Level of Effectiveness of Professional Knowledge Skills in Communication at Collage Level in Punjab

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Abstract
Communication skills are regarded as the heart of teaching and learning process. Communication skills are usually defined as interaction that builds connection between students and teachers to help them understand each other and promote common interests. The process of communication is envisaged as transferring of idea or skill to another person accurately and satisfactorily for effective communication we need several communication skills. The major objective of present study was to investigate effectiveness of professional knowledge skills in communication.The characteristics of the research were descriptive type. The population of the research contained following groups (i) All the heads of department of post graduate collages in the Punjab (ii) all the students learning in these collages. The sample was selected from 30 male and 30 female degree collages with rating their heads and 20 students from each collage. Questionnaires were used as research instrument for gathering information. Data were gathered tabulated, examined and considered by using indicates of appropriate illustrative mathematical techniques in the mild of the goals. Major conclusions showed quite similar views of students and principals regarding effectiveness of teaching skill and knowledge of the instructors. Major recommendations include, the teachers should be kind and willing to remove distance from teacher and taught through creating friendly atmosphere in the class. Teachers should be trained how to use instructional technology and new methods of teaching.
Key words: *Level of Effectiveness, Communication Skills, College Level*

Introduction
Sole aim of higher education is vision development which is reflected through communication and impression management which resulted in civilized citizenship among communities. In the stream of higher secondary and higher education the focus is personality development through communication effectiveness of the students along with content and skills. Student supporting agencies believe that inter active teaching drives students towards making them contributive and productive personnel of the future.

The assessment procedures are used to ensure the aims goals and objectives of desired learning outcomes whether have been achieved or not through different qualitative and quantitative strategies. These strategies ensure that behavior modifications regarding social development moral development and skill development along with cognitive development have been incorporated in the learner's behavior.

These capabilities promote student's intellectual and communication level and further it indicates
ethics and interest of the learner which distinguish him from among the groups (Whit, 1997 P-157.

Brookey (1999) defines communication as an interaction that builds connection between the people to help them understand each other and promote common interests. The process of communication is envisaged as transferring of an idea or skill to another person accurately and satisfactorily. Walklin (1987) defines communication as the art of successfully conveying one's meaning to others by means of interchange of experience.

Effective communication is so strong agent of positive change which can bring about conversion. However, when it is blocked by any reason, people become agitated, doubtful and even regressive leading to misconception or stress between the parties which resultantly results in mental blocks, psychological gaps, conflicts and even disasters at various levels personal, social as well as economic (Taori, 1994).

The low academic accomplishments of the students may be recognized to many reasons. In effective teaching-teaming methods in the class room, lack of physical facilities, non- availability of fresh material and relevant literature, wrong choice of subjects, diminishing job opportunities and poor socio-economic environment prevailing in the country are only a few of the contributing factors. While investigating the problem, it must be remembered that the teacher being a major actor in the whole classroom drama, has dominating role towards students output because he is considered to be fully equipped with the knowledge of the subject. This is more so in our country where the teacher is considered as a prime source of information for the students. What and how students' team considerably depends upon the quality of delivery, methods and techniques used by the teacher. That is why studies in the classroom communication are worthwhile. As far as the researcher could find out, no specific study has been undertaken, to access the effective communication skills in our classroom used by the teachers and the students at degree college level in the Punjab. With special reference to classroom communication skill at college level, this research endeavour is an attempt to determine the methods and factors as perceived by the teachers and the taught which may facilitate the process of teaching learning in the classroom (Murphy, 2000).

This study was designed following objectives to achieve;

1. To access subject matter competency of the teacher.
2. To examine instructional strategy of the teachers.
3. To know the goal setting, planning, motivational and technological skills of a teacher.
4. To suggest the measures to enhance the effectiveness of professional knowledge skills of teachers.

Review Of Literature

The research literature in Pakistan offers little evidence of previous studies concerned specifically with the issue of the effectiveness of classroom communication. Early studies dealing in some degree with the effectiveness of classroom communication at undergraduate level reported by foreign researchers are very scanty. The researcher found none of these conducted in the field of higher education in colleges. After going through a good deal of available literature some was identified to have direct and some indirect bearing upon the present study.

