BARRIERS OF EFFECTIVE COMMUNICATION IN CLASSROOM AND ITS IMPACT ON STUDENTS AT SECONDARY LEVEL IN DISTRICT ABBOTTABAD

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ABSTRACT
The objective of this study is to identify the hurdles posed by poor communication and its effects on students, as well as to compare the various communication styles that affect student learning. The research aimed to assess the efficacy of the tactics employed in government and private schools. This study will assist educators in enhancing their communication abilities and classroom management strategies, so ultimately elevating student accomplishment levels. The primary aim of the study was to identify the barriers to successful communication among various instructors that affect students' academic performance at the secondary level. The quantitative technique was employed, and data were gathered using questionnaires. The population consisted of government schools in the tehsil and district of Abbottabad. This study employed a convenience sampling strategy. The total sample size comprised 250 students and instructors from 10 public secondary schools in the tehsil and district of Abbottabad. This study revealed that heredity, mannerisms, accents, and the purpose of information are significant factors of a teacher's communication abilities. Classroom noise may be from student disputes, teaching methods, management styles, or internal disruptions. It was determined that teaching methods, management styles, classroom control by the instructor, and focus on the topic may mitigate noise in the classroom.

INTRODUCTION

Communication skills may be described as the conveyance of a message that Communication skills are defined as the conveyance of a message that entails a mutual comprehension of the situations in which the communication occurs (Saunders and Mills, 1999). Moreover, the communication abilities of educators are crucial for effectively imparting information to pupils (McCarthy and Carter, 2001). Communication abilities encompass listening, speaking, reading, and writing. For effective instruction, an educator must possess a high level of proficiency in all four domains. A teacher with effective communication facilitates comprehension and simplifies concepts (Freddie Silver). Effective communication skills are essential for a teacher in the dissemination of education, classroom management, and contact with pupils. The teacher must instruct pupils using diverse cognitive techniques. To instruct in alignment with the students' abilities and capacities, a teacher

must employ communication techniques that inspire students in their learning journey (Sng Bee, 2012).Effective communication skills of educators are essential for the academic success of pupils and their professional achievements in life. The instructor conveys further instructions verbally to the pupils in the classroom. Inadequate communication skills in educators may hinder students' learning and academic advancement. Students must comprehend the distinction between good and evil, which is largely contingent upon the communication methods employed by teachers in the classroom. (Morreale, S. P., Osborn, M. M., & Pearson, J. C., 2000). Effective communication reduces the likelihood of negative emotions throughout the educational process. For effective learning, the student must remain attention to the instructor during the lecture. Loss (2000) advocated that educators communicate in a straightforward and comprehensible manner.Communication is a dynamic process that requires mental acuity and the bravery to confront others and deliver one's message effectively. The communication process is successful when we convey the message clearly and understandably. Effective communication must transmit and accept one's message in

all situations and circumstances. Effective communication is seen as a vital instrument for success in the teaching profession (Monika Srivastava, NA), since a diverse array of talents is essential for proficient teaching and educators. A research by Ehindero & Ajibade (2000) reveals that effective teaching necessitates that educators possess strong communication skills, proficient classroom management, continual knowledge enhancement, and a well-maintained personal demeanor. Effective teaching cannot occur without the foundational skills of instruction.

REVIEW OF RELATED LITERATURE
2.1 Theoretical framework
Teaching and learning involve contact between students and educators, either synchronously in the same location or asynchronously when time and place are irrelevant. A conversational framework (Muller, 2006) encapsulates the iterative, communicative, and goal-directed acts, together with feedback, important for completing the learning process. The learning process functions on two levels: theoretical discourse and practical experience, interconnected by adaptation and reflection..

Conversational framework on learning
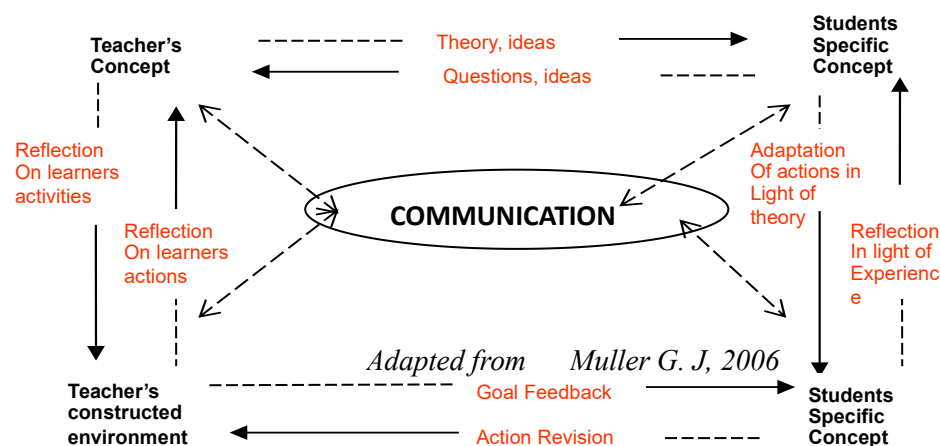
The structure depicted above delineates the process functioning at the conceptual or skill level, exemplified by a subject within a certain stage of the curriculum. Muller elucidated that communication is fundamental to teaching and learning,

facilitating the transmission of teachers' concepts to students and the acquisition of feedback on students' objectives. Communication has a crucial part in teaching and learning..

