

A GENDER BASED EXPERIMENTAL STUDY OF THE EFFECTS OF VERBAL AND MIXED (VERBAL AND NON VERBAL) TEACHING ON STUDENT ACHIEVEMENT IN DERA ISMAIL KHAN

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ABSTRACT

The current study was conducted to investigate the effects of verbal and mixed (verbal and non-verbal) teaching on the student achievement in 4 schools (2 male and 2 females) of Dera Ismail Khan. A sample of 120 male students and 120 female students was selected through random sampling technique. The research hypothesis that there is no significant difference between the academic achievement of students taught through verbal and mixed communication and also there is no difference across the gender were tested. Pre-test, post-test equivalent group design was used. The t-test was used to check the mean difference between the two groups, the result shows that there is a significant difference between the academic achievement of students taught through verbal and mixed communication. The mixed communication, teaching resulted in better result as compared to verbal teaching. Also the male performed significantly better than female.

INTRODUCTION

The word communication has been derived from the Latin word "Communes" meaning common. Therefore, communication is possible when there is something common or peoples have common experiences. The communication may also be defined as the exchange of information from one entity to another entity. The entity may be the peoples, birds, animals or even plants.

In a human communication, there is sharing of ideas, feelings, and thoughts between the two or more than two peoples. In communication there may be sharing of words, attitude and expressions. Communication is the need of the human beings. One well known Greek Scholar Aristotle said that "Man by nature is a social animal", he can't live without the support and help of the other and always need any other person for communication.

The basic purpose of communication is to inform, educate and entertain people. As in the communication process, there is a

transfer of information from one entity to another (Losee, 1999), Therefore, communication is one of the major element in any education process. Teaching and learning process could not occur without communication, teachers, therefore, are intimately involved in the communication process. Teacher's continually send messages to the students and receive messages from them (Moore, 2001).

In the teaching learning process, there are different types of communication between the teachers and the students. Messages can be sent or received through verbal, vocal, physical or situational stimuli (Trenholm, 1998). As a teacher one must be skilled in sending and receiving messages from all these modes.

In the present research paper the researcher explored the effects of different modes of communication on the academic achievement of the students at 9th class level.

STATEMENT OF THE PROBLEM

One of the problem in education discipline is that the achievement of the student is not satisfactory. Underachievement is a greater problem from the economic and social point of view because it involves wastage of human and economic resources. Underachievement causes problem not only to the underachieving students, but also to their parents and teachers (Vamadevappa, 2006). All types of teaching do not result in learning rather good learning is the result of effective teaching strategies employed by the teacher. According to experts when we hear we forget, when we see we remember and when we do we learn. In the present study researcher investigated the other components of teaching apart from the simple hearing. Therefore the problem under study was, A gender based Experimental study of the effects of verbal and mixed (verbal and non-verbal) teaching on student achievement in Dera Ismail Khan

OBJECTIVES OF THE STUDY

The Major Objectives of the study were:

1. To differentiate the academic achievement of students taught through verbal and mixed communication
2. To analyze the difference of academic achievement on Gender (male/female) basis

HYPOTHESIS OF THE STUDY

The following null hypotheses were tested:

H01: There is no significant difference between the academic achievement of students taught through verbal and mixed communication

H02: There is no significant difference between the academic achievement of male and female students taught through verbal and mixed communication

DELIMITATIONS OF THE STUDY

The study was delimited to the 4 schools (2 males and 2 females) of Dera Ismail Khan. Also the Study was restricted to the subject of English.

LITERATURE REVIEW

Different experts discussed the different types of Communication. According to Mikoluk (2013) communication can be of the three types, Verbal Communication, Nonverbal Communication and Written Communication. According to Nayab (2014) communication can be of two main type's verbal (written and oral communication) and non-verbal (Physical, nonverbal communication, Paralanguage and visual communication).

