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RELATIONSHIP BETWEEN BUSINESS EDUCATION STUDENTS' COMMUNICATION SKILLS AND THEIR CUMULATIVE GRADE POINT AVERAGE (CGPA) IN BACHI AND GOMBE STATES COLLEGES OF EDUCATION.

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By

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## ABSTRACT

*The study aimed at finding the relationship and prediction of success from Business Education students' communication skill (CMS) and their academic performance (CGPA) in college of education. Two objectives, two research questions and two hypotheses were formulated for the study. The design of the study was a correlational survey design. The population of the study was 408 NCEIII business education students. Stratified random sampling was used to sample 155 students. The instrument CMS test items was validated and pilot tested, a reliability coefficient of 0.72 was obtained. The data collected was analysed using Microsoft Excel (2007). The result revealed a moderate, positive and significant relationship between CMS and CGPA; communication skill prediction from CGPA was 26.34%; it was recommended that Business education should strive and improve their students' communication skill for better understanding of the lesson and for better performance.*

**Key Words:** Business Education, Communication Skill, Prediction and Academic Performance

## INTRODUCTION

The study of Ryan and Tania, (2009) explained that business education curriculum made it clear that its students most acquire communication skill most effectively for them to succeed in their studies. Similarly Ihmeideh, Al-Omari and Al-Dababneh, (2010) explained that development of effective communication skill is an important part of business education teaching and learning, that the skill is required in every aspect of teaching and learning process. Their findings also revealed that students with CGPA 2.00 and above possess highly developed oral and written communication skills. Oral communication skill is a competency area within the core business curriculum.

The skill significantly improved student's academic performance and lowers the fear of public speaking or that of writing for an audience (Culcepper, Beeler and Burke, 2006). Young and Murpy (2003) found out that writing communication skill help business education students to integrate, incorporate and apply the skills learnt in communication class to other relevant business classes.

Proficiency in communication improved general learning outcome. It enhances understanding and retention of concepts it makes students to learn how to develop and express their points of view, enhances interpretation of what was learnt. Effective communication skill also moves students away from

memorization; make them to learn how to participate in intellectual dialogue and how to join conversation (Ryan and Tania, 2009). Similarly, Stowe, Parent, Schwartz and sandal (2010) discovered that lack of communication skill can limit students understanding of lessons, notes taking, writing of test and presentation of assignments. They can also encounter difficulty in retrieving information (from the internet or from text material) analyze and synthesize the information then communicate their findings to others. Philosophy and objective of NCE business education is to provide vocational education teachers with the intellectual and professional background adequate for teaching business subjects and possess the right skill that will enable them to engage in life of work. Chinasa, (2007) revealed that language and communication skill in Nigerian Colleges of Education are designed to equip students with various communication skills(writing, reading, speaking and listening) that will enable them to participate in class lectures, note taking, and acquire enough tool to be able to impact knowledge effectively after their training. Mc Ewen, (2003) supports all the points and adds that communication skill supports high level of cognition and improves higher thinking order.

Business education curriculum like any other advance study curriculum require certain level of communication skill (Basic English) as it's' entry requirement. But at the commencement of the training business communication became the communication skill for the profession. That's why it is among the introductory business courses students become exposed to in their first year of study. They undergo business communication course so that the knowledge gained can be applied can be applied to other relevant courses. Many of the researchers Ihmedeih, Al-Omari, and Al-Dababneh (2010), Stowe, Parent, Schwartz and sandal (2010), Ryan and Tania (2009) etc opined that

communication is one of the elements required to succeed in business education.

Nigerian certificate in education (NCE) is the national minimum teaching requirement and is the greatest supplier of teachers of business education in the country. That's why the researcher intends to determine the extent of relationship between communication skill and NCEIII business education students' academic performance (because they have undergone all business communication courses and gone far in their entire studies) through Cumulative Grade Point Average (CGPA) in colleges of education in Gombe and Bauchi states.

## PURPOSE OF THE STUDY

The study determined the relationship between communication skill of business education students and their academic performance. Specifically the study seeks to:

1. Determine the extent of relationship between NCEIII Business Education Student's Communication Skill test scores and their CGPA.
2. Determine the extent to which Communication skill test Score of NCEIII Business Education Students can be predicted from their CGPA.

## RESEARCH QUESTIONS

The following research questions guided the study

1. What is the extent of relationship between NCEIII business education students' Communication skill test scores and their CGPA?

2. To what extent can NCEIII Business Education Students' Communication Skill test scores be predicted from their CGPA?

## RESEARCH HYPOTHESIS

The following null hypotheses were tested at 0.05 levels of significance

1. There is no significant relationship between NCEIII Business Education students Communication Skill test scores and their CGPA.
2. NCEIII Business Education students' Communication Skill test score is not a significant factor in predicting their CGPA.

## METHODOLOGY

The study adopts correlation survey design; to determine the relationship between NCEIII Business Education students Communication skill test scores and their Cumulative Grade Point Average. The area of the study is Bauchi and Gombe states respectively. Population of the study comprised of all 408 NCEIII Business Education students of the two institutions. 329 Business Education Students from FCET Gombe and the remaining 79 from COE Azare.