2.1.1 The Concept of Communication

Communication entails the encoding and decoding of messages by the sender and the receiver. It is the process by which concepts, ideas, and messages are sent from one place to another, accompanied by feedback received. McBride et al. (1981; 1999) assert that communication should fulfill three functions: to augment comprehension, foster a sense of solidarity, and promote the capabilities of individuals. This communication not only disseminates information but also fosters comprehension among participants who must adhere to a procedure.

2.1.2 Communication process.

The communication process involves a sender transmitting a message and a receiver who generally replies. Interferences occasionally arise between transmission and reception, all occurring within a certain context. Pat and Tyler (2008) analyzed the phases of communication. The preliminary phase of the communication process entails the sender's determination to convey a message expeditiously. At times, an individual may lose consciousness, for instance, when subjected to pain, which may result from intentional reflection or external stimulation. This notion will be unintelligible to anyone, including the sender.Pat and Tyler (2008) contend that the second step is encoding, which transpires after a message has been formulated; it can only impart meaning to the receiver if expressed in an intelligible language. Encoding denotes the process of expressing a message or thoughts in a manner understandable to the recipient. The appropriateness of the language used in encoding greatly affects the efficacy of the sent message. The third stage entails the selection of the communication medium. After properly encrypting the message, the sender must select the most appropriate transmission channel (Pat and Tyler, 2008).The fourth step entails the interpretation of the message. Decoding is the process of transforming a received message into an intelligible language or format, aided by many components. Encoding refers to the process of assimilating the whole element (Pat and Tyler, 2008).Various factors may hinder a

receiver's ability to accurately understand a communication. Elements such as language intricacy, differences in educational backgrounds, and divergences in cultural, religious, and political viewpoints of both the sender and receiver may hinder understanding.The fifth level entails the interpretation of the message. Upon decoding the message, the sender must analyze the subtext to reveal the hidden significance. Multiple factors might lead to the misinterpretation of a message, requiring vigilance from both the sender and receiver to avert such misconceptions.The sixth stage entails providing feedback. This is the pivotal phase in the comprehensive communication process. This assesses the efficacy of the message and if the intended action has transpired. Feedback, the recipient's reaction to the message, can be either positive or negative. It is advantageous when the desired outcome is attained and detrimental when evidence has neither been acquired nor understood.

2.1.3 Types of communication

The hierarchy of communication is so vast that it is useless to describe in here, all the intricacies, yet communication which is so complicated may be classed in numerous ways

A. Intrapersonal Communication
Interpersonal Communication
C.   Collective cultural communication
D.   Intercultural Communication
E.   Collective and Global Communication
Sannie (2004) asserts that the distinct fields of communication, including organizational oral communication, applied communication, and mass communication, are frequently intertwined and interconnected.In summary, intrapersonal communication is the process of information exchange occurring within an individual, while interpersonal communication is commonly defined as face-to-face interaction, such as:

Individual communication

a.   The interpersonal mode of communicationThe latter is defined by the existence of two or more persons capable of providing knowledge for others to utilize in social and academic contexts. Sannie (2005) posits that the communication among a

substantial number of students leads to the formation of significant groups within organizational communication, such as in businesses, industries, and educational institutions.Intrapersonal communication and group interaction predominantly rely on verbal communication. Oral communication is multifaceted and may be categorized into many areas of specialty based on semantics. i.) Expressive and receptive communication Mass Communication iii.) Organizational Communication Cross-cultural communication v.) Social/Human Communication vi.) Global Communication Religious discourse VIII. Public Speaking

2.1.4 Purpose of communication

According to Muller (2006) Communication serves the following purposes. A. Improve management effectiveness; Managers in executing, coordinating, directing and controlling must spend most of their time in communicating. Communication skill is crucial to management success. B. Good communication is necessary to coordinate the activities of individuals, groups and department. To ensure that each individual in the organization knows what he is expected to be doing for the attainment of organizational goals. C. To cope with environment challenges, communication assists organization by conveying information about changes in technology, economic, political and social environment. D. The general level of knowledge and understanding of the work and company's aims and objective will be increased through effective communication system.

