Impact of School Administrative Climate, Teachers Communication Skills and Assessment Method on Learning Outcome of Selected Secondary School Students in Ibadan

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Abstract
The study was designed to investigate the impact of school administrative climate, teachers’ communication and assessment technique on learning outcome of some selected secondary school students in Ibadan. Descriptive survey research design was adopted for the study. The study sample consisted of 300 Senior Secondary School Students from SS1 and SS2 classes and 52 teachers randomly selected from 8 secondary schools in the study area. The participant schools were randomly selected using simple random selection technique from the five local governments in Ibadan. The findings of this study revealed that that two of the three independent variables, that is, Assessment Technique and Teachers communication skills were found to be significantly correlated with the learning outcome of the participants with \( r = 0.193, P < 0.05 \) and \( r = -0.153, P < 0.05 \) respectively. The study has also shown that both Assessment Technique (with \( \beta = -0.138, t = -0.2386, (P <0.05) \)) and Teachers communication skill (with \( \beta = 0.182, t = 0.355, (P <0.05) \)) are potent predictor of learning outcome of the participants. Based on these findings the study concludes that educational policy makers should put into consideration those factors that will promote the learning outcome of students.

Key Words: School Administrative Climate, Teachers Communication Skills, Assessment

Introduction

Education is fundamentally a human capital enterprise which contributes immensely to the development of human capital; it is linked with an individual’s well-being and provides opportunities for better living, (Battle & Lewis, 2002). Education enables the acquisition of knowledge and skills that provides individuals with the opportunity to increase their productivity and improve their quality of life. It is only through a quality education that learning and training can create people with enough wisdom for advancing the issue of development, standard of living and poverty reduction in a country. Quality education accords learners the ability to produce quality results in cognition, affection and psychomotor as well as provide students with the right set of knowledge, competencies and skills to spur economic, social and political, advancement.
The extent to which a nation’s secondary level of education is successful at giving a quality education to her students displays some signs. These signs have far-reaching implications on the concurrent and future well-being of the country—the quality of learning outcome of students both at secondary and tertiary level of education as well as the economic, social, and technological development of such a nation as a whole. This is because the secondary school plays a crucial role as well as occupies a crucial position in the development of human capital in a country (Goldhaber, 2000).

Secondary school is an educational level which produces inputs for the tertiary institutions or where high-level manpower needed for the development of a nation is being trained. At the most basic level, the secondary schools are given the crucial task of helping provide students with the human capital—the knowledge and skills required for their success in tertiary institutions or the workplace as the case may be. Having a good learning outcome is therefore very pertinent for secondary school students who are at the developmental stage where they are being prepared for specialized academic courses and eventually the world of work. This period in the life of students is a period that functions as an important period for the preparation towards tertiary education, job and the roles of adulthood. A good learning outcome is indeed important for the successful development of the adolescents, in this fast-changing and challenging twenty-first century. For any meaningful development to take place in any country, the products of secondary school in that country must be well prepared for tertiary institution where they will eventually be prepared for intellectual capacity (Gijbels and Dochy, 2006) or high-level work force needed for social, economic, political, cultural, and technological development.

Unfortunately, the rate of mass failure of secondary school students in Biology subject in public examinations in Nigeria is very alarming and calls for an urgent intervention. Over the years, average performance of those who upon completion of secondary school, pass with relevant five credits including English and mathematics hover around 30 - 35% (WAEC Chief Examiner, 2019). More and more students are finishing secondary school without the prerequisite knowledge to proceed to the next level in their academic pursuit. Many of them who gain admission into the higher institutions of learning in the 21st century are poorly prepared for the academic rigour in these institutions while those who decide not to further are not employable. They lack the ability to endure routines such as the ability or know-how to demonstrate conceptual understanding, processing, critical/logical reasoning and creativity. These criteria are essential in the world of work and for academic success in the higher institution, particularly given the independent nature of higher institution. Hence, the need to investigate into the factors that determine learning outcome of secondary students in Nigeria becomes very important and calls for urgency. The researchers therefore examine such factors as school administrative climate, teachers communication skill and assessment technique as they affect learning outcome of secondary school students in Ibadan.

School administrative climate has to do with how the school is run, the leadership tone, style, actions, behaviour, and procedures that influence the quality and character of school life. It shows the patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organisational condition. A school with a positive and effective school administrative climate will facilitate the teaching and learning process. The administrative climate of a school will influence the ease and effectiveness of the implementation of curricular goals. The kind of the intellectual
and interpersonal tone set by the administrative personnel of a school will shape the conditions under which the school community works, affect the intrinsic motivation—inner voice of the teachers and create a climate that promote the learning outcome attainment of the students.

