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GRT USE OF NEURO-LINGUISTIC PROGRAMMING FOR THE ENHANCEMENT OF COMMUNICATION SKILLS

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Abstract:-The success of Teaching-Learning process largely rests on effective communication between the stakeholders. In the present scenario of education, teaching-learning process is a multi-polar process. The interaction comes into existence among teacher-student, student-student, teacher-society, and student-society. The P.T.C. trainees have to work with students and society at large. So, it is pre-requisite for them to hone their communication skills which ultimately pave their way to be an effective teacher. The major objective of present study was to carry out a behaviour modification programme: NLP and to find out what changes can be brought among trainees' behaviours. The case study method was employed and data were collected through activity diary and using oppionnaire. The qualitative approach was used to analyze the collected data. The major findings were that the NLP was proved to be an effective and useful programming for the trainees who wanted to modify their irrelevant behaviours hindering their classroom interaction.

Keywords:NLP, communication skills.

INTRODUCTION

Language is the most commonly used and effective medium of self-expression in all spheres of human life like; personal, social, and professional. Effective communication is an integral part of our rapidly changing society. New technologies, the influence of globalization, and the restructured workplaces require people to focus on diverse ways of communication. The ability to share and receive ideas leading to mutual understanding connects us to others. The 21st Century is recognized as information and communication century. Today, for an individual, effective communication skills are important to be mastered to survive in the information and communication era. On the contrary, lack of effective communication skills become road-blocks in the process of exchanging proper information. The success of Teaching-Learning process largely rests on effective communication skills of the stakeholders involved. Teaching-learning process is multi-polar process. The interaction comes into existence among teacher-student, student-student, teacher-society and student-society. The P.T.C. trainees have to work with students and society at large. So, it is pre-requisite for them to sharpen their communication skills which ultimately pave their way to be an effective teacher.

There are different techniques for proper and expected behavior modification of an individual in the field of psychology. Neuro-linguistic Programming [NLP] is one of them which is used by men and women in business, sports, health, legal, as well as in teaching profession to correct their erroneous behaviors fit to the demand of the concerned field. Childers (1985) suggested that mastery of NLP effectively increase teachers' interpersonal skills and their ability to recognize students' representational preferences.

Bandler (2008) defines Neuro-Linguistic Programming as "a model of interpersonal communication chiefly concerned with the relationship between successful patterns of behaviour and the subjective experiences (esp. patterns of thought) underlying them" and "a system of alternative therapy based on this which seeks to educate people in self-awareness and effective communication, and to change their patterns of mental and emotional behaviour."

In Alternative Approaches and Methods, Revell and Norman (1997:14) define, "NLP... is a collection of techniques, patterns and strategies for assisting effective communication, personal growth and change, and learning. It is based on a series of underlying assumption about how the mind works and how people act and interact."

Neuro-Linguistic Programming was used for the mental programming of P.T.C. trainees' appropriate verbal and nonverbal communication related behaviors which are helpful in enhancing classroom interaction.

After careful reading of the philosophy of language involved in NLP, the investigators felt Neuro-Linguistic Programming to be helpful to the P.T.C. trainees for the enhancement of their communication skills. Keeping in mind the positive result inherent in the Neuro-Linguistic Programming, the investigators considered this study to be investigated.

OBJECTIVES OF THE STUDY

Objectives of the present study were as follow;

- 1.To carry out NLP for the enhancement of communication skills among the P.T.C. trainees.
- 2.To assess trainees' enhancement in classroom communication skills.
- 3.To obtain opinions of the trainees about Neuro-Linguistic Programming.

QUESTIONS OF THE STUDY

In the light of the objectives stated, the following questions were constructed:

- 1.Is NLP able to modify trainees' voice clarity appropriate to the class?
- 2.Can NLP help the trainees to moderate their speed of voice?
- 3.Can NLP help the trainees to master their speech modulation (tone and pitch of the voice)?
- 4.Can NLP help the trainees in mastering proper eye contact with the students?
- 5.Can NLP help them to learn the art of making appropriate gestures in teaching?
- 6.Can NLP help them to learn controlled postures appropriate to effective classroom communication?
- 7.Can NLP help them master proper attitude towards students (harmony and rapport establishment with ease)?
- 8.Can NLP enhance trainees' self- confidence as a good teacher?