2.1.5 Pattern of communication

Many patterns of communication can be found in an organization. This can be determined by looking at the channel or direction they flow. This involves the following
a.) Vertical Communication
b.) Lateral/Horizontal communication
c.) Diagonal communication
d.) Quasi- Vertical communication
e.) External Communication

1. VERTICAL COMMUNICATION

This is a type of communication that ensures that information flow between a superior official and his subordinate. Both the upward flow and downward flow of information are made use of in the organization.

a. Upward flow

This is the movement of information from the subordinate official to the superior officers.

B. DOWNWARD FLOW

This is the flow of information from the top of the hierarchy to the bottom, in other words it is flow of information from the superior to the subordinate.The downward communication is the most dominant form of organizational communication.

1. LATERAL/HORIZONTAL COMMUNICATION

This is the flow of communication sideways; it is the communication between officers who are at the same level of authority or position. It occurs between divisions or departments whose heads have equal status or rank. This type of organizational communication occurs through meetings, memoranda, or circulars. Horizontal or lateral communication is important balance, it is a fast means of getting problems solved and so it enhances productivity.

2. DIAGONAL COMMUNICATION

This is communication flow in an organization that does not follow the traditional route. The managing director of a company may give an instruction to a member of the staff of a department for a job to be done without going through the head of department. This is done to save time and attain result. 3.

Quasi vertical Communication

This communication system originates from trade union activities, encompassing groups such as the Nigeria Labor Congress (NLC), Nigeria Union of Teachers (NUT), Nigeria Union of Journalists (NUJ), among others. They are legally recognized and so formally enable communication among management, government, and employees concerning welfare and other matters addressed in

meetings, thereafter conveying this information to management or government representatives via union officials. The comments will be conveyed to employees through the union representatives. The communication flow between employees and management is semi-vertical.

External Communication

This pertains to the communication exchange between an organization and external entities. It may involve communication with consumers or clients, potential customers or clients, government agencies, business entities, and other groups.

2.1.6 Barriers to communication

Camp and Satterwhite (1989) characterized barriers as "elements that hinder communication and may negatively affect the intended message." Obstacles are detrimental in all communication environments, whether they social or business. Noise and barriers are equivalent, and the impediments to effective communication that will be analyzed can be categorized into internal and external barriers. Understanding the essential characteristics of communication barriers can aid managers in improving their interactions with others. The subsequent are few common impediments to communication. Effective communication never happens spontaneously; individuals often participate in conversation and writing without careful consideration, strategic preparation, or clear articulation of the message's intent. Justifying commands, choosing the optimal communication medium, and timing effectively greatly improve understanding and reduce resistance to change.

2.2. BADLY EXPRESSED MESSAGE

Regardless of the clarity of the sender's concept, it may not be comprehensible to the receiver due to inadequate word selection, omissions, disorganized thoughts, convoluted sentence structure, or excessive jargon that obscures the message's implications.

2.2.1. POOR LISTENING

Numerous individuals engage in conversation, although few really listen; participants frequently provide remarks that are irrelevant to the subject matter. One cause is that these individuals are prioritizing the creation of a favorable image on other group members rather than attentively and self-disciplinedly addressing the needs. It also entails refraining from hasty assessment of the other individual's remarks.

Person (1999) identifies the following issues as sources of communication problems.

a) The Size of the Organization

As the size of an organization increases, the efficiency of its communication system tends to diminish. The message must traverse longer distances, increasing the potential for breakdowns at various points.

B) INSUFFICIENT DOWNWARD COMMUNICATION

In an environment where employees provide minimal or no knowledge on the organization's activities and plans, there is a high turnover rate, relatively poor output, and increased absenteeism due to strike actions.

C) INSUFFICIENT HORIZONTAL COMMUNICATION

When employees of equivalent position neglect to consult one another, it may result in conflict, redundant efforts, a hostile environment, diminished productivity, heightened competitiveness, and a pervasive lack of coordination. Horizontal communication connects individuals at the same hierarchical level, wherein messages exchanged are not conveyed in a commanding or superior manner. Concepts and experiences are exchanged among individuals from various departments at comparable hierarchical levels. This mitigates personality conflicts and misunderstanding, while enhancing efficient coordination among several units engaged in related tasks by uniting people of comparable levels. Horizontal communication promotes comprehension and cohesion

