

A Study of the Communication Skills among the Students in the Commerce Colleges

Rameshsingh M. Chauhan

Assistant Professor of English: S.V.Vanijya Mahavidyalaya, Relief Road, Ahmedabad, Gujarat, India

Abstract

As communication is an activity instrumental in transmission of thought or meaning from one individual or group to another individual or groups any misinterpretation of the message can lead to severely adverse consequences. The researcher has analyzed the data systematically and made interpretations about the hypothesis on the basis of the values drawn out from the calculation of the data and the t-Value at both the 0.05 and 0.01 levels of significance as required and has stated whether the hypotheses are to be rejected or not to be rejected.

1.1 Introduction

Language communication among human beings is characterized by the use of arbitrary spoken or written symbols with agreed meanings. More broadly, language may be defined as communication in general; it is regarded by some linguists as a form of knowledge, that is, of thought or cognition. Today, English is one of the popular languages of the world which is spoken in more parts of the world than any other languages. It is the official language of India. The importance of English has been ever increased after globalization. Teaching English is an art which helps the students to communicate with people from foreign countries. A student proficiency test in English requires that learners acquire both a rich range of standard expressions which cater fluency, and a rule-based competence consist of knowledge of specific grammatical rules which cater complexity and accuracy. Native speakers have been shown to use much larger number of standard expressions. The standard expressions may also serve as the basis for the rule-based competence.

There have been major developments in the fields of every aspects of communication. What evolved from a simple body language or ancient pictorial messages carved on rocks metamorphosed into rather evolved channel of communication like the telephone, television and of course the world wide web that has brought the world as close as it could get! Every person enjoys the power and authority to communicate but it is the ability to communicate well that distinguishes one individual from another. Communication is the fundamental human connection which if carried out well can lead to understanding, intimacy and mutual valuing. On the other hand the void created by the failure to communicate is soon filled with poison, drivel and misrepresentation.

The researcher believes that every individual needs to be well equipped with the ways to communicate effectively, whether it is on the personal front or at work. Amongst all the professionals, the researcher believes that good communication skills are a prerequisite for the teachers as they are the ones who inspire, influence, motivate and guide the students to adorn effective communication skills for their all round

development and betterment. Teaching is considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. Communication skills for teachers are thus as important as their in-depth knowledge of the particular subject which they teach. It is through the communication skills that a teacher introduces creative and effective solutions to the problems of the students. Thus, a teacher can enhance the teaching-learning process.

1.2 Importance of the Study

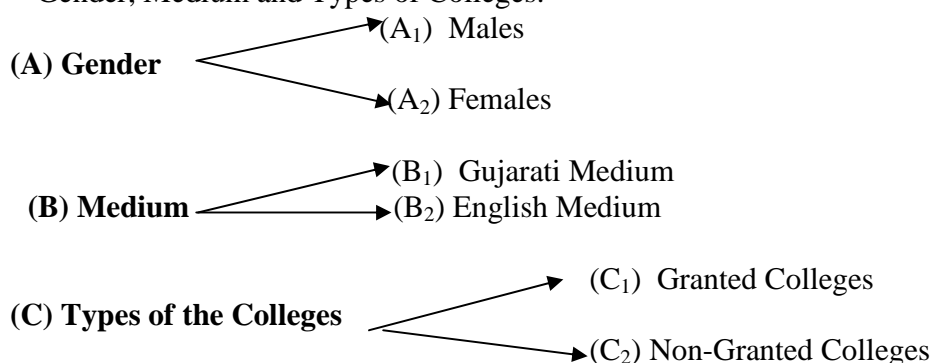
- (1) To know the English communication skills in the students of the Commerce Colleges.
- (2) To know about the communication skills especially in writing, listening and reading aspects of English language in the students of the Commerce Colleges.
- (3) To know about the communication skills in the students of the Commerce Colleges regarding their gender, medium and the types of colleges.

1.3 Statement of the Problem

A Study of the Communication Skills among the Students in the Commerce Colleges.

1.4 Variables of the Study

In the present study, the researcher has dealt with the three variables viz. Gender, Medium and Types of Colleges.



