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Dr. Poonam Gaur
Officiating Principal, DIET,
Moti Bagh, New Delhi, India

Priyanka Nawariya
DIET, Moti Bagh,
New Delhi, India

Corresponding Author:
Dr. Poonam Gaur
Officiating Principal, DIET,
Moti Bagh, New Delhi, India

Effectiveness of communication skills for D.El.Ed. (Diploma in elementary education) trainees during school experience programme

Dr. Poonam Gaur and Priyanka Nawariya

Abstract

Communication is sharing of ideas, feelings and knowledge in between two or more than two persons. Sender, receiver, message, channel and feedback are important elements of communication. In this research, researcher is trying to find out the effectiveness of communication skills for trainees during school experience Programme. School experience Programme provides a chance to teacher trainees to act as an experienced teachers. It is an observation focused programme which gives chance of planning and presenting a part of lesson to trainees and will play a part in shaping vision of the teacher trainees towards their profession. Effectiveness of School Experience Programme depends upon communication skills of trainees to express their contents to students.

Keywords: Effectiveness, communication skills, observation focused programme, school experience programme

Introduction

Good communication at Primary and Upper Primary levels is critical in development of future learning of child. Effective communication is important for supportive teacher-student relationship, positive impact on class participation, commitment and achievements of students. Effective communications a key for successful classroom teaching. Success of classroom teaching of teacher trainees of teacher trainees involves 50% knowledge and 50% communication skills. As a result of this, a teacher trainee should be skillful in different modes of communication—listening, speaking, reading and writing and can utilize this expertise effectively in School Experience programme in a school environment. In this research, researchers tried to find out the effectiveness of communication skills for D.El.Ed. Trainees during school experience programme at Primary and Upper Primary levels in Delhi DIET, Moti Bagh.

Background of the study

“Success or failure of a school is not independent from teacher factor because, no matter how much the technology develops the teacher is one of the most important items of educational system” (Uygun, 2013, p. 197).

Teaching profession needs positive attitude and constant training, but, in pre-service teacher education programs, because of the density in curricula in practice schools and the workload of teachers, make practical training difficult for teacher candidates to practice (Çakır, 2000)

Some of the researches in this field

- Comparison of "School Experience" and "Teaching Practice" Activities in Teacher Training Systems of Turkey and England by Selcuk Uygun, Muhammad Akıncı, a Akdeniz University, Faculty of Education, TURKEY(2015) [3], it was seen that practical training is problematic in teacher education programs in Turkey. It was considered that investigation of the experiences of other countries can be beneficial for the development of this training and England can be a good example for this aim. Teacher training systems in Turkey and England and practical training of them were evaluated as descriptive and comparative.
- An Evaluation of School Experience Courses: The Development of Observation and Reflection Competences of Prospective Teachers by Dr. Zehra and Dr. Fahriye, faculty of Education, near east university, Nicosia, 2012 and study remarked that school

experience course and real life experience with practical teaching provide self-determination, observation and self-reflection skills as they are the transferable skills to the profession.

- Teaching Practice Experience for Undergraduate Student Teachers: A Case Study of the Department of Education at Sokoine University of Agriculture, Tanzania by William Msangya¹, Stelyus L. Mkoma, Wang Yihuan, Humanities and Development Studies, China Agricultural University and. Department of Physical Sciences, Faculty of Science, Sokoine University of Agriculture, 2016 and study concluded that student practical experience is vital to the preparation of qualified teachers. The effectiveness of the Teaching Practice program is highly linked to its quality components. The findings also indicated that the student teachers perceived teaching practice as an important tool of learning to teach because it promoted the development of teaching experience and prepared them for the real world of work.

Present research, is related with effectiveness of communication skills for pre-service teachers.

Statement of the problem

Assess the effectiveness of communication skills for D.El.Ed. (Diploma in elementary education) trainees during school experience programme.

Objectives

- How communication plays a vital role for D.El.Ed. Trainees during School Experience Programme (teaching practice).

Methodology

This research method is qualitative and quantitative in nature.

Population/sample size

A total of 90 Pupil teachers from D.EL.Ed First year(135) and second year(139) session2020-2021,from District Institute of Education and Training, Moti bagh involved randomly in the sample. Sample size remains restricted with100trainees of District Institute of Education and Training, Moti Bagh, for the present study.

Tool used

In the present study, researchers developed questionnaire

through Google Form regarding effectiveness of communication skills during School Experience Programme. After discussions with experts statements of questionnaire were developed and careful scrutiny of the statements was done from the developed statements of the experts. Based on the expert’s comments on the items’ content and face validity, clarity, total 22 statements were developed. Therefore, to assess the effectiveness of communication skills for student teachers towards teaching profession during school experience programme, the questionnaire with five points marking developed by researchers, was used as a tool and this scale was standardized after administration on 274 trainees.

The questionnaire contains five point Likert scale with22 statements. All The statements were given options using five point (5) Likert scale type of responses, namely: Strongly Agree=5; Agree=4; neither agree or disagree =3; Disagree=2; strongly disagree =1.

The pupil teacher responded by choosing the alternative against the serial number of the questionnaire statement in the sheet. Though no time limit was assigned for recording responses on the Performa, pupil teachers were asked to complete it as soon as possible.

Collection of data

For the collection of data, questionnaire was administered to the pupil-teachers during School Experience Programme i and general instructions about the questionnaire were given to the pupil-teachers and the purpose was also explained to them. Responses of Pupil teachers through questionnaire were gathered on the spot for data analysis.

Statistical techniques used

The data was analyzed by using statistical techniques – percentage and Bar Diagram.

Limitations of the study

- The study was delimited only to DIET MOTI MAGH, DELHI only.
- The study was delimited only to 90 pupil-teachers of first year and second year both, i.e. D.El.Ed. Trainees only.

Result and Discussions

Analysis and Interpretation of Data

Questionnaire for how communication plays a vital role in SEP?

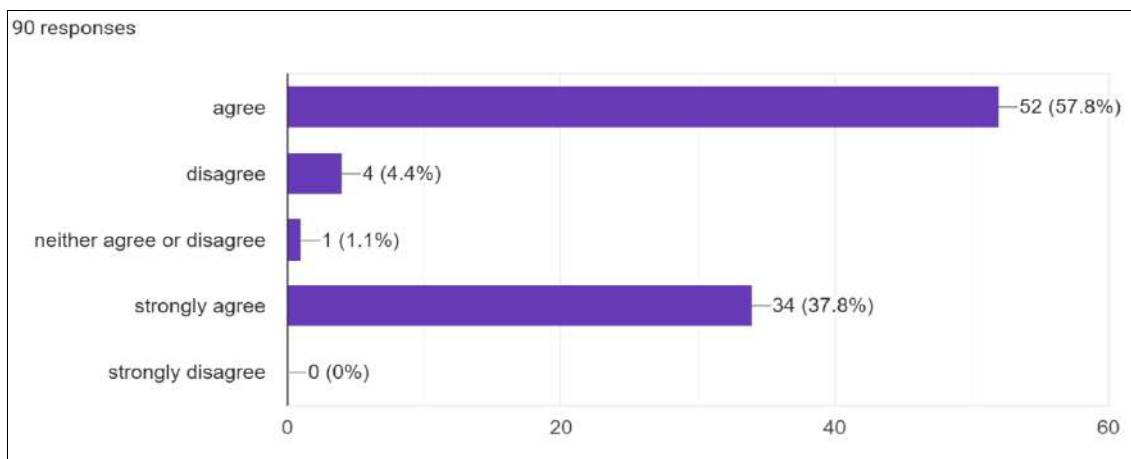


Fig 1: To ensure that you need to use simple language, short sentences and check understanding regularly while communicating with young child

