

## **Communication Barriers between Teachers-Students during Teaching Learning Process at Secondary School Level**

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### **Abstract**

The purpose of this study was to find out the Communication Barriers between Teachers-Students during Teaching Learning Process at Secondary Level. The study aimed to explore teachers' perspectives on the causes of communication barriers and the factors contributing to them, as well as the potential solutions to overcome these barriers. Two objectives and two research questions were made for this study. These barriers are related to, language proficiency, lack of confidence, shyness, cultural diversity, lack of motivation and nervousness. The survey research method (quantitative research design) was used for this study. A convenience sampling technique was used to select the data of 200 public secondary school teachers from two tehsils (Sahiwal and Sillanwali) of Sargodha district. A questionnaire composed of 24 close-ended statements was developed on a five-point Likert scale. The reliability of the instrument was found 0.911 by using Cronbach's alpha. The data was analyzed using descriptive and inferential statistics Independent t-test, and Pearson r correlation. The results indicate a significant negative large correlation among variables. R-value -.527. So, it is concluded that these communication barriers exist and have a great effect on the learning process. So, it is highly recommended that teachers should create a welcoming atmosphere where students feel comfortable communicating openly with them. Effectively addressing communication barriers between teachers and students requires implementing thoughtful strategies. Teachers can ensure their messages are easily understood by using clear and straightforward language.

**Key Words:** Communication, Barrier, Teaching, Learning, Process, Public, Secondary Schools.

### **Introduction**

Communication in education can be described as a dynamic and interactive process where ideas, information, and values are exchanged between teachers and students, or among students themselves. This exchange aims to enhance learning, foster understanding, and help achieve educational objectives (Sudarmo et al., 2021). Through communication, teachers share knowledge and concepts, while students can express their thoughts, ask questions, and provide responses,

fostering a collaborative and interactive learning environment. Effective communication in education goes beyond verbal exchanges, encompassing non-verbal cues, the use of teaching resources, and digital technologies, all of which play a vital role in promoting shared understanding and improving learning outcomes (Zairul, 2020). Communication barriers can greatly impact on student learning and academic growth. When students face difficulties understanding a teacher's instructions or explanations due to unclear language, distractions, or cultural differences, they may feel disengaged or confused. Psychological factors like fear or low confidence can further discourage them from asking questions or participating in class discussions. Over time, this can result in knowledge gaps, declining academic performance, and a lack of motivation to learn. Additionally, poor communication may weaken the teacher-student relationship, making students feel unsupported or unmotivated (Bovill, 2020). Overcoming these barriers is essential to creating an environment where students feel empowered to succeed and achieve their full potential. Communication barriers between teachers and students in the classroom can stem from various factors. Language barriers or the teacher's use of complex terminology may make it challenging for students to understand lessons. Psychological issues, such as nervousness, lack of confidence, and lack of motivation often discourage students from engaging actively. Misunderstandings can also arise from poor listening skills on the part of either the teacher or the students. Environmental factors, such as noise, uncomfortable seating, or technical difficulties in online classes, can further disrupt effective communication. Cultural or generational differences may lead to mismatched expectations or misinterpretations, while rigid teaching methods that fail to address diverse learning needs can also hinder effective interaction. Identifying and addressing these factors is essential to enhance communication and create a productive learning environment (Bailey et al., 2021). Effective communication ensures that complex concepts are clearly explained, making it easier for students to grasp challenging material. It also encourages active participation, allowing students to ask questions and engage in meaningful discussions, which promotes deeper learning (Lunenburg, 2010). Moreover, strong communication creates a supportive environment where students feel comfortable expressing their ideas and concerns, thus promoting good teacher-student relationships. In addition, communication is key to providing constructive feedback, helping students improve their performance and build confidence. By facilitating clear instructions, collaboration, and emotional support, communication plays a fundamental role in shaping a productive and inclusive classroom experience at the secondary level (Olcer & Kocer, 2015). Effective communication is essential in all areas of life, from personal relationships to professional environments, as it promotes understanding, cooperation and problem-solving. However, certain communication barriers can significantly hinder the learning and teaching process (Sisman, & Turan, 2004). Communication barriers are challenges or obstacles that hinder the smooth exchange of information between individuals or groups. These barriers can disrupt, distort, or obstruct the message, resulting in misunderstandings, confusion, or a lack of clarity. They may stem from various sources, including language differences, psychological factors, cultural misunderstandings, or environmental distractions (Kothari & Garg, 2014). Teachers spend a lot of time in lessons presenting information and giving instructions to support learning. However, effective speaking is not always easy. Even when we are seen as the "authority," standing in front of a group can trigger fear and anxiety. The effectiveness of our teaching is closely tied to how well we communicate. We share ideas, information, and expectations through various methods, including spoken and written words, as well as gestures and body language. We need to be careful in our communication as we may convey messages unintentionally. Our body language and non-verbal cues play an important role in creating a positive classroom environment (Yilmaztekin, 2015).

