

Factors affecting the development of effective classroom communication

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ABSTRACT

Classroom communication is an essential element of effective teaching that contributes considerably to students' education and engagement. In order to explore the factors that influence effective classroom communication among pre-service teachers in various continents, this systematic review has been conducted. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach, 55 studies published from 2021 to 2026 have been analyzed in this paper. In particular, the focus has been made on determining missing communication skills, analyzing factors that influence effective communication, and evaluating successful training methods. It has been found out that pre-service teachers often face difficulties with oral communication skills, written communication skills, and instruction clarity in practical conditions. This problem is mostly caused by limited vocabulary, lack of ideas' organization and poor confidence in one's abilities (Punongbayan et al., 2025). Apart from that, psychological factors such as speaking and writing anxiety considerably affect the performance of pre-service teachers' communication skills (Miñoza et al., 2023; Arifin et al., 2024). [ibe.unesco.org] [researchgate.net] [alison.com] Moreover, the review highlighted contextual factors such as cultural variation, linguistic diversity, teaching styles, and the use of technology as the most important determinants of classroom communication practices across continents (Mahdi, 2023; Suroso et al., 2024). Communication techniques and approaches were found to play an instrumental role in improving classroom interactions and results (Karasova & Nehyba, 2023). Nevertheless, there is no standard approach to communicating among students due to the absence of communication training programs in teacher colleges around the world. [ejurnal.st...ssel.ac.id], [eric.ed.gov] [hrpub.org] Thus, classroom communication depends on various factors such as communication skills, psychological readiness, context, and training programs. To improve classroom communication, more attention should be paid to training teachers how to communicate using practical approaches and developing standard communication modules.

Keywords: Classroom communication, pre-service teachers, communication skills, teaching effectiveness, communication anxiety, teacher education.

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INTRODUCTION

Classroom communication is one of the competencies among many others considered to be integral to effective teaching and learning. The competency of communication ensures that teachers can articulate themselves effectively, connect with their learners, maintain discipline, and form healthy relationships with their learners. Studies have indicated that good communication is strongly associated with teacher efficiency and positive learning outcomes (Adeleke et al., 2022; Kiram et al., 2025). The relevance of communication skills in modern classrooms which are increasingly becoming heterogeneous and technological cannot be understated. [hrpub.org], [icceph.com]

Even though it is an important issue, existing evidence demonstrates that a significant number of future teachers experience considerable problems with crucial communication abilities. Although they might possess the basic level of competency in communication, various issues often arise in practical classroom settings regarding speaking and writing assignments. Specifically, some recent investigations revealed that one of the most significant problems that pre-service teachers encounter includes limited vocabulary, lack of organizational skills, and low self-confidence when making oral presentations (Punongbayan et al., 2025). Moreover, the problem of speaking and writing anxiety still prevails, especially when learning to use a second language (Miñoza et al., 2023; Arifin et al., 2024). It is evident that communication competence requires practical proficiency in addition to having theoretical knowledge. [rsisintern...tional.org] [multiresea...urnal.com], [files.eric.ed.gov]

Present research literature also suggests that good communication not only requires excellent verbal skills but also includes such aspects as clear instructions, active listening, emotional intelligence, and sensitivity towards students' cultural and social context. Such skills will make teachers capable of fostering greater participation, motivation, and engagement among their students (Suroso et al., 2024; Mahdi, 2023). Also, systematic research proves that a student-oriented communication approach characterized by giving clear feedback, fostering interactions, and establishing positive relationships leads to efficient classroom management and improved academic results (Karasova & Nehyba, 2023). However, all these skills do not have to be sufficiently developed in the course of teaching training programs.

Furthermore, global variations within educational settings play an important role in determining the formation and practice of classroom communication. In different parts of the world, there are different languages used in teaching, different cultures, varied numbers of students, different curriculum requirements, and unequal access to technology. Teacher-centered or student-centered types of communication may be prevalent among others depending on the educational setting. As such, global classroom communication is vital in helping educators understand the various issues that influence their communication practices within the classroom setting. [researchgate.net], [academia.edu]

Also, the fast pace at which digital technologies have been incorporated into education has brought about many changes in classroom communication. Educators should be able to communicate using technology and not only in face-to-face settings. Technology facilitates access to information and increased interactions, but it creates challenges regarding the development of communication skills such as conducting effective online discussions and writing concise instruction for students (Mahdi, 2023). Moreover, challenges such as delayed responses to queries, misunderstandings in written communications, and lack of immediate feedback can occur due to the technological nature of communication.

