

Communication Expediency of Secondary School Teachers Lagos State, Nigeria

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Abstract

This study examined the level of expediency with which teacher-student communication is carried out in schools by investigating whether or not teachers apply the appropriate measures in communicating lessons to students in the class; and whether or not students consider their teachers' communication measures, methods and skills to be appropriate. Educators' Proficiency Scale (EPS), was used to obtain information from 576 participants (192 teachers; 384 students) drawn from 24 secondary schools in the Lagos State, Nigeria. To analyze the resulting data, means, Univariate Analysis of Variance, which was supplemented with confidence intervals, effect sizes, post hoc tests, figures and tables were applied. The results provided that teachers in Lagos State are adequate in communicating with the students, however, school teachers rated teachers' communication efficiency lower than the students do though no significant difference existed between their means, $F(7, 325) = 1.09, p = .375$. The study has exposed many areas that impede efficient communication in the classroom that deserves further thorough investigation and eventual adjustment; the availability/sufficiency/adequacy of communication facilities in Lagos state secondary school classrooms, particularly, the incorporation of ICT in the teaching-learning activities that take place in the classroom, as well as the complicity of gender, environment and social factor. These are suggested areas for future studies.

Key words: Communication expediency, I.C.T., Expressive skills, Non-verbal communication.

1. Introduction

Basically, communication is a process whereby information is exchanged between two sources. In a classroom setting, there are two main sources: the teacher, and the learner. To achieve the goal of teaching and learning, it is basically required that the teacher's message be passed across to the learner in clear and simple manner that would make it to be appreciated by the learner who should as well respond to it appropriately as well. Without gainsay, communication is a very important component in the teaching and learning process.

Communication is the act or science and practice of imparting new knowledge, or transmitting information especially news, which may be by means of speaking, writing, or using a common system of signs or behaviour. Effective communication is the foundation on which teaching is built. Without effective communication the efforts of the teacher to facilitate learning will be frustrated and lost. It is important that the audience understands or perceives what is being communicated, which can only be attained if the ideas being communicated are not difficult, not complex and clear enough that the audience will not have a different interpretation or meaning for a particular word than that which is intended, while the interest of the audience should be known (selective perception) and properly infused. Selective perception is based on interest or cultural or emotional factors and connotes that a person will only perceive what he/she subconsciously wants to perceive (Papal, 2012; Ekol, 2012; Otal & Mendoza, 1996).

Communication would be deemed to be effective or successful at school only when each student has grasped the concepts and is able to internalize and apply the information independent of the teacher, a book or any serious dependence on certain aid. This purports that, communication is deemed to be effective only when the teacher is able to verbally or non-verbally translate information in such a way that the students fully understand.

Effective teacher communication comes in various types. Basically, they can be in verbal or non-verbal forms, while different types of communication are more effective with different learning types. To communicate effectively in the classroom, teachers would more often than not, require the use of visual aids, hands-on demonstrations, group discussion and lecturing. This is why teaching aids are important elements of communication in teaching. They are employed to enhance learning, with the hope that each student will have the opportunity to grasp the information in one of, or a combination of several ways.

Indeed, effective teacher communication is significant in the sense that it serves as the only medium via which important messages intended to educate, inspire and teach the learners be carried out. The educational system could not exist and be effective without teachers communicating successfully. Effective teacher communication is therefore, the cornerstone of education. It is via effective teacher communication that effective learning occur, and become properly engaged and are effectively motivated and become eager to learn, as well as to satisfy the desires of both parents and other stakeholders in the school and the educational sector of an economy. A teacher who uses effective communication in teaching will have students who are excited to attend the class and learn.

The Centre for Mental Health in Schools at UCLA (2008) observed that a teacher is in a position to control many variables to thwart undesirable behaviour in the learners. The teacher may modify or change the curriculum; make adaptations in instruction to address multiple intelligences; and make changes in his/her communication style, attitude toward students (Fraser, 1990), and expectations of these students and make proper assessment of how much positive feedback that he/she gives to the students.

Pupils learn best when they understand the value of their learning (Alcorn, 2012), which is only attainable if the curriculum is interpreted by the teacher in a way that makes sense, and deliver content that takes pupils' interests and contexts into account.

The series of behavior problems in the schools today is quite disturbing. School children are found committing so heinous crimes in a proportion that makes one to think of the adequacy of instruction they are supposed to take at school. It may not be unfounded therefore that poor communication between teacher, counselor or school psychologist and the pupils concerning the subject matters, at school rather not executing the school curriculum may be responsible.

