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Analyzing the effectiveness of Communication Skills Training Programs on Student Performance

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Abstract

Strong communication is essential to social work practice, fostering positive relationships and improving client outcomes. It is widely agreed that social work qualifying courses must teach and practice communication skills. It examines how communication skills affect university students' academic performance. Groups were compared by gender, area, semester, and study program. Based on the two questions, the researchers created their instrument. The College of Delhi research instrument and the "Questionnaire-Verbal Communication" The questionnaire was administered to 140 University of Delhi students from Delhi district. The research was quantitative. The study found that pupils' communication skills did not affect academic performance. Students at all semesters and programs have comparable communication skills. This unique study found no significantly different results at all levels and programs, and no interpretable effect of University of Delhi students' communication abilities on academic accomplishment. It challenges prior research. To make a significant research contribution, examine the same phenomena in detail.

Keywords: Communication Skills, Training Programs, Student Performance, Universities of Delhi.

1.   INTRODUCTION

Communication is the intentional exchange, reception, and comprehension of facts, feelings, ideas, and needs between two or more people using symbols. Most Delhi universities, including Delhi University, teach communication skills. Students learn proper communication skills in the Communication Skills course. It is relevant and helps students learn language skills for their studies, like any tertiary courses. University of Education, Winneba lecturers have taught Communication Skills to all first-year regular students since 1994. The course teaches first-year students writing, reading, and note-taking to help them study. English, math, and science are required for admittance into Delhi University and other Delhi universities. Delhi university applicants must also have studied

English in basic and secondary school for twelve years. Students entering Delhi universities must also study Communication Skills. This research found that the University of Education, Winneba's Communication Skills unit has a Coordinator who oversees eight lecturers who teach 2000 first-year students. The CS curriculum is briefly described below:

• Note-taking and outlining (lectures, textbooks)

• Reading (skimming, scanning, summarizing)

• Usage conventions (spelling, grammar, punctuation, documentation)

• Writing: phrase and clause patterns, paragraphs, essay styles, introduction, body, and conclusion.

Most first-year university students taking the Communication Skills course at the University of Education, Winneba cannot write well, according to class assignments and end-of-semester exams. At a post-examination conference in August 2023, Communication Skills lecturers compared and assessed student performance and described the following issues facing first-year university students: Insufficient grammar understanding leading in basic blunders; Weak sentence construction reflected in boring expressions; Weak comprehension of spoken and written words due to weak listening and reading skills; Inability to summarize; Inability to write for certain audiences; Lack of scholarly paper writing skills; Cannot answer exam questions in a systematic manner.

1.1. Objectives of the study

• To assess the influence of communication abilities on University of Delhi students' CGPA, or cumulative grade point average.

• To evaluate how well academic achievement is improved by communication skills training programs.

2. LITERATURE REVIEW

Susanti, N.(2020)integrated research on Indonesian junior high school students' mathematics communication skills and the Problem-Based Learning (PBL) paradigm since 2014. A metaanalysis of 12 publications was used. Samples were purposively taken. Effect size transformation uses the Comprehensive Meta-Analysis (CMA) g hedging equation. PBL has a total effect of 0.791 on mathematical communication abilities, meeting the random-effect estimation model's strong influence criterion. Sample size, year of study, journal source, and grade level are examined. According to the heterogeneity test, the PBL learning model had a substantially different effect on grade level than the three moderator factors in sample size, year of study, and published journals. Because the heterogeneity test demonstrated impact size variation in the random-effects model, this conclusion is surprising. One of four variables causes this variation. Thus, further studies and qualities are needed to better explain it.

Hussain Al-Qahtani, M. (2019)examined the opinions of educators and learners regarding virtual instruction in English as a foreign language (EFL). It also seeks to emphasize how this type of instruction improves communication abilities. Thus, the primary study topic concerns how instructors and students see online EFL courses. This study was carried out at King Khalid University in Abu Dhabi's Female English Department. Thirty educators and pupils participated in the study; they were split into two equal groups of fifteen each. Participants

responded to a specific questionnaire in relation to that. The majority of teachers and students have positive attitudes regarding teaching and learning through virtual EFL programs, according to the data. Furthermore, they concur that virtual courses play a big part in improving communication skills. It is therefore recommended that EFL virtual classes be implemented. Some recommendations are made by this study in light of its findings.

