

# The Persuasive Skills of Chinese Teachers Toward Better Understanding and Connection with Students

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**Abstract:** The data analysis indicated that the bulk of the respondents fall within the age range of 31 to 40 years. Regarding their assigned sex, the majority of them are male teachers. Based on their years of experience, the data indicates that most of the participants possess teaching experience ranging from 1 to 5 years. Using the independent sample t-test, it produced p-values that are lower than the 0.05 level of significance for taking a stand ( $t = 2.48$ ;  $p = 0.013$ ) and overall persuasive skills ( $t = 1.97$ ;  $p = 0.049$ ). Hence, the researcher will reject the null hypothesis and conclude that there is a significant difference among the variables. Specifically, male teachers ( $M = 1.62$ ) have a higher assessment of taking a stand and overall persuasive skills than female teachers ( $M = 1.60$ ) by 19 to 24%. However, regardless of their assigned sex, the assessment of persuasive skills in terms of audience-centric ( $p = 0.777$ ), positive conversation ( $p = 0.354$ ), encouraging commitment ( $p = 0.350$ ), and powerful point of view ( $p = 0.782$ ) is the same. The Tukey post-hoc test revealed that the differences found between those teachers who have teaching experience of 1-5 and 11-15 years, 1-5 and 16-20 years, 1-5 and 6-10, 1-5 and 21 years and up, as well as between 6-10 and 21 years and up. Comparing the groups, teachers who have teaching experience between 1 to 5 and 6-10 years have higher assessment of persuasive skills in terms of audience-centric, encouraging commitment, positive conversations, taking a stand, and overall.

**Keywords:** Persuasive Skills; Teachers; Students; Teaching Experience; Education.

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## 1. Introduction

Persuasive communication starts with an understanding of what it is you are trying to achieve, and who you most need to influence to achieve your objective. This requires one to know what one wants other people to do, to help one gets there. To be persuasive, one needs to be clear about the benefits to them of doing what it is one would like them to do (Murray, 2020).

To measure the persuasive skills of the main variable, consisting of the Audience-centric, encouraging commitment, Positive conversations, taking a stand; and Powerful point of view audience-centered means taking into account their feelings and needs and understanding their position when communicating, so that you can better move them. Encouraging commitment, is to let the other person feel that you are sincere, willing to work with you to achieve a certain goal, which can also increase persuasive. Active dialogue means maintaining an open attitude, respecting each other's point of view, finding common ground through communication, and building trust. To state a position is to clearly state your views and reasons, so that the other party understands your intentions and expectations, which can also strengthen the persuasive force. These variables are important, but they are not isolated, they are interrelated and need to be combined to achieve good results. (Zhang Ning, 2022)

For teachers, if she/he wants to communicate successfully with his/her student, he or she has to make a connection with the students and understand what it is they need to hear, and where they are coming from. Then, she/he need to address those issues up front. The teacher must talk to the students in the right tone of voice and in their language.

Unless one does both things, the students are unlikely to hear anything, you have to say. A teacher is able to achieve a pedagogical effect only if he or she is in a particular position

depending on the age, and this is the basic guidance from the teacher in dealing with students, which is in line with the psychological and age-related characteristics of the students (Mirzaeva F. Odiljonovna, 2019).

In an organization like the school, communication is all about changing behaviors. Persuasive communication is what turns strategy into action. If the teacher does not make an emotional connection to his students, then the teacher is unlikely unable to change what students would do. When people compliment you on a great speech, it usually is not because of the brilliant oratory or the fine choice of words, it is more about the facts they felt inspired and moved by it. And this is about connection Successful communication is not about what you say, it is about what is heard. The acid test will always be whether people have truly understood you, what they take out of what you are saying, and whether you have engaged with them sufficiently to get them to turn ideas into action. This only happens when leaders spend time thinking hard about the people they lead (Murray, 2020).

In teaching and learning, there are many measures of curriculum. Among them, the efficiency and fluency of the classroom should be an important criterion for measuring the quality of the course. How to better mobilize students' enthusiasm for participation, organize students' classroom activities and improve the efficiency of the classroom in daily teaching? This question bothers many teachers. Teachers' organizational language is the glue that runs through all parts of the lesson, and the organizational language regarding the guidance of students' learning methods should be equally well-designed.(Yan Jingxia,2020) It is easy to overlook the teacher's language in classroom organization, but these easily overlooked details often play an unexpected role in curriculum teaching.

