



## COMMUNICATION SKILLS OF PRIMARY TEACHERS IN RELATION TO TEACHING COMPETENCY

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### ABSTRACT

*Effective communication skills are fundamental to the teaching competency of primary teachers. This abstract explores the critical role that various forms of communication-verbal, nonverbal, written, and digital-play in enhancing the instructional capabilities of primary educators. Through a comprehensive literature review, the study examines how active listening, empathy, clarity, adaptability, and feedback mechanisms contribute to the overall teaching effectiveness. Additionally, it delves into the challenges primary teachers face in maintaining effective communication and provides potential solutions to overcome these barriers. The findings underscore that proficient communication not only facilitates better classroom management and student engagement but also positively impacts student outcomes. Furthermore, the research highlights the importance of continuous professional development and training in communication skills to sustain and improve teaching competency. The study concludes by affirming that robust communication skills are indispensable for primary teachers to create a conducive learning environment and foster academic success among students.*



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**KEYWORDS :** *Communication Skills, Teaching Competency, Primary Teachers, Digital Communication, Active Listening, Empathy.*

### INTRODUCTION

Active listening, empathy, clarity, and adaptability are key components that contribute to effective teacher-student communication. These skills not only help in creating a supportive and inclusive classroom environment but also in addressing the diverse learning needs of students. Feedback mechanisms are essential for assessing student progress and providing necessary guidance, further establishing the importance of communication in the teaching-learning dynamic.

In addition to impacting student outcomes, proficient communication skills enable primary teachers to manage classrooms more efficiently and foster positive relationships with students and parents. As educational paradigms evolve, the continuous professional development of teachers in communication skills becomes increasingly vital to maintain and enhance their teaching competency. This introduction sets the stage for a comprehensive exploration of how communication skills directly influence the effectiveness of primary teachers and their ability to deliver quality education.

The significance of communication skills extends beyond the immediate classroom environment, impacting broader educational objectives and student success. Effective communication fosters a positive learning atmosphere where students feel valued and understood, encouraging their participation and engagement. For primary teachers, developing a rapport with students through

empathetic and responsive communication can lead to improved behavior, increased motivation, and a stronger sense of community within the classroom. Furthermore, clear and consistent communication with parents and guardians is essential for building trust and collaboration, ensuring that students receive the support they need both at school and home.

In an era where education increasingly integrates technology, digital communication skills are becoming indispensable for primary teachers. The ability to effectively utilize digital tools and platforms for instruction, assessment, and communication with students and parents enhances the learning experience and keeps pace with the evolving educational landscape. As such, the emphasis on comprehensive communication skills training in teacher education programs cannot be overstated. By equipping primary teachers with the necessary communication competencies, we pave the way for more effective teaching practices, ultimately leading to better educational outcomes for students.

## REVIEW OF LITERATURE

The literature on communication skills of primary teachers in relation to teaching competency is extensive and underscores the multifaceted nature of effective teaching. Numerous studies highlight the pivotal role of communication in the classroom, emphasizing its impact on student learning, engagement, and overall academic success. Verbal communication is frequently cited as a cornerstone of effective teaching. Research by Hattie (2009) indicates that clear and concise verbal instructions significantly enhance student comprehension and retention. Similarly, Stronge (2007) emphasizes those teachers who articulate their expectations and feedback clearly are more likely to foster a productive learning environment.

Nonverbal communication also plays a critical role in teaching competency. Mehrabian's (1971) work on nonverbal communication reveals that a significant portion of human communication is conveyed through body language, facial expressions, and eye contact. In the classroom, these nonverbal cues can reinforce verbal messages, manage classroom behaviour, and convey empathy and support to students. Written communication is another essential component of teaching competency. Effective use of written materials, such as lesson plans, instructional guides, and feedback on student work, contributes to the clarity and organization of the teaching process. According to Graham and Perin (2007), strong writing skills in teachers are linked to improved student writing performance, highlighting the importance of modelling good writing practices. The integration of digital communication in education has gained increasing attention in recent years. Studies by Schmid et al. (2014) suggest that the use of digital tools and platforms can enhance student engagement and facilitate more personalized learning experiences. Teachers who are proficient in digital communication can better support diverse learning needs and bridge the gap between traditional and modern educational practices.

