

EFFECT OF DIALOGIC TEACHING ON STUDENTS' PERFORMANCE: AMODERATING ROLE OF COMMUNICATION SKILLS IN BUSINESS EDUCATION IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA

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ABSTRACT

The study examined the effect of dialogic teaching on teacher-student interaction and students' performance: A moderating role of communication skill in Business Education in Universities in south-south Nigeria. The study adopted a quasi-experimental design (pretest and posttest of non-equivalent control group). Two groups were established, the Control and Experimental group. The Control group received no treatment while the Experimental group was administered the treatment of 'Dialogic Teaching'. The population of the study consisted of 114 final year students of Delta State University and University of Benin. The sample size of 36 students was selected using non-random sampling technique, Purposive. Achievement Test was designed to elicit the performance of students after the intervention programme. The Achievement Test DTATBES consisted of 48 question items. The hypotheses were tested with Analysis of Covariance (ANCOVA) at 0.05 level of significance. The findings revealed that male and female (Gender differentiation) students exposed to dialogic teaching performed better than male and female students exposed to traditional teaching. That is the experimental group (dialogic) performance statistically differs significantly from the control group (traditional). The study therefore recommended that tertiary institutions, business schools, school administrators and business educators need to incorporate dialogic teaching in business courses in undergraduate and postgraduate programmes that require explorative and collaborative team work among students.

Keywords: Traditional Dialogic, Teaching-Student Interaction, Students Performance, Communication Skills

INTRODUCTION

In the past, Business Education had something similar such as case studies. Teachers use case study to stimulate inquiry and build problem-solving skills in the learners. But for over a decade, it is not used in most lectures. In business education, there is the possibility that dialogic teaching could allow for greater flexibility in the curriculum. There is evidence to suggest that students' academic performance in small groups and in front of the entire class is influenced by the quality of educational dialogue (Howe & Abedin, 2013). Classes in Business Education such as the Research Method and Data Processing, Word Processing Workshop, Business Statistics Workshop, Business Finance, Managerial Accounting and Cost Accounting, Marketing Management and the Entrepreneurship Workshop will reap the benefits of dialogic teaching.

According to research by Muhonen, Pakarinen, Poikkeus & Rasku-Puttonen (2017), students' academic achievement in physics, chemistry, and language arts is associated with educational Dialogue in Finland and the United Kingdom. Students in business education might benefit from classroom dialogue if science students see improvements in their learning and outcomes as a result. In addition, study results from Howe, Tolmie, Thurston, Topping, Christine and Livingston, (2007) suggested that dialogic teaching has a considerable impact on students' favourable views about school. Assume that students in business education have the opportunity to openly discuss topics acquired with their instructor and peers in a learning environment that is free of intimidation and harassment. As a result, their self-esteem will rise and their learning will be re-enforced. Howe also found that high levels of student involvement, in which students actively interact with other other's ideas, along with high levels of elaboration (building on views) and questioning (challenging), were positively related with students' standardised achievement test results.

Recently, researchers have been worried about the way students and cognitive factors were perceived in recent studies, emphasising on past knowledge relative to inter-subjectivity and dialogue as key elements for learning and growth (Lee, 2016). Several studies have been conducted in various disciplines of science, social sciences, and education as a result of this transition. Academic learning and classroom discourse had been the subject of several studies (Howe & Abedin, 2013, Resnick, Asterhan & Clark, 2015).

From empirical evidence, research on dialogic teaching has not been tried before in Edo and Delta State and possibly other states. Being that as it may, this study is novel. The researcher thus believes that this study will close the gap in the literature and empirical support on the effect of dialogic teaching on students' performance and will likewise stand as a base for further research in the teaching-learning process.

