

A COMPARATIVE STUDY OF VERBAL COMMUNICATION SKILLS OF TEACHERS TEACHING ENGLISH IN GOVT. & NON-GOVT. SENIOR SECONDARY SCHOOLS

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Abstract

The present study aims to assess and compare the verbal communication skills of teachers teaching English in Government and Non-Government Senior Secondary Schools. For this purpose, 40 teachers were selected from Government and non-Government Senior Secondary Schools of Panipat District of Haryana State. For Statistical analysis mean, standard deviation and t-test were worked out. The result showed that there were no significant differences in verbal communication skills of Male and Female teachers teaching English in Govt. and Non-Govt. Senior Secondary Schools.

Keywords : *Communication skills, Teacher, Govt. and Non-Govt. Schools.*



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Introduction

Though the communication is inevitable for living, the classroom process needs it excellently. When man was dwelling in the forests, the methods of communication were gestures, signals, sound production etc. From these, men started the growth of civilization. Now a day, communication strategies have advanced to the program, due to the development of science and technology. But still the classroom process is basically developing teacher-pupil direct communication.

Communication in the classroom interaction involves many skills of the teacher such as verbal and non-verbal. Non-verbal communication has the following elements such as gaze, facial expressions, gestures and body movements. Verbal communication has the intonation in speech, voice modulation, loudness etc. With these communication skills, the teacher has to sing, dance, act, play, narrate, explain, etc. to make children to feel, understand, analyze, apply and attain skills for achievements. It also creates a lively classroom atmosphere.

Justification of the study

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No activity of social life can progress without communication and so is the case with educational scenario. A teacher's success with students to a large extent is related to his competency and effectiveness as a good communicator.

The investigator got interest in knowing that how the teachers use verbal behaviour to regulate the flow of information throughout the main body of their interaction and therefore, he felt a great need to identify certain verbal skills of the teachers.

Objectives of the Study

1. To assess the difference in the verbal communication skills of male teachers teaching English in Government and Non-Government Senior Secondary Schools.
2. To assess the difference in the verbal communication skills of Female teachers teaching English in Government and Non-Government Senior Secondary Schools.
3. To assess the difference in the verbal communication skills of male and female teachers teaching English in Government Senior Secondary Schools.
4. To assess the difference in the verbal communication skills of male and female teachers teaching English in Non-Government Senior Secondary Schools.

Hypotheses of the study

1. There exists no significant difference in the verbal communication skills of male teachers teaching English in Government and Non-Government Senior Secondary Schools.
2. There exists no significant difference in the verbal communication skills of Female teachers teaching English in Government and Non-Govt. Senior Secondary Schools.
3. There exists no significant difference in the verbal communication skills of male and Female teachers teaching English in Government Senior Secondary Schools.
4. There exists no significant difference in the verbal communication skills of male and female teachers teaching English in Non-Government Senior Secondary Schools.

Methods

The researcher used the descriptive method to carryout his study. It is used in studying local, as well as state, national and international aspects of education. It is related of gathering of evidence in the existing situations.

Population

In the present case, the target population was all teachers of English (both male and females) teaching in Government and Non-Government Senior Secondary Schools of Haryana. But accessible population was all teachers of English in Government and Non-Government schools of Panipat District.

Sample

The present study consists of teachers teaching English in Government and Non-Government Senior Secondary Schools. The teachers are of both the genders. Overall 40 teachers were selected 20 from Government and 20 from Non-Government Senior Secondary Schools. 20 teachers from each school are in equal numbers according to genders 10 males and 10 females.

Tools and Techniques

The researcher used observation method as a tool for collecting information because it was appropriate for the present study.

Statistical Techniques

1. Descriptive statistics like mean, standard deviation are used to compare the two groups.
2. Inferential statistics like t-ratio is used.

Analysis and Interpretation of Data

Table 1

Significance of difference in verbal communication skills of the male teachers teaching English in Government and Non-Government Senior Secondary Schools.