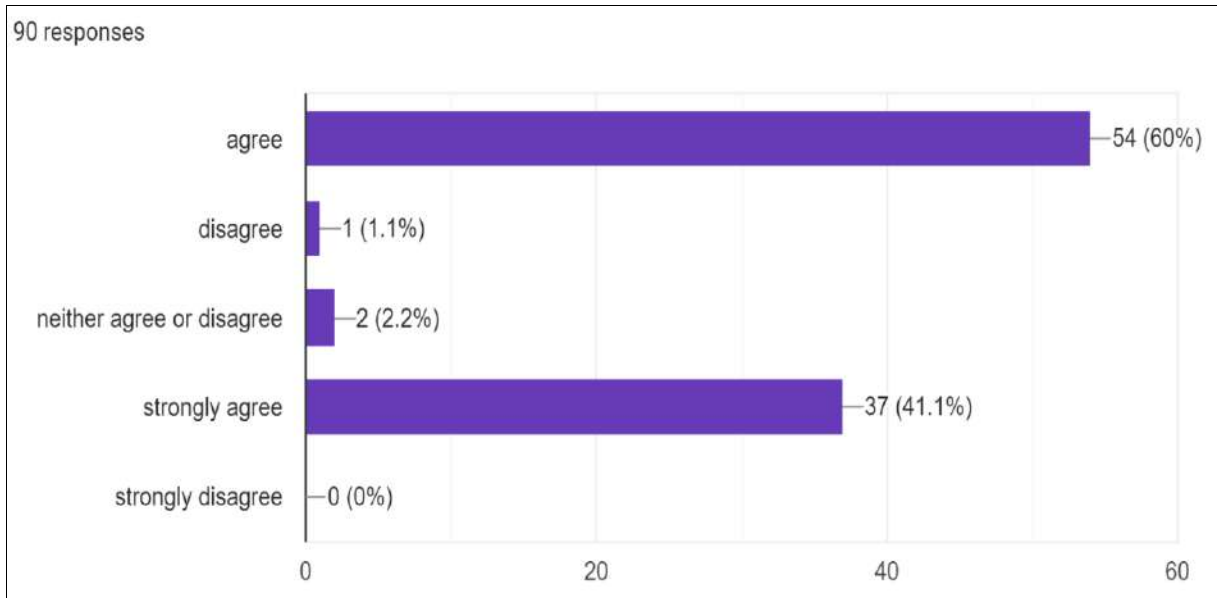


Fig 2: It helps to overcome barriers come in the way of effective teaching

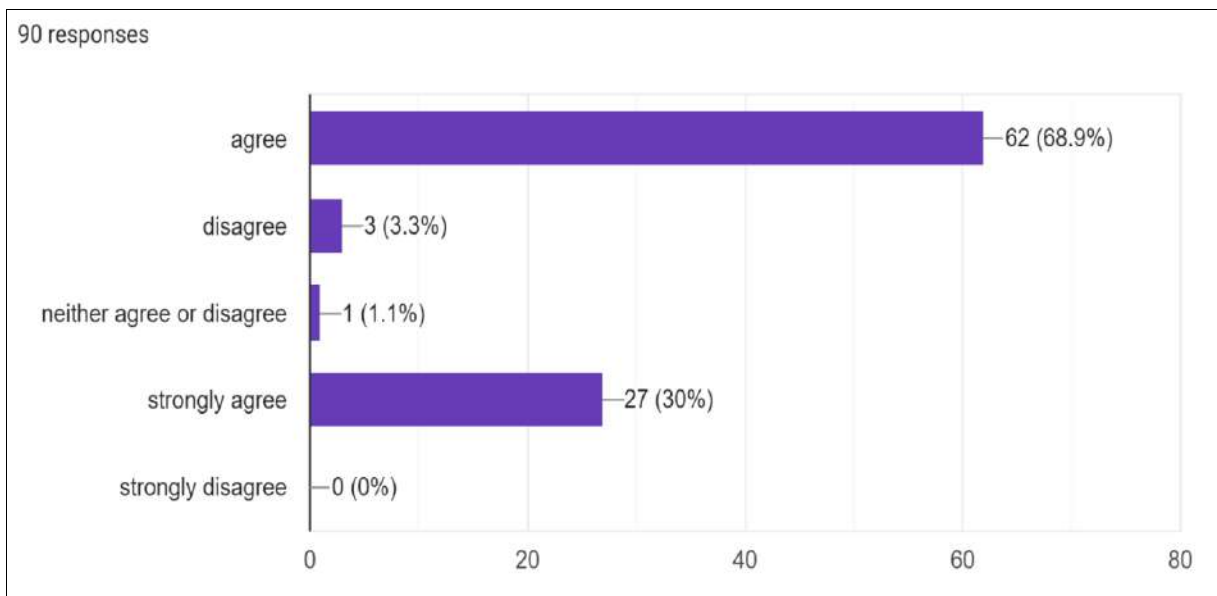


Fig 3: To ensure that you are able to transmit the knowledge and information effectively

