IMPACT OF COMMUNICATION STRATEGIES AMONG COLLEGE LEADERS AND ACADEMIC STAFF ON PROFESSIONAL ACHIEVEMENT OF PROSPECTIVE TEACHERS

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ABSTRACT

Communication is a process which is practiced in all fields of human life. With the help of communication, every one shares their knowledge and makes efforts for enabling to develop or expand storage of data. The most important aspect of communication with professional and novice teachers cannot be done without communication effectively. Neither society nor culture can be formed productively without professionally developed communication strategies. Communication is the fundamental process to all aspects of social life. Michael (1992) says that no positive interaction is possible without clarity and respect in the communication process. The purpose of the research was to analyze the impact of communication strategies among college leaders and academic staff on professional achievement of prospective teachers. The data was collected through questionnaire by email from n=18 samples (6 male teachers, 6 female teachers and 6 college principals of Government Elementary Colleges of Education Men/Women Sindh.

The analysis of data indicated that all principals and teachers of the GECEs had obtained Master's degree in their subjects. The impact of communication strategies among head teachers with staff was directly proportional. All-inclusive methods of communication were used by principals, such as face to face, public gathering, open forums and body language. No issues or challenges were encountered during communication with principals during teaching and learning process. This study also suggests that heads of institutions should recognize a variety of communication techniques which are comprehensive and reachable for entire student body in a teacher training college. This study may be replicated on larger population for explorations for more evidences on the impact of communication strategies.

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Keyword: Impact, Communication Strategies, Professional Achievement, Prospective Teachers, GECEs (Government Elementary Colleges of Education Sindh)

BACKGROUND OF THE STUDY

Communication is a process which is done in all fields and by all people in their daily life. Communication necessities co-exist of among people everywhere (Hicks and Gullet, 1975). According to them, with the help of communication, every one shares their knowledge and make efforts for enabling to develop or expand storage of data. The most important aspect of communication towards human being cannot be planned without communication. No society or culture can form or tolerate in appropriate communication. However, the communication is the fundamental process to all aspects of social life Michael. The survival of any institute depends upon effective communication among stakeholders. Without effective communication between heads of the institution, academic staff even students perform poorly, which badly affects their result as well. However, we can assume effective communication is a prerequisite for institution to achieve their pre-determined objectives. It is the responsibility of all professionals in an educational institution to motivate staff for improving the performance and standard of the college. When every academic and non-academic staff performs their duties with honesty, the performance of any organization would be improved (Muyiera, 2002).

The heads of the institutions are responsible for monitoring overall communication process among the staff and teachers. They must know who communicates with whom and the organization setup in which the communication process takes place. He or she must know about it through formal and non-formal communication with each other. As per Sustainable Development Goals, quality education is the 4th goal. Following are the most demanding characteristics in best teaching practices:

Maintenance of Good Communication Skills: Spitzberg (2000) emphasizes that a flourishing teacher is one who is able to construct a relationship with their students, one that can without doubt attach with his learners and believe their requirements as persons. Open and clear communication is the key to develop a vigorous and friendly learning environment within the class.

Use of Humor: Appropriate amount of humor is required for enhancing the teacher's capacity to cope up with the problem-related teaching and learning process eventually. The reliable and steadfast style of teaching discourages lack of interest in learners and

executes their enthusiasm. Use of humor can show the way to students' commitment and construct their self-confidence.

Clear and Accurate Directions: Teaching and learning strategies are directly proportional with students' behaviour and attitude towards their learning. There are so many problems facing teachers because of confusing and uncertain information so the teacher has to decide and point out the actual unclear instruction, and advise the students about their ethical values and explains the rules and regulations to follow in the class accordingly. Cut off on the confusion must be the passions in the classrooms.

STATEMENT OF THE PROBLEM

In the province of Sindh, there is lack of verbal and non-verbal communication strategies in some teacher training colleges. Due to this situation, the actual teaching and learning process does not work properly. It has been observed that in educational institutions, the same practices are done by teachers, head teachers and other non-teaching staff. Lack of positive communication strategies collapse our educational system badly. On the basis of above facts and figures, this study was carried out on the impact of communication strategies among college leaders and academic staff on professional achievement and achievement of perspective teachers.

