

Effect of Teachers' Verbal Tone on Students' Learning in Aljamea-Tus-Saifiyah University Nairobi Campus, Kenya

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Abstract

The purpose of this study was to establish the effect of teachers' verbal tone on students learning in Aljamea – tus - Saifiyah University Nairobi campus, Kenya. This study was underpinned on Implicit Communication Theory. The following research question guided the study. How does the teachers' tonal variation enhance students' learning in Al JSU? The study used Cross-Section Design. The target population consisted of all teachers and students of Aljamea-Tus-Saifiyah, Nairobi. Both probability and non-probability sampling methods were used to select 127 participants. Data was collected through interviews and questionnaires. Data from questionnaires were cleaned, coded and keyed in a computer of SPSS software to generate frequencies and percentages that summarized quantitative data. Qualitative data was transcribed; coded, categorized, themes derived from the categories and presented in narrative form and direct quotes. Ethical considerations were adhered to. Key findings indicated a positive correlation between positive enthusiastic and encouraging verbal tone on perception of teacher enthusiasm, teacher effectiveness; negative correlation between negative verbal tone of angry voice on perception of teacher effectiveness. The study recommended that the university hold training programs for the teachers to well verse them with effects of verbal tone on student perception and learning, have students rate their teachers on different levels of teacher enthusiasm and provide the teachers with these feedbacks to enhance in effective teaching.

KEYWORDS: Kenya, Effects, Teacher, Verbal Tone, Aljamea –tus - Saifiyah Nairobi, mixed-methods.

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I. INTRODUCTION

Teaching is the most noble profession considered since the olden ages, involving a plethora of skills and attitudes expressed in the behaviour of the teacher. These attitudes and behaviour that intend to affect the students learning outcomes are expressed through the various channels of communication that dynamically take place both within and outside the classroom. This ongoing communication process occurs mainly through the Verbal and Non-Verbal channels, shaping the attitude and learning behaviour of the students.

In recent years, a lot of research focus has been given to the concept of teacher enthusiasm and teacher immediacy skills as a result of various non-verbal behaviours a teacher engages in, either consciously or unconsciously and have been used to delineate various factors that outline the effectiveness of teacher's skills in bringing about the desired change in the student's academic proficiency.

Research in many settings outside the classroom has shown that non-verbal communication behaviours can serve a wide range of functions in human interaction such as supplementing, reinforcing, or regulating verbal exchanges (Ekman & Friesen, 1969) , revealing emotional states or personality traits (Ekman & Friesen, 1975; Exline, Ellyson, & long, 1975; Scherer,1974), providing cues for impression forming (Imada& haket,1977; Wexley, Fugita, & Malone, 1975), indicating liking and disliking for individuals, situations or ideas (Mehrabian, 1972), influencing the performance of others (Imada&Haket, 1977; Word, Zanna, & Cooper, 1974).(Hagenauer&Volet, 2014).

These non-verbal behaviours although understated, play a very important role in an educational setting such as that of Al JSU wherein being a residential school setting providing higher education; the impressions of the teacher formed in the initial interactions within the confinement of the classroom and outside go a long way towards the various perceptions a student forms of the teacher serving to effect his learner outcome in different areas of academic proficiency as well as personal development in the upcoming years.

The present study is concerned with paralinguistics; more specifically, it is concerned with one aspect of voice quality, that of voice tone. What is meant by voice tone is simply the feeling expressed in the voice. Here the statement, "It wasn't what he said; it was the way he said it," finds meaning. The purpose of this study is to demonstrate the effects of verbal tone and non-verbal behaviour on the way it influences the formation of the perception of the teacher by the student learning in Al JSU. In specific, the research aims at finding the

effect the verbal tone and non-verbal behaviour of a teacher has on the perception students' form of the teacher affecting their learning in a residential setting providing higher education as that of Al JSU.

This chapter will highlight the background of the study, statement of the problem, research questions, objectives of the study, definition of key terms, operational definition of variables, theoretical framework, conceptual framework, significance/justification of the study, scope and delimitation of the study and finally give the chapter summary and conclusion.

Student Teacher Relationship

The teaching process can be described as an interpersonal flow of information or communication which results consecutively in the processing of the information, decision making and learning which may be cognitive, affective or psychomotor in nature. (Haneef, Faisal, Alvi, & Zulfiqar, 2014)

This flow of information through the channels of verbal and non-verbal communication brings about the desired changes mentioned above in the students. The communication that occurs in the classroom, has the ability to either make a positive or negative change in the future of a student's life.

In 1995, Baumeister and Leary published a review article focusing on the human need to belong, proposing the 'belongingness hypothesis', that 'human beings are fundamentally and pervasively motivated by a need to belong, that is, by a strong desire to form and maintain enduring interpersonal attachments' (p. 522). Subsequent research has demonstrated that quality relationships have an impact on human beings with respect to motivation, social competence and wellbeing in general (e.g., Bergin & Bergin, 2009), but also in regard to specific outcomes across different educational contexts. (Hagenauer & Volet, 2014)

The significance of the interpersonal relationship between students and teachers for student's successful school adjustment has been widely recognised in research addressing kindergarten, primary and secondary education as concluded by studies of (Bernstein-Yamashiro & Noam, 2013; Roorda, Koomen, Spilt, & Oort, 2011). Thus attention to the different modes of communication a teacher engages is of prime importance as it has the capacity to affect a student either in a positive or negative way.

Statement of the Problem

In the classrooms, teachers are more focused in strategizing the academic proficiency than paying much attention to their non-verbal cues conveyed in specific by their vocal tone and understand their effects on their students and TSR. It is commonly seen that the teachers are more adept at picking up non-verbal cues from the students in their classroom as an indication of sustained attention, understanding of the material being taught, boredom etc than being conscious of their own non-verbal cues and their perceived effects.

A research by Najafi (2013) found a significant relationship between the lecturer's communication skills and increase in student's motivation to learn and their academic success.

Considering that effective instructors show great interest and enthusiasm about their subject, they teach in a provocative and stimulating style, they use their faces, bodies, and voices to attract students' learning, and they take efforts to involve the students in the learning process (Babad, 2009). This study aims at finding the effect of voice tone on the students, that plays a role in building the teacher student relation which been less comprehensively and less systematically examined by researchers at the higher education level, especially at the location of the study i.e. Al JSU (Kenya)

Teacher training programs at the Al JSU focus on building teaching competency amongst their instructors along with the knowledge of various competent methods of instruction that can be implemented for the betterment of the student. Communicative efficiency of a teacher has also in recent times been a topic of discussion, however no direct training of teachers has been undertaken to improve this domain nor a systematic study has been undertaken to understand in more detail the effect of voice tone during teaching at Al JSU nor the regional or local level to the researcher's best knowledge. The results of this study hence can be utilized to improve the training courses in the non-verbal communication domain for the teachers.

