



INFLUENCE OF GENDER, LOCALITY AND TYPE OF MANAGEMENT ON COMMUNICATION SKILLS OF HIGH SCHOOL STUDENTS

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ABSTRACT:

An attempt was made in the present investigation to study the gender, locality and type of management would differ significantly influences of high school students on their communication skills. The present study consists of a sample 400 high school students were selected in and around Vijayanagaram Districts of Andhra Pradesh. Communication Skills questionnaire developed and standardized by Asika (2006) were administered to assess the subjects. Results revealed that there are significant differences between boys and girls, rural and urban, government and private school students on their communication skills. Boys are good communication skills than the girls; students resided in urban locality were better in their communication skills and the subjects hailing private schools students are good in their communication skills when compared with their counterparts.



KEY WORDS: Communication Skills, Gender, Locality, Type of management and Students.

INTRODUCTION -

Education is the essence of early civilization and it is the light that shows mankind the right direction to surge. The purpose of education is not just making a student literate but also to develop innovative thinking with self sufficiency and knowledge ability from childhood. Education is a process, may motivate children to think, reason, comprehend, analyze and bring out their hidden knowledge. Education nurtures cognitive abilities, skills and attitude to make life worth living. It brings about the complete development of one's individuality and helps to adjust and adopt their self to their environment. Education modifies behaviour and attitude in a way that is beneficial for the society and the world. The Indian Constitution also gave education a place of great esteem and importance. According to Article-45 of the Constitution "The state shall provide universal, free and compulsory education to all children up to the age of 14 years." Today, 'Education for All' is the main objective of our education system. It is often conceived as a systematic action of imparting relevant knowledge, skills and habits to the learners in their preparation for meaningful life and contribution to better society and a sound and effective system of education results in the enfoldment of learner's potentialities, enlargement of their competencies and values.

However, in the early days children were focus in education was to develop their interpersonal communication and improve their literacy skills which can help them to learn future complex subjects

with different skills. The intension of acquiring these basic abilities, education helps individuals to gain the necessary skills and knowledge to enhance their ability and create the value based livelihood. People pursue education and go to schools to satisfy their personal curiosities to fulfill their desire of personal development, and to make better one without career based reasons.

The word "communicate" is derived from the word "common" - to share, exchange, send along, transmit, talk, gesture, write, put in use, relate. Communication establishes relationships and makes organizing possible. Every message has a purpose or objective. The sender intends -- whether consciously or unconsciously to accomplish something by communicating. In organizational contexts, messages typically have a definite objective: to motivate, to inform, to teach, to persuade, to entertain, or to inspire. This definite purpose is, in fact, one of the principal differences between casual conversation and managerial communication. Effective communication in the organization centers on well-defined objectives that support the organization's goals and mission.

It was largely Chester Barnard in the late (1930) who meaningfully developed communication as a vital dynamic of Organisational behaviour. He was convinced that Communication is the major shaping force in the organisation. He ranked it with common purpose and willingness to serve as one of the three primary elements of the Organisation. Communication Techniques, which he considered to be written and oral language were deemed not only necessary to attain organisation purpose but also a potential problem area for the organisation. Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding. (Louis A Allen) and The word Communication describes the process of conveying messages (facts, ideas, attitudes and opinions) from one person to another, so that they are understood. (M.W. Cumming)

OBJECTIVE

1. To see the significant difference among Gender, Locality and Type of Management on Communication Skills of high school students.

HYPOTHESES

Based on the above objective the following hypotheses were formulated in the present study.

1. There is no significant difference between male and female students with regard to their Communication skills.
2. There is significant difference between rural and urban students with regard to their Communication skills.
3. There is significant difference between government and private school students with regard to their Communication skills.

SAMPLE

The sample of the present study consists of 400 high school students and the students studying in 8 classes at government and private educational institutions located in and around vijayanagaram district of Andhra Pradesh. Systematic random sample technique was used to collect the data. Subjects were divided into two groups i.e., male and female, rural and urban and government and private school students. Of the 400 subjects 200 male and 200 female. From each category 100 government and 100 private school students were taken into consideration.