The issue of examination malpractice is seriously disturbing. Why would young people be so perverse as to want another person to do what he/she has to do if he/she has actually understood what to be done? It is assumed therefore that communication inadequacy in the classroom may be the reason why students lose confidence in the performance of tasks and hence resort to malpractice. It is really difficult to make conclusions on such matters as these until thorough investigation is made. Thus, this study is being undertaken.

1.2 Problem of the Study

The problem underlying this study is the inability to establish the degree of teachers' efficiency at communicating with students in the classroom. It hurts to hear so often, cases of massive failure of student, examination malpractice on alarming proportion and poor performance on teachers on the job. This brings about the reasoning that is best articulated with asking the following questions:

1. Do teachers apply the appropriate measures in communicating lessons to students in the class?
2. Do students consider their teachers' communication measures, methods and skills to be appropriate?

Providing answers to these ideas is farfetched without making thorough investigation. It is therefore thought to be an appropriate task that prompt evaluation of teachers' degree of efficiency on their job be examined. In this case, the efficiency with which the subject matter and the curriculum are being communicated in the classroom by the teachers in Lagos State is to be investigated, and thus it is the problem of the study.

1.3 Research Questions

In order to provide answers to the problems of the study, the following questions were asked:

1. Do teachers in Lagos State communicate efficiently with their students?
2. How efficiently do teachers in Lagos State perform on the different areas of teacher-communication in the classroom?
3. What relative impressions do teachers and students hold about the communication efficiency of the teachers in the schools.
4. What relative impressions do teachers and students hold about the communication efficiency of the teachers on the factors of teacher-communication in the classroom?

1.4 Research Hypotheses

To provide guidance in the making of a thorough investigation of the problem of the study, the following informed conjecture was made:

Teachers would make self serving propositions by declaring that teachers in Lagos State communicate efficiently with their students while the students on the other hand would be state the opposite.

In order to test the hypothesis the following null hypothesis were developed:

There is no significant difference between the means of teachers and students' ascription of efficiency in teachers' communication skills in the classroom

1.5. Purpose of the Study

The overall goal for carrying out this study is the need to establish teachers' efficiency in Lagos State. This particular study is targeted at investigating teachers' efficiency at communicating with students which as it is, is a step towards achieving the overall objective. In this case therefore, effort was made to obtain the views of teachers (Department Head) on their subordinates' performance while students' assessment of their teachers was also obtained. Comparing the differences in the report that was obtained is an important desire in the study too.

1.6. Significance of the Study

In recent years there has been serious agitation in many developing countries with a lot of pressures mounted on government to increase funding for education. In their bid to respond to peoples' demand, many State government in Nigeria, lowered the cost of primary and secondary school education but increased the cost of tertiary education, while the improvement in facilities provided in the schools at all levels were grossly inadequate. Many young children trek to the schools on foot, had to cross very busy road, exposed to dangers, get tired and sick. As such, many inadequate private schools had sprung up. Parents lament poor performance of children in schools in spite of the heavy cost they had to bear for the schooling. A lot of atrocities occur in the schools ranging from bullying, to examination malpractice, sexual harassment, cultism and drug misuse and their associated problems (Abodunrin, 2002; Abodunrin, 2011; Abodunrin & Dosunmu, 2009). These problems seems to have beclouded the purpose of schooling (Abodunrin, 2008), which hinges solely on effective communication by teachers, the foundation on which teaching is built, since the quality of communication in the classroom determines the extent to which students understand new concepts and information and learn (Papal, 2012). Thus, the study not only provide understanding of the degree to which teachers efficiently communicate with students in the schools, but also reveals the profitability of schooling to stakeholders, which will be a step towards obtaining information on the complicity of teachers in students' performance and overall efficiency in both cognitive and affective domains at schools as it affects the academic, administrative and guidance purposes that the school is meant to serve.

The information accrued and the results of the study will provide good background knowledge for educators, school planners, administrators, parents and other stakeholders on the school related problems that bears on their academic achievement and other psychosocial matters. Certainly, possibility for better knowledge, understanding would be enhanced while opportunity would abound for making required modification on the areas of lapses and predicting behaviour can be made easier. All these will gear up researchers' interest in this subject matter while other related matters that are deserving of attention shall be exposed.

