



Role of Non-verbal Communication Skills of Teachers and its Impact on Achieving Classroom Learning Objectives at Secondary Level

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Abstract: *This descriptive study intends to investigate the influence of a teacher's nonverbal communication on classroom learning objectives using a descriptive technique. This also determined the association between the unspoken behaviours of teachers working in various educational systems. The main objective of the research is to understand how non-verbal communication skills, including facial expressions, eye contact, pitch of voice, and physical appearance, collectively contribute to achieving classroom learning objectives. The quantitative survey method was used to present the study. This research was descriptive in nature. A 5-point Likert scale questionnaire was developed for data collection. This questionnaire was administered to a sample of 400 respondents who were randomly selected from 40 public and private secondary schools in Multan. Using SPSS software, the acquired data was tabulated and evaluated. The collected data was tabulated, analysed, and interpreted in the form of mean, frequency, percentage, and standard deviation. Both descriptive and inferential statistics were used to arrive at the conclusions. Frequencies and percentages were computed to illustrate the demographic items and questions, and one-way ANOVA and the independent sample t-test were utilized to illustrate the variations in teacher perspectives depending on various factors related to demographics.*

Key Words: Communication, Verbal Communication, Non-Verbal Communication, Classroom Learning Objectives

Introduction

Communication is a necessary portion of our daily lives. To express our Ideas, emotions, understanding, skills, and thoughts, we employ a variety of means of communication. Although speech and sounds are often linked with communication, communication is actually a mix of verbal and nonverbal knowledge transfer.

It is fundamental that communication is more efficient than words alone since it can convey information more precisely and effectively. The Holy Quran also makes several references to this subject, stating things like "You are able to recognize them by the speaking tone they used" in justification of the dishonest and "Their appearance will help you distinguish them" for the poor and kind people. Imam Ali (R.A.) thought that an individual's exterior expressions conveyed their deepest emotions. If there is anything that a person is concealing from the world, it is evident in their facial expressions. A person's thoughtless remarks and expressions make it obvious that nobody can hide anything from the unseen (Elumalai et al., 2022).

According to Baroona (2019), The aim of the research is significantly promoted by nonverbal communication, which gives students the confidence to participate fully in class and helps to control the classroom environment. Learning results for students are positively impacted by pleasant and effective nonverbal communication. However, if a teacher doesn't provide enough nonverbal cues, it might affect students' feelings, making them feel overloaded and disinterested in the material, which can hinder

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learning outcomes. The researcher aims to look at how students' learning outcomes are affected by their teachers' unfavourable nonverbal communication.

Verbal communication is seen to be the most basic kind of communication since it allows both the presenter and the listener to communicate the entire message right away. Consequently, verbal communication is the act of communicating verbally in a real-world context, using spoken words as a medium of exchange of information between the sender and the recipient (Ballester, 2015). Oral communication is also the most evident type of communication. It is exclusive to verbal communication and is necessary for all other types of interaction (Wenbin, 2008). In a similar spirit, McCormack (2010) noted that the use of language is a form of communication in which voice is utilized effectively to convey information that needs to be simple to comprehend. In the research, Khan (2020) showed that instructors' nonverbal cues had a significant impact on pupils' achievement in school. He proposed incorporating behavioural research into training sessions and instructional resources, given the importance of nonverbal interaction in the process of teaching and learning.

Writing and reading are also regarded as verbal communication. According to Barrett et al. (2016), they make clear in their work that reading enables us to understand the writer's expressed thoughts. Nonverbal communication, on the other hand, refers to any nonverbal indicators that individuals utilize along with phrases, including posture, eye contact, facial expressions, body language, voice characteristics, and dress. Learning objectives are enhanced when expressed and non-spoken communication are successfully combined. Numerous studies and research initiatives have shown the advantageous effects of friendly and knowledgeable nonverbal communication on pupil academic outcomes.

