



A Study of Communication Skills among Post Graduate Students in Kolhapur University India

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Abstract. This study was done to find out the performance of student lecturers in Communication Skills at the Department of Education, Shivaji University, Kolhapur, Maharashtra, India. The research also had an aim of bringing suggestions and recommendations on how to improve Communication Skills of Students and Lecturers. In order to do this, the researcher used Questionnaire with multiple choice and open-ended questions to collect data in order to answer the questions that this research seeks to answer. The study targeted were student and lecturers of the Department of Education, Shivaji University, Kolhapur and purposive sampling technique used to select thirty students and lecturers. Collected data is analyzed by using percentage data analysis tool. The result shown that the important role of mastering communication skills between student and lecturer will benefit the understanding on both sides. The misunderstanding which communicated between the two parties benefit on how the message flow had created effective communication at class.

Keywords: Communication Skills, Graduate Students, Lecturers, India School.

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INTRODUCTION

Effective communication can improve relationships at home, work, and in social situations by deepening your connections to others and improving teamwork, decision-making, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust. Effective communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the moment, and the capacity to recognize and understand your own emotions and those of the person you're communicating with. Regarding to communication skill, there's a quotation, "*Tell me and I will forget; Show me, I will remember; Involve me and I will understand*". The communication process is essential in sharing information, ideas, attitudes, experiences, feelings, and opinions.

Communication is a purposeful process of expressing, receiving and understanding messages containing factual information, feelings, ideas and needs by two or more individuals through common symbols. It is a process that includes writing, reporting, correspondence, and understanding the mechanics of writing and speaking. In addition, this capacity could refer to sharing and giving meaning that occurs at the same time through symbolic interactions. Communication involves a sender, a message, a medium, and a receiver. There are different skills related to communication such as, active listening, providing and receiving feedback, understanding body language (nonverbal cues), sympathy, persuasion, questioning, and speaking. Therefore, communication skills enable you to understand and be understood by others. Wang and Chang (2019) and Meng mentioned that communication skills are related to the feeling of happiness and flexibility in dealing with stress and reinforcing the academic accomplishments of upgrading students. They are fundamental elements in personal and social well-being for them. The Communication Skills enables students to have knowledge or the ability to use the requisite skills to communicate properly. Students with good communication skills can explain their ideas and thoughts as well as building relationships without troubles or discrimination based on religion, race, and gender. Moreover, experts in communication skills consider poor communication as the basis of several problems, so communication is the solution to many obstacles.

In order to have an effective communication strategy, a lecturer needs to pay attention to verbal and non-verbal communication. A lecturer has to make an eye contact to the students, uses attentive body language, sit slightly forward with a relaxed, when it comes in delivering the topic then it should be focusses, be culturally sensitive, smiling or nodding, do not monopolize the conversation with the students, establish the rapport among the students, create an atmosphere free of distractions and interruptions, be warm and enthusiastic, show interest, look bright and alert, ask the students open-ended questions and use active listening. During this process, the person who is the source of the communication encodes it into a message, and transmits it through a channel. The receiver decodes the message, and, in one way or another, feeds back his or her understanding or a lack of understanding to the source. By understanding the steps in the process, you can become more aware of your role in it, recognize what you need to do to communicate effectively, anticipate problems before they happen, and improve your overall ability to communicate effectively. Besides that, a lecturer needs also to have a confidence level to keep engaging with the messages. Asemanyi (2015) has done previous research to find out the factors that account for the poor

performances of students and to find out ways of improving the teaching and learning of the Communication Skills course at the University of Education in Ghana. The study targeted all second-year students of the university and lecturers of Communication Skills as its total population but used the purposive sampling technique to select thirty-five (35) respondents which included thirty (30) students and five (5) lecturers. The main findings were that students have negative perceptions towards the course even though they try to exhibit positive attitudes towards it.