Conceptual Framework

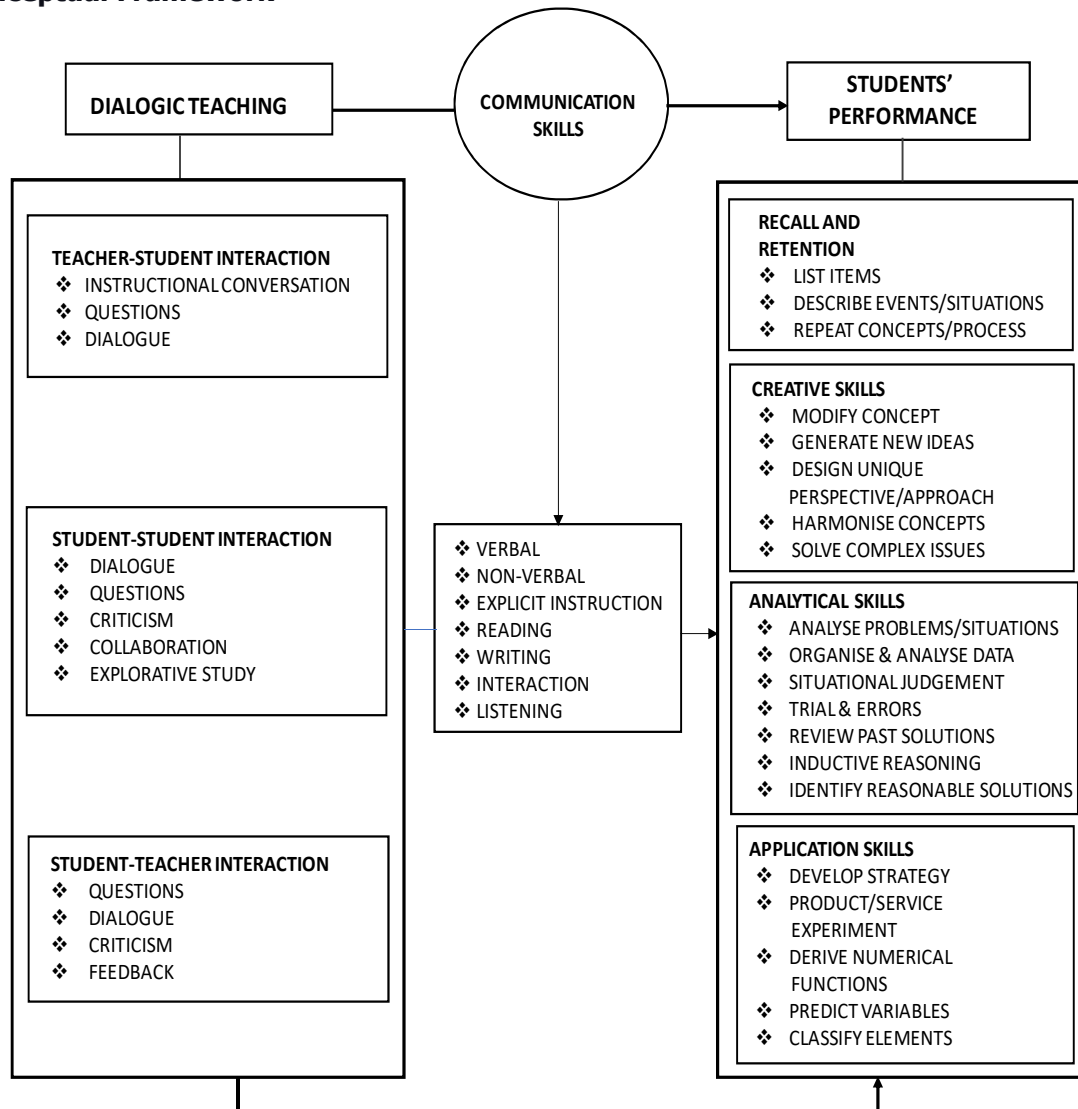


Figure 1: Conceptual Framework of Dialogic Teaching and Students' Performance

Source: Aristotle (2000) in Matusov (2014), Bryk and Schneider (2002) in Corwin (2020), Reznitskaya et al. (2009), Johnson et al (2013) in Amadi and Akpan (2017), Miyazak (2014), Alexander (2010, 2018), Moore, (1989 in Zhang & Lin, 2019) and Obilor (2020).

