

IMPACT OF ICT ON DEVELOPMENT OF COMMUNICATION SKILLS OF PROSPECTIVE TEACHERS

Arundhati¹ & Sushil Kumar Singh², Ph. D.

¹M.Ed. Research Scholar St. Xavier's College of Education (Autonomous), Patna-11, Bihar.

²Associate Professor, St. Xavier's College of Education (Autonomous), Patna-11, Bihar.

Paper Received On: 21 JUNE 2021

Peer Reviewed On: 30 JUNE 2021

Published On: 1 JULY 2021

Content Originality & Unique: 70%

Abstract

ICT is an extensional term for Information technology that stresses the role of unified communication and integration of telecommunications with computers as well as necessary software and hardware tools. Soft Skills are characteristic traits and interpersonal skills that identifies a person's relationship with others. Certain examples of Soft Skills are Communication, Instructions, Mentoring etc. According to M. Bridget Duffy "Rather than making technology the center piece of care, it's time to start using it to restore human connections and return people to purpose. The interplay between humans and technology goes to the heart of larger issues, in which soft skills play a key role. The most striking and latest innovations in the field of education is the integration of ICT in education. It has expanded the range of resource available for any subject- specific learning. Teachers play a pivotal role in developing the future generation of students. Therefore, they have to be properly guided so that they could enhance their competences. Proper educational training is the key element to move towards sustainability. This paper emphasizes on the importance and development of Soft Skills with the help of ICT, in the prospective teachers. So, that they can achieve professional competence. This study is based on quantitative research approach. The population of the study was prospective teachers of Patna. 100 samples from 4 different colleges of Patna were selected randomly. Self constructed and validated tools were used for data collection. Findings of the study shows that that there is significant difference in mean scores of communication skills on the basis of gender and their educational qualification while there is no significant difference in mean scores of communication skills on the basis of their marital status of prospective teachers. Significant relationship was found in the score of ICT and Communication skills of prospective teachers.

Keywords- Communication, Technology, Competence, Striking.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

Information and Communication Technologies (ICTs) is a broader term for Information Technology (IT), which refers to all communication technologies, including the internet, wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services enabling users to access, retrieve, store, transmit, and manipulate information in a digital form. It also refers to the convergence of media technology such as audio-visual and telephone networks with computer networks.

Communication is the medium of transferring of information with the help of writing, speaking, or some other medium. Now, a day's ICT is a strong medium of development of Communication or Communication skills can be defined as the transmission of a message that Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders and Mills, 1999). It has changed the overall scene of communication in every field. But it has played a prominent role in the modernization of education. From delivering of lectures to the development of teachers, it has touched every field.

In teaching profession, communication helps in delivery of content to students, which is the backbone of teaching-learning process. Teacher with good communication skill always make the things easier and understandable. Effective communication skills are really important for a teacher in transmission of education, classroom management and interaction with students in the class. Prospective teachers are adequately trained in the communication skill, so that they could shaped as a better teacher.

The quality of teachers and their continuing professional education and training remain central to the achievement of quality education. UNESCO facilitates initiatives related to the integration of ICT in teacher education programmes for their ICT competencies. In Indian context it becomes more important for prospective teachers as it is committed to maintain global partnership as well as leadership in knowledge-based society. Prof Ram Takwle (2003) says about IT driven education: "They are changing the methods of content generation, content storage, content packaging and content delivery and hence offer a new paradigm of education." These multimedia programs and packages facilitates communication skills in pupil teachers.

ICT is extremely useful for professional development of teachers. It can be used as a tool for training and supporting teachers, regardless of geographical dispersion. It will help in overcoming all barriers in communication and instruction. It creates a new

Copyright © 2021, Scholarly Research Journal for Interdisciplinary Studies

generation of teachers capable of dealing with a variety of technology in all phases of academic, administrative and educational related work.