Another factor urging the researcher to take up one specific component of Paralanguage (i.e. voice tone) for study, is the researcher's experience of working with students at Al JSU leading to an observation of varying degrees of learning outcomes in the students. It has been observed that the students seemed to lose interest in the class as the lecture was held in a monotonous tone, they were not motivated to approach the teacher for questions when the teacher's body language was not congruent with his words, when the tone used to maintain discipline in the classroom was judged as angry, indifferent. The students were also not very keen on continuing other subjects with teachers whose tone of voice was negative, non-encouraging even though the words used were positive. It was hence closely observed that the different effects a change in voice tone can bring, helps in achieving effective classroom environment, student motivation and maintenance of his interest and improving learning outcomes.

Aljamea-Tus-Saifiyah, despite being a multinational institution of academic excellence, there is no research ever been carried out on the effect of a specific area of paralanguage on student learning. Therefore,

this study intends to establish the influence verbal tone have on grade 1 to 4 students' learning at Al JSU in Nairobi, Kenya.

Theoretical Framework

By placing teacher immediacy within the larger framework of implicit communication theory the present study aims to provide an explanation of the way teachers' tonal variation affects students in the classroom.

Messages operate on two levels; explicit and implicit. Explicit messages carry the content, while implicit messages convey emotions and feelings. Implicit communication theory considers the effects of implicit messages on one's emotions. Emotions manifest themselves in a positive or negative attitude toward the subject. Behaviours of approaching or avoiding a subject are based on these attitudes. Put most simply, one pursues things which one likes; one likes things which one feels positive emotions for, one's emotions are determined by the implicit messages one receives (Biggers, 1992).

Recent evolutions of thought on interpretations of meaning was developed by Mehrabian (1981), and has been subsequently labeled Implicit Communication Theory. Mehrabian defines implicit communication as "aspects of speech [that] are not dictated by correct grammar but are rather expressions of feelings and attitudes above and beyond the contents conveyed by speech (p.2)." He classifies such aspects of communication as head nods, use of personal space, facial expression, and body posture as well as paralinguistic features of communication such as tone, rate, pitch, and volume as 'implicit' messages because they are often unintentional expressions of underlying emotions. When emotions are not expressed explicitly through words and overt behaviours, they often manifest themselves in the form of implicit messages to which others consciously or subconsciously respond. Thus, implicit communication is a concept that makes sense out of subtle interactions among people.

Implicit communication theory offers an explanation for an individual's emotional response based upon the way they perceive "information about feelings and like-dislike or attitudes" from others (Mehrabian, 1981). Mehrabian (1981) holds that all emotional states may be adequately described in terms of three independent dimensions: pleasure-displeasure, arousal- nonarousal, and dominance-submissiveness. Each dimension is of a continuous nature and has within its range positive and negative values as well as a neutral point. Combinations of various values on each dimension characterize different emotions.

Mehrabian (1981, p. 9) speculated that implicit communication theory can be useful in explaining why learning occurs when he noted: "Our judgments of objects, events, or people on the three dimensions of evaluation, activity and potency are very basic, fundamental aspects of our cognitive functioning."

In a study investigating implicit communication theory's ability to explain the effects of speech delivery variations on perceived source credibility and receiver comprehension, Beebe and Biggers' (1988) findings indicate that emotions, as defined by implicit communication theory, play an important role in the perceptions of credibility, and to a lesser degree, comprehension. This successful application of implicit communication theory to speaker variables suggests that similar applications can be made to teacher-student interactions.

Beebe and Biggers (1990, p.18) explain: "If the teacher communicates liking through approach then the student must feel pleasure, arousal and dominance as well because he/she then approaches both the teacher and the class material."

Accordingly, then, teacher immediacy would involve a three-part process: First, teachers' emotions are communicated implicitly as teacher immediacy behaviours and are observed by students. Second, students' feelings are increased or decreased pleasure, arousal and dominance characteristic of increased or decreased liking. Third, liking manifests itself in approach behaviours (learning) in the classroom. Correspondingly, disliking results in avoidance behaviours. (Butland & Beebe, 1992)

II. REVIEW OF RELATED LITERATURE

The vocal inflection and variation of tone have known to be very effective communicators of the emotional state of a person. These variations in tone within the classroom serve to communicate various attitudes a teacher has formed or is forming of a student. The way these changes in tone are perceived by the student and the messages as understood by them, would form various perceptions of the teacher in minds of the student.

Research studies done in classroom environments suggest that non- verbal behaviours send clear and distinct messages. Moreover, these 'non-verbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone' (Rosa, 2000, p.1). Bambaeroo&Shokrpour (2017) in their review article indicated that non-verbal behaviour often influences the demeanor of teachers and students. In essence the success of both the student and teacher depends upon the effective communication between them in the class, but communication becomes handicapped without the proper use of non-verbal behaviours.

Assuming that nonverbal communication does not require intentional sending or conscious receiving, almost all nonverbal behaviours are potentially communicative because those who witness the behaviours can and do make inferences based on their observations. Furthermore, individuals often systematically vary their nonverbal behaviour in response to different situations or people without being fully aware of these behavioural variations. (Bambaeroo&Shokrpour, 2017)

Neill & Creswell (2005) in their book written for beginning teachers define non-verbal communication as 'non-verbal signals used in face-to-face interaction...facial expression, gaze, head and body posture, hand movements, interpersonal distance and spacing...intonation and pace of speech...dress...'. They argue that non-verbal communication provides a significant amount of information in any exchange and that teachers can be taught to improve their non-verbal behaviour, providing examples of positive actions.

They further argue that:

The quality of children's work was influenced more by the verbal content than by the accompanying verbal signals. The children tended to do better when the teacher's non-verbal cues were negative (frowning, head-shaking and voice tone) and the most effective combination was 'firm' (positive comments delivered with negative non-verbal cues). The least effective combination was 'apologetic' (negative comments delivered with positive non-verbal cues).

Babad et al. (2004) conducted a microanalysis on the 67 clips depicting professors' NV behaviour in lecturing to their classes. The use of voice was particularly important in predicting the judges' molar ratings, and all correlations for the voice variables were quite substantial: Volume and intensity (.43); soft voice -.34; voice change (.42); voice emphasis (.41); fast tempo (.45); and voice seemingly intended to to make students understand (.40).

