



A Study of Classroom Communication Skill of B.Ed. Trainee through Google Classroom

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Abstract

*The rational of this study is to decide the levels of pre-service teachers' Classroom communication skills. Descriptive survey model was used in this study. 218 pre-service teachers, who are studying at B.Ed. Colleges of Bharuch District Affiliated with Veer Narmad South Gujarat University, Surat, participated in the study. Criterion sampling method, which is one of the purposeful sampling methods, was used in the selection of the participants of the study. As a tool for data collection, this study used **Inventory of Classroom Communication Skills**. As the collected data exhibited normal distribution, t-test and one-way variance analysis were used in the present study. Pre-service teachers find themselves sufficient and ample in the followings in order; **behavioural communication skills, cognitive communication skills and emotional communication skills**. The conclusions of the study suggest that there has been a significant difference between pre-service teachers' Classroom communication skills, their gender and their class levels. It was also found in this study that there is no significant difference between Classroom communication skills of pre-service teachers.*

Keywords –Classroom Communication skills, B.Ed. Trainee, Teacher Education, Google Class, English Language

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Introduction

Language is an instrument or tool which helps human be aware of the world and tell themselves to others. Communication means sharing emotions, feeling, thoughts, ability, expertise, talent and skills; creating a common ground for thoughts, belief, opinion and emotions. People start to sense the world, build communication with other people and creatures, to explain and interpret the world. Communication is a social necessity for individuals to be parts of the society and to socialize. Individual person need to communicate with their environment effectively so that they can be real parts of the society. To be able to communicate effectively, senders need to tell receivers the information that they want to share through appropriate channels. Having a shared and mutual language between senders and receivers makes it straightforward or easier for them to communicate. The communication problems and trouble experienced by individuals result from lacking, missing or absent of language skills, not interpreting the messages accurately and appropriately. There have been some obstacles preventing people from communicating with others.

These obstacles, barrier or blockage are classified as physical, technical, psychological or social and organizational. Among the physical and technical obstacles are message, channel, noise and language related ones. Among the psychological and social obstacles are lacking of a purpose for a communication, prejudices, diversity of views, differences in sensing, attitudes and behaviours, socio-cultural differences and the level of knowledge owned. As organizations form the most important part of the society, organizational obstacles are considered to be as communication obstacles. Organizational obstacles barrier or blockage are suggested to be as time pressure, role relationships, hierarchy, management styles, statue differences, information overload, inadequacy of feedback, the size of organization and physical structure of the organization. It is very

important to consider environmental factors, relationships among individuals, special communication styles and the channels and environment used in eliminating the communication related obstacles. To be able to eradicate communication related obstacles and barrier the messages sent by the source need to be supported with visuals, to be adjusted depending on the receivers, the communication environment needs to be rearranged; the feedbacks need to be given to the received messages.

The top best way to eradicate the communication obstacles is to decided the communication obstacles or barrier and to take necessary measures against them. Individuals of a democratic society are supposed to have already gained necessary communication skills. Communities need individuals who can express their emotions and thoughts effectively, who can interpret the messages accurately and who can solve problems through their communication skills. The course of effective communication was added into the curriculum of each program related to teaching profession. The aim of this was to help pre-service teachers build effective teacher-parent-student communication, to find the least common denominator with the members of the society out of the school.

Therefore, curriculums were changed, and it was foreseen that students would gain relevant skills more than just theoretical information. Skill is defined as individuals' power to perform a job. Skill is the transfer of information into practice. The complex knowledge that individuals have gained is aimed to be transferred into a skill in a systematic way. Skill is the process of restructuring mind, and this process continues in lifetime. The most basic aim of this constructive education approach is to help students effectively communicate through the guidance of their teachers, participate in group discussions and build their learning in a progressive stage. There are some basic skills which are supposed to be in education curriculums.

These skills are the accurate, exact, correct, precise effective and nice use of critical thinking, creative thinking, communicating, problem solving, making research, decision making, using information technologies and entrepreneurship. The goal of this research is to determine the levels of pre-service teachers' communication skills. The sub-goals of this study are determined as follows under the light of the research goal:

- ❖ Is there a significant difference between communication skills of pre-service teachers and their gender?

- ❖ Is there a significant difference between communication skills of pre-service and their class levels at which they are studying?
- ❖ Is there a significant difference between communication skills of pre-service teachers and the college that they graduated from?
- ❖ How is the level of pre-service teachers' communication skills?
- ❖ What are the opinions of pre-service Pre-service teacher about communication skills?

Method

Research Design

Descriptive survey model was used in this study. Descriptive researches help define a specific case in depth. It is the aim of this study to define the communication skills of Pre-service teachers.

