**CHAPTER – I**

**INTRODUCTION**

**Need and significance of the study**

**Statement of the problem**

**Operational definitions of the terms used**

**Objectives of the study**

**Hypotheses formulated for the study**

**Methodology in brief**

**Organisation of the report**

“If you improve a teacher's self-esteem, confidence, communication skills or stress levels, you improve that teacher's overall effectiveness across the curriculum”

(Elaine MacDonald, 1973)

 Communication is one of the most basic elements of human functioning, because it is the cornerstone of strong, healthy interpersonal relationships. People exchange their feelings, experiences and thoughts through verbal and nonverbal communication. Communication is a two ways process involving exchange of ideas, facts and opinions. The process is not complete unless the receiver has understood the message and his response is known to the sender. Communication involves both informational and understanding. It is a meeting of minds. One person alone cannot communicate. The end result of communication is mutual understanding. Communication includes all means by which meaning is conveyed from one person to another. The popular means are spoken words, written words, facial expressions, gestures and audio-visual aids.

 Classroom communication is very important in teaching-learning as it is the chief means by which the teacher and the students work together. The message conveyed by the teacher may be verbal or visual and the receiver may listen, see or examine and react in other ways. The communication between the teacher and the students can be categorized as verbal communication and non-verbal communication. The influences of verbal behaviours are mostly audible, while non-verbal behaviour has a vision based impact on the students. Verbal and non-verbal communication should go together. Non-verbal communication has a separate impact of its own. It provides support to verbal communication. This includes physical characteristics, facial expression, and location of the body, voices and gestures.

 Self- confidence is a belief in oneself, one’s abilities, or one’s judgement. It is freedom from doubt. A person believes in himself he can change things or make a difference in a situation, he is much more likely to succeed. As a self confident person he walks with a bounce in his step. He can control his thoughts and emotions and influence others. He is more prepared to tackle every day challenges and recover from setbacks. This all leads to a greater degree of optimism and life satisfaction.

 Self-confidence has key characteristics to start any conversation. The self is a composite of a person’s thoughts and feelings strivings and hopes, fears and fantasies, his views of what he is, what he has been, what he might become and his attitudes pertaining to his worth. Self-confidence is a positive attitude of oneself towards one’s self-concept. Teacher is one of the most essential and significant components of education. The competency of teacher affects the quality of education. The tone, volume, rhythm and emotions of the communicator play a vital role while dealing with students. Communication skills and values at the same time they communicate their caring for the students entrusted to their care. The ways the person communicate with others; especially in emotionally intense situations contribute to his/her overall level of confidence.

NEED AND SIGNIFICANCE OF THE STUDY

 Today’s world is interactive and all life in it is also interactive. In this interactive world, every act of communication skills deeply influences the nature of life in our communities. Communication skill is the ability to relate and understand others. Poor communication skill leads to lack of self confidence. The teacher with good communication skill boldly stands before the pupil and reveals his/her views without any fear.

 Teaching and learning process in classroom environment solely depends upon communication skills and relationship between the teachers and students. Prospective teachers must have good leadership, public speaking and over all communication skills. They need to be professionally responsible and should have self confidence and committed to their students. Since the prospective teachers need to form connections with their students and co-operate with others, they have to enhance personable communication skills. So that they can be very confident within themselves. For that reason good communication skills along with self-confidence are must for every prospective teacher. In this regard, an attempt is made by the investigator to study “Communication Skills and Self-Confidence of Prospective Teachers in Kanyakumari District”.

STATEMENT OF THE PROBLEM

 Communication skills are very much important in this present era. Education is primarily interested in communication between teacher and pupils. The teacher must have excellent communication skills to succeed as a teacher. Better communication skills provide self-confidence to a person. One, who possesses good communication skill, will definitely have better self-confidence. Improving these skills may help a teacher to communicate with great confidence. Present investigation is designed to study communication skills of prospective teachers and how far it is correlated to self-confidence. Hence the study is entitled as, “Communication Skills and Self-Confidence of Prospective Teachers in Kanyakumari District”.

OPERATIONAL DEFINITIONS OF THE TERMS USED

Communication Skills

 Communication skills are the process by which information is exchanged between individuals. It requires a shared understanding of symbol systems. In this study communication skill refers to the verbal and non verbal communication skill which includes the components of spoken words, written words, facial expressions, gestures and audio visual aids.

 Self-Confidence

A feeling of trust in one’s abilities, qualities and judgement. In this study self-confidence means the total scores obtained by the prospective teachers in the Self Confidence scale (Jayanthi and Mini Kumari 2012)

Prospective Teachers

 In this study prospective teachers refer to students studying for the B.Ed Degree course in colleges of education affiliated to Tamil Nadu Teachers Education University.

OBJECTIVES OF THE STUDY

1. To construct and validate a tool for measuring communication skills of prospective teachers.
2. To study the level of communication skills of prospective teachers
3. To study the level of self-confidence of prospective teachers
4. To study whether there exists any significant difference in the mean scores of communication skills of prospective teachers with respect to-
5. Gender
6. Locale
7. Faculty of study
8. Type of family
9. Order of birth
10. Father’s educational qualification
11. Mother’s educational qualification
12. To compare the mean scores of self-confidence of prospective teachers with respect to-
13. Gender
14. Locale
15. Faculty of study
16. Type of Family
17. Order of birth
18. Father’s educational qualification
19. Mother’s educational qualification
20. To study the correlation between communication skill and self-confidence of prospective teachers.

HYPOTHESES FORMULATED FOR THE STUDY

The following are the major hypotheses formulated for the present investigation.

1. There exists significant difference in the mean scores of communication skills of male and female prospective teachers
2. There exists significant difference in the mean scores of communication skills of rural and urban prospective teachers
3. There exists significant difference in the mean scores of communication skills of prospective teachers based on the faculty of study
4. There exists significant difference in the mean scores of communication skills of prospective teachers from nuclear and joint family
5. There exists significant difference in the mean scores of communication skills of prospective teachers based on the order of birth
6. There exists significant difference in the mean scores of communication skills of prospective teachers based on their father’s educational qualification
7. There exists significant difference in the mean scores of communication skills of prospective teachers based on their mother’s educational qualification
8. There exists significant difference in the mean scores of self-confidence of male and female prospective teachers
9. There exists significant difference in the mean scores of self-confidence of rural and urban prospective teachers
10. There exists significant difference in the mean scores of self-confidence of prospective teachers based on the faculty of study
11. There exists significant difference in the mean scores of self-confidence of prospective teachers from nuclear and joint family
12. There exists significant difference in the mean scores of self-confidence of prospective teachers based on the order of birth
13. There exists significant difference in the mean scores of self-confidence of prospective teachers based on their father’s educational qualification
14. There exists significant difference in the mean scores of self-confidence of prospective teachers based on their mother’s educational qualification
15. There exists significant correlation between communication skills and self-confidence of prospective teachers

METHODOLOGY IN BRIEF

Method Adopted

Normative survey method was adopted for the study.

Population

The population in the present study consisted of all prospective teachers studying in different B.Ed colleges in Kanyakumari district.

Sample

The sample for the study consisted of 400 prospective teachers in different colleges of education in Kanyakumari district. Stratified random sampling technique is used to select the sample.

Tools

 The tools used for the collection of data were

* Communication Skills Inventory (constructed and validated by the investigator)
* Self-Confidence Scale (Jayanthi and Mini Kumari 2012)
* Personal Data Sheet.

STATISTICAL TECHNIQUES USED

 For analysis of data following statistical techniques were used

1. Arithmetic mean
2. Standard deviation
3. *t* test
4. ANOVA followed by Scheffe’s procedure
5. Pearson Product Moment Correlation Coefficient

DELIMITATIONS OF THE STUDY

 The scope of the present study is limited in the following manner.

1. The sample size is limited to 400 prospective teachers.
2. The present study is limited to verbal communication skills which include spoken and written form of communication and nonverbal communication skills.

ORGANISATION OF THE REPORT

 The present investigation is reported under five chapters.

Chapter-I is the introductory chapter which contains the need and significance of the study and its relevance to the present day education. It also includes the statement of the problem, operational definitions of the key terms, objectives of the study, hypotheses formulated, methodology in brief and delimitations of the study.

Chapter-II deals with the theoretical overview of the various concepts related to communication skills and self confidence and related studies conducted in the area.

Chapter-III describes the test development of communication skills and self-confidence of prospective teachers. This chapter also reveals the methodology of the present investigation, details of sample, details of tools used for data collection procedure and statistical techniques used.

Chapter-IV deals with analysis and interpretation of the collected data.

Chapter-V covers the major findings of the study, conclusions, educational implications and suggestions for further research in this area.

**CHAPTER - II**

**REVIEW OF RELATED LITERATURE**

**Theoretical overview**

**Review of related studies**

 **Critical review**

The researcher in any field of investigation requires the knowledge of the previous studies undertaken in that area. In this connection on has to acquire up to-date information about what has been thought and done in the particular area. Review of related literature provides not only the knowledge of the previous research undertaken but also gives the idea of research to the researcher. It throws light on strong and weak aspect and the findings and conclusions arrived so far.

 The review of related literature enables the researchers to define the limits of their field. It helps them to delimit their problems. By reviewing the related literature the researchers can avoid unfruitful and useless problem areas. The review of related literature helps in speculating useful hypotheses and provides helpful suggestions for significant investigation. By reviewing the related literature the researcher is able to formulate and appropriate research design.

 The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established. The final and important aspects of reviewing the literature is to know about the recommendations of previous researchers listed in their studies for further research.

 This chapter is divided into three sections.

SECTION-A : Theoretical overview of the variables under the study

SECTION- B : Review of related studies

SECTION-C : Critical review

**SECTION-A : THEORETICAL OVERVIEW**

**COMMUNICATION**

Communication is an exchange of facts, ideas, opinions or emotions by two or more persons. Communication is much more than simply transmission of information. It involves interpretation and understanding of the message. It is an interchange of thoughts and informational interchange through words, letters, symbols or message.

The term communication has been derived from the Latin “Communicare” means the ‘sharing of ideas and feelings in a mood of mutuality. Communication involves interaction, which encourages give and take. Through communication people share knowledge, information and experience and thus understand, persuade, convert or control their follows.

 Communication is the process of passing information and understanding from one person to another to bring about commonness of interest, efforts, purpose and attitudes.

 Communication is the sum total of the entire things one person does when he wants to create understanding in the mind of another.

DEFINITION

 According to Denis Mc Quail (1975), Communication is a process which increases commonality- but also requires elements of commonality for it to occur at all.

 According to Montagu and Matson (1979), Communication is the name, we give to the countless ways that humans have of keeping in touch – not just words and music, pictures and print, nods and becks, postures and plumages; to every move that catches some one’s eye and every sound that resonates upon another’s ear.

NATURE OF COMMUNICATION

1. Communication is a two way or reciprocal process involving exchange of ideas, facts and opinions. The process is not complete unless the receiver has understood the message and his response is known to the sender. Communication involves both information and understanding. It also provides for a feedback mechanism. It is a meeting of minds.
2. Communication is a co- operative process involving two or more persons. One person alone cannot communicate. The end – result of communication is mutual understanding.
3. Communication is continuous or never – ending process.
4. The basic purpose of communication is to motivate a response and to create mutual understanding.
5. Communication includes all means by which meaning is conveyed from one person to another. The popular means are written words, spoken words, facial expressions, gestures, visual aids etc.

CHARACTERISTICS OF COMMUNICATION

1. Communication is an interchange of ideas and feelings.
2. It involves the process of interaction for development. Both the agents remain active.
3. It is the sharing process of ideas and feelings.
4. It provides the encouragement in exchange of ideas and feelings.
5. It also provides feedback in the process of interaction.
6. It is a sharing process of experiences.
7. It is a two – way process to facilitate interaction.

COMMUNICAITON IN THE CLASSROOM

1. It tries to provide true experiences in the exchange of ideas and feelings.
2. It involves the knowledge senses as well as work senses for providing experiences.
3. Communication is the important component of teaching process.
4. The classroom interaction takes plays through communication.
5. The languages skills plays significant role in communication channels.

ELEMENTS OF COMMUNICATION

 The elements of communication includes

* Sender / Encoder
* Message
* Medium / Channel
* Receiver / Decoder
* Feed back

Sender / Encoder

 The person who sends message. In classroom oral communication, the encoder is teacher and in written communication, writer is the encoder. Teacher uses combination of words, gestures, symbols, graphs and picture understandable by the receiver to convey his message.

Message

 The message is the information shared between sender and receiver. For good communication, the central idea of the message must be clear. Thus the teacher must decide what to communicate keeping in mind the context and how the receiver (students) will interpret the message.

Medium / Channel

 It is the Sensory route through which encoder will communicate his message to the decoder. The medium can be print, electronic, or sound. The choice of medium may be dependent on contextual factors, relationship between the sender and the receiver, ability of sender and receiver and their preference.

Receiver / Recorder

The receiver is the person to whom the message is being sent. Receiver may be a listener or a reader depending on the choice of medium by sender to transmit the instructional contents.

Feed back

 The feedback is the response or reaction of the receiver to a message. Communication is effective only when it receives some feedback as it completes the loop of communication.

IMPORTANCE OF COMMUNICATION

1. Conveying the message for understanding
2. Exchange of ideas and feelings
3. Providing the true experiences
4. Sharing experiences of ideas and feelings
5. Classroom interaction is through communication.
6. Providing encouragement and feed back for interaction process.
7. Communication is verbal as well as non – verbal for sharing experiences.
8. It is based on two – way process between initiation and response activities.
9. The communication channels are the means for class room interaction.
10. Communication is for the development of both the agents.

