



COMMUNICATIVE BEHAVIOUR OF PROSPECTIVE TEACHER EDUCATORS IN RELATION TO RESEARCH ATTITUDE

ISSN: 2249-894X
IMPACT FACTOR : 5.7631 (UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019

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ABSTRACT:

The present study aimed to explore the communicative behaviour of prospective teacher educators in relation to research attitude and some background variables. A normative research method and survey technique have been employed. A sample of 150 prospective teacher educators was selected through simple random sampling technique from 10 Colleges of Education in Namakkal District. The dependent variable was communicative behaviour, and independent variables were research attitude, gender, medium of study, major subjects, duration of B.Ed. course studied, percentage in B.Ed. course, year of study, previous teaching experience, order of birth, marital status, scholarships availed, and number of seminars attended. The data were analyzed using correlation and stepwise multiple regression. Result found that there is a significant relationship between communicative behaviour and research attitude of prospective teacher educators. Regression analysis showed that 13.7% of the total variance in communicative behaviour was attributed by the three variables such as medium studied, major subject, and research attitude.

KEYWORDS: Communicative Behaviour, Research Attitude.

COMMUNICATIVE BEHAVIOUR

In the teaching-learning process communication and communicative behaviour plays a vital role. The crux of teaching is effective communication since the process involves a two-way interaction between the educand and the taught. Behaviour is said to be communicative when it has the power to convey a meaningful message. The concept of

communicative behaviour is a psychological construct that addresses an individual's use of day-to-day behaviours as a form of communication. Especially, it refers to an individual's tendency to express feelings, needs, and thoughts by means of indirect messages and behavioural impacts. The construct of behavioural communication is conceived as a variable of individual differences. In the case of the teaching process, the teacher's communicative behaviour gets more predominance, thereby resulting in good inspiration and effective

teaching with the maximum output which results as higher achievement among the students.

Effective teachers are those who are perceived as highly assertive, versatile, and responsive in their any instructional communications. It is exciting to note both how a teacher views himself as a communicator in the classroom and how students perceive the teaching style of the communicator in that same environment. Andersen (1979) reported differential perceptions of another's

communicator style as a function of the perceiver's own communicative anxiety. High communicative anxiety students perceived- their teachers as less animated. Teacher's level of trait communicative anxiety may also impact students' perceptions of the instructors' communicative behaviours. Teachers in classroom environments may experience trait as well as state communicative anxiety levels that in turn, may affect their own perceptions of their teaching style. Therefore, the communicative behaviour of the teachers both at in-service and pre-service prospective teachers are getting very importance. If this is the situation, the teacher educators and prospective teacher educators, communicative behaviour in the teacher education training institution gets more importance as they are trainer as well as a mentor of prospective student teachers. A high communicative anxiety teacher and teacher educators may engage in avoidance behaviours that result in perceptions of less assertiveness, responsiveness, and versatility. Here the investigator has a strong doubt to think about the present status of the communicative behaviour of the present prospective teacher educators is adequate to meet out the challenges in order to improve their communicative behaviour.

RESEARCH ATTITUDE

Research is the systematic process of collecting and analysing information to increase a human understanding of the phenomenon under study. Research in India is not up to the mark of global demands in many fields. The Gross enrolment ratio of youth at the college level in higher education is 17.9% in which only 2.1% of them only enrol themselves in research programmes. Researchers claim that research attitude is more important than academic experience and preparation. At master level education program, which is an advanced teacher preparation level, the prospective teacher educators are required to write a thesis on a topic of some educational importance. The students in the master level education program are comprised of in-service teachers and also those who do not have any teaching experience. After bachelor level education courses, the candidates are inspired to join master-level education program due to a variety of reasons that may include rapid progression in the carrier, advancement in the pedagogical research knowledge and skills, and better status in the society.

According to Adams & Holcomb (1986), undergraduate students typically tend to view research related article with a negative aspect. In the master-level education program, the majority of the prospective teacher educators are not active to carry out a research project at their master degree level. During their prior academic preparation program, they were trained to memorize and reproduce in the exams in order to obtain a bachelor degree in content and pedagogy. So they are very hard to have experience in the research moreover they do not find any models for their guidance for writing the research report. So in the absence of their own exposure to research, it becomes problematic for prospective teacher educators to think, plan, carry out and write a research report.

