

## CHAPTER VI

### REVIEW, OBSERVATIONS AND SUGGESTIONS

6.1	Review of the Study	..	6 . 2
6.2	Summary of findings	..	6 . 3
6.3	Model recommended for communication between colleges of education and schools	..	6 . 6
6.4	Suggestions to Colleges of Education	..	6 . 12
6.5	Suggestions for further study..		6 . 13
6.6	Conclusion		6 . 14

\*\*\*\*\*

## CHAPTER VI

In Gandhian Basic Education 'Completion' is an important aspect of any project. However meticulous the execution may be, it is this finishing, which wins the approbation of the consumer. In research if one is not able to contribute at least a little to the existing store of knowledge in way of motivating the concerned people to action, the research should be considered a waste. All along the researcher has argued that improved communication from colleges of education to schools could facilitate the installation of innovations which are absolutely necessary in the present

set up. Here an attempt is made to say exactly how this communication between colleges of education and schools could be made more effective and how schools could be helped to shed their conservatism and welcome the new ideas. Before venturing into this attempt, the researcher feels, a review of the study and a summary of findings would be relevant here.

### 6.1 Review of the Study

This study was started based on the assumptions (i) that colleges of education communicate with their co-operative schools (ii) that, this communication has some relevance to innovations in school practices and (iii) that communication could be effective to the extent distortion is reduced.

The eighteen hypotheses evolved for the study and the logic behind the choice of the hypotheses are discussed in detail in Chapter IV.

Three tools were constructed by the researcher for the study. Tool I - the innovation scale was intended to measure the innovativeness of the schools. Tool II -

the communication scale, was intended to calculate the communication score of the college teachers and the reception score of the school teachers. Tool III was a check list to measure the barriers to communication.

This study being a communication study, the communicators' and the receptors' aspects have been kept in view right through the studies. The same three tools were administered to college teachers as well as school teachers with the needed modification in the statements and instructions. Mean standard deviation, percentages, t - test,  $\chi^2$ - test and correlation statistics were made use of to test the hypotheses.

## 6.2 Summary of findings

1) There is agreement relating to innovativeness of schools between college teachers and school teachers which is an evidence to communication between the two types of instruction ( $t = 1.1677$ ).

2) except in the case of 'Teacher Centred Methods' and co-curricular activities, among the other types of

innovation, there is no difference in distortion between the colleges of education and their practising schools.

3) There is positive correlation ( $r = .753$ ) between communication score and innovative index of schools. The corollary that emerges out of this findings is that the more the communication the better the innovativeness of schools.

4) The overall study reveals no distortion between communication from colleges and reception at schools.

5) Except in the case of 'feedback' and 'indirect media' variables, there is no difference in the distortion among the other components of communication.

6) There is distortion in perception of source ( $t = 5.347$ ) message ( $t = 5.887$ ), oral media ( $t = 3.4001$ ), written media ( $t = 2.239$ ), receiver ( $t = 5.684$ ) and feedback ( $t = 7.449$ ) variables between the colleges of education and their practising schools.

7) There is no distortion in the perception of

'indirect' ( $t = 1.807$ ) and 'mass media' ( $t = 0.589$ ) variables.

8) There is correlation between distortion in communication and innovativeness of schools ( $f = 0.5875$ )

9) There is no difference in the communication patterns adopted by men and women ( $\chi^2 = 0.2549$ ), private and Government ( $\chi^2 = 0.3933$ ), Madras and Annamalai University ( $\chi^2 = 0.3591$ ) colleges of education.

10) There is agreement between colleges of education and their practising schools regarding the barriers to communication ( $p = 0.5944$ ).

11) In the global study there is no distortion in communication of innovation to the practising schools and among the different types of innovations also there is no distortion except in the case of 'Teacher - centred teaching methods' and co-curricular activities. However among the eight components of communication taken-up for study, in six of them, there is distortion. Only two - the indirect media and the mass media-variables are free from distortion.

12) A study of source, message and receiver variables reveals high distortion which leads one to conclude that there is no proper system of communication between the colleges of education and their practising schools.

13) On Barriers to communication there is overall agreement between the college teachers and school teachers. Both the college as well as school teachers consider 'Lack of proper system of feed-back' to be the strongest barrier.

14) Among the various factors of communication, the distortion in the feed back variable is the maximum. The weakest link in the communication system is 'feedback'. There is need to tone up the feed-back system because while the college teachers feel that they pay attention to this aspect school teachers feel that it is neglected. In the recommended model special emphasis is made of this factor.

### 6.3 Model recommended for communication between Colleges of education and schools

In the attempt to evolve an effective model for communication by colleges of education the model chosen to

serve as the criteria for this study, forms the base. The components of this criteria model is taken one by one for discussion and necessary modification is made in the light of this research.

a) Source:

There was high distortion in the perception of the source variables between the colleges of education and the schools. The characteristics of the source system mentioned were:

- i. trustworthiness
- ii. expertise
- iii. power
- iv. intent
- v. attractiveness
- vi. similarity to the receiver.