Groups	N	Mean	S.D.	t-ratio	Table Value	Result
Govt. Male Teachers	10	33.3	2.45	4.61	2.88	Significant
Non-Govt. Male Teachers	10	25	3.03			

Table No. 1 shows that the mean scores of Govt. male teachers on the variable on verbal communication skills were 33.3 with S.D. of 2.45. The mean scores of Non-Govt. male teachers were 25 with S.D. 3.03. The table further shows that the calculated value of t-4.61 at 0.01 level of significant is more than table value 2.88. It indicates that there is significant difference in verbal communication skills of male teachers teaching English in Govt. and Non-Govt. Senior Secondary Schools. Thus, the first null hypothesis is rejected.

Table 2

Significance of difference in verbal communication skills of the female teachers teaching English in Govt. and Non-Govt. Senior Secondary.

Groups	N	Mean	S.D.	t-ratio	Table Value	Result
Govt. Male Teachers	10	29.5	1.91			
Non-Govt. Female Teachers	10	22	3.49	4.07	2.88	Significant

Table No. 2 shows that the mean scores of Govt. female teachers on the variable on verbal communication skills were 29.5 with S.D. of 22. The mean scores of Non-Govt. female teachers were 22 with S.D. 3.49. The table further shows that the calculated value of t-4.07 at 0.01 level of significance is more than table value 2.88. It indicates that there is significant difference in verbal communication skills of female teachers teaching in Govt. and Non-Govt. Senior secondary schools. Thus the second null hypothesis is rejected.

Table 3

Significance of difference in verbal communication skills of male and female teachers teaching English in Govt. Senior Secondary schools.

Groups	N	Mean	S.D.	t-ratio	Table Value	Result
Govt. Male Teachers	10	33.3	2.45			
Non-Govt. Male Teachers	10	29.5	1.91	2.65	2.88	insignificant

Table No. 3 shows that the mean scores of Govt. male teachers on the variable on verbal communication skills were 33.3 with S.D. of 2.45. The mean scores of Govt. female teachers were 29.5 with S.D. of 1.91. The table further shows that the calculated value of t-2.65 at 0.01 level of significance is less than table value 2.88. It indicates that there is no significant difference in verbal communication skills of male and female teachers teaching English in Govt. and Non-Govt. Senior Secondary School. Thus the 3rd null hypothesis is accepted.

Table 4

Significance of difference in verbal communication skills of male and female teachers teaching English in Non-Govt. Senior Secondary Schools.

Groups	N	Mean	S.D.	t-ratio	Table Value	Result
Govt. Male Teachers	10	25	3.03			
Non-Govt. Male Teachers	10	22	3.49	0.29	2.88	insignificant

Table No. 4 shows that the mean scores of Non-Govt. male teachers on the variable on verbal communication skill were 25 with S.D. of 3.03. The mean scores of Non-Govt. female teachers were 22 with S.D. of 3.49. The table further shows that the calculated value of $t=0.29$ at 0.01 level of significance is less than table value 2.88. It indicates that there is no significant difference in verbal communication skills of male and female teachers teaching English in Govt. and Non-Govt. Senior Secondary Schools. Thus the 4th null hypothesis is accepted.

Findings of the study

1. There is a significant difference in verbal communication skills of male teachers teaching English in Government and Non-Government Senior Secondary Schools.
2. There is significant difference between the verbal communication skills of female teachers teaching English in Government and Non-Government Senior Secondary schools.
3. There is no significant difference between the verbal communication skills of male and female teachers teaching English in Government Senior Secondary Schools.
4. There is no significant difference in verbal communication skills of male and female teachers teaching English in Non-Government Senior Secondary Schools.

Educational Implications

1. The present study will be helpful in the diagnosis of the lack of verbal communication skills in teachers teaching English in Government and Non-Government Schools.
2. This study will also be helpful in taking remedial steps in order to improve the communication skills of the teachers teaching English in Government and Non-Government Schools.

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