"In the old English dictionary the word "Communication" means 'the process of transformation of thoughts info and attitudes among and between the persons. Now this word refers to the ways in which we communicate with other people; show our feelings, transfer our thoughts; ask questions; ask for help; pass on facts; argue and persuade others to do what we want them to do, explain and give orders" (Peter, 1973).

Nature and Process of Effective Communication
The significance of communication process for a teacher is undeniable. A teacher cannot decide without information. Once it is decided, communication must innovative recommendation, or the finest strategy cannot take shape without communication. Teachers therefore need efficient communication capabilities. The teacher success does not lie in communication skill only. However, infrastructure as well as policy role play in removing and creating problem.

Components of Communication
Murphy (2000) says, Stated that the source of communication lies there when it is conveyed with clarity and sender received the desired response basically it is two way process in which exchanging of ideas takes place in different contacts. This context if often crosses cultural and multidimensional which may affect the decision making.
Inter personal communication processes
Coulter (2003) expresses, there should be a message containing a purpose of communication which must travel between sender and receiver through a media. The message the decoded by receiver which has passed away through a channel from one to another person.
Therefore, the process consists of same elements to adopt source, message, signals, channels, recipient and proper feedback. Further, it is also considerable that there may not be any other communication barrier during transformation of contents. There can take place a noise in communication process when there took place a disorder in phone calls receiver engagements mistake and illegible scripts which is called a noise. It causes a disturbances at any stage during the process.
Concepts and Problems of Communication
Culture differences demand different attitudes. These attitudes can be acceptable and appropriate in someone culture. It can cause problems in delivering desired meanings (Murphy, 2000).
Every individual mind is a unique filter. Sharing difference in communicator fill or results problems encoder's with communication. During the communication process there are following factors which may change the meanings.
- Cultural context
- Thinking process effect
- Norms

Non-Verbal Communication

The previous sections about the communication process addressed verbal communication written or spoken syllables, usually words. As Model 1 indicates, we also communicate nonverbally without words. Sometimes nonverbal messages contradict the verbal; often they express feelings more accurately than the spoken or written language. Numerous articles and books have been written on the importance of nonverbal messages; some studies suggest that from 60 to 90 percent of a message's effect comes from nonverbal cues.

Three C's of College and Classroom Management

Santrock, (2001) devised a classroom control program to deal with problem that cause disruption and undermine learning their program stresses the importance of guiding students in learning how to self-regulate their behavior. He created these are the three C's, (i) the first C is "Co-operative community". Learning communities make use of when these members of these communities have a positive inter dependence on each other.

The Seven C's Of Effective Communication

Effective communication comprises of "seven C's" which are completeness, conciseness, consideration, concreteness, clarity, courtesy and correctness.

Effective Teaching

Because of the complexity of teaching and the individual variation among students, effective teaching is not like the "one-size-fits-all" sock. Effective teaching requires a variety of perspectives and strategies, and flexibility in their application. Teacher should have three qualities- these are, professional knowledge and skills, commitment, and professional growth. Detail of the ingredients is as follow: (Santrock, 2001).

Methods of Communication

Teacher uses almost all method of communication during lecture/teaching learning process. He communicates orally as well as in written from besides this a teacher also use body language and electronic media to convey his message. A teacher used these methods of communication to bring desired changes in behavior of the learners like character building and knowledge acquisition.

Barriers to Effective Communication

"The communication process, teacher faces many barriers to effective communication. There are other barriers to effective communication" (Robbins, 1990).

Over-Coming the Barriers

The following suggestions should help us to make our communications more effective and to remove the barriers in communication (Robbins, 1990).

