

## Relationship Between Communication Skills and Classroom Management Skills of Elementary School Teachers

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### Abstract

This study explores the relationship between communication skills and classroom management skills of elementary school teachers. It aims to evaluate the proficiency of teachers in communication, assess their classroom management abilities, and identify the correlation between these two critical skill sets. The study was conducted among female teachers of grades one to five in Rawalpindi's urban area, using a quantitative research design. A total of 93 teachers from government girls' elementary schools were selected through random sampling. Data was collected via a structured five-point Likert scale questionnaire, measuring dimensions of communication skills (verbal, non-verbal, written, visual) and classroom management skills (time, discipline, instructional, resource management). Data analysis revealed a significant positive correlation between communication skills and effective classroom management. Findings highlighted that the teachers with strong communication skills, particularly in writing and verbal communication, exhibited better classroom management. Conversely, deficiencies in specific communication domains negatively impacted instructional management. Based on these results, the study underscores the importance of teacher training programs focused on enhancing communication and classroom management skills in school teachers.

**Keywords:** communication skills, classroom management skills, primary school teachers

### Introduction

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. 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 (Kavrayıcı, 2020).

Sustaining classroom order, enhancing the learning process, and achieving satisfactory outcomes all depend on effective communication. Talebi Khansari (2020) asserts that teachers are in charge of overseeing the classroom.

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Teacher education remains one of Pakistan's most pressing issues. This has long been criticized by stakeholders and special interest groups. 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. Most crucially, teacher education programmes do not effectively bridge the theory-practice gap, despite their best efforts to highlight theory and content (Khan et al., 2020).

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. In reality, teachers use their abilities to control the classroom and create a better learning environment (Demir & Sad, 2021). 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 (Kaya & Selvitopu, 2019).

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 (Francis & Oluwatoyin, 2019). 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 (Agbaria, 2021). The sort of education and discipline in schools and classrooms is determined by the opinions and beliefs of teachers regarding the nature of teaching, learning, and students (Meriç, 2023).

### **Problem Statement**

Teachers, Communication skills and classroom management skills play a key role at the elementary level. The elementary level is the foundation of a child's life, where a student's cognitive and mental development occurs and he needs to learn behaviors as well as the content. At the elementary level, Students' behavioral problems increase because of their age and it is quite difficult for teachers to manage the classroom at this level. 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 absolutely 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. Therefore, this study was intended to identify the relationship between the communication skills of teachers and their classroom management skills at elementary level

### **Objectives of the Study**

The objectives of the study were:

1. To determine the level of teachers' communication skills in a class
2. To investigate the classroom management skills of teachers
3. To identify the relationship between the communication skills of teachers and their classroom management skills

### **Hypotheses**

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

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

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

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

**H<sub>05</sub>:** There is no significant relationship between verbal skills and discipline management.

**H<sub>06</sub>:** There is no significant relationship between verbal skills and instructional management.

**H<sub>07</sub>:** There is no significant relationship between nonverbal skills and discipline management.

**H<sub>08</sub>:** There is no significant relationship between nonverbal skills and time management.

**H<sub>09</sub>:** There is no significant relationship between nonverbal skills and instructional management.

**H<sub>010</sub>:** There is no significant relationship between visual skills and discipline management.

**H<sub>011</sub>:** There is no significant relationship between visual skills and time management.

**H<sub>012</sub>:** There is no significant relationship between visual skills and instructional management.

**H<sub>013</sub>:** There is no significant relationship between communication skills and classroom management skills.

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 skills (Duță, 2015).

### **Communication Skills**

Communication is described as the process through which thoughts, feelings, facts, attitudes, and views are passed from one individual to another (Duță, 2015). Communication skills can be defined as the capacity to communicate with people in a suitable and productive manner (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). In the classroom, communication happens on a daily basis. Since communication is essential to both teaching and academics, teachers should engage with their 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. A teacher's ability to communicate effectively in the classroom has a direct impact on students' progress (Muste, 2016).

The only criteria by which we may assess a teacher's competency while discussing their competencies are their training and experience. These are not going to be adequate. It is impossible to communicate without communication skills (Khasawneh, 2021). 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 (Ibrahim et al., 2019).

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) concluded 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 studies 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 is numerous research investigating various approaches to improve communication.

In essence, communication skills are the art of conveying concepts and meanings via symbols and signals. It can be characterized as the reciprocal communication between two or more individuals. According to Garg (2017), 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. 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. According to Baruch et al. (2015), there is a good rapport between educators and learners. Teachers' inadequate interaction with students. 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. Teachers and students have a beneficial relationship 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. A greater amount of nonverbal communication is ignored. 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 (Bjekić et al., 2020). According to Chaudhry and 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. A greater degree of neglect is applied to nonverbal communication. 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. Nonverbal communication has a greater influence on students' hearts and minds than verbal communication (McDuffie, 2021).

