



A Study of an Enquiry into Trainee Teachers' Communication Skills

Abstract

*The rationale of the study is to decide the levels of trainee teachers' communication skills. Descriptive survey model was used in this study. 218 trainee teachers, of Amity B.Ed. College, Bharuch and Jai Jalaram Talimi Snatak Shikshan Mahavidhyalaya, Thava Affiliated with the Veer Narmad South Gujarat University, Surat, was the sample of this study. The purposeful sampling methods, was used in the selection of the sample for this study. As a tool for data collection, in this study the **Inventory of Communication Skills** was used. As the assembled data showed normal distribution, t-test and one-way variance analysis was used in the present study. Trainee teachers find themselves sufficient and ample in the followings in order; behavioural communication skills, cognitive communication skills and emotional communication skills. The conclusions of the study recommend that there has been a significant difference between trainee teachers' communication skills, their masculinity and their course levels. It was also found in this study that there is no significant difference between communication skills of trainee teachers.*

Key Words: *Communication skills, trainee teachers, Teacher Education.*

Introduction

Language is an instrument or tool which helps human be aware of the world and tell themselves to others. Communication means sharing emotions, feeling, thoughts, ability, expertise, talent and skills; creating a common ground for thoughts, belief, opinion and emotions. People start to sense the world, build communication with other people and creatures, to explain and interpret the world. Communication is a social necessity for individuals to be parts of the society and to socialize. Individual person need to communicate with their environment effectively so that they can be real parts of the society. Having a communal and mutual language between senders and receivers makes it frank, honest, direct or easier for them to communicate. The communication problems and trouble experienced by individuals result from lacking, missing or absent of language skills, not interpreting the messages precisely, exactly and appropriately. There have been some obstacles preventing people from communicating with others.

These obstacles, barrier or blockage are classified as physical, technical, psychological or social and organizational. Among the physical and technical obstacles are message, channel, noise and language related ones. Surrounded by the psychological and social obstacles are lacking of a purpose for a communication and preconceptions of views, differences in sensing, attitudes and behaviours, socio-cultural differences and the level of knowledge owned. As organizations form the most significant part of the society, organizational obstacles are considered to be as communication obstacles. Organizational obstacles barrier or blockage are suggested to be as time pressure, role relationships, hierarchy, management styles, statue differences, information overload, inadequacy of feedback, the size of organization and physical structure of the organization. It is very important to consider environmental factors, relationships among individuals, special communication styles and the channels and environment used in eliminating the communication related obstacles. To be intelligent to eradicate communication related obstacles and barrier the messages sent by the source need to be supported with visuals, to be familiar depending on the receivers, the communication setting needs to be rearranged; and the responses needs to be given to the established messages.

The top best way to eradicate the communication obstacles is to decide the communication obstacles or barrier and to take essential measures against them. Individual persons of a self-governing (democratic) society are hypothetical to have previously gained necessary communication skills. Communities require individuals who can express or prompt their emotions, feeling,

sentiments, excitements and thoughts effectively, who can understand the messages correctly and who can solve problems and difficulties through their communication skills. The course of operative communication was added into the curriculum of each program related to teaching profession. The aim of this was to help trainee teachers shape or build the effective teacher-parent-student communication.

Consequently, syllabus was changed, and it was predicted that students would gain applicable skills more than just theoretical or hypothetical information. Skill is well-defined as individuals' power to perform a job or to achieve an employment. Skill is the transmission of information into practice. The multifaceted knowledge that individual persons have gained is aimed to be transferred into a skill in a systematic or methodical way. Skill is the procedure of rearrangement of mind, and this procedure continues for the lifetime. The most basic straightforward aim of this constructive and productive education approach is to help learners efficiently and successfully communicate over the guidance or supervision of their teachers. Participate or contribute in group discussions or assembly deliberations and build their learning and knowledge in a progressive juncture. There are some basic simple skills which are supposed to be in education syllabus.