TOOL

Communication skills questionnaire developed and standardized by Asika (2006) was used to assess the mental health status of the subjects. The scale consisted of 12 items and the items are related to communication process among the students. Per each question there are five responses (strongly disagree, disagree, undecided, agree and strongly agree) with which the individual answers in the manner he/she feels best. The maximum possible score is 60 and higher the score on communication skills indicate good communication skills.

PROCEDURE

The subjects were met personally in their respective classrooms along with their teachers. The purpose of the test was explained and they were instructed how to mark either 'yes' or 'no' for each item. To test the hypotheses, the collected data was interpreted using suitable statistical methods. Mean, SDs and 't' test was applied to compare the communication skills of the students.

RESULTS AND DISCUSSION

Table-I: Means, SDs and 't' values of Communication Skills scores the subjects classified, according to selected Demographic Variables.

Variables	Category	Mean	SD	t-value	Level of Significance
Gender	Boys	63.51	16.12	8.75	0.01
	Girls	54.68	13.71		
Locality	Urban	69.23	17.31	10.62	0.01
	Rural	51.05	12.74		
Type of Management	Private	71.64	17.92	11.41	0.01
	Govt.	55.18	13.76		

Table-I shows an idea about the Means, SDs and 't' values achieved by the students on their communication skills according to their demographic details. The scores obtained by the boys (M=63.51) and girls (M=54.68) indicates that there is significant difference between boys and girls with regard to their communication skills. The obtained statistical value ($t=8.75 < 0.01$) shows the significant difference on their communication skills. Boys are better in their communication skills when compared with the girls. India is a traditional country, the rearing practices, professional preferences and occupational choices are adopted by the parents and society to boys and girls are different. But now a days in Indian context, both boys and girls are equally attached with parents and feel free more in all aspects. But the transition from childhood to adulthood, particularly among girls in the Indian society has tended to be sudden dramatic leading to traumas and tension in their life. Fail to collect appropriate information, rearing practices, social norms, cultural issues, roles and responsibilities, excessive burden of work, insecurity feeling, feeling of nervous and poor inter personal and social relations affects their communication skills. The present results are in collaboration with the earlier findings of Bambacas, Mary & Patrickson, Margaret, 2008; Venkatesh, Y. B., 2010; Prashantkumar, N. 2011 Nilanjana Pal et al., 2016; Daisy, P.J. 2018, Glaiza Mae GeraldePalmero, 2019 and Menchak et al., 2020 who accomplished in their studies i.e., significant difference between boys and girls in their communication skills.

In terms of domicile, the obtained 't' value of 10.62 indicates that there is significant difference between rural and urban students with regards to their communication skills. Students hailing from urban area obtained better (M=69.23) in their communication skills than the students from rural areas (M=51.05); concluded that domicile has shown noteworthy impact on their communication skills. Facilities like transport, library, sources of material collection, tutorial hours in school, school atmosphere, use of scientific and attractive teaching learning material (TLM), interaction with resource persons, more representation in subject exhibitions, additional contribution to involve in socio cultural and recreational activities absolutely influence part of the exposure of the children hailing from urban areas. The findings of the study was reliable with the earlier findings of Venkatesh, Y. B., 2010; Moheidat and Baniabdelrahman, 2011; Monteiro, 2012 Kaur, Tarundeep, 2013; Glaiza Mae GeraldePalmero, 2019 who concluded in their studies i.e., significant difference between locality on communication skills.

The calculated 't' value of 11.41 significant that type of management has shown notable influence on their communication skills; the obtained mean values clearly indicated that there is momentous difference between the students studying in private and government school students.

Students from private schools were better in their communication skills ($M=71.64$) than the students studying in government school ($M=55.18$). Earlier researchers Antony Asubiojo, et al., 2005; Moheidat and Baniabdelrahman, 2011; Hassan, 2018; Cristobal, et al., 2018; Menchak et al., 2020 and Mohammad Alawamleh, 2020 who concluded that there is significant impact of type of management on communication skills.

CONCLUSIONS

1. There is a significant difference between boys and girls with regard to their communication skills. Boys are better in their communication skills when compared with the girls.
2. There is a significant difference between rural and urban students with regards to their communication skills. Students hailing from urban areas were obtained better in their communication skills than the students from rural areas.
3. There is a momentous difference between the students studying in private and government school students. Students from private schools were better in their communication skills than the students studying in government schools.

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