



STUDENTS' PERCEPTION OF COMMUNICATIVE SKILLS IN ANGLICAN UNIVERSITY COLLEGE OF TECHNOLOGY, GHANA

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Abstract:

This research paper seeks to investigate students' perceptions of communicative skills at Anglican University College of Technology, Ghana. Given the increasing demand for effective communication skills in the professional world, the research paper examines how students perceive the relevance of communicative skills in their academic and future career pursuits. A mixed-methods approach was adopted, with both qualitative interviews and quantitative surveys used to gather data from 150 students across various disciplines and departments ranging from Nursing, Physician Assistantship and Business Administration. Findings reveal that students recognize the importance of communicative skills, particularly in oral and written forms, but also highlighted challenges in acquiring these skills due to inadequate time allotted and limited practical applications in their coursework. The study suggests that while Anglican University College of Technology students understand the value of communication skills in their academic success and professional future, there is a pressing need for enhanced curriculum integration geared towards practical communicative skill-building and faculty development to improve the delivery of communicative skills training.

Keywords: students' perception, communicative skills, university students, academic communication, Anglican University College of Technology

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1. Introduction

Effective communication is integral to academic success and professional development, particularly in the globalized, technology-driven world of today. In higher education institutions like Anglican University College of Technology, Ghana, the ability to communicate effectively in both oral and written forms is increasingly recognized as a key competency for students in their academic and professional endeavors. This competence extends beyond academic context, influencing employability and career advancement. However, while the importance of communicative skills is widely acknowledged, the extent to which students perceive their own communication abilities and the role these skills play in their education remains underexplored in Ghanaian higher education research.

Anglican University College of Technology, Ghana, an accredited Faith-based Private University College in Ghana, which has been in existence since 2012 offering programs such as Physician Assistantship, Nursing, Business Administration and Information Technology aimed at equipping students with technical and professional skills with excellence and innovation service as its slogan. Communicative skills as a university-wide taught course that is taught throughout the first year in both first and second semesters seeks to enhance students' communicative ability. The course is tailored to introduce students to the general revision of English language which serves as medium of instruction as assented by Ghana language policy (2002) to overcome the challenge of linguistics complexity in Ghana as a sovereign state (Owu-Ewie, 2013) by focusing on grammar, lexis and structure, scientific writing and presentations. Communicative skills as a university wide taught course has been in existence for more than three decades within the confines of Ghana tertiary education especially at the University level, yet it's not been given the needed research attention (Afful, 2007) hence, there is limited research on how students perceive the development of their communicative skills within the context of their academic training. This study seeks to fill this gap by exploring students' perceptions of their communicative abilities, focusing on the perceived relevance of these skills to their academic performance and future professional opportunities.

2. Objective of the Study

The study sets the following objectives as a guide to investigate students' perception on communicative skills in Anglican University College of Technology in Ghana.

- 1) To explore students' perceptions of the importance of communicative skills for academic success and future employment at Anglican University College of Technology.
- 2) To assess how confident students feel about their own communicative skills, including speaking, listening, reading and writing.

- 3) To examine how demographic factors such as year of study and programme of study relate to students' perceptions of communicative skills.

3. Literature Review

3.1 Communicative Skills and Perception

Communicative skills refer to a cluster of competencies that include speaking, listening, reading and writing effectively in both academic and real-world contexts. These skills are widely regarded as essential for success in higher education and beyond, particularly in English-medium tertiary institutions where language proficiency directly affects learning outcomes and employability (Komba, 2015). Perception, in education research, describes students' beliefs, evaluations and attitudes toward a construct, such as communicative ability or its instruction, which in turn shapes learning engagement and outcomes (Komba, 2015; Rahayu, 2019).

3.2 Relevance of Communicative Skills

Communicative skills, particularly in the areas of oral and written expression, are essential in higher education and beyond. Research has shown that the ability to communicate effectively impacts students' academic performance, their engagement in classroom activities, and their overall success in their chosen careers (Baker, 2017; Orrell, 2006). Moreover, the increasing demand for communicative skills in professional settings emphasizes the importance of their integration into university curricula (Bates, 2014).

It has been empirically observed that Ghanaian context studies on the development of communicative skills in higher education institutions are relatively limited. However, research indicates that while Ghanaian students recognize the importance of communication for their careers, there are challenges in acquiring these skills (Afful, 2007). For instance, Asante (2016) reported that students in Ghanaian universities often struggle with English proficiency, which limits their ability to communicate effectively in academic and professional contexts. Moreover, programs that are supposed to foster communication skills, such as English language courses, are often criticized for their lack of practical application and relevance to students' real-world needs (Kwarteng, 2018).

3.3 Students' Perceptions of Communicative Skill Importance

Komba (2015) found that university students tend to value communicative skills highly. In his study of Tanzanian undergraduates, majority recognized communication courses as important for academic and professional development. Students identified specific competencies such as note-taking, academic writing, presentation and listening as crucial to their overall success (Komba, 2015; Rahayu, 2019). In another context, learners reported positive perceptions toward communicative language teaching activities such as role-play, group discussion and interactive tasks, noting that these helped to build confidence and improve speaking and listening skills (Komol & Suwanpattama, 2020).

These findings suggest that students often see communicative skills not merely as curricular requirements but as instrumental tools for broader academic engagement and real-world communication (Komol & Suwanpattama, 2020; Rahayu, 2019).

3.4 Communicative Skills in the Ghanaian Context

Gborsong *et al.* (2015) state that within Ghana, communicative skills is a core course in many English-medium universities. Their study conducted at the University of Cape Coast reveals that students express varied perceptions about whether the communicative skills course truly meets their communicative needs, with some voicing concerns about its relevance and focus. While many students acknowledge that the course supports writing and language proficiency, disagreement persists about whether its components for example, reading versus listening best reflect students' real communicative priorities. These mixed perceptions underscore the need for research that captures first-hand student views, particularly at private institutions like Anglican University College of Technology, where both the student body and academic environment may differ from public universities.

