

COMMUNICATIVE BEHAVIOUR OF HIGHER SECONDARY STUDENTS

Dr. S. Anandaraj

Assistant Professor

S.Veerassamy Chettiar College of Education, Puliangudi, Tenkasi

K. Mallika

M.Ed Scholar

S.Veerassamy Chettiar College of Education, Puliangudi, Tenkasi

Abstract

Communicative behaviour is a complex and multifaceted aspect of human interaction. It involves both verbal and nonverbal communication and is influenced by individual, cultural, and societal factors. Effective communicative behaviour is crucial for building relationships, resolving conflicts, and achieving goals, and it is an important skill that can be developed through practice and self-awareness. In this study, the investigators have attempted to examine the level of communicative behaviour of higher secondary students with respect to the gender, major subject and Medium of instruction. A survey method research design was adopted for this study. Among simple random sampling methods was used to select participants. The sample of the study consists of 206 higher secondary students who are studying in sankarankovil taluk in the 2023–2024 academic year. The communicative behaviour scale was used for collecting data in this study. T-test and one-way analysis of variance (ANOVA) was employed to analyze data. According to the obtained results, the level of communicative behaviour is moderate with respect to the gender, major subject and Medium of instruction. This research found that, female students are better than the male students in their communicative behaviour. On the other hand, vocational subject students are better than the science and arts subject students in their communicative behaviour. It also found that, Tamil medium students are better than the English medium students in their communicative behaviour. Implications of the study are discussed based on the findings.

Keywords: *Communicative Behaviour, Higher Secondary Students.*

Introduction

Communicative behaviour refers to the ways individuals express themselves, share ideas, and interact with others through verbal and non-verbal means. According to Watzlawick et al. (1967), communication is an essential human activity that not only conveys information but also builds relationships and mutual understanding. For school students, communicative behaviour is a key aspect of their social and academic lives. It encompasses speaking, listening, gestures, body language, and even the tone of voice, all of which help them navigate daily interactions with peers, teachers, and family members. As emphasized by Littlejohn and Foss (2008), effective communication is crucial for personal growth, as it shapes how students perceive themselves and others in their social environment.

Research highlights that students' communicative behaviour often reflects their development, cultural backgrounds, and emotional states. Bandura (1977) explains that students learn communication patterns through observation and interaction, which means their behaviours, are influenced by family, friends, and the school environment. Furthermore,

McCroskey (1982) defines communication competence as the ability to adapt and express oneself in different situations effectively, which is a critical skill for school success. By understanding how students communicate, educators and parents can better support their emotional well-being and academic achievements. Furthermore, communicative behaviour has a significant impact on emotional well-being. Students who can effectively express their feelings and concerns are more likely to seek help when they face challenges, reducing the risk of stress and anxiety. Open communication also strengthens the bond between students and teachers, enabling educators to identify and address students' needs more effectively. This connection creates a safe space where students feel heard and supported, boosting their confidence and self-esteem.

Need and Significance of the Study

Communicative behaviour plays a vital role in the overall development of school students. It enables them to express their thoughts, feelings, and ideas effectively, which is essential for building strong relationships with peers, teachers, and family members. Through effective communication, students learn to collaborate, resolve conflicts, and understand diverse perspectives. These skills not only enhance their social interactions but also create a supportive environment where they feel valued and respected. Strong communication abilities also contribute to emotional well-being, as students can share their concerns and seek help when needed.

In the academic setting, communicative behaviour is closely linked to learning and performance. Students who can communicate clearly often participate more actively in class discussions, group projects, and presentations. This engagement helps them gain confidence and develop critical thinking skills. Additionally, effective communication supports students in understanding instructions, asking questions, and explaining their ideas, all of which are crucial for academic success. Beyond school, these skills prepare students for future challenges by equipping them with the ability to navigate social and professional environments confidently. By fostering effective communication, schools and families can equip students with the tools they need to thrive in various aspects of life. Investing in the development of communicative behaviour during school years lays a strong foundation for lifelong success and positive interpersonal relationships. Based on the above reasons, the investigator undertakes to study the communicative behaviour of higher secondary students.

Objectives of the Study

The researcher has framed the following objectives for the present study.

1. To find out the level of communicative behaviour of higher secondary students.
2. To find whether there is any significant difference between male and female higher secondary students in their communicative behaviour.
3. To find whether there is any significant difference among arts, science and vocational major higher secondary students in their communicative behaviour.
4. To find whether there is any significant difference between Tamil and English medium higher secondary students in their communicative behaviour.

