

ICRITICAL REVIEW ON EFFECTIVENESS THROUGH PRE-SERVICE TEACHER COMMUNICATION PROGRAMME IN THE CLASSROOM

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Abstract:

The body of knowledge grows and expands with time. Every research study adds to similar studies in some way. A really excellent review sets the bar for future research efforts and significantly influences how that study will be conducted. The investigator might further define his aims and the scope of his expertise by reviewing relevant literature, avoiding unproductive and pointless problem areas. In this article, critical review on effectiveness through pre- service teacher communication programme in the classroom has been discussed.

Keywords: Effectiveness, Pre- Service, Teacher, Communication, Programme, Classroom

Introduction:

By conducting a literature review, we can critically summarize the state of the art in the field being studied, identifying any strengths and weaknesses in prior work, helping us to identify them in our own research, and thereby eliminating the potential weaknesses while highlighting the potential strengths. Additionally, a thorough literature search will give us the background for where to place our research.

Critical Review of Literature:

Hill, J. B. (2021) explained that pedagogical, theoretical, and practical applications of teaching and learning are supported by teacher training programs for applicants. In this article, the COVID-19 pandemic response was discussed in conversation between a state education agency and teacher preparation programs. The author discusses studies on the design of remote learning in pre-service teacher clinical practice, online preparedness, and current teacher performance expectations (TPEs). Ten in-service teachers who are currently teaching are involved. The researcher gathered information via fieldwork supervisors, observations, and participant survey results. The analysis of the co-requisite policy and the field observations of students in a teacher education program employed Kolb's experiential theory. In contrast to online learning, the article's analysis of the data indicated that in-person observations and opportunities to practice classroom instruction contribute to teacher preparedness and relationship building. Additionally, with COVID-19, states will need to re-evaluate their standards for teacher certification, quality assurance initiatives, and required exams. This may result in the reauthorization of the pre-service guidelines. Program learning objectives and crucial tasks that let candidates show off their understanding of the material and how teaching is delivered are being jeopardized. The conclusion was that the distance learning model did not provide pre-service candidates with the opportunity to demonstrate mastery of particular teacher performance expectations. In order to address prospective certification alternatives and innovative approaches to including flexibility in teacher preparation, this article encourages additional investigation into teacher education and online learning. A program's quality can be severely degraded, its effectiveness can be greatly reduced, and data misrepresentation can increase. The quality of teacher mentoring and monitoring may be hampered by distance learning. Additionally, pre-service teachers will have significantly fewer hours of clinical practice when they enter classrooms. [1]

According to Ramirez (2020), in order to give pre-service teachers the opportunity to develop specialized teaching skills, well-designed educational programs must be implemented. In fact, teacher education programs are essential for educating future educators who will guarantee the calibre of instruction from primary to postsecondary levels. To determine the level of teaching competence among 96 pre-service teachers, a qualitative descriptive research methodology was used. A scale created by experts was employed and modified to meet the needs of the investigation. According to the study's findings, Bukidnon State University's (BukSU) pre-

service teachers are generally well-prepared for their job in the classroom, as seen by their performance during their internships in lab settings, their off-campus experiences as student interns, and their capacity to manage student engagement. Qualitative research approaches may be utilized to investigate the variances in pre-service teachers' teaching ability based on numerous characteristics. [2]

According to Khan & Khan (2017), the goal of this research was to explore students' perspectives on the significance of teachers' communication abilities in their academic progress. The researcher created a thorough questionnaire that contained data on the socioeconomic and demographic aspects of the study in order to achieve the study's objectives. Participants in the study were selected from the departments of physical education and sports sciences at each of the participating institutions. The empirical data were gathered from samples of 14 Pakistani institutions (418, 30% from each university), and they showed the significance of a teacher's communication abilities in the academic achievement of pupils. The respondents' information was gathered through direct communication and the use of a prepared scale. Regression analysis was performed once the data had been gathered and sorted into tables. After examining the data, researchers came to the conclusion that instructors' communication skills have a significant impact on their students' academic progress. [3]

There are numerous ways to communicate in a classroom, according to Muste (2016). The utilization of verbal, nonverbal, and preverbal elements in communication processes can be used to control how students and teachers behave. The nature and extent of a partner's contacts with them have a direct bearing on their capacity to influence others. In the past, it was widely accepted that the company's success depended greatly on the working style, speech patterns, and techniques of communication used by the teachers with their students. We must first ascertain the students' long-term communication needs in order to develop our capacity for effective classroom communication. This essay's goal is to illustrate the relevance of this process and the effects it has. You must be able to articulate yourself in a way that is simple, confident, and always adapts to the needs of your audience. This is crucial in the classroom in particular. Interactions between teachers and students in the classroom can either support or obstruct effective communication. [4]

