

CONSTRUCTION AND STANDARDISATION OF COMMUNICATION SKILLS SCALE

Dr.M.Panneerselvam* and Dr.M.Muthamizhselvan**

Research Scholar (Part-time) and Principal, Senthil College of Education, Periyavadavadi, Vriddhachalam, Cuddalore District- 606 104.

&

Assistant Professor, Department of pedagogical Science, TNTEU, Chennai-97.

Abstract

Education is a deliberate and systematic influence exerted by the mature person on the immature through instruction and discipline. It means the harmonious development of all the powers of the human being physical, social, intellectual, emotional, aesthetic and spiritual. Education is a product of experience and gathering knowledge, skills and attitude are transmitted to the members of a community. Thus, education is the process of helping a child to adjust to this changing world. Communication skills scale attempts to provide a score indicating feelings of pleasantness-unpleasantness or like-dislike to varied teaching environmental stimuli, makes an important contribution to counseling thereby modifying the behaviour of school teachers and will more frequently cause the School teachers to investigate how she/he can develop his aptitudes in Communication skills scale.

Key words: Communication skills scale, Standardization and School teachers.

INTRODUCTION

Teacher is the undisputed pivot in the complex system of education that operates anywhere around the world and despite the emergence of high end information and communication technologies, they continues to enjoy this key position in the teaching learning process. Place of teacher is particularly of paramount significance in societies like ours where most of the learners still depend for their education entirely or predominantly on formal institutional setting which is characterized by face to face interaction and sharing of experiences with teachers and, occasionally, they resort to the use of technology to supplement and enrich what they learn in schools and colleges under the guidance of teachers.

Students need practical and deeper knowledge about the subject they are learning in school and college. For better learning from teachers, they need to ask the question and they have to discuss their subjective and objective doubts. When teachers understand where they are confused about the subject then they can teach in their style, it will help students get high marks. Most of the students do not ask question because of fear, hesitation and low confidence. Communication skills help them to listen, understand the point of view of teachers in the class. After listening and understanding what teachers are speaking about students can ask better questions with confidence and it will help them to gain more knowledge.

Skill sets offers a number of workshops to help you build and strengthen your teaching abilities, whether as a TA, course instructor or in a non-academic career. The Provisional Guidelines also include criteria for the assessment of teaching effectiveness, which might help you in selecting and contextualizing the information in your dossier. These criteria will be assessed based both on the information in your dossier, as well as the information provided by your department. These criteria are: A faculty member demonstrates capabilities as a teacher in lectures, seminars, laboratories and tutorials as well as in less formal teaching situations, including directing graduate students and counseling students.

The guidelines for tenure and promotion prescribe in detail the procedures to be followed in the evaluation of teaching activities. The level of achievement deemed necessary will depend on the rank being sought. According, there will be some variation in the components and emphases of the documentation

collected for each process, reflecting the different stages of an academic career. Success in stimulating and challenging students and promoting their intellectual and scholarly development of Strong communication skills, Success in developing students' mastery of a subject and of the latest developments in the field,

Success in encouraging students' sense of inquiry and understanding of a subject through discovery-based learning.

Administration –Pilot Study

The scale thus constructed for this purpose consists of 50 statements. It is then decided to conduct a pilot study. The main objectives of which were to find out, if there is any need for effecting any change in the form and content of the statements so as to improve the school teachers understanding of them and also for item selection. In Pilot-study as many as 200 school teachers were involved teaching in various schools located in the urban and rural areas of Cuddalore Region were selected through random sampling method.

Scoring

Each all positive item consists of five alternatives viz., Always, Often, Sometimes, Rarely and Never, response is to be score as 5, 4, 3, 2, 1. Out of the five, one represents the Communication skills, and the teachers are asked to put a tick on the alphabet of any one of the statements for each item, according to their Communication skills. If the school teacher selects the statement pertaining to Communication skills, he/she will be given appropriate score for that item. So, if a teacher selects all the Communication skills alternatives for each item, he can get a maximum of 250 scores. The score ranges from 50 – 250 in this scale.