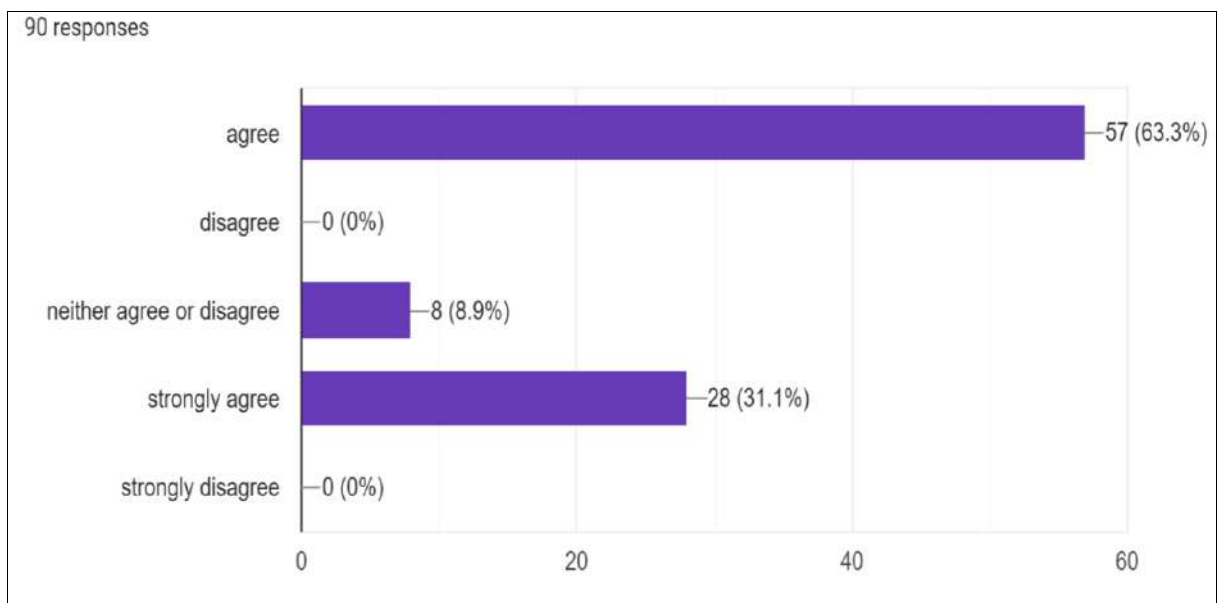


Fig 4: To receive the information effectively

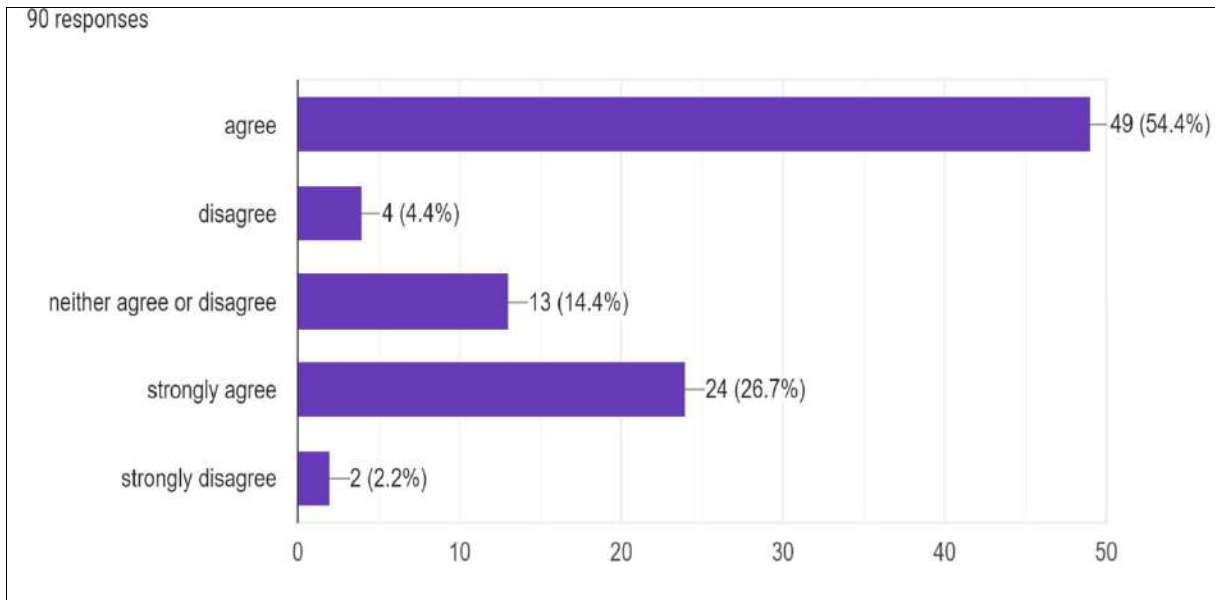


Fig 5: To help all aspects of your life from professional life to social life

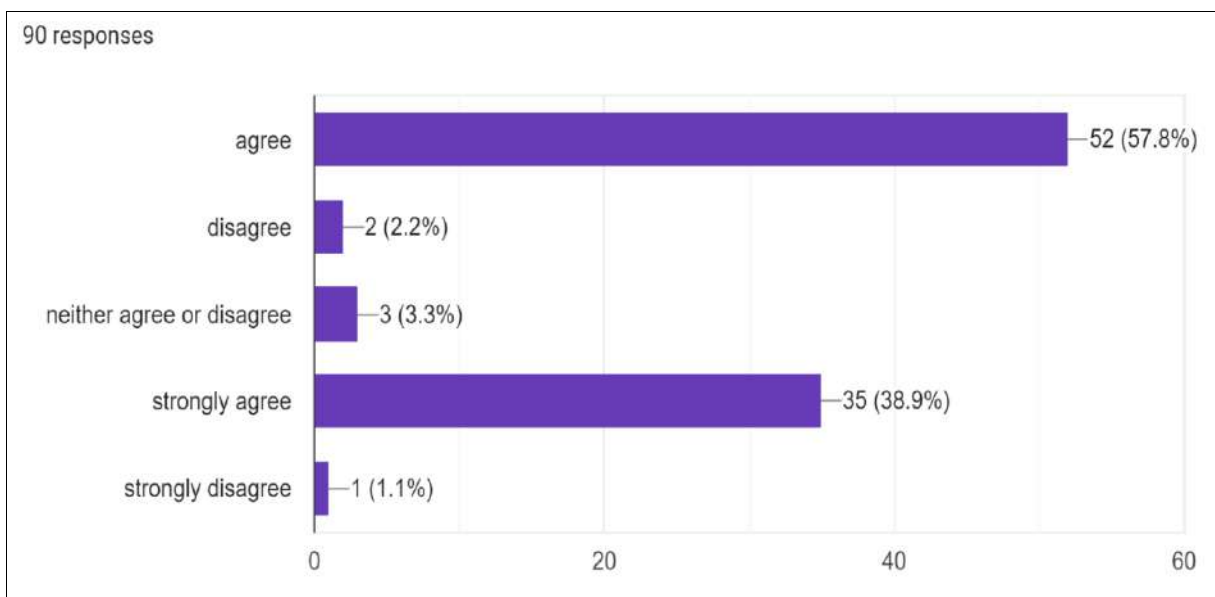


Fig 6: To demonstrate teaching aids for effective teaching & learning

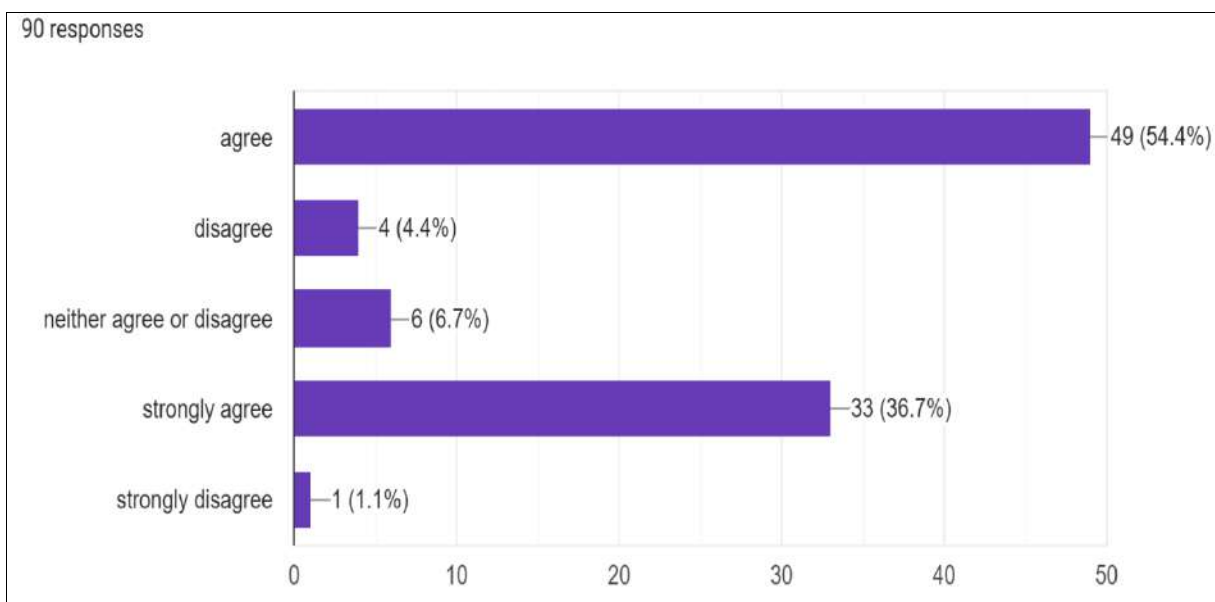


Fig 7: To speak appropriately with different nature of students while maintaining good eye contact

