

Investigating the level of students' consent from the communicational skills of the professors of Islamic Azad University, Tabriz branch

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Abstract: This research is a descriptive research which is performed in order to identify the rate of students' consent from communicational skills of the professors of Islamic Azad University, Tabriz branch. The statistical society of this research includes all students of Islamic Azad University, Tabriz, among them about 400 samples were selected with Yamane sampling method. In order to collect information, a 28 item research-made questionnaire was used and was delivered to the respondents after confirming its validity and stability. Descriptive and inference statistical methods were used for data analysis. Research findings represent that students don't have sufficient consent about communicational skills of their professors. The average of scores for the professors' non-verbal and hearing skills was evaluated in medium level and the average of scores for the professors' verbal and feedback skills was evaluated lower than medium.

Key words: Professors' communicational skills, student consent, university, Iran

INTRODUCTION

Communication has been considered by scientists and involved persons of different social and humanity sciences after world war two and since that time, pioneers of communication science have suggested this science systematically (Rahmanzadeh and Najafi Niasar, 2013). Perhaps, Aristotle the Greek philosopher was the first scientist who talked about communication. He knew communication as search for obtaining all available instruments and facilities and for stimulating and satisfying others. Accordingly, communication is the process of transmission and exchange of thoughts, ideas, feelings and opinions of two persons or more using appropriate symbols in order to affect, control and conduct each other (Samiari *et al.*, 2012).

Nowadays, communication is one of the most important tools of modern societies and also the most important factor of human's development and sublimity. As communication is essential for modern human, it is also essential for survival of educational system. Educational systems, especially higher education and its governing activities with regard to the development of societies and human's social and personal needs, have

been always under change and evolution; for this reason, the duty and responsibility of today's teachers and faculty is more complex and heavier than before (Taheri zadeh *et al.*, 2011). Nowadays, professors' duty is not only presenting a good speech, but having skill in establishing a communication process is essential and is considered among principal skills of professors (Beebe, 2012). According to this, the characteristics of professors and its relation with the method of their performance in education process have attracted the views of many scientists and researchers in the last few decades; because the major part of students' learning is occurred in teaching and learning environment and faculty constitute one of the most effective and efficient components of higher education system. Hence, effective activity and cooperation in educational environment requires the existence of human relations with mutual trust between professors and students and the knowledge of professors from scientific principles and methods in teaching, such as the methods for creating effective communication, results in performing duties of faculty properly (Taherizadeh *et al.*, 2011) and thought unity and understanding in an educational process between professors and learners (Rahmanzadeh and Najafi Niansar,

2013). It can be said that if we don't consider teaching exactly equal to communication concept, at least we have to consider communication as the necessary condition of teaching in education process because no learning and no change in teaching process will not be performed, unless the professors have effective communication with their learners (Samiary *et al.*, 2012).

In the issue of education, not only teaching method but method of professors' behavior is effective on students' attraction. Indeed, faith to the mission of professors and establishing effective communication with learners is among successful steps in teaching. Hence, the teacher must care the importance of his/her mutual relationship with students and must attend the activities that are effective in the improvement and promotion of professors' interaction with students (Khoshdaman and Ayati, 2012).

The results of the study show that the interaction of professors and student has a considerable effect in the motivation and progress of students and their consent, while the relation between professors and student is a strong stimulus in learning. This relation acts even more effective than their educational operation in predicting students' social operation. The importance of communicational skills in the process of education and the sensitivity of education problem in university environment necessitates that communicational skills must be considered with more accurate look in university environment to take a step forward in order to reach the main goal of communication i.e., exchanging ideas and thoughts via effective communication. In the other hand, one of the most common methods that are used in most countries including Iran in order to determine the criteria of a powerful teacher is survey from students who are influenced by procedure, method and communicational skills. Student's evaluation from professors is one of the principles of teaching and academic education. Some researchers believe that evaluation by student is the only sensible and the best type of evaluation; because students are the only people that are directly educated by education faculties (Norouzinia *et al.*, 2014). Determination of students' consent can be used for helping the accurate recognition of advantages and the contexts that need improvement. Indeed, student consent is something more than a simple evaluation of teaching which is carefully concentrated on wider aspects of student learning experience. In order to achieve the complexities of this learning experience, it is not only the level of students' consent that matters but also the effective factors on their consent are also important (Douglas *et al.*, 2014).

