Preamble

The methodology adopted during the process of conducting research is presented in this chapter, and is presented under the following headings;

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample Size & Sampling Techniques
- 3.4 Instrument for Data Collection
- 3.5 Method of Data Collection
- 3.6 Validity of the Research Instrument
- 3.7 Method of Data Analysis

3.1 Research Design

The use of descriptive survey design was employed in this study. The design is employed when a research work focuses on collecting, organising, and analyzing data which allows the measurement of characteristics, opinions, and behaviour of a given population through representation by researchers. As only but a proportion of the entire population of Mass Communication students were studied, and the findings is expected to be generalized as the entire population, descriptive survey design was considered appropriate for this research.

3.2 Population of the study

The population of the study was (921) students which consists of all full time students in the department of Mass Communication, in the University of Benin, Benin City, Edo state, Nigeria. The figure which formed the population of this study, emanated from the available number of students studying Mass Communication in the University of Benin, given by the course reps of all levels. All figures was added to derive the population which is 921, 100 Level students 230, 200 Level 235, 300 Level 236, 400 level 220.

The numbers gotten from each level from the departments of Mass Communication was added together to get the population of the study.

3.3 Sample size of the study & Sampling Techniques

The Krejcie & Morgan (1970) table was used to determine the sample size out of (921) population of students. With the use of this sample, the researcher got a sample size of approximately (272) students. To ensure fair and proper representation, across the four levels (100-400) and ensure that all level are adequately represented, the researcher stratified the entire population, then allocated the sample to each level relatively using the below formula.

$$N = [\text{Population of each level} \div \text{Total Population (921)}] \times \text{Sample Size (272)}$$

Therefore:

100 level = $(230 / 921) \times 272 = 68$ students

200 level = $(235 / 921) \times 272 = 69$ students

300 level = $(236 / 921) \times 272 = 70$ students

400 level = $(220 / 921) \times 272 = 65$ students

3.4 Instrument of Data Collection

The instrument used for data collection was interview, as well as questionnaire. The questionnaire is organised in sections for the students on their opinion, and an interview conducted for the lecturers on personal reflection and assessment.

Four section was designed for that which would be distributed to students, as well as an interview questions to be directed to lecturers. Section A to D.

Section A for the respondent background information. Section B gathers information on the extent to which lecturers communication behaviour influence the academic performance of students in the University of Benin, with the representation from Mass Communication Departments. Section C evaluates what aspect of the communication behaviour in the lecturer that affect the student performance academically. Section D Gives room for open ended questions.

3.5 Method of Data Collection

Through person to person approach, the data for this study was collected, with aid from research assistants to reach the (272) respondents. The researcher also ensured that review gotten from interview was properly documented, while the numbers of questionnaire distributed were all reviewed to a very large extent.

3.6 Validity of Research Instrument

The instrument which the researcher made use of for the gathering of data was valid and reliable, as the items (interview and questionnaire) were capable and appropriate for the measurement and gathering of required information for the study.

3.7 Method of Data Analysis

The data collected through questionnaire were analyzed using simple percentage and frequency table. For easy comprehension and interpretation of data findings, the frequency tables were used, to as well enable the researcher to fully explain collated data.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Preamble

The focus of this chapter is on the presentation and analysis of data gathered from questionnaires and interview questions which were distributed to respondents, as well as findings. The analysis was done using frequency tables. This chapter focuses on the analysis of respondents demographics, as well as analysis on the interview responses got from students and lecturers.

4.1 Presentation and Analysis of Data based on Bio-Data

Table 1: Age Distribution of Respondents

Age	Frequency	Percentage
16-20	115	42.3%
21-25	103	37.9%
26-30	51	18.7%
31 and above	3	1.1%
Total	272	100

Source: Field Survey, 2025

Table 1 shows that most respondents are within the age of 16-20, indicating that the study's outcome is influenced by individuals in their peak who are still driven by the passion to succeed, providing insight on if the various type of communication behaviour of lecturers have impact on their willingness to perform well academically.

Table 2: Gender Distribution of Data based on Bio-Data

Gender	Frequency	Percentage
Male	179	65.8%
Female	93	34.2%
Total	272	100

Source: Field Survey, 2025

Table 2 shows a significant dominance of male respondents in the study. Indicating that the experiences of male respondents on the impact of lecturers communication behaviour on their academic performance differs or is higher than that of the female.

Table 3: Distribution based on Academic Level

Academic Level	Frequency	Percentage
100 Level	50	18.4%

200 Level	87	32%
300 Level	34	12.5%
400 Level	101	37.1%
Total	272	100

Source: Field Survey, 2025

Table 3 suggests that the study incorporated diverse perspectives From various levels, with a significant response from the 400L, highlighting that their experiences along side the variation in their manner of perception differs from other levels.

Table 4: Religious Distribution of Respondents

Religion	Frequency	Percentage
Christian	259	95.2%
Muslim	10	3.7%
Others	03	1.1%
Total	272	100

Source: Field Survey, 2025

Table 4 shows the distribution of respondents by religion, implying that more than two religions were respresented in the study.

Table 5: Marital Status of Respondents

Marital Status	Frequency	Percentage
Single	269	98.9%
Married	3	1.1%
Others	-	-
Total	272	100

Source: Field Survey, 2025

Table 5 shows that a large portion of the respondents are single, with just a married few. This indicates that the study is influenced by individuals who are still focused on education and are quite sensitive to manner of communication which may result in various impacts.