NEED AND SIGNIFICANCE OF THE STUDY

Introduction of teaching is essential in our traditional system of instruction to meet the challenges of the present-day society. Teaching profession demands a clear set of goals, love for profession, good communication behaviour, good interpersonal and intrapersonal skills. The effective teaching depends upon the identification of effective teacher communicative behaviours that bases for effective learning. Roxan (2012) found that good interpersonal communication behaviour of teachers influences the students' attitude towards learning. Good communicative behaviour is idiosyncratic to a teacher's style of presentation produce positive student affective orientations and behavioural commitment toward the course. Therefore, the teacher educator who teaches to prospective teachers, and especially prospective teacher educators who are the feature teacher educators and their communicative behaviour are very much got importance to know whether their communicative behaviour are good enough to create interest and impact over the prospective student teacher.

Etzkowitz (2003) states that during initial days, research was an addition to the traditional task of teaching, but at present, higher education has broken down into teaching, research and service. A prospective teacher educator will be required not only to have good communicator, and personality, but also have good research attitude. Many prospective student teachers have concerns about learning

research concepts. The relationships between students' research and their personal and professional characteristics, anxiety and attitude toward research are to be investigated in this study. By eliciting feedback from prospective teacher educators about which aspects of the research process create various levels of anxiety, an idea may work for their improvement in the research. The results of this study could help and prepare prospective teacher educators for better understanding of their attitudes toward research.

DEFINITIONS OF TERMS

- **Communicative Behaviour** is a psychological construct which influences individual differences in the expression of feelings, needs, and thoughts as a substitute for more direct and open communication.
- **Research Attitude** is the attitude or belief towards work related to that research activity.
- **Prospective Teacher Educator** is a trainee one who undergone two-year master-level education training programme and future trainers of prospective student teachers.

OBJECTIVES

1. To study whether there is any significant relationship between communicative behaviour and research attitude of prospective teacher educators.
2. To know whether there is any contribution of independent variables on communicative behaviour of prospective teacher educators.

HYPOTHESES

1. There is no significant relationship between communicative behaviour and research attitude of prospective teacher educators.
2. There is no significant contribution of independent variables on communicative behaviour of prospective teacher educators.

METHODOLOGY

In the present study, normative research method and survey technique have been employed. The population of the study is 500 prospective teacher educators in 10 Colleges of Education in Namakkal District. The simple random sample consisted of 150 prospective teacher educators.

RESEARCH TOOLS

The *Research Attitude Scale (2018)* validated by the investigator and the *Communicative Behaviour Scale* standardized by *Sathiyagirirajan (2015)* were utilized to collect the data. Both the research tools consist of 40 statements with five-point rating scale based on the Likert's scale of measurement in which former research tool with respect to *degree of opinion*, and latter research tool with respect to the *degree of frequency*. The scoring is done as 5, 4, 3, 2, and 1 for the opinions for the positive statements and reverses order of scoring is to be followed for negative type statements. The norms for the tools have arrived with the help of $Mean \pm 1\sigma$. Those who scored above the $Mean + 1\sigma$ comes under high in research attitude, and communicative behaviour, those who scored within the limits $Mean \pm 1\sigma$ comes under average in their research attitude and behaviour, and those who scored above the limits $Mean - 1\sigma$ comes under low in research attitude and communicative behaviour. The reliability co-efficient value for the research attitude scale and communicative behaviour research scale were found as 0.76 and 0.68 based on the split-half test of reliability measure. The validity of the tool was ensured with the face and content validity measures by collecting juries' opinion and research experts.