Hypothesis

H₀₁ Communication skills do not significantly moderate between dialogic teaching and students' performance in universities in south-south Nigeria.

Concept of Dialogic Teaching

Dialogue stems from the Greek word *dialogos*; its roots are *dia* and *logos*. *Dia* means through, and *logos* mean reason or speech. Put together, it means conversation through speech or reasoning. Any written or spoken conversational exchange between two or more persons is known as Dialogue. Dialogue is mainly associated with Socratic Dialogue as developed by Plato, who first used the term in his work relating it to the art of debate. The Platonic Dialogue exhibits Socrates as a speaker and one or more interlocutors discussing some philosophical questions. Platonic Dialogue had its foundations in the mime. Years later, Plato simplified the form from literary work and to a pure argumentative conversation (Jazdzewska, 2015).

The argumentative conversation is where this study tends to anchor. In the contentious conversation in a dialogic classroom teaching-learning experience, parties involved in the discussion are free to ask one another for clarity. Students are expected to consider the pros and cons of issues to derive their fitness, suitability, and usability and criticise ideas for ingenuity, practically confirming facts beyond doubt.

Dawes (2000) opined that, teaching is a complex business and must use various ways of communicating; there is a place for telling, and there is a place for Dialogue. It is complex because it involves human beings who are students of different reasoning, understanding, experience, socio-economic background and challenges. Getting the students engaged in the lesson calls for telling and dialogue. The dialogue aspect of teaching is commonly referred to as instructional conversation or talk. Dawes indicated that there are different types of talk used in the classroom. The instructions are of two primary forms – monology and dialogic. Monology is a classroom talk that entails questions and answers from teacher to student. The teacher evaluates and corrects the responses only - no provision for an extensive discussion of the reaction. Dialogic is a classroom talk where students and teachers engage in conversation in small groups and as a class. There is more to teaching and learning, according to Dawes.

Mikhail Baktin, Paulo Freire, Martin Buber, and David Bohm are among the 20th century philosophers who advocated the use of discussion in the classroom (Phillips, 2011). Ramon Flecha and Paulo Freire are two of the most important thinkers of dialogical education (Flecha, 2000). Freire and Flecha offered a set of theories and practices for using egalitarian discourse as a teaching tool. When it comes to dialogic learning, the notion of equality of conversation emphasises that contributions are valued based on how well they are argued, not on who is making them or where they are in society's hierarchy of power (Flecha, 2000).

Dialogue as a method of teaching was pioneered by Brazilian Paulo Freire, a leading educationalist. He thinks that students and instructors may learn from one another in an atmosphere of mutual respect and equality via discourse. Dialogued pedagogy aimed to improve the world as well as to expand students' awareness of many issues (Goodson & Gill, 2014). The changes should reflect business education students' cognitive ability and competency skills. It will occasion meaningful contributions to the education system, business, economic and social system, and society. In other words, Freire's projections of dialogue are anchored on deepening understanding and betterment of the society wherein the students will find themselves after graduating from school.

Evaluation of Students' Performance

The information, skills, and abilities that a student should have and being able to display the completion of a learning experience or series of learning experiences are referred to as learning outcome or performance (Boston University, 2017). The term student performance is used to refer

to what is expected of students or what the teachers want the students to accomplish. It is the real performance that students accomplish or fail to attain during their time in school or later in life that are taken into consideration. The performance of students may be broken down into three categories. The first kind of performance is termed the learning performance, and it focuses on the learning goals or standards of a particular school or programme. The second factor is the educational performance of the institutions as well as the social performance of the graduates that are anticipated.

