

Academic Conversation: A Case to Exemplify the Influence of Non-Verbal Communication on Human Interaction

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Abstract

The present study tried to highlight the influence non-verbal communication has on human interaction; academic conversation is specified to exemplify this construct for other spheres of life. It addresses whether teachers' non-verbal communication has an influence on students' performance, the students' perception regarding the non-verbal communication in academics and their respective impact were explored. Literature reflects that non-verbal communication has a significant role in human interactions; it not only elaborates but certainly clarifies the verbal message. The present study was devised to get subjective perceptions of students on board for presenting behavioural upshots serving academics. The sample of 37 Pakistani students of Quaid-i-Azam University within an age range of 19 to 24 years ($M= 22.8$, $SD=1.77$) responded to semi-structured interviews and their opinions were recorded in the form of interview transcriptions. Conventional content analysis was used for the analysis of data and categories were adjusted under two broader themes; perceived strong predictors of performance and perceived hurdles for students learning. Almost all individuals responded that non-verbal communication of teacher can be more influential than words. Findings of the study have great implications for behavioural management of people; teacher-student and other human interactions.

Keywords: Behavioural Management, Human Interaction, Non-Verbal Communication, Students, Teachers.

“A strong confident person can rule the room with knowledge, personal style, attitude and great posture.”

— Cindy Ann Peterson

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1. INTRODUCTION

Human interaction is genuinely driven through the communication skills of living beings and interaction is an integral component of their lives. Researches are repeatedly focusing on the fact that the power of utterance could never be denied as it is not what an individual said but how it is said, matters greatly. Accordingly, communication is not what is only stated in words; the conscious or unconscious acts people perform while speaking are equally essential elements of it. Everything people do and the way they do encompasses communication. It influences the holistic well-being of an individual incorporating spiritual context, workplace environment, and interpersonal interactions. People communicate their feelings, thoughts, skills and opinions in a distinct manner. Communication is generally regarded as both verbal and non-verbal transmission of knowledge; not just the exchange of speech and sounds (Bunglowala and Bunglowala, 2015).

Communication, thus, is defined as happening during the interaction when one individual's behaviour is influencing another individual's reaction, being recognized in the form of sender and receiver respectively (Mandal, 2014). Further, a group of researchers presented that the communication process is generally broken down into two essential components as verbal or word-based interaction comprising of only seven per cent of the whole activity whereas, 55% of it is destined to non-verbal messages asserting the vocal stance (Gabor, Baritz and Repanovici, 2015). Specifically stated, this kind of assertion comprises 100% of the message sometimes, such as touching the hand of a sad friend or family member et cetera. Additionally, the non-verbal input is the most alluring and pertinent component of everyday life conversation; gestures, facial expressions, voice quality and verbal characteristics along with space usage et cetera exhibits that non-verbal component of an active interaction. Also, the other non-verbal features include body posture, tone, pitch of speaker, and personal space (Wacewicz and Żywicznyński, 2012).

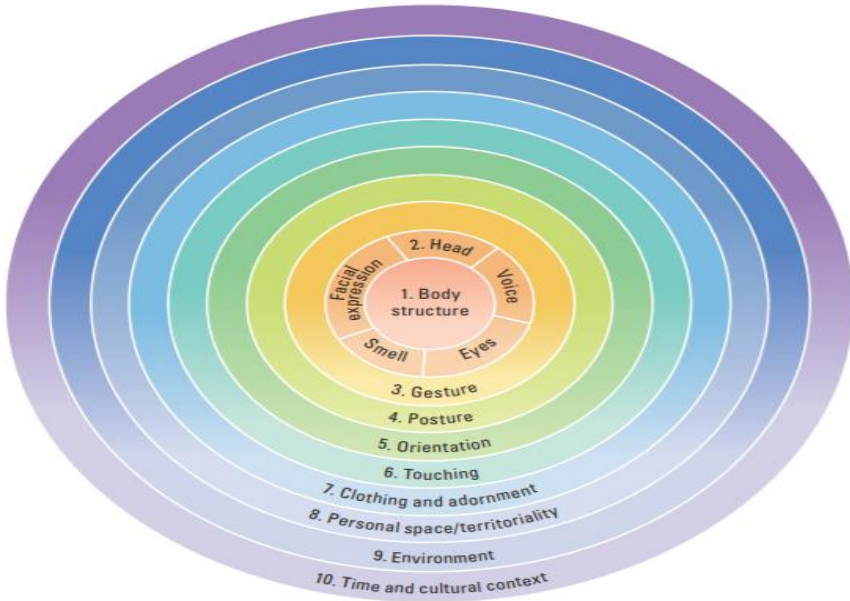
All conversations are comprised of verbal language for transmitting the desired information and non-verbal language that actually presents the true intentions of the speaker. The effectual elements of non-verbal aspect work in two different ways; it may enhance the meaningfulness of the message, add influential impact to it or reduce the clarity, hide the actual connotation or cause ambiguity. It contributes to the verbal message by the impact of smile, cheering tone, such as deeper than normal tone or frown on the face reflects negative mental state or aggression. Eye-contact reflects an interest in the conversation, the level of involvement, sincerity among speakers or boredom in the other ways around. Similarly, the use of touch indicates the extent of being closer to

