

**“Assessing the Role of Nonverbal Communication in Classroom Settings: A Study with B.Ed. Candidates”**

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**Abstract:** Effective teaching and learning involve more than verbal instruction—nonverbal communication plays a critical role in classroom interaction. This study aims to assess the understanding, usage, and perceived importance of nonverbal communication among Bachelor of Education (B.Ed.) students. Using a quantitative research design, responses were collected through a structured questionnaire administered to 40 B.Ed. students. The findings reveal that while most candidates are aware of nonverbal cues like facial expressions, gestures, and body language, their conscious application in classroom scenarios varies. The study highlights the need for incorporating nonverbal communication training in teacher education programs to improve classroom engagement, student-teacher rapport, and instructional clarity.

[Sandhya, M. **Assessing the Role of Nonverbal Communication in Classroom Settings: A Study with B.Ed. Candidates.** *The International Journal of Interpretation, Observation and Analysis*, 2025; Volume 3, Issue 1:196-202 (July-September). ISSN 2349-0713, Peer-reviewed (online/offline), Refereed, Indexed and International Journal (Since 2013), Global Impact Factor: 5.776

**Key words:** Assessing, Nonverbal Communication, Classroom Settings

**Introduction**

“Education is the most powerful weapon we can use to change the world.” *Nelson Mandela*. Teachers wield the powerful tool of education, equipping students to change the world. In the domain of education, communication is a cornerstone of effective teaching. While verbal communication is traditionally emphasized, nonverbal communication—comprising gestures, facial expressions, posture, eye contact, and tone—forms a significant part of classroom interaction. Teachers’ nonverbal cues often influence student understanding, behavior, and motivation.

B.Ed. students, who are future educators, must be equipped not only with subject knowledge and pedagogical skills but also with the ability to communicate effectively in both verbal and nonverbal modes. Despite its importance, nonverbal communication is often underrepresented in teacher training programs.

This paper seeks to assess how B.Ed. candidates understand and use nonverbal communication in classroom settings and whether they recognize its impact on teaching effectiveness.

**Keywords:**

Nonverbal Communication, Classroom Interaction, B.Ed. Students, Teacher Education, Body Language, Teaching Skills.

**Literature Review**

Nonverbal communication plays a crucial role in educational settings, influencing classroom dynamics, student engagement, and teacher-student interactions (Jones & Jones, 2016). According to Mehrabian (1971), nonverbal cues such as facial

expressions, gestures, and posture can significantly impact communication effectiveness, sometimes even more than verbal messages. In classrooms, these cues help convey emotions, attitudes, and intentions, affecting how educational content is perceived and understood (Andersen & Guerrero, 2020).

Research suggests that nonverbal communication contributes to teacher credibility and student motivation (McCroskey & Richmond, 1991). Teachers who effectively use nonverbal cues tend to create a positive learning environment, fostering student participation and comprehension (Burgoon et al., 2016). Conversely, misinterpretations or inconsistencies in nonverbal signals may lead to misunderstandings and disengagement among students (Gallois et al., 2015).

Moreover, cultural differences influence nonverbal communication norms, which can impact classroom interactions in diverse educational settings (Hall, 1976). Understanding these cultural nuances is essential for educators to promote inclusive and effective communication strategies (Matsumoto & Hwang, 2013).

Recent advancements in technology have also explored the role of nonverbal cues in digital learning environments, where video conferencing tools and virtual classrooms require new forms of nonverbal communication adaptation (Wang et al., 2020). These studies underscore the evolving nature of nonverbal communication research and its relevance in modern educational contexts.

In summary, nonverbal communication in classrooms is a multifaceted area of study that

influences teacher-student relationships, learning outcomes, and educational experiences. This literature review provides a foundational understanding of the significance and implications of nonverbal cues in educational settings.