As stated by Haggarty & Postlethwaite (2002) in their article 'Strategies for improving communication between teachers and school students about learning: a university/ school collaborative research project, Educational Action Research'

"It seemed that non-verbal communication of negative signals by the teacher had a powerful effect on the students who prompt it, but also an effect on learning in the classroom, which wasn't disrupted for the rest of the class".

Haggarty & Postlethwaite (2002) sampled a few classroom interactions and concluded that some students can interpret with a great deal of accuracy the intentions behind communications, even when they are not directly involved in those communications. Indeed, one might speculate that students have sophisticated and refined strategies for decoding the intentions behind teacher actions.

Factors that affect teaching excellence have been widely researched and have sought to find the factors excellent (or good, or effective, or successful) teachers have in common and which behavioural characteristics distinguish them from non-excellent or less successful teachers.

The varieties of studies included field experiments, where instructor enthusiasm was manipulated in actual classrooms; laboratory studies conducted in artificial "classrooms;" studies focused on specific Non-Verbal (NV) behaviours such as eye contact, voice intonation, and body movements and gestures; and studies measuring various effects of training programs .Results are very consistent, and the same patterns of relations between instructor behaviour and educational outcomes are repeatedly reported.

Although several studies of teacher influence have included paralanguage among the nonverbal behaviours investigated (e.g., Middleman, 1972; Woolfolk, 1978) only a limited number have examined paralanguage alone. One of the few exceptions is a study of teacher voice tone by Kashinsky and Wiener (1969), who found that varying the voice tone (positive, negative, or neutral) on audiotaped instructions for a task had no differential impact on middle-class 5-year-olds' performance on the task.

Grady (2014) referring to the study done by (Bugental, Henker, & Whalen, 1976; Bugental & Love, 1975) states that lower-class children, however, performed significantly better when the instructor's voice tone was positive. More recent research with parents conducted by Bugental and her associates also found that the voice tone of adults was associated with the behaviour of children. The results of these studies indicated that vocal assertiveness seemed to be an important factor in parents' ability to control the behaviour of their children. These findings suggest that the teacher's vocal assertiveness (or lack thereof) might play a significant role in class management. during story reading improved recall for both boys and girls.

An important study highlighting the role of Voice tone in elementary school was that of Brook, highlighting the role of positive and negative voice tone on learning in children belonging to various socio-economic classes. They found that positive voice tone had a drastic effect on the learning rate of lower - class children, wherein they learnt it much faster than when the verbal message was positive rather than neutral. No such effect was found for middle class children. In their 2nd study they found that the lower-class children learn better from positive words said in a positive tone than from negative words said in a negative tone. (Henderer, 2014)

Grady (2014) refers to the study in which Goldberg and Mayerberg (1973) created three videotapes of a female teacher delivering a lesson on drawing keeping the verbal content of the lesson constant, on each

videotape, with the teacher displaying a different nonverbal behaviour pattern-positive, neutral, and negative. The nonverbal behaviours defining the positive, neutral, or negative condition were established by Middleman (1972) which included Voice tone as a major factor. Second- and sixth-grade black and white subjects were studied and an analysis of variance revealed a significant race-by-treatment-by-grade interaction. Black second graders perceived the neutral teacher most positively while white second graders and sixth graders of both races perceived the positive teachers most positively.

In a study done by Woolfolk, as cited by Reynolds (2014), Woolfolk and Garlinsky (1974), employed specially trained teachers to present four different combinations of positive and negative verbal and nonverbal evaluative communications during a vocabulary lesson to four different randomly determined groups of elementary school students. Teacher behaviour is held constant during the lesson except for varying evaluative communications to the students. In a second study done by them in 1977, they used the same method but added sex of teacher and student as independent variables. Again, verbal content was found to significantly affect student perception of the teacher and student attraction for the teacher. Nonverbal behaviour interacted with teacher gender such that female teachers were perceived significantly more positively and received significantly higher student attraction scores when they were nonverbally positive as opposed to negative. The nonverbal behaviour of the male teachers did not affect student perception or attraction.

Lewis (2005) and Hassan (2007) carried out research on Non-verbal Communications and it showed that the college students are not only conscious of their teachers' NVC but are also biased towards certain types of non-verbal cues and behaviours. (Negi,2009).

Another study by York (2015) at Maryville University, U.S.A using qualitative and quantitative research methods on students in four undergraduate introductory speech courses. Nonverbal immediacy role on student learning was explored which showed a positive impact of non-verbal interaction on learners' academic achievements. It outlined specific nonverbal elements of strong eye contact with the students, frequent use of voice fluctuations, facial expressions and hand gestures that positively assisted instruction.

Acquah (2019) cites a study by Kaufman (1976) identifying a second type of effective teacher nonverbal behaviour using college students as subjects. He found that students learned more and liked the instructor better when he or she was active non-verbally, using verbal and paralinguistic behaviours considered to be more dramatic and interesting while giving a videotaped lecture. He found that 10th-grade students remembered significantly more information from a videotaped lesson when the instructor used eye contact (as compared to no eye contact), high rates of gesturing, and dynamic voice tone. Each factor alone led to significant improvement in retention and the combination of all three was more effective than having two, one, or none incorporated into the lesson.

This profile of effective lecturing – derived from exacting analysis of extremely brief samples of instructors' NV behaviour under context minimal conditions and with no comprehension of verbal content - was quite clear, consistent, and rich in detail. Highly-rated lecturers are very expressive in their faces, hands, voices, and body orientation toward their audience. They make continuous shifts in the various channels of their NV behaviour, thereby preventing boredom and increasing student interest. And yet, despite their high level of activity, they are quite relaxed and avoid showing negative behaviours.

In the view of the studies cited above, were done majorly in a laboratory type class room setting on elementary and primary level school children. During review of literature no recent studies were found at the regional or local level researching on the effects of voice tone alone in actual classroom setting, especially at the higher secondary level.

III. METHODOLOGY

This study adopted a mixed-methods approach. Mixed methods paradigm is an approach to an inquiry that involves collecting qualitative and quantitative data, integrating the two forms of data, and using distinct designs that may include philosophical assumptions and theoretical frameworks as explained by Creswell (2013). Cross-sectional survey and interview guides were used to collect data. This study targeted segments of the 1690 Aljamea-tus-Saifiyah population, comprising teaching staff, administrative staff, students, and parents. Students of grades 1 to 4 were the key target population because they are most likely to be affected by teachers verbal tone.