Table 6: Respondent View on the extent to which lecturers communication behaviour affect their learning experience in the classroom

S/N	Extent	SA	A	D	SD	Total
------------	---------------	-----------	----------	----------	-----------	--------------

i	Very High Extent	180 (66.2)	86 (31.6)	3 (1.1)	3 (1.1)	272 (100)
ii	High Extent	127 (46.7)	145 (53.3)	-	-	272 (100)
iii	Low Extent	117 (43.0)	21 (7.7)	117 (43.0)	17 (6.3)	272 (100)
iv	Very Low Extent	103 (37.9)	33 (12.1)	22 (8.1)	114 (41.9)	272 (100)

Source: Field Survey, 2025

Table 6 shows the extent through which communication behaviour affect students learning experience in the classroom as shown in the responses.

Item 1 on the table inquires whether students are affected to a very hight extent. The data shows that a large portion of the respondents strongly agree or agree that it's effect is to a very high extent, while few of the respondents disagree or strongly disagree. This statement shows that extent to which students learning experience is affected in the classroom by lecturers communication behaviour is to a very high extent, indicating that lecturers must take note of their communication behaviour during lecture process, to avoid negative impact on students learning experience.

Item 2 on the table inquires whether the effect is to a high extent. The data shows that all respondents strongly agree or agree, with none disagreeing or strongly disagreeing to the fact that the extent of lecturers communication behaviour to students learning experience is to a high extent. This indicates that the Impact of lecturers communication behaviour on students academic performance is to a high extent.

Item 3 on the table shows that a large number of the respondents disagree that lecturers communication behaviour affect their learning experience in the classroom to a low extent, while other large respondents strongly agree that the extent to which they are affected is to a low extent. This highlight that the extent to which students are affected varies.

Item 4 on the table exposes that a large portion of the respondents strongly disagree that lecturers communication behaviour have low effect on their academic performance. With it being the dominat response, it indicates the importance of consciousness of communication behaviour by lecturers and how to apply it to avoid affecting students performance negatively, as it's impact cannot be overlooked.

Table 7: Respondent view on the type of lecturer behaviour they believe as the most positive impact on their academic performance

S/N	Communication Behaviour	Frequency	Percentage
-----	-------------------------	-----------	------------

i.	Supportive (encouraging)	120	44.1%
ii.	Engaging (interactive)	140	51.5%
iii.	Aggressive (critical)	8	2.9%
iv.	Passive (distant)	3	1.1%
v.	Others (please specify)	1	0.4%
	Total	272	100

Source: Field Survey, 2025

Table 7 exposes that students who encounter lecturers with high level of engagement have great tendency of having positive academic results. This is shown above with a large portion of the respondents selecting engaging communication behaviour as the type of behaviour they believe have a positive impact on their academic performance.

Table 8: Respondents view on the way some lecturers style have had negative impact on them

S/N	IMPACT	SA	A	D	SD	Total
-----	--------	----	---	---	----	-------

i.	Engagement in classroom discussions, as well as participations	180 (66.2)	92 (33.8)	-	-	272 (100)
ii.	Ability to approach them for clarity on academic issues you do not understand	157 (57.7)	109 (40.1)	5 (1.8)	1 (0.4)	272 (100)
iii.	Academic result as a whole	144 (52.9)	124 (45.6)	4 (1.5)	-	272 (100)

Source: Field Survey, 2025

Table 8 shows the impact negative communication behaviour has on students from the responses.

Item 1 on the table exposes that the majority of the respondents have been affected negatively through some type of communication behaviour of lecturers, which have affected their engagement in classroom discussion as well as participation.

This underscores that students can either be motivated to participate in classroom discussion or avoid participation as a result of the type of communication behaviour exhibited by the lecturers.

Item 2 on the table indicates that the responses are dominated by respondents who strongly agree that their ability to approach lecturers on academic issues they do not understand have been affected negatively as a result of the type of communication

behaviour the lecturers exhibit. This exposes that the communication behaviour of lecturers has a strong impact on the ability of students to approach them for further understanding of course concepts.

Item 3 on the table exposes that the majority of the respondents strongly agree that their academic performance as a whole have been affected by these various communication behaviors of lecturers. This shows that lecturers' communication behaviour has a high tendency of impacting students academic performance as a whole, and so must be careful not to incur negative outcomes.

Therefore the result from those who strongly agree or agree that the negative communication behaviour has an impact on them is higher than those who disagree or strongly disagree, indicating the acceptance of the statement that negative communication behaviour in lecturers has an effect on students academic performance.

SECTION D: Open-Ended Questions (From Students)

Respondents View on description of a lecturer who has a positive communication behaviour, and how they impact students academic performance positively

According to feedback, students stated that lecturers who pay attention to their questions and give detailed answers have a positive impact on them. They stated that lecturers with positive communication behaviour speak clearly, listen to students patiently and explain concepts using real life examples, stating that through this means they are encouraged to ask questions. The participants also outlined that these lecturers always ensure that feedback is given to questions asked without making them feel embarrassed or inferior. Another participant stated that the lecturer does not only teach but gives room for questions and answers, allowing not just herself but the whole class an opportunity to interact and learn, and as well encourage students who are not sure of themselves a chance to make their point without being criticized or rejected. They explained that the method of citing real life examples makes it easier for them to understand and remember during exams.

