

An Empirical Study on High School Teachers' Perceptions of the Need for Professional Communication Training for Contemporary High School Students: A Study With Reference to the DK District of Karnataka

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Abstract: This empirical study investigates high school teachers' perceptions of the need for professional communication training for contemporary high school students, focusing on the DK District of Karnataka. A sample of 204 teachers participated by responding to a structured questionnaire based on a 5-point Likert scale assessing their awareness, attitudes, willingness to support communication training, and perceived challenges. Descriptive statistics showed that teachers generally hold positive attitudes toward the integration of communication skills in the curriculum. One-sample t-test results revealed statistically significant support for communication training, with p-values less than 0.05, confirming teachers' recognition of its importance for students' academic success, career readiness, and holistic development. However, respondents also identified significant barriers, including inadequate training opportunities, limited resources, and insufficient institutional backing. The study underscores the urgent need for targeted professional development programs and systemic support to enhance the effective implementation of communication training in high schools within the DK District and similar contexts.

Keywords: Communication Training, Teacher Perceptions, Curriculum Integration, Professional Development, Karnataka.

I. Introduction of the Study

In the rapidly evolving educational and professional landscape of the 21st century, effective communication skills have emerged as one of the most critical competencies for student success. While traditional education systems in India, particularly at the high school level, continue to emphasize academic excellence, there is a growing demand for the integration of professional communication training to better prepare students for real-world challenges. The ability to communicate clearly, confidently, and professionally is not only essential for academic achievements but also for enhancing employability, social adaptability, and leadership potential.

In regions like the Dakshina Kannada (DK) District of Karnataka, known for its educational prominence, schools are increasingly recognizing the need to supplement academic instruction with practical skill development. However, the effectiveness of such integration largely depends on the perceptions, awareness, and readiness of high school teachers, who play a pivotal role in shaping students' learning environments.

Teachers' attitudes towards communication training, their perceived benefits for students, and the challenges they face in implementing such training are crucial factors that influence whether these essential skills are adequately fostered in schools. Despite the apparent importance, limited empirical research has been conducted to explore the depth of teachers' perceptions regarding the need for professional communication skills in high schools, especially in the DK District context. This study seeks to address this gap by systematically analyzing teachers' awareness, perceived impacts, implementation challenges, and willingness to integrate professional communication training in their teaching practices.

Objectives of the Study

- ❖ To assess high school teachers' awareness of professional communication skills.
- ❖ To evaluate perceived impacts of communication training on students.
- ❖ To identify challenges teachers face in implementing such training.
- ❖ To examine teachers' willingness to support and integrate communication instruction.

II. Literature Review

- ❖ In the 21st century, professional communication skills have become essential for students, not only for academic success but also for career readiness and social adaptability. There is a growing recognition that effective communication is a vital employability skill. However, the extent to which these skills are emphasized in high schools, and teachers' perceptions of their importance, varies across educational contexts.
- ❖ The Importance of Professional Communication Skills: Communication skills are critical for students' personal, academic, and professional development. According to Kong (2014), communication competence is foundational for

students to express ideas clearly, collaborate effectively, and adapt to diverse environments. Schools are increasingly expected to prepare students not only academically but also to equip them with skills that are directly transferable to the workplace.

- ❖ **Teachers' Role in Communication Skill Development:** High school teachers play a crucial role in shaping students' communication abilities. Research by Akhiar et al. (2017) emphasizes that teachers' awareness and positive attitudes towards communication training significantly influence how these skills are integrated into classroom activities. When teachers understand the long-term benefits of communication training, they are more likely to support and encourage it.
- ❖ **Perceived Impact on Students' Academic and Career Success:** Studies indicate that students who develop strong communication skills perform better in both academic and professional settings. Robles (2012) identifies communication as one of the "soft skills" most desired by employers and a key contributor to students' future employability. Teachers often perceive that communication training enhances students' self-confidence, presentation skills, and employability prospects.
- ❖ **Challenges in Implementation:** Despite recognizing the importance of communication training, teachers often face practical barriers such as lack of time, inadequate training, and rigid academic schedules. Jain and Anjuman (2013) highlighted that many schools do not formally incorporate communication skills into the curriculum, making it difficult for teachers to find opportunities to address these competencies effectively.
- ❖ **Teachers' Willingness to Support Communication Training:** Teachers' willingness to adopt and promote communication skill development is closely linked to their own training and institutional support. Nazneem et al. (2020) found that when schools provide resources, workshops, and incentives, teachers are more inclined to integrate communication-based activities in their lessons.
- ❖ **The reviewed literature consistently demonstrates that professional communication skills are essential for contemporary high school students. Teachers generally recognize their importance but may face systemic barriers to effective implementation. Understanding teachers' perceptions, challenges, and willingness is essential to designing strategies that successfully embed communication training in schools.**

