RELATIONSHIP BETWEEN TEACHERS' EFFECTIVE COMMUNICATION AND STUDENTS' ACADEMIC ACHIEVEMENT AT THE NORTHERN BORDER UNIVERSITY, SAUDI ARABIA

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ABSTRACT: *Effective Communication between faculty members and students is one of the concerns of the educational stakeholders at the Northern Border University, Saudi Arabia. This study investigates the relationship between teachers' effective communication and students' academic achievement at the Northern Border University. The survey questionnaire containing 26 items was administered on 100 students, 50 males and 50 females to ask about their perception towards the effective communication of the faculty members and their academic achievement at the Faculty of Education and Arts, Northern Border University in the City of Arar, Saudi Arabia. The results of the Descriptive statistics method showed that, almost more than half of the students agreed that, the friendly and understanding position maintained by their faculty members had helped them to highly achieve academically. The results of the independent sample T-test found no statistically significant differences between the students 'academic achievement and their faculty members' verbal communication across the respondents' gender and year of study. The study recommended for the Northern Border Authority as well as the Saudi Government looking into other areas that might bring about the effective communication of the staff and the students' academic achievement in the University.*

KEYWORDS: Effective Communication, Academic Achievement, Northern Border University, Saudi Arabia.

INTRODUCTION

Faculty member and students' relationship as well as different teaching style play a vital role in students' academic success. However, such relationship may positively or negatively impact students' academic achievement and stimulate it (Wu, Hughes& Kwok, 2011).Studies showed that faculty members' verbal and nonverbal communications leave a lasting positive impression on students' academic performance and their lifestyle (Fulmer & Turner, 2014; McHugh, Horner, Colditz& Wallace, 2013). Some teachers do show trust and truthfulness to their students while some do not.

The faculty members play a key role in the implementation of the University educational reforms and their commitment to the University policies leaves a positive impact on teaching and learning process, therefore, the faculty members need to show their students that they are their friends, facilitators and guardian in or outside of the campus. The process of teaching will be more successful and effective if the University recruits professional faculty members (Al-Madani&Allaafiajiy, 2014). Actually, good academic interaction between the staff and

students are among the educational factors that account for the formation of quality teaching, learning and University's accreditation worldwide.

Studies showed that, faculty's support has a significant impact on university students' educational achievement (Hughes & Chen, 2011; Patrick &Mantzicopoulos,2012), therefore, the faculty members should adapt effective teaching approaches and support the university goals that lead to the students' success in their future career. Study reported that, there is a constraint between the teachers' communication and students' academic achievement due to some factors such as language barriers, particularly those learning with English in Saudi Arabia (Rabab'ah, n.d). This factor may also be attributed to the lack of proper teachers' professional development in the country (Kraft &Papay, 2014; Al-Madani&Allaafiajiy, 2014) which Saudi Arabia is still building up.

Quality education cannot only be evaluated by high standard disciplines and curricula, but also by the learning environment which has an impact on the students' behavior. According to (Roorda, Koomen, Split &Oort, 2011; Dunlosky, Rawson, Marsh, Nathan & Willingham, 2013) learning environment needs be comfortable and pleasant for raising students' mental state that will help them perform excellently in academics. In this sense, the faculty members must build a good relation with their students and support them educationally. This study investigates the relationship between the teachers' effective communication and the students' academic achievement at the Northern Border University, Kingdom of Saudi Arabia. The following research questions are posed to investigate this study.

STUDY TOOL VALIDITY AND RELIABILITY

Was built study tool based on the findings of previous studies, which specializes in the same subject of the study which demonstrates the sincerity and folds study tool, was used as a way sincerity arbitrators where the tool was presented to the group of arbitrators majoring in educational psychology in specialty teaching methods and special education from the University of Northern Border , where they were asked to express an opinion on the study tool and its clauses and questions, it has been installed or modified based on the ferries to the consensus of the arbitrators.

RESEARCH QUESTIONS

1.What is the relationship between teachers' effective communication and students' academic achievement at the Northern Border University?

2. Is there a statistically significant difference between teachers' effective communication and students' academic achievement at the Northern Border University due to the gender (male, female)?

3. Is there a statistically significant difference between teachers' effective communication and students' academic achievement at the Northern Border University attributed to the differences in students 'level of study (first year, second year, third year, and fourth year)?

4. What recommendation should be proposed for the teachers' role of effective communication and the students' academic achievement at the Northern Border University?

RESEARCH OBJECTIVE

The aim of this study is to investigate the relationship between faculty members' effective communication and their students' academic achievement at the Northern Border University, Saudi Arabia.