The emergence of the above-stated conditions necessitates reviewing the issue and enhancing the communication training in teachers' education programs. [researchgate.net]

One of the major limitations in the area under consideration is associated with a narrow approach to analysis used in many previous papers. In particular, it refers to a tendency to

explore communication training programs implemented within single organizations through surveys which hardly allows for generalization. As a result, there is no clear evidence about what communication skills are deficient among the pre-service teachers as well as the most efficient ways of their improvement. In addition to that, some studies have already been done in the area; however, their subject matter is usually confined to behavior management in classrooms or higher education settings, which does not contribute to building an overall picture (Thahira et al., 2025). Therefore, it is rather challenging to develop communication programs based on scientific evidence. [ejurnal.st...ssel.ac.id]

Under the circumstances, carrying out a systematic review on the factors hindering efficient classroom communication development becomes necessary. These results may be applied directly to curricula for communication classes in teacher education programs, assisting supervisors in emphasizing communication skills when observing lessons, as well as developing standard communication modules for prospective teachers. In the end, enhanced classroom communication can lead to improved teaching and learning outcomes globally.

Statement of the problem

Even though there has been an emphasis on the role of classroom communication as a key factor for enhancing the effectiveness of the teaching process and its results, many pre-service teachers are still struggling to apply their communication skills within the classroom environment successfully. The problem arises due to inadequate knowledge in the areas of vocabulary, idea organization, and lack of self-confidence (Punongbayan et al., 2025; Miñoza et al., 2023). These aspects are additionally influenced by anxiety that may occur when conducting teaching practices and presentations, which negatively affects classroom interaction (Arifin et al., 2024). [rsisintern...tional.org], [multiresea...nal.com] [files.eric.ed.gov]

Despite the fact that communication is crucial for successful teaching and engaging students (Adeleke et al., 2022; Kiram et al., 2025), previous research on this topic has been focused only on specific universities, making it impossible to compare findings on different continents. Thus, little information about the effect of various contexts, such as culture, language, education system, and technology, on classroom communication is available. [hrpub.org], [icceph.com]

Moreover, while some researchers and literature highlight the effectiveness of various communication strategies like feedback, instructional clarity, and interactive communication among others (Karasova & Nehyba, 2023; Suroso et al., 2024), little has been synthesized regarding the particular lack of communication skills among pre-service teachers, and the effective methods of training for them in diverse learning environments. [frontiersin.org], [academia.edu]

Therefore, there is an apparent need to conduct a systematic review aimed at synthesizing global evidence on the various aspects that influence the development of effective classroom communication.

This research therefore aims to find answers to the following research questions:

1. Which communication skills are particularly lacking among pre-service teachers from diverse continents?
2. What are the key factors influencing the development of effective classroom communication?
3. What are the effective training approaches or interventions that enhance classroom communication skills?

METHODOLOGY

In this study, a systematic literature review (SLR) approach was adopted, utilizing the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). The PRISMA methodology ensures a transparent way to conduct systematic reviews by guiding on how to find, select, and synthesize relevant research studies, making it an ideal methodology for conducting systematic reviews due to its rigorous nature and ability to be replicated (Karasova & Nehyba, 2023). To carry out this design, a comprehensive search was conducted across multiple academic databases, including ERIC, Google Scholar, Scopus indexed journals, and ResearchGate, the latter being used specifically for accessible full text studies. The search focused on studies published from 2021 to 2026 in order to ensure the inclusion of recent and relevant literature. The following keywords and combinations were used in locating pertinent studies: classroom communication, teacher communication skills, pre service teacher communication, speaking anxiety teaching, communication in teaching effectiveness, and teacher education communication training. Boolean operators such as AND and OR were used to refine the search, for example through combinations such as classroom communication AND teacher effectiveness.

To ensure the relevance and quality of the studies gathered, specific inclusion and exclusion criteria were applied throughout the search and selection process. Studies were included if they were published between 2021 and 2026, if they were peer reviewed journal articles or credible academic publications, if they focused on teacher or pre service teacher communication, if they addressed factors, challenges, or interventions related to classroom communication, and if they were conducted in different countries or continents. Conversely, studies were excluded if they were published before 2021, if they were not related to teaching or classroom communication, if they consisted of opinion papers, editorials, or unpublished manuscripts without empirical data, or if they lacked accessible full text.