PRINCIPLES OF COMMUNICATION

Communication as a two way channel requires certain basic principles to be observed for its effective outcomes. The principles are discussed in brief in the following way:

1. Principles of Readiness and Motivation

The communicator as well as the receiver both should be ready and remain motivated through the process of communication. Lack of interest, zeal and enthusiasm on the part of either of them or both may affect adversely the process and products of communication.

2. Principle of Competency and Worth

The communicator and receiver both should be quite competent and efficient in terms of communicating and receiving the desired information or message. There is a great need for the development of required communication skills so that the task of communication in terms of transmission and receiving may be performed by them as effectively as possible. In addition, as a source of communication, the communicator or teacher must be imbibed with sufficient knowledge (coupled with its skill and application components) for allowing the flow of communication to the receiver (students) as naturally and effectively as possible.

3. Principle of Sharing and Interaction

Communication is always a two way process. Its success lies in allowing as much as sharing of the ideas and mutual interaction between the sources of communication (teacher) and receiver (students) as possible. Greater the interaction the more will be the involvement and participation of the students in the teaching learning communication process and it will definitely bring positive results for process of communication.

4. Principle of the Suitability of the Communication Contents

What is to be communicated in a communication process should be quite appropriate and suitable on the parts of both the communicator and receiver. The communicator (teacher) must be able to handle the communication contents for being transferred to the receiver (student) and at the receiving end, the communicated material should be suitable enough for being grasped and responded by the receiver. In addition, the communicated material should have a definite purpose, cohesiveness, and appropriative in the light of objectives set and situation prevalent at the time of communication.

5. Principle of Appropriate Media and Channel

The effectiveness of the process of communication will lie in the appropriateness, quality and strength of the communication media and channel. Therefore it is quite worthwhile to make use of the verbal or nonverbal or both means and media for the efficient and effective flow of communication between the source and receiver. Similarly as far as possible, the use of multimedia should be preferred over the single or restricted use of the media and channel of communication for the fruitful results in the process of communication.

6. Principle of Appropriate Feedback

The communication enjoys its effective flow if it continues to receive the desired feedback from the receiver and vice versa. In the class room, if a teacher gets desired feedback from students in terms of the quality of the effectiveness of his teacher efforts, will definitely boost up his morale and give desired direction to his further efforts in the two way communication process.

7. Principle of Facilitators and Barriers of Communication

There are many intervening variables lying in between the sources and receiver of communication. The way, positive or negative, favorably or adversely these variables affect the functioning of the source (teacher) and receiver (students) and becomes an important decisive factor for the success or failure in the process of communication. Therefore, it should be always be that the learning situations and environment should be so arranged as to eliminate barriers of communication as much as possible for getting effectiveness in the process of communication.

TYPES OF COMMUNICATION SKILLS

1. Intrapersonal Communication Skills

It involves a single person who is talking to himself or herself. It is the thought process we usually undertake before we speak.

2. Interpersonal Communication Skills

It is the most basic form of communication skills, which involves communicating with people immediately present such as one to one and small group conversation. In interpersonal communication, the number of participants involved might be a few and the interactants in close physical proximity to each other. Many sensory channels are used and feed back is immediate.

3. Group Communication Skills

It involves communication skills of relatively larger group of people & lesser proximity among participants. It covers situations like a class room, business meeting or attending a lecture or concert.

FORMS OF COMMUNICATION

Verbal Communication

 Languages are the key and base of any verbal communication. Verbal communication extends beyond words. The spoken and the written words are the best modes for conveying information one’s ideas, thoughts and feelings to others. Examples of written words are: notes, letters, records, forms, newspaper, books and magazines.

Spoken Words

 Spoken words come under oral communication. It includes face to face conversation, speech, telephonic conversation etc. In this communication, communication is influenced by pitch, volume, speed and clarity of speaking.

Written Communication

 In written communication, written signs or symbols are used to communicate. A written message may be printed or handwritten. In written communication message can be transmitted via email, letter, report, memo etc. Message in written communication is influenced by the vocabulary and grammar used, written style, precision and clarity of the language used. Written communication provides record for every message sent and can be saved for later study.

Non – Verbal Communication

 Communication process can also be carried out without the use of verbal means (written or spoken languages). Non- Verbal communication is generally used for giving strength, and effectiveness to the verbal communication. Some of the important modes of non – verbal communication are: facial expression, eye contact, body language and gestures.

Facial Expression

 Of all the parts of the body the face is the most expressive. A smile, raising the eyebrows or tightening the jaw muscles can add to the meaning being conveyed through verbal means. Effective communications can a failure because the speaker did not have proper facial expressions. Biting the lips, raising the eyebrows at regular intervals or blinking the eyes too often can certainly mark the smooth flow of communication.

Gestures

 Gestures also play a significant role in making the communication effective. All oral communications are accompanied by some gestures such as shrugging of the shoulders, flourish of the hands, movement of the head etc. Without accompanying gestures it would be difficult to speak. These gestures enhance the impact and add a greater value to what is being said besides exercising a more powerful impact upon the listener.

Audio Visual Aids

 The term audio visual aid refers to the equipment available to us for amplifying or supplementing our message. An aid thus makes the communication lucid, vivid, stimulating and interesting. Some of the audio visual aids are white board/ black board, overhead projector, filmstrip, video tape recorder, audio tape recorder and charts.

FACTORS AFFECTING COMMUNICATION

i. Ability of the Communicator

 The person’s ability to speak, hear, see and comprehend stimuli influences the communication process. The receiver of a message also needs to be able to interpret the message.

ii. Perceptions

It is the personal view of events that is each person sense, interprets and understands the events differently. Perceptions are formed by experience and expectations. It is important in many situations to validate or correct the perceptions of the receiver

iii. Time

 The time factor in communication includes the events that precede and follow the interaction.

iv. Personal Space

 Personal space is the distance between the people in interactions with others.

v. Environment

 People usually communicate most effectively in a comfortable environment. Warm and comfortable environment facilitates good communication. If the room lacks privacy or is hot, noisy or crowded, the communication process can break down. Environment distraction can impair and distort communication.

vi. Emotions

 Emotions are person’s subjective feeling about events. The way a person relates or communicates with others is influenced by emotions. Emotions also affect a person’s ability to interpret messages.

vii. Self – esteem

 Self – esteem also influences communication patterns. People whose self – esteem is high communicate honestly, with confidence and with congruence (agreement or coinciding ) between verbal and non – verbal messages. Those with low self- esteem or under high stress tend to give double messages. The relationship between self – concept and communication is susceptible to change.

viii. Roles and Relationships

 The roles and the relationship between sender and the receiver affect the communication process. Choice of words, sentence structure and tone of voice vary considerably from role to role. Communication is more effective, when the participants remain aware of their roles in a relationship.

ix. Socio Cultural Background

 Culture is the sum total of the learned ways of doing, feeling and thinking. Languages, gestures, values and attitudes reflect cultural origin. The influence of cultural sets limits for the way people act and communicate. In some culture, it is considered rude and distressful to make direct eye contact. In some families the male members make all the decisions.

BARRIERS IN COMMUNICATION

 Though communication is essential, perfect communication is rarely achieved in practice. There are obstacles which continuously block and distort the flow of ideas and information. Some of these barriers to communication are given below.

1. Badly Expressed Messages

 Very often the message is expressed in poorly chosen words or empty phrases, lack of coherence, poor organization of ideas, awkward sentence structure. The use of inappropriate language, poor vocabulary and ambiguous words leads to the lack of clarity, misunderstanding, costly errors and unnecessary clarification.

2. Inattention

 Many people do not have adequate attention to the message. They do not listen to the spoken words attentively or they failed to read the message carefully. The source of communication and the way in which it is presented also determine the degree of attention paid to it.

3. Perception

 When people with different perceptions communicate, they have trouble in getting the meaning across. Every one perceives the message from his own angle or view point. Perceptions of people differ due to differences in their needs, education, social back ground and interest.

4. Resistance to Change

Human being by nature prefers to maintain status and generally resist new ideas. When the communication contains new idea, the receiver may not take it seriously nor receives it according to his own convenience.

5. Internal Barriers of Communication

1. Poor physical health or illness
2. Poor background in terms of previous learning and general knowledge about the subject of communication.
3. Poor mental health and improper psychological makeup affected with prejudices, inattention, feeling of insecurity, anxiety, depression and dissatisfaction.
4. Handicapped in understanding the symbolic expression, verbalism and graphical representation.

6. External Barriers of Communication

 The roots of these barriers lie in the environmental conditions prevailing at the time of communication. These conditions can be named as under

1. Noise and other similar distracters
2. Polluted environment
3. Invisibility
4. Environmental and physical discomfort
5. Lack of proper motivation, incentives, zeal and enthusiasm needed to remain active on the part of the sender and receiver in the process of communication.

HOW TO OVERCOME THE BARRIERS OF COMMUNICATION

 Effective communication is essential for successful interpersonal relationship. Breakdown in communication are not only expensive and time consuming, they also are injurious to team work and morale. It is, therefore necessary to take steps to ensure effective communication. Though it may not possible to eliminate these barriers altogether, effort must be made to achieve adequate communication. The following measures can be adopted for this purpose.

1. Clarify the Idea

 The communicator must be quiet clear about what he wants to communicate. He should know the objectives of his communication. The message should be clearly formulated in the mind of the communicator. It should be expressed in as simple languages. So that the receiver can understand it easily and quickly. The message should be concise, concrete and correct. Technical terms should be avoided and the languages of the listener should be used.

2. Completeness of the Message

 The message should be relevant to the nature and no important details should be omitted and underlying assumptions must be clarified. If all the information is not supplied, people make assumptions about the missing information. This can distort the meaning. Incomplete communication delays actions, spoils relations and increases costs.

3. Understand the Receiver

 The communicator must be aware of the total physical and human setting in which the message will be received. Before conveying the message, he must find out the needs, feelings, perceptions and understanding level of the communicator. The message should be designed from the viewpoint of the receiver. The sender of the message must work at the problems from the receiver’s point of view. This is called empathy in communication.

4. Use Appropriate Channels

 The media and channels used in communication must be appropriate to the message, the receiver and the purpose of communication. A judicious combination of formal and informal channels and written and oral media will help to improve the effectiveness of communication. Use of multiple channels, certain amount of repetition and participation of subordinates is essential for an orderly flow of information.

6. Feedback

 Communication should be a two way process. The communicator should try to know the reactions of the receiver. The use of feedback mechanism invokes effective participation of subordinates and it help to make future communications more effective. There should be continuous evolution of the flow of communication in different directions. A feedback system helps to build up mutual understanding and distortions of message can be avoided. Feedback indicates the return flow of communication.

7. Simplified Structure

 The communication system can be strengthened by simplifying the procedure. Lines of communication should be as short and direct as possible and the number of levels should be minimized. Regulating the flow of information eliminates communication overload and ensured an optimum flow of information to members of organization. Filtering of information should be discouraged.

9. Mutual Trust and Confidence

 Communication is an inter personal process. Therefore, it can be made effectively by developing mutual trust, respect, and confidence among the members of the organization.

**SELF-CONFIDENCE**

Self-confidence is a phenomenological construct. It is a characteristics or an aspect of self-concept itself. It is simply an attribute of perceived self. Like self esteem, self confident is another self conduct. In general terms, self- confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go alright.

 The word confidence originated from the Latin word ‘confider’ meaning, to trust, trusting and believing ourselves, having faith in our ability whatever situation we need to perform.

 Self-confidence plays a vital role in the educational process. It varies from person to person and from community to community. The word self-confidence consists of two words ‘self’ and ‘confidence’. The faith or believe in one’s own strength and ability is self confidence. It leads to self integrity and self fulfilment. Self-confidence refers to a person’s perceived ability to tackle the situations successfully without leaning on others.

 Good C.V. (1959) defines, “self-confidence is a faith in one’s own ability”. Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives and believe that within reason they will be able to do what they wish plan and expect.

WHY CONFIDENCE IS IMPORTANT

 Low self confident can result in shyness, communication difficulties, social anxiety and lack of assertiveness. In order to remove these barriers, confidence is very important for an individual. Self confident people tend to see their lives in a positive light even when things are not going so well, and they are typically satisfied with themselves and respect themselves.

IMPORTANCE OF SELF-CONFIDENCE

* The more confident people are less disappointed.
* The more self confident people take more risks.
* Confident people have less anxious.
* Confident people have a better power of solitude, which is the ability to feel good even when they are alone.
* Confident person feels that they are worthy, regardless of their social or economic status.
* People love confident ones. By being self confident they will be a role model for many other people.

CHARACTERISTICS OF SELF CONFIDENT PEOPLE

Self confident people:

* Trust their abilities and knowledge
* Believe that they will achieve their goal
* Do not perceive their short comings or weakness as such
* Accept themselves as they are and have a sense of control in their lives
* View challenges as opportunities to display their skills
* Take a stand not because they think they are always right, but because they are not afraid to be wrong
* Listen ten times more than they speak
* Freely ask for help
* Always think ‘why not me?
* Seek approval only from the people who really matter
* Accept failures and setbacks as part of life
* Do not depend on the approval of others to make them feel good about themselves

PEOPLE WHO ARE NOT SELF CONFIDENT

* Focus more on their weakness and not perceive their strengths or good attributes as such
* Do not expect to be successful in reaching their goals
* Often put themselves down
* Avoid taking risks because they fear they will fail
* Feel a lack of control in their lives
* Depend on the approval of others in order to feel good about themselves

INSTANT CONFIDENCE BUILDERS

 When things get out of control and when the people lose their confidence, there are many numbers of little things to regain it.

