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Communication aptitude and academic success

Malissa Maria Mahmud*

Sunway University, No. 5, Jalan Universiti, Bandar Sunway, 46150 Petaling Jaya, Selangor Darul Ehsan, Malaysia

Abstract

This research is a fundamental study that aims to gain an insight into the correlations of oral communication proficiency of students with their overall academic performance by scrutinizing the different aspects on how oral communication influences the academic performance of a group of transfer students at the tertiary stage in the American Degree Transfer Program in Sunway University. An analysis of the direct correlations between the two variables will provide an overview relationship between communication and academic behavior; whether student's oral communication influences their academic achievements or otherwise, incongruent. The proficiency in oral communication was measured via the students' perceived oral communication rather than the actual oral communication proficiency since the students participated in answering perception-type survey questions. Subsequently, analysis of data in the signified confirmatory retorts were gathered from the students concerning the study and the results indicate that accomplishing competency in oral communications is imperative in ensuring that students perform well academically.

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1. Introduction

The field of communication changes all segments of society and the importance of communication studies is a necessary and an essential component. In the communication process, a sender (encoder) encodes a message and sends it through a channel to a receiver (decoder) who later processes the information, sends appropriate feedback through the channel once more and, the process repeats itself (Adler, Rosenfeld & Proctor, 2010). Since communication is said to be beneficial in all aspects and is used every day, the study of this research will contribute

* Corresponding author: Malissa Maria Mahmud. Tel.: +60(3)74918622 Ext.8393; fax: +60(3)56358633.

E-mail address: malissam@sunway.edu.my

to the repercussions of verbal communication towards the American Degree Transfer Program students' academic performance.

2. Background of the study

The variations in the level of proficiency of communication skills can improve academic performance in different ways. Oral communication can exist in many forms, including informal conversations which occur spontaneously, and, in most cases, the content cannot be planned in a structured environment (Rahman, 2010). Different types of coursework, such as class presentation, participating in group discussions and meetings, constitute one of the main factors leading to good academic performance, and they are commonly covered by oral communication. Through effective communication, students can learn to acquire the right skills, and their ideas, concepts, and initiatives can be shaped by communicating effectively. Students' prowess in verbal communication can also increase their presentation skills. By performing as an effective communicator, a student will be able to interact confidently in a variety of coursework requiring personal and academic performance. According to Forsman-Johnson (1996), as students enter a classroom for the first time, even if they can understand what the lecturer says, they are still afraid of their own speech ability because of their weak communication skills. Hence, the hypothesis of this research is that oral communication proficiency affects students' academic performance and subsequently, those who have better oral communication proficiency are more likely to earn a higher GPA and CGPA.

3. Statement of the problem

This research is a fundamental study that aims to gain an insight into the correlations of students' oral communication proficiency and their overall academic performance. Numerous studies have been conducted regarding topics that are similar but many of these studies do not specify the type of communication (verbal or nonverbal) used. However, this research examines the different aspects on how oral communication impacts the academic performance of the American Degree Transfer Program students specifically. Subsequently, an analysis of the direct correlations between the two variables provides an overview of the relationship between communication and academic standing and whether student's oral communication influences their academic achievements. For this research, only one type of communication skill (oral/verbal) was chosen as the independent variable to be quantified against the students' academic performance. This proficiency in oral communication was to be measured by the students' perceived oral communication rather than their actual oral communication proficiency since students would be participating in perceivable-type surveys.

4. Research questions

This research attempts to answer the following questions:

1. What is the impact of perceived oral communication skills on students' academic performance?
2. In what ways does oral communication affect academic performance?

5. Significance of the study

The findings from this research will help to fill the gaps of the study which exist between communications and academic performance. The subjects for this study consist only of the students from the American Degree Transfer Program (ADTP). Due to the nature of the program, the overall grade achievements of the students (CGPAs) not only depend on their final examinations, since the coursework marks are taken into the consideration and it contributes 60% for each subject registered. The nature of the program gives students exposure to other acquired skills besides examination-based evaluation such as those related to communication skills. Therefore, students at some point are required to attain other skills which benefit them for the hands-on tasks. Classes under the Arts courses such as Public Speaking, English, History, and Theatre Studies require the ability to present, discuss, and

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