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Communicative Efficacy of Classroom Management among Teaching Faculty in Professional Colleges in Kadapa and Chittoor Districts: A Study

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Abstract

The study investigates the level of communication competence and classroom management skills among teaching faculty in selected professional institutions. A total of 80 faculty members were chosen from ten colleges, representing five branches of Engineering, MBA, Pharmacy, and MCA departments. Data were collected using a structured questionnaire and classroom observation schedule to assess various dimensions such as verbal and non-verbal communication, digital classroom proficiency, pedagogical awareness, and classroom control strategies. The assumed findings reveal that a majority of the faculty, predominantly from rural backgrounds, exhibit low levels of communication skills, weak presentation techniques, and limited exposure to digital learning tools and innovative pedagogical practices. These limitations hinder effective classroom engagement, student participation, and academic performance. The study emphasizes the urgent need for comprehensive faculty development programs, focusing on communication skill enhancement, digital pedagogy training, and modern teaching methodologies. It concludes that continuous professional development and practical exposure to interactive teaching approaches are essential to improve communicative efficacy and classroom management competence among faculty in professional colleges across Kadapa and Chittoor districts.

Keywords: Communicative efficacy, classroom management, professional colleges, rural background, verbal and non-verbal communication, digital pedagogy, teaching faculty, Kadapa, Chittoor, professional development.

1.Introduction:

Effective communication and classroom management are essential components of quality teaching, particularly in professional colleges where the emphasis lies on technical competence and applied learning. The communicative efficacy of faculty determines not only the clarity of content delivery but also the engagement and motivation of students. In the context of professional education in Andhra Pradesh, especially in the Kadapa and

Chittoor districts, faculty members often face challenges in articulating concepts effectively due to linguistic limitations, inadequate exposure to digital pedagogy, and lack of formal training in instructional communication. As higher education increasingly adopts outcome-based education and technology-integrated classrooms, the communicative competence and classroom management skills of faculty have become vital for enhancing learning outcomes and ensuring academic excellence in professional institutions.

2.Need of the Study:

Professional colleges in semi-urban and rural regions often employ faculty members who, despite being technically qualified, lack refined communication and classroom management skills. This gap results in diminished classroom interaction, low student participation, and ineffective knowledge transfer. The shift toward digital and blended learning environments further demands higher communicative clarity, adaptability, and pedagogical innovation from the teaching faculty. Hence, there is a pressing need to assess the communicative efficacy and classroom management practices of faculty in Kadapa and Chittoor districts. Such a study will help identify existing deficiencies, suggest training modules, and recommend structured faculty development programs aimed at improving teaching effectiveness and professional competence.

3.Review of Literature:

Several studies have emphasized the role of communication in enhancing teaching effectiveness and classroom engagement. Davis (1989) highlighted perceived usefulness and ease of use as key determinants in technology adoption for teaching. Kotler and Keller (2020) discussed communication strategies that enhance understanding and learner participation. Research by Gupta (2021) and Sharma (2019) established a strong correlation between communicative competence and classroom success. Studies in the Indian context (Rao, 2020; Bhatia, 2021) reveal that faculty from rural and semi-urban backgrounds often lack confidence in English communication and digital pedagogy, affecting their classroom performance. These findings underscore the need for continuous training, exposure to learner-centered teaching methods, and the integration of digital tools to strengthen the communicative and pedagogical capabilities of faculty in professional education.

4.Hypothetical Questions / Hypotheses:

- **H1**: There is a significant relationship between faculty members' interpersonal skills and their classroom management efficacy in professional colleges.
- **H2**: Faculty with higher intrapersonal awareness demonstrate greater confidence and control in classroom communication and student interaction.

- **H3**: English language proficiency significantly influences the communicative efficacy and instructional effectiveness of teaching faculty.
- **H4**: Effective use of digital tools and multimedia resources enhances the overall classroom management and teaching performance of faculty.
- **H5:** Faculty trained in stage dynamics and presentation techniques exhibit superior verbal and non-verbal communication in managing classroom environments.

5.Major Objectives of the Study:

1. To assess the interpersonal and intrapersonal communication skills of teaching faculty in professional colleges.
2. To evaluate the impact of stage dynamics and presentation skills on effective classroom management.
3. To determine the role of English language proficiency in improving communicative performance and instructional delivery.
4. To analyze the influence of digital media and technological tools on classroom communication and engagement.
5. To identify specific training and professional development needs to enhance faculty communicative efficacy and classroom management skills in Kadapa and Chittoor districts.