## **Objectives of the Study**

1. Explore the communication barriers between teachers-students during teaching-learning process at secondary school level.
2. To determine the relationship between teachers-students during teaching-learning process at secondary school level.

## **Research Questions**

1. What are the communication barriers between teachers-students during teaching-learning process at secondary school level?
2. Is there any determined relationship between teachers-students during teaching-learning process at secondary school level?

## **Literature Review**

The teaching-learning process is an engaging, interactive journey that encompasses several key stages aimed at ensuring effective knowledge transfer and skill development. It begins with planning, where teachers establish clear goals and create lessons that cater to students' individual needs and learning styles. In the teaching phase, teachers use various methods such as lectures, discussions, demonstrations, and multimedia to capture students' attention. Students actively engage by absorbing the material, asking questions, and practicing new concepts. Assessment is crucial for evaluating student understanding and guiding teachers in adjusting their methods. Feedback is an important part of this process, offering students valuable insights into their progress and areas for improvement (Barnett, 2020). Throughout, both teachers and students play an active role in a collaborative and continuous learning process, with the ultimate aim of achieving academic success and promoting lifelong learning. In this way, communication is essential to the teaching-learning process as it enables the flow of ideas, information, and feedback between teachers and students. Effective communication ensures that students grasp the lesson, connect with the material, and actively take part in discussions. It allows teachers to assess student understanding and adjust their teaching methods accordingly. Clear and open communication also creates a positive learning environment where students feel safe to ask questions, share their ideas, and voice concerns (Bhroin & King, 2020). Through communication, teachers can inspire students, offer guidance, and foster an engaging classroom atmosphere that enhances learning. In the end, strong communication skills are vital for building comprehension, encouraging collaboration, and achieving academic success. Communication barriers between teachers and students at the secondary school level can greatly impact the quality of education. These obstacles can impede the effective exchange of knowledge and reduce student engagement during the teaching-learning process (Pangket, 2019). These barriers often stem from linguistic challenges, as language proficiency is an important barrier to communication between teacher and student in a class. Language proficiency is the number one manner of verbal exchange of thoughts and mind. If the teacher and the students don't communicate the identical language, the ones may be top verbal exchange barriers (Ozmen, et al., 2016). Communication barriers significantly hinder the teaching-learning process at the secondary school level, impacting both students' academic performance and overall engagement. When communication is unclear or obstructed, students may struggle to understand concepts, leading to confusion, frustration, and a lack of confidence. Linguistic challenges, such as language differences or complex jargon, can alienate students, making them hesitant to ask questions or participate in discussions. Cultural differences and emotional barriers may further reduce student-teacher interaction, weakening relationships and reducing the sense of support students need to thrive. Overall, these barriers create an ineffective learning environment, limiting student potential and hindering educational progress (Sisman & Turan, 2004). Cultural differences can be a key factor in effective communication in beauty

