Malaysian Journal of Social Sciences and Humanities (MJSSH) (e-ISSN : 2504-8562)
2023, Volume 8, Issue 1, e002043
DOI: https://doi.org/10.47405/mjssh.v8i1.2043

The Influence of Communication Skills on Teaching Performance of a Private Secondary School in Brunei Darussalam

Thulasimani Munohsamy[1*], Sures Muniandy[2]

[1]Centre for Bioethics and Humanities, International Medical University (IMU), No 126, Jalan Jalil Perkasa 19, Bukit Jalil, 57000 Kuala Lumpur, Malaysia.
Email: Thulasimani@imu.edu.my
[2]Independent Reseracher, Malaysia.
Email: suresmuniandy@gmail.com

CORRESPONDING AUTHOR (*):
Thulasimani Munohsamy
(Thulasimani@imu.edu.my)

KEYWORDS:
Communication Skills
Teaching Performance
Self-Evaluation

CITATION:
Thulasimani Munohsamy & Sures Muniandy. (2023). The Influence of Communication Skills on Teaching Performance of a Private Secondary School in Brunei Darussalam. *Malaysian Journal of Social Sciences and Humanities (MJSSH), 8*(1), e002043. https://doi.org/10.47405/mjssh.v8i1.2043

ABSTRACT

Communication skills plays a significant role in the teaching and learning process. Teachers' effective communication skills is vital to achieve their teaching process, the students' learning process and the teacher's teaching performance. The objective of this study is to investigate whether teachers' communication skills have influence on their teaching performance, if the age and the number of years has any significant impact on the teachers' communication skills and teaching performance. This is a pilot study conducted in a private Chinese school in Negara Brunei Darussalam. A total of 28 teachers participated in the study. Questionnaires were given to collect the data for the study. SPSS 26.0 was used to analyze the data. The findings revealed that teachers' communication skills have positive correlation with their teaching performance. There was a significant correlation between teachers' communication skills to their age and number of years of teaching experience, however the study found that the teachers' teaching experience has no significant correlation with the teachers' teaching performance. The study suggests that it is extremely important for every teacher to consistently do skill assessment and enroll to professional development programmes to enhance and develop their communication skills.

Contribution/Originality: This study is one of very few studies which have investigated on the Influence of Communication Skills in Teaching Performances in Negara Brunei Darussalam. This study also contributes to the existing literature in this field.

1. Introduction

Communication skills is the most essential part of teaching and learning in an educational institution regardless of the student's level of education. The teachers' effective communication no doubt has high impact on the learning and understanding of the students as well as their academic achievement (Asrar et al, 2018). In fact, the teachers'

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effective communication skills can influence their own teaching performance and the students' academic performance. According to Gay (2018), in educating, transferring knowledge and building skills is indispensable with the teachers' communication skills to develop efficient performance. There is a definite need for teachers to check on their communication skills to make sure that the message they are conveying reaches the students effectively. Teachers are usually assessed by their supervisors or students on their teaching performance. This usually happens monthly, yearly, according to the semesters depending on the institutions. However, to improve the process of teaching and learning and to provide the best to the students, it is important for teachers to self-assess for effective classroom teaching, students' achievement as well as their own teaching performance (Hašková et al., 2019).

In this education paradigm, complexity would be the right word to describe a teacher's role as their responsibilities and duties are increasing day by day. The teachers' performance assessment usually includes their planned activities, the implementation of the activities, the assessment, analysing the assessment, the follow ups besides other extra administration duties to be carried out (Collet-Sabe, 2017). This is where teachers' communication plays an extremely important role in executing these roles and responsibilities.

Looking into the importance of the teacher's communication skills, teaching performance and self-evaluation, this study aims to investigate if there is a relationship between teachers' communication skills and their teaching performance using self-assessment questionnaire, to find out if there is a relationship between teachers' age and communication skills and their teaching performance and teacher's teaching experience has influence on teachers' communication skills and teaching performance. This study will be a great contribution for teachers on the awareness on the importance of self-assessing their communication skills to achieve excellent teaching performance which directly effects the students' performance and the institutions performance.

2. Literature Review

Education is an absolute necessary means of nation's evolution or success. Furthermore, the significance of great educational management to enhance the educational process is emphasized by education experts. One of the tools to improve the educational process by strengthening the educators' skills and performance. One of the most important and essential components of education are the educators. The quality of education is determined by the competency of an educator. Conveying accurate messages effectively to the students and colleagues depends on the communication skills of the educator to attain excellent students, successful education which increases the educators' teaching performances.

In general, learning happens through communication process, therefore effective communication skills are seen as the most essential skill for every educator's personal and professional characteristics. During the process, having worthwhile interchange of messages is based on the educators' capabilities (Pehlivan, 2005). Communication, according to the Concise Oxford Dictionary means 'the science and practice of transmitting information' or the action of imparting especially news'. Referring to this, the study believes that the educator's teaching performances can be enhanced if they are furnished with good professional skills and efficient communication skills.

