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## Impact of Nonverbal Teaching Techniques on Emotional Learning of Students

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### Article Details

### ABSTRACT

**Keywords:** Nonverbal Communication, Emotional Learning, Teacher Behavior, Secondary Education, Eye Contact, Facial Expressions, Social-Emotional Development

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This quantitative study investigates the impact of nonverbal teaching techniques on the emotional learning of secondary school students. Emotional learning, a key component of social-emotional development, plays a vital role in enhancing students' self-awareness, empathy, emotional regulation, and interpersonal relationships. While the cognitive effects of teacher behavior are well-documented, limited empirical research exists on how nonverbal teaching behaviors influence students' emotional development. This study addresses this gap by focusing on the effectiveness of nonverbal cues such as eye contact, gestures, facial expressions, tone of voice, and proximity within classroom interactions. A structured survey research design was employed. The sample comprised 300 students from grades 9 and 10 in both public and private secondary schools located in Narowal, Pakistan. Data were collected using two standardized instruments: the Student Emotional Learning Scale (SELS) and the Teacher Nonverbal Communication Checklist (NVT). The reliability coefficients for both instruments exceeded  $\alpha = 0.84$ , indicating high internal consistency. Data were analyzed using descriptive statistics, Pearson correlation, independent samples t-test, and multiple regression analysis. The results revealed a strong positive correlation ( $r = 0.642$ ) between nonverbal teaching techniques and emotional learning. Regression analysis identified eye contact, gestures, and facial expressions as statistically significant predictors of emotional learning. Private school students reported significantly higher emotional learning outcomes compared to public school students. The study concludes that nonverbal communication is a powerful pedagogical tool for enhancing emotional development among students. It recommends integrating nonverbal communication training into teacher education programs and calls for the standardization of emotionally responsive teaching practices across educational institutions. The findings offer important implications for teacher training, curriculum development, and emotional pedagogy.

## INTRODUCTION

In recent years, the significance of emotional learning in education has gained substantial attention, especially in the context of student-teacher interaction. Emotional learning commonly referred to as social-emotional learning (SEL) is a process through which students acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set positive goals, show empathy for others, establish positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning, 2023). Among the various teaching strategies employed to facilitate emotional learning, nonverbal teaching techniques such as facial expressions, gestures, posture, eye contact, and tone of voice play a crucial but often underexplored role (Mehrabian, 2021). These techniques not only support verbal communication but also create a nurturing classroom environment conducive to emotional and academic development.

Educators frequently use nonverbal cues either consciously or unconsciously to communicate expectations, reinforce positive behavior, and demonstrate empathy (Marzano & Heflebower, 2020). Research indicates that students respond positively to nonverbal signals, which can help reduce anxiety, increase motivation, and foster emotional security in learning environments (Pease & Pease, 2017). However, while the impact of SEL programs and verbal communication has been widely studied, there remains a gap in empirical evidence regarding how nonverbal instructional strategies specifically influence emotional learning outcomes in students. Understanding this relationship is essential for designing more holistic and emotionally intelligent pedagogy.

## RESEARCH OBJECTIVES

1. To examine the influence of nonverbal teaching techniques on students' emotional learning in classroom settings.
2. To identify which specific nonverbal cues (e.g., facial expressions, gestures, eye contact) are most effective in enhancing emotional understanding among students.

## RESEARCH QUESTIONS

1. How do nonverbal teaching techniques impact the emotional learning of students in educational settings?
2. Which types of nonverbal cues used by teachers contribute significantly to fostering students' emotional development?

## PROBLEM OF THE STATEMENT

Emotional learning is increasingly being emphasized in contemporary pedagogy; the role of nonverbal communication in facilitating such learning is not sufficiently studied. Most existing research focuses on verbal instructional strategies or structured SEL programs, leaving a research gap in understanding how nonverbal teaching techniques influence students' emotional development. This study aims to bridge this gap by exploring the effects of nonverbal instructional cues on emotional learning outcomes.

## RATIONALE OF THE STUDY

This research is grounded in the growing need for emotionally intelligent teaching practices in diverse classrooms. In an era where student mental health and emotional well-being are central concerns, educators must adopt techniques that address not just cognitive but also emotional domains. By investigating how nonverbal cues subtle yet powerful forms of communication impact emotional learning, the study offers insights into enhancing teacher-student interactions and optimizing emotional learning environments. The findings can inform teacher training programs, curriculum designers, and school administrators aiming to develop emotionally supportive learning ecosystems.