METHOD

This study is a pure quantitative. The survey questionnaire consisted of 26 items were worded for this study. The devised research tool was administered on 100 students at the Faculty of Education and Arts, in the Northern Border University. The samples were 50 male and 50 female students. The students were across four years of study namely; first year, second year, third year, fourth year. The data was run using descriptive statistics and independent sample T-test. The five-point Likert scale used was reversed as follows (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree. SPSS version 17 was used for analyzing the garnered data.

RESULTS AND DISCUSSIONS

In order to answer the first research question that goes thus:

What is the relationship between teachers' effective communication and students' academic achievement at the Northern Border University?

Table 1.1: Breakdown of the respondents' agreement to the question

Question	Strongly agree	Agree	Natural	Disagree	Strongly Disagree	Mean	St.Dev	Degree
	5	4	3	2	1			
My lecturer treats as his own son	50%	20%	15%	10%	5%	4.0	1.2	High
My lecturer treats me well	60%	25%	10%	5%	----	4.3	0.9	High
My lecturer makes me achieve the success	50%	15%	15%	10%	10%	4.0	1.1	High
My lecturer allows me to ask different questions	55%	15%	17%	13%	---	4.0	1.1	High
My lecturer always listen to my questions	45%	25%	10%	10%	10%	4.0	1.1	High
My lecturer gives me enough time to think	40%	20%	15%	15%	10%	3.9	1.2	High
My lecturer always challenges my thought to help me creatively and critically	35%	25%	15%	15%	10%	3.9	1.4	High
My lecturer allows me to discuss and dialogue with him	30%	30%	10%	15%	15%	3.9	1.2	High

My lecturer helps me learn different ways and method	50%	15%	10%	15%	10%	4.0	1.1	High
My lecturer always motivates me to learn	45%	15%	10%	15%	15%	3.9	1.1	High
My lecturer builds confidence in me	30%	35%	15%	10%	10%	4.0	1.2	High
My lecturer explains his courses well which help me get good grades	40%	20%	15%	15%	10%	4.16	1.02	High
My lecturer encourages me to do my work independently	30%	25%	20%	15%	10%	3.85	1.89	High
My lecturer encourages me to work collaboratively	50%	20%	10%	15%	5%	4.0	0.9	High
My lecturer helps me master listening skill	40%	20%	15%	10%	15%	4.1	1.1	High
My lecturer helps me master classroom discussion skill	45%	25%	15%	10%	5%	3.9	1.2	High
My lecturer helps me master how to solicit for learning information	50%	20%	10%	15%	5%	4.16	1.02	High
My lecturer encourages me to speak	40%	25%	20%	10%	5%	4.0	1.2	High
My lecturer shows me skill of questioning	35%	30%	15%	15%	5%	4.06	1.03	High
My lecturer helps me resolve my school related problems	40%	20%	15%	15%	10%	4.02	1.22	High
My lecturer is patient with me	35%	15%	20%	20%	10%	4.0	1.1	High
My lecturer shows me how to do academic research	30%	25%	25%	10%	10%	4.2	1.0	High
My lecturer re-explain subject he teaches again and again	40%	35%	15%	10%	---	3.45	1.43	High
My lecturer treats all students equally	30%	20%	15%	15%	20%	3.9	1.1	High
My lecturer smiles with all students	40%	25%	15%	10%	10%	4.0	1.1	High
My lecturer always greet all students whenever he enters the classroom	35%	30%	10%	15%	10%	4.3	1.1	Very High
Average						**4.0**	**1.55**	**High**

Table 1.1 shows that almost all the students shows agreed that their lecturers treat them like their sons (M = 4; SD =1.2). In the same vein, majority of the students agreed that, their lecturers at the Northern Border University treat them well (M = 4.3; SD = 0.9). According to the third question asked, majority of the students also responded satisfactorily to the question saying that their lecturers helps them achieve their success either in exam or learning (M=4; SD=1.1). In the fourth place, all the students also said that their lecturers allow them to ask different questions (M=4; SD=1.1). With regard to the fifth question, majority of the students said that their lecturers always listen to their questions (M=4;SD=1.1). Additionally, in the sixth question asked in the research instrument, more than half of the respondents agreed that their lecturers give them enough time to think to the learning or questions they ask (M= 3.9; SD=1.2). Similarly, more than two third of the students agreed to the question seven of that their lecturers always challenge their thoughts to help them think critically and creatively (M=3.9; SD=1.4). With regard to question eight, the majority of the students also said that their lecturers allow them to discuss and dialogue with them (M=3.9; SD 1.2). Furthermore, in the question nine, the majority of the students agreed that their lecturers help them learn different methods (M=4; SD=1.1). Also, with regard to question ten, the majority of the