These skills are the truthful, perfect, accurate, exact, correct, precise, effective and nice use of critical thinking, creative thinking, communicating, problem solving, making research, decision making, using information technologies and entrepreneurship. The objective of this research is to determine the levels of trainee teachers' communication skills. The task objectives of this study are determined as follows under the light of the research goal:

- ❖ Is there a significant difference between communication skills of trainee teachers and their masculinity?
- ❖ Is there a significant difference between communication skills of pre-service and their course levels at which they are studying?
- ❖ Is there a significant difference between communication skills of trainee teachers and the college that they graduated from?
- ❖ How is the level of trainee teachers' communication skills?
- ❖ What are the opinions of pre-service Pre-service teacher about communication skills?

Method

Research Design

Descriptive survey model was used in this study. Descriptive researches help to define a specific case in depth. The aim of this study was to define the communication skills of trainee teachers.

Participants

218 trainee teachers, who are studying in Amity B.Ed. College, Bharuch (42 trainee teachers), and Jai Jalaram Talimi Snatak Shikshan Mahavidhyalaya, Thava (176 trainee teachers) affiliated with Veer Narmad South Gujarat University, Surat participated in the study. The purposeful sampling methods, was used in the choice of the participants in this study. Observation potentials in a study may contain of some cases. The participants of the study are the trainee teachers who learn "Effective Communication" course in the 1st semester at the College level as on one of the core unit in course 101. The data related to the participants are given in Table 1.

Table 1

The introductory statistical information of Pre-service teacher in the research group

| Course | Number of Pre service Teacher | % | Masculinity | % | |
|----------------------|-------------------------------|-----|-------------|-----|------|
| 1 st Year | 109 | 50 | Female | 133 | 61.0 |
| 2 nd Year | 109 | 50 | Female | 85 | 39.0 |
| Total | 218 | 100 | Total | 218 | 100 |

When Table 1 is scrutinized, it is understood that 61 % of the research participants is female (n=133), 33 % of them male (n=85). 50 % of the participant teachers is 1st year pre-service teacher, 50 % of them is 2nd year pre-service teacher.

Data Collection Instrument

In this study "Inventory of Communication Skills" was used as an instrument for data collection. The analysis carried out by the researcher recommend that Kaiser-Meyer-Olkin (KMO) value of the scale was found to be .807 and Barlett globosity test was also found to be significant (at $p < 0.01$ level). Descriptive factor analysis suggests a 3-factor structure, and it was found that the total factor structure illuminates 64% of the scale. When all relevant applicable analysis was examined, it was seen that the scale is an effective, valid and reliable one.

Data Analysis

The analysis which was carried out in the present study was to find out if the data exhibited normal distribution suggests that kurtosis and skewness values change between -1 and +1. As the data exhibited normal distribution, t-test and one-way variance analysis were used in the study.

Results and Discussion

This portion of the study will present the data obtained through data analysis.

a) Is there a significant difference between the communication skills of trainee teachers and their masculinity?

Table 2

Results of the t-test analysis carried out to examine the sub-dimensions of the Inventory of communication skills and trainee teachers' masculinity.

| Sub-dimensions | Masculinity | N | Means | S | sd | t | p |
|-------------------|-------------|-----|-------|-------|-----|-------|-----|
| Cognitive | Female | 133 | 347 | 41055 | 216 | 120 | 905 |
| | Male | 85 | 346 | 45110 | | | |
| Emotional | Female | 133 | 318 | 42423 | 216 | -2455 | 015 |
| | Male | 85 | 332 | 44683 | | | |
| Behavioral | Female | 133 | 346 | 43158 | 216 | -665 | 507 |
| | Male | 85 | 350 | 42544 | | | |

When the Table 2 is scrutinized, it is understood that there is a significant difference between pre-service Pre-service teacher' masculinity and their emotional communication skills ($t_{(216)} = 2.455$, $p < .05$). It is also seen that the mean score of trainee teachers' scores for sub-dimension of emotional communication skills (=3.32) is higher than those of female participants (=3.18).

b) Is there a significant difference between communication skills of pre-service teachers and their course levels at which they are studying?

