

**RELATIONSHIP BETWEEN COMMUNICATION SKILLS AND  
CLASSROOM MANAGEMENT SKILLS OF ELEMENTARY  
SCHOOL TEACHERS**



**RESEARCHER**

Benish Abdul Khaliq

365-FSS/MSEDU/F20

**SUPERVISOR**

Dr. Fouzia Ajmal

**CO-SUPERVISOR**

Dr. Alina Raza

**DEPARTMENT OF TEACHER EDUCATION  
FACULTY OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

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**Benish Abdul Khaliq**

**365-FSS/MSEDU/F20**

The thesis submitted for the partial fulfilment of the requirement for the degree of MS  
Education

**DEPARTMENT OF TEACHER EDUCATION  
FACULTY OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

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## **AUTHOR'S DECLARATION**

It is hereby declared that author of study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis in its present form is the original work of the author except that which is duly acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for the award of any other academic certification than for which it is being presented.

*Benish*

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**Benish Abdul Khaliq**

**365-FSS/MSEDU/F20**

## **SUPERVISORS' CERTIFICATE**

This thesis entitled "Relationship between Communication Skills and Classroom Management Skills of Elementary School Teachers" submitted by Benish Abdul Khaliq (Regd. No. 365-FSS/MSEDU/F20) in partial fulfillment of the requirement of MS degree in Education has been completed under our guidance and supervision. I am satisfied with the quality of the student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

**Supervisor**

**Dr. Fouzia Ajmal**

**Co-Supervisor**

**Dr. Alina Raza**

## APPROVAL SHEET

### RELATIONSHIP BETWEEN COMMUNICATION SKILLS AND CLASSROOM MANAGEMENT SKILLS OF ELEMENTARY SCHOOL TEACHERS

By

Benish Abdul Khaliq

365-FSS/MSEDU/F20

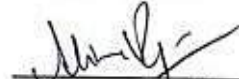
This thesis has been accepted by the Department of Teacher Education, Faculty of Education, International Islamic University Islamabad in partial fulfillment of the degree of MS Education.

Supervisor:



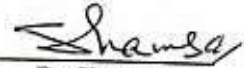
Dr. Fouzia Ajmal

Co-Supervisor:



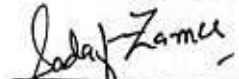
Dr. Alina Raza

Internal Examiner:



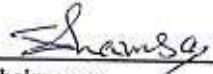
Dr. Shamsa Aziz

External Examiner:



Dr. Sadaf Zamir Ahmed

Dated: \_\_\_\_\_



Chairperson  
Department of Teacher Education  
International Islamic University  
Islamabad- Pakistan



Dean  
Faculty of Education  
International Islamic University  
Islamabad- Pakistan

## **DEDICATION**

*I am dedicating this thesis to beloved parents who have meant and continue to mean so much to me. First and foremost, I am dedicating this to my lovely friend Humaira Bibi. Secondly to my lovely parents who didn't only raise and nurture me but also taxed themselves dearly over the years of my education and intellectual development, and whose continuous affection and prayers have been a source of continuous boost for me.*

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## ABSTRACT

The main aim of this study was to figure out the relationship between communication skills and classroom management skills of elementary school teachers. The purpose of this research was to find the relationship between classroom management and communication skills of elementary school teachers. The research was carried out with the following objectives: to determine the level of teachers' communication skills in a class, to investigate the classroom management skills of teachers, to explore the relationship between classroom management and communication skills of elementary school teachers. The participants of this study were the female teachers, from one to eight, who were randomly selected. This study was delimited to the Rawalpindi urban area. The design of this study was quantitative. The population of this study included 129 female teachers at Government Girls elementary schools of Rawalpindi cant area. The sample for this study was 93 female teachers at Government girl elementary schools. The sample size was selected through L.R Gay table. The instrument that was used in this research was a five point Likert scale questionnaire for both variables. The data were collected by the researcher herself. The data were analyzed through mean score and Pearson correlation moment. It was concluded that female teachers do not follow classroom management and communication skills. The findings indicate that teachers have weak communication skills and classroom management skills. Based on findings, it is recommended that if the teachers have proper skills, they will be able to manage the classroom effectively. If the teacher's communication skills are good, along with classroom management qualities, they would be able to achieve educational objectives.

**Keywords:** *Communication Skills, Classroom Management Skills, Elementary School Teachers*

# **CHAPTER 1**

## **INTRODUCTION**

Effective communication is crucial to the way that education is delivered. Teaching students without the ability to communicate is nonsensical. A teacher who is proficient in communication may impart knowledge to pupils with ease and help them understand it better (Gay, 2006). In reality, teachers use their abilities to control the classroom and create a better learning environment. Only in well-run classrooms do kids feel better, claims (Nkomo, 2016). The management of the class is just as important as how well-kept and pleasant the classroom is. In a setting that is supportive, students perform better. The classroom setting is especially crucial for learning. Positive classroom environments where teachers show their students love, care, affection, sincerity, commitment, responsibility, and dedication are conducive to effective learning. Thus, teachers' ability to effectively communicate and manage the classroom—both of which are closely tied to their professional growth and training—is necessary to create a healthy learning environment (Nkomo, 2016).

The techniques and approaches teachers employ to sustain a suitable learning environment are referred to as classroom management. The classroom serves as a setting where educators supply instructional materials and resources, including time, space, and motivational elements, to support students' learning (Nagler, 2016). Based on studies, it is widely acknowledged that effective classroom management is an essential aspect of teaching. Studies indicate that this is one of the most important teaching competencies (Huntly, 2016; Jones, 2018; Kenzi et al, 2017). The sort of education and discipline we have in schools and classrooms is determined by the opinions and beliefs of teachers regarding the nature of teaching, learning, and students (Freiberg, 2021).

The caliber of teacher education is emphasized on a global scale. International nations including the United States, the United Kingdom, Canada, Australia, and New Zealand are emphasizing the quality of teachers in order to better comprehend the knowledge and skills that teachers require in order to act professionally in their respective disciplines (Ingvarson 1998; Kennedy, 2015). They contend that the adoption and advancement of professional standards is the only way to raise the caliber of teachers

(Hudson, 2009; Tuinamuana, 2011). The issue of policy has always been the quality of teacher education since Pakistan's independence in 1947. Institutions of formal education were founded in the 1980s. The most significant developments occurred in the middle of the 2000s, when pre-service teachers began to get certification and degrees in the form of primary teaching certificates (PTC) and certificates in teaching (CT).

Over the past 30 years, numerous studies have been conducted on teacher education and related issues. They identified the main problems with teacher preparation. Everyone agrees that teachers are not of high caliber. The primary school paradigm from the 19th century is still used in primary school teacher certification programs. They don't offer critical thinking, instructional leadership, or the fundamental education skills needed to improve learning.

### **1.1 Background of the Study**

Reading, writing, speaking, listening, and both verbal and nonverbal communication are among the many skills required for effective communication. A teacher needs to be very knowledgeable in each of these areas in order to help students learn and make it easy to understand (Silver, 1997). Teaching requires effective communication, especially when it comes to running the classroom and interacting with the students. To motivate students to learn, a teacher needs to be a skilled communicator (Bee, 2012).

Sustaining classroom order, enhancing the learning process, and achieving satisfactory outcomes all depend on effective communication (Bee, 2012). Fauziati (2015) asserts that teachers are in charge of overseeing the classroom. It all comes down to the teacher's skills and how they manage the class in the event of an interruption. According to Mulyasa (2007), these are the skills a teacher needs to manage the class in order to attain the intended results. The skills of the instructor are the cornerstone of a suitable learning environment, and they are extremely significant.

Teacher education remains one of Pakistan's most pressing issues. This has long been criticized by stakeholders and special interest groups (Akram & Zepeda, 2015; Butt, 2008; Dilshad, 2010; World Bank, 2006). Researchers are concentrating on it. They asserted that the Pakistani government is doing a dismal job of preparing teachers and

that teacher training programmes are out of step with school contexts, curricula, sufficient funding, and universal admission requirements for teacher education programmes (Ali 2011; Levine, 2006). Most crucially, teacher education programmes do not effectively bridge the theory-practice gap, despite their best efforts to highlight theory and content (Ahmed, 2008).

## **1.2 Problem Statement**

Communication skills and classroom management skills play a key role at the elementary level. It is quite difficult for teachers to manage the classroom at this level. At the elementary level, a student's cognitive and mental development occurs, and it requires effective communication skills and classroom management skills. Students' behavioral problems increase because of their age. The elementary level is the foundation of a child's life, where a child is grooming. Moreover, students need to learn behaviors as well as the content. Moreover, teachers have subject matter knowledge, but they are unable to deliver the lesson due to a lack of communication and classroom management skills. Teachers' communication skills and classroom management skills are very essential in the learning of students and to managing the classroom environment. This is a major issue in primary institutions, where the teaching at that level makes it quite difficult for teachers to manage the classroom environment. Giri (2008), has carried out the research on "Problem of Classroom Management in Primary Level". He tried to find out several problems in primary level English classroom. He found that it is very difficult to manage the primary level classroom. In this regard, teacher has to be trained, qualified and capable to understand the psychology of students. Therefore this study is intended to identify the relationship between the communication skills of teachers and their classroom management skills at elementary level.

