**APPENDICES**

**APPENDIX- A**

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR

KANYAKUMARI DISTRICT

**COMMUNICATION SKILLS INVENTORY (Draft Form)**

Constructed by

Viniba V.B and Ms. Devika S (2016)

**Instructions**

Given below are few statements related to various aspects of communication skills. Read them carefully and indicate your response in the appropriate place with a tick (√) mark – Always / Neutral / Never. Your answer will be used for research purpose only.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S.No | Statements | Always | Neutral | Never |
| 1 | I can talk fluently and freely |  |  |  |
| 2 | I can describe about things vividly |  |  |  |
| 3 | I converse on the interest of the audience |  |  |  |
| 4 | I usually introduce myself when indulge in new situations |  |  |  |
| 5 | I feel that my vocabulary is insufficient for effective communication |  |  |  |
| 6 | I will not share my thoughts and ideas with others |  |  |  |
| 7 | I do not listen when others speak |  |  |  |
| 8 | I can express my ideas in a coherent way |  |  |  |
| 9 | I can talk according to the situation |  |  |  |
| 10 | I am good in presentation skills |  |  |  |
| 11 | I will be able to summarize the key points of conversation which I have with people |  |  |  |
| 12 | I cannot speak confidently in front of others |  |  |  |
| 13 | While communicating I use humour occasionally |  |  |  |
| 14 | I feel uncomfortable with my pronunciation |  |  |  |
| 15 | I feel that I am not able to construct meaningful sentences |  |  |  |
| 16 | I commit a lot of spelling errors while writing |  |  |  |
| 17 | I often get confused about the grammatical rules while writing |  |  |  |
| 18 | As my hand writing is not legible, others cannot understand my views clearly |  |  |  |
| 19 | I feel difficult to write, as my vocabulary is very poor |  |  |  |
| 20 | I am not able to express my ideas and feelings through written words |  |  |  |
| 21 | I feel that clarity is very important in writing |  |  |  |
| 22 | I am well versed in my written communication |  |  |  |
| 23 | I often write letters than other modes of communication |  |  |  |
| 24 | Others cannot understand my writing as I use code words |  |  |  |
| 25 | My conversation greatly depends on the facial expressions of others |  |  |  |
| 26 | I maintain proper eye contact when I converse with others |  |  |  |
| 27 | I express my emotions frankly through facial expressions |  |  |  |
| 28 | I often raise my eye brows in order to gain attention of others |  |  |  |
| 29 | If others commit any mistakes, they identify it by my facial expressions |  |  |  |
| 30 | I begin my conversation with a cheerful smile |  |  |  |
| 31 | My face expose my emotions |  |  |  |
| 32 | I adopt different facial expressions to implicate emotions |  |  |  |
| 33 | I deviate my eye contact to indicate that I am bored |  |  |  |
| 34 | I use yawning to stop a conversation in which I am not interested |  |  |  |
| 35 | I do not have a relax body posture |  |  |  |
| 36 | My gestures complement with my conversation |  |  |  |
| 37 | While I speak I use my hands very often |  |  |  |
| 38 | I often use gestures which is not appropriate to the situation |  |  |  |
| 39 | My emotions affect my gestures |  |  |  |
| 40 | I feel that inappropriate body language sends wrong message |  |  |  |
| 41 | I greet people with a firm handshake |  |  |  |
| 42 | When others speak, I used to nod my head to show that I got the point |  |  |  |
| 43 | My body has least significance on my communication |  |  |  |
| 44 | When I speak, I use awkward body language |  |  |  |
| 45 | I feel that audio visual aids provide great support to communication |  |  |  |
| 46 | Often I use videos and pictures in my presentation |  |  |  |
| 47 | I think audio visual aids influence the ability of listening |  |  |  |
| 48 | I am interested and attentive when others use audio visual aids |  |  |  |
| 49 | I feel that audio visual aids make me refreshed |  |  |  |
| 50 | I think audio visual aids make information stay long time |  |  |  |
| 51 | I opined that audio visual aid is a way of further explanation |  |  |  |
| 52 | For easy remembrance of points I use audio visual aids |  |  |  |
| 53 | I feel that using of audio visual aids enable to understand the subject more in depth |  |  |  |
| 54 | I use audio visual aids as it integrate with verbal and non verbal communication |  |  |  |

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR

KANYAKUMARI DISTRICT

**COMMUNICATION SKILLS INVENTORY (Final Form)**

Constructed By

Viniba V.B and Ms. Devika S (2016)

