

DEVELOPMENT OF MODULE FOR COMMUNICATION SKILLS AMONG STUDENT-TEACHERS

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Abstract

Teacher Education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of Teacher Education is a powerful means for the upliftment of educational standards in the country. It inculcates the skills and competencies among the student-teachers and makes them professionally competent to meet the demands of the society. Teacher educators play an important role in developing abilities, knowledge, skills and values of future teachers by proper training and guidance. There are various special abilities of student-teachers which can be developed by proper training like leadership, decision making, communication, stress management, conflict management, team building, problem solving, creative thinking, critical thinking, self-awareness, etc. and therefore, it has led to the Development of Module for Communication Skills among Student-Teachers. The purpose of this paper is to identify how training and development program impact student-teachers towards developing their Communication skills.

Keywords: *Communication skills, One Way Communication, Getting Feedback, A Communication Model, The Three Levels of Communication, Barrier to Communication.*



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INTRODUCTION:

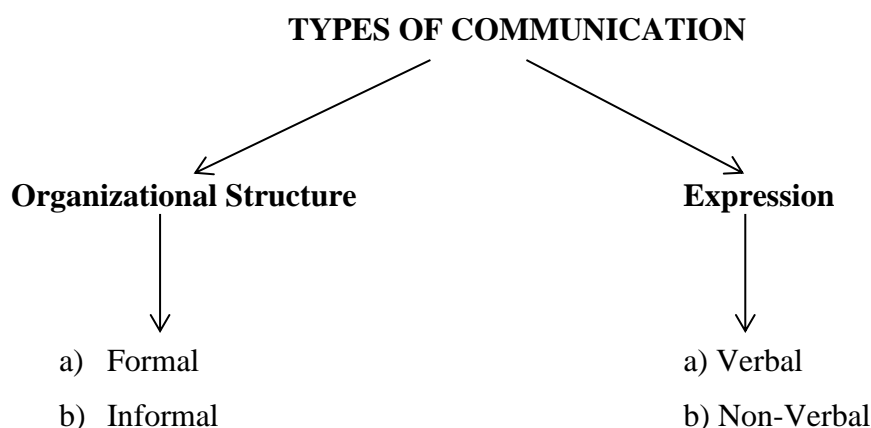
Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Have you ever felt the messages you convey are not communicated properly or have you ever felt guilty of not conveying the message as it wants to be conveyed? If so it is because of your weakness towards communication skills. Apart from the basic necessities, you need to be equipped with habits for good communication skills, as this is what will make you a happy and successful social being. In order to develop these habits, you need to first acknowledge the fact that communication skills need an improvement from time to time. The only constant in life is change, and the more you accept your strengths and work towards dealing with shortcomings, especially in the area of communication skills, the better will be your interactions and the more your social popularity.

Teacher Education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of Teacher Education is a powerful means for the upliftment of educational standards in the country. It inculcates the skills and competencies among the student-teachers and makes them professionally competent to meet the demands of the society. Teacher educators play an important role in developing abilities, knowledge, skills and values of future teachers by proper training and guidance. There are various special abilities of student-teachers which can be developed by proper training like leadership, decision making, communication, stress management, conflict management, team building, problem solving, creative thinking, critical thinking, self-awareness, *etc.* and therefore, it has led to the Development of Module for Communication Skills among Student-Teachers. The purpose of this paper is to identify how training and development program impact student-teachers towards developing their Communication skills.

CONCEPT OF COMMUNICATION:

Communication is a process of transferring, exchanging and understanding information, ideas, views and feelings between two or more persons. It includes the transference of meaning from one person to the understanding of another. Communication is the activity of conveying meaningful information. Communication requires a sender, a message and a recipient. Communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete when the receiver has understood the message of the sender.

There are different ways of communicating. Communication can be categorized according to the media and means adopted for communication. Communication is the flow of a message from the communicator to the receiver.