Good Posture

 People with slumped shoulders and lethargic movements display a lack of self confidence. They are not enthusiastic about what they are doing and they do not consider themselves important. By practicing good posture, they will automatically feel more confident.

Sitting in the Front Row

 In schools, offices and public assemblies around the world, people constantly strive to sit at the back of the room. Most of the people prefer the back because they are afraid of being noticed. This reflects a lack of self confidence. By deciding to sit in the front row one can get over this irrational fear and build one’s self confidence

Speaking Up

 During group discussions many people never speak up because they are afraid that people will judge them for saying something stupid. This fear is not really justified. Generally people are much more accepting than we imagine. In fact most people are dealing with the exact same fears. By making an effort to speak up at least once in every group discussion, then he will become a better public speaker, more confident in his own thoughts and recognized as a leader by his peers.

FACTORS AFFECTING SELF-CONFIDENCE

 Self confidence has been directly connected to an individuals’ social network, the activities he/she participate in and what they hear about themselves from others. During adolescence self confidence is affected by age, race, ethnicity, puberty, health, body height, weight, body image, involvement in physical activities, gender presentation, gender identity and awakening or discovery of sexuality. Self confidence can vary and be observed in a variety of dimensions. An individual’s self confidence can vary in different environments such as at home or in school.

HOW TO INCREASE OUR SELF-CONFIDENCE

 Self confident people are admired by others and inspire confidence in others. They face their fears head on and tend to be risk takers. They know that no matter what obstacles come their way, they have the ability to get past them. Self confident people tent to see their lives in a positive light even when things aren’t going so well, and they are typically satisfied with and respect themselves. The following things will help to improve our self confidence.

Stay away from Negativity and bring on the Positivity

 Be positive always and put some positive enthusiasm into the interactions with others and hit the group running and excited to begin the next task. Stop focusing on the problems in one’s life and begin to focus on solutions and making positive changes.

Change the Body Language and Image

 This is where posture, smiling eye contact and speak slowly come into play. Smiling will not only make one feel better, but will make others feel more comfortable around us. Keeping eye contact shows confidence. Lastly, speak slowly. It is assumed that those who take the time to speak slowly and clearly feel more self confidence and appear more self confident to others.

Understand that Failure Leads to Success

 Knowing when to step back and re-evaluate is a valuable skill. There comes a time when relentlessly forging ahead only increases the problem, so it is important to know when to admit defeat temporarily. We should learn from our mistakes. Success requires patience, tenacity and a healthy perspective on making mistakes. There is no better confidence booster than overcoming an obstacles and ultimately meeting a personal challenge.

Trust our Instincts

 When faced with difficult decision, trust our guts. Recognize that if something does not feel right, it probably isn’t. If it is not an emergency situation, take the time to weigh the pros and cons and then act accordingly. Be careful however to avoid “analysis paralysis” and going back and forth until the issue becomes totally confused and a decision is never reached.

Have a Clear Set of Values

 The ability to express one’s values requires some introspection into what one believes about himself. Living consistently with values allows a natural sense of self confidence to shine thought. Self confidence is achieved by knowing ourselves, our strengths, weakness and abilities.

BENEFITS OF SELF-CONFIDENCE

Greater Self Worth

The more self confident people have the more will be his value and capabilities. This creates the effect of naturally holding their head up high, since they have higher self esteem and are proud of whom they are.

More Happiness and Enjoyment

 The more confident people are happier and they always enjoy life.

Freedom from Self Doubt

 The self confident people are free from mental torture and questioning themselves whether they are really valuable or capable of achieving things they want to achieve.

Greater Strength and Capabilities

 The self confident people are the stronger and more powerful. They also naturally grow stronger and more confident when encountering challenges than feeling weakened.

Freedom from Fear and Anxiety

 The self confident people can accept, handle, learn, gain and benefit from any situation, circumstance or outcome; in this way they naturally replace fear and anxiety with greater confidence and abilities.

More Peace of Mind and Less Stress

 Freedom from self doubt, fear and anxiety naturally translates into greater peace of mind and a more stress free life.

More Energy and Motivation to Act

 The more confident people the more they achieve things like personal goals or dreams and they are motivated and energized to take action to achieve them.

More Beneficial and Enjoyable Interactions with Others

The happier and more confident people are more relaxed and comfortable. Others tend to trust, respect, value, and concentrate with people who are having more confident.

Greater Success

 Self confident people are naturally more successful and they can clearly understand why there is such high correlation between self confidence and success.

**SECTION-B : REVIEW OF RELATED STUDIES**

The present study is an attempt to find out the relationship between communication skills and self-confidence of prospective teachers. The investigator gone through the studies related to the area and they are presented under the headings

1. Studies related to communication skills
2. Studies related to self confidence

STUDIES RELATED TO COMMUNICATION SKILLS

Indian Studies

 Brindha, T. (2016) conducted a study on the influence of mass media in developing oral communication skills in English: A study on prospective teachers. The objective of the study was to find the perception of prospective teachers on the influence of Mass media in developing oral communication skills in English. A sample of 400 prospective teachers from Kanyakumari district was taken using simple random technique. The major finding showed that there was no significant difference in the perception of male and female prospective teachers on the influence of mass media in developing oral communication skills in English, and there was a significant difference in the perception of rural and urban prospective teachers on the influence of mass media in developing oral communication skills in English.

Selvi, P. (2016) conducted a study on Impact of flipping on achievement of students in developing communication skills in English. The main objective of the study was to apply the flipping strategy to communication skills in English to the students at plus one level. The investigator adopted experimental method for this study. Sample of 60 students of XI standard belonged to English medium computer science group were taken for the study. The results showed that the flipping strategy was more effective than the traditional lecture method in developing communication skills at higher secondary level and it enabled the below average students to cope with average students and above average students to a considerable extent.

Reddy, K., and Laxmi, B. (2015) conducted a study on communicative competencies in English among Telugu medium rural high school students. The objective of the study was to study the perceptions of Telugu medium rural high school students on their communicative competencies in English with respect to the type of school management and gender. And also to study the perceptions of teachers on communicative competencies of Telugu medium rural high school students in English language with respect to the type of school management they are working in, their gender, qualifications, trained status and age and to test the efficacy of the training module that has been designed to improve the English communicative competencies of Telugu medium rural high school students. Survey and experimental method were used for this study. The sample of 250 teachers and 1000 students from government, government residential and private schools were selected. The result of the study revealed that lot of exposure to the real life communicative needs helps the students to be grammatically accurate, socially appropriate and communicatively competent, and that communicative language teaching is more effective in developing oral and written communication skills in a second language situation.

Sailaja, S. (2015) conducted a study on attitude towards communicative skills among prospective teachers. The objectives of the study were to study the levels of communicative skills among prospective teacher, to study the effect of the following variables on communicative skills among prospective teachers: a) level of teacher education, b) qualification, c) gender, d) mode of admission. Survey method was adopted for this study. The sample comprised of 169 prospective teachers of D.Ed and B.Ed. The findings of the study revealed that the level of teacher education makes a significant difference on their levels of communicative skills. It is inferred that the PG-Inter and Graduate-Inter groups have more communicative skills level when compared to PG-Graduate group.

Grover. (2013) conducted a study on Communication skills in relation to pedagogical knowledge and teaching competencies among student teachers. The objective of the study was to analyze communication skills and studied its impact on pedagogical knowledge and teaching competencies through interventions. Purposive and convenient sampling method was taken up for the study. The study was conducted on a sample of 150 B.Ed trainee teachers. The results of the study revealed to the extent communication skills contribute towards teaching competencies and pedagogical knowledge.

Jose., and Raja. (2011) conducted a study on the four pillars of communication: language skills of prospective teachers. The objective of the study was to find out whether there was any significant difference in prospective teachers with regard to achievement in language skills namely listening, speaking, reading and writing with regard to the selected background variables. Survey method was adopted in this study. The sample of the study consisted of 325 prospective teachers from the population of 3500 student teachers of various new born colleges of education in Kanyakumari district. The result of the study showed that there was significant difference in the language skills with regard to the teacher educator’s use of language and other teaching techniques either at the school or graduate or at B.Ed degree level.

Laxmi., and Chandel. (2008) conducted a study on the relationship between non-verbal classroom communication and teaching effectiveness. The objective of the study was to find out the relationship between non-verbal classroom communication and teaching effectiveness. Descriptive survey method was adopted for the study. The sample of the study consisted of 75 pupil teachers representing various faculties of Dayalbagh education institute, Agra. The major findings are: i) the non-verbal classroom communication behaviour of pupil teacher was found to be at moderate level; ii) the teaching effectiveness and non-verbal communication are high positively correlated; iii) high and low effective teachers’ non-verbal classroom communication behavior was significantly different from one another.

Deenamma,K.V. (1979) conducted a study on verbal barriers in classroom communication. The objective of the study was to analyze the various behaviours to scientific communication such as difficulties in pronunciation, difficulties due to ambiguity, confusion, artificiality and also difficulties in understanding a selected number of technical terms used in the text books of high school classes. Survey appraisal method was adopted for the study. The sample for the study was 420 students from 19 schools, 100 chemistry teachers from 73 schools and 30 educationists from 11 institutions. The findings revealed that among the 153 technical terms tested for effectiveness, forty one words were most effective in scientific communication. Then an English words which were mainly used in the day to day life.

Studies Conducted in Abroad

Gurler, I. (2015) conducted a study on correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students. This study aimed to find out whether there was a relationship between self-confidence and speaking skill achievement in speaking courses of the preparatory students attending both English language teaching department and English language and literature. The sample of the study was consisted of 77 voluntary students who were attending preparatory class of both English language teaching departments and English language and literature department. Among them, 23 of them are male and 54 of them are female. The experimental method was employed for the study. The results of the study indicated that there was significant correlation between self-confidence and speaking skill. Moreover, speaking achievements revealed that significant differences existed according to department wise comparison but not gender. Self-confidence level had significant differences regarding to the gender but not department.

Tutkun, O, F. (2015) conducted a study on prospective teacher’s communication skills level: intellectual, emotional and behavioral competencies. The purpose of this study was to determine the level of intellectual, emotional, behavioral and general communication skills of teacher candidates. The relational screening method was used as the research method. 1706 prospective teachers formed the sample group for this study in Turkey. The findings of the study revealed that the prospective teacher’s general communication skills and intellectual, emotional and behavioral skills are at a moderate level. On the other hand, gender socio-economic level and settlement are not the factors influencing prospective teachers’ communication skills level. Prospective teachers’ level of emotional competence was dependent on the university where they were educated but differed according to vocational education programmes. It also differed in terms of the type of education, perceived parents’ attitude and perceived friendship relationships.

Tuan, N, H., and Mal, T, N. (2015) conducted a study on factors affecting students’ speaking performance at Le Thanh Hien high school. The purpose of the study was to investigate the speaking problems of the students at Le Thanh Hien high school and the factors affecting their speaking performance. The sample of the study were 203, grade 11 students and 10 teachers of English. The investigator used survey method for the study. The results indicated that there were a variety of factors that affected the students’ speaking performance. A majority of the teachers said that students’ speaking performance was affected by typical knowledge. The next two important factors mentioned were listening ability and motivation to speak. Besides, the teachers’ feedback during speaking activities also was reported to affect the students’ speaking performance. Finally, confidence was considered to be a factor that had influence on students’ performance.

Kazemi, S, A., Bahrami., and Zarei, Leila. (2014) conducted a study on the effects of self-confidence on speaking ability in EFL. The purpose of the study was to found out the effect of self-confidence of Iranian EFL learner’s speaking ability. This study had 30 participants which selected within a language institute. Experimental method was employed for the study. This study showed that there was a relationship between speaking ability and confidence if the students have less confidence they cannot express their ability, it is not just to need linguistics knowledge also learners need to develop their skills in the real life situation.

Erozkan, A. (2013) conducted a study on the effect of communication skills and interpersonal problem solving skills on social self-efficacy. The purpose of the study was to examine communication skills, interpersonal problem solving skills and social self-efficacy perception of adolescents and the predictive role of communication skills and interpersonal problem solving skills on social self-efficacy. The study group comprised of 494 students, among them 226 were females; 268 males, randomly selected from high school students studying in different high schools in Mugla, Turky. Survey method was employed for this study. The findings showed that the communication skills and interpersonal problem solving skills were found to be significantly correlated to social self-efficacy and communication skills and interpersonal problem solving skills are important predictors for social self-efficacy.

Oradee, T. (2012) conducted a study on developing speaking skills using three communicative activities (discussion, problem-solving, and role playing). The purposes of this research were: 1) to study and compare speaking skills of grade 11 students using three communicative activities and 2) to study the students’ attitude towards teaching English speaking skills using the three communicative activities. The sample group consisted of 49 students at a secondary school in Udon Thani, Thailand, classified as high, medium and low according to their abilities of English speaking proficiency level. Experimental study was employed in this study. The findings were: 1) the students’ English speaking abilities after using the three communicative activities were significantly higher than before their use. 2) the students’ attitude towards teaching English speaking skills using the three communicative activities were rated as good.

Ihmeideh,F.M., Al-Omari,A.A., and Al-Dababneh, K.A. (2010) conducted a study on attitude towards communication skills among student teachers in Jordanian Public universities. The purpose of this study was to examine the attitudes toward communication skills among students’ teachers in Jordanian public universities. Survey method was adopted for the study. The present study was carried out to determine the positive and negative attitudes among 289 students of class teachers and childhood teachers’ disciplines using communication skills attitude scale in Jordanian public universities. The result of the study revealed that there were no significant differences between class teachers and childhood teachers’ students in their positive and negative attitudes towards communication skills.

