



A STUDY ON COMMUNICATIVE BEHAVIOUR OF HIGH SCHOOL TEACHERS IN RELATION TO THEIR TEACHER EFFECTIVENESS

Education

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ABSTRACT

The purpose of this research was to study the communicative behaviour of high school teachers in relation to their teacher effectiveness. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the high school teachers working in Sankarankovil, Puliangudi and Sivagiri taluks. From the population, 150 teachers were randomly selected as the sample for the study. The finding reveals that the level of communicative behaviour and teacher effectiveness of high school teachers are found to be moderate. The research reveals that there is a significant relationship between communicative behaviour and teacher effectiveness of high school teachers.

KEYWORDS:

Communicative behaviour, Teacher effectiveness, High school teachers

Introduction

Education is vitally important to all nations as it plays crucial role in economic, cultural and social development. It is considered as national responsibility and has always been designed as structure for production, transfer and dissemination of advanced knowledge as it is the mirror in which the entire development process finds its reflection. It is the education that determines the level of prosperity, welfare and security of people. Now a day's education is not regarded as merely imparting bookish knowledge but is considered as never ending process of inner growth and development and its period stretches from cradle to grave. So education is life and life is education. It is the process through which an individual is developed into individuality and person into personality. It is through education that man develops his thinking, reasoning, problem solving, creativity, intelligence, sentiments, skills, good values and attitude. Thus everything which influences human behaviour and personality is education 'to provide quality education' is one of the important goal and only a teacher, can help the nation to achieve this goal properly as the quality and effectiveness of any education system depends on the quality, commitment and expertise of its teachers who sustain it. Importance of teaching profession is reflected in the words of Aristotle. He said "those who educate children well are to be honoured more than those who produce them, for, those who produce children give them only life but those who educate them give them the art of living well"^[1].

Teacher act as pivot for transmission of intellectual tradition and technical skills from generation to generation and helps to keep the lamp of civilization burning (Radhakrishnan Commission, 1948). It is the teacher who actually guides the destiny of child. In fact teachers are the creator of new knowledge and exponents of expansion of knowledge. They are incarnates of inventions and discoveries to bring positive changes for leading better life of individuals as well as of nations.

Need and significance of the study

In this process of education, the teacher plays an important role. Without teacher the process of education is ineffective. He is the heart of the matter of this process. Education takes place through the interaction between the teacher and the taught. The teacher occupies a pivotal position in the system of education. The teacher is the backbone of the educational system, maker of the mankind and architect of the nation. Since the teaching process is an interactive category, the conditions of effective social interaction are at the same time the conditions of the effective teaching process. Communication is the most obvious manifestation of the social interaction. Thus, the effectiveness of education in the school situations is determined by the quality of the communication process. Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Teachers in classroom environments may experience trait as well as state (i.e. when communicating with students in a particular class) communicative anxiety levels that in turn may affect their own perceptions of their teacher style. Within the teaching profession, communication skills are applied in the teachers' classroom

management, pedagogy and interaction with the class. In addition, teaching speaking skills is important in teacher education. Despite this, there was little literature and research identified on the communication skills of teachers and for this reason. At the heart of teacher effectiveness is the teacher's ability to understand the individual profiles the strengths and weaknesses of every student in the classroom. Thus the investigator selected this study.

Objectives of the study

The researcher has framed the following objectives for the present study.

- To find out the level of communicative behaviour and teacher effectiveness of high school teachers with regard to gender.
- To find whether there is any significant relationship between communicative behaviour and teacher effectiveness of high school teachers.

Hypotheses

- There is no significant relationship between communicative behaviour and teacher effectiveness of high school teachers.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of "Teacher effectiveness scale" comprises of 60 items which was developed by Ummekulsum in the year 2000 and "Communicative behaviour scale" comprises of 42 questions, which was developed and validated by the Esakkiraja (investigator) and Anandaraj (Research supervisor) in 2016. The investigator has selected the sample by random sampling technique for the present study. It comprises of 150 high school teacher working in Sankarankovil, Puliangudi and sivagiri taluks. The data were analysed using percentage analysis and Pearson product moment correlation.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1: level of communicative behaviour and teacher effectiveness of high school teachers with regard to gender

Variable	Classroom Environment						Study Involvement					
	Low		Average		High		Low		Average		High	
	No	%	No	%	No	%	No	%	No	%	No	%
Male	5	5.7	60	69.0	22	25.3	18	20.7	51	58.6	18	20.7
Female	6	9.5	44	69.8	13	20.6	9	14.3	46	73.0	8	12.7

It is inferred from the above table that 5.7% of male high school teachers have low, 69.0% of them have moderate and 25.3% of them have high level of communicative behaviour. 9.5% of female high schoolteachers have low, 69.8% of them have moderate and 20.6% of them have high level of communicative behaviour.

It is inferred from the above table that 20.7% of male high school

teachers have low, 58.6% of them have moderate and 20.7% of them have high level of teacher effectiveness. 14.3% of female high schoolteachers have low, 73.0% of them have moderate and 12.7% of them have high level of teacher effectiveness.

H01: There is no significant relationship between communicative behaviour and teacher effectiveness of high school teachers.

Table 3: Relationship between communicative behaviour and teacher effectiveness of high school teachers

Variables	N	Calculated 'r' value	Remarks
Communicative behaviour and Teacher effectiveness	150	0.573	S

(at 5% level of significance, the table value of 'r' is 0.115, S-Significant)

It is inferred from the above table that there is a significant relationship between communicative behaviour and teacher effectiveness of high school teachers.

Findings of the study

The major findings derived from the study are:

1. The level of communicative behaviour and teacher effectiveness of high school teachers are found to be moderate with regard to gender.
2. There is significant relationship between communicative behaviour and teacher effectiveness of high school teachers. This may be due to the fact that the effective teachers, always exhibit enthusiasm in the classroom, they are master is how to design and implement lessons in the classroom and also establishing interpersonal relationships with students is crucial to form a trusting bond with each student. This may enrich their communicative behaviour.

Conclusion

The effective teacher one who has clear concept of the subject matter, ability to write clear objectives for his/her course, ability to organize learning materials, ability to communicate his/her knowledge to the students successfully and deal with classroom situations. Effective teachers also lead to best academic performance and optimal all-round development of the students. Hence, Special talks can be arranged to develop the communicative behaviour of the teachers.

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