Verbal Communication

Verbal communication in the teaching learning process is the teachers talk in order to convey lecture or course contents. In verbal communication the medium of communication is oral (Carpenter, Bauer & Erdogan, n.d). The Hening (1975) as cited in (Moore, 2001) divided the verbal communication again into two components verbal and vocal components. The verbal component includes the actual words spoken and their meanings while the vocal component includes such variables as voice firmness, modulation, tone, tempo, pitch and loudness. The verbal communication or teaching can be made more effective through the following components:

i. Organization

Good or well organized message or lecture tends to be learned better as compared to unorganized and sequenced lecture

ii. Message sidedness

Two sided messages, means a message or lecture having the two opposite views tend to be learned best

iii. Language intensity

Verbal information that deviates from a neutral position appears to be learned better as compared to the lecture without language intensity

iv. Concreteness and ambiguity

The more concrete a message is, the better it is learned. However the message must not be made so concrete that the basic concept is lost.

Unfortunately, learning does not always result from the teacher talk (Moore, 2001). Therefore the non-verbal component is the important component of the overall communication

Nonverbal Communication

According to experts the overall communication accounts over 80% non-verbal component. In any teaching learning process, we unintentionally use the non-verbal communication. According to one study, only 7% of a Receiver's comprehension of a Message is based on the Sender's actual words; 38% is based on paralanguage (the tone, pace, and volume of speech), and 55% is based on nonverbal cues (body language) (Carpenter, Bauer & Erdogan, n.d). Nonverbal communication is again of different types including the facial language, the body language, the language of space and motion (Moore, 2001).

i. Facial language

Face is the index of the mind. During the teaching learning process we use expressions to send a message for example a smile. The use of eye contact is an important component of teaching learning process.

ii. Body language

Gestures with head, arms, hands, and other body parts is the common

practice used by the teachers during the teaching learning process. The uses of white board, beating the desk, the movement of teacher in the classroom, are all the common examples of a body language.

RESEARCH METHODOLOGY

POPULATION

All the male and female students studying at the secondary level in different high and higher secondary schools of Dera Ismail Khan were included in the population of the study

SAMPLE

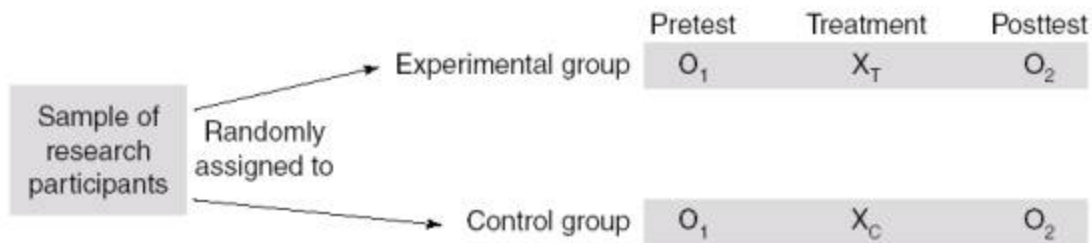
Two male schools (The male schools were Govt high school for boys zafer abad colony , and Govt high school No 2 for boys city) and two female schools (Govt girls high school zafer abad colony and Govt girls high school No1 city) were selected by stratified random sampling for the purpose of research. A sample of 120 male students and 120 female students was selected through random sampling technique. In this way a total sample of 240 students was included in this experimental study.

RESEARCH INSTRUMENTS

The data were collected through tests (pre-test and post-test). Both the tests were developed by the researcher in the subject of English 9th class. The tests were made valid and reliable through subject teachers and experts. The reliability of the pretest and posttest was calculated through Crombach's Alpha which was 0.73 and 0.78 respectively

RESEARCH DESIGN

Pre-test, post-test equivalent group design was used as shown in the diagram.



PROCEDURE OF DATA COLLECTION

Administration of pre-test

The pre-test was given to the sample of 240 students of 9th class in the subject of English. All the instructions for the solution of the test were written on the test as well as verbally stated by the researcher to clarify any ambiguity in the questions understanding.