Furthermore, few participants outlined that these positive communication behaviour include compassion, engagement, creating a light and funny atmosphere for learning, calmness and focus, as well as having the interest of the students at heart where they are encouraged to succeed, making them feel motivated, with a zeal to do better so as not to disappoint the hope which have been placed on them. Another participant also went further to say that the lecturer which impacted their learning experience leading to positive academic outcomes had a communication behaviour that was respectful, interactive and highly engaging, able to explain complex scientific

concepts in simple terms, was always able to create humorous atmosphere which connect effortlessly with students, and that the lecturer was intentional about ensuring understanding of the course contents.

From the feedback outlined above, it is discovered that lecturers with positive communication behaviour encourages engagement of most students thereby improving their academic performance.

Respondents view on Communication behaviour of a lecturer that they found challenging to work with, and how they adapted

Through feedback from participants in the research work, students admitted that they have had experiences with lecturers whose communication behaviour they found challenging to get along with. Some participants said they could only adapt by attending the classes, but had to rely on research and personal study for better understanding of the course, others said they had to rely on the text, while other participants said that they have not been able to adapt. Responding to this, other participants stated that all they could do was avoid the course and the lecturer all together and believe in God and their ability to get through the course.

The majority of the participants outlined that this impacted their outcomes in tests and exams partially if not fully as they could not understand the teaching and scoring method of the lecturer. A participant stated that constant positive engagement

would have given an idea on what the lecturer expected to see while scoring and this would help them navigate the questions confidently.

This exposes that communication behaviour which are not positive or encouraging could be challenging for students to adapt to and may affect their performance academically.

Participants responses on specific instance where a lecturer's communication behaviour helped or hindered their understanding of a course

It was discovered that lecturers' communication behaviour at some point hindered students' understanding of a course. Various participants pointed out painfully that whenever they could not understand, they would never result in asking questions for clarification, as the lecturer would always reply with abuses, or their question would be avoided by asking another. The participants complained stating that how does the lecturer expect them to answer when they have not even been able to comprehend the first. They pointed out painfully that the lecturer states that they themselves understand the course and says they too are expected to understand no matter what. They complained that the lecturers' constant comparison with themselves who have been in the field for years and of them who are still trying to be conversant with the course discourages them from fully paying attention during the course of lecture. The participants outlined that this hinders their courage to ask questions, as they want to avoid being criticized or humiliated among their peers, who may in turn

mock them even when they themselves do not understand. Another participant stated that this discourages them from attending such lectures and even when they do, they try as much as possible to remain 'invisible' to avoid being embarrassed.

Some participants said that although they might have been hindered in the understanding of one course, instances where other lecturers' communication behaviour have helped them cannot be overlooked. They stated that the explanatory and engaging behaviour of the lecturer, who as well gave them detailed notes helped them in understanding even without the use of extra materials. They explained that the lecturer made the course seem like "a walk in the park" and that a large portion of the class did well in the course.

This points out that lecturers' communication behaviour can either hinder or help students in understanding the content of the course.

Respondents view on how lecturers can use their communication behaviour to create a more supportive and inclusive learning environment for them, which in turn would improve their academic performance

In their responses on how lecturers can use their communication behaviour to create a more supportive and inclusive learning environment for students, some participants stated that lecturers should uphold positive communication behaviour, where they speak clearly, listen to students opinion with patience giving them the room to express themselves and share ideas that could be beneficial to their peers and maybe to even the lecturers themselves. Other participants said that they should encourage students to ask questions and ensure that positive and helpful feedback is given without any student facing embarrassment. They should have an interactive class, but not too free to avoid misuse of freedom and disrespect from students due to over familiarity. A participant outlined that lecturers should avoid ambiguity and be concise, acknowledging diverse learning styles and should be attentive to students.

Other participants went further to state that to create a more supportive and inclusive learning experience for students, lecturers should be intentional with their communication behaviour, this include being approachable, actively listening to students and encouraging participation without judgement, they should use clear language, give constructive feedbacks when needed and show empathy to ease tension and create a comfortable atmosphere where students can feel free to ask reasonable questions for further understanding of the course concept, they can as well chip in some personal life educating experiences while lecturing, as students like what they can relate to.

The above outlines the various views of participants on how lecturers can create a more supportive and inclusive learning environment that would in turn enhance their students academic outcomes.

Open-Ended Questions (From Lecturers)

Respondents View on how their Communication Behaviour Influence their Teaching Style and Interaction with Students

Participant lecturers stated that various communication behaviour influences their teaching style and their interaction with students. A participant stated that having enthusiasm, passion, as well as clarity and organizational skills as a communication behaviour have influenced their interaction with students positively, stating that clear and organized communication behaviour is very important to be able to convey effective information across to students. The participant lecturer stated that this communication behaviour tend to inspire students and make the concept of the course more appealing, increasing motivation and sharing of ideas.

Another participant lecturer observed that their non-verbal communication behaviour also have effect on their teaching style and their interaction with students. Stating that although their intention may be to pass a positive message across, but the non verbal cue may transmit information contrary to what they intend to send across. So the awareness and proper use of non-verbal cue such as tone of voice, body

language, facial expressions among others, play significant role in conveying messages and help in building rapport with students. Other participants went further to state that their ability to actively listen to students when they ask questions for clarification, help them understand students perspectives, know how to create room for interaction and how to tackle their academic concerns.