The distortion reveals that these characteristics are not at all perceptible and therefore in the recommended model, all these ingredients of the source variable are included.

The change agent success is positively related to his client orientation rather than change agency orientation. The client system feels that 'the college staff do not consider the practical difficulties of the school staff while advocating new ideas' (Chapter V p. ). Taking into account this defect, one more ingredient to the source variable is added namely: vii Sensitiveness to the difficulties of the client system.

Again the school staff feel that 'the College staff are not readily available for consultation when the school staff need them'. This reveals the lack of empathy on the part of the College teachers. Hence another ingredient is added to the source variable namely:

viii. Readiness to help the client system.

Yet another allegation against the college teachers is that 'the college teachers do not practise the new ideas they advocate'. In other words college teachers do not provide the leadership required by the School staff and the (ix) ingredient added is:

ix. Leadership

Altogether in the recommended model for communication the source variable consists of fine ingredients.

b) Message:

The ingredients included in the criteria model were:

1. Structure
2. content
3. kind of appeal.

The message distortion was also high. All the above three ingredients of the message variable are retained in the recommended model because they are yet to be sincerely implemented. Content includes the nature of the message, the need and the communicability of the message. To introduce clarity, this ingredient is further split into

1. Profitability of the message
2. Compatibility of message with the needs of the receiver
3. Communicability of the messages.

Altogether the recommended model is to consist of 5 ingredients in the message variable.

c) Media

Three interpersonal channels and mass media channel were included in the study. The distortion in oral media was maximum, written media less and indirect and mass media insignificant. It follows that for successful communication mass media channels are to be very much used, next in order of merit is indirect channel (it might amount to having opinion leaders (Rogers 1971) as via media) and the remaining two channels need toning up. All the four ingredients are retained in the recommended communication model.

d) Receiver:

The ingredients included in the receiver variable were

1. Personality
2. Ability
3. Kind of participation
4. Degree of participation.

The distortion in the perception of the receiver variable was high. The characteristics that facilitate the

communication flow are lacking. They are to be developed in right earnest.

In this study the college teachers have stated.

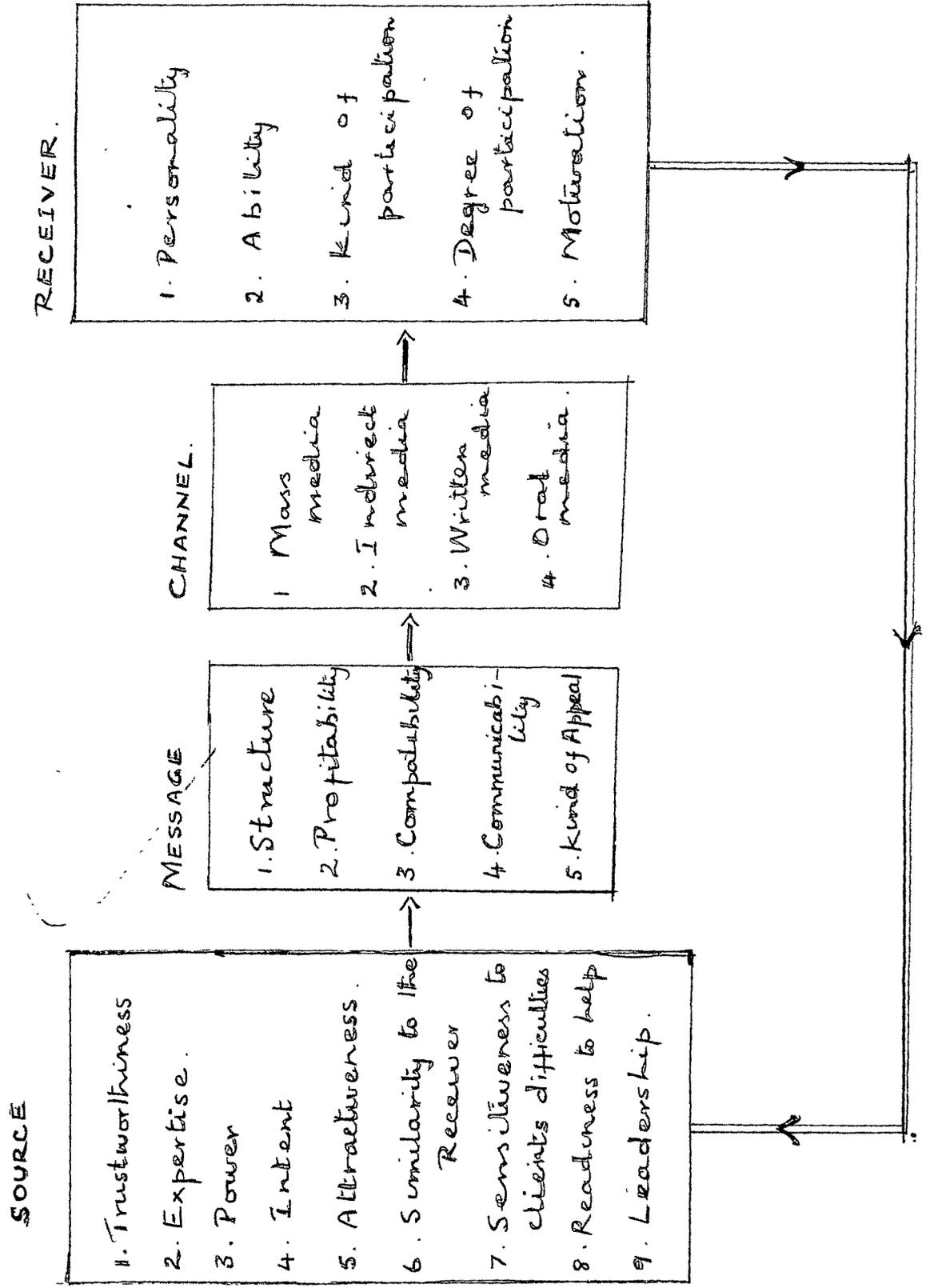
1. 'The school staff are unable to express clearly their felt need'
2. 'Heads of institutions do not support the communication flow of new ideas'
3. 'The school staff do not feel the need for a change'