Formal Communication

When information is transferred in view of one's status or placement in an institution, it is termed as Formal Communication. It flows through an officially prescribed route. It is related to the various positions in an institution and hence is associated to formalities, rules and procedures.

Informal Communication

This type of Communication arises on account of informal relationships between the persons concerned. Informal Communication grows instinctively from personal and group interest. Informal Communication can be expressed by a nod, smile or gesture, and sometimes even through silence.

Verbal Communication

Verbal or Oral Communication is one of the most widely used medium of Communication. Oral Communication has the advantage of speed correctness and complete interaction. Verbal Communication gives importance to language. Examples of this include using different forms of language (*i.e.* written, voice, sign language). Verbal Communication is expressed using semantics or meaning of words. Verbal Communication is more effective when there is proficiency in language. Language consists essentially of words and the message attached to words. Verbal Communication can be considered as a simple one-to-one correspondence. Writing is a mode of Verbal Communication which is different from speech. Speech is Oral Communication. Speech is for a moment but writing can be more deliberate, intentional and permanent.

Non-verbal Communication

Non-verbal Communication is wordless Communication. It is the most important channel for conveying meanings. Paintings, drawings and sculptures are media through which artists convey their ideas, concepts and feelings. The artist is the sender or the source and the one who observes or admires it, is the receiver. The message has to be interpreted by the receiver. The effectiveness of the communication lies in the accuracy of interpretation of the meaning of the message that the artist wants to communicate. Examples of this include facial gestures (smiling, frowning), body language (arms crossed, giving someone the "finger", legs shaking resembling nervousness, sitting upright giving someone their full attention), and the impression

you give to others with your appearance (dress, body image, body odour). We communicate non-verbal messages in three languages: sign language, action language and object language.

- **Sign language**-It is used to replace words, numbers and punctuation marks by gestures.
- **Action language**-It includes all the movements which we do not exclusively use as signals *i.e.* walking, running, eating *etc.*
- **Object language**-It is the intentional or non-intentional display of material things *i.e.* art objects, clothing, jewellery *etc.*

Body Language

Body language is a silent language-yet, it speaks louder than words. It is an effective Non-Verbal Communication. It is the visual image of the sender in action, as well as the inflexion of voice. This refers to the unspoken messages and signals that one conveys with the body. For *e.g.*, gestures, postures, facial expressions, eye contact, bodily contact or touch *etc.*

NEED OF THE STUDY:

Studies have been conducted on Communication Skills related to Developing, learning and evaluating among Preschool children with visual Impairments, Physical Education and Sports students, students with Autism using iPad, post graduate Internal Audit students, Adolescents with behavioural problems, Information System students in Australian and Portuguese higher education, Visually Impaired Early Adolescents through a Psycho-Education Program, nursing students, carers working with Multiple Learning Disabilities, Diverse Young Learners with strategic teaching, Accounting students, strategies for Pre-schoolers and School-aged children and secondary graduate student teachers.

As we all know, the student-teachers of D. El. Ed. are the teachers of tomorrow. They will be imparting different skills and teaching different subjects to the school students. To be able to do that effectively, it is necessary that they ought to develop certain capabilities/skills. The present study seeks to develop the module for Communication Skill among student-teachers of D. El. Ed. so that later on they become effective teachers.

As it has been noted above, no research has been conducted on Student-teachers of D. El. Ed. In view of personal experience of the researcher, researcher felt the need of conducting the research with respect to student-teachers. Hence, the researcher proposes to develop the module on Communication Skill among student-teachers.

SIGNIFICANCE OF THE STUDY:

The findings of the study will be useful to teacher educators, Principals, all stakeholders of educational system and parents.

This study will give guidelines to the educationists working in the area to plan and design different educational strategies, programs and approaches to develop Communication Skill of student-teachers in all aspects.

Principals can adopt certain programs in collaboration with the teacher educators.