STUDIES RELATED TO SELF-CONFIDENCE

Indian Studies

 Kumar. M., and Ramachandran. (2016) conducted a study on self- confidence of higher secondary ADW school students in Vellore district. The objective of the study is to find out the level of self confidence of higher secondary ADW school students. Normative survey method had been adopted for this study. The study was conducted on a sample of 750 higher secondary ADW school students. Simple random technique had been used. The findings revealed that self confidence of higher secondary ADW school students was average.

Kumar, V, S. (2014) conducted a study on self-confidence and emotional adjustment of higher secondary school students. The objective of the study wass to investigate the relationship between self confidence and emotional adjustment of higher secondary students based on gender, locale and type of management. The investigator used survey method to collect data from a sample of 500 higher secondary students from various schools of Kanyakumari district. The findings of the study revealed that there existed a significant positive correlation between self confidence and emotional adjustment of higher secondary school students.

Raj., and Gnandevan. (2014) conducted a study on self-confidence and stress among higher secondary students of Cuddalore district of Tamilnadu. The objective of the study was to find out whether there is any significant relationship between different dimensions of stress and self confidence of higher secondary students or not. Normative survey method was adopted for the study. The sample of the study consisted of 620 boys and girls studying in higher secondary schools in Coddalore district. This study revealed that there was a significant negative relationship found between self-confidence and different dimensions of stress such as academic stress, interpersonal stress, intrapersonal stress, environmental stress and total stress.

Ajilal., and Raju. (2013) studied predictors of self confidence. The objective of the study was to find out the predictors of self confidence from certain psychological variables. Normative survey method was taken up for the study. The sample of the study consisted of 450 married and unmarried males and females. The findings of the study were that the self confidence was significantly correlated with self-control, stress extroversion, self-image, self-respect and self reliance. The variable spirituality and general stress were found insignificant in predicting self confidence. Self respect, self control, self image are found as the predictors of self confidence.

Dhall. (2013) conducted a study on a comparative study of self confidence among the students of rural and urban area. The objective of the study was to compare self confidence of the children of rural and urban area with respect to gender. Survey method was employed. The sample consisted of 200 students of both male and female selected randomly from different government schools. The findings showed that significant difference existed between the self confidence of children of rural and urban area.

Kaur. (2013) conducted a study on parent-child relationship in relation to self confidence of high school students. The objective of the study was to study the relationship between self confidence and parent-child relationship of boys and girls. Normative survey method was adopted for the study. The sample of the study consisted of 200 students of class IX from Haryana. The findings of the study revealed that no significant effect of parents-child relationship on the level of self confidence of boys was observed. However, there was a partially significant effect of parents-child relationship on the level of self confidence of girls.

Jayanthi, K, S. (2012) conducted a study on self-confidence and emotional adjustment of prospective teachers. The objective of the study was to compare the level of self confidence and emotional adjustment of prospective teachers. Normative survey method was used for the study and the sample of 400 prospective teachers were selected. The findings revealed that self confidence of prospective teachers and emotional adjustment were positively correlated.

Rani., and Kumar. (2012) conducted a study on teacher effectiveness in relation to self confidence and mental health among female teachers. The objective of the study was to determine the teacher effectiveness, self confidence and mental health of senior secondary school teachers. The study had been conducted by employing descriptive survey method. The sample of 300 senior secondary school female teachers of Punjab was taken as sample. The result of the study revealed that there was a difference between effective and ineffective school teachers in relation to their self confidence and mental health and there was a positive relationship found among teacher’s effectiveness, self confidence and mental health of school teachers.

Sidhu. (2012) conducted a study on self confidence in relation to mental health of adolescents. The objective of the study was to find out the relationship between self-confidence and mental health among adolescents of schools of Ludhiana district with respect to their locale and sex. Normative survey method was adopted for the study. 200 adolescents were taken as sample. The findings of the study revealed that there was no significant relationship between self-confidence and mental health among adolescents of schools of Ludhiana district with respect to locale as well as sex.

Meenakshi., and Kaur. (2011) conducted a study on self-confidence of senior secondary school students of working and non-working mothers. The main objective was to study the self confidence level of senior secondary school students of working and non working mothers. The study was conducted through descriptive method of research. 200 senior secondary school students of Bathinda district were taken as sample. The findings revealed that senior secondary students of working and non-working mother have average level of self confidence and both the group did not differ significantly in self confidence.

Singh, T., and Kaur, P. (2008) conducted a study on the effect of meditation on self confidence of student- teachers in relation to gender and religion. The aim of the present study was to find out the effect of Shaktipatmeditation on self-confidence of student teachers. An experimental study was conducted on 152 student-teachers of B. Ed. course on the basis of nonrandomized control group pre-test post-test design. The results of the study showed that ShaktipatMeditation was an effective practice to improve self-confidence. Further, gender was found to be significantly affected self confidence whereas religion was not. Both male and female (gender); and both Hindu and Sikhs (religion) student- teachers have equally benefited from meditation when pre self confidence and general intelligence were statistically controlled.

Studies Conducted in Abroad

Qusar (2014) conducted a study on locus of control and self confidence among secondary school students. The objective of the study was to find out significant interaction between locus of control and sex with self confidence as the dependent variable among secondary school students. The study had been conducted by employing survey method. The sample of the study was 250 secondary school students. The findings of the study revealed that there were significant differences in self confidence among secondary school students having internal and external locus of control. There were no significant sex differences in self confidence among secondary school students. There were no significant interactions between locus of control and sex among secondary school students with self confidence as the dependent variable.

Al-Hebaish, S, M. (2012) conducted a study on the correlation between general self-confidence and academic achievement in the oral presentation course. The study was particularly aimed at investigating the correlation between general self-confidence and academic achievement in the oral presentation course. Participants were 53 undergraduate female English majors, from Talbah University. Descriptive survey method was used for this study. The results revealed a positive, significant correlation between general self-confidence and academic achievement.

Otacioglu, G. (2008) conducted a study on prospective teachers’ problem solving skills and self-confidence levels. The basic objective of the research was to determine whether the education that prospective teachers in different fields receive was related to their level of problem solving skills and self confidence. Survey method was adopted for the study. The research sampling had been formed by 162 students who were studying for their bachelor’s degree in Marmara University. The findings of the study revealed that the relations between students’ self confidence and problem solving skills are negative. As a result, although correlation between two variables showed opposite relation, one variable was not decisive for the other.

Park, H., and Lee, R (2004) conducted a study on learners’ anxiety, self-confidence and oral performance. This study examined the relationships between L2 learners’ anxiety, self confidence and oral performance. The sample of this study was 132 Korean college students attending English conversation classes. Survey method was employed for the study. The results of the analyses showed that there were significant effects of anxiety and self-confidence on L2 learners’ oral performance. The higher anxious the students were about speaking English, the lower scores they gained on their oral performance. The higher confident they were, the higher oral performance they showed. The correlation analysis of anxiety and confidence and the elements of oral performance showed that confidence was more closely correlated with the L2 learners’ attitude and interaction including communication strategies and social conversation skills of oral performance, while anxiety was more negatively correlated with the L2 learners’ range of oral performance such as vocabulary and grammar.

Pajares, F., and Johnson, J. (1994) conducted a study on confidence and competence in writing: the role of self-efficacy, outcome expectancy, and apprehension. This study investigated the relationships among self-confidence about writing, expected outcomes, writing apprehension, general self-confidence, and writing performance. The sample of the study was 30 undergraduate pre service teachers over one semester. Results supported social cognitive theory and prior findings reporting a relationship between confidence in one's writing abilities and subsequent writing performance. Students' beliefs about their own composition skills and the pre-performance measure were the only significant predictors. Writing apprehension was negatively correlated with self confidence but was not predictive of writing performance. General self-confidence was correlated with writing self-confidence, expected outcomes, apprehension, and performance but was not predictive of writing performance in the regression model. Results and implications are discussed, especially as they relate to the need for context-specific assessments of confidence in one's own capabilities and to pedagogical obligations.

**SECTION- C: CRITICAL REVIEW**

The investigator reviewed 31 studies, of which 15 are related to communication skills and 16 are self-confidence related studies. These helped the researcher to give adequate insight into the nature of the problem under the study. The investigator critically reviewed the report, the studies, the design and methods, sampling techniques, tools used and their recommendations for further research. The present study differs from the above studies in terms of area, population and sample. To the best knowledge of the investigator, no studies have been conducted regarding the selected variables.

**CHAPTER – III**

**METHODOLOGY**

**Section-A: Test development**

**Section-B: Plan and procedure**

 **Method adopted for the study**

 **Tools Used**

 **Sample of the Study**

**Statistical Techniques used**

Research means search for knowledge. It is a systematic and refined technique of thinking, employing specialized tools, instruments and procedures in order to obtain a more adequate solution of the problem. It starts with a problem, collects data, analyses them critically and reaches decision based on the actual evidence.

Methodology refers to the principles of organized investigation, the norms by means of which procedures and techniques are related and articulated. Research methodology is a way to systematically solve the research problems. Methodology occupies an important role in research as the validity and the reliability of the findings depend upon the method. The success of any research depends upon the suitability of the methods adopted.

The methodology of the present investigation is presented in this chapter under two sections.

Section- A deals with the details of developments of tool used for the study namely communication skills inventory.

Section-B deals with the details of research design, plan and procedure including the sample selected, data collection procedure and statistical techniques used.

SECTION- A: TEST DEVELOPMENT

 Collection of relevant data is one of the most important steps in any research especially in the field of education. An appropriate instrument or tool is very essential to serve this purpose. In certain research, the investigator carries out of the study using readymade tools. But in some other cases such tools may not work suitably with the variable selected for the study. In such cases the investigator has to prepare suitable scale or inventory which will work adequately with the subject selected for the study. This study necessitates the development of communication skills inventory for measuring the communication skills of prospective teachers. The details or procedure followed in the development of the tool are presented below.

1. Collection of Statements

The first step that the investigator had to follow was the collection of many statements regarding the problem under the study. The statements were collected on the basis of the detailed review of literature related to the problem. The investigator collected ideas from magazines, journals, newspapers, education reports and textbooks. Consultations and discussions were also made with experts in the field of education.

1. Screening of the Statements

The inventory was then submitted to the guide and experts to judge the suitability of the statements. All the statements were thoroughly screened and edited according to the suggestions given by them. The statements which seemed overlapping with one another were critically examined and revised. The statements were either modified or replaced by new ones. With the revised items, the inventory consists of 54 Statements. Out of these 35 have positive polarity and 19 have negative polarity.

1. Pre-try out

 The inventory was pre tried out on 30 prospective teachers, in order to find out the accuracy and relevancy of each statement. Difficulties in responding the items and a rough estimate of the time limit for responding the items were noted. This step helps the investigator to modify certain items which were vague and questionable. After that minor changes were made out in the language and sentence construction in some of the items.

1. Preparation of the Draft Inventory

The draft form of communication skills inventory was of five dimensions. There are 54 items placed under five dimensions; out of that 14 items are spread into the dimension of spoken words, 10 items are under written words, 10 items are under the dimension facial expression, 10 items are under gestures and 10 items are spread into the dimension of audio visual aids.

Table: 3.1

*Dimensions of Draft Communication Skills Inventory*

|  |  |  |
| --- | --- | --- |
| SI.No | Nature of the Dimensions | Total No. of statements |
| 1 | Spoken words | 14 |
| 2 | Written words | 10 |
| 3 | Facial expressions | 10 |
| 4 | Gestures | 10 |
| 5 | Audio-visual aids | 10 |

1. Instructions for Scoring

Scoring was done as follows in communication skills inventory. For positive statements a score of 3, 2, 1 was given to the categories namely Always, Neutral, Never. The score was reversed for negative statements. The score for communication skills inventory was the total of the scores obtained for all the statements.

1. Administration of the Draft Tool

The investigator visited various B.Ed colleges in Kanyakumari district. The tool was administrated individually to the sample of 200 prospective teachers. Proper instructions were given about the tool.

1. Item Analysis

The response sheets were taken back and they were scored. Items can be analyzed qualitatively in terms of their content and quantitatively in terms of their statistical properties. Item analysis is a statistical technique which is used for selecting and rejecting the items of a tool on the basis of their difficulty value and discriminative power. Item analysis is concerned basically with the characteristics of an item- difficulty value and discriminative power.

According to Guilford (1965) the difficulty value of an item is defined as the proportion or percentage of the examines who have answered the item correctly.

Item analysis of communication skills inventory was done as per the instructions given in Mathew item analysis table (Mathew, 1982). Items were scored with the help of a scoring key. Positive items and negative items were scored carefully. After the scoring, items are arranged in the ascending order based on the criterion score. From the 200 sheets, fifty response sheets having the highest criterion scores were taken. These response sheets constitute the upper tail. Similarly, fifty response sheets having lower score, constitute the lower tail. The PL and PU values of each item were then found out. PL is the percentage of individuals in the lower tail marking the keyed answer and PU is the percentage of individuals in the upper tail marking the keyed answer.

In Mathew item analysis table all indices for the same value of PL have been grouped together. So in order to read indices of an item, locate first PL value of the item given as heading. Then in that section, locate the PU value of the item along the left margin and read the corresponding Phi and P values. If the PL values are larger than PU values for any item, interchange PL and PU values in reading the indices and then attach a negative sign to the Phi-co-efficient. Phi is zero when PL and PU are equal. Phi is calculated using the formula,

Phi = PU-PL where P= PU+PL and q= 1-P

 2 √Pq 2

PL = percentage of individuals in the lower tail marking the keyed answer.

PU = percentage of individuals in the upper tail marking the keyed answer.