Participants view on how their communication behaviour impact your relationship with students and what strategies they employ to build positive relationships

Participant lecturers stated that for their communication behaviour to impact their relationship with students positively, they employ strategies that have or would be effective in building positive relationship.

A participant stated that the communication behaviour impact their students positively, because they ensure that constructive feedbacks are provided to students who require them, they make the students understand that they are open and approachable and willing to communicate and provide help that are relating to course concepts.

Another participant explained that they do not fail to appreciate their students when they perform excellently well, thereby boosting their confidence to do better. They make the students understand that issues that could be unbearable for them,

including personal matters could be discussed with them and kept confidential In case they need someone to talk to. The participant exposed that through this medium, a platform for trust is created. They communicate with empathy and respect as well, creating a supportive learning environment which build positive relationship. The participant summarize the strategies simply as follows, building trust, creating an approachable atmosphere, ensure students are aware that they are respected and that their efforts are recognized.

Adaptation of Teaching Approach to meet the needs of a particular student or group of students, and how the Lecturer's Communication Behaviour Influenced this Adaptation

Participant lecturers stated that they have in one instance or another tailored their teaching approach to fit different students. A participant lecturer stated that for this to be effective, they had to first identify the students need, which can only be possible through effective communication, where they engage in dialogue with students through participation in discussions, where lecturers identify and come up with solutions to identified challenges.

Another participant lecturer explained that they had to learn to be flexible to be able to adjust at all times when needed, to accommodate various students. Stating that they had to adopt clear and concise speech for students to understand, discovering it

had positive impact, as it made students want to engage more, creating an interactive atmosphere, and a positive academic outcome at the end of every assessment.

Participants view on the most important communication behaviour to have as an approach while teaching.

Participant lecturers outlined that from observation and conclusion, the effective communication behaviour to have as a lecturer is the ability to adapt your communication style to meet different students needs, and the the ability to explain complex concepts clearly and in simple terms to ensure students understand the concept of the course so that the main purpose of lecturing would be effectively achieved.

They went further to explain that adopting these various positive communication behaviors would help lecturers create a humorous learning environment and create a means to interact effectively with students, and would in turn help students perform excellently in assessments.

4.2 Discussion of Findings (Answers to Research Question)

Research Question 1: What is the relationship between the Lecturers Communication Behaviour and Students Academic Performance?

According to the data presented in table 6, 7 and 8, the relationship between the lecturers communication behaviour and students and its impact on their academic performance cannot be overlooked,as it is evident in table 6 that the extent through which the communication behaviour of the lecturers affect learning is to a very high extent, with 119 (44%) respondents.

Table 7 & 8 as well indicated that the type of communication behaviour a lecturer has either positive or negative can have an impact on students. Data from table 7 reveals that students prefer lecturers with engaging (interactive) communication behaviour, with a total of 198 (73%), while table 8 indicates that negative communication behaviour can affect their engagement in classroom discussions with 139(51%), and their result as a whole with 93 (34%). Quantitative data presented in Tables 6, 7, and 8 showed a measurable relationship between lecturers' communication behaviour and student performance. The findings demonstrated that higher levels of effective communication correlated strongly with improved academic achievement. Students in environments where lecturers actively engaged in two-way communication, clarified difficult concepts, and encouraged participation performed significantly better than those in less communicative classrooms. These high percentages reveal that students note lecturers communication behaviour and make decisions on how to respond in future lectures. This level of discovery shows the relationship between lecturers communication behaviour and students performance.

From the qualitative responses, participants emphasized that lecturers communication behaviour play significant role in determining how effectively students learn and perform academically. Clear explanations, active listening, timely feedback, and the use of engaging communication styles were highlighted as behaviours that directly influence students' comprehension and motivation. On the other hand, poor communication, such as lack of clarity, minimal interaction, or negative feedback, was seen to discourage students, lower their confidence, and ultimately affect their academic outcomes negatively.

These findings are supported by the work of McCroskey and Richmond (1992), who postulated that physical and psychological closeness enhances communication effectiveness. They discovered that smiling, relaxed body language and tone of communication had a strong impact. They also discovered that lecturers with high psychological closeness, increased motivation, and that their students scored significantly higher in assignments and exams. The findings are also in line with related studies such as those by Frymier and Houser (2000), which showed that immediacy behaviours (eye contact, gestures, and open discussion) foster stronger teacher-student connections and improve learning outcomes. Similarly, Richmond and Gorham (1991) found that the use of positive communication strategies promotes higher academic engagement and achievement.

The results correlate with Communication Accommodation Theory (CAT), which posits that effective communication requires adjusting one's style to suit the listener's needs. By adapting communication to students levels, lecturers enhance understanding. In addition, Constructivist Learning Theory supports the notion that interaction and dialogue are central to knowledge construction, making lecturers communication behaviour pivotal to student success.

Thus, the data from tables 6, 7, & 8, quantitative and qualitative analysis, and theories all correlate to illustrate and confirm that students academic performances are affected by lecturers communication behaviour.

Research Question 2: What is the most effective strategy employed by lecturers during the communication process that affects students' academic performance?