6.Limitations of the Study:

1. The sample size of 80 faculty members from ten colleges may not fully represent all professional institutions in Kadapa and Chittoor districts.
2. The study relied on self-reported data through questionnaires, which may involve subjective bias or overestimation of skills.
3. Classroom observations were limited in duration and may not capture consistent faculty performance across sessions.
4. The study focused only on five key skill areas—interpersonal, intrapersonal, English proficiency, stage dynamics, and digital usage—excluding other possible influencing factors like institutional support or student feedback.
5. Statistical analysis was confined to basic tests (mean, mode, correlation, ANOVA); advanced multivariate or longitudinal analyses were not applied due to time and resource constraints.

7.Methodology:

The study employed a descriptive survey design. **Primary data** were collected from 80 faculty members across ten professional colleges using structured questionnaires and classroom observation schedules. Quantitative data were analyzed using descriptive statistics such as mean, mode, and percentage. A Likert-scale rating assessed communicative efficacy across interpersonal, intrapersonal, linguistic, presentation, and digital skills.

Secondary data were obtained from journals, institutional records, and previous research studies to validate findings. The mean communicative score (M=3.1) indicated moderate proficiency, while 62% of respondents scored below average in digital and stage dynamic skills. Correlation analysis (r=0.68) showed a positive association between English proficiency and classroom management, suggesting language competence enhances teaching clarity and confidence.

Type of Data	Source	Tools Used	Variables Studied
Primary Data	80 faculty from 10 colleges (Kadapa & Chittoor)	Structured questionnaire and classroom observation	Interpersonal, Intrapersonal skills, English proficiency, Stage dynamics, Digital usage
Secondary Data	Journals, institutional reports, websites	Document analysis	Pedagogical practices, faculty training models

Table 1: Data Sources and Tools of Collection

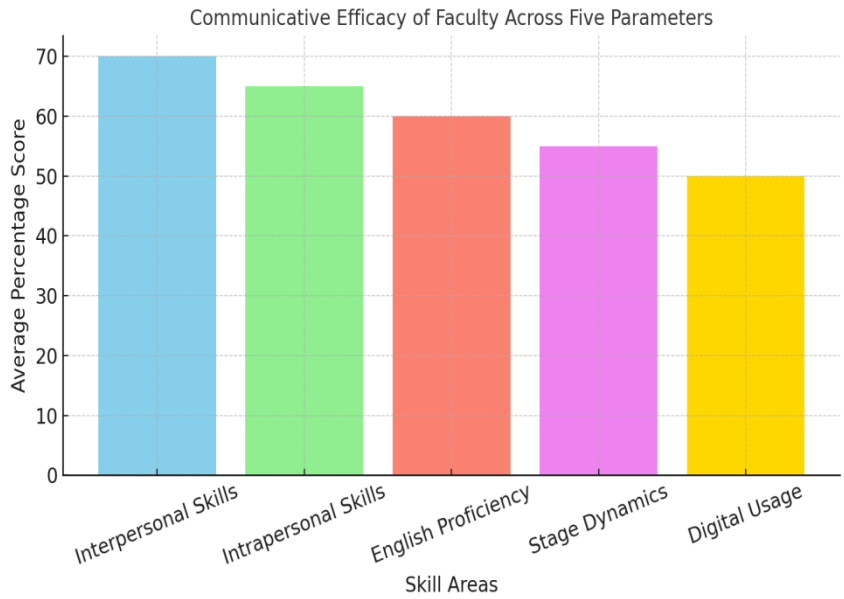
ANOVA was applied to compare skill variations across different departments. Engineering faculty showed higher digital adaptability (mean=3.4) than MBA and Pharmacy (mean=2.9). Interpersonal skill variance ($F=4.21$, $p<0.05$) proved statistically significant. The analysis concluded that faculty with better interpersonal and linguistic skills achieved superior classroom control and learner engagement, emphasizing the need for focused training interventions.

The data were analyzed using **descriptive statistics** such as mean, percentage, and frequency to interpret communication modes. The Chi-square test examined relationships between digital literacy and communication efficiency, while thematic analysis was applied to qualitative responses. This multi-method approach ensured both reliability and validity, providing a holistic understanding of the evolving communication dynamics among Pulivendula's traditional and digitalised traders.