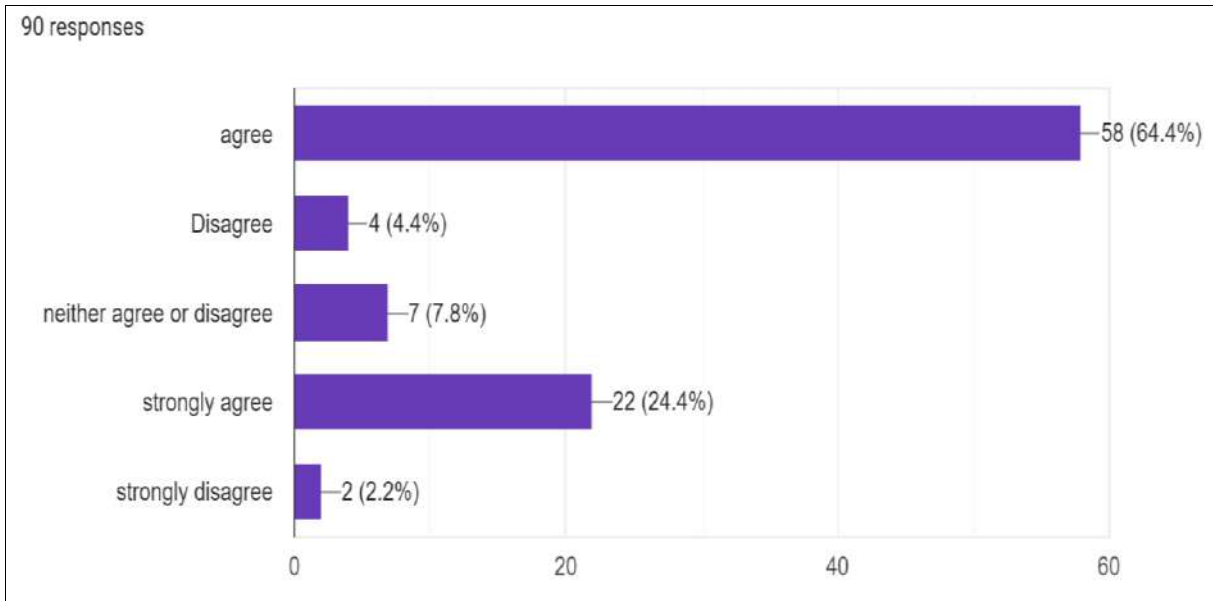


Fig 8: To ensure that students listen effectively

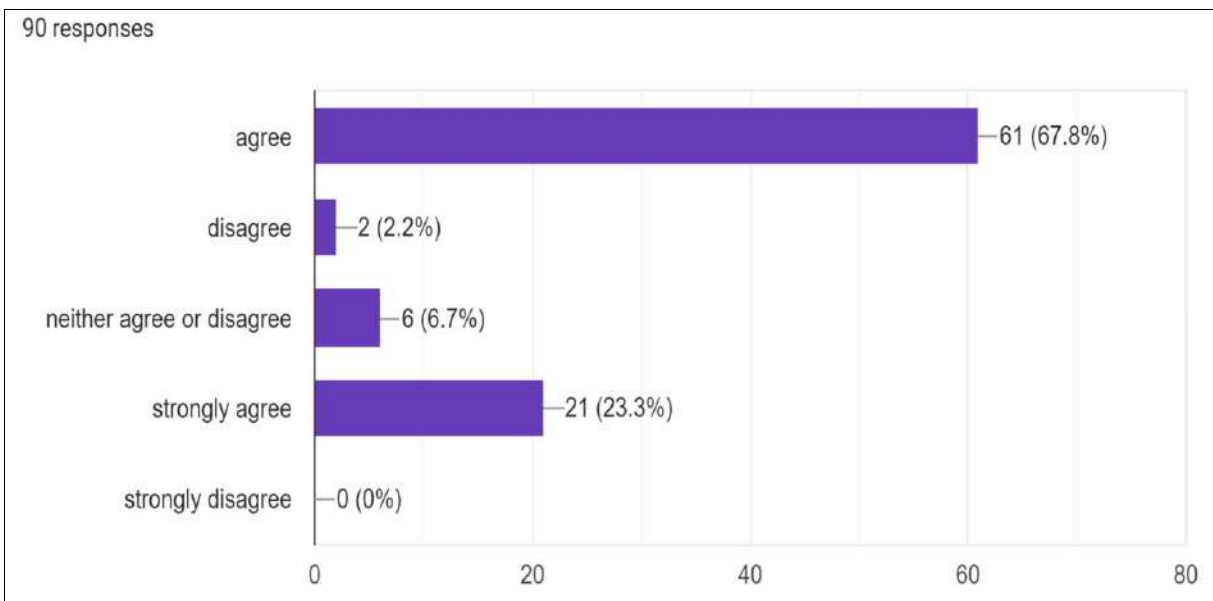


Fig 9: To increase the ability to speak to question and write with consciously and clarity