Grouping of Control and Experimental

After administration of the pre-test, the tests of 240 students were marked. After marking the students were divided into two equated groups. One group was randomly assigned as the control and the other as the experimental. So that both the groups were equal on Mean before the treatment (experiment).

Teaching as Treatment

Both the control and experimental group were taught the same contents of English for a period of 15 days. Teacher as well as all the conditions for both the groups was

same except the method of teaching. The control group was taught with the verbal method and the experimental group was taught with the mixed (verbal and non-verbal) method

Administration and scoring of post-test

At the end of the 15 days treatment, the post test was administered to the students of both the experimental and control groups. These tests were marked and data was put to data matrix in SPSS version (16.0) for analysis

RESEARCH STATISTIC

Descriptive (Mean, Standard deviation) and Inferential (t-test) statistics were applied for data analysis

DATA ANALYSIS AND INTERPRETATION

Table 1

T-test for Mean difference between the academic achievement of verbal and non-verbal groups

Group	N	Mean	SD	t	p
Control	120	14.66	1.947	-13.844	0.000
Experimental	120	17.42	1.001		

The above table 1 shows $p=.000 < 0.05$, which clearly indicates that there is a significant difference between the academic achievement of control and experimental group. The mean of the experimental group is greater than the

control group, which indicates that academic achievement of students taught by mixed teaching is comparatively better than verbal group .Hence the null hypothesis H_0 is rejected

Table 2

T-test for Mean difference between the academic achievement of male and female students

Group	N	Mean	SD	T	p
Male	120	16.36	1.644	2.387	.018
Female	120	15.72	2.397		

The above table 2 shows that the $p=.018<0.05$, which means that there is a significant difference between the academic achievement of male and female students. The mean of the male is comparatively greater than the female which means male students performed better than females. Hence the null hypothesis H02 stating no significant difference between male and female is rejected.

FINDINGS

1. The table 1 shows $p=.000<0.05$, which clearly indicates that there is a significant difference between the academic achievement of control and experimental group. The mean of the experimental group is greater than the control group, which indicates the academic achievement of students taught by mixed teaching is comparatively better than verbal group. Hence the null hypothesis H01 is rejected
2. The table 2 shows that the $p=.018<0.05$, which means that there is a significant difference between the academic achievement of male and female students. The mean of the male is comparatively greater than the female which means male students performed better than females. Hence the null hypothesis H02 stating no significant difference between male and female is rejected.

DISCUSSION

The present study was conducted to investigate the effects of verbal and mixed (verbal and non-verbal) teaching on the student achievement in 4 schools (2 male and 2 females) of Dera Ismail Khan. A sample of 120 male students and 120 female students was selected through random sampling technique . The mixed teaching idea was a new and there are no research studies on this particular area and the studies on verbal and non verbal communications can be counted on finger tips. The result shows that the mixed teaching method resulted in better result as compared to verbal teaching. These results are supported by the study of Butt (2011) .

CONCLUSION

In the light of the data analysis following conclusions are made by the researcher

1. The result shows that there is a significant difference between the academic achievement of students taught through verbal and mixed communication. The mixed communication, teaching method resulted in better result as compared to verbal teaching
2. The results of difference of academic achievement on Gender (male/female) basis show that there is also a significant difference between the male and female, the male students performed significantly better than the female students

RECOMMENDATIONS

1. The result shows that there is a significant difference between the academic achievement of students taught through verbal and mixed communication. The mixed communication, teaching method resulted in better result as compared to verbal teaching. Therefore, it is recommended that mixed (verbal and non-verbal) should be used during the teaching learning process at secondary school level to get the best results.
2. The results of difference of academic achievement on Gender (male/female) basis show that there is also a significant difference between the male and female, the male students performed significantly better than the female students. Therefore, it is recommended that teachers in female schools should use the mixed teaching at a greater extent to get the better results at different levels.

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