JunodPerron, N.(2013)designed, implemented, and assessed a training program for clinical supervisors to use when evaluating residents' clinical practice skills (CS). Clinical supervisors from two separate healthcare organizations were recruited to take part in a rigorous 6- to 9-month computer science program by the authors of a pre- and post-test-controlled experiment. The outcomes were evaluated using three recorded, purposefully planned lessons, as well as the participants' self-reported and teacher-observed feedback skills. The videotaped remarks made by the supervisors were evaluated using a 20-item feedback assessment method. A total of 48 clinical supervisors were participated, with 20 serving as controls and 28 as interventionists. Statistically significant improvements were observed in encouraging self-assessment, examining residents' needs, and using role playing to test strategies and verify understanding, all with effect sizes ranging from 0.93 to 4.94. This led to a higher percentage of trained participants self-reporting after training. The goal was to increase residents' activity levels.

AlRowais, A. S. (2015)used MI theory to aid PYP students' performance in the Communication Skills course at Salman bin Abdul-Aziz University. This study employed a descriptive approach to learn about MI (Multiple Intelligence) theory's foundational concepts, and a quasi-experimental approach to measure the effect of MI theory on achievement, the dependent variable in the communication skills course. Sixty students from Saudi Arabia's Salman bin Abdul-Aziz University were selected via a random selection process. To that end, we used the Achievement test to gather information. The study's findings proved that MI theory improved pupils' academic achievement. Finding a link between MI theories and PYP pupils' academic progress is the researcher's primary contribution.

3. RESEARCH METHODOLOGY

3.1. Research Design

The purpose of the current study was to investigate how university students' academic accomplishment (CGPA) is affected by their communication skills. A descriptive research design was used to accomplish this. The researchers collected information on students' communication abilities and related academic performance using a survey method. With this method, quantitative data may be gathered to find patterns and connections between academic success and communication abilities.

3.2. Sample Size and Area

Students enrolled in the University of Delhi's BSc, BEd, MA, and MPhil programs—across the main and satellite campuses—made up the study's population. Nevertheless, only main campus students may access this population. For this study, a convenient sample of 140 students—a mix of male and female participants—was selected. The

ability of the researchers to personally distribute the questionnaires, guaranteeing accessibility and convenience, was the deciding factor.

3.3.   Data Collection

An altered questionnaire was used in a survey to gather data. The investigators adjusted pre-existing measures to more effectively align with the study's setting. The questionnaire was specifically modified using materials like the College of Delhi's "Questionnaire-Verbal Communication." Strongly Agree (SA) to Strongly Disagree (SD) were the response possibilities on the five-point Likert scale used in the instrument. This scale made it possible to understand pupils' communication abilities in more detail. To evaluate the questionnaire's internal consistency, a pilot research was carried out. A small, easily chosen sample was used in the pilot study to assess the instrument's dependability. Using SPSS, the pilot study's data were examined, and the results showed a reliability coefficient of 0.600.

3.4.   Data Analysis

Both descriptive and inferential statistical methods were applied to the analysis of the gathered data. The data were compiled and described using descriptive statistics, such as variance, mean, median, mode, standard deviation, and frequency. To investigate variations in communication abilities according to gender and location, inferential statistics employed t-tests (for independent samples). To evaluate the differences between students from different semesters and programs, One-Way ANOVA was used. Furthermore, a linear regression analysis was performed to calculate the impact of academic accomplishment and communication abilities.

The employed linear regression model was $Y=\alpha+\beta X+\varepsilon$, in which ε stands for the error term, β is the coefficient of X (communication skills), and Y is the measure of academic accomplishment. This approach shed light on the impact size of communication skills on students' academic performance by quantifying the association between academic accomplishment (outcome) and communication skills (predictors).

