

## ROLE OF COMMUNICATION SKILLS OF TEACHERS AND STUDENTS IN THE TEACHING AND LEARNING PROCESS AT SECONDARY LEVEL IN TEHSIL GOJRA

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### ABSTRACT

Effective communication skills are undeniably vital in shaping the teaching and learning process. At the heart of education lies the exchange of knowledge, ideas, and understanding between educators and students. In the context of teaching, communication skills empower educators to deliver lessons in a manner that resonates with their students. The population of this study consisted of 306 secondary school teachers (SSTs) from 62 public schools in Tehsil Gojra. The sample size was determined as 120 SSTs from 12 public schools, using convenience sampling, with a confidence level of 95% and a confidence interval of 7%. The research tool utilized in this study is a Likert scale based questionnaire. The questionnaire's reliability estimated a value of 0.754, indicating satisfactory reliability. More than half (55.8%) of the total sample was teachers from rural areas. Half (50%) of the respondents were MA or MSc degree holders. Majority (60%) of the sample was B.Ed. degree holders. Teachers with 11–15 years of experience were less than half (40%) of the sample. Majority of the respondents agree that formative assessment helps students to improve their writing skills with (M=3.97). Students' academic achievement mostly depend on the proficiency level of speaking skills of students with (M=4.06). The major problem faced by teachers was lack of students' interest and confidence'' with (M=4.02). Most of the respondents agreed that learners find it difficult to ask questions because of shyness with (M=4.05). Students' listening skills help the students take notes in the class was major strong area of students with (M=4.05). Major weak area of teachers was the difficulty to differentiate students with varying levels of learning abilities with (M=3.14). Most of the respondents agreed that teachers' strong area was to create listening activities that are engaging and meaningful for students with (M=4.10). It was recommended that positive feedback from colleagues improves teachers' body language with (M=4.04). Majority of the respondents agreed that class test increases students' writing skills with (M=4.07). Apart from these major recommendations teachers' attention to solve students' problems, teachers' team work and training sessions, students' presentation and group discussions improve communication skills in teaching and learning process.

**Keywords :** Teachers, Communication Skill, Learning Process, Secondary Level

### 1. INTRODUCTION

Over time, the teaching-learning process requires many skills and teaching techniques to improve the students' cognitive development. At the same rate, the teacher needs to update teaching strategies so that teachers may be able to enhance students' interest, motivation, and learning process in the classroom. Among these techniques and strategies communication skills are very crucial for the teaching-learning process. Skills to excel in their studies, collaborate with peers, and express their ideas and thoughts effectively. Communication skills enable students to actively participate in

classroom discussions. Effective communication skills are essential for both students and teachers as they play a crucial role in academic success and professional development. Students need strong communication, ask questions, and seek clarification, leading to better comprehension of the subject matter. Additionally, effective communication skills empower students to engage in meaningful interactions, develop critical thinking abilities, and build positive relationships with teachers and classmates (Morreale *et al.*, 2020).

Effective communication skills are crucial for teachers to ensure the academic success of their students. Communication encompasses listening, speaking, reading, and writing abilities. It plays a vital role in transmitting information and managing interactions within the classroom. Teachers utilize communication to elicit knowledge from students, respond to their input, and describe shared classroom experiences. Proficient communication is essential for teachers to be effective in their teaching role. In contrast, teachers with poor communication skills can negatively impact student academic performance. Therefore, teachers should communicate in a clear and understandable manner, emphasizing the importance of effective communication for both student engagement and learning outcomes (Abiodun *et al.*, 2020).

The students are asked to memorize the concepts and to write in the exams and there is less importance on the development of communication skills. So due to this, the students' lower-order thinking skills are improved, their higher-order thinking skills like application comprehension and analysis are not improved. Student's academic performance is closely related to their communication skills. For this purpose at the secondary level, different debate competitions are organized so that students may perform well according to their level. It was found that teachers give less importance to creating self-confidence in the student's personalities. The communication skills of university students were studied according to the variables of the academic year, gender, and specialization if students' communication skills are not updated it can create difficulties for the students in their upcoming tasks. Learning the content is not nearly to write on paper but also includes the students' creative thinking, self-reflection, and describing the learning material in their way. It is only possible when students are experts in describing their ideas in their way in front of their classroom (Aljaman, 2019).

Effective communication plays a crucial role in teaching and learning. When communication is lacking, it can cause difficulties during instruction. To enhance academic performance, students require support and opportunities to develop their communication skills. By becoming adept communicators, students can experience advantages in multiple areas of their lives, including personal, social, and academic domains.

Improved communication skills enable students to express themselves clearly, engage in meaningful conversations, and collaborate effectively with others. This, in turn, fosters stronger relationships, boosts self-confidence, and enhances overall academic achievement. Recognizing the significance of communication, educators and institutions should prioritize providing resources and strategies that empower students to develop and refine their communication abilities, thereby setting them up for success in various aspects of life (Yusuf and Adeoye, 2012).

### **1.1 Objectives**

To accomplish the general Objective following specific Objectives are prepared.

- 1) To find out teachers' perceptions of communication skills of students and its impact on academic achievement at the secondary level.
- 2) To analyze the problems faced by teachers during the development of communication skills of students in the class.
- 3) To know the strong and weak areas in the development of communication skills among students and teachers at the secondary level.
- 4) To suggest remedial plans to improve students and teachers communications skills at the secondary level.

### **2.1 Communication skills**

Lukitasari (2008) stated that communication skills refer to the ability to effectively convey and exchange information, ideas, thoughts, and emotions between individuals or groups using various modes of communication, such as verbal, nonverbal, written, and digital means. These skills encompass both the ability to express oneself clearly and accurately, as well as the capacity to actively listen and comprehend messages from others. Communication skills are vital in facilitating understanding, building relationships, resolving conflicts, and achieving mutual goals in personal, professional, and social contexts. Communication skills involve the effective transmission of information, ideas, and emotions between individuals or groups through different forms of communication.

### **2.2 Types of communication skills**

O'Sullivan and Lourie (2018) explained communication skills are essential for effective interpersonal interactions in various contexts. There are several types of communication skills that individuals can develop to enhance their ability to convey messages clearly and engage in meaningful dialogue. Verbal communication skills involve the use of spoken words and language to express thoughts, ideas, and information. Effective verbal communication skills encompass clarity, coherence, and appropriate use of language. This includes using proper grammar, pronunciation, and vocabulary, as well as being able to articulate ideas in a concise and understandable manner. Verbal communication skills are crucial in both personal and professional settings, enabling individuals to express themselves effectively and engage in productive conversations.

