

# Enhancing Effective Communication Skill among the Student Teachers

Dr. K. Sheeba

Associate Professor of Biological Science,  
School of Education, Vels University,  
sheebakarpagam.k@gmail.com

**Abstract**— Communication is a general phenomenon. Wherever life exists, communication also exists. In communication we share the information we have and get information from others. This give and take relationship will be successful and effective if we know how to convey our thoughts to others. In every communication, there is some loss of information. Hence, effective communication implies two things: first, the clarity with which we organise our ideas for presentation and second, the force with which we put across our thoughts to others. Thus, effective communication simply means the reduction of loss of information in transmission of the message.

**Keywords**— *Effective Communication; Communication Skill; Student Teachers*

## 1. Introduction

### 1.1 An Operational Definition

Communication is the art and technique of using words effectively to impart information or ideas to others. It involves the exchange of ideas, interest, understanding and the ability to speak fluently and clearly.

### 1.2 Purpose of the study

If a teacher has failed in reaching out to his/her students, he/she has failed in communicating; if a student fails in an examination, she/he has failed in either organising the information or presenting it; if a child does not follow the instructions given, either we have failed in conveying our intent or the child has failed to get what is communicated. Thus, even the inability on the part of the receiver may hamper communication. But as communicators we do not have any direct control over the listeners. All that we can do for ensuring successful communication is to make use of all the facilities available to us to match the content of communication and the ability of the listener. So when we think of effective communication, we are essentially thinking of enhancing our own communicative abilities, using the tools available to us to make our communication as effective as possible. Thus, the focus of this training on effective communication is the student teacher as trainee himself/herself. It is from this angle that the components of

effective communication are discussed in this article.

### 1.3 Components of Effective Communication - Definition

**Confidence** -When you present information give an opinion or provide suggestions, make sure that you know what you are talking about and that you are well informed. This doesn't mean you have to know everything about ever thing, but it makes you to remain calm and collected.

**Clarity of thoughts**- Communicating with clarity of thoughts can prevent misunderstandings and keep things running smoothly and peaceably.

**Clarity of message**- Structuring your messages in a manner that makes effective use of the symbols offered in your language improve the chance that your message will be accurately understood.

**Command over the language**- Our command over the language we communicate in everyday determines how confident we are about presenting ourselves. It ever reflects in our body language and self esteem. People will judge our competency through our vocabulary.

**Use of body posture** - Refers to the general way of holding the body, especially back, shoulders and head when standing, walking or sitting which keep conveying some meaning.

**Use of gesture** - Is the ability to use the movement of the body appropriately especially hands and arms to enhance the intent of communication.

**Use of suitable alternatives to make communication more effective** - Is the ability to express thoughts / ideas / feelings formally as suitable to the demands of different types of situations.

**Effective use of tonal variation**- Exhibiting the appropriate tone of voice for the content and have the suitable tone for the message we want to communicate some suggestions like pause before emphasizing an important word or concept speed up your rate to show excitement etc.,

**Objectivity** - Is the ability to participate in a communicative situation without any preconceived notions about persons involved or the content of communication. Communication is more beneficial when we are objective while receiving or sending messages.

**Creativity** - Is the ability to use different alternative ways to reach out to people suitably and successfully. A creative teacher makes the use of teaching aids to make classroom communication more effective.

## 2. Research Questions

1. Is there is any important difference between pre-test and post-test of the student teachers on each of the component of effective communication skill?
2. Is there is any significant relationship among the components of effective communication skill?
3. Does pre-test and post-test plays any significant difference between male and female student teachers in effective communication skill?

## 3. Methodology

Single group time series design (Quasi- Experimental Design) has been used to study the student teachers of 8 male and 8 female student teachers of totally 16 student teachers. First, student teachers were asked to pick and speak on the topic they were interested and their communication skill was evaluated (pre-test) by two

experts for two intervals. Then, feedback is given for each and every student teachers regarding their communication skill and training was given on the ten essential component like confidence, clarity of thoughts, clarity of message, command over the language, use of body posture, use of gesture, use of suitable alternative for effective communication, effective use of tonal variation, objectivity and creativity for improving their communication skill. Later, the student teachers after undergoing the training they were again asked to choose and speak on the topic they were interested and their communication skill was evaluated (post-test) by two experts for two intervals of time.

## 4. Answers to the Research Questions and Discussion

*Question - 1:* Significance of Mean difference between pre-test and post-test to all the selected variables of effective communication skill.