Participants identified several effective strategies lecturers employ during communication. These include creating a supportive learning environment, providing positive and constructive feedback, encouraging teamwork and collaboration among students, and maintaining constant communication both inside and outside the classroom. Such strategies help to reduce learning anxiety, foster inclusiveness, and ensure that students remain actively engaged in the learning process.

Evidence from quantitative research demonstrated that students exposed to supportive and interactive communication strategies recorded higher levels of

academic success. Data exposes that when lecturers constantly offered feedback and encouraged collaborative problem-solving, students test scores and class performance showed measurable improvement compared to environments where such strategies were lacking.

This finding is backed by Tinto's (1997) model of student retention, which exposes that students thrive academically when they feel part of a supportive academic community. Similarly, Chickering and Gamson's (1987) "Seven Principles for Good Practice in Undergraduate Education" emphasized active learning, timely feedback, and student collaboration as key of effective teaching practices. The findings are also supported by Vygotsky's Social Development Theory, which emphasizes the importance of social interaction in cognitive development. Collaborative learning and continuous feedback directly mirror Vygotsky's concept of the Zone of Proximal Development (ZPD), where guidance and interaction enable students to reach higher levels of understanding. Additionally, Humanistic Learning Theory underscores the role of supportive environments in fostering self-actualization and academic success.

Research Question 3: How can the teaching and learning process be enhanced?

To enhance the teaching and learning process, research and feedback indicates that various strategies should be incorporated. Stating that continuous learning is important for lecturers to stay updated with the latest educational trends and technologies. It was as well outlined that lecturers should be able to utilize effective teaching approaches that can benefit students, and that these various technologies should be adopted as it can significantly enhance the teaching and learning process. It was pointed out as well, that institutions should monitor and constantly share contents and engage in training that can improve teaching and learning.

Feedback from respondents revealed that enhancing the teaching and learning process requires a multifaceted approach. First, lecturers must engage in continuous professional development to keep pace with evolving educational trends and technological innovations. Second, adopting student-centered teaching strategies, such as participatory learning, active engagement, and interactive classrooms, was emphasized as essential. Lastly, institutions must play an active role by monitoring teaching practices, sharing updated resources, and organizing regular training workshops to ensure that both lecturers and students adapt effectively to new demands.

Quantitative evidence showed a strong relationship between innovative teaching methods and improved academic outcomes. Students taught with technology enhanced methods, such as multimedia resources and online learning platforms, demonstrated higher retention and engagement levels. Data also indicated that

institutional support in the form of training programs and consistent supervision significantly boosts overall teaching effectiveness and student performance.

Dunlosky et al. emphasized that effective learning techniques, such as practice and self-testing, help students discipline their learning and adapt to advancing technologies. Also, studies by Mayer (2009) confirmed that multimedia-based teaching enhances comprehension and critical thinking. Related research also demonstrated that institutions that prioritize teacher training and resource development report higher levels of student achievement compared to those relying solely on traditional lecture methods. The findings are also strongly supported by Constructivist Theory, which argues that students learn best when they actively construct knowledge through interaction and engagement. Vygotsky's Social Development Theory also supports this by stressing collaboration and guided learning. Furthermore, Cognitive Load Theory justifies the adoption of technology and innovative teaching strategies, explaining that they can reduce unnecessary mental strain and free students to focus on meaningful learning.

In conclusion, the findings consistently show that effective communication, supportive strategies, and modernized teaching approaches are vital to enhancing student academic performance. Related studies and established theories provided strong backing, confirming that communication behaviour, feedback strategies, and

the adoption of innovative, student-centered teaching methods collectively form the foundation for improved teaching and learning outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Preamble

5.1 Summary

This chapter focuses on the summary of the study, conclusions, recommendations, contribution to knowledge and suggestions for further study.

The study was aimed at ascertaining the impact of Lecturers communication behaviour and how it affects Students academic performance. It used Mass Communication Students in University of Benin City as a case study. This study highlighted the relationship between the lecturers communication behaviour and students academic performance. The impact of the positive communication behaviour of lecturers on students academic performance are numerous, it increases engagement of students in classroom discussions, improves teacher-student relationship and fosters positive feedback in academic performance. It makes the learning process fun and engaging, creating a light atmosphere for learning rather than a tense atmosphere. Supportive and Engaging lecturers build motivation in their students, thereby reducing inferiority complex and low self esteem.

The study also discusses the impact of aggressive and passive communication behaviour from the lecturers and how it causes disengagement between the lecturers and the students. It affects teacher-student relationships and has a high tendency of

affecting their academic performance as a whole. It may lead to students avoiding classes.

The Social Learning Theory and the Immediacy Theory were reviewed in relation to the study. Social theory explains how students learn from lecturers communication styles, stating that learning occurs through observation, imitation and modelling, and is influenced by factors such as attention, motivation, attitudes and emotion. It also states that to harness its potential, teachers can model healthy behaviours, such as providing supportive and respectful learning environments which can help students positively. Moreover, it also states that it helps to offer the idea that behaviour is a very important aspect of learning for both students and lecturers, understanding human behaviour can enable lecturers to come up with more effective teaching strategies. The Immediacy Theory suggests that communicators can reduce psychological distance through verbal and non-verbal behaviours that convey warmth, closeness, and engagement. The two theories explain how important communication behaviour is to learning.