Theories and Models of Communication

Santhanm *et al.* (1998) "The basic communication model involves an informational interpretative process in which messages, information or reaction to information traveled from the initiator to the receiver through the route called communication channel. The message conveyed by the teacher and / or the educational may be verbal or visual, and receiver may listen, see or examine and react in other ways. The communication channels in the classroom should ideally carry both messages and counter-messages; it involves imitation, reception and response which serve as feedback. The communication channel must be kept wide open, as only when the teacher or pupil are able to communicate clearly and with out inference, can understanding and appreciation ensue.

Research Methodology

The research was descriptive in nature. The literary works on professional knowledge skills was substantially analyzed. The primary information was gathered directly from respondents. Following technique was used for the research.

Population

The population of the research consisted of all the principals and the learners of Government degree colleges in the Punjab Pakistan. According to Government, of Punjab (2005-06) there were 404 Government colleges (195 male, 209 female) in the Punjab, Pakistan. The population of the research constituted 404 heads of department and 514917 students (www.punjabeducation.edu)

Delimitation of the Study

Owing to limited time and available resources with the researcher, the study was delimited to the following:
1. Thirty male and thirty female public sector Degree Colleges in the Punjab.
2. The Principals of the respective degree colleges in the Punjab, Pakistan.
3. The Students enrolled during the same session 2005-06.

Sample

The sample of the study was comprised of 60 Principals and 1200 students out of 60 Degree Colleges. Cluster sampling technique was used for sampling. The sampling procedure was used as follows:

Respondents from sixty Public Sector degree colleges were selected from 311 degree colleges in the Punjab, Pakistan. Two degree colleges one boys and one girls were selected from each District by random sampling. From each cluster. 01 principal, 10 teachers and 20 students were randomly chosen.

Colleges	Principals	Teachers	Students
Male	30	300	600
Female	30	300	600
Total	60	600	1200

Research Instruments

As the study was survey type and descriptive in nature, hence the questionnaire was used to get opinions of the respondents. two questionnaires on three point rating scale were developed to collect data, one each for Principals and students. The questionnaires comprised of items mainly about professional knowledge skills and their levels. Each questionnaire consisted of two main parts. Part one contained questions about personal characteristics of the respondent. Part two contained the opinions of the respondents about professional knowledge skills, as identified in the review of literature. The reason for choosing this method of collecting details from the members was that they were all well experienced to understand issues in printed type. The questionnaires were used to collect the data because questionnaire as a device for details choice is more appropriate than other methods when the members are more in variety and commonly assigned.

Questionnaire is relative less costly as compared to other techniques. One can easily write and examine it.

Pilot Testing

The next important step was to test the credibility and stability of the questionnaires. The panel of professionals was requested to improve the questionnaire items format and language to help make these understandable. In the light of feedback received from the professionals, the questionnaires were completed. The researcher personally visited ten colleges (5 male, 5 female) in Punjab. The researcher delivered questionnaires among 10 head of department (one from each college and 200 students (20 degree college). They were requested to fill the questionnaires properly and give their opinions about these for further improvement. After a period of ten days, the investigator gathered the questionnaires from the participants and examined them properly in consultation with the supervisor. For determining the validity of questionnaires items to total Pearson product moment coefficient of correlation(r) was computed. According to the suggestions by the principals and the learners, the specialist refined the questionnaires for determining the stability of these instruments. Cronbach Alpha and Split Half Methods were applied to determine internal reliability of the products. The results of the pre-test were examined by using the Mathematical Package for Social (SPSS) version 11.0

Reliability of Teachers' Attitude Scale Reviewed by the Students and the Principals.

No. of Items		Cronbach Alpha	Split Half
29	Students	0.9643	0.9862
	Principal	0.9751	0.9697

Reliability of Students' Response Scale Reviewed by Teachers.

No. of Items	Cronbach Alpha	Split Half
19	0.9816	0.9436

Overall opinion of the students and the Principals about their teacher by Pearson Correlation Coefficient.

r= 0.851   p-value = 0.000

Highly significant positive correlation shows that both the students and the principals had the similar opinions about their teachers.