D) INSUFFICIENT UPWARD COMMUNICATION

Management cannot ascertain the problems or concerns of employees without upward

communication; similarly, it will be unable to leverage the innovative suggestions and ideas of several workers, resulting in the underutilization of most skills.The conventional function of the educator has been that of a 'sage on the stage.' In this function, the teacher arranges the lecture, poses questions, and regulates classroom discussions. Hewitt (2001) referenced Scardamalia and Bereiter (1991), who said that when the instructor assumes the role of a 'sage on stage,' it eliminates students' opportunities to formulate their own research, construct their own explanations, and recognize their own areas of misunderstanding. Suggesting that numerous kids may lack the ability to assume responsibility for their own education. This undermines the objective of an effective communicator in the classroom, which is to facilitate students' progressive assumption of responsibility for advanced procedures (Hewitt, 2001). Hewit asserted that to promote elevated academic success, an effective communicator in teaching should establish a knowledge-building community. A knowledge-building community consists of individuals committed to the dissemination and enhancement of knowledge; rather than the instructor imparting all information, each student, alongside the teacher, actively engages in the collective sharing of knowledge within the group. In the concept of a knowledge-building community, the effective teacher transcends the position of the 'sage on the stage' by assuming several roles, including facilitator, guide, participant, expert, learner, and partner, rather than only conveying information to pupils. To provide the most effective collaborative learning environment, the teacher must embrace all of these responsibilities. In the evolving role of the educator, effective communication skills are essential.

Massey (2006) articulated that one responsibility of the teacher is to assume the position of the expert. In conventional roles, the educator was also the authority. Massey (2006) posited that in a collaborative learning setting, the position of the 'expert' differs from that in a conventional classroom. An excellent communicator in teaching is not dictatorial, but rather a knowledgeable peer. He is ready to address inquiries that

may remain unresolved in the lecture notes. The inquiries may pertain to academic material or address technical troubleshooting issues. In either scenario, the pupils require a reliable source for information. It is essential to recognize that the teacher is not only a provider of information but a facilitator of knowledge. In a collaborative learning setting, the objective is for students to acquire information from both their peers and the instructor via the conversational approach. It is essential for the teacher-as-expert to be prepared to provide additional information to pupils as needed. This may require some humility from the instructor, but I feel it is a worthwhile risk. The educator should not serve as an intimidating entity that imposes information upon students. The expert's job is mostly intended for preparation. The instructor, assuming the position of the expert, must prepare for the session beforehand. This implies that he/she may need to conduct study and determine the academic objectives they wish to achieve throughout the class. This does not imply that other objectives, not initially considered, may be achieved. Some flexibility should be accommodated. The instructor must possess a plan and objectives to pursue. Initially, they possess expertise, but this may not persist until the conclusion. If students can interact and actively develop their own knowledge, they may assume the position of the expert by the conclusion of the activity. Massey (2006), Hewitt (2001), and others assert that teachers' proficiency in utilizing information and communication technologies is essential. Massey (2006) emphasized the teacher's crucial role as a collaborator. The teacher may assume this position before, during, or after the exercise. The teacher should collaborate with fellow educators, community members, administration, researchers, technology specialists, and developers.The educator serves as the intermediary connecting the classroom with external resources. Amidst educational change, the educator occupies a pivotal position. The teacher should endeavor to acquire wisdom from fellow educators.He/she should consult other teachers on their successful strategies and seek their counsel during periods of doubt. They should collaborate closely with researchers and designers to perpetually

enhance their respective domains. The instructor possesses the most comprehensive understanding of the classroom. They are the individuals who engage with students consistently. They serve as the connection between community people and companies. Establishing collaborations with other entities enhances possibilities for students to observe the real-world implications of their education beyond the classroom. Students must recognize that their education has practical applications in the real world. Collaborating with the community is an effective method for the teacher to foster this awareness.

The last job of the instructor we shall examine is that of a facilitator. Massey (2006) and Hewitt (2001) observed that the facilitator's job resembles that of a guide, however it extends beyond this function. The primary objective of the 'guide' is to initiate proceedings. It serves as a method for the educator to initiate the students' process of knowledge acquisition and construction. The instructor thereafter assumes the facilitator position, which aims to enhance the learning process. The instructor in this position will pose pertinent questions that stimulate student contemplation. These inquiries should target advanced cognitive abilities. The teacher, in the role of facilitator, must ensure that the appropriate instructional objectives are being achieved. The individual is responsible for monitoring students' academic achievement and motivating them to pursue more learning.

Hewitt (2001) emphasized the teacher's position as a participant as essential for good learning. The participant's involvement is crucial for the educator. An effective communicator, the teacher must be actively involved in classroom activities. This method facilitates a more exploratory learning experience. When the instructor engages with the pupils, all individuals attain equal status as peers. The instructor can lead and assist via questioning, but they can also investigate with the pupil.