students said their lecturers motivate them to learning (M=3.9; SD= 1.1). Moreover, the majority of the students agreed to the question eleven asked (M=4; SD = 1.2). With regard to question twelve, the majority of the students agreed that their lecturers explain the courses they teach very well so as to help their students get high marks (M= 4.16; SD = 1.02). Interestingly, in respect to the question thirteen, majority of the students agreed that their lecturers encourage them to work independently (M=3.85; SD = 1.89). In the same sense, with regard to the question fourteen, majority of the students agreed that their lecturers help them to work collaboratively (M=4; SD=0.9). Also, in accordance with the question fifteen, majority of the students agreed that their lecturers help them master the listening skill (M=4.1; SD= 1.1). According to question sixteen, majority of the students agreed that their help them master classroom discussion skill (M=3.9; SD=1.2). In the same line, with regard to the question seventeen, majority of the students agreed that their lecturers assist them master the way for soliciting for learning information (M=4.16; SD= 1.02). With regard to the question eighteen, majority of the students said their lecturers encourage them in speaking skills (M=4; SD=1.2). In accordance with the question nineteen, majority of the students agreed that their lecturers assist them in questioning skills (M= 4.06; SD=1.03). Also in question twenty, majority of the students agreed that their lecturers help them find solutions to their school related problems (M=4.02; SD = 1.22). With regard to question twenty one, majority of the students agreed that their lecturers are always with them (M= 4; SD = 1.1). Likewise, in the question twenty two, majority of the students agreed that their lecturers show them how to conduct academic research (M= 4.2; SD = 1). Equally, with regard to question twenty three, majority of the students said that their lecturers always re-explain the subject they teach them again and again (M = 3.45; SD =1.43). Like above, in the instrument question twenty four, majority of the students agreed that their lecturers always treat all the students equally (M=3.9; SD = 1.1). Also, with the instrument question twenty five, majority of the students agreed that their lecturers did not frown with any students regardless their color and race (M= 4; SD = 1.1). Consequently, with the instrument question twenty six, majority of the students agreed that their lecturers do greet all students whenever he enters into the classroom (M=4.3; SD = 1.1).

Table 1.2: The Respondents' gender

Variables	Count	Percentage	Var
Male	50	50%	
Female	50	50%	SEX
Total	100	100%	

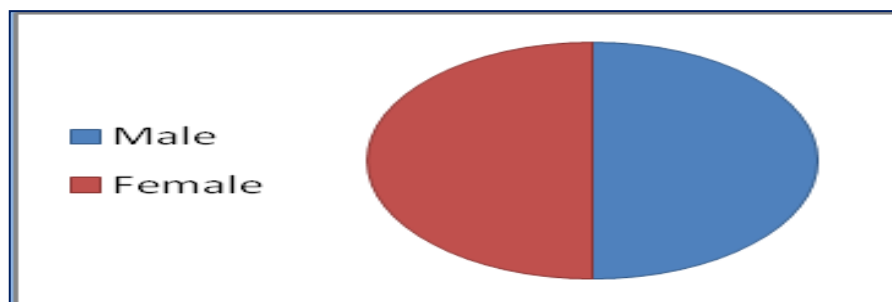Fig. 1.1: Pie Chart of the Respondents' gender.

Table 1.2 and Figure 1.1 showed that out of the 100 students who participated in the study, 23% were in first year, 20% were in second year, 17% were in fourth year and the majority of them 40% were third year students. Similarly, Table 1.3 and Figure 1.2 showed the category of students' response based on the gender.

Table 1.3**:** shows the number of students who participated in the study across the year.

Students' Level	Count	Percentage
First year	23	23%
Second year	20	20%
Third year	40	40%
Forth year	17	17%
Total	100	100%

Fig. 1.2**:**shows the number of students who participated in the study across the year

Table 1.4: Category of students' rating of their teachers' communication

Serial	Response Category	Gender	
		Male	Female
1	Leading	5	6
2	Helpful/friendly	6	5
3	Understanding	7	8
4	Student responsibility/freedom	7	6
5	Uncertain	5	7
6	Dissatisfied	5	6
7	Admonishing	7	6