PURPOSE OF STUDY

The purpose of the study is:
- To figure out the effects of heads teachers' communication strategies through verbal and non-verbal communication on the academic performance of prospective teachers
- To determine the roles and responsibilities of heads of teacher training colleges regarding effective communication strategies for enhancing their teaching and learning

SIGNIFICANCE OF STUDY

This study is significant as it will improve the current communication practices of the heads of elementary colleges of education for discussion-related issues about learning process. The study also assumes that the findings of this study will bring awareness to the heads of institutions for improving their effective

communication in the context of academic performance of the learners.

SCOPE AND LIMITATIONS OF THE STUDY

This study will help out the policy makers to identify the related issues about the lack of utilizing communication strategies and their effects on teaching and learning process. This study will help the academic and non-academic personnel to make their verbal and non-verbal communication effective for the sake of creating a culture of collegiality in their educational institutions. The heads of institutions, academic and non-academic staff are expected to experience positive change in their communication strategies consisting of body language, facial expressions, tone and voice ace study is also limited in terms of time, resources, population to generalize and the drawn sample, considering the participants such as heads, academic staff and trainee teachers of the Government Elementary Colleges of Education Sindh. The study is also limited to only six Government Elementary Colleges of Education in Sindh. The sample size of this study is only three male colleges and three female colleges of Sindh due to the COVID-19. The data was taken through email. The private institutions that are responsible to work on teacher education are not the part of this study. This study is also limited in terms of travel grants and other funds.

LITERATURE REVIEW

Maree (1997) explains the study approach as a powerful force and it is a cause for learners' achievement. Ma & Xu (2004) discover that teachers and learners must have a positive attitude toward education in order to succeed in a course. Lin, et al. (2001) suggested that researchers are admired to establish the communication relationship between learners' performance and approach.

Akbar (2001) marks that an effort cannot be completed without the disbursement of attempt. The extra hard the job, the additional power is required to do a high-quality job. Knowledge is no omission to this simplification. Entire mastery of a subject matter or an ability may be needed for a comprehensive consideration. Great deal of research literature provides evidence that attitude is an important motivator of behaviour and positively affects the achievement of students (Hussain, 2006). In this context, United Nations International Children's Emergency Fund (UNICEF) has given a list of five factors

and the studies revolve around these five. These are: students and teachers as learners; curriculum content, material and standards, processes; environments; and outcomes. It is revealed from research that effective learning and teaching start since the establishment of a good curriculum where learning outcomes, assessment and feedback are all associated.

Fauzia (2012) says there is no situation more challenging than academic accomplishment of students. Students are multitasked and can barely uphold a long attention. They can easily get uninterested and consequently confused. There are many traditions you can struggle off these issues. Utilizing attractive educational sports and activities, employing technology and multimedia resources and making learning environment student-centered and spending time on making most of the teaching time to communicate to teach can make a difference.

Gorham & Christophel (1990) are of the opinion that appropriate amount of humor is required for enhancing the teacher's capacity to cope up with the problem related to teaching and learning process eventually. The use of humor creates fun in the learning process and involves the learners in the fresh and lively communication. Broussard (2007) says that learners are very elegant and it is element of their young nature to struggle to acquire the new heights of success from time to time ignoring a troublemaking performance. Students need to be pro-active to acquire the maximum level of satisfaction derived out of their academic endeavours. Nemeth, Personnaz & Goncalo (2004) assert that teachers need to know that their digital communication in teaching will have a direct impact on the students with high-stake concentration. Many of the issues faced by the teachers in terms of communication is due to uncertain and vague directions. They need to cut off on the confusion in their selection of words and usage while engaging in the task of instructional framework deliverance.