Statement of the Problem

In today's competitive and globalized world, communication skills are no longer optional; they are essential. However, a significant concern in the Indian high school education system is the insufficient emphasis on the structured development of professional communication skills among students. While teachers may acknowledge the importance of these skills, there is limited evidence on whether they actively promote communication training or face barriers that prevent its effective integration into the school curriculum.

In the Dakshina Kannada District of Karnataka, where educational standards are notably high, the lack of systematic communication training could hinder students' overall personal and professional growth. Moreover, teachers' perceptions, which heavily influence the adoption of new teaching practices, remain underexplored in this context.

Therefore, the central problem addressed in this study is: To what extent are high school teachers aware of, perceive the importance of, and are willing to support professional communication training for students, and what challenges do they encounter in implementing such training in the DK District of Karnataka?

This research aims to bridge the knowledge gap by providing empirical insights into teachers' perspectives, which can further inform educational policymakers, curriculum designers, and school administrators about the necessity and feasibility of integrating professional communication skills training at the high school level.

Hypotheses for the Study

1. Null Hypothesis: High school teachers are not aware of the importance of professional communication skills for contemporary high school students.
Alternative Hypothesis: High school teachers are aware of the importance of professional communication skills for contemporary high school students.
2. Null Hypothesis: High school teachers perceive no significant impact of communication training on students' academic and career success.
Alternative Hypothesis: High school teachers perceive a significant positive impact of communication training on students' academic and career success.
3. Null Hypothesis: High school teachers do not face significant challenges in implementing professional communication training in schools.
Alternative Hypothesis: High school teachers face significant challenges in implementing professional communication training in schools.

4. Null Hypothesis: High school teachers are not willing to support and integrate professional communication training into the school curriculum.

Alternative Hypothesis: High school teachers are willing to support and integrate professional communication training into the school curriculum.

III. Research Methodology

1. Research Design: The present study adopts a descriptive and empirical research design to assess and analyze high school teachers' perceptions regarding the need for professional communication training for students. The study relies on primary data collected through structured questionnaires.

2. Population and Sampling

Population: The population for this study includes high school teachers from government, aided, and unaided schools in the Dakshina Kannada (DK) District of Karnataka.

Sample Size: A total of 204 high school teachers were selected for the study. Out of 297 Google Forms distributed, a total of 251 responses were received, of which 7 responses were incomplete. Hence, the effective sample size considered for analysis in this study is 204 valid responses.

Sampling Technique: The study employed stratified random sampling to ensure appropriate representation from various types of schools (government, aided, unaided) and geographical locations (urban, semi-urban, rural areas) within the DK District.

3. Sources of Data

Primary Data: Collected directly from respondents through a structured questionnaire administered via Google Forms focusing on teachers' awareness, perceived impact, challenges, and willingness regarding communication training.

Secondary Data: Gathered from journals, research articles, education department reports, policy documents, and previous studies related to communication skills in education.

4. Data Collection Tool: A structured questionnaire was developed, comprising both closed-ended and Likert scale questions. The questionnaire was validated through expert reviews to ensure reliability and relevance.

5. Data Collection Period: The data was collected over a period of [November 2024 to February 2025].

6. Statistical Tools and Techniques: The collected data was analyzed using both descriptive and inferential statistics. The following techniques were employed:

- ❖ Percentage analysis
- ❖ Mean and Standard Deviation
- ❖ Chi-square Test
- ❖ t-Test or ANOVA (if applicable, based on the nature of the hypotheses and data)
- ❖ Likert Scale Analysis for perception measurement

7. Limitations of the Study

- ❖ The study is limited to high school teachers in the DK District and may not be generalizable to other regions.
- ❖ Responses are based on teachers' perceptions, which may carry inherent subjectivity.
- ❖ The study relies on the accuracy and honesty of self-reported data.

