



COMMUNICATION SKILLS OF THE TEACHERS TEACHING ECONOMICS SUBJECT

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ABSTRACT:

The present study is explored to find out the communication skills of the teachers teaching economics subject. Normative survey method is used. Random sampling technique was used to collect the sample of 200 teachers teaching economics subject. Communication Skills Assessment Scale by Velmurugan, C. (2012) was used for this study. The data were analyzed using t-test. The results found that there is no significant difference in communication skills of the economics teachers based on sex, school locality, residence, and medium of instruction.

KEYWORDS: Communication Skills, Economics 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 the information. One's communication abilities decide how successful they are as a communicator. This is the place the communication skills deserve attention.

In order to have good communication skills one has to understand the method of communication and its effective wage. Thus, in executing good communication skills, one should read communication as a process of transmitting information based on 3 ideas: Syntactic, Pragmatic and Semantic. Syntactic are the properties given to numerous 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

- To find out the significant difference in communication skills of economics teachers with regard to their sex, school locality, residence, and medium of instruction.

HYPOTHESES

1. There is no significant difference in communication skills between male and female economics teachers.
2. There is no significant difference in communication skills of economics teachers in terms of school locality.
3. There is no significant difference in communication skills between economics teachers residing in urban and rural area.

4. There is no significant difference in communication skills between economics teachers in respect of medium of instruction.

METHOD

Normative survey method has been employed in the present study.

SAMPLE

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

TOOL

The communication skills assessment scale constructed and validated by Velmurugan, C. (2012) was 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 was scored by using the numerical values or arbitrary weights to the items. The statements were 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 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.

DATA ANALYSIS

Table 1: Mean and SD of the Communication Skills Scores of the Entire Samples and its Sub-Samples

Variable	Sub-Samples	N	Mean	SD	t-value	Remark
Sex	Male	110	68.3889	4.5113	1.12	Not Significant
	Female	90	67.4167	4.8179		
School Locality	Rural	60	67.4167	4.8197	1.12	Not Significant
	Urban	140	68.2286	4.5159		
Residence	Rural	135	67.7556	4.6125	1.01	Not Significant
	Urban	65	68.4615	4.6100		
Medium of Instruction	Tamil	39	66.9744	4.9549	1.44	Not Significant
	English	161	68.2298	4.5072		

From Table-1, the t-values 1.12, 1.12, 1.01 and 1.44 are not significant at 0.05 level. Hence the hypotheses-1, 2, 3 & 4 are accepted.

FINDINGS OF THE STUDY

- Sex, School Locality, Residence, and Medium of Instruction are not significantly differed in their communication skills of economics teachers.

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