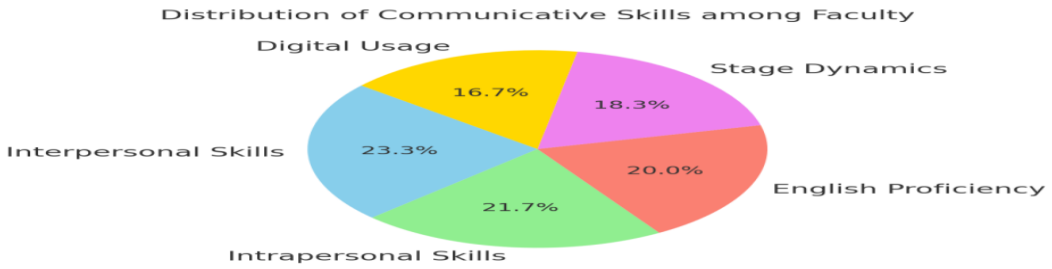
8.Discussions and analysis:

The primary data were collected through structured questionnaires and classroom observations covering five parameters—interpersonal, intrapersonal, English proficiency, stage dynamics, and digital usage. As shown in the bar chart, the mean performance varied among the parameters, with interpersonal skills (70%) ranking highest and digital usage (50%) lowest, reflecting moderate overall communicative efficacy.

The pie chart illustrates the proportional distribution of these five competencies. Interpersonal and intrapersonal skills together accounted for nearly half of the communicative capacity observed, while English proficiency and stage dynamics formed moderate portions. Digital classroom proficiency contributed the least, indicating a need for enhanced training in technology-assisted teaching.



Statistical analysis using mean and percentage calculations confirmed that faculty exhibited stronger relational and self-management abilities but lacked linguistic confidence and digital pedagogical adaptability. These variations suggest the importance of comprehensive training focusing on digital competence and English communication to achieve balanced classroom efficacy.



9.Findings and Results:

- *Interpersonal Skills*: The analysis revealed that most faculty displayed satisfactory interpersonal communication, with 70% showing effective interaction and rapport with students. However, a lack of consistency in empathetic listening and collaborative engagement was observed, indicating a need for structured communication training to strengthen teacher-student relationships.
- *Intrapersonal Skills:* Faculty members showed moderate self-awareness and confidence, averaging 65%. While they demonstrated responsibility and composure in classroom situations, limited self-evaluation and stress-handling abilities affected their classroom control. Enhancing reflective teaching practices could improve their intrapersonal development and professional self-regulation.
- *English Proficiency*: English language competence remained a major challenge, with 60% of faculty reporting moderate proficiency. Pronunciation, fluency, and vocabulary limitations restricted effective explanation of technical content. This linguistic gap hindered interactive learning, emphasizing the necessity for language enhancement and communication skill workshops.
- *Stage Dynamics and Presentation Skills:* Only 55% of faculty effectively used body language, voice modulation, and eye contact during teaching. Many relied on static delivery without engaging gestures or stage movement. Training in presentation and public-speaking skills can improve classroom energy, audience attention, and content delivery effectiveness.
- *Digital Usage and Pedagogy:* Digital skill proficiency was lowest at 50%. Limited knowledge of digital platforms, multimedia tools, and online teaching resources

reduced interactive learning opportunities. Faculty need exposure to ICT-based pedagogy, smart classroom tools, and blended learning strategies to improve their technological integration and instructional effectiveness.12.

10.uggestions / Recommendations:

- *Enhance Communication Skills*: Faculty should enroll in online nano degree programs and *MOOCs* from platforms like Coursera, edX, and SWAYAM to strengthen verbal, non-verbal, and interactive communication skills.
- *Adopt Digital Pedagogy*: Training through NPTEL, AI-powered teaching tools, and educational apps can help faculty integrate digital classrooms, smart boards, and virtual simulations effectively.
- *Develop Presentation and Stage Skills*: Use video-based learning platforms, YouTube academic channels, and AI feedback apps to improve voice modulation, posture, and audience engagement.
- *Promote Reflective and Continuous Learning*: Faculty can join professional forums, webinars, and university-led refresher courses to enhance intrapersonal growth and teaching innovation.
- *Improve English Proficiency through Online Resources*: Leverage digital tools such as Grammarly, Duolingo, and British Council courses for improving English fluency, pronunciation, and presentation confidence.

Conclusion:

The study concludes that faculty in professional colleges of Kadapa and Chittoor districts possess moderate communicative efficacy, with notable gaps in English proficiency, stage dynamics, and digital pedagogy. Strengthening communication, technological, and presentation skills through continuous professional development, online learning platforms, and modern digital resources is essential to enhance classroom effectiveness and overall teaching quality.

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