

# Original Research Article

## Classroom manager communication abilities and social interaction skills of language teachers in public secondary schools

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### ABSTRACT

The aim of this study was to examine the relationship between the classroom management communication abilities and social interaction skills of language teachers in public secondary schools in Arakan North District, Division of Cotabato. The study employed a descriptive correlation method. The respondents were language teachers from public elementary schools, who assessed their own communication and social interaction skills through a questionnaire administered by the researcher. Universal sampling was used to select the participants. The data collected were categorized, analyzed, and interpreted using statistical tools, including the mean and Pearson's  $r$  correlation. The findings revealed that the level of classroom management communication abilities among the teachers is high, and these abilities are oftentimes demonstrated in their teaching practices. Similarly, social interaction skills were also rated high and oftentimes exhibited by the teachers. Additionally, a significant relationship was found between classroom management communication abilities and social interaction skills, leading to the rejection of the null hypothesis. Based on these results, it is recommended that teachers continue to enhance their communication and social interaction skills to foster a better work environment for themselves and their colleagues. The study's findings may serve as a source of motivation for teachers to remain engaged in their professional duties and maintain dignity and effectiveness in their roles. Moreover, the results can guide teachers in adapting to the changing dynamics of the school environment. Finally, this study provides a foundation for future research, offering insights into how these variables can be further explored in broader contexts.

Keywords: classroom manager, communication abilities, social interaction skills, language teachers, public secondary schools, Philippines

### 1. INTRODUCTION

The communication abilities and social interaction skills of language teachers as classroom managers are crucial for fostering an engaging, inclusive, and effective learning environment (Egitim, 2020). Language teachers must do more than simply teach linguistic content; they must model clear, articulate communication and encourage open dialogue in the classroom (Horwitz, 2020). Strong communication abilities enable teachers to explain complex language concepts in an accessible manner, clarify instructions, and provide constructive feedback that promotes student growth (Darling-Hammond et al., 2015).

In the United States, teachers' social interaction skills help them build rapport with students, creating a comfortable atmosphere where learners feel confident to participate, ask

questions, and view mistakes as an essential part of the language learning process. Effective classroom managers utilize these skills to mediate conflicts, facilitate inclusive activities that promote collaboration, and adapt their teaching to meet the diverse needs and cultural backgrounds of their students (Brookfield, 2015).

By enhancing both their communication and social skills, language teachers can better motivate their students, build stronger relationships, and foster meaningful interactions—all of which are fundamental to language acquisition. This combination of abilities not only aids students in engaging with the language itself but also nurtures the development of essential social skills, creating a supportive environment that encourages both linguistic and interpersonal growth (Başaran, 2024). As foundational components of classroom management, teachers' communication abilities and social interaction skills directly influence the learning experience and the social dynamics within the classroom. Language teachers, therefore, play a dual role; they are not only content experts but also role models in communication, demonstrating how language can be used to convey ideas, resolve misunderstandings, and foster connections (Nguyen, 2017).

In the context of the Philippines, effective classroom managers excel in explaining language structures, cultural nuances, and contextual meanings, adapting their communication style to meet students' varying proficiency levels and learning preferences. Their social interaction skills enhance this role, allowing teachers to engage students in meaningful conversations, encourage peer collaboration, and create a positive and inclusive classroom atmosphere where all students feel valued and motivated to participate. These skills are particularly important in managing classroom interactions where students may come from diverse linguistic and cultural backgrounds (Almazan et al., 2024). Teachers with strong social interaction abilities can bridge these differences by using inclusive practices to celebrate diversity and create a sense of belonging for each student. Their active listening, empathy, and positive reinforcement foster trust, helping students feel more comfortable taking risks and fully engaging in language practice (Hymel & Katz, 2019).

Moreover, providing clear, supportive feedback helps students progress confidently, fostering both linguistic competence and a growth mindset. In this way, the communication and social skills of language teachers as classroom managers are vital not only for language acquisition but also for the development of students' interpersonal skills and self-confidence, contributing to a dynamic and supportive learning community (Camacho-Minuche et al., 2021). Language teachers' communication abilities and social interaction skills are essential for creating a productive and nurturing learning environment, which is critical for successful language acquisition (Gkonou & Mercer, 2017).