Null Hypotheses

1. There is no significant difference between male and female higher secondary students in their communicative behaviour.
2. There is no significant difference among arts, science and vocational major higher secondary students in their communicative behaviour.
3. There is no significant difference between Tamil and English medium higher secondary students in their communicative behaviour.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used “The communicative behaviour scale” which comprised 32 statements, which was developed and validated by Mallika (investigator) and Anandaraj (Research supervisor) in 2023. The population for the study includes all the higher secondary students who are studying in government, aided, and private schools in sankarankovil taluk, Tamil Nadu. From the population, the investigator selected 206 higher secondary students were selected as sample using simple random sampling technique. The data were analyzed using Mean, Standard Deviation, 't' test, and 'F' test.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings, which may satisfy the requirements of the objectives of the study.

Table 1 Level of Communicative Behaviour of Higher Secondary Students with Respect to Gender, Major Subject and Medium of Instructions

Variable		Low		Moderate		High	
		No	%	No	%	No	%
Gender	Male	24	23.3	65	63.1	14	13.6
	Female	13	12.6	72	69.9	18	17.5
Major Subject	Arts	14	23.0	41	67.2	6	9.8
	Science	21	19.3	70	64.2	18	16.5
	Vocational	2	5.6	26	72.2	8	22.2
Medium of instruction	Tamil	18	12.3	97	66.4	31	21.2
	English	19	31.7	40	66.7	1	1.7

It is inferred from the above table that, 23.3% of male higher secondary students have low, 63.1% of them have moderate and 13.6% of them have high level of communicative behaviour. 12.6% of female higher secondary students have low, 69.9% of them have moderate and 17.5% of them have high level of communicative behaviour.

23.0% of arts subject higher secondary students have low, 67.2% of them have moderate and 9.8% of them have high level of communicative behaviour. 19.3% of science subject higher secondary students have low, 64.2% of them have moderate and 16.5% of them have high level of communicative behaviour. 5.6% of vocational subject higher secondary students

have low, 72.2% of them have moderate and 22.2% of them have high level of communicative behaviour.

12.3% of Tamil medium students have low, 66.4% of them have moderate and 21.2% of them have high level of communicative behaviour. 31.7% of English medium students have low, 66.7% of them have moderate and 1.7% of them have high level of communicative behaviour.

Ho1: There is no significant difference between male and female higher secondary students in their communicative behaviour.

Table 2 Difference between Male and Female Higher Secondary Students in their Communicative Behaviour

Gender	N	Mean	SD	Calculated 't' value	Remarks
Male	103	118.62	17.628	2.001	S
Female	103	123.84	19.441		

(at 5% level of significance the table value of 't' is 1.96, S - Significant)

It is inferred from the above table that, there is significant difference between male and female higher secondary students in their communicative behaviour. While comparing the mean scores of male and female students, female students (mean=123.84) are better than the male students (mean=118.62) in their communicative behaviour.

Ho2: There is no significant difference among arts, science and vocational major higher secondary students in their communicative behaviour.

Table 3 Difference among Arts, Science and Vocational Major Higher Secondary Students in their Communicative Behaviour

Source of Variation	Sum of Squares	Degrees of Freedom	Variance Estimated	Calculated 'F' Value	Remarks
Between	4596.809	2	2298.404	6.824	S
Within	68368.007	203	336.788		

(at 5% level of significance, for (2,203) df the table value of 'F' is 3.03, S - Significant)

It is inferred from the above table that, there is significant difference among arts, science and vocational subject higher secondary students in their communicative behaviour.

The Tukey test result shows that, the vocational subject students (mean=131.17) are better than the science (mean =120.11) and arts (mean=117.38) subject students in their communicative behaviour

Ho3: There is no significant difference between Tamil and English medium higher secondary students in their communicative behaviour.

Table 4 Difference between Tamil and English Medium Higher Secondary Students in their Communicative Behaviour

Medium of Instruction	N	Mean	SD	Calculated 't' value	Remarks
Tamil	146	125.31	19.185	5.585	S
English	60	111.32	13.821		

(at 5% level of significance the table value of 't' is 1.96, S - Significant)

It is inferred from the above table that, there is significant difference between Tamil and English medium higher secondary students in their communicative behaviour. While comparing the mean scores of Tamil and English medium students, Tamil medium students (mean=125.31) are better than the English medium students (mean=111.32) in their communicative behaviour.

