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The Teacher's Communication Style and Relationship with Students' Self-Esteem in Primary School Students

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ABSTRACT

Teacher communication plays a fundamental role in shaping students' learning experiences, socio-emotional development, and self-esteem. However, limited studies have comprehensively examined the relationship between teachers' communication styles, pedagogical orientation, students' personal characteristics, and the development of teachers' communicative competence. Therefore, this study aimed to analyze the relationship between teachers' communication styles, pedagogical orientation, and primary school students' self-esteem, as well as to develop a teacher communicative competence program. This study employed a quantitative descriptive approach involving 73 primary school teachers and 1,710 students from five educational institutions in Naberezhnye Chelny. Data were collected using the SPOOL instrument, the Accent 2-90 personality inventory, the Dembo–Rubinstein Self-Assessment Scale, and the Lüscher Color Test. The data were analyzed using descriptive statistics and correlation analysis. The findings revealed significant differences in teachers' pedagogical orientation according to communication style ($p < 0.01$). Teachers' communication styles were also associated with age, teaching experience, and professional characteristics. Furthermore, students taught by teachers with different communication styles demonstrated distinct psychological characteristics and levels of self-esteem. Based on these findings, a Teacher Communicative Competence Program was developed. The study concludes that strengthening teachers' communicative competence through systematic training can enhance teacher–student interactions and support students' socio-emotional development in primary education.

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1. INTRODUCTION

Teacher communication has become one of the fundamental aspects that determines the effectiveness of the learning process and students' socio-emotional development, particularly in primary education. Beyond delivering academic content, teachers are expected to establish positive interpersonal relationships that foster students' confidence, motivation, and psychological well-being. Effective classroom communication enables students to actively participate in learning, express their opinions, and develop positive perceptions of themselves, whereas ineffective communication may hinder both academic achievement and emotional development (Khimmataliyev et al., 2024). Therefore, communication between teachers and students should be viewed as a pedagogical and psychological process that supports holistic child development rather than merely as a medium for transferring knowledge (Bashir & Zafar, 2025; Khimmataliyev & Omonova, 2024; Usarov & Meyliyeva, 2024).

In primary school settings, students are in a critical developmental stage during which interactions with significant adults, particularly teachers, substantially contribute to the formation of self-esteem and social competence. Positive teacher communication can create a supportive classroom climate, encourage active engagement, and strengthen students' confidence in their own abilities (Tang et al., 2025). Conversely, communication characterized by excessive control, intimidation, or limited interaction may negatively influence students' emotional adjustment and their perceptions of themselves. Consequently, understanding how teachers communicate with students is essential for creating learning environments that not only promote academic success but also facilitate healthy personality development and positive self-evaluation.

Several previous studies have demonstrated that teachers' communication styles play a significant role in shaping students' classroom behavior, social interaction, and psychological development. Lewin, Lippitt, and White's classical leadership theory explains that different leadership and communication styles produce different patterns of student behavior in educational settings. Their findings indicated that students taught by authoritarian teachers were more likely to experience interpersonal conflicts, exhibit aggressive behaviors, develop hostile relationships with peers, and rely on blaming others rather than collaboratively solving problems (Harms, 2022). In contrast, students in classrooms led by democratic teachers demonstrated stronger cooperation, greater mutual respect, and healthier social interactions because democratic communication encourages participation, responsibility, and shared decision-making. These findings have been consistently supported by more recent studies, which reported that positive teacher–student communication contributes to better classroom engagement, emotional well-being, and social competence among primary school students (Bozorov, 2022).

Theoretically, democratic communication is considered more effective in fostering students' reflective thinking and social-emotional development because it encourages children to evaluate the consequences of their actions while respecting the perspectives of others. Stern argued that although democratic communication may not always produce superior cognitive outcomes, it facilitates more positive attitudes toward the social environment, classmates, and self-development. Conversely, Shaw suggested that authoritarian communication may increase efficiency in classroom management and accelerate decision-making despite creating a less favorable socio-psychological climate. However, these previous studies primarily emphasized differences in classroom management effectiveness and students' behavioral outcomes, while limited attention has

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been paid to how different teacher communication styles specifically influence primary school students' self-esteem through teachers' individual and professional characteristics.

