



COMMUNICATION SKILLS AS CORRELATES OF TEACHING PARTNERSHIP IN PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE

By

Akpulue, Chinwe Ebere & Dr. Ifunanya Ohamobi

Department of Educational Foundation

Faculty of Education

Chukwuemeka Odumegwu Ojukwu University, Igbariam

Abstract

The study examined communication skills as correlates of teaching partnership in private secondary schools in South East Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study comprised 10,112 (7,584 females and 2,528 males) in 423 registered private secondary schools in Anambra State. The sample size comprised 809 (203 male and 606 female) teachers drawn from the population of private secondary schools in Anambra State. Proportionate stratified random sampling techniques. The instruments for data collection were Communication Skills Questionnaire (CSQ) and Teaching Partnership Questionnaire (TPQ). The instruments were validated by three experts. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.79 for CSQ and 0.09 for Teaching Partnership Questionnaire (TPQ). The data were analyzed using Pearson Product Moment Correlation Coefficient. The study revealed that teachers' speaking skills ($r = 0.757$; $p < 0.000$) and teachers' listening skills ($r = 0.829$; $p < 0.000$) positively and significantly relate to teaching partnership in private secondary schools in Anambra State. The study concluded that communication skills have strong positive and significant relationship on teaching partnership in private secondary schools in Anambra State. The study recommended that teacher training and in-service programmes should incorporate continuous development of effective speaking skills to enhance collaboration and instructional coordination among teachers.

Keywords: *Communication Skills, Teaching Partnership, Teachers' Listening Skills, Teachers' Listening Skills*



Introduction

Teaching partnership is a key aspect of teachers' professional development and a vehicle to increase teachers' knowledge. It produces a cooperative environment that enhances the level of novelty and passion among teachers and provides a continuous backing for teachers' professional enhancement. Agogbua (2024) defined teaching partnership as the formal and collaborative relationship between teachers, often from different backgrounds or institutions, working together to enhance teaching and learning experiences. This partnership involves sharing resources, expertise and strategies to improve educational outcomes for students. Onaolapo et al. (2020) noted that teaching partnership in schools lead to increased teachers' satisfaction and flexibility; breaks the seclusion of the classroom and brings career rewards and regular satisfactions for teachers. Despite the acknowledged benefits of teaching partnership, many teachers still engage in isolated instructional practices with limited collaboration. The extent to which teaching partnership is practiced and how it influences teachers' growth remain unclear (Khasawneh et al., 2023; Xie, 2023).

In this study, teaching partnership is defined as a collaborative approach where teachers work together to plan, deliver and assess instruction in order to improve student learning outcomes. It ensures shared responsibility, mutual support and the exchange of ideas and strategies to enhance professional development and teaching effectiveness. Naicker (2019) itemized some benefits of partnership among school teachers to include; moral support, improved efficiency, enhanced effectiveness, reduced burden, harmonized time perceptions between teachers and administrators, positioned certainty of collective professional wisdom, political confidence, improved capacity for reflection, organizational responsiveness, chances to learn and constant learning. Since the success of education is built on partnership among the teachers and other stakeholders in education, it becomes imperative for teachers to develop effective communication skills to strengthen teamwork, reduce conflict and promote a productive school environment.

Communication skills are the abilities used when giving and receiving different kinds of information. While these skills may be part of day-to-day work life, communicating in a clear, effective and efficient way is a valuable and essential skill. Khan et al. (2017) defined communication skills as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. In addition, teachers' communication skills are essential for effective delivery of education. These skills involve listening, speaking, reading and writing. Effective communication skills are helpful to building strong relationships, resolving conflicts and fostering a collaborative and productive work environment.

Operationally, communication skills are the abilities teachers use to effectively exchange information, express ideas clearly, listen actively, and interact respectfully with students,



colleagues, and school administrators to enhance teaching and learning. Nwite and Eze (2016) outlined communication skills to include, listening skill, verbal skill, non-verbal skill, written skill, and feedback skill. In the same vein, Okoye (2015) listed communication skills to include: listening, writing, speaking (verbal) and reading skills. Adeleke et al. (2022) emphasized that communication should be clear, concise and understandable, with attention to tone, gestures, facial expressions and overall attitude and teachers are to possess such skill for effective teaching and learning. This study focuses on teachers' speaking skills and teachers' listening skills because these dimensions represent the most immediate and interactive aspects of classroom communication that directly influence teaching partnership.