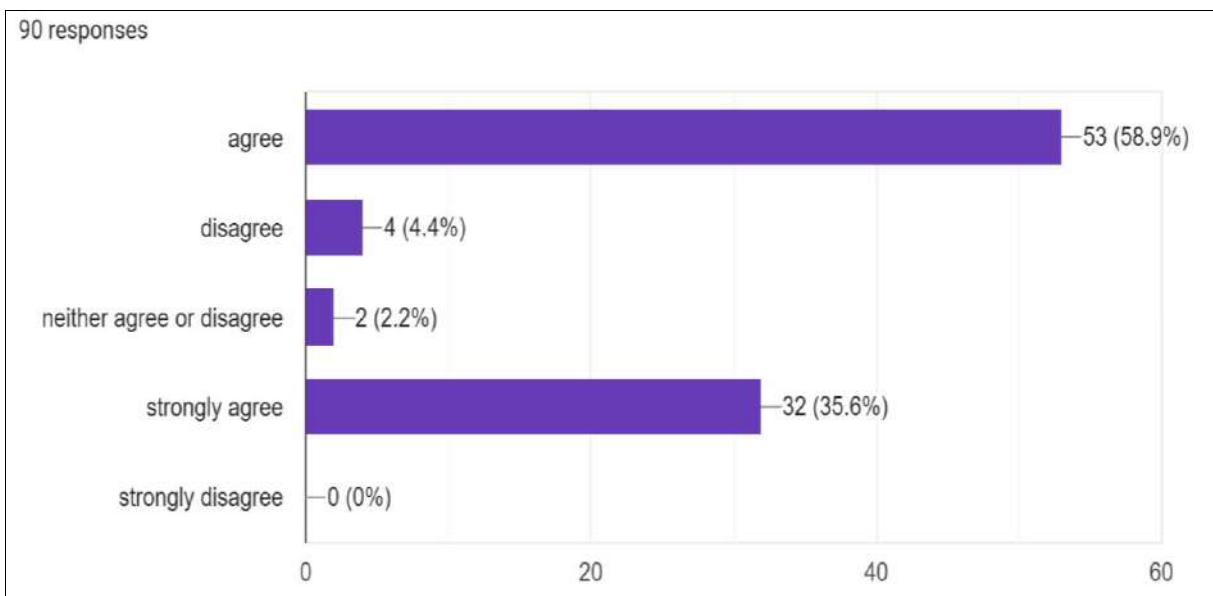


Fig 10: To maintain the relationship between teachers and students

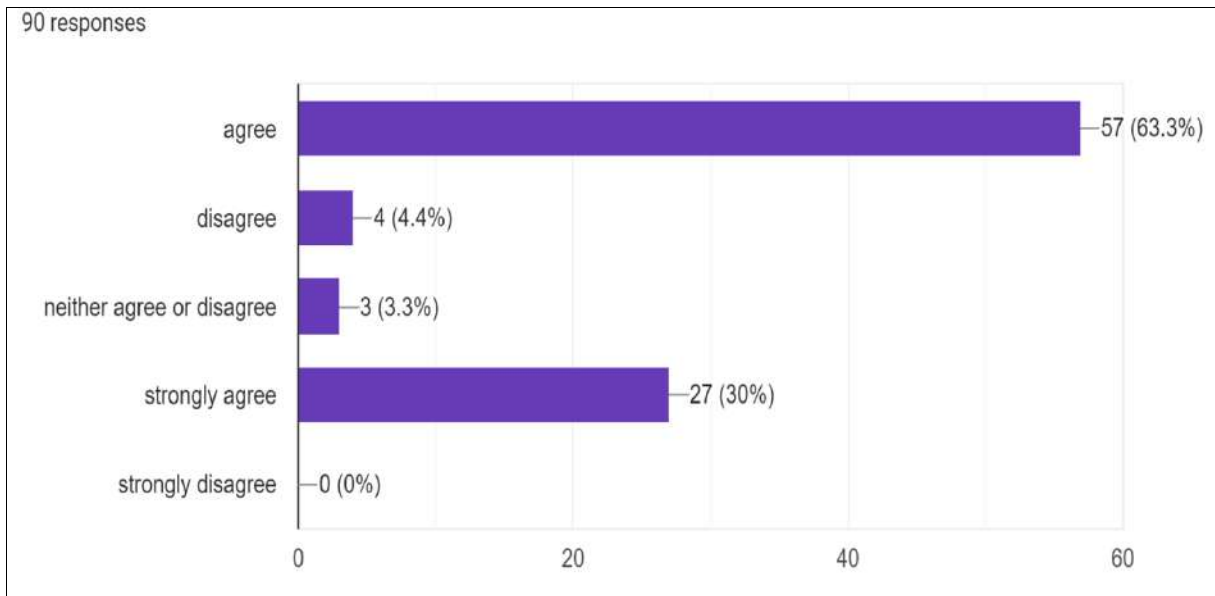


Fig 11: To ensure that you are able to manage interaction with your students and among other teacher trainee

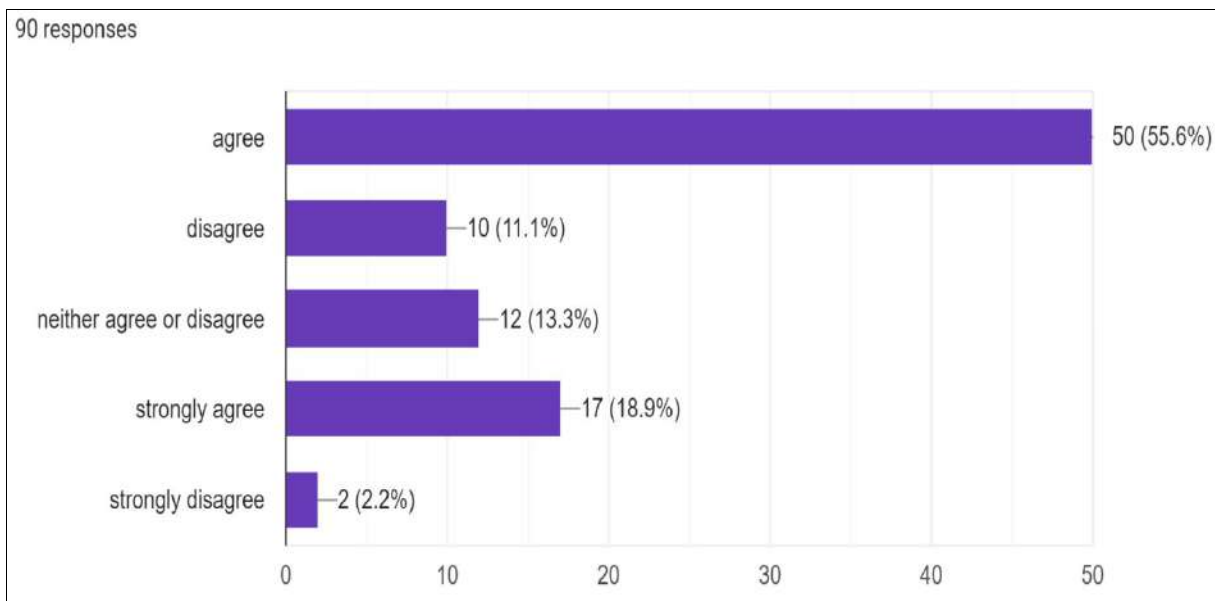


Fig 12: To develop the habits of reflecting on success and failure

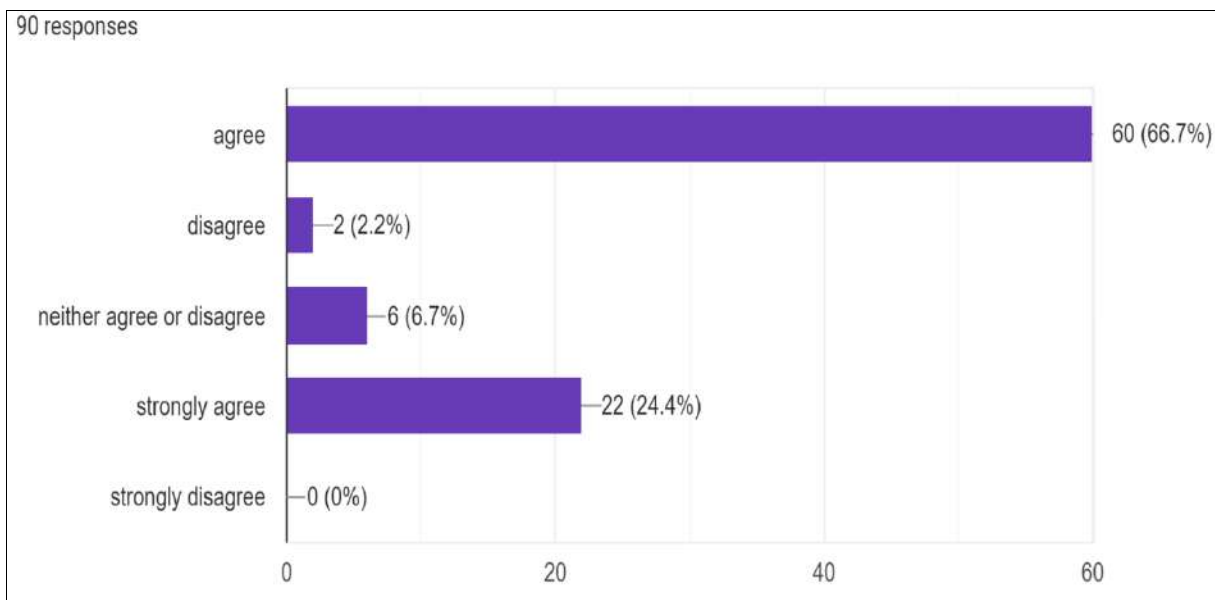


Fig 13: To improve your presentation skills regarding information in a group of students (formal & informal)

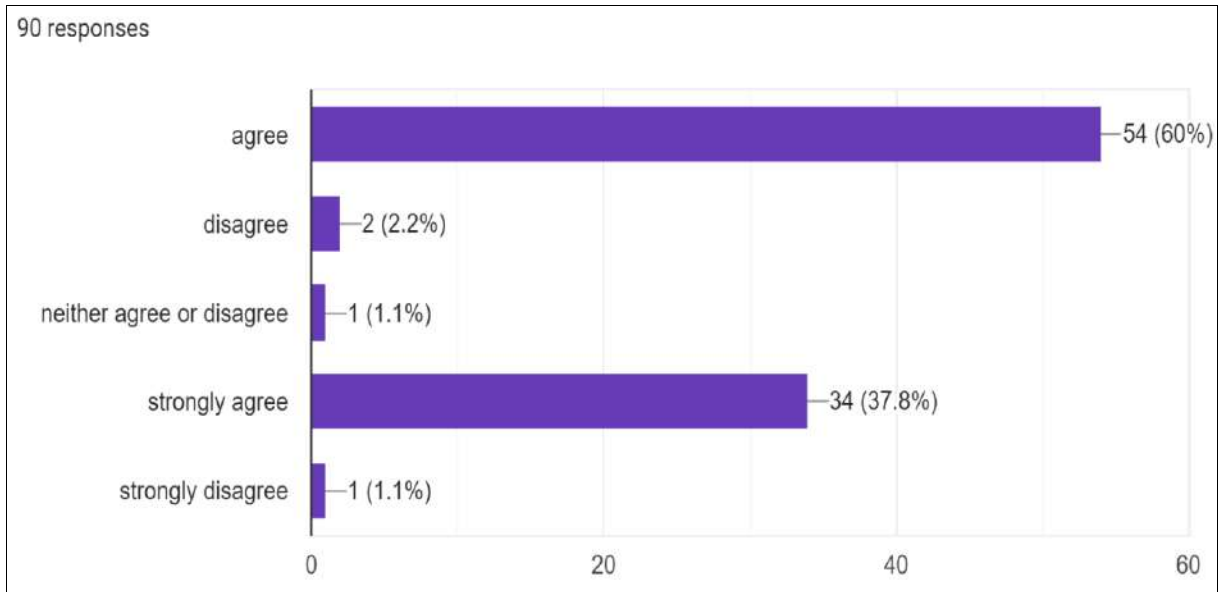


Fig 14: To improve your personal skill by improving self-esteem & building self confidence