Ahmad (2015) asserts that not all learners are equivalent in their overall influence. Students become skilled in different methods, some students are slow and some are quick at learning. Some kinesthetic study by practice or undertaking others are visual. This is also essential to remain these deliberations in mind and perform greatest to be inclined to all kinds of students you might have in your classroom. De Long, Shleifer, Summers, & Waldmann (1990) find that good job, excellent, etc. is not any meaning. There is straightforward language

that strengthens students' attitude. Imagine the time when all were doing excellent job. How they were admired when someone applauded the endeavours. Openly-admired optimistic performance of students is needed at all levels. Couët, Desroches, Robitaille, Vaillancourt, Leblanc, Turcotte & Légaré (2015) reached the conclusion that students must be inclined to do best when they think they are trustworthy and that they are real partners in the learning and teaching process. They must exercise voting and polling to examine a convinced subject matters or classroom tasks.

Boud, Cohen & Sampson (1999) say that peer learning is a form of accommodating knowledge that improves the worth of students' communication and results in a variety of advantageous in learning outcomes. Hadley (2008) is of the opinion that most excellent method to know the students' involvement in the subject is to feel affection for it so much that your enthusiasm for the field tells in your approach. Students absolutely react to legitimacy.

RESEARCH METHODOLOGY

This study explored the findings from the literature review, with particular emphasis on key studies that synthesize literature and conducted a deep analysis of how student engagement with teaching and research methods can be improved. This study enclosed research design, research technique, research instruments, data collection and data analysis technique. Research method is basically involved with data collection method to carryout overall research. A research design is the plan of a research study. This study is a descriptive survey. The data was gathered from the principals of Government Elementary Colleges of Education and the teachers of the said colleges.

RESEARCH POPULATION AND SAMPLES

The principals and academic staff of Government Elementary Colleges of Education Sindh were the target population. Stratified random sampling was used for conducting this study. This study was analyzed on mix method technique. There are 29 Government Elementary Colleges of Education Men/Women Sindh. Only six (three men and three women) colleges were selected on probability sampling basis including Hyderabad, Mirpurkhas and Sanghar districts. Total 6

principals and 78 teachers are working there. The data was conducted from 6 head teachers and 18 teachers.

TABLE-1
POPULATION OF GECE IN SINDH

Teachers' Gender	Number	Percentage
Male Teachers	332	69.31
Female Teachers	147	30.68
Total	479	100

DATA COLLECTION TOOL & TECHNIQUE

Date was collected through designed questionnaire based on 5-itemLikert Scale with prior permission of the participant to determine communication gap between heads of institutions and teachers upon the performance of Prospective Teachers. The data was collected in two types of primary and secondary data. The primary data was collected through questionnaires. One was for head teachers and other for academic staff through email, due to COVID-19. However, secondary data was obtained through articles, books and internet. Both types of questionnaires were used such as open-ended and close-ended questions. The adapted questionnaires were applied for gathering data used by Odhiambo (2005). The questionnaires were developed in three parts, i.e. personal information, close and open-ended questions.

LEGAL AND ETHICAL CONSIDERATIONS

Before collecting data, all principals and academic staff of Government Elementary Colleges of Education Men/Women Sindh were informed formally through telephone about the study. The data was kept confidential to protect the identity of participants. The self-respect of respondents was guaranteed. There was no financial involvement for obtaining this data. This data was taken for the purpose of research.

DATA ANALYSIS

The researcher developed two questionnaires, one for heads of the GECEs and second one for the teachers of said colleges. Firstly, the data was organized in Microsoft Excel Sheet, then collected data was analyzed on computer using SPSS programme. This study was

based on 06 (six) Principals of Government Elementary Colleges of Education Sindh, and 18 (eighteen) Teachers of the said colleges. The data indicates that there are only 50 percent male and 50 percent female heads working at sampled colleges, while 50 percent male and 50 percent academic staff working at colleges were also sampled in the study.
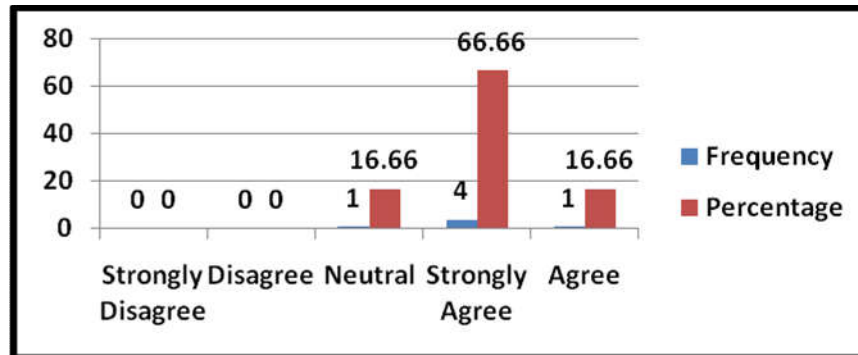