So far different researches have been implemented in the universities of Iran and in the world in the context of

students' consent from learning experience and its relation with features and especially professors' communicational skills. Ghadami *et al.* (2007) in their research as "effective factors on establishing communication between student and professors" have considered some educational features of professors as teaching skill and some personal and moral features as human relationships that need improvement in the viewpoint of students (Ghadami *et al.*, 2007). Taherizadeh *et al.* (2011) also mentioned the relation between communicational skills with professors and professors' teaching experts (Taherizadeh *et al.*, 2011). In some researches such as Samiari *et al.* (2012), the level of professors' communicational experts was worriedly low in viewpoints of students (Samiari *et al.*, 2012). Also, Shahmohamadi (2011) in a research as "the rate of applying communicational skills of communication professors" showed that even communication-field teachers don't use communicational skills (Shahmohamadi, 2011). The results of Rahmanzadeh and Najafinia (2013) as "the relation between professors' communicational skills with educational effectiveness" represent scientific effectiveness and learning motivation in students and their educational progress is increased by promoting professors' communicational experts (Rahmanzadeh and Najafi Niasar, 2013) but the research of Norouzinia *et al.* (2014) didn't show a significant relation between professors' communicational skills and the score of their evaluation (Norouzinia *et al.*, 2013).

At the global level also in a research by Nauman Abbasi *et al.* (2011) in Pakistan's university which was performed about students' consent, the most important structure in their views was education and it is considered as the main activity of higher education institutions; among the 19 variables effective on the level of students' consent, professors' communicational skills is one of the main variables that decreased their consent (Nauman Abbasi *et al.*, 2011). In the research of Long *et al.* (2014) about "analysis between professors' quality and students' consent", the mutual performance with students was significantly effective on the increase of their consent (Long *et al.* 2014). The results of Suarman (2015) also confirm the important role of the relation between professors and student in the quality of professors teaching and the consent of students (Suarman, 2015).

The mentioned researches show that communication is an inevitable and structural element in the modern society so in all its different forms, the central issue of cognitional society researches is located (Shotes Ishel, 2012). According to this, with regard to the importance of communicational skills in the present time and with regard to the informational society of third millennium, including

communicational skills is important for all people generally and scientific and educational society especially; and regarding the mission of education institutions and university in performing their educative role, we must consider obtaining the comments of students that are constant and eternal investments of each educational institution and thinking about their experiences and tendency about recognizing the features of a good faculty including communicational skills. In the other hand, no research has been performed in this area in Islamic Azad University, Tabriz; therefore this research is performed by the aim of “determining the level of students’ consent from professors’ communicational skills” to appropriately affect the learning experience of students by investigating students consent from professors’ communicational skills and improving weaknesses and promoting their advantages and to assist higher education to achieve their goals towards personal and social development and sublimation.

MATERIALS AND METHODS

This is a descriptive-sectional research which is performed in 2011, Islamic Azad University, Tabriz branch. The statistical society of this research is constituted by all under-education students that their number was 27,000 in the first semester. In order to determine the sample size, Yamane formula is used and sample volume is determined to be 399 people. Then all students were categorized based on 11-fold departments and were rationed in terms of questionnaire number. Then, questionnaires were distributed randomly and according specific quota in departments and among samples.

In this research, research-made questionnaire were used as measurement tool. Questionnaire was designed in four parts of communicational skills, verbal, non-verbal, hearing and feedback and according Likert scale (5 classes) under the topics, never, rarely, sometimes, often and always by considering the scores from 2-5 for each class. In order to determine the validity of questionnaire, it was given to some professors including supervisors and advisors of this research and finally their correcting comments were applied. For determining stability

coefficient, the questionnaires were given to 30 students except the intended sample people in the research in two times with two-week interval and then Cronbach’s alpha coefficient was determined to 0.985. After confirming content, the questionnaire was given to respondents.

The findings were analyzed using SPSS software and descriptive and inference statistical methods (independent one-sample statistical t-test, t-test with two related groups and variance analysis).