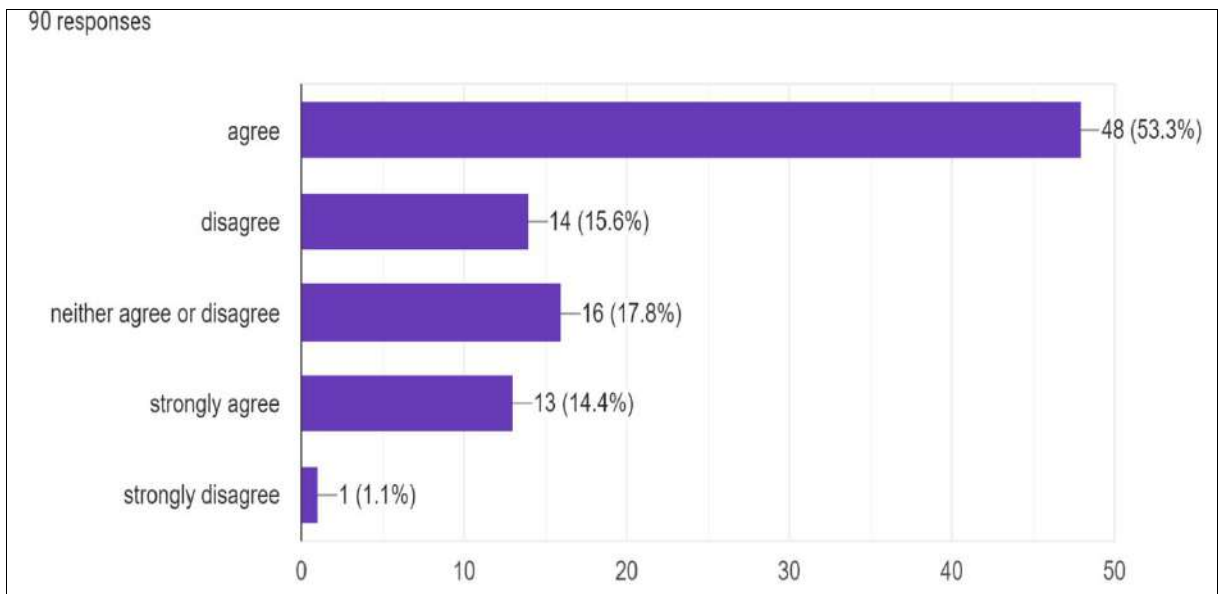


Fig 15: To avoid and managed stress.

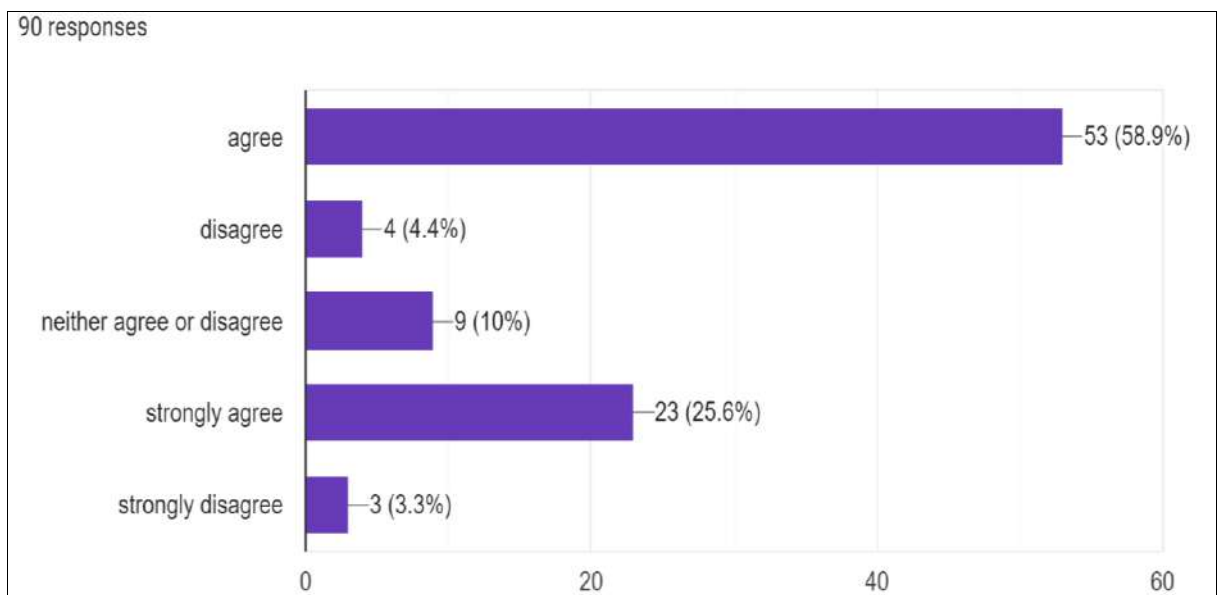


Fig 16: To develop and understanding regarding yourself & positive outlook on life