3.5 Confidence and Self-Perceived Competence

Komol and Suwanpattama (2020) argue that students' self-confidence in communicative skills is also a key part of their perception. Their research on communicative teaching approaches suggests that activities encouraging active participation tend to raise students' confidence levels. Conversely, where communicative skills instruction is more traditional and grammar-focused, students may feel less prepared to communicate effectively in authentic contexts. Gborsong *et al.* (2015) believe confidence in navigating communicative skills is not simply about skills level but also about how students interpret their own learning experiences within the curriculum, affecting both their engagement and subsequent achievement.

3.6 Demographic Influences on Perception

Some studies suggest that perceptions of communicative competence may be influenced by demographic variables. For example, Gborsong *et al.* (2015) having observed students across disciplines and academic levels concludes that university students set distinct priorities for communicative competence. Such findings indicate that a one-size-fits-all understanding of communicative skills may not capture the nuanced views held by students across a heterogeneous university population.

3.7 Summary of Gaps

While international and public university-based researches have highlighted general patterns in how students perceive communicative skills, there is a clear need for more context-specific work in Ghanaian private universities. It is empirically observed that existing studies have focused on curriculum design, needs analysis or performance trends rather than students' lived perceptions of communicative skills and their own

communicative confidence in relation to academic and professional goals. The study addresses these aforementioned gaps by focusing on students' perceptions at Anglican University College of Technology, Ghana thereby contributing to more locally relevant insights and potential pedagogical recommendations.

3.8 Theoretical Framework

The Theory of Planned Behavior by Icek Ajzen in 1991 is adopted as the underpinning theory to study students' perceptions of communicative skills at Anglican University College of Technology in Ghana.

The Theory of Planned Behavior (Ajzen, 1991) is a widely used framework for understanding human behavior. It posits that behavior is influenced by three core factors: Attitudes: Personal beliefs about a behavior, such as belief in the importance of communicative skills by students of Anglican University College of Technology. Subjective Norms: Perceived social pressure to perform the behavior such as students' expectations of instructors or peers about communicative skills. Perceived Behavioral Control: The perceived ease or difficulty of performing the behavior such as confidence in communication abilities.

3.9 Relevance of the Theory to the Study

Ajzen's theory of planned behavior as underpinning theory is relevant for the study because it addresses the following facets of the study analysis.

Students' attitude towards communicative skills, for example, by viewing the course as essential for academic success and professional requirements, that influence their perception of their own abilities. The role of peers, faculty, and the wider university tradition in shaping students' views on communication.

The influence of students' perceived behavioral control or self-efficacy in performing communicative tasks like public speaking and writing on their overall perception of communicative competence.

4. Methodology

This study employs a mixed-methods approach, combining both quantitative and qualitative data to provide a comprehensive analysis of students' perceptions of communicative skills. A mixed-methods approach was selected to allow for a nuanced exploration of students' views, combining statistical trends with in-depth insights from individual experiences.

4.1 Quantitative Approach: Survey

The quantitative data were collected through a structured survey administered to one hundred and fifty (150) students at Anglican University College of Technology, Ghana. The survey was designed to assess students' perceptions of the importance of communicative skills for their academic and professional success, their self-assessment

of their communication abilities, and the challenges they face in developing these skills. The survey included Likert-scale items, multiple-choice questions, and demographic questions to gather data on students' background, academic discipline, and perceived skill level. The survey was distributed electronically to students across different departments of the university, ensuring a diverse sample that represents a broad cross-section of the student body. The data collected from the surveys were analyzed using descriptive statistics, including frequency distributions, means, and standard deviations, to identify patterns in students' perceptions.

4.2 Qualitative Approach: Interviews

The qualitative component of the study involved semi-structured interviews with twenty (20) students from different programs at Anglican University College of Technology, Ghana. The interviews aimed to gather deeper insight into the students' personal experiences with communicative skills training and their perceptions of the teaching and learning environment at the university. The interview questions were open-ended, allowing participants to share their views on the challenges they face in developing their communication skills, the effectiveness of the curriculum in fostering these skills, and suggestions for improvement.

The interviews were conducted face-to-face and via video call, depending on participants' availability. Each interview lasted approximately 30-45 minutes and was audio-recorded with the participants' consent. The data from the interviews were transcribed and analyzed thematically, identifying key themes related to the challenges of developing communicative skills, the perceived relevance of these skills, and recommendations for improving communicative competence in higher education.

4.3 Ethical Considerations

Ethical approval for the study was obtained from the research ethics board at Anglican University College of Technology, Ghana. Informed consent was obtained from all participants, who were assured of confidentiality and the voluntary nature of their participation. Data were stored securely, and participants were informed of their right to withdraw from the study at any time without consequence.

4.4 Data Analysis

The quantitative data from the surveys were analyzed using statistical software (SPSS), with descriptive statistics providing an overview of the students' perceptions. The qualitative data from the interviews were analyzed using thematic analysis, identifying recurring patterns and themes related to students' views on communication skills development.

5. Result and Analysis

This section presents the results of the study based on the data collected from students of Anglican University College of Technology. The section focuses on the analysis and presentation of findings in line with the research objectives and research questions. Both quantitative and qualitative data were analyzed and are reported clearly and systematically. The quantitative results are presented using descriptive statistics, including frequencies, percentages, cross-tabulations, and inferential tests such as the Chi-square test. These analyses examine students' perceptions of communicative skills, their confidence in different communicative competencies, and the relationship between selected demographic factors such as level and program of study and students' perceptions of the communicative skills course. In addition, qualitative findings from interviews are presented using thematic analysis.