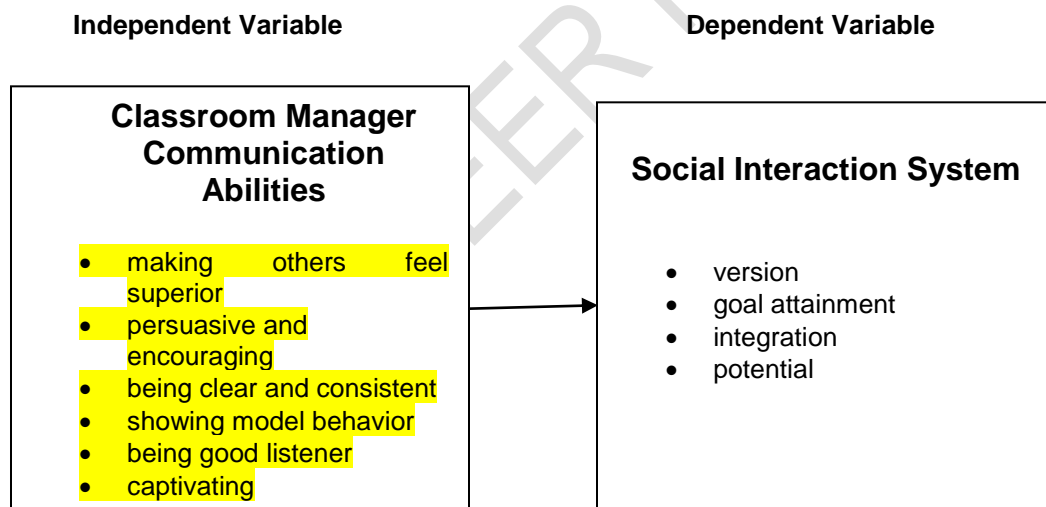
In Davao Region, language teachers must communicate with clarity, making complex language structures accessible and engaging. This is especially important given the diverse linguistic backgrounds and skill levels of their students. Teachers' communication style sets the tone for classroom interactions, establishing a structured yet flexible space where students feel comfortable expressing themselves and practicing their language skills without fear of judgment. Through effective verbal and non-verbal communication, teachers can clarify expectations, provide precise feedback, and encourage students to ask questions and explore language use in various contexts (Pregoner et al., 2024).

Social interaction skills are equally crucial, as language teachers need to create a classroom atmosphere that values open communication, active listening, and mutual respect. These skills enable teachers to facilitate group discussions, pair work, and interactive activities that promote peer-to-peer learning—an essential component of language practice. By guiding social interactions effectively, teachers create opportunities for authentic language use,

encouraging students to negotiate meaning, support each other, and build conversational skills in a natural, collaborative setting (Golubovschi, 2024).

Furthermore, teachers' empathy and cultural sensitivity help them connect with students on a personal level, recognizing and respecting diverse cultural backgrounds, which strengthens trust and rapport. By doing so, language teachers not only enhance students' linguistic abilities but also equip them with important social skills and confidence. This creates a classroom environment where both language learning and interpersonal growth thrive (Jordan, 2024).

In light of these insights, the researchers were motivated to conduct this study to examine the communication abilities and social interaction skills of language teachers in public secondary schools in the Arakan North District, Division of Cotabato. The study aims to assess whether teachers' leadership communication skills are essential components of the educational social system within schools. The findings are expected to provide valuable guidance for future administrative policies and practices. By addressing this need, the study aspires to contribute to the creation of a more effective and supportive educational environment, ensuring that both teachers and students thrive in an atmosphere of mutual respect and open communication.



**Figure 1:** Conceptual Framework of the Study

## 2. METHODOLOGY

### 2.1 Research Design

This study employed a non-experimental quantitative research design using a correlational method. Quantitative research design is focused on exploring and measuring variables in a way that produces numerical data for statistical analysis. It typically involves large sample

sizes and aims to quantify the extent to which certain variables are related. The design used in this study aligns with established quantitative research methods, which may include techniques such as telephone interviews, face-to-face interviews, online surveys, or mailed questionnaires (Pregoner & Baguio, 2024).