RESULTS AND DISCUSSION

In this research, majority of the samples were male (58.65%) and in the age range of 21-25 (64.16%). The majority of respondents (84.71%) were undergraduate students and the rest were master and PhD students. Also, most respondents were students of engineering fields (20.8%) and their minimum was from veterinary medicine (3.55).

The descriptive data shows the level of students’ consent from professors’ communicational skills that is the mean score of non-verbal skills 3.24 and hearing 3.27 (medium level) and the mean score of verbal skills is 2.84 and 2.77 for feedback and represents that verbal and feedback skills of faculties has a level lower than medium (Table 1).

In the evaluation of consent level from variant communicational skills of professors in different contexts of verbal and nonverbal, hearing and feedback contexts with average of 3 from 5, based on one-sample t-test, average of the level for verbal and feedback communicational skills, had significant difference ($P < 0.001$) with the average of consent level from non-verbal and hearing communicational skills of professors (Table 2).

Table1: One-sample statistics

Sample	N	Mean	SD	SE mean
Verbal	380	2.8445	0.55713	0.02858
Non-verbal	382	3.2421	0.71626	0.03665
hearing	383	3.2726	0.77962	0.03984
feedback	388	2.7706	0.84946	0.04312
All communicational skills	354	3.0520	0.56629	0.03010

Table 2: One-sample test

Test value = 3	t-value	df	Sig.(2-tailed)	Mean difference	95% confidence interval	
					Lower	Upper
Verbal	-5.440	379	0.000	-0.15548	-0.2117	-0.0993
Non-verbal	6.608	381	0.000	0.24215	-0.1701	0.3142
hearing	6.843	382	0.000	0.27258	0.1943	0.3509
feedback	-5.319	387	0.000	-0.22938	-0.3142	-0.1446
All communicational skills	1.728	353	0.085	0.05202	-0.0072	0.1112

In the investigation of students' consent level from professors' communicational skills in terms of students features, independent t-test regarding the comparison of male and female students' consent level from professors' communicational skills showed that consent level in males was significantly higher than ($P < 0.05$) than females. Comparing the level of students' consent in different ages from professors' communicational skills using one-way analysis of variance test showed significant difference in terms of students' age and the consent level ($P < 0.05$) is lower in the age groups higher than 36. This test in the investigation of the significance of different consent levels from professors' communicational skills in terms of field of study represented that there was a significant difference ($P < 0.05$) between highest consent in law students and lowest consent in the students of science, technical and engineering. Finally, comparison of students' consent level from professors' communicational skills in terms of students' education degree using one-way analysis of variance didn't show any significant difference ($P = 0.609 > 0.05$).

The results of this research represented that the level of students' consent from professors' communicational skills is in medium level and lower. In the research of Dehnavieh *et al.* (2010) in the field of advisors' communicational capabilities level, the skills of verbal, feedback and hearing were respectively 54.61%, 50.95 and 57.76. The results of this study showed that main communicational skills in faculties of medical sciences have an average lower than 60 which are consistent with this research (Dehnavieh *et al.*, 2011). Also, the results of this research is nearly consistent with the research of Hasanifakhr *et al.* (2011) in the field of "the effect of principals' communicational skills on the motivation of staff in media deputy" about the evaluation of principals' communicational skill (Hasanifakhr *et al.*, 2011). The research of Shahmohammadi (2011) also showed that communication professors themselves don't used usually communicational skill with students. While communicational skills are the most elementary basis of human capability development (Shahmohammadi, 2011). In the research of Samiari *et al.* (1391) the communicational skills in the faculties of dental sciences were low in view of students and were weak in 52% of the cases (Samiari *et al.*, 2012). Moreover in Pakistan, Nauman Abbasi *et al.* (2011) showed the high rate of students' dissatisfaction from professor's communicational skills (Nauman Abbasi, 2011). This is while the main skill in addition to teaching is creating the relationship between professors and student. The researches about position of communicational messages show that message sender not

only must know the subject of communication properly and must have sufficient information about it but also must have sufficient information about the method of presentation. In the research of Norouzinia *et al.* (2013) about "professors' communicational skills and its relationship with their evaluation results", professors' communicational skills obtained 73% of communicational skills score which is more than the average level of this research; however, Norouzinia *et al.* (2013) emphasize on their paper: "the instructors lacking high levels of communicational skills will face failure in performing their responsibilities" (Norouzinia *et al.*, 2014).