Although previous studies have consistently demonstrated that teachers' communication styles influence students' classroom behavior, social interaction, and learning experiences, several important gaps remain. Most existing studies have primarily focused on comparing the effectiveness of authoritarian, democratic, and liberal communication styles in relation to classroom management, student discipline, or academic performance. Relatively few studies have comprehensively examined how these communication styles contribute to the development of primary school students' self-esteem by considering teachers' personal characteristics, professional orientation, teaching experience, and age as interrelated factors (Dao & Le, 2026; Karadaş et al., 2026). Moreover, the psychological mechanisms underlying teacher–student communication have received less attention than behavioral and instructional outcomes.

Therefore, this study aims to investigate the relationship between teachers' communication styles and primary school students' self-esteem by integrating teachers' personal and professional characteristics into the analysis. This study is grounded in the psychological perspectives of Vygotsky, Leontiev, Rubinstein, Bodalev, and Kankalik, which conceptualize pedagogical communication as an interaction between teacher personality, pedagogical activities, and teacher student relationships. Specifically, the study examines three dimensions of teachers' communication styles authoritarian, democratic, and liberal—and analyzes how these communication styles are associated with students' self-esteem. The findings are expected to provide a more comprehensive understanding of the psychological role of teacher communication in fostering students' socio-emotional development and to contribute to the development of more effective communication practices in primary education.

Despite the growing body of research on teacher communication styles, empirical evidence explaining how teachers' communication characteristics are associated with primary school students' self-esteem remains limited. Previous studies have mainly emphasized classroom management, students' behavioral outcomes, or teachers' instructional effectiveness, while the interaction between teachers' communication styles, teachers' personal characteristics, and students' self-esteem has received comparatively less attention (Liu et al., 2026).. Furthermore, few studies have simultaneously consider teachers' age, teaching experience, and pedagogical orientation as factors that may influence communication patterns and subsequently affect students' psychological development. This limitation indicates the need for a more comprehensive investigation into the relationship between teacher communication and students' self-esteem.

Therefore, this study aims to examine the relationship between teachers' communication styles and the self-esteem of primary school students by considering teachers' personal characteristics, age, teaching experience, and pedagogical orientation as complementary factors. The study is grounded in the psychological framework proposed by Vygotsky, Leontiev, Rubinstein, Bodalev, and Kankalik, which conceptualizes pedagogical communication as an integrated interaction between teacher personality, pedagogical activities, and teacher–student relationships. Based on this theoretical perspective, the research instrument was developed to assess teachers' communication styles, including authoritarian, democratic, and liberal orientations, as well as students' self-esteem through psychological assessment scales. Accordingly, the main aspects examined in this study include teachers' communication styles, teachers' individual and professional characteristics, and primary school students' self-esteem to provide a more comprehensive

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understanding of teacher–student communication in educational settings. Thus, the above allows us to speak not about the predominant and statistical analysis of the results obtained allowed us to identify generalized characteristics according to which the analysis of the indicators of interest to us was carried out. Methods of multidimensional statistics were used in statistical and mathematical processing of experimental data.

2. METHODS

This study employed a quantitative correlational research design to examine the relationship between teachers' communication styles and primary school students' self-esteem (Kayyali, 2026). A correlational approach was selected because the study aimed to investigate the association between teachers' communication characteristics and students' psychological development without manipulating any research variables. In addition, comparative analysis was conducted to examine differences in teachers' communication styles according to age, teaching experience, and qualification categories.

The study was conducted in five primary schools located in Naberezhnye Chelny. The research participants consisted of 73 primary school teachers and 1,710 students from the lower grades who were taught by these teachers. The teachers served as the primary respondents for measuring communication styles and personal characteristics, whereas the students participated in the assessment of self-esteem and psychological characteristics. Therefore, the object of this study was the relationship between teachers' communication styles and primary school students' self-esteem.