friends or family, co-workers etc. are treated in a way to depict closer connection and least distant conversations as compared to strangers or outsiders (Bunglowala and Bunglowala, 2015).

Theoretical Framework: Visual Model of Non-verbal Communication

Non-verbal behaviours such as facial expressions, gestures, eye and body movements etc. are generally recognized as tells because these elements have a power to talk about the speakers' state of mind (Navarro, 2011). However, it can be ambiguous and people must not assume that they are able to read others' minds just because of a few non-verbal signals. The probability of being right and wrong is equal in such a scenario. To increase this probability of being right needs to address an entire group of non-verbal behaviours than focusing on a single gesture for understanding others' mental states. Furthermore, the assumption that verbal communication is more important than the non-verbal is again a misconception. As per commonplace consideration, it is vividly endorsed that non-verbal cues make 70 to 90% of our conversation, whereas, verbal communication has a comparatively smaller role in the totality of communication (Eunson, 2012).

Figure 1. Visual Model of Nonverbal Communication, Source: Adapted from Eunson, 1987 (as Cited in Eunson, 2012)



The visual model of non-verbal communication (Figure 1) is adapted to elaborate the concept of non-verbal communication. The process presents the theoretical understanding of the phenomenon in terms of the roles of sender and receiver during a conversation as interchangeable. Secondly, the situation, surrounding or context is identified as an important factor and the feedback serves the sound function of developing a transactional communication pattern to give the shared construction of meaning (Eunson, 2012).

The visual model of non-verbal communication presents that the shared construction of meaning requires all the physical features of a persons' body including the structure (body language), head and facial expressions (including voice, smell, eye movements), gestures, posture, orientation or placement, use of touch, attire, personal space or territorial consideration, the environment, and time along with cultural preferences have a distinctive impact in defining mental state of a person in addition to spoken words; thus, featuring non-verbal signals for the elaboration of verbal information (Eunson, 2012). Researchers presented that during effective listening, people prefer using back channelling; they reflect non-verbal and para-verbal feedback by using their heads, arms, body parts etc. These features commonly include smiling, nodding, and even the emission of friendly grunts as mmm...hmmm...Uh huh... (Kjellmer, 2009).

Likewise, para-linguistic features include the adjustment of voice by using all of its properties for conveying the meanings other than words. Not only this, the scientific exploration reveals that a culture has its own role in such aspects. Some cultures are found to be louder and physically expressive, whereas, others are passive and subdued (Hostetter and Alibali, 2007). Moreover, it is also found that during conversation people not only rephrase their words when mentioning someone's opinion but also rephrase or perform the gestures of the original speaker (Tabensky, 2008). For admiring others, postural echo or mirroring the posture of the speaker is found to be a sound manifestation. Furthermore, orientation along with the attitude of the person, the body angle or inclination towards others, all are considered to have a powerful non-verbal meaning during the conversation. Interestingly, the contextual elements such as architecture, shape and length of room, type of furniture, interior designing and climate of the place etc. are all recognized as being involved in the communicating of rich details of the person using or visiting them (Eunson, 2012).

The same theoretical model is available in multiple studies on non-verbal communication in diversified fields such as non-verbal interaction in law (Iyer, 2011), family members' and personal assistants' non-verbal perception, (Ashok, 2019) and feedback practices in academics (Nash et al., 2015). All of these scientific explorations presented that this model provides most of the

elements involved in non-verbal communication and the way these elements are involved is also highlighted to demonstrate the procedural requirements.