ANALYSIS AND INTERPRETATION

Correlation Analysis

Table 1: Relationship between Communicative Behaviour and Research Attitude of Prospective Teacher Educators

| Variables | Mean | SD | N | 'r' value | 'r' table value | Level of Significance |
|-------------------------|--------|-------|-----|-----------|-----------------|---------------------------|
| Communicative Behaviour | 133.72 | 22.35 | 150 | 0.219** | 0.081 | Significant at 0.01 level |
| Research Attitude | 140.18 | 20.21 | 150 | | | |

degrees of freedom df=(N1+N2)-2=148

Table-1 indicates that the obtained 'r' value 0.219 is found to be higher than the table value of 0.081 at 0.01 level of significance. Therefore, the null hypothesis is rejected. It reveals that there is a statistically significant relationship exists between communicative behaviour and research attitude of prospective teacher educators.

Step Wise Multiple Regression Analysis

Table 2: Model Summary for Contribution of Independent Variables on Communicative Behaviour of Prospective Teacher Educators

| Model | R | R square | Adjusted R square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1 | 0.253 ^a | 0.064 | 0.058 | 21.698 |
| 2 | 0.319 ^b | 0.102 | 0.089 | 21.331 |
| 3 | 0.371 ^c | 0.137 | 0.120 | 20.975 |

Predictors: (Constant), a-Medium Studied, b. Medium studied + Major subject, & c-Medium studied +Major subject +Research Attitude

Dependent variable: Communicative Behaviour

Table-2 shows the R square values, which is found to be 0.064, 0.102, and 0.137. Only 6.4 % of the total variance in communicative behaviour is attributed to the only variable that is medium studied. 10.2%, of the total variance in communicative behaviour is attributed by two variables that are medium studied, and major subject, and 13.7% of the total variance in communicative behaviour is attributed by three variables that are medium studied, major subject, and research attitude.

Table 2.1: ANOVA for Contribution of Independent Variables on Communicative Behaviour of Prospective Teacher Educators

| Model | Sum of squares | df | Mean square | F | Level of Significance |
|------------|----------------|-----|-------------|----------|-----------------------------|
| Regression | 4784.553 | 1 | 4784.553 | 10.163** | **Significant at 0.01 level |
| Residual | 69677.687 | 148 | 470.795 | | |
| Total | 74462.240 | 149 | | | |
| Regression | 7573.117 | 2 | 3786.559 | 8.322** | **Significant at 0.01 level |
| Residual | 66889.123 | 147 | 455.028 | | |
| Total | 74462.240 | 149 | | | |
| Regression | 10227.797 | 3 | 3409.266 | 7.749** | **Significant at 0.01 level |
| Residual | 64234.443 | 146 | 439.962 | | |
| Total | 74462.240 | 149 | | | |

Table-2.1 depicts that the F-values are found to be 10.613, 8.322, and 7.749, which is significant at 0.01 levels. It indicates that there is a significant contribution of three variables, namely medium studied, major subjects, and research attitude on dependant variable communicative behaviour of the present study.

Table 3: Relationships between Independent Variables on Communicative Behaviour of Prospective Teacher Educators

| Model | Beta | t-value | Significant |
|----------------------------------|----------------|--------------|--------------------|
| Gender | -0.099a | 1.247 | Not Significant |
| Major Subjects | -0.194a | 2.476 | Significant |
| Duration of B.Ed. Course Studied | 0.039a | 0.489 | Not Significant |
| Percentage in B.Ed. Course | 0.021a | 0.263 | Not Significant |
| Year of Study | 0.136a | 1.698 | Not Significant |
| Previous Teaching Experience | -0.076a | -0.904 | Not Significant |
| Order of Birth | -0.020a | -0.243 | Not Significant |
| Marital Status | 0.025a | 0.291 | Not Significant |
| Scholarships Aailed | -0.051a | -0.630 | Not Significant |
| Number of Seminars Attended | -0.110a | -1.365 | Not Significant |
| Research Attitude | 0.181a | 2.274 | Significant |
| Gender | -0.091b | -1.170 | Not Significant |
| Duration of B.Ed. Course Studied | -0.011b | -0.129 | Not Significant |
| Percentage in B.Ed. Course | 0.042b | 0.527 | Not Significant |
| Year of Study | 0.057b | 0.630 | Not Significant |
| Previous Teaching Experience | -0.032b | -0.377 | Not Significant |
| Order of Birth | -0.036b | -0.447 | Not Significant |
| Marital Status | 0.055b | 0.654 | Not Significant |
| Scholarships Aailed | -0.007b | -0.087 | Not Significant |
| Number of Seminars Attended | -0.081b | -1.002 | Not Significant |
| Research Attitude | 0.192b | 2.456 | Significant |
| Gender | -0.051c | -0.647 | Not Significant |
| Duration of B.Ed. Course Studied | -0.002c | -0.025 | Not Significant |
| Percentage in B.Ed. Course | 0.040c | 0.518 | Not Significant |
| Year of Study | 0.041c | 0.465 | Not Significant |
| Previous Teaching Experience | 0.017c | 0.194 | Not Significant |
| Order of Birth | -0.094c | -1.157 | Not Significant |
| Marital Status | 0.044c | 0.535 | Not Significant |
| Scholarships Aailed | -0.045c | -0.549 | Not Significant |
| Number of Seminars Attended | -0.088c | -1.113 | Not Significant |

