



**RESEARCH PAPER**

## **Impact of Communication Skills on the Self-Confidence of Kindergarten Students**

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### **ABSTRACT**

*Proficiency in effective communication is crucial for fostering children's self-assurance, particularly within the context of kindergarten. This research aims to analyze the influence of communication skills on the self-confidence of kindergarten pupils. The investigation delves into the experiences of three handpicked kindergarten learners from a private institution in Karachi, utilizing qualitative analysis and data collection through observational methods. The results reveal that, prior to the integration of self-assurance-boosting activities, students faced challenges with self-confidence and articulation. Conversely, the introduction of exercises such as presentations, role-playing, and interactive discussions yielded noteworthy enhancements in both the students' self-assurance and communicative aptitude. This led to heightened confidence in expressing their needs and a marked improvement in their capacity to interact with peers. Additionally, advancements were evident in the students' language proficiency, content delivery, and their ability to coherently expound upon concepts.*

**Keywords:** communication skills, kindergarten students, self-confidence.

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### **Introduction**

Communication is a dynamic and engaging method of expressing information, ideas, emotions, and values. It does not happen on its own or in a passive manner. Instead, we deliberately and actively engage in conversation in order to obtain knowledge and understanding, both of which are necessary for good group dynamics. Children must learn to

speak in order to interact with others. Communication is essential in early childhood education (henceforth: ECE) to assist children develop academic abilities and gain confidence in their learning. Teachers and children in early childhood settings should communicate effectively with shared meaning and understanding (Velentzas & Broni,2014; Nurani & Utami,2017). Through communication, children learn to convey their thoughts, feelings, and facts (Gooden & Kearns, 2013). Verbal oral-face-to-face formal or informal communication is a type of communication that is frequently employed in ECE classroom interaction. Speech acts can be included in oral communication. A successful communication approach establishes and maintains connections, allowing encounters to function efficiently towards learning objectives.

The ability to communicate is among the most important skills in life. Communication skills are the capacity to transmit knowledge to public in simple language. (Burlison, 2006). Communication is dynamic because it involves a variety of factors and actions that interact throughout time. For early childhood, good communication involves a better flow of information so that children's development can be optimised (Thal & Bates, 1989). The term "process" implies that communication occurs in a succession of steps. This concept also emphasizes that communication is ever-changing and dynamic. People's relationships grow and develop as they interact, developing deeper connections and understanding. Communication is the very basic skill that is necessary for a child to learn and that to by birth. Initially, a child uses gestures to communicate and uses verbal communication when he's able to talk. Learning to speak is a crucial early childhood developmental skill because it helps children to interact with people in their surroundings and have their needs fulfilled (Gooden & Kearns, 2013). Being able to communicate effectively is something really important in order to communicate our message. If communication between teachers and students, or between parents and students, is effective, (Lekll & Kalotl, 2015). Then the children will shortly learn. More information means that children will get more knowledge, Children who engage in non-situation-activity communication engage in talks and interactions that are not directly related to specific situations or activities. Children can communicate their thoughts and feelings more abstractly through such communication, engaging in dialogues that dive deeper into their inner experiences and perspectives. This mode of communication encourages children to reflect on their own identities, values, and beliefs, so increasing their self-awareness and personal growth.

One study by Hadley and Rice (1991) emphasized the importance of communication skills in early childhood and stated that children with excellent communication skills are better prepared to succeed academically and socially. Children with strong communication skills

may hold meaningful conversations, participate in group activities, and form favorable relationships with their peers and teachers.

Children use communication to convey their thoughts, emotions, and wants, enabling them to initiate contacts and exercise influence in their social environment. Children can broaden their emotional experiences and develop a sense of initiative through numerous forms of communication. Effective communication skills are widely recognized as an important factor in the development of children's self-confidence, particularly among kindergarten-aged students.