Participants

218 pre-service teachers, who are studying in Amity B.Ed. College, Bharuch, and Jai Jalaram TalimiSnatakShikshanMahavidhyalaya, Thava affiliated with Veer Narmad South Gujarat University, Surat participated in the study. Criterion sampling method, which is one of the purposeful sampling methods, was used in the choice of the participants in this study. Observation qualities in a study may consist of some cases. The participants of the study are the pre-service teachers who learn "Effective Communication" course in the 1st semester at the College as on one of the core unit in course 1. The data related to the participants are given in Table 1.

Table 1

The introductory statistical information of Pre-service teacher in the research group

Class	Number of Pre service Teacher	%	Gender		%
1 st Year	109	50	Female	133	61.0
2 nd Year	109	50	Female	85	39.0
Total	218	100	Total	218	100

When Table 1 is examined, it is seen that 61 % of the research participants is female (n=133), 33 % of them male (n=85). 50 % of the participant teachers is 1st year pre-service teacher, 50 % of them is 2nd year pre-service teacher.

Data Collection Instrument

This study used “Inventory of Communication Skills” as an instrument for data collection. The analysis carried out by the researcher suggest that Kaiser-Meyer-Olkin (KMO) value of the scale was found to be .807 and Barlett globosity test was also found to be significant (at $p < 0.01$ level). Descriptive factor analysis suggests a three-factor structure, and it was found that the total factor structure explains 64% of the scale. When all relevant analysis was examined, it is seen that the scale is a valid and reliable one.

Data Analysis

The analysis which were carried out in this study to find out if the data exhibited normal distribution suggests that kurtosis and skewness values change between -1 and +1. As the data exhibited normal distribution, t-test and one-way variance analysis were used in the study.

Results and Discussion

This part of the study will present the data obtained through data analysis.

a) Is there a significant difference between the communication skills of pre-service teachers and their gender?

Table 2

Results of the t-test analysis carried out to examine the sub-dimensions of the Inventory of communication skills and pre-service teachers' genders.

Sub-dimensions	Gender	N	Means	S	sd	t	p
Cognitive	Female	133	347	41055	216	120	905
	Male	85	346	45110			
Emotional	Female	133	318	42423	216	-2455	015
	Male	85	332	44683			
Behavioral	Female	133	346	43158	216	-665	507
	Male	85	350	42544			

When the Table 2 is examined, it is seen that there is a significant difference between pre-service Pre-service teacher' genders and their emotional communication skills $t_{(216)}=2.455, p<.05]$. It is also seen that the mean score of pre-service teachers' scores for sub-dimension of emotional communication skills ($=3.32$) is higher than those of female participants ($=3.18$).

b) Is there a significant difference between communication skills of pre-serviceteachers and their class levels at which they are studying?

Table 3

Results of the t-test analysis carried out to examine the sub-dimensions of the Inventory of communication skills and pre-service teachers' classes at which they are studying.

Sub-dimensions	Class	N	Arithmetical Means	S	sd	T	p
Cognitive	1 st Year	109	355	39846	216	3,036	003
	2 nd Year	109	338	43661			
Emotional	1 st Year	109	336	45274	216	4,354	000
	2 nd Year	109	311	38683			
Behavioral	1 st Year	109	353	42127	216	1,994	047
	2 nd Year	109	342	43016			

When Table 3 is examined, it is seen that there is a significant difference between the classes of pre-service teachers and their cognitive [$t_{(216)}= 3.036, p<.05]$, emotional [$t_{(216)}= 4.354, p<.05]$ and behavioral communication skills [$t_{(216)}= 1.994, p<.05]$. The mean scores of the 2nd year students taken from the sub-dimensions of cognitive ($=3.55$), emotional ($=3.36$) and behavioral ($=3.53$) communication skills were found to be higher than the 3rd year pre-service teachers' mean scores taken from cognitive ($=3.38$), emotional ($=3.11$) and behavioral ($=3.42$) communication skills.

c) Is there a significant difference between communication skills of pre-service teachers and the College that they graduated from?

Table 4

The results of one-way variance analysis carried out between the sub-dimensions of the Inventory of Communication skills and pre-service teachers' college they graduated From

Sub-dimensions	Variance source	Sum of squares	sd	Means of squares	F	p
Cognitive	Intergroup	462	2	231	1,278	281

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	Within group	38,883	215	181		
	Total	39,345	217			
Emotional	Intergroup	470	2	235	1,227	295
	Within group	41,188	215	192		
	Total	41,659	217			
Behavioral	Intergroup	513	2	257	1,402	248
	Within group	39,358	215	183		
	Total	39,872	217			

When Table 4 is examined, it is seen that there is no significant difference between pre-service teachers' cognitive [$F(2-215)= 1.278$; $p>.05$], emotional [$F(2-215)= 1.227$; $p>.05$] and behavioral [$F(2-215)= 1.402$; $p>.05$] communication skills and their College they graduated from.

d) How is the level of pre-service teachers' communication skills?