Table 1: Pre-test and post-test values

Components of effective communication skill	Test	Mean	S.D	't' value	Level of significance
Confidence	Pre-test	3.38	0.619	11.000	0.000**
	Post-test	4.75	0.447		
Clarity of thoughts	Pre-test	3.12	0.500	7.268	0.000**
	Post-test	4.25	0.447		
Clarity of message	Pre-test	3.00	0.632	8.062	0.000**
	Post-test	4.62	0.500		
Commend over the language	Pre-test	2.81	0.750	6.926	0.000**
	Post-test	4.62	0.619		
Use of body posture	Pre-test	2.44	0.727	10.434	0.000**
	Post-test	4.31	0.479		
Use of gesture	Pre-test	2.31	0.873	5.653	0.000**
	Post-test	4.06	0.574		
Use of suitable alternative	Pre-test	2.12	0.806	9.668	0.000**
	Post-test	4.38	0.500		
Effective use of tonal variation	Pre-test	1.94	0.680	11.662	0.000**
	Post-test	4.25	0.447		
Objectivity	Pre-test	2.25	0.775	8.691	0.000**
	Post-test	4.06	0.772		
Creativity	Pre-test	2.56	0.727	7.519	0.000**
	Post-test	4.31	0.602		
Total effective communication skill	Pre-test	25.94	5.221	12.983	0.000**
	Post-test	43.62	2.964		

*Note:* \*\* denote the significant at 0.01 level.

It is inferred from above table that there is significant difference at 0.01 level on all selected components of effective communication skill between pre and post-test

of student teachers. The mean score of post-test have more effective in communication skill than the pre-test of student teachers. The mean score of post-test of all selected

components of effective communication skill are (4.75, 4.25, 4.62, 4.62, 4.31, 4.06, 4.38, 4.25, 4.06, 4.31, and 43.62) higher than the mean score pre-test are (3.38, 3.12, 3.00, 2.81, 2.44, 2.31, 2.12, 1.94, 2.25, 2.56 and 25.94) respectively. Thus, it is proved that training given for the

student teachers are more effective in improving their communication skill.

*Question – 2:* Correlation matrix showing Inter correlation between selected component and effective communication skill among student teachers.

Table 1: Correlation matrix

Component s of E,C,S	confidence	Clarity of thoughts	Clarity of message	Command over the language	Use of body Posture	Use of gesture	Use of suitable alternative	Effective use of tonal variation	Objectivity	Creativity	Total of effective communic ation skill
Confidence	1	.700**	.511*	.592*	.352	.385	.434	.059	.626**	.093	.626**
Clarity of thoughts	-	1	.845**	.600*	.573*	.515*	.620*	.221*	.0430	.160	.744**
Clarity of message	-	-	1	.703**	.580*	.604*	.654*	.310	.544*	.435	.828**
Command over the language	-	-	-	1	.405	.503*	.372	.106	.660**	.206	.695**
Use of body posture	-	-	-	-	1	.820*	.583*	.328	.385	.386	.745**
Use of gesture	-	-	-	-	-	1	.604*	.372	.665**	.649*	.853**
Use of suitable alternative	-	-	-	-	-	-	1	.502*	.374	.554*	.778**
Effective use of tonal variation	-	-	-	-	-	-	-	1	.411	.750**	.562*
Objectivity	-	-	-	-	-	-	-	-	1	.880**	.795**
Creativity	-	-	-	-	-	-	-	-	-	1	.694**
Total effective communica tion skill	-	-	-	-	-	-	-	-	-	-	1

*Note :* \*\* denotes significant at 0.01 level; \* significant at 0.05 level.

The inter correlation between the components of effective communication skill of the study of student teachers show significant relation among themselves and also with the total effective communication skill. It is interesting to note that confidence, clarity of thoughts, clarity of message, command over the language, use of body posture, use of gesture, use of suitable alternative for communication, objectivity and creativity are correlated and significant at 0.01 level, whereas, effective use of tonal variation is significant at 0.05 level. Therefore, the result of

the student teachers revealed that components used for training in effective communication skill is more relevant and influenced/enhanced the student teachers to have better improvement/training in effective communication skill.

*Question - 3* Does pre-test and post-test plays any significant difference between male and female student teachers in effective communication skill?

There is no significant role played by the gender. The mean score for the demographic variable gender remains the same, which doesn't show any significant difference.

## 5. Conclusion

The quality of our life is the quality of our communication. Self-expression have to pass into the communication for its fulfilment. A single conversation with a wise man is better than ten years of study. People aren't born with good communication skills; like any other skill, they are learned through trial and error and repeated practice. Hence, if future teachers are been given repeated practice/training in the effective communication skill, they will be benefited in the following manner:

- Increased self-confidence.
- The ability to communicate and articulate their thoughts and ideas.
- Ability to lead.

- Career advancement.
- Receive recognition.
- Learn to speak concisely, clearly and confidently.

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