Brown and Miller (2017) described that listening skills are crucial for active and empathetic communication. Listening skills emphasize the value of attentive listening, understanding, and providing appropriate feedback during conversations.

Johnson *et al.* (2018) explained interpersonal skills are essential for building and maintaining positive relationships with others. Research identifies empathy, conflict resolution, negotiation, and assertiveness as key components of strong interpersonal.

Rao (2019) explained that speaking clearly is vital for communicating with people all around the world. It's important for learners to become good at communication to do well in their careers. The classroom is a great place to learn and practice these skills, especially speaking.

Rogers and Lee (2019) stated that presentation skills refer to the ability to deliver information effectively to an audience. Verbal communication skills involve the use of spoken words and language to express thoughts, ideas, and information. Effective verbal communication skills encompass clarity, coherence, and appropriate use of language. This includes using proper grammar, pronunciation, and vocabulary, as well as being able to articulate ideas in a concise and understandable manner.

Kolin (2020) described that written communication skills are another important aspect of effective communication. Written communication involves

the use of written language, such as emails, reports, memos, and letters, to convey information, ideas, or opinions. Effective written communication skills encompass clarity, organization, and conciseness. This includes structuring written documents logically, using appropriate grammar and punctuation, and tailoring the message to the intended audience. Developing strong written communication skills is vital in academic and professional settings, as it enables individuals to convey complex ideas, share information accurately, and maintain effective written correspondence.

### **2.3 Non-verbal communication skills**

Knapp and Hall (2019) found that nonverbal cues such as eye contact, posture, hand gestures, and facial expressions can significantly impact the overall meaning and reception of a message. Developing strong nonverbal communication skills allows individuals to enhance their ability to understand and interpret nonverbal cues accurately, as well as use them effectively to enhance their own communication.

Hall (2019) explained that non-verbal communication encompasses the use of body language, facial expressions, gestures, and eye contact to convey messages and emotions. Non-verbal cues play a significant role in shaping the interpretation of verbal messages and establishing rapport between communicators.

### **2.4 Aspects of academic performance**

Shah *et al.*, (2020) explained the term "academic performance" refers to a student's level of scholastic success as a whole. Preschool, elementary, middle, and high schools, as well as colleges and universities, each have their own unique systems for evaluating student growth. The performance of pupils is affected by a variety of variables. It was explored the impact of communication skills on students' academic achievement, consistently showing positive effects. Students with poor communication skills may encounter difficulties in expressing their ideas coherently, leading to misunderstanding and a lack of engagement in the learning process. This could hinder their academic progress and overall performance.

Khan *et al.*, (2017) highlighted that excellent communication skills are essential for a teacher to

ensure students' academic success and pave the way for their future professional achievements. In the classroom, teachers primarily convey instructions orally to students. However, a teacher lacking effective communication skills could hinder students' learning progress and academic advancement. It is crucial for students to grasp the distinction between right and wrong, and this understanding significantly relies on the communication skills adopted by their teachers during classroom interactions. The ability of teachers to communicate clearly, engage students, and foster a positive learning environment can profoundly impact the academic journey of their students and equip them with vital skills for success in their personal and professional lives.

Irungu *et al.*, (2019) argued that nonverbal communication affects students' academic achievement. A teacher's behavior and appearance have a big impact on students' interest in lessons. When a teacher looks happy, well-dressed, and acts kindly, students are more likely to be interested in the class. On the other hand, if a teacher seems annoyed, angry, or scary, students may not enjoy the lesson. So, the way teachers act during class can affect how well students do in their studies. When teachers are positive and create a friendly atmosphere, it helps students learn better and do well in school

Mishra (2019) described that communication is the process of conveying one's ideas and thoughts to another. There are two main types of communication verbal and nonverbal. When it comes to sharing ideas, both modes of communication are crucial. The foundation of the teacher-student relationship is built on open, two-way communication, both verbal and nonverbal. Effective communication is the lifeblood of achievement in every field. There is a strong correlation between strong communication skills and academic success. The competence and communication style of teachers inspire pupils to develop their own teaching talents. The success and enthusiasm that pupils need for school might come from a teacher's display of love, affection, honesty, duty, responsibility, and devotion. Consequently, several researchers lent their thoughts to this investigation. By utilizing various communication tools and strategies, such as visual aids, technology, and project-based learning, teachers can create a dynamic and inclusive

learning environment that caters to diverse student needs and preferences. This facilitates better understanding, knowledge retention, and overall academic success.

Johnson and Johnson (2020) explained the development of communication skills between teachers and students also contributes to better student motivation and engagement. It was indicated that effective teacher-student communication positively influences student motivation, self-confidence, and interest in the subject matter. When teachers actively listen to students' perspectives and provide timely feedback, it helps validate their ideas and encourages them to actively participate in classroom activities. Researchers in the fields of education, psychology, anthropology, and sociology agree that body language is a kind of nonverbal communication. It consists of obvious actions like smiling, touching, and speaking in a friendly tone. However, it may also occur subtly, via factors such as clothing, body language, and physical proximity. In order to create communication synergy, verbal and nonverbal cues must be in sync.

Gilakjani (2016) stated the importance of clear, expressive speech in helping people collaborate and communicate. Communicating ideas and information verbally is a common practice. Nonverbal cues, such as eye contact, facial expressions, and body language, are crucial in capturing students' attention and engaging them in the learning process. When teachers use positive and encouraging nonverbal signals, students feel acknowledged and motivated to actively participate in the classroom. This enhances their focus, understanding, and overall academic performance. Nonverbal communication can help convey meaning and clarify complex concepts. Teachers often use gestures, visual aids, and demonstrations to supplement their verbal instructions. These nonverbal cues provide additional context and visual support, aiding students' comprehension and retention of information. Clear nonverbal signals assist learners in understanding concepts more effectively, contributing to their academic success.