The campus has a total population of 804 students. The researcher used a stratified and simple random sampling technique to sample 120 students, boys and girls. Aljamea -tus - Saifiyah Nairobi campus has a total of 700 parents. Other Seven (7) students were also sampled using linear, methodical sampling technique.

Data from students were collected using questionnaires, while interview guides were the data collection instruments used to collect data from administrative staff. Quantitative data were analyzed by the use of SPSS software, while qualitative data were categorized in themes. The researcher identified patterns and connections by identifying themes, looking for the most common responses to questions, and finding areas explored further. These themes were interpreted, and meanings derived from them. The researcher also identified content areas

represented by both data sets and compared, contrasted, and synthesized. The results of discussions were reported in the form of tables simultaneously but separately in a single phase. The two methods were given equal priority, but the data analysis was kept independently.

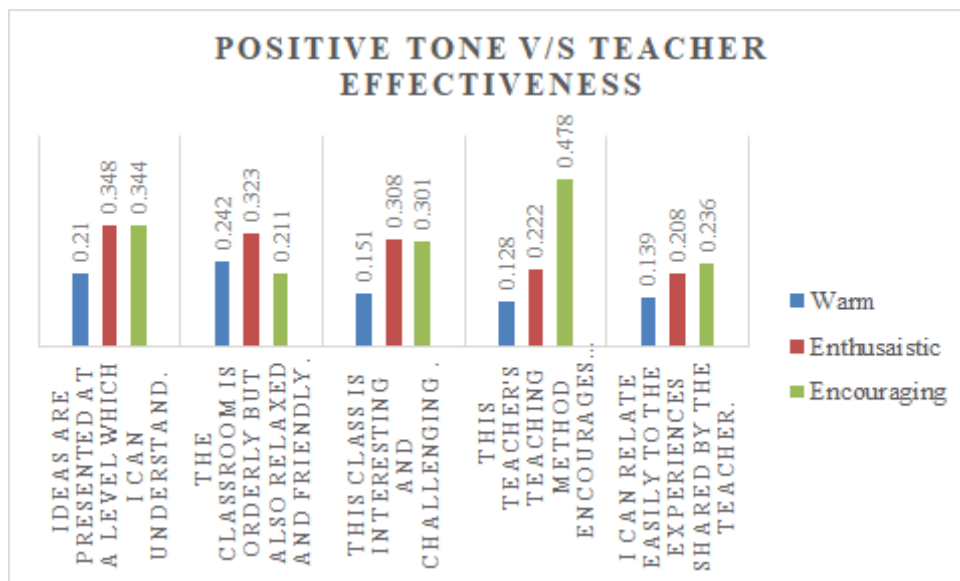
IV. FINDINGS AND DISCUSSIONS

The researcher sought to know how different types of teachers' tonal variation as perceived by the students of Al JSU, affected their learning. Therefore, he categorized the data collected through the questionnaire and interview on the basis of different types of voice tone, different types of perceptions and correlated them with each other. The summary of it as follows:

Positive Voice Tone and its Correlation with Perception of Teacher Effectiveness by Students.

Figure 1

Results Summary of correlation analysis between positive tone and effectiveness perception of teacher by students.



Source: Field data 2020

Results of correlation analysis of Positive voice tone of warmth as indicated in the bar graph above has a very weak positive correlation with perceptions (1) Ideas are presented at a level which I can understand with correlation coefficient 0.21 (21%), (2) The classroom is orderly but also relaxed and friendly with correlation coefficient 0.242 (24.2%), (3) This class is interesting and challenging with correlation coefficient 0.151 (15.1%), (4) This teacher's teaching method encourages me to raise questions and express ideas in class with correlation coefficient 0.128 (12.8%) and (5) I can relate easily to the experiences shared by the teacher with correlation coefficient 0.139 (13.9%). Although very weak but positive correlation amongst the variable highlights the effect of warmth in tone on the mentioned perception.

Results of correlation analysis for Enthusiastic voice tone reflected a weak positive correlation with perceptions (1) Ideas are presented at a level which I can understand with correlation coefficient 0.348 (34.8%), (2) The classroom is orderly but also relaxed and friendly with correlation coefficient 0.323 (32.3%) and (3) This class is interesting and challenging with correlation coefficient 0.308 (30.8%). Correlation results of perception (4) This teacher's teaching method encourages me to raise questions and express ideas in class and (5) I can relate easily to the experiences shared by the teacher with Enthusiastic voice tone show a very weak positive correlation with coefficient values of 0.222 (22.2%) and 0.208 (20.8%) respectively. The results of positive correlation clearly indicate that enthusiastic voice tone does affect the perception of teacher effectiveness in the students.

Similarly results of correlation for encouraging voice tone shows that it has a weak positive correlation with three perceptions .i.e. (1) Ideas are presented at a level which I can understand with correlation coefficient of 0.344 (34.4%), (3) This class is interesting and challenging with correlation coefficient of 0.301 (30.1%) and (4) This teacher's teaching method encourages me to raise questions and express ideas in class with correlation coefficient of 0.478 (47.8%). The results for other two perceptions (2) The classroom is orderly but also relaxed and friendly and (5) I can relate easily to the experiences shared by the teacher shows that it has a very weak

positive correlation with encouraging voice tone with correlation coefficient of 0.211 (21.1%) and 0.236 (23.6%) each. The above results thus indicate that the encouraging tone of voice used by the teacher does have a positive impact on the above-mentioned perceptions of teacher effectiveness.

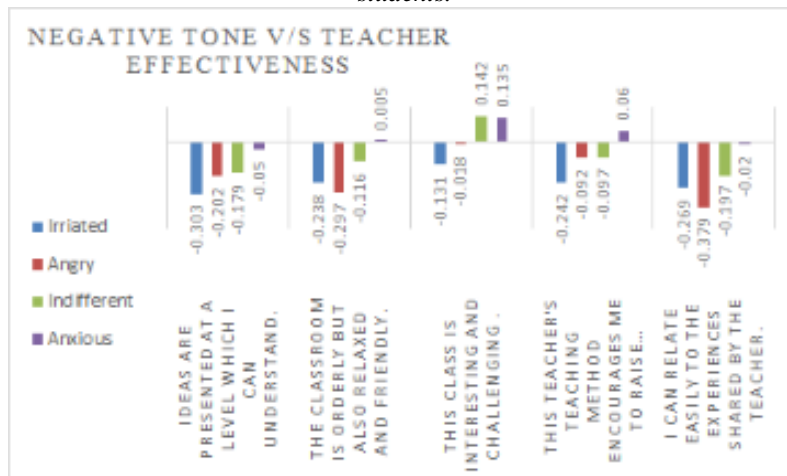
Summarizing the results of positive voice tone.i.e. warm, enthusiastic and encouraging on different perception of teacher effectiveness by the students, it is indicated by these results that a positive impact is made on the perception of students by use of different positive voice tones by the teacher helping students in understanding the lesson and them relating easily with the teacher. It also indicates that students are encouraged by the use of these verbal tones and the learning process is accelerated by the use of positive voice tone resulting in better learning.