Data Collection

The data were collected through personal visit and with the help of two research assistants from the sampled degree colleges. Questionnaires were personally administered to the principals and students. The researcher made personal efforts to get 100% filled in questionnaires back. It took much time but the researcher succeeded. Before delivering the questionnaires, the researcher made sure that each respondent had recognized the objective of the study and was taken into assurance that the details offered by him or her would be kept totally secret and would be used only for analysis of the study.

Data Analysis

The responses acquired through the above described research equipment were converted into tabular form for analysis. The results were shown into tables with reference to the specific skills in the light of the goals of the research. The significance of the result was divided into well above, above and below averages. When 50% and above respondents favoured a skill the trend was interpreted as well 'above average'. For below 50%

and greater than 33%, the trend was considered as 'above average;. Responses less than 33% was interpreted as 'below average'. The most suitable statistical tools like mean, standard deviation, standard error of mean, t, test and Pearson product- Moment Coefficient of Correlation (r) were used to obtain the result.

Results and Discussion

This chapter is confined to the analysis and interpretation of opinions of respondents about the level of effectiveness of professional knowledge skills of teachers, as obtained from the heads and the students

4.1 LEVEL OF EFFECTIVENESS OF COMMUNICATION SKILLSAS VIEWED BY PRINCIPALS AND STUDENTS

Table 1: Professional knowledge skills related to subject matter competency, instructional strategy, goal setting and planning, motivational and technological skills

s. No	Statement	Item No in the question naire	Respon-dents	N	$\overline{X}$	SD	$SE_{\overline{X}}$	t
Subject Matter Competency								
1.	Teachers have good command on the subject they teach.	11	Students	1200	2.74	0.480	0.014	0.620
			Principals	60	2.70	0.560	0.070	
2.	Teachers clearly communicate their ideas in the class.	14	Students	1200	2.69	0.540	0.016	0.139
			Principals	60	2.70	0.560	0.073	
3.	Teachers are well organized in their lectures.	23	Students	1200	2.62	0.560	0.016	0.270
			Principals	60	2.60	0.590	0.077	
4.	Average results of subject matter competency		Students	1200	2.68	0.53	0.015	0.343
			Principals	60	2.67	0.57	0.073	
Instructional strategy								
4.	Teachers use common examples from daily life experience while Explaining the concepts of lessons.	6	Students	1200	2.67	0.570	0.016	2.86
			Principals	60	2.45	0.810	0.107	
5.	Teachers use a variety of methods in their teaching	13	Students	1200	2.10	0.700	0.020	3.24
			Principals	60	1.80	0.680	0.089	
6.	Teachers highlight important facts and figures on the board.	21	Students	1200	2.73	0.530	0.015	0.82
			Principals	60	2.65	0.660	0.086	
7.	Teachers give the main points or ideas of the lecture before going into	24	Students	1200	2.69	0.520	0.015	0.14
			Principals	60	2.70	0.560	0.073	

No.	Statement		Respondents	N	Mean	S.D	S.E	
	detail.		s					
8.	Teachers summarize and conclude their lectures.	25	Students	1200	1.92	0.700	0.020	1.94
			Principals	60	2.10	0.710	0.092	
9.	Teachers write important points on the black board.	29	Students	1200	2.70	0.560	0.016	0.68
			Principals	60	2.76	0.540	0.071	
10.	Level of teaching of the teachers match with the mental level of the students.	27	Students	1200	1.44	0.680	0.019	1.24
			Principals	60	1.55	0.750	1.097	
	Average Results of Instruction Strategy		**Students**	**1200**	**2.42**	**0.59**	**0.029**	**1.56**
			Principals	**60**	**2.29**	**0.67**	**0.231**	

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Goal Setting and Planning Skills

No.	Statement		Respondents	N	Mean	S.D	S.E	
11	Teachers have high expectations from their students.	12	Students	1200	2.15	0.650	0.019	0.0
			Principals	60	2.15	0.660	0.086	
12	Teachers pause after describing an important point.	26	Students	1200	1.55	0.670	0.019	3.37
			Principals	60	1.85	0.740	0.096	
	Average Results of Goal Setting and Planning Skills		**Students**	**1200**	**1.85**	**0.66**	**0.019**	**1.69**
			Principals	**60**	**2.00**	**0.70**	**0.091**	