4.   DATA ANALYSIS

Table 1: Demographic Distribution

Category	Sub-category	Frequency	Percentage (%)
Gender	Male	50	35.7
	Female	79	56.4
	Not mentioned	11	07.9
Locality	Urban	84	60.0
	Rural	56	40.0
Semester	1	3	02.1
	2	66	47.1

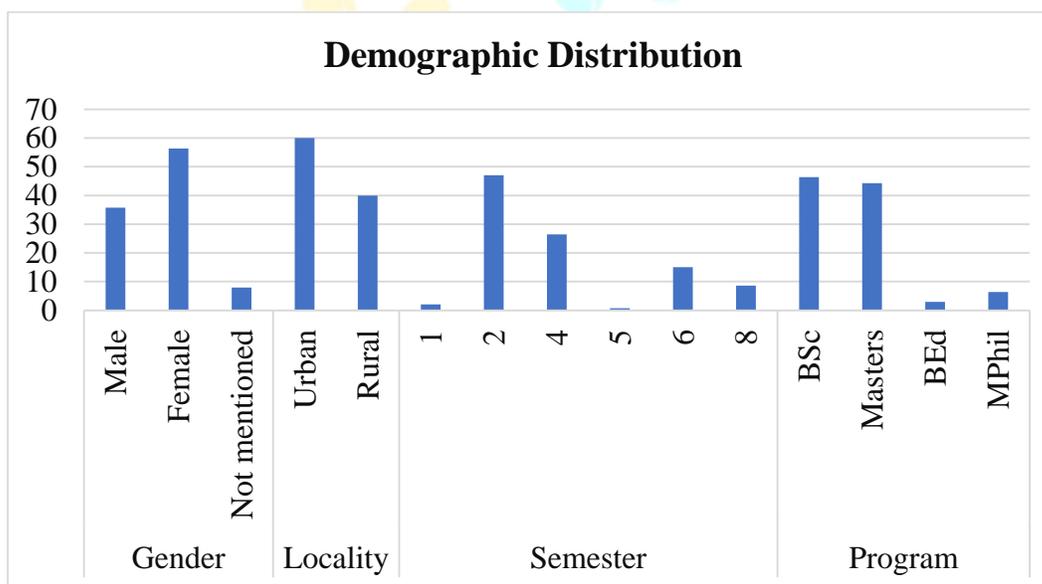|	4	37	26.4
	5	1	00.7
	6	21	15.0
	8	12	08.6
Program	BSc	65	46.4
	Masters	62	44.3
	B.Ed.	4	02.9
	MPhil	9	06.4
	Total	**140**	**100**

Figure 1: Demographic Distribution

Table 1 provides a comprehensive breakdown of the demographic and educational characteristics of a 140-person sample. The gender breakdown of the participants is as follows: 56.4% are female, 35.7% are male, and 7.9% did not specify their gender. Despite a sizable urban population, the majority of participants are from urban regions (60% of the total), with 40% hailing from more rural places. The majority of respondents are in the second semester of their academic program (47.1%), followed by the fourth semester (26.4%) and the sixth semester (15.0%), showing that a significant portion of students are in the early to mid-way of their degree programs. In the first (2.1%), fifth (0.7%), and eighth (8.6%) semesters, there are a few more small figures. In terms of the degree programs, the majority of students are pursuing either a Bachelor of Science (46.4%) or a Master of Science (44.3%), with a lesser percentage enrolled in Bachelor of Education (2.9%) or Master of Philosophy (6.4%) programs. The number of students pursuing degrees at the undergraduate and doctoral levels is high. Statistically, female students from metropolitan areas are more likely to be in their first semester of college, and they are more likely to be enrolled in Bachelor's and Master's degree programs.