Figure-1: Communicating to the school during assembly

This figure shows 16.66 percent respondents are neutral, 66.66 percent respondents strongly agreed. Only 16.66 percent respondents agreed. This figure shows that communicating with the staff by principals in assembly is almost strongly agreed.
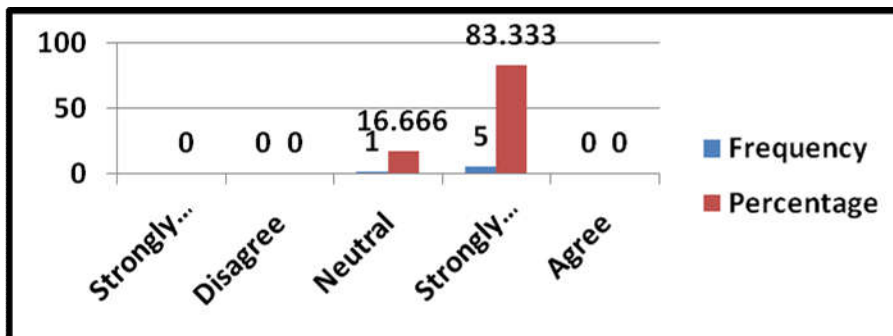
Figure-2: Holding staff meeting where teachers speak freely.

This figure indicates that 16.666 percent respondents are not sure, while 83.333 strongly agreed among 6 respondents. It shows that the head of the college used to conduct meetings frequently with their academic staff properly.
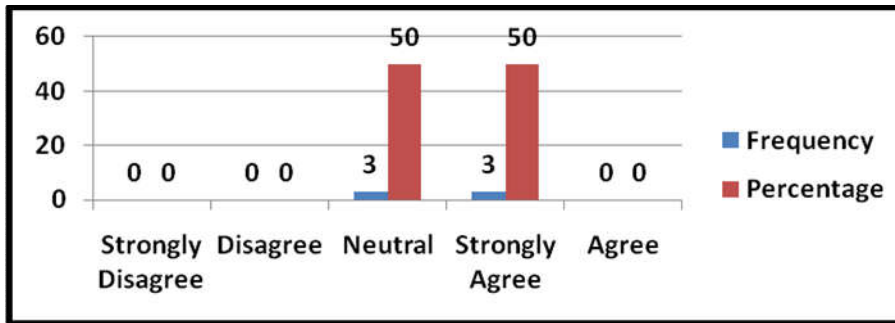
Figure-3: Holding open forum where people discuss their problem

This figure describes that respondents are 50 percent neutral and 50 percent strongly agreed that they are holding open forum meeting with regards to the discussion on various meetings frequently. Only 50 percent do not agree with this statement.
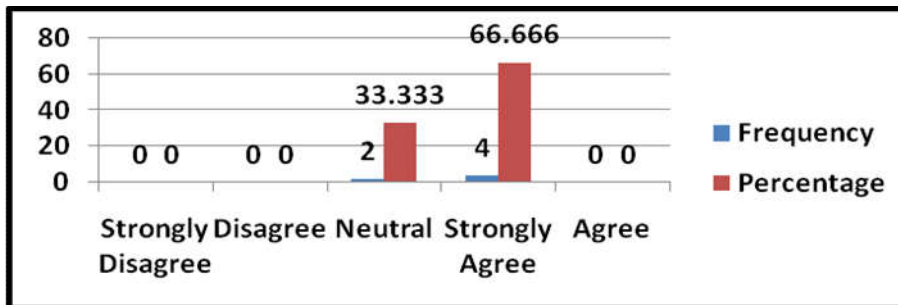