Teacher-Student Interaction and Non-Verbal Communication

Communication is everywhere but to have a focused consideration of its non-verbal impact, a specific context of conversation would enhance the understanding of the phenomenon. Therefore, specifically a case of teacher-student interaction will shed a light or present a picture advocating the need to be careful and conscious about non-verbal speech in every type of conversation, as one of the complete and comprehensive examples. The way a teacher communicates with students and the meaning, assertion, and interpretation of those messages by students enables the researchers to determine the effective mode of conversation and enhancing the interaction patterns of this academic association. The way students perceive the knowledge provided by the teachers in terms of the delivery and elaboration affects the cognitive and effective learning as it bears significant influence on the feelings of the learners. Also, it is identified that both verbal and non-verbal behaviours of teachers have a potential to enhance the conduciveness of the environment, to create positive impact, to enrich the effectiveness of instructions and all these factors affect the overall attitude of the students towards teachers as well as the course directly and particularly resulting in their willingness to learn (Sutiyatno, 2018).

Hong-li (2011) elaborated that the classroom activity actually presents the communication between the teacher and students via transmission of information or knowledge. Therefore, it is suggested that the teacher needs to be aware of those non-verbal signals endorsing or negating the truth of the words employed in the classroom-based communication. In this environment verbal component of conversation is the word-based relationship that requires teacher to be careful while speaking for an effective and successful teaching experience. The need to be careful addresses the fact that each word has a tendency to provoke a different kind of feelings, particular emotions, and a distinctive function along with individual sensitivities. The proper placement and usage of words grabs the immediate attention of soul and body of the listener. Therefore, the negative words, harsh tones, and critical comments are to be avoided by the teachers while dealing or conversing with students (Rasyid, 2016).

The successful steps for effective teaching and learning highlights the influence of non-verbal communication more than words, during the conversation, which requires teachers to understand the meaning of non-verbal

cues they use to send or receive during classroom activities. Non-verbal messages unfold through facial expressions, head usage, maintaining or avoiding eye contact, placement of the body, space usage, gestures and body language of both teachers and students (Barmaki, 2014). Most of the time teachers use their body parts or gestures unconsciously while speaking or providing lecture during the class. They also responded that after serving in this profession for long it becomes impossible to control the typical style they have or the body movements they automatically display during the class (Haneef, Faisal, Alvi, and Zulfiqar, 2014). Moreover, it is found in one of the studies that non-verbal messages are the part of unspoken conversation that never stops and continues during human interaction. It augments conversation by showing the feelings of the listeners and also ensures the speaker about how well the spoken words are being received or processed facilitating the interaction (Chaudhry and Arif, 2012).

Synergizing verbal and non-verbal signals not only enhance the delivery of the knowledge but is also a condition for successful communication of teachers and students. By understanding both the aspects, particularly the hidden meaning; unspoken impact and embroiled sensations of the words would strengthen the skills of teachers and the process of learning for growth. The emotional behaviour of teachers, empathy, the ability to understand the feelings and actions of their students, and the clarity of their messages impact the learners play a very effectual role to make the process comfortable and fathomable. The problem is that not all teachers are aware of these aspects and are also unable to synergize their words and non-verbal signals during their communication in the class. This clarifies that non-verbal communication is neglected to a large extent (Bunglowala and Bunglowala, 2015).

Researches on Non-Verbal Communication and Learning

Communication requires both verbal and non-verbal aspects of conversation for completion and clarity but the need is to address the subliminal impact of the second component - non-verbal communication - being recognized as a bit more automatic and least concerned area of effectual conversation. Following are the researches available in this context across the globe.

One of the studies conducted on the influence of non-verbal communication during teaching by Chaudhry and Arif (2012) stated the impact of non-verbal message is much louder than the mere usage of words while speaking with students. The same message could have a different interpretation just because of the way it is presented, the mode of non-verbal signals and the

style of delivery. Also, the study on the power of words suggested that a successful teacher must be aware of the impact of words, selection of tone, and properly designed framework of message to express and address expectations candidly (Gholipour, 2007).

