
Examining Communication as a Tool for Enhancing Students' Academic Achievement in Office Technology and Management

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Abstract

The study examined communication as a tool for enhancing students' academic achievement in Office Technology and Management. The researchers reviewed literature relating to the study. The target population were graduating students of the department of Office Technology and Management, School of Business Studies, Federal Polytechnic, Bauchi in HN, ND and Diploma totaling ninety-six in the 2019/2020 academic session. The method of data collection for this research work was a self-administered questionnaire which was analyzed using mean method patterned after the five point Likert Type Rating Scale. It was found out that communication enhances students' academic achievement in various OTM courses especially when the three types of communication (Oral, written and body language) are creatively and efficiently combined in the communication process. It was recommended amongst others that students should be exposed to the use of written, oral and body language communication through guided class assignments and presentation simulation exercises.

Keywords: Communication, Enhancing, Students, academic achievement, Office Technology and Management.

1. Introduction

In every institution, communication plays significant roles. Communication enables students to develop their abilities to think critically and creatively thus enhancing their language skills. By reflecting on their ideas and using language to express them, students become more adept at expressive, artistic, and logical thought, as well as problem solving, and broaden their foundation of written, oral, and representative language use. These are essential skills for independent and lifelong learning that develop as students use language to analyze their ideas and to move them from the personal to the public realm.

Entrepreneur Handbook Ltd (2013), defined communication as the sharing of information between different individuals. It includes the sharing of ideas, concepts, imaginations, behaviors and written contents. It is the transfer of information from one place to another. The receiver then decodes the message and gives feedback. Communication requires that all parties have an area of communicative communality. Effective communications enhance

students' academic achievement in Office Technology and Management Department, where several courses are communication oriented. To enhance academic achievement, a student must have communication skill. All other courses must equally be communicated in one way or the other, no student will be able to excel in them without communicative skill. Hence the department requires a high level of performance in ordinary level English language as entry qualification for Office Technology and Management courses. Walter (2013) noted that students that are poor in English language often perform poorly in their studies.

Academic achievement is often enhanced by student communicative ability. First, classroom questioning aids the students in concept clarification and concept integration. Second, students participate in determining the pace of content presentation through verbal and/or nonverbal feedback that communicates to the teacher whether learning has occurred. On the basis of this information, the teacher may decide to review old material, offer additional information to explain old concept, or introduce a new idea. Third, in some classrooms, students' communication is perceived to be so important that it is directly linked to evaluation of source performance. In these classrooms, a class participation evaluation is part of the courses design and communication performance is directly influential on course grade (Walter, 2013).

Cambridge Business English Dictionary defines enhancing as a means to improve the quality, amount or value of something. Also, according to Peterson (2013), types of academic achievements include:

- Scholarships
- Honor Roll inclusion for high grades
- Awards won for specific activities or subjects (e.g. Most valuable player, Shorthand Award)
- Perfect attendance Awards

Technology provides opportunities to expand teacher's interaction with students. As with any instructional choice, each option has tradeoffs that the teacher will need to consider in light of the students' goals and the needs of the class (Lorillard, 2018).

2. Statement of the Problem

Communication between teacher and students plays a significant role in traditional learning environment. Teachers must communicate with students to achieve maximum learning. It is through the process of communication that teachers translate the course into a symbolic code which can be decoded and interpreted by the students. However, in Office Technology and Management Department, some students cannot communicate well, thus alienating themselves from classroom questioning that aids in concept classification and concept integration. Personal observations over time equally buttress this point. In fact, students who are unable to communicate are severely handicapped in the classroom because they could not fully participate in the goings-on, like asking questions, giving feedbacks, expressing themselves or participating in general class discussions. Several of these students learned less because they could not even restructure the classroom presentation of information. Thus,

some of them received lower evaluations due to their failure to perform well. Additionally, some students were unable to make oral and written presentations and they ended up with carryovers in those courses. This resulted to some of the students spending additional years before they graduated. Regrettably, some students were withdrawn due to their poor academic performance.

Purpose of the Study

The main purpose of the study was to examine communication as a tool for enhancing students' academic achievement in Office Technology and Management. Specifically, to:

1. Find out how written communication as a tool enhances students' academic achievement in Office Technology and Management.
2. Determine how oral communication as a tool enhances students' academic achievement in Office Technology and Management.
3. Ascertain how body language communication as a tool enhances students' academic achievement in Office Technology and Management.