1. Items Selection

The required numbers of items were selected from the items with Phi values above the 5 percent level of the significance (0.14). Items with Phi values below 5 percent level of significance are not usually considered for selection.

In this inventory, items with Phi value greater than 0.14 and with medium P values were selected. Thus the final communication skills inventory consisted of 38 items. The least and highest Phi values of the selected items were 0.14 and 0.64 respectively. Similarly, the least and highest P values of the selected items were 15 and 92 respectively. The details of the item selected for communication skills inventory is given in Table 3.2

Table: 3.2

*Communication Skills Inventory – Items Selected*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Items** | **PL** | **PU** | **Phi** | **P** | **Selected items** |
| 1 | 30 | 44 | 0.15 | 37 | Selected |
| 2 | 22 | 35 | 0.14 | 29 | Selected |
| 3 | 27 | 45 | 0.19 | 36 | Selected |
| 4 | 31 | 39 | 0.08 | 35 | - |
| 5 | 22 | 18 | - | - | - |
| 6 | 23 | 40 | 0.18 | 32 | Selected |
| 7 | 28 | 50 | 0.23 | 39 | Selected |
| 8 | 31 | 32 | 0.01 | 32 | - |
| 9 | 31 | 47 | 0.16 | 39 | Selected |
| 10 | 29 | 37 | 0.09 | 33 | - |
| 11 | 29 | 37 | 0.09 | 33 | - |
| 12 | 23 | 42 | 0.20 | 33 | Selected |
| 13 | 27 | 40 | 0.14 | 34 | Selected |
| 14 | 29 | 35 | 0.06 | 32 | - |
| 15 | 19 | 40 | 0.23 | 30 | Selected |
| 16 | 30 | 47 | 0.18 | 39 | Selected |
| 17 | 22 | 30 | 0.09 | 26 | - |
| 18 | 25 | 45 | 0.21 | 35 | Selected |
| 19 | 24 | 40 | 0.17 | 32 | Selected |
| 20 | 26 | 45 | 0.20 | 36 | Selected |
| 21 | 34 | 48 | 0.14 | 41 | Selected |
| 22 | 27 | 40 | 0.14 | 34 | Selected |
| 23 | 28 | 26 | - | - | - |
| 24 | 21 | 35 | 0.16 | 28 | Selected |
| 25 | 41 | 49 | 0.08 | 45 | - |
| 26 | 31 | 50 | 0.19 | 41 | Selected |
| 27 | 32 | 46 | 0.14 | 39 | Selected |
| 28 | 25 | 32 | 0.08 | 29 | - |
| 29 | 37 | 39 | 0.02 | 38 | - |
| 30 | 26 | 39 | 0.14 | 33 | Selected |
| 31 | 31 | 47 | 0.16 | 39 | Selected |
| 32 | 27 | 41 | 0.15 | 34 | Selected |
| 33 | 22 | 16 | - | - | - |
| 34 | 15 | 26 | 0.14 | 21 | Selected |
| 35 | 16 | 39 | 0.26 | 28 | Selected |
| 36 | 28 | 41 | 0.14 | 35 | Selected |
| 37 | 29 | 42 | 0.14 | 36 | Selected |
| 38 | 19 | 36 | 0.19 | 28 | Selected |
| 39 | 22 | 24 | 0.02 | 23 | - |
| 40 | 23 | 38 | 0.16 | 31 | Selected |
| 41 | 23 | 24 | 0.01 | 24 | - |
| 42 | 29 | 45 | 0.17 | 37 | Selected |
| 43 | 17 | 33 | 0.19 | 25 | Selected |
| 44 | 26 | 42 | 0.17 | 37 | Selected |
| 45 | 42 | 49 | 0.07 | 46 | - |
| 46 | 31 | 48 | 0.17 | 40 | Selected |
| 47 | 36 | 50 | 0.14 | 43 | Selected |
| 48 | 36 | 50 | 0.14 | 43 | Selected |
| 49 | 35 | 49 | 0.14 | 42 | Selected |
| 50 | 29 | 49 | 0.21 | 39 | Selected |
| 51 | 35 | 49 | 0.14 | 42 | Selected |
| 52 | 33 | 50 | 0.17 | 42 | Selected |
| 53 | 36 | 48 | 0.12 | 42 | - |
| 54 | 31 | 47 | 0.16 | 39 | Selected |

1. Selecting the Final List of the Statements

The draft form of the communication skills inventory contains 54 items. After the item analysis, the final communication skills inventory consisted for 38 items. The researcher has taken all statements without any change but the personal care has been taken for items selection in the final list of selected items. The final list of selected items are 1, 2, 3, 9, 13, 21, 22, 26, 27, 30, 31, 32, 36, 37, 40, 42, 44, 46, 47, 48, 49, 50, 51, 52 and 54 which have positive polarity and 6, 7, 12, 15, 16, 18, 19, 20, 24, 34, 35, 38 and 43 have of negative polarity.

RELIABILITY AND VALIDITY OF THE TEST

 Reliability and validity are essential to the effectiveness of any data gathering procedure.

Reliability

 Reliability is the accuracy or precision of measuring instrument. The reliability of a test can be measured in different ways, such as test-retest method and split half method.

 In the present study, the reliability coefficient was found out by split half method. It measures the degree of homogeneity of the item in a test. For calculation a split half reliability of the test, the scores obtained by a sample of 100 prospective teachers are used. The scores on off item and even items were taken separately and correlation was calculated. The co-efficient of correlation indicates the reliability of half test. The correlation co-efficient of the whole test is then estimated by using Spearman-Brown Prophecy Formula. The reliability of co-efficient was found to be,

Table: 3.3

*Reliability Co-efficient of Communication Skills Inventory*

|  |  |
| --- | --- |
| Number of samples | 100 |
| Number of items | 38 |
| Correlation between off half and even half | 0.54 |
| Reliability co-efficient of the test | 0.70 |

Validity

 The validity of a test means the degree to which the test actually measures what is a purpose to measure. The validity provides how well the test fulfils its functions. The two types of validity established for this tool were face validity and content validity.

Face Validity

 Face validity means that the given tool appears or seems to measure what it measure. The tool was submitted to a panel of experts and in their opinion it appeared to measure the relevant objectives of the tool. A close look on the items of the inventory reveals that every item capable of measuring the communication skills of prospective teachers.

Content Validity

 Content validity of the test was established by verifying the comprehensiveness and coverage of the content using authentic literature and opinion of experts.

SECTION-B: PLAN AND PROCEDURE

1. Method Adopted

The present study attempts to find out the relationship between communication skills and self confidence of prospective teachers. Since the problem is concerned with survey type, the investigator has selected the normative survey method for conducting the study.

Normative Survey Method

 The research having its focus on exploring what exists normally in a particular situation by resorting to survey techniques and describing it through research report is called normative survey research. Normative survey is a method of investigation which attempts to describe and interpret what exist at present in the form of conditions, practices, processes, trends, effects, attitude and beliefs. It concerned with the phenomena that are typical of the normal conditions.

1. Tools Used for the Present Study

The instruments which used to gather new facts are called tools. Tools are the essential parts of any successful research. The nature of the tool depends on the variable included in this study. The selection of suitable tool is necessary for any successful research. The investigator used the following tools in the present study.

1. Communication Skills Inventory constructed and validated by the investigator-Appendix A
2. Self-confidence Scale ( Jayanthi and Mini Kumari 2012) – Appendix B
3. Personal data sheet – Appendix C
4. Communication Skills Inventory

Communication Skills Inventory was constructed and validated by the investigator with the help of the guide. For developing an inventory to measure the communication skills, the investigator is expected to understand the concept in addition to the knowledge on the various steps in the development of communication skills inventory. The tool that was constructed for the study, communication skills inventory meant for identifying the communication skills of the prospective teachers.

The questions of the inventory are simple and seeking responses in the form of ‘Always’, ‘Neutral’ and ‘Never’. A high score of the test indicated the high level of communication skills of prospective teachers and low scores of the test indicated low level of communication skills of prospective teachers. The inventory contains 38 items.

1. Self-Confidence Scale

This tool was developed by Jayanthi. K. S and Dr.Mini Kumari. V. S (2012) to measure the self-confidence of prospective teachers. This scale consists of 34 statements. Each item in the scale has 2 responses (Agree/ Disagree). The respondent has to tick any one of the choices he thinks correct. The items were scored as follows: for positive items a score of ‘1’ for Agree; and ‘0’ for Disagree. For the negative items the scores were reversed. A high score revealed the presence of self-confidence.

1. Personal Data Sheet

Personal data sheet was used for collecting personal details such as gender, locale, faculty of study, type of family, order of birth and parental educational qualification.

1. Sample for the Study

A sample is a small proportion of a population selected for observation and analysis. The sample for the present study consisted of 400 prospective teachers studying in different B.Ed colleges of education in Kanyakumari district. The investigator has adopted stratified random sampling method. The details of colleges and the number of samples from each college are given in Table: 3.4

Table: 3.4

*List of Colleges Selected*

|  |  |  |
| --- | --- | --- |
| SI. No | Name of the colleges | No.of samples |
| 1 | Bethesda College of Education, Bethelpuram | 30 |
| 2 | Udaya College of Education, Ammandivilai | 52 |
| 3 | Bishop Agniswamy College of Education, Muttom | 41 |
| 4 | Good Shepard College of Education, Nagarcoil | 24 |
| 5 | AVC College of Education, Ganapathipuram | 32 |
| 6 | S.T. Hindu College of Education, Nagarcoil | 33 |
| 7 | Babuji Memorial College of Education, Manavaalakurichi | 46 |
| 8 | Christian College of Education, Marthandam | 48 |
| 9 | Siddhartha College of Teacher Education, Manjalumoodu | 25 |
| 10 | Bethlagem College of Education, Karungal | 39 |
| 11 | Immanuel Arasar B.Ed college, Nattalam | 30 |
|  | Total | 400 |

Details of sample selected are given in Table 3.5

Table: 3.5

*Percentage Distribution of Sample Based on the Background Variables*

|  |  |  |
| --- | --- | --- |
| Background characteristics | Count | Percent |
| Gender | Male | 38 | 9.50 |
| Female | 362 | 90.50 |
| Locale | Rural | 270 | 67.50 |
| Urban | 130 | 32.50 |
| Faculty of study | Arts | 201 | 50.25 |
| Science | 199 | 49.75 |
| Type of family | Nuclear | 299 | 74.75 |
| Joint | 101 | 25.25 |
| Order of birth | Younger | 170 | 42.50 |
| Middle | 74 | 18.50 |
| Elder | 156 | 39.00 |
| Father's Educational Qualification | SSLC & below | 268 | 67.00 |
| Higher secondary | 88 | 22.00 |
| Graduation & above | 44 | 11.00 |
| Mother's Educational Qualification | SSLC & below | 269 | 67.25 |
| Higher secondary | 86 | 21.50 |
| Graduation & above | 45 | 11.25 |

STATISTICAL TECHNIQUES USED

 The investigator used the following statistical techniques for the analysis of data.

1. Arithmetic mean
2. Standard deviation
3. *t* test
4. ANOVA followed by Scheffe’s Procedure
5. Pearson Product Moment Correlation Coefficient
6. Arithmetic Mean

Mean of a series is the figure obtained by dividing the total values of various items by their number,

 M= ∑x

 N

 Where,

 M = Mean

∑x = the sum of the scores of the distribution

N = Number of scores

1. Standard Deviation

Standard deviation is regarded as the most stable and reliable measure of variability as it employs the mean for its computation.

 SD = $\frac{N\sqrt{∑X2-\left(∑X\right)2}}{N}$

Where,

 SD = Standard deviation

 ∑x2 = the square sum of the score

 ∑x = the sum of the scores of the distribution

N = Number of scores

1. Test of Significance (*t* test)

It is used for finding significant level of difference between two groups of population. From the mean and standard deviation; t-values can be calculated. If the obtained t-value is2.58 and above, then the level of significance is at 0.01. If the t-value is between 1.96 and 2.58 significant level is 0.05 and if the t-value is below 1.96, the difference is not significant.

It is used for finding

$t ratio=\frac{M1- M2}{\sqrt{\frac{σ1^{2}}{N1}+\frac{σ2^{2}}{N2}}}$

Where,

 M1= Arithmetic mean of the first group

 M2= Arithmetic mean of the second group

 α2 = Standard deviation of the second group

 N1 = Total number in the first group

 N2= Total number in the second group.

α1= Standard deviation of the first group

1. Analysis of Variance (ANOVA)

Analysis of an important method for dividing the variation observed in experimental situation into different part, each part assignable to a known sources causes or factor. This method is derived by R.A.Fisher in 1923.

F-test or analysis of variance method is an improvement over t-test. The t test is used for ascertaining the significance of difference between two means where, F-test is used for testing the significance of difference more than two means simultaneously. The composite procedure for testing simultaneously the difference between several samples mean is known as Analysis Of Variance or ANOVA.

 F= msvb

 msvw

Here,

 msvb= Mean square variance between groups

 msvw=Mean square variance with in groups

If the F ratio is significant, the post hoc is used to find out the significant difference between the groups. Scheffe is used to find the significance between the pairs. In such cases, the comparison of the difference between the means for any two groups is done using scheffe’s procedure (scheffe’s 1957). Scheffe test is one of the well-known multiple group comparison test.