Figure-4: Use of facial expression and body movement

This figure tells that 66.66 percent respondents are agree to use their body language and facial expression in geed gesture while conducting any meetings or surprising the visits on different occasions. 33.33 percent were not sure and they remained neutral.
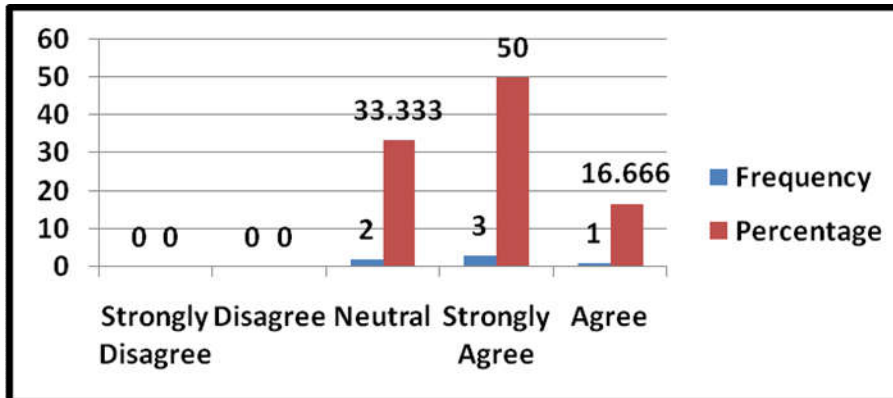
Figure-5: Encouraging members to pass information among themselves

This indicates that 50 percent of respondents strongly agreed that they encourage their academic staff that they may pass information among each other. 16.66 percent agree and 33.33 percent did not often do so properly. That means most of the respondents strongly agreed that they encourage their academic staff to share their information with each other for the betterment of teaching and learning environment.
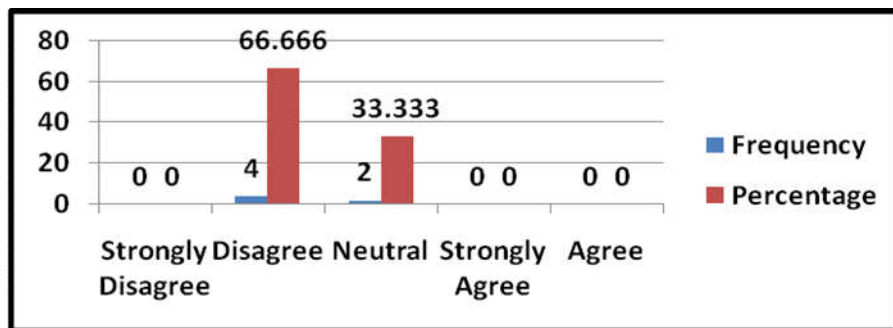

Figure- 6: Using notice board to pass information

Figure 6 describes that 66.66 percent respondents did not use notice board for passing information to others. 33.33 percent did it seldom. This shows that the heads only conveyed messages rather than showing on any notice board.
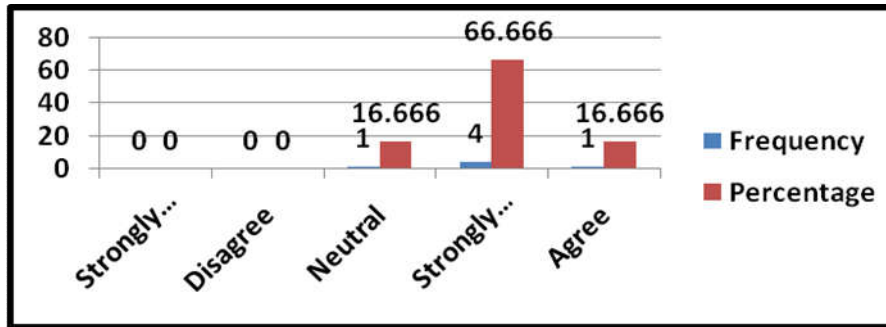
Figure-7: Using students' reports to pass the information