The major focus of this investigation is on the performance of students in their educational endeavours. The learning performance includes a teaching component as well. The performance of the information, abilities, and attitude to work that students are expected to gain by the time they reach the conclusion of an educational period is defined, either by the instructor or by the school (semester, session, cumulative period, etc.). Learning performance are defined in a manner that is both clear and explicit, outlining both what students should know (concept and skill) and be able to do (skill application, create ideas), as well as what and how to do things (problem-solving and creative). Therefore, over the course of the learning experience, the instructor will periodically define instructional objectives for the class. A dialogic classroom allows for the establishment of educational as well as collaborative objectives. Scores obtained on standardised examinations are considered to be outcomes for students. Due to the fact that it is derived from education-specific outcomes, student accomplishment is also considered to be a student outcome (Glossary of Education Reform, 2021).

The learning objectives that are intended for the dialogic class should be goals that can really be achieved. During the time that the class is really being held, the learning result or performance may be evaluated in relation to the students' developmental stages, abilities, entrance behaviours, and skill sets, as well as the amount of time that is actually available for the class. It is important to keep in mind that the result that is established by the instructor need to coincide with the content that is really being taught. The outcomes for students that were designed by the instructor or the student themselves should be mentioned in the actual performance of the students. In order for learning outcomes to be quantified, they need to be both active and observable. When the programme has been successfully completed, students should be able to exhibit or generate the desired result. This should be the focus of the outcome. Bloom's taxonomy of cognitive, psychomotor, and emotional abilities is one of the structural frameworks that may be used to structure learning outcomes. This taxonomy is often used in the process of sketching out the objectives for students. Verbs are used to describe the results for students. The objectives for students should be designed in such a way that the data that is available may be collected, arranged, and assessed (method and technical consideration of outcome).

Communication Skills and Students' Performance

In the teaching-learning process of business education, communication is an essential tool that teachers and students use in the classroom to share their information. Saunders and Mills (1999) in Khan et al. (2017) point out that communication skill can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Classroom communication entails information of ideas between teacher and students. This implies that there is a sender and a receiver. In the first instance, the teacher is the sender in the classroom situation while the students are the receiver. Comprehension of concepts, principles, or theories depends on the teacher's communication in the learning process. Srivastava in Obilor (2020), Communication is essential in all aspects of life. All education activities depend on effective communication.

Obilor (2020) emphasized that all educational activities, from policy formulation for schools to the development of instructional objectives to delivery of instructions inside and outside the classroom, and to the reporting of results to learners, parents/guardians, education authorities, other stakeholders, and to the general public are carried out through communication. Peculiar to dialogic

teaching, in the classroom, instructions are delivered through communication (dialogue). Communication in business education classroom entails the lecturer speaking (verbal) to students to pass messages, listening to hear and understand students' reactions, gestures (non-verbal). Communication indicates attitude to feelings, strengths, threats, and facial expressions to inform like, dislike, acceptance, etc. Obilor (2020) also opined that teacher's good communication skills make for effective classroom management, leading to efficient teaching and learning and enhancing students' academic performance." Students' performance in dialogic teaching is, to some extent, influenced by communication, be it verbal or non-verbal.

In the same vein, Majoka and Masood (2012) in Bolarinwa and Okolocha (2016), the interactive abilities draw focus on communication skills. It requires turning the class into a vibrant environment and managing every participant's interactive mood and perspective. Time management skills are of the essence to keep the course active and focused. The class session should always maintain its time frame schedule to reassure students of time consciousness, motivating them to participate in the class consistently. The section should not exceed two hours and at most two-half hours.

Khan et al. (2017) opined that the classroom communication process is successful when teachers deliver simple, straightforward, and understandable messages. Asrar et al. (2018), Teacher's skills and ways of communication motivate the students to increase their ability in the field of education. Teacher's non-verbal and verbal means of communication are reflected in the students' behavior, education and ethics. Communication is a motivational tool that energises students to classroom engagement, involvement, study, and problem-solving, culminating in enhancing students' performance.