| **8** | Strict | 8 | 6 |

- **Male (50 students) and Female (50 students)**

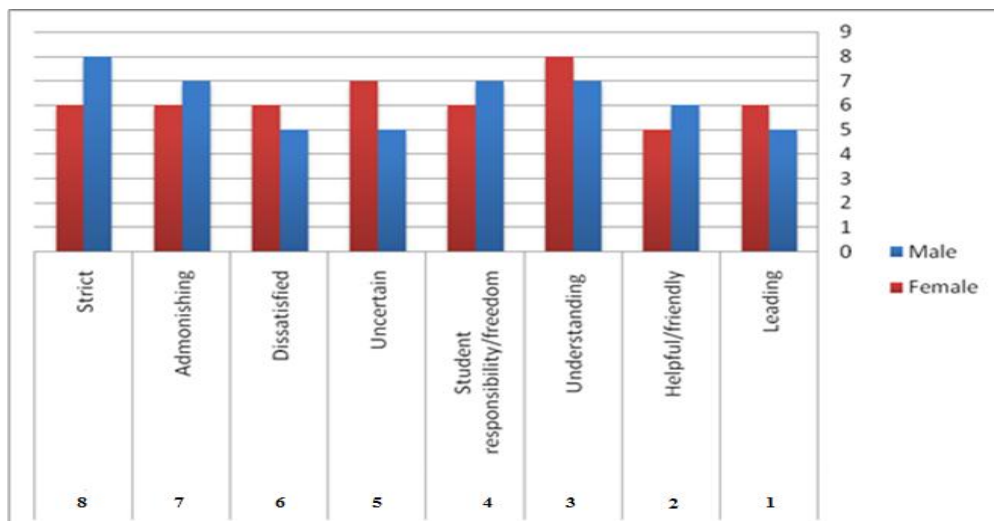Figure 1.3: Students' rating of their teachers' communication with them.

Table 1.4 and Figure 1.3 shows that, male and female students are at par in agreeing that, their teachers are a good leader, friendly and helpful to them, understanding people, give their students freedom to express with them, and only few students expressed that they are uncertain, dissatisfied with their teachers relationship, some said the teachers act as admonishers and something strict they do not want to communicate with them during some peak time when they have huge tasks ahead of them to accomplish.

In order to answer the research question two which goes thus:

Is there a statistically significant difference between teachers' effective communication and students' academic achievement at the Northern Border University due to the gender (male, female)?

Table 1.5: Descriptive Statistics

	Group	N	Mean	Std. Deviation	Std. Err
Gender	Male	50	3.84	0.550	0.078
	Female	50	3.82	0.552	0.102

Table 1.5 shows that the average scores for the (n=50) male students is (M = 3.84) with a standard deviation of (SD= 0.550) and the average scores for the (n=50) female students is (M= 3.82) having a standard deviation of (SD = 0.552). In order to test for the statistically significant mean difference between the teachers' effective communication and students' academic achievement, the results are shown in Table 1.5.

Table 1.6: Independent Sample T-test

Levene's Test for Equality of Variances		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Gender	Equal variances assumed	1.508	.153	-0.574	.470	0.000	-0.073	0.078
	Equal variances not assumed			-1.323	.470	0.000	-0.073	0.102

Table 1.6 shows that there is no statistically significant difference between the teachers' effective communication and their students' academic achievement (M = -0.073; p = .000) based on the male and female students' perception at the Northern Border University.

In order to answer the third research question which runs:

Is there a statistically significant difference between teachers' effective communication and students' academic achievement at the Northern Border University attributed to the differences in level of study (first year, second year, third year, and fourth year)?

Table 1.7: Descriptive Statistics for the students' year of study

Level	Group	Mean	Std. Deviation	Percentage
	First year	3.898	0.854	19%
	Second year	4.064	0.759	40%
	Third year	4.065	0.651	20%
	Fourth year	3.994	0.867	21%

Table 1.7 shows that the average scores for the first year students is (M = 3.898) with a standard deviation of (SD= 0.854), the average scores for the second year students is (M= 4.064) having a standard deviation of (SD = 0.651), the average scores for the third year students is (M= 4.065) with (SD=0.651), and the average score for the fourth year students is (M= 3.994) with (SD=0.867). In order to test for the statistically significant mean difference between the teachers' effective communication and students' academic achievement at the Northern Border University attributed to the differences in school academicyea, the results are shown in Table 1.7.

For answering research question four that runs:

What recommendation should be proposed for the teachers' role of effective communication and the students' academic achievement at the Northern Border University?

The study recommends that, special attention should be given to students in making sure that the appropriate resources and specialized curricula are available for them. The study proposes that, scientific symposia should be held to discuss the relationship between teachers and students at the University of Northern Border. Thirdly, there should be a practical guide to

promote the concept of relationship between the teachers and students at the University of the Northern Border. Fourthly, teachers and students should be trained in the necessary skills necessary for achieving this concept. However, the study proposes the inclusion of the parents and peers in the success of such relationship as an enabler for the enhancement of this relationship. Consequently, scientific studies should be conducted to help showcase the importance of the students-teachers' relationship in the University.

CONCLUSION

The research has outlined the importance of faculty member-students' relationship at the Northern Border University. This relationship is a must for the success of University students. Therefore, the faculty member- students relationship should be supported and established on strong basics to make students feel safer as well as more secure in the University environment. In addition, the research has sought to examine such relationship theoretically and scientifically for the overall success of faculty members and students in the University. Finally, the research also has highlighted the role that the university can play to maintain such relationship through awareness programs, scientific researches, and seminars.

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