Teachers' speaking skills has to do with teachers' ability to clearly and confidently express ideas, instructions and feedback to both students and colleagues. These skills enhance classroom learning, foster collaboration among staff and promote a positive and effective school environment. Epstein et al. (2019) stated that teachers must have good speaking ability to communicate their subject-matter to the students and facilitate classroom learning and participation. Teachers must be effective in their speaking communication to carry their students along and ensure good classroom management. In speaking, teachers should choose their words carefully to achieve successful teaching outcomes. Every spoken word carries emotional weight and serves a specific purpose, influencing how others respond. When teachers use the right words, they inform and inspire students appropriately. Therefore, teachers must avoid negative language when interacting with both students and colleagues. In the view of Agogbua and Emegwa (2024), a good teacher understands the power of words and their impact and therefore uses language that encourages, motivates, and energizes not only to support student learning but also to build mutual respect and ensure effective teaching partnerships with colleagues. This is an approach that is further strengthened by good listening skills.

Teachers' listening skills are the ability to actively and attentively hear, process and respond to what students and colleagues are communicating. Weger et al. (2016) defined listening skills as an active, constructive process that involves connecting the listener's prior knowledge to the information being heard in order to aid comprehension. For teachers, active listening plays a crucial role in the teaching-learning process, as it helps them better understand students' needs, address concerns and build stronger relationships with colleagues. Teachers who demonstrate strong listening abilities are often respected for the attention and empathy they show, which ensures a more supportive learning and working environment. Although it may seem simple, active listening is a skill that requires continuous practice and self-awareness. It conveys mutual understanding between the speaker and the listener, which is fundamental for effective communication in schools. As Obilor (2020) observed, this skill requires the listener to pay attention, understand the message being conveyed and interpret its meaning. This exchange is often enriched by the teachers' facial expressions, which add emotional depth and clarity.



Teaching partnership thrives when communication flows openly and respectfully within the school environment. Oydonghan and Ifiezibe (2025) noted that despite the centrality of communication in educational setting, there remains growing concern in some private secondary schools over some teachers' inability to work cohesively. The researcher observed that some teachers in Anambra State often work in isolation, struggle to share ideas and show reluctance toward collaborative efforts. In some cases, misunderstandings weakening the bond that should exist among teachers. These patterns raise serious worries about teachers' inability to work together as a united professional community, thereby threatening the very essence of effective teaching partnership.

The researchers observed in some private secondary schools in Anambra State the issue of isolated teaching practices, minimal peer interaction and communication breakdowns that hinder professional growth. One wonders what could be responsible for some teachers' inability to work together as a team. Could it be that a lack of effective speaking and listening skills among teachers. Or is it that teachers have not been adequately equipped with the communication skills required for building strong professional relationships? These concerns raise critical questions that this study sought to address by examining teachers' communication skills as correlates of teaching partnership in private secondary schools in Anambra State.

Researcher Questions

The following research questions guided the study:

1. What is the relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State?
2. What is the relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State.
2. There is no significant relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State.

Methods

The study adopted correlational research design. The population of the study comprised 10,112 (7,584 females and 2,528 males) teachers in 423 private secondary schools in the six Education



Zones in Anambra State. The sample size comprised 809 (203 male and 606 female) teachers drawn from the population of private secondary schools in Anambra State. Multistage sampling techniques was used for the study. The instruments used for data collection were Communication Skills Questionnaire (CSQ) and Teaching Partnership Questionnaire (TPQ). Communication Skills Questionnaire (CSQ) was structured by the researchers and it had two Clusters 'A-B'. Cluster 'A' elicits information on teachers' speaking skills with 10-item statements; and Cluster 'B' elicits information on teachers' listening skills with 10-item statements. The second instrument 'Teaching Partnership Questionnaire (TPQ)' developed by Agogbua (2024) with 15-items was adopted by the researchers to measure teaching partnership. All the instrument were on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The content and construct validity of the instruments were established by three experts; one from Measurement and Evaluation and two in Educational Management, all from the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.78 for teachers' speaking skills and 0.81 for teachers' listening skills. Out of 1011 questionnaires administered by the researchers and the research assistants, only 791 (97.78%) were returned and 18(2.22%) were either not filled correctly or were lost on transit. Pearson Product Moment Correlation Coefficient was used for the study.