These results come in agreement with the study done by Bugental, Henker& Whalen (1975) cited by Grady (2014) stating that children performed significantly better when the instructor's voice tone was positive. Henderer (2014) also found that children performed better from positive words said in a positive tone. They found that positive voice tone had a drastic effect on the learning rate of lower - class children, wherein they learnt it much faster than when the verbal message was positive rather than neutral.

Negative Voice Tone and its Correlation with Perception of Teacher Effectiveness by Students.

Figure 2:

Results Summary of correlation analysis between negative tone and perception of teacher effectiveness by students.



Source: Field data 2020

Results of correlation analysis of Irritated voice tone shows that it has a weak negative correlation with perception (1) Ideas are presented at a level which I can understand with coefficient value -0.303 (-30.3%). Further, results show irritated voice tone having a very weak negative correlation with perception (2) The classroom is orderly but also relaxed and friendly with coefficient value -0.238 (-23.8%), (3) This class is interesting and challenging with coefficient value -0.131 (-13.1%), (4) This teacher's teaching method encourages me to raise questions and express ideas in class with coefficient value -0.242 (-24.2%) and (5) I can relate easily to the experiences shared by the teacher with coefficient value -0.269 (-26.9%). All these negative correlation results indicate that whenever voice tone gets more irritated it inversely affects the perception of teacher effectiveness.

Results of correlation analysis show Angry voice tone having a very weak negative correlation with 4 perceptions (1) Ideas are presented at a level which I can understand with coefficient value -0.207 (-20.7%), (2) The classroom is orderly but also relaxed and friendly with coefficient value -0.297 (-29.7%), (3) This class is interesting and challenging with coefficient value -0.018 (-1.8%) and (4) This teacher's teaching method encourages me to raise questions and express ideas in class with coefficient value -0.092 (-9.2%). The last perception of teacher effectiveness i.e. (5) I can relate easily to the experiences shared by the teacher has a weak negative correlation with angry voice tone having coefficient value -0.379 (-37.9%). All these negative correlations between the variables indicate that angry voice tone inversely affects the perception of teacher effectiveness.

Results show that Indifferent tone of voice has a very weak negative correlation with 4 perceptions (1) Ideas are presented at a level which I can understand with -0.179 (-17.9%), (2) The classroom is orderly but also relaxed and friendly with -0.116 (-11.6%), (4) This teacher's teaching method encourages me to raise questions and express ideas in class with -0.097 (-9.7%) and (5) I can relate easily to the experiences shared by the teacher with -0.197 (-19.7%), indicating the inverse effect of indifferent voice tone on these perceptions. A very weak

positive correlation of indifferent voice tone was found with the perception (3) This class is interesting and challenging with coefficient value 0.142 (-14.2%), the result indicating a direct effect of this voice tone on the perception mentioned above.

Results of correlation analysis for Anxious voice tone shows a very weak negative correlation with perceptions (1) Ideas are presented at a level which I can understand and (5) I can relate easily to the experiences shared by the teacher with coefficient values -0.05 (-5%) and -0.02 (-2%) respectively. With other perceptions of teacher effectiveness, anxious voice tone has a very weak positive correlation with coefficient value 0.005 (0.5%) with perception (2) The classroom is orderly but also relaxed and friendly, coefficient value 0.135 (13.5%) with perception (3) This class is interesting and challenging and coefficient value 0.06 (6%) with perception (4) This teacher's teaching method encourages me to raise questions and express ideas in class.

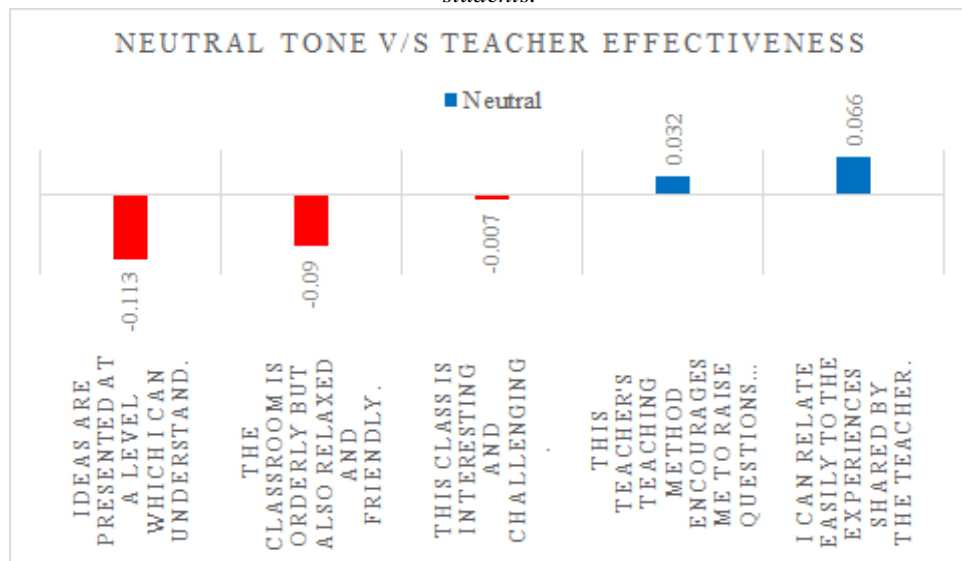
The above results indicate relatively poor correlation of negative.i.e. irritated, angry, indifferent and anxious voice tone on perception of teacher effectiveness in classroom by the students. It clearly highlights the inverse effect of these tones on teacher effectiveness resulting in poor learning of students. Students don't understand the lesson and find it hard to relate with teacher. Students don't feel encouraged for learning and the class environment turns dull, hence negatively affecting students learning.

As discussed by Henderer, (2014) referring to the study done by Brook, he states that children taught with negative words said in negative tone showed poor results in their learning, which are also found in this current study with the correlation between different teacher immediacy skills and use of negative tone. Haggarty & Postlethwaite, (2002) also suggested that negative signals by the teacher affected the learning of students in the classroom which is also seen in the results of this study.

Neutral Voice Tone and its Correlation with Perception of Teacher Effectiveness by Students.