## SIGNIFICANCE OF THE STUDY

The present study holds significance for educational psychology, teacher education, and classroom management. It sheds light on the under-researched domain of nonverbal communication in educational contexts, particularly as it pertains to emotional learning. The study will help educators become more aware of how their nonverbal behavior influences student emotions, empathy, and interpersonal relationships. Moreover, it contributes to the development of practical, emotion-sensitive teaching strategies that can be implemented in classrooms to improve student engagement, empathy, and overall well-being.

## LIMITATIONS OF THE STUDY

This study is limited to the use of quantitative data collected through self-report measures and observational checklists, which may not capture the full complexity of teacher-student emotional dynamics. The sample will likely be confined to a specific age group and educational level, restricting the generalizability of the findings. Additionally, cultural and contextual variables affecting nonverbal communication may not be fully accounted for, which could influence the interpretation of results.

## REVIEW OF LITERATURE

The intersection of nonverbal communication and emotional learning in educational contexts has attracted increasing scholarly attention in recent years, reflecting a shift toward more holistic pedagogical models that value not only cognitive but also affective student development. Emotional learning, broadly defined, encompasses a student's ability to recognize, understand, and manage emotions and to form meaningful interpersonal relationships (CASEL, 2023). Simultaneously, nonverbal teaching techniques such as facial expressions, gestures, eye contact, body posture, and paralinguistic cues have long been recognized as vital components of effective classroom interaction (Burgoon et al., 2016). However, the specific relationship between these nonverbal elements and emotional learning outcomes in student's remains underexplored and fragmented across disciplines. Nonverbal communication in education has been traditionally studied through the lenses of psychology, communication studies, and pedagogy. Early foundational work by Mehrabian (1972) suggested that up to 93% of emotional meaning in communication is transmitted nonverbally a statistic that, while debated, underscores the significance of nonverbal cues in interpersonal dynamics. Within classrooms, Hattie (2009) highlighted teacher clarity and presence, which often rely heavily on nonverbal communication, as strong influencers of student outcomes. More recently, Pease and Pease (2017) demonstrated that teacher nonverbal behavior plays a central role in student engagement, attention, and emotional comfort.

Recent empirical studies have provided further insight. Marzano and Heflebower (2020) noted that students in emotionally responsive classrooms, where teachers used nonverbal strategies intentionally (e.g., eye contact, empathetic tone), displayed higher emotional intelligence and reduced behavioral issues. Similarly, Rimm-Kaufman and Hamre (2019) explored how teacher emotional support much of which is conveyed through nonverbal cues significantly contributes to students' social-emotional growth. Nevertheless, these studies often frame nonverbal behaviors in broad or indirect terms, rarely isolating them as variables of analysis in emotional learning. The work of Cornelius-White (2007), which analyzed learner-centered teacher-student relationships, emphasized that warmth, empathy, and respect often communicated nonverbally were crucial for socio-emotional development. However, the majority of such research relies on qualitative observations or is embedded within broader studies of classroom climate, rather than explicitly quantifying or measuring the effects of specific nonverbal strategies on emotional learning outcomes.

Emotional learning, now often situated under the umbrella of Social-Emotional Learning (SEL), has been shown to enhance not only personal and social skills but also academic performance (Durlak et al., 2011). The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2023) emphasizes five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teachers play a central role in modeling and supporting the development of these skills frequently through nonverbal interactions such as mirroring students' emotions, using calm tone to de-escalate situations, or offering affirming gestures. Nonetheless, few studies explicitly link nonverbal teaching techniques to these five SEL domains. Jones and Bouffard (2012) argue that SEL programs often overlook the implicit curriculum that is, the subtle ways teachers influence emotional learning through their nonverbal presence and demeanor. This gap in literature provides a strong rationale for the current research, which seeks to empirically investigate the impact of nonverbal strategies on students' emotional learning.

The literature recognizes that teacher nonverbal behavior contributes to classroom climate and student well-being, key gaps remain: Most studies on nonverbal teaching techniques are qualitative or descriptive, limiting generalizability (Allen & Shaw, 2018). Studies often analyze nonverbal behavior in relation to classroom management or teacher effectiveness but rarely isolate its impact on students' emotional learning. Existing SEL research seldom incorporates detailed examination of nonverbal communication as a pedagogical tool. Much of the current evidence is based on Western classroom environments, overlooking how nonverbal cues function across different cultural and educational settings (Nguyen et al., 2020). These gaps point to the need for a targeted investigation that quantitatively examines the specific influence of nonverbal teaching techniques on emotional learning outcomes.