Motivational Skill

No.	Statement		Respondents	N	Mean	S.D	S.E	
13	Teachers have a sense of humour.	07	Students	1200	2.30	0.46	0.013	6.59
			Principals	60	2.70	0.46	0.060	

Technological Skill

No.	Statement		Respondents	N	Mean	S.D	S.E	
14	Teachers have enough technological skills for operating the electronic Media.	12	Students	1200	1.54	0.699	0.020	2.07
			Principals	60	1.35	0.580	0.075	
15	Teachers use such teaching aids as blackboard and other media to explain the concepts.	26	Students	1200	1.48	0.720	0.021	0.32
			Principals	60	1.45	0.680	0.088	
	Average Results of Technological Skill		**Students**	**1200**	**1.51**	**0.71**	**0.021**	**1.20**
			Principals	**60**	**1.40**	**0.63**	**0.082**	

		ls					
	Overall results of professional & knowledge skills	*Students*	*1200*	*2.221*	*0.603*	*0.017*	*1.62**
		Principals	*60*	*2.234*	*0.636*	*0.149*	

* Significant (overall results)   df = 1258   Table value at 0.05 level =1.960

There was no significant difference between the ideas of the students and the principals about the subject matter competency of teachers (items 1 to 3). Both students and principals agreed that teachers had command on their subjects, their mean opinion score was well above average. The opinion of the majority of both the respondents was favoured by Aggarwal (1997) and Farooq (1993) they observed that teacher should prepare and present his lesson effectively through his command on the subject. Santrock (2001) reinforced the view that teachers' information of their topics having innovative, versatile, conceptual knowing of topic is essential for being an effective teacher. Of course, information of topic has a lot more than just information, terms and general ideas. Both the learners and the college heads approved that teachers clearly conveyed their ideas in the class. In School (2000) preferred introducing some sort of light humor and comedy by the teacher during session distribution to build relationship and keep the class room learning atmosphere vibrant and stress free. This idea also supported by Borich (2000) who said that clear and interpretable a presentation in the class more effective for teaching. Are teacher points understandable? Are we able to explain concept clearly so ask students are they able to follow in a logical order step by step? Both the students and the principals claimed that teachers were frequently well organized during their lectures both in dress and literature. On the average basis, there was non-significant difference between the opinion of students and principals regarding subject matter competency of teachers (Table 1).

Discussion

Communication involves the transfer and understanding of meaning, if no information or ideas have been conveyed, communication has not taken place. Teaching communication encompasses both interpersonal communications between two or more students.

Method plays an important role in the teaching and learning process. There are different methods of communications such as written, verbal, non verbal and electronic media, which are being used at college level in the Punjab. The facilitating factors like participatory approach, using common examples from daily life, effective eye contact, stressing on important points, using simple language, asking questions in classrooms, using appropriate facial expressions, high lighting important points are also very significant in teaching and learning process.

Table 1. The opinion of the majority of both the respondents was favoured by Aggarwal (1997) and Farooq (1993). They observed that teacher should prepare and present his lesson effectively through his command on the subject. Santrock (2001) recognized the view that teachers' knowledge of their subjects having thoughtful, flexible, conceptual understanding of the subject matter is indispensable for being an

effective teacher. of course, knowledge of the subject matter includes a lot more than just facts, terms and general concepts. There was significant difference between the opinion of students and the principals about the instructional strategy of teachers (Item 4 and 5), while non-significant difference was observed between the opinion of students and principals about the instructional strategy (Items 6 to 10). Both the students and the principals acknowledged that teachers used the above average communication skills as regards the factor of instructional strategy; The teachers used common examples from daily life experience while explaining the concepts of lessons.