Table 2: Sampling Indicator-Wise Frequency and Response Rate

|	Indicator	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Rephrasing a phrase	16 (11.4%)	94 (67.1%)	19 (13.6%)	8 (5.7%)	3 (2.1%)
2.	Capability of verbally presenting concepts	36 (25.7%)	69 (49.3%)	22 (15.7%)	12 (8.6%)	1 (0.7%)
3.	Capability of successfully communicating	33 (23.6%)	79 (56.4%)	20 (14.3%)	7 (5.0%)	1 (0.7%)
4.	Composing a report with flawless grammar	14 (10.0%)	62 (44.3%)	34 (24.3%)	22 (15.7%)	8 (5.7%)
5.	Capability of vocally understanding the messages	21 (15.0%)	69 (49.3%)	36 (25.7%)	11 (7.9%)	3 (2.1%)
6.	Taking in written content rapidly	24 (17.1%)	64 (45.7%)	35 (25.0%)	15 (10.7%)	2 (1.4%)
7.	Collaboration with a peer group	73 (52.1%)	57 (40.7%)	6 (4.3%)	1 (0.7%)	3 (2.1%)
8.	Being aware of nonverbal clues	31 (22.1%)	59 (42.1%)	28 (20.0%)	19 (13.6%)	3 (2.1%)
9.	Acceptance of feedback	30 (21.4%)	67 (47.9%)	27 (19.3%)	10 (7.1%)	6 (4.3%)
10.	Ability to take constructive criticism in stride	25 (17.9%)	74 (52.9%)	28 (20.0%)	9 (6.4%)	4 (2.9%)
11.	Disagreement	27 (19.3%)	60 (42.9%)	35 (25.0%)	14 (10.0%)	4 (2.9%)
12.	Urging others to express their ideas more clearly	33 (23.6%)	80 (57.1%)	15 (10.7%)	9 (6.4%)	3 (2.1%)
13.	Taking suggestions seriously at work	35 (25.0%)	72 (51.4%)	19 (13.6%)	9 (6.4%)	5 (3.6%)
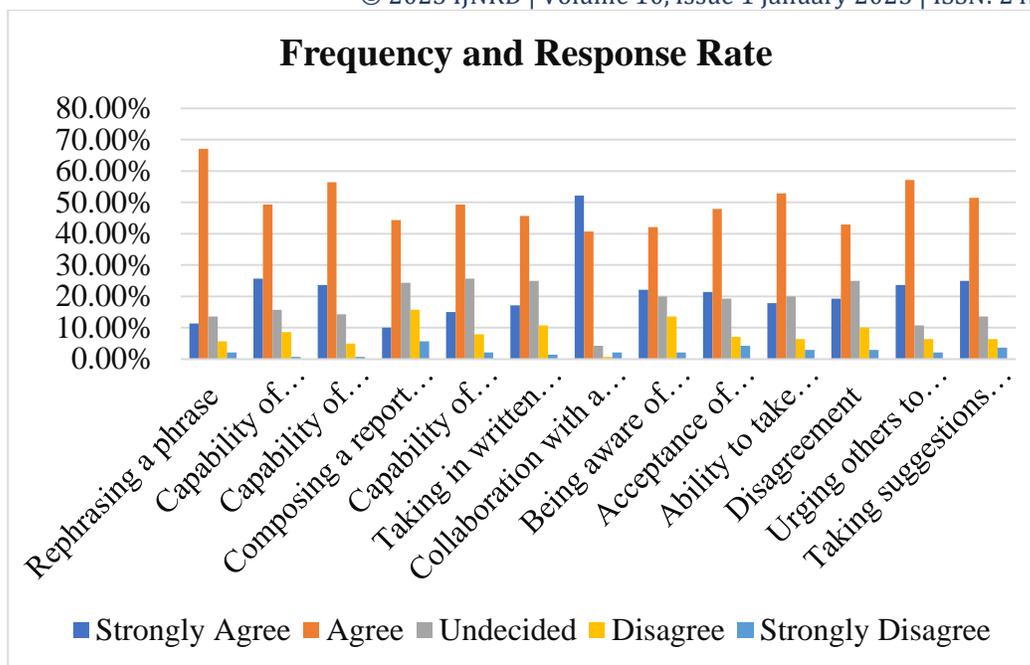
Figure 2: Sampling Indicator-Wise Frequency and Response Rate