To facilitate comparative analysis, teachers were categorized into three age groups based on Bromley's developmental periodization: early adulthood (21–25 years), middle adulthood (26–39 years), and late adulthood (40–55 years). This classification enabled the researchers to examine whether teachers' age and professional experience were associated with differences in pedagogical communication.

The study employed standardized psychological instruments to collect data from both teachers and students. Teachers' communication styles were measured using the Definition of the Type and Type of Pedagogical Orientation in Communication (SPOOL) developed by A.F. Kornienko, which classifies communication styles into authoritarian, democratic, and liberal orientations. Teachers' personal characteristics were assessed using the modified Accent 2-90 personality inventory developed by Shmishek-Muller.

Students' self-esteem was measured using the Dembo Rubinstein Self-Assessment Scale, modified by V.G. Shur, which evaluates students' perceptions of themselves as well as how they believe they are evaluated by their teachers (Әбдікәрім, 2026). In addition, the Lüscher Color Test was administered to identify students' individual psychological characteristics (Shavkatovich, 2026). The selection of these instruments was based on the psychological perspectives of Vygotsky, Leontiev, Rubinstein, Bodalev, and Kankalik, who conceptualized pedagogical communication as an interaction among teacher personality, pedagogical activity, and teacher–student communication. See **Table 1** about research variable and instrument used.

Table 1. Research Variables and Instruments

Variable	Instrument	Developer	Purpose
Teacher communication style	Definition of the Type and Type of Pedagogical Orientation in Communication (SPOOL)	A.F. Kornienko	To identify teachers' communication styles (authoritarian, democratic, liberal)

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Variable	Instrument	Developer	Purpose
Teacher personality	Accent 2-90	Shmishek-Muller	To identify teachers' personal characteristics
Students' self-esteem	Dembo–Rubinstein Self-Assessment Scale (modified by V.G. Shur)	Dembo & Rubinstein	To measure students' self-esteem
Students' psychological characteristics	Lüscher Color Test	Max Lüscher	To identify students' psychological characteristics

Data collection was conducted in two parallel stages. During the first stage, teachers completed the SPOOL questionnaire and the Accent 2-90 personality inventory to identify their communication styles and individual characteristics. During the second stage, students completed the Dembo–Rubinstein Self-Assessment Scale and the Lüscher Color Test under the supervision of the researchers (Navarese et al., 2026). The collected data were then organized according to teachers' communication styles to facilitate comparative analysis between teacher characteristics and students' self-esteem.

The collected data were analyzed using descriptive statistics, correlation analysis, and multidimensional statistical techniques. Descriptive statistics were employed to summarize teachers' communication styles and participant characteristics. Correlation analysis was used to examine the relationship between teachers' communication styles and students' self-esteem, while comparative analyses were performed across teacher age groups and professional characteristics. Statistical significance was determined at the 0.05 and 0.01 significance levels. For research design can be seen at **Figure 1**.