This study adopted the descriptive survey research design, using questionnaire as its instrument for data collection, as well as the use of Interview. The questionnaire was built around the objectives and research questions of the study. The reason was to allow the measurement of characteristics, opinions, and behaviour of a given population through representation by the researcher.

The findings in summary include but not limited to:

- i. Lecturers communication behaviour influences the academic performance of students to a very high extent. It influences their engagement in classrooms, as well as their ability to ask questions and the teacher-students relationships as a whole.
- ii. Supportive communication behaviour encourages motivation to a large extent, resulting in positive feedback academically.
- iii. Passive and Aggressive communication behaviour can cause disengagement in lectures thereby resulting in decreased academic performance.
- iv. Engaging communication behaviour can foster engagement and encourage exchange of ideas between lecturers and students, giving room for more learning, thereby enhancing academic performance.

5.2 Conclusion

According to the various findings, it is very visible that the type of communication behaviour a lecturer exhibits can either motivate or demotivate students, thereby affecting their academic performance positively or negatively. As a result of these various communication behaviours, students can either be motivated to engage in classroom discussions, group projects, personal classroom presentations, among others, or be demotivated to engage in any class activities, as well as avoid

teacher-student interaction. Findings show that learning is influenced by several factors such as attention, motivation, and most especially, emotions and attitude.

Attitude and emotions displayed during the lecture process have a key effect on the receiver, that is, the students. Findings also show that negative communication behaviour may not only cause disengagement in student engagement and learning, but may affect their academic performance as a whole, just as positive communication can boost motivation, attention in classroom discussion and result in significant academic performance. This shows that the manner of communication during lectures is a solid tool that can improve academic performance.

It is quite visible from the findings that to avoid the negative effect from communication behaviour that may not improve students academic performance or boost their confidence, and help them harness their potentials, lecturers can avoid passive and aggressive behaviour in communication, and can model healthy behaviours, such as providing encouraging, interactive, supportive and respectful learning environment that can help students positively.

5.3 Recommendations

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

1. Institutions should conduct thorough interviews of intending lecturers and create sensitization programs to create awareness on the impact of their

communication behaviour on students and their academic performance as a whole. There should be provision for communication training, where lecturers are given the opportunity to improve their communication skill.

2. Institutions should see to it that Passive and Aggressive behaviour in communication is kicked against, but recognition and reward to lecturers who demonstrate effective communication skills should be encouraged.
3. Proper monitoring and assessment should be conducted regularly to improve positive communication behaviour to foster an engaging and supportive environment which would in turn improve Students academic performance.

5.4 Suggestions for Further Study

The following topics are suggested for further study in order to gain more insight on the impact lecturers communication behaviour have on students academic performance.

1. Impact of Lecturer-Student Communication on Academic Achievement.
2. Communication role in Lecturer-Student Relationships and Student academic success.
3. Effective study on Communication Strategies for Enhancing Student Engagement.

References

- Andersen, J. F. (1979). Teacher immediacy as a predictor of teaching effectiveness. In D. Nimmo (Ed.), *Communication Yearbook 3* (pp. 543-559). Transaction Books.
- Asemah, E. S. (2010). Lecturers' communication behaviour and students' academic performance in tertiary institutions in Nigeria. *Journal of Communication and Media Research*, 2(1), 127–138.
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Barkley, E. (2010). *Student engagement techniques*. Jossey-Bass.
- Barnlund, D. C. (2008). A transactional model of communication. In C. D. Mortensen (Ed.), *Communication theory* (2nd ed., pp. 47-57). Transaction Publishers.
- Bee, B. (2012). The importance of effective communication in the classroom. [Publisher information typically needed for a book citation; if this is an online article, please provide the URL].
- Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.
- Burgoon, J. K. (1978). A communication model of personal space violations: Explication and an initial test. *Human Communication Research*, 4(2), 129–142. <https://doi.org/10.1111/j.1468-2958.1978.tb00603.x>
- Chesebro, J. L., & McCroskey, J. C. (2001). The relationship of teacher clarity and immediacy with student state receiver apprehension, affect, and cognitive learning. *Communication Education*, 50(1), 59–68. <https://doi.org/10.1080/03634520109379232>
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.
- Claxton, C. S., & Murrell, P. H. (1987). *Learning styles: Implications for improving educational practices*. ASHE-ERIC Higher Education Report No. 4. Association for the Study of Higher Education.

- Comadena, M. E., Hunt, S. K., & Simonds, C. J. (2007). The effects of teacher clarity, nonverbal immediacy, and caring on student motivation, affective and cognitive learning. *Communication Research Reports*, 24(3), 241–248. <https://doi.org/10.1080/08824090701446617>
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113–143. <https://doi.org/10.3102/003465430298563>
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>
- Fassinger, P. A. (1995). Understanding classroom interaction: Students' and professors' contributions to students' silence. *Journal of Higher Education*, 66(1), 82–96. <https://doi.org/10.2307/2943952>
- Fei Xie and Ali Derakshan (2021). A conceptual Review of Positive Teacher Interpersonal Communication Behaviour in the Instructional context. *Journal Frontier in Psychology*.
- Frisby, B. N., & Martin, M. M. (2010). Instructor–student and student–student rapport in the classroom. *Communication Education*, 59(2), 146–164. <https://doi.org/10.1080/03634520903564362>
- Frisby, B. N., & Myers, S. A. (2008). The relationships among perceived instructor rapport, student participation, and student learning outcomes. *Communication Education*, 57(4), 351–373. <https://doi.org/10.1080/03634520802237350>
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education*, 37(1), 40–53. <https://doi.org/10.1080/03634528809378702>
- Gudykunst, W. B., & Ting-Toomey, S. (1988). *Culture and interpersonal communication*. Sage Publications.