## **1.3 Significance of the Study**

Student accomplishment is the main goal of instruction. Teachers will get benefit from this study by using the suggested communication and classroom management techniques. Additionally, this study will help elementary school teachers become more conscious of the impact that teacher-child communication skills have impact on students' education and growth. Policy makers would get benefit from this study by having more

and better teacher educator policies. Administrators could learn more about prospective teacher's capacity for successful communication. Finally, the study could lead to a better understanding of the communication skills of one to eight grade instructors in the classroom. This study can also help to share the ideas among the teacher to teacher. The study can be used as a reference material to develop teachers' personal management practices. Similarly, this study will be fruitful for linguists, curriculum designers, textbook writers, teachers and students. Teachers will get benefits to find out how they can enhance teaching and learning through effective classroom management.

#### **1.4 Objectives of the Study**

The objectives of the study were to;

1. Determine the level of teachers' communication skills in a class
2. Investigate the classroom management skills of teachers
3. Explore the relationship between the communication skills of teachers and their classroom management skills

#### **1.5 Research Questions**

Following research questions were designed to achieve objectives of the study;

RQ1. What is the level of teachers' communication skills in a class?

RQ2. What are the classroom management skills of teachers?

#### **1.6 Hypotheses of Study**

H<sub>01</sub>: There is no significant relationship between time management and discipline management skills

H<sub>02</sub>: There is no significant relationship between writing skills and time management skills.

H<sub>03</sub>: There is no significant relationship between writing skills and instructional management skills.

H<sub>04</sub>: There is no significant relationship between verbal skills and time management skills.



- H<sub>05</sub>: There is no significant relationship between verbal skills and discipline management skills.
- H<sub>06</sub>: There is no significant relationship between verbal skills and instructional management skills.
- H<sub>07</sub>: There is no significant relationship between nonverbal skills and discipline management skills.
- H<sub>08</sub>: There is no significant relationship between nonverbal skills and time management skills.
- H<sub>09</sub>: There is no significant relationship between nonverbal skills and instructional management skills.
- H<sub>10</sub>: There is no significant relationship between visual skills and discipline management skills.
- H<sub>11</sub>: There is no significant relationship between visual skills and time management skills.
- H<sub>12</sub>: There is no significant relationship between visual skills and instructional management skills
- H<sub>13</sub>: There is no significant relationship between communication skills and classroom management skills.

## **1.7 Delimitation of the Study**

The study was delimited to the 15 Government girls elementary schools situated in Rawalpindi Cantt. area.

## **1.8 Operational Definitions**

### **1.8.1 Communication**

It is described as the process through which thoughts, feelings, facts, attitudes, and views are passed from one individual to another (Duță, 2015).

### **1.8.2 Communication Skills**

One competency that can be defined as the capacity to communicate with people in a suitable and productive manner is communication (Chen & Starosta, 1996). In terms

of the interactions between teachers and students, communication is the foundation of the teaching profession—a talent that is essential for all vocations (Duță, 2015).

### **1.8.3 Classroom Management Skills**

Classroom management refers to the techniques and approaches a teacher employs to keep the classroom atmosphere favourable to learning and student achievement. These techniques include time management, discipline, instructional design, and resource management (Froyen & Iverson, 1999).

## **1.9 Research Design**

The research was quantitative correlational in nature and a survey design was employed to collect the data from elementary school teachers.

### **1.10 Population**

The population of this study was 129 Government Girls elementary school teachers of Rawalpindi Cant area. The population size of the study was 15 government girls elementary schools.

### **1.11 Sampling**

The sample size of the study was 93 female teachers from elementary schools of Rawalpindi cant area. The sample size was taken according to L.R Gay table. Sampling technique that used for data collection was convenient sampling due to the convenience of the researcher.

### **1.12 Instrument**

A closed-ended questionnaire was used as a data collection instrument. The self-developed questionnaire was designed based on communication skills and classroom management skills. Questionnaire was based on two sections, one section of communication skills and second section of classroom management skills. Communication skills included i.e. verbal, nonverbal, written and visual. Classroom management skills included i.e. time management, discipline management & instructional management.

### **1.13 Procedures (Data Collection)**

For data collection, the researcher personally visited the schools.

### **1.14 Data Analysis**

The collected data were analyzed using mean scores and Pearson correlation moment to find out the relationship between classroom management and communication skills.

## CHAPTER 2

### LITERATURE REVIEW

In this section, detailed literature review regarding communication skills and classroom management skills has been discussed.

#### 2.1 Review of Related Literature

All occupations require strong communication abilities, but teaching and learning are especially dependent on effective communication. It is impossible for teachers to teach pupils without the ability to communicate effectively. Teachers have the capacity to help pupils grow, and this can only happen through good communication (Duță, 2015). Studies have been done on the subject of students' communication abilities, however those studies focus on the students' communication skills. Research in this field is, however, scarce. The problems with classroom management are not the main focus of the study that has been done on this subject. One of the key problems in this area continues to be classroom management. But the researchers haven't paid much attention to this field.

According to Khan et al. (2017), teachers' ability to communicate effectively has an impact on students' success as well. Written communication takes the form of words, sentences, and grammar. Meaning and ideas are conveyed by letters and words, papers, computers, etc. in written communication. The importance of "listening" in communication cannot be overstated. – Poor listening is the cause of almost 60% of all misconceptions (Caruso, Colombi & Tebbit, 2017). You can gain from practicing active listening in the classroom in two ways. First of all, by improving their own listening abilities, your pupils will look up to you as an example and learn the material more effectively. Second, you can improve your pupils' education by employing active listening to clarify misconceptions and expand on what has been learned.

The first and most crucial step in management is planning. To attain the best results, planning is crucial when executing certain tasks. The methods or techniques that help teachers and students focus on their education are what constitute effective classroom management (Korpershoek, 2019). To help students achieve their learning objectives, teachers should concentrate on classroom management techniques. Because of the age of the kids, teaching at the primary level is challenging. It takes time for teachers to gain the necessary classroom management skills. As a representative of society, teachers have an obligation to develop classroom management techniques in order to meet expectations as role models (Korpershoek, 2014). At the primary level, teachers have a difficult task in achieving expected results.

They must acquire the skills necessary to control the classroom's operations and mold their students' behaviour. "Teacher preparation and ongoing professional development" is their top priority when it comes to improving their teaching methods (Oliver & Rashly, 2007). Teaching is about learning, growing, and succeeding, not only about controlling, claims Chandra (2015). It is the bond that exists between an educator and their incharges. From Chandra's perspective, the quality of the relationship between teachers and students determines how well teaching and learning proceed. Their ability to collaborate will be effortless if their relationship is solid. According to Davies (n. d.), elementary school pupils rely on their teachers. He went on to say that the finest results in elementary classes can only be attained by teachers who have best classroom management skills. He went on to say that the best results in elementary classes can only be attained by instructors who have strong rules and classroom management abilities. Teaching pupils about their obligations is the teacher's first duty. A teacher cannot establish an expected environment in the classroom without rules.

Students' adherence to and maintenance of the classroom rules are the responsibility of the teachers. Teachers employ the organizing component to help them accomplish the necessary goals. Essential components of the classroom are the seating arrangements and furniture. It is the most effective method of

interacting with various class members. Effective learning can only be facilitated in this manner (Cornell, 2002). The teacher centered approach is the only way for teachers to maintain classroom control. They can manage the misbehavior of the pupil by employing this strategy. Only a teacher-centered approach is appropriate for elementary education (Emaliana, 2017). Teachers employ controlling as a management strategy to reach their highest objectives. By diverting one another's attention, students in the rear rows cause disruptions in the classroom (D'Souza, 2018).

The instructor has a significant role in the interventionist approach. He desires authority over his pupils. He has a commanding presence. His students participate passively in the classroom environment when he is in a dominant role. In addition, he gave them freedom to work on their own. Teachers who employ this method explain to their students why they are acting in a certain way and the rationale behind it (Cerit & Yüksel, 2015). The teacher establishes expectations for the learner when using the noninterventionist approach. This method is learner centered. A teacher does not participate directly in making decisions. He lets his pupils come to their own judgments (Lang, 2013). When using an internationalist approach, the teacher makes judgments based on what the students require. He makes himself and his needs happy. He makes himself and his students happy. Teachers that adopt an authoritarian attitude demand discipline from their pupils. Teachers who fail to comply with this policy face disciplinary punishment (Aktan & Sezer, 2018).

The third style is called the Laissez-faire style. In this style, teachers try to control their students to a lesser extent. His role is neither dominant nor defensive. In this style, the teacher does not force his students. He wants to keep his students active. He wants to not hurt their students. In this style, the students' feelings matter for the teacher. So, we can say that students' emotions are important for teachers in this style. He does not want to hurt their students. Students play an active role in the classroom climate. Teachers want students to make their own decisions (Aktan & Sezer, 2018). The fourth style is called the independent style. In this style, teachers show a lack of interest in the classroom. They behave

differently. Simply put, we can say that in this style, the student does not matter to a teacher. Teachers do not put pressure on students in the academic process. They want their students to do their work by themselves. So, in this style, students face a lack of abilities, a lack of confidence, a lack of skills, and a lack of interest in this type of classroom climate. There is no learning in this type of classroom management style (Aktan & Sezer., 2018).

## **2.2 Models of Communication**

Diverse communication specialists hold varying views about the information flow system that connects the sources and recipients. Here is a quick summary of the widely used and significant communication model:

### **2.2.1 Berlo's Model of Communication**

Berlo's model of communication explains it in four steps. These four steps are source, message, channel and receiver. This model is unique in this aspect that it gives a detail explanation in each step that how well the message is communicated.

### **2.2.2 Transactional Model of Communication**

This idea postulated that communication occurs when two or more individuals exchange messages in a continuous manner, influencing both the sender and the recipient. According to Bragg et al. (2021) this approach places greater focus on the messages themselves as well as body language, facial emotions, and voice tone.

