

CHAPTER VI

DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF THE MODULE

6.1 Development of the Module

The researcher developed the 'Communication Module' to help strengthen the communication abilities of college principals based on a 'role analysis' and 'needs assessment'. It was decided to undertake a 'role analysis' since doing so would help the researcher understand the nuances of the nature of the work of college principals; and a 'needs assessment' to determine their actual needs in 'communication' vis-à-vis the demands of their job. The expectation of the module was that it would help the college principals to gain a better understanding of 'communication', and to sharpen their communication skills, thereby enabling them to perform more efficiently and optimally at their job. It would also ultimately lead to healthier and more effective communication networking which would enhance work output and an overall sense of satisfaction. 'Need-based' modules encourage creative learning, bring in desirable improvements in knowledge, attitude, and skills – which ultimately help in solving problems, and also help to create and sustain interest among learners. During the proceeds of the development of the module, the researcher read up extensively and tried to understand theretiocally the subject areas of 'Communication', 'Management', 'Organizational Communication' and 'Educational Administration'. She also scrutinized daily newspapers thoroughly to check out reports of issues pertaining to college principals, special columns by subject experts, as also information on 'communication' – which would help her enrich and contextualise the content of the module vis-à-vis the challenges faced by the principals in the implementation of their work.

The researcher attempted to make the module as relevant and interesting as possible. The process of the development of the module took an effort of about five to six months on part of the researcher. Care was taken not to dilute too much the contents of the module since the target group of college principals were adult

learners of good caliber. The researcher carefully sorted and sieved out and developed material from all the available resources to include only the most relevant content in the module. To facilitate reading, understanding, and recall the module was divided into two sections :

Section 1 dealt with the concept of 'Communication' – presented in different segments; while Section 2 dealt with 'Organizational Communication' and its dynamics. This section was divided into four units, viz.

- A.) Understanding Organizational Communication
- B.) Oral Communication
- C.) Written Communication
- D.) Use of technology in Communication.

Both the sections included theoretical as well as applications information on the delineated subject areas which would be of interest and use to the college principals. The researcher took care to include content in the module as prioritized from the findings and inferences of the needs assessment survey.

Section 1 of the module was detailed with the conceptual understanding of communication. It included segments on definitions, process, characteristics, nature, types, scope and functions, need, models and theories of 'communication', as also barriers to, and feedback in 'communication'. Section 2A of the module included the conceptual understanding of communication with segments on classical principals of an organization, communication flow, self-concept and self-disclosure, conflict management, principals of good communication in any organization, etc. Section 2B and 2C on Oral and Written Communication respectively included segments on Good Listening, Dyadic Communication, meetings, use of audio-visual aids, as also style in writing, writing notices, agenda, minutes and research papers. Section 2D on use of technology in communication included segments on management of information with the help of computers, and details on the Internet.

Different segments were presented under each of the above unit. An Introduction at the beginning and a contextual interpretation at the end were written

for each section. 'Progress-check' questions were included at the end of each segment, as also self-assessment exercises as necessary and appropriate. The 'progress-check' questions included at the end of each segment in the module were based on the theoretical concepts presented in the particular segment. This was done to help the college principals take a test of how much they had understood and remembered about the topic covered in that particular segment. Also posed to the learners were 'problem situations' which the researcher had evolved from her observations from the 'Role Analysis' and the 'Needs Assessment' studies, asking how they, as administrators, would resolve the issue in light of enhanced learning through some new information which they may have gained through the exercise in self-learning. This would help the college principals to analyse and apply the knowledge and understanding gained to the practical situation they face. At the end of the module, a self-appraisal feedback schedule was included for the College Principals to fill in and send back to the researcher. The feedback schedule would help the researcher to evaluate the usefulness of the module. The college principals were asked to rate the module on a five-point scale of 'very good' to 'cannot decide' in terms of how interesting and useful they found it, if it had enhanced their communication skills and performance in any way, and if they had any suggestions for the same.

6.1.1 Validation of the Module

The module was given for validation to fifteen experts representing the fields of 'Communication', 'Education', and 'Management'; eight of them academicians, two retired College Principals, one person currently a College Principal, and four others practitioners in the field. The researcher personally handed over copies of the module to the validators, explaining to them how the contents had been developed and included in the same for self-study (Please refer Appendix 2E for the letter). They were requested to give their feedback within a timeframe of three to four weeks, for which she would meet them again.