Sukris (2018) found that the academic performance of English language learners is considerably and favorably impacted by nonverbal interaction. The data was collected using a questionnaire and analyzed using regression analysis; the results of

the English test given at the conclusion of the school year served as the data source. Data were collected more thoroughly utilizing observational schedules and analyzed using regression, descriptive analysis, Pearson moment correlation, and analysis of variance for this chemistry-centric research. Before learning to write or read, people had a natural inclination to communicate orally. People put forth more effort while speaking than when writing. The ability to talk is the most vital skill humans have because it helps us share ideas, information, and talk with others. Speaking English isn't easy because it involves many things like grammar, pronunciation, vocabulary, understanding, and being fluent. Every student should have lots of opportunities to practice speaking. Effective communication skills are paramount in the teaching and learning process at the secondary level as they foster clear understanding, engagement, and collaboration between educators and students, creating an enriched and conducive learning environment that nurtures academic growth and personal development.

### **3-METHODOLOGY**

#### **3.1 Design of research**

The research design employed in this study is a descriptive survey design, aimed at gathering data to understand teachers' opinions on communication skills using a Likert scale. The descriptive survey design allows for the systematic collection of data to describe and analyze a particular phenomenon or group of individuals. In this case, the focus is on exploring teachers' perspectives on communication skills in the teaching and learning process. The Likert scale was used as the data collection tool, providing a structured format for participants to express their opinions on a range of statements related to communication skills. This design enables the researchers to obtain quantitative data that can be analyzed statistically, providing a comprehensive overview of teachers' perceptions.

#### **3.2 Population, Sample and Sampling Technique**

Target population refers to the specific group of individuals or elements that researchers want to generalize their findings. It is the larger population to which the research findings will be applied or from which conclusions were drawn. The target

population is defined based on the research objectives and the scope of the study. It can encompass various characteristics such as age, gender, occupation, geographical location, or any other relevant criteria. Convenience sampling was used to collect data from teachers.

In research, the population refers to the entire group of individuals, objects, or events that share common characteristics and are of interest to the researcher. It represents the larger target group to which the research findings are intended to be generalized. The population can vary in size and scope depending on the research topic and objectives (Babbie, 2016). The population of this research study was the teachers teaching at the secondary level in tehsil Gojra . for conducting the study 306 SSTs from 62 public schools of tehsil Gojra were considered as population.

**Table 3.1 Population of study**

No of schools	No of teachers
62	306

The determination of the sample size depends on several factors, including the research objectives, the level of desired precision, the variability within the population, and the statistical methods to be used. Researchers may use statistical formulas, such as sample size calculators, to estimate the required sample size based on these factors and the desired level of confidence. For this research study the sample size was calculated by using online software [survey https://www.surveysystem.com/sscalc.htm](https://www.surveysystem.com/sscalc.htm) and sample size was 120 secondary school teachers (SSTs) from 12 public schools at a confidence level of 95% and confidence interval of 7%.

**Table 3.2 Sample of study**

No of schools	No of teachers
12	120

#### **3.3 Sampling technique**

Convenience sampling is a non-probability sampling technique where researchers select participants based on their convenient accessibility and availability. In this approach, individuals who are readily accessible or easy to reach are included in the sample. While convenience sampling is efficient and convenient for researchers, it may introduce bias and limit the generalizability of the

findings (Neuman,2013). Convenience sampling was used to collect data from teachers.

**3.4 Development of the instrument**

The development of the instrument involved creating a questionnaire consisting of 5-option Likert scale with the following response options:

Strongly disagree =1, Disagree =2 , Neutral =3 , Agree =4 Strongly agree =5

A well-structured questionnaire was used for collection of data from respondents of this study. The development of the instrument, encompassing the ten sections and 65 statements, aimed to capture a comprehensive understanding of the teachers' perceptions and opinions regarding communication skills. The Likert scale provided a structured format for teachers to express their agreement or disagreement with the statements, enabling a systematic assessment of the research objectives and facilitating data analysis and interpretation.

**3.11 Data collection procedure**

Data were collected through surveys. The survey questionnaire consisted of items specifically designed to assess the communication skills of both teachers and students in the teaching and learning process. During the school visits, the researchers maintained a respectful and professional demeanor, ensuring that the data collection process did not disrupt the regular school activities. They followed the established protocols and procedures to ensure the accuracy and reliability of the collected data. The statistical analysis for the research study on the "Role of communication skills of teachers and students in the teaching and

learning process at the secondary level in Tehsil Gojra" involved descriptive analysis.

**Descriptive Analysis:** Firstly, a descriptive analysis was conducted to summarize and describe the data collected. This analysis included calculating the mean scores and standard deviations of the communication skills of both teachers and students. The mean score provided an estimate of the average communication skills level, while the standard deviation indicated the variability or dispersion of the scores. These measures were calculated separately for respondents.

**Mean:**

The sum of the individual scores is added together and then divided by the total number of elements to arrive at the average score.

**Standard deviation:**

In a set of data values, it measures the amount of dispersion or variation.

**Weighted score and rank:** In addition to the mean score and standard deviation, a weighted score and rank analysis was performed. This analysis involved assigning weights to the different components or dimensions of communication skills based on their perceived importance. The weighted score was then calculated by multiplying each component score by its corresponding weight and summing the results. The weighted scores were used to determine the overall ranking of respondents perception based on their communication skills.

**RESULTS AND DISCUSSION**

**Table 4.1: weighted score mean score, standard deviation, and rank order of teachers' Perceptions of the communication skills of students**

Teachers' Perceptions of the communication skills of Students	Mean Score	SD	Weighted Score	Rank
Formative assessment helps students to improve their writing skills.	3.97	1.19	473	1 <sup>st</sup>
Students' body language improves their confidence level	3.84	1.27	461	2 <sup>nd</sup>
Listening skills help the students to express their ideas in a better way.	3.72	1.12	446	3 <sup>rd</sup>
Vocabulary helps students to increase their speaking skills.	3.71	1.06	445	4 <sup>th</sup>
Students interact with their parents teachers and peers through good speaking skills.	3.00	1.42	360	5 <sup>th</sup>

**Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.**

Table 4.1 shows the results regarding statements. "Formative assessment helps students to improve their writing skills" (weighted score =473, mean value = 3.97) was at 1<sup>st</sup> rank, tending towards agree. "Students' body language improves their confidence level" (weighted score =461; mean value = 3.84) was at 2<sup>nd</sup> rank, tending towards agree. "Listening skills help the students to express their ideas in a better way" (weighted score =446; mean value = 3.72) was at the 3<sup>rd</sup> rank, tending towards agree. "Vocabulary helps students increase their speaking skills." (Weighted score =445, mean value = 3.71) was at 4<sup>th</sup> rank, tending towards agree. "Students interact with their parents,

teachers, and peers through good speaking skills" (weighted score =360, mean value = 3.0) was at 5<sup>th</sup> rank, tending towards neutral. Overall results indicate that majority of the respondents agree that formative assessment helps students to improve their writing skills and students' body language improves their confidence level. A few of the respondents are neutral that students interact with their parents teachers and peers through good speaking skills. Nonverbal communication skills help in shaping confidence, engagement, and respect in group work (Hall *et al.* 2018).