1.5 Objectives of the Study

- (1) To know the communication skills among the students in the Commerce Colleges.
- (2) To know the communication skills among the male and female students in the Commerce Colleges.
- (3) To know the communication skills among the Gujarati and English Medium students in the Commerce Colleges.
- (4) To know the communication skills among the Granted and Non Granted students in the Commerce Colleges.

1.6 Hypotheses of the Study

H₀₁: There will be no significant difference between the mean scores of communication skills of the male and female students in the Commerce Colleges.

H₀₂: There will be no significant difference between the mean scores of communication skills of the Gujarati and English Medium students in the Commerce Colleges.

Ho₃: There will be no significant difference between the mean scores of communication skills of the Granted and Non Granted students in the Commerce Colleges.

1.7 Limitations of the Study

- (1) The study is limited to the English communication skills in the students of the Commerce Colleges of the Ahmedabad City only.
- (2) The study is limited to test only the verbal communications only the Writing, Listening and Reading skills of the students of the Commerce Colleges.

1.8 Population of the Study

The researcher has decided to prepare English Communication Skills Test for the students of the Commerce Colleges of the Ahmedabad City. Therefore, the students of the Commerce Colleges of Ahmedabad City became the population of the study.

1.9 Analysis and Interpretation of the Data

The researcher has analyzed and interpreted the data collected for the present study and on the basis of it the hypotheses of the study would be rejected and/or not be rejected at 0.05 level of significance and 0.01 level of significance using the t-Test. The t-Test is used to know about the significance of difference between the two groups.

- (1) Comparison between two or more groups is to be done.
- (2) Scale of measurement is interval scale or ratio scale.
- (3) Variants are equal or nearly equal.
- (4) The distribution should be a normal probability curve.

The t-Value of 0.05 level of significance is 1.96 and that of 0.01 level of significance is 2.58. The researcher has calculated Mean, Standard Deviation, Standard Errors of Mean and t-Value of the data collected whose formulas are given below.

(1) Mean

$$(\bar{X}) = \frac{\sum Xi}{N}$$

Where, \bar{X} = Mean

$\sum Xi$ = Sum total of observations

N = Total number of observations

(2) Standard Deviation

$$SD = \sqrt{\frac{\sum (Xi - \bar{X})^2}{N}}$$

Where, $\sum (Xi - \bar{X})$ = Sum of deviations of observations from their mean

N = Total number of observations

(3) Standard Error of Mean

$$S_{EM} = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

Where, σ_1 = standard deviation of the first group

σ_2 = standard deviation of the second group
 N_1 = number of observations of the first group
 N_2 = number of observations of the second group

(4) t-Value

$$t_{val} = \frac{\overline{X}_1 - \overline{X}_2}{S_{EM}}$$

Where, \overline{X}_1 = mean of the first group
 \overline{X}_2 = mean of the second group
 S_{EM} = standard error of mean

The hypotheses and its interpretations are as follows.

Ho₁: There will be no significant difference between the mean scores of the communication skills of the male and female students in the Commerce Colleges.

Table No. 1
Communication Skills of Male and Female students in the Commerce Colleges

Gender	N	Total Marks	M	SD	t-Value
Male	30	807	26.9	8.63	0.35
Female	100	2793	27.93	6.80	

From the above table no. 1, it can be observed that $t_{cal}=0.35$. Here, the calculated value is less than the value of 0.05 level of significance. It means that there is no significant difference between the mean scores of communication skills of male and female students in the Commerce Colleges. As the difference is not significant, the hypothesis that there will be no significant difference between the mean scores of communication skills of the male and female students in the Commerce Colleges is not to be rejected.

Ho₂ : There will be no significant difference between the mean scores of communication skills of the Gujarati and English Medium students in the Commerce Colleges.

Table No. 2
Communication skills of the Gujarati and English Medium students in the Commerce Colleges

Medium	N	Total Marks	M	SD	t-Value
Gujarati	42	1183	28.17	7.02	0.96
English	37	952	25.73	7.09	

From the above table no. 2, it can be observed that $t_{cal}=0.96$. Here, the calculated value is less than the value of 0.05 level of significance. It means that there is no significant difference between the mean scores of communication skills of the Gujarati

and English Medium students in the Commerce Colleges. As the difference is not significant, the hypothesis that there will be no significant difference between the mean scores of communication skills of the Gujarati and English Medium students in the Commerce Colleges is not to be rejected.