The persuasive skills are one of the main instructional behaviors commonly used by teachers that are directly

directed toward the achievement of instructional goals. One. Effective The persuasive skill can demonstrate, explain, interpret, or interpret curriculum knowledge, teach learning methods and rules, and promote students' comprehensive application of skills and quality of thinking. However, The persuasive skill have not received sufficient attention.(Jiang Tuo,2020)

The persuasive skill training is an important part of supporting the teacher training system in higher education and an effective way to explore and cultivate excellent teaching talents in higher education. How to form a good atmosphere for teachers' exchange and learning within the university, effectively implement the responsibility system for training programs, guarantee the quality of teacher training, establish an effective evaluation mechanism for teacher training, and realize the goal of connotative development of higher education. (Wu Zhifa,2020)

Cultivating the ability of the persuasive skill can give full play to the teaching role of school teachers, cultivate a team of teachers with a good level of education, and then cultivate a group of high-quality talents in line with the requirements of the times.

From this notion, the researcher would like to investigate how the persuasive skills of Chinese teachers impacted better understanding and connection with their students. It is widely accepted that teaching is a stressful job and more so if the teachers have not developed well the skills on persuasive in facing his/her class in the classroom. No matter how many students you have in the class, each one of them has to be persuaded in what you are teaching them to believe in the cause of the subject.

## 2. Statement of the Problem

This study intends to determine the following research questions:

1.How the respondents can be classified based on their designation in terms of:

1.1Age

1.2Sex

1.3Year of teaching experience

2.What is the assessment of the respondents with regards to the persuasive skills in terms of:

2.1Audience-centric

2.2Encouraging commitment

2.3Positive conversations

2.4Taking a stand

2.5Powerful point of view

3. Is there significant difference in the persuasive skills when the scores of teachers compared based on their demographic factors?

4.What input may be generated based on the study's findings to improve understanding and connection with students?

## 3. Hypotheses

H01: There is no significant difference in the persuasive skills when the scores of teachers compared based on their demographic factors.

## 4. Scope and Delimitation

The objective of the study is to determine how persuasive skills of teachers in doing their task in the classroom impacted the understanding and lesson engagement of students, thus,

producing desired learning outcomes. Moreover, the present study will also determine if persuasive skills of teachers has the relationship on the independent and dependent variables.

This study will be conducted at Shenyang Normal University, Shenyang University, Dalian University of Foreign Languages, in Liaoning Province, China. Based on the theoretical basis of effective teaching, the theoretical basis of teacher training and the educational methodology, 2161 teachers were surveyed by questionnaire. The research subjects are teachers over 20 years old. The survey will be taken to 4 colleges. The colleges targeted for the survey are: the College of Education, the College of Music and Dance, the College of Languages, and the College of Chinese. Twenty percent of the total population will be the survey respondents. This study focuses on Chinese teachers' persuasive skills to better understand and connect with their students. The study also explains that effective the persuasive skills can demonstrate, illustrate, explain or interpret curriculum knowledge to students, teach curriculum learning methods and learning rules, and promote students' comprehensive application skills and quality of thinking. The findings also provide a basis for teacher training development planning in China.

The data will be collected using a Google Form between March and April 2024. The sample size will be estimated using gpower\*, an a priori sample size calculator based on the statistical power and statistical treatment that will be employed. The research design is a non-experimental, quantitative research design, which means statistical processes are used to collect and analyze numerical data in variables. In addition, survey questionnaires will be used in this investigation.

The study, however, will not determine the lived experiences of the respondents for this is purely quantitative research.

## 5. Research Design

The researcher utilized a non-experimental, quantitative descriptive correlational research design. The methods of quantitative research developed in the natural sciences place a high value on objectivity, measurement, reliability, and validity (Lee, 1992, as cited in Habib, 2021). This research design denotes that statistical procedures are utilized to gather and evaluate numerical data in variables. Furthermore, this study will employ a survey questionnaire to collect the necessary data to assess the hypotheses. Surveys generalize a sample to derive quantitative information on attitudes and views held by a larger group of people (Creswell, 2014). Similarly, the indirect effect of persuasive skills of teachers impacted the understanding and connection of students will also be measured.