The following were the suggestions given by the experts for modifications in the module :

- i.) Contervalise further the content of the module vis-à-vis the role that College Principals play in the proceeds of their work and their needs in communication as assessed in context of the same.
- ii.) Include more examples to explain the different conflict / problem situations faced by College Principals.
- iii.) Give more specific questions in the 'progress-check' sections.
- iv.) Try to do some more referencing for the 'written communication' section.
- v.) Cut out the unnecessary theorization and add more relevant examples particularly in the 'Organizational Communication' section.
- vi.) Include interpretations of the topics covered at the end of all units / sections.
- vii.) Try to improve formatting / presentation of the content.
- viii.) Detail the index.

The above suggestions were incorporated in the module as necessary and the researcher revised and finalized the contents of the module after an interaction with the validators and few other experts. She realized that it was important to have just the appropriate amount of content in the segments for the learners to read — otherwise it would get tedious and uninteresting to go through. All the validators, though, opined that the module was quite good in terms of content and presentation. It was a rich text, all of them said, with a good flow, logical arrangement and the coherence of the substance well maintained. (Please refer Volume 2 of the thesis for the Module).

6.2 Implementation of the Module

The researcher made the necessary modifications as suggested by the validators, after which the module was ready to be administered to the sampled College Principals of Gujarat University at Ahmedabad. Twentyfive College Principals were handed the module for self-study with an explanation of what was expected of them. A covering letter (Appendix 2F) was also enclosed. The researcher personally met the college principals and explained to them how she developed the module based on the 'role analysis' and 'needs assessment' for which she had met them earlier. She clarified the doubts and questions that some

of the principals had, and also explained to them that a Feedback Schedule (Appendix 1C) had been attached at the end of the module along with the researcher's self-addressed envelope to facilitate their sending of the response. All of them agreed to cooperate and send feedback within the allotted timeframe of eight to ten weeks. After the implementation of the module the researcher kept in touch with the respondents clarifying their doubts as also later sending them reminder letters for the feedback (Appendix 2G).

6.3 Evaluation of the Module

The usefulness of the module to the target group of College Principals (as also its utilization by others) was analysed through the Feedback Schedule for self-analysis which had been administered along with the module itself (please refer Appendix 1C for the feedback schedule). Of the twentyfive College Principals to whom the module had been implemented, twentyone (84%) responded with the necessary feedback within the timeframe allotted for self-study of the module. Four of the respondents, when contacted by the researcher expressed regret owing to personal circumstances for not being able to send the feedback to the module. They had gone through it in parts, they said, but not systematically enough to respond to the feedback schedule. The following is the analysis of the twentyone responses received :

6.3.1

Table 6.1

Rating of the usefulness of the module given by the college principals in terms of interesting new information they may have gained in the particular delineated areas

Sr. No	Rating of the Module	Responses					TOTAL
		1	2	3	4	5	
		Very Good	Good	Average	Dis-appointing	Cannot decide	
a	Conceptual understanding of communi-cation	10 (47.61)	11 (52.38)	-	-	-	21 (100)
b (i)	Understanding organisational communication	11 (52.38)	8 (38.09)	2 (9.52)	-	-	21 (100)
b (ii)	Understanding oral communication	8 (38.09)	10 (47.61)	2 (9.52)	-	1 (4.76)	21 (100)
b.(iii)	Understanding written communication	3 (14.28)	18 (85.71)	-	-	-	21 (100)
b (iv)	Use of technology in communication	5 (23.80)	14 (66.66)	2 (9.52)	-	-	21 (100)
c.	The self-assessment exercises	5 (23.80)	14 (66.66)	2 (9.52)	-	-	21 (100)

Figures in parenthesis indicate percentages.

As evident from the Table 6.1 above, it is seen that a rating of 'good', followed by 'very good' for the module in terms of interesting new information provided in the particular delineated areas was attributed by most of the respondents. A negligible number of respondents rated the module as 'average', while none of them rated it as 'disappointing'.