This study is grounded in Albert Mehrabian's Nonverbal Communication Theory (1972) and Bandura's Social Learning Theory (1986). Mehrabian posits that communication consists of three elements: words (7%), tone of voice (38%), and body language (55%). Though the interpretation of these percentages has been debated, the theory underscores the importance of nonverbal components in conveying emotional content. In educational settings, this theory supports the notion that much of what students learn emotionally from teachers comes not from what is said, but how it is conveyed. According to Bandura (1986), learning occurs through observation and imitation of others' behaviors, attitudes, and emotional reactions. Teachers, as role models, use nonverbal behaviors such as modeling calmness or compassion

which students internalize and replicate in their own emotional responses. Together, these frameworks justify the study's emphasis on observable nonverbal cues and their interpretive impact on student emotional development. While other frameworks such as Vygotsky's Sociocultural Theory could offer insight into social interaction in learning, Bandura and Mehrabian provide a more focused lens on the observable and interpretive dimensions of nonverbal behavior in the emotional domain.

## **RESEARCH METHODOLOGY**

### **RESEARCH DESIGN**

This study employed a quantitative research design using a survey-based cross-sectional method to examine the impact of nonverbal teaching techniques on students' emotional learning. Quantitative research was selected due to its strength in identifying statistical relationships between variables, allowing for generalizable insights across a broader student population (Creswell & Creswell, 2022). The approach was appropriate to achieve the objectives of measuring the extent to which nonverbal communication correlates with emotional learning outcomes and to isolate the impact of specific nonverbal cues (e.g., facial expressions, gestures, eye contact) through numeric data.

### **POPULATION AND SAMPLE**

The target population for this study consisted of secondary school students (Grades 9 and 10) enrolled in both public and private institutions in the Narowal District, Pakistan. The selection of this group was based on their developmental readiness to interpret emotional cues and their daily engagement with structured classroom teaching. A sample size of 300 students was selected using stratified random sampling to ensure representation from both public and private sectors. Stratification helped maintain balance across gender, school type, and socio-economic status. This sampling method improved the reliability of the findings by minimizing bias and allowing subgroup comparisons (Etikan & Bala, 2017).

### **DATA COLLECTION INSTRUMENTS**

To collect primary data, the following research instruments were utilized:

#### **STUDENT EMOTIONAL LEARNING SCALE (SELS)**

An adapted version of the Social-Emotional Learning Scale (CASEL, 2023) was used to measure students' emotional learning. The instrument consisted of 25 Likert-scale items measuring five core emotional learning competencies: self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.



## TEACHER NONVERBAL COMMUNICATION OBSERVATION CHECKLIST (TNC-OC)

This researcher-developed checklist was based on Mehrabian's (1972) and Burgoon et al.'s (2016) nonverbal communication categories. It included indicators such as facial expressions, tone of voice, posture, hand gestures, eye contact, and proximity. Students responded based on how frequently they observed these behaviors in their teachers. Both instruments underwent pilot testing with 30 students to ensure internal consistency (Cronbach's alpha > 0.80 for both scales), and necessary linguistic adjustments were made to improve clarity.

## PROCEDURE OF DATA COLLECTION

The data collection process was conducted over a four-week period. Before administering the questionnaires, informed consent was obtained from school principals, teachers, and parents. Students were assured of anonymity and voluntary participation.

1. Students were gathered in their classrooms and briefed about the purpose of the study.
2. Printed questionnaires were distributed and completed under the supervision of the researcher.
3. Completed surveys were collected and coded for quantitative analysis.

To reduce bias, no teachers were present during the completion of the questionnaires, and all instructions were standardized.

## DATA ANALYSIS TECHNIQUES

Data were analyzed using SPSS Version 26. The following statistical tests were employed: Descriptive statistics (mean, standard deviation) to summarize student responses. Pearson correlation to explore the relationship between nonverbal teaching techniques and emotional learning. Multiple regression analysis to determine the predictive power of individual nonverbal techniques on emotional learning outcomes. The significance level was set at  $p < 0.05$ .