2. Methods

2.1 Research Design

The survey approach was used in carrying out this study. Opinions of teachers as well as students were sampled in respect of how effectively teachers in their schools communicate with their students. Four research questions and a research hypothesis were set to help provide answers to the problem of the study. Four schools were sampled from each of the six Educational Districts in Lagos State. These were made up of two Junior Secondary schools and two Senior Secondary schools within which each department Head in the school was administered with the instrument for rating the communication Efficiency of the teachers in their respective departments, using the Educators' Proficiency Scale (EPS). The instrument had two parts: classified into a). Personal information; and b). Educator's proficiency. The second part was subdivided into four sections, each drawn to elicit information on the different aspects of teachers communication expectations, that is, teacher's dispositions, which includes cognitive understanding, behaviour, commitment to professional growth, and confidence. The degree of proficiency of the teacher is to be rated on a ten point scale tagged A-J, where, *A=0-10%*; *B=11-20%*; *C=21-30%*; *D=31-40%*; *E=41-50%*; *F=51-60%*; *G=61-70%*; *H=71-80%*; *I=81-90%*; *J=91-100%*. Thus, the respective column within which the performance of the assessed teacher belongs is to be marked. The Section B sub-unit 2 of the instrument, which was designed to obtain information on communication efficiency of teachers, was the basic concern in this study. The responses obtained were reordered on a scale of performance that was provided with the instrument, wherein scores that fall within A-J were rated as 1-10 respectively and was taken to imply that *1= Absolutely poor*; *2= Poor*; *3=Weak*; *4= Fair*; *5=*

Average; 6= Adequate; 7= Good; 8= Very Good; 9= Excellent; and 10= Perfect. It was on this basis that the participants' performance was rated and classified.

The departments had been classified as Sciences, Social sciences, Arts, and Commercial and Vocational subjects. The same instrument was given to SS II students in each school to rate the level of communication proficiency of their teachers. The Junior Secondary School students were not involved in the rating of their teachers because of the possibility of not providing adequate reports for fear of reprimand. There was a minimum of 12 returns from teachers, wherein a minimum of 2 and maximum of 3 teachers per department was made by each head. The student participants per school were two arms of SS II covering with an average of 32 per class. Students offering all subjects offered at the school were included in the survey. In all, from the 24 schools, there were 576 participants for the study, which was made up of 192 teacher and 384 students.

To analyze the resulting data, means, Univariate Analysis of Variance, which was supplemented with confidence intervals, effect sizes, post hoc tests, figures and tables were applied.

2.2 `Data collection

The cooperation of principals of the sampled schools was sought prior to the administration of the instruments for gathering the data for the study. The first period after breakfast, of the day agreed upon, by each school was used for collecting the data. Since the issue involved concerned teacher efficiency, teachers were administered the instruments in temporal contiguity with the students but at different places. While teachers had theirs in their offices or staff room, students had theirs in their classrooms. For each school all data were collected from both student and staff and at different classroom at the same time. This was to avoid the exchange of ideas by the participants.

2.2.1 The Instrument. The Educators' Efficiency Scale (EFS) that was employed in data gathering has four Sections. The Section B sub-unit 2 of the instrument was designed to obtain information on communication efficiency of teachers was the basic concern in this study. Respondents were herein expected to rate the quality of performance of the teacher being assessed on a 10 point scale ranging from 1=absolutely poor to 10= perfect. The measure of reliability of the test items was $r = .87$. The instrument further provided a measuring scale of performance wherein *1= Absolutely poor; 2= Poor; 3=Weak; 4= Fair; 5= Average; 6= Adequate; 7= Good; 8= Very Good; 9= Excellent; and 10= Perfect.* It was on this basis that the participants' performance was rated and classified.

2.3` Data scoring, Analysis and Presentation of Results

There were two levels of the independent variables for the study. This included the category of participants (teachers/students) and the factors of communication efficiency which included

1. Use of language that the students can understand
2. Expressive skills
3. Use of teaching aids
4. Application of graphs
5. The use of pictures
6. Use of ICT (PowerPoint/films/Slides etc.)
7. Looks straight at the pupils
8. Strength of non-verbal communication.

The dependent variable was the measure of teachers' efficiency on the factors of communication efficiency as provided by the respondents.

The data gathered in respect of the study were classified into two: teachers' data and students' data. The means of each category of participants on each of the factors of communication that were identified in the study was scored against each of the two factors. This was analyzed to provide the results of the study, which included the use of descriptive and inferential statistical measures like the mean, standard deviation, Univariate analysis of Variance as well as measures of correlation, post hoc tests, which were supplemented with graphs and illustrations to clarify the results in order to provide answer to the research questions and test the efficacy of the hypotheses and make propositions on the subject matter.