According to Coogle & Rahn (2015), the objective of the study was to determine how early childhood special education pre-service teachers' use of communication modalities is impacted by immediate feedback provided via start-ear electronic coaching. Three future early childhood special education teachers participated in this study. Instructors are more likely to use communication strategies when they receive prompt feedback via bug-in-the-ear e-coaching. Pre-service teachers were able to enhance their use of communication strategies in small groups by utilizing bug-in-the-ear e-coaching. Implications for future research and practice are discussed. [5]

The purpose of this study, which is in line with Kana (2015)'s discussion, is to assess Turkish pre-service teachers' communication skills. This study employed a descriptive survey approach. The research involved 218 participants and was conducted at a university in the western portion of Turkey by Turkish language instructors in training. To choose participants, this study used criterion sampling, one of the deliberate sampling techniques. This study employed the "Inventory of Communication Skills" by Ersan and Balç (1998) to collect information from pre-service Turkish language instructors. Since the collected data had a normal distribution, the T-test and one-way variance analysis were used in the study. Turkish language pre-service instructors value acceptable behavior, cognition, and emotional communication. The study's findings revealed that communication skills, gender, and class level were all significantly varied among pre-service teachers. This study found that pre-service teachers' communication skills were not significantly affected by their grade point averages or the high school they graduated. [6]

The social isolation of students threatens education's long-term viability, according to Gedžūne, Ginta (2015). If instructors are not engaged, there will be severe consequences for teacher education. Pre-service teacher education students took part in an action research study to find out more about how children are socially excluded in the classroom and how they may help to end it. The study's findings are displayed below. Finding a teacher who could alleviate children's social isolation was the focus of the investigation. Students in an online learning environment negotiated meaning with their classmates through written critical dialogue (Google Docs spreadsheet). According to a qualitative content study of students' papers, pre-service teachers' professional development in terms of readiness to address children's social

exclusion in the classroom may be understood as a continuum. The action research undertaken had a transformative effect on prospective early childhood educators, who were more aware of children's social exclusion in the classroom and more motivated to pursue careers as educators who can address this issue, according to another finding of this study. [7]

According to Mazo (2015)'s discussion, participants in the student teacher practicum program at Leyte Normal University in Tacloban City were interviewed for this study. The significance, goals, relevance, and capacities of the program were studied using the descriptive survey method. The significance of the differences in responses from "in-campus" and "off-campus" respondents was assessed for this study using SPSS. The program's implementers viewed it as exceedingly significant, extremely effective, extremely pertinent, and incredibly valuable. The null hypothesis was not disproven in terms of significance, goal achievement, or skill, but it was demonstrated to be false in terms of relevance. [8]

Classroom management (CM) is one of the most frequent problems pre-service teachers encounter, according to Merç & Subaş (2015). An elementary school teaching practicum is the perfect place to learn about students' experiences with CM and how they cope with it. The English Language Teacher Training Program at Anadolu University's Faculty of Education employed eight female and four male EFL educators. Participants were required to keep journals about their CM problems for the duration of the 12-week teaching practicum. Researchers also used semi-structured interviews and their own field notes to acquire data for this investigation. Data research revealed that student instructors' CM difficulties were primarily caused by the pupils in their classes. The cooperating teachers, the student teachers' own lesson plans, and the resources they used all contributed to the CM problems. Additionally, coping mechanisms for the stated problems were put forth. The methodological lectures the student teachers had attended, their collaborating teachers, and their previous professors were all acknowledged as having contributed to their coping techniques. Some implications and suggestions for bettering teaching practices are offered after discussing the findings and the body of existing CM literature. [9]

According to Strode (2013), the goal of this work is to investigate the use of action research by preservation teachers at a professional development school. A PDS site that prioritizes

internationalization and language learning was given to teachers in training. The teacher candidates were in charge of planning, carrying out, and assessing the language instruction in their classrooms. The preservation teachers undertook a form of action research. As a result of this experience, they were able to adjust to their new position as educators. They created a plan to improve their own practice after using action research data to assess their own practice. This method increased the confidence and competence of the students. [10]

Kazi et al. (2012) In order to produce this article, we studied the roles and responsibilities of outstanding educators (Merton, 1957). In order to complete the image, material outlining the official requirements of excellent teachers was used in addition to the data acquired through semi-structured interviews with professors. To get a fuller picture of the tasks and obligations taken on by excellent teachers, additional interviews with other educators and school administrators were also undertaken. Five themes emerged from the data analysis, each of which centred on the participants' roles as teachers, subject matter experts, facilitators, mentors, and innovators, respectively. [11]