Farrell (1996) elucidated that adopting a more exploratory role via involvement enables teachers and students to address more complex subjects and explore other topics in greater depth. Participation serves as an additional method for the educator to

direct and assist. In certain instances, the educator may lack familiarity with the issue and its resolution.This facilitates collaboration among students and between students and the teacher. When the instructor is engaged, the pupils exhibit less anxiety around identifying the 'correct' response. Instead, they concentrate on generating knowledge in a manner that reflects their actions. Participating in learning activities is an excellent method for the instructor to foster cooperation in a technology-rich learning environment.

Ultimately, the educator is also a student; while the instructor must be prepared for specific objectives initially, he or she should also be open to acquiring new knowledge. The teacher can assume the roles of expert, partner, guide, facilitator, and participant; yet, this does not preclude their capacity to learn with the pupils. In a knowledge-building community, all members should be acquiring knowledge. The instructor is not an exception. Engaging with machines can provide unanticipated lessons. The potential is limitless. The educator must be prepared and receptive to assimilating new knowledge, investigating alternative approaches, and deviating from lesson plans according to pupils' learning progress. As a participant in the session, the instructor possesses an equal opportunity to acquire knowledge. The teacher's learning is crucial as it fosters progress for all participants. The educator may acquire knowledge by engaging in the lesson alongside the students, familiarizing themselves with emerging technologies and their functionalities, or by pursuing solutions to unanswered inquiries. The main aspect of this duty is that the teacher must be inclined to pursue answers and knowledge when confronted with unfamiliarity. Regardless of their expertise in the activity, they simultaneously possess proficiency in learning. An effective educator must be a proficient learner capable of facilitating students' acquisition of knowledge and information retrieval. Riel, 1994

EMPIRICAL REVIEW

It is widely believed that teachers' communication skills will empower both educators and students, shifting the teaching and learning paradigm from a predominantly

teacher-centered approach to a studentcentered one. This transformation is expected to enhance student learning outcomes and facilitate opportunities for learners to cultivate creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills. Currently, there is a paucity of unambiguously convincing facts to substantiate this notion.Until recently, communication skills were hardly seen as fundamental to the whole learning process.In even the most modern educational institutions in industrialized nations, communication skills are typically not seen as fundamental to the teaching and learning process. Johnston (2002) elucidated that the reduction of admission standards for those pursuing enrollment in educational institutions substantiates this claim. For fundamental professional disciplines such as Art, Mass Communication, and Law, a mandatory credit pass in English Language is required, although individuals pursuing a degree in Education are permitted an ordinary pass in English Language. This stance emphasizes the significance of language and communication skills in schooling.UNESCO (2003, 2002) noted that the beneficial effects of effective communication in education have not been substantiated, and despite several impact studies, quantifying the influence of communication on student success remains challenging, therefore inviting considerable dispute. In Bangkok, UNESCO (2002) indicates that a beneficial influence is more probable when associated with pedagogy. It is posited that particular applications of communication skills might positively influence student accomplishment when employed effectively to enhance a teacher's established pedagogical philosophy.Computer Aided Instruction has been seen to marginally enhance student performance on multiple-choice standardized assessments in some domains.Computer Aided Instruction (CAI), encompassing student self-study or tutorials on computers, has demonstrated a marginal enhancement in student test scores in certain reading and mathematics skills; however, the correlation between this improvement and genuine learning advancement remains contentious.Cox (2003) discovered that

communication abilities are perceived as less successful, or ineffective, when their intended aims are ambiguous.There exists a significant contradiction between conventional and contemporary pedagogies and standardized assessments.Conventional, transmission-based pedagogies are seen as more successful for standardized test preparation, which often assesses the outcomes of these teaching methods, compared to more 'constructivist' educational approaches.Discrepancy between measurement techniques employed and the sort of learning encouragedNumerous studies (Cox 2003, UNESCO 2002, Kozma 2003) indicate a potential incongruence between the methodologies employed to assess outcomes and the type of learning fostered by certain applications of communication. For instance, several research have focused solely on enhancements in conventional teaching and learning methodologies and knowledge acquisition, rather than exploring novel processes and information pertinent to the enhancement of instructors' communication abilities. More insightful evaluations of the influence of communication may arise when the methodologies employed to assess success and results are more closely aligned with the learning activities and processes advocated by the communication strategy implemented. The utilization of excellent communication skills in the delivery of science and mathematics has demonstrated efficacy and contributed to the improvement of learning in these disciplines.

