

# RELATIONSHIP BETWEEN COMMUNICATION SKILLS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN TIRUNELVELI DISTRICT

*\*Dr. R. Thangadurai \*\*Mrs.R.Thanga Selvam*

## Abstract

*This research article focuses the relationship between the communication skills of higher secondary students and their academic achievement. The investigators adopted survey method for collecting the data. The investigators prepared and validated a scale to measure communication skills of higher secondary students. For measuring the academic achievement, the half-yearly marks of the students were considered. All the higher secondary students studying standards XI and XII in the higher secondary schools in Tirunelveli District formed the population of the study. From the population, the investigators have chosen 1130 students using simple random sampling technique. For analyzing the data, the investigators used Mean, SD, 't' Test, 'F' test and Pearson's Product Moment Correlation. The findings showed that the communication skills of higher secondary students are significantly correlated with their academic achievement.*

**Keywords :** Communication skills, Academic achievement.

## Introduction

Today the society is at the crossroads where the explosion of technical and job oriented education neglects life oriented education. There is revolution of knowledge at one end and increasing inability to assimilate it. Hence, there is a need for a shift in our education to increase the capability of the individuals to deal with changes and friction, since education is the only essential means for formation and development of the individual and nation. A healthy system of education would be one, which ensures physical, mental, economic development and sensitivity of the students.

The extent to which a child will be able to acquire the necessary skills to interact successfully with his/her surroundings is mainly determined by two factors viz., heredity and environment. Genetic endowment provides a range of development to the child. Position of a child in the given range is determined by opportunities and exposure given to him/her. Enriched environment compels the child to remain at the lowest level of the range. It has been observed that despite the rich heritage, children from deprived background (deprived of love, care, concern also) fail to actualize their potential to the highest possible level. Family plays a very vital role

as an agent of providing a secure and stimulating environment where a child can acquire as well as practice necessary skills required for harmonious development.

## Communication Skill

Communication skill is an ability to communicate. It is the primary factor that distinguishes human beings from animals. And it is the ability to communicate well that distinguishes one individual from another. The fact is that apart from the basic necessities, one needs to be equipped with habits for good communication skills, as this is what will make them a happy and successful social being. In order to develop these habits, the people needs to acknowledge the fact that they need to improve communication skills from time to time. They need to take stock of the way they interact and the direction in which their work and personal relations are going. The only constant in life is change, and the more one accepts one's strengths and works towards dealing with their shortcomings, especially in the area of communication skills, the better will be their interactions and the more their social popularity.

Today, effective communication skills have become a predominant factor even while recruiting employees. While interviewing candidates, most interviewers judge them on the basis of the way they

*\* Principal, PSN College of Education, Tirunelveli.*

*\*\*Assistant Professor in Bio. Science, Annammal College of Education, Thoothukudi.*

communicate. They believe that skills can be improvised on the job; but ability to communicate well is important, as every employee becomes the representing face of the company.

### Significance of the Study

Education is a life-long process. It is by education one develops his/her abilities, habits, values, skills, attitudes etc. Education is not a passive learning but it is an interactive and integrative process. A learner should be open to accommodate all that help to build up character. While speaking about the brokenness within, St. Paul observed, "I do not understand my own actions." True! It is a difficult task to see one's dividedness, brokenness and disintegration within. If so, it is tougher to correlate the theoretical knowledge with practical wisdom.

Students need to train their mind. They require channelizing their feelings. They have to manage their emotions and that of others for successful living. This cannot be developed merely by textual learning but by practical experience and training. In this respect, the schools have emerged to train the younger generation not only in academics but also in actions. They give both factual knowledge and practical skills. Skill-based education is the trademark of higher secondary education. They offer employable skills in various contexts. This is the uniqueness of higher secondary stage.

Moreover, the youths are considered the most productive members of the society. Most of the youth are unable to use their communication skills in an appropriate manner due to various factors. Nowadays, a large number of young students engage in anti-social activities, which create a lot of social problems like alcoholism, drug abuse, sexual abuse, smoking etc. This challenges society and the entire system of social setup is in a collapsed state.