5.1 Demographics

The age distribution of respondents shows that the majority of students were between 20 and 25 years, accounting for 60.7% of the sample. This was followed by students below 20 years (14.0%) and those aged between 26 and 30 years (12.0%). Smaller proportions of respondents fell within the 31–35 age group (9.3%) and those above 35 years (4.0%). In terms of gender, female students constituted the majority of the respondents, representing 62.7%, while male students accounted for 37.3% of the sample. This indicates a higher female participation in the study. Regarding program of study, the majority of respondents were enrolled in Nursing-related programs, which together accounted for 66.7% of the participants. Students pursuing Physician Assistantship programs formed 30.7% of the sample, while a small proportion of respondents (2.7%) were associated with Communication Skills. With respect to level of study, more than half of the respondents (54.7%) were Level 100 students. This was followed by Level 200 students, who constituted 33.3% of the sample. A smaller number of respondents were in Level 300 (5.3%) and Level 400 (6.7%).

Table 1: Demographic Characteristics of Respondents (N = 150)

Demographic Variable	Category	Frequency	Percentage (%)
Age	Below 20	21	14.0
	20–25	91	60.7
	26–30	18	12.0
	31–35	14	9.3
	Above 35	6	4.0
Gender	Male	56	37.3
	Female	94	62.7
Program of Study	Nursing	100	66.7
	Physician Assistantship	46	30.7
	Communication Skills	4	2.7
Level of Study	Level 100	82	54.7
	Level 200	50	33.3

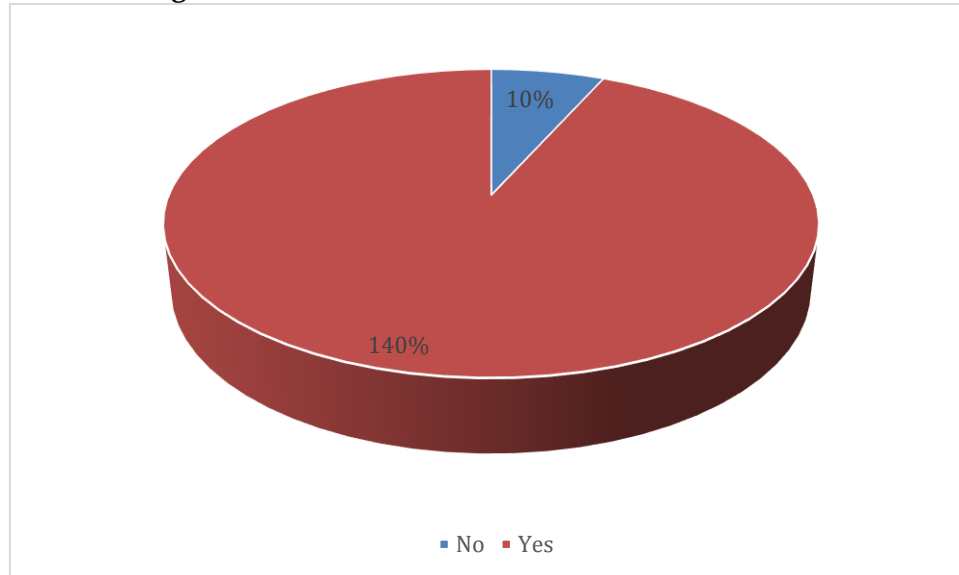
	Level 300	8	5.3
	Level 400	10	6.7
Total		150	100.0

5.2 Students' Perceptions of the Importance of Communicative Skills for Academic Success and Future Employment

This section presents the results relating to the objective of the study, which sought to explore students' perceptions of the importance of communicative skills for academic success and future employment at Anglican University College of Technology. The analysis focuses on students' exposure to the Communicative Skills course, their experiences, perceived usefulness of the course content, frequency of skill application, relevance to academic work and field of study, overall perceptions, and the perceived importance of communicative skills for future careers.

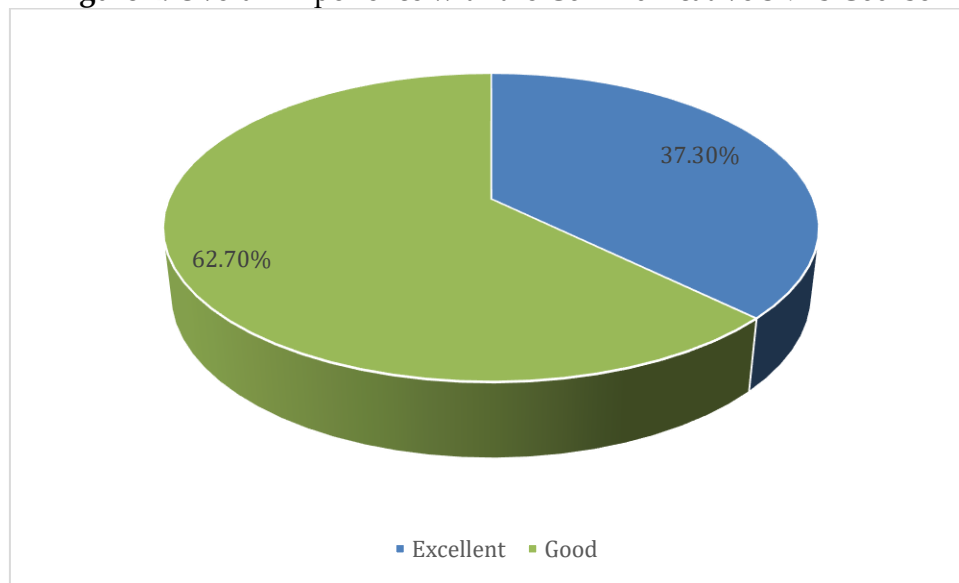
Respondents were first asked whether they had taken or were currently taking a communicative skills course. The results indicate that an overwhelming majority of the students (93.3%) have taken or were currently taking the course, while only a few respondents (6.7%) reported that they had not. This suggests that most students at Anglican University College of Technology have been exposed to formal communicative skills training.