### **2.2.3 Aristotle Model of Communication**

The sender, message, encoding/decoding, channel, and recipient are the five steps in this process (Narula, 2006).

### **2.2.4 Shannon-Weaver Model of Communication**

This model states that all communication contain three elements. These elements are sender, message and receiver (Narula, 2006).

### **2.2.5 Communication Skills**

In the classroom, communication happens on a daily basis. Since communication is essential to both teaching and academics, a teacher should engage with his students on a daily basis. Since effective communication is essential for academic success, teachers should possess strong communication skills. Likewise, poor communication skills on the part of the teacher will result in pupil failure. The ability of teachers to communicate with students is crucial to their academic performance. According to Michael (2000) a teacher's ability to communicate effectively in the classroom has a direct impact on students' progress.

Loss, (2000) stated that he advised educators to communicate in a way that is both understandable and straightforward. The only criteria by which we may assess a teacher's competency while discussing their competencies are their training and experience. It is impossible to communicate without communication skills. An effective communicator makes for a competent teacher. The first thing we should consider when searching for a qualified instructor is their ability to communicate well. This ought to come first in importance. A teacher and an educational system are closely intertwined. Its quality will depend on its instructors. Achieving policies that increase teacher effectiveness remains a struggle. A synthesis of knowledge and practical skills is required to carry out a professional function in a certain domain.

In 2000, Ehindero and Ajibade carried out a study. They suggest that effective teaching requires strong communication abilities. Nobody can educate if they lack these fundamental abilities. The transfer of knowledge from the instructor to the students is the central idea of education. The process of teaching and learning involves communication. It is essential to listen and talk when communicating. Another crucial element of communication is the tone and body language of teachers. Effective communication is a critical component of the education that pupils get.



Proficiency in communicating is essential for advancing academic success and student development. The only way for teachers to develop a good rapport with pupils is through effective communication. According to Khan et al, (2017), the only method of student engagement that results in academic success is effective communication. Numerous research works have emphasized the significance of proficient communication abilities in the field of education. After conducting study, Muste (2016) came to the conclusion that good teacher-student connections help students achieve academically. Effective communication is crucial for primary school teachers, according to Khasawneh (2021). Setting clear objectives and goals for kids requires effective communication skills as well. Numerous research have been conducted to investigate various approaches that might be employed to improve communication. Proficiency in communicating is crucial for advancing academic success and learning among students. Teachers and students cannot develop a strong relationship unless they communicate well. The only method of involving students that results in academic success is effective communication (Khan et al., 2017). Numerous studies have been conducted that emphasize the value of good communication skills in the classroom. According to Muste's (2016) research, academic attainment is enhanced by positive teacher-student connections. According to Khasawneh (2021), elementary school teachers must be very proficient communicators. To clearly define objectives and goals for pupils, effective communication skills are also essential. There are numerous research investigating various approaches to improve communication.

In essence, communication skills are the art of conveying concepts and meanings via symbols and signals (Harper, 2013). It can be characterized as the reciprocal communication between two or more individuals. According to Garg (2006), communication skills are activities. In actuality, communication skills are the ability to convey ideas through signs, symbols, gestures, motions, words, photos, figures, graphs, and other media (Harper, 2013). As per the report from Corporate Finance Institute (2015), effective communication skills are essential tools that we employ in our daily lives. These abilities are necessary in both the

personal and professional spheres. Transferring ideas and meanings via writing, voice, spoken word, and nonverbal cues is the definition of communication skills (C.F.I. 2015). According to Baruch, Hershkovitz, and Ang (2015), there is a good rapport between educators and learners. Teachers' inadequate interaction with students. He said that communication skills are the tools we employ on a daily basis in the Corporate Finance Institute (2015). These abilities are crucial in both the personal and professional spheres. Transferring ideas and meanings through writing, voice, spoken word, and nonverbal cues is the definition of communication skills (C.F.I. 2015). Teachers and students have a beneficial relationship, according to Baruch, Hershkovitz, and Ang (2015). inadequate teacher-student communication

Diverse modes of communication exist. Language is one of the most vital forms of communication. Verbal communication is considered to be one of the most significant forms of communication (Bunglowala & Bunglowala, 2015). A greater amount of nonverbal communication is ignored (Bunglowala & Bunglowala, 2015; p. 371). Based on the medium, communication was separated into verbal and nonverbal categories. For the teaching and learning process to be fully understood, both verbal and nonverbal communication are crucial. The transfer of knowledge is significantly more dependent on verbal communication (Rawat, 2016). According to Chaudhry & Arif (2012), nonverbal communication has a greater influence on students' hearts and minds than verbal communication does. There are various forms of communication. Linguistic communication is among the most vital forms of communication. Verbal communication is one of the most crucial forms of communication when it comes to communication (Bunglowala & Bunglowala, 2015). A greater degree of neglect is applied to nonverbal communication (Bunglowala & Bunglowala, 2015; p. 371). Based on the medium, communication was classified as either verbal or nonverbal. For students to fully comprehend the material being taught during the teaching and learning process, both verbal and nonverbal communication are crucial. In order to impart knowledge, verbal communication is far more important (Rawat, 2016).

Nonverbal communication has a greater influence on students' hearts and minds than verbal communication, according to Chaudhry & Arif (2012).

### **2.3 Types of Communication Skills**

There are six main types of communication skills. These skills included verbal, observation, empathizing, nonverbal, written and visual. Here we shall discuss about four communication skills.

#### **2.3.1 Verbal Communication**

A spoken conversation between a teacher and a pupil constitutes oral or verbal communication skills. Verbal communication, according to Chapel (2020), is the process by which ideas are transferred from one person to another.

#### **2.3.2 Nonverbal Communication Skill**

Nonverbal communication skill is the process of sharing ideas and information through gestures, facial expressions, tone of voice, eye contact,, body language, posture(Doyle, 2020). It can say that nonverbal communication is the way of communicating without using language (Doyle, 2020).

#### **2.3.3 Written Communication Skills**

This is an important part of communication (Marti, 2003).

#### **2.3.4 Visual Communication Skills**

This is the ability of a person communicate through the signals received by the eyes (Nediger, 2020). This is the art of sharing ideas through visual forms and visual aids.

#### **2.3.5 Verbal and Nonverbal Communication**

Another crucial component of communication abilities is verbal communication. One aspect of verbal communication is word use. According to Paolini (2015), a teacher's ability to effectively communicate with students has a direct bearing on both the students' academic progress and the teacher-student dynamic. Nonverbal communication is another crucial area of communication

skills. Facial expressions and body language are examples of nonverbal communication. Effective teaching also involves nonverbal communication. According to Good's (2014) research, nonverbal communication is crucial for fostering trust between educators and students. Effective communication is essentially a teacher's competence. The teacher uses these skills to communicate with the student in a different way (Smith, 2008). The capacity of a teacher to transmit information, emotions, and ideas to two or more people is known as communication skill. This demonstrates the evident connection between communication and teaching. Teachers in the field of education impart knowledge and information to students on a continuous basis. We are talking about elementary school teachers' communication skills in this study.

In this study, "communication skills" refers to the elementary school instructors employ to impart information, values, and knowledge to their children in order to facilitate effective teaching and learning (Smith, 2008). According to Deardan (2008), verbal, nonverbal, and visual communication are examples of communication abilities. Vocal speech, which transmits information by aural cues, is a form of verbal communication. Nonverbal communication, on the other hand, consists of gestures, body language, facial expressions, and listening skills. To express ideas and impart knowledge to their students, elementary school teachers need to possess all of these abilities. They can guarantee efficient instruction in the classroom in this way (Deardan, 2008). According to Deardan (2008), there are three types of communication skills: visual, nonverbal, and spoken. Vocal speech is a form of verbal communication in which auditory cues are used to convey information. Conversely, nonverbal communication consists of gestures, body language, listening comprehension, and facial expressions. All of these abilities are necessary for elementary school instructors to exchange ideas and impart knowledge to their students. By doing this, they can guarantee that instruction in the classroom is effective (Deardan, 2008). Instructional communication is a crucial communication skill in both teaching and learning. Teachers use this kind of communication skill to share information with students (Rosenbaun, 2012). Teaching communication skills is essentially the process of

transferring knowledge from an instructor to a student (Uchenna, Igbokwe & Uchenna; 2009).

### **2.3.6 Writing Skills**

A teacher must have highly developed communication skills to call them professionals. Another important aspect of communication skills is oral and written communication skills. A teacher must have highly developed oral and written communication skills to communicate with the pupils (Ihmeideh, AlOmari, & AlDababneh; 2010). Communication skills are important in this aspect that she communicates with the students efficiently (Khan, Zia-Ul-Islam & Khan; 2017). In this respect, a teacher's ability to communicate effectively is directly related to the excellence instruction.

### **2.4 Classroom Management Skills**

In a classroom setting, a child's main interaction is with the teacher. Permanent traces are left by the initial encounter. A teacher ought to serve as an example for the kids. In order to facilitate effective teaching and learning, teachers should give students the chance to develop meaningful relationships (Sabol & Planta, 2012). Thus, for a safe, tranquil, and encouraging learning atmosphere during this phase, instructors' classroom management is crucial (Nagler, 2016). To satisfy students' requests, teachers need to employ a variety of classroom management techniques (Harlan and Rowland, 2002). Research demonstrates that teachers employ a variety of techniques, including vocal instruction and maintaining eye level, to ensure efficient classroom control (Drang, 2011).