3. Presentation of Results

A 8 x 2 Univariate Analysis of Variance, (teachers' communication efficiency X participants) was applied in the attempt to test the null hypothesis which had stated that "*There is no significant difference between the means of teachers and students' ascription of efficiency in teachers' communication skills in the classroom*". The result

provided a significant main effect for participants factor, $R^2 = .428$, $F(1, 325) = 26.87$, $p < .001$, $\eta_p^2 = .076$, 95% CIs [-1.564, -.703]. This is a large effect indicating that the factor accounts for 28% of the total variability in the dependent variable scores. The result revealed that statistical power for this analysis is .99 for the detection of small effect sizes (see Table 2 & 3). Contrary to the hypothesis that was made, teachers rated teachers' communication efficiency ($M = 5.84$) less, compared than the students' ($M = 6.99$).

There was also a significant main effect for teachers' communication efficiency, $F(7, 325) = 29.60$, $p < .001$, $\eta_p^2 = .39$, 95% CIs [6.207, 6.637]. This is a large effect indicating that the factor accounts for 39% of the total variability in the dependent variable scores. The result revealed that statistical power for this analysis exceeded .99 for the detection of small effect sizes (see Table 2 & 3). See Table 1, 2 and 3. The two main effects were qualified, however, by a no significant interaction between the two factors, $F(7, 325) = 1.09$, $p = .375$, indicating that the two categories of participants (teachers/students) considered teachers' communication efficiency similarly.

Teachers considered teachers communication efficiency to be most efficient in the use of expressive skills ($M = 7.76$), followed by the making eye contact with their pupil ($M = 7.57$), and the use of language that the students can understand (7.15). Students, on the other hand considered teachers communication efficiency to be most efficient in making eye contact with their pupil ($M = 9.18$), followed by the use of language that the students can understand (8.18), and the use of expressive skills ($M = 7.96$).

In general, the consensus opinion by both teachers and student was that Teachers proved to be most efficient at making eye contact with their pupil ($M = 8.40$), followed their use of expressive skills ($M = 7.86$) and the use of language that the students can understand ($M = 7.69$), while they were weakest in the application of ICT (3.54), followed by the use of pictures ($M = 5.07$), and the application of graphs and other illustrations (5.30). See Table 1, 2, 3, and Figure 1, 2, 3, 4.

Table 1. Summary table of estimates of the mean, standard error and confidence interval of category of participants on teachers' communication efficiency.

Category of Participants		95% Confidence Interval	
Mean	Std. Error	Lower Bound	Upper Bound
6.422	.109	6.207	6.637

Table 2. Summary table of tests of between-subjects effects of category of participants' ratings of teachers' communication efficiency in lagos state secondary schools.

Source	Type III SS	df	MS	F	Sig.	PES	NP	OP ^b
Corrected Model	988.487 ^a	15	65.899	16.187	.000	.428	242.799	1.000
Intercept	14039.183	1	14039.183	3448.405	.000	.914	3448.405	1.000
VAR00003	843.472	7	120.496	29.597	.000	.389	207.180	1.000
VAR00005	109.394	1	109.394	26.870	.000	.076	26.870	.999
VAR00003 * VAR00005	30.921	7	4.417	1.085	.372	.023	7.595	.467
Error	1323.143	325	4.071					
Total	16415.000	341						
Corrected Total	2311.630	340						