1. Pearson’s Product moment method of Correlation Coefficient

Correlation is used to find out the relationship between the two variables. The most widely used method to measure the correlation is the Pearson’s Product moment of correlation. The formula for correlation coefficient in terms of raw scores is

 r $=\frac{N\sum\_{}^{}XY-\sum\_{}^{}X.\sum\_{}^{}Y}{\sqrt{[N\sum\_{}^{}X^{2}-(\sum\_{}^{}X)^{2}][N.\sum\_{}^{}Y^{2}-(\sum\_{}^{}Y)^{2}]}}$

Where,

N = Number of scores

 $\sum\_{}^{}X=Sum of X scores$

 $\sum\_{}^{}Y$ = Sum of Y scores

 $\sum\_{}^{}X^{2}=Sum of X scores squared $

 $\sum\_{}^{}Y^{2}$= $Sum of Y scores squared$

 $\sum\_{}^{}XY$ = Sum of product of X and Y scores

Verbal interpretation of ‘r’

 Garrett (1969) presents the following classification for interpreting the various values of ‘r’.

 r = Zero denotes no relationship

 r = 0.00 to ± 0.20 denotes negligible correlation

 r = ± 0.20 to ± 0.40 denotes low correlation

 r = ± 0.40 to ± 0.70 denotes substantial correlation

 r = ±0.70 to ± 0.99 denotes high correlation

 r = One denotes perfect correlation

**CHAPTER - IV**

**DATA ANALYSIS AND INTERPRETATION**

**Levels of communication skills and self confidence**

**Differential analysis**

**Correlation analysis**

**Tenability of hypotheses**

Analysis and interpretation are the basic components of research process. The data after collection has to be processed and analyzed in accordance with the research plan and design. Once the research data have been collected and analysis has been made, the researcher can proceed to the stage of interpreting the results. The process of interpretation is essentially one of the stating what the results show and what their meaning and significance.

 Interpretation is not a routine and mechanical process. It calls for a careful, logical and critical examination of the results obtained after analysis. Interpretation provides knowledge about the factors that seem to explain what has been observed by the researcher in the course of study. It also provides a theoretical conception which can serve as a guide for further researchers.

 In the present study the data collected from the sample were analyzed using the following statistical techniques:

1. Arithmetic Mean
2. Standard Deviation
3. *t* test
4. ANOVA followed by Scheffe’s Procedure
5. Pearson’s Product Moment Method of Correlation Coefficient

The results of the analysis are presented under the following sections.

1. Level of communication skills and self-confidence
2. Differential analysis
3. Correlation analysis

SECTTION I: LEVEL OF COMMUNICATION SKILLS AND SELF CONFIDENCE

 The purpose of this analysis is to find out the correlation between communication skills and self-confidence of prospective teachers. For this purpose, the prospective teachers were grouped into three levels viz…. high, medium and low based on their scores in communication skills. The mean and standard deviation of the total scores of the communication skills were calculated. Those getting scores at or above M +$σ$ were grouped as high communication skill group, those getting M-$σ$ were grouped as low communication skill group and those getting score between M+$σ$ and M-$σ$ as moderate communication skills group. The same procedure is followed for self-confidence scores also.

1. Level of Communication Skills of Prospective Teachers

Table: 4.1

*Descriptive Statistics for Communication Skills*

|  |  |
| --- | --- |
| Mean | 86.28 |
| Standard Deviation | 9.26 |
| Count | 400 |

Arithmetic mean of the scores of communication skills of prospective teachers is 86.28 and standard deviation is 9.26. Those getting scores above 95.54 ( above M+$σ$ ) are classified as high communication skils group, getting scores below 77.02 ( below M-$σ$ ) as low communication skills group and prospective teachers getting scores between 77.02 and 95.54 is moderate communication skills group.

Table: 4.2

*Percentage Wise Distributions of Different Levels of Communication Skills*

|  |  |  |
| --- | --- | --- |
| Communication Skills | Count | Percentage |
| Low | 69 | 17.25 |
| Medium | 260 | 65.00 |
| High | 71 | 17.75 |
| Total | 400 | 100 |

 From the Table, it is clear that the number of samples according to low, medium and high levels of communication skills were 69, 260 and 71 and the corresponding percentages were 17.25, 65.00 and 17.75. This indicates that most of the prospective teachers have medium level of communication skills.

1. Level of Self- Confidence of Prospective Teachers

Table: 4.3

*Descriptive Statistics for Self-Confidence*

|  |  |
| --- | --- |
| Mean | 18.99 |
| Standard Deviation | 4.74 |
| Count | 400 |

Arithmetic mean of the scores of self-confidence of prospective teachers is 18.99 and standard deviation 4.74. Those getting scores above 23.73 ( above M+$σ$ ) are classified as high self confidence group, getting scores below 14.25 ( below M-$σ$) as low self confidence group, and prospective teachers getting scores between 14.25 and 23.73 as moderate self confidence group.

Table: 4.4

*Percentage Wise Distributions of Different Levels of Self-Confidence*

|  |  |  |
| --- | --- | --- |
| Self-Confidence | Count | Percent |
| Low | 73 | 18.25 |
| Medium | 257 | 64.25 |
| High | 70 | 17.50 |
| Total | 400 | 100 |

 The results in the given Table 4.4 revealed that, the majority of prospective teachers have medium level of self confidence (N=257, 64.25%). Hence it is found that self-confidence of prospective teachers is medium.

SECTION II: DIFFERENTIAL ANALYSIS

1. Comparison of Communication Skills of Prospective Teachers based on the Background Variables.
2. Gender wise comparison of communication skills of prospective teachers

Null Hypothesis

 There exists no significant difference in the mean scores of communication skills of male and female prospective teachers.

Two groups of prospective teachers namely male and female have been subjected for study as per the analysis given in Table 4.5

Table: 4.5

*Comparison of Communication Skills of Male and Female Prospective Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Gender | Mean | SD | N | t | P | Remark |
| Male | 82.00 | 8.61 | 38 | 3.199 | 0.001 | Sig. at 0.01 level |
| Female | 86.73 | 9.22 | 362 |

The calculated t value (t- 3.199; p < 0.01) is significant at 0.01 level. Hence the null hypothesis Ho: 1 is rejected. It shows that there exists significant difference between male and female prospective teachers in their communication skills. That is communication skills of prospective teachers statistically differ with their gender.

Interpretation

 The mean value shows that female prospective teachers are having more communication skills compared to male prospective teachers.

1. Comparison of communication skills based on locale

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of rural and urban prospective teachers.

Two groups of rural and urban prospective teachers have been subjected for study as per the analysis given in Table 4.6

Table: 4.6

*Comparison of Communication Skills of Rural and Urban Prospective Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Locale | Mean | SD | N | t | P | Remark |
| Rural | 85.45 | 8.53 | 270 | 2.432 | 0.015 | Sig. at 0.05 level |
| Urban | 88.01 | 10.44 | 130 |

The calculated t value (t- 2.432; p < 0.05) is significant at 0.05 level. Hence the null hypothesis Ho: 2 is rejected. It shows that there exists significant difference between rural and urban prospective teachers in their communication skills. That is communication skills of prospective teachers statistically differ with their locale.

Interpretation

 The mean value shows that urban prospective teachers possess more communication skills compared to rural prospective teachers.

1. Comparison of communication skills based on faculty of study

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of prospective teachers based on the faculty of study.

Two groups of prospective teachers belonging to arts and science faculties have been subjected for study as per the analysis given in Table 4.7

Table: 4.7

*Comparison of Communication Skills Based on Faculty of Study*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Locale | Mean | SD | N | t | P | Remark |
| Arts | 86.62 | 9.77 | 201 | 0.735 | 0.463 | NS |
| Science | 85.94 | 8.72 | 199 |

The calculated t value (t- 0.735; p > 0.05) is not significant at any level. Hence the null hypothesis Ho: 3 is accepted. It shows that there exists no significant difference between prospective teachers in their faculty of study.

Interpretation

 Faculty of study has no influence in the communication skills of prospective teachers.

1. Comparison of communication skills based on type of family

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of prospective teachers from nuclear and joint family.

Two groups of prospective teachers’ from nuclear and joint family have been subjected for study as per the analysis given in Table 4.8

Table: 4.8

*Comparison of* *Communication Skills of Prospective Teachers from Nuclear and Joint Family*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Type of family | Mean | SD | N | t | P | Remark |
| Nuclear | 87.26 | 8.52 | 299 | 3.312 | 0.001 | Sig. at 0.01 level |
| Joint | 83.38 | 10.68 | 101 |

The calculated t value (t- 3.312; p < 0.01) is significant at 0.01 levels. Hence the null hypothesis Ho: 4 is rejected. It shows that there exists significant difference between the prospective teachers from nuclear and joint family in their communication skills. That is communication skills of prospective teachers statistically differ with their type of family.

Interpretation

 The mean value shows that prospective teachers from nuclear family possess more communication skills compared to prospective teachers from joint family

1. Birth order wise comparison of communication skills of prospective teachers

Null Hypothesis

 There exists no significant difference in the mean scores of communication skills of prospective teachers according to their order of birth.

 Three groups of prospective teachers namely younger, middle and elder been have subjected for study as per the analysis given in Table 4.9

Table: 4.9

*Comparison of Communication Skills Based on Order of Birth*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Order of birth | Mean | SD | Source | Sum of squares | df | Mean Square | F | p | Remark |
| Younger | 86.78 | 8.93 | Between group | 79.24 | 2 | 39.62 | 0.461 | 0.631 | NS |
| Middle | 85.70 | 9.28 | Within group | 34113.40 | 397 | 85.93 |
| Elder | 86.01 | 9.63 | Total | 34192.64 | 399 |  |

The calculated F value (F- 0.461; p > 0.05) is not significant at any level. Hence the null hypothesis Ho: 5 is accepted. It shows that there exists no significant difference among prospective teachers having different birth orders in their communication skills.

Interpretation

 Birth order of prospective teachers has no influence in their communication skills.

f) Comparison of communication skills based on father’s educational qualification

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of prospective teachers based on their father’s educational qualification

Three groups of prospective teachers whose fathers educational qualification are SSLC & below, Higher secondary and Graduation and above have been subjected for study as per the analysis given in Table 4.10

Table: 4.10

*Comparison of Communication Skills Based on Father’s Educational Qualification*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Father’s educational qualification | Mean | SD | Source | Sum of squares | df | Mean Square | F | p | Remark |
| SSLC & below | 85.25 | 8.68 | Between group | 1974.32 | 2 | 987.16 | 12.164 | 0.000 | Sig . at 0.01 level |
| Higher secondary | 86.32 | 9.97 | Within group | 32218.3 | 397 | 81.15 |
| Graduation & above | 92.48 | 8.93 | Total | 34192.6 | 399 |  |

The calculated F value (F-12.164; p <0.01) is significant at 0.01 level. Hence the null hypothesis Ho: 6 is rejected. It shows that there exists significant difference in the communication skills of prospective teachers based on their father’s educational qualification.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence Scheffe’f multiple comparison is used for further analysis.

Table: 4.11

*Result of Scheffe’s Procedure*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Father’s educational qualification | N | Mean | SD | Pair | P (Scheffe) | Level of significance |
| SSLC & below(A) | 268 | 85.25 | 8.68 | A Vs B | 0.627 | NS |
| Higher secondary(B) | 88 | 86.32 | 9.97 | B Vs C | 0.001 | Sig . at 0.01 level |
| Graduation & above(C) | 44 | 92.48 | 8.93 | A Vs C | 0.000 | Sig . at 0.01 level |

 The result shows that there exists significant difference in the mean scores of prospective teacher’s fathers’ educational qualification is higher secondary and Graduation & above and Graduation & above and SSLC & below. The other pair SSLC & below and Higher secondary do not differ in their communication skills. Mean values revealed that prospective teachers who having fathers’ with qualification in graduation and above posses more communication skills than the other two groups.

Interpretation

 Father’s educational qualification has influence in the communication skills of prospective teachers.

g) Comparison of communication skills based on mother’s educational qualification

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of prospective teachers based on their mother’s educational qualification

Three groups of prospective teachers whose mothers qualification are SSLC & below, Higher secondary and Graduation and above have been subjected for study as per the analysis given in Table 4.12

Table: 4.12

*Comparison of Communication Skills Based on Mother’s Educational Qualification*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mother’s educational qualification | Mean | SD | Source | Sum of squares | df | Mean Square | F | p | Remark |
| SSLC & below | 85.19 | 9.05 | Between Gp | 1250.18 | 2 | 625.09 | 7.533 | 0.000 | Sig . at 0.01 level |
| Higher secondary | 87.45 | 8.53 | Within Gp | 32942.5 | 397 | 82.98 |
| Graduation & above | 90.53 | 10.47 | Total | 34192.6 | 399 |  |

The calculated F value ( F-7.533; p <0.01) is significant at 0.01 level. Hence the null hypothesis Ho: 7 is rejected. It shows that there exists significant difference in the communication skills of prospective teachers based on their mother’s educational qualification.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence Scheffe’s multiple comparison is used for further analysis.

Table: 4.13

*Result of Scheffe’s Procedure*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mother’s educational qualification | N | Mean | SD | Pair | P (Scheffe) | Remarks |
| SSLC & below(A) | 269 | 85.19 | 9.05 | A Vs B | 0.136 | NS |
| Higher secondary(B) | 86 | 87.45 | 8.53 | B Vs C | 0.186 | NS |
| Graduation & above(C) | 45 | 90.53 | 10.47 | A Vs C | 0.000 | Sig. at 0.01 level |

 The result shows that there exists significant difference between prospective teacher’s mothers’ educational qualification in SSLC & below and Graduation & above. The other two pairs do not differ in their communication skills. Mean values revealed that prospective teachers having mother with qualification graduation and above possess more communication skills compared to the other two groups.

Interpretation

 Mother’s educational qualification has influence in the communication skills of prospective teachers.

1. Comparison of Self-Confidence of Prospective Teachers based on the Background Variables.
2. Gender wise comparison of self-confidence of prospective teachers

Null Hypothesis

There exists no significant difference in the mean scores of self-confidence of male and female prospective teachers.