Wahyuni (2018) highlighted the effectiveness of both verbal as well as non-verbal communication in students' academic performance. It was maintained that teachers need to be skillful in appropriate usage of both the communication patterns for creating quality learning. Additionally, Bambaeroo and Shokrpour (2017) presented a detailed review of the work has been done on the study variables and incorporated all the articles available till date by searching for the key words of success in teaching, verbal communication, and non-verbal communication. The study concluded that a strong connection exists between quality, time or amount of usage, and ways of using non-verbal cues during the process of teaching. Also, more efficacious teaching and progress of student was depicted with the utility of both verbal and non-verbal patterns of communication while conversing in the classroom.

Zeki (2009) has also worked on the importance on a few specified elements of non-verbal communication including eye-contact, mimics, and gestures. The content analysis of a written responses of participants reflected that these elements are effective in motivating and encouraging students to concentrate and to pay due attention to the lecture. Also, Irungu et al. (2019) presented the impact of non-verbal communication for learner-teacher interaction on academic achievements of chemistry learners. Descriptive survey design was employed and the study was based on Vygotsky social development theory. Findings of the study presented the substantial influence of non-verbal interaction of students' performance enhancements and it was suggested to train teachers in this specific form of communication to be used as an effective teaching methodology.

Haneef, *et al.* (2014) conducted a study on non-verbal communication and presented that it is an unconsciously driven process and people are not generally aware of the essential impact of the signals they deliver other than words. The use of body language, the way they place themselves with respect to personal space, physical appearance, their tone, and the type of eye contact provides additional and meaningful details to the listeners. Thus, non-verbal communication is recognized as the most authentic and genuinely effective piece of information not only supporting but also strengthening the verbal communication and the process of conversation.

Pakistani Researches on Non-verbal Communication and Teaching

There are only a few researches available in Pakistan in the above-mentioned contexts and have a very limited or specific stance.

Butt (2011) has conducted a study on the impact of non-verbal communication on the learning outcomes with the sample of students from 9th and 10th grades studying at Peshawar, Khyber Pakhtunkhwa. The observation schedule was developed and two teachers and 40 students participated in the initial session for the compulsory subject of English. The findings of the study revealed that the non-verbal cues would have quite a significant impact on the better learning of the students if utilized rightly. Another study was conducted with the students of district Buner, Pakistan, at the secondary level of education. The descriptive study used non-verbal cues checklist for data collection and concluded that teachers should incorporate the essence of non-verbal signals in their conversation during the class for making learning environment conducive for students (Shams, *et al.* 2016).

Haneef, *et al.* (2014) also attempted to investigate the role of non-verbal communication in teaching incorporating focus-group discussions conducted with faculty and students of BS-social sciences in Lahore, Pakistan. This qualitative study also endorsed that teachers need to work over their non-verbal communication skills for using them effectively during the class, hence, making the learning process easy for students.

The impact of non-verbal communication is somehow clarified in all these studies but the elaborated picture of non-verbal cues, the way these cues are interpreted by students the potential outcomes of those interpretations in terms of being effectual or hurdle in the process of learning are the identified gaps as cleared above, the reason to plan the present work.

Rationale of the Study

The present study was conducted to highlight the role of non-verbal communication in all types of interaction by particularly exemplifying the dual patterns of communication in teacher-student interaction. The clear need of the time is to address this construct for understanding the hidden details of verbal messages, reflecting on the sensitivities of people conversing with each other and adorning the sensation of information with desired attributes in all conversations. Therefore, the study was planned but no instrument or scale was found to address this phenomenon of non-verbal communication in human interaction. Thus, this was an attempt to come up with the essential aspects of it for constructing a comprehensive scale.

A theory driven approach was also needed for properly establishing the construct and then moving forward to the practical utility of the emerged features. The existing researches on non-verbal communication and successful teaching practices are a few in number, and lack theoretical clarity and comprehensive analysis (Bambaeroo and Shokrpour, 2017). In addition, the effectual role of non-verbal cues and its negative impact as a result of inappropriate usage of these signals would present the detailed understanding of how to work on these features of communication. Lastly, this is an attempt to picturize the phenomenon in a way that the present case of academia would easily be implemented in any other area of two-way communication such as boss and employees, speaker and audience, and even intimate conversations.