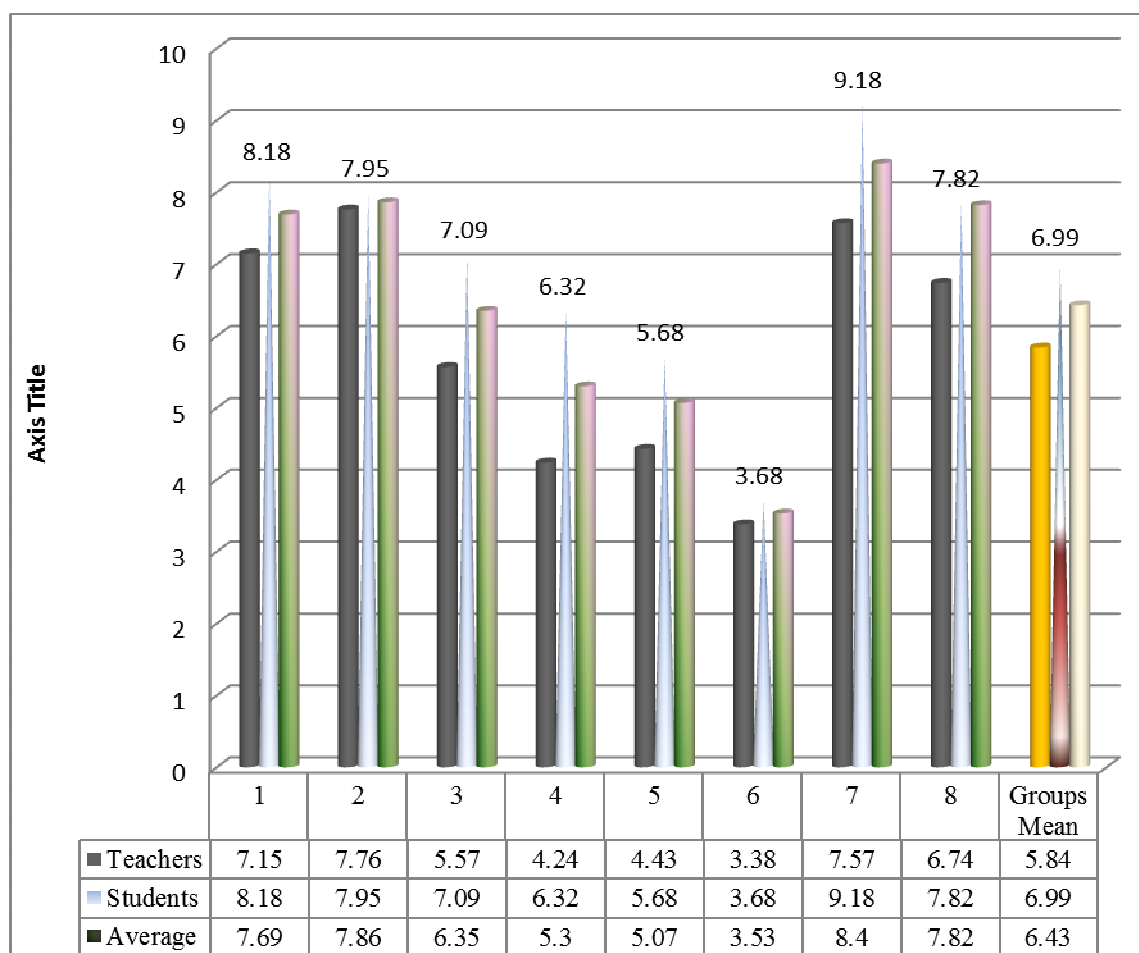
a. R Squared = .428 (Adjusted R Squared = .401)
 b. Computed using alpha = .05

Table 3. Descriptive statistics table of confidence intervals of Category of participants ascription of teachers' communication efficacy.

TCE	Participants	Mean	SD	N	Ascription
1.00	Teachers	7.1500	2.71981	20	<i>Good</i>
	Students	8.1818	1.22032	22	<i>Very Good</i>
	Total	7.6905	2.11254	42	<i>Very Good</i>
2.00	Teachers	7.7619	1.70014	21	<i>Very Good</i>
	Students	7.9545	1.52682	22	<i>Very Good</i>
	Total	7.8605	1.59734	43	<i>Very Good</i>
3.00	Teachers	5.5714	2.03891	21	<i>Adequate</i>
	Students	7.0909	2.15824	22	<i>Good</i>
	Total	6.3488	2.21342	43	<i>Adequate</i>
4.00	Teachers	4.2381	2.02249	21	<i>Fair</i>
	Students	6.3182	1.86155	22	<i>Adequate</i>
	Total	5.3023	2.18801	43	<i>Average</i>
5.00	Teachers	4.4286	2.18109	21	<i>Fair</i>
	Students	5.6818	1.83579	22	<i>Adequate</i>
	Total	5.0698	2.08618	43	<i>Average</i>
6.00	Teachers	3.3810	2.43877	21	<i>Weak</i>
	Students	3.6818	2.78408	22	<i>Fair</i>
	Total	3.5349	2.59440	43	<i>Fair</i>
7.00	Teachers	7.5714	1.91237	21	<i>Very Good</i>
	Students	9.1818	.95799	22	<i>Excellent</i>
	Total	8.3953	1.69227	43	<i>Very Good</i>
8.00	Teachers	6.7368	2.30560	19	<i>Good</i>
	Students	7.8182	1.86793	22	<i>Very Good</i>
	Total	7.3171	2.12649	41	<i>Good</i>
Total	Teachers	5.8364	2.66021	165	<i>Adequate</i>
	Students	6.9886	2.43543	176	<i>Good</i>
	Total	6.4311	2.60747	341	<i>Adequate</i>

TCE Key:

1. Use of language that the students can understand
2. Expressive skills
3. Use of teaching aids
4. Application of graphs
5. The use of pictures
6. Use of ICT (PowerPoint/films/Slides etc.)
7. Looks straight at the pupils
8. Strength of non-verbal communication.