2.4 Appraisal of Literature Reviewe

It is widely acknowledged that communication may empower educators and students, facilitate change, and cultivate the development of '21st century skills; nevertheless, empirical data to substantiate these claims remains scarce.An examination of the research on the effects of communication on student accomplishment reveals few definitive conclusions, either in support of or against the utilization of communication in education. For each research that reports a substantial favorable effect, another study identifies minimal or no such effect. Numerous research demonstrating favorable effects of communication on student learning heavily

depend on self-reporting, which may be susceptible to various positive biases.Effective communication enables a well-trained teacher to cultivate positive relationships with pupils (Richmond, 1990). Consequently, a stronger positive correlation exists between teachers and pupils (Baruch, Hershkovitz & P. Ang, 2015). The unavailability of educators and inadequate communication from them are the primary factors contributing to students' discontinuation of studies at a certain level (Dinu, 2015). Davis (2001) demonstrated that students' self-confidence and self-efficacy enhance their relationships with instructors through nonverbal communication. Khan et al. (2017) asserted that student achievement is closely correlated with the teacher's good communication. Liberante (2012) asserted that the relationship between students and instructors profoundly influences learning, emphasizing the necessity for teachers to comprehend their pupils. A significant number of students concurred that a supportive atmosphere and the teacher's collaboration are vital components of academic achievement. This study was conducted at Northern Border University, Saudi Arabia. Six distinct factors were analyzed, revealing a positive association. The amicable atmosphere and non-verbal communication are associated with student motivation. Consequently, all these aspects are essential components for attaining the research objectives.Murphy (2000) asserts that the established framework for interpreting meanings varies among organizations and individuals, leading to interpretative challenges and frequent miscommunications among organizational personnel and individuals in their interactions.

Not all educators adhere to the constructivist perspective. Proponents of this concept contend that educators should have direct influence over students' learning. Critics assert that constructivists frequently neglect fundamental academic duties and maintain inadequately high expectations for children's accomplishments. Certain educational psychologists contend that regardless of whether we embrace the contemporary trend of educational reform via a constructivist lens or adhere to a more conventional direct-instruction methodology, we may achieve effectiveness as educators" (Santrock, 2001).Effective educators establish ambitious objectives for their instruction and design structured strategies to achieve those objectives. They also establish particular criteria for success. They allocate sufficient time for instructional planning, ensuring that their classes are organized to optimize student learning. Effective educators render learning engaging and demanding via meticulous planning" (Santrock, 2001). An effective teacher fosters a cohesive classroom environment where all students collaborate and focus on academic goals. They establish and sustain an environment conducive to learning. Teachers require a diverse array of strategies to implement rules and procedures, organize groups, oversee and regulate classroom activities, and address misconduct" (Santrock, 2001).Aggarwal (1997) asserts that an effective educator governs the classroom and upholds discipline not through intimidation or authoritarianism, but through genuine engagement in the learning process, mastery of the subject matter, and the capacity to present it in an engaging and impactful manner, which in turn fosters cooperation from the learners. Farooq (1993) states, "An engaging lesson improves presentation efficacy and captivates student attention." The educator must proficiently organize, prepare, and deliver lessons to the class while employing pedagogical abilities to inspire student engagement in learning. Butland and Beebe (1992) assert that "Teacher Immediacy," encompassing verbal and nonverbal communication such as smiles, head nods, inclusive language, and eye contact, is arguably the most prominent variable identified in instructional communication research over the past twenty years.Their research utilized implicit communication theory to elucidate the enhanced learning outcomes stemming from an instructor's immediate behaviors, including providing praise or feedback on students' work, demonstrating a willingness and interest in engaging with students, addressing students by their first names, and using inclusive pronouns such as "our" class and what "we" must do. Nonverbal immediate actions, including vocal expressiveness, smiling, relaxed body

posture, and diverse gestures and motions, significantly improved student learning by enhancing students' affinity for the teacher initially and the subject matter secondly.

STATEMENT OF THE PROBLEM;

Teacher communication abilities are seen as important to students' academic success and failure. To what extent do a teacher's communication abilities influence students' academic success? The researcher aims to perform a study titled "Barriers to Effective Communication in the Classroom and Their Impact on Secondary Level Students in District Abbottabad" to uncover the truth.

RESEARCH OBJECTIVES

RQ1. What is the effect of a teacher's communication abilities on student learning?
RQ2. What limitations to good communication among various teachers affect the academic performance of secondary-level students?
RQ3. What communication abilities of instructors effectively promote student learning?

1.1. Significance of the study

The objective of this study is to identify the hurdles posed by poor communication and its effects on students, as well as to compare the various communication styles that affect student learning.The research provided information to assess the success of the tactics employed in government and private schools.This study will assist educators in enhancing their communication abilities and classroom management strategies, so ultimately elevating student accomplishment levels.