The four steps of a nonverbal relationship are improve, substitute, manage, and dominate. They defined four constituent elements of nonverbal communication. To begin with, the group or culture you belong to has influenced a range of distinct nonverbal communication patterns. Secondly, it is feasible for nonverbal and auditory cues to contradict one another. Finally, a lot of nonverbal communication occurs subconsciously, frequently without your awareness. Fourth, your attitude and mood are shown through your body language. It is thought that these characteristics operate as the basic guidelines regulating nonverbal communication (Abbo, 2021).

The meaning of the gesture made a substantial impact on people's perceptions of the material. The other categories were shown to be unimportant for recalling information, and only domain understanding was found to be relevant and necessary. These were boiled down to the following six main goals: replacement, restriction of rehearsals, attention, conflict, and encouragement. Operator identification was significantly impacted by learning area and facial movements (O'Rourke, 2020).

Objective of the Study

The objectives of this study were as follows:

1. To examine the relationship between teachers' facial expressions and student motivation in the secondary classroom setting.
2. To investigate the impact of teachers' use of eye contact on maintaining discipline and monitoring student feedback during lessons.
3. To assess the influence of teachers' pitch of voice on students' understanding and engagement in the learning process.
4. To explore the role of teachers' physical appearance in the teaching-learning process at the secondary level.
5. To identify non-verbal communication skills, including facial expressions, eye contact, pitch of voice, and physical appearance, collectively contribute to achieving classroom learning objectives.

Research Questions

The research questions of this study were as follows:

1. How do teachers' facial expressions, including the use of soft expressions and avoidance of anger, influence student motivation and their willingness to ask questions in the classroom?



2. In what ways does the non-verbal communication skill of eye contact contribute to both maintaining discipline and monitoring student feedback during lessons?
3. How does teachers' pitch of voice, encompassing volume, speed, and tone, impact student understanding, engagement, and participation in the learning process?
4. What is the perceived impact of teachers' physical appearance, including dress, cleanliness, and overall look, on students' learning styles and preferences?
5. How do the collective non-verbal communication skills of teachers, encompassing facial expressions, eye contact, pitch of voice, and physical appearance, contribute to creating a conducive learning environment at the secondary level?

Literature Review

One needs both intelligence and bravery to interact with others in a suitable manner. The act of communicating is always evolving. When we explain the message in an easy-to-understand manner, the communication process functions well. The ability to transmit and receive information in a variety of contexts requires someone with strong communication skills. In the sphere of education, productive teamwork is seen as an invaluable resource (Monika Srivastava, NA). Because only individuals have a clear idea of what they want to achieve, even though those around them may not necessarily share that knowledge, participants are best suited to judge the level of social engagement. Our comprehension of connections and their processes is improved by the presented verbal and nonverbal communication ideas. In contrast, researchers must use judgment and fairness in interpreting their findings (Koutrotsiou et al., 2023). Communicating, listening, understanding, and writing are a few examples of communication abilities. A teacher has to be very proficient in each of these areas in order to teach successfully. When an instructor communicates clearly, everything is always simpler and more understandable (Freddie Silver). Teachers must possess effective communication skills in order to communicate with learners, manage the learning environment, and convey knowledge. Differently-minded students need to be instructed by their teacher. A teacher must employ interactional strategies that encourage students to participate in their education in order to teach in accordance with each student's ability and competence (Sng Bee, 2012).

People use language as a means of expressing their feelings and of recognizing and obtaining basic and complex requirements from others. In order to communicate or satisfy one another's requirements, people in society use their native, second, or other languages. These results have shown that language has a significant role in student-teacher communication. Concepts, feelings, opinions, and emotions are exchanged between lecturers and students. Nonverbal communication, which is essential to the learning process, is involved in addition to verbal communication. Transactional and conversation impacts involve a guy's being focused on his own words, with less attention paid to the signals his body is simultaneously transmitting. Face expression, voice tone, posture, movement, eye contact, gesture, touch, and sight are the most often used nonverbal communication channels (Danijela Kozic, 2013).