**4.1 Teachers' perceptions of the communication skills of teachers**

Clear communication allows teachers to effectively convey instructions, explanations, and learning objectives to students. Communication skills enable teachers to facilitate effective collaboration and cooperative learning among students. Clear and concise verbal communication enhances are important for a teacher to ensure students' academic success (Khan *et al.*,2017).

The respondents were asked about teachers' perceptions of their communication skills. Their responses were recorded on a Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Detailed explanations of the results are given in Table 4.2

**Table 4.2: weighted score mean score, standard deviation, and rank order of teachers' Perceptions of the communication skills of teachers**

Teachers' Perceptions of the communication skills of Teachers	Mean	SD	Weighted Score	Rank
Teachers should listen actively and attentively when students are speaking.	4.13	0.74	496	1 <sup>st</sup>
Teachers should be able to resolve conflicts with students through communication.	4.01	0.82	481	2 <sup>nd</sup>
Teachers should use clear and concise language when communicating with students.	3.69	1.02	443	3 <sup>rd</sup>
Teachers should effectively use nonverbal language.	3.68	1.02	442	4 <sup>th</sup>
Teachers should use persuasion and negotiation skills to influence students.	2.70	1.10	325	5 <sup>th</sup>

**Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.**

Table 4.2 shows the results regarding statements. "Teachers should listen actively and attentively when students are speaking" (weighted score =496; mean value = 4.13) was at the 1<sup>st</sup> rank, tending towards agree. "Teachers should be able to resolve conflicts with students through communication" (weighted score =481, mean value = 4.01) was at 2<sup>nd</sup> rank, tending towards agree. "Teachers should use clear and concise

language when communicating with students" (weighted score =443, mean value = 3.69) was at 3<sup>rd</sup> rank, tending towards agree. "Teachers should effectively use nonverbal language" (weighted score =442, mean value = 3.68) was at 4<sup>th</sup> rank, tending towards agree. " Teachers should use persuasion and negotiation skills to influence students" (weighted score =325, mean value =

2.70), which was at 5<sup>th</sup> rank, tending towards neutral.

Overall results indicate that majority of the respondents agree that teachers should listen actively and attentively when students are speaking and teachers should be able to resolve conflicts with students through communication. A few of the respondents are neutral that teachers should use persuasion and negotiation skills to influence students. Interpersonal communication skills and self-confidence are crucial for students personal and academic success. Active listening enables teachers to respond appropriately and address students' needs (Chen and Wang 2018).

**4.2 Impact of communication skills on Students' academic achievement**

Effective communication helps students grasp concepts more easily and enhances their cognitive

development. Discussions among students create a collaborative learning environment, allowing them to exchange ideas, challenge perspectives, and deepen their understanding. An analysis was made between two variables. It was observed that students' achievement was closely related to communication skills. Teachers' attitude has a considerable impact on a students' academic performance and classroom engagement (Mucella *et al.*, 2011).

The respondents were asked about the impact of communication skills on students' academic achievement. Their responses were recorded on a Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The detailed explanations of the results are given in Table 4.8

**Table 4.3:** weighted score mean score, standard deviation, and rank order of Impact of communication skills on Students' academic achievement

<b>Impact of communication skills on Students' academic achievement</b>	Mean	SD	Weighted Score	Rank
The proficiency level of speaking skills improves students' academic performance.	4.06	0.84	487	1 <sup>st</sup>
Listening skills make learners attentive in class.	4.02	0.81	482	2 <sup>nd</sup>
Verbal communication enhances presentation skills.	4.00	0.82	480	3 <sup>rd</sup>
Teachers' eye contact makes students active in class.	3.94	1.24	473	4 <sup>th</sup>
Reading skills enhance students' discussion abilities.	3.89	0.92	467	5 <sup>th</sup>
Writing skills improve learners' conceptual learning.	3.88	0.87	466	6 <sup>th</sup>
Effective communication skills help students' cognitive development.	3.87	0.93	464	7 <sup>th</sup>
Teachers' appearance increases students' interest in a class	3.24	1.37	389	8 <sup>th</sup>

**Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.**

Table 4.3 shows the results regarding statements. "The proficiency level of speaking skills improves students' academic performance" (weighted score =487, mean value = 4.06) was at 1<sup>st</sup> rank, tending towards agree. "Listening skills make learners attentive in class" (weighted score =482, mean value = 4.02) was at 2<sup>nd</sup> rank, tending towards agree. "Verbal communication enhances presentation skills" (weighted score =480, mean value = 4) was at the 3<sup>rd</sup> rank, tending towards agree. "Teachers' eye contact makes students active in class" (weighted score =473, mean value = 3.94) was at 4<sup>th</sup> rank, tending towards agree. "Reading skills enhance students' discussion

abilities" (weighted score =467, mean value = 3.89) was at 5<sup>th</sup> rank, tending towards agree. "Writing skills improve learners' conceptual learning" (weighted score =466; mean value = 3.88) was at 6<sup>th</sup> rank, tending towards agree. "Effective communication skills help students' cognitive development" (weighted score =464; mean value = 3.87) was at the 7<sup>th</sup> rank, tending towards agree. "Teachers' appearance increases students' interest in a class" (weighted score =389, mean value = 3.24) was at the 8<sup>th</sup> rank, tending towards neutral.

Overall results indicate that majority of the respondents agree that the proficiency level of



speaking skills improves students' academic performance and listening skills make learners attentive in class. A few of the respondents are neutral that teachers' appearance increases students' interest in a class. Amadi *et al.* (2017) observed the impact of student-teacher communications on students' academic achievement for an efficient teaching and learning process. It was found that students' academic achievement in school and their degree of communication are strongly correlated. When compared to students with poor communication skills, students with high communication skills do better on tests.