Constructivism Theory

This study considered the Cognitive Constructivism theory of Piaget Jean and Social Constructivism theory of Vygostky. Constructivism theory is linked to Piaget Jean's theory of cognitive development (1896 – 1934). Constructivism is the theory that explains how individuals come to have the beliefs they have. Constructivism is an educational paradigm that serves as a foundation for classroom learning. Learners generate new ideas or concepts based on their present or previous knowledge. Using a cognitive framework, a learner picks and changes information, formulates hypotheses, and makes judgments. Cognition (i.e., schema, mental models) lends meaning and order to events, allowing the person to move beyond the information provided. Business instructors urge students to uncover concepts on their own as a means of enhancing their understanding of the material. It is important for the teacher and the student to have a conversation. The teacher's job is to adapt the content to the student's present level of comprehension.

According to this theory, students build their knowledge of the world by engaging in hands-on activities and then reflecting on their experiences. Students' capacity to actively develop their knowledge in relation to reality in business education is mostly dependent on the experiences of the learners (business students). It is the teacher (the business educator) that creates the majority of these events, giving an engaging and exploratory experience, an active atmosphere for interaction and inquiry as well as self-evaluation.

McLeod (2019) said that constructivism believes in personal production of meaning by the learner via experience, and that meaning is modified by the interplay of existing knowledge and new experiences. The major emphasis of cognitive constructivism is the learner (business education students). Individual students' understanding and reinterpretation of previously taught or encountered material, as well as the impact of such experiences on one another, are fundamental concerns of constructivism. This concept harmonises with Dialogic learning, both in and out of the classroom, as it encourages students to explore their own pace of study and self-discovery. In the same way, dialogic learning encourages students to devote more time and effort to reinforcing what they have learned. Students, instructors, and teachers and students will be able to communicate in a dialogic classroom environment for business education students. Students should be encouraged

to apply their knowledge of concepts and abilities to the world around them as part of a constructivist education. Consequently, cognitive theory emphasises is on students' active engagement in experience and knowledge via collaborative and exploratory attitudes.

The teacher's position as a guide is not eliminated under cognitive constructivism; rather, it is modified. It is the job of teachers to aid and guide students as they build their own knowledge. In a collaborative learning environment with their fellow students' instructors, it implies that Business Educators, as constructivist teachers, aim should be to equip students with tools such as problem-solving and inquiry-based learning activities they may use to create and test their ideas. Students' knowledge may be pooled in a collaborative learning environment via dialogic learning. Cognitive Constructivism turns the learner into an active participant in the learning process rather than a passive user of knowledge from the instructor.

METHODOLOGY

Experiments were conducted using a quasi-experimental design. A total of 114 final year students from the Delta State University affiliate programme at the College of Education Warri in Delta State and the University of Benin in Edo State participated in the research. 46 students from the Delta State University affiliate programme and 68 students from University of Benin. The school's business education department's course counsellors provided this data. A sample size of 36 students was purposefully chosen from the final year class of 114 students in order to efficiently manage the class and assess the effects. In order to assess the effects of the independent variable and other variables on the dependent variable, Analysis of Covariance (ANCOVA - One-Way Analysis of Covariance) was employed to test the null hypotheses at a 0.05 level of significance using scores from the pre-test and post-tests. The null hypothesis with a p-value higher than 0.05 was accepted, whereas the null hypothesis with a p-value less than or equal to 0.05 was rejected. Respondents' responses were analysed using SPSS (statistical package for social science) software version 23. The Moderating variable was examined with Pearson Product Movement Correlation.

Results

Hypothesis 1: Communication skills do not significantly moderate between dialogic teaching and students' performance in universities in south-south Nigeria.