Findings of the Study

The findings derived from the study are:

1. The level of communicative behaviour of higher secondary students is found to be moderate with respect to the gender, major subject and medium of instruction.
2. Female students are better than the male students in their communicative behaviour.
3. Vocational subject students are better than the science and arts subject students in their communicative behaviour.
4. Tamil medium students are better than the English medium students in their communicative behaviour.

Educational Implications

The primary benefits of strong communicative behaviour are its role in fostering academic success. In classrooms, students with effective communication skills can actively engage in discussions, ask questions, and seek clarification. These interactions enhance their understanding of subjects, encourage critical thinking, and build confidence in expressing their knowledge. Moreover, group activities such as presentations and projects provide opportunities to practice teamwork and convey ideas effectively. Such experiences prepare students for future academic and professional challenges, where strong communication skills are often a prerequisite for success. In this research, the investigators found that, female students are better than the male students in their communicative behaviour. This may be due to the fact that, females are generally more inclined to listen actively, express their emotions clearly, and adapt their communication to different situations. They are also more likely to use language for building relationships and understanding others' feelings, which enhances their ability to connect with peers and teachers. On the other hand this research found that, vocational subject students are better than the science and arts subject students in their communicative behaviour. This may be their learning is more focused on practical, hands-on activities that require teamwork and real-world interaction. Vocational training emphasizes skills like problem-solving, collaboration, and workplace communication, which naturally

improve their ability to express ideas clearly and work effectively with others. This research also found that, Tamil medium students are better than the English medium students in their communicative behaviour. The reason may be, Tamil medium students often engage more in group activities, storytelling, and discussions in their native language, which enhances their listening and speaking skills. Their comfort in using Tamil allows for natural and authentic communication, making them more expressive and relatable in social interactions.

This research suggests that, **educational institutions should** organizing regular group discussions, debates, or classroom conversations helps students practice speaking and listening in a structured environment. It allows them to express their ideas, listen to others, and learn the art of constructive argument. **Teachers should** encourage their students to participate in events like school assemblies, presentations, or speech competitions. Public speaking helps build confidence and enhances both verbal expression and body language skills. Teachers should encourage the students for open communication which helps shy or introverted students feel safe and more willing to participate. By implementing these strategies, schools can create an environment that nurtures the development of strong communicative behaviour among students, equipping them with skills essential for academic, personal, and future professional success.

References

1. Bandura, A. (1977). *Social learning theory*. Prentice Hall.
2. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
3. Best, J. W., & Khan, J. V. (2005). *Research in Education*. New Delhi, India: Prentice-Hall of India Pvt. Ltd.
4. Biswal, B., & Dash, P. C. (2006). *Statistics in Education & Psychology*. New Delhi: Dominant Publishers.
5. Hargie, O. (2011). *Skilled interpersonal communication: Research, theory, and practice* (5th ed.). Routledge.
6. Inada, T. (2021). Teachers' strategies for decreasing students' anxiety levels to improve their communicative skills. *English Language Teaching*, 14(3), 32. <https://doi.org/10.5539/elt.v14n3p32>
7. Karfa, A. E. (2019). The communicative orientation of English language teaching classrooms in Moroccan secondary schools. *English Language Teaching*, 12(11), 97. <https://doi.org/10.5539/elt.v12n11p97>
8. Littlejohn, S. W., & Foss, K. A. (2008). *Theories of human communication* (9th ed.). Wadsworth.
9. Mangal, S. K. (2010). *Advanced Educational Psychology* (2nd ed.). NewDelhi, IN: PHI Learning Pvt Ltd.
10. McCroskey, J. C. (1982). *An introduction to rhetorical communication*. Prentice Hall.
11. Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, Culture and Social Interaction*, 1(1), 12–21. <https://doi.org/10.1016/j.lcsi.2012.03.001>

12. Radha Mohan (2011). *Research methods in Education*, New Delhi, Neelkamal publications private limited.
13. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
14. Watzlawick, P., Bavelas, J. B., & Jackson, D. D. (1967). *Pragmatics of human communication: A study of interactional patterns, pathologies, and paradoxes*. W. W. Norton & Company.
15. Wentzel, K. R. (1991). Social competence at school: Relation between social responsibility and academic achievement. *Review of Educational Research*, 61(1), 1–24. <https://doi.org/10.3102/00346543061001001>.