Research Method

The lack of theory-driven empirical evidence and absence of an instrument to measure the impact of non-verbal communication suggested to initiate the discussion of this phenomenon with a qualitative method. It is maintained with scientific evidence that the experience of individuals in the world and their relationship with it could be explored with the best way of asking them to describe the phenomenon the way they have perceived, taken, or lived it (Cropley, 2015).

Research Questions

- 1) Does teachers' non-verbal communication really make a difference?
- 2) What are the perceptions of university students about the impact of non-verbal communication of teachers on their academic performance?
- 3) What are the determinants of effectual performance?
- 4) Which kind of non-verbal cues are the hurdles for learning?

Objectives

The objectives of the study were:

- 1) To identify the impact of teachers' non-verbal communication on students' learning.
- 2) To explore the positive (encouraging) and negative (discouraging) attributes of teachers' non-verbal interaction.
- 3) To identify the role of teachers' gender in terms of having non-verbal influence on students' performance.

Procedure

This research employed a qualitative approach with semi-structured interviews through purposive convenient sampling; the participants were approached with a specific purpose and all those who were available were requested to take part in the study if they perceive that non-verbal communication plays some role in human interaction. The data was collected from the students of Quaid-i-Azam University. It includes 37 Pakistani undergraduate students aged 19 to 24 years ($M= 22.8$, $SD=1.77$). They were approached in their classes with prior notice and consent regarding the interviews. The data was collected until the saturation point was attained; the repetition of responses or similar level and type of upcoming information indicated against more interviews. All ethical requirements were considered, confidentiality was ensured, and written consents were taken.

2. DATA ANALYSIS

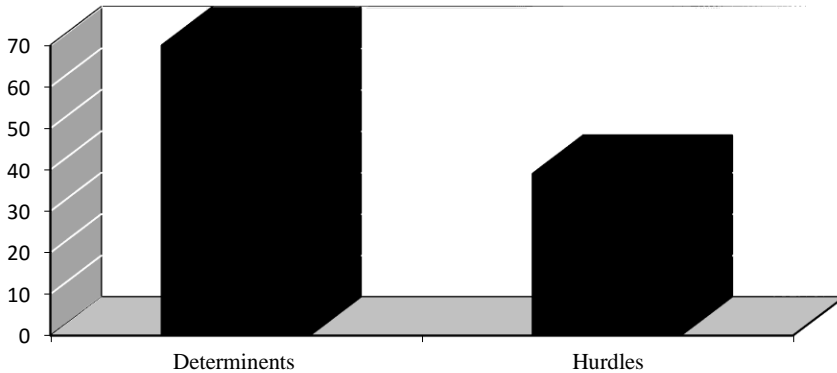
The process of conventional content analysis as presented by Harris (2001) was used for data analysis of the transcribed interviews. The complete interviews were written down and recorded with participants' consent. Then line by line reading of the text was done for generating coding scheme, categorization of codes as per the instructions and formally after properly revising coding schemes and categories the two types of themes were generated. The reliability of the data was computed for taking truthfulness of the data into account through inter-rate agreement. The data was provided to the two different qualitative research expert raters and their consensus was taken for the finalization of categories and themes.

3. RESULTS

Two types of themes as perceived, determinants of effectual performance and perceived hurdles for students learning, were generated after careful analysis of the data. Frequencies and percentages of all categories were formulated accordingly and reported graphically.

The first theme of the study is perceived determinants of effectual performance that reflects the essential non-verbal features being perceived by the students as a source of encouragement from the teacher if rightly used and properly displayed during the communication. Whereas, the second theme of the study emerged in the form of a few elements being perceived as a hurdle while conversing in the class with the teacher by the students and labelled here as perceived hurdles for the students learning.

Figure 2. Themes of the Study



Perceived Determinants of Effectual Performance

The four categories of the factors being perceived as the determinants of good performance by the students are as follows:

1. Eye Contact

Eye contact is a reflection of teachers' connection with students providing them a great sense of interest and energy to contribute in the classroom.

For instance, one of the participants responded, "I can only concentrate and understand better when teacher is looking towards me while speaking or when I ask question".

2. Body Language

The usual placement and movements of teachers, use of space, and bodily responses over students' behaviour not only guide but also shape up the process of learning.

For instance, another said, "I just got a wave of activeness when the teacher is actively participating in the tasks, has created an atmosphere of excitement with interactive sessions and conducts role plays type activities".