Active listening is another critical skill for primary teachers. Research by Rogers and Farson (1957) demonstrates that active listening fosters a supportive and inclusive classroom environment, encouraging students to express themselves more freely and confidently. This, in turn, can lead to improved student-teacher relationships and a more collaborative learning atmosphere. Empathy and emotional intelligence are also essential for effective communication in teaching. Jennings and Greenberg (2009) highlight those teachers who exhibit high levels of empathy are better equipped to understand and respond to their students' emotional and academic needs. This empathetic approach can enhance student motivation and reduce classroom disruptions. Feedback mechanisms are crucial for student development and teacher competency. Hattie and Timperley (2007) argue that timely and constructive feedback is one of the most powerful influences on student achievement.

Effective communication of feedback helps students understand their progress and areas for improvement, fostering a growth mindset and continuous learning. In conclusion, the literature consistently underscores the importance of communication skills in the teaching competency of primary teachers. Effective verbal, nonverbal, written, and digital communication, coupled with active listening, empathy, and constructive feedback, are essential for creating a positive and productive

learning environment. Continuous professional development in these areas is vital for teachers to adapt to the evolving educational landscape and meet the diverse needs of their students.

## OBJECTIVE

Investigating the impact of various communication skills (verbal, nonverbal, written, and digital) on teacher-student interactions and classroom dynamics.

## HYPOTHESIS

This hypothesis suggests that there is a positive correlation between effective communication skills among primary teachers and their overall teaching competency. It implies that teachers who excel in communication are likely to create a more conducive learning environment, engage students more effectively, and achieve better educational outcomes.

## RESEARCH METHODOLOGY AND RESEARCH DESIGN

The research methodology and research design for studying communication skills of primary teachers in relation to teaching competency typically involve a combination of qualitative and quantitative approaches.

**Research Approach:** The study adopts a mixed-methods approach to comprehensively explore the relationship between communication skills and teaching competency among primary teachers. This approach allows for both qualitative insights and quantitative data analysis.

**Research Objectives:** The research aims to investigate the impact of various communication skills (verbal, nonverbal, written, and digital) on teaching competency, classroom management, student engagement, and educational outcomes in primary education settings.

### Sampling and Participants:

- **Sampling Technique:** Stratified random sampling is used to ensure representation from different primary schools and teacher demographics.
- **Participants:** Primary teachers from selected schools, students, parents, and school administrators may be included in the study.

#### Research Design:

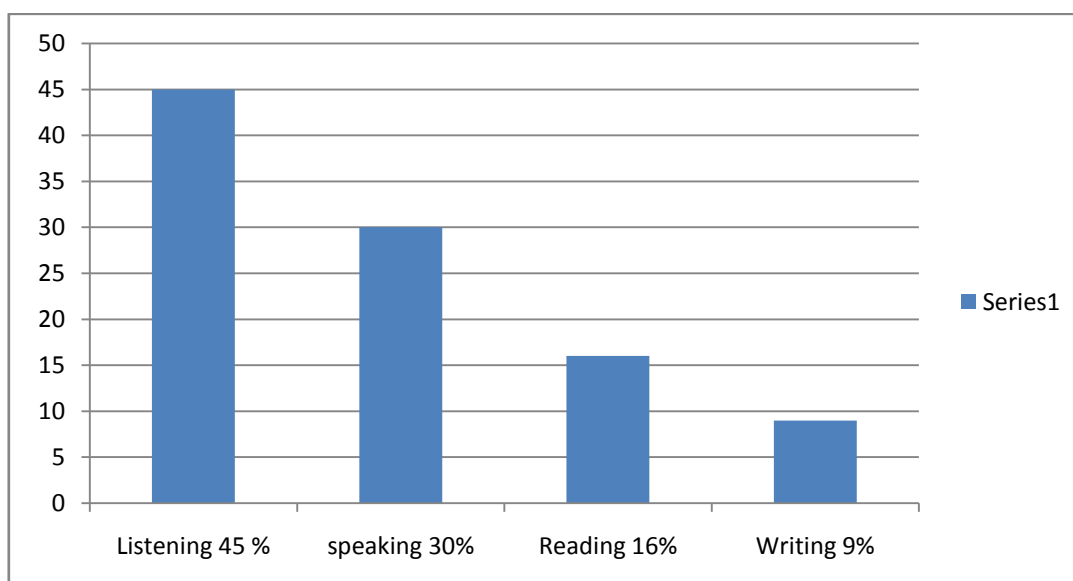
- **Longitudinal Study:** Conducting surveys and assessments at multiple time points to track changes in communication skills and teaching competency over time.
- **Experimental Design:** Implementing interventions or training programs to improve communication skills among primary teachers and evaluating their impact on teaching effectiveness.