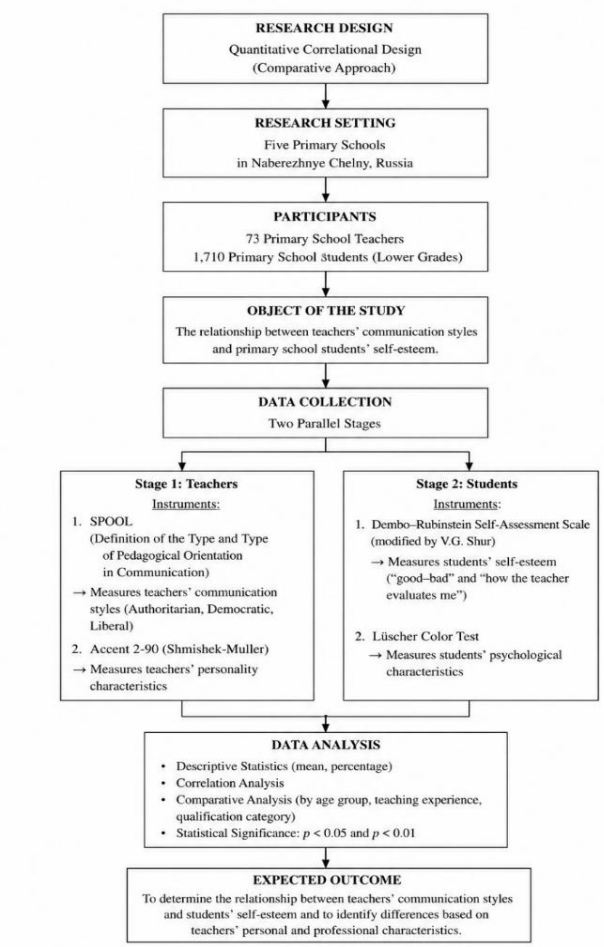


Figure 1. Research Design

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3. RESULTS AND DISCUSSION

3.1 Teachers' Pedagogical Orientation Based on Communication Style

To examine how teachers' communication styles influence pedagogical orientation, the researchers first analyzed the dominant focus of teachers in organizing teaching and learning activities. Pedagogical orientation refers to the primary focus that teachers emphasize during classroom interactions, including orientation toward students, teachers themselves, or the educational process. The distribution of pedagogical orientations according to teachers' communication styles is presented in **Table 2**.

Table 2. Teachers' Pedagogical Orientation Based on Communication Style

Communication Style	Student-Oriented (%)	Teacher-Oriented (%)	Educational Process-Oriented (%)
Authoritarian	53.3	17.7	28.8
Democratic	60.0	0.0	40.0
Liberal	23.0	77.0	0.0

The results presented in **Table 2** indicate clear differences in pedagogical orientation among teachers with different communication styles. Among teachers with an authoritarian communication style, the majority (53.3%) demonstrated a student-oriented approach, while 28.8% focused primarily on the educational process and 17.7% emphasized teacher-oriented activities. In contrast, teachers with a democratic communication style showed the strongest orientation toward students (60.0%), followed by the educational process (40.0%), with no respondents demonstrating a teacher-oriented focus. Meanwhile, teachers with a liberal communication style predominantly exhibited a teacher-oriented orientation (77.0%), whereas only 23.0% focused on students, and none primarily emphasized the educational process.

These findings indicate that teachers' communication styles are associated with different pedagogical priorities in classroom practice. Democratic communication appears to encourage greater attention to students' learning needs and participation, whereas authoritarian communication reflects a balance between attention to students and maintaining the learning process through structured classroom management (AlRefai, 2026). In contrast, teachers with a liberal communication style tend to place greater emphasis on personal autonomy and individual preferences, which may explain the high proportion of teacher-oriented behavior observed in this group.

From a theoretical perspective, these findings support Kornienko's concept of pedagogical orientation, which states that communication style reflects teachers' priorities when organizing learning activities and interacting with students. Likewise, Vygotsky emphasized that meaningful learning occurs through active social interaction between teachers and students. Therefore, communication styles that prioritize students may provide greater opportunities for interaction, guidance, and the development of higher psychological functions. Conversely, communication patterns that focus predominantly on teachers may reduce opportunities for collaborative learning and active student engagement.

The significant differences identified among the three communication styles ($p < 0.01$) further demonstrate that teachers' pedagogical orientation is not determined randomly but is closely associated with their communication characteristics. These findings provide an important foundation for the subsequent analysis of how communication styles vary

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according to teachers' age and professional experience, as well as how these differences relate to primary school students' self-esteem.

3.2 Teachers' Pedagogical Orientation Across Different Age Groups

To further examine whether teachers' communication styles vary according to age and professional maturity, the participants were classified into three age groups based on Bromley's developmental periodization: early adulthood (21–25 years), middle adulthood (26–39 years), and late adulthood (40–55 years). This classification enabled a comparative analysis of teachers' pedagogical orientation across different stages of professional development. The arithmetic mean values of pedagogical orientation in each age group are presented in **Table 3**.