**Problem of statement**

Effective communication skills are critical for kindergarten student's self-esteem growth. However, the extent to which communication skills influence self-confidence at the kindergarten level is unknown. Furthermore, there is a need to analyze kindergarten children's present communication skills and discover techniques to improve them communication abilities and build their self-confidence. Furthermore, research on differences in communication skills among students in kindergarten is limited. As a result, the purpose of this study is to fill these gaps by studying the impact of communication skills on kindergarten students' self-confidence, determining the impact of communication skills at the kindergarten level, improving communication skills and self-confidence, and assessing differences in communication skills among kindergarten students.

**Purpose of research**

The purpose of this research is to examine the measure that can be taken to enhance the self-confidence in the students at kindergarten level, so that they can communicate confidently and effectively.

**Objectives of the Study**

The following are the objective of this research project:

General Objective of the study

Impact of communication skills on the self-confidence of kindergarten's students

Specific Objectives of the study

1. To determine the influence of communication skill at kindergarten level
2. To enhance their communication skills and self-confidence.
3. To assess the difference in communication skills

Research Questions

The research question for the study includes

1. Why communication as a skill is necessary for students at kindergarten level?
3. What is the impact of communication skills at kindergarten level?

**Research Methodology**

Purpose of this study is to look into the impact of communication on preprimary students' self-confidence. The researcher performed an action research. An observation tool is used to collect data for this

educational research. This tool is useful for tracking specific actions or behaviors, allowing the frequency and occurrence of these specific behaviors to be recorded. This study uses a qualitative technique, which allows for detailed descriptions and in-depth examination of the students' experiences.

The goal of action research is to improve practice in a variety of fields, including the social sciences, healthcare, organizational development, and education. It is a rigorous, group-based inquiry methodology. In this dynamic, cyclical process, research and action are integrated to generate knowledge and create substantial change.

The primary goal of action research is to address practical issues and bring about positive changes in specific situations. Practitioners, researchers, and other interested parties actively collaborate to define problems, plan and implement solutions, monitor outcomes, and draw conclusions. This process makes it feasible to generate clever proposals and useful ideas that could lead to improved protocols, laws, or systems. Aside from investigating the relationship between communication and self-confidence, another goal of this study is to improve students' communication abilities. This goal is achieved through a variety of activities such as public speaking, presentations, field trips, and dialogues. The sampling method used is purposive, and three students from the kindergarten level were chosen as the sample for this study.

As part of this action research, an observation cycle is conducted twice over a two-month period to ensure full data collection. Multiple observations can provide a more comprehensive knowledge of the students' communication patterns and their impact on their self-confidence.

This research study's population consists of children enrolled in the kindergarten class of a private school in Karachi. These children will be the study's participants or subjects, as well as the focus of data collection and analysis. The private school in Karachi chosen for this study will be disclosed, but individual student identities will be kept hidden to protect privacy.

An observation-based sampling technique was used for collecting the sample for this research study. Three children were specifically chosen from the larger number of kindergarten students at the private school in Karachi. The researchers examined three selected kindergarten students in various circumstances, noting their behaviors, communication patterns, and self-confidence levels. The data was gathered through various activities such as presentations, public speaking, dialogues, role plays, classroom interactions, and stage performances. Over the time of two months, the researcher observed the students.

The preschool years are simply the time when a child learns the communication standards and rules that he or she will follow regardless of the circumstances (Abdigabarova et al., 2016). Research has shown that children who possess strong communication skills are better

