ATTITUDE TOWARDS COMMUNICATIVE SKILLS AMONG PROSPECTIVE TEACHERS

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ABSTRACT

The present study was aimed at predicting the levels of communicative skills among prospective teachers. The sample comprised of 169 prospective teachers of D. Ed and B.Ed. The tool used is based on the work of Rees, Sheard, & Davies (2002). The communication skills attitude scale (CSAS) used to collect information regarding student attitudes about communication skills training. The (CSAS) consists of 26 items as shown in Table, 13 of which are written in the form of positive statements and 13 negative statements about communication skills learning. Each item is accompanied by a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Participants also completed a demographic questionnaire, which included items on their GPA, and year level. Objectives are to study the levels of communicative skills among prospective teacher, to study the effect of the following variables on communicative skills among prospective teachers. a) Level of teacher education b) Qualification c) Gender c) Mode of admission. The findings of the study are the level of teacher education makes a significant difference on their levels of communicative skills. It is inferred that the PG- Inter and Graduate-Inter groups have more communicative skills level when compared to PG- Graduate group.

Keywords: Attitude, Communicative Skills; Prospective Teachers; Gender; Level Of Teacher Education (B. Ed and D. Ed)

INTRODUCTION

What Is Communication?

Communication has traditionally been seen as verbal or non-verbal (Iksan et al. 2012). However, our understandings of communication are based on a rapidly evolving field that incorporates many different domains. These domains are not necessarily mutually exclusive and can transcend a traditional perception. These domains include face-to-face interactions (e.g. premium located meetings), digital literacy including, email and texting, social media and virtual environments for instance, ePortfolios, Facebook, Twitter, and Instagram. The protocols of communicating within each domain are different in regards to the length of message, the texts used for specific communicative purposes, intended audience, acceptable norms, nomenclature, spelling/grammar conventions, etc.

There are many elements to communicating effectively that individuals need to consider when entering into some kind of communicative interaction. Some of these elements include, the aim of the communication, level of formality (usually based on relationships of power and purpose for the communication), consideration of audiences’ prior knowledge, cultural aspects etc. Some elements specific to oral, written and interpersonal communication are listed below:

Oral communication: Empathy, use of visual aids in a presentation, amount of information/detail in visual aids, provision of handouts, feedback from audience engagement with audience , responding to
questions from the audience, voice modulation, tone of voice, eye contact, presenter’s positioning within the room.

**Written communication:** Text type (e.g. report, case study, essay, reflective piece, annotated bibliography etc.), appropriate length of document, structuring of the argument (usually presented as one main idea with supporting evidence for each idea), appropriate level of detail within document (e.g. presentation of supporting evidence, referencing system), ratio of white: black space (i.e., avoid long chunks of dense text), font style/size, adherence to reference conventions (Harvard, APA, Vancouver etc.).

**Interpersonal communication:** Emotional intelligence, body language, posture, sensitivity to the audience demonstrated through appropriate behavior, active listening

### Teaching Communication Skills

The substantial breadth and depth of what is meant by ‘communication skills’ means that teaching these skills requires various techniques, tools and resources. These in turn, need to be modified depending on the experience of the student (e.g., a first year Bachelor student compared to a Masters level student). It is also important to remember that communication skills should be modeled and taught through different locations and mediums.

### NEED FOR THE STUDY

Teachers need excellent communication skills to succeed in their profession. Listening, interpersonal, written and oral communication skills are required by teachers to facilitate understanding of teaching findings and the ability to accomplish their responsibilities effectively. Teachers are constantly gathering, sorting, analyzing and explaining information to learners. Not only do teachers need to accomplish technical tasks, they must also communicate efficiently and effectively with internal and external customers. Development of effective communication skills is an important part of teachers’ advancement potential. The development of these skills not only enhances the teachers’ potential, but will also improve the quality of teachers produced. Advanced communication skills are required in every aspect of the teaching process. Teachers must possess highly developed oral and writing skills to communicate with management, learners and co-workers effectively.