Figure 1: Enrollment in Communicative Skills Course



Furthermore, respondents were asked to rate their overall experience with the communicative skills course. The results show that students generally had positive experiences. The highest proportion of respondents (62.7%) rated their experience as good, while a substantial number (37.3%) rated it as excellent. Notably, none of the respondents reported a negative experience, indicating a high level of satisfaction with the course.

Figure 2: Overall Experience with the Communicative Skills Course



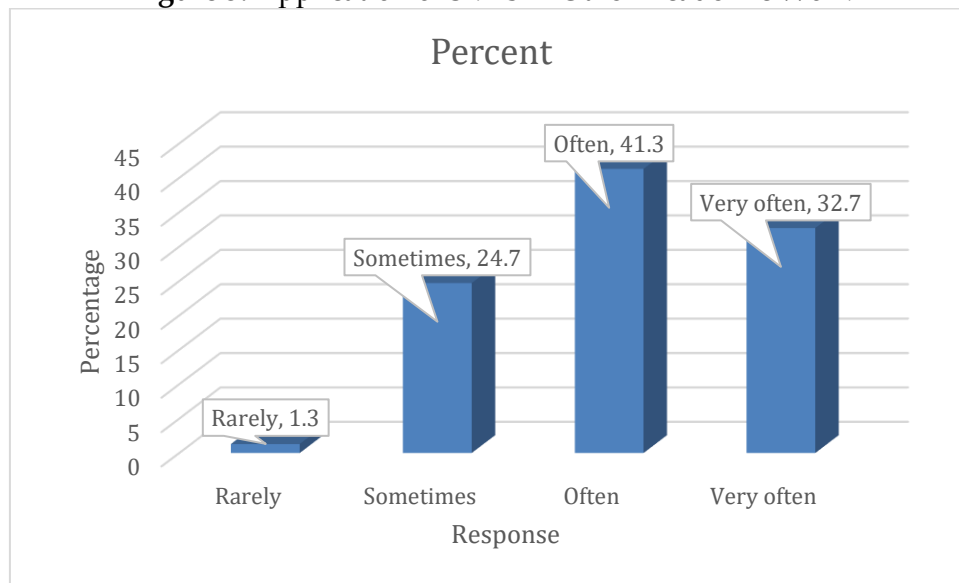
Respondents were also asked about the aspects of the communicative skills course they found most useful. The results indicate that students valued different components of the course. Public speaking and oral presentations recorded the highest single response (28.7%), making it the most preferred skill area. Reading and comprehension followed with 12.7%, while academic writing and listening skills each recorded 8.0%. In addition, many respondents selected combinations of skills, suggesting that students benefited from a blend of communicative competencies rather than focusing on only one aspect.

Table 2: Most Useful Aspects of the Course

Aspect(s) Selected	Frequency	Percent
Academic writing (essays, reports, etc.)	12	8.0
Grammar and sentence structure	10	6.7
Listening skills	12	8.0
Public speaking and oral presentations	43	28.7
Reading and comprehension	19	12.7
Total	150	100.0

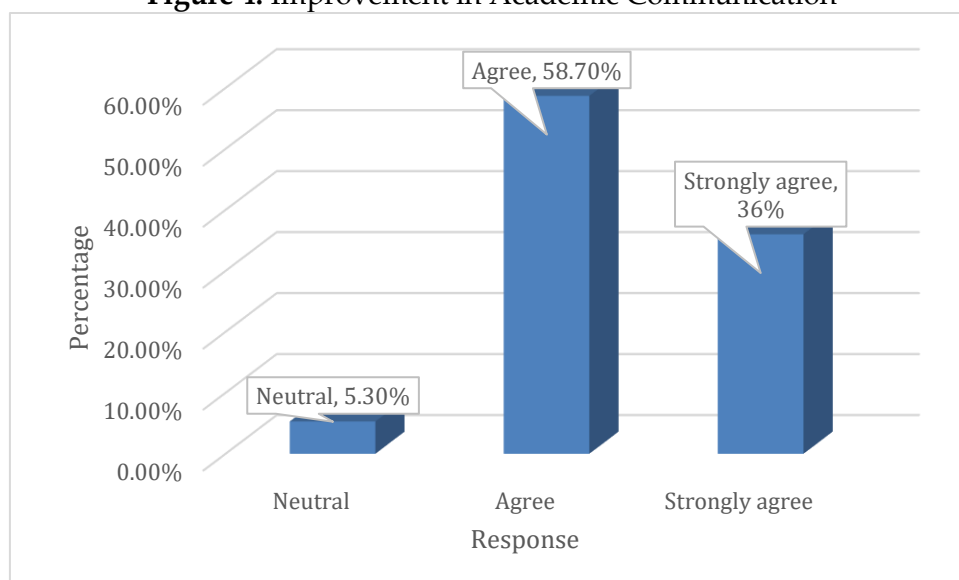
In relation to the application of communicative skills in academic work, respondents were asked how often they applied the skills learned from the course in other academic activities. The findings show that the majority of students applied the skills frequently. Specifically, 41.3% indicated that they applied the skills often, while 32.7% reported very often. A smaller proportion (24.7%) applied the skills sometimes, and only a few respondents (1.3%) indicated that they rarely applied the skills. This demonstrates that communicative skills are actively used in students' academic work.

