

PERCEPTION OF BUSINESS COMMUNICATION AMONG COLLEGE STUDENTS

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1. McPherson's article

This study was conducted by the business educators at the Indiana University of Pennsylvania. This study was conducted to answer one question: What are the perceptions of business communication students regarding their future professional tasks and tools?

The policies commission on Business and Economic Education, a national advisory committee, wanted business educators to develop business communication skills among students. They talk about every form of communication- oral, writing, reading, speaking, and listening being equally important for an organization to prosper. A Likert scale was used as an instrument in the study. It was used to govern the various tasks in business communication. A total of one hundred twenty-six students participated in the survey. They were asked several questions such as to rank the various tasks they perceived to be used in business world and their frequency, kind of position within an organization they expect to have, and how frequently will the students initiate certain types of communications. The students were also asked how frequently they think they will use communication tools such as telephones, emails, videoconferencing, and teleconferencing.

1. McPherson's Article

“The goal of the study was to make students as well as faculties to acknowledge the importance of business communication. With the help of survey, the educators were able to know what students thought of certain tools and tasks. Faculty needs to offer students awareness into realities of current business communication tasks and of the tools that professionals use..”

“When the question concerned employee communication, 55 (43.7%) anticipated communicating with employees monthly, and 13 (10.3%) thought they would never have to communicate with employees.”

“Asked about the telephone in their future work, 36% of the students reported they expect to use the phone weekly and 30% daily.”

2. Zhao and Alexander's Article

This longitudinal study between spring 2000 and spring 2002 at an AACSC International–accredited business college of a Midwestern state university to examine the impact of business communication education on students' skill developments and performance outcomes in short and long terms.

The study used Likert-type scale to rate the options for given assessment questionnaire based on the learning objectives of a business communication course. On spring 2000, they randomly selected 392 Pre-business students enrolled in the business communication course to serve as the first sample group and complete the questionnaire at the end of the course. Two years later, at the end of spring 2002, 371 senior business students volunteered to serve as the second sample group and completed the follow-up questionnaire. The questionnaire contained five sections: report-writing skills, problem-solving skills, teamwork and oral communication skills, Internet skills, and performance outcomes.

The study was able to find out business communication had higher short-term effect on students than long term effect. To understand the possible causes of the declined long-term positive impact of business communication education the authors recommend further study in the same institution to investigate whether and how the professors teaching the upper-division business courses incorporate reinforcement mechanisms into their course and a repetition of this study in other AACSC International-accredited business colleges.

2. Zhao and Alexander's Article

“The short-term positive impact identified right after students took the business communication course is significantly higher statistically than the long-term positive impact after a 2-year period, even though most of the results are within the same positive range.”

“Students agreed that the required sophomore business communication course had helped them develop a good foundation of skills in writing reports, solving problems, performing teamwork and oral communication, and using the Internet technologies for both the short term (sophomore year) and the long term (senior year).”

“More than 95% of the students reported achieving As and Bs on writing assignments, company-analysis reports, and oral presentation assignments in their sophomore, junior, and senior classes.”

3. Brannen & R Article

This article is a journal that talks about why communication courses are criticized by students and faculties. The author illustrates two reasons for students to hate communication courses: first, the communication assignments and failure of the techniques they learn when put into practice in daily life. Second, communication skills must be learned by memorizing rules and engaging in drills.

The author also provides two reasons why communication faculties disgrace communication courses. First, they think the students should have already learned effective communications in English courses throughout their school. Second, many faculty are not themselves sufficiently skilled to be profound to poor communication techniques.

The author discusses three approaches to development of programs in business communication. First approach is to orient instruction to the skillful preparation of messages, especially business letters. A second approach is to orient the program to the conflicting values of different individuals and groups, perceptual differences, and data interpretations of various persons. A third approach to business communications is to orient the program to the problems that individuals and groups have influencing each other.

References

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