There are various facets to classroom administration. These include the management of the physical environment, the management of the teaching process, the management of time, and the management of successful management (Lemlech, 1988). The arrangement of the seats is crucial for maintaining the physical environment. It can be set out in columns and rows for various uses (Hue & Li, 2008). Before entering the classroom, a competent teacher needs to have a

plan in place. An effective teacher needs to be familiar with the fundamentals of organizing what to teach and when.

#### **2.4.1 Time Management**

Lesson plans, or sequences of activities, are essential for any competent teacher (Murcia, 2001). Teachers struggle to fit everything within the allotted time between creating lesson plans, conducting assessments, and instructing students (Bates, 2020). The idea that classroom management is just about discipline is merely a myth. This notion is completely incorrect (Yisrael, 2012). Good teachers set up their classrooms so that most behavioral problems are resolved (Garrette, 2014).

#### **2.4.2 Instructional Management**

Thus, learning management, classroom management, and student management are only a few of the many factors that go into instructional management. The caliber of learning outcomes in each learning session is determined by the teacher's proficiency in these areas. Year after year, a teacher's ability to manage a diverse group of students is put to the test. These difficulties are discussed in meetings or during training sessions, and the lessons discovered are incorporated into the range of instructional management abilities that teachers possess. In an effort to advance in their careers, some educators would get graduate degrees. The research suggests that teachers employ proactive, reactive, or supportive tactics to promote classroom management and discourage misbehavior. These tactics include verbally instructing students, averting a child's attention by lowering to eye level, providing hands-on assistance, According to Drang (2011), and others, there are a number of strategies for establishing and enforcing clear and understandable rules, talking supportively, explaining the consequences of behaviour, offering choices, sending timeouts, and so on.

According to research, it is extremely difficult to eliminate every problematic situation in the classroom using a single classroom management model. As a result, teachers must select and implement a variety of models,

customizing the ones that best fit their needs (Borich 2007, p. 201 Demirtaş 2012, p. 21). In terms of classroom management tactics, instructors can be effective if they foster a friendly environment and prioritize preventive and supportive measures that support children in meeting their emotional needs and developing self-regulation abilities. It is well recognized that encouraging learning settings in the classroom improve the rapport between students and teachers and lessen behavioral issues (Howes et al., 2013). It is also emphasized that educators pay attention to avoid favoring punishing In terms of classroom management tactics, instructors can be effective if they foster a friendly environment and prioritize preventive and supportive measures that support children in meeting their emotional needs and developing self-regulation abilities. It is well recognized that encouraging learning settings in the classroom improve the rapport between students and teachers and lessen behavioral issues (Howes et al., 2013). Furthermore, it is important for educators to avoid using repressive, restricting, reactionary, or punishing methods that can make kids unhappy (Emmer & Stough, 2001; Tillery, Varjas, Meyers & Collins, 2010).

However, Rogoff (1990), highlights that educators should engage in productive interactions with students, putting forth effort to impart knowledge, foster skill development, and enhance academic performance (Pianta 2017, p.81). It is stated in this regard that teachers' preferred methods and the tools they employ for professional classroom management play a crucial role in the successful implementation of education. Children can build good responses against school when teachers employ supportive, intimate, warm, and sympathetic connections as a means of fostering classroom management tactics (Kaufmann et al., 2002). According to Harlan and Rowland (2002, p. 44), studies have shown the significance of a supportive school and classroom environment in fostering achievement. However, Rogoff (1990), highlights that educators should have productive interactions with students, putting forth effort to impart knowledge, foster skill development, and enhance academic performance by helping kids develop appropriate behaviour that get better over time.

Gaining more knowledge about how to deal with misbehavior from students would help teachers spend less time dealing with behavioral issues and more time on educational activities and building strong teacher-student relationships (Jones & Jones 2004, p. 78; Little, Hudson & Wilks., 2002). Thus, by deterring misbehavior, the time allotted for teaching is spent more wisely and would boost children's achievement in school (Webster-Stratton & Herman, 2010; Webster-Stratton, Reid and Hammond, 2004). The importance of providing teachers with training to enhance their knowledge and abilities in classroom management has also been highlighted in other studies (Drang, 2011; Emmer & Stough, 2001; Hickey et al., 2015; Ritz et al., 2014; Stough, Montague, Jo-Landmark & Williams-Diehm, 2015; Tillery et al., 2010).

### **2.4.3 Discipline Management**

One cannot refer to discipline as punishment. Knowing students' attitudes is what discipline means from an educational perspective (Aravanis, 1998). These attitudes should alert educators to situations in which an attitude is deemed harmful, such as when it impedes students' ability to learn (Levin & Nolan, 2004). Children's behaviour are influenced by various factors, including their age, sex, family dynamics, ability, and economic background (Andreadou & Andreadou, 2017). Regarding the teachers, a variety of factors influence their behaviour, including the teachers' personalities, pedagogical approaches, and enforcement of rules (Papanastasiou, 2016).

The efficacy of instructors has been the subject of classroom management research in the 2000s, with a focus on the characteristics of highly trained teachers. The No Child Left Behind Act of 2001 brought forth standards for all facets of education, including classroom management, which led to the evolution of accountability. Accountability in the context of classroom management encompasses activities including lesson planning, differentiation, and assignment supervision (Evertson, 2007). In addition to overseeing student conduct, the teacher's role as the classroom manager includes academic management (Evertson). Highly effective instruction has a direct impact on classroom



behaviour issues, although it does not completely eradicate them, according to Emmer and Stough (2001). Specifically, disruptive behaviour in the classroom are reduced when a teacher provides excellent education.

Student engagement and academic progress rise as a result of a decrease in disruptive behaviour in the classroom (National Comprehension Centre for Teacher Quality, 2007). Successful classroom management has been found to be influenced by elements of management, such as starting the school year with a positive, structured environment conducive to learning (Evertson Emmer & Worsham., 2003) and developing strong teacher-student relationships (Marzano Marzano & Pickering., 2003). Given the focus on accountability that is present today, it is critical to acknowledge that effective classroom management is a prerequisite for excellent student accomplishment (Marzano & Marzano, 2003).

## **2.5 Factors that are concerned to Classroom Management**

Here are some factors related to classroom management. These factors are the following.

### **2.5.1 School**

In essence, schools are places designed to teach all people (Xochellis, 2015). According to Evaggelou (2014), there are two factors that define an effective school: the first is the calibre of education provided, and the second is the overall growth of the students. When schools have a vision and mission, they are deemed to be effective (Epanchin et al., 2000).

### **2.5.2 Classroom**

Classroom is not a place of gathering but it is a place of teaching and learning (Zotos, 1993).

### **2.5.3 Physical Condition of the Class**

This is very important factor of classroom management where teaching and learning takes place. Physical environment consist of desks, seats, furniture, infrastructure, lighting and temperature etc. (Anagnostopoulou, 2005 Dunne & Wragg., 2003).

#### **2.5.4 Effective Teacher**

A classroom is a setting where several things happen at once (Poole & Evertson, 2013). According to Rosas and West (2009), a teacher needs to be adept at both managing the classroom and imparting knowledge. In essence, good classroom management is essential to successful instruction. A teacher cannot effectively instruct students if they lack classroom management abilities (Rosas & West, 2009). According to research, highly qualified teachers experience fewer issues with discipline (Doyle Romi Lewis & Roache., 2013). Teachers are dealing with a serious issue with this (Rosas & West, Wubbels., 2011). In addition to teaching in the usual classroom, teachers also spend time working with disciplinary issues (Kunter et al., 2007). Teachers eventually experience extreme stress as a result of this problem (Friedman, 2006), which leads to their moving to other schools. A classroom is a setting where several things happen at once (Poole & Evertson, 2013). A teacher needs to be proficient not only in imparting knowledge but also in closing schools or quitting the field (Ingersoll & Smith , 2003 Rosas & West, 2009).

Nonetheless, as the environment and background may influence the contributions that teachers and students make to the learning process, the context of classroom management techniques has received attention (Gay, 2002). Depending on the topic content, grade level, and other factors, this context may change (Emmer & Stough, 2001).

Particularly when it comes to classroom management, teachers are supposed to take a student-centered approach (Çandar & Şahin, 2013). However, classroom management—which is largely related to discipline—has been one of the most hotly contested issues in the educational system (Akar & Yildirim, 2009). Pre-service and in-service instructors have talked extensively about classroom management (Melnick & Meister, 2008; Scott, 2017). Many teachers blame their teacher training programme for their shortcomings and feel that they lack the necessary classroom management abilities (Flower et al., 2017). Studies have confirmed this impression: Even while the majority of states mandate that

approved educator preparation programmes (EPPs) give classroom management teaching, many programmes don't offer a course specifically on the subject, and when a course on classroom management While evidence-based practice demonstrations and opportunities to implement them are frequently lacking, infused activities are offered (Flower et al., 2017; Freeman et al., 2014; Oliver & Reschly, 2010).

Effective classroom management is characterized by the various techniques teachers employ to help students learn and make teaching and learning more successful (Korpershoek, Harms, Boer, Kuijk & Doolaard, 2014). It focuses on the application of classroom management techniques as well as the teacher's accountability for a variety of learning objectives. Teaching itself is not an easy job and it is really very tough to control the class and it takes time to build the relationship between students and the teachers (Korpershoek, 2014).

### **2.5.5 Managing Elementary Classes**

Chandra (2015), stated, "Teaching is not controlling." According to him, teaching is really about collaborating with kids to learn, develop, and succeed as a team. It is crucial for students and teachers to have a good relationship. It will be simple for students to discuss their thoughts and express their emotions if they and their teacher have a good relationship.