Conceptual Framework

The conceptual framework for this study is built on the premise that high school teachers' perceptions significantly influence the integration and effectiveness of professional communication training for contemporary high school students. The framework identifies four key constructs:

Awareness: The extent to which teachers understand the importance and relevance of professional communication skills for students in the current academic and professional environment.

Perceived Impact: Teachers' beliefs regarding the potential benefits of communication training on students' academic performance, confidence, social interactions, and future employability.

Implementation Challenges: The practical difficulties teachers face in delivering communication training, such as time constraints, lack of resources, inadequate training, or curriculum overload.

Willingness to Support and Integrate Training: Teachers' readiness and motivation to promote and incorporate professional communication skills training within their teaching practices and school activities.

- ❖ Teachers' Awareness directly affects their perception of the impact and their willingness to integrate communication training.
- ❖ Perceived benefits can enhance teachers' motivation, but implementation challenges may act as barriers.
- ❖ The willingness to support and integrate communication training is influenced by all three other factors and determines the actual likelihood of embedding these skills in the curriculum.

Data Analysis and Interpretation

Section A: Demographic Information

The gender-wise distribution of the respondents reveals a significant disparity between male and female high school teachers who participated in the study. Out of the total 204 respondents, 18 teachers (8.82%) were male, while a substantial majority of 186 teachers (91.18%) were female. This indicates that female teachers predominantly represented the sample group in this study. The high proportion of female respondents could suggest that the teaching profession at the high school level in the DK district of Karnataka is largely female-dominated. This demographic composition is important to consider, as it may influence the perceptions, attitudes, and approaches toward professional communication training for students. Additionally, the overwhelming female representation may have implications for the design and implementation of future communication training programs, ensuring that the specific perspectives and experiences of the majority group are well incorporated into the training framework.

The distribution of respondents based on the type of school indicates a diverse representation across government, aided, and unaided institutions. Out of the total 204 high school teachers surveyed, 90 teachers (44.12%) were from government schools, 6 teachers (2.94%) were from aided schools, and the largest group, 108 teachers (52.94%), were from unaided schools. This shows that the majority of the respondents are working in unaided schools, followed by a considerable proportion from government schools, while aided schools are minimally represented in the sample. The predominance of teachers from unaided schools could reflect the growing role of private educational institutions in the DK district of Karnataka. It also suggests that unaided schools might be more responsive or available for studies focusing on professional skill development, such as communication training. This distribution is significant as it may influence the perceptions and practices regarding the integration of professional communication training, given the likely variations in institutional policies, resources, and student profiles across different types of schools.

The data on the years of teaching experience of the respondents reveals a balanced mix of both early-career and highly experienced teachers. Among the 204 high school teachers surveyed, 75 teachers (36.76%) have less than 5 years of teaching experience, indicating a significant representation of relatively new educators who may bring fresh perspectives but may also have limited practical exposure to long-term classroom dynamics. Teachers with 5 to 10 years of experience constitute 23 respondents (11.27%), and those with 11 to 15 years of experience account for 20 respondents (9.80%), representing a smaller but important segment of moderately experienced teachers. Notably, the largest group consists of 86 teachers (42.17%) who have more than 15 years of teaching experience, suggesting that a considerable portion of the respondents are seasoned professionals with extensive classroom exposure and a deeper understanding of student needs and institutional practices. This diverse range of experience levels enriches the study by providing insights from both new and veteran teachers, which is crucial for assessing the practical feasibility, challenges, and anticipated impacts of integrating professional communication training into the high school curriculum.

The distribution of respondents based on the location of their schools highlights a strong urban and semi-rural presence in the study sample. Out of the 204 high school teachers surveyed, 112 teachers (54.90%) are from urban schools, forming the majority of the respondents. 81 teachers (39.71%) are from semi-rural schools, indicating a significant representation from schools located in areas that are transitional between rural and urban settings. In contrast, only 11 teachers (5.39%) are from rural schools, showing a limited participation from teachers working in fully rural environments. This distribution suggests that the study primarily captures the perceptions of teachers from more developed and accessible regions, where exposure to professional communication and modern educational practices is likely higher. The underrepresentation of rural schools may point to potential gaps in awareness, access, or availability of communication training initiatives in those areas. The findings based on this distribution can offer valuable insights into how location influences the need, challenges, and readiness for integrating professional communication training in high schools across different settings.