A teacher's ability to effectively communicate with students has a direct bearing on both the students' academic progress and the teacher-student dynamic (Nediger, 2020). 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. Non-verbal communication is crucial for fostering trust between educators and students. Effective communication is essentially a teacher's competence (Doyle, 2017). The teacher uses these skills to communicate with the student in a different way. 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 (Ruswandi & Arief, 2024).

### **Classroom Management**

Classroom management refers to the "skills and strategies used by the teachers to keep students organised, focused, and academically productive during a class." 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. 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 (Wong & Wong, 2018).

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. 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. 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. Additionally, they divert the teacher (Wikaningrum & Yuniawan, 2018). 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. The arrangement of the seats is crucial for maintaining the physical environment. It can be set out in columns and rows for various uses. 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 (Aydin & Karabay, 2020).

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

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, 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 time-outs, and so on (Shanshan, 2024).

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. 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 (Gulanes et al., 2022). It is well

recognized that encouraging learning settings in the classroom improve the rapport between students and teachers and lessen behavioral issues (Praprom et al., 2022). 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 improves the rapport between students and teachers and lessens behavioral issues (Khokhar et al., 2023).

Gaining more knowledge about how to deal with misbehavior from students would help teachers spend less time dealing with behavioural issues and more time on educational activities and building strong teacher-student relationships. Thus, by deterring misbehavior, the time allotted for teaching is spent more wisely and would boost children's achievement in school. The importance of providing teachers with training to enhance their knowledge and abilities in classroom management has also been highlighted in other studies (Chen & Lu, 2022).

One cannot refer to discipline as punishment. Knowing students' attitudes is what discipline means from an educational perspective. These attitudes should alert educators to situations in which an attitude is deemed harmful, such as when it impedes students' ability to learn. Children's behaviours are influenced by various factors, including their age, sex, family dynamics, ability, and economic background. Regarding the teachers, a variety of factors influence their behaviour, including the teachers' personalities, pedagogical approaches, and enforcement of rules (Valente et al., 2019).

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. In addition to overseeing student conduct, the teacher's role as the classroom manager includes academic management. Highly effective instruction has a direct impact on classroom behaviour issues, although it does not completely eradicate them. Specifically, disruptive behaviours in the classroom are reduced when a teacher provides excellent education (Ahmed, 2020). It is critical to acknowledge that effective classroom management is a prerequisite for excellent student accomplishment (Cho et al., 2020).

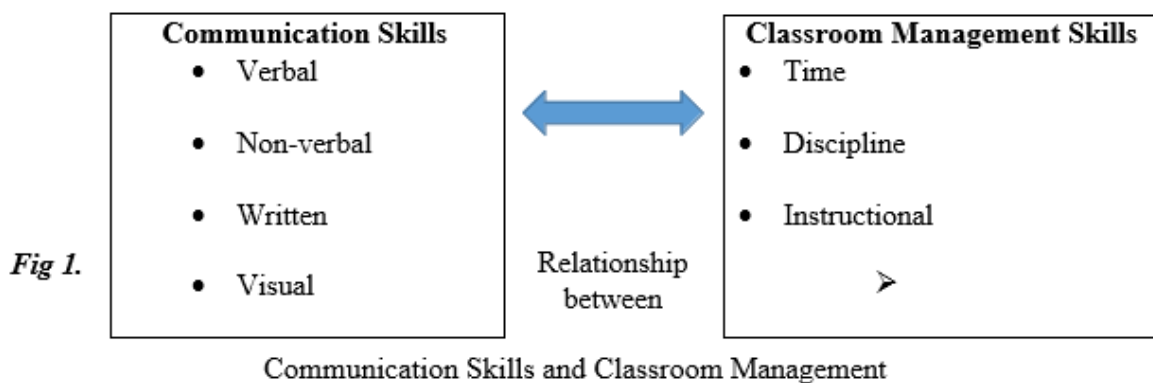
### **Relationship of Communication Skills and Classroom Management**

The literature describes the pivotal role of communication and classroom management skills in fostering effective teaching and student success. A classroom is a setting where several things happen at once and teacher needs to consider both managing the classroom and imparting knowledge. In essence, good classroom management is essential to successful instruction. Teachers' proficiency in verbal and nonverbal communication, active listening, and written skills not only enhances teacher-student relationships but also contributes significantly to students' academic performance. 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. Thus, for a safe, tranquil, and encouraging learning atmosphere during this phase, instructors' classroom management is crucial. To satisfy students' requests, teachers need to employ a variety of classroom management techniques. Research demonstrates that teachers employ a variety of techniques, including vocal instruction and maintaining eye level, to ensure efficient classroom control (Ergin, 2019).