### **2.5.6 Classroom Interaction**

The main responsibility of the teacher to prepare before class for the group work. A teacher must have some activities for the students (Race & Wharton, 2005).

### **2.5.7 Seating Arrangement**

Cornell, (2002) mentioned that furniture and seating arrangements is an essential elements in the classroom for creating a learning environment. Students can interact each other when they have best seating arrangements in the class.

### **2.5.8 The Role of a Teacher**

An effective teacher is the one who has best instructional planning, professionalism, professional knowledge and instructional delivery (Stronge &

Piccinin, 2003), stated that positive feedback is important after reading student's work.

### **2.5.9 Eye Contact**

Eye contact plays an essential role in proper teaching and learning process. Eye interaction is basically some signals a person gives (Zoric, Smid & Pandzic, 2007). When we talk about nonverbal communication, eye contact plays an essential role. Eye contact is one of the best ways to convey message to the students effectively (Zekia, 2009). He further said that eye contact is an essential part to grab student attention.

### **2.5.10 Classroom Rules and Routines**

Students can be taught classroom procedures and regulations by their teachers. Rules can be imparted to them via a lesson. The first week of classes should be dedicated to teaching classroom rules. This tactic aids pupils in comprehending expectations (McGinnis et al., 1995 p. 220). Rules and regulations in the classroom are crucial because they will simplify instructions for the teachers and free up more time for them to deal with disruptive behaviour (McGinnis et al., 1995 p. 222). In a similar vein, the teaching timetable is crucial to instruction so that the instructor can effectively oversee the class.

### **2.5.11 Classroom Set-up**

There are three things to be kept in mind while setting up a classroom. The first thing that should be kept in mind is where to place the teacher desk, so the teacher keeps an eye on all students (Sterling 2009, p. 29). In the same way the placement of students' desk is also very important. "Choose a position as close as possible to the students where you can easily see and seen by them" (Rogers, 2020).

Disruptive behaviour and active engagement are inversely correlated. Similar to how disruptive behaviour is a sign of failure and active involvement is a sign of student success (Noltemeyer, Ward & Mcloughlin, 2015). Simply put,

disruption is the result of behaviour that divert the teacher's attention and the attention of the entire class from the lesson being taught. Responding to disruptive behaviour is therefore the teacher's most difficult responsibility (Westling, 2010). Additionally, students that lack discipline ultimately end up failing (Nelson Benner Lane & Smith, 2004). Effective classroom management techniques are also essential for fostering a good rapport between teachers and students. Therefore, emotional intelligence is crucial for educators if they are to acquire the skills necessary to be productive workers.

### **2.5.12 Before the Class**

Make an outline for the class; the teacher will find it useful, say Wong & Wong. Rather than giving instructions verbally, Wong and Wong suggested using a written script. In his opinion, written script is superior to oral script. Students will become less engaged and attentive if a teacher reads aloud word by word. Distraction will also result from it. An instructor ought to sound authentic. He shouldn't have practiced. Certain words and phrases shouldn't be overused or repeated by him. He needs to change the tone of his voice. Even for seasoned educators or learners, a long presentation can be an intimidating undertaking. A presentation can be easier to recall more successfully with the help of several mnemonic devices. Using acronyms and acrostics, for example, can be useful when trying to memorize words in a particular order. Creating an acronym involves creating a new term out of every initial letter in a string of words. Acronyms and acrostics are similar in that a sentence is formed out of letters rather than a new word. "My Dear Aunt Sally" is one example. The mathematical order of operations is as follows: multiply and divide before adding and subtracting (Mallan, McLain & Remhof, 2008).

### **2.5.13 First day of class**

Wong outlines the things that a new instructor should be mindful on their first few days of instruction and thereafter. Wong highlights that a teacher needs to set up procedures that will result in efficient classroom management from the

very first day of instruction. Wong offers the definition that follows: "Practices and procedures that a teacher uses to maintain an ideal environment in which instruction and learning can occur" make up classroom management (Wong, 2009, p. 167). According to The Glossary of Education Reform (2014), "classroom management refers to the wide variety of skills and techniques that teachers use to keep students focused, attentive, on task, and academically productive during a class." Take note that this definition does not imply that disciplinary actions are necessary for efficient classroom management. It is important to control the classroom. Wong lists important points for new teachers to remember in their first few days of instruction and moving forward. Wong highlights a few things, one of which is that a teacher needs to set up processes on the first day of class in order to facilitate efficient classroom management. Wong offers the following explanation: As stated by Wong (2009) on page 167, "classroom management consists of practices and procedures that a teacher uses to maintain an optimal environment in which instruction and learning can occur." "The broad range of abilities and strategies teachers employ to maintain students' focus, attention, order, and academic productivity throughout a lesson is referred to as classroom management" (The Glossary of Education Reform, 2014). It should be noted that this definition does not imply that consequences are necessary for good classroom management. Classroom management is necessary.

#### **2.5.14 Building Relationships with Students**

There is more to ensuring a positive learning environment in the classroom than merely setting rules and procedures. Building relationships with students is crucial to the efficient operation of a classroom. According to Wolk (2003), p. 14), educators must "win their students' hearts while getting inside their students' heads." Research suggests that developing relationships with students might decrease disruptive behaviours and increase academic achievement (Decker, Dona & Christenson, 2007; Marzano, Marzano, & Pickering, 2003). Research indicates that deteriorating teacher-student relationships are the primary factor contributing to pupils' decreased motivation (Furrer & Skinner, 2003). Kern and Clemens

(2007) recommend using praise, whether it be vocal or nonverbal, on a regular basis to enhance learning in the classroom. Desired behaviour become more prevalent when they receive positive reinforcement.

One of the most effective methods for building relationships is to use empathy. The need to be recognized and heard is a universal desire shared by all students. BeatyO'Ferrall, Green, and Hanna (2010) state that the goal of this strategy is to make the student feel understood. It is imperative that this information be communicated in a way that encourages empathy rather than alienates the student from the teacher. Beaty-O'Ferrall, Green, and Hanna's superb example of managing a difficult female middle school student teaches us a valuable lesson. The student told the teacher that she was having trouble getting ready for class because of issues at home. Applying empathy is a very effective relationship-building tactic.

Giving the pupil a sense of understanding is the aim of this approach (Beaty-O'Ferrall, Green & Hanna, 2010). In order to foster empathy and prevent the student from becoming more distant from the teacher, it is crucial to convey this knowledge to them. A useful lesson on managing a challenging female middle school student can be learned from Beaty-O'Ferrall, Green, and Hanna's excellent example. It was difficult for this girl to get ready for class because of problems at home, she told the teacher. "Well, you have to get past it and..." was the teacher's response.

### **2.5.15 The Art of Emotional Intelligence**

Remember that teachers are people too, with human inclinations influenced by their upbringing and emotional condition. The majority of academics concur that emotional intelligence is just as crucial to being a great teacher as other skills, if not more so (Garner & Moses, 2013; McAllister, Wilson, Green, & Baldwin, 2005). It is crucial because new teachers run the risk of experiencing burnout, empathy fatigue, and other behaviours that could cause them to react emotionally inadequately to challenging or stressful situations in the classroom (Chang, 2003; Garner & Moses. 2013; Garner, 2013).

Concerned parties have been debating the quality of teacher education in Pakistan on a regular basis in recent years (Akram & Zepeda, 2015; Butt, 2008; Dilshad, 2010; Government of Pakistan, 2009). The National Professional Standards were created as a framework to develop professional competences for teacher education in order to address the growing demands on teachers at all levels. A policy mandate for the implementation of categorical frameworks of quality instruction is also provided by these professional standards for instructors. Theoretically, the Standards can be applied to both elevate the standing of the profession and standardize it (Leonard, 2012). Ten Professional Standards have been established and promoted by the Pakistani government (Government of Pakistan, 2009b): subject matter expertise, human development, understanding of Islamic principles, instructional design and methods, evaluation, and learning environment. In recent years, concerned parties have frequently debated the quality of teacher education in Pakistan (Akram & Zepeda, 2015; Butt, 2008; Dilshad, 2010; Government of Pakistan, 2009).

As a framework to develop professional skills for teacher education, the National Professional Standards were created in response to the growing expectations placed on educators at all levels. A policy mandate for putting in place categorical structures of high quality instruction is also included in these professional standards for instructors. It is theoretically possible to simultaneously elevate the standing of the profession and standardize it through the application of the Standards (Leonard, 2012). The Government of Pakistan (2009b) has delineated and promoted ten Professional Standards, which include subject matter expertise, human development and growth, understanding Islamic values, instructional design and tactics, evaluation, and learning environment.

As a framework to develop professional skills for teacher education, the National Professional Standards were created in response to the growing expectations placed on educators at all levels. A policy mandate for putting in place categorical structures of high quality instruction is also included in these professional standards for instructors. It is theoretically possible to simultaneously elevate the standing of the profession and standardize it through the application of



the Standards (Leonard, 2012). The Government of Pakistan (2009b) has delineated and promoted ten Professional Standards, which include subject matter expertise, human development and growth, understanding Islamic values, instructional design and tactics, evaluation, and learning environment. Linking teacher education programme curricula to the National Professional Standards for teachers in addressing classroom requirements was the ultimate goal of the Standards' implementation (NACTE, 2009).