**Instructions**

Given below are few statements related to various aspects of communication skills. Read them carefully and indicate your response in the appropriate place with a tick (√) mark – Always / Neutral / Never. Your answer will be used for research purpose only.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S.No | Statements | Always | Neutral | Never |
| 1 | I can talk fluently and freely |  |  |  |
| 2 | I feel that I am not able to construct meaningful sentences |  |  |  |
| 3 | I maintain proper eye contact when I converse with others |  |  |  |
| 4 | I do not have a relax body posture |  |  |  |
| 5 | Often I use videos and pictures in my presentation |  |  |  |
| 6 | I can describe about things vividly |  |  |  |
| 7 | I commit a lot of spelling errors while writing |  |  |  |
| 8 | I express my emotions frankly through facial expressions |  |  |  |
| 9 | My gestures complement with my conversation |  |  |  |
| 10 | I think audio visual aids influence the ability of listening |  |  |  |
| 11 | I converse on the interest of the audience |  |  |  |
| 12 | As my hand writing is not legible, others cannot understand my views clearly |  |  |  |
| 13 | I begin my conversation with a cheerful smile |  |  |  |
| 14 | While I speak I use my hands very often |  |  |  |
| 15 | I am interested and attentive when others use audio visual aids |  |  |  |
| 16 | I will not share my thoughts and ideas with others |  |  |  |
| 17 | I feel difficult to write, as my vocabulary is very poor |  |  |  |
| 18 | My face expose my emotions |  |  |  |
| 19 | I often use gestures which is not appropriate to the situation |  |  |  |
| 20 | I feel that audio visual aids make me refreshed |  |  |  |
| 21 | I do not listen when others speak |  |  |  |
| 22 | I am not able to express my ideas and feelings through written words |  |  |  |
| 23 | I adopt different facial expressions to implicate emotions |  |  |  |
| 24 | I feel that inappropriate body language sends wrong message |  |  |  |
| 25 | I think audio visual aids make information stay long time |  |  |  |
| 26 | I can talk according to the situation |  |  |  |
| 27 | I feel that clarity is very important in writing |  |  |  |
| 28 | I use yawning to stop a conversation in which I am not interested |  |  |  |
| 29 | When others speak, I used to nod my head to show that I got the point |  |  |  |
| 30 | I opined that audio visual aid is a way of further explanation |  |  |  |
| 31 | I cannot speak confidently in front of others |  |  |  |
| 32 | I am well versed in my written communication |  |  |  |
| 33 | My body has least significance on my communication |  |  |  |
| 34 | For easy remembrance of points I use audio visual aids |  |  |  |
| 35 | While communicating I use humour occasionally |  |  |  |
| 36 | Others cannot understand my writing as I use code words |  |  |  |
| 37 | When I speak, I use awkward body language |  |  |  |
| 38 | I use audio visual aids as it integrate with verbal and non verbal communication |  |  |  |

**APPENDIX - B**

N.V.K.S.D College of Education, Attoor – 629191

**SELF - CONFIDENCE SCALE**

Prepared By

Jayanthi K.S and Dr. MiniKumari V.S (2012)

**Introductions**

Given below are a few statements related to you. Read them carefully and indicate your answer in the appropriate place with a tick mark (√). Your answers will be used for research purposes only.

|  |  |  |  |
| --- | --- | --- | --- |
| SI.No | Statements | Agree | Disagree |
| 1 | I am confident of my own ability |  |  |
| 2 | I can solve difficult problem |  |  |
| 3 | I am always worried about my future |  |  |
| 4 | Failures are night mares to me |  |  |
| 5 | I can control my feelings |  |  |
| 6 | I have a strength mind to face all situations |  |  |
| 7 | I feel have received a new vision |  |  |
| 8 | When I am emotionally upset I take much time to recover |  |  |
| 9 | When things go wrong, I pity or blame myself |  |  |
| 10 | I have difficulty in talking |  |  |
| 11 | I cannot overcome unpleasant situations |  |  |
| 12 | I am afraid of night travels |  |  |
| 13 | I am able to solve even the most difficult tasks assigned to me |  |  |
| 14 | I can easily adjust to new situations |  |  |
| 15 | I am afraid of going to strong places |  |  |
| 16 | I find it difficult to face a problematic situation |  |  |
| 17 | I am afraid to face death |  |  |
| 18 | I cry when others blame me |  |  |
| 19 | I am not afraid of stranger |  |  |
| 20 | I have stage fright while talking part in competitions |  |  |
| 21 | When I face difficulty, I feel hopeless |  |  |
| 22 | If something looks difficult, I avoid doing it |  |  |
| 23 | I feel excited about every new day |  |  |
| 24 | I am confident that I can score good marks |  |  |
| 25 | I am not free from conflict |  |  |
| 26 | I am sure fulfilling my ambition |  |  |
| 27 | I am very confident that I can achieve the things I wish |  |  |
| 28 | I think a lot about my problems |  |  |
| 29 | I have no courage to initiate conversation |  |  |
| 30 | I take part in all co – curricular activates |  |  |
| 31 | I try maximum to achieve the goals of life |  |  |
| 32 | I have a feeling of inferiority |  |  |
| 33 | I have enough faith myself |  |  |
| 34 | I have no fear in facing any test situation |  |  |

**APPENDIX - C**

N.V.K.S.D. COLLEGE OF EDUCATION

ATTOOR, 2015-2017

**PERSONAL DATA SHEET**

**Instructions**

Certain personal data regarding you are required for my research purpose. The information given by you will be kept confidential and it will be used for the research purpose only.

Thanking you

Viniba V. B

M.Ed student.