Section B: Awareness of Professional Communication Skills

Table No. 01 Awareness of Professional Communication Skills 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree

Statements	1	2	3	4	5	Mean
I am aware of the importance of professional communication skills for high	01	02	02	89	110	4.50

school students.						
Communication skills are essential for students' academic success.	01	01	02	93	107	4.49
Communication skills are essential for students' career success.	15	17	03	78	91	4.04
Professional communication skills help students to develop self-confidence.	08	10	03	94	89	4.21

Source: Survey data

The analysis of teachers' awareness regarding professional communication skills for high school students reveals an overwhelmingly positive perception among the respondents. The statement "I am aware of the importance of professional communication skills for high school students" recorded a high mean score of 4.50, indicating that most teachers strongly acknowledge the significance of these skills in the current educational context. Similarly, the statement "Communication skills are essential for students' academic success" received a mean score of 4.49, reinforcing the belief that effective communication plays a crucial role in enhancing students' academic performance. Further, the mean score of 4.04 for the statement "Communication skills are essential for students' career success" suggests that while the majority of teachers agree on the importance of communication skills for career advancement, the level of agreement is slightly lower compared to academic success. This may indicate that some teachers prioritize academic achievements over long-term career skills, though the overall consensus remains positive. Additionally, the statement "Professional communication skills help students to develop self-confidence" achieved a mean score of 4.21, reflecting the teachers' belief that communication training not only supports academic and career goals but also contributes significantly to students' personal development.

Overall, the responses demonstrate that high school teachers in the DK district of Karnataka are highly aware of the need for professional communication skills and recognize their vital role in shaping students' academic, career, and personal growth.

Section C: Perceived Impact of Communication Training

Hypotheses testing - one-sample t-test

The study aimed to assess whether high school teachers are aware of the importance of professional communication skills for contemporary high school students. A one-sample t-test was applied to test the following hypothesis:

Null Hypothesis: High school teachers are not aware of the importance of professional communication skills for contemporary high school students.

Alternative Hypothesis: High school teachers are aware of the importance of professional communication skills for contemporary high school students.

The test compared the observed mean score of 4.50 against the neutral value of 3 on the Likert scale. The calculated t-statistic is 21.42 with a p-value of 0.000 ($p < 0.05$), which is statistically highly significant.

Since the p-value is significantly less than the 0.05 level, we reject the null hypothesis (H_0) and accept the alternative hypothesis. This indicates that high school teachers are indeed aware of the importance of professional communication skills for contemporary high school students. The result strongly supports the teachers' positive perception and high awareness level regarding the need for professional communication training.

Table No. 02 Perceived Impact of Communication Training 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree

Statements	1	2	3	4	5	Mean
Communication training will improve students' classroom participation	25	26	07	78	68	3.68
Communication training will enhance students' employability skills	24	31	06	69	74	3.68
Students with better communication skills are likely to perform better in life beyond school	30	49	12	61	52	3.27
Communication skills training should be made a compulsory part of the school curriculum.	10	12	04	80	98	4.20

Source: Survey data

The responses indicate that teachers generally agree with the positive impacts of communication training on students. The mean score of 3.68 for both improving classroom participation and enhancing employability skills suggests that teachers moderately to strongly believe that communication training benefits students in these areas. However, the slightly lower mean score of 3.27 for the statement regarding life beyond school shows a more neutral to positive response, indicating that while many teachers agree

with the long-term importance of communication skills, some remain uncertain. Notably, the highest mean score of 4.20 was observed for the statement supporting the compulsory inclusion of communication skills training in the school curriculum, showing strong agreement among teachers that such training should be formally integrated into the educational system. Overall, the findings suggest that teachers perceive communication training as highly beneficial and support its institutionalization in schools.

Hypotheses testing - one-sample t-test

Null Hypothesis: High school teachers perceive no significant impact of communication training on students' academic and career success.

Alternative Hypothesis: High school teachers perceive a significant positive impact of communication training on students' academic and career success.