**Case Study:** In-depth examination of specific primary schools or teachers known for exemplary communication practices to gain deeper insights.

## TOOL

- **Listening (45%):** This skill is the most emphasized among primary teachers, highlighting its critical role in understanding and responding to students' needs, fostering a supportive classroom environment, and effectively managing classroom interactions.
- **Speaking (30%):** Speaking is also highly prioritized, underscoring the importance of clear verbal instructions, explanations, and interactions in the classroom to facilitate learning and ensure students comprehend the material being taught.
- **Reading (16%):** Reading skills are moderately emphasized, indicating that while teachers value the ability to interpret and understand written material, it is less crucial compared to listening and speaking for direct classroom interactions.
- **Writing (9%):** Writing is the least emphasized skill, suggesting that primary teachers may rely less on written communication and more on verbal and listening skills to engage with students and deliver lessons effectively.

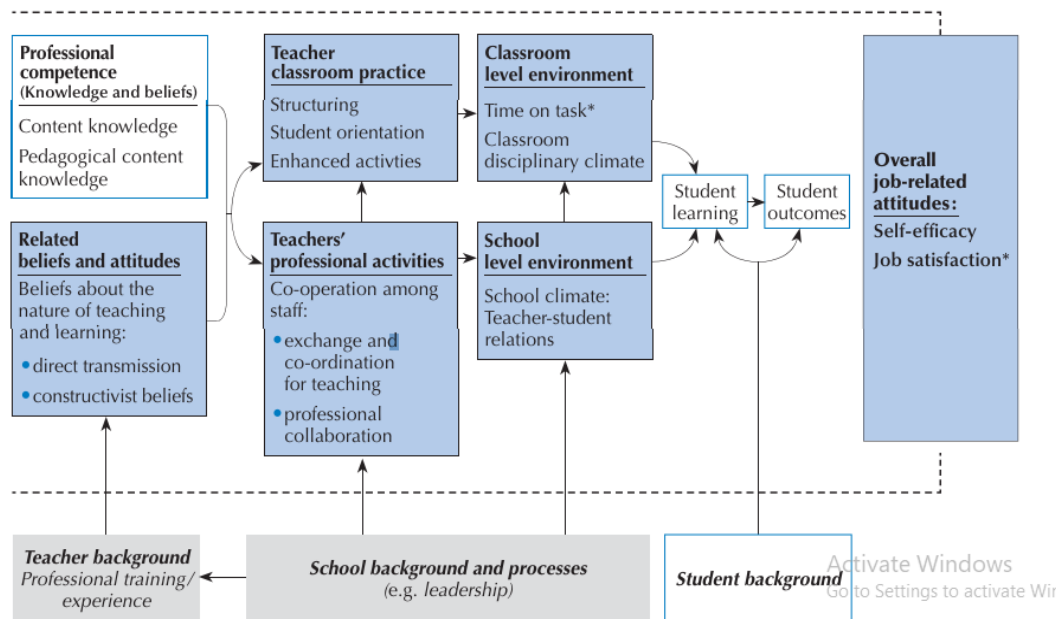
This distribution suggests that primary teachers prioritize direct, interactive communication methods (listening and speaking) over written forms of communication (reading and writing) to enhance teaching efficacy and maintain a dynamic and responsive classroom environment.



### TEACHER COLLABORATION

Teachers do not act only in the classroom where they instruct students more or less in isolation from other classes and teachers. A modern view of teaching also includes professional activities on the school level, such as co-operating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions (Darling-Hammond et al. 2005). These activities shape the learning environment on the school level, i.e. the school climate, ethos and culture, and thus directly and indirectly (via classroom-level processes) affect student learning. TALIS distinguishes between two kinds of co-operation by a school's teaching staff: exchange and co-ordination for teaching (e.g. exchanging instructional material or discussing learning problems of individual students) versus more general and more innovative kinds of professional collaboration (e.g. observing other teachers' classes and giving feedback). It is assumed that both kinds of co-operative activities will be influenced by school-level context variables such as a school's teacher evaluation policies and the school's leadership, which are covered in chapters 5 and 6 respectively of this report.

