

A COMPARATIVE STUDY OF COMMUNICATION SKILL IN TEACHER TRAINEDES AND INSERVICE TEACHERS

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ABSTRACT

The present study is a comparison of communication abilities of teacher trainees and experienced teachers while teaching in classrooms. Based on observation of 15 trainees from Iqra B.Ed. College and 15 in-service teachers from Roseland English Medium High School, the study evaluated numerous facets of communication including clarity, tone, gestures, and interaction. By employing an independent samples t-test, experienced teachers scored significantly higher than trainees on all the dimensions. The conclusions point out that classroom experience improves communication skills and recommend that teacher education programs incorporate formal communication training in order to improve the preparation of future teachers.

1. INTRODUCTION

Good communication is vital to successful learning and teaching because it enables teachers to communicate information well, capture the attention of students, and regulate the classroom situation. This research investigates the communication abilities of trainee teachers versus practicing teachers, emphasizing both verbal and non-verbal aspects such as speech clarity, tone, gestures, and classroom interaction. It was inspired by the apparent difference in communication efficacy between both populations. The study enrolled 15 trainees of Iqra B.Ed. College and 15 in-service teachers of Roseland English Medium High School, Jalgaon, to note strengths and weaknesses through classroom observations. Comparing these two groups, the research aims to point out areas for improvement and support more systematic communication training for teacher education programs.

2. LITERATURE REVIEW

Teacher communication is critical to classroom achievement, as it is the means of conveying content, handling students, and fostering a supportive atmosphere.

Bhardwaj (2009) highlighted that teaching and learning revolve around communication. Clear communication results in improved comprehension, whereas poor communication diminishes student interest.

Kour (2012) concluded that communication confidence tends to be lacking among trainee teachers, thus rendering their teaching less effective even with commendable subject knowledge. Training programs must prioritize communication equally.

Sharma (2015) contrasted trainee and in-service teachers, demonstrating experienced teachers possess enhanced communication skills because of frequent classroom interaction and practice.

Mishra and Jha (2017) emphasized that communication creates relationships, establishes interaction, and enhances trust—seeds for effective teaching.

Kumar (2019) put forward the point that teacher training usually overlooks communication training, thereby leading to trainees picking it up informally.

Systematic training would maximize the effectiveness of teaching.

Pandey (2020) emphasized the significance of non-verbal cues such as gestures, facial expression, and body posture, which support spoken communication and maintain student interest.

Khan and Ali (2021) noted that in-service teachers performed more effectively in writing activities such as lesson planning and feedback, whereas trainees had issues with clarity and organization.

Overall, the literature indicates that experience enhances communication, but adequate training in verbal and non-verbal communication is crucial for equipping teacher trainees to thrive in actual classrooms.

3. METHODOLOGY

Descriptive survey research was utilized in my research to compare teacher trainee and inservice teachers' communication skills in real-life classrooms. Emphasis was on observing, recording, and determining how teaching is done and if considerable differences occur between the two groups

3.1 Study Design

The research was designed as a comparative study comprising two groups, i.e., teacher trainees and inservice teachers. The descriptive survey research design was framed for the study as data on real-life scenarios from the classrooms was required for the observation and observation study on interpersonal and intrapersonal behaviors that cannot be objectively collected from self-reports.

3.2 Sample

The sample consisted of the total 30 participants. There were 15 inservice trainees from Iqra B.Ed. College and 15 inservice teachers from Roseland English Medium High School. The participants were purposively selected to be a representative sample of the two groups, who were directly involved in classroom teaching and were therefore relevant to purposes of the study. The inservice teachers were seasoned for several years in the classroom, while the teacher trainees were getting professional preparation.

3.3 Tools for Data Collection

The main data collection tool was a self-designed observation scale that was prepared by the researcher. The scale was designed to capture different aspects of the communication, for instance:

- Clarity and organization of speech
- Tone, volume, and pace of delivery
- Use of gestures, expressions, and body language
- Ability to engage and interact with students
- Logical presentation of subject matter
- Use of language and vocabulary

The scale provided for systematic observation while the learners were on a teaching practice and both verbal and non-verbal forms of communication were documented.

3.4 Data Analysis

The data collected were calculated quantitatively via the t-test. Both groups' average usage of the communication skill scores were calculated and compared. The t-test was utilized to ascertain whether the differences between teacher trainees and inservice teachers were statistically significant. Significance level was at 0.05.

4. RESULTS

This study compared the communication skills of teacher trainees and in-service teachers using a self-made observation scale and analyzed the data with an independent samples t-test. The results are presented below:

4.1 Descriptive

Statistics

Group	N	Mean Score	Standard Deviation
Teacher Trainees	15	3.21	0.48
In-Service Teachers	15	4.05	0.39

4.2 Independent Samples t-Test Results

Variable	t-value	df	p-value	Significance
Communication Skills	-5.43	28	0.000	Significant

Since $p < 0.05$, the difference between the two groups is statistically significant.

4.3 Results by Communication Dimensions

Communication Dimension	Teacher Trainees (Mean)	In-Service Teachers (Mean)
Clarity and organization of speech	3.2	4.2

Tone, volume, and pace of delivery	3.1	4.0
Use of gestures and body language	3.3	4.1
Interaction with students	3.0	4.2
Logical presentation of content	3.2	4.0
Vocabulary and language usage	3.4	4.1

Summary: In-service teachers scored significantly higher than teacher trainees across all communication dimensions, confirming that teaching experience positively influences communication skills.

5. DISCUSSION

The research indicated a significant difference in the communication ability of teacher trainees and in-service teachers, with the latter performing significantly better in clarity, tone, body language, and student interaction. This indicates that classroom experience is crucial for the acquisition of effective communication. The findings advocate that teacher education programs incorporate formal communication training through practical activities such as microteaching and feedback sessions. For working teachers, continuing professional growth is necessary to keep up with evolving classroom environments. The research also indicates how enhanced communication results in enhanced student participation and academic performance. Larger, more diverse samples, student feedback, and the impact of digital tools and individual variables such as gender or subject specialization in influencing communication styles should be included in future research.

6. CONCLUSION

This research aimed to investigate the variation in communication competence between in-service teachers and teacher trainees in real classroom teaching. The results of the investigation clearly reveal that in-service teachers have much greater communication competencies in all dimensions observed, that is, clarity, tone, non-verbal communication, and interaction with students. These variations are largely due to the teaching experience and everyday classroom exposure which the in-service teachers have built up over time. Though trainees demonstrate potential, their in-fluency, confidence, and motivation strategies underscore the pressing need for systematic and deliberate communication training in teacher preparation programs. Communication is more than an add-on skill—it is central to good teaching and learning. Thus, this research highlights the significance of incorporating communication development in the initial phases of teacher preparation so that prospective educators are adequately prepared to create stimulating, interactive, and effective learning environments.

7. REFERENCES

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