Then 25% of the subjects (high) with the highest total scores and 25% of subjects (low) with the lowest total scores were sorted out for the purpose of item selection. The high and low groups thus selected formed the criterion groups and each group was made up of 25 school teachers.

This for all the 50 statements the number of response coming under each category was found out and the 't' values for all 50 statements were calculated (vide: Table 1).

The value of 't' is a measure of the extent to which a given statement differentiates between the high and low groups. If the 't' value is equal to or greater than 1.75 it indicates that the average response of the high and low groups to statement differs significantly, provided there are 21 (or) more subjects in the high group and also in the low group (Edwards,1957). The total number of subjects involved in the pilot study being 200. As many as 30 statements, having the highest 't' value were chosen in order to form the final scale. An individual score ranges from 50 to 150.

Item Analysis and Selection of items

As described earlier the subjects were asked to give responses according to their Communication skills. The total scores for each school teacher was calculated and the point 't' value for each statement was calculated. The 't' values of 50 statements are given below:

COMMUNICATION SKILLS SCALE (CSS)

Statement no	Statement nature	't' value	Statement selected/ Not selected
Statement 1	Positive	2.25773	Selected
Statement 2	Positive	0.573854	Not selected
Statement 3	Positive	1.013	Not selected
Statement 4	Positive	1.346831	Not selected
Statement 5	Positive	1.44001	Not selected
Statement 6	Negative	3.77552	Selected
Statement 7	Positive	1.12693	Not selected
Statement 8	Positive	0.62217	Not selected
Statement 9	Negative	0.69631	Not selected
Statement 10	Positive	2.08893	Selected
Statement 11	Negative	1.82652	Selected
Statement 12	Negative	3.40805	Selected
Statement 13	Negative	3.2075	Selected
Statement 14	Negative	2.18841	Selected
Statement 15	Positive	0.12388	Not selected
Statement 16	Negative	3.18401	Selected
Statement 17	Negative	3.25212	Selected
Statement 18	Negative	3.52535	Selected
Statement 19	Positive	1.31659	Not selected
Statement 20	Negative	3.38014	Selected
Statement 21	Positive	4.319548	Selected
Statement 22	Positive	1.000345	Not selected
Statement 23	Positive	1.77319	Selected
Statement 24	Positive	1.5318	Not selected
Statement 25	Negative	0.6164	Not selected
Statement 26	Positive	1.75262	Selected
Statement 27	Negative	3.05389	Selected
Statement 28	Positive	1.15828	Not selected
Statement 29	Negative	2.2188	Selected

Statement 30	Positive	5.16251	Selected
Statement 31	Positive	2.70739	Selected
Statement 32	Negative	0.31405	Not selected
Statement 33	Positive	0.366242	Not selected
Statement 34	Positive	3.34849	Selected
Statement 35	Positive	0.3195	Not selected
Statement 36	Positive	3.52269	Selected
Statement 37	Positive	3.66789	Selected
Statement 38	Negative	4.50599	Selected
Statement 39	Negative	1.4175	Not selected
Statement 40	Positive	2.14663	Selected
Statement 41	Positive	2.76789	Selected
Statement 42	Positive	3.52445	Selected
Statement 43	Positive	2.23263	Selected
Statement 44	Positive	4.74496	Selected
Statement 45	Negative	1.72199	Not selected
Statement 46	Positive	1.22319	Not selected
Statement 47	Positive	2.69126	Selected
Statement 48	Negative	0.95714	Not selected
Statement 49	Negative	2.78669	Selected
Statement 50	Negative	3.60427	Selected

From the above table, it is evident that item numbers are 2,3,4,5,7,8,15,19,22,24,28,33,35,46 positively and 9, 25, 32,39,45,48 negatively correlated or having low 't' value, and the remaining items are positively correlated or having high 't' value. According to Garret (1979) items which are substantially correlated with the criteria is passed by high scores more often than by low scores. Such of those items are considered good items, and items which correlate negatively or zero, are considered poor items (Garrett 1979). Hence all the above said 30 items are retained as such without any change, for the purpose of the final study.