Stratified random sampling was used, a total of 155 students were selected for the study; 79 students from FCET Gombe and 39 from COE Azare. The instrument for data collection was 25 items communication skills test (CMS) an adopted standardized questions selected from NCE (2007), general studies education course book I and II). Instrument was pilot tested on 45 students of Business Education programme at College of Education Jalingo, Taraba state. 35 items instrument was pilot tested and

only 25 items from the instruments meet the criteria for selection. Items with reliability coefficient range of 0.25 - 0.72 were selected. Test Instrument was administered by the researcher and her two assistants. Thirty minutes was allocated for the test, they were returned after thirty minutes (test scripts) and return rate was 99%. Microsoft excels 2007 was used for the data analysis. Persons' product moment correlation, standard deviation, mean and prediction were calculated at 0.05 levels of significance.

## RESULTS AND DISCUSSION

The Presentation follows the order of research questions and research hypotheses respectively.

### 4.1 Research Question One

What is the relationship between NCE III Business Education Students' Communication Skills (CMS) test results and their Cumulative Grade Point Average (CGPA)?

To answer research question one, the Business Education Students' Communication Skills Test result was correlated with their CGPA as presented in table 1.

Table 1 shows person's product moment correlation results of NCE III business education students' CMS and CGPA with N=155, degree of freedom is 153, mean of 2.55 for CGPA and 51.618 for CMS. Standard deviation of 16.757 was obtained for CGPA and 16.958 for CMS. R-value of .493 was found at 0.05 levels of significance. The result indicates a significant relationship between business education students' CMS and their CGPA.

## 4.2 Hypothesis One

There is no significance relationship between NCE III business education students' communication skill and their cumulative grade point average (CGPA).

To test for hypothesis one, the NCEIII business education students CMS result was correlated with their CGPA as presented in table 1.

The table 1 shows mean of 2.55 for CGPA and 51.618 for CMS, R-value of .493 was found at 0.05 levels of significance. The null hypothesis is rejected because the result reveals a significant relationship between business education students' CMS and their CGPA.

**Table 1:** Pearson's product moment Correlation Test Results of NCE III Business Education Students' CMS and their CGPA.

Variables	N	Df	mean	SD	R	Decision
CGPA	155	153	2.55	16.757		
CMS	155		51.618	16.958		
CMS AND CGPA					0.493	Significant

at 0.05 level of significance

## 4.3 Research Question Two

1. To what extent can scores in communication skill test (CMS) of NCEIII business education students predicts their cumulative grade point average (CGPA)?

To answer research question two, prediction analysis is used to predict the extent that Business Education Students CGPA be predicted from their CMS as presented in table 2.

Table 2 shows the mean of 2.55 for CGPA and 51.618 for CMS, CMS can predict CGPA by 26.34%, at 0.05 levels of significance. This shows that 26.34% of Business Education Students' CGPA will be from communication skill.

## 4.4 Hypothesis Two

NCE III Business Education Students' communication skill is not a significant factor that predicts their cumulative grade points average (CGPA).

To test for hypothesis two, prediction is used to test the significance of NCE III Business Education Students' Communication Skill test in predicting their CGPA.

Table 2 shows mean of 2.55 for CGPA and 51.618 for CMS, Predicting at 26.34% at 0.05 levels of significance. It indicates that CMS is a significant factor in predicting business education students' CGPA. The null hypothesis is rejected.

**Table 2:** Predicting NCE III Business Education Students' CGPA from their CMS

Variables	N	Df	Mean	Sd	Prediction	Decision
CGPA	155	153	2.55	16.757		
CMS	155		51.618	16.958		
						Significant
CMS and						
CGPA					26.34%	

at 0.05 level of significance

### SUMMARY OF THE FINDINGS

- 1 The relationship between NCE III Business Education Students' Communication Skill and their Cumulative Grade Point Average (CGPA) is positive and moderate (.493).
- 2 There is a significant relationship between NCE III Business Education students' communication skill and their Cumulative Grade Point Average (CGPA).
- 3 NCE III Business Education Students Communication Skill predicts their Cumulative Grade Point Average (CGPA) by 26.34%.
- 4 NCE III Business Education Students' Communication Skills is significant in predicting their CGPA.

### DISCUSSIONS OF THE FINDINGS

The findings revealed a positive moderate relationship between CGPA and CMS. This finding was supported by Culcepper, Beeler and Burke (2006) who reported that there was a significant relationship between Business Education Students' communication skills and their academic performance. Another finding

also showed that Business Education Students' Communication Skills can predict their CGPA. The study of Flanegin and Rudd (2000) supported this finding with this study they indicated that for every 1% increase in the students' communication skills there was corresponding increase in the CGPA by 11.8%. Similarly, Stowe, Parent, Schwartz and sandal, (2010) found out that, business students, business teachers and business practitioners all agreed that communication skill influenced the academic performance of all categories of business students.

The study was to determine the relationship between Communication Skills of Business Education Students' and their academic performance in Bauchi and Gombe states. Importance of communication skill to academic performance of Business Education Students' were capture; as competency and proficiency in the two skills improves general learning outcomes, it also enhance critical thinking and analytical skill and to develop strategies and technique for identifying and solving problems (Stowe, Parent, Schwartz and Sandal 2010, also Ryan and Tania, 2009). Therefore, based on the findings and discussions of the study, NCE III Business Education students' communication skill has

significant relationship with their academic performance, and communication skill is a significant factor in predicting their academic performance.

## CONCLUSION

The extent of relationship between NCE III Business Education Students' communication skill and their academic performance was positive, moderate and significant. The results revealed that academic performance and communication goes together.

## RECOMMENDATIONS

Based on the findings of this research, the following recommendations are hereby suggested:

1. Improvement in Business Education students' communication skill can lead to improvement in their overall performance.
2. Business Education students' communication skill is moving at the same rate (CGPA is 2.55 and CMS is .493).

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