3. Gestures

Posture, facial expressions, and gestures such as thumbs up while responding to a certain behaviour or answer of a student encourages the attempt.

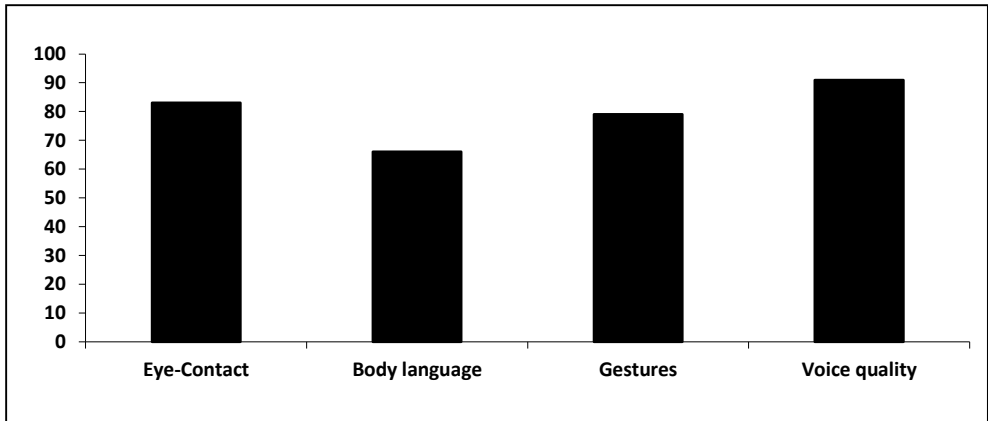
For instance, one student added, “My teacher uses to nod, give appreciatory responses by thumbs up gesture which is very encouraging for me. I just like that moment”.

4. Voice Quality of the Teacher

Loud and clear voice of a teacher is reflected as an alarming and motivating sign for the students during the class that results in more participation than usual.

For instance, a participant stated, “the loud voice of teacher really matters during the lecture. One of my teachers has a very loud voice and the listeners cannot distract themselves from her for long time and even cannot make lame excuses like was not able to hear etc”.

Figure 3. Perceived Determinants of Successful Learning



Perceived Hurdles for Students Learning

The second theme is comprised of hurdles found in the process of student learning. The following are the categories:

1. Extra Movements

A substantial number of respondents perceived that the constant walk of the teacher in the room or excessive use of hands et cetera causes a distraction rather than assistance while learning.

For instance, one of the students said, “if the speaker is moving a lot, I mean a constant shift from here and there while speaking, it annoys or somehow distract us. I guess you are getting me those extra movements of teachers also causes distraction, cannot concentrate”.

2. Greater Distance

This category works for the concern of proximity, revealing the students' perception that teachers only consider the students sitting in front rows or ignores the back benchers and the interaction is very minimal or less comparative to closer ones.

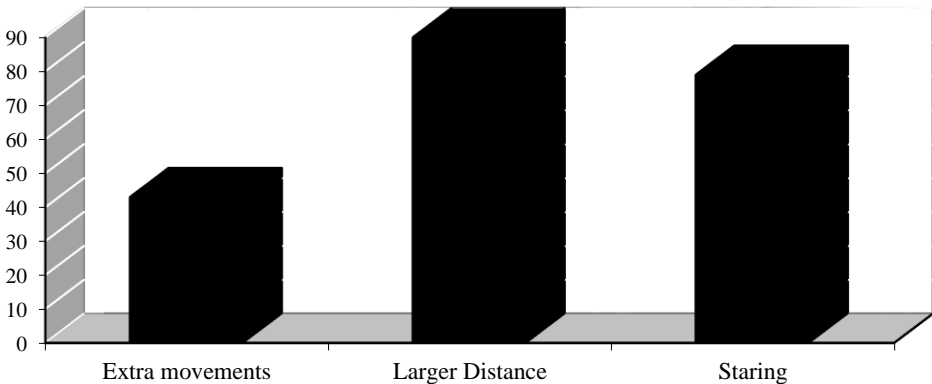
For instance, it was reported as “the distance between teachers and students must be very less. It is difficult to connect from a larger distance than from less gap like if you are sitting in front benches then the learning is good because chances of distraction are minimum and the topic is clearer”.