Results

Research Question One: What is the relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Relationship between Teachers' Speaking Skills and Teaching Partnership in Private Secondary Schools in Anambra State

Variables	N	Teaching Partnership	Speaking Skills	Remark
Teaching Partnership	791	1.00	.757**	Strong Positive Relationship
Teachers' Speaking Skills	791	.757**	1.00	



The summary result of Pearson Product Moment Correlation Coefficient in Table 1 showed the relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State. The results a positive correlation value of 0.757 indicating a positive relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State. This suggest that speaking skills is influenced by and teaching partnership. A unit increase in teachers' speaking skills leads to 0.757 (75.7%) increase in teaching partnership in private secondary schools in Anambra State.

Research Question Two: What is the relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the Relationship between Teachers' Listening Skills and Teaching Partnership in Private Secondary Schools in Anambra State

Variables	N	Teaching Partnership	Listening Skills	Remark
Teaching Partnership	791	1.00	0.829**	Strong Positive Relationship
Teachers' Listening Skills	791	0.829**	1.00	

The summary result of Pearson Product Moment Correlation Coefficient in Table 2 showed the relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State. The results a positive correlation value of 0.829 indicating a positive relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State. This suggest that listening skills is influenced by teaching partnership. A unit increase in teachers' listening skills leads to 0.829 (82.9%) increase in teaching partnership in private secondary schools in Anambra State.

Hypothesis One: There is no significant relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State.

**Table 3:** Summary of Pearson Product Moment Correlation Coefficient on the Significant

Relationship between Teachers' Speaking Skills and Teaching Partnership in Private Secondary Schools in Anambra State

Variables	N	Teaching Partnership	Teachers' Speaking Skills	P-Value	Remark
Teaching Partnership	791	1.00	0.757**	0.000	Significant
Teachers' Speaking Skills	791	0.757**	1.00		

The summary result of Pearson Product Moment Correlation Coefficient in Table 3 showed the significant relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State. The results revealed that the r-value was 0.757 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This suggests that there is strong positive significant relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State.

Hypothesis Two: There is no significant relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State.

Table 4: Summary of Pearson Product Moment Correlation Coefficient on the Significant

Relationship between Teachers' Listening Skills and Teaching Partnership in Private Secondary Schools in Anambra State

Variables	N	Teaching Partnership	Listening Skills	P-Value	Remark
Teaching Partnership	791	1.00	0.829**	0.000	Significant
Teachers' Listening Skills	791	0.829**	1.00		

The summary result of Pearson Product Moment Correlation Coefficient in Table 4 showed significant relationship between teachers' listening skills and teaching partnership in private



secondary schools in Anambra State. The results revealed that the r -value was 0.829 with a p -value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This indicated that there is strong positive significant relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State.

Discussion of the Findings

Findings on the relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State revealed that there is a strong positive relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State. The findings also revealed that there is a statistically significant relationship between teachers' speaking skills and teaching partnership in private secondary schools in Anambra State. The findings showed that effective speaking skills enhance clear communication, interactive engagement and mutual understanding among teachers and has the capacity to improve teaching partnership within the school system. This finding is consistent with the study of Okeke and Musa (2025) that revealed that teacher speaking skills such as clear articulation, appropriate intonation and interactive questioning significantly improve classroom participation and engagement. Mwangi and Abiola (2019) also found a significant positive relationship between teachers' speaking competence and classroom participation, indicating that expressive and clear communication promotes interaction and attention. In the same vein, Adebisi and Koomson (2024) reported that teachers' speaking skills significantly influence students' academic engagement and attentiveness, thereby reinforcing the role of effective communication in promoting active participation. These findings suggest that when teachers possess strong speaking abilities, they create interactive and communicative learning environments that naturally extend to better collaboration among colleagues. These also go to show that teachers' speaking skills are a critical factor in promoting teaching partnership, as they enhance communication, interaction, and shared understanding among teachers.