Teachers’ communication skill can also impact on the learning outcome of secondary school students. Communication skills include many things—using the appropriate language, emphasis and pronunciation of words, pitch and tone of our voice, our body language including facial expressions and eye contacts, the way we dress, our posture, interpersonal skills and a lot of other things effectively, the way in which the person to which we are speaking understands. The “communicator” needs to ensure clarity of purpose, proper organisation of information, that the information is properly transmitted to the receiver with the use of the right medium (verbal or non verbal) to the extent that any form of noise is mitigated against so as to ensure a successful delivery of the message sent and also to ensure that the purpose for which the message is sent is not forfeited (Loy, 2006). The communicator also needs to ensure congruency between the verbal and non verbal—gestures message. When teacher’s verbal messages conflicts with nonverbal messages, students become confused, this confusion often affects their attitudes and learning. The meaning of a simple statement can be altered or reinforced by the way one shrug shoulders by inflection in one’s voice the look on one faces, by the way it is written or typed. Most times, whenever there is incongruity between the verbal and non-verbal messages, people tend to believe the non verbal more than the verbal.

The nature of assessment influences what is learned and the extent of meaningful engagement by students in the learning process, Wang, (2004). Be it formative or summative. Formative and summative are not labels for different types or forms of assessment but describe how assessments are used. Formative assessments is the use of day-to-day, often informal, to explore students’ understanding so that the teacher can best decide how to help them to develop their understanding. It is formative, in that it helps students to discover whether and to what extent they have learned what the educator intended. This kind of assessment is essentially in the hands of the teachers and students and so, theoretically, can be part of everyday activity. It can be through observations, questioning, peer assessment, specific task setting, practical and asking pupils to communicate their thinking through interaction, role play discussion as well as test taking. Formative assessment is a dynamic, on-going, process built into the teaching-learning process to provide opportunity for students to show a growing and developing learning, it gives feedback to pupil and the teacher and follows the flow of spontaneous dialogue and interaction, where one action builds on is contingent upon an earlier one. With purely formative assessment the stakes are not so high for students, so they can be more open about their knowledge gaps, or areas of difficulty. This kind of assessment according to Jacobson, Johnson and Giles (2005) is essential to learning and aimed at giving appropriate and timely feedback to students on their learning, and to help them to improve their future work.

Summative assessment on the other hand according to Loy (2006), is a more formal summing-up of students progress that can then be used for purposes ranging from providing information to pupils, parents on grading and certification as part of a formal evaluation. It involves a final grading of student learning and comes at the end of learning episodes, used to assess knowledge and understanding at a given point in time, it is static and one-way (usually the teacher or examiner judges the pupil) it follows a set of pre-defined pattern.
Therefore both the final examination and quizzes given during the term are summative assessments as long as they are administered mainly for grading purposes. Frequent summative testing is not, of itself, formative unless the interaction is designed to help students to learn. The most important principle of summative assessment is that it determines whether and to what extent the students have attained the learning outcomes specified for that module, and should lead to a grade or mark that will affect the students progression, result, or both. What students learn, how much effort they put into it, and the nature of their learning can be influenced by the extent and nature of the summative assessment they expect to receive. Thus the extent to which assessment affect learning outcome can depend on whether the assessment technique used emphasizes learning elements more than measuring elements. If assessment is functioning efficiently, there should be substantial overlap between these two functions. Comprehensive assessment of learning outcome includes formative and summative purposes with variety of methodologies (i.e. objective assessment method which could either be multiple choice questions (MCQs), true-false, and matching items; case study is another assessment method; essay type questions which are also of two types (unstructured questions, which can also be called free-response questions and structured or restricted-response questions) or project method) depending on whether to encourage surface or deep learning in students.

**Statement of the Problem**

Students with poor learning outcome may suffer psychological problems such as low self-concept, low self-esteem/poor self-worth, depression and frustration thereby leading them into crime, cultism, prostitution and all manner of social vices. Any effect of poor learning outcome is the surge in the population of school adolescents who get involved in examination malpractices, political thuggery, armed robbery, rape and the most alarming Niger Delta and Boko Haram insurgency in Nigeria. All these go a long way to negatively affect the society therefore defeating the aim of education. The continued unimpressive performance of secondary school students in both public and private examination dictates the urgent need to look into other factors that could impact learning outcome of secondary school students. Hence, this study seeks to explore the impact of school administrative climate, teachers’ communication skills and assessment technique on the learning outcome of secondary school students in Ibadan in a bid to improve the learning outcome of secondary school students.

**Purpose of the Study**

This study is set out purposely to investigate the impact of school administrative climate, teachers’ communication skills and assessment technique on the learning outcome of senior secondary school students in Ibadan, Nigeria. Specifically, this study was set: 1. to establish the relationship between independent variables (school administrative climate, teacher’s communication skills and assessment technique) and learning outcome of senior secondary school students in Ibadan, Nigeria. 2. to determine the joint and relative contribution between independent variables (school administrative climate, teacher’s communication skills and assessment technique) and dependent variable (learning outcome) of senior secondary school students in Ibadan.