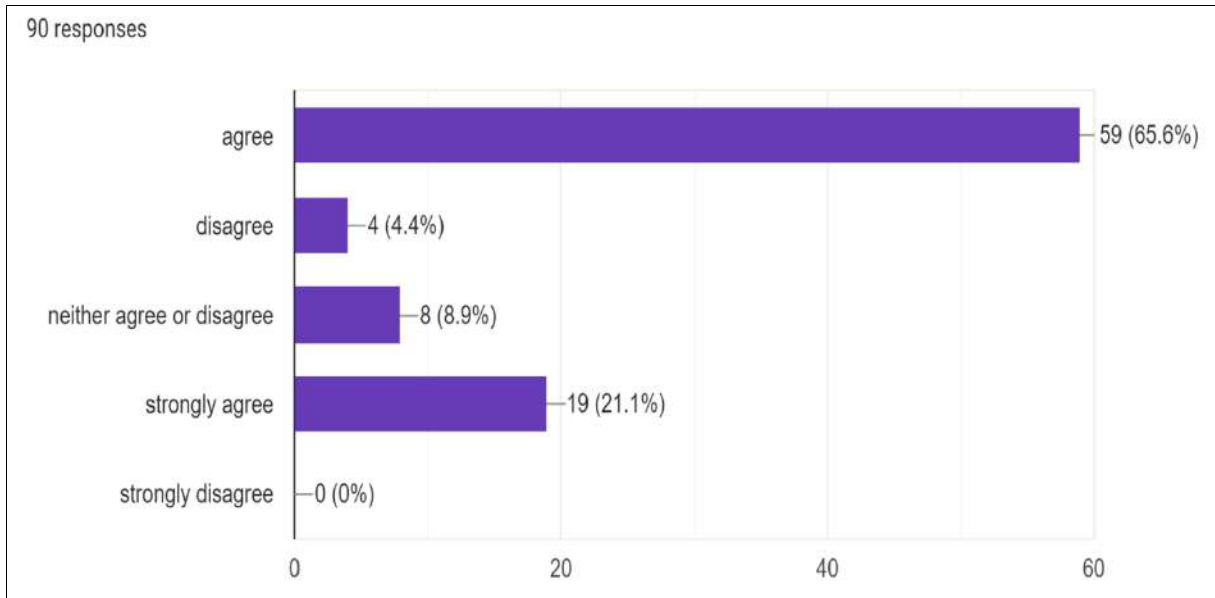


Fig 17: Good communication is linked assertiveness

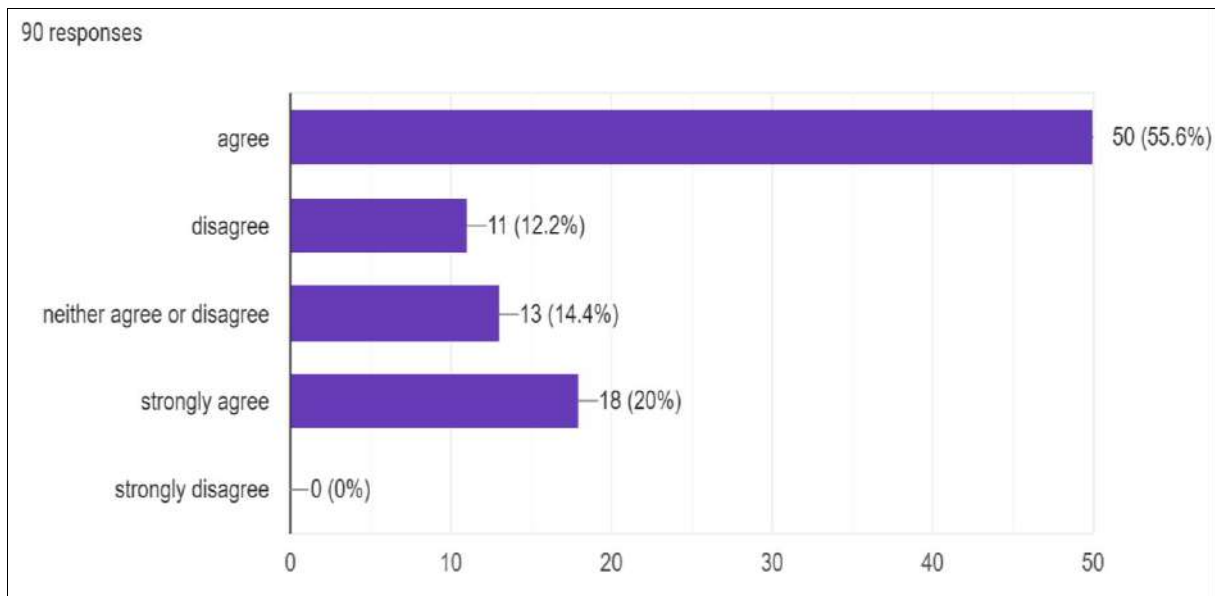


Fig 18: To help you to deal with more difficult situations like dealing with aggression