DELIMITATIONS OF THE STUDY

An investigator has to focus on the research under investigation to get effective results of the study. So, it is essential to delimit the study. The delimitations of the study are as mentioned herein:

- This study is delimited to the second year P.T.C. trainees.
- This study covered stipulated verbal communication skills like; voice clarity, speed of voice, voice modulation, stress on proper words.
- This study also covered the nonverbal communication skills like; gesture, posture, eye contact, facial expression, attitude towards students, and confidence only.
- This study was further delimited to the Panchshil Primary Teacher Training college of Visnagar City.
- The girl trainees were only included in the present study.

Methodology

This study was aimed at enhancing the communication skills of P.T.C. trainees. To fulfill the purpose behind the study, a programme based on NLP was constructed and the same was implemented on P.T.C. trainees to reform their untrained behaviors which are necessary for their smooth classroom interactions.

Sampling

There were three primary teacher training colleges in Visnagar City. Panchshil P.T.C College was selected purposively from the population. Thirteen P.T.C trainees from Panchshil P.T.C. College were identified who had communication related behavior problems. In the present study, it was planned to study the changes of trainees' verbal and nonverbal communication behaviors.

Tools

To carry out the types of research under investigation, the researcher must gather data with which to test the

hypotheses or answer the questions. Many different methods and procedures have been developed to aid in the acquisition of data. These tools employ distinctive ways of describing and quantifying the data. Each is particularly appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used. In educational research, observation, checklist, interview, attitude scale, questionnaires, opinionnaires, inventories etc. are used for the data collection.

The following tools were constructed and implemented in the present study:

1. Communication skills checklist
2. Trainee's Activity Diary
3. Opinionnaire

RESEARCH METHOD

The case study method was employed in this study. The qualitative approach was applied for analysis of the data collected.

DATA COLLECTION

In the present study, after the selection of sample, communication skills checklist was administered on the P.T.C. trainees. A self assessment checklist was given to the trainees to rate the problem related to their communication skills. At the same time, the same was done by their Teachers who taught and were well- acquainted with them at least for last two years. After the explanation and one time practice for NLP, the investigators distributed Activity Diary among the trainees. The investigators explained how to maintain and record their behavior modifications in the activity diary. At the end of the programme, opinionnaires were also given to the participating trainees to record their opinions on how they felt about the programme based on NLP.

DATE ANALYSIS

In the present study, the information of Trainee's Activity Diary was in written form, so the qualitative analysis was done. For the analysis of Activity Diary, the investigators determined how many trainees have one type of communication related problem and then analyzed how many trainees have got improved in the concerned problems. Moreover, the opinions of trainees to check the effectiveness of the NLP were collected through opinionnaire having 'yes' or 'no' type keyed statements and the same was analyzed through qualitative way.

MAJOR FINDINGS

- ❖ NLP is effective for the enhancement in classroom communication skills.
- ❖ NLP helps to modify trainees' voice clarity appropriate to the class.
- ❖ NLP helps to moderate trainees' speed of voice while teaching.
- ❖ NLP helps to master trainees' speech modulation.
- ❖ NLP helps the trainees in mastering proper eye contact with the students.
- ❖ NLP helps the trainees to learn controlled postures appropriate to effective classroom communication.
- ❖ NLP helps the trainees to master proper attitude towards students.
- ❖ NLP helps the trainees to enhance self-confidence as a good teacher.
- ❖ NLP helps to sharp trainees' thinking patterns.
- ❖ NLP really modifies trainees' behavior according to the work- demand.
- ❖ NLP helps the trainees to work collaboratively with others.
- ❖ NLP is effective to gain any goal.

IMPLICATIONS OF THE STUDY

The implications of the present study are as follow:

- Teacher educator can utilize this communication model for self-improvement in routine classroom practice.
- Teacher can use this model for modification of behavioral problems of their students.
- Students can use this model for their self- improvement.
- Trainees can use this model for modification of their behaviors appropriate to the classroom interaction.
- Any person who wants to modify his/her behavior can also utilize this model.

Limitations of the Study

Limitations are those conditions beyond the control of the investigator that may place restrictions on the application to other situations. Limitations spotted out due to time, resources and other constraints are as follow:

- NLP is a self-improvement programme so; it may have varying effect from person to person.
- The programme was implemented on a small group of P.T.C trainees.
- Investigators have used self-made communication skills checklist, Trainee's Activity Diary and opinionnaire for the data collection.
- The capacity of trainees to accept this programme may play vital role on the successful implementation of the programme.

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