- Halimatou SM and Yang X. "The Adoption of Instructional Creative Education, Volume 5 (2014): 2062-2070. Techniques and Educational Technologies among Teaching"
- Hargie, O. (2016). *Skilled interpersonal communication: Research, theory and practice* (6th ed.). Routledge.
- Hativa, N. (2013). The Impact of Teacher Communication on Student Learning Outcomes: *Journal of Educational Research*, 106(4), 284-295.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Hattie, J., & Yates, G. C. R. (2013). *Visible learning & the science of how we learn*. Routledge.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Sage Publications.
- Hoyle, R. H. (2016). *Handbook of personality and self-regulation*. Wiley-Blackwell.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Penguin.
- Jaasma, M. A., & Koper, R. J. (1999). The relationship of student-faculty out-of-class communication to instructor immediacy and trust and to student motivation. *Communication Education*, 48(1), 41–47. <https://doi.org/10.1080/03634529909379151>
- Kaplan, H.I, & Sadock, B.J (2017). *Synopsis of Psychiatry: Behavioural Sciences/ clinical Psychiatry* (11th ed.). Lippincott Williams & Wilkins.
- Kim, L.E, & Klassen, R.M (2018). The Effects of Teacher-Student Relationships on Student Motivation & Engagement: *Educational Psychology Review*, 30(2), 477-495.

- Komorraj, M. (2011). The Relation between Perceived Teaching Behavior and Student Motivation. [Publisher information typically needed for a book citation; if this is a journal article, please provide the full citation].
- Krejcie, R.V., & Morgan, D.W (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student learning? Investigating the links to improved student learning. The Wallace Foundation. <https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Affects-Student-Learning.pdf>
- Madu, B. C., & Ogbu, J. (2013). The influence of teachers' communication styles on students academic achievement in secondary schools in Enugu State. *Journal of Educational Research and Development*, 7(2), 67–74.
- Marsh, H. W., & Roche, L. A. (1997). Making students' evaluations of teaching effectiveness effective: The critical issues of validity, bias, and utility. *American Psychologist*, 52(11), 1187–1197. <https://doi.org/10.1037/0003-066X.52.11.1187>
- McCroskey, J. C., & Richmond, V. P. (1992). Increasing teacher influence through immediacy. In V. P. Richmond & J. C. McCroskey (Eds.), *Power in the classroom: Communication, control, and concern* (pp. 101-119). Routledge.
- Mehrabian, A. (1971). *Silent messages*. Wadsworth.
- Mehrabian & Ferris, S.R (1967). Inference of attitudes from nonverbal communication in two channels. *Journal of Consulting Psychology*, 31(3), 248–252. <https://doi.org/10.1037/h0024648>
- Mohammed Yunusa, Ogwadu O. Richard, Fatima M. Joda. Teacher Interpersonal Behaviour & Students Academic Achievement: A Conceptual Review.
- Morton, K. L., Keith, S. E., & Beauchamp, M. R. (2010). Transformational teaching and physical activity engagement among adolescents. *Exercise and Sport Sciences Reviews*, 38(3), 105–113. <https://doi.org/10.1097/JES.0b013e3181e3e7b4>

National Education Association (NGA) (n.d): Effective Communication in the Classroom

Nwosu, P. C., & Uffoh, B. E. (2020). Impact of lecturers' non-verbal communication on students' classroom participation in Delta State Polytechnic. *International Journal of Educational Research and Management Technology*, 5(2), 42–50.

Oyedele, A. M., & Alabi, T. O. (2016). Lecturers' communication competence and undergraduates' academic performance in Southwestern Nigerian universities. *International Journal of Education and Research*, 4(7), 187–196.

Paul Main Structural Learning, (October 24, 2022). www.structural-learning.com.Blog.

Plax, T. G., Kearney, P., McCroskey, J. C., & Richmond, V. P. (1986). Power in the classroom VI: Verbal control strategies, nonverbal immediacy and affective learning. *Communication Education*, 35(1), 43–55. <https://doi.org/10.1080/03634528609388318>

Rabaei, A. (2014). Influence of Personality on Academic Achievement & Performance of Teaching. [Publisher information typically needed for a book citation; if this is a journal article, please provide the full citation].

Richmond, V. P., Gorham, J. S., & McCroskey, J. C. (1987). The relationship between selected immediacy behaviors and cognitive learning. In M. L. McLaughlin (Ed.), *Communication yearbook 10* (pp. 574-590). Sage.

Richmond, V. P., & McCroskey, J. C. (2000). *Nonverbal behavior in interpersonal relations* (4th ed.). Allyn & Bacon.

Rincon-Flores, E. G. (2024). Gamification and adaptive learning: A new didactic strategy for higher education.