Summery Table

Statement	t-value	p-value	Interpretation
Communication training will improve students' classroom participation	9.72	$p < 0.0001$	$p < 0.0001$ Significant difference
Communication training will enhance students' employability skills	9.72	$p < 0.0001$	$p < 0.0001$ Significant difference
Students with better communication skills are likely to perform better in life beyond school	4.03	$p < 0.0001$	$p < 0.0001$ Significant difference
Communication skills training should be made a compulsory part of the school curriculum.	16.96	$p < 0.0001$	$p < 0.0001$ Significant difference

Calculated Data

The t-values range from 4.03 to 16.96, all well above the critical value for significance. The p-values are all less than 0.05, indicating statistically significant results. Since all p-values are highly significant, we reject the null hypothesis and accept the alternative hypothesis. This confirms that high school teachers perceive a significant positive impact of communication training on students' academic success, career readiness, and overall development.

Section D: Challenges in Implementing Communication Training

Table No. 03 Challenges in Implementing Communication Training 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree

Statements	1	2	3	4	5	Mean
The current academic schedule does not allow time for communication training.	35	52	10	71	36	3.10
There is a lack of resources (teaching materials, training modules, etc.) for communication skills training	74	91	06	21	12	2.05
I have not received formal training to teach communication skills.	13	31	07	85	68	3.80
There is a lack of institutional support to implement communication skills training.	74	97	04	19	10	1.99

Source: Survey data

The highest mean value of 3.80 indicates that a large number of teachers agree that they have not received formal training to teach communication skills, highlighting a significant gap in teacher preparedness. This suggests a critical need for professional development programs focusing on communication instruction. The statement "The current academic schedule does not allow time for communication training" received a mean score of 3.10, reflecting a moderate level of agreement. This indicates that time constraints within the existing academic framework are perceived as a practical challenge by many teachers, though the concern is not overwhelmingly strong. Interestingly, the mean values for the statements "There is a lack of resources" (2.05) and "There is a lack of institutional support" (1.99) are relatively low, suggesting that most teachers disagree or remain neutral about these issues. This implies that while resources and institutional support may not be the primary barriers, teacher training and time management are more pressing challenges.

In summary, the key barriers to implementing communication training identified by the teachers are primarily related to lack of formal training and academic schedule constraints, rather than resources or institutional support. This indicates that capacity-building initiatives and curriculum adjustments could effectively address the existing gaps.

Hypotheses testing - one-sample t-test

Null Hypothesis: High school teachers do not face significant challenges in implementing professional communication training in schools.

Alternative Hypothesis: High school teachers face significant challenges in implementing professional communication training in schools.

Summery Table

Statement	t-value	p-value	Interpretation
The current academic schedule does not allow time for communication training.	1.43	$p > 0.05$	$p > 0.05$ Not Significant
There is a lack of resources (teaching materials, training modules, etc.) for communication skills training	- 13.57	$p < 0.0001$	$p < 0.0001$ Significant difference
I have not received formal training to teach communication skills.	11.43	$p < 0.0001$	$p < 0.0001$ Significant difference
There is a lack of institutional support to implement communication skills training.	- 14.43	$p < 0.0001$	$p < 0.0001$ Significant difference

Calculated Data

Teachers strongly agree that the lack of formal training, lack of resources, and lack of institutional support are significant challenges in implementing communication training. This is supported by highly significant t-values ($p < 0.0001$). The perception that the academic schedule does not allow time for communication training was not statistically significant ($t = 1.43$, $p > 0.05$), indicating mixed or neutral views among teachers on this point. Since most of the identified challenges show statistically significant results, we reject the null hypothesis and accept the alternative hypothesis. This confirms that high school teachers face significant challenges in implementing professional communication training in schools, particularly in areas related to training, resources, and institutional support.

Section E: Willingness to Support and Integrate Communication Training

Table No. 04 Willingness to Support and Integrate Communication Training 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree

Statements	1	2	3	4	5	Mean
I am willing to undergo training to teach communication skills effectively	24	32	03	89	56	3.59
I am willing to integrate communication activities in my regular teaching practices.	28	29	03	84	60	3.58
I believe communication skills development is as important as academic performance.	03	02	03	91	105	4.44
I am ready to advocate for communication training in my school.	21	22	26	78	57	3.63

Source: Survey data

The analysis reveals that teachers generally show a positive inclination towards supporting and integrating communication training into their teaching practices. The mean score for the willingness to undergo training is 3.59, indicating moderate agreement. Similarly, the mean score of 3.58 for integrating communication activities in regular teaching also reflects a favorable attitude. Notably, the belief that communication skills are as important as academic performance recorded a high mean of 4.44, suggesting that most teachers strongly acknowledge the critical role of communication skills in student development. Additionally, the willingness to advocate for communication training in schools achieved a mean of 3.63, signifying a proactive mindset among teachers towards promoting communication training. Overall, these results suggest that teachers not only recognize the value of communication skills but are also open to participating in and supporting initiatives aimed at enhancing students' communication competencies.