3.4 Research Instrument

The study utilized a self-developed tool called the Teachers Communication Skills and Academic Achievement Questionnaire, consisting of twenty items.The instrument was partitioned into two halves, section A and section B. Section A was intended to gather demographic information on the respondents. This section encompasses sex, status/class, age, and highest educational qualification.Section B has 16 questions intended to gather insights into respondents' perceptions of the impact of communication on students' accomplishment. The tool is evaluated using a four-point Likert scale. Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Presentation of Data

Presentation of Demographic Information

Table 1 below indicates that 51.6 percent of the respondents are male, while the remaining 48.4 percent are female. The data indicated that 32.4 percent of respondents are under 15 years of age, 28.0 percent are between 13 and 18 years, 22.0 percent are between 19 and 35 years, and 17.6 percent are between 35 and 55 years. Sixty-eight percent of the responders are students by qualification. 6.8 percent own an NCE, 12.4 percent hold an HND, and 12.8 percent have a B.Sc. The table indicated that 21.2 percent are SS 1 students, 29.6 percent are SS 2 students, and 17.2 percent are SS 3 students. Additionally, 5.2 percent of teachers possess 0-5 years of experience, 6.4 percent have 6-15 years of experience, 12.0 percent have 1115 years of experience, and 8.4 percent have over 15 years of experience.

The investigation indicates that the predominant internet users are urban youngsters, mostly school certificate holders, along with middle-aged young males with Bachelor's degrees or comparable qualifications.

Table 1. Demographic Data of Respondents

		Frequency		Percent
Sex	Male		129	51.6
	Female		121	48.4
	Total		250	100.0
Age	Below 15		81	32.4
	15-18 years		70	28.0
	19-35		55	22.0

	35-55		44	17.6
	Total		250	100.0
Class	SS 1		53	21.2
	SS 2		74	29.6
	SS 3		43	17.2
	Total		170	68
Qualification	Student		170	68.0
	NCE		17	6.8
	Graduate Teachers		32	12.8
	HND Teachers		41	12.4
	Total		250	100.0
Teachers' Experience	0-5 years		13	5.2
	6-10 years		16	6.4
	11-15 years		30	12.0
	above 15 years		21	8.4
	Total		80	32.

4.2. Analysis of Data

Factors Influencing effective Communication

The chart below indicates that teachers' communication abilities are impacted by heredity; 72 respondents strongly agree and 101 agree that communication skills can be inherited from parents. The modal class is 3, and the mean response is 2.9, showing that the majority of respondents concur that heredity is a predictor of communication abilities.Eight-nine respondents concur that mannerisms significantly impact instructors' communication abilities. One hundred seventeen respondents concur that mannerisms affect instructors' communication abilities. Mannerisms have a median answer of 3 and a mean response of 3.16, showing that respondents concur that mannerisms significantly impact communication abilities. In a similar vein, 79 and 132 respondents highly agree and agree that accidents may affect the communication abilities of instructors, respectively. The average response is 3.14, and the median class is 3.0, showing that the majority of respondents concur that accidents may affect instructors' communication skills. The purpose of information significantly influences teachers' communication, as evidenced by 98 respondents who strongly agree and 111 who agree, yielding a mean response of 3.18 and a modal response of 3.0. Thus, it can be concluded that respondents regard the purpose of information as a substantial factor affecting teachers' communication.It has been determined that heredity, mannerisms, accidents, and the intent of information are elements that influence communication abilities.

Table 2: Factors influencing effectiveCommunication

	N							Std.	
	Valid	SA	A	D	SD	Mean	Mode	Deviation	Variance
Hereditary	250	72	101	59	18	2.9080	3.00	.89820	.807
Mannerisms	250	89	117	39	5	3.1600	3.00	.75411	.569
Accidents	250	79	132	35	4	3.1440	3.00	.70800	.501
Purpose of information	250	98	111	30	11	3.1840	3.00	.81041	.657

Sources of noise in the classroom communication setting. Noise in the classroom could be traced to student arguement, teachers' method of teaching, class mangement style and ineffective class control. Internal disturnace was not seen as a major source of noise in the classroom.