Table 3. Arithmetic Mean Values of Teachers' Pedagogical Orientation Across Age Groups

Pedagogical Orientation		Early Adulthood (21–25 years)	Middle Adulthood (26–39 years)	Late Adulthood (40–55 years)
Communication Style	Authoritarian	48	46	48
	Democratic	61	55	57
	Liberal	65	72	67
Orientation Type	Student-oriented	49	52	58
	Educational process-oriented	53	60	63
	Teacher-oriented	65	60	50

Table 3 illustrates differences in pedagogical orientation among teachers across the three age groups. Regarding communication styles, liberal orientation obtained the highest mean scores in all age groups, reaching its highest value among teachers in middle adulthood (72). Democratic communication showed relatively consistent scores across the three groups, ranging from 55 to 61, whereas authoritarian communication remained comparatively stable, with mean values between 46 and 48.

A similar pattern was observed in teachers' pedagogical orientation. Student-oriented practices increased gradually with age, from a mean score of 49 among teachers in early adulthood to 58 among teachers in late adulthood. Likewise, orientation toward the educational process also increased progressively across age groups, suggesting that more experienced teachers tend to place greater emphasis on organizing effective learning activities. Conversely, teacher-oriented orientation decreased from 65 in the youngest group to 50 in the oldest group, indicating that experienced teachers became less self-centered and more attentive to students and instructional processes.

These findings suggest that teachers' pedagogical orientation develops alongside professional experience and psychological maturity. Teachers in early adulthood may still rely heavily on personal preferences and self-regulation while adapting to classroom responsibilities. As teaching experience increases, teachers appear to shift their attention toward students' learning needs and classroom management. This developmental trend is consistent with Bromley's theory of adulthood, which emphasizes that professional competence and interpersonal maturity continue to develop throughout adulthood.

From the perspective of pedagogical communication, the findings also support the psychological framework proposed by Vygotsky, Leontiev, and Kankalik, which views teacher–student interaction as a dynamic process influenced by teachers' personal development and professional competence (Azimova, 2026). Teachers with greater experience are more likely to establish learning environments that balance instructional

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objectives with students' developmental needs. Therefore, age and teaching experience should be considered important factors influencing teachers' communication styles and pedagogical orientation.

The statistically significant differences identified among age groups ($p < 0.01$) indicate that teachers' pedagogical orientation is closely associated with their stage of professional development. These findings provide further evidence that communication style is not a fixed characteristic but evolves as teachers accumulate teaching experience and develop professionally.

3.3 Teachers' Age and Communication Characteristics

The findings presented in the previous section indicate that teachers' communication styles vary according to age and professional experience. As teachers gain practical teaching experience, changes occur not only in the organization of pedagogical activities but also in the way they communicate and interact with students. These changes are reflected in the dominant communication styles observed across different age groups.

The results showed that teachers in the early adulthood group (21–25 years) were predominantly characterized by an authoritarian communication style (56.3%), while the remaining 43.7% demonstrated a liberal communication style. In contrast, teachers in the late adulthood group (40–55 years) mainly adopted an authoritarian communication style (63.2%), whereas 36.8% exhibited a democratic communication style. The middle adulthood group (26–39 years) displayed the greatest diversity in communication styles, consisting of 63.2% authoritarian**,** 21.0% democratic**,** and 15.8% liberal teachers.

These findings suggest that teachers' communication styles evolve throughout their professional careers. Teachers in the early stage of their careers may still be developing classroom management strategies and therefore tend to rely on either structured authority or flexible interaction. As teachers accumulate teaching experience, they gradually develop more adaptive communication patterns that balance instructional control with students' participation. The diversity observed among teachers in middle adulthood may reflect the influence of accumulated professional experience combined with individual pedagogical beliefs and teaching practices.

From a psychological perspective, these findings are consistent with the theoretical framework proposed by Vygotsky, Leontiev, and Kankalik, which emphasizes that pedagogical communication is influenced by teachers' personal development, professional competence, and social interaction with students. As teachers become more experienced, they tend to demonstrate greater flexibility in responding to students' needs and in creating learning environments that support both academic achievement and socio-emotional development.

Overall, the results indicate that teachers' age, teaching experience, qualification level, and personal characteristics collectively contribute to the development of communication styles. Consequently, pedagogical communication should be understood as a dynamic professional competency that