**4.3 Problems faced by teachers during the development of communication skills**

The absence of in-service training in communication skills limits teachers' capacity to

deliver comprehensive instruction. Insufficient understanding of students' psychology further reduces their ability to improve communication lessons to individual needs. Chen *et al.* (2019) found that fear of making errors, anxiety, peer pressure, and a general lack of confidence are only some of the psychological issues to have a significant influence on students' oral presentations. This fear can make them participate less in class and have difficulty interacting with peers.

The respondents were asked about Problems faced by teachers during the development of communication skills. Their responses were recorded on a Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The detailed explanations of the results are given in Table 4.4

**Table 4.4 Weighted score mean score, standard deviation, and rank order of Problems Faced by teachers during the Development of communication skills**

Problems Faced by teachers during the Development of communication skills	Mean	SD	Weighted Score	Rank
Lack of students' interest and confidence	4.02	0.87	482	1 <sup>st</sup>
Teachers having weak speaking skills	4.0	0.93	480	2 <sup>nd</sup>
Lack of instructional material	3.95	0.82	474	3 <sup>rd</sup>
Lack of basic teaching skills	3.94	0.79	473	4 <sup>th</sup>
Lack of in-service training in communication skills	3.93	0.82	472	5 <sup>th</sup>
Lack of proper learning environment in schools	3.89	0.83	467	6 <sup>th</sup>
Teachers' harsh behavior results in the reduction of students' communication skills.	3.74	1.02	449	7 <sup>th</sup>
Lack of proficiency in understanding student's psychology	2.59	1.19	311	8 <sup>th</sup>
Rote memorization-based curriculum	2.49	1.39	299	9 <sup>th</sup>

Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Table 4.4 shows the results regarding statements. "Lack of students' interest and confidence " (weighted score =482, mean value = 4.02) was at the 1<sup>st</sup> rank, tending towards agree." Teachers having weak speaking skills" (weighted score =480, mean value = 4) were at 2<sup>nd</sup> rank, tending towards agree. "Lack of instructional material " (weighted score =474, mean value = 3.95) was at the 3<sup>rd</sup> rank, tending towards agree." Lack of basic teaching skills" (weighted score =473; mean value = 3.94) was at the 4<sup>th</sup> rank, tending towards agree. "Lack of in-service training in communication

skills" (weighted score =472, mean value = 3.93) was at 5<sup>th</sup> rank, tending towards agree." Lack of proper learning environment in schools" (weighted score =467, mean value = 3.89) was at 6<sup>th</sup> rank, tending towards agree. "Teachers' harsh behavior results in the reduction of students' communication skills" (weighted score =449, mean value = 3.74) was at the 7<sup>th</sup> rank, tending towards agree. "Lack of proficiency in understanding students' psychology" (weighted score =311; mean value = 2.59) was at the 8<sup>th</sup> rank, tending towards neutral. "Rote memorization-

based curriculum” (weighted score =299, mean value = 2.49) was at 9<sup>th</sup> rank, tending towards disagree.

Overall results indicate that majority of the respondents agree that lack of students’ interest and confidence and teachers having weak speaking skills. A few of the respondents are disagree that rote memorization-based curriculum. Several elements, including self-confidence, affect an individual's interpersonal communication skills (DeVito, 2011). Students need to have excellent self-confidence in order to have effective interpersonal communication skills.

**4.4 Students’ weak areas**

Students face various challenges in developing their communication skills. Weaknesses in

listening pose a significant hurdle, as students may struggle to understand spoken language effectively. Additionally, shyness can hinder their ability to ask questions and reduces their participation and learning in the classroom. Learners' academic performance may be adversely affected by a variety of psychological, linguistic, and social issues (Ali *et al.*,2018).

The respondents were asked about students’ weak areas. Their responses were recorded on a Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The detailed explanations of the results are given in Table 4.5

**Table 4.5 Weighted score mean score, standard deviation, and rank order of Students’ weak areas**

Students’ weak areas	Mean	SD	Weighted Score	Rank
Learners find it difficult to ask questions because of shyness.	4.05	0.81	486	1 <sup>st</sup>
A quick reading of the material makes it difficult for students to understand the content.	3.95	0.80	474	2 <sup>nd</sup>
Students face problems in listening when the teacher talks quickly.	3.91	0.82	469	3 <sup>rd</sup>
Students feel difficulty to make sentence structure.	3.87	0.87	464	4 <sup>th</sup>
Students feel anxious when speaking with fellows.	2.38	1.09	286	5 <sup>th</sup>

**Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.**

Table 4.5 shows the results regarding statements. "Learners find it difficult to ask questions because of shyness” (weighted score =486; mean value = 4.05) was at the 1<sup>st</sup> rank, tending towards agree. " A quick reading of the material makes it difficult for students to understand the content” (weighted score =474, mean value = 3.95) was at 2<sup>nd</sup> rank, tending towards agree. " Students face problems listening when the teacher talks quickly” (weighted score =469, mean value = 3.91), which was at 3<sup>rd</sup> rank, tending towards agree. "Students feel difficulty making sentence structure” (weighted score =464; mean value = 3.87) was at 4<sup>th</sup> rank, tending towards agree. " Students feel anxious when speaking with fellow students (weighted score =286, mean value = 2.38), who were at the 5<sup>th</sup> rank and tending towards disagree. Overall results indicate that majority of the respondents agree that learners find it difficult to ask questions because of shyness and quick reading

of the material makes it difficult for students to understand the content. Students often struggle with various weak areas in communication skills. A few of the respondents are disagree that students feel anxious when speaking with fellows. Language related issues, such as lack of vocabulary, incorrect pronunciation and lack of confidence constitute the problematic area (Smith and Johnson 2020).