Two groups of prospective teachers namely male and female have been subjected for study as per the analysis given in Table 4.14

Table: 4.14

*Comparison of Self-Confidence of Male and Female Prospective Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Gender | Mean | SD | N | t | P | Remark |
| Male | 20.42 | 4.10 | 38 | 2.222 | 0.027 | Sig. at 0.05 level |
| Female | 18.84 | 4.78 | 362 |

The calculated t value (t- 2.222; p < 0.05) is significant at 0.05 level. Hence the null hypothesis Ho: 8 is rejected. It shows that there exists significant difference between male and female prospective teachers in their self-confidence. That is self-confidence of prospective teachers statistically differ with their gender.

Interpretation

 The mean value shows that male prospective teachers have more self-confidence compared to female prospective teachers.

1. Comparison of self-confidence based on locale

Null Hypothesis

There exists no significant difference in the mean scores of self-confidence of rural and urban prospective teachers.

Two groups of rural and urban prospective teachers have been subjected for study as per the analysis given in Table 4.15

Table: 4.15

*Comparison of Self-Confidence of Rural and Urban Prospective Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Locale | Mean | SD | N | t | P | Remark |
| Rural | 19.49 | 4.03 | 270 | 2.680 | 0.008 | Sig. at 0.01 level |
| Urban | 17.97 | 5.83 | 130 |

The calculated t value (t- 2.680; p < 0.01) is significant at 0.01 level. Hence the null hypothesis Ho: 9 is rejected. It shows that there exists significant difference between rural and urban prospective teachers in their self-confidence. That is self-confidence of prospective teachers statistically differ with their locale.

Interpretation

 The mean value shows that rural prospective teachers possess more self-confidence compared to urban prospective teachers.

1. Comparison of self-confidence based on faculty of study

Null Hypothesis

There exists no significant difference in the mean scores of self-confidence of prospective teachers based on the faculty of study.

Two groups of prospective teachers belonging to arts and science faculties have been subjected for study as per the analysis given in Table 4.16

Table: 4.16

*Comparison of Self-Confidence Based on Faculty of Study*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Locale | Mean | SD | N | t | P | Remark |
| Arts | 18.21 | 5.16 | 201 | 3.361 | 0.001 | Sig. at 0.01 level |
| Science | 19.78 | 4.13 | 199 |

The calculated t value (t- 3.361; p < 0.01) is significant at 0.01 level. Hence the null hypothesis Ho: 10 is rejected. It shows that there exists significant difference in the self-confidence of prospective teachers based on the faculty of study. That is self-confidence of prospective teachers statistically differ with their faculty of study.

Interpretation

 The mean value shows that prospective teachers studying under science subject possess more self-confidence compared to arts prospective teachers.

1. Comparison of self-confidence based on type of family

Null Hypothesis

There exists no significant difference in the mean scores of self-confidence of prospective teachers from nuclear and joint family.

Two groups of prospective teachers’ from nuclear and joint family have been subjected for study as per the analysis given in Table 4.17

Table: 4.17

*Comparison of Self-Confidence of Prospective Teachers from Nuclear and Joint Family*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Type of family | Mean | SD | N | t | P | Remark |
| Nuclear | 19.26 | 4.80 | 299 | 2.022 | 0.044 | Sig. at 0.05 level |
| Joint | 18.20 | 4.47 | 101 |

The calculated t value (t- 0.022; p < 0.05) is significant at 0.05 level. Hence the null hypothesis Ho: 11 is rejected. It shows that there exists significant difference between the prospective teachers from nuclear and joint family in their self-confidence. That is self-confidence of prospective teachers statistically differ with their type of family.

Interpretation

 The mean value shows that prospective teachers from nuclear family possess more self-confidence compared to prospective teachers from joint family

1. Birth order wise comparison of self-confidence of prospective teachers

Null Hypothesis

There exists no significant difference in the mean scores of self-confidence of prospective teachers according to their order of birth.

Three groups of prospective teachers’ namely younger, middle and elder been have subjected for study as per the analysis given in Table 4.18

Table: 4.18

*Comparison of Self-Confidence Based on Order of Birth*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Order of birth | Mean | SD | Source | Sum of squares | df | Mean Square | F | p | Remark |
| Younger | 19.18 | 4.56 | Between Group | 77.5 | 2 | 38.77 | 1.735 | 0.178 | NS |
| Middle | 19.64 | 5.14 | Within Group | 8871.4 | 397 | 22.35 |
| Elder | 18.48 | 4.71 | Total | 8949.0 | 399 |  |

The calculated F value (F- 1.735; p > 0.05) is not significant at any level. Hence the null hypothesis Ho: 12 is accepted. It shows that there exists no significant difference among prospective teachers having different birth orders in their self-confidence.

Interpretation

 Birth orders of prospective teachers have no influence in their self-confidence.

1. Comparison of self-confidence based on Father’s educational qualification

Null Hypothesis

There exists no significant difference in the mean scores of self-confidence of prospective teachers based on their father’s educational qualification.

Three groups of prospective teachers whose father’s educational qualification are SSLC & below, higher secondary and Graduation and above have been subjected for study as per the analysis given in Table 4.19

Table: 4.19

*Comparison of Self-Confidence Based on Father’s Educational Qualification*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Father’s educational qualification | Mean | SD | Source | Sum of squares | df | Mean Square | F | p | Remark |
| SSLC & below | 18.97 | 4.66 | Between Group | 100.0 | 2 | 49.98078 | 2.242 | 0.108 | NS |
| Higher secondary | 18.43 | 4.69 | Within Group | 8849.0159 | 397 | 22.29 |
| Graduation & above | 20.27 | 5.16 | Total | 8948.9775 | 399 |  |

The calculated F value (F- 2.242; p > 0.05) is not significant at any level. Hence the null hypothesis Ho: 13 is accepted. It shows that there exists no significant difference among prospective teachers in their self-confidence with regard to father’s educational qualification.

Interpretation

 Father’s educational qualification has no influence in the self-confidence of prospective teachers.

g) Comparison of self-confidence based on mother’s educational qualification

Null Hypothesis

There exists no significant difference in the mean scores of self-confidence of prospective teachers based on their mother’s educational qualification.

Three groups of prospective teachers whose mother’s educational qualification are SSLC & below, higher secondary and Graduation and above have been subjected for study as per the analysis given in Table 4.20

Table: 4.20

*Comparison of Self-Confidence Based on Mother’s Educational Qualification*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mother’s educational qualification | Mean | SD | Source | Sum of squares | df | Mean Square | F | p | Remark |
| SSLC & below | 18.87 | 4.67 | Between Group | 14.518742 | 2 | 7.26 | 0.323 | 0.72 | NS |
| Higher secondary | 19.15 | 4.33 | Within Group | 8934.4588 | 397 | 22.50 |
| Graduation & above | 19.42 | 5.82 | Total | 8948.9775 | 399 |  |

The calculated F value (F- 0.323; p > 0.05) is not significant at any level. Hence the null hypothesis Ho: 14 is accepted. It shows that there exists no significant difference among prospective teachers in their self-confidence with regard to mother’s educational qualification.

Interpretation

 Mother’s educational qualification of prospective teachers has no influence in their self-confidence.

SECTION III: CORRELATION ANALYSIS

The Pearson Product moment of correlation was calculated to find out the correlation between communication skills and self- confidence of prospective teachers

Table: 4.21

*Pearson Correlation between Communication Skills and Self-Confidence of Prospective Teachers Based on Background Characteristics*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Background characteristics | Pearson Correlation | p | Level of significance | Verbal interpretation |
| Total |  | 0.221 | 0.000 | Sig.at 0.01 level | Low |
| Gender | Male | 0.394 | 0.014 | Sig.at 0.05 level | Low |
| Female | 0.227 | 0.000 | Sig.at 0.01 level | Low |
| Locale | Rural | 0.166 | 0.006 | Sig.at 0.01 level | Negligible |
| Urban | 0.341 | 0.000 | Sig.at 0.01 level | Low |
| Faculty of study | Arts | 0.260 | 0.000 | Sig.at 0.01 level | Low |
| Science | 0.190 | 0.007 | Sig.at 0.01 level | Negligible |
| Type of family | Nuclear | 0.133 | 0.021 | Sig.at 0.05 level | Negligible |
| Joint | 0.407 | 0.000 | Sig.at 0.01 level | Substantial |
| Order of birth | Younger | 0.199 | 0.009 | Sig.at 0.01 level | Negligible |
| Middle | 0.38 | 0.001 | Sig.at 0.01 level | Low |
| Elder | 0.167 | 0.037 | Sig.at 0.05 level | Negligible |
| Father’s educational qualification | SSLC & below | 0.156 | 0.011 | Sig.at 0.05 level | Negligible |
| Higher secondary | 0.260 | 0.014 | Sig.at 0.05 level | Low |
| Graduatin & above | 0.393 | 0.008 | Sig.at 0.01 level | Low |
| Mother’s educational qualification | SSLC & below | 0.161 | 0.008 | Sig.at 0.01 level | Negligible |
| Higher secondary | 0.317 | 0.003 | Sig.at 0.01 level | Low |
| Graduation & above | 0.344 | 0.021 | Sig.at 0.05 level | Low |

 Correlation between communication skills and self confidence of the total sample and the sub samples are calculated and presented in Table 4.21. From the table,

1. The correlation between communication skills and self-confidence of total sample is 0.221, which is significant at 0.01 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of prospective teachers and it is interpreted that as the communication skills increases, the self-confidence also increases.
2. The correlation between communication skills and self-confidence of male prospective teachers is 0.394, which is significant at 0.05 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of male prospective teachers. As communication skills increases, self-confidence also increases.
3. The correlation between communication skills and self-confidence of female prospective teachers is 0.227, which is significant at 0.01 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of female prospective teachers. As communication skills increases, self-confidence also increases.
4. The correlation between communication skills and self-confidence of rural prospective teachers is 0.166, which is significant at 0.01 levels and is verbally interpreted as negligible. This indicates that there exists positive negligible correlation between communication skills and self-confidence of rural prospective teachers. As communication skills increases, self-confidence also increases.
5. The correlation between communication skills and self-confidence of urban prospective teachers is 0.341, which is significant at 0.01 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of urban prospective teachers. As communication skills increases, self-confidence also increases.
6. The correlation between communication skills and self-confidence of arts prospective teachers is 0.260, which is significant at 0.01 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of arts prospective teachers. As communication skills increases, self-confidence also increases.
7. The correlation between communication skills and self-confidence of science prospective teachers is 0.190, which is significant at 0.01 levels and is verbally interpreted as negligible. This indicates that there exists positive negligible correlation between communication skills and self-confidence of science prospective teachers. As communication skills increases, self-confidence also increases.
8. The correlation between communication skills and self-confidence of prospective teachers from nuclear family is 0.133, which is significant at 0.05 levels and is verbally interpreted as negligible. This indicates that there exists positive negligible correlation between communication skills and self-confidence of nuclear family prospective teachers. As communication skills increases, self-confidence also increases.
9. The correlation between communication skills and self-confidence of prospective teachers from joint family is 0.407, which is significant at 0.01 levels and is verbally interpreted as substantial. This indicates that there exists positive substantial correlation between communication skills and self-confidence of joint family prospective teachers. As communication skills increases, self-confidence also increases.
10. The correlation between communication skills and self-confidence of younger prospective teachers is 0.199, which is significant at 0.01 levels and is verbally interpreted as negligible. This indicates that there exists positive negligible correlation between communication skills and self-confidence of younger prospective teachers. As communication skills increases, self-confidence also increases.
11. The correlation between communication skills and self-confidence of middle birth prospective teachers is 0.38, which is significant at 0.01 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of middle birth prospective teachers. As communication skills increases, self-confidence also increases.
12. The correlation between communication skills and self-confidence of elder prospective teachers is 0.167, which is significant at 0.05 levels and is verbally interpreted as negligible. This indicates that there exists positive negligible correlation between communication skills and self-confidence of elder prospective teachers. As communication skills increases, self-confidence also increases.
13. The correlation between communication skills and self-confidence of prospective teachers’ father’s educational qualification SSLC & below is 0.156, which is significant at 0.05 levels and is verbally interpreted as negligible. This indicates that there exists positive negligible correlation between communication skills and self-confidence of prospective teachers having father with SSLC & below educational qualification. As communication skills increases, self-confidence also increases.
14. The correlation between communication skills and self-confidence of prospective teachers’ fathers having qualification with higher secondary is 0.260, which is significant at 0.05 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of prospective teachers having father with higher secondary qualification. As communication skills increases, self-confidence also increases.
15. The correlation between communication skills and self-confidence of prospective teachers’ fathers having qualification with graduation & above is 0.393, which is significant at 0.01 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of prospective teachers having father with graduation & above qualification. As communication skills increases, self-confidence also increases.
16. The correlation between communication skills and self-confidence of prospective teachers’ mother’s educational qualification SSLC & below is 0.161, which is significant at 0.01 levels and is verbally interpreted as negligible. This indicates that there exists positive negligible correlation between communication skills and self-confidence of prospective teachers having mother with SSLC & below educational qualification. As communication skills increases, self-confidence also increases.
17. The correlation between communication skills and self-confidence of prospective teachers’ mothers having qualification with higher secondary is 0.317, which is significant at 0.01 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of prospective teachers having mother with higher secondary qualification. As communication skills increases, self-confidence also increases.
18. The correlation between communication skills and self-confidence of prospective teachers’ mothers having qualification with graduation & above is 0.344, which is significant at 0.05 levels and is verbally interpreted as low. This indicates that there exists positive low correlation between communication skills and self-confidence of prospective teachers having mother with graduation & above qualification. As communication skills increases, self-confidence also increases.