This figure describes that 66.666 percent respondents strongly agreed that they use students report for passing the information to their parents. 16.66 percent did it seldom while 16.666 percent respondents agreed to the statement. That shows that high percentages of the respondents are using student's reports for informing their parents as well as teachers about their progress.
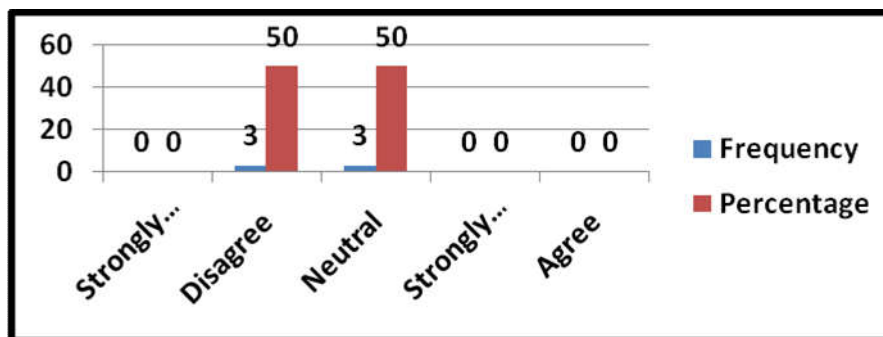

Figure- 8: Using rewards and incentives

This figure shows that 50 percent respondents were not sure about the reward and incentives of their learners while 50 percent disagreed that they believe in rewards and punishments. This indicated that no reward and no incentives are given to their learners.
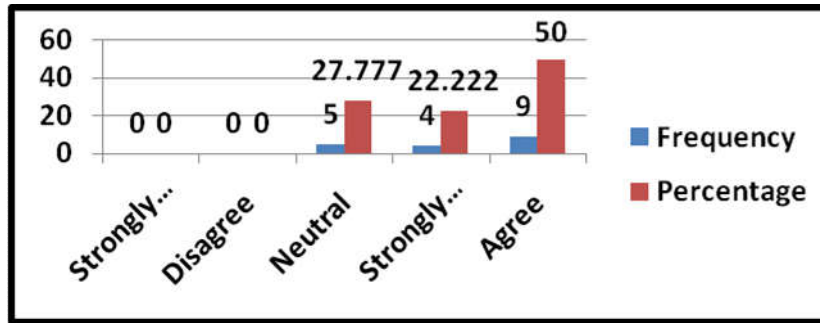
Figure-9: Holding staff meetings

This figure denotes that the 27.77 respondents were neutral while 22.22 respondents agreed that their heads conduct meetings with staff regularly. 50 percent respondents strongly agreed that their heads of institutions are holding meetings with their staff. The overall result of this figure denotes that regular meetings with staff members are done by their principals accordingly.
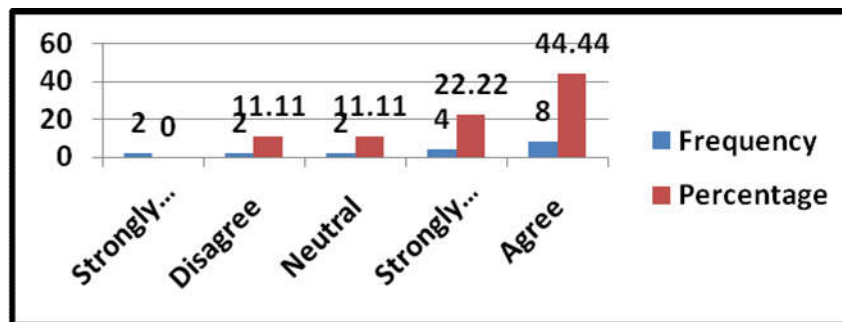