It is quite clear that no system of education has come forward to initiate a separate programme regarding the skill-oriented development among the students. In this regard, communication skills of a student play a significant role to improve their academic performance by clarifying their doubts in their studies, while conveying their difficulties to their teachers and peer group members. Skill based education helps the students to improve the expressive and receptive skills, decision-making skill and ability to take everything in the right sense.

Hence, the investigators have planned this study.

### Objectives

1. To find out the level of communication skills and academic achievement of higher secondary students.
2. To find out the significant difference in the communication skills and academic achievement of higher secondary students with regard to gender, locality of school, type of school and religion.
3. To find out the significant relationship between the communication skills of higher secondary students and their academic achievement.

### Method and Procedure

The investigator adopted survey method for the present study. The investigator prepared and validated a scale to measure communication skills of higher secondary students. For measuring the academic achievement, the half-yearly marks of the students were considered. All the higher secondary students in the higher secondary schools in Tirunelveli District formed the population of the present study. From the population, the investigators have chosen 1130 students using simple random sampling technique. For analyzing the data, the investigators used Mean, SD, 't' Test, 'F' test and Pearson's Product Moment Correlation.

### Analysis and Findings

Null Hypothesis – 1: The level of communication skills and academic achievement of higher secondary students are not high.

**Table - 1 : Level of Communication Skills and Academic Achievement of Higher Secondary Students**

Variables	Low		Moderate		High	
	N	%	N	%	N	%
Communication Skill	143	12.65	783	69.2	204	18.0
Academic Achievement	223	19.74	695	61.5	212	18.7

It is inferred from the above table that 12.65%, 69.29% and 18.05% of higher secondary students are low, moderate and high respectively in their communication skill. 19.74%, 61.50% and 18.76% of higher secondary students are low, moderate and high respectively in their academic achievement.

Null Hypothesis – 2 : There is no significant difference between male and female higher secondary students in their communication skills and academic achievement.

**Table - 2: Difference in the Communication Skills and Academic Achievement of Higher Secondary Student with regard to Gender**

Variables	Gender	N	Mean	SD	't' value	Table Value	Remark
Communication Skill	Male	603	79.87	7.87	0.37	1.96	NS
	Female	527	79.71	7.11			
Academic Achievement	Male	603	872.88	152.31	1.56	1.96	NS
	Female	527	887.29	156.53			

It is inferred from the above table that the calculated 't' value is less than the table value at 5% level of significance. So, the null hypothesis is accepted. Hence, there is no significant difference between the male and female higher secondary students in their communication skill and academic achievement.

Null Hypothesis – 3 : There is no significant difference between the higher secondary students studying in rural and urban schools in their communication skills and academic achievement.

**Table - 3 : Difference in the Communication Skill and Academic Achievement of Higher Secondary Students with regard to Locality of School**

Variables	Locality	N	Mean	SD	't' value	Table Value	Remark
Communication Skill	Rural	611	79.54	7.65	1.25	1.96	NS
	Urban	519	80.1	7.37			
Academic Achievement	Rural	611	868.91	154.49	2.53	1.96	NS
	Urban	519	892.19	153.47			

It is inferred from the above table that the calculated 't' value is less than the table value at 5% level of significance, the null hypothesis is accepted in the case of communication skill. Hence, there is no significant difference between the rural and urban school students in their communication skill. But, the calculated 't' value is higher than the table value at 5% level of significance, the null hypothesis is rejected in the case of academic achievement. Hence, there is significant difference between the rural and urban school students in their academic achievement. The urban school students have better academic achievement.

**Null Hypothesis – 4:** There is no significant difference among the higher secondary students studying in government schools, aided schools and matriculation schools in their communication skills and academic achievement.