Tenability of Hypotheses

1. The null hypothesis “There exists no significant difference in the mean scores of communication skills of male and female prospective teachers” is rejected
2. The null hypothesis “There exists no significant difference in the mean scores of communication skills of rural and urban prospective teachers” is rejected
3. The null hypothesis “There exists no significant difference in the mean scores of communication skills of prospective teachers based on the faculty of study” is accepted.
4. The null hypothesis “There exists no significant difference in the mean scores of communication skills of prospective teachers from nuclear and joint family” is rejected.
5. The null hypothesis “There exists no significant difference in the mean scores of communication skills of prospective teachers based on their order of birth” is accepted.
6. The null hypothesis “There exists no significant difference in the mean scores of communication skills of prospective teachers based on their father’s educational qualification” is rejected.
7. The null hypothesis “There exists no significant difference in the mean scores of communication skills of prospective teachers based on their mother’s educational qualification” is rejected.
8. The null hypothesis “There exists no significant difference in the mean scores of self-confidence of male and female prospective teachers” is rejected
9. The null hypothesis “There exists no significant difference in the mean scores of self-confidence of rural and urban prospective teachers” is rejected
10. The null hypothesis “There exists no significant difference in the mean scores of self-confidence of prospective teachers based on the faculty of study” is rejected.
11. The null hypothesis “There exists no significant difference in the mean scores of self-confidence of prospective teachers from nuclear and joint family” is rejected.
12. The null hypothesis “There exists no significant difference in the mean scores of self-confidence of prospective teachers based on their order of birth” is accepted.
13. The null hypothesis “There exists no significant difference in the mean scores of self-confidence of prospective teachers based on their father’s educational qualification” is accepted.
14. The null hypothesis “There exists no significant difference in the mean scores of self-confidence of prospective teachers based on their mother’s educational qualification” is accepted.
15. The null hypothesis “There exists no significant correlation between communication skills and self-confidence of prospective teachers” is rejected.

**CHAPTER - V**

**FINDINGS, CONCLUSIONS AND SUGGESTIONS**

**The study in retrospect**

**Major findings**

**Conclusions**

**Educational implications of the study**

**Suggestions for further research**

THE STUDY IN RETROSPECT

 The present investigation is entitled as Communication Skills and Self-Confidence of prospective Teachers in Kanyakumari District. This chapter attempts to summarise all the findings and conclusions drawn from the present investigation. The educational implication of the study and suggestions for further research are also given.

OBJECTIVES OF THE STUDY

1. To construct and validate a tool for measuring communication skills of prospective teachers.
2. To study the level of communication skills of prospective teachers
3. To study the level of self-confidence of prospective teachers
4. To study whether there exists any significant difference in the mean scores of communication skills of prospective teachers with respect to-
5. Gender
6. Locale
7. Faculty of study
8. Type of family
9. Order of birth
10. Father’s educational qualification
11. Mother’s educational qualification
12. To compare the mean scores of self-confidence of prospective teachers with respect to-
13. Gender
14. Locale
15. Faculty of study
16. Type of Family
17. Order of birth
18. Father’s educational qualification
19. Mother’s educational qualification
20. To study the correlation between communication skill and self-confidence of prospective teachers.

HYPOTHESES FORMULATED FOR THE STUDY

 The following are the major hypotheses formulated for the present investigation.

1. There exists significant difference in the mean scores of communication skills of male and female prospective teachers
2. There exists significant difference in the mean scores of communication skills of rural and urban prospective teachers
3. There exists significant difference in the mean scores of communication skills of prospective teachers based on the faculty of study
4. There exists significant difference in the mean scores of communication skills of prospective teachers from nuclear and joint family
5. There exists significant difference in the mean scores of communication skills of prospective teachers based on the order of birth
6. There exists significant difference in the mean scores of communication skills of prospective teachers based on their father’s educational qualification
7. There exists significant difference in the mean scores of communication skills of prospective teachers based on their mother’s educational qualification
8. There exists significant difference in the mean scores of self-confidence of male and female prospective teachers
9. There exists significant difference in the mean scores of self-confidence of rural and urban prospective teachers
10. There exists significant difference in the mean scores of self-confidence of prospective teachers based on the faculty of study
11. There exists significant difference in the mean scores of self-confidence of prospective teachers from nuclear and joint family
12. There exists significant difference in the mean scores of self-confidence of prospective teachers based on the order of birth
13. There exists significant difference in the mean scores of self-confidence of prospective teachers based on their father’s educational qualification
14. There exists significant difference in the mean scores of self-confidence of prospective teachers based on their mother’s educational qualification
15. There exists significant correlation between communication skills and self-confidence of prospective teachers

METHODOLOGY IN BRIEF

Method Adopted

Normative survey method was adopted for the study.

Population

The population in the present study consisted of all prospective teachers studying in different B.Ed colleges in Kanyakumari district.

Sample

The sample for the study consisted of 400 prospective teachers in different colleges of education in Kanyakumari district. Stratified random sampling technique was used to select the sample.

Tools

 The tools used for the collection of data were

* Communication Skills Inventory (constructed and validated by the investigator)
* Self-Confidence Scale (Jayanthi and Mini Kumari 2012)
* Personal Data Sheet.

STATISTICAL TECHNIQUES USED

 For analysis of data, the following statistical techniques were used

1. Arithmetic mean
2. Standard deviation
3. *t* test
4. ANOVA followed by Scheffe’s procedure
5. Pearson Product Moment Correlation Coefficient

MAJOR FINDINGS

 The findings emerged from the analysis of data collected are summarized below:

1. Majority of prospective teachers have medium level of communication skills. This is supported by the following result (65% of prospective teachers possess medium level of communication skills).
2. Majority of prospective teachers have medium level of self-confidence. This is supported by the following result (64.25% of prospective teachers possess medium level of self-confidence).
3. There exists significant difference in the mean scores of communication skills of male and female prospective teachers. The finding is supported by the following result (t- 3.199; p < 0.01 which is significant at 0.01 level).
4. There exists significant difference in the mean scores of communication skills of rural and urban prospective teachers. The finding is supported by the following result (t- 2.432; p < 0.05 which is significant at 0.05 level).
5. There exists no significant difference in the mean scores of communication skills of prospective teachers belonging to arts and science faculties. The finding is supported by the following result (t- 0.735; p > 0.05 which is not significant at any level).
6. There exists significant difference in the mean scores of communication skills of prospective teachers from nuclear and joint family. The finding is supported by the following result (t- 3.312; p < 0.01 which is significant at 0.01 level).
7. There exists no significant difference in the mean scores of communication skills of younger, middle and elder born prospective teachers. The finding is supported by the following result (F- 0.461; p > 0.05 which is not significant at any level).
8. There exists significant difference in the mean scores of communication skills of prospective teachers based on their father’s educational qualification: SSLC & below, higher secondary and Graduation & above. The finding is supported by the following result (F- 12.164; p < 0.01 which is significant at 0.01 level).
9. There exists significant difference in the mean scores of communication skills of prospective teachers based on their mother’s educational qualification: SSLC & below, higher secondary and Graduation & above. The finding is supported by the following result (F- 7.533; p < 0.01 which is significant at 0.01 level).
10. There exists significant difference in the mean scores of self-confidence of male and female prospective teachers. The finding is supported by the following result (t- 2.222; p < 0.05 which is significant at 0.05 level).
11. There exists significant difference in the mean scores of self-confidence of rural and urban prospective teachers. The finding is supported by the following result (t- 2.680; p < 0.01 which is significant at 0.01 level).
12. There exists significant difference in the mean scores of self-confidence of prospective teachers belonging to arts and science faculties. The finding is supported by the following result (t- 3.361; p < 0.01 which is significant at 0.01 level).
13. There exists significant difference in the mean scores of self-confidence of prospective teachers from nuclear and joint family. The finding is supported by the following result (t- 2.022; p < 0.05 which is significant at 0.05 level).
14. There exists no significant difference in the mean scores of self-confidence of younger, middle and elder born prospective teachers. The finding is supported by the following result (F- 1.735; p > 0.05 which is not significant at any level).
15. There exists no significant difference in the mean scores of self-confidence of prospective teachers based on their father’s educational qualification: SSLC & below, higher secondary and Graduation & above. The finding is supported by the following result (F- 2.242; p > 0.05 which is not significant at any level).
16. There exists no significant difference in the mean scores of communication skills of prospective teachers based on their mother’s educational qualification: SSLC & below, higher secondary and Graduation & above. The finding is supported by the following result (F- 0.323; p > 0.05 which is not significant at any level).
17. There exists significant positive correlation between communication skills and self-confidence of prospective teachers for the total sample. The finding is supported by the following obtained results ( r = 0.221; p < 0.01 which is significant at 0.01 level).

CONCLUSIONS

 Based on the findings, the investigator arrived at the following conclusions:

1. Gender has influence on communication skills of prospective teachers. Female prospective teachers possess high communication skills when compared to their male counterparts. It may be because of the reason that they feel more socially insecure and want to be respected and heard. So they talk more. It is also supposed that females are more talkative than men and express their ideas frankly. Thus it could be assumed that females are better in communication skills.
2. Locale has influence on communication skills of prospective teachers. Urban prospective teachers possess more communication skills compared to rural prospective teachers. It may be because of the reason that urban students get more opportunities to engage in activities like debate, group discussions and extempore speech which enhance their communication skills and this paves the way to improve their communicative competence.
3. Faculty of study has no influence on communication skills of prospective teachers.
4. Type of family has influence on communication skills of prospective teachers. Prospective teachers from nuclear family possess more communication skills compared to prospective teachers from joint family. It may be because of the reason that most of the parents are educated in the current nuclear family system. They encourage their children to communicate more in English language. Also they give more importance to the communication skills of their children. That is why children from nuclear family have more communication skills than the students from joint family.
5. Order of birth has no influence on communication skills of prospective teachers.
6. Father’s educational qualification has influence on communication skills of prospective teachers. Prospective teachers whose father’s educational qualification is graduation and above possess more communication skills than SSLC & below and higher secondary qualification. It may be because of the reason that the verbal responsiveness of father makes contribution to the growth of their children.
7. Mother’s educational qualification has influence on communication skills of prospective teachers. Prospective teachers whose mother’s educational qualification is graduation and above possess more communication skills than SSLC & below and higher secondary qualification. It may be because of the reason that the educated mothers act as a communicative partners to their children.
8. Gender has influence on self-confidence of prospective teachers. Male prospective teachers possess high self-confidence when compared to the female. It may be because of the reason that male children are considered as superior to their female siblings. In the present social scenario they enjoyed more freedom and this may lead to their increasing level of self-confidence.
9. Locale has influence on self-confidence of prospective teachers. Rural prospective teachers possess more self-confidence compared to urban prospective teachers. It may be because of the reason that the rural students have safe and protected environment and it would affected their physical and mental well-being when compared to urban students. Social support of rural communities contribute to their feeling of self esteem and academic competence where as the urban students do not get these kind of social supports. Hence the rural students have high confidence than the urban students.
10. Faculty of study has influence on self-confidence of prospective teachers. The prospective teachers studying under science subject possess more self-confidence compared to arts faculties. It may be because of the reason that science group students are exposed to attending more competitive examinations than the arts group students. More than that, it is believed that students in science are more superior in intelligence and have scored more marks. This may be why science faculties have more self-confidence than the arts faculties.
11. Type of family has influence on self-confidence of prospective teachers. Prospective teachers from nuclear family possess more self-confidence compared to prospective teachers from joint family. It may be because of the reason that now-a-days it is common to have dual income in nuclear families. Financial stability allows the parents to provide additional opportunities that allow their children to flourish socially and develop a higher level of confidence.
12. Order of birth has no influence on self-confidence of prospective teachers.
13. Father’s educational qualification has no influence on self-confidence of prospective teachers.
14. Mother’s educational qualification has no influence on self-confidence of prospective teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

 The present investigation aimed at studying the communication skills and self-confidence of prospective teachers. The findings of the study gave certain implication in improving communication skills and self-confidence of prospective teachers.

1. The present study shows a significant positive relationship between communication skills and self-confidence of prospective teachers. The provision should be provided in colleges for creating better learning environment for the development of communication skills and self-confidence.
2. Prospective teachers should be encouraged to participate in various programmes like speech competitions, quiz programmes and group discussions which improve their communicative competence and self-confidence.
3. Inculcate the spirit and necessity of communication skills of prospective teachers.
4. The study suggests the need for effective guidance programmes like extempore speech and group work for increasing the level of self-confidence.
5. Sufficient physical activities like yoga should be provided as a tension releasing mechanism.
6. The ideas and views of prospective teachers should be respected for developing the communicative ability and self-confidence.
7. Prospective teachers should be encouraged to develop a positive self image.
8. Provisions should be there in the curriculum to develop more leadership responsibilities to students.
9. Communication skills and self-confidence increase the opportunities to succeed in life.

SUGGESTIONS FOR FURTHER RESEARCH

 Based on the findings of the present investigation, the investigator suggests the following areas for further research.

1. The present study is confined to Kanyakumari district only. Similar studies can be conducted in other Districts also.
2. The present study was conducted only on prospective teachers. It can be conducted on pupils at different age levels and academic levels.
3. The same study may be undertaken with a large sample.
4. Further studies can be carried out with other methods such as interview and group discussion techniques for data collection.
5. A communication skill is a broad area of research. In the present study, the investigator focused only on verbal and non-verbal communication. Other sub skills of communication skills like listening and reading can also be conducting for further research.

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