Figure-10: Using written memos

Figure no.10 shows different aspects. According to this figure 11.11 percent respondents strongly disagreed about the writing memos. Same as 11.11 percent disagreed. 11.11 percent did it seldom, 22.22 percent strongly agreed. However, 44.444 percent respondents agree that writing memos are done by their heads during teaching learning strategies. This means that teachers rate adequacy of the communication strategies properly.
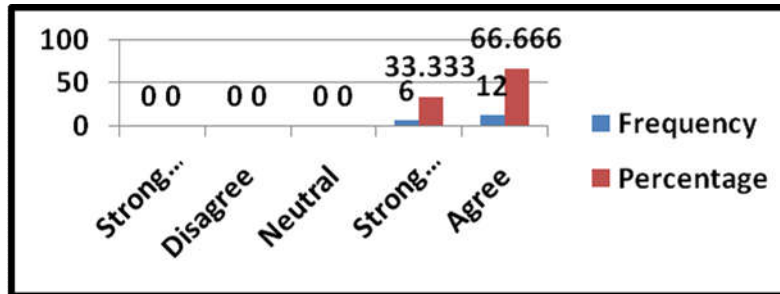
Figure-11: Using phones

This figure shows that 33.33 percent respondents strongly agreed that phone is also used for the impact of communication strategies for prospective teachers. Only 66.66 percent agreed with this question. This means that using phone is basic tool for enhancing communication strategies for the betterment in teaching and learning process.
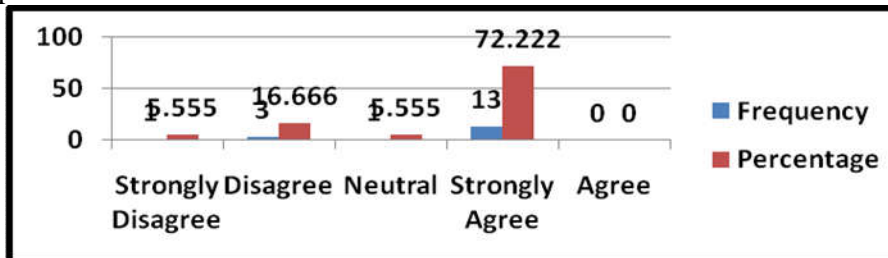

Figure-12: Using facial expression and body movement

This figure indicates that facial expression and body language movement have important place in communication strategies. Therefore, 72.22 percent respondents agreed with this option. 13 percent also agreed, while 16.666 percent totally disagreed and 5.555 percent strongly disagreed. Only 5.555 percent respondents were neutral. It means that using facial expression and body movement plays basic role in the learning of prospective teachers.
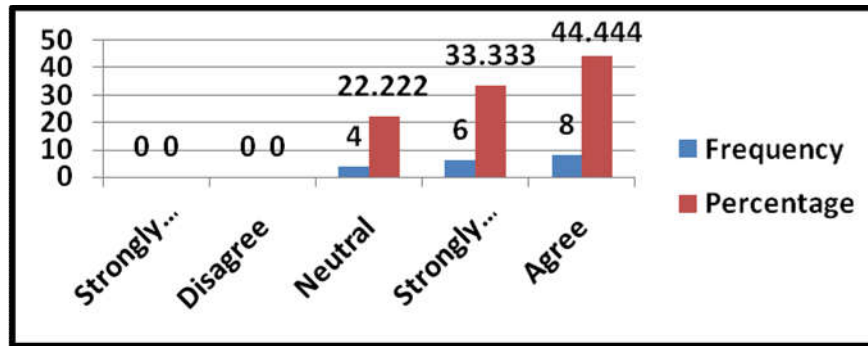
Figure-13: Using staff reports

This figure denotes that staff report for the enhancing capacity of the prospective learners is an essential aspect in communication strategies. In this regard, 44.444 percent respondents agreed while 33.333 percent strongly agreed. Only 22.222 percent were neutral. It means using staff reports by head of the college informed the academic staff about the prospective teachers' capabilities.

Principals' Responses

Problems With Communication as a Head: One among six respondents shared his view that there is no problem to communicate with others as head of the institution. Four respondents said that the regularity and punctuality by the prospective teachers were not adequate as professionals. However, only one respondent believed the teachers were responsible for poor communication among the stakeholders.

Academic Performance as Head of College: Two of the research participants shared their college academic performance was above average. Only four respondents responded that their colleges stand as average with regards to academic performance. However, it was interesting that none of the colleges was rated below average in terms of academic performance.