Findings on the relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State revealed that there is a strong positive relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State. The findings also revealed that there is a statistically significant relationship between teachers' listening skills and teaching partnership in private secondary schools in Anambra State. This shows that effective listening skills enhance understanding, responsiveness and mutual respect among teachers and is a tool for strengthening teaching partnership among teachers. This finding is consistent with the study of Adams and Okoro (2025), which revealed a significant relationship between teachers' listening skills and classroom interaction. The study emphasized that attentive listening, appropriate feedback and responsiveness improve communication and engagement. This



supports the idea that teachers who listen effectively are better able to interact constructively, a key requirement for strong teaching partnership. Similarly, Gilbert (2018) found that effective listening varies with experience and cognitive orientation, with more experienced teachers demonstrating better listening abilities. The study further highlighted that the ability of teachers to connect with others through attentive listening is fundamental to meaningful interaction and learning, which extends to professional collaboration among colleagues.

Conclusion

The study investigated communication skills as correlates of teaching partnership in private secondary schools in Anambra State. Based on the findings of the study, the study concluded that communication skills have strong positive and significant relationship on teaching partnership in private secondary schools in Anambra State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Teacher training and in-service programmes should incorporate continuous development of effective speaking skills to enhance collaboration and instructional coordination among teachers.
2. Private school proprietors should continue to encourage a culture of active listening through professional development and staff engagement activities so as to enable teachers to better understand themselves and improve teaching practices.

REFERENCES

- Adams, T., & Okoro, E. (2025). Teachers' perceived listening skills and their impact on classroom interaction in Lagos State, Nigeria. *International Journal of Education and Social Studies*, 13(3), 90-98.
- Adeleke, F. F., Adesua, V. O. & Jimola, F. E. (2022). Communication skills and its influence on teacher effectiveness. *Universal Journal of Educational Research*, 10(30), 240-245.
- Agogbua, V. U. (2024). Conflict management skills as correlate of teaching partnership in public secondary schools in Anambra State. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 6(1), 64-71.
- Agogbua, V. U. & Emegwa, T. U. (2024). Communication gaps as predictor of teaching partnership in public secondary schools in Anambra State. *International Journal of Education, Research and Scientific Development*, 6(1), 80-92.



- Epstein, J. L. (2019). *School, family, and community partnerships: Your handbook for action* (4th ed.). Corwin.
- Gilbert, M. B. (2018). An examination of listening effectiveness of educators: performance and preference. *Springer*, 27(1), 1-16.
- Khan, M., Adeeb, M. A., & Qureshi, M. I. (2017). Impact of interpersonal communication on teacher collaboration. *Journal of Educational Management and Innovation*, 11(3), 92-105.
- Naicker, N. (2019). Organizational culture and employee commitment: A case study. *Unpublished M.Sc Thesis*, Durban University.
- Nwite, O. & Eze, B. N. (2016). Mechanism for improving the managerial communication skills of school principals for effective school administration in Nigeria. *British Journal of Education*, 4(7), 67-81.
- Mwangi, D. K., & Abiola, M. O. (2019). *Teachers' speaking skills and students' classroom participation in public secondary schools in Mombasa County, Kenya*. East African Journal of Educational Communication, 6(2), 89–104.
- Obilor, E. I. (2020). Teachers' communication skills and students' academic teachers' communication skills and students' academic performance. *International Journal of Advanced Academic and Educational Research*, 13(4), 1-16.
- Okeke, C. O., & Musa, A. T. (2025). The influence of secondary school teachers' speaking skills on students' oral participation and engagement in classroom discussions in Abuja, Nigeria. *International Journal of Advancement in Education, Management, Science and Technology* 4(3), 95-107.
- Okoye, F. O. (2015). Administrative communication skills. In G. O. Unachukwu & P. N. Okorji (Eds.). *Educational management: A skill building approach*, 189-211. Nimo: Rex Charles & Patrick Limited.
- Onaolapo, T. M., Olajiga, D. G., & Onaolapo, A. A. (2020). Responding to teachers' commitment through job satisfaction in in Ekiti State public secondary schools. *International Journal for Innovative Research in Multidisciplinary Field*, 5(3), 88-92.
- Oydonghan, T. E. & Ifiezibe, B. (2025). Academic collaboration and teacher education in Nigeria: problems and prospects. *Research Journal of Humanities and Cultural Studies*, 11(1), 15-29.