Figure 3

Results Summary of correlation analysis between neutral tone and effectiveness perception of teacher by students.



Source: Field data 2020

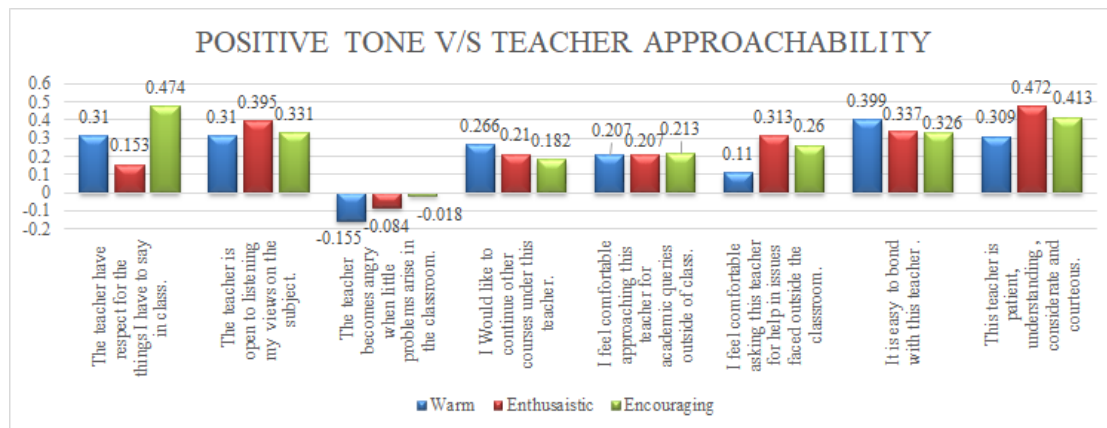
The above results show Neutral voice tone having a very weak negative correlation with perceptions (1) Ideas are presented at a level which I can understand, (2) The classroom is orderly but also relaxed and friendly, and (3) This class is interesting and challenging with values -0.113 (-11.3%), -0.09 (-9%) and -0.007 (-0.7%) respectively, indicating the inverse effect of neutral tone of voice on the perceptions. With other perceptions of teacher effectiveness, neutral tone of voice has a very weak positive correlation with perception (4) This teacher's teaching method encourages me to raise questions and express ideas in class with coefficient value 0.032 (3.2%) and (5) I can relate easily to the experiences shared by the teacher with coefficient value 0.066 (6.6%).

These results indicate that neutral voice tone has a negligible effect on the Perception of teacher effectiveness. Hence, suggesting that neutral tone of teacher doesn't affect learning of students. These findings are similar to a study of teacher voice conducted by Kashinsky and Wiener (1969) cited by Reynolds (2014) which stated that audio taped instructions for a task in neutral voice tone had no differential impact on the students' performance on the task.

Positive Voice Tone and its Correlation with Approachability Perception of Teacher by Students.

Figure 7

Results Summary of correlation analysis between positive tone and approachability perception of teacher by students.



Source: Field data 2020

Warm voice tone has a very weak negative correlation with value -0.155 (-15.5%) with perception (3) The teacher becomes angry when little problems arise in the classroom. These include students talking in class, or borrowing pens and being inattentive. It has a very weak positive correlation with perception (6) I feel comfortable asking this teacher for help in issues faced outside the classroom with value 0.11 (11%). It has weak positive correlation with all other five perceptions .i.e. perception (1) The teacher have respect for the things I have to say in class with value 0.31 (31%), perception (2) The teacher is open to listening my views on the subject with value 0.31 (31%), perception (4) I Would like to continue other courses under this teacher with value 0.266 (26.6%), perception (5) I feel comfortable approaching this teacher for academic queries outside of class with value 0.207 (20.7%), perception (7) It is easy to bond with this teacher with value 0.399 (39.9%) and perception (8) This teacher is patient, understanding, considerate and courteous with value 0.309 (30.9%).The above results show a majority of positive correlation, indicating a direct relation of warm voice tone with the perceptions mentioned above.

Enthusiastic voice tone has a very weak negative voice tone with value -0.084 (-8.4%) perception (3) The teacher becomes angry when little problems arise in the classroom. It has a very weak positive correlation with perception (1) The teacher have respect for the things I have to say in class with value 0.153 (15.3%), perception (4) I Would like to continue other courses under this teacher with value 0.21 (21%) and perception (5) I feel comfortable approaching this teacher for academic queries outside of class with value 0.207 (20.7%). While it has weak positive correlation with other four perceptions .i.e. perception (2) The teacher is open to listening my views on the subject with value 0.395 (39.5%), perception (6) I feel comfortable asking this teacher for help in issues faced outside the classroom with value 0.313 (31.3%), perception (7) It is easy to bond with this teacher with value 0.337 (33.7%) and perception (8) This teacher is patient, understanding, considerate and courteous with value 0.472 (47.2%). The above results show a majority of positive correlation, indicating a direct relation of enthusiastic voice tone with the perceptions mentioned above.

Encouraging voice tone has a very weak negative correlation with value -0.018 (-1.8%) for the perception (3) The teacher becomes angry when little problems arise in the classroom. It has a very weak positive correlation with perception (4) I Would like to continue other courses under this teacher with value 0.182 (18.2%), perception (5) I feel comfortable approaching this teacher for academic queries outside of class with value 0.213 (21.3%) and perception (6) I feel comfortable asking this teacher for help in issues faced outside the classroom with value 0.26 (26%). While it has weak positive correlation with other four perceptions.i.e. perception (2) The teacher is open to listening my views on the subject with value 0.395 (39.5%), perception (7) It is easy to bond with this teacher with value 0.326 (32.6%) and perception (8) This teacher is patient, understanding, considerate and courteous with value 0.413 (41.3%). Majority of correlation analysis results showing positive correlation shows the direct relation of encouraging voice tone with the perceptions mentioned above.