Effective communication helps clarify misconceptions and establish clear goals, creating a positive learning environment. Simultaneously, classroom management techniques, such as proactive planning, time management, and the use of teacher-centered approaches, are essential

for maintaining discipline and promoting productive classroom interactions. A teacher must have highly developed communication skills to call them professionals. A teacher must have highly developed oral and written communication skills to communicate with the pupils. Communication skills are important in this aspect that she communicates with the students efficiently (Khan et al., 2017). In this respect, a teacher's ability to communicate effectively is directly related to the excellence in instruction. Research highlights that fostering supportive, structured environments and prioritizing preventive measures over punitive strategies are critical for addressing behavioral issues and encouraging student engagement. Ultimately, teachers' communication and management skills are fundamental in achieving educational objectives, with ongoing professional development necessary to equip educators with the tools to navigate diverse classroom challenges effectively.

### Conceptual Framework of the Study



### Research Methodology

Survey research design was employed in this study to find the relationship between communication skills and classroom management of elementary school teachers.

### Population and Sample of the Study

The population of this study consisted of 129 female teachers teaching in 15 governments girls' elementary schools situated in Rawalpindi urban area. A sample of 93 female teachers was selected as a sample of the study by using the simple random sampling technique.

### Data Collection Instruments

For checking Communication Skills a structured, a close ended questionnaire, based on five-point Likert scale (always, often, sometime, rarely, never) with total 23 items was developed. The indicators used for communication skills were written, visual, verbal and non-verbal.

Classroom Management Scale was a structured, close-ended five-point Likert scale (sometimes, rarely, quite often, most often, never) with total 18 items, to figure out the classroom management skills of teachers. The indicators of classroom management skills were time management, discipline, instructional and resources management.

### Validity of the Instruments

The validity of data collection instruments was determined by expert opinions and pilot testing. 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. The developed questionnaire was sent to the subject experts and modified according to their suggestions.

### Reliability of the Instruments

The Cronbach's alpha test was used to determine the reliability of the data collection instruments.

**Table 1**

*Reliability of the Communication Skills Scale*

Communication skills	Reliability Score
Writing Skill	0.836
Verbal	0.767
Non-Verbal	0.776
Visual	0.872

**Table 2**

*Reliability for the Classroom Management Skills Scale*

Classroom Management Skills	Reliability Score
Discipline Management	0.896
Time Management	0.793
Instruction Management	0.772

**Data Analysis and Results**

The data were analyzed through mean scores and percentages with SPSS 22.0 by applying Pearson's correlation.

**Table 3**

*Mean Values according to Range of Score*

Range of Mean Values	Remarks
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

The table 3 shows 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.

**Table 4**

*Mean Score of Teachers' Communication Skills*

Teachers' Communication Skills	Mean Scores
Writing Skill	3.1
Verbal communication skill	2.0
Non-verbal communication skill	2.67
Visual skill	3.0



Table 4 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 involve in nonverbal communication skills.

**Table 5**

*Mean Scores of Classroom Management Skills of Elementary Teachers*

Classroom Management Skills	Mean Scores
Discipline management	2.41
Time Management	2.5
Instructional Management	3.3

Table 5 shows 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 6**

*Relationship between Writing Skill and Discipline Management*

Variables	N	r	p value
Writing skill and discipline management	93	.568**	.000

Table 6 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, the Hypothesis 1 is failed to accept as there is a significant moderate positive relationship between writing skills and discipline management.

**Table 7**

*Relationship between Writing Skill and Time Management*

Variables	N	r	p value
Writing skill and Time management	93	.162	.121

Table 7 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, the Hypothesis 2 is failed to accept as there is a significant weak relationship exist between writing skill and time management.

*Relationship between Writing Skill and Instructional Management*

Variables	N	r	p value
Writing skill and instructional management	93	-.364**	.000

Table 8 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, the hypothesis 3 is fail to accept as there is a significant very weak relationship between writing skill and instructional management.

**Table 9***Relationship between Verbal Skill and Time Management*

Variables	N	r	p value
Verbal skill and time management	93	.139	.183

Table 9 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 accept as there is a significant weak positive relationship exist between verbal skill and time management.