Hypotheses testing - one-sample t-test

The study aimed to assess whether high school teachers are aware of the importance of professional communication skills for contemporary high school students. A one-sample t-test was applied to test the following hypothesis:

Null Hypothesis: High school teachers are not willing to support and integrate professional communication training into the school curriculum.

Alternative Hypothesis: High school teachers are willing to support and integrate professional communication training into the school curriculum.

The test compared the observed mean score of 3.81 against the neutral value of 3 on the Likert scale. The calculated t-statistic is 3.86 with a p-value of 0.000 ($p < 0.05$), which is statistically highly significant.

Since the p-value is significantly less than the 0.05 level, we reject the null hypothesis and accept the alternative hypothesis. There is statistically significant evidence to support the claim that high school teachers are willing to support and integrate professional communication training into the curriculum [$t(3) = 3.86, p < 0.05$]. In short study reveals that high school teachers are having a positive attitude toward communication training.

Section F: Open-Ended Questions

Challenge in implementing communication training: The biggest challenge in implementing communication training in schools, summarized responses from hypothetical participants are:

- ❖ Lack of time and integration within the existing curriculum: Teachers already have packed syllabi focused on academic content. There's little room to add standalone communication lessons.
- ❖ Insufficient Teacher Training: Many educators have not received formal training in teaching communication skills. They may feel unprepared to deliver or assess such training effectively.
- ❖ Limited Administrative Support: Communication training may not be prioritized by school leadership. Without institutional support, it can be hard to get resources or time allocated.
- ❖ Assessment Difficulties: Communication skills are harder to measure than traditional academic outcomes. Schools may struggle with how to evaluate progress effectively.
- ❖ Lack of Teaching Materials: Few structured, easy-to-integrate resources exist that align with local curricula.

Suggestions to make communication training more effective: The practical suggestions often offered by teachers, educators, and researchers to make communication training more effective for students are:

- ❖ Integrate Communication Skills into Daily Lessons: Don't treat communication training as a separate subject. Embed speaking, listening, group work, and presentations into regular academic lessons.
- ❖ Provide Teacher Training and Resources: Train teachers on how to teach communication effectively (active listening, non-verbal cues, structured speech, etc.). Offer ready-to-use lesson plans or activity toolkits that are age-appropriate.
- ❖ Create a Safe and Supportive Environment: Encourage a classroom culture where students feel comfortable expressing themselves. Avoid overly strict correction in early stages- focus on building confidence.
- ❖ Use Real-World and Interactive Activities: Encourage role-playing, interviews, group discussions, debates, storytelling, and presentations. Incorporate technology like video recordings, podcasts, or speech apps for feedback and improvement.
- ❖ Start Early and Practice Regularly: Introduce communication skill development in early grades and reinforce it at every stage. Like any skill, communication improves with regular, consistent practice.
- ❖ Include Assessment and Feedback: Develop simple rubrics to give students constructive feedback.
- ❖ Focus not only on what they say but how they say it (tone, clarity, body language).
- ❖ Involve Parents and the Community: Encourage communication practice at home—storytelling, presentations to family, etc. Organize public speaking days or exhibitions where students present to parents or local leaders.

IV. Conclusion

The findings of this study indicate that high school teachers are clearly aware of the importance of professional communication skills for today's students. The results strongly support the teachers' positive perception and high level of awareness regarding the need for communication training in schools. Teachers recognize that communication skills have a significant positive impact on students' academic performance, career readiness, and overall personal development. Furthermore, the study confirms that while teachers are willing to support and integrate communication training into their regular teaching practices, they also face notable challenges in doing so. These challenges are primarily related to a lack of training, insufficient resources, and limited institutional support. Despite these barriers, the overall results of the study reveal a consistently positive attitude among high school teachers

toward communication training. Their willingness to embrace and promote such programs, along with their recognition of its importance alongside academic achievement, underscores the need for schools and policymakers to invest in structured support systems that can facilitate the effective implementation of communication skill development in the classroom.

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