Communication and Academic Performance: Four respondents agreed that they called meetings of their staff on the basis of day-to-day academic performance of the colleges. According to two respondents, they paid surprise visits of the classrooms as well as offices of staff to know the academic performance of the college. This

was against the expectations that most of the respondents considered such actions as reality on the basis of their regular meeting.

Teacher's Responses

Above 70 percent respondents agreed that their principals flow information through circular book, below 20 percent respondents shared their view in terms of flow of information through notice board. While, only 10 percent agreed that they were aware through calling meetings in the offices of principals. About eight percent of respondents expressed their views that the behaviour of head teacher was pivotal for improving all kinds of effective communication between teachers, students and non-teaching staff. According to them, head's nature made a considerable impact on team's behaviour. More than the seventy percent of respondents said that the teachers and taught had a strong, effective and positive relationship between their level of communication and their academic performance in their institutions. Below thirty percent respondents disagreed that they had a very weak positive relationship between their attitude and their academic performance in colleges.

Summary

This research study determined the impact of communication strategies among college leaders and academic staff on professional achievement of prospective teachers of Government Elementary Colleges of Education Sindh. Through this study, some strategies of communications were located by the head of the institutions and the academic staff of the said colleges. Descriptive study was done for this research. Two sets of questionnaires were tried out for gathering data from respondents. In the study, there were 29 Government Elementary Colleges of Education in Sindh province. The data was taken from six colleges. Three were Men's colleges while three were women colleges named Government Elementary Colleges of Education for Men Hyderabad Sindh, Government Elementary Colleges of Education for Women Hyderabad Sindh, Government Elementary Colleges of Education for Men Mirpurkhas Sindh, Government Elementary Colleges of Education for Women Mirpurkhas Sindh. Government Elementary Colleges of Education for Men Sanghar Sindh, Government Elementary Colleges of Education for Women Sanghar Sindh. The data was taken through email due to COVID-90. The

return rate of data was 100 percent. The data was analyzed on SPSS programme.

RESEARCH FINDINGS

Equal participation of the respondents by gender was qualified and experienced while the academic staff including their heads possessed Master degree in their respective subjects. The impact of communication strategies among college leaders and academic staff on professional achievement of prospective teachers of Government Elementary Colleges of Education Sindh were directly proportional. The study found that head of the college preferred communication during assembly meetings of staff and as an open forum for the betterment of prospective teachers. The communication strategies that were used by the heads are positive in term of facial expression. The conditions which reduced effective communication from language barriers was distortion. All methods of communication which were used by principals, academic staff were quicker and proficient for prospective teachers. It was also found that most of the prospective teachers chose face to face communication, which was always open in the morning assembly, public gatherings, open forums through the use of body language as well. The heads of institutions are the role model for generating favorable environment for better communication between academic staff and other staff members of the college. No problems were encountered with communication as a head of institution during teaching and learning process. All principals possessed many communication strategies such oral communication, asking clarifying questions, listening to concern with attentive and patient hearing, being open-minded for giving and receiving feedbacks and paying attention to non-verbal communication.

CONCLUSION

This study accepted to establish heads of colleges' communication strategies and their effects on academic performance. Principals should exhibit good communication ability in equally spoken and written communication. Heads should recognize what information is suitable to be verbal and which is to be printed. Heads should provide the capability to use diversity of group expansion skills in interacting with parents, associated people, academic staff and prospective teachers. The whole college administration should struggle

to remove the circumstances that decrease effective communication among learners.

RECOMMENDATIONS

The easy access of computer education may be started without any delay in all Government Elementary Colleges. The government may start teacher trainings for the capacity building of all heads of the institutions, academic staff of the college for enhancing to cope with the problems which are faced on daily basis in college during teaching and learning process. Most of the heads of institutions should struggle to improve their institutions with communication channels that are unavailable. The entire school community should struggle to reduce such circumstances that condense effective communication in their colleges. Heads of institutions should recognize a variety of communication techniques which are comprehensive and reachable for entire people of college community. This study may be replicated on larger population for exploring more evidences on the impact of communication strategies.

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