## DATA ANALYSIS AND FINDINGS

This section presents the detailed analysis of data collected from 300 secondary school students from both public and private schools in Narowal, Pakistan. The purpose was to explore the influence of nonverbal teaching techniques on students' emotional learning using statistical tools such as descriptive statistics, correlation analysis, multiple regression, and group comparison.

## DESCRIPTIVE STATISTICS

Descriptive statistics were used to summarize the data for the two main variables:

- a) Nonverbal Teaching Techniques (NVT)
- b) Emotional Learning (EL)

**TABLE 1: DESCRIPTIVE STATISTICS OF STUDY VARIABLES**

Variable	N	Mean	Standard Deviation (SD)	Minimum	Maximum
Nonverbal Teaching Techniques	300	3.89	0.52	2.50	5.00
Emotional Learning	300	4.02	0.48	2.70	5.00

The mean score of 3.89 for NVT (on a 5-point scale) indicates that students frequently observed nonverbal behaviors such as gestures, eye contact, and facial expressions from their teachers. The mean emotional learning score of 4.02 indicates that students demonstrated a high level of emotional skills like empathy, relationship management, and emotional regulation.

## RELIABILITY ANALYSIS

Cronbach's Alpha was calculated to determine the internal consistency of both instruments used in the study.

**TABLE 2: RELIABILITY STATISTICS**

Instrument	Number of Items	Cronbach's Alpha ( $\alpha$ )
Student Emotional Learning Scale (SELS)	25	0.87
Nonverbal Teaching Techniques Checklist (NVT)	20	0.84

Both instruments showed excellent reliability. A Cronbach's alpha value above 0.80 indicates that the items on each scale were consistently measuring the intended construct.

## PEARSON CORRELATION ANALYSIS

Pearson correlation was used to determine the strength and direction of the relationship between the two variables.



**TABLE 3: CORRELATION BETWEEN NVT AND EMOTIONAL LEARNING**

Variables	Correlation Coefficient (r)	p-value	Interpretation
NVT & Emotional Learning	0.642**	< 0.001	Strong Positive Correlation

There is a strong and statistically significant correlation ( $r = 0.642$ ,  $p < 0.001$ ) between teachers' nonverbal teaching techniques and students' emotional learning. This suggests that as teachers increase their use of nonverbal cues, students tend to show improved emotional learning outcomes.

### MULTIPLE LINEAR REGRESSION ANALYSIS

To identify which specific nonverbal techniques significantly predict emotional learning, a multiple linear regression was performed.

**TABLE 4: REGRESSION MODEL SUMMARY**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F-value	p-value
1	0.703	0.494	0.488	56.423	< 0.001

The regression model explained 49.4% of the variance in emotional learning, which indicates a moderately strong explanatory power. The model was statistically significant ( $p < 0.001$ ).

**TABLE 5: COEFFICIENTS OF REGRESSION PREDICTORS**

Predictor Variable	B (Unstd.)	Beta (Std.)	t-value	p-value	Significance
Eye Contact	0.312	0.361	6.483	< 0.001	Significant
Gestures	0.205	0.198	3.744	< 0.001	Significant
Facial Expressions	0.118	0.132	2.089	0.037	Significant
Tone of Voice	0.074	0.092	1.772	0.078	Not Significant
Proximity	0.059	0.065	1.241	0.216	Not Significant

Eye Contact was the strongest predictor of emotional learning ( $\beta = 0.361$ ,  $p < 0.001$ ). Gestures and Facial Expressions also significantly predicted emotional learning. Tone of Voice and Proximity did not show a statistically significant effect.

### INDEPENDENT SAMPLES T-TEST (PUBLIC VS. PRIVATE SCHOOLS)

An independent t-test was conducted to compare emotional learning between students of public

and private schools.

**TABLE 6: EMOTIONAL LEARNING BY SCHOOL TYPE**

School Type	N	Mean (EL)	Standard Deviation	t-value	p-value	Significance
Public Schools	150	3.94	0.50	-2.654	0.009	Significant
Private Schools	150	4.11	0.45			

Students from private schools scored significantly higher on emotional learning compared to their counterparts in public schools. This may be attributed to differences in teacher training, classroom environment, or more frequent use of nonverbal strategies in private institutions.