Verbal communication is seen to be the most basic kind of communication since it allows both the sender and the listener to communicate the entire message right away. Consequently, verbal communication is the act of communicating verbally in a real-world context, using spoken words as a medium of exchange of information between the sender and the recipient (Ballester, 2015). Throughout the early stages of birth and childhood development, human nonverbal communication skills frequently "automatically" develop. These are more innate skills that come from learning "how to read people," not abilities that are explicitly taught. Examine how easily infants do the "move" of social interaction by spending some time with them. They can use their body language, speech, and facial emotions to start exerting influence over their surroundings. They also react to the tone of voice and facial expressions of others, and they may readily attract the attention of those who look after them. They can preserve their emotions of security and wellness and find the environment more comfortable since they have the fundamental ability to communicate (Bell, October 23, 2003). The majority of studies on nonverbal interaction have focused on classroom education techniques that may be used in any topic (Pan, December 2014).

Furthermore, studies reveal that nonverbal cues make up as much as 93% of human interaction, but the figure is estimated to be about 65%. As communication experts, teachers should be aware of these indicators. Informal communication is often referred to as "body language," which is a separate academic discipline (Kroehnert, 2006). Interpersonal and social connections are greatly impacted by body language. It is increasingly evident that teaching and learning strategies in the classroom are greatly influenced by body language. In education, body language relates to the nonverbal signs that teachers and students use to communicate their feelings and transmit information. Body language, posture, and facial emotions are a few instances of nonverbal cues that might affect how successful the educational process is as a whole (Abubakr et al., 2022; Küçük, 2023).

As nonverbal clues, facial expressions are crucial for understanding what is being said as well as evaluating attitudes, sentiments, and thought processes. It includes the thinking and conative processes of persons engaged in the communication process, as well as facial expressions and the movements or postures of facial muscles that can have a significant impact on someone's emotional state (Lierheimer and Stichter, 2012, 23). The many facial movements of an individual might reveal their thoughts, feelings, plans, joy, sadness, unexpected rage, excitement, and other emotions. It is stated that when it comes to nonverbal communication, the eyebrows are the most expressive feature of the face. The recipient can identify facial expressions that are constantly changing and altering, such as a satisfied smile, lines drawn between the brows, lips curled, and others (Bhatti & Teevno, 2021).

Making eye contact with someone while speaking or listening lets them know social information. While making too little eye contact might be interpreted as disinterest in the other person speaking, making too much eye contact could be seen as hostile. In interpersonal communication, it is a skill that is frequently neglected and misused. People who establish good eye contact include politicians, public speakers, and great salespeople (Aitchison, 2014). As it demonstrates respect, attention, and trust, maintaining eye contact is an essential component of nonverbal communication. Professors may build connections with their students and demonstrate that they are interested in what they are learning by making eye contact with them (Haataja et al., 2021). Maintaining eye contact may assist in communicating opinions and giving helpful details. Our eyes are usually able to distinguish between truth and deception as well as other feelings like surprise, joy, anxiety, and discomfort (Yang, 2017).

Voice is the sound that the tongue, larynx, and other speech organs produce at the mouth when speaking. The vocal tract begins in the chest and diaphragm and encompasses the nasal and oral cavities, and the larynx is where air is expelled to form the human voice. One aspect of paralanguage, which is spoken language's unspoken auditory component, is voice use. Nonverbal clues that may be heard in a person's voice are referred to as "vocalists" Boyd (2000) says that these "para-verbal" communications "happen with the language as a whole, interact with it, and represent an extensive framework of communication" and are "seems of the grammar that is used, such as pitch shift, audio volume, and its variability." According to Yang (2017), Implicit speech emphasizes information transfer through nonverbal means rather than through spoken words.

Student success depends critically on the calibre of the teacher. Educators ought to be perceived as possessing robust social skills, which facilitate efficient interaction with students. Effective communication and engagement need social skills. Verbal or nonverbal communication is possible. Brief conversations, debates, and sharing of jokes are all part of verbal communication. Continuous observation is necessary for nonverbal communication. When listening to their students, teachers ought to be compassionate. Students' talks with their classmates must be heard by the instructor. Nonverbal communication is included in body language. Given that 50% of conversations are about this, it is essential to have good communication. The teacher needs to be able to communicate well both orally and nonverbally (P.L. Witt & R.L. Wheelless, 2001). Teachers who possess great social skills assess their pupils' voice communication and body language. Teachers must be skilled communicators if they want to make sure students understand what they are trying to say.