Teacher Educators can implement modules of Communication Skills for student-teachers in which they are lacking. Teacher educators can also make different headways in their teaching which will help the student-teachers to make learning enjoyable and meaningful. They can also motivate student-teachers to approach their goal systematically; help in development of skills which can help to develop Communication Skills.

The study will also enable parents in general to develop a positive attitude to deal with student-teachers.

AIM OF THE STUDY:

The major aim of the present research was

- To Develop the Module for Communication Skills among Student-teachers.
- To Evaluate the Effectiveness of the Communication Skills among Student-teachers.

OBJECTIVE OF THE STUDY:

- To compare the Pre Test and Post Test mean scores of the Communication Skills of the experimental group.

HYPOTHESIS OF THE STUDY:

Following null-hypothesis were formulated to test the hypothesis.

- There is no significant difference between pretest and posttest mean scores of the Communication Skills of the experimental group.

METHODOLOGY OF THE STUDY:

The Experimental method was employed in this study. 40 student teachers were randomly selected and Module was used on experimental group. Pre-test, post-test on experimental group was followed.

SAMPLE AND DATA COLLECTION:

A sample of 40 D. El. Ed. student-teachers (Unaided teacher education institutions) was surveyed. The method of sampling used was Random sampling.

TOOLS FOR DATA COLLECTION:

The following tools were used by the investigator:

- Communication Skill Scale (Pretest and posttest) was prepared
- Module for Communication Skills was prepared

PREPARATION OF TOOLS

- **Communication Skill Scale (Pretest and posttest):** This scale is prepared by the investigator.
- **Module for Communication Skills:** Activities are performed to develop Communication Skills among D. El. Ed. student-Teachers which include storytelling, Game, Making Sketch, Questionnaire and Brain-Storming Sessions.

ADMINISTRATION OF TEST**a) Administration of Communication Skill Scale Pre Test**

Before administration the Module for Communication Skill investigator has implemented Communication Skill Scale for D. El. Ed. students. Pretest is used as Communication Skill Scale.

b) Administration of Module for Communication Skills

A Module of Communication Skills Consisted of Introduction of Communication Skills, Components and Communication Time, Telling V/S Showing, Double Messages, Communication Self Evaluation, One Way Communication, Getting Feedback, A Communication Model, The Three Levels of Communication, Non Verbal Communication, Body Expressions- Read me, Statue Building, Listening Skills, Meaning of Words, Contradictory Messages, Voice Inflection, Barrier to Communication and Closing Remarks.

c) Administration of Communication Skill Scale Post Test

After administration of the Module for Communication Skills, investigator has implemented the Communication Skill Scale for D. El. Ed. Student-teachers to find out the level of Communication Skill.

TECHNIQUES OF DATA ANALYSIS:

The following descriptive and inferential statistical techniques were used for data analysis:

- i) Descriptive Analysis (with Mean)
- ii) Inferential Analysis (with t-test)

FINDINGS AND CONCLUSIONS:

Hypothesis 1: There is no significant difference between pretest and posttest mean scores of the Communication Skill of the experimental group.

Table No. 1: Comparison of Pre & Post Test Means Scores of the Experimental Group

Experimental Group	No. of Student - Teacher	Mean	't' Value
Pre - Test	40	56.37	5.64
Post – Test	40	60.67	

Significant at 0.01 levels.

The above table shows that there is significant differences between the pre-test and post-test mean scores of the experimental group as revealed by the 't' value (5.64) which is significant at 0.01 level.

The better performance of the experimental group in the post test is clearly noticed when it is compared with its pre-test performance. This is a definite indication of the effectiveness of the application of Module for Communication Skills.

SUGGESTIONS FOR IMPROVING COMMUNICATION SKILLS:

- Develop your voice
- Slow down
- Animate your voice
- Enunciate your words
- Use appropriate volume
- Pronounce your words correctly
- Use the right words
- Make eye contact
- Use gestures
- Don't send mixed messages

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