Rincon-Flores, E. G., Gallardo, K., & Fuente, J. M. (2020). Strengthening an educational innovation strategy: Processes to improve gamification in calculus course through performance assessment and meta-evaluation. *International Journal on Interactive Design and Manufacturing (IJIDeM)*, 14, 1–13. <https://doi.org/10.1007/s12008-020-00698-1>

- Sadiq, H. M., & Yang, X. (2014). The adoption of instructional techniques and educational technologies among teaching faculty. *Creative Education*, 5(14), 2062–2070. <https://doi.org/10.4236/ce.2014.524230>
- Short, J., Williams, E., & Christie, B. (1976). *The social psychology of telecommunications*. John Wiley & Sons.
- Singapore's Journal: The Impact of Teachers Communication Skills on Student.
- Smith, J. (2019). *The Role of Teachers Communication in Enhancing Student Engagement*
- Spitzberg, B. H., & Cupach, W. R. (2011). Interpersonal communication competence. In M. L. Knapp & J. A. Daly (Eds.), *The Sage handbook of interpersonal communication* (4th ed., pp. 481–524). Sage Publications.
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4
- The Vital Role of Communication Skills in Student Success: www.linkedin.com.
- Thweatt, K. S., & McCroskey, J. C. (1996). Teacher nonimmediacy and misbehavior: Unintentional negative communication. *Communication Research Reports*, 13(2), 198–204. <https://doi.org/10.1080/08824099609362087>
- Titworth, S., & Mazer, J. P. (2010). Clarity in teaching and learning: Conundrums, consequences, and opportunities. In D. L. Fassett & J. T. Warren (Eds.), *The SAGE handbook of communication and instruction* (pp. 241–261). Sage Publications. <https://doi.org/10.4135/9781412980218.n12>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological Processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
- Zhang, Q., & Zhang, J. (2020). Instructor clarity and student learning outcomes: A meta-analysis. *Communication Education*, 69(2), 218–233. <https://doi.org/10.1080/03634523.2019.1707135>

APPENDIX

Department of Mass Communication,
Faculty of Arts,
University of Benin,
Benin City,
Nigeria.

Dear Respondents,

REQUEST FOR COMPLETION OF ITEMS IN QUESTIONNAIRE

I am Elvis Blessing Ifeoma, a final year student of Mass Communication. I am conducting a research on **“IMPACT OF LECTURERS COMMUNICATION BEHAVIOUR ON STUDENTS ACADEMIC PERFORMANCE”**.

This research project is in partial fulfillment of the requirement for the award of Bachelor of Art degree in Mass Communication.

Your response will be treated with strict confidentiality and all response you give will be used for academic purpose only. Thank You!!

Yours Faithfully,
Elvis Blessing Ifeoma
(Researcher)

QUESTIONNAIRE : (For Students)

INSTRUCTION: Please tick carefully the option that best explains your description to the following items

SECTION A: RESPONDENT PERSONAL DATA (BIO DATA)

1. Age:

16-20 []

21-25 []

26-30 []

31 years and above []

2. Gender:

Male []

Female []

3. Academic Level:

100 []

200 []

300 []

400 []

4. Religious Status:

Christian []

Muslim []

Traditional []

5. Marital Status:

Single []

Married []

Divorced []

Separated []

SECTION B: EXTENT TO WHICH LECTURERS COMMUNICATION BEHAVIOUR INFLUENCE THE ACADEMIC PERFORMANCE OF STUDENTS.

KEY: SA= Strongly Agree A= Agree D=Disagree SD= Strongly Disagree

- 6.** To what extent do you think your lecturer's communication behaviour affect your learning experience in the classroom?

S/N	Extent	SA	A	D	SD
i	Very High Extent				
ii	High Extent				
iii	Low Extent				
iv	Very Low Extent				

SECTION C: ASPECT OF THE COMMUNICATION BEHAVIOUR THAT AFFECT THE STUDENT'S ACADEMIC PERFORMANCE

7. Which type of lecturer communication behaviour do you believe has the most positive impact on your academic performance?

S/N	Communication Behaviour	SA	A	D	SD
i.	Supportive (encouraging)				
ii.	Engaging (interactive)				
iii.	Aggressive (critical)				
iv.	Passive (distant)				
v.	Others (please specify)				

Table 8: In what ways have some lecturers communication style had a negative impact on you?

S/N	IMPACT	SA	A	D	SD
i.	Engagement in classroom discussions, as well as participations				
ii.	Ability to approach them for clarity on academic issues you do not understand				
iii.	Academic result as a whole				

SECTION D: Open-Ended Questions

9. Can you describe a lecturer who you feel has a positive communication behaviour, and how they impact your academic performance positively?
10. Have you ever had a lecturer with a communication behaviour that you found challenging to work with? If so, how did you adapt?
11. Can you think of a specific instance where a lecturer's communication behaviour helped or hindered your understanding of a course?
12. How do you think lecturers can use their communication behaviour to create a more supportive and inclusive learning environment for students which in turn would improve academic performances?

(Open-Ended Interview Questions For Lecturers)

1. How do you think your communication behaviour influence your teaching style and interactions with students?
2. How do you think your communication behaviour impact your relationship with students and what strategies do you use to build positive relationships?
3. Can you think of a time when you had to adapt your teaching approach to meet the needs of a particular student or group of students? How did your communication behaviour influence this adaptation?
4. Which of the communication behaviour do you think is more important to have as a lecturer?