1-8 = TCE as above in Table 3
 9 = Overall Average for the three categories

Figure 1. Bar graph and table illustrating the means of teachers and students' ascription on each factor of teachers' communication efficiency.

The confidence interval that was observed indicates that, based on the sample data, it is estimated that the true effect sizes in the population from which the sample is taken, as regards participants' ascription of teachers' communication efficacy, with 95% certainty for the positive change claim; that is, that a significant difference occurred.

Table 3. Table of means, standard error and confidence intervals of participants' ascription of teachers' communication efficacy.

Participants	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Teachers	5.855	.157	5.546	6.164
Students	6.989	.152	6.689	7.288

The pairwise comparisons provided that the mean difference is significant at the .05 level. With mean difference of -1.134, with a 95% Confidence Interval of (-1.567, -.703), $p=.000$, a large significant positive difference that is noticeable to the untrained eye existed between the means of teachers and students' ascription to teachers' communication efficiency (see Table 4 and Figure 2.).

A post hoc test that was performed, using Scheffe Test, showed that four homogeneous groups existed: the Use of ICT (PowerPoint/films/Slides etc.) and the use of pictures formed an homogeneous group, $p = .094$; the use of teaching aids, application of graphs and the use of pictures as well formed a homogeneous group, $p = .289$; the

use of teaching aids, non-verbal communication, use of language that the students can understand, and expressive skills formed the third homogeneous group, $p = .106$; while non-verbal communication, use of language that the students can understand, expressive skills and looking straight at the pupils made up the fourth homogeneous group, $p = .531$. The ordering of the means was $7 > 2 > 1 > 8 > 3 > 4 > 5 > 6$ (see Table 5).

Table 4. Pairwise comparisons of participants' of ascription of teachers' communication efficiency.

I) Participants	(J) Participants	Mean Difference (I-J)	SE	Sig. ^a	95% CI for Difference ^a	
					Lower Bound	Upper Bound
1.00	2.00	-1.134*	.219	.000	-1.564	-.703
2.00	1.00	1.134*	.219	.000	.703	1.564

Based on estimated marginal means

**. The mean difference is significant at the .05 level.*

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Table 5. Homogeneous groups of participants' of ascription of teachers' communication efficiency.

TCE	N	Subset				Groupings
		1	2	3	4	
6.00	43	3.5349				A
5.00	43	5.0698	5.0698			A B
4.00	43		5.3023			B
3.00	43		6.3488	6.3488		B C
8.00	41			7.3171	7.3171	C D
1.00	42			7.6905	7.6905	C D
2.00	43			7.8605	7.8605	C D
7.00	43				8.3953	D
Sig.		.094	.289	.106	.531	

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = 4.071.

a. Uses Harmonic Mean Sample Size = 42.613.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

c. Alpha = .05.

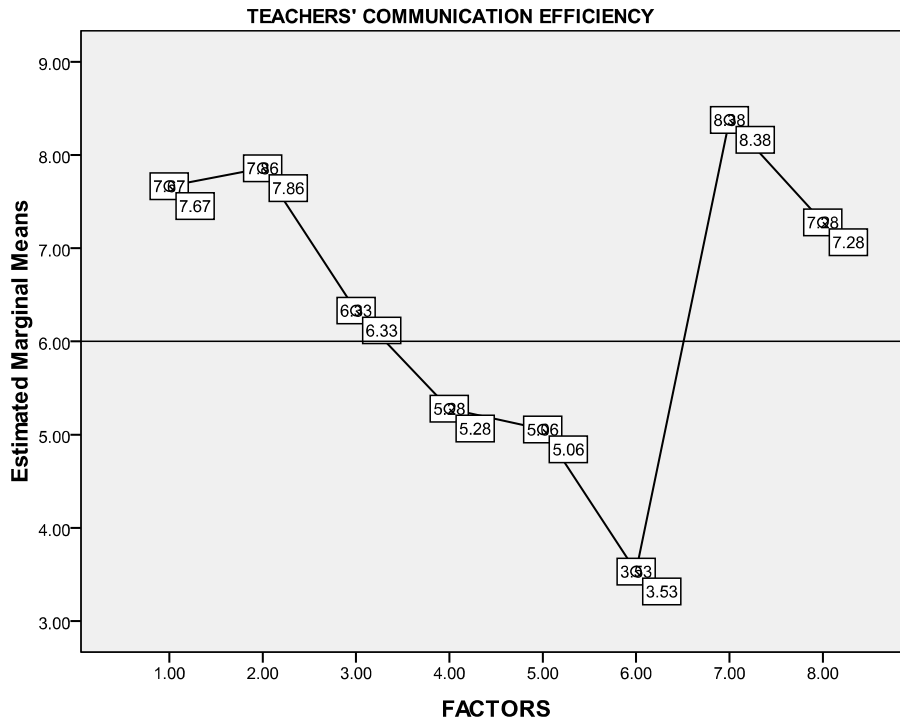


Figure 2. Estimated marginal means of teachers' communication efficiency.