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According to Maes, Weldy and Icenogle (1997), there are many studies disclosed that there is a significant relationship between educators' teaching performance and their communication skills. Besides that, the professional practices of the educators and academic environment plays and important role in the students 'personality development. If they take on commendatory professional behavior concerning the students in their academic and their social performance, then students can fluently raise their academic level. Educators has the trustworthiness to educate and practically acquiring the students prepared for the objective that they can oversee with all type of status. Students' role model are the educators (Hornby, 2006). The students are exposed to the learning from educators since young age, the learners adopt and adapt to lots of the teaching that they learn in school. Based on the educators that they look upon too, most of the students build their characters. An exceptional part is played by the educators in the life of students, besides being a role model, they also become their guide, their mentor in the student's life. It is important for the educators to transfer clearly and efficiently as this can change the student's approach on their educators. As mentioned earlier, they are many studies conducted to see the correlation between educator's communication and their teaching performance. Some of the studies are discussed in the following paragraph.

A study done by Alamgir, Salahuddin, Syed Zia-Ul-Islam and Manzoor (2017), showed that the educators' communication skills have significant part in the academic accomplishment of the students. Students' academic achievement helps very much of the educators' teaching performances. This exhibits that the educators have successfully shine in their teaching where communication skills play a major part in it. The data for this research were collected from 418 students from 14 different universities in Pakistan. This study also acknowledged that efficiency teaching is not only based on purely learning of the educator however has relation to the way and style of interaction used. This study supports the outcome of the research carried out by Cohort Nominate in 2016 which is indicated that only fifty percent of educators' knowledge effects the students and the remaining fifty percent is very much dependent on the educators' interpersonal skill especially effective communication skill. This study also showed that students' effective communication skills also play a function in productive teaching and learning process that is endorsed by the study done by David (2015) where the author argued that effective communication skills of the educator only is not important, but it is also very important for students to possess great communication skills for promoting their academic success. This study reveals that educator's effective communication skills plays a significant role not only to convey the knowledge of the subject to the learners, but their style of delivery plays an important part in the achievement of the learners. Both the content delivery and style of the delivery influences the teaching performance of the educators which directly effects the academic performance of the learners. There was also a point noted that only educator's effective communication skills are not enough, the learners on the other hand also need to own excellent communication skills to excel the process of learning.

2. Methodology

This study was conducted as a pilot study. According to Hassan, Schattner, and Mazza (2006), a pilot study is a study where it is conducted to test the protocols, the instruments used to collect data, the strategies and other techniques as a preparation for a bigger study. It is considered as the most important stage in a research as potential problems that will arise while conducting with a larger group. The study was conducted in a private Chinese school in Bandar Seri Begawan. There is a total of 118 teaching staff in the school and only 28 of them participated. These participants were chosen randomly by the

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Assistant Principal of the school. Most of the head of the departments were involved in this study.

Questionnaire were distributed to the participants to collect data for this study. There were three parts in the questionnaire, namely part A with demographic questions, Part B is a self-evaluation questionnaire on the teacher's communication skills with 29 items and Part C is self-assessment questionnaire on Teaching Performance with 23 items. The questionnaire was adopted and modified from the Communication Skills Questionnaire (CSQ) and Teaching Performance Questionnaire (TPQ). SPSS 26.0 was used to analyze the data collected from this study. The results of the study are discussed in the next paragraph.

3. Results

A total of 28 teachers out of 118 teachers participated in this study. There were 6 (21.4%) male teachers and 22 (78.6%) female teachers involved in the study. Nine of the participants were from the age group of 40 to 49, followed by eight participants were from the age group of 30 to 39 and seven of them were from the age group of 25 to 29. Three participants are from the age group of 50 to 59 and the remaining one participant is above 60 years old. In terms of nationality, 22 (78.6%) of the participants are foreigners and only 6 (21.4%) of the participants are local teachers. Majority of the participants (96%) have more than 3 years of teaching experience. Only one participant has one to 2 years of teaching experience. The instruments used in this study are reliable and valid as their Cronbach's alpha are above 0.8 when tested.

The objective of this study is to find out if there is a correlation between communication skills and teaching performance. Based on the data shown in Table 1, using the Pearson Correlation format, the correlation between the gain score for Communication Skills and Teaching Performance shows at 0.548 level correlation with significance (2 tailed) by 0.003, since the correlation is significant at the 0.01 level (2tailed), therefore based on the data, there is significant correlation between teachers Communication Skills and their Teaching Performance.

Table 1: The Relationship between Communication Skills and Teaching performance

Variables		Communication Skills	Teaching Performance
Communication Skills	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.003
Teaching Performance	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.003	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 below shows the correlation tabulated between age and communication skills. Table 2 below shows a Pearson correlation coefficient was computed to test the relationship between teachers age and their communication skills ratings. The results revealed that the correlation between gain score of age and communication skills shows at 0.406 level correlation with the significance (2 tailed) by 0.032. Since the correlation is significant at the 0.05 level (2 tailed), therefore based on the data given, there is correlation between teachers' age and communication skills ratings.

