

RESEARCH ARTICLE



ISSN:2394-9724

EFFECTIVENESS OF EBY'S MODEL OF REFLECTIVE TEACHING FOR DEVELOPING INTERPERSONAL COMMUNICATION SKILLS AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Eby's model of reflective action in teaching is a model of how caring and responsible teachers think and act. Reflection action was used to describe this model to show the synergetic relationship between interior thought process and exterior actions. This model gives the values and principles such as (a) Creative synthesis to fit the classroom (b) Persistence and Problem solving and good communication skills .Adolescents with low level of Life skills are known to develop high risk behaviors which lead to long lasting health and social consequence .Life skills are important in the personal development of an individual .Interpersonal Communication is the exchange of information between two or more people. This study is carried out to find out the Effectiveness of Eby's model of reflective teaching for developing interpersonal communication skills among secondary school students .This study revealed that this model is an effective method for developing interpersonal communication skills among secondary school students.

Key words : Effectiveness , Eby's model of Reflective teaching , Interpersonal communication skills, Secondary school students.

Article Info

Received on:28/02/2015

Revised from:05/03/15

Accepted on: 08/02/15

Available online:12/03/15

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INTRODUCTION

Communicating with others is an essential skill in day to day life and every fields of life. Interpersonal Communication is the exchange of information between two or more people .Interpersonal communication skill is the process by which people exchange information, feelings and meaning through verbal and nonverbal messages. It is face to face communication. Interpersonal communication is not just about what is actually said Eby's model of reflective action in teaching is a model of how caring and responsible teachers think and act. This model gives the values and principles such as (a) Creative synthesis to fit the classroom (b) Persistence and Problem solving and good communication skills .Adolescents with low level of Life skills are known to develop high risk behaviors which lead to long lasting health and social consequence .Life skills are important in the personal development of an individual .Interpersonal Communication is the exchange of information between two or more people. Reflection is process in which lecturers become aware, or are supported to become aware, of the theory and motives behind their own teaching, to reflect on this, and to take some deliberate. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations.

NEED AND SIGNIFICANCE OF THE STUDY

Life skills are important in the personal development of an individual. Interpersonal Communication is the exchange of information between two or more people. Interpersonal Communication is the lifeblood of every relationship. Good relations are nurtured by open, clear and sensitive communication. Thus interpersonal communication skills are very important in an individual's day to day life. Thus improving that skill is very essential.

DEFINITION OF KEY TERMS

1. **Effectiveness** - It is the plan for instruction or presentation, which cause desired change in the learners behavior (Good, 1972). Here the term effectiveness stands for the outcome of the study when one factor or condition is dependent on the condition on the presence or absence of another condition.
2. **Eby's Model of Reflective Teaching** - Eby's model of reflective action in teaching is a model of how caring and responsible teachers think and act. Reflection action was used to describe this model to show the synergetic relationship between interior thought processes and exterior actions. Elements of this clarification of values and principles, (d) creative synthesis to fit the classroom, (e) persistence and problem solving, and (f) good communication skills.
3. **Interpersonal Communication Skills** - Interpersonal Communication is the exchange of information between two or more people.
4. **Secondary School Students** - A high school or a school of corresponding grade ranking between a primary school and a college or university.

OBJECTIVES

- To prepare Lesson Transcripts based on Eby's Model of Reflective Teaching in learning Mathematics.
- To find out the effectiveness of Eby's Model of Reflective Teaching in learning Mathematics for developing Interpersonal communication skills.

HYPOTHESIS

- There will be a significant relationship between Eby's Model of Reflective Teaching method in learning Mathematics and development of Interpersonal communication skills.

METHODOLOGY IN BRIEF

Since Eby's Model of Reflective Teaching method in learning Mathematics is a different approach, improving Interpersonal communication skills using this method has to be tested experimentally. So experimental method was followed. In this study Pre test –Post test design was adopted.

SAMPLE SELECTED FOR THE STUDY

A group of 30 secondary school students of Kerala following state syllabus were selected from a Mixed aided school in Thrissur district.

TOOLS

- 1 Lesson Transcripts based on Eby's Model of Reflective Teaching method for describing Interpersonal communication skills.
- 2 Achievement test for assessing Interpersonal communication skills.

ANALYSIS AND INTERPRETATION

Mean and standard Deviation were calculated for Pre test and Post test. Also the Critical Ratio is found out using the obtained data. The values obtained are given in the table below.



Table1: Test of Significance level of Pre test and Post tests

Group	Test	N	Mean	SD	Critical Ratio	Level of significance
Experimental	Pre test	30	27.77	3.02	13.17	Significant at 0.01 level
	Post test	30	38.13	3.07		

Statistical Analysis of data shows that there is a significant difference in the means of Pre test and Post test scores.

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