Table-3 indicates that the t-values for independent variables. It reveals that apart from medium studied, major subjects and research attitude. There are no other independent variables are significantly contributed to the dependent variable communicative behaviour. To sum up, the following conclusion has been reached in respect of the hypothesis: There is a significant contribution of medium studied, major subject, and research attitude on communicative behaviour of prospective teacher educators.

RECOMMENDATIONS

The present study put an important research platform to think of the two aspects. One is there was strong relationship exists between research attitude and communicative behaviour of prospective teacher educators. Then the second outcome is that there exists 13.7% contribution of three independent variables likely medium studied, major subjects and research attitude on the communicative behaviour variable. Therefore, it is recommended to probe an immediately in-depth study to be conducted over the impact of medium studied, major subject, and research attitude on communicative behaviour of prospective teacher educators in Namakkal District. It is recommended to implement various models of communication competence developments that are applied in teacher education and training with respect to the systematic acquisition of adequate communication behaviour begins with the nature of communication process, instruction about communication signs types, characteristics and meaning of signs in a different context, and the basic rules of signs use and shape messages. More career opportunities should be created to research degree holders that will motivate more youth to participate in research activities. The prospective teacher-educators must have self-motivation to encourage themselves to achieve more in the research area to pursue quality research work in education. Government and higher funding governmental agencies like UGC, NCTE, NCERT, and state and central universities also encourage funding to do the quality research in the private educational training institutions in teacher education programme.

EDUCATIONAL IMPLICATIONS

Improvement of awareness on special communication activities mean is the initial step of changing prospective teacher educator's communication. That step makes it possible for teachers to choose the communication manner, to extend communication competences and to initiate the changes in students' behavior. Measuring effects of communication skills development programs for different professional groups suggests that a systematic approach to the development of individual communication competences that improves work effectiveness. Prospective teacher educators should develop adequate social skills, conduct wide repertoire of communication strategies, learn and understand causes and consequences of their communication actions, develop abilities to find and apply the best communication alternatives and to make adequate improvisation and redefinition of action plan, taking into consideration at new moments in a social situation.

CONCLUSION

Since communication behaviour is formative for the entire prospective teacher educator's successful professional activities, it is necessary to strengthen these competences systematically by organizing suitable training programs at the time undergoing master level degree, induction and for in-service programs as well as future teachers of teacher, and technical engineering programmes during their initial education. It is essential that teacher education at all education level should be a part of their pre-service/in-study academic education; engineers, economists and professionals from other domains should not join teaching profession without previous training in communicative behaviour in teacher education program. This should be an alarming situation for the teacher education profession. Moreover, it is important to develop interest among the students about the attitude towards research so that their learning can be facilitated in turn (Papanastasiou, 2005). Prospective teacher educators with average opinions about the usefulness and relevance of research to life will potentially be a big hindrance as far as their own participation in the research activity is concerned. The research

component of the advanced teacher education programs needs to be reviewed so that the future teachers can develop an understanding and realize the importance of education research as professionals and as role models for generations to come.

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