Name of the student :

Name of the college :

Gender : Male / Female

Locale : Rural / Urban

Faculty of study : Arts / Science

Type of family : Nuclear / Joint

Order of birth : Younger/middle/Elder

Parental educational qualification

Father : SSLC & below / Higher secondary / Graduation & above

Mother : SSLC & below / Higher secondary / Graduation & above

**APPENDIX – D**

Article Related to the Study Conducted

**A Study on Communication Skills of Prospective Teachers**

Viniba.V.B.\* & Ms. Devika. S.\*\*

*\*M.Ed. Student & \*\* Assistant Professor*

*N.V.K.S.D. College of Education, Attoor.*

**ABSTRACT**

In this study, the investigator made an attempt to study the communication skills of prospective teachers in Kanyakumari district. The objectives of the study were, to find out the level of communication skills of prospective teachers and to find whether there exists any significant difference in the mean scores of communication skills of prospective teachers with respect to their gender, locale, faculty of study and type of family. Normative survey method was adopted for the present study. 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. The findings revealed that majority of prospective teachers seem to have medium level of communication skills. It was also found that there exists significant difference between male and female, urban and rural, nuclear and joint family prospective teachers in their communication skills, but no difference was found between the prospective teachers belonging to arts and science faculties.

Key words: Communication skills, Verbal communication, Non-verbal communication

**INTRODUCTION**

Communication is a two ways process involving exchange of ideas, facts and opinions. Communication involves both informational and understanding of matter. 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 (Clement, 2008). 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 (Filiz Mete, 2015).

Classroom communication is very important in the teaching-learning process. The communication between the teacher and the students can be categorized as verbal 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 ( Aggarwal, J.C, 2011)

**NEED AND SIGNIFICANCE OF THE STUDY**

Teachers need excellent communication skills to succeed in their profession. Oral, written and interpersonal communication skills are required by teachers to facilitate understanding of teaching and the ability to accomplish their responsibilities effectively. Development of effective communication skills is an important part of teachers’ advancement potential. Teachers must possess highly developed communication skill levels to become a successful professional. The development of these skills not only enhances the teachers’ potential, but will also improve their quality. Advanced communication skills are required in every aspect of the teaching process. Teachers must possess highly developed oral and writing skills to communicate efficiently and effectively with the learners and co-workers (Sailaja,S, 2015). Prospective teachers must have good leadership, public speaking and over all communication skills. For that reason good communication skills are must for every prospective teacher. More than that communication skill is highly required for societal survival. The present study is an attempt to find out the communication skills of prospective teachers in Kanyakumari district.

**OBJECTIVES**

1. To study the level of communication skills of prospective teachers
2. To compare the communication skills of prospective teachers with respect to-
3. Gender
4. Locale
5. Academic stream
6. Type of family

**HYPOTHESES**

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 their academic stream
4. There exists significant difference in the mean scores of communication skills of prospective teachers from nuclear and joint family

**METHOD**

Normative survey method was adopted for the study.

**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.

**TOOL USED**

The tool used for this study was Communication Skills Inventory (constructed and validated by the investigator).

**STATISTICAL TECHNIQUES USED**

For analysis of data the following statistical techniques were used

1. Arithmetic mean
2. Standard deviation
3. t-test

**RESULTS AND DISCUSSION**

**Level of Communication Skills of Prospective Teachers**

The percentage wise distribution of different levels of communication skills of prospective teachers are given in Table 1

**Table: 1**

***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 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 respectively. This indicates that most of the prospective teachers have medium level of communication skills.

1. **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 2

**Table: 2**

***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. The mean value shows that female prospective teachers have more communication skills when 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 3

**Table: 3**

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

1. **Comparison of communication skills based on their academic stream**

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of prospective teachers based on their academic stream.

Two groups of prospective teachers belonging to arts and science faculties have been subjected for study as per the analysis given in Table 4

**Table: 4**

***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 different academic stream. Academic stream 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 5

**Table: 5**

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

**FINDINGS AND CONCLUSIONS**

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. 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.
3. Locale has influence on communication skills of prospective teachers. Urban prospective teachers possess more communication skills when compared to rural prospective teachers. It may be because of the reason that urban students get more opportunities to engage in classroom activities like debate, group discussions and extempore speech which enhance their communication skills and this paves the way to improve their communicative competence.
4. Faculty of study has no influence on communication skills of prospective teachers.
5. Type of family has influence on communication skills of prospective teachers. Prospective teachers from nuclear family possess more communication skills when 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 especially in English language. That may the reason why children from nuclear family have more communication skills than the students from joint family.

**EDUCATIONAL IMPLICATIONS**

The study revealed that majority of prospective teachers in Kanyakumari district possesses moderate level of communication skills. Prospective teachers should be encouraged to participate in various programmes like speech competitions, quiz programmes, extempore speech and group discussions which improve their communicative competence and inculcate in them the spirit and necessity of communication skills in the contemporary social secenario. The ideas and views of prospective teachers should be respected which would develop their communicative ability. They are also encouraged to develop a positive self image. Hence it can be concluded that communication skills is the necessary one which would increase the opportunities to succeed in life

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