**Research Questions**
1. What is the pattern of relationship that exists between the independent variables to the dependent variable?

2. What is the joint contribution of the independent variables to the dependent variable?

3. What is the relative contribution of each of the independent variables to the dependent variable?

Methodology
The study adopted a descriptive research design of correlational type. The use of this method is considered appropriate because it suits a study of this nature. The population comprised all the senior secondary school students in Ibadan metropolis, Oyo State, Nigeria. The sample included 52 teachers and 300 Senior Secondary School Students from SS1 and SS2 classes in eight (8) selected secondary schools (four public and four private) in Ibadan metropolis, Oyo state, Nigeria. The participant schools were randomly selected from five local governments in Ibadan using simple random selection technique. The instrument used to collect the data for this study were Principal Teacher Student Questionnaire (PTSQ), Classroom Assessment Environment Questionnaire (CAEQ), Communication Skills Test (CST) and Learning Outcome of the Students (LOS). The PTSQ was adapted from Anyanwu, (2002), it consist of 37 items subdivided into four subsections- principal-teacher, teacher-teacher, principal-students, teacher-student. It is a four point likert scale format ranging from 1- Strongly Agree (SA) to 4- Strongly Disagree (SA). The pretest result showed cronbach coefficient alpha values (estimate of construct validity and internal consistency reliability) of 0.82 and 0.83 respectively. The CAEQ was adopted from Wang, (2004). It consist of 22 items all measured on a Likert scale ranging from 1-Strongly disagree to 5- Strongly agree. Responses to the items were submitted to principal components factor analysis with varimax rotation. During this analysis, four items were deleted from the original 22 items remaining 18 items. The analysis yielded two factors as suggested by the eigenvalue rule and screen plot. The factor loadings for the two-factor model of CAEQ accounted for 35.64% of the total variance. All items loaded = .35 on their primary factor. The first factor accounted for 21.8% of the variance (eigenvalue 3.80) and consisted of 9 items.

According to the contents it items and in light of achievement goal theory and classroom assessment literature (Ames, 1992a, 199b), this factor was labelled a perceived “learning-oriented” classroom assessment environment because its items focused on classroom assessment, practices that improve student learning and mastery of content materials. The second factor accounted for 14.55% of the (variance eigenvalue 2.62) it has 9 items. According to the content of the items and in the light of achievement and goal theory and classroom assessment literature, this factor was named a perceived “performance oriented” classroom assessment environment because its items focused on harshness of assessment and grading as well as public evaluation and recognition practices. Measures of CAEQ were constructed by averaging the items on each factor. Internal consistency coefficients for perceived learning-oriented and performance-oriented classroom assessment environment measures were 0.80 and 0.60 as indicated by cronbach’s alpha, respectively. The CST was developed by Psychtests.com. It contains 34 items with the following sub subsections: 1. Listening, 2. Ability to get message across, 3. Emotional management in the communication process, 4. Insight to the communication process, 5. Assertive communication. The instrument is a five point likert scale ranging from 1 Almost never, 2 Rarely, 3 Sometimes, 4 Quite often to 5 Most of the time. It measured how well the teacher...
communicates in different types of situations, and the habits that are barriers to effective communication. The cronbach’s $\alpha$ is 0.86 which is considered an acceptable $\alpha$. Content validity of the instrument was determined during this research. During the review of the instrument, all items were retained. Data for the LOS was obtained from the averages of the cumulative results of the participants in five compulsory subjects: English, Mathematics, Biology, and Civic Education in an academic session.

Procedure
The researchers personally distributed and collected the completed questionnaire from the students. The consent of all the participants was sought before administration. Out of the 300 instruments administered, 297 were retrieved and considered useful for the study. This represents a response rate of 92.6%; 42 questionnaires were administered to teachers and retrieved and also considered useful for the study.

Method of Data Analysis
Correlation analysis was utilized to determine the degree of relationship that existed among outcome measure and the independent variables while regression analysis was employed to determine the joint and relative contributions of all the independent variables to the dependent variable.

Results
Research Question One: What patterns of relationship exist between the independent variables (school administrative climate, teacher’s communication skills and assessment technique) and the dependent variable (learning outcome) of senior secondary school students in Ibadan?