equipped to express their thoughts, feelings, and needs, which can help them establish positive relationships with their peers and adults in their lives. Moreover, these skills can facilitate the development of children's assertiveness and self-advocacy abilities, which are critical components of self-confidence. Specifically, when children can express themselves confidently and effectively, they are more likely to feel heard, understood, and valued, which can positively impact their self-esteem and overall sense of self-worth. Communication has a great impact on one's personality as well. Language development in young children is aided by effective communication. The American Speech-Language-Hearing Association emphasizes the importance of early childhood communication skills and their impact on language acquisition (ASHA, n.d.). Conversations, reading aloud, and promoting expressive language abilities all help children's linguistic development and self-expression. Kindergarten children' social development is critical. It aids in the development of connections, collaboration, and empathy. The National Association for the Education of Young Children (NAEYC) emphasizes the need of competent communication in the development of positive social connections among young children (NAEYC, n.d.). Students can interact with their peers and build social skills through participating in discussions, actively listening, and expressing opinions and feelings. They can express their emotions and develop emotional intelligence through communication. Communication skills are important in establishing self-awareness and self-regulation in young children, according to the Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d). Open and supportive communication with instructors and peers assists children in identifying and expressing their feelings, resulting in improved emotional well-being. Teachers also play a vital role in enhancing communication skills in children. In order to encourage the early development of communication skills in all students, teachers can use a number of efficient instructional techniques. With the help of these techniques, you can build a welcoming and engaging learning environment that fits each student's particular requirements while promoting language development and improving communication skills. Asking open-ended questions will help students express themselves and think critically. This approach encourages language growth and improves students' communication abilities (Mills, 2019). Encourage peer connections and teamwork to advance communication abilities. Students get the chance to practice their social communication skills through group activities, partner projects, and play-based learning (Roberts, 2017). Recognize the various communication needs of your pupils and modify your instruction as necessary. Adapt education to the ability of the students and offer extra assistance or challenges as required (Ostrosky & Kaiser, 2017). Additionally, possessing strong communication skills can help young children make friends, navigate social situations, and engage in

academic activities more confidently. Children with effective communication skills are better equipped to initiate and sustain social interactions, participate in group activities, and seek help or clarification when needed. As such, the development of communication skills in kindergarten students has important implications for their social and academic success, as well as their overall self-confidence. The most important part for being able to communicate effectively is the positive teacher-student relationship in promoting a sense of confidence and self-esteem. The positive teacher-student communication was associated with increased self-confidence in kindergarten students. According to Coladarci (1992), children feel more comfortable expressing themselves and communicating when teachers provide a supportive and nurturing environment.

### **Significance of Communication**

The importance of communication skills in early childhood is a lot. The following are communication benefits for children.

#### **Boosts Self-Esteem and Self-Assurance**

When a child is able to communicate effectively, it will ultimately boost his self-esteem and self-assurance as he would know that he is being heard by everyone and this helps him to develop his communication skills more according to his level. Communication has been demonstrated in research to have a favorable impact on self-esteem in young children. Effective communication between instructors and students in kindergarten was connected with improved self-esteem levels in children, according to a study published in the *Journal of Educational Psychology* (Bowlby et al., 2018). The importance of teachers actively engaging in interactions with their students, actively listening to their views and ideas, and providing positive comments and encouragement was emphasized in this study.

Another study published in the journal *Early Education and Development* discovered that children who engaged in high-quality verbal interactions with their teachers had higher self-esteem and social competence (Rimm-Kaufman et al., 2000). The teacher actively listened, asked open-ended questions, and responded with warmth and encouragement during these verbal dialogues.

#### **Able to express themselves more clearly**

In preschool, the development of communication with peers plays an important role in the development of social activities and communication. Children begin to exhibit an interest in one another at a young age: they stare at one other, swap toys, show off their accomplishments, and even compete. Competitiveness in accomplishments (the capacity to play the ball, learning to perform some actions with an object, cycling, etc.) produces motivation to attain goals, which sets the effective execution of the need for recognition.

Interpersonal relationships, which are the most favored sort of



communication among children, are built on communication. Communication with peers is an extremely significant information channel. In collaboration with other people in a new type of activity, a person relies on more or less generalized own experience as well as other people's cognitive experience and behavior gathered in other situations rather than in a specific type of activity (Kontsova, 2007). Communication in kindergarten classes promotes a sense of belonging and inclusion, both of which are necessary for self-esteem development. Children's overall well-being and self-perception improve when they feel appreciated and linked to their peers and teachers (Hamre & Pianta, 2001).