Table 3

Results of the t-test analysis carried out to examine the sub-dimensions of the Inventory of communication skills and trainee teachers' courses at which they are studying.

| Sub-dimensions | Course | N | Arithmetic Means | S | sd | T | p |
|-------------------|----------------------|-----|------------------|-------|-----|-------|-----|
| Cognitive | 1 st Year | 109 | 355 | 39846 | 216 | 3,036 | 003 |
| | 2 nd Year | 109 | 338 | 43661 | | | |
| Emotional | 1 st Year | 109 | 336 | 45274 | 216 | 4,354 | 000 |
| | 2 nd Year | 109 | 311 | 38683 | | | |
| Behavioral | 1 st Year | 109 | 353 | 42127 | 216 | 1,994 | 047 |
| | 2 nd Year | 109 | 342 | 43016 | | | |

When Table 3 is scrutinized, it is understood that there is a significant difference between the courses of trainee teachers and their cognitive [$t_{(216)} = 3.036$, $p < .05$], emotional [$t_{(216)} = 4.354$, $p < .05$] and behavioral communication skills [$t_{(216)} = 1.994$, $p < .05$]. The mean scores of the 2nd year students taken from the sub-dimensions of cognitive ($\bar{x} = 3.55$), emotional ($\bar{x} = 3.36$) and behavioral ($\bar{x} = 3.53$) communication skills were found to be higher than the 3rd year trainee teachers' mean scores taken from cognitive ($\bar{x} = 3.38$), emotional ($\bar{x} = 3.11$) and behavioral ($\bar{x} = 3.42$) communication skills.

c) Is there a significant difference between communication skills of trainee teachers and the College that they graduated from?

Table 4

The results of one-way variance analysis carried out between the sub-dimensions of the Inventory of Communication skills and trainee teachers' college they graduated From

| Sub-dimensions | Variance source | Sum of squares | sd | Means of squares | F | p |
|----------------|-----------------|----------------|-----|------------------|-------|-----|
| Cognitive | Intergroup | 462 | 2 | 231 | 1,278 | 281 |
| | Within group | 38,883 | 215 | 181 | | |
| | Total | 39,345 | 217 | | | |
| Emotional | Intergroup | 470 | 2 | 235 | 1,227 | 295 |
| | Within group | 41,188 | 215 | 192 | | |
| | Total | 41,659 | 217 | | | |
| Behavioral | Intergroup | 513 | 2 | 257 | 1,402 | 248 |
| | Within group | 39,358 | 215 | 183 | | |
| | Total | 39,872 | 217 | | | |

When Table 4 is scrutinized, it is understood that there is no significant difference between trainee teachers' cognitive [$F(2-215) = 1.278$; $p > .05$], emotional [$F(2-215) = 1.227$; $p > .05$] and behavioral [$F(2-215) = 1.402$; $p > .05$] communication skills and their College they graduated from.

d) How is the level of trainee teachers' communication skills?

Table 5

Introductory statistical information related to the Inventory of Communication Skills

| Sub-dimensions | X | sd | median | Mode |
|----------------|------|---------|--------|------|
| Cognitive | 3,46 | 02884 3 | 4520 | 3,47 |
| Emotional | 3,23 | 02968 3 | 1896 | 3,13 |
| Behavioural | 3,48 | 02903 3 | 4667 | 3,40 |

When Table 5 is scrutinized, it is understood that trainee teachers find themselves adequate in behavioral communication skills, cognitive communicative skills and emotional communication skills in turn

e) What are the opinions of trainee teachers' about communication skills?

Table 6

Opinions of trainee teachers regarding their communication skills

| Six items with the highest mean score from the scale | X | sd |
|--|------|-----|
| I am glad to be understood by the person I communicate with | 4,27 | 068 |
| I generally recognize the person I communicate with. | 4,21 | 058 |
| I try to understand people. | 4,17 | 062 |
| I sometimes do not listen to the person I am communicating with although | 4,16 | 065 |

| | | |
|--|----------|-----------|
| I am in eye contact. | | |
| I respect the thoughts of the person I communicate with whereas I do not agree with him. | 4,08 | 066 |
| I spare enough time to listen to the person I communicate with. | 4,07 | 060 |
| Six items with the lowest scale mean score | X | sd |
| I feel bored when I am listening to people. | 2,52 | 074 |
| I feel I do not have to listen to others. | 2,47 | 082 |
| I find it difficult to apologize. | 2,46 | 091 |
| I feel uncomfortable when I am in communication with someone from opposite sex. | 2,44 | 093 |
| I try to control people and shape them as I want. | 2,42 | 084 |
| I cannot wait when others are speaking and I interrupt them. | 2,26 | 083 |