classes, as all teachers and learners may tend to behave in ways that fit the lifestyles of the other. Messages are often misunderstood when delivered in a way that is unfamiliar to students' cultural backgrounds. It is important to challenge cross-cultural assumptions and biases in the classroom (Karaca, 2016). Cultural variety interior a country and cultural variations among human beings from one in every type of international place an extraordinary reasons for cultural boundaries. This is because human beings are conditioned through their cultures and they grow tremendous conduct of strolling, speaking, consuming, dressing and so forth. Psychological factors, such as students' fear of judgment or lack of confidence, can prevent them from asking questions or seeking clarification. Lack of self-confidence is also one of the communication barriers that the learner cannot talk properly in class and this will create a communication barrier between learner and teacher (Zieger & Tan, 2012). Shyness is likewise definitely one of the most critical barriers confronted through the manner of these secondary school students who can't talk with the teacher in class or outside the class. It is a form of feeling that school students experience while speaking in class. Wallace and Roberson (2009) state that there are emotional barriers to completing the maximum consequences that are difficult to exchange for the end of the character and educational thinking, which is difficult to replace the final result of the character and the educational thought. Students can be afraid of the dialogue being too embarrassing to talk about. Lack of motivation is also one of the motives why school students can't speak well in class. Motivation is a very vital feature in the communication process. Motivation can be driven by the useful resources of the manner of the teachers, first-rate secondary school students, and their parents. But they did not encourage them very well to talk with others. Motivation is also the number one barrier that performs a critical function in communication (Rao, 2019). Nervousness and tension also are some of the motives in the back of the scholars who cannot speak in front of teachers. Of tension, the learners feel uncomfortable and confused in speaking while in class. The school students need to discover how to conquer their tension approximately speaking in beauty. There are a few subjects school students to maintain in their thoughts once they experience concerns approximately talking freely to their students (Neupane, 2019). Overcoming communication barriers in teaching and learning at the secondary school level requires a multifaceted approach that addresses both verbal and non-verbal obstacles. Teachers can improve clarity in their instruction by using simple and direct language to minimize confusion. Visual aids such as charts, graphs, and videos can benefit students with different learning styles. Promoting active listening and cultivating an open, supportive classroom environment enhances interactions between teachers and students. Addressing language differences, whether due to dialects or varying proficiency levels, can be supported by providing bilingual assistance or additional language resources (Ozmen et al., 2016). Teachers should also consider cultural and socio-economic differences that might affect students' comfort in communication, aiming to build strong, respectful relationships. Incorporating technology and collaborative platforms can further bridge gaps and offer students diverse ways to engage in learning. Ultimately, overcoming these barriers requires patience, creativity, and a dedication to creating an inclusive and engaging learning environment. A teacher's attitude is essential in overcoming communication barriers and promoting a positive learning environment. By adopting a patient, empathetic, and open-minded approach, teachers can help students feel more at ease in expressing themselves (Aslan & Shiong, 2023). Fostering active participation and providing a safe space for questions can alleviate psychological barriers such as fear and lack of confidence. Teachers should also remain adaptable in their teaching methods, tailoring them to suit various learning styles and cultural backgrounds to ensure all students can engage with and understand the material. Showing respect for diverse viewpoints and expressing genuine interest in students' ideas can strengthen connections, reduce misunderstandings, and enhance communication. A supportive and positive attitude is key to creating an inclusive classroom where

every student feels heard and valued (Bailey et al., 2021). Effectively addressing communication barriers between teachers and students requires implementing thoughtful strategies. Teachers can ensure their messages are easily understood by using clear and straightforward language. Encouraging active participation through open discussions and questioning helps enhance understanding and boosts students' confidence. Non-verbal cues, such as maintaining eye contact and using positive body language, play a key role in promoting clarity and engagement. Adapting teaching methods to cater to different learning styles—whether visual, auditory, or kinesthetic—ensures inclusivity. Creating a supportive and welcoming environment where students feel comfortable expressing themselves is crucial. Additionally, providing regular feedback and facilitating one-on-one interactions allows individual concerns to be addressed, improving overall communication (Karaca, 2016).

### Material and Methods

The quantitative research design was used for this research. All the teachers (male & female) from the Public Secondary Schools of Tehsil Sahiwal and Tehsil Sillanwali district Sargodha were the population of this study. The convenience sampling method was used to select 200 teachers from both tehsils of Sargodha district.

### Instrumentation

A questionnaire based on 24 close ended statements were developed on a five-point Likert scale was used in this study. It consisted of two parts, the first part focused on demographic variables and the second part contained about 25 closed-ended statements on the variables.

### Reliability and validity of the Instrument

Reliability was tested using Cronbach's alpha formula and was 0.911.

### Data Collection

The data were collected through a questionnaire from 200 teachers from both genders (male & female) Public Secondary Schools of Tehsil Sahiwal and Tehsil Sillanwali District Sargodha. Researchers personally visited all secondary schools of both tehsils of Sargodha District to collect the data.