The primary goal of quantitative research design is to uncover patterns of behavior, attitudes, or opinions within a specific population. It emphasizes the measurement of these variables in terms of quantity, rather than seeking deep, emotional insights, which are often the focus of qualitative research. In quantitative studies, respondents are typically asked the same set of questions, ensuring uniformity in the data collection process, which facilitates fair and consistent analysis of the entire sample. The data are typically presented in numerical form, making it possible to apply statistical techniques to analyze relationships and draw conclusions (Pregoner, 2024).

One of the strengths of quantitative research is its ability to identify and measure the relationships between variables. For instance, this study explores the connection between cultural diversity management skills and organizational competitiveness among teachers in public secondary schools. The correlational method was selected because it is designed to examine statistical associations between two or more variables. In this case, the method helps determine the degree to which effective cultural diversity management influences the competitiveness of educational institutions (Creswell & Creswell, 2015).

In this study, the chosen design was deemed appropriate because its primary objective was to determine the significant relationship between the classroom management communication abilities and social interaction skills of language teachers in public secondary schools in the Arakan North District, Division of Cotabato.

## **2.2 Research Respondents**

The respondents of this study were public school teachers, with a total of 132 participants. Universal sampling was employed, meaning that the entire population of teachers within the study's scope was considered as respondents. This approach allowed for a comprehensive examination of the relationship between classroom management communication abilities and social interaction skills of language teachers in public secondary schools. The selected respondents had a minimum of three years of teaching experience, ensuring that they possessed sufficient knowledge and practical insight to contribute valuable information to the study. The research was conducted during the 2021-2022 school year.

## **2.3 Research Instrument**

The instrument used in this study was a survey questionnaire designed to assess the classroom management communication abilities and social interaction skills of language teachers in public secondary schools in Arakan North District, Division of Cotabato. This researcher-developed tool was based on relevant studies and literature reviewed from various authors globally. Before administering the questionnaire, a draft of the instrument was reviewed for content validity and reliability by a panel of experts in the field of Educational Management at the doctoral level. Based on their feedback, necessary revisions were made to improve the instrument.

To further assess its reliability and validity, a pilot test was conducted with 30 secondary school teachers from a different school within the same district. The instrument yielded a Cronbach's Alpha of .793, indicating good reliability. The final version of the questionnaire consisted of 50 items, which were grouped into five subscales. The participants answered

these questions to provide data for analyzing the relationship between classroom management communication abilities and social interaction skills.

## 2.4 Data Gathering Procedure

The data collection process for this study followed a systematic procedure. First, the researcher sought permission and endorsement from the Dean of the Graduate School at Rizal Memorial Colleges, which was then submitted for approval by the School's Division Superintendent. Once the Dean approved the request, a formal request letter was submitted to the Office of the Schools Division Superintendent for further approval. After obtaining approval from the Superintendent, an endorsement letter was sent to the teachers, requesting their participation. A letter seeking permission from the teachers was also obtained. Following this, a schedule was created for the distribution of the test questionnaires, which were used for the pilot testing to assess the reliability and validity of the instrument. The questionnaires included detailed explanations of the study and instructions for completing the survey. After conducting the pilot testing, the feedback and results were reviewed, and the finalized survey was distributed to all respondents. Once the completed questionnaires were retrieved, they were submitted to a statistician for statistical analysis. The gathered data was then tallied, tabulated, analyzed, and interpreted to draw conclusions relevant to the study's objectives.

## 2.5 Data Analysis

The data analysis was used in this study are the following:

Weighted Mean. This was used to measure the level of classroom manager communication abilities and social interaction skills of language teachers in public secondary schools.

Product Moment Correlation Coefficient (Pearson  $r$ ). This was used to determine the relationships between the classroom manager's communication abilities and the social interaction skills of language teachers in public secondary schools.