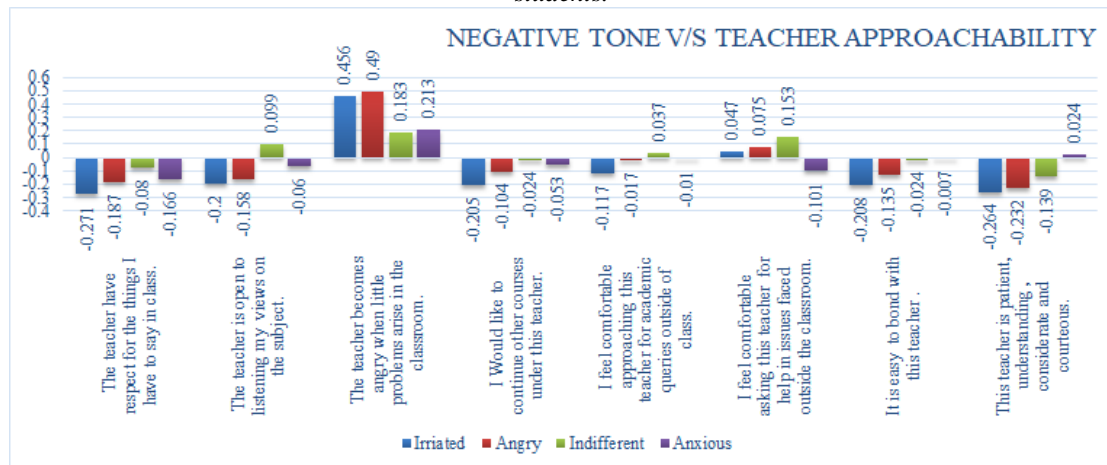
In totality, positive voice tone of warmth, enthusiastic and encouraging voice tone affects most of the perceptions of teacher approachability in a positive manner, indicating a direct relation between the two, resulting in creating a sense of belongingness and friendliness between teacher and student. This teacher student relationship in and out of the class motivates learners and enhances class discipline. These results are in harmony with the findings of Mehdipour and Balaramalu (2013) revealing the positive significant impact of

teacher friendliness on students learning and motivation. Juvonen (1996) theory of sense of belongingness supports the findings as it emphasizes on the strong sense of belonging between students and teacher for building up student motivation and affecting better learning.

Negative Voice Tone and its Correlation with Approachability Perception of Teacher by Students.

Figure 8:

Results Summary of correlation analysis between negative tone and approachability perception of teacher by students.



Source: Field data 2020

Irritated voice tone has a very weak positive correlation with perception (6) I feel comfortable asking this teacher for help in issues faced outside the classroom with value 0.047 (4.7%). It has a weak positive correlation with perception (3) The teacher becomes angry when little problems arise in the classroom with value 0.456 (45.6%). Both positive correlation shows direct effect on the mentioned perceptions. It has a very weak negative correlation with other six perceptions .i.e. perception (1) The teacher have respect for the things I have to say in class with value -0.271 (-27.1%), perception (2) The teacher is open to listening my views on the subject value -0.2 (-20%), perception (4) I Would like to continue other courses under this teacher with value -0.205 (-20.5%), perception (5) I feel comfortable approaching this teacher for academic queries outside of class with value -0.117 (-11.7%), perception (7) It is easy to bond with this teacher with value -0.208 (-20.8%) and perception (8) This teacher is patient, understanding , considerate and courteous with value -0.264 (-26.4%). The results of these negative correlation indicate an inverse effect of irritated voice tone on perceptions of teacher approachability.

Angry voice tone has a very weak positive correlation with perception (6) I feel comfortable asking this teacher for help in issues faced outside the classroom with value 0.075 (7.5%). It has a weak positive correlation with perception (3) The teacher becomes angry when little problems arise in the classroom with value 0.49 (49%). Both positive correlation shows direct effect on mentioned perceptions. It has a very weak negative correlation with other six perceptions .i.e perception (1) The teacher have respect for the things I have to say in class with value -0.187 (-18.7%), perception (2) The teacher is open to listening my views on the subject value -0.158 (-15.8%), perception (4) I Would like to continue other courses under this teacher with value -0.104 (-10.4%), perception (5) I feel comfortable approaching this teacher for academic queries outside of class with value -0.017 (-1.7%), perception (7) It is easy to bond with this teacher with value -0.135 (-13.5%) and perception (8) This teacher is patient, understanding , considerate and courteous with value -0.232 (-23.2%).The results of these negative correlation indicate an inverse effect of angry voice tone on perceptions of teacher approachability.

Indifferent voice tone has a very weak positive correlation with four perceptions .i.e perception (2) The teacher is open to listening my views on the subject with value 0.099 (9.9%), perception (3) The teacher becomes angry when little problems arise in the classroom with value 0.183 (18.3%), perception (5) I feel comfortable approaching this teacher for academic queries outside of class with value 0.037 (3.7%) and perception (6) I feel comfortable asking this teacher for help in issues faced outside the classroom with value 0.153 (15.3%). All the positive correlation shows the direct effect of indifferent voice tone on perceptions. It has a very weak negative correlation with other four perceptions .i.e. perception (1) The teacher have respect for the things I have to say in class with value -0.08 (-8%), perception (4) I Would like to continue other courses under this teacher with value -0.024 (-2.4%), perception (7) It is easy to bond with this teacher with value -0.024 (-

2.4%) and perception (8) This teacher is patient, understanding , considerate and courteous with value -0.139 (-13.9%). All the negative correlation shows the inverse effect of indifferent voice tone on perceptions.

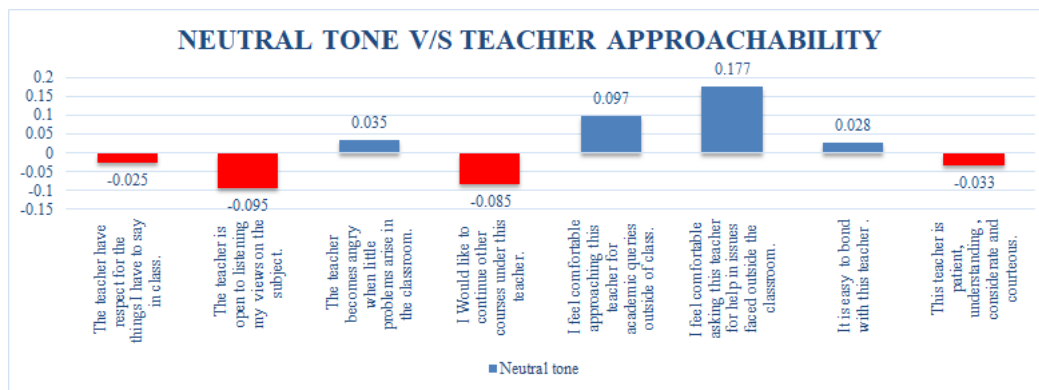
Anxious voice tone has a very weak positive correlation with two perception.i.e. perception (3) The teacher becomes angry when little problems arise in the classroom with value 0.213 (21.3%) and perception (8) This teacher is patient, understanding, considerate and courteous with value 0.024 (2.4%). The positive correlation shows the direct effect of indifferent voice tone on these perceptions. It has a very weak negative correlation with other six perceptions .i.e. perception (1) The teacher have respect for the things I have to say in class with value -0.166 (-16.6%), perception (2) The teacher is open to listening my views on the subject value -0.06 (-6%), perception (4) I Would like to continue other courses under this teacher with value -0.053 (-5.3%), perception (5) I feel comfortable approaching this teacher for academic queries outside of class with value -0.01 (-1%), perception (6) I feel comfortable asking this teacher for help in issues faced outside the classroom with value -0.101 (-10.1%) and perception (7) It is easy to bond with this teacher with value -0.007 (-0.7%). All the negative correlation results indicate the inverse effect of anxious voice tone on perceptions.