Moderating role of Communication Skill moderate between dialogic teaching and students performance

Control Variables			Dialogic Teaching	Students Performance	Communication Skill
-none-a	Dialogic Teaching	Correlation	1.000	.243**	.527*
		Significance (2-tailed)	.000	.000	.025
		Df	0	18	18
	Students Performance	Correlation	243**	1.000	.684**
		Significance (2-tailed)	.000	.000	.002
		Df	18	0	18
Communication Skill	Correlation	.527*	.684**	1.000	
	Significance (2-tailed)	.025	.002	.000	
	Df	18	18	0	
Communication Skill	Dialogic Teaching	Correlation	1.000	.243**	
		Significance (2-tailed)	.000	.000	
			0	18	

	Df				
Students	Correlation		.527*	1.000	
Performance	Significance (2-tailed)	Df	.025	.000	.000
			18	0	

a *. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table above reveals correlation value of 0.684 at a significance level of .002 depicting a correlation between dialogic teaching and students' performance. This represents a significant and positive relationship. The partial correlation controlling efficient (.527) for communication skill is a moderate positive association. More so, the significance value of 0.025 which is less than the alpha level of 0.05 implies that the increase in dialogic teaching and students' performance are significantly attributable to communication skill a moderating variable. This implies that the extent to which dialogic teaching positively affects students' performance in Business Education in Delta State University is moderated by communication skill of the teacher as a moderator factor.

Discussion of Findings

Communication Skill Moderation between Dialogic Teaching and Students' Performance

Obilor (2020) remarked that good communication skills of teacher are the essential demand of academic achievement of students, and their professional success in life. The teacher's capacity to successfully interact with students is critical to the dialogic session's success. In order for students to succeed in school, teachers must have excellent communication skills. Teachers with poor communication skills might have a negative impact on students' academic achievement and their future careers. Obilor emphasized that all education activities from policy formulation for schools, to development of instructional objectives, to delivery of instructions inside and outside the classroom, and to the reporting of results to learners, and so on are carried out through communication. Asrar et al. (2018), teacher's skills and ways of communication motivate the students to increase their ability in the field of education. Teachers must have strong speaking ability to explain their subject-matter to the students and enable classroom learning and involvement (Amadi & Akpan, 2017), and this is reflected in the students' conduct, education, and ethics. Monika Srivastava, (2020), in Obilor, communication is essential in all facets of life. The success of any educational endeavour hinges on the ability to convey ideas clearly and concisely.

CONCLUSION

Based on the objectives of the study, the following conclusions were drawn.

There is dare need for a new or additional teaching strategy to reposition business education curriculum for effectiveness and attainment of educational goals. There is currently a high demand for teachers to create learning situations in which students can give explanations, come up with new or modified ideas, and present evidence that is more enhancing than the teacher's delivery. Based on this flux, contemporary learning environment is tilting towards discussion pedagogy from the dimension of dialogue. Dialogic teaching is a learning environment that challenges students' intelligence, creativity, and novelty.

Crucial to the uniqueness of dialogic teaching which comes in three dimension – teacher-student interaction, student-student interaction and student-teacher interaction a student is made to be an active member of the class as these three dimensions occurs in one each class session (per lecture period or contact). It is in the light of how efficient is dialogic teaching in enhancing students engagement and performance, this study undertook the investigation of a real class situation by introducing an intervention program to execute dialogic teaching and also cross examine the participants to determine the possible effect or enhancement of dialogic teaching method on students' performance.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations have been made to facilitate the implementation of dialogic teaching in tertiary institutions.

1. It is recommended that the Association of Business Education of Nigeria both at the state and national body should objectively study the teaching-learning process of dialogic teaching.
2. The Association and business educators should carry out research studies on the challenges and how to manage dialogic class session so as to achieve its desired outcome.
3. Dialogic teaching-learning should be employed at undergraduate studies and highly encourage at post-graduate programmes with students with matured mind and experienced students.
4. In a class session of two hours, 40 minutes could be used for teacher-student interaction, 40 minutes for student-student interaction and 40 minutes for student-teacher interactions.
5. There is need for other researchers to build, enhance and enlarge this study further in order to identify other dimensions that will be meaningful to the planning, organisation, implementation and management of dialogic classroom.
6. If students' outcome or performance is the concern of business educators then it is expedient for all business educators to embrace dialogic teaching with its challenges.

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