Facilitates Communication with Others, Enhancing Their Social Well-Being Children having good communication skills can communicate easily and effectively with others, that will result in their social well-being because we all have to live in a society and to in order to explain our needs to others, one should be able to communicate effectively. During the preschool stage, children's communication with one another evolves significantly in all parameters: the content of needs, motives, and communication strategies. (Abdigapbarova et al., 2016). Positive communication also assists pupils in developing a growth mentality. The concept that abilities and intelligence may be developed through effort and practice is referred to as a growth mindset. Teachers who communicate effectively can provide constructive feedback that emphasizes effort, progress, and improvement above fixed talents. This form of communication allows youngsters to see obstacles as chances for growth, which leads to increased self-esteem and resilience (Dweck, 2008).

#### **Easier for children to share and learn new things**

When a child communicates effectively, his vocabulary increase and he's able to learn new things quickly and because of effective communication he would be able to acquire new things in his life. According to Bredekamp & Copple, (1997) Responsive families and teachers are crucial during the early childhood years for rich development of children's communication abilities. Appropriate stimulation benefits all aspects of a child's development. As we all know, the early years is considered as the "golden age" for absorbing as much information as possible (Pickren et al., 2012).

Oral communication is the verbal exchange of two or more individuals at its simplest form. This interaction is far more complex than it appears. Communication is the spoken, direct, or indirect transfer of messages from one person to another in order to inform or change views, attitudes, or thoughts. (Cobley, 2008). verbal communication is made up of several elements that combine to lead to success or interaction failure. Not everyone can communicate effectively. To succeed academically and professionally, you must learn effective oral communication skills. For many people, speaking in conversation is a

given.

Students need more than just the formal ability to present well and a collection of formulaic language to communicate effectively. Successful communication is context dependent and, as such, is deeply rooted in its own discourse community. (Bizzell, 1989). However, effective communication skills are essential to using a more formal language. Bad Conducted interviews, sales pitches or legal disputes may affect influence far more people than the speaker. by being an effective communicator one should be able to act in

A wide range of personal, professional and academic matters. Oral communication is a specific taught rhetorical talent that requires knowing what to say and how to say it. Good communication in early childhood involves a better flow of information so that children's development can be enhanced. (Thal & Bates, 1989). Speech is more formal unlike conversational speech the environment is not something you take for granted. What you should learn is to think critically, how to present yourself as a speaker in all situations and how to act in the moment. Oral communication can take many forms, from informal to informal. Because it happens spontaneously, most of the time you can't plan the content. Participation in meetings, usually on set, in a structured environment agenda.

As a speaker, there are several elements of oral communication that must be mastered. Take care to learn how to utilize them to your advantage. apart from the language used. There are several other elements that speakers should learn to communicate effectively. Skills are eye contact, body language, style and comprehension audience, audience adaptation, active and reflective listening, politeness, accuracy, brevity, etc. In higher education, learners are expected to know the language basics. At this level, teaching speaking skills is pointless. What teachers need to teach is communication skills. To do this, we need to know the individual student needs. With good communication skills, children can explore ideas or convey thoughts (Mokhtar et al., 2011). A task-based approach seems suitable for both teaching and learning these skills.

Children that have good communication skills have the self-assurance and confidence to take on the problems of life. Children who can express themselves clearly become more assertive, capable of expressing their viewpoints, and capable of standing up for themselves. Children who have this confidence are better able to participate in group discussions, public speaking, and other social interactions, which enables them to successfully complete a variety of personal and professional goals. The ability to conceptualize, construct, modify, and issue communications as well as determine the extent to which intended meanings are successfully communicated are all characteristics of a competent communicator (Owens, 2000).

It is critical to understand the importance of developing children's



excellent communication abilities in a society that is increasingly interconnected and dependent on efficient communication. Through adequate guidance, support, and practice opportunities, parents, educators, and society as a whole play a crucial role in cultivating and developing these talents.