Research Questions

The following research questions will guide this study:

1. How can written communication as a tool enhance students' academic achievement in Office Technology and Management?
2. How can oral communication as a tool enhance students' academic achievement in Office Technology and Management?
3. In what ways can body language communication as a tool enhance students' academic achievement in Office Technology and Management?

3. Literature Review

Concept of Communication

According to Merriam Webster's Dictionary (2013), communication is the act or process of transmitting information (as about ideas, attitudes, emotions, or objective behavior). It is an exchange of information between individuals through a common system of signs, symbols, or behavior. Wikipedia, (2015) an online Encyclopedia, says: Communication (from Latin *commūnicāre*, meaning "to share") is the activity of conveying **meaning** through a shared system of **signs** and **semiotic** rules. In the realm of **biology** in general, communication often occurs through visual, auditory, or biochemical means. Human communication is unique for its extensive use of **language**. Ogundare (2019), defines communication as a verbal or non-verbal, personal or non-personal, purposeful interchange of information, feelings, opinions, ideas etc. between two or more parties towards the realization of set goal, that is to say communication must be purposeful. Communication requires that all parties have an area of communicative communality.

Since people spend a great deal of time in contact with other people, it becomes necessary to communicate and when people do communicate, there is the transfer, transmission or exchange of ideals, knowledge, beliefs of attitudes at their disposal. According to Wolvin

and Curtis (2016), people communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and style of communicating also affect communication. So, there are various types of communication, viz verbal Communication and nonverbal Communication.

Verbal Communication

As opined by Wolvin and Curtis (2016), verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Objective of every communication is to have people understand what is being conveyed. In verbal communication the acronym KISS meaning **keep it short and simple** is a noteworthy principle.

When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case. Usually people bring their own attitude, perception, emotions and thoughts about the topic and hence creates barrier in delivering the right meaning. So in order to deliver the right message, you must put yourself on the other side of the table and think from your receiver's point of view. Would he understand the message? How would it sound to your listener(s)?

Verbal Communication is further divided into oral and written communication.

Oral Communication

According to Wikipedia (2015) oral communication is the process of expressing information or ideas by word of mouth. It is also the process of transmitting information and ideas from one individual or group to another. Knowing when to choose oral Communication and polishing your speaking skills can help you at every stage of your career. In oral communication, spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking. Some of the advantages of Oral communication are: It brings quick feedback. This is because in a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what is being said or not. Disadvantages of oral communication include that during face-to-face discussion, user is unable to deeply think about what he is delivering, so this can be counted as not delivering a proper message to the audience.

Written Communication

According to Kapur (2020), in written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used. Written Communication is most common form of communication being used in business. So, it is considered core among business skills. Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with

external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used. Advantages of written communication includes: Messages can be edited and revised many time before it is actually sent. Written communication provides record for every message sent and can be saved for later study. A written message enables receiver to fully understand it and send appropriate feedback. On the other hand, the disadvantages of written communication include that unlike oral communication, written communication does not bring instant feedback. It takes more time in composing a written message as compared to word-of-mouth. And number of people struggles for writing ability.

Nonverbal Communication

As perceived by Ananda and Sandhya (2011) nonverbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, such as gesture, body language, posture, tone of voice or facial expressions, is called nonverbal communication. Nonverbal communication is all about the body language of speaker. Nonverbal communication helps receiver in interpreting the message received. Often, nonverbal signals reflect the situation more accurately than verbal messages. Sometimes nonverbal response contradicts verbal communication and hence affect the effectiveness of message.

Body Language

Body language is a kind of nonverbal communication, where thoughts, intentions, or feelings are expressed by physical behaviors, such as facial expressions, body posture, gestures, eye movement, touch and the use of space. Body language exists in both animals and humans, but the focus here is on the interpretations of human body language. It is also known as kinesics. Body language must not be confused with sign language, as sign language are full languages like spoken languages and have their own complex grammar systems, as well as being able to exhibit the fundamental properties that exist in all languages. Body language, on the other hand, does not have a grammar and must be interpreted broadly, instead of having an absolute meaning corresponding with a certain movement. So it is not a language like sign language, and is simply termed as a “language” due to popular culture. In fact, some researchers conclude that nonverbal communication accounts for the majority of information transmitted during interpersonal interactions. It helps to establish the relationship between two people and regulates interactions, but can be ambiguous. Hence, it is crucial to accurately read body language to avoid misunderstanding in social interactions.