More effective education and instruction will result from this. Teachers who possess good social skills may also motivate students and solve difficulties in an efficient manner. They have a collective consciousness and are able to understand and anticipate the emotions and behaviours of their students.



Social competencies are a crucial sign of excellent teachers (S. Darn, [2005](#)). Teachers' and students' nonverbal behaviour is a key indicator of how cooperative they are. The attitude of a teacher might affect how well their students do. According to this study, teacher-student interactions in the classroom are mostly influenced by the questions teachers pose and the responses students give (M.H. Tariq, [2007](#)).

Significance of Study

Communication plays an important role because it expresses emotions like anger, sadness, happiness, tiredness, etc. These are all expressed through different cues of nonverbal communication like facial expression, pitch of voice, eye contact, physical appearance, etc. The motivation behind this examination is to know the perspective of teachers on the utilization of various nonverbal signs like facial expressions, pitch of voice, eye contact and physical appearance, and their effect on accomplishing classroom learning objectives. The results of this study can help to achieve a positive impact on the learning environment. The results of this study reminded people about the importance of teachers' non-verbal communication skills in achieving classroom learning objectives. This study helps to understand the advantages of using non-verbal communication skills techniques in the classroom, which was helpful in achieving classroom learning goals. This study highlighted the positive role of non-verbal communication in the learning process.

Research Methodology

The research technique and methodology employed in this study to analyze the research problem. Finding out the "Role of non-verbal communication of skills of teachers and its impact on achieving classroom learning objectives at secondary level" is the aim of this study. This study was descriptive in nature, and the researcher employed a survey design along with a quantitative data analysis to carry out the research. Survey questionnaire design was used to collect information from the respondents.

Population

The target population for this study was all public and private school teachers at the secondary level in Multan. A total of 119 schools were the population of the study, and secondary school teachers were the desired population.

Sample

From these schools, just secondary school teachers were selected, and 40 schools were selected from the population. So, the total sample of the study comprised 400 secondary school teachers.

Table 1

Summary

S.No	Schools	No of total Schools	No. of Selected Schools	No. of Teachers from each School
1.	Public	89	30	30*10=300
2.	Private	30	10	10*10=100
Total		119	40	400

Tool Development

A questionnaire was the research technique utilized in this study. The researcher thoroughly reviewed the literature on this topic before getting the research instrument ready. With a focus on the impact of nonverbal communication on student learning outcomes (Butt, [2011](#)), the questionnaire was created through a collaborative literature review and supervisor discussion. Using a five-point Likert scale style that goes from strongly agree to disagree, the researcher created this questionnaire with the intention of capturing secondary school teachers' perspectives about the learning objectives of their classrooms. Thirty-three statements make up the questionnaire. The four primary sections of the questionnaire were created and filled out. However, the information gathered from the questionnaire was necessary to fulfil the purpose of this work. During the study's analysis phase, each item's means, frequencies, and percentages were determined and displayed in tables.

Reliability of Instrument

Fifty secondary school teachers completed a questionnaire given by the researcher in order to verify its reliability. Educators chosen for preliminary assessment were excluded from the sample. Data from the pilot test were gathered, and all of the data were entered into SPSS to verify the instrument's consistency. Reliability was calculated using Cronbach's Alpha value of 0.84.

Data Analysis

In this section, the demographic composition of the surveyed teachers is presented, including gender, academic qualifications, professional qualifications, and experience. These demographic data provide the framework for the investigation of teachers' non-verbal communication skills and their impact on achieving CLOs in secondary-level learning.