6.3.2

Table 6.2

Rating of the usefulness of the module given by college principals in terms of inputs they may have gained in the various mentioned parameters

Sr No	Usefulness of the Module in terms of the following	Responses					TOTAL
		1	2	3	4	5	
		Very useful	Quite useful	Partially useful	Not useful	Cannot decide	
(i)	Gaining insights into the conceptual understanding of communication	4 (19.04)	16 (76.19)	1 (4.76)	-	-	21 (100)
(ii)	Gaining understanding about organizational communication	17 (80.95)	2 (9.52)	2 (9.52)	-	-	21 (100)
(iii)	Gaining inputs for oral communication	1 (4.76)	18 (85.71)	2 (9.52)	-	-	21 (100)
(iv)	Gaining inputs for written communication		19 (90.47)	2 (9.52)	-	-	21 (100)
(v)	Gaining information about use of technology for communication		20 (95.23)	1 (4.76)	-	-	21 (100)
(vi)	Gaining insights through the self assessment exercises included in the module	1 (4.76)	18 (85.71)	2 (9.52)	-	-	21 (100)

Figures in parenthesis indicate percentages.

As evident from the Table 6.2 above, it is seen that a rating of 'quite useful' for the module in terms of inputs gained in the various mentioned parameters was attributed by a high number of respondents, with a negligible number rating it 'partially useful'. A high number of respondents also rated the module as 'very useful' in terms of gaining an understanding about organizational communication.

6.3.3 Enhanced 'Communication Experiences' as recalled and shared by College Principals

Answers to question 3 – where respondents were asked to recall and share any instances of a 'communication experience' which may have occurred after they went through the module; and where they felt or realized that their performance had been better than before and enhanced owing to their exercise in self-learning.

Responses received to the above question and they are quoted below verbatim :

- i.) "I did not realize that I would enjoy becoming a 'learner' again after many years. I found it refreshing to 'study' on interesting subject area, and definitely since then have found myself being more attentive towards the way in which I communicate".
- ii.) "I daily prepare a 'TODAY' paper sheet now (which I used to do even earlier, but now do it more systematically) which I use as a 'reminding media' for giving and receiving information and formulating 'work strategies'. This helps me in ensuring a smooth flow of work at the college".
- iii.) "Such modules certainly make one aware of how one communicates. After going through the module, one becomes conscious of his/her communicative responsibilities, as well as barriers faced. Going through the module does guide one towards self-assessment regarding ones communication abilities and what one experiences at work owing to the same as also how to – now – improve oneself regarding the same".
- iv.) "There were a lot of ideas on 'communication' floating in my mind, on which I could actually act upon and consolidate after going through the module. This helped me draw some favourable responses and enhance small but fruitful changes in attitude in the people in my organization".

The above statements are positive and reflect that going through the module ~~has helped~~ did help the college principals in enhancing their communication understanding and performance. Though only four of the responses

are quoted verbatim, more than fifteen of the respondents had also expressed that they had found the module useful for the same.

6.3.4 Enhanced ‘Communication Performances’ as recalled and shared by College Principals

Answers to question 4 – where respondents were asked to recall and share an instance which may have occurred after they went through the module; where a colleague, subordinate, or an acquaintance may have complimented them on a ‘communication performance’ which they felt or realized had been better than before and enhanced owing to their exercise in self-learning. Responses received to the above question are quoted below verbatim :

- i.) “My colleagues and subordinates now seen happier with my communication techniques”.
- ii.) “A better communication performance may not always depend upon such an exercise in self-learning. It does however make one review his / her communication style and functions more objectives”.
- iii.) “Earlier I used to believe that the abilities to ‘communicate’ and ‘convince’ are ‘in-born’ in a person, but since I have read the module I feel sure that to a great extent these abilities can be cultivated and sharpened over a period of time”.
- iv.) “There is an appreciation by subordinates and I can myself sense my improved communication performance at work, and also in many other personal matters”.

The above statements too are positive and reflect that working through the module helped the college principals in enhancing their ‘communication’ skills and performance. Thus, four respondents each, in answer to questions 3 and 4, shared their feelings and experiences on enhanced communication, experiences and performances at work owing to their exercise in self-learning through the module. All the eight statements made by them do convey a lot of meaning in context of the ‘gain’ and ‘satisfaction’ they derived from studying the module.