4.3. Barriers in effective communication in classroom
Table 3 Sources of Noise in the Classroom

	Statistics								
	N					Mean	Mode	Std. Deviation	Variance
	Valid	SA	A	D	SD				
Students argument	250	96	125	27	2	3.2600	3.00	.67693	.458
Teachers method	250	88	126	28	8	3.1760	3.00	.75052	.563
Management Style	250	91	120	38	1	3.2040	3.00	.70168	.492
Internal Disturbance	250	82	71	72	26	2.8360	4.00	1.00256	1.005

not as much of the impact of noise on the integrity of information in a classroom environment. Classroom noise can be mitigated by refining instructors' methodologies and enhancing classroom management and control techniques

Table 4 Minimising the effect of Noise iin the Classroom

	Statistics								
	N					Mean	Mode	Std. Deviation	Variance
	Valid	SA	A	D	SD				
Teachers Method	250	100	130	20	-	3.3200	3.00	.61572	.379
Management Style	250	81	78	78	13	2.9080	4.00	.91591	.839
Class Control by teacher	250	90	95	40	25	3.0000	3.00	.96109	.924
Concentration on the lesson	250	116	52	65	17	3.0680	4.00	.99768	.995

The impact of teachers' communication skills on students' academic performance is significant. Effective communication skills enhance the clarity of concepts presented, foster students' engagement with the subject matter, improve students' own communication abilities, and thus affect their academic success.

Statistics	N Valid	SA	A	D	SD	Mean	Mode	StdDev	Variance
Communication Skill influence clarity of lesson	250	32	123	92	4	2.7240	3.00	.69408	.482
Communication skills influence students rapport with subject matter	250	43	125	34	48	2.6520	3.00	.97915	.959
Communication skills enhances student presentation skill	250	62	104	56	28	2.8000	3.00	.93996	.884
Communication skills enhances student performance	250	62	87	36	65	2.5840	3.00	1.12428	1.264

Table 5: The Influence of Teacher's communicationn on students academic performance

5.2. Discussion of Findings

This study revealed that heredity, mannerisms, accents, and the purpose of information are significant factors of a teacher's communication abilities.

Classroom noise may arise from student disputes, teaching methods, management styles, and internal disruptions. It was determined that teaching methods, management styles, classroom control by the instructor, and focus on the topic may mitigate noise in the classroom.

The study also revealed that instructors' communication skills improve instructional clarity, students' relationship with the subject matter, and boost student presenting skills.

It improves student performance in examinations.

The study revealed the following findings: a significant relationship exists between teachers' communication skills and students' academic performance; there is no notable difference in the mean perceptions of male and female respondents regarding the determinants of teachers' communication skills; there is no significant difference in the perceptions of rural and urban school respondents concerning the sources of noise in the classroom; and there is no significant difference in the perceptions of students and teachers regarding methods to mitigate the impact of noise on the integrity of information in the classroom.

5.3 Conclusion

The study revealed that a teacher's communication skills are influenced by several aspects, including genetics, mannerisms, accents, training objectives, exposure, and various other elements. Additionally, it noted that noise is an unavoidable aspect of classroom environments, which can distort communication if not effectively controlled. Consequently, it was determined that the communication of a teacher's skills, as evidenced by their teaching methods, classroom management style, control techniques, and ability to engage students in lessons, could facilitate learning, enhance clarity of thought, improve students' presentation skills, and ultimately elevate their examination performance.

5.3 Recommendations

Based on the study's findings, the researcher recommended the following methods to improve communication inside the school:

1 Government will organize capacity building for teachers in communication skills.

2. Teachers endeavor to surmount hereditary constraints frequently manifested in their accents and pronunciation, which may obscure the intended meaning of the words they attempt to articulate

3. Teachers should employ a student-friendly approach to maintain students' interest on the class discussion material.

4. School management should supply instructional materials and a public address system to facilitate communication for educators.

5. Parents should aid youngsters in developing their concentration skills in the classroom.

6. Students from underprivileged rural backgrounds tend to be backbenchers and have slower learning capabilities. They exhibit inadequate performance and reluctance in oral assessments during the examination. Educators may significantly contribute to the improvement of such individuals by offering ample compassion and appropriate direction. It is prudent to extricate them from the abyss. The educators should implement a policy of homogeneity in the classroom devoid of any bias.

7. The study indicates that the pupils had poor listening skills during class. Their thoughts drifted from one meaningless subject to another, neglecting the lesson being discussed. The outcome is an inability to understand the instructors' lessons. This unacceptable and deteriorating status requires prompt rectification. Educators ought to render their lectures engaging and valuable.

8. Participating via various multimedia components. Monotony, tedium, and dullness should be eradicated from lectures by the implementation of engaging techniques pertinent to the subject matter, illustrated texts, tiered activities, and practical materials.

5.5. Suggestion for further studies

This study is a perception analysis; other researchers may be interested in exploring the correlation between instructors' communication abilities and students' performance through experimental methodology.

1The collection of inquiries served as the instrument for data acquisition. Given the inherent limitations of questionnaire surveys, observational studies may be conducted to validate the findings obtained from this research.

2Comparative study between public and private schools may be undertaken similarly to identify the strengths and weaknesses in both sectors. This research may yield valuable data for policymakers and administrators to enhance the communication abilities of educators and learners.

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