**4.5 Students’ strong areas**

Students possess strong areas that contribute to the development of their communication skills. One such area is effective listening, which not only enables students to understand and absorb information but also increases their confidence. When students actively listen, they can actively engage with the subject matter and feel more prepared to contribute to class discussions. Listening skills emphasizes the ability to take notes

in class. Active listening ensures accurate transmission of information and minimizes misunderstandings (Brown and Miller 2017). The respondents were asked about students' strong areas. Their responses were recorded on a Likert

scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The detailed explanations of the results are given in Table 4.6

**Table 4.6 Weighted score mean score, standard deviation, and rank order of Students' strong areas**

Students strong areas	Mean	SD	Weighted Score	Rank
Listening skills help the students to take notes in the class	4.05	0.83	486	1 <sup>st</sup>
Listening effectively enhances students' confidence.	4.00	0.79	480	2 <sup>nd</sup>
Writing skills promote paraphrasing skills.	3.92	0.84	470	3 <sup>rd</sup>
Writing skills help the students to organize their ideas and thoughts.	3.91	0.84	469	4 <sup>th</sup>
Speaking skills promote class discussion.	3.87	0.91	464	5 <sup>th</sup>

**Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.**

Table 4.6 shows the results regarding statements. "Listening skills help the students take notes in the class" (weighted score =486; mean value = 4.05) was at 1<sup>st</sup> rank, tending towards agree. "Listening effectively enhances students' confidence" (weighted score =480, mean value = 4) was at 2<sup>nd</sup> rank, tending towards agree. "Writing skills promote paraphrasing skills" (weighted score =470, mean value = 3.92) was at 3<sup>rd</sup> rank, tending towards agree. "Writing skills help the students organize their ideas and thoughts" (weighted score =469, mean value = 3.91) was at 4<sup>th</sup> rank, tending towards agree. "Speaking skills promote class discussion" (weighted score =464; mean value = 3.87) was at 5<sup>th</sup> rank, tending towards agree.

Overall results indicate that majority of the respondents agree that listening skills help the students to take notes in the class and listening effectively enhances students' confidence. Attentive listening promotes understanding diverse perspectives and collaborative learning (Mortazavi,2013)

#### 4.5 Teachers' weak areas

Teachers also have weak areas that can create challenges in developing students' communication skills. Weak communication skills may make it difficult for teachers to create a conducive classroom environment that promotes effective learning and interaction. Additionally, it can be challenging for teachers to differentiate instruction to meet the varying learning abilities of students. Gholipour (2007) argued that effectively communicate their subject matter to their students and encourage active involvement in class, teachers need to have strong speaking skills. Written feedback enables personalized guidance and promotes student growth.

The respondents were asked about teachers' weak areas. Their responses were recorded on a Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The detailed explanations of the results are given in Table 4.12

**Table 4.7 Weighted score mean score, standard deviation, and rank order of Teachers' weak areas**

Teachers' weak areas	Mean	SD	Weighted Score	Rank
It is difficult for me to differentiate students with varying levels of learning abilities.	3.14	1.29	377	1 <sup>st</sup>
I am not confident in my ability to teach communication strategies effectively.	2.75	1.22	330	2 <sup>nd</sup>
I have difficulty creating learning activities that are engaging and meaningful for students.	2.44	1.10	293	3 <sup>rd</sup>
I am not a good listener.	2.43	1.16	292	4 <sup>th</sup>

I have difficulty teaching grammar and sentence structure in a way that students understand.	2.33	1.09	280	5 <sup>th</sup>
I find it difficult to create a conducive class environment due to weak communication skills.	2.16	1.06	259	6 <sup>th</sup>
I find it challenging to provide meaningful feedback on students' performance.	1.97	0.99	236	7 <sup>th</sup>

Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Table 4.7 shows the results regarding statements. "It is difficult for me to differentiate students with varying levels of learning abilities" (weighted score =377, mean value = 3.14) was at 1<sup>st</sup> rank, tending towards neutral. "I am not confident in my ability to teach communication strategies effectively" (weighted score =330, mean value = 2.75) was at 2<sup>nd</sup> rank, tending towards neutral. "I have difficulty creating learning activities that are engaging and meaningful for students" (weighted score =293, mean value = 2.44) was at the 3<sup>rd</sup> rank, tending towards disagree. "I am not a good listener" (weighted score =292, mean value = 2.43) was at the 4<sup>th</sup> rank, tending towards disagree. "I have difficulty teaching grammar and sentence structure in a way that students understand" (weighted score =280, mean value = 2.33) was at 5<sup>th</sup> rank, tending towards disagree. "I find it difficult to create a conducive class environment due to weak communication skills" (weighted score =259, mean value = 2.16) was at 6<sup>th</sup> rank,

tending towards disagree. "I find it challenging to provide meaningful feedback on students' performance" (weighted score =236; mean value = 1.97) was at 7<sup>th</sup> rank, tending towards disagree.

#### 4.6 Teachers' strong areas

Teachers possess strong areas that contribute to the development of student's communication skills. Teachers focus on specific aspects of communication, either within a classroom or with individual students mitigate students' complexities and limitations. This will increase understanding of the complexities of communication skills (Gilakjani, 2016).

The respondents were asked about teachers' strong areas. Their responses were recorded on a Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The detailed explanations of the results are given in Table 4.8

**Table 4.8 weighted score mean score, standard deviation, and rank order of Teachers' strong areas**

Teachers' strong areas	Mean	SD	Weighted Score	Rank
I create listening activities that are engaging and meaningful for students.	4.10	0.81	492	1 <sup>st</sup>
I create speaking activities that are engaging and meaningful for students.	4.07	0.87	488	2 <sup>nd</sup>
I am confident in my ability to select appropriate texts for my students' reading levels.	3.95	0.80	474	3 <sup>rd</sup>
I am confident in my ability to teach pronunciation.	3.94	0.80	473	4 <sup>th</sup>
I teach grammar and sentence structure in a way that students understand.	3.93	0.79	472	5 <sup>th</sup>
I can engage students in reading activities and foster a love of reading.	3.90	0.85	468	6 <sup>th</sup>
I create opportunities for students to practice and improve their nonverbal communication skills.	3.89	0.85	467	7 <sup>th</sup>
I motivate students to write and create opportunities for authentic writing experiences.	3.86	0.87	463	8 <sup>th</sup>
I am confident in my ability to teach advanced speaking skills, such as public speaking and debate.	2.88	1.26	346	9 <sup>th</sup>

Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Table 4.13 shows the results regarding statements. "I create listening activities that are engaging and meaningful for students" (weighted score =492, mean value = 4.10) was at 1<sup>st</sup> rank, tending towards agree. "I create speaking activities that are engaging and meaningful for students" (weighted score =488, mean value = 4.07) was at 2<sup>nd</sup> rank, tending towards agree. "I am confident in my ability to select appropriate texts for my students' reading levels" (weighted score =474, mean value = 3.95) was at 3<sup>rd</sup> rank, tending towards agree. "I am confident in my ability to teach pronunciation" (weighted score =473, mean value = 3.94) was at 4<sup>th</sup> rank, tending towards agree. "I teach grammar and sentence structure in a way that students understand" (weighted score =472, mean value = 3.93) was at 5<sup>th</sup> rank, tending towards agree. "I can engage students in reading activities and foster a love of reading" (weighted score =490, mean value = 3.68) was at 6<sup>th</sup> rank, tending towards agree. "I create opportunities for students to practice and improve their nonverbal communication skills" (weighted score =489, mean value = 3.89) was at 7<sup>th</sup> rank, tending towards agree. "I motivate students to write and create opportunities for authentic writing experiences" (weighted score =463; mean value = 3.86) was at the 8<sup>th</sup> rank, tending towards agree. "Formative assessment helps students to improve their writing skills" (weighted score =346; mean value = 2.88) was at 9<sup>th</sup> rank, tending towards neutral. Overall results indicate that majority of the respondents agree that they create listening activities that are engaging and meaningful for

students I create speaking activities that are engaging and meaningful for students. A few of the respondents are neutral that I am confident in my ability to teach advanced speaking skills, such as public speaking and debate. Nonverbal cues, such as eye contact and body posture, facilitate effective student communication (Knapp & Hall, 2019).

**4.7 Remedial plans to improve teachers' communication skills**

Teacher training programs are important for improving their overall communication abilities. These programs provide teachers with valuable strategies and techniques to effectively convey information and engage with students. Collaborating and working in teams with other staff members can also improve teachers' speaking and listening skills. Engaging in discussions, sharing ideas, and receiving feedback from colleagues contribute to their growth as effective communicators. Mazouzi (2013) found that classes should be organized such that students work toward a balance of correctness and fluency. Accuracy and fluency, both equally important, are characteristics of effective communication. Strategies used in the classroom may help students develop their verbal and interpersonal communication skills.

The respondents were asked about remedial plans to improve teachers' communication skills. Their responses were recorded on a Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The detailed explanations of the results are given in Table 4.9

**Table 4.9 Weighted score mean score, standard deviation, and rank order of Remedial Plans to improve teachers' communication skills**

Remedial Plans to improve teachers' communication skills	Mean	SD	Weighted Score	Rank
Positive feedback from colleagues improves teachers' body language.	4.04	0.84	485	1 <sup>st</sup>
Teamwork with staff improves teachers' speaking and listening skills.	3.96	0.76	475	2 <sup>nd</sup>
Teacher training improves teachers' communication skills	3.93	0.82	472	3 <sup>rd</sup>
The grip on subjects increases teachers' confidence	3.90	0.85	468	4 <sup>th</sup>
Audio video aids promote teachers speaking skills	3.85	0.88	462	5 <sup>th</sup>

A supportive learning environment enhances teachers' collaboration with the class.	3.82	0.91	458	6 <sup>th</sup>
Concept-based contents increase teachers reading and speaking skills.	3.20	1.11	384	7 <sup>th</sup>

**Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.**

Table 4.9 shows the results regarding statements. "Positive feedback from colleagues improves teachers' body language" (weighted score =485; mean value = 4.04) was at the 1<sup>st</sup> rank, tending towards agree. " Teamwork with staff improves teachers' speaking and listening skills" (weighted score =475, mean value = 3.96) was at 2<sup>nd</sup> rank, tending towards agree. " Teacher training improves teachers' communication skills" (weighted score =472, mean value = 3.93) was at 3<sup>rd</sup> rank, tending towards agree. " The grip on subjects increases teachers' confidence" (weighted score =468, mean value = 3.90) was at 4<sup>th</sup> rank, tending towards agree. " Audio video aids promote teachers speaking skills" (weighted score =462; mean value = 3.85) was at 5<sup>th</sup> rank, tending towards agree. " A supportive learning environment enhances teachers' collaboration with the class. " (weighted score =458; mean value = 3.82) was at 6<sup>th</sup> rank, tending towards agree. " Concept-based contents increase teachers reading and speaking skills" (weighted score =384; mean value = 3.20) was at 7<sup>th</sup> rank, tending towards neutral.

Overall results indicate that majority of the respondents agree that positive feedback from colleagues improves teachers' body language and teamwork with staff improves teachers' speaking

and listening skills. A few of the respondents are neutral that concept-based contents increase teachers reading and speaking skills. Effective communication skills are crucial for teachers to create a positive learning environment, establish rapport with students, and facilitate meaningful instruction (Adams and Van Manen 2017).

#### **4.8 Remedial plans to improve students' communication skills**

Group discussions provide an excellent opportunity for students to enhance their speaking skills by actively participating in meaningful conversations and expressing their ideas. It also promotes interaction among students, thereby improving their listening skills as they engage with their peers' perspectives. Mazouzi (2013) highlighted that while training one's voice, it's important to pay special attention to the development of one's language structures, pronunciation, and vocabulary.

The respondents were asked about remedial plans to improve students' communication skills. Their responses were recorded on a Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Detailed explanations of the results are given in Table 4.9

**Table 4.9 Weighted score mean score, standard deviation, and rank order of remedial Plans to improve students' communication skills**

<b>Remedial Plans to improve students' communication skills</b>	<b>Mean</b>	<b>SD</b>	<b>Weighted Score</b>	<b>Rank</b>
Class test increases students' writing skills	4.07	0.84	488	1 <sup>st</sup>
Presentations increase competence or development in speaking skills.	3.89	0.83	467	2 <sup>nd</sup>
Group discussion is helpful to improve speaking skills among students.	3.88	0.88	466	3 <sup>rd</sup>
Debates are helpful for students to improve their reading and listening skills.	3.81	0.95	457	4 <sup>th</sup>
Interaction among students increases their listening skills.	2.70	1.51	324	5 <sup>th</sup>

**Scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.**

Table 4.15 shows the results regarding statements. "Class test increases students' writing skills" (weighted score =488, mean value = 4.07) was at 1<sup>st</sup> rank, tending towards agree. " Presentations

(weighted score =488, mean value = 4.07) was at 1<sup>st</sup> rank, tending towards agree. " Presentations

increase competence or development in speaking skills'' (weighted score =467, mean value = 3.89) was at 2<sup>nd</sup> rank, tending towards agree. "Group discussion is helpful to improve speaking skills among students'' (weighted score =466; mean value = 3.88) was at 3<sup>rd</sup> rank, tending towards agree. "Debates are helpful for students to improve their reading and listening skills'' (weighted score =457, mean value = 3.81) was at 4<sup>th</sup> rank, tending towards agree. "Interaction among students increases their listening skills'' (weighted score =324; mean value = 2.70) was at 5<sup>th</sup> rank, tending towards neutral.