### REVIEW OF RELATED LITERATURE

“Attitudes toward Communication Skills among Students’-Teachers’ in Jordanian Public Universities” was the study taken up by Fathi M. Ihmeideh. Aieman Ahmad AL-OMARI, and Kholoud A. Al-Dababneh, opined that there were no significant differences between class teachers and childhood teachers students in their positive and negative attitudes toward communication skills. The study was carried out to determine the positive and negative attitudes among 289 students of class teachers and childhood teachers’ disciplines using the communication skills attitude scale (CSAS) in Jordanian public universities. GPA, year level of students was recorded. Overall results of study revealed that the mean of positive attitude score was 4.03. The mean of negative attitude scale score was 3.63. Students with grade point averages 2 and more have positive attitudes toward communication skills than students with grade point average less than 2. Senior students have high positive and less negative attitudes toward communication skills than junior students.

### STATEMENT OF THE PROBLEM

A study of attitude of prospective teachers towards communicative skills.

### OBJECTIVES OF THE STUDY

1. To study the levels of communicative skills among prospective teachers.

2. To study the effect of the following variables on communicative skills among prospective teachers. a) Level of teacher education b) Qualification c) Gender d) Mode of admission
HYPOTHESES OF THE STUDY

1. There is a significant difference in the levels of communicative skills of prospective teachers.

2. The following variables make a significant difference in their communicative skills of prospective teachers. Level of teacher education b) Qualification c) Gender c). Mode of admission

Sampling technique

Convenience sampling technique was used to select the sample and size of the sample was 169. The sample consisted of prospective teachers of D. Ed and B.Ed.

INSTRUMENTATION

The main instrument used in this study is based on the work of Rees, Sheard, & Davies (2002). The communication skills attitude scale (CSAS) used to collect information regarding student attitudes about communication skills training.

The (CSAS) consists of 26 items as shown in Table, 13 of which are written in the form of positive statements and 13 negative statements about communication skills learning. Each item is accompanied by a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Participants also completed a demographic questionnaire, which included items on their GPA, and year level.

The positive attitude scale (PAS) score was obtained by adding the scores of items 4, 5, 7, 9, 10, 12, 14, 16, 18, 21, 23, 25 and the reversed score of item 22. The negative attitude scale (NAS) score was obtained by adding the scores of items 2, 3, 6, 8, 11, 13, 15, 17, 19, 20, 24, 26 and the reversed score of item 1. Both scales range from 13 to 65 with higher scores indicating stronger positive or negative attitudes. The internal consistency of the two subscales as measured by Cronbach’s were PAS = 0.873 and NAS= 0.805 (Rees, Sheard, & Davies, 2002).

METHODOLOGY

As survey method is one of the best methods to collect primary data from a large group, the author have chosen survey method for this purpose.

DATA ANALYSIS

Levels of communicative skills: The distribution of sample prospective teachers in their levels of communicative skills.

<table>
<thead>
<tr>
<th>Communicative skills</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>30</td>
<td>17.75</td>
</tr>
<tr>
<td>Medium</td>
<td>116</td>
<td>68.63</td>
</tr>
<tr>
<td>Low</td>
<td>23</td>
<td>13.6</td>
</tr>
</tbody>
</table>

The above table shows that the distribution of the sample in the High and Low categories is balanced on either side with most of the sample (68.63). This result when read with the fact that the mean value of the whole sample on the levels of communicative skills is 62.49 indicates that most of the prospective teachers have more than the actual mean value of communicative skills. It is also inferred that the percentage of high levels of communicative skills is more in prospective teachers.

Comparison of Level Of Teacher Education And Communicative Skills

The mean scores of sample prospective teachers (B. Ed and D. Ed) are computed separately. They are presented in the following table.

<table>
<thead>
<tr>
<th>Level of teacher education</th>
<th>M</th>
<th>S.D</th>
<th>N</th>
<th>D</th>
<th>SED</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Ed</td>
<td>66.26</td>
<td>8.60</td>
<td>88</td>
<td>7.87</td>
<td>1.37</td>
<td>5.74</td>
</tr>
<tr>
<td>B. Ed</td>
<td>58.39</td>
<td>9.18</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The obtained CR value in the above table is 5.74 is more than 2.58 which is significant at 0.01 level. So, the level of teacher education makes a significant difference on their levels of communicative skills.