**Research objectives of this study are as follow:**

1. To identify the types of nonverbal communication commonly recognized by B.Ed. students.
2. To assess the frequency and context in which B.Ed. students use nonverbal cues during teaching practice.
3. To evaluate the perceived importance of nonverbal communication in enhancing classroom effectiveness.
4. To suggest strategies for incorporating nonverbal communication training into B.Ed. curricula.

**Research Questions**

1. Are you aware on the importance of Nonverbal Communication and its Usage
2. Which of the following do you consider a form of nonverbal communication?
3. What type of nonverbal cue do you observe most frequently during classroom interactions?
4. How often do you consciously use nonverbal communication during your teaching practice?
5. In which teaching context do you use nonverbal cues the most?
6. Which nonverbal gesture do you find most useful when students are not paying attention?
7. How important do you think nonverbal communication is in improving classroom engagement?
8. Nonverbal communication helps in...

**Data Collection**

Data was collected using a **self-developed questionnaire** distributed through **Google Forms**. The questionnaire includes **multiple-choice** focusing on students' perceptions, institutional practices, and challenges related to gender

9. How effective is nonverbal communication in managing a diverse classroom?
10. Would you benefit from formal training in nonverbal communication as part of your B.Ed. program?
11. What method would you prefer for learning about nonverbal communication?

**Research Methodology**

**Research Design**

A **quantitative research approach** was most suitable for this study as it allows for the systematic collection and analysis of numerical data to identify awareness on non-verbal communication among B.Ed. students. This approach ensures objectivity, reliability, and generalizability of findings (Creswell, 2018). By employing a structured questionnaire with closed-ended questions, the study can quantify student responses, measure the extent to which students are aware about non-verbal communication and its usage in teacher education institutions, and analyze relationships between variables. Furthermore, a quantitative design facilitates statistical analysis, making it possible to derive meaningful conclusions and comparisons across different demographic groups.

**Participants**

The study included **40 B.Ed. students** enrolled in teacher education programs. The demographic details of participants will include:

- **Gender:** Male and Female
- **Age Group:** 20-25 years, 26-30 years, and 30+ years
- **Academic Year:** First-year and Second year B.Ed. students

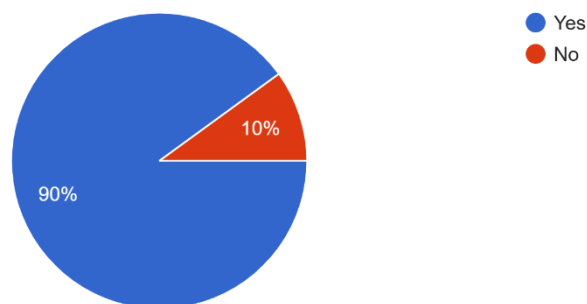
inclusivity. The online survey method ensures a broader reach, quick response collection, and ease of data management. Participants will be assured of **confidentiality and anonymity** to encourage honest responses.

**Data**

**Analysis**

1. Are you aware on the importance of Nonverbal Communication and its Usage

40 responses

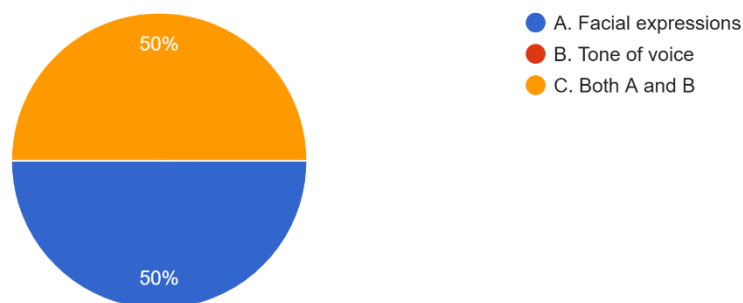


**Interpretation:** 40% of the students were aware of nonverbal communication yet we see 10% of

students are still not aware of nonverbal communication.