T-test Result about the Perspectives of Teachers Based on Gender

Table 2

Analysis of teachers based on Gender using Independent Sample t-test

Gender	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Male	190	4.1472	.25397	398	1.177	.240
Female	210	4.1144	.29820			

Table 1 demonstrates that the purpose of the independent sample t-test was to investigate any possible gender-based variations in the average scores of the non-verbal communication components that were examined. The results indicate that among male teachers (N = 190), the mean score was 4.1472, with a standard deviation of .25397. On the other hand, female teachers (N = 210) had a slightly lower mean score of 4.1144, with a higher standard deviation of .29820. The t-test statistic (T) is 1.177, and the associated p-value (sig. 2-tailed) is .240. The p-value of .240 exceeds the conventional significance level of .05, indicating that the mean scores of male and female instructors in the non-verbal communication components of the survey do not differ significantly. In practice, this means that there is not enough evidence from the data gathered to draw the conclusion that teachers' perceptions and use of nonverbal communication skills in the secondary classroom differ according to gender. The results point to some resemblance in the viewpoints and nonverbal communication techniques of the male and female teachers in the research population.

Teachers' Qualification Analysis using ANOVA

Table 3

Teachers' Qualification Analysis using ANOVA

Qualification	N	Mean	SD	F	p.value (sig. 2-tailed)
M.A	141	4.1306	.2811	.398	.755
M.Sc.	145	4.1375	.2460		
M.Phil	111	4.1154	.3156		
Ph.D.	3	4.2727	.1574		

The analysis of teachers' qualifications using ANOVA was conducted to examine potential differences in mean scores of non-verbal communication components across various educational qualifications. The table presents the results for four qualification categories: M.A., M.Sc., M.Phil, and Ph.D. The mean scores for each qualification group are as follows: M.A. (N = 141, Mean = 4.13, SD = .2811), M.Sc. (N = 145, Mean = 4.13, SD = .2460), M.Phil (N = 111, Mean = 4.11, SD = .3156), and Ph.D. (N = 3, Mean = 4.27, SD = .1574). The ANOVA test yielded an F-statistic of .398 with a corresponding p-value of .755 (sig. 2-tailed). The p-value of .755 is notably higher than the conventional significance level of .05, indicating that non-verbal communication components' mean scores do not differ in a way that is statistically significant across the different qualification groups. In essence, the findings suggest that teachers with different educational qualifications, whether holding a Master's degree (M.A. or M.Sc.), M.Phil, or PhD, tend to have similar perceptions and practices related to non-verbal communication in the secondary classroom. The results



emphasize a level of consistency in how teachers, irrespective of their academic qualifications, approach and engage in non-verbal communication within the context of teaching.

Teachers' Professional Qualification Analysis using ANOVA

Table 4

Teachers' Professional Qualification Analysis using ANOVA

Qualification	N	Mean	SD	F	p.value (sig. 2-tailed)
B.Ed.	145	4.1471	.2753	.639	.528
M.Ed.	226	4.1242	.2842		
MA Education	29	4.0888	0.2453		

The ANOVA analysis was performed to explore potential differences in mean scores of non-verbal communication components based on teachers' professional qualifications. The table displays results for three professional qualification categories: B.Ed. (N = 145, Mean = 4.14, SD = .2753), M.Ed. (N = 226, Mean = 4.12, SD = .2842), and M.A. Education (N = 29, Mean = 4.08, SD = .2453). The F-statistic is .639, and the associated p-value (sig. 2-tailed) is .528. The p-value of .528 exceeds the conventional significance level of .05, indicating that there is no significant statistical divergence in the average scores of non-verbal communication components across the various professional qualification groups. Essentially, teachers with different professional qualifications, whether holding a B.Ed., M.Ed., or M.A. in Education, demonstrate similar perceptions and practices concerning non-verbal communication in the secondary classroom. The results suggest consistency in the utilization and perceived importance of non-verbal communication skills across different professional qualification backgrounds among the surveyed teachers.

Teachers' Experience Analysis using ANOVA

Table 5

Teachers' Experience wise Analysis using ANOVA

Qualification	N	Mean	SD	F	p.value (sig. 2-tailed)
0-10 Years	120	4.2292	.2556	7.941	.000
11-20 Years	163	4.0884	.2826		
21-30 Years	105	4.0782	.2687		
31-40 Years	12	4.1540	.2858		

The ANOVA analysis was conducted to investigate potential differences in mean scores of non-verbal communication components based on teachers' years of experience ranging from novice teachers (less than one year) onwards up to 40 years of experience.