### SUMMARY OF KEY FINDINGS

Finding	Result
Frequency of Teacher NVT (Mean)	3.89
Emotional Learning Level (Mean)	4.02
Correlation between NVT and EL	$r = 0.642$ (strong positive correlation)
Key Predictors of Emotional Learning	Eye Contact, Gestures, Facial Expressions
School Type Impact on Emotional Learning	Private > Public (significant difference)

The data analysis revealed that nonverbal teaching techniques have a significant and positive impact on students' emotional learning. Specifically, eye contact, gestures, and facial expressions emerged as the most effective predictors. These findings emphasize the importance of equipping teachers with skills in nonverbal communication to foster emotional development in learners. The study also highlighted disparities between public and private educational settings, pointing to the need for consistent emotional teaching practices across all school types. This study aimed to examine the impact of nonverbal teaching techniques on students' emotional learning at the secondary school level. The findings clearly support the hypothesis that nonverbal communication by teachers—specifically eye contact, gestures, and facial expressions significantly influences students' emotional development, including their ability to regulate emotions, build relationships, and practice empathy.

The descriptive statistics showed that students observed a high frequency of nonverbal teaching techniques in classrooms ( $M = 3.89$ ), and reported high levels of emotional learning ( $M = 4.02$ ). These findings are aligned with prior research by Burgoon et al. (2016) and Hattie (2009), who emphasized the importance of teacher presence and nonverbal immediacy in

fostering a supportive and emotionally responsive learning environment. A strong positive correlation ( $r = 0.642$ ) was found between nonverbal teaching techniques and emotional learning. This suggests that the more consistently and effectively teachers use nonverbal cues, the better students develop emotional intelligence. This supports previous studies by Marzano and Heflebower (2020), who found that emotionally responsive classrooms where nonverbal cues like nodding, smiling, and open posture were used led to greater student engagement and emotional growth.

The multiple regression analysis revealed that eye contact ( $\beta = 0.361$ ), gestures ( $\beta = 0.198$ ), and facial expressions ( $\beta = 0.132$ ) were significant predictors of emotional learning. These findings reinforce Mehrabian's (1972) theory that over 90% of emotional content in communication is conveyed nonverbally. Eye contact in particular was the strongest predictor, indicating that when teachers make consistent and positive eye contact, students feel more valued, understood, and emotionally secure. Interestingly, tone of voice and proximity were not statistically significant predictors, despite their recognized role in teacher communication. This may suggest that students in large or traditional classrooms may be more visually oriented in their emotional response to teacher behavior, or it may reflect a cultural preference for visual over spatial or vocal cues in the Pakistani educational context. The t-test comparison between public and private school students showed a significant difference in emotional learning scores, with private school students scoring higher ( $M = 4.11$ ) than public school students ( $M = 3.94$ ). This discrepancy may be attributed to better teacher training, smaller class sizes, or more emphasis on student-teacher relationships in private institutions. This aligns with findings by Nguyen et al. (2020), who noted that school environments and classroom culture can impact how students perceive and respond to teacher nonverbal behaviors.

The findings validate Mehrabian's Nonverbal Communication Theory (1972) and Bandura's Social Learning Theory (1986). According to Bandura, students learn through observation and imitation. Teachers, by modeling emotional regulation through nonverbal behavior, become agents of emotional learning. Students mimic teachers' calm tone, encouraging gestures, and facial feedback, internalizing these as strategies for managing their own emotional experiences. This study adds to the limited body of empirical research that quantitatively isolates nonverbal teaching behaviors as key drivers of emotional learning. It provides a detailed, data-driven understanding of which specific nonverbal techniques are most effective, thus offering actionable insights for teacher education programs and SEL initiatives

in schools. Unlike previous literature that primarily used qualitative observations or broad descriptions (Allen & Shaw, 2018), this study applies quantitative analysis to reveal statistically significant relationships, offering a measurable framework for integrating nonverbal communication into pedagogical practices.

## CONCLUSION

This study sought to examine the influence of nonverbal teaching techniques on the emotional learning of secondary school students. Drawing on quantitative data from 300 students across public and private institutions in Narowal, the study comprehensively investigated how specific nonverbal cues such as eye contact, gestures, facial expressions, tone of voice, and proximity contribute to the emotional development of learners. The results confirmed a strong, statistically significant positive correlation ( $r = 0.642$ ,  $p < 0.001$ ) between teachers' nonverbal communication behaviors and students' emotional learning. Among the various nonverbal cues analyzed, eye contact ( $\beta = 0.361$ ) was the most powerful predictor of students' emotional learning, followed by gestures ( $\beta = 0.198$ ) and facial expressions ( $\beta = 0.132$ ). These findings are consistent with the theoretical framework established by Mehrabian (1972) and Bandura's Social Learning Theory (1986), both of which emphasize that emotional content is primarily transmitted through nonverbal means and that learning is enhanced through the modeling of observed behavior.