The other respondents though may not have elaborated on the same, would surely have gained a lot too from the self-learning exercise of studying the module – as is reflected in their rating on the scales in questions 1 and 2, as also in some of the comments in response to question 5 (Please refer Appendix 1C for the questions included in the Feedback Schedule).

Moreover, it may have been too soon for them to actually ‘experience’ a change for the better in their communication abilities in a short span of eight to ten weeks which was the timeframe duration for which the researcher methodologically utilized to implement the module to the College Principals and sought their responses. Material studied usually takes time to get processed, internalized and manifest into behaviour, and so would be the case with the utilization of the module.

6.3.5 Comments and Suggestions for the module given by College Principals

Eight respondents gave their comments on the module and their statements suggest that they had indeed found it useful and interesting. The responses are quoted below verbatim :

- i.) “I have gone through the module almost three times over and found the contents very good and the entire exercise in self-learning really worthwhile”. (Principal – Commerce College)
- ii.) “The module is excellent and very well crafted. It will be of extreme help to both academicians and practitioners in society, and in fact all administrators may benefit from reading it. It is indeed a valuable piece of work”. (Principal – Science College)
- iii.) “The module is very valuable since it contains selectively collected reference material excerpted from rich and exhaustive research, as also interesting relevant examples to explain different concepts”. (Principal – Arts College)
- iv.) “It was interesting to go through the progress-check questions, particularly where I needed to apply my mind to the problem situations presented and

resolve the issue as per my new understanding of the same. Going through the module really gave me new insights into the 'communication issues' that I handle as a College Principal". (Principal – Medical College)

- v.) "Many more such modules relevant to the subject areas of 'Education' and 'Communication' should be prepared". (Principal – Education College)
- vi.) "Your research and development of the self-instructional module in communication are worth a lot of appreciation. Congratulations !" (Principal – Education College)
- vii.) "Communication is the main thing in successfully executing ones desired goals. In our body, the brain has developed an effective communication system through the central and peripheral nervous system. Through that – all body parts are linked with each other and they work as one unit. 'Vasudaiva Kutumbakam' – i.e. 'the whole world is a small family' – this feeling has been nurtured in the past by thinkers, poets and writers. Today the world is really a small global village – thanks to the developments of science and technology. All the different media – viz. – newspapers, telephones, radio, television, computers and the internet – have enabled quick and effective communication as one could never think of earlier". (Principal – Physiotherapy College)
- viii.) "Both the sections viz. 'Conceptual Understanding of Communication', and 'Organizational Communication and its Dynamics' – were very interesting to read. The module is well organized and broken down into interesting subheads. I now have great clarity on the subject area of 'Communication'; as also have gained helpful tips for Oral and Written Communication. The 'Use of Technology in Communication' unit also inspired me to try to know and learn the use of computers, the internet, etc." (Principal – Arts & Commerce College)

Eight other respondents mentioned 'Good' or 'Very Good Work' as their comments for the module, and five others did not give any descriptive feedback on the same.

6.4 Summation of the Development, Implementation and Evaluation of the Module

It clearly emerges from the above analysis that the 'Communication Module' has definitely been useful to College Principals to help enhance their communication skills and competence to optimally perform at work. The most positive response was to the Sections 1 and 2A on the 'Conceptual Understanding of Communication' and 'Organizational Communication and its Dynamics' respectively. The Sections on Oral and Written Communication too had been found useful by the learners, while the last section on the use of technology for communication evoked an interest in them to know and learn more about computers and the Internet. The college principals also seemed keen to read up further on the areas which may have particularly interested them more and put in more conscious efforts into their manifest 'communication' at all levels

Moreover, though the module has been primarily prepared for College Principals, it clearly appeared from the opinions expressed by them (and other experts whom the researcher met during the proceeds of her work) that the module could also be of use, with necessary modifications, to all educational administrators, managers, leaders, academicians, or any other persons genuinely interested in the same; to place communication concepts in appropriate perspective and help enhance communication skills which would enable more meaningful and satisfying work performance and output.

Also, in context of future utilization in terms of research and policy prescription, the present study offers scope to explore possibilities to work further with different target groups; as also lay emphasis on 'communication' orientation / study programmes for all groups of professionals and different sections of society – to impart (at least) a fundamental understanding of 'communication' to them and thereby attempt to infuse into the different strata of society – an appropriate and useful flow of knowledge, thought, and action.