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>r</th>
<th>Sig</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administrative</td>
<td>200</td>
<td>22.2150</td>
<td>.95569</td>
<td>295</td>
<td>.108**</td>
<td>0.026</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Teachers’ communication skill</td>
<td>200</td>
<td>22.4600</td>
<td>.83780</td>
<td>295</td>
<td>.270**</td>
<td>0.016</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Assessment technique</td>
<td>200</td>
<td>23.5550</td>
<td>7.49821</td>
<td>295</td>
<td>.198**</td>
<td>0.048</td>
<td>&lt;0.05</td>
</tr>
</tbody>
</table>

Dependent= learning outcome

Table 1 reveals that there is a significant relationship between school administrative and learning outcome ($r = 0.108$, $p<0.05$). The result further reveals that the better the rate of teachers’ communication the better the learning outcome relationship among the respondents ($r = 0.270$, $p<0.05$) and the relationship between assessment technique and learning outcome is ($r = 0.198$, $p<0.05$).

Research Question 2: What is the joint contribution of the independent variables (school administrative climate, teacher’s communication skills and assessment technique) to the dependent variable (learning outcome) of senior secondary school students in Ibadan?
Table 2: Summary of Regression Analysis for the joint contributions of independent variables to the prediction of learning outcome.

R = .278
R Square = .077
Adjusted R square = .059
Std. Error = 6.45500

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>682.132</td>
<td>3</td>
<td>227.377</td>
<td>4.093</td>
<td>.003^a</td>
</tr>
<tr>
<td>Residual</td>
<td>8125.063</td>
<td>195</td>
<td>41.667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8807.195</td>
<td>199</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 reveals that there is a significant joint contribution of the independent variables (school administrative climate, teacher’s communication skills and assessment technique) to the prediction of learning outcome relationship among participants. The result yielded a coefficient of multiple regressions $R = 0.278$ and multiple $R^2 = 0.077$. This suggests that these factors combined accounted for 7.7% variance in the prediction of learning outcome relationship. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on the learning outcome relationship, $F(3, 195) = 4.093, P<0.05$.

Research Question 3: What is the relative contribution of the independent variables (school administrative climate, teacher’s communication skills and assessment technique) on the dependent variables (learning outcome) of senior secondary school students in Ibadan?

Table 3: Multiple Regression Table Showing the relative contribution of the independent variables (school administrative climate, teacher’s communication skills and assessment technique) on the dependent variable (learning outcome) of senior secondary school students in Ibadan.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>12.253</td>
<td>3.312</td>
<td>3.699</td>
<td>.000</td>
</tr>
<tr>
<td>school administrative climate</td>
<td>.117</td>
<td>.062</td>
<td>.133</td>
<td>.059</td>
</tr>
<tr>
<td>teacher’s communication skills</td>
<td>.896</td>
<td>.494</td>
<td>.129</td>
<td>.041</td>
</tr>
</tbody>
</table>
The Table 3 shows that there is significant positive relative contribution of the independent variables to the dependent variable with assessment technique being most potent factor ($B = 1.698$, $t=2.846$, $p<0.05$) followed by teachers’ communication skills ($B = 0.896$, $t = 1.981$, $p < 0.05$) and finally followed by school administrative climate to the prediction of learning outcome ($B 0.117$, $t 2.896$, $p< 0.05$) in that order to the prediction.

### Discussion of Findings

The result found in this study has confirmed that teachers’ communication skills has a significant relationship with the learning outcome of the participants. This has further strengthened previous findings such as Goldhaber (2002), which found that teacher’s verbal ability has been found to be related to student achievement. Loy, (2006), also revealed that there is a relationship between the ability of the teacher to effectively communicate their thought or idea and the success that that the students’ have in their achievement scores.

The study also revealed a significant relationship between Assessment techniques and learning outcome of the participants. This result corroborate the findings of Gijbels & Dochy, (2006), which revealed that differences in assessment preferences are correlated with differences in approach to learning and hence learning outcome. This study also shows that Administrative Climate, Teachers Communication Skills and Assessment Technique could significantly affect learning outcome of the participants. The findings of this study corroborate the study of Hattie (2009) who found that an effective school administrative climate creates a climate of psychological safety to learn. Such climate of psychological safety to learn, influence learning outcome of students positively. The findings of this study also corroborated the study of Marzano, Waters, & McNulty, (2005), in their study of the place of the principals’ leadership in students’ learning which revealed that, high-quality leadership has a significant impact on both pupil academic and non-academic outcomes. Also, OECD, 2005, found that teachers’ abilities to convey ideas in clear and convincing ways have been shown to positively influence student learning.

### Conclusion

The findings of the present study have important implications for counsellor educators as well as practicing educational and school counselling psychologists. The results provide evidence that the three independent variables jointly contributed significantly to the participants’ learning outcome.

### Recommendations

The following recommendations are made based on the study findings viz:

1. that counsellors should make conscious efforts to consider school administrative climate, teachers communication skills as well as assessment techniques when training students counsellor whether at the undergraduate as well as the post graduate level so that they can in turn consider these factors when diagnosing factors that can affect learning outcome of students.
2. the study advocates that educational policy makers should make policies that will take these factors into consideration when making policies that will promote the learning outcome of students.

References


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