In order to meet students' learning needs, teacher education curriculum should incorporate specific abilities and dispositions that are in line with the Professional Standards, as well as up-to-date content knowledge, according to the National Educational Policy 2017 (Government of Pakistan, 2017). However, according to Akram and Zepeda (2015), these professional Standards have not yet been broadly adopted by teacher education programmes, and there is more work to be done before they are successfully implemented in the classroom.

The National Professional Standards for Teachers' own delayed integration into university teacher preparation programmes seems to be one of the possible causes of the implementation's sluggish pace.

## **2.6 21<sup>st</sup> Century Teaching Skills**

As we know that 21<sup>st</sup> century has played a vital role in our lives. It has changed every aspect of human being. However, there are some challenges that need to address are effects of development of ICT. The quality of education system depends on the quality of teachers who are the managers. Hence, it shows that there is a role of teachers in any educational programme. Teachers also play a key role in sustainability of education based on 21<sup>st</sup> century skills (Friedman, 2017). In addition to mastering the curriculum, teachers must be able to learn current technology skills (James, Samsiah & Sauki, 2017). According to Palmer (205), he said that teacher education should be student-centered.

Teachers are thought to have the greatest influence on students' academic progress within the school. It is stated rather plainly in the McKinsey report, "How the world's best performing school systems come out on top," that "the

quality of the teachers appears to be the main driver of the variation in student learning at school" (Barber & Mourshed 2007, p12). Hattie (2009) shows that the quality of instructors has a greater impact on students' learning than the quality of the curriculum, the teaching techniques, the school facility, or the role of parents. This is based on a large-scale survey on factors impacting students' learning outcomes. The value of teachers is universally recognized, which is why national and European policies pertaining to teacher quality receive a lot of attention. National governments are encouraged to invest in the enhancement of teacher quality through the publication of policy documents and recommendations by the European Council and the European Commission (Commission 2005, 2007; European Council 2007, 2009). Idealized ideas of the teacher and teacher professionalism are reflected in teacher education policies.

Governments prescribe and define professionalism by their policies and directives; this profession is characterized by "ad hocery, serendipity, muddle and negotiation" and frequently involves contradicting and entangled messages (Ozga, 1990, p. 360). Rankings on international assessments and associated worries about economic competitiveness have influenced education policies in several nations, including Australia and England. This phenomenon has been dubbed "PISA envy" by Thomson et al. (2014) (p. xiii). Through an acculturation process, deficit discourses and practices linked to neoliberal reform are de- or re-professionalizing educators more and more (Ball, 2016). Governments have framed teacher education as a policy issue and have attempted to enhance it by enforcing stricter regulations and strengthening accountability frameworks (Smith, 2005). Higher degrees of responsibility are now linked to professionalism, as seen by the rising use of professional standards and teacher performance metrics to connect the work of educators with political, social, and economic agendas (Connell, 2009). At the same time, looming teacher shortages have prompted governments to support alternative pathways into the profession (for example, teach for Australia and Teach First) which also become part of the solution to the problem of teacher education. The role of teacher education in developing knowledge for teaching is

devalued while discipline knowledge and learning on the job are positioned as key determinants of effective teaching.

Sachs (2016) suggests that performance cultures, increased accountability, and teacher standards are shaping policy and practice, and that governments are constructing organizational or managerial professionalism which in turn is creating a risk averse teaching profession exhibiting compliant professionalism (Ball, 2003). As an alternative, professionalism can be understood as an employment that is governed by norms of professional ethics and involves collegial authority, trust, autonomy, and professional judgment (Evetts, 2013). Sachs (2003) made a similar case for an activist teaching profession that incorporated democratic professionalism and put an emphasis on cooperative work methods and collegial relationships. Teachers tend to embrace these conceptions of professionalism over those of governments. The three components of teachers' enacted professionalism are behavioral (what they truly do at work), attitude (attitudes held), and intellectual (teachers' knowledge, comprehension, and five knowledge structures) (Evans, 2011). Through the dynamic activity of its practitioners, it is continually reshaping itself, and in certain instances, various generations of teachers encounter professionalism inside a parallel professionalism that is standardized (Johnson, 2014).

Research for and about teacher education and research for and about successful teaching are two methods to conceptualize research's role in building professionalism. Reviews of the literature on teacher education have consistently shown that it is fragmented, small-scale, frequently under theorized, and relatively localized (Menter, 2017; Sleeter, 2014). This then takes the form of assertions that there is little proof of its efficacy and presumptions that it must be unsuccessful as a result. Furthermore, research on teacher education is frequently misapplied and misinterpreted (Zeichner & Conklin, 2017) to create a story of failure that will support stricter accountability and major reform initiatives in the field (Cochran-Smith et al., 2018).

Whatever one's beliefs or presumptions about professionalism and the traits of an educational professional, the reality is that 22 different Specialized

Professional Associations (SPAs) hold the belief that professionalism and the development of professional traits are important. Nearly all of these SPAs have at least one standard that addresses the concept of "professionalism." It is evident that "educators are expected to develop the characteristics of a professional and model professionalism every day" (Kramer 2003, p. 22) in all of the teacher education areas. If someone were asked to define "professionalism," they most likely would give examples of actions that are typically associated with professionalism. It might be difficult to define "professionalism," thus SPAs have created definitions that are tailored to the demands of their field. The majority of these definitions in the literature on teacher education concur that a professional exhibits behavior that reflects the knowledge and abilities of the field.

## 2.7 Conceptual Framework

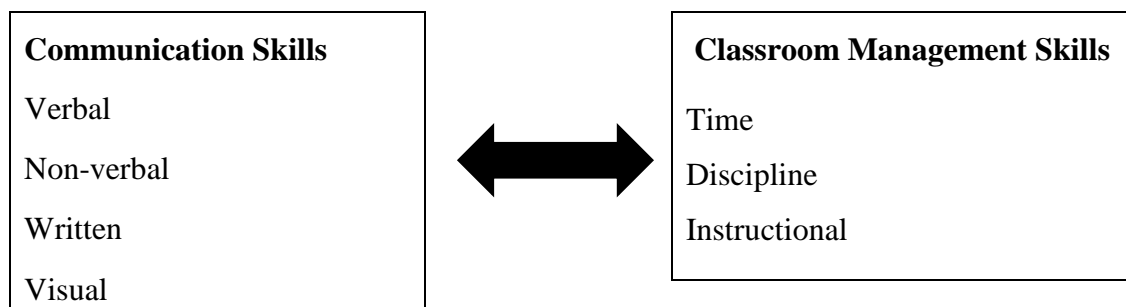


Figure.1 shows the relationship between communication skills and classroom management skills. This figure shows the relationship between sub-constructs of these two variables.

### Critical Summary

Chapter 2 shows the strengths and weaknesses of both variables. Literature reviews show the importance of communication skills and classroom management skills. This chapter showed how communication skills and classroom management skills played a crucial role in a classroom environment.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter included the research design of this study, the population of the study, sample and sampling technique, and methods and procedures of developing research instruments. It has also discussed the procedure through which data were collected and analyzed.

#### **3.1 Research Design**

Survey design was employed to obtain relevant and precise information concerning the status of the phenomenon and whatever possible general conclusions will be drawn about the existing facts.

#### **3.2 Population of Study**

The population of this study was 15 government girls' elementary schools situated in Rawalpindi Cantt. urban areas. The population of the study was 129 government girl's elementary teachers Rawalpindi can't area.

#### **3.3 Sample and Sampling Technique**

According to L. R Gay sample table, 96 female teachers were selected as a sample of the study. Data were collected from female teachers from grade one to eight. The sampling technique that used in this research was simple random sampling which enabled each participant in the population has an equal probability to be selected for the research.

#### **3.4 Instrument**

Five point Likert scale questionnaire was used for two variables, communication skills and classroom management skills.

### 3.5 Communication Skills Scale

It was a structured, close-ended five-point Likert scale, (always, often, sometime, rarely, never). The indicators used for communication skills were written, visual, verbal and non-verbal.

Table 3.1

#### *Questionnaire items for Teachers' Communication Skills*

<b>Teachers' Communication Skills</b>	<b>No of items</b>
Writing skill	(items 1-6)
Verbal communication skill	(items 7-12)
Nonverbal communication skill	(items 13-18)
Visual skill	(items 19-23)

### 3.6 Classroom Management Scale

It was a structured, close-ended five-point Likert scale (sometimes, rarely, quite often, most often, never) to figure out the classroom management skills of teachers. The indicators of classroom management skills were time management, discipline management & instructional management. There were 18 statements for the classroom management scale.

Table 3.2

#### *Questionnaire for Teachers' Classroom Management Skills*

Discipline management	(items 1-6)
Time management	(items 7-12)
Instructional management	(items 13-18)

### 3.7 Validity of the Instrument

The validity of the instrument was checked by the expert opinions (teachers), and reliability of the instrument was checked through Cronbach's alpha.

### 3.8 Pilot Test

Pilot testing was conducted to test the clearness of the instructions, the effectiveness of the questions asked in the instrument, precision and clarity of the instruments for the responses. After the validity of the instrument the researcher conducted the pilot test. For pilot testing 10 female teachers were taken from population.

### 3.9 Reliability of the Questionnaire

In order to measure reliability of the instrument from the sample respondents Cronbach's alpha was applied on each sub scale of questionnaire and the calculated values were:

Table 3.3

*Reliability of the Questionnaire for Teachers' Communication Skills*

<b>Communication Skills</b>	<b>Reliability Score</b>
Writing skill	.836
Verbal	.767
Nonverbal	.776
Visual	.872

<b>Classroom management skills</b>	<b>Reliability score</b>
Discipline management	.896
Time management	.793

### **3.10 Data Collection**

Data were collected by the researcher herself through a close-ended 5-point Likert scale from female schoolteachers in Rawalpindi's urban area.