2. Which of the following do you consider a form of nonverbal communication?

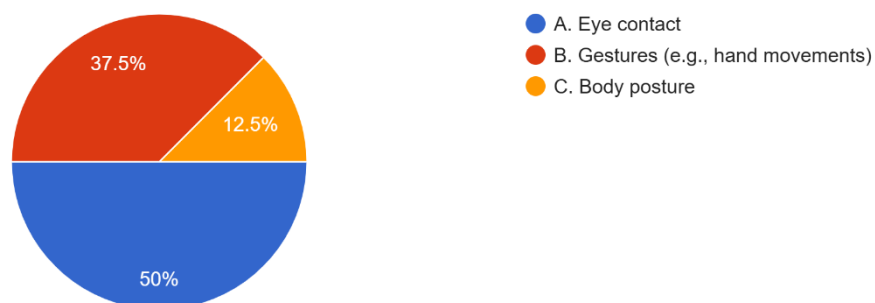
40 responses



**Interpretation:** Equal weightage is given to facial expression and tone of voice as nonverbal communication.

3. What type of nonverbal cue do you observe most frequently during classroom interactions?

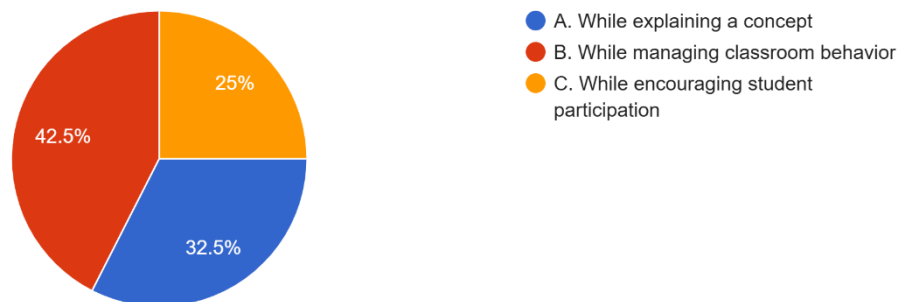
40 responses



**Interpretation:** nonverbal cue like Eye contact was observed by 50% of students and 37.5% observed Gestures and 12.5% observed Body posture.

4. How often do you consciously use nonverbal communication during your teaching practice?

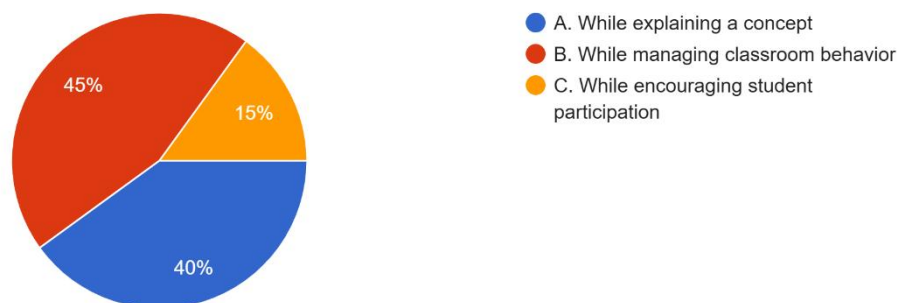
40 responses



**Interpretation:** Students using nonverbal communication consciously varies around 42.5% used nonverbal communication while managing classroom behaviour, 32.5% used while explaining a concept and 25% while encouraging students participation.

5. In which teaching context do you use nonverbal cues the most?

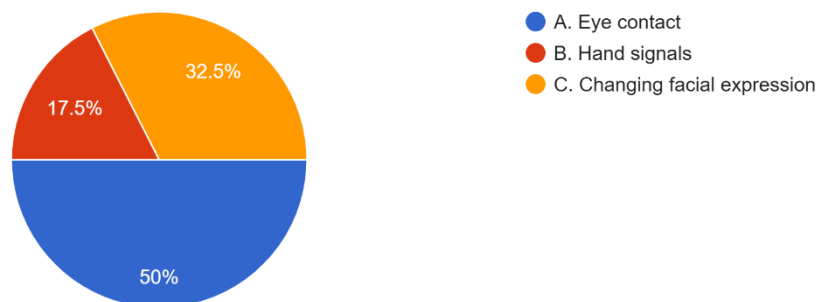
40 responses



**Interpretation:** 45% of students acknowledge they use nonverbal communication while managing the classroom behaviour the most.