Fundamentally, body language is seen as involuntary and an unconscious phenomena that adds to the process of communication. Despite that there have been certain areas where the conscious harnessing of body language – both in action and comprehension have been useful. According to Julius (2014), the use of body language has also seen an increase in application and use commercially, with large volumes of books and guides published designed to teach people how to be conscious of body language, and how to use it to benefit them in certain scenarios.

The use of body language can be seen in a wide variety of fields. Body language has seen application in instructional teaching in area such as second-language acquisition and also to enhance the teaching of different subjects. A related use of body language is as a substitution to verbal language to people who lack the ability to use that, be it because of deafness or aphasia. Body language has also been applied in the process of detecting deceit through micro-expressions, both in law enforcement and even in the world of poker. Wikipedia, (2015) asserts that body language can be a useful aid not only in teaching a second language, but also in other areas. The idea behind using it is as a nonlinguistic input. It can be used to guide, hint, or urge a student towards the right answer. This is usually paired off with other verbal methods of guiding the student, be it through confirmation checks or modified language use. Tai (2014) provides a list of three main characteristic of body language and how they influence teaching. The features are intuition, communication, and suggestion.

- The intuitive feature of body language used in teaching is the exemplification of the language, especially individual words, through the use of matching body language. For example, when teaching about the word “cry”, teachers can imitate a crying person. This enables a deeper impression which is able to lead to greater understanding of the particular word.
- The communicative feature is the ability of body language to create an environment and atmosphere that is able to facilitate effective learning. A holistic environment is more productive for learning and the acquisition of new knowledge.
- The suggestive feature of body language uses body language as a tool to create opportunities for the students to gain additional information about a particular concept or word through pairing it with the body language itself.

Importance of Communication Skills for Students

According to Nellerroe, Weirich, and Reinstein (2019), apart from reading and writing presentations, reports and speeches are a part of school curriculum. This has been introduced in schools and colleges for the overall development of students. This makes expressive skill and managing skills also important for a student. It is also important to develop communication skills relationships. What deserves more attention is that most of the students do not feel confident to make presentations and speeches. But realizing the importance of these skills in modern day life, most good schools have made it a regular part of their curriculum.

According to North and worth (2017), expressive skills are those which are used to express our feelings, thoughts and expressions and thus get across our point successfully to the listener. To develop expressive skills, students need to learn how to communicate effectively and get the full attention of the listeners. After this, management is an important part of a student's life so development of management skills is also important for the success of the student.

Listening skills are also an important skill that should be taught to a student, listening skills should not only be limited to the classroom but also in a normal conversation. Students

should be taught on how to give undivided attention to a person with whom a conversation is taking place. Also, student should be taught as to how to show the other person respect when the other person is speaking. Such etiquette is a part of conversation in every sphere of life, be it professional or personal.

Having discussed what specific communication skill a student must have, it is important to learn how to develop communication skills in a student. The first activity to develop communication skill in students is group activities. Teacher should limit group activities not only in the classroom but also ask students to complete assignments in equally divided groups. Also the teacher should continuously change the groups. This is so that there is more interaction among the students. This process helps a lot in the long run. The next activity is to develop communication skills for students. This is to put in the habit of active listening. For this, the teacher should continuously read out something from Newspapers, Magazines and other sources in order to ask questions from that. Also the teachers should make it a point to encourage active participation among students. ([www.communication skills word.com](http://www.communication-skills-word.com), June (2012).

In the words of Rees, Sheard and Davies (2017), this kind of communication is usually subconscious, that is we use it without thinking about it; that is why we say that it is difficult to lie in body language. If teachers really pay attention to the body language of their students they will know when they are bored or confused. From the body language of their teachers, students pick up whether they are confident and enthusiastic. An important element of communication in teaching is the use of teaching aids. A popular axiom says ‘what I hear, I forget; what I see, I remember; what I do, I know’. Written posters and practical demonstration improve communication and they should be used as much as possible. Most have access to paper, posters, a chalkboard, or an overhead projector. These can be used to prepare aids for lessons, summaries of important facts, or pictures and diagrams. Overhead projector is particularly useful, because it allows the teacher to face our students while using it.