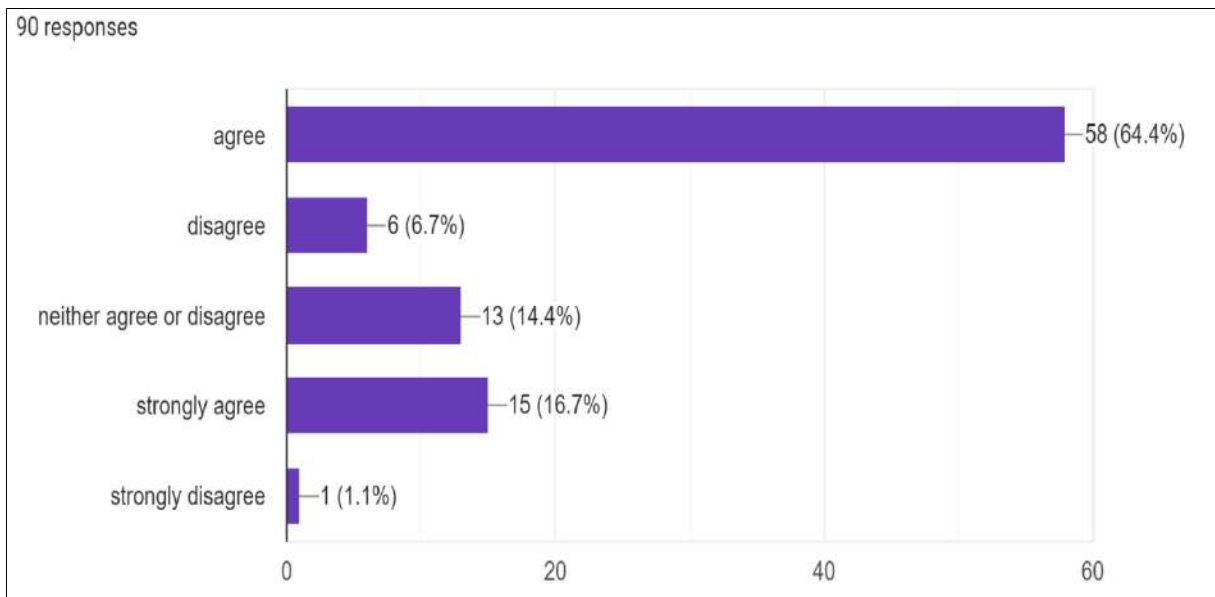


Fig 19: To help to handle criticism of yourself in a positive way

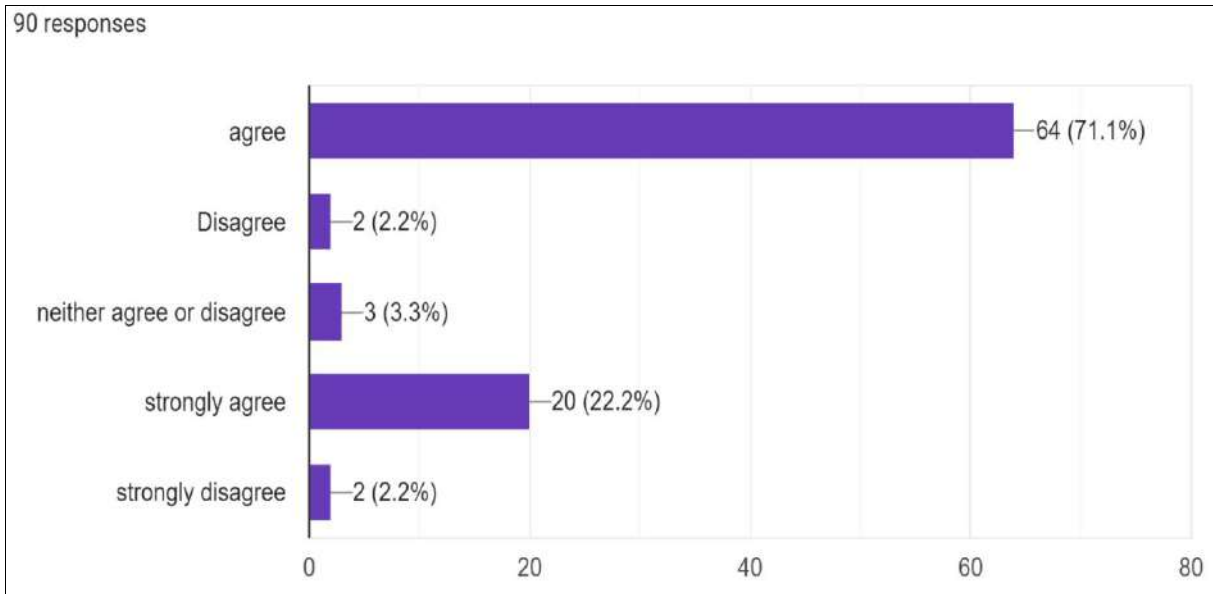


Fig 20: To accept and to manage the feedback in an effective manner

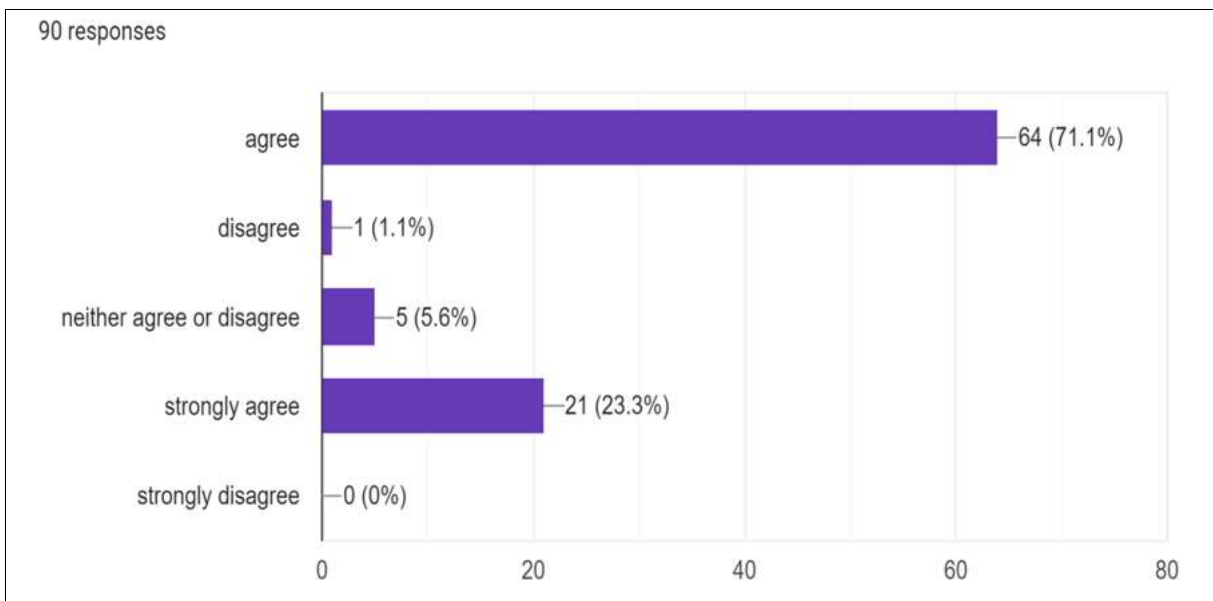


Fig 21: To help you, to understand the basic and start to be aware of what you might to improve.

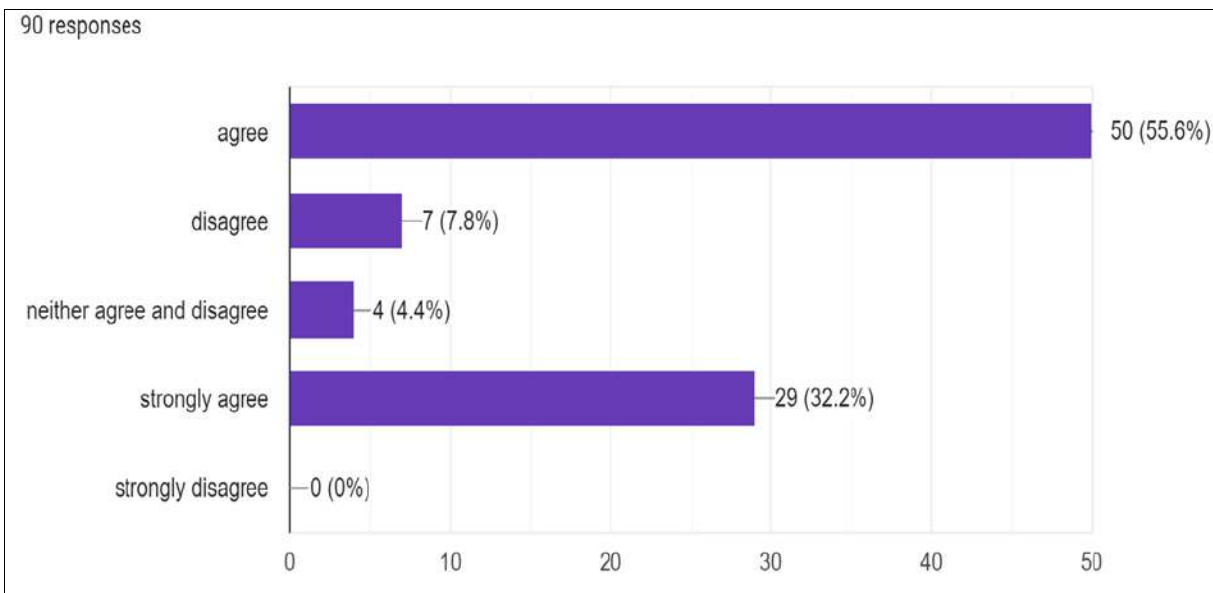


Fig 22: To ensure that you work or interact with students from other culture on regular basis

Interpretations and conclusion

Questions	Agree (%)	Strongly agree (%)
To ensure that you need to use simple language short sentences and check understanding regularly while communicating with young child.	57.8%	37.8%
It helps to overcome barriers come in the way of effective teaching.	60%	41.1%
To ensure that you are able to transmit the knowledge and information effectively	68.9%	30%
To receive the information effectively	63.3%	31.1%
To help all aspects of your life from professional life to social life.	54.4%	26.7%
To demonstrate teaching aids for effective teaching & learning	57.8%	38.9%
To speak appropriately with different nature of students while maintaining good eye contact.	54.4%	36.7%
To ensure that students listen effectively.	64.4%	24.4%
To increase the ability to speak, to question and write with consciously and clarity.	67.8%	23.3%
To maintain the relationship between teachers and students.	58.9%	35.6%
To ensure that you are able to manage interaction with your students and among other teacher trainee.	63.3%	30%
To develop the habits of reflecting on success and failure.	55.6%	18.9%
To improve your presentation skills regarding information in a group of students (formal& informal).	66.7%	24.4%
To improve your personal skill by improving self Esteem and building self-confidence.	60%	37.8%
To avoid and managed stress.	53.3%	14.4%
To develop and understanding regarding yourself & positive outlook on life.	58.9%	25.6%
Good communication is linked assertiveness.	65.5%	21.1%
To help you to deal with more difficult situations Like dealing with aggression.	55.6%	20%
To help to handle criticism of yourself in a Positive way.	64.4%	16.7%
To accept and to manage the feedback in an effective manner.	71.1%	22.2%
To help you, to understand the basic and start to be aware of what you might to improve.	71.1%	23.3%
To ensure that you work or interact with students from other culture on regular basis.	55.6%	32.2%

From above table, researcher found that most of the trainees only agreed that Communication Skills are necessary for Pre-Service teachers, when they played role of actual teachers through practical training, only few trainees are strongly agreed, therefore, it is justified to conclude that the effectiveness of the Teaching Practice programme, i.e., School Experience Programme is linked to its main quality component -means Communication skills.

Suggestions and recommendations

Similar study can be done for all the pupil teachers of D.El.Ed courses and B.Ed programs across Delhi or even it can be undertaken in different states of India. One of the important recommendations is teacher training institutions should design appropriate school experience programmes with regular observation/monitor of teacher trainees to ensure that teacher trainees continue to achieve the goals of effective teaching.

Since student teachers' experiences during the school experience programme impact on their attitudes and

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