### **3.11 Data Analysis**

The data were analyzed through mean scores and percentages with SPSS 22.0 by applying Pearson's correlation. The data were presented in the form of tables.

### **3.12 Ethical Consideration**

The study planned on this topic begins after obtaining the necessary permission from educational institutions and school administrators. Only necessary consent was taken from the participants of the study. The data obtained from the participants was kept confidential by the researcher. The research participants were informed of the research process and purpose. All participants were treated respectfully by the researcher.



## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATIONS

This chapter deals with the data analysis and interpretation of the data. The questionnaire was developed at five-point Likert scale to find out the relationship between teachers' communication skills and classroom management skills of elementary school teachers. Pearson correlation was used to find out the relationship between teachers' communication skills and classroom management skills. 93 questionnaires were distributed. Entire data were analyzed by applying mean and Pearson product moment correlational analysis. The mean grouping value is as follows.

Table 4.1

*Level of Mean Values According to Score*

Range of mean value	Categories
1.00-1.50	very low
1.51-2.50	low
2.51-3.50	moderate
3.51-4.50	high
4.51-5.00	very high

Table 4.1 shows the mean value of range score of teachers' communication skills and classroom management skills. Minimum score is (1.00) and maximum score is (5.00), values between ranges score to 1.00 to 1.50 shows very low score, values between 1.51 to 2.50 show low level, values between 2.51 to 3.50 show moderate level, value between 3.51 to 4.50 show high level, value between 4.51 to 5.00 show very high level.

**Objective 1: To determine the level of teachers' communication skills**

Table 4.2

*Mean Score of Teachers' Communication Skills*

<b>Teachers' Communication Skills</b>	<b>Mean</b>
Writing skill	3.1
Verbal communication skill	2.0
Nonverbal communication skill	2.67
Visual skill	3.0

Table 4.2 shows that mean score of teachers 'writing skill is at moderate level 3.1, mean score of teachers' verbal communication skill is 2.0, mean score of teachers' nonverbal communication skill is 2.67 and mean score of teachers' visual skill is 3.0 teachers' writing skill have the highest mean score 3.1 which shows that teachers are highly involve in writing communication skills. The lowest score is 2.0 which shows that teachers are less involved in nonverbal communication skills.

**Objective 2: To investigate the classroom management skills of elementary teachers**

Table 4.3

*Mean Score of Classroom Management Skills of Elementary Teachers*

<b>Classroom Management Skills</b>	<b>Mean</b>
Discipline management	2.41
Time management	2.5
Instructional management	3.3

Table 4.3 shows the mean score of classroom management skills of elementary teachers. Mean score of discipline management is 2.41, mean score of

time management is 2.5 and mean score of instructional management is 3.3. Instructional management has the highest mean score 3.3.

Table 4.4

*Relationship between Writing Skill and Discipline Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Writing skill & Time Management	93	.568	.000

Table 4.4 indicates the value  $r=.568$  and  $P=.000$  that was smaller than the significance level of 0.05 which indicates that there was significant moderate positive relationship between writing skill and discipline management. Thus Hypothesis 1 is fail to accepted as there is a significant moderate positive relationship between writing skills and discipline management.

Table 4.5

*Relationship between Writing Skill and Time Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Writing skill & Time Management	93	.162	.121

Table 4.5 indicates the value  $r=.162$  and  $P=.121$  which indicates that there was a non-significant weak positive relationship between writing skill and time

management. Thus hypothesis 2 is failed to accepted as there is a significant weak relationship between writing skill and time management.

Table 4.6

*Relationship between Writing Skill and Instructional Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Writing skill & Instructional Management	93	-.364	.000

Table 4.6 indicates the value  $r = -.364$  and  $P = .000$  that was smaller than the significance level of 0.05 which indicates that there was significant moderate negative relationship between writing skill and instructional management. Thus hypothesis 3 is failed to accept as there is a significant very weak relationship between writing skill and instructional management.

Table 4.7

*Relationship between Verbal Skill and Time Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Verbal Skill & Time Management	93	.139	.183

Table 4.7 indicates the value  $r=.139$  and  $P=.183$  that was smaller than the significance level of 0.05 which indicates that there was a significant weak positive relationship between verbal skill and time management. Thus hypothesis 4 is fail to accepted as there is a significant weak positive relationship between verbal skill and time management.

Table 4.8

*Relationship between Verbal Skill and Discipline Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Verbal skill & Discipline Management	93	.568	.000

Table 4.8 indicates the value  $r=.568$  and  $P=.000$  that was smaller than the significance level of 0.05 which indicates that there was a significant moderate positive relationship between verbal skill and discipline management. Thus the hypothesis 5 is fail to accepted as there is a significant very weak positive relationship exist between verbal skill and discipline management.

Table 4.9

*Relationship between Verbal Skill and Instructional Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
verbal skill and instructional management	93	-.486	.000

Table 4.9 indicates that  $r=-.486$  and  $P=.000$  which indicates that there was a significant moderate negative relationship between verbal skill and instructional management. Thus hypothesis 6 is fail to accepted as there is a significant moderate negative relationship exist between verbal skill and instructional management.

Table 4.10

*Relationship between Nonverbal Skill and Time Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Nonverbal skill and time management	93	.032	.764

Table 4.10 indicates that  $r=.032$  and  $P=.764$  which indicates that there was non-significant weak relationship between nonverbal skill and time management. Thus the hypothesis 7 is fail to accepted as there is a significant strong relationship exist between nonverbal skill and time management.

Table 4.11

*Relationship between Nonverbal Skill and Discipline Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
nonverbal skill and discipline management	93	.200	.054

Table 4.11 indicates that  $r=.200$  and  $P=.054$  which indicates that there was a significant weak positive relationship between nonverbal skill and discipline management. Thus hypothesis 8 is failed to accept as there is a significant weak positive relationship exist between nonverbal skill and discipline management.

Table 4.12

*Relationship between Nonverbal Skill and Instructional Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Nonverbal skill and instructional management	93	-.206	.048

Table 4.12 indicates that  $r=-.206$  and  $P= .048$  which indicates that there was a significant very weak negative relationship between nonverbal skill and instructional management. Thus the hypothesis 9 is fail to accepted as there is a significant very weak positive relationship exist between nonverbal skill and instructional management.

Table 4.13

*Relationship between Visual Skill and Time Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
<i>Visual skill and time management</i>	93	.590	.000

Table 4.13 indicates that  $r=.590$  and  $P=.000$  which indicates that there was a significant moderate positive relationship between visual skill and time management. Thus hypothesis 10 is failed to accept as there is a significant very weak positive relationship between visual skill and time management.

Table 4.14

*Relationship between Visual Skill and Discipline Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Visual skill and discipline management	93	.332	.001

Table 4.14 indicates that  $r=.332$  and  $P=.001$  which indicates that there was a significant weak positive relationship between visual skill and discipline management. Thus, hypothesis 11 is failed to accept as there is a significant moderate positive relationship exist between visual skill and discipline management.

Table 4.15

*Relationship between Visual Skill and Instructional Management*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Verbal skill & instructional management	93	.281	.006



Table 4.15 indicates that  $r=.281$  and  $P=.006$  which indicates that there was a significant weak positive relationship between visual skill and instructional management. Thus, hypothesis 12 is accepted as there is a non-significant weak positive relationship between visual skill and instructional management.

Table 4.16

*Relationship between Communication Skill and Classroom management Skill*

<b>Variables</b>	<b>Number N</b>	<b>Pearson Correlation r</b>	<b>p Value</b>
Communication skill and Classroom Management skill	93	.331	.001

Table 4.16 indicates that  $r=.331$  and  $P=.001$  which indicates that there was a significant weak positive relationship between communication skill and classroom management skill. Thus hypothesis 13 is failed to accept as there was a significant weak positive relationship between communication skill and classroom management skills.

## CHAPTER 5

### SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

Successful relationships are essential for both our personal and professional success. The ability to get suitable answers through goal achievement and personal intuition play a major role in the development of efficient relationships. Communication skills are regarded as the foundation of the educational process. The study's objectives were to (1) determine the level of teachers' communication skills in a class (2) investigate the classroom management skills of teachers (3) explore the relationship between the communication skills of teachers and their classroom management skills.

The study was of the survey/correlation type. Participants in this study were randomly selected female teachers, ranging in age from one to eight. The urban region of Rawalpindi served as the study's boundary. This study was quantitative in nature. The study's participants consisted of government females enrolled in Rawalpindi's primary schools. Female elementary school teachers made up the study's sample. A five-point Likert scale questionnaire was employed as the research tool for both variables. The researcher gathered the information herself.

If the teachers have the proper skills, they will be able to manage the classroom effectively. If the teacher's communication skills are good, along with classroom management qualities, they will be able to achieve educational objectives. Hence, the aim of this study was to figure out the relationship between the communication skills and classroom management of elementary school teachers. The data were analyzed via mean and Pearson correlation.

## **5.2 Findings**

The following findings were drawn from the collected and analyzed data of the study.