6. Which nonverbal gesture do you find most useful when students are not paying attention?

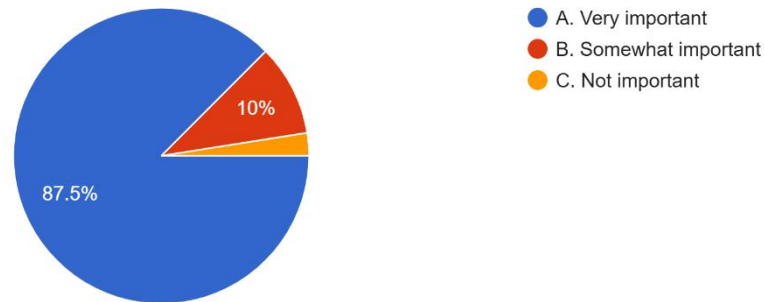
40 responses



**Interpretation:** Eye contact was the most used nonverbal communication to gain students attention.

7. How important do you think nonverbal communication is in improving classroom engagement?

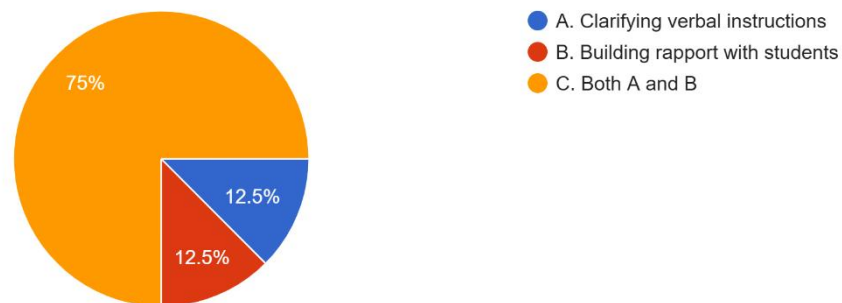
40 responses



**Interpretation:** 87.5% of students completely agreed nonverbal communication is very important in improving classroom engagement .

8. Nonverbal communication helps in...

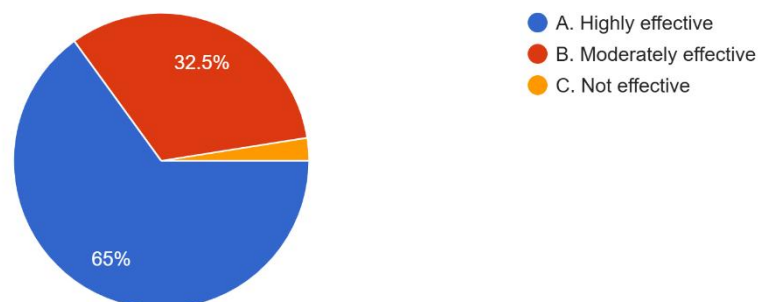
40 responses



**Interpretation:** nonverbal communication helps in both clarifying verbal instruction and also building up rapport with students.