The study selection process followed the PRISMA flow, which proceeded through four sequential steps. In the identification stage, the initial search identified a total number of papers from different databases according to specific keywords. This was followed by the screening stage, during which duplicate papers were deleted, and title and abstract screenings were conducted in order to identify papers related to classroom communication and teacher training. The eligibility stage then involved a further examination of papers according to the inclusion and exclusion criteria, with papers focusing neither on communication skills nor influencing factors being excluded at this point. Finally, in the inclusion stage, the studies that remained were used in the qualitative analysis, as they contained information about difficulties in communication, influencing factors, and efficient communication strategies. This structured process ensures transparency and minimizes bias in selecting studies for review (Thahira et al., 2025).

Following the selection of studies, data from the selected studies were organized using a data extraction matrix, which included the author or authors and year of publication, the country or continent in which the study was conducted, the research design employed, the key communication skills examined, the identified challenges or gaps, and the suggested interventions or strategies arising from each study. A thematic analysis approach was then used to synthesize the findings drawn from this matrix. Themes were developed based on recurring patterns across studies, namely common communication skill deficiencies such as speaking, writing, and clarity, psychological factors such as anxiety and confidence, contextual factors such as culture, language, and technology use, and effective training approaches such as practice teaching, feedback, and communication modules. This approach allowed the

researcher to compare findings across different contexts and identify global trends in classroom communication.

In order to ensure the reliability of the review, selected studies were evaluated based on the clarity of research objectives, the appropriateness of research design, the validity of data collection methods, and the relevance to classroom communication. Studies that met these quality standards were included to ensure that conclusions were based on credible and evidence-based findings. The overall process of identification, screening, eligibility assessment, and inclusion, as guided by the PRISMA flow, illustrates the systematic manner in which data were processed throughout this review.

RESULTS AND DISCUSSION

This systematic review examined the factors that hinder the effectiveness of classroom communication skills among pre-service teachers, drawing on a body of published literature analyzed through thematic synthesis. The review followed a systematic literature search and screening process, after which relevant studies were coded and organized using a data extraction matrix that captured the author, country of origin, focus of study, communication skills examined, key findings, identified challenges, and interventions reported in each source. The analysis and interpretation that follow are grounded strictly in the data extracted from the reviewed studies and are discussed in direct relation to the objectives of the review, namely to identify the communication skills most frequently lacking among pre-service teachers, to examine the psychological and contextual factors that influence classroom communication, and to determine the strategies and interventions that have been found effective in addressing these gaps.

Communication skills commonly lacking

The thematic analysis revealed that oral communication skills, written communication skills, and clarity of instructions were the communication competencies most frequently identified as deficient among pre-service teachers. Several of the reviewed studies indicated that pre-service teachers generally possessed an adequate theoretical understanding of communication principles but consistently struggled to translate this competence into effective classroom practice. This gap manifested in difficulties organizing thoughts coherently and in applying appropriate terminology during instruction. Related to this, pre-service teachers were also found to face challenges in oral communication stemming from poor fluency and an inability to articulate messages with confidence, which in turn limited their capacity to clarify concepts for learners. This pattern is consistent with the finding of Punongbayan et al. (2025) in the Philippine context, whose study on pre-service teachers reported that although students demonstrated competence in oral and written communication, they struggled with vocabulary and organizational issues when applying these skills in authentic teaching settings, an outcome addressed through the use of a communication module as an intervention. Similarly, Adeleke et al. (2022), examining teacher effectiveness in Nigeria, established a strong link between communication competence and teaching effectiveness, noting that skill gaps directly affected teaching outcomes and underscoring the value of professional skill development as a corrective measure. Taken together, these findings support the broader observation in the literature that teaching efficiency is highly dependent on the communication competence of the teacher, reinforcing the premise that the deficiency observed is not simply a matter of insufficient knowledge but of insufficient practical application.