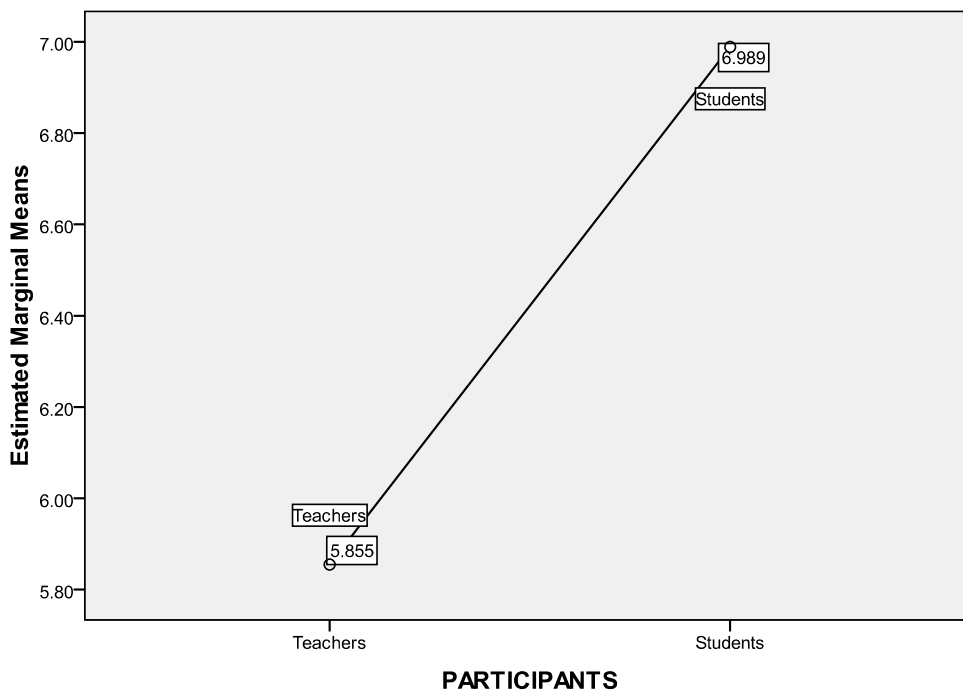


Figure 3. Estimated overall marginal means of teachers and students' ascription on teachers' communication efficiency.

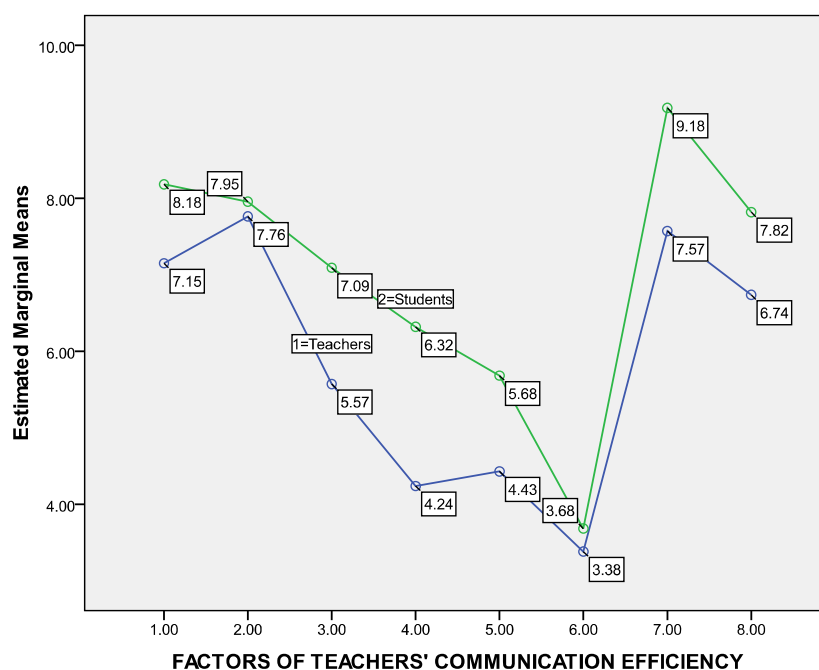


Figure 4. Estimated marginal means of teachers and students' ascription on each factor of teachers' communication efficiency.