The table provides results for four experience categories: 0-10 Years (N = 120, Mean = 4.22, SD = .2556), 11-20 Years (N = 163, Mean = 4.08, SD = .2826), 21-30 Years (N = 105, Mean = 4.07, SD = .2687), and 31-40 Years (N = 12, Mean = 4.15, SD = .2858). The ANOVA test yielded an F-statistic of 7.941, with a corresponding p-value (sig. 2-tailed) of .000, which is below the conventional significance level of .05.

The significant p-value indicates that there are statistically significant differences in the mean scores of non-verbal communication components across the various experience groups. Specifically, teachers with 0-10 years of experience exhibit a notably higher mean score (Mean = 4.22) compared to teachers with 11-20 years (Mean = 4.08) and 21-30 years (Mean = 4.07) of experience. Teachers with 31-40 years of experience also show a higher mean score (Mean = 4.15) compared to those with 11-20 and 21-30 years of experience.

Overall, the findings suggest that teachers with fewer years of experience tend to have higher mean scores in non-verbal communication components compared to those with more extensive teaching experience. This may imply that as teachers gain more experience, their utilization and perceived importance of certain non-verbal communication skills may undergo changes.

Factor Matrix

Table 1

Factors' Matrix using Pearson Coefficient Correlation Method

		Facial Expressions	Eye Contact	Pitch of Voice	Physical Appearance
Facial Expressions	Pearson Correlation	1	.724**	.682**	.722**
	Sig. (2-tailed)		.000	.000	.000
	N	400	400	400	400
Eye Contact	Pearson Correlation	.724**	1	.667**	.705**
	Sig. (2-tailed)	.000		.000	.000
	N	400	400	400	400
Pitch of Voice	Pearson Correlation	.682**	.667**	1	.760**
	Sig. (2-tailed)	.000	.000		.000
	N	400	400	400	400
Physical Appearance	Pearson Correlation	.722**	.705**	.760**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	400	400	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

The factor matrix table (5) presents the Pearson correlation coefficients between the major components of non-verbal communication, Facial Expressions, Eye Contact, Pitch of Voice, and Physical Appearance, based on responses from 400 participants. All correlations are significant at the 0.01 level, indicating robust relationships between these components. The analysis reveals several noteworthy associations. Firstly, a high positive correlation (0.724**) exists between Facial Expressions and Eye Contact, suggesting that teachers who utilize specific facial expressions, such as smiles, are also likely to effectively employ eye contact. Additionally, Facial Expressions show a positive correlation (0.682**) with the Pitch of Voice, indicating a moderate association between certain facial expressions and the modulation of voice pitch. A high positive correlation (0.722**) is observed between Facial Expressions and Physical Appearance, suggesting a high positive relationship between certain facial expressions and teachers' attention to physical appearance. Furthermore, eye contact exhibits a strong positive correlation (0.705**) with physical appearance, indicating that teachers who effectively use eye contact are also likely to maintain a positive physical appearance. Finally, a positive correlation (0.760**) is found between the Pitch of Voice and Physical Appearance, suggesting a high positive association between the modulation of voice pitch and teachers' physical appearance. These findings underscore the interconnected nature of non-verbal communication components in the context of secondary-level teaching, revealing how these elements are often intertwined in teachers' communication practices.

Findings and Results

The results of the study align closely with the stated objectives, providing a valuable understanding of the dynamics of non-verbal communication in secondary-level classrooms, as explored below:-

Relationship between Teachers' Facial Expressions and Student Motivation

The study effectively addresses the first objective by revealing that teachers overwhelmingly use soft facial expressions, such as smiles, to motivate students in the class. The positive correlation between certain facial expressions and student motivation, as indicated by the high mean score of 4.57, supports the notion that teachers recognize and utilize facial expressions as a means to engage and motivate students.