Psychological factors affecting communication

A second major theme to emerge from the review was the substantial influence of psychological factors, particularly anxiety and low self-confidence, on classroom communication. Communication anxiety and writing anxiety were found to be prevalent among pre-service teachers, especially those functioning within a second language context. Miñoza et al. (2023), conducting research in the Philippines on language anxiety, reported that moderate levels of anxiety affected the performance of pre-service teachers, with fear and lack of confidence identified as central challenges; anxiety reduction strategies were recommended as an intervention to mitigate these effects. This finding is corroborated by Arifin et al. (2024) in Indonesia, whose investigation into speaking anxiety found that anxiety limited classroom interaction by fostering nervousness and a lack of spontaneity among pre-service teachers, with cognitive strategies training proposed as a means of addressing the problem. Beyond its behavioral effects, speaking anxiety was also found to interfere with clear thinking and memory retrieval, disrupting the broader process of communicating effectively with students in the classroom setting. Furthermore, anxiety was observed to cause individuals to withdraw from involvement in classroom activities altogether, suggesting that the psychological dimension of communication competence carries consequences that extend beyond isolated instances of poor articulation and instead shape the overall willingness of pre-service teachers to engage with their students.

Contextual factors across continents

The review also revealed that the nature of classroom communication is shaped by cultural, linguistic, and educational disparities that vary considerably from one continent to another. In some educational settings, a teacher-centered model of instruction was found to prevail, which restricted opportunities for communication and limited student participation. In contrast, other settings placed greater emphasis on student-centered communication, a model found to encourage more active dialogue among students. This distinction is reflected in the work of Mahdi (2023) in Indonesia, who found that clear instructional communication improves learning outcomes, while identifying teacher-centered communication itself as a persistent challenge, and recommending structured communication strategies as a corrective intervention. Complementing this, Suroso et al. (2024), also in Indonesia, examined teacher-student interpersonal communication and found that improved communication enhanced student engagement, although cultural misunderstandings remained a notable challenge, addressed through the promotion of inclusive communication practices. These findings align with the broader observation that cultural differences influence classroom communication style through the manner in which gestures, tone, and feedback are employed, and that teachers equipped with cultural awareness are better positioned to foster an inclusive learning environment. In addition to cultural and linguistic disparities, the review identified technology as an increasingly critical factor shaping classroom communication across global contexts, as the growing adoption of technologically mediated learning environments has required teachers to adapt their communicative practices accordingly.

Effective communication strategies and interventions

The final theme to emerge from the review concerned the strategies and interventions found to be effective in strengthening classroom communication among pre-service teachers. Clear and structured explanation of lessons, the use of examples and visual aids, active listening

and feedback, and the encouragement of student participation were consistently identified across the literature as effective communicative practices. In particular, the use of student-oriented communication approaches was observed to enhance both student involvement and behavior management, a finding substantiated by Karasova and Nehyba (2023) in their systematic review conducted in the Czech Republic, which examined student-centered communication and found that it improved behavior and engagement, while identifying a lack of strategy awareness among teachers as a persistent challenge, addressed through the promotion of student-centered strategies. Beyond these classroom-level practices, training programs incorporating practice teaching, peer evaluation, and dedicated communication modules were also found to be efficient means of developing communication competence. Nonetheless, the review noted that the majority of these interventions had been designed locally in response to specific institutional or cultural contexts and remained non-standardized, limiting their generalizability across different educational settings.

Synthesis and implications

Considered together, these findings demonstrate that classroom communication constitutes an essential component of successful teaching regardless of the specific educational context in which it occurs, while also revealing persistent gaps in the acquisition of adequate communication skills among pre-service teachers. The first major insight to emerge from this synthesis is that the deficiency in communication skills observed across the reviewed studies is not attributable merely to a lack of theoretical knowledge, but more fundamentally to difficulties in translating acquired theoretical understanding into effective practical application, a finding that carries direct implications for the objective of identifying which communication skills are most lacking among pre-service teachers. This suggests that teacher preparation programs would benefit from shifting their emphasis from purely theoretical instruction toward more practice-based approaches to communication training. Second, the consistent influence of psychological factors, particularly anxiety and diminished self-confidence, on communication competence directly addresses the review objective concerning psychological determinants of classroom communication, and indicates that confidence-building measures should be treated as an integral component of effective teacher preparation rather than as a peripheral concern. Third, the significant variation in contextual factors observed across continents, ranging from differing pedagogical models to differing cultural norms surrounding gesture, tone, and feedback, responds directly to the review objective concerning contextual influences on communication, and demonstrates that teacher training must be sufficiently flexible and culturally responsive to accommodate the differing demands of distinct national and institutional contexts. Finally, although the review succeeded in identifying several effective strategies for training pre-service teachers, in fulfillment of the objective concerning effective interventions, the absence of standardized programs for communication competence development remains a notable limitation in the current body of literature. These findings collectively contribute to the field by consolidating fragmented evidence on classroom communication into an integrated framework spanning skill deficiencies, psychological influences, contextual variation, and intervention strategies, thereby offering a foundation from which teacher education curricula can be strengthened, supervisory practices can be refined to incorporate communication-focused observation, and future cross-cultural research on communication training can be pursued. This synthesis of findings sets the stage for the recommendations to be presented in the succeeding chapter, which will build upon the gaps