Figure 3: Application of Skills in Other Academic Work



Respondents were further asked whether they believed the communicative skills course had improved their ability to communicate effectively in academic settings. The results indicate strong agreement among students. More than half of the respondents (58.7%) agreed that the course had improved their communication skills, while a significant proportion (36.0%) strongly agreed. Only a small percentage of respondents (5.3%) remained neutral, suggesting that most students perceived clear academic communication benefits from the course.

Figure 4: Improvement in Academic Communication



The next item examined whether students considered the communicative skills course relevant to their field of study. The findings show an overwhelming level of agreement, with 98.7% of respondents indicating that the course is relevant to their field

of study. Only 1.3% of respondents disagreed. This result highlights the broad applicability of communicative skills across different academic disciplines.

Table 3: Communicative Skills Course Relevant to Their Field of Study

Response	Frequency	Percent
No	2	1.3
Yes	148	98.7
Total	150	100.0

Respondents were also asked to indicate their overall perception of the communicative skills course. The results reveal a generally positive perception among students. The majority of respondents (59.3%) reported a positive perception, followed by 33.3% who described their perception as very positive. Only a small proportion of respondents (7.3%) expressed a neutral view, further indicating widespread approval of the course.

Table 4: Overall Perception of the Communicative Skills Course

Perception	Frequency	Percent
Neutral	11	7.3
Positive	89	59.3
Very positive	50	33.3
Total	150	100.0

Finally, respondents were asked about the importance of communicative skills for their future careers. The findings show a strong recognition of the role of communicative skills in future employment. A clear majority of respondents (80.7%) rated communicative skills as very important, while the remaining 19.3% rated them as important. Notably, none of the respondents considered communicative skills to be unimportant, underscoring their perceived significance for career success.

Table 5: Importance of Communicative Skills for Their Future Careers

Response	Frequency	Percent
Important	29	19.3
Very important	121	80.7
Total	150	100.0

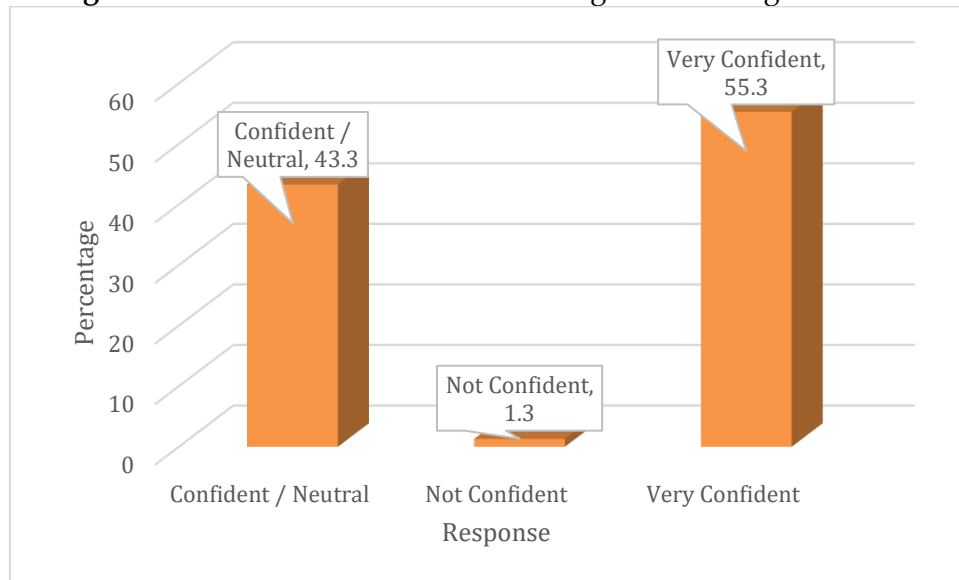
5.3 How Confident Students Feel About Their Own Communicative Skills, Including Speaking, Listening, Reading and Writing

This section presents results relating to Objective Two, which sought to examine how confident students feel about their own communicative skills after taking the Communicative Skills course, specifically in the areas of academic writing, oral presentation, listening and note-taking, as well as grammar and vocabulary.

Respondents were first asked to rate their confidence in academic writing after taking the course. The results indicate a generally high level of confidence among students. More than half of the respondents (55.3%) reported that they were very

confident in academic writing. A sizeable proportion (43.3%) described themselves as confident or neutral, while only a very small fraction (1.3%) indicated that they were not confident. This suggests that the course contributed positively to students' confidence in academic writing skills.

Figure 5: Confidence in Academic Writing After Taking the Course



Furthermore, respondents were asked to rate their confidence in oral presentation skills after taking the course. The findings show a moderate to high level of confidence in this area. The largest proportion of students (57.3%) reported being confident or neutral, while 36.0% indicated that they were very confident. However, a noticeable minority (6.7%) stated that they were not confident, suggesting that oral presentation remains a challenging area for some students despite overall positive outcomes.

Table 6: Confidence in Oral Presentation Skills After Taking the Course

Response	Frequency	Percent
Confident / Neutral	86	57.3
Not Confident	10	6.7
Very Confident	54	36.0
Total	150	100.0

Respondents were also asked to assess their confidence in listening and note-taking skills after completing the course. The results indicate strong confidence in this area. A clear majority of respondents (56.7%) reported being very confident, while 39.3% described themselves as confident or neutral. Only a few respondents (4.0%) indicated that they were not confident. This suggests that the course was particularly effective in enhancing students' listening and note-taking abilities.

Table 7: Confidence in Listening and Note-taking Skills After Completing the Course

Response	Frequency	Percent
Confident / Neutral	59	39.3
Not Confident	6	4.0
Very Confident	85	56.7
Total	150	100.0

Finally, respondents were asked to rate their confidence in grammar and vocabulary after taking the Communicative Skills course. The results reveal a mixed but generally positive pattern. More than half of the respondents (55.3%) reported being confident or neutral, while 36.0% indicated that they were very confident. However, compared to other skill areas, a relatively higher proportion of respondents (8.7%) reported that they were not confident, suggesting that grammar and vocabulary may require additional instructional emphasis.