- 1.** It was found that mean value of writing skill was 3.1 which shows that teachers were moderately involve in writing skill and less involve in verbal communication skill. (objective 1)
- 2.** It was found that mean value of discipline management shows that teachers were less involve in discipline management and time management skills. (objective 2)
- 3.** It was found that there was significant moderate positive relationship between writing skill and discipline management. It shows female teachers perceived that there is a moderate positive relationship between writing skills and discipline management. (table 4.1)
- 4.** It was found that there was a non-significant weak positive relationship between writing skill and time management. It shows female teachers perceived that they are less involved in between writing skill and time management. (table 4.2)
- 5.** It was found that there was significant moderate negative relationship between writing skill and instructional management. It shows teachers perceived that they are not involved in writing skill and instructional management. (table 4.3)
- 6.** It was found that there was a non-significant weak positive relationship between verbal skill and time management. It shows teachers perceived that they are less involved in visual skill and time management. (table 4.4)
- 7.** It was found that there was a significant moderate positive relationship between verbal skill and discipline management. It shows teachers perceived that they are moderately involved in visual skill and discipline management. (table 4.5)

**8.** It was found that that there was a significant moderate negative relationship between verbal skill and instructional management. It shows teachers perceived that they are not involved in verbal skill and instructional management.(table 4.6)

**9.** It was found that there was a significant weak positive relationship between nonverbal skill and discipline management. Thus hypothesis 8 is fail to accepted as there is a significant weak positive relationship between nonverbal skill and discipline management.

**10.** It was found that there was a significantly weak positive relationship between nonverbal skill and discipline management. It shows teachers perceived that they are involved to some extent in nonverbal skill and discipline management.(table 4.8)

**11.** It was found that there was a significant very weak negative relationship between nonverbal skill and instructional management. It shows teachers perceived that they are less involved in nonverbal skill and instructional management. (table 4.9)

**12.** It was found that there was a significant moderate positive relationship between visual skill and time management. It shows teachers perceived that they are moderately involved in visual skill and time management. (table 4.10)

**13.** It was found that there was a significant weak positive relationship between visual skill and discipline management. It shows teachers perceived that they are involved to some extent in visual skill and discipline management. (table 4.11)

**14.** It was found that there was a significant weak positive relationship between visual skill and instructional management. It shows teachers perceived that they are involved to some extent in visual skill and instructional management.(table 4.12)

**15.** It was found that there was a significant weak positive relationship between communication skill and classroom management skill. It shows teachers

perceived that they are involved to some extent in communication skill and classroom management skill.

### **5.3 Discussion**

Transferring ideas and meaning between two or more people is referred to as communication. If information and messages are not shared, then communication has not occurred. A key component of the teaching and learning process is the teaching methodology. A variety of communication techniques exist, including verbal, written, nonverbal, and visual communication. These techniques are applied in educational settings. In the teaching and learning process, enabling elements like relatable examples from everyday life, good eye contact, asking questions in the classroom, and employing suitable facial expressions are also very important.

The study was designed to find out the relationship between communication skills and classroom management skills of elementary school teachers. Overall result of communication skills and classroom management skills show a significance positive relationship between two variables. The study shows a relationship between communication skills and classroom management skills. It shows the mean score differences between the indicators of communication skills and classroom management skills. Results of the study are aligned with previous studies (Caruso, Colombi & Tebbit, 2017; Korpershoek, 2019; Aktan & Sezer, 2018).

It was revealed that the responses of female teachers on communication skills and classroom management skills were not different from each other. The mean score of female teachers regarding communication skills indicate that the teachers are moderately involved in communication skills and the means score regarding classroom management skills indicate that female teachers are less involve in discipline management skills. These results are also in line with the studies conducted by Khasawneh (2021) and Lang, (2013).

## **5.4 Conclusions**

In the light of analysis of data, following conclusions were drawn:

There was no discernible difference in the instructors' opinions regarding the "Relationship between communication skills and classroom management skills of elementary school teachers." Instructors thought they were well-versed in their disciplines. Their instruction was concise and clear to some extent. They were not competent enough, in terms of explaining the principles through examples from everyday life. However, educators successfully explained the ideas on the blackboard. They were not good enough to answer the pupil's questions while maintaining acceptable face expression and eye contact. They were not communicating verbally in the classroom in a clear, succinct, and understandable manner.

1. It is concluded that teachers do not follow communication skills and classroom management skills.
2. It is concluded that there is a weak positive relationship between communication skills and classroom management skills of elementary school teachers.

## **5.5 Recommendations**

The educator gains appropriate knowledge about the wide spectrum of criteria needed to select and create well-designed rules for an effective classroom management concept. Therefore, the following recommendations are given.

- 1 Try new approaches
- 2 Wait for appropriate response time
- 3 provide positive reinforcement
- 4 Mold the behavior you want
- 5 Always encourage student to do their best
- 6 Be open to all points of view
- 7 Deliver clear concepts

- 8 Proper lesson planning needed
- 9 Proper eye contact is required

### **5.6 Recommendations for Future Researches**

In the mild of the session learned while performing the research, following recommendations are created for upcoming studies:

1. Implement a system of classroom observations and peer reviews to provide constructive feedback and support for teachers in improving their skills.
2. Foster stronger communication channels between teacher and students to ensure a supportive environment for students, which can positively impact classroom management and communication effectiveness.
3. Integrate communication and classroom management training into the teacher education curriculum, ensuring that new teachers are well prepared from the start.
- 4 Establish mentorship programs where experienced teachers can guide and support less experienced colleagues in developing these crucial skills.
- 5 Implement continuous professional development programs focused on enhancing both communication and classroom management skills for elementary school teachers.
- 6 These recommendations aim to build on the study's findings by providing actionable steps to enhance the skills of elementary school teachers, ultimately leading to more effective teaching and improved educational outcomes.
- 7 The researcher conducted research at elementary level, it might be conducted at secondary level and higher secondary level.
- 8 The researcher applied quantitative method to conduct this research; qualitative method can also be applied on this topic.

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## APPENDIX

### QUESTIONNAIRE FOR TEACHERS

#### Dear Teacher

I am student of MS education from International Islamic University Islamabad. My research topic is “Relationship between Communication Skills and Classroom Management Skills of elementary school teachers”. The information given by you will be kept confidential and will be used for research purpose only.

Thanks for your time and support.

Sincerely,

Benish Abdul Khaliq

MS Scholar, international Islamic university Islamabad

#### **Topic: Relationship between Classroom Management and Communication Skills of Elementary School Teachers**

**Note: I.** Please tick mark (✓) inside the box for the option that corresponds to your honest opinion on each statement given below:

Strongly Disagree (SD) =1      Disagree (D) =2      Agree (A) =4      Strongly agree

(SA) =4      Undecided =3

**Section 1: Communication Skills**

<b>Writing Skill</b>						
S.NO	ITEMS	SD	D	N	A	SA
1	My writing skills contribute to effective communication with students.					
2	My written communication skills with students are clear and easily understood.					
3	I use written communication to provide detailed and constructive feedback.					
4	I provide well-organized written instructions and materials to the students.					
5	I adapt my written communication style to meet the educational needs of students.					
6	I utilize written communication to keep parents informed about classroom activities and student progress.					

<b>Verbal Communication</b>						
S.NO	ITEMS	SD	D	N	A	SA

1	My verbal communication in the classroom is clear, concise and easily understandable by the students.					
2	I adapt my verbal communication style to different situations.					
3	I use appropriate tone of voice to convey messages effectively.					
4	My verbal instructions and explanations contribute to a positive and engaging learning classroom atmosphere.					
5	I actively listen to students and respond appropriately during verbal interactions.					
6	I incorporate visual aids to support and enhance verbal communication.					

<b>Nonverbal Communication Skill</b>						
<b>S.NO</b>	<b>ITEMS</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>

1	I use nonverbal cues to enhance communication and understanding in the classroom.					
2	I employ appropriate body language to convey messages effectively to the students.					
3	My facial expressions and gestures align with the content of communication.					
4	My nonverbal cues contributes to a positive classroom environment.					
5	I use appropriate tone and body language to convey messages effectively.					
6	Proper eye contact is important for the clear understanding of the students.					

**Visua Skill**

S.NO	ITEMS	SD	D	N	A	SA
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1	I incorporate visual aids effectively to support and enhance communication in the classroom.					
2	I use relevant visual aids which contribute to the clear understanding.					
3	I utilize visual cues to reinforce key concepts and instructions.					
4	I adapt visual presentations to accommodate different learning styles in the classroom.					
5	Visual elements in my teaching aid in creating a positive and engaging learning environment.					

### Section 2: Classroom Management Skills

<b>Discipline Management</b>						
<b>S.NO</b>	<b>ITEMS</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	I try to handle discipline-related issues in the classroom.					



2	I involve students in the formation of classroom rules and regulations.					
3	I redirect inappropriate behavior of students using loud voice.					
4	I communicate with students' proactively to address and prevent discipline issues.					
5	I consistently established classroom rules and consequences by management skills.					
6	I address behavioral issues promptly and effectively.					

<b>Instructional Management</b>						
<b>S.N</b>	<b>ITEMS</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>S</b>
<b>O</b>						<b>A</b>
1	My instructions to students are well organized and easy to follow.					
2	I encourage students 'participation in the classroom activities.					

3	I provide clear objectives and expectations for each instructional session.					
4	I use different instructional methods to accommodate diverse learning styles.					
5	I effectively use feedback from assessment to adjust instructional strategies.					
6	I create a positive learning environment through effective instructions.					

<b>Time management</b>						
S.N O	ITEMS	SD	D	N	A	S A
1	I manage my time to ensure efficient communication with students					
2	I prioritize tasks according to the needs of the students.					
3	I allocate sufficient time for individual student interactions and feedback.					

4	I consistently meet deadlines for communication-related tasks.					
5	I consistently follow lesson plans to meet the demands of the students.					
6	I follow proper time table regarding classroom activities.					