9. How effective is nonverbal communication in managing a diverse classroom?

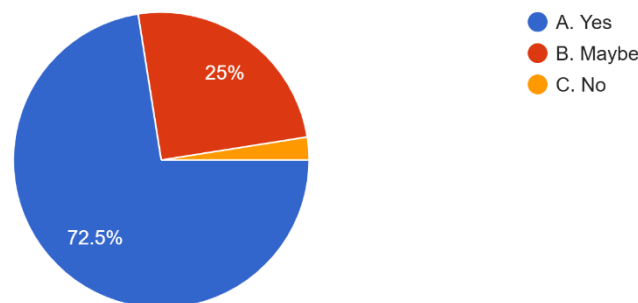
40 responses



**Interpretation:** 65% of students say nonverbal communication is highly effective in managing a diverse classroom.

10. Would you benefit from formal training in nonverbal communication as part of your B.Ed. program?

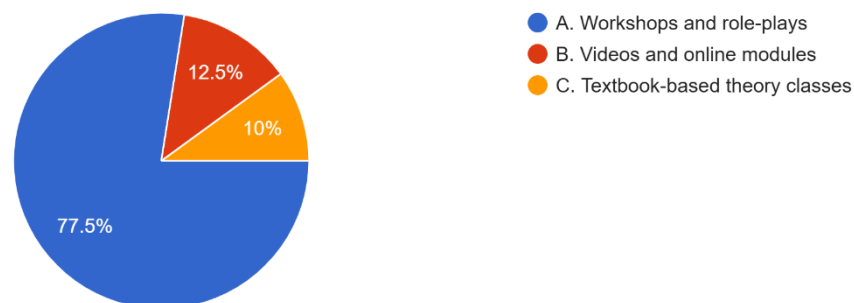
40 responses



**Interpretation:** 72.5% of students say formal training in nonverbal communication if inculcated in B.Ed. program would be very helpful.

11. What method would you prefer for learning about nonverbal communication?

40 responses



**Interpretation:** 77.5% of students suggest conducting workshops and role-plays would help them in learning about nonverbal communication.

**Data Analysis & Findings:**

The study reveals a significant awareness among students regarding nonverbal communication, with 40% having a general awareness but 10% still lacking awareness. Equal importance is attributed to facial expressions and tone of voice in nonverbal communication. Eye contact was noted by half of the students, while gestures and body posture were observed by 37.5% and 12.5%, respectively. In terms of application, 42.5% of students consciously used nonverbal communication for classroom management, 32.5% while explaining concepts, and 25% for encouraging student participation. Notably, 45% emphasized its role in managing classroom behavior, primarily through eye contact.

A significant majority (87.5%) agreed that nonverbal communication greatly enhances classroom engagement by clarifying instructions and building rapport, particularly effective (65%) in diverse classroom settings. The majority (72.5%) also expressed a strong desire for formal training in nonverbal communication as part of their B.Ed. program and recommended workshops and role-plays (77.5%) to facilitate learning in this area. Overall, the study underscores the importance of nonverbal communication in educational settings, highlighting both its current recognition and the potential benefits of structured training and practical learning opportunities for future educators.

- **Awareness of Nonverbal Cues:**
  - 92% identified facial expressions and gestures as key nonverbal tools.
  - 70% acknowledged the role of posture and space in communication.
- **Usage During Teaching Practice:**
  - 68% consciously used gestures to explain content.
  - 55% maintained eye contact to manage classroom attention.
- **Perceived Importance:**
  - 85% agreed that nonverbal cues improved student engagement.
  - 78% felt that effective use of nonverbal cues reduces classroom disruptions.
- **Training Received:**
  - Only 36% reported having any formal input or training on nonverbal communication.

#### 5. Discussion:

The data shows that B.Ed. students are moderately aware of the importance of nonverbal communication but lack formal training in its application. Nonverbal cues are used instinctively rather than strategically. A structured component in the curriculum could enhance their conscious and effective use.

#### 6. Recommendations:

1. Introduce dedicated modules or workshops on nonverbal communication in B.Ed. programs.
2. Include peer and video feedback mechanisms for evaluating nonverbal behavior during micro-teaching.
3. Encourage reflective teaching journals focusing on communication patterns.
4. Sensitize teacher educators to model appropriate nonverbal behaviors.

#### 7. Conclusion:

Nonverbal communication is integral to successful teaching. For B.Ed. students, understanding and applying these cues can bridge communication gaps, support classroom management, and improve student learning outcomes. This study underscores the urgent need for integrating nonverbal communication training into teacher education frameworks.

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