## 3. RESULTS AND DISCUSSION

### 3.1 Level of Classroom Manager Communication Abilities of Language Teachers

Table 1. Level of Classroom Manager Communication Abilities of Language Teachers

	Items	Mean	Descriptive Equivalent
1.	making others feel superior	3.62	High
2.	persuasive and encouraging,	3.54	High
3.	being clear and consistent	3.55	High
4.	showing model behavior	3.51	High
5.	good listener	3.55	High
6.	captivating	3.56	High
	<b>Overall Mean</b>	3.54	High

Table 1 presents the level of classroom manager communication abilities, which was found to have an overall mean of 3.54, categorized as high. The individual indicators under this variable also reflect high ratings. For instance, the ability to make others feel superior

achieved a mean rating of 3.62, described as high. Persuasiveness and encouragement, as well as being clear and consistent in communication, both received mean ratings of 3.54 and 3.55, respectively, and were similarly categorized as high. The ability to show model behavior was rated at 3.51, also classified as high, while being a good listener and being captivating were rated at 3.55 and 3.56, respectively, with both ratings falling within the high range. These results demonstrate that the respondents consistently exhibit strong communication abilities as classroom managers. It suggests that the classroom managers, or language teachers in this study, consistently display strong communication abilities across various indicators. Their capacity to make others feel superior, be persuasive and encouraging, maintain clarity and consistency, model appropriate behavior, listen attentively, and captivate their audience all contribute to creating an effective and engaging classroom environment.

This finding supports the study of Iurea (2015), which emphasized the vital role that effective communication plays in fostering positive teacher-student interactions. Strong communication abilities are essential for creating a classroom atmosphere where students feel safe, respected, and motivated to participate. Clear communication allows teachers to set expectations, provide feedback, and resolve conflicts, all of which contribute to a well-managed and productive learning environment. Moreover, the finding is consistent with the research of Kimbark et al. (2017), which highlights the importance of clear, consistent, and persuasive communication in fostering an environment conducive to student success. The study found that teachers who demonstrate these communication skills are more successful in encouraging student participation and improving academic performance.

### 3.2 Level of Social Interaction Skills of Language Teachers

**Table 2.** *Level of Social Interaction Skills of Language Teachers*

	<b>Item</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1.	versions skills	3.39	Moderate
2.	Goal Attainment	3.56	High
3.	Integration	3.56	High
4.	potential	3.64	High
	<b>Overall Mean</b>	<b>3.54</b>	High

Table 2 shows the level of social interaction skills among public secondary school teachers, with an overall mean of 3.54, categorized as high. The indicators under this variable include "version skills," which received a mean rating of 3.39, described as moderate; "goal attainment" and "integration," both of which earned mean ratings of 3.56, classified as high; and "potential," which achieved the highest mean rating of 3.64, also categorized as high.

This suggests that the teachers generally possess strong social interaction skills, which are crucial for fostering positive relationships and effective communication in the classroom. Teachers with high social interaction skills are better able to connect with students, collaborate with colleagues, and contribute to a supportive and inclusive learning environment.

This finding corroborates with the study of Xie and Derakhshan (2021), which emphasizes the importance of social skills in fostering positive relationships in educational settings. Teachers with high social interaction skills are more effective in building rapport with students and colleagues, thus contributing to a more productive and harmonious learning environment. Furthermore, the finding coincides with the study of Frey et al. (2019), which found that teachers who demonstrate strong social interaction skills, such as empathy and collaboration, help create classrooms where students feel safe, respected, and motivated to engage. This positive classroom environment enhances both social and academic outcomes for students.

### 3.3 Significant Relationship Between Classroom Manager Communication Abilities and Social Interaction Skills of Language Teachers

**Table 3.** Significant Relationship Between the Classroom Manager Communication Abilities and Social Interaction Skills

Variables	r-value	Computed t-value	Probability value at .05	Decision
classroom manager communication abilities (x)	.018	1.77	.073	Accept
Social Interaction Skills (y)				

The results of the statistical analysis between classroom manager communication abilities (x) and social interaction skills (y) reveal a very weak positive relationship, as indicated by the r-value of 0.018. This suggests that changes in one variable do not show a strong or consistent pattern of change in the other. The computed t-value of 1.77 was compared to the critical t-value from the t-distribution table, but with a probability value (p-value) of 0.073, which is greater than the 0.05 significance level, there is insufficient evidence to reject the null hypothesis. As a result, the decision is to accept the null hypothesis, indicating that the relationship between classroom manager communication abilities and social interaction skills is not statistically significant.

This implies that classroom manager communication abilities and social interaction skills are not strongly related in this study. The weak positive relationship suggests that variations in one of these variables do not predict meaningful changes in the other. Since the statistical analysis shows no significant correlation, it indicates that improving one of these skills may not necessarily lead to improvements in the other. Therefore, the results suggest that, at

least in this context, these two factors do not directly influence each other in a measurable way among public secondary school teachers.