The high mean scores for both nonverbal teaching techniques ( $M = 3.89$ ) and emotional learning ( $M = 4.02$ ) indicate that students regularly perceive and benefit from their teachers' nonverbal behaviors. Importantly, the data also revealed that tone of voice and proximity although generally regarded as significant in nonverbal communication did not statistically predict emotional learning in this context. This suggests that visual cues (eye contact, gestures, facial expressions) are more impactful within the Pakistani secondary school classroom environment, possibly due to cultural or contextual learning preferences. The comparison between public and private school students revealed a significant difference, with private school students exhibiting higher emotional learning scores. This disparity may point to differences in classroom size, teacher training quality, institutional resources, or emphasis on student-centered teaching approaches that are more prevalent in private educational settings. This reinforces the need to standardize emotional teaching strategies and training across all school systems, regardless of type.

In broader terms, the research establishes that nonverbal communication is not a peripheral or

informal aspect of pedagogy, but rather a central mechanism through which emotional learning is communicated, internalized, and sustained. Emotional learning is a critical dimension of student development, impacting not just academic success, but also interpersonal relationships, self-awareness, empathy, and resilience. Teachers who consciously and consistently use appropriate nonverbal behaviors can cultivate emotionally enriched learning environments where students feel seen, valued, and emotionally supported. This study contributes empirically to the existing literature by using a rigorous quantitative approach to isolate and assess individual nonverbal teaching techniques and their direct influence on emotional outcomes. Unlike prior qualitative or anecdotal findings, this research offers measurable, statistically validated insights, thereby providing actionable guidance for teacher training programs, educational leaders, and curriculum developers. This study emphasizes that nonverbal teaching techniques are a powerful pedagogical tool for fostering emotional intelligence in learners. Schools, especially in public systems, must take deliberate steps to train teachers in nonverbal communication, ensure supportive classroom environments, and embed emotional learning in everyday teaching practices. By doing so, they can ensure that students are not only academically competent but also emotionally resilient and socially empowered.

## **RECOMMENDATIONS**

### **1. INTEGRATE NONVERBAL COMMUNICATION INTO TEACHER TRAINING PROGRAMS**

Teacher education institutions and professional development bodies should formally include modules on nonverbal communication in their training curricula. Focus should be placed on techniques such as eye contact, appropriate gestures, facial expressions, and body posture, enabling teachers to foster emotionally supportive classroom environments.

### **2. CONDUCT REGULAR WORKSHOPS ON EMOTIONAL PEDAGOGY**

Educational authorities, particularly in public school systems, should organize continuous professional development (CPD) workshops to train in-service teachers on how nonverbal cues influence emotional learning. These workshops should include classroom simulations, role-playing, and reflective sessions to build practical competence.

### **3. PROMOTE VISUAL ENGAGEMENT IN CLASSROOMS**

School administrators should encourage teaching practices that maximize visual engagement, including consistent eye contact, dynamic facial expressions, and expressive gestures. Visual nonverbal cues were found to have the highest predictive power for emotional learning, and

should be emphasized in lesson delivery strategies.

#### 4. REDUCE CLASS SIZE TO FACILITATE EMOTIONAL CONNECTION

Smaller class sizes allow for more personal interaction and emotional engagement through nonverbal means. Education policymakers should consider revising class-size standards, particularly in public schools, to ensure teachers can effectively connect with students through individualized nonverbal communication.

#### 5. DEVELOP EMOTIONAL LEARNING-FOCUSED EVALUATION TOOLS

Curriculum boards should collaborate with researchers to design assessment tools that evaluate the emotional learning outcomes influenced by nonverbal teaching strategies. These tools will help track student emotional development and provide feedback for instructional improvement.

#### 6. BRIDGE THE GAP BETWEEN PUBLIC AND PRIVATE INSTITUTIONS

Since the study revealed a significant difference in emotional learning levels between public and private school students, targeted interventions are needed. Public sector education departments should adopt successful practices from private institutions, including the use of emotionally engaging and nonverbally responsive teaching techniques.

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