Impact of Teachers' Use of Eye Contact on Discipline and Feedback

The findings directly address the second objective by highlighting the significance of eye contact in maintaining discipline, monitoring feedback, and enhancing student attentiveness. Teachers express a strong inclination to use eye contact as a tool for maintaining discipline (mean = 4.46) and acknowledge its effectiveness in various aspects of classroom management, aligning with the study's objectives.



Influence of Teachers' Pitch of Voice on Students' Understanding and Engagement

The study effectively explores the third objective by presenting insights into teachers' modulation of voice pitch. Teachers express a high level of acceptance in modulating their voices for effective communication, emphasizing the importance of vocal expression in conveying information and engaging students in the learning process. The varied responses provide nuanced perspectives on the impact of the pitch of voice on student understanding and engagement.

Role of Teachers' Physical Appearance in the Teaching-Learning Process

The fourth objective is comprehensively addressed by the study, revealing that teachers generally recognize the importance of their physical appearance in the teaching-learning process. The positive agreement regarding the influence of physical appearance on the classroom environment, as indicated by the mean score of 4.19, aligns with the objective of understanding how teachers' appearance contributes to the overall learning experience.

Contribution of Non-Verbal Communication Skills to Achieving Classroom Learning Objectives

The study successfully achieves the overarching objective of understanding how non-verbal communication skills collectively contribute to achieving classroom learning objectives. By analyzing facial expressions, eye contact, pitch of voice, and physical appearance, the findings provide a comprehensive picture of how these components interact in teachers' communication practices. The factor matrix table further emphasizes the interconnected nature of these non-verbal communication elements.

Gender wise Analysis

- No statistically significant gender-based differences in mean scores for non-verbal communication components.
- Male and female teachers demonstrate similar perceptions and practices in the surveyed areas.

Teachers' Qualification Analysis

- No statistically significant differences in mean scores among teachers with different qualifications.
- Consistency observed in perceptions and practices related to non-verbal communication across M.A., M.Sc., M.Phil, and Ph.D. qualifications.

Teachers' Professional Qualification Analysis

- No statistically significant differences in mean scores among teachers with different professional qualifications.
- Similar perceptions and practices concerning non-verbal communication across B.Ed., M.Ed., and M.A. Education qualifications.

Teachers' Experience Analysis

- Statistically significant differences in mean scores among teachers with varying years of experience.
- Teachers with 0-10 years of experience exhibit higher mean scores compared to those with 11-20, 21-30, and 31-40 years.

Factor Matrix

- Positive correlations between Facial Expressions, Eye Contact, Pitch of Voice, and Physical Appearance.
- Strong associations were observed, emphasizing interconnectedness among non-verbal communication components.

These findings provide a comprehensive overview of teachers' non-verbal communication practices, perceptions, and potential variations based on gender, qualifications, professional background, and experience. The results underscore the multifaceted nature of non-verbal communication in the secondary classroom and offer insights for professional development and further research in this domain.

Conclusion

In conclusion, this section provided a comprehensive analysis of the study's results, covering various aspects of non-verbal communication skills among secondary-level teachers in Multan City. The findings shed light on teachers' practices and perceptions related to facial expressions, eye contact, pitch of voice, and physical appearance. Noteworthy trends include the positive inclination towards facial expressions and eye contact, the nuanced approaches to the pitch of voice, and the acknowledgement of physical appearance's role. Additionally, the chapter explored gender-wise, qualification-wise, and experience-wise variations, uncovering interesting patterns and similarities. The factor matrix table revealed significant correlations, emphasizing the interconnected nature of non-verbal communication components. The independent sample t-test and ANOVA analyses examined potential differences across gender, qualification, professional qualification, and experience, providing valuable insights. Lastly, the discussion section contextualized the key takeaways, assessed the alignment with research objectives, and compared findings with existing literature, offering a comprehensive understanding of the study's outcomes.

Discussion

The findings of our study align with the findings of various researchers detailed in the literature review, providing robust authentication for the role of non-verbal communication skills in the educational setting. Hall and Knapp's (2001) and O'Rourke's (2020) assertions regarding the influence of facial expressions within the educational community resonate with our study. Teachers' use of facial cues to gauge students' understanding and adjust teaching strategies aligns with our observation that teachers, on average, utilize soft facial expressions, such as smiles, to motivate students, demonstrating the multifaceted nature of facial expressions in the classroom.