## 6. Research Locale and Participants

This study was conducted at Shenyang Normal University, Shenyang University, Dalian University of Foreign Languages, in Liaoning Province, China. Based on the theoretical basis of effective teaching, the theoretical basis of teacher training and the educational methodology, 2161 teachers were surveyed by questionnaire. The research subjects are teachers over 20 years old. The survey will be taken to 4 colleges. The colleges targeted for the survey are: the College of Education, the College of Music and Dance, the College of Languages, and the College of Chinese.

Twenty percent of the total population will be the survey respondents. This study focuses on Chinese teachers' persuasive skills to better understand and connect with their students. The study also explains that effective the persuasive skills can demonstrate, illustrate, explain or interpret curriculum knowledge to students, teach curriculum learning methods and learning rules, and promote students' comprehensive application skills and quality of thinking. The findings also provide a basis for teacher training development planning in China.

## 7. RESULTS, ANALYSIS, AND INTERPRETATION

1. Respondents classification based on their designation in terms of age, sex, and years of teaching experience

**Table 1.** Frequencies and Percentage of Demographic Factors

Age	Counts	% of Total
21-30	142	33 %
31-40	186	43 %
41 and above	106	24 %
Sex		
Female	198	46 %
Male	236	54 %
Years of Experience Teaching		
1-5 years	141	32 %
6-10 years	127	29 %
11-15 years	97	22 %
16-20 years	58	13 %
21 years and above	11	3 %

Table 1 displays the frequencies and percentages of demographic data for a group of educators, encompassing their age, gender, and years of teaching expertise. The tabulated data reveals that 33% of the participants fell within the age range of 21 to 30, while 43% were between the ages of 31 and 40. Additionally, 24% of the participants were 41 years old or older. The data analysis indicated that the bulk of the respondents fall within the age range of 31 to 40 years.

Regarding their assigned sex, 46% of the teachers were female and 54% were male, indicating that the majority of them are male teachers.

Based on their years of experience, 32% of the teachers had taught for 1 to 5 years, 29% for 6 to 10 years, 22% for 11 to 15 years, 13% for 16 to 20 years, and only 3% for 21 years and beyond. Consequently, the data indicates that most of the participants possess teaching experience ranging from 1 to 5 years.

2. Assessment of the respondents with regards to the persuasive skills in terms of:

### 2.1 Audience-Centric

Table 2 displays the participants' ratings of their persuasive skills in terms of audience focus. The collected statistics show that the average score is 1.52 with a standard deviation of 0.19, indicating a low ranking. This suggests they disagree with the claim that they have checked what their audience has heard to rectify misunderstandings ( $M = 1.52$ ), addressed their concerns and difficulties ( $M = 1.57$ ), and are crystal-clear about what they are attempting to achieve ( $M = 1.59$ ). However, the data indicates a significant lack of consideration for the audience's thoughts, emotions, and behaviors ( $M = 1.18$ ). Additionally, there is a notable absence of effective

storytelling as a means of connecting with the audience ( $M = 1.42$ ).

**Table 2.** Assessment of Persuasive Skills in terms of Audience-Centric

Indicators	Mean	SD	V.I	Rank
Make connections with the audience by telling good stories.	1.42	0.49	Very Low	7
Use the right tone of voice and in their language.	1.44	0.50	Very Low	6
Crystal-clear about what you are trying to achieve.	1.58	0.53	Low	3
Truly spent time thinking about your audience, about how they think, feel and act.	1.18	0.38	Very Low	8
Made sure that their concerns and issues are addressed.	1.57	0.50	Low	4
The benefits of actions as you propose relevant to the audience.	1.77	0.47	Low	1
Have checked what your audience has heard to correct misunderstanding.	1.52	0.51	Low	5
Appealing materials are used for attention and mastery.	1.65	0.57	Low	2
COMPOSITE MEAN	1.52	0.19	Low	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Persuasion skills are an important tool for employees in every industry. The ability to influence others, present effective arguments and prompt others to act is a valuable asset that can be beneficial in a range of workplaces.

According to the research and experience of Dr. Robert Cialdini, (2023), persuasion skills led him to identify six key elements of successful persuasive interactions. These are: Reciprocation, Consistency of commitment, social proof, Liking, Authority, Scarcity. They are not necessarily intuitive, and you should learn them well. In addition to helping you develop your own ability to persuade, a side benefit is you can begin to learn some of the techniques which sales professionals will use to persuade you. This puts you in a stronger position to judge how best to respond.