The above results indicate that the negative verbal tone of irritated and angry voice has a significant effect on the perception of the teacher becoming angry when little problems arise in the classroom while anxious voice tone has a lesser effect on this perception. The perception of the teacher being patient, understanding, considerate and courteous is also mildly impacted by the use of angry and irritated voice . Students don't feel the sense of belongingness with their teachers and find them unapproachable. The result is lack of motivation and interest of students for the subject hindering their learning outcomes. These findings come in line with sense of belongingness theory by Juvonen (1996), According to him; the extent to which a student feels that he/she belongs at school is determined by the quality of relationships that he/she has with his/her classroom peers and teachers. When students perceive these relationships to be positive and supportive, they are likely to feel a strong sense of belonging. In contrast, when students perceive these relationships to be negative and less supportive, they are less likely to feel a strong sense of belonging. All these factors affect their process of learning optimally.

Neutral Voice Tone and its Correlation with Approachability Perception of Teacher by Students.

Figure 9:

Results Summary of correlation analysis between neutral tone and approachability perception of teacher by students.



Source: Field data 2020

Neutral voice tone has a very weak positive correlation with four perceptions .i.e. (3) The teacher becomes angry when little problems arise in the classroom with value 0.035 (3.5%), perception (5) I feel comfortable approaching this teacher for academic queries outside of class with value 0.097 (9.7%), perception (6) I feel comfortable asking this teacher for help in issues faced outside the classroom with value 0.117 (11.7%) and (7) It is easy to bond with this teacher with value 0.028 (2.8%). All the positive correlation results show the direct effect of neutral voice tone on these perceptions. It has a very weak negative correlation with other four perceptions .i.e. perception (1) The teacher have respect for the things I have to say in class with value -0.025 (-2.5%), perception (2) The teacher is open to listening my views on the subject value -0.095 (-9.5%), perception (4) I Would like to continue other courses under this teacher with value -0.085 (-8.5%) and perception (8) This teacher is patient, understanding, considerate and courteous with value -0.033 (-3.3%). All the negative correlation results indicate the inverse effect of neutral voice tone on perceptions.

The above results indicate no significant effect of neutral voice tone on the perception of teacher approachability. Agreeing to a study of teacher voice conducted by Kashinsky and Wiener (1969) cited by Reynolds (2014) states that audio taped instructions for a task in neutral voice tone has no differential impact on the students' performance on the task.

V. SUMMARY

This study investigated the effect of teachers' verbal tone and non-verbal behaviour on students learning in Aljamea-tus-Saifiyah University, Kenya campus. It was underpinned on Implicit communication theory guided by one research questions: How does the teachers' tonal variation enhance students learning in Aljamea-tus-Saifiyah University?

The study was aligned to Mixed Methods Paradigm by use cross-sectional survey design. With a total population of approximately 795 people, study sampled up to 127 participants using purposive sampling and simple random sampling methods. It focused only on one participant i.e. students. Data was collected through interviews and questionnaires. Both quantitative and qualitative instruments were piloted to ensure they were valid and credible.

Quantitative data for this study was analyzed using Pearson Correlation Coefficient analysis method by use of SPSS software. Qualitative data was transcribed; coded, categorized, themes derived from the categories, interrelate the themes and finally interpreted the meaning from the themes. All ethical considerations were adhered to.

VI. CONCLUSION

As indicated by the study outcome, positive voice tone used by the teacher in the classroom, in specific encouraging and enthusiastic voice tone served to positively impact perceptions of teacher enthusiasm, effectiveness in the classroom, and liking for the teacher. Nonverbal behaviour perceptions of eye contact maintained by the teacher and using appropriate hand and facial features were also increased due to use of positive voice tone. Negative voice tone of being angry affected perception of the teacher effectiveness in the classroom and had a direct relation with the same whereas neutral voice tone did not have an impact on the perception formed by the students of the teachers.

VII. RECOMMENDATIONS

His Holiness Dr.SyednaMufaddalSaifuddin^{TUS}

Since teacher's positive voice tone has a positive influence on academic performance of Aljamea-tus-Saifiyah University students, there is a need to promote teacher training programs and spread awareness regarding the benefits of positive voice tone among teachers in Aljamea-tus-Saifiyah and all other universities if at all the learning institutions wants to achieve its goals. This will lead to a healthier and progressive academic environment in the institutions and students will perform much better in academics.

University Management

Teacher training programs should be held annually focusing on training the teachers on various aspects of communication that play an important part in teacher enthusiasm perception in the classroom. Also training should be provided to help the teachers improve their voice modulation and overall voice quality in terms of loudness, timbre, appropriate pitch with the help of different exercises that help strengthen the vocal apparatus. Teacher training sessions are held by the University for teachers to attain various proficiency skills, which however almost always focus on teacher effectiveness skills for higher academic outcome. As communication is an ongoing two-way process, subtle skills of non-verbal behaviour play a very important role, which was found successfully through this study.

The university should biannually or annually undertake interviews from the students of various grades (student ratings of teachers) and incorporate their suggestions into the training programs. As the study highlights the usefulness of student's ratings of teachers, as a means to provide an insight into the perceptions of the students, view the classroom dynamics and teacher behaviour from their perspective.

Dawoodi Bohra community

The results of such questionnaires should also be shared with the teachers of other educational institute to provide them with an insight of the effect their different behaviours have on the students, be more conscious of their non-verbal behaviours and voice tone while teaching, emphasizing on usage of more encouraging or enthusiastic voice tone to improve student motivation.

Teachers

Lectures should be recorded and analysed which shall help the teachers self-assess themselves, provide a multimodal feedback serving to hone their teaching skills to make the class more interesting for better self-evaluation and to learn through practical experience.

Curriculum Developers

It would be beneficial for the curriculum to include a topic on communication, its various channels, the effect of subtle nonverbal behaviours in daily interaction serving to create awareness of this topic amongst students as well as in teachers.

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