SIGNIFICANCE OF THE STUDY

This study states about the impact of ICT on the communication skill development of prospective teachers. Here, it has been stated that in how many different ways ICT can be used by Prospective teachers to enhance their Communication skill. In future how they can make their class effective by their better presentation of topic. Also, in this paper it has been shown that good communication skills are necessary for establishing better repo with students. Prospective teachers are hard core trained to imbibe knowledge in the cognitive level of students. For that it becomes important that teachers should themselves be highly knowledgeable in their field with good delivery of the content. ICT based learning involves all the sense organs of a students, which amplifies the level of content delivered. We can say that the multimedia provides a controlled learning environment.

In 1998, the UNESCO in its world education report “teachers and teaching in a changing world” described the radical implications of ICT in the conventional teaching learning process. Now it has become an integral part of teacher education curriculum, to make them technologically sound. Educational institutions are trying to create a new generation of teachers capable of employing variety of technology. ICT can be used as a tool for training and support of teachers, regardless of geographical dispersion. Its best example can be in the COVID-19. In the situation of the pandemic, there were no face-to-face interactions between any human beings. Especially it badly influenced the educational field. With the help of ICT, every field of education was properly coordinated. From delivery of lectures to exam conduction all was done through online mode. In teacher training course it also helped in gaining first hand experience (Internship), from various schools. It’s the demand of time to study about the use of ICT on development of communication skills of prospective teachers.

STATEMENT OF THE PROBLEM

THE IMPACT OF ICT ON THE DEVELOPMENT OF COMMUNICATION SKILL OF PROSPECTIVE TEACHERS

OPERATINAL DEFINATION

ICT - Information and Communication Technologies (ICTs) is a broader term for Information Technology (IT), which refers to all communication technologies, including the internet,

wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services.

Communication skills - Communication skills are the abilities you use when giving and receiving different kinds of information.

Prospective teachers – The students who are enrolled in B.Ed. college.

OBJECTIVES

- (a) To find the significant difference between the mean scores of male and female Prospective teachers in their communication skills.
- (b) To find the significant difference between the mean scores of under graduate and post graduate Prospective teachers in their communication skills.
- (c) To find the significant difference between the mean scores of married and unmarried Prospective teachers in their communication skills.
- (d) To find the significant relationship between the scores of ICT and Communication Skills of Prospective teachers.

HYPOTHESIS

- a) There is no significant difference between the mean scores of male and female Prospective teachers in communication skills.
- b) There is no significant difference between the mean scores of under graduate and post graduate Prospective teachers in communication skills.
- c) There is no significant difference between the mean scores of married and unmarried Prospective teachers in communication skills.
- d) There is no significant relationship between the scores of ICT and Communication Skills of Prospective teachers.

METHODOLOGY

Research methodology simply refers to the practical “how” of any given piece of research. More specifically, it’s about **how** a researcher **systematically designs a study** to ensure valid and reliable results that address the research aims and objectives.

Importantly, a good methodology chapter in a dissertation or thesis explains not just **what** methodological choices were made, but also explains **why** they were made.

Methods

Survey method is used for present study.

Population

The population for the present study consisted of B. Ed.’s students of Patna district.
Copyright © 2021, Scholarly Research Journal for Interdisciplinary Studies

Samples

For data collection 100 students from 4 different B.Ed. colleges of Patna were selected randomly.

Tools

Self constructed and validated Communication Skills Inventory (CSI) was used for data collection.

Statistical Technique

Mean, S.D., t- test and coefficient of correlation were calculated for data analysis.

Delimitation

The study has been confined to: -

- (i) B. Ed. students
- (ii) Patna District and
- (iii) Sample size 100

RESULTS AND DISCUSSION

Hypothesis 1- There is no significant difference between the mean scores of male and female Prospective teachers in communication skills.

Table 1 Mean, SD and t-ratio of male and female Prospective teachers in communication skills.