- as three important barriers to the flow of communication. All the three, it is felt, are due to lack of motivation. The first includes ability also, which is already one of the ingredients of the receiver variable. Therefore 'motivation' is included as the fifth ingredient of the receiver variable. ✓

e) Feedback:

Feedback seems to be the weakest link in the present pattern of communication. The distortion is maximum here. While the college teachers feel that

Fig : XVI - Model for Communication



they do take care of this aspect, school teachers feel that they don't. There is need to tone up the system of feedback.

Apart from these, lack of a system of horizontal flow of ideas and two-way flow of communication are found to be important barriers to communication both by college and school teachers. Therefore provision for these two ingredients are to be made in the media variable of the recommended model of communication.

f) The recommended model is presented in the following diagram.

#### 6.4 Suggestions to colleges of education

1. Colleges of education as one of the source agency for innovation have to strive to develop the source characteristics <sup>s</sup> to that communication could be effective.

2. It is the duty of the colleges of education to induce the school teachers to develop the receiver characteristics of personality, ability, willingness to participate and motivate them towards change.

3. Care must be taken to select the right type of channel for a particular type of message. Message itself should be suited to the needs of school teachers and the kind of appeal could be persuasive.

4. Sufficient attention to feedback is necessary. There should be some system to check up the progress of the innovation from time to time and to render assistance wherever necessary.

5. The climate at the colleges of education should be open and allow free admission to teachers whenever they want to contact them. Involvement and commitment to education on the part of the college teachers should be felt by the school teachers<sup>by</sup> inviting them to join the one population of teachers committed to the cause of education.

#### 6.5 Suggestions for further study

1. The efficacy of the communication model recommended has to be empirically established.

2. The characteristics of the source, message, media, receiver and feedback variables could be identified and related to communication success.

3. A research on the different types of communication could be taken up (for example, source oriented communication could be successful in the implementation of administrative innovation)

#### 6.6 Conclusion

This study is the first study in this field. That there is need for communication between colleges of education and schools has been felt at all levels. A start has to be initiated somewhere and this study has done it. First study could only be a survey type of study. Survey is just a fact finding study which could form the basis for further useful studies and precise recommendations. The sample was deliberately made large so that one could gain the right perspective of the present situation.

This study sought to facilitate an understanding

of the process of communication by focussing one's attention on the characteristics of the components of communication. The process includes the source characteristics namely trustworthiness, expertise, power, intent, attractiveness, similarity, sensitivity to clients difficulties, readiness to help the clients and leadership; the message characteristics namely the structure, the profitability, compatibility, communicability and kind of appeal; the different channel usage; the characteristics of the receiver namely personality, ability, kind of participation, degree of participation and motivation and the more important linkage between these components. A well planned system of feedback alone could sustain the effectiveness of the process of communication between colleges of education and schools.

But it would be erraneous to claim for communication an independent and autonomous role in development change. The responsibility for successful developmental change has to be shared by good planning and effective communication. Planning provides the substance

and communication enables its reaching the destination.

An appeal is made here to the colleges of education to try out this model for communication with schools. Communication is facilitated when there is a frank and full exposure of self. Openness could invite the schools to come closer to the colleges of education and thus a right climate for communication and change could be achieved.