4. Summary, discussions, Conclusion and Recommendations

The results that were obtained in respect of the study that was conducted provided the following answers to the research questions:

1. That teachers in Lagos State are adequate in communicating with the students ($M = 6.43$), wherein the teachers rated teachers' communication efficiency lower ($M = 5.64$) than the students do ($M = 6.99$).
2. Considering the different areas of teacher-communication in the classroom,
 - a. Teachers considered teachers communication efficiency to be very good in the use of expressive skills ($M = 7.76$) and in making eye contact with their pupils ($M = 7.57$), good in the use of language that the students can understand ($M = 7.15$), and non-verbal communication ($M = 6.74$). They were considered to be adequate in the use of teaching aids ($M = 5.57$), fair with the use of pictures ($M = 4.43$) and the application of graphs ($M = 4.24$), and weak in the application of ICT ($M = 3.38$).
 - b. Students, on the other hand considered teachers communication efficiency to be excellent in making eye contact with their pupil ($M = 9.18$) and very good in the use of language that the students can understand ($M = 8.18$) and the use of expressive skills ($M = 7.96$), the application of non-verbal communication ($M = 7.82$), good in the use of teaching aids ($M = 7.09$), adequate with the application of graphs ($M = 6.32$) and the use of pictures ($M = 5.68$) and fair in the application of ICT ($M = 3.68$).
 - c. In general, the consensus opinion by both teachers and student was that Teachers were very good at making eye contact with their pupil ($M = 8.40$) and in their use of expressive skills ($M = 7.86$) as well as the use of language that the students can understand ($M = 7.69$). They were good in the application of non-verbal communication ($M = 7.32$), adequate with the use of teaching aids ($M = 6.35$), while they were average with the application of graphs ($M = 5.30$), the use of pictures ($M = 5.07$) and fair with the application of ICT ($M = 3.54$).

The result provided a significant main effect for participants factor, $R^2 = .428$, $F(1, 325) = 26.87$, $p < .001$, $\eta_p^2 = .076$, 95% CIs [-1.564, -.703], and there was also a significant main effect for teachers' communication efficiency, $F(7, 325) = 29.60$, $p < .001$, $\eta_p^2 = .39$, 95% CIs [6.207, 6.637]. The two main effects were qualified by a no significant interaction between the two factors, $F(7, 325) = 1.09$, $p = .375$, indicating that the two categories of participants (teachers/students) considered teachers' communication efficiency similarly. The results as presented absolved teachers of inadequacy in communication, but revealed that they are yet to be globally compliant as they are found to be deficient in the incorporation of ICT in the teaching-learning activities that take place in the classroom. These are not unrelated to adequacy of ICT facilities in the classrooms

and teachers' access to the use of available ones as well as training provided for teachers so as to make them versatile in the use of such facilities. The poor application of computer with teaching is appalling and requires, just as Admiraal, Lockhorst, Wubbels, Korthagen, and Veen (1998) had observed that more attention should be paid to the structure of student teachers' learning environment, because more coaching and instruction of student teachers in their systematic and reflective use of computer conferencing leads to more varied and extensive communication. The use of pictures and the application of graphs were not adequate. This implies that the teachers may not have sufficient time to spare for planning for their lessons. In general, the communication efficiency of teachers is adjudged to be just adequate, but not good enough. This shows that there is yet the need for improvement. However, the poor performance of students in the schools may not be blamed on the teachers' communication inadequacy though they may not be totally absolved of any blame. This gives the possibility to insinuate that students' communication efficiency may have to be probed as well since their selective perception, that is rooted on the premise that a person will only perceive what he/she subconsciously wants to perceive, which is based on interest or cultural or emotional factors (Papal, 2012; Ekol, 2012; Otal & Mendoza, 1996), may be the basis for proper retention of what is learnt in the schools. Keen considerations of the findings of this study points to the fact that teachers and students in Lagos State secondary schools deserves to be trained in communication efficiency in learning situations. Both teachers and students need to be motivated to perform their required tasks appropriately, facilities that will enhance proper communication in the classroom should be made available, accessible and the users must be properly trained in the effective use of such facilities.

The study has exposed many areas deserving thorough investigation; the impediments to efficient communication in the classroom, the availability/sufficiency/adequacy of communication facilities in Lagos state secondary school classrooms as well as the complicity of gender, environment and social factor in communication efficiency in the schools. These are suggested areas for future studies.

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