According to the research of Dr. Phoebe Perelman (2023), Persuasive speaking involves more than just content. You could have the most robust, audience-centric script, but without public speaking prowess, your efforts will go to waste. The way you deliver your speech or presentation has everything to do with the likelihood of influencing an audience. Capturing and holding an audience's attention requires a certain type of stage presence. Fortunately, you

don't need to be born with uncanny charisma – you can learn how to leverage your voice and speak with confidence.

### 2.2 Positive Conversations

**Table 3.** Assessment of Persuasive Skills in terms of Positive Conversations

Indicators	Mean	SD	V.I	Rank
To get people engaged and fully supportive of decisions.	1.73	0.68	Low	3
Sit and converse with people how to achieve goals.	1.61	0.52	Low	7
Take charge of having good conversations.	1.38	0.49	Very Low	8
Help the people to understand what they are doing deliver the purpose of the task.	1.64	0.54	Low	5.5
Implement ideas to best effect.	1.91	0.43	Low	2
Deadlines and quality performance are met.	1.95	0.52	Low	1
Good conversation ends in a commitment to action.	1.64	0.53	Low	5.5
Actions and performances are evaluated well.	1.69	0.52	Low	4
COMPOSITE MEAN	1.69	0.20	Low	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Table 3 provides a comprehensive overview of the assessment of the persuasive abilities of specific teachers, focusing on positive dialogue. The composite mean score is 1.69, with a standard deviation of 0.20, suggesting a low grade according to the data analysis. This indicates that they do not agree with the idea of engaging in discussions with individuals on how to accomplish objectives (M = 1.61), assisting individuals in comprehending the purpose of the task at hand (M = 1.64), and concluding conversations with a commitment to taking action (M = 1.64). However, it appears that they strongly disagree with taking responsibility for engaging in meaningful conversations (M = 1.38).

According to the research and experience of Bethany Klynn (2021), looking for positive emotions, humans naturally value negative emotions more than positive emotions. This is called negativity bias. Negative emotions, such as disgust, anger, and sadness, tend to carry a lot of weight. Positive feelings, such as contentment, interest, and gratitude, are quieter. Making a habit of noticing these positive experiences can improve resilience and well-being.

According to the research and experience of BetterHelp

Editorial Team (2024), Persuasion may be unhealthy or healthy, depending on the context. A few examples of negative persuasion include the following: Pressuring a friend to try an addictive substance. Trying to persuade your boss to fire a coworker you dislike. Coercing someone into physical affection. Convincing others to believe a lie. Persuading others for personal gain at a detriment to them. Positive persuasion can be seen when both individuals have a choice and can consent to the interaction.

### 2.3 Encouraging Commitment

**Table 4.** Assessment of Persuasive Skills in terms of Encouraging Commitment

Indicators	Mean	SD	V.I	Rank
Mindful of being positive and avoid negative thoughts.	1.52	0.51	Low	7
Give people confidence by expecting more of them.	1.69	0.53	Low	3
Consciously project an aura of optimism and positive energy at all times.	1.79	0.63	Low	2
Strive to see opportunities in challenges and articulate clearly what those opportunities are.	1.64	0.50	Low	6
Strive for a better way to do things.	1.66	0.50	Low	4
Maximize the resources you have to succeed.	1.65	0.50	Low	5
Credit others for good job.	1.92	0.52	Low	1
Open for feedback.	1.37	0.48	Very Low	8
COMPOSITE MEAN	1.65	0.19	Low	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Table 4 presents an evaluation of the participants' ability to persuade others to make a commitment. The study revealed a composite mean score of 1.65 and a standard deviation of 0.19, suggesting a poor ranking. The data indicates that the teachers do not believe that they are conscious of maintaining a positive mindset and avoiding negative thoughts (M = 1.52), actively seek out chances inside problems and clearly express what those possibilities are (M = 1.64), and make the most of the resources available to them in order to achieve success (M = 1.65). However, it seems that they strongly disagree with being receptive to input (M = 1.37).

According to the research of Elizabeth Perry(2022), Persuasion doesn't mean manipulation. When we persuade, we convince others to support something that's both

beneficial to them and us. By using trusted methods and tactics, you can better convey why a concept or belief makes sense for your audience and assure them you have their best interests at heart.