History of Office technology and management

According to Dajur, (2010), The new Office Technology and Management (OTM) program was designed by the National Board for Technical Education (NBTE) to replace the Secretarial Studies program which has been in operation since 1989. The Secretarial Studies program, amongst others, was meant for the two year apiece National Diploma (ND) and Higher National Diploma (HND) program. The new OTM program is designed to equip secretarial and office students with vocational skills in Office Technology and Management and socio-psychology work skills for equipment in the various fields of endeavor (NBTE, 2006).

Amongst other changes, the new program incorporates courses in Information and Communication Technology as against a few courses in Word Processing in the old program. Current changes in contemporary business offices occasioned by ever changing technology

have given impetus to the NBTE to effect present curriculum change in office related programs in Nigerian Polytechnics. The change is in line with the functions of the NBTE which requires that the Board advises and coordinates all aspects of the technical and vocational education falling outside the universities and to make recommendations on the national policy necessary for the full development of technical and vocational education for the training of technicians, craftsmen and other middle-level and skilled manpower (NBTE, 1991).

The change in the new program affects the nomenclature of the course and the contents only but the duration of the program remains the same. The courses offered by the polytechnics lead to the award of National Diploma (ND) and the Higher National Diploma (HND). The ND certification is often awarded on completion of a two-year study in the polytechnics. Admission into the Polytechnic program is only attainable for WAEC or NABTEB certificate possessors on completion of a six-year two-tier Junior and Senior Secondary School program or six-year National Business and Technical Examination Board (NABTEB) type school. Possession of the appropriate General Certificate of Education (GCE) or NABTEB certificates for external candidates is equally a criterion for admission. The HND is obtained after a two-year post ND course with one-year Industrial Training (IT). One of the specified requirements for entry into the two-year HND program is the IT.

Polytechnics operate side by side with the Monotechnics in their assigned role of production of middle level technical manpower. The Monotechnics are specialized single discipline post-secondary institutions established to train middle level manpower for specific production of technologies such as Business, Agriculture, Communications, etc. Okori (2011) explained that Polytechnics and Monotechnics produce mainly middle level technical work-force for the various sectors of the economy. In order to ensure that trainees acquire needed skills for the emerging industries in the present technological era and also to ensure that the required standard is maintained, the NBTE ensure that relevant curricula and minimum standard are put in place followed by periodic accreditations in the Polytechnics'. In pursuance of the set objectives for standard and relevance, the NBTE course specifications and guidelines reflect the new program title of "Office Technology and Management" (OTM) in place of the old "Secretarial Studies Program". This change has been effected in order to keep pace with the current global changing technology as it affects the office.

Components of the Office Technology and Management Program

The new program is oriented towards Information and Communication Technology (ICT) and incorporates the following six components in its design: Office Application; Business and Administrative Management; Numeric component; General Studies and Students' Industrial Work Experience Scheme (SIWES). The six components are facilitated by teachers drawn from the following three Departments of the polytechnic: Office Technology and Management (OTM), Business and Administrative Management (BAM) and General Studies (GS).

The design of the OTM program components appears to be a response to a global initiative with an objective that portends new academic direction in favor of ICT. To this end, UNESCO (2002) had advocated that technical and vocational education should be a vital aspect of the educational process in all countries, given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology. The SIWES component as was introduced by the Federal Government of Nigeria and funded through the Industrial Training Fund (ITF) incorporates six objectives which were cited by Osinem and Nwoji (2015) as follows:

- To provide an avenue for students of higher institutions to acquire experiences and skills required for success in the world of work.
- To prepare students for the work situation they will probably face after graduation.
- To expose students to work methods and techniques of handling tools, equipment and machines that are not available in the educational institutions where they are not available in the educational institutions where they are being trained.
- To make transition from school to the world of work easier in addition to enhancing students' job placement.
- To strengthen the involvement of employers in education of students so as to prepare them for employment in industry.
- To afford students opportunity of applying the knowledge gained in theoretical work into practical work in the industry.

Courses Offered in the new Office Technology Management (OTM) Program

The new OTM program contains various courses at both the Higher National Diploma and the National Diploma levels. The courses at the National Diploma level include the following:

- 1 Career Development
- 2 Citizenship Education
- 3 Desktop Publishing
- 4 Information and communication Technology
- 5 Introduction to Business
- 6 Introduction to Entrepreneurship
- 7 Modern Office Technology
- 8 Office Practice
- 9 People Communication Skills
- 10 Principles of Accounting
- 11 Principles of Economics
- 12 Principles of Law
- 13 Project
- 14 Records Management

- 15 Research Techniques
- 16 Shorthand
- 17 Social Psychology
- 18 Students' Industrial Work Experience Scheme
- 19 Technical English
- 20 Web page Design.