H₀₃: There will be no significant difference between the mean scores of communication skills of the Granted and Non Granted students in the Commerce Colleges.

Table No. 3
Communication Skills of the Granted and Non Granted students in the Commerce Colleges

Types of Colleges	N	Total Marks	M	SD	t-Value
Granted Colleges	65	1700	26.15	7.78	1.99
Non Granted College	65	1900	29.23	6.34	

From the above table no. 3 it can be observed that $t_{cal}=1.99$. Here, the calculated value is more than the value of 0.05 level of significance. It means that the hypothesis that there will be no significant difference between the mean scores of communication skills of the Granted and Non Granted students in the Commerce Colleges is to be rejected at 0.05 level of significance as the difference is significant.

The $t_{cal}=1.99$ is less than the value of 0.01 level of significance. So the hypothesis that there will be no significant difference between the mean scores of communication skills of the Granted and Non Granted students in the Commerce Colleges is not to be rejected at 0.01 level of significance.

1.10 Findings of the Study

- (1) The $t_{cal}=0.35$. Here, the calculated value is less than the value of 0.05 level of significance. It means that there is no significant difference between the mean scores of communication skills of male and female students in the Commerce Colleges. As the difference is not significant, the hypothesis that there will be no significant difference between the mean scores of communication skills of the male and female students in the Commerce Colleges is not to be rejected.
- (2) The $t_{cal}=0.96$. Here, the calculated value is less than the value of 0.05 level of significance. It means that there is no significant difference between the mean scores of communication skills of the Gujarati and English Medium students in the Commerce Colleges. As the difference is not significant, the hypothesis that there will be no significant difference between the mean scores of communication skills of the Gujarati and English Medium students in the Commerce Colleges is not to be rejected.
- (3) The $t_{cal}=1.99$ is less than the value of 0.01 level of significance. So the hypothesis that there will be no significant difference between the mean scores of communication skills of the Granted and Non Granted students in the Commerce Colleges is not to be rejected at 0.01 level of significance.

1.11 Conclusion

The researcher has analyzed the data systematically and made interpretations about the hypothesis on the basis of the values drawn out from the calculation of the data. The researcher has analyzed the t-Value at both the 0.05 and 0.01 levels of significance as required and has stated whether the hypotheses are to be rejected or not to be rejected.

In view of explosion of the numbers getting enrolled in Indian Universities, we are likely to be forced to adopt a policy of teaching them in larger classes. This is diametrically apposite to the movement of paying attention to individual learners. The communicative approach proved to be more successful and the students enhanced their skills of language in use and speech communication. It is hoped, however, that adequate studies of the learning strategies to be adopted by our students will be carried out in future. So that the instructional problems not only in language teaching but also in other areas of the curriculum, will be better understood and as a result, will be properly resolved.

References

- Agarwal, Y.P. (1988) : Statistical Methods :Concepts Application and Computation, New Delhi : Sterling Publishers.
- Alatis, James. E; et al. (Eds) (1981): The Second Language Class- Room, NY: OUP.
- Aninao, Juan Cayetano, Jr. (1993): Training High School ESL Students to Use Language Learning Strategies.A Published Ph.D. thesis Submitted to the Stanford University, Stanford, USA.
- Bansal, R. K. (1966):The Intelligibility of Indian English, (University of London, Ph.D. Thesis) Vol. 1, p. 38-39.
- Bright, J.A. and G.P. Mc Gregor. (1970): Teaching English as Second Language : Theory and Techniques for the Secondary Stage, London : Longmans Group Ltd.
- Brumfit, C.J. and Johnson. K. eds (1986):The Communicative Approach to Language Teaching, Oxford University press.
- Brown, H. Douglas. (1973):Affective Variables in Second Language Acquisition Language Learning, Vol.23 No.2 pp.231-244.
- Brown, J. D. (1991): Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design Cambridge, Third Print : CUP.
- Champion, H. (1995): The Teaching of English in India, by P. D. Pathak (Vinod Pustak mandir, Agra), p. 11 to 12.
- Carrol, J. B. (1961):The Teaching of Language, Cambridge, Mass: Harward University Press.
- Dacanny, Fe. R. (1963):Techniques and Procedures in Second Language Teaching, Quezon City: Phoenix Publishing House.