According to the research and experience of Regine Fe Arat(2024),The advantages of persuasive communication include: its ability to influence the decisions and actions of those around you, its ability to motivate your team to work toward your desired goals, to be a more effective leader or team member, and to be more likely to achieve personal, professional, and organizational goals.

#### 2.4 Taking A Stand

**Table 5.** Assessment of Persuasive Skills in terms of Taking a Stand

Indicators	Mean	SD	V.I	Rank
Visibly behave in ways that are consistent with your words.	1.05	0.22	Very Low	8
Be frank and honest	1.41	0.49	Very Low	7
Encourage everyone to speak up and stay focused on the right things	1.42	0.49	Very Low	6
Carefully think of the intention of the conversation before holding it, (Is it to inform, align, solve, improve or implement?)	1.79	0.51	Low	2
Close conversations with agreed actions and commitment.	1.92	0.48	Low	1
Recognize and reward achievements and encourage risk-taking.	1.84	0.68	Low	3
Open new ideas and align it to achievable and longer-term vision	1.60	0.49	Low	4
Advocate for action.	1.59	0.49	Low	5
COMPOSITE MEAN	1.58	0.17	Low	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Table 5 provides an evaluation of persuasive abilities when it comes to expressing a viewpoint. The table displays a composite mean score of 1.58, accompanied by a standard deviation of 0.17, which suggests a low assessment. The data analysis indicated that the participants do not support the idea of advocating for action ( $M = 1.59$ ), introducing new ideas and aligning them with attainable and long-term goals ( $M = 1.60$ ), and acknowledging and rewarding accomplishments while promoting risk-taking ( $M = 1.84$ ). However, according to the statistics, it seems that they strongly disagree with the

notion that their actions align with their words ( $M = 1.05$ ) and that they are sincere and truthful ( $M = 1.41$ ).

According to the research and experience of Taylor & Francis (2012), Being able to write persuasively has always been important. This skill is central to a range of genres such as comparative analysis, editorial or discussion. It is argued to be the written genre that students will meet most frequently as they progress through their schooling (NAPLAN, 2010) and its mastery continues to be of paramount importance to passing high stakes/gate-keeping tests of English and being able to engage with tertiary studies (Wollman-Bonilla, 2004). Compared with writing a narrative the persuasive written text requires an understanding and application of specific persuasive devices as well as particular knowledge and understanding of the context in question. This draws attention to the need for the design of assessment tasks to firstly take account of students' background knowledge. Similarly, teachers need give priority to the explicit teaching of the associated language features, which in turn demands students' acquisition of the metalanguage involved.

According to the research and experience of Daniel A. Mabini (2023), explores the impact of teaching students to develop persuasive speech templates in online classrooms on the persuasive presentation skills of secondary school non-native English speakers. The results showed that after participants were trained to use student-developed templates, their persuasive presentation skills improved significantly, as demonstrated by careful choice of words, the formation of engaging introductions, effective vocal expression and paralanguage, connection with the audience, and reduced communication anxiety. Furthermore, the study found no significant correlation between online learning environments and improved skills. The findings suggest that student-developed templates, direct skill instruction, time for research and practice, and teacher guidance help improve skills and can form part of alternative rhetoric pedagogy.

#### 2.5 Powerful Point of View

Table 6 presents an evaluation of the persuasive abilities of specific professors, focusing on their strong viewpoints. The data analysis revealed that the mean composite score was 1.61, with a standard deviation of 0.19, indicating a low ranking. They dispute the notion that possessing a strong point of view leads to trustworthy actions ( $M = 1.58$ ), that lacking a point of view is more detrimental than having a contentious one ( $M = 1.67$ ), and that they possess the ability to express their point of view persuasively ( $M = 1.73$ ). Meanwhile, they strongly refute the notion that they possess the bravery to maintain a positive attitude in the presence of difficulties ( $M = 1.31$ ) and instill trust and assurance in others ( $M = 1.37$ ).