In Pakistan, Chaudhry and Arif (2012) used research to examine the relationship between teachers' nonverbal behavior and their students' academic achievement. An observational and descriptive approach to research was used. From 30 secondary schools, 90 science teachers (45 men and 45 women) were selected using cluster sampling. A video recording was utilized to accompany an observation form that used a seven-point rating system based on Galloway's categories of nonverbal communication. In order to analyze the data set, this study used statistical techniques like ANOVA, t-tests, and frequency distribution. The findings of the study demonstrated a linear relationship between instructors' nonverbal communication and students' academic achievement. According to the paper, a more thorough investigation into verbal behavior would have produced more illuminating results. [12]

In an exploratory study on "Improving college instructors' classroom communication abilities," Van Allan (2011) compared traditional teaching methods to previously researched pedagogical challenges to determine how college instructors might improve their classroom communication skills. Teaching students to communicate effectively in the classroom is the focus of this thesis, which focuses on four main aspects of class communication. There are other detailed

techniques and models for enhancing communication in the classroom that are covered, including classroom communities, professors, and active listening. A qualitative study has as its main objective the analysis of 19 college teachers' written interviews in Florida. To determine whether there are any parallels or gaps in current studies, pedagogical issues mentioned in earlier publications are compared to interview responses. The study's findings suggest that students may comprehend concepts more fully in an interactive setting with a teacher who is aware of their communication skills. The findings of this study might help academics create efficient teaching methods. [13]

The impact of B.Ed. was evaluated by Ahuja (2009). Nonverbal communication between student teachers during a classroom interaction. The objective of the study was to develop a B.Ed. nonverbal communication training curriculum. Examine its impact on the nonverbal communication of the student-teachers in the classroom. A descriptive observational approach and a quasi-experimental research design were used to carry out the study. The Faculty of Education at DEI University in Agra was selected. 20 student instructors were chosen randomly from this set of pupils out of a total of 83. The researcher created a scale and an observation schedule in order to identify the nonverbal communication strategies used by secondary school teachers. The data was qualitatively analyzed using the intensity index and a graphical representation. A few of the study's most significant findings were as follows: The experimental group utilized nonverbal communication for classroom transactions more effectively than the control group for all nonverbal communication components. The experimental group outperformed the control group in all areas of classroom management, student involvement, classroom interaction, and classroom atmosphere. [14]

Researchers from Suri (2007) examined how a practice teaching program affected the nonverbal communication style of student instructors. The study's objectives were to analyze student teachers' nonverbal communication in the classroom and develop a profile of their nonverbal classroom communicative behavior at the start and completion of the practice teaching program. Utilizing the descriptive survey method, 50 student instructors from the Faculty of Education were polled; utilizing the quota sampling technique, DEI randomly chose participants from five teaching practice centres. A self-made nonverbal classroom behavior observation program was used to gather the data. Researchers looked at the pupils' pre- and

post-test scores to interpret the findings. We discovered that none of the nonverbal communication patterns between the teacher and the student—including artifacts, posture, kinesics, gesture, paralanguage, closeness, and heptatics—had significantly improved. The study also discovered that instructors' nonverbal interactions with their pupils were on par with those of the general public. [15]

Bruess C. et al. (2005) looked into the connection between student outcomes and the applicability of trait learning. Student motivation, student affect for the course material, and student affect for the teacher were the operationalized student outcomes. Clarity, immediacy, and a socio-communicative style that is aggressive and responsive were the operationalized teacher communication behaviours. Five educational relevance questions were scored using the generalized belief scale, a modified organizational orientation scale, and questions based on Herzberg's Motivator-Hygiene Theory to operationalize learning relevance. Previous research has produced mixed results about the nature of students' judgments of state learning relevance and learning outcomes. With regard to its role as a moderating factor in student results, this study aimed to define the idea of student perceptions of trait learning relevance. Analysis showed a significant relationship between teacher actions and student progress. A post hoc analysis found moderate to substantial connections between the modified organizational orientation scale, the educational relevance questions, and the college learning relevance instrument. The findings of the current study disprove any association between the applicability of trait learning and either student outcomes or teacher behaviours. [16]

Ginsberg (2004) conducted this study in an effort to pinpoint faculty traits that were related to the immediacy and clarity of instructional communication. In particular, it aimed to understand how and why college professors acquire immediacy and clarity. Investigations were also conducted into the nature of the connection between teacher reflection and classroom interaction among college instructors. The nature of this investigation was qualitative. Individual interviews with tenure-track college professors and their students, as well as close scrutiny of professors instructing undergraduate courses, served as the basis for the data. For classroom observations, ethnographic records were made, and the thematic coding of interview transcripts was done. Themes from the data showed that teachers who demonstrated strong clarity and immediacy in the classroom were self-reflective about their teaching methods. They