3. Staring at an Individual

If the teacher does not maintain desirable eye, contact with all students or stare at a few of them it would be confusing for the students and result in poor coordination and understanding.

For instance, a child responded as “I think if teacher is continuously staring at a single individual, it confuses that student and others also feel like they are being ignored”

Figure 4. Perceived Hurdles in the Successful Learning



4. DISCUSSION

Everything has a power to speak in the process of communication, even objects and physical space, but only vocal and overt aspects are generally observed whereas the non-verbal features are somehow ignored while

discussing communication as a domain. The composite of facial expressions, voice quality including pitch and tone, gestures, touch, shout along with speech and writings, all is recognized as language (Haneef, *et al.* 2014). Whereas, non-verbal communication further includes bodily movements, gestures, eye contact, sounds, personal spacing, posture, and even attire of the speaker. It works for enhancing the elaboration and understanding of verbal messages, interest and curiosity of the listeners would also be raised by incorporating these non-verbal features of communication. The present study was designed to consider the influence of such non-verbal features of communication to add clarity to the conversation. To exemplify one domain of functioning for understanding the applicability of findings in different contexts, academia was considered as a domain to be focused in this study.

Non-verbal communication is found to be noticed by children from a young age; they learn these expressions through observing and imitating the family members or people around them. Also, it is linked that teaching is a process that involves interpersonal transfer of knowledge or communication; successively resulting in information processing, learning things out and decision-making attempts involving cognitive, affective, and psychomotor functioning. As communication has a central role in academic practices, ample evidence suggested the need to train teachers and students a sound communication skill with essential patterns of verbal and non-verbal aspects being involved in effective conversation to enrich the learning experience (Bambaeeroo and Shokrpour, 2017).

Moreover, communication is described as a process of social development associated with cultural and spiritual growth; whereas, its absence results in static functioning of life preventing social development (Salimi, 2014). Likewise, the professional teachers possess the ability to develop meaningful, purposeful, and effective bonding with students. Then, the satisfaction in teaching requires effective communication skills for smooth functioning of the process - which would always be incomplete and disturbed otherwise - even if the teacher is competent. Additionally, as established above, the non-verbal input is the most alluring and pertinent component of everyday life communication including educational set-up; gestures, facial expressions, voice quality and verbal characteristics along with space usage etc. are exhibiting that non-verbal component of an active interaction. Therefore, the present study to consider why and how non-verbal communication influences the process of learning to exemplify the role of non-verbal communication in human interaction. Furthermore, the determinant of effective performance of students and the hurdles in the process of learning were also explored as per the indicators of non-verbal communication.

The findings of the study present the substantial influence of non-verbal communication in students' learning, and two prominent themes of the study were formulated as Perceived Determinants of Effectual Performance and Perceived Hurdles for Students Learning. The former includes eye contact, gestures, body language, and voice quality of the teacher as determinants of good performance among students. The latter, on the other hand was the composite of perceived hurdles by the students such as extra movements of the speaker, greater distance between teacher and students, and staring at one student make it difficult for one to concentrate. In addition, the perception of students about the role of teachers' gender were consistent among all; to be equally influencing irrespective of male or female in terms of the influence of one's non-verbal communication.

Students reported that proper eye-contact with a teacher encourages them to be attentive, to concentrate, and to respond effectively whereas, a staring on a single student might offend him/her or even confuse them. Similarly, the body language of teacher was regarded as an energetic factor; while the static and still posture of teacher was highlighted as a factor that creates the least interactive environment. The extra movements of a teacher and constant shift of space is also reported as a distracting factor whereas composed and organized movements of a teacher are considered as charming features of an active classroom environment. Also, appropriate gestures motivate the students to participate and get appreciated than the classes where no such feedback is provided.

Likewise, the vocal quality of a teacher was appreciated to be audible and clear and perceived as a source of attention and compulsion to register the incoming information whereas, the low voice and monotonous speaking practices discourage and even boredom is reported in such situations. Another contributing factor was presented as a distance between a teacher and a student during the class. It is stated that greater the distance between the two key stakeholders the easier will be the distraction. Also, those who sit in front-benches, are supposed to be more involved than the back-benchers. It was also added that teachers often intentionally reduce that difference by changing their position from one place to another to manage the problem considerably.