Gender	N	Mean	S.D.	t-ratio	Remarks
Male	60	43.24	4.31	4.66	S*
Female	40	38.58	5.26		

(S* means significant)

It is inferred from the **table 1** that the calculated t-value is 4.66 which is more than the table value 2.85 at 0.01 level of significance. Hence the null hypothesis is rejected. It means there is significant difference in mean scores of communication skills between male and female prospective teachers. So, it can be said that the communication skills of male are better than the communication skills of female prospective teachers.

Hypothesis 2- There is no significant difference between the mean scores of under graduate and post graduate Prospective teachers in communication skills.

Table 2 Mean, SD and t-ratio of under graduate and post graduate Prospective teachers in communication skills.

Educational Qualification	N	Mean	S.D.	t-ratio	Remarks
Under graduate	72	37.98	5.32	5.85	S*
Post graduate	28	44.37	4.72		

(S* means significant)

It is inferred from the **table 2** that the calculated t-value is 5.85 which is more than the table value 2.85 at 0.01 level of significance. Hence the null hypothesis is rejected. It means there is significant difference in mean scores of communication skills between under graduate and post graduate prospective teachers. So, it can be said that the communication skills of post graduate prospective teachers are better than the communication skills of under graduate prospective teachers.

Hypothesis 3- There is no significant difference between the mean scores of married and unmarried Prospective teachers in communication skills.

Table 3 Mean, SD and t-ratio of married and unmarried Prospective teachers in communication skills.

Marital Status	N	Mean	S.D.	t-ratio	Remarks
Married	58	41.26	5.44	1.44	NS*
Unmarried	42	42.81	5.21		

(NS* means significant)

It is inferred from the **table 3** that the calculated t-value is 1.44 which is less than the table value 1.98 at 0.05 level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in mean scores of communication skills between married and unmarried prospective teachers.

Hypothesis 4- There is no significant relationship between the scores of ICT and Communication Skills of Prospective teachers.

Table 4 Pearson product moment coefficient of correlation (r) between ICT and Communication Skills of Prospective teachers.

Scores of Communication		Scores of ICT		ΣXY	N	r	Remarks
ΣX	ΣX ²	ΣY	ΣY ²				
1726	2979076	986	972196	1701836	100	0.347	S

(At 1 % level of significance, the table value of 'r' is 0.254)

It is inferred from the above table that there is significant relationship between the scores of ICT and Communication Skills of Prospective teachers.

Conclusion: On the basis of above findings, we can conclude that there is significant difference in mean scores of communication skills on the basis of gender and their educational qualification while there is no significant difference in mean scores of communication skills on the basis of their marital status of prospective teachers. Significant relationship was found in the score of ICT and Communication skills of prospective teachers. This finding will help the teacher educators as well as educational planners in dealing with the situation.

References:

- Aida. M. Bakeer (2018) *Al-Quds Open University Palestine, International Journal of Humanities and Social Science* Vol. 8, No. 5, May 2018 doi:10.30845/ijhss.v8n5p5
- Albert Sangrà and Mercedes González-Sanmamed (2010) *Research in Learning Technology* Vol. 18, No. 3, November 2010, 207–220.
- Anand. C.L. et. al (1983). *The Teacher and Education in Indian Society*, NCERT, New Delhi.
- Anunobi, Vivian (2015), *Njideka Department of Science Education, School of Technology Education. Federal University of Technology, Minna, Niger State, Information and Knowledge Management* www.iiste.org ISSN 2224-5758 (Paper) ISSN 2224-896X (Online) Vol.5, No.1, 2015.
- Noor-Ul-Amin, S. (2013). *An effective use of ICT for education and learning by drawing on worldwide knowledge, research, and experience. ICT as a Change Agent for Education. India: Department of Education, University of Kashmir, 1-13.*
- UNESCO (2003). *Communiqué of the ministerial roundtable on 'Towards Knowledge Societies'*. Paris: UNESCO.
- Williams, P. (2005). *Lessons from the future: ICT scenarios and the education of teachers. Journal of Education for Teaching* 31: 319–39.
- Zafarullah Sahito (2017) *International Journal of Higher Education*, Vol. 6, No. 4; 2017.