### Data Analysis

The data were analyzed using descriptive and inferential statistics. Independent t-test was used to detect differences between genders.

### Results and Discussion

The data summary is presented and discussed in the next section.

Table 1: The mean score of communication Barriers

Language factors	M	SD
Language Proficiency	4.01	.907
Cultural Diversity	3.69	.992
Lack of confidence	4.16	.781
Shyness	3.69	.942
Lack of motivation	3.88	.965
Nervousness	4.04	.699

N=200

Table 1 shows the mean scores of communication barriers that were explored at the secondary school level. All the statements were computed in the main barrier. This questionnaire was filled out by the teachers. The result of this study reflected six types of communication barriers were explored in this study. Three types of barriers were gone into agreeing and strongly agree to portion with a mean of more than 3.6 and the other three types of barriers went into strongly agree option mean more than 3.8 and 3.9. The mean score of 4.16 falls in the high category score. Results show if these barriers increased the teaching learning scores were decreased. The mean score of 4.16 falls in the high category. The results of all barriers indicate that these barriers exist.

Table 2: Correlation Coefficient between Communication Barriers and Teaching-Learning Process

Variables	N	r	Sig
Communication Barriers Teaching Learning	500	-.527	.001

A Pearson correlation analysis was conducted to determine the relationship between communication barrier scores and teaching-learning scores. The results revealed a significant, strong negative correlation: as communication barrier scores increased, teaching-learning scores decreased.

Table 3: Independent Sample T-test on Communication Barriers for Gender Difference

Gender	N	M	SD	T	df	Sig. (2-tailed)
Job Performance Male	90	3.82	.602	-1.686	398	.09
Female	110	3.92	.529			

Table 3 reveals that there was no statistically significant difference between the scores of males and females ( $p > .05$ ). A t-test was employed to examine the data and evaluate differences in communication barrier scores across genders. The results demonstrate that the variance was equal and that there were no significant differences in scores between males and females ( $M = 3.82$ ,  $SD = .602$ ) and females, ( $M = 3.92$ ,  $SD = .529$ );  $t (-1.686)$ ,  $p = .09$  (two-tailed).

## Discussion

This study aimed to find out the communication barrier between teacher-student during teaching-learning process at secondary school level. The first objective of the study was to explore the communication barriers during teaching teaching-learning process at secondary school level. The research question of this objective was what are the communication barriers during teaching teaching-learning process at secondary school level? For this purpose descriptive statistics were applied to check the teacher's opinion language proficiency, lack of confidence, cultural diversity, Shyness, lack of motivation and nervousness were gone into agree and strongly agree options. Wallace and Roberson (2009) state that most communication barriers come from students' shyness so this objective has been achieved. Escribano (2004) states that language proficiency is also a big factor that creates a communication barrier for teacher-student. So, this objective is achieved. The second objective of this study was to determine the relationship between communication barriers and the teaching-learning process. The research question of this objective was is there any significant relationship between communication barriers and teaching teaching-learning process? Pearson product-moment correlation test was performed to find the affect between students' communication barrier scores and teaching learning scores. The result of the study indicates that

these barriers have a negative significant large correlation with teaching learning scores. Pangket (2019), states that's communication barriers affects and have a strong negative relationship with the teaching-learning process. So this objective is also achieved.

### **Conclusion**

The present study was designed to explore the communication barriers between teachers-students during teaching-learning process at secondary level. Six types of communication barriers were explored in this study and to know the teachers' opinions descriptive statistics were applied. So, the results of all these barriers indicate that these communication barriers existed in teaching teaching-learning process. Pearson correlation was used to determine the relationship between communication barriers and the teaching-learning process and the result indicates that there is a strong negative large correlation between communication barriers and the teaching-learning process. So based on the findings, it is concluded that if these barriers increase the teaching-learning process score decreases.

### **Recommendations**

Teachers should create a welcoming atmosphere where students feel comfortable communicating openly with them.

Teachers should minimize the use of technical jargon or overly complex language, particularly when introducing new concepts.

Foster an open environment where students feel at ease asking questions without fearing judgment.

Teachers should encourage students to participate in class activities.

Teachers should give regular, constructive feedback on students' work and communication skills to guide improvement.

Recognize the cultural backgrounds of students and adapt communication to respect and include diverse perspectives.

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