**Comparison of Qualification and Communicative Skills**

The sample prospective teachers are divided into three separate groups based on their qualification namely PG, Graduation and Intermediate and their mean values are computed.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>M</th>
<th>S.D</th>
<th>N</th>
<th>D</th>
<th>SED</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG</td>
<td>63.47</td>
<td>7.45</td>
<td>17</td>
<td>1.0</td>
<td>2.11</td>
<td>0.47</td>
</tr>
<tr>
<td>Graduate</td>
<td>62.47</td>
<td>9.72</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td>63.47</td>
<td>7.45</td>
<td>17</td>
<td>5.08</td>
<td>2.09</td>
<td>2.43</td>
</tr>
<tr>
<td>Inter</td>
<td>58.39</td>
<td>9.18</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>62.47</td>
<td>9.72</td>
<td>78</td>
<td>4.08</td>
<td>1.52</td>
<td>2.68</td>
</tr>
<tr>
<td>Inter</td>
<td>58.39</td>
<td>9.18</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained CR values of the groups PG-Graduate, PG-Intermediate and Graduate-Intermediate are 0.47, 2.43 and 2.68, respectively. From the above values it is inferred that the CR value 0.47 of PG-Graduate is less than 1.96, it is not significant at 0.05 level. The CR value of PG-Intermediate group is 2.43, is more than 1.96, it is significant at 0.05 level. The CR value of Graduate-Intermediate group is 2.68 which is more than 2.58, it is significant at 0.01 level. Hence, it is inferred from the above table that the PG-Intermediate and Graduate-Intermediate groups have more communicative skills level when compared to PG-Graduate group.

**Comparison of gender and communicative skills**

To find out if gender of the prospective teachers makes any difference in their communicative skills, the mean scores of the two gender groups namely, male and female prospective teachers are computed and the C.R value is derived. The resulting data is given in the below table.

<table>
<thead>
<tr>
<th>Gender</th>
<th>M</th>
<th>S.D</th>
<th>N</th>
<th>D</th>
<th>SED</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>62.5</td>
<td>10</td>
<td>45</td>
<td>0.1</td>
<td>1.72</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>62.4</td>
<td>9.70</td>
<td>124</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained CR value is 0.05, it is less than 1.96 is not significant at 0.05 level. Hence, it is inferred that the variable gender does not make any significant difference in their communicative skills.

**Comparison of Mode of admission and communicative skills**

The prospective teachers are grouped under management quota and convener quota under their mode of admission. The mean scores of the two groups are computed and the CR value is derived. The resulting data is given in the below table.

<table>
<thead>
<tr>
<th>Mode of admission</th>
<th>M</th>
<th>S.D</th>
<th>N</th>
<th>D</th>
<th>SED</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management quota</td>
<td>67.30</td>
<td>8.50</td>
<td>14</td>
<td>4.81</td>
<td>2.40</td>
<td>2.00</td>
</tr>
<tr>
<td>Convener quota</td>
<td>62.49</td>
<td>9.70</td>
<td>155</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained CR value is 2.00 which is more than 1.96; it is significant at 0.05 level. Therefore, it is observed from the above table that the communicative skill levels are more for management quota students when compared to convener quota students.

**FINDINGS**

1. The mean value of the whole sample on the levels of communicative skills is 62.49 indicates that most of the prospective teachers have more than the actual mean value of communicative skills. It is also inferred that the percentage of high levels of communicative skills is more in prospective teachers.
2. The level of teacher education makes a significant difference on their levels of communicative skills.

3. It is inferred that the PG-Inter and Graduate-Inter groups have more communicative skills level when compared to PG-Graduate group.

4. The variable gender does not make any significant difference in their communicative skills.

5. The communicative skill levels are more for management quota students when compared to convener quota students.

CONCLUSION

Based upon findings from the study, the following suggestions that may useful to Prospective teachers. It is believed that suggestions help set the stage for a good communication environment, allowing students to communicate and learn more effectively. The training sessions should be made, and should be more interesting and the importance of communication skills for a future educational career should be emphasized. Self-assessment of student skill levels should be encouraged. Class and teacher educators, as well as social and behavioral scientists can be involved in training during the basic training period. Evaluate students for physical or emotional problems that deter communicating. Effective communication by students in today's classroom is partially dependent upon the teacher educator being aware of physical or emotional problems experienced by the students. For example, a simple change in the seating arrangement might do wonders for a student with a hearing loss. Without teacher educator intervention, many physical and emotional problems make good communication difficult for students.

REFERENCES