This finding affirms the view of Borich (2016), who suggests that while effective communication and social interaction are important aspects of teaching, they do not always directly influence each other in a way that is easily measurable or observable in every educational setting. In their study, they highlight that these skills may operate independently, where one can be strong without necessarily affecting the other, especially in complex school environments.

Furthermore, the finding validates the Social Learning Theory by Bandura (1977), which emphasizes that individuals learn and develop through interaction with others. However, Bandura's theory also suggests that these interactions are influenced by multiple factors, such as reinforcement and modeling, and may not always show a direct cause-and-effect relationship between communication abilities and social interaction skills. The results of this study reflect the complexity of these interactions, where improvements in one domain may not always translate to changes in the other, as suggested by Bandura's view on social learning processes.

Furthermore, the finding also supports the theory of Vygotsky's Social Development Theory (1978), which underscores the importance of social interaction in cognitive development. Vygotsky argues that social interaction is fundamental in learning and development, but this does not necessarily imply that improvements in communication abilities automatically result in enhanced social skills. This study's findings align with Vygotsky's perspective, suggesting that while both skills are important, they may not always directly influence each other in a straightforward manner, especially in specific educational contexts.

#### **4. CONCLUSION**

Based on the foregoing findings, the following conclusions can be drawn: First, the level of classroom manager communication abilities among public secondary school language teachers is high, particularly in terms of making others feel superior, being persuasive and encouraging, being clear and consistent, showing model behavior, being a good listener, and being captivating. Second, the level of social interaction skills of these teachers is also high, with particular strengths in version skills, goal attainment, integration, and potential. Finally, the study found no significant relationship between the level of leadership communication skills and social interaction skills, leading to the acceptance of the null hypothesis. This suggests that, in this study, the two variables do not have a measurable and statistically significant correlation.

#### **5. RECOMMENDATIONS**

Based on the foregoing conclusions, the researcher proposes the following recommendations:

The findings of this study may serve as a foundation for developing strategies to enhance leadership communication and social interaction skills among DepEd officials and personnel. By focusing on improving these skills, a more effective and harmonious work environment can be fostered, leading to better relationships and a more positive educational, social system.

Additionally, the results of this study offer valuable insights for school teachers, encouraging them to actively work on improving both their leadership communication and social

interaction skills. Such improvements can promote stronger relationships within the school community, contributing to a more supportive and collaborative environment. The findings may also inform teachers about the importance of understanding the diverse cultural and family backgrounds of their colleagues, which can help build greater empathy and respect in the workplace.

Moreover, this study may serve as a source of motivation for teachers, inspiring them to continue their professional development and maintain high standards of conduct. It can also guide teachers in navigating challenges in the school environment by reinforcing the importance of maintaining dignity and working effectively at all times.

Finally, the findings of this study can provide future researchers with a starting point to expand the scope of this research, exploring additional variables or contexts that may further enrich our understanding of leadership communication and social interaction skills within the educational system.

#### **ETHICAL APPROVAL:**

The data collection process for this study followed a systematic procedure. First, the researcher sought permission and endorsement from the dean of the graduate school at Rizal Memorial Colleges, which was then submitted for approval by the school's division superintendent. Once the dean approved the request, a formal request letter was submitted to the office of the schools division superintendent for further approval. After obtaining approval from the superintendent, an endorsement letter was sent to the teachers, requesting their participation. A letter seeking permission from the teachers was also obtained.

#### **CONSENT**

This quantitative study followed rigorous ethical standards to protect the privacy and rights of all participants. Prior to data collection, informed consent was obtained from all respondents, who were fully informed about the study's purpose and the confidentiality measures in place. To ensure anonymity, no personal identifying information was gathered, and each participant was assigned a unique code for data analysis. All collected data were securely stored on encrypted servers, with access restricted to the research team. The results were presented in aggregate form to prevent the identification of individual responses. Additionally, statistical analyses were conducted in a way that upheld the privacy of the respondents, ensuring that their identities remained confidential throughout the research process.

#### **Disclaimer (Artificial intelligence)**

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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