**Table 8: Confidence in Grammar and Vocabulary
After Taking the Communicative Skills Course**

Response	Frequency	Percent
Confident / Neutral	83	55.3
Not Confident	13	8.7
Very Confident	54	36.0
Total	150	100.0

5.4 How do Demographic Factors Such as Year of Study and Program of Study Relate to Students' Perceptions of Communicative Skills?

5.4.1 Relationship between Level of Study and Overall Perception of the Communicative Skills Course

This section presents the results examining the relationship between level of study and students' overall perception of the communicative skills course using cross-tabulation and Chi-square analysis. The cross-tabulation results show that students across all levels of study generally expressed positive perceptions of the communicative skills course, although the intensity of these perceptions varied by level.

Among Level 100 students, the majority reported a positive perception of the course (67.1%), followed by those with a very positive perception (24.4%). A smaller proportion (8.5%) indicated a neutral perception. In terms of contribution to overall perceptions, Level 100 students accounted for 63.6% of all neutral responses and 61.8% of all positive responses, reflecting their larger representation in the sample.

For Level 200 students, perceptions were more strongly favorable. Nearly half of the respondents (48.0%) reported a very positive perception, while 44.0% indicated a positive perception. Only 8.0% expressed a neutral perception. Level 200 students contributed 48.0% of all very positive perceptions, suggesting comparatively stronger appreciation of the course at this level.

Among Level 300 students, no neutral perceptions were reported. The majority (75.0%) indicated a positive perception, while 25.0% reported a very positive perception. Although this group represented a small proportion of the sample (5.3%), all responses reflected favorable views of the course.

Similarly, Level 400 students expressed positive perceptions of the course, with 60.0% reporting a positive perception and 40.0% indicating a very positive perception. No neutral perceptions were recorded at this level. Level 400 students contributed 8.0% of all very positive responses.

Overall, across all levels of study, the majority of respondents reported a positive perception of the Communicative Skills course (59.3%), followed by those with a very positive perception (33.3%). Only a small proportion (7.3%) expressed a neutral perception, indicating generally favorable views of the course irrespective of level of study.

Table 9: Crosstabulation of Level of Study and Overall Perception of the Communicative Skills Course

			Overall perception of the Communicative Skills course			Total
			Neutral	Positive	Very positive	
Level of Study:	Level 100	% within Level of Study:	8.5%	67.1%	24.4%	100.0%
		% within Overall perception of the Communicative Skills course	63.6%	61.8%	40.0%	54.7%
	Level 200	% within. Level of Study:	8.0%	44.0%	48.0%	100.0%
		% within. Overall perception of the Communicative Skills course	36.4%	24.7%	48.0%	33.3%
	Level 300	% within 4. Level of Study:		75.0%	25.0%	100.0%
		% within. Overall perception of the Communicative Skills course		6.7%	4.0%	5.3%
	Level 400	% within. Level of Study:		60.0%	40.0%	100.0%
		% within. Overall perception of the Communicative Skills course		6.7%	8.0%	6.7%
Total		% within. Level of Study:	7.3%	59.3%	33.3%	100.0%
		% within. Overall perception of the Communicative Skills course	100.0%	100.0%	100.0%	100.0%

To determine whether the observed differences in perception across levels of study were statistically significant, a Pearson Chi-square test was conducted. The results showed that there was no statistically significant association between level of study and students' overall perception of the communicative skills course ($\chi^2 = 10.147$, $df = 6$, $p = 0.119$).

Since the p-value (0.119) is greater than the 0.05 significance level, the null hypothesis is not rejected. This indicates that, although descriptive differences in perception exist across levels of study, these differences are not statistically significant.

Table 11: Chi-Square Test Results

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.147 ^a	6	.119
Likelihood Ratio	11.417	6	.076
N of Valid Cases	150		

5.4.2 Relationship between Program of Study and Overall Perception of the Communicative Skills Course

This section presents the results of the crosstabulation and Chi-square test examining the relationship between program of study and students' overall perception of the communicative skills course. The crosstabulation results indicate that students' perceptions of the communicative skills course varied noticeably across programs of study, with generally positive perceptions observed in all programs, but with differences in the strength of these perceptions.

Students enrolled in the communication skills course, reported a full positive perception of the course (100.0%), with none indicating neutral or very positive perceptions. Although this group represented a small proportion of the total sample, they contributed 4.5% of all positive responses.

Among Nursing students, perceptions were largely favorable. The majority (66.3%) reported a positive perception of the course, while 22.4% indicated a very positive perception. A smaller proportion (11.2%) expressed a neutral perception. Nursing students accounted for all neutral responses (100.0%) and represented the largest share of positive (73.0%) and very positive (44.0%) perceptions, reflecting their dominance in the sample.

Students in the Physician Assistantship program demonstrated strongly positive perceptions. Nearly half (47.6%) reported a positive perception, while a slightly higher proportion (52.4%) indicated a very positive perception. No neutral perceptions were recorded in this group. Physician Assistantship students contributed 22.5% of all positive responses and 28.0% of all very positive responses.

A small subgroup recorded as Physician Assistantship reported exclusively very positive perceptions (100.0%). Although this group accounted for only a small proportion of respondents, they contributed 12.0% of all very positive perceptions.

Overall, across all program of study, the majority of respondents expressed a positive perception of the Communicative Skills course (59.3%), followed by very positive perceptions (33.3%), with only a small proportion reporting neutral views (7.3%).