Reliability

Reliability refers to the accuracy of measurement by a test. In this study, the co-efficient of internal consistency has been found to be 0.79 by the split half method and the intrinsic validity was established by taking the square root of reliability coefficient i.e., $0.79 = 0.88$.

Validity

The face validity of the Communication skills scale has been established beyond doubt that the items selected reflect the various Communication skill activities. Further, the content validity is also established, since the items selected in the tool are more or less equally covering the various components of teaching. Thus, it may be inferred that this scale is highly reliable and valid. Thus the final version of the Communication skills

scale has been prepared with 30 valid items. Lower scores indicate the presence of low level of Communication skills and the score above the mid value indicates the presence of high level of Communication skills. The correct answers for all the items are as follows:

S.NO	+/-	STATEMENT	Dimension	A	O	S	R	N
1	+	I express my views in a clear manner.	NV					
2	-	I have struggle while speaking.	V					
3	+	The children easily understand what I have communicated to them.	V					
4	-	People don't get what I am saying.	V					
5	-	I find it difficult to see thing from someone else's point of view.	NV					
6	-	Communicating with higher officials is a difficult task for me.	V					
7	-	I am unaware of my friends expectations.	NV					
8	-	People interpret wrongly what I said to them.	V					
9	-	I find it hard to express my feelings to others.	NV					
10	-	I have difficulty putting my thoughts into words.	NV					
11	-	I worry that the person I am arguing with will form a negative impression of me in an argument.	V					
12	+	I feel that arguing over controversial issues improves my intelligence.	V					
13	+	I am energetic and enthusiastic when I argue.	V					
14	+	I have a pleasant, good feeling when I win a point in an argument.	V					
15	-	When I finish arguing with someone, I feel nervous and upset.	V					

16	-	I get an unpleasant feeling when I realize I am about to get into an argument.	V						
17	+	I enjoy defending my point of view on an issue.	V						
18	+	I am happy when I keep an argument from happening.	V						
19	+	I consider an argument an exciting intellectual challenge.	V						
20	+	I feel refreshed and satisfied after an argument on a controversial issue.	NV						
21	+	I have the ability to do well in an argument.	NV						
22	-	I try to avoid getting into an argument.	NV						
23	+	I am open minded and am willing to change my viewpoint based on the valid opinion of others.	NV						
24	+	I prepare for all communications and think things through before I speak.	NV						
25	+	I always tailor my message to suit the person(s) I am talking to.	NV						
26	+	I find it easy to listen to what other people have to say without interrupting.	NV						
27	+	I am good at making eye contact with people when I am talking to them.	NV						
28	+	I am good at getting my point across in a clear, concise manner without waffling.	NV						
29	-	I don't start planning my response whilst the other person is talking.	NV						
30	-	I don't think that my opinion is the most important in the room.	NV						

CONCLUSION:

The tool namely teaching Communication skills scale was hence constructed and also validated by the prescribed norms.

REFERENCES

1. Candela, A. El Discurso Argumentativo de la Ciencia en el Aula. Encontro sobre Teoria e Pesquisa em Ensino de Ciencias, Belo Horizonte, 1997.
2. Evertson Weinstein (2011) – Handbook of classroom management, Routledge, New York.
3. Jonnaert Ph., Ettayebi M., Defise R. (2010) - Curriculum Si competence: un cadru operational; trad. din fr. Iulia MateiuCluj-Napoca: Editura ASCR.
4. Downie, N.M., 1961. “Fundamentals of Measurement; Techniques and Practices, New York; Oxford University Press.
5. Davis, F.B., 1946. Item Analysis Data, Cambridge, Mass: Harvard University Press.
6. Garret, H.E., and Woods worth R.S., 1979. Statistics in Psychology and education, Vakils, Feffer and Simons Pvt. Ltd. Bombay.
7. Sasika V., “Dignity and Interest of B.Ed., Teacher Trainees in Chennai District” in International Journal of Scientific and Research Publication, Vol-2, Issue 11 November 2012.