Similarly, the study by Jecker, Maccoby, Brietrose, and Aitchison (2014) and Bhatti & Teevno (2021) emphasizes the significance of eye behaviour during classroom activities. Our findings, with a notably high mean score for the component of "Eye Contact," reinforce the idea that teachers recognize the importance of eye contact in maintaining discipline, monitoring feedback, and enhancing student attentiveness.

Breede, Christiansen, Larson and Barrett et al. (2016) research posit that teacher interactions and nonverbal cues enhance student attention span, aptitude, and comprehension. In our study, the positive inclination of teachers towards the use of eye contact, pitch of voice, and physical appearance aligns with the notion that nonverbal communication contributes to an improved learning environment.

The work of Mehrabian, referenced by Ekman, Mahendru (2014) and Yang (2017), suggests that listener impressions are influenced more by vocal tones than verbal content. Our findings on the component of "Pitch of Voice" indicate that teachers express a willingness to adjust their pitch, volume, and tone for effective communication, supporting Mehrabian's emphasis on the role of vocal tones in conveying messages.

Furthermore, Gullberg & McCafferty's (2008) exploration of nonverbal communication in interpersonal perception finds a parallel in our study's acknowledgement of the interconnected nature of non-verbal communication components. The significant correlations between facial expressions, eye contact, pitch of voice, and physical appearance in our factor matrix table highlight the nuanced relationships between these elements, echoing the interconnectedness underscored by Gullberg & McCafferty.

To sum up, our findings contribute to and align with the existing body of literature on non-verbal communication in educational settings. The study provides empirical evidence supporting the multifaceted impact of facial expressions, eye contact, pitch of voice, and physical appearance on the teaching-learning process, offering valuable insights for educators, researchers, and curriculum developers.

Recommendations

Professional Development Programs

Education authorities and organizations ought to set up professional development courses that concentrate on improving instructors' nonverbal communication abilities. Workshops, seminars, and training sessions



can give educators useful tips on how to use their body language, facial expressions, eye contact, and voice pitch in the classroom.

Awareness Campaigns

Start awareness-raising initiatives in educational institutions to emphasize the value of nonverbal cues in instruction. Urge educators to consider how their nonverbal cues affect students' involvement and academic results.

Incorporate Non-Verbal Training in Teacher Education Programs

Programs for teacher education ought to include sections devoted to the study of nonverbal communication techniques. Early exposure to and instruction in the efficient use of nonverbal cues can be beneficial for pre-service teachers in their future employment as educators.

Future Directions

Longitudinal Studies

Conduct longitudinal studies to track the development and evolution of teachers' non-verbal communication skills over an extended period. This could provide insights into the long-term impact of professional development initiatives and experience on non-verbal communication practices.

Cross-Cultural Studies

Explore the cultural dimensions of non-verbal communication in teaching. Investigate how cultural variations influence the interpretation and effectiveness of non-verbal cues in diverse educational settings.

Student Perceptions

Conduct research focusing on students' perceptions of teachers' non-verbal communication and its impact on their learning experiences. Understanding how students interpret and respond to non-verbal cues can contribute to more student-centered teaching practices.

Digital Communication

Investigate the role of non-verbal communication in digital and online learning environments. With the increasing prevalence of remote education, understanding how teachers can effectively convey non-verbal cues through digital platforms is crucial.

Impact on Academic Achievement

Explore the correlation between teachers' non-verbal communication skills and students' academic achievement. Investigate whether certain non-verbal behaviours contribute to improved learning outcomes and academic success.

Inclusive Practices

Consider the ways that nonverbal communication can help to foster welcoming, inclusive and encouraging learning settings. Examine methods for addressing a range of learning requirements and promoting a feeling of community among students by utilizing nonverbal clues.

In conclusion, these suggestions and future paths are meant to improve teaching and learning results by improving the comprehension and utilization of nonverbal communication skills in the educational setting.

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