When Table 6 is scrutinized, it is understood that pre-service Pre-service teacher feel happy to be understood by the person they communicate with, that they generally recognize the person they communicate, that they try to interpret the person they communicate, that they sometimes listen to the person they communicate, that they respect opposing views, that they spare time to listen to people. Trainee teachers were found not to be adequately effective in interrupting others, shaping others, communicating with others, apologizing and listening to others.

Results, Discussion and Suggestions

With the integration of constructivist education into curriculums, it has become more important for students to understand and interpret life. Listening skill is an imperative significant part of communicating with individuals, and it is also a skill which helps individuals understand and interpret life. With the speedy development and progress of technology in the last century, listening skill has gained a big importance. Speaking is an important means of communication in life which helps individuals communicate with others and express themselves.

Reading helps individuals access various sources to improve their relevant experiences and use their interpreting, discussing, critical thinking skills and deliberating the ideas effectively. Writing skill helps students express themselves, their dreams and thoughts effectively using the facilities offered by the language. Basic skills in educational curriculum are very important in individuals' socialization as well as language skills. One of these basic skills is communication skill.

Communication skill can always be thought, improved and gained no matter how old individuals are (**Aspegren 1999**). The more individuals' empathy skill is improved, the better their communication skills get proportionally with their empathy skills (**Akvardar et.al. (2002)**). It was the aim of the present study to discover the communication skills of trainee teachers who will help students gain such skills in the future, considering various variables.

The result obtained through this study suggests that there is a significant difference between the communication skills of Pre-service teacher and their masculinities. It is also seen that male trainee teachers had higher levels of emotional communication skills compared to those of female trainee teachers. Male trainee teachers were found not to feel happy to be criticized, and they daydream as they are listening to others, they feel bored as they are listening to others, they find it difficult to apologize, they turn a cold shoulder as they are listening to others, and they cannot be sure of their emotions. **Acar (2009)** found out in his study that there has been a significant difference in favor of male students with regards to behavioral communication skills. **Nacar (2010)** has found that female teachers communicate better with students compared to male teachers.

Although the researches carried out related to trainee teachers have come up with results in favour of male trainee teachers, female trainee teachers had higher communication skills, which can be explained with the age factor. Similar studies suggest that female teachers had higher level of communication skills compared to male teachers (**Ceylan, 2007**). It was also found in this study that there is a significant difference between trainee teachers' communication skills and their courses at which they study. It is also seen that 2nd year students are better with regards to their cognitive,

emotional, sensitive and behavioural communication skills. Their communication skills were found to be higher.

It is surprisingly seen that as course levels increase, communication skill levels decrease opposed to what is believed. It is also seen that there is no significant relationship between trainee teachers' communication skills and grade point average, which they graduated from. Pre-serviceteachers' grade point averages and their college that they graduated from affect their level of communication skills. **Acar (2009)** found out in his study that there is a significant difference between their behavioral and general communication skills when the Colleges that they graduated from are considered.

Therefore, it can be suggested under the lights of the findings of this study that the trainee teachers who are graduates of English Medium have higher levels of communication skills than the trainee teachers who are graduates of Gujarati Medium. Pre-service teacher find themselves adequate in the following skills in order; behavioural communication skills, cognitive communication skills and emotional communication skills. It is also seen with this study that pre-service teacher' socializing processes have some universal characteristics.

Trainee teachers of language try to communicate with people, try to bear communication rules in mind and try to ignore communication obstacles, barrier and blockage. To be able to raise individuals under the light of constructivist education approach, we need to raise qualified teachers appropriate to the skill based approach. With the advancement of technology, new generations enter into the service of new technologies, their interest into new technology negatively affect their communication skills. Trainee teachers need to raise considering the 21st century technologies and individuals' inefficiencies in communication at B.Ed. College Level.

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