



A Study on Communication Behavior of Secondary Trainee Teachers

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ABSTRACT

Communication behavior refers to those modes of behavior required for effective communication. Effective communication behavior is likely to facilitate effective teaching and helps in developing leadership behavior of teachers. A good teacher should develop good skills of communication and must have mastery on it. Findings show that the secondary trainee teachers have moderately high communication behavior. Both male and female trainee teachers have similar level of communication behavior. It is noted that trainees from urban area have better communication behavior than the trainees from rural areas. It is, perhaps, due to the better exposure to modernity, better schooling and socialization, better technology and communication media. This study advocates the mission and vision of Dr. A. P. J. Abdul Kalam viz., PURA (Provision of Urban Amenities in Rural Areas – 2003) for developing all aspects of human life and particularly communication behavior of students as well.

KEYWORDS

Communication Behaviour, Secondary Trainee Teachers, Mysore

Introduction

In teaching and learning, communication plays a vital role. Generally exchange of ideas or opinions between two persons or two agencies is called as 'communication'. Communication is any behavior that results in an exchange of behavior (American Management Association). Communication becomes teaching as it involves modification of behavior and shaping of personality. Communication behavior refers to those modes of behavior required for effective communication. Effective communication behavior is likely to facilitate effective teaching and helps in developing leadership behavior of teachers. A good teacher should develop good skills of communication and must have mastery on it. He/she should have the knowledge of the behavior, understanding, values and interest or else it will be a failure.

Review of Literature

Kamla-Raj (2015) conducted a study on "Prospective Teacher's Communication Skills Level: Intellectual, Emotional and Behavioral Competencies". The purpose of this study is to determine the level of intellectual, emotional, behavioral and general communication skills of teacher candidates. The relational screening method was used as the research method. 1706 prospective teachers formed the sample group for this study in Turkey. Data were collected through Communication Skills Inventory (CSI). The prospective teachers' general communication skills and intellectual, emotional and behavioral skills are at a moderate level. On the other hand, gender, socio-economic level and settlement are not the factors influencing prospective teachers' communication skills level. It also differs in terms of the type of education, perceived parents' attitude, and perceived friendship relationships.

Jerry L. Allen & Darla H. Shaw (2009) conducted a study on "Teachers' communication behaviors and supervisors' evaluation of instruction in elementary and secondary classrooms". Elementary and secondary teachers' willingness to communicate, nonverbal immediacy, and communication competence were found to be predictive of supervisors' evaluations of students' learning and overall teaching effectiveness. It is suggested that while situational constraints in the classroom may mitigate some predispositions to avoid communication, supervisors may distinguish between effective and ineffective teachers based upon contact outside of the classroom. Effective teaching was perceived to have more influence on effective learning than upon cognitive and behavioral learning.

Significance of the Study

There are many factors that influence or affect one's communication behavior. Positive factors and mental health are likely to facilitate effective communication. Stress, conflict, frustration, alienation and anxiety and the like are likely to affect effective communication. It is generally accepted fact that a poor communicator is a poor teacher. A good communicator is one who is a connector and integrator, the glue that brings the collective experiences of the classroom together in a shared learning experience. This study aims at identifying the communication behavior of secondary trainee teachers.

Objectives of the Study

The following are the objectives of the present study.

- To identify the level of communication behavior of secondary trainee teachers.
- To find out the significant difference, if any, in the communication behavior between male and female secondary trainee teachers.
- To find out the significant difference, if any, in the communication behavior between rural and urban secondary trainee teachers.

Hypotheses of the Study

Based on the objectives, the following hypotheses have been framed.

1. The level of communication behavior of secondary trainee teachers is moderate.
2. There is no significant difference in the communication behavior of male and female secondary trainee teachers.
3. There is no significant difference in the communication behavior of rural and urban secondary trainee teachers.

Research Methodology

The investigator followed the survey method for the present study. The methodological details like sample, tool and statistical techniques are given below.

Sample

The sample of present study consists of 100 secondary trainee teachers of two different B.Ed colleges from Mysore region, Karnataka State and was drawn through random sampling technique.

Tool Used

To identify the level of communication behavior of secondary

trainee teachers, the investigator constructed a communication behavior scale on the pattern of Likert five point scale. The items in the scale measure the communication behavior of secondary trainee teachers. The scale consists of 40 items. The students were asked to mark in the five point scale to what extent they possess their communication behavior. The reliability of the tool was found out by using the split-half method with Spearman-Brown Prophecy formula and it was found to be 0.78 which is reliable. The investigator sought the opinion of experts in the field of education and it was found suitable for the present study. Thus the rational validity was established.

Statistical Techniques Used

In order to analyse and interpret data, the following statistical techniques such as mean, standard deviation and t-test were used (Garrett, 2004).

Analysis and Interpretation of Data

Table – 1
Mean & Standard Deviation for Communication Behavior Score of whole group

Category	Number	Percentage	Mean	SD
Communication Behavior	100	82.17	131.47	15.83

From the table – 1 it is found that the mean of total communication behavior score is 131.47 with standard deviation of 15.83 and percentage is 82.17. An individual can score a maximum of 160. The percentage of whole group in communication behavior is 82.17 which reveals that secondary trainee teachers possess high effective communication behavior. Therefore, we reject the hypothesis no – 1 that “the level of communication behavior of secondary trainee teachers is moderate” and accept it is moderately high.

Table – 2
Mean, SD & t – Value for Communication Behavior of Male and Female Secondary Trainee Teachers

Gender	Number	Mean	SD	t' value	Significant Level
Male	35	132.2	11.69	0.31	NS
Female	65	131.32	16.73		

Table – 2 shows the obtained t-value 0.31 is less than the table value 1.96 at 0.05 level of significance. It is concluded that the gender does not bring any variation in their level of communication behavior. Therefore, the hypothesis no – 2 that “there is no significant difference in the communication behavior of male and female secondary trainee teachers” is accepted.

Table – 3
Mean, SD & t – Value for Communication Behavior of rural and urban Secondary Trainee Teachers

Locale	Number	Mean	SD	t' value	Significant Level
Rural	62	129.48	16.15	2.91	S
Urban	38	138	12.87		

It is evident from table – 3 that the obtained t-value 2.91 is greater than the table value 2.58 at 0.01 level of significance. It is concluded that the trainees from urban areas have significantly higher communication behavior than the rural trainees. Therefore, the hypothesis no – 3 that “there is no significant difference in the communication behavior of rural and urban secondary trainee teachers” is rejected.

Findings and Conclusion

Findings show that the secondary trainee teachers have moderately high communication behavior. Both male and female trainee teachers have similar level of communication behavior. It is noted that trainees from urban area have better communication behavior than the trainees from rural areas. It is, perhaps, due to the better exposure to modernity, better schooling and socialization, better technology and communication media. This study advocates the mission and vision of Dr. A. P. J. Abdul Kalam viz., PURA (Provision of Urban Amenities in Rural Areas – 2003) for developing all aspects of human life and particularly communication behavior of students as well. This study supports the findings of Kamala-Raj (2015) that communication behavior is influenced by type of education, parents’ attitude, friendship relationship.

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