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Table 2: The Relationship between Age and Communication Skills

Variable		Age	Communication Skills
Age	Pearson Correlation	1	.406*
	Sig. (2-tailed)		.032
Communication Skills	Pearson Correlation	.406*	1
	Sig. (2-tailed)	.032	

* Correlation is significant at the 0.05 level (2-tailed).

Table 3 below shows the correlation tabulated between age and teaching performance. Table 3 below shows a Pearson correlation coefficient was computed to test the relationship between teachers age and their teaching performance ratings. The results revealed that the correlation between gain score of age and teaching performance shows at 0.206 level correlation with the significance (2 tailed) by 0.294. Since the correlation is significant at the 0.05 level (2 tailed), therefore based on the data given, there is no significant correlation between teachers' age and teaching performance ratings

Table 3: The Relationship between Age and Teaching Performance

Variable		Teaching Performance	Age
Teaching Performance	Pearson Correlation	1	.206
	Sig. (2-tailed)		.294
Age	Pearson Correlation	.206	1
	Sig. (2-tailed)	.294	

Table 4 below shows the correlation tabulated between years of teaching experience and communication skills. Table 4 below shows a Pearson correlation coefficient was computed to test the relationship between teachers' years of teaching experience and their communication skills ratings. The results revealed that the correlation between gain score of age and teaching performance shows at 0.408 level correlation with the significance (2 tailed) by 0.031. Since the correlation is significant at the 0.05 level (2 tailed), therefore based on the data given, there is significant correlation between teachers' years of teaching experience and communication skills ratings

Table 4: The Relationship between Years of Teaching Experience and Communication Skills

Variables		Communication Skills	Years of Teaching Experience
Communication Skills	Pearson Correlation	1	.408*
	Sig. (2-tailed)		.031
Years of Teaching Experience	Pearson Correlation	.408*	1
	Sig. (2-tailed)	.031	

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 below shows the correlation tabulated between years of teaching experience and teaching performance. Table 5 below shows a Pearson correlation coefficient was computed to test the relationship between teachers' years of teaching experience and their teaching performance ratings. The results revealed that the correlation between gain score of age and teaching performance shows at 0.269 level correlation with the

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significance (2 tailed) by 0.167. Since the correlation is significant at the 0.05 level (2 tailed), therefore based on the data given, there is no significant correlation between teachers' years of teaching experience and teaching performance ratings.

Table 5: The Relationship between Years of Teaching Experience and Teaching Experience

Variable		Years of Teaching Experience	Teaching Performance
Years of Teaching Experience	Pearson Correlation	1	.269
	Sig. (2-tailed)		.167
Teaching Performance	Pearson Correlation	.269	1
	Sig. (2-tailed)	.167	

4. Discussion

Based on the data analysed, it is obvious that teacher's communication has an influence on their teaching performance as both these variables are correlated well. This finding is supported by the study conducted by Basir and Basir (2020). The findings of their study shows that there is positive correlation and significant effect of interpersonal communication on the teachers' performance. Therefore, in order to improve the teachers' teaching performances, the communication skills play a vital part in contributing to the achievement. Besides that, teachers' age and the number of their years of teaching experience shows significant correlation. This finding contradicts the findings by Shah and Udgaonkar (2018) their research where the lecturers' age has no influence on their communication skills.

However, there is no significant correlation between teacher's age and the number of years of teaching experience and teaching performance. This is supported by the study conducted by Linda et al. (2020). According to the study, teachers' years of teaching experience has no significant impact on the teachers' teaching performance. The study mentioned that the number of years of their teaching experience is not considered when professional support is given to produce quality teachers.

5. Conclusion

In conclusion, teachers' communication skills play an important part in teaching and learning process, students' achievement, their own teaching performance and as well the overall performance of an institution. The objective of this study is to find out if the teachers' communication skills have influence on their teaching performance and to investigate whether teachers' age and number of teaching experience plays any part in the teachers' communication skills and teaching performance. Based on the data analysed in this study, it is obvious that there is positive relationship between teachers' communication skills and teaching performance based on their own self-assessment. Age and the number of years of teaching experience has positive relationship with the teachers' communication skills. However, age and the number of teachers' teaching experience has no significant correlation with the teachers' teaching performance. Therefore, it is vital for every teacher to check on their communication skills in order to give the best to their students, themselves and their profession.

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Ethics Approval and Consent to Participate

Written informed consent from the participants was obtained from the participants. An information sheet about the study was provided to all respondents and if they had any doubts or queries, they were invited to contact the researchers.

Acknowledgement

The researchers are grateful to the participants of the study who was willing to share their perceptions.

Funding

This study received no funding.

Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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