**Table - 4 : Difference in the Communication Skills and Academic Achievement of Higher Secondary Students with regard to Type of School**

Variables	Type of School	Mean	SSb	SSw	'f' value	Table Value	Remark
Communication Skill	Govt.	79.92	9.03	63860	0.08	2.99	NS
	Aided	79.76					
	Matric.	79.70					
Academic Achievement	Govt.	878.92	52315	26859055	1.10	2.99	NS
	Aided	874.02					
	Matric.	891.11					

It is inferred from the above table that the calculated 'F' values are less than the table value at 5% level of significance, the null hypothesis is accepted. Hence, there is no significant difference among the students studying in government, aided and matriculation schools in their communication skills and academic achievement.

Null Hypothesis – 5 : There is no significant difference among the higher secondary students belonging to Hindu, Christianity and Islam religions in their Communication Skills and Academic Achievement.

**Table - 5 : Difference in the Communication Skills and Academic Achievement of Higher Secondary Students with regard to Religion**

Variables	Religion	Mean	SSb	SSw	'f' value	Table Value	Remark
Communication Skill	Hindu	80.59	2343	61525.4	21.5	2.99	S
	Christian	77.18					
	Muslim	77.15					
Academic Achievement	Hindu	896.7	1194632	25716739	26.2	2.99	S
	Christian	835.4					
	Muslim	797.9					

It is inferred from the above table that the calculated 'F' values are greater than the table value at 5% level of significance (df = 2, 1127). So, the null hypothesis is rejected. Hence, there is significant difference among the students belonging to Hindu, Christian and Muslim religions in their communication skills and academic achievement. The Hindu students have better communication skills and academic achievement.

Null Hypothesis – 6 : There is no significant relationship between communication skill of higher secondary students and their academic achievement.

**Table - 6 : Relationship between Life Skills of Higher Secondary Students and their Academic Achievement**

Life Skills	N	'r' Value	Table	Remark
Communication Skills	1130	0.427	0.062	S

It is inferred from the above table that the calculated 'r' value is greater than the table value at 5% level of significance. So, the null hypothesis is rejected. Hence, there is significant relationship between communication skill of higher secondary students and their academic achievement.

### Conclusion

It is concluded that the communication skills of higher secondary students is significantly correlated with their academic achievement. The urban school students have better academic achievement. The Hindu students have better communication skill and academic achievement. So, the investigator opines that necessary steps such as, skill based developed

programmes may be given for improving the communication skills of the higher secondary students for making their academic achievement in a better way.

### References

Albertyn, R.M., Kapp, C.A. and Groenewald, C.J. (2001). Patterns of Empowerment in Individuals through the Course of a Life-skills Programme in South Africa. *Studies in the Education of Adults*, Vol. 33, No. 2, 1 October 2001, Pp. 180-200.

Sarita Kumari, and D.S. Srivastava, (2005). *Education: Skills and Competencies* New Delhi : Isha Books.

### *The most inspiring quotes of Gandhiji on Education*



Mahatma Gandhi's views on education were always focused on an all-round education, not just literacy. He stressed on the development of a child as a whole, not just the mind.

✿ By education, I mean an all-round drawing of the best in child and man in body, mind and spirit.

✿ The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education.

✿ A teacher who establishes rapport with the taught, becomes one with them, learns more from them than he teaches them. He who learns nothing from his disciples is, in my opinion, worthless. Whenever I talk with someone

I learn from him. I take from him more than I give him. In this way, a true teacher regards himself as a student of his students. If you will teach your pupils with this attitude, you will benefit much from them.

✿ Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit.

✿ Basic education links the children, whether of the cities or the villages, to all that is best and lasting in India.

✿ Love requires that true education should be easily accessible to all and should be of use to every villager in this daily life. The emphasis laid on the principle of spending every minute of one's life usefully is the best education for citizenship.

✿ Education should be so revolutionized as to answer the wants of the poorest villager, instead of answering those of an imperial exploiter.

✿ Persistent questioning and healthy inquisitiveness are the first requisite for acquiring learning of any kind.

✿ True education must correspond to the surrounding circumstances or it is not a healthy growth.

✿ What is really needed to make democracy function is not knowledge of facts, but right education.