In this research, the communicational skills of professors in verbal area were evaluated lower than medium. Verbal skill is the knowingly utilization of verbal symbols in order to stimulate others for performing issues (Hasanifakhr *et al.*, 2011; Abedi *et al.*, 2011) and verbal communicational skill including person's words content and speech (Eskandari *et al.*, 2012). The results of this research are consistent with Fooladi (2008) research which evaluated the verbal skills of the staff of Islamic Azad University, Maragheh branch as week (Fooladi *et al.*, 2008). Also, this research is nearly consistent with the research of Gharehmohammadi (2009) on the investigation of principals' verbal communicational skill in the schools of Mianeh (Gharehmohammadi, 2009; Taherizadeh *et al.* (2011) in their research as "the relationship between professors' communicational skills with their teaching skill in the viewpoint of students" suggests that: "since the most important skill of the faculty was verbal skill in viewpoint of respondents, it is necessary that the professors always consider verbal skills in their communication and take step forward in order to promote it".

In the field of professors' nonverbal communicational skills, the results of this research show medium level of these skills. Non-verbal communicational skill means the skill of sending every message except oral and written which their most commons are body language, situations and movements of face (Hasanifakhr *et al.* 2011, Abedi *et al.*, 2014a). During the last twenty years, researchers and experts have found the important role of non-verbal communication in classrooms. The non-verbal part of communication process is like verbal part even more important. Non-verbal communications can be used for repetition, denial, succession, complement, emphasis or control of speech. This issue is true especially in the nonverbal communications in classrooms (Richmound and Mack Krooski, 2009). The results of this research in the case of professors' nonverbal skills are different with the results of Fooladi (2008) research which evaluated the non-verbal skills of university staff (Fooladi *et al.*, 2008).

In the present study, professors' communicational skills in the field of hearing were lower than medium level. Effective hearing or listening is the active process that includes attention, understanding, evaluation, remembering and reaction (Fakhrhasani *et al.*, 2011; Abedi *et al.*, 2014b). The concept of hearing is not only the key to understanding and thought of human and has a deterministic and direct influence in human's understanding, educational and learning processes but above all it is one of the main tools for human completeness and obtaining spiritual values (Eskandari *et al.*, 2012). The results of this research are consistent with Gharehmohammadi (2009) in the investigation of principals' communicational skills in schools of Mianeh in the field of average evaluation of hearing skill (Gharehmohammadi *et al.*, 2009). Also, the results of this research are inconsistent with the research of Fooladi (2008) which evaluates hearing skill in the staff of Islamic Azad University, Maragheh branch (Fooladi *et al.*, 2009). Communicational skills of professors in the field of feedback are in medium level in this research. The purpose of feedback is some information about outputs and operation that can be utilized by the aim of amendment, regulation or re-change in outputs or education process (Hasanifakhr *et al.*, 2011). Feedback is the mechanism that leads human towards conduction. Indeed, every response which is delivered to someone to conduct him/her towards goal (Eskandari, 2012). The results of this research are adverse with the research of Gharehmohammadi (2009) in the investigation of communicational skills in the principals of Mianeh schools which evaluated feedback skill in a good level (Gharehmohammadi *et al.*, 2009).

LIMITATIONS

- Trainees may be not located in ideal conditions in spiritual aspect and may respond under the influence of other educational problems to the questionnaire
- The researcher has no authority on the honesty of respondents
- Tools for data collection which is restricted to the questions of questionnaire
- Likert scaling has limitations that may create tendency to medium response (sometimes) in the respondents

SUGGESTIONS

- Accurate evaluation of professors' communicational skills by university principals
- Establishing educational careers for professors about promoting their communicational skills

- Considering professors' communicational skills or their attempts in order to promote these skills in the taking and promotion of professors
- Implementing some research about the communicational obstacles of professors and students

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