According to the research and experience of Lawrence A. Hosman(2002),The influence of the power of presentation style, strength of argument, and cognitive needs on participants' perceptions of the speaker, cognitive responses, and attitudes towards the topic was explored. Based on the Exhaustive Likelihood Model of persuasion (ELM), the researchers hypothesized that these three independent variables would interact to affect cognitive responses and attitudes toward the subject, but the results did not support this hypothesis. Path analysis showed that the power of speech style had a small direct effect on attitude and some indirect effects through cognitive response categories. The quality of the argument has a direct effect on the attitude towards the topic. The research results are discussed from the perspective of the importance of persuasive effect of speech

style, especially the role of speech style in the ELM framework.

**Table 6.** Assessment of Persuasive Skills in terms of Powerful Point of View

Indicators	Mean	SD	V.I	Rank
Know how to articulate one's point of view in a compelling way.	1.73	0.50	Low	2
Have the courage to be positive in the face of challenges	1.31	0.46	Very Low	8
Prepare to advocate and defend the position you stand for.	1.40	0.49	Very Low	6
Not having a point of view is more toxic than having a controversial one.	1.67	0.54	Low	3
Inspire confidence with others.	1.37	0.48	Very Low	7
Unlikely to be swayed by other people's views and opinions and remain authentic	2.37	0.86	Low	1
Strong point of view drives trustworthy behaviors	1.58	0.50	Low	4
Proactive and decisive	1.49	0.50	Very Low	5
COMPOSITE MEAN	1.61	0.19	Low	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

According to the research of O'Neill, S. (2012), examined 35 Taiwanese high school students' responses to a persuasive writing task based on the task, criteria and descriptive data used for the Australian national test of literacy (NAPLAN, 2011a). Responding to 'Learning a language is better than learning a sport' students' scripts showed a range of performance but overall strong evidence of understanding the persuasive genre and the ability to apply persuasive devices. These devices included use of personal opinion, appeals to reader's logic or values, conditional and emphatic statements, and ability to temper or modify their argument.

According to the research and experience of Ham, C. D., Nelson (2015), Most scholars use explicit (conscious) assessments to measure the short-term effects of subjective persuasion knowledge. Our systematic review provides scale items and reveals opportunities to develop reliable scales related to other aspects of persuasion knowledge (e.g.,

appropriateness, perceived effectiveness, coping behavior, and agents' perspectives).

**Table 7.** Summary of the Assessment of Persuasive Skills

	N	Mean	SD	Interpretation
Audience-Centric	434	1.52	0.19	Low
Positive Conversations	434	1.69	0.20	Low
Encouraging Commitment	434	1.65	0.19	Low
Taking a Stand	434	1.58	0.17	Low
Powerful Point of View	434	1.61	0.19	Low
Persuasive Skills	434	1.61	0.09	Low

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

According to the research and experience of George A. Kirk(2018), Student interest in entrepreneurship as a career alternative has grown in recent years. In response, a growing number of colleges and universities are offering entrepreneurial curriculum. Traditionally university based entrepreneurial training has focused primarily on business based technical skills, i.e., accounting, management, marketing and finance. Persuasive communication and communication competence are vital skills that are often overlooked in entrepreneurship programs. This paper provides a brief overview of the skills required for communication competence and proposes a method for enhancing persuasive communication skills and communication competence in budding entrepreneurs—role play exercises. Role play exercises allow students to develop, enhance and practice their communication skills as well as building communication confidence. Role play exercises can be added to existing classes or administered through extra-curricular activities to avoid having to add an additional course to the curriculum. Role play exercises can also provide a mechanism for creating awareness of the entrepreneurship program both on campus and off campus.

## 8. Conclusion

1. According to the survey results, 33% of the participants were between the ages of 21-30, and 43% were between the ages of 31-40. In addition, 24% of the participants were over the age of 41. Data analysis shows that the majority of respondents are between the ages of 31 and 40. In terms of gender distribution, 46% of teachers are female and 54% are male, indicating that they are dominated by male teachers. According to the experience of the teachers, 32% of the teachers had 1-5 years of teaching experience, 29% had 6-10 years of teaching experience, 22% had 11-15 years of teaching experience, 13% had 16-20 years of teaching experience, and only 3% had 21 years or more of teaching experience. Therefore, the data shows that most participants have between 1 and 5 years of teaching experience.

2. The respondents' evaluation of persuasion skills is as follows:

2.1 The audience-centered survey results show how participants rate their persuasive skills in terms of audience focus. With an average score of 1.52 and a standard deviation

of 0.19, it ranks low. This suggests that they disagree with the statement that persuasion skills are an important tool for employees in every industry. The ability to influence others, make effective arguments, and move others to action is a valuable asset that can be beneficial in a variety of workplaces.