At Higher National diploma level, the course includes the following:

- 1 Advanced Desktop Publishing
- 2 Advanced Transcription
- 3 Advance Webpage Design
- 4 Business Communication
- 5 Business Law
- 6 Data Base Management
- 7 Elements of Human Resources Management
- 8 Entrepreneurship
- 9 Human Capital Development
- 10 ICT Office Application
- 11 Management Information System
- 12 Nigerian Labor Law
- 13 Office Administration and Management
- 14 Oral Communication Skills
- 15 Professional Career Development
- 16 Professional Ethics and Social Responsibility
- 17 Project
- 18 Research Methods
- 19 Shorthand
- 20 Social Psychology

The importance of communication in the OTM programme is reflected in the new focus of the programme and its components. Hence, the strong need to develop communications skills as a key to academic success in the various areas becomes a necessity.

4. Methodology

Design of the study

The study adopted a survey research design. Gall, Gall and Borg (2013) state that survey research method uses questionnaires or interviews to collect data from a sample that have been selected to represent a population in which the finding of the data analysis can be generalized.

Population of the Study

All Ninety Six (96) graduating students of Higher National Diploma, National Diploma, and Diploma programme in the Office Technology and Management Department, School of Business Studies, Federal Polytechnic, Bauchi makeup the population of study in the 2019/2020 academic session.

Sample and Sampling Technique

A census of the entire ninety six (96) students was conducted since the size was manageable. Hence no sampling technique was required.

Instrument and method of Data Collection

A closed-ended, ten item questionnaire was the survey instrument drawn to elicit the views of respondents. The questionnaire was formed using the five point Likert Type Rating Scale of SA – Strongly Agreed = 5, A – Agreed = 4, UD – Undecided = 3, D – Disagreed = 2, SD – Strongly disagreed = 1. This was done so respondents could select views nearest to their opinions. The instrument was self-administered and retrieved by one of the researchers. The instrument was face and content validated by two experts from the department of Office Technology and Management.

Method of Data Analysis

The method of data analysis was mean, patterned after the five point Likert Type Rating Scale.

The formula is $\bar{x} = \frac{\sum X}{N}$

Where \bar{x} = Mean

Where \sum = Mean

\sum = Summation

X = Nominal value of each item

N = Number of respondents.

Hence $\frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} = 3.00$

Given an error allowance of 5% = 5/100 = (0.05), mean is thus calculated as 3 + 0.05 = 3.05.

Decision Rule

Any research question with response from 3.05 and above was considered an agreement whether positive or negative while any response below 3.05 was considered a disagreement. The mean score for each item was computed by multiplying the frequency of each response made with appropriate nominal value obtained under each item with the number of response to an item used to decide it.

$$x = \frac{\sum(fx)}{Nr} \quad \text{_____}$$

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Where \bar{X} = Mean

Σ = Summation

X = Nominal value of each item

F = Frequency of responses under each mode

Nr = Number of respondents.

Data Analysis

Research Question One: In what ways can written communication as a tool enhance students' academic achievement in Office Technology and Management?

Table 1: Mean Responses on written communication

S/NO	Statement	SA	A	UD	D	SD	ΣX	Mean	Remark
1	A well-articulated paperwork when handling assignments is achieved through a good written communication skills.	88	8	0	0	0	472	4.9	Accepted
2	Written communication skills are very important in shorthand transcription.	77	18	1	0	0	460	4.7	Accepted
3	Excellence can only be achieved in keyboarding through a good reading of the manuscripts.	86	9	1	0	0	469	4.8	Accepted
4	With a good written communication skill good Business Communication can be achieved.	77	14	3	1	1	245	4.7	Accepted

Source: Field Survey, (2021)

From table 1, it has been observed that a well-articulated paperwork when handling assignments is achieved through a good written communication skill with the mean score of 4.9. It is also agreed by the respondents that written communication skills are very important in shorthand transcription with the mean score of 4.7. It was also accepted that excellence can only be achieved in keyboarding through a good reading of the manuscripts with the mean score of 4.8. Also a mean of 4.7 prove that with a good written communication skill good Business Communication can be achieved.

