



## COMMUNICATION SKILLS OF THE TEACHERS TEACHING ECONOMICS SUBJECT

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### ABSTRACT:

*Communication is a tool all living creatures possess to interact with others and to understand each other. Human beings communicate with others by conveying their thoughts and ideas. Some people have better communication skills. Communication skills involve the use of auditory, which is spoken or sung words and sounds; non-verbal, which involves the use of body or sign language and paralanguage, which involves touch or eye contact. Thus, they are qualified as a basic framework for the creation of modern democratic, intercultural and open schools to the world. Since communication skills are related to many aspects such as teaching, school administration, evaluation and development of good interpersonal relationships, the main purpose of this paper to study the communication skills of the teachers teaching Economics subject. Normative survey method is used in this present study. Random sampling technique has been used to collect the sample of 200 teachers teaching Economics subject. The findings reveals that the teachers show good communication skills.*

**KEYWORDS:** *Communication skills, teachers.*

### INTRODUCTION:

Communication is a process by which information is exchanged. It is possible between two or more people. What makes the interaction meaningful is that the people recognize the same symbols, signs and behavior they know and pass information. One's communication abilities determine how effective they are as a communicator. This is where the communication skills deserve attention.

In order to have good communication skills one has to understand the process of communication and its effective ways. Thus, in executing good communication skills, one must view communication as a process of transmitting information based on three ideas: Syntactic, Pragmatic and Semantic. Syntactic are the properties given to various signs and symbols, Pragmatic are the relationship between expression/sign and the user of them and Semantic, which is the representation between the signs and symbols and their meanings.

### OBJECTIVES OF THE STUDY:

The following are the objectives formulated for the present study.

1. To study the communication skills of the Economics teachers.
2. To study, if there is any significant difference between the male and female Economics teachers in their communication skills.
3. To study, if there is any significant difference between the Economics teachers working in the school located in the urban area and in the rural area in their communication skills.

4. To study, if there is any significant difference between the Economics teachers residing in the urban area and in the rural area in their communication skills.
5. To study, if there is any significant difference between the Economics teachers where medium of instruction is English medium and Tamil medium in their communication skills.

#### **HYPOTHESES OF THE STUDY:**

The following are the hypotheses for the present investigation based on the framed objectives:-

1. The communication skills of the Economics teachers is good.
2. There is no significant difference in communication skills between the male and female Economics teachers.
3. There is no significant difference between the Economics teachers working in the school located in the urban area and in the rural area in their communication skills.
4. There is no significant difference between the Economics teachers residing in the urban area and in the rural area in their communication skills.
5. There is no significant difference between the Economics teachers where medium of instruction is English medium and Tamil medium in their communication skills.

#### **METHOD:**

Normative survey method has been employed in the present study.

#### **TOOL USED:**

The communication skills assessment scale constructed and validated by Velmurugan. C., (2012) is used in this study. This scale is a five point scale, which consists of 19 statements (all are positive statements only). Each statement have the options namely 'ALWAYS', 'OFTEN', 'SOMETIMES', 'RARELY' and 'NEVER'. The response of the subjects is scored by using the numerical values or arbitrary weights to the items. The statements are having the scoring as 4,3,2,1 and 0 for the responses 'ALWAYS', 'OFTEN', 'SOMETIMES', 'RARELY' and 'NEVER' respectively. An individual score is the sum of all the score of the 19 items. The score ranges from 0 to 76. The maximum score that one can get in this is 76.

The level of the communication skills assessment scale has been given as follows:

<b>LEVEL</b>	<b>RANGE OF THE SCORES</b>
Poor communication skills	Upto 25
Average communication skills	Above 25 upto 51
Good communication skills	Above 51

#### **THE VALIDITY AND THE RELIABILITY OF THE COMMUNICATION SKILLS ASSESSMENT SCALE:**

The communication skills assessment scale has construct validity as the items selected were having the 't' value of more than 1.75 (Edwards,1957). Its intrinsic validity was found to be 0.92. The reliability of this scale by test – retest method is found to be 0.86. Thus the communication skills assessment scale has validity and reliability.

#### **SAMPLE:**

Random sampling technique has been used in the selection of the sample of as many as 200 Economics teachers.

#### **STATISTICAL TECHNIQUES USED:**

The mean and standard deviation for the entire sample and its sub-samples were computed for communication skills assessment scale scores. The inventory of significance ("t" inventory) was used in order to find out the significance of the difference between the means of the communication skills

assessment scale scores. The collected data were computed with the SPSS 11.5 and the results were furnished accordingly in the Table 1.

**TABLE 1**  
**THE MEAN AND THE STANDARD DEVIATION OF THE COMMUNICATION SKILLS SCORES OF THE ENTIRE SAMPLES AND ITS SUB-SAMPLES**

S.NO	SAMPLES	SUB-SAMPLES	N	MEAN	STANDARD DEVIATION	't' VALUE	SIGNIFICANT AT 0.05 LEVEL
1	Entire sample		200	67.9850	4.6120	-	
2	Sex	Male teachers	110	68.3889	4.5113	1.12	NOT SIGNIFICANT
		Female teachers	90	67.4167	4.8179		
3	School locality	Rural area	60	67.4167	4.8197	1.12	NOT SIGNIFICANT
		Urban area	140	68.2286	4.5159		
4	Residence	Rural area	135	67.7556	4.6125	1.01	NOT SIGNIFICANT
		Urban area	65	68.4615	4.6100		
5	Medium of instruction	Tamil medium	39	66.9744	4.9549	1.44	NOT SIGNIFICANT
		English medium	161	68.2298	4.5072		

#### **FINDINGS OF THE STUDY:**

The following are the important findings of the present investigation.

1. The Economics teachers show good communication skills.
2. There is no significant difference between the male and female Economics teachers in their communication skills.
3. There is no significant difference between the Economics teachers working in the schools located in the urban areas and in the rural areas in their communication skills.
4. There is no significant difference between the Economics teachers residing in the urban areas and in the rural areas in their communication skills.
5. There is no significant difference between the Economics teachers whose medium of instruction is English medium and Tamil medium in their communication skills.

#### **CONCLUSION:**

The present investigation revealed that the Economics teachers were found to have good communication skills which in turn give a very high level of achievement. So it can be revealed from the investigation that the Economics teachers should develop the communication skills in a constructive way. In addition, it is a need for the teachers' training programs to show priority in development of communication skills both for those who are already working in Education and even more for new appointed teachers as they do not have sufficient knowledge of appropriate communication behavior in school unit, basically due to lack of their experience and studies. It is a great duty of any state to educate teachers and school heads in communication matters in order to support their complicated and multi tasking job in the field of Education. Also, it is a great duty to legislate objective evaluation criteria for choosing the appropriate staff in managerial positions. Those criteria must give priority in communication skills of which must hold all who have the intention to become heads in an organization, as a minimum of requirements for everybody and especially to those who are going to become school heads.

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