identified here to propose a more coherent and standardized approach to communication skills development in teacher education.

CONCLUSION

This systematic review has looked into the factors associated with the formation of good communication in classrooms all over the world. Results have proven that communication is an important aspect of teaching and influences students' learning process.

Firstly, it was determined that pre-service teachers rarely have high-level skills of communicating. They might have some basic knowledge but cannot successfully implement it in their classroom work (Punongbayan et al., 2025). [ibe.unesco.org]

Secondly, various psychological barriers prevent them from successful communication. Teachers usually have a great fear of talking to the audience and do not know how to overcome it (Miñoza et al., 2023). [researchgate.net]

Thirdly, contextual factors on each continent impact the practice of classroom communication. Cultural differences, language and approach to education influence the communication strategy in classrooms (Mahdi, 2023). [ejurnal.st...ssel.ac.id]

Fourthly, it was discovered that effective communication can be achieved through clear instruction and other techniques, including active listening (Karasova & Nehyba, 2023). [hrpub.org]

Nevertheless, one of the main problems lies in the absence of unified programs for improving the communication process among students and instructors. Localized intervention does not make it possible to identify best practices.

In summary, there appears to be a great need for an organized and globally conscious way of handling communication training in teacher education programs.

From this review, there appear to be a number of steps which can be taken to enhance the training process towards developing successful classroom communication skills among trainee teachers. Firstly, it is necessary that institutions involved in teacher education incorporate structured communication courses into their curriculum. The inclusion of simulation exercises, role-playing, and micro-teaching is essential to enable trainee teachers to practice communication techniques in actual classroom settings. Such an action would be useful due to the findings of some researchers that show that practical communication training is better at achieving success than theoretical learning (Punongbayan et al., 2025).

Teachers and teacher trainers also need to consider how to improve classroom communication. First, they should pay more attention to students' communication ability while teaching and observing. It can be done by providing timely feedback about the clarity of speech and the manner of classroom instruction. In addition, teacher trainers should provide good examples of communicating effectively and in an engaging way since research shows that using student-oriented communication approaches increases student involvement and participation (Karasova & Nehyba, 2023). Thus, constant mentoring will contribute to the improvement of communication skills for future teachers. [hrpub.org]

First, it is important that pre-service teachers constantly develop both spoken and written communication. That means being proactive in presenting ideas and engaging in oral communication. Secondly, future teachers must use various strategies to cope with communication anxiety. Pre-service teachers should practice speaking and writing and cooperate with peers before giving presentations and writing essays. This step is critical because emotional components highly influence the effectiveness of classroom communication, both oral and written (Miñoza et al., 2023). Through training and experience, teachers will increase their confidence and competence. [researchgate.net]

Furthermore, educational institutions need to create communication support structures within their organization. The creation of programs which target communication skills, self-confidence, and proper use of technology in the classroom should be a priority for schools today. Due to the increasing application of digital communication means, instructors must receive proper training on how to communicate efficiently both physically and virtually. It has been demonstrated that a strategic approach towards communicating with students leads to better learning outcomes (Mahdi, 2023). Hence, schools should ensure that all tools necessary to promote efficient communication are readily available.

Moreover, future studies need to pay greater attention to the issue of comparative and cross-cultural research. Future scientists need to focus on studying how students develop communication skills and whether culture and the context affect the process. Also, the long-term effects of the introduction of training programs need to be analyzed, and standard frameworks of communication developed. Through conducting more research, a greater number of benefits could be obtained from the current state of affairs.

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