Research Question Two:

In what ways can oral communication as a tool enhance students' academic achievement in Office Technology and Management?

Table 2: Mean Response on oral communication

S/NO	Statement	SA	A	UD	D	SD	ΣX	Mean	Remark
5	A good oral communication skill helps OTM students in taking down, transcribing and reading back shorthand dictations.	76	20	0	0	0	460	4.7	Accepted
6	Oral communication skill is very crucial for effective Business Communication.	62	28	6	0	0	440	4.5	Accepted
7	In public speaking and presentation, oral communication skill is tested and considered paramount.	75	18	3	0	0	456	4.7	Accepted

Source: Field Survey, (2021).

Table 2 above showed that a good oral communication skill helps OTM students in taking down, transcribing, and reading back shorthand dictation with the mean response of 4.7. The statement that oral communication skill is very crucial for effective Business communication was accepted with the mean score of 4.5. It was also accepted by the respondents that in public speaking and presentation oral communication skill is tested and considered paramount with the mean score of 4.7.

Research Question Three: In what ways can body language as a tool enhance students' academic achievement in Office Technology and Management?

Table 3: Mean Responses on body language

S/NO	Statement	SA	A	UD	D	SD	ΣX	Mean	Remark
8	Good body language (eg. gesture, facial expressions, etc.) Enhances good oral presentations for high academic achievement.	87	9	0	0	0	471	4.9	Accepted
9	To carry your audience along you must show a good body language.	72	23	1	0	0	455	4.7	Accepted
10	Body language helps students to clearly comprehend meanings of words and sounds.	79	14	3	0	0	460	4.8	Accepted

Source: Field Survey, (2021).

From table 3 above, Students agreed that good body language (eg. gesture, facial expressions, etc.) enhances good oral presentations for high academic achievement with a mean score of 4.9. It was also accepted by the respondents that to carry your audience along you must exhibit a good body language with the mean score of 4.7. Finally, the statement, body language helps students to clearly comprehend meanings of words and sounds had the mean score of 4.7.

5. Discussion of Findings

The essence of research question one was to ascertain ways in which written communication served as a tool to enhance students' academic achievement in Office Technology and Management. Four statements tested it, and were all accepted. The highest response mean of 4.9 was that a well-articulated paper work when handling assignments is achieved through a good written communication skills. This is supported by Kapur (2020) who stated that a written message enables receiver to fully understand and send appropriate feedback.

Research question two was to verify whether oral communication as a tool enhanced students' academic achievement in Office Technology and Management. Of the three items given, the highest response mean of 4.5 was that in public speaking and presentation, oral communication skill is tested and considered paramount. This agreed with study.com (2015) which stated that oral communication includes the process of transmitting information and ideas from one individual or group to another.

In research question three, the researchers wished to determine ways in which body language as a communication tool enhanced students' academic achievement in Office Technology and

Management using three items. All items were accepted. From the analysis above and with the highest response mean of 4.9, it was discovered that good body language (e.g. gesture, facial expression, etc.) enhances good oral presentations for high academic achievement. Little wonder why Julius (2014) highlighted the importance of body language communication when he said that it could even be a substitute to verbal language to people who lack the ability to use that.

6. Conclusions

Based on the findings of this research, it could be concluded that written communication as a tool enhances students' academic achievement in Office Technology and Management as it enabled students to present well-articulated reports, assignments etc. Such good written communication skills are also pre-requisite for management efficiency, and helps in developing their knowledge for further studies. It could also be concluded that oral communication as a tool enhances students' academic achievement, it helps students to take down, read back and transcribe dictations. Finally, it could equally be concluded that body language as a tool enhance students' academic achievement, as it buttresses expressed words. This is often the case in interpersonal relations. Generally, it was discovered that communication enhances students' academic achievement especially when the three types of communication are creatively and efficiently combined in the communication process. Students who had good communication skills often perform well and truly achieve their goals. It boosts their relationships too and helps them acquire more knowledge.

Recommendations

Based on the conclusions, the following recommendations are made:

Students of office Technology and Management should read wide to improve their language skills.

Students should be exposed to the acquisition of writing skills through guided class assignments.

The department of Office Technology and Management should beef up the study of Oral communication using simulation and demonstration method of teaching in order to facilitate students' mastery of communication.

Lecturers that teach Oral communication skill should allocate marks for body language during presentation exercises in order to motivate students to learn that aspect of language.

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