Table 2 demonstrated that the university students' communication skills were on par. It covered a number of the communication skills sub-indicators. The fact that the vast majority of participants strongly agreed with each of the thirteen sub-indicators indicating their tendency toward improved communication skills achievement was comprehensive. On the other hand, fewer participants voiced their disapproval, even voicing strong opposition. It was concerning how many participants were unsure about the numerous sub-indicators, especially the four that dealt with writing grammatically error-free reports, verbally comprehending communications, rapidly consuming written content, and voicing disagreement. Their uncertainty about these sub-indicators could seriously affect the conclusions of the entire study. In this sense, the researchers exercised caution. Not to be overlooked are the participants who remained unsure.

Table 3: Sample's Descriptive Statistics

	Communication Skills	Mean	Median	Mode	SD	Variance
1.	Capacity to rephrase words	2.3	2.3	1.9	0.9	0.8
2.	Voicing of thoughts orally	2.2	2.1	1.9	0.8	0.9
3.	Possession of relevant and effective communication skills	2.1	2.1	2.1	0.9	0.7
4.	Capacity for successful communication	2.5	2.1	2.1	1.1	1.2
5.	Writing a report with perfect grammar	2.2	2.1	2.1	1.0	0.9
6.	Capacity to understand the messages orally	2.2	2.1	2.1	0.8	1.0
7.	Absorbing textual content rapidly	1.7	1.1	1.2	0.6	0.6
8.	Collaboration with a peer group	2.7	2.1	2.1	3.4	1.8

9.	Observing clues that are not verbal	2.4	2.1	2.1	1.1	1.1
10.	Taking criticism on board	2.3	2.1	2.1	1.0	0.7
11.	The capacity to take criticism in stride	2.4	2.1	2.1	1.1	1.1
12.	Disagreement	2.2	2.1	1.9	1.0	0.8
13.	Encouraging others to express their ideas clearly	2.2	2.1	1.9	0.8	1.0
14.	Acceptance of recommendations at work	2.2	2.1	1.9	0.8	0.8

The dispersion measures contained in Table 3 are as follows: mode, median, standard deviation, mean, and variance. This table contains all of the data that was utilized in our investigation. The collected data behaved somewhat differently from the usual curve, according to the measurements of central tendency. In an ideal world, Mean = Median = Mode; nevertheless, in the current study, Mean > Median = Mode. This demonstrated an extremely modest positive skewness. Though it followed the same Mean > Median = Mode trend, one sub-indicator (Absorbing textual content quickly) displayed outlier-like behavior. The Standard Deviation (SD), which measures dispersion, was found to be about 1, with the exception of one sub-indicator, namely cooperation with peer group. In addition, it verified that the gathered data behaved normally when compared to the normal curve. These kinds of behaviors, which we saw in our data collection, gave our analysis the support they needed based on the information we had gathered.

5.   CONCLUSION

The purpose of the study was to assess the impact of University of Delhi students' performance on communication skills training programs. The results show that communication skills have little effect on students' academic achievement, despite being crucial for improving social work practice and academic success. Descriptive statistical analysis revealed that, with only slight differences in measures of central tendency and dispersion, the mean scores for the different communication skills markers were typically similar. Indicators such as the capacity for idea presentation, paraphrasing, and writing error-free reports showed only modest departures from the normal distribution. There was no statistically significant association between academic performance and communication ability, according to the results of various inferential statistical tests (including the ANOVA and t-tests) and the linear regression model. This finding contradicts other studies that suggested a closer link between effective communication skills and academic achievement. The study urges future research to fully examine these dynamics and raises the possibility that variables other than communication abilities may be affecting academic results.

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