Effective teacher communication collaboration with students is integral to creating a conducive learning environment. It begins with establishing clear expectations, including academic standards and behavioral norms, fostering accountability and responsibility. Active listening plays a crucial role, as teachers attentively address students' questions, concerns, and feedback, demonstrating empathy and promoting inclusivity. Two-way communication is key, encouraging students to actively participate, share ideas, and engage in discussions, enhancing learning outcomes and critical thinking skills. Providing timely and constructive feedback guides student progress and promotes continuous growth. Teachers also support diverse needs by adapting communication styles, using inclusive language, and providing differentiated support. By building positive relationships based on trust, respect, and rapport, collaborative communication creates a supportive learning community where students feel valued, motivated, and empowered to succeed, ultimately contributing to improved academic performance and overall student well-being.



The primary aim of my research is to understand the dynamics of communication between primary school teachers and their students during instructional activities. My research encompasses data collection from a substantial number of schools, over 71 in total. This suggests a comprehensive study that aims to draw meaningful insights from a diverse set of educational environments. I likely employed various research methods to gather data. This could include surveys, interviews, classroom observations, or the analysis of existing records. These methods would help us to collect information on how teachers and students interact during teaching and learning.

Evaluate the communication skills of primary teachers through various methods, such as self-assessment, peer evaluation, and expert observation. Analyze verbal and non-verbal communication, including clarity, articulation, body language, and responsiveness to student queries. Assess teaching competency using established criteria, which may include lesson planning, classroom management, student engagement, and ability to adapt to different learning styles.

All three of these practices have been shown to play an important role in successful teaching and learning, and each deserves support. TALIS shows that structuring and student-oriented practices tend to be associated with a pleasant, orderly classroom climate, which in turn tends to go together with teacher self-efficacy and job satisfaction. Professional development might be one way to boost teachers' use of student-oriented practices and enhanced activities. This applies particularly to development activities involving stable professional relationships with other teachers, such as networks for teacher development and mentoring. In many participating countries, teachers tend to adapt their instructional practices to the overall characteristics of their students. Enhanced activities are more often used in classes with students with higher average ability. In classes with a high proportion of students with a migration background or a minority status – as indicated by a first language other than the language of instruction – more student-oriented practices are used. Such adaptation may be encouraged, as it helps provide students with appropriate levels of cognitive challenge and supportive practices. However, to work towards equality of learning opportunities, teacher education and professional development need to find new ways of expanding the use of enhanced activities for all students, independent of their ability. For example, peer learning and peer tutoring can improve learning outcomes, especially for students with learning difficulties.

**KEY RESULTS**

- One teacher in four in most countries loses at least 30% of the lesson time, and some lose more than half, in disruptions and administrative tasks.



- This is closely associated with classroom disciplinary climate, which varies more among individual teachers than among schools.

The comprehensive exploration of these aspects reaffirms that communication skills are pivotal to teaching competency, and continuous professional development is essential for primary teachers to adapt to and thrive in the evolving educational landscape.

## CONCLUSION

In conclusion, this study reaffirms that communication skills are pivotal to the teaching competency of primary teachers. The research highlights that effective communication encompasses verbal, nonverbal, written, and digital forms, each contributing uniquely to the educational process. Active listening, empathy, clarity, adaptability, and constructive feedback are essential components that enhance teacher-student interactions, classroom management, and overall teaching effectiveness.

The literature review underscores that proficient communication not only facilitates better classroom management and student engagement but also positively impacts student outcomes. It is evident that teachers who excel in communication are better equipped to create a conducive learning environment, foster academic success, and address the diverse needs of their students. The integration of digital communication tools is particularly crucial in the modern educational landscape, enhancing the learning experience and keeping pace with technological advancements.

The study also emphasizes the importance of continuous professional development in communication skills for primary teachers. Ongoing training and development programs are essential to ensure that teachers can adapt to changing educational paradigms and maintain high standards of teaching competency. By equipping primary teachers with robust communication skills, educational institutions can pave the way for more effective teaching practices and better educational outcomes for students.

Furthermore, the research highlights that primary teachers prioritize direct, interactive communication methods (listening and speaking) over written forms of communication (reading and writing) to maintain a dynamic and responsive classroom environment. This prioritization reflects the necessity of active and empathetic engagement in the learning process.

In summary, robust communication skills are indispensable for primary teachers to create a supportive and inclusive classroom environment, foster positive relationships with students and parents, and achieve better educational outcomes. Investing in the continuous professional development of primary teachers' communication skills is crucial for sustaining and enhancing their teaching competency, ultimately leading to a more effective and enriching educational experience for all students.

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