This study was recommended that all those involved should have regular meetings to overcome the problems that have been mentioned above in order to improve on performances and the teaching and learning process. Wimmer (2000) has mentioned the previous research that investigated the level of communication skills among university students. The findings of the study shown that a statistically significant effect applies to gender in the total degree on the measurement and in the degree of the fields: listening skill and controlling emotions skill. The findings also showed that there was no statistically significant effect due to the specialization or interaction between the gender and the faculty in the total degree or any of the fields. Suheir et al (2020) examined the average of using communication skills by students and whether there are differences in the use of these skills among students. The study found that the level of using communication skills by students was moderate. It also showed statistical differences in the use of communication skills due to gender. Researchers arranged communication skills as follows: controlling emotions, speaking, listening, and understanding others. Wang and Chang (2019) examined the level of communication skills among university students. The findings of this study have revealed that university students have achieved good communication skills. Poojaba (2015) has written an article on effective communication skill in developing communication skills such as give the students the impression that a lecture enthusiastic about to talk to, ask an open-ended questions about the students interests, adapt to their body language and feelings, show them approval, tell them what a lecturer admire about the students and why, listen attentively to everything they say, give them the right amount of eye contact, reveal as much about the lecturer self as possible, give the impression and encouragement that the lecturer are on the same team, award them with lecturer best smile, offer a helpful suggestions, say their name in a way that is pleasing to their ears.

RESEARCH METHOD

In the present study, the researchers used the descriptive survey approach. The data was collected using a questionnaire distributed to in rating scale and multiple-choice questions too. Population and sampling technique is targeted population for this study was student lecturers from Shivaji University, Kolhapur. This population was chosen by the researcher because the in the programmed of student lecturers it is most valuable skills is communication skills as such they will be in the best position to give their contribution in programmed. The sample was selected from Departments of Education including B.Ed.-M.Ed.(Integrated) Semester-II and IV, and M.Ed. Semester II and IV. This was done on the assumption that the sampling units were considered to be homogeneous in that the student lecturers have similar characteristics and that the student lecturers are in the

same level and so will be able to respond accurately based on their experiences and perceptions about the communication skills. Again, this selection was done based on the fact that the researcher wants an in-depth information and this can be done effectively with a smaller sample size.

RESULT

The below table No.1 it is shown that in the question number 2, out of 30 student lecturers, 19 (63.33%) responded to always and 11 (36.66%) responded to sometimes. In the question number 3, out of 30 student lecturers, 20 (66.66%) responded to always and 10 (33.33%) responded to sometimes. In the question number 4, out of 30 student lecturers, 25 (83.33%) responded to always and 05 (16.66%) responded to sometimes. In the question number 5, out of 30 student lecturers, 19 (63.33%) responded to always and 11 (36.66%) responded to sometimes. In the question number 6, out of 30 student lecturers, 18 (60%) responded to always, 10 (33.33%) responded to sometimes and 02 (6.66%) responded to never.

In the question number 7, out of 30 student lecturers, 21 (70%) responded to always and 09 (30%) responded to sometimes. In the question number 9, out of 30 student lecturers, 11 (36.66%) responded to always and 19 (63.33%) responded to sometimes. In the question number 10, out of 30 student lecturers, 10 (33.33%) responded to always and 20 (66.66%) responded to sometimes. In the question number 11, out of 30 student lecturers, 05 (16.66%) responded to always and 20 (66.66%) responded to sometimes. In the question number 12, out of 30 student, 09 (30%) responded to always, 20 (66.66%) responded to sometimes and 05 (16.66%) responded to never. In the question number 13, out of 30 student lecturers, 12 (40%) responded to always, 15 (50%) responded to sometimes and 03 (10%) responded to never. In the question number 14, out of 30 student lecturers, 20 (66.66%) responded to always, 05 (16.66%) responded to sometimes and 05 (16.66%) responded to never. In the question number 15, out of 30 student lecturers, 11 (36.66%) responded to always, 15 (50%) responded to sometimes and 04 (13.33) responded to never.

Table 1
Analysis of responses regarding to Communication Skills

No.	Content	Grade			Total
		Always	Sometimes	Never	
1	If I don't understand subject/content in class, I ask my lecturer for more information.	19 (63.33%)	11 (36.66%)	00	30
2	I can speak in class in a comfortable language.	20 (66.66%)	10 (33.33%)	00	30
3	I value teamwork and cooperation.	25 (83.33%)	05 (16.66%)	00	30