By giving communication development priority, we give kids the skills they need to flourish in a connected, ever-evolving global world. Children may develop meaningful relationships, express themselves genuinely, and positively impact their communities through excellent communication, ultimately laying the foundation for a happy and fruitful future.

### **Findings & Discussion**

Qualitative analysis, which entails looking at and interpreting non-numerical data to identify themes, patterns, and insights, is well suited to the data presented in this scenario. A nuanced understanding of the observed phenomena is possible thanks to qualitative analysis, which focuses on capturing the richness and depth of information. Interpreting the significance and context of the observed data is a key component of qualitative analysis. To comprehend the underlying causes of the patterns found, the researcher dug deeper into the data. The researcher produced insightful findings by taking into account the larger context, including the student's prior experiences, the efficacy of particular activities, and the effect of the rubric.

### **Initial lack of confidence and difficulties communicating**

Before the observation, the students lacked confidence and had trouble clearly expressing their needs. They struggled to express themselves and frequently lacked the confidence to participate in conversations.

Implementing confidence-boosting exercises (Roberts, 2017).

Various exercises like presentations, role plays, and discussions were introduced to boost the students' self-confidence. These exercises were designed to give students the chance to practice active listening, public speaking, and idea expression.

### **Enhanced Communication and Confidence**

The students' confidence levels gradually showed a noticeable improvement. They felt more at ease expressing their needs and wants as their confidence grew. The students made strides in their capacity to interact with others effectively.

### **Words and Content Delivery**

During the observation, the emphasis was on assessing the students' verbal and written communication skills. Students showed growth in their capacity to coherently and clearly express their ideas. They acquired the ability to deliver information in a structured manner and to organize their thoughts.

### **Engagement and Enthusiasm**

The students' increased communication zeal suggested a greater degree of interest and participation in conversations. They showed a greater

desire to actively participate and offer their opinions during discussions. Their willingness to interact with others increased as their confidence did, according to the observation. The observation revealed that the students improved their awareness of nonverbal cues and two-way communication.

### **Conclusion**

This study looked into how kindergarten students' self-confidence is impacted by their communication abilities. The study used a variety of exercises to boost students' self-confidence and strengthen their communication skills, including presentations, role plays, and dialogues. Through these exercises, the students were able to improve their ability to articulate themselves properly, communicate ideas clearly, interact with others, and do so with excitement.

The research's conclusions emphasized the benefits of adding exercises to the curriculum that boost self-assurance. Students showed growth in their capacity to speak with assurance, to communicate their ideas and views in a clear and concise manner, and to actively engage in group discussions. Their self-confidence increased along with their communication abilities, enabling them to interact with people more successfully and build lasting relationships.

These results suggest that kindergarten curriculum should include exercises that enhance role-playing, group debates, and public speaking. Teachers can help students develop their communication skills and increase their self-confidence by giving them opportunity to practice these skills in a safe atmosphere.

The development of students' self-confidence also depends on fostering a secure and welcoming learning environment. Teachers should give students constructive criticism, support, and encouragement while also praising their accomplishments and efforts. It can also help students' self-confidence and general development to regularly assess their communication development and set realistic goals.

Teachers may provide kindergarten students the tools they need to properly express themselves and build meaningful relationships in both their personal life and academic endeavors by placing a high priority on communication skill development and confidence building.

### **Recommendations**

Students' confidence and communication skills can be improved by including a variety of activities that promote public speaking, role-playing, and group discussions. To help students improve how they deliver words and content and to increase their enthusiasm, teachers should offer constructive criticism and support. Give students the chance to communicate in actual situations can help them improve their communication abilities. Building students' confidence depends on creating a secure and welcoming learning environment. Teachers should model polite communication, offer opportunities for active participation, and foster an environment where each student's voice is

respected and taken seriously. To monitor students' progress and pinpoint areas that need more attention, regular assessment and evaluation should be carried out.

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