Table 5

Introductory statistical information related to the Inventory of Communication Skills

Sub-dimensions	X	sd	median	Mode
Cognitive	3,46	02884 3	4520	3,47
Emotional	3,23	02968 3	1896	3,13
Behavioural	3,48	02903 3	4667	3,40

When Table 5 is examined, it is seen that pre-service teachers find themselves adequate in behavioral communication skills, cognitive communicative skills and emotional communication skills in turn

e) What are the opinions of pre-service teachers' about communication skills?

Table 6

Opinions of pre-service teachers regarding their communication skills

Six items with the highest mean score from the scale	X	sd
I am glad to be understood by the person I communicate with	4,27	068
I generally recognize the person I communicate with.	4,21	058
I try to understand people.	4,17	062
I sometimes do not listen to the person I am communicating with although I am in eye contact.	4,16	065
I respect the thoughts of the person I communicate with whereas I do not agree with him.	4,08	066

I spare enough time to listen to the person I communicate with.	4,07	060
Six items with the lowest scale mean score	X	sd
I feel bored when I am listening to people.	2,52	074
I feel I do not have to listen to others.	2,47	082
I find it difficult to apologize.	2,46	091
I feel uncomfortable when I am in communication with someone from opposite sex.	2,44	093
I try to control people and shape them as I want.	2,42	084
I cannot wait when others are speaking and I interrupt them.	2,26	083

When Table 6 is examined, it is seen that pre-servicePre-service teacher feel happy to be understood by the person they communicate with, that they generally recognize the person they communicate, that they try to interpret the person they communicate, that they sometimes listen to the person they communicate, that they respect opposing views, that they spare time to listen to people. Pre-service teachers were found not to be adequately effective in interrupting others, shaping others, communicating with others, apologizing and listening to others.

Results, Discussion and Suggestions

With the integration of constructivist education into curriculums, it has become more important for students to understand and interpret life. Listening skill is an important part of communicating with individuals, and it is also a skill which helps individuals understand and interpret life. With the rapid advancement of technology in the last century, listening skill has gained a big importance. Speaking is an important means of communication in life which helps individuals communicate with others and express themselves.

Reading helps individuals access various sources to improve their relevant experiences and use their interpreting, discussing and critical thinking skills effectively. Writing skill helps students express themselves, their dreams and thoughts effectively using the facilities offered by the language. Basic skills in educational curriculum are very important in individuals' socialization as well as language skills. One of these basic skills is communication skill.

Communication skill can always be thought, improved and gained no matter how old individuals are (**Aspegren 1999**). The more individuals' empathy skill is improved, the better their communication skills get proportionally with their empathy skills (**Akvardar et.al. (2002)**). It was the aim of this study to find out the communication skills of pre-service teachers who will help students gain such skills in the future, considering various variables.

The result obtained through this study suggests that there is a significant difference between the communication skills of Pre-service teacher and their genders. It is also seen that male pre-service teachers had higher levels of emotional communication skills compared to those of female pre-service teachers. Male pre-service teachers were found not to feel happy to be criticized, and they daydream as they are listening to others, they feel bored as they are listening to others, they find it difficult to apologize, they turn a cold shoulder as they are listening to others, and they cannot be sure of their emotions. **Acar (2009)** found out in his study that there has been a significant difference in favor of male students with regards to behavioral communication skills. **Nacar (2010)** has found that female teachers communicate better with students compared to male teachers.

Although the researches carried out related to pre-service teachers have come up with results in favour of male pre-service teachers, female pre-service teachers had higher communication skills, which can be explained with the age factor. Similar studies suggest that female teachers had higher level of communication skills compared to male teachers (**Ceylan, 2007**). It was also found in this study that there is a significant difference between pre-service teachers' communication skills and their classes at which they study. It is also seen that 2nd year students are better with regards to their cognitive, emotional and behavioural communication skills. Their communication skills were found to be higher.

It is surprisingly seen that as class levels increase, communication skill levels decrease opposed to what is believed. It is also seen that there is no significant relationship between pre-service teachers' communication skills and grade point average, which they graduated from. Pre-serviceteachers' grade point averages and their college that they graduated from affect their level of communication skills. **Acar (2009)** found out in his study that there is a significant difference between their behavioral and general communication skills when the Colleges that they graduated from are considered.

Therefore, it can be suggested under the lights of the findings of this study that the pre-service teachers who are graduates of English Medium have higher levels of communication skills than the pre-service teachers who are graduates of Gujarati Medium. Pre-service teacher find themselves adequate in the following skills in order; behavioural communication skills, cognitive communication skills and emotional communication skills. It is also seen with this study that pre-service teacher' socializing processes have some universal characteristics.

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Pre-service teachers of language try to communicate with people, try to bear communication rules in mind and try to ignore communication obstacles, barrier and blockage. To be able to raise individuals under the light of constructivist education approach, we need to raise qualified teachers appropriate to the skill based approach. With the advancement of technology, new generations enter into the service of new technologies, their interest into new technology negatively affect their communication skills. Pre-service teachers need to raise considering the 21st century technologies and individuals' inefficiencies in communication at B.Ed. College Level.

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