4	I show respect for the ideas and feelings of my friends, even when I disagree with them.	19 (63.33%)	11 (36.66%)	00	30
5	I can communicate with my lecturers without any difficulty.	18 (60%)	10 (33.33%)	02 (6.66%)	30
6	I talk to my parents freely when we are together.	21 (70%)	09 (30%)	00	30
7	When people talk to me, I try to see their perspectives.	11 (36.66%)	19 (63.33%)	00	30
8	While talking to people, I pay attention to their body language.	10 (33.33%)	20 (66.66%)	00	30
9	Before I communicate, I think about what the person needs to know, and how best to convey it.	09 (30%)	20 (66.66%)	01	30
10	I consider cultural barriers when planning my communications.	05 (16.66%)	20 (66.66%)	05 (16.66%)	30
11	Before I communicate, verbally or nonverbally, I fully understand who my receiver is and how my message might affect his or her reception of my message.	12 (40%)	15 (50%)	03 (10%)	30
12	I form opinions about what others say to me based on what I hear them saying rather than what I think of them as a person.	20 (66.66%)	05 (16.66%)	05 (16.66%)	30
13	I think before I speak because I am aware of how words may not mean the same thing to other people that they do to me.	11 (36.66%)	15 (50%)	04 (13.33%)	30

Source: Research result (2022)

Table 2
Analysis of responses regarding to Communication Skills

Q.No.	Content	Response
1	I like communicating with my friends...	
	Face to face	19 (63.33%)
	Speaking on the phone	11 (36.66%)
	Chatting on internet / whatsapp	00 (00.00%)
	Other.....	00 (00.00%)
	Total	30 Responses
2	On special days of my friends/ relatives, I prefer...	
	Meeting them	21 (70.00%)
	Making a phone call.	09 (30.00%)
	Writing a text message	00 (00.00%)
	Other	30 Responses
Source: Research result (2022)		

Above table No.2 it is shown that in the question number 1, out of 30 student lecturers, 19 (63.33%) responded to face to face, 11 (36.66%) responded to Speaking on the phone and Chatting on internet / whatsapp have null response. Above table No.2 it is shown that in the question number 8, out of 30 student lecturers, 21 (70%) responded to Meeting them, 09 (30%) responded to Making a phone call and Writing a text message have null response.

DISCUSSION

It is interpreted that most of the student lecturers are interested in question number 5 as value to teamwork and cooperation. It is interpreted that most of the student lecturers are using Face to face mode for communicating with friends and most of the student lecturers are using Meeting to friends/relatives. By analyzing the data and interpreting is following discussions are given-Most of the student lecturers are comfortable to speak in a comfortable language in the class that is most important in higher education system. Higher education system is focusing on communication skill because of student should face challenges in future. Most of the students are great in theory exams but they fail in oral communication test. Teamwork and cooperation are non-avoidable skills in lecturer education programmed. Face to face communication mode is necessary to see exact reaction of person rather stress release. Yemeh (2007) stated that controlling emotions, speaking, listening, and understanding others are the skills in communication. So that this research study leads to communication skill and abilities should be undertaken in all courses of lecturer education. The mastery of the basics of communication will enable lecturers to communicate better and more effectively. In line with that, a lecturer who masters the basics of communication well and communicates effectively will also interact well with students in the learning process. Communication is one of the keys to the success of the activity. Therefore, if lecturers are able to communicate more effectively, it is

certain that they will be able to manage teaching and learning activities more effectively as well. From this description it can be understood that a lecturer really needs to master the basics of communication.

Basic teaching skills are one of the components in the formation of a teacher's professional abilities. A professional lecturer will be able to demonstrate various basic teaching skills as a whole and integrated into the teaching and learning activities he manages. Mastery of various basic teaching skills will enable a lecturer to overcome various problems that arise in teaching and learning activities, so that teaching and learning activities can take place more effectively as well. Therefore, a lecturer who wants to be successful in carrying out his duties as a teacher/educator should master these basic teaching skills well.

CONCLUSION

Out of 30 student lecturers, 21 student lecturers are comfortable to speak in a comfortable language in the class, 25 student lecturers give the value to teamwork and cooperation, 21 student lecturers talk to their parents freely when they are together and 20 student lecturers form the opinions about what others say to them based on what they hear them saying rather than what they think of them as a person. Out of 30 student lecturers, 19 student lecturers use face to face communication mode if they want to communicate with friends and 21 student lecturers use meeting mode for special days of friends/ relatives.

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