**Table 10***Relationship between Verbal Skill and Discipline Management*

Variables	N	r	p value
Verbal skill and discipline management	93	.568**	.000

Table 10 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 accept as there is a significant very weak positive relationship exist between verbal skill and discipline management.

**Table 11***Relationship between Verbal Skill and Instructional Management*

Variables	N	r	p value
Verbal skill and instructional management	93	-.486**	.000

Table 11 indicates that  $r=-.486$  and  $P=.000$  indicates that there was a significant moderate negative relationship between verbal skill and instructional management. Thus, the hypothesis 6 is fail to accept as there is a significant moderate negative relationship between verbal skill and instructional management.

**Table 12***Relationship between nonverbal skill and time management*

Variables	N	r	p value
Non-verbal skill and time management	93	.032	.764

Table 12 indicates that  $r=.032$  and  $P=.764$  indicates that there was non-significant zero relationship between nonverbal skill and time management. Thus, the hypothesis 7 is fail to accept as there is a significant strong relationship exist between nonverbal skill and time management.

**Table 13**

*Relationship between nonverbal skill and discipline management*

Variables	N	r	p value
Non-verbal skill and discipline management	93	.200**	.054

Table 13 indicates that  $r=.200$  and  $P=.054$  which indicates that there was a significant weak positive relationship between nonverbal skill and discipline management. Thus, the hypothesis 8 is fail to accept as there is a significant weak positive relationship exist between nonverbal skill and discipline management.

**Table 14**

*Relationship between nonverbal skill and instructional management*

Variables	N	r	p value
Non-verbal skill and instructional management	93	-.206**	.048

Table 14 indicates that  $r=-.206$  and  $P=.048$  which indicates that there was a significant very weak positive relationship between nonverbal skill and instructional management. Thus, the hypothesis 9 is failed to accept as there is a significant very weak positive relationship exist between nonverbal skill and instructional management.

**Table 15**

*Relationship between Visual Skill and Time Management*

Variables	N	r	p value
Visual skill and time management	93	.590**	.000

Table 15 indicates that  $r=.590$  and  $P=.000$  which indicates that there was a significant moderate positive relationship between visual skill and time management. Thus, the hypothesis 10 is fail to accept as there is a significant very weak positive relationship exist between visual skill and time management.

**Table 16**

*Relationship between Visual Skill and Discipline Management*

Variables	N	r	p value
Visual skill and discipline management	93	.332**	.001

Table 16 indicates that  $r=.332$  and  $P=.001$  which indicates that there was a significant weak positive relationship between visual skill and discipline management. Thus, the hypothesis 11 is fail to accept as there is a significant moderate positive relationship exist between visual skill and discipline management.

**Table 17**

*Relationship between Visual Skill and Instructional Management*

Variables	N	r	p value
Visual skill and instructional management	93	.281**	.006

Table 17 indicates that  $r=.281$  and  $P=.006$  which indicates that there was a non-significant weak

positive relationship between visual skill and instructional management. Thus, the hypothesis 12 is accepted as there is a non-significant weak positive relationship between visual skill and instructional management.

**Table 18**

*Relationship between Communication Skill and Classroom Management Skill*

Variables	N	R	p value
Communication skill and classroom management skill	93	.331**	.001

Table 18 indicates that  $r=.331$  and  $P=.001$  indicates that there was a significant weak positive relationship between communication skill and classroom management skill. Thus, the hypothesis 13 is fail to accept as there was a significant weak positive relationship exist between communication skill and classroom management skills.

**Analysis & 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 (Rahman et al., 2019). 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 (Rybchynska, 2023).

The present study was designed to determine the relationship between communication skills and classroom management skills of elementary school teachers. Overall result of communication skills and classroom management skills show a significant positive relationship between two variables. The present 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.

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 involve in communication skills and the means score regarding classroom management skills indicate that female teachers are less involve in discipline management skills.

**Conclusion**

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 pupils' questions while maintaining acceptable face expression and eye contact. They were not communicating verbally in the classroom in a clear, succinct, and understandable manner. Instructors felt that they made appropriate eye contact, spoke in a loud tone, and used body language with their students. Teachers felt that they were able to maintain contact with pupils by managing their time properly.

**Recommendations**

The following recommendations were made:

1. The study found that teachers usually adapt their body language, eye contact, gestures, and facial expressions to the circumstance at hand. It is advised that the methodologies of macro and micro teaching be implemented in teacher training institutions.
2. In order to get students' attention, teachers may employ a range of instructional

strategies. Refresher course participation by teachers needs to be mandated.

3. As it is concluded that the instruction was not very clear so teachers may focus on the clear instructions in classes.

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