Research evidence supports the findings of the study as the use of non-verbal skills help the speaker guide others in the desired direction for the achievement of their goals. The power of body language to change others' feelings and attitudes could never be denied as sometimes being more effective than verbal message (Farhangi, 1995). Further, Oskouhi, Movahed

Mohammadi, and Rezvanfar (2013) presented that there exists a significant correlation between performance of faculty members and non-verbal communication skills in their attempt of investigating the phenomenon among professionals in academic set-up of Agricultural Sciences and Natural Resources University.

Similarly, it is stated that a successful teacher needs to be aware of the influence of words, the way it can impact the audience, and also, the proper way of expression with appropriate tone-words combination (Gholipour, 2007). The clear and eloquent expression of teacher encourages the students to listen willingly, to summarize the shared content easily, to work over the problem successfully and to respond the teacher's call effectively (Najafi and Rahmazade, 2013). One of the studies on similar exploration in Tehran presented that the usage of non-verbal communication by the teacher played a substantially effective role in increasing the self-esteem of students and also in reducing their shyness (Heydarpour, Dokaneifard and Bahari, 2008).

Morgan and King (2012) found that unconscious messages in terms of non-verbal cues as a source of encouragement or dislike are often practiced. Likewise, evidence is available for the same tendencies such as use of eye-contact to establish or point student's pairing, silence for encouraging reluctant ones to participate in class, smiling, or nodding to support or appreciate students for the smooth functioning of the process. Better comprehension, flow of discussion, facilitative learning, and constructive interaction are the outcomes ensuring best performance and extensive learning of students (Akinola, 2014).

The barriers to effective communication often arise in all type of interactions. Sometimes in the classroom a few hurdles might be experienced by the students and teachers. Now, for proper communication particularly for the use of non-verbal language it is required for the teachers to consider the detrimental factors along with beneficial ones to resolve the problems ever aroused. Due to the greater distance between teacher and student the level of interaction reduces, the student might not get attracted or easily get influenced by the disruption/distraction (around the student) than the teacher's lecture. Also, if the teacher uses too many bodily gestures, it might confuse the students. Thirdly, the constant staring has a potential to disturb the student and one might not concentrate effectively. Additionally, the strong bonding and effective interaction between teacher and students are other outcomes of proper utilization of non-verbal language (Bambaeeroo and Shokrpour, 2017) which may not exist in the presence of these hurdles.

Lastly, effective process of learning and teaching depends on both the teachers and students. If either of them is not cooperative then all the attempts would be in vain. Sometimes, students do not concentrate or focus in the class

and often the teacher might not be involved enough in the process of teaching, hence it is the need of the hour to help both understand and utilize the power of non-verbal cues for reducing boredom and understanding the situation of one another. Also, non-verbal cues often create friendly environment, students focus more on bodily cues than on words and such non-verbal signals convey the message clearly and politely (Haneef, *et al.* 2014). This presents the need to study the utility of learning these features not only in the educational set-up but also in all human interactions.

Limitations of the Study

Subjective self-reporting nature of data and lack of standardized instruments are the biggest limitations of the study. Further, the duration of perceiving the difference produced by non-verbal interaction was not explored but these components along with personal involvement and expectations could influence the findings of the study that need to be cautiously explored.

Implications

The present study was conducted to gather empirical data and to initiate the process of scale development for the assessment of non-verbal communication and its impact on human interaction. Therefore, it possesses the desired potential for scale construction and quantitative work in the domain. Also, sometimes people might not understand the reasons of failure in terms of conversations; thus, to understand the unsaid idea, hidden meanings and inherent purposes; one needs to be good in non-verbal communication. Teacher's (people) interest, confidence, and enthusiasm require to be communicated in their tones, stress pattern and intonation, and bodily expression for effective conversation. The organization of seminars and conferences for training and retraining teachers, students, and employees of all other fields and professions would result in better human interaction, understanding, and development.

5. CONCLUSION

Non-verbal communication is a pertinent aspect of human interaction. It defines who they are, what they want, and the understating of this essentially effectual yet oblivious feature of language would make it easier for people to know its impact (on functioning) and effect on the lives of living beings in all spheres of life. Furthermore, the potential usage of space and appropriate

incorporation of bodily elaborations, feedback through gestures, and effective articulation of voice would serve in getting best possible outcomes in such interactions.

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