

A STUDY ON COMMUNICATIVE ABILITY OF HIGHER SECONDARY SCHOOL TEACHER'S IN COIMBATORE DISTRICT

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ABSTRACT

To succeed in society and in the classroom as a good teacher, one needs to have solid communication abilities. Both written and verbal communication abilities are as important as subject-specific expertise. To comprehend each student and approach the content in a way that works for them, teachers must have outstanding abilities in communication. Teachers should therefore be proficient in different styles of communication. The study examines the influence of verbal and non-verbal communication as well as information technology and electronic teaching aids on instructors' abilities to communicate. Therefore, the researcher selected the topic for the present study with the intention of evaluating the communication abilities of higher secondary school teachers in the Coimbatore District, with an emphasis on identifying the difficulties they encounter and offering recommendations.

Keyword :- Communicative Ability

INTRODUCTION

The quality of teaching and learning can be enhanced through a teacher's ability to communicate. Teachers need to communicate with staff members, administrators, and parents. Teachers should consequently be able to exchange ideas in a variety of strategies. Sometimes it needs to be presented verbally, in writing, or by body language and gestures. Currently, progress in technology has made it more simple and easy for teachers to express their ideas. Parents may instantly discover about their child's progress and students who are interested in coursework. Teachers need to learn fresh abilities as technology develops. The ways of teaching and learning have undergone several transformations. As the education industry adopted I CT-based education and as teaching and learning have transitioned from traditional classrooms to digital platforms. Teachers must be able to communicate in both verbal and nonverbal ways with pupils as well as by means of technology. The ability of technological innovations to communicate with pupils must be grasped by teachers. Teachers who are aware of the significance of this communication ability will be able to transform into skilled educators and produce educational experiences that are effective and worthwhile.

OBJECTIVES

To find out whether there is any significant difference in the communicative ability of higher secondary teachers in respect to their gender , Locality of School, Type of school and Type of management.

HYPOTHESIS

There is no significant difference in the communicative ability of higher secondary teachers in respect to their gender , Locality of School, Type of school and Type of management.

Method & SAMPLE

Normative Survey method was used for this study. Ten schools were selected through Stratified Random sampling Technique. The sample for this study comprised of 185 higher secondary teachers in Coimbatore district.

TOOLS

The investigator used the Communicative Ability inventory constructed and standardized by reasearcher.

STATISTICAL TECHNIQUES

- Mean
- SD
- t-test
- F-test

ANALYSIS OF DATA

Table 1: Communicative Ability of higher secondary teachers based on Institutional Variables.

S.NO			N	Mean	SD	t-value	Level of Significance at 0.05%
1	Gender	Male	78	110.06	6.68	0.753	Not Significant
		Female	107	110.34	5.10		
2	Locality of School	Rural	87	114.84	6.45	0.654	Not Significant
		Urban	98	111.17	6.41		
3	Type of School	State	102	111.38	5.86	0.926	Not Significant
		C B S E	83	111.42	5.22		

Table-1 also shows that the calculated t-values Communicative Ability of higher secondary teachers for 0.753,0.654 and 0.926 are less than the table value 1.96 at 0.05 level of significance .Thus there is no significance difference in Communicative Ability of higher secondary teachers in respect of the gender, Locality of School, Type of School.

Table-2

S.NO		Sources of Variation	Sum of Square	Df	Mean Square	F value	Level of Significance at 0.05%
1	Type of Management	Between	20.576	2	10.28	0.194	Not Significant
		Within	9673.183	182	53.15		

From Table-2, the calculated F-values for 0.194 is less than the table value 3.00 at 0.05 level of significance. Thus ,there is no significant difference in Communicative Ability of higher secondary teachers in respect of the Type of management.

FINDINGS OF THE STUDY

1. It is found that, there is no significant difference in the communicative ability of higher secondary teachers in respect to their gender.
2. It is found that, there is no significant difference in the communicative ability of higher secondary teachers in respect to their locality
3. It is found that, there is no significant difference in the communicative ability of higher secondary teachers in respect to their type of school.
4. It is found that, there is no significant difference in the communicative ability of higher secondary teachers in respect to their type of management.

CONCLUSION

The purpose of the present investigation is to study the communicative ability of higher secondary teachers with respect to some selected variables. The study indicated that there is no significant difference between communicative ability with respect to their gender,locality of school, type of school and type of management. In addition,administration should update digital technologies in classroom to improve quality of communication in teaching and learning process .The result of the study can contribute to the development of effective teaching methods and the enhancement of the overall quality of education in the region. The study provides valuable insights for policymakers , school administrators and teachers who are interested in improving communication in the classroom.

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