Conclusions

In the light of analysis of data and findings of the study, following conclusions were drawn:

The views of both students and principals had no significant difference about the effectiveness of professional and knowledge skills of the teachers. Students as well as principals perceived that teachers had good command on their subjects. Their lessons were well organized and clear. As far as their competence in the subject was concerned they were not good enough to explain the concepts from daily life experience. They did not use variety of teaching method. But they effectively used their skills for summarizing, giving the main points, writing important points on blackboard, and concluding the lecture keeping in view the mental level of the students. Teachers have high expectations from the students. Both students and principals agreed that teachers

created a sense of humor for motivation. Teachers were less competent in using technology like media for operating. But teachers effectively used blackboard to explain the concepts.

Teachers perceived that students' knowledge skills were below average. They held that student's attention was not captured and maintained through the use of electronic media. Teachers believed that students from poor family background were deficient in their oral and writing communications.

Recommendations

In the light of conclusions of the study, the following recommendations are made:

1.   It has been observed that in the developing countries like Pakistan the use of A.V. aids is not up to the mark. Technology and electronic media have made much progress, but our teachers are not properly trained to take full advantage of media. Most of the appliances of media are not available in our country. The teachers are untrained and unprepared. The solution of the problem is to provide training to use electronic and other media in our all institutions. Along with it, the training programmes should be launched for the teachers to train them in the use of modern technology. The summer vacation will be the best one to hold special workshops for training the teachers. A special fund needs to be allocated for this purpose.

2.   It is regrettable to note that the teachers seldom use a variety of methods while teaching. The same orthodox method of textbook teaching and lecture delivering is employed in all the institutions. All of us know that variety is a part of life. It is an essential for the teachers to use various methods to capture the attention of the students. The solution of the problem is to arrange refresher courses to train teachers and participation in refresher courses must be made compulsory. The participants should be given an incentive to make the programmer a success. In this regard, the strategy of the advance countries may serve as an example.

3.   According to teacher and students, the teachers rarely used electronic media such as models, maps, charts, slides, cassette recorders, Video, C.D. players and computers. These A.V. aids go a long way to make the lesson easy, interesting, understandable and retainable. The use of colour chalks to separate various parts of a sentence can help a lot but such practice is seldom visible in the classrooms. The use of projectors can be beneficial, to hold and maintain the attention of the students. It is recommended that all kind of media and A.V. aids be provided to all the institutions and teachers should be trained in effective use of these A.V. aids. A PC set be provided to the class. Funds be allocated for the purchase of all available teaching aids. Free training be arranged for the teachers to use a variety of media. Time to time training programmes be launched for the benefit of the teachers. Every teacher must learn the use of all kinds of media. Moreover, maximum stress be laid on the use and training of computer. For teaching foreign languages like English, French, German and Arabic, a well-equipped language lab be arranged for every institution.

4.   Perhaps it is a common phenomenon that the teachers, while delivering a lecture or teaching a lesson, do not come down the level of the students. Teachers teach according to their own level but the students are students who fail to understand all points of a lesson completely. They do not put questions and as a result they fail to leave in the exams. Teaching methods are not as productive as they should be. Such a precarious situation prevails nearly in all the institutions of the backward areas specifically the rural, far flung areas. It is suggested that the teachers must keep in view the mental level and the medium of the students whom they are teaching. Frequent questions while teaching can serve as a feedback. Random tests can also be useful to bring out the reality of comprehension level of the students. Tests should be frequently held to check the progress of the students. Oral as well as written tests keep the students alert and ready all the time. Without evaluation the teaching process seems to be merely the waste of time, energy and sources.

Recommendations for Future Research

In the mild of the session learned while performing the research, the following recommendations are created for upcoming studies.

i)   The existing research was performed at higher education level in the Punjab. This research be duplicated in other regions and other levels to train and learning of the country.

ii)   The set of questions was used as the device to gather data. Considering the natural faults of questionnaires study, observational studies may be performed to confirm the results acquired from this study.

iii)   Comparative research between the public and private degree colleges may be conducted in a similar way in order to recognize the strong points and weak points in both the sectors. Such research may produce useful data for the policymakers and directors to improve the communication skills of teachers and students. The study was conducted at tertiary level of public sector degree colleges in the Punjab Pakistan. The studies may also be conducted at Primary and Secondary level in the Punjab Pakistan.

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