Table 12: Crosstabulation of Program of Study and Overall Perception of the Communicative Skills Course

			Overall perception of the Communicative Skills course			Total
			Neutral	Positive	Very positive	
Program of Study:	Communication Skills	% within. Program of Study:		100.0%		100.0%
		% within. Overall perception of the Communicative Skills course		4.5%		2.7%
	Nursing	% within. Program of Study:	11.2%	66.3%	22.4%	100.0%
		% within. Overall perception of the Communicative Skills course	100.0%	73.0%	44.0%	65.3%
	Physician Asistantship	% within. Program of Study:			100.0%	100.0%
		% within. Overall perception of the Communicative Skills course			12.0%	4.0%
	Physician Assistantship	% within. Program of Study:		47.6%	52.4%	100.0%
		% within. Overall perception of the Communicative Skills course		22.5%	44.0%	28.0%
Total		% within. Program of Study:	7.3%	59.3%	33.3%	100.0%
		% within. Overall perception of the Communicative Skills course	100.0%	100.0%	100.0%	100.0%

To determine whether the observed differences in perception across program of study were statistically significant, a Pearson Chi-square test was conducted. The results revealed a statistically significant association between program of study and students' overall perception of the Communicative Skills course ($\chi^2 = 29.679$, $df = 6$, $p < 0.001$).

Since the p-value is less than 0.05, the null hypothesis of no association is rejected. This indicates that students' perceptions of the Communicative Skills course differ significantly depending on their program of study.

Table 13: Chi-Square Test Results

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.679 ^a	6	.000
Likelihood Ratio	34.905	6	.000
N of Valid Cases	150		

5.5 Qualitative Result

This section presents the qualitative findings derived from interviews conducted with 20 students. Participants are identified using pseudonyms (P1–P20) to ensure anonymity. The findings are organized according to the two study objectives and presented under

main themes and sub-themes. Each theme is described in detail, and direct quotations are used to support the results.

Objective 1: Students' Perceptions of the Importance of Communicative Skills for Academic Success and Future Employment

Main Theme 1: Communicative skills as Essential for Academic Success

Participants consistently described communicative skills as fundamental to their academic success. Many students indicated that communication influences how well they understand lectures, complete assignments, and interact with others in academic settings. Communication was viewed as a core academic skill rather than an optional subject. Students emphasized that the ability to express ideas clearly contributes to better academic performance. Several participants noted that communicative skills helped them overcome fear when participating in class. The theme also highlights how communication supports learning across different courses. Students reported that effective communication made academic life easier and more manageable. Overall, communicative skills were perceived as essential tools for academic achievement and engagement.

Sub-theme 1.1: Improvement in Academic Writing and Speaking

Participants explained that improvements in writing and speaking were among the most significant academic benefits of the course. Writing skills were linked to better performance in assignments and examinations. Speaking skills were associated with increased confidence during discussions and presentations. Students viewed these skills as essential for expressing knowledge accurately. The course was described as helping students communicate more clearly and effectively. Improved language use was seen as a major academic advantage. This sub-theme reflects how communicative skills strengthen core academic competencies.

"The communicative skills course has helped me in the writing and speaking aspects."
(Participant 7)

"It has improved how I communicate with people." (Participant 12)

"It has made me speak good English." (Participant 3)

Sub-theme 1.2: Support for Classroom Participation and Understanding

Participants also agreed that communicative skills improved their participation and understanding in class. Students reported feeling more comfortable interacting with classmates and lecturers. Listening skills were seen as improving comprehension of lectures. Reading and writing habits were linked to better academic preparation. Students felt more confident asking questions during lessons. Communication skills were

therefore viewed as enabling active learning. This sub-theme shows how communication supports engagement and understanding in academic environments.

"It made me comfortable when communicating with my colleagues." (Participant 15)

"Improve in listening and communication." (Participant 9)

"I make sure that I read and write." (Participant 1)

Main Theme 2: Communicative Skills as Important for Future Employment

Participants strongly associated communicative skills with future employment opportunities. Communication was viewed as a critical requirement in the workplace. Students believed that their ability to speak and write well would influence their career success. Many participants felt that communication skills would help them perform better in interviews and professional interactions. The course was perceived as preparing students for real-world demands. Communication was also linked to confidence and professionalism. This theme reflects students' awareness of the role communication plays in employability and career development.

Sub-theme 2.1: Career Preparation and Professional Relevance

Participants emphasized that communicative skills are relevant to all professions. Students believed the course would help them function effectively in their future jobs. Speaking confidently was seen as particularly important in professional settings. Writing skills were also viewed as necessary for workplace communication. The course was therefore seen as a foundation for career readiness.

"Good future." (Participant 6)

"This course will actually be of great help, especially for those of us dealing with Glossophobia." (Participant 18)

"It will help to improve the good speaking and writing of English." (Participant 4)

Sub-theme 2.2: Preparation for Real-Life and Workplace Communication

Some participants explained that communicative skills extend beyond academics into everyday life. Communication was described as influencing how individuals relate to others in society. Students viewed the course as shaping their personal development. Communication skills were therefore seen as life skills. This sub-theme highlights the broader social and professional relevance of communicative competence.

"It has helped me to know how I ought to live my life." (Participant 10)

"It is very important to study." (Participant 14)

"Education is the key to success." (Participant 2)

Main Theme 3: Need for a More Practical and Engaging Course Structure

Although students valued communicative skills, many felt the course structure needed improvement. Participants repeatedly called for more practical and interactive teaching methods. Theoretical teaching alone was seen as insufficient for skill development. Students emphasized the importance of learning through practice. Engagement was viewed as key to maintaining interest and understanding. Many participants believed that practical activities would improve confidence and competence. This theme highlights students' desire for curriculum enhancement.

Sub-theme 3.1: Demand for Practical-Oriented Teaching

Participants strongly advocated for practical learning approaches. Activities such as presentations, debates, and simulations were suggested. Practice was viewed as essential for mastering communication skills. Students felt that hands-on activities would make learning more meaningful.