considered their attempts to enhance their instruction as well as their classroom communication behaviours. With high immediacy and clarity, teachers also had a humanistic perspective on their pupils. They showed concern, understanding, and admiration for the students in their classroom. Additionally, they made an effort to comprehend their students as whole individuals, whom they considered themselves to be in interactions with. Students were able to gain insights into their professors' personalities thanks to their teachers' immediateness and clarity, which helped to establish a sense of transparency. The extremely direct and clear teachers' students were able to recognize unique teaching-related traits and convey insights about the objectives and philosophies of their teachers as stated by the teachers themselves. Teachers who lacked clarity and immediacy rarely or never reflected on their pedagogical strategies. They frequently had very low expectations or perceptions of the kids in their classroom and held negative, non-humanistic views about them. They made no attempt to exchange any personal or professional information, which led to the pupils perceiving their lecturers as enigmatic and distant. These findings imply that improving teaching effectiveness requires addressing underlying faculty attitudes and reflective behaviours in addition to classroom communication. [17]

Hamilton (2003) stated that the goal of this study was to describe beginning teachers' perceptions of the efficacy of particular classroom management discipline systems and the dominant strategies used to eliminate unwelcome disruptions in self-contained elementary school classrooms. First-year, second-year, and third-year teachers who were identified by their principals as teachers who needed to improve their capacity to manage student behavior were asked to participate in this study. The study also looked at whether there were any notable differences in teachers' perceptions across elementary and upper-grade levels and whether experience levels had an impact on those perceptions. The systems and techniques were presented in a workshop that the study's participants attended. This study discovered that starting teachers believed the classroom management discipline system and tactics to be the most effective to stop unwelcome disruptions in self-contained elementary school classes. There is evidence that staff development can enhance new teachers' abilities to regulate student behavior in the classroom. Therefore, it is advised that teacher preparation programs, site administration, and district administration use the findings from this study and provide training to address the need for teachers to be knowledgeable about research-based effective strategies.

This is because new and beginning teachers are leaving the teaching profession because they are unable to balance the demands of meeting the academic, social, and emotional needs of students and controlling student behavior. [18]

In this exploratory/descriptive study, Barbee (2001) examined how organizations trained employees in communication skills between 1998 and 2000 and how managers and trainers of human resources perceived the significance of various communication training components. The communication-specific questionnaire was created using frameworks from the Human Performance Practices Surveys (HPPS), Bureau of Labor Statistics Reports (BLS), and American Society for Training and Development (ASTD) Industry Reports (1996–1999). A Likert scale was used to rank the importance of 15 communication training components (1 = "not at all important" to 5 = "extremely important") based on whether or not they were included in the training. The Fortune 500, the Society of Human Resource Managers (SHRM), and businesses voted among the "100 best to work for" were the target audiences (Fortune, 1999, Jan., p. 119). A combination of postal mail, email, and telephone surveys were used to obtain the data. According to the findings, more than half of the overall training that respondents delivered included communication training. The amount and style of training that was delivered, as well as disparities in the important criterion (mean score ratings), were all shown to be significantly different (.05 level) across the 15 items. On the questions related to verbal and nonverbal communication, as well as the categories that were collapsed, interpersonal and group abilities, there were noted to be significant gender disparities. Respondents' qualitative data (categories and themes) revealed communication training that was implemented in practice but not included on the communication questionnaire. [19]

Several factors that affect student-initiated communication with professors outside of scheduled class meetings were examined in research done by Arduini (2000). Interpersonal communication goals and physical channels of communication were evaluated among students. Face-to-face, written, telephone, and electronic mail were among the channels that were looked at. Additionally, factors including teacher immediacy and student characteristics like age, gender, college semesters, and grades were taken into account. The impact of these variables was examined in this study using survey and interview techniques. According to this study, students' motivations for communicating outside of the classroom (OCC) were frequently

practical and goal-oriented. Additionally, students communicated in person more frequently than they did through other means. Although instructor immediacy was not found to have a significant impact on OCC, a variety of teacher and student characteristics were discovered to influence it. According to the results of the interviews, communication between students and professors increased rather than decreased if students believed that teachers played multiple roles in their college experiences. OCC appeared to be influenced by the students' ages as well, with older pupils communicating less than younger students. [20]

Conclusion:

The review of the linked studies greatly aided the investigator's comprehension of the numerous procedures used for examining classroom (verbal and/or nonverbal) communication, as well as the tools used for data collection and the various statistical techniques utilized for analysis. The foundation of the current study was further enhanced in light of the examined studies. The benefits of communication for improving learning outcomes have been discussed in reviews, which also support training. However, the investigator discovered that the focus was more on theoretical than practical training. It was suggested that the new tool could be used to help pre-service teachers improve their communication abilities in the classroom. The investigator made modest little moves forward to close the gap between classroom communication training theories and real instruction in classroom communication.

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