## **5-FINDINGS CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Main findings**

On the basis of analysis and discussion of data, the following findings were drawn.

#### **5.1.1 Demographic characteristics**

Half (50%) of the respondents were male. More than half (55.8%) of the total sample was teachers from rural areas. Half (50%) of the respondents were MA or MSc degree holders. Majority (60%) of the sample was a B.Ed. degree holder. Teachers with 11–15 years of experience were less than half (40%) of the sample.

#### **5.1.2 Teachers' perceptions of the communication skills of students**

"Formative assessment helps students to improve their writing skills'' was at 1<sup>st</sup> rank, tending towards agree. "Students' body language improves their confidence level'' was at 2<sup>nd</sup> rank, tending towards agree. Overall results indicate that majority of the respondents agree that formative assessment help students to improve their writing skills and students' body language improves their confidence level with mean value 3.97 and 3.84 respectively.

#### **5.1.3 Impact of communication skills on students' academic achievement**

"The proficiency level of speaking skills improves students' academic performance'' was at 1<sup>st</sup> rank, tending towards agree. "Listening skills make learners attentive in class'' was at 2<sup>nd</sup> rank, tending towards agree. Overall results indicate that majority of the respondents agree that proficiency

Overall results indicate that majority of the respondents agree that class test increases students' writing skills and presentations increase competence or development in speaking skills class test increases students' writing skills and presentations increase competence or development in speaking skills. A few of the respondents are neutral that interaction among students increases their listening skills. Akram (2009) found that task-based activities and experience with both language and paralinguistic expressiveness might help students overcome their communication apprehension.

level of speaking skills improves students' academic performance and listening skills make learners attentive in class with mean value 4.06 and 4.02 respectively.

#### **5.1.4 Problems Faced by teachers during the development of communication skills**

"Lack of students' interest and confidence'' was at the 1<sup>st</sup> rank, tending towards agree. "Teachers having weak speaking skills'' were at the 2<sup>nd</sup> rank, tending towards agree. Overall results indicate that majority of the respondents agree that lack of students' interest and confidence and teachers weak speaking skills are the major problems faced during the development of communication skills with mean value 4.02 and 4.0 respectively.

#### **5.1.5 Students' weak areas**

"Learners find it difficult to ask questions because of shyness'' was at the 1<sup>st</sup> rank, tending towards agree. "A quick reading of the material makes it difficult for students to understand the content'' was at 2<sup>nd</sup> rank, tending towards agree. Overall results indicate that respondents agree regarding learners find it difficult to ask questions because of shyness and a quick reading of the material makes it difficult for students to understand the content with mean value 4.05 and 3.95 respectively.

#### **5.1.6 Students' strong areas**

"Listening skills help the students take notes in the class'' was at 1<sup>st</sup> rank, tending towards agree. "Listening effectively enhances students' confidence'' was at 2<sup>nd</sup> rank, tending towards agree. Overall results indicate that respondents agree regarding listening skills help the students to

take notes in the class and listening effectively enhances students' confidence with mean value 4.05 and 4.00 respectively.

#### **5.1.7 Teachers' weak areas**

"It is difficult for me to differentiate students with varying levels of learning abilities" was at the 1<sup>st</sup> rank, tending towards neutral. "I am not confident in my ability to teach communication strategies effectively" was at the 2<sup>nd</sup> rank, tending towards neutral. Overall results indicate that respondents are neutral with reference to it is difficult for me to differentiate students with varying levels of learning abilities and I am not confident in my ability to teach communication strategies effectively with mean value 3.14 and 2.75 respectively.

#### **5.1.8 Teachers' strong areas**

"I create listening activities that are engaging and meaningful for students" was at the 1<sup>st</sup> rank, tending towards agree. "I create speaking activities that are engaging and meaningful for students" was at 2<sup>nd</sup> rank, tending towards agree. Overall results indicate that respondents agree with reference to I create listening activities that are engaging meaningful for students and I create speaking activities that are engaging and meaningful for students with mean value 4.10 and 4.07 respectively.

#### **5.1.9 Remedial plans to improve teachers' and students' communication skills**

"Positive feedback from colleagues improves teachers' body language" was at the 1<sup>st</sup> rank, tending towards agree. "Class test increases students' writing skills" was at 1<sup>st</sup> rank, tending towards agree. Overall results indicate that respondents agree with the reference to positive feedback from colleagues improves teachers' body language and class test increases students' writing skills with mean value 4.04 and 4.07 tending towards agree.

#### **5.2 Conclusion**

The research study aimed to investigate teachers' perceptions regarding the role of communication skills between teachers and students in the teaching and learning process at the secondary level in Tehsil Gojra. The majority of teachers agree that formative assessment aids students in developing

their writing skills and improves their confidence level through their body language. Speaking proficiency level improves students' academic achievement, and listening proficiency level increases students' attention in class. Additionally, it was shown that shyness makes it difficult for students to ask questions and skimming the text makes it hard for them to comprehend the subject matter. Therefore, it was recommended that students should get benefit from listening skills when taking notes in class. Constructive criticism from peers should improve teachers' body language and that working as a team with other teachers improves teachers' speaking and listening skills. Efforts of all concerned individuals are interconnected so no individual effort proves to be more fruitful.

#### **5.3 Recommendations**

Based on the findings some recommendations are given below.

1. The results indicate that "Formative assessment helps the students to improve their writing skills" therefore it is recommend that continuous formative assessment should be the part of learning process to improve the writing skills of the students.
2. The results indicate that "Teachers should listen actively and attentively when students are speaking" so it is recommended that teachers should actively listen the students by giving them full attention and acknowledging their thoughts and ideas.
3. Positive feedback from colleagues improves teacher's body language. So it is suggested that teachers should appreciate their colleagues to improve confidence.
4. Class test increases students writing skills, therefore it is recommended that teachers should conduct classroom test to enhance students writing skills.

#### **5.4 Suggestions for Further Researches**

1. Furthers studies can be qualitative by nature on this topic.
2. Furthers studies can be conducted at graduate level
3. Sample size may be increased in further studies.



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