"It should be more practical." (Participant 8)

"More practice sessions and less theory will make the course more engaging." (Participant 17)

"The course should incorporate more practical exercises that simulate real-world communication scenarios." (Participant 5)

Sub-theme 3.2: Engagement and Teaching Methods

Some participants expressed dissatisfaction with teaching methods. Lecturing was seen as limiting student participation. Students preferred interactive and engaging teaching styles. This sub-theme reflects concerns about student engagement.

"Teaching methods not engaging." (Participant 11)

"More of teaching than lecturing." (Participant 19)

"It should be more engaging." (Participant 13)

Objective 2: Students' Confidence in Their Communicative Skills

Main Theme 4: Increased Confidence in Communication Skills

Participants generally reported increased confidence after taking the course. Confidence was described as developing over time through exposure and practice. Students felt more

comfortable expressing themselves. Communication was no longer viewed as intimidating. This theme highlights positive self-perception in communicative abilities. Confidence was linked to both academic and social interactions. Overall, the course was perceived as confidence-enhancing.

Sub-theme 4.1: Confidence in Speaking and Oral Communication

Students frequently mentioned improvements in speaking confidence. Public speaking and presentations were highlighted. Fear of speaking was reported to have reduced. This sub-theme reflects growth in oral communication confidence.

"Public speaking." (Participant 16)

"Oral speaking and presentation." (Participant 7)

"It has improved my communication with others." (Participant 20)

Sub-theme 4.2: Confidence in Writing, Grammar, and Vocabulary

Participants also reported improvements in writing and language use. Grammar and vocabulary development contributed to confidence. Writing was viewed as clearer and more structured. This sub-theme highlights linguistic confidence.

"It has improved my grammar." (Participant 3)

"Increases vocabulary." (Participant 12)

"Speaking and writing." (Participant 6)

Main Theme 5: Persistent Challenges Affecting Confidence

Despite improvements, participants acknowledged ongoing challenges. Confidence was not uniform among all students. Language difficulties and comprehension issues were common concerns. These challenges affected participation and expression. Students emphasized the need for additional support. This theme reflects barriers to full confidence development.

Sub-theme 5.1: Language Barriers

Language difficulties were frequently mentioned. English proficiency was seen as a challenge. Students felt limited in expression. This sub-theme highlights linguistic barriers.

"Language barrier." (Participant 9)

"Proper English." (Participant 14)

"Speaking of good Grammar." (Participant 1)

Sub-theme 5.2: Difficulty Understanding Concepts

Some participants struggled to understand course concepts. This affected their confidence during presentations. Students felt unsure when topics were unclear. This sub-theme highlights comprehension challenges.

"Difficulty understanding concepts." (Participant 10)

"Very Nice course for freshers." (Participant 18)

"Public presentation." (Participant 5)

Main Theme 6: Confidence Building through Practice and Interaction

Participants emphasized that confidence develops through continuous practice. Interaction with peers was seen as beneficial. Group activities helped shy students participate. Supportive teaching environments were also highlighted. Confidence was viewed as a gradual process. This theme underscores the importance of practice and support.

Sub-theme 6.1: Presentations, Group Work, and Interaction

Students highlighted interactive activities as confidence builders. Presentations and debates were seen as effective. Group work reduced fear of speaking.

"Doing of group presentations. It will help us the student who always feel shy in public to build confidence." (Participant 15)

"More presentations to make students understand the concept very well." (Participant 8)

"Practice opportunities like debate programs." (Participant 17)

Sub-theme 6.2: Supportive Learning Environment

Participants emphasized the importance of lecturer support. Punctuality and availability were valued. Inclusive support was seen as necessary for confidence building.

"Having the communicative teacher available at all times." (Participant 11)

"Communication skills lectures should be punctual." (Participant 5)

"People with special problems of public addressing should be identified and give necessary assistant." (Participant 19)

6. Conclusion

The study examined students' perceptions of communicative skills at Anglican University College of Technology, Ghana, with the aim of understanding how students value communication competence in relation to their academic performance and future professional careers. The findings demonstrate that students generally have a positive perception of communicative skills and acknowledge their indispensable role in enhancing classroom participation, academic writing, presentations, interpersonal relationships, and workplace readiness. Across the various disciplines represented in the study—Nursing, Physician Assistantship, and Business Administration—students recognised that effective communication is a critical competency required for professional excellence in their respective fields.

Despite this positive perception, the study also identified significant challenges that hinder the effective acquisition of communicative skills. These include inadequate instructional time, insufficient opportunities for practical application, and teaching approaches that emphasize theory more than experiential learning. Such limitations reduce students' confidence in applying communication skills in real-life academic and professional contexts.

The findings underscore the need for Anglican University College of Technology to strengthen the teaching and learning of communicative skills through a more practice-oriented curriculum. Integrating interactive pedagogical strategies such as presentations, debates, simulations, group discussions, case studies, report writing, and industry-based communication exercises would provide students with meaningful opportunities to develop and refine their communication competencies. Furthermore, continuous professional development for lecturers in innovative communication pedagogy will enhance instructional effectiveness and improve students' learning experiences.

In conclusion, communicative skills remain an essential component of higher education and a prerequisite for producing competent, confident, and ethically responsible graduates. By addressing the identified challenges and adopting more student-centered and practical approaches to communication instruction, Anglican University College of Technology can better equip its graduates with the communication competencies required to succeed in an increasingly competitive and globally interconnected professional environment. This study therefore contributes to the growing body of literature on communication education in Ghana and provides evidence-based recommendations for improving communicative skills instruction within tertiary institutions.

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Conflict of Interest Statement

We the authors hereby declare that we have no conflict of interest that influenced our sense of judgement or analysis in this academic paper.

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