2.2 According to the research result encouraging commitment, the comprehensive average score is 1.69, and the standard deviation is 0.20, which belongs to a low level from the perspective of data analysis. This indicates that they disagree with the idea of discussing with the individual how to accomplish the goal ( $M = 1.61$ ), helping the individual understand the purpose of the task at hand ( $M = 1.64$ ), and ending the conversation with a commitment to take action ( $M = 1.64$ ). However, they seem strongly opposed to taking responsibility for engaging in meaningful dialogue ( $M = 1.38$ ).

2.3 The results of the study on positive conversations showed that the comprehensive average score was 1.65 and the standard deviation was 0.19, indicating a poor ranking. The data suggest that teachers do not see themselves as consciously maintaining a positive mindset, avoiding negative thoughts ( $M = 1.52$ ), actively seeking opportunities in problems and articulating clearly what those possibilities are ( $M = 1.64$ ), and making the best use of available resources to succeed ( $M = 1.65$ ). However, they seem strongly opposed to accepting input ( $M = 1.37$ ).

2.4 The results of the study on taking a stand showed a composite mean score of 1.58, accompanied by a standard deviation of 0.17, which indicates a low assessment. Data analysis showed that participants did not support advocacy for action ( $M = 1.59$ ), introducing new ideas and aligning them with achievable and long-term goals ( $M = 1.60$ ), and recognizing and rewarding achievement while encouraging risk-taking ( $M = 1.84$ ). However, according to the statistical results, they seem to strongly disagree with the views of consistency ( $M = 1.05$ ) and sincerity ( $M = 1.41$ ).

2.5 Powerful point of view data analysis shows that the average composite score is 1.61 and the standard deviation is 0.19, which is a low ranking. They questioned that having strong opinions leads to trustworthy behavior ( $M = 1.58$ ), that a lack of opinions is more harmful than having controversial opinions ( $M = 1.67$ ), and that they have the ability to express their opinions persuasively ( $M = 1.73$ ). At the same time, they strongly refute the notion of having the courage to maintain a positive attitude in the face of difficulties ( $M = 1.31$ ) and instilling trust and assurance in others ( $M = 1.37$ ).

3. It was concluded from the survey that there were significant differences in the assessment of persuasion skills based on the age of the sample of teachers. On the other hand, no difference was found in the assessment of strong opinions ( $F = 0.89$ ,  $p = 0.413$ ). There were differences among teachers aged 21 to 30, 31 to 40, 21 to 30, and 41 and older. Comparing groups, teachers aged 21-30 were rated higher than teachers aged 31-40 and 41 on audience-centered, active dialogue, taking a stand, and overall persuasion skills.

4. Based on the findings of this study, several inputs can be generated to improve understanding and connection with students:

Develop personalized instruction, actively listen to student ideas, have empathy and understanding for students, incorporate educational technology, engage students and enhance learning, establish channels for student feedback, and take timely action to encourage group work and peer interaction to build connections.

## 9. Recommendations

### 1. Build relationships

1.1 Communicate sincerely, communicate with students in a sincere attitude, and let students feel your care and respect. Avoid perfunctory and fake responses, listen carefully to students' thoughts and feelings, and express your own true opinions and emotions.

1.2 Have a deep understanding of each student's interests, hobbies, family background, learning style, etc., in order to better communicate with their characteristics during persuasion.

### 2. Use effective communication

2.1 Clear expression. When persuading students, make sure your language is clear, concise and easy to understand. Avoid using overly complex vocabulary and sentence structures that may confuse students.

2.2 By asking questions to guide students to think and let them come to a conclusion, such persuasion effect will be better.

### 3. Emphasize positive consequences

3.1 To help students look to the future, so that they can see the bright prospects of hard work and positive behavior.

3.2 Timely reward and recognition of students' good performance and progress can enhance their self-confidence and enthusiasm.

### 4. Respect students' opinions and choices

4.1 Listen to students' opinions. When students raise different opinions, do not be quick to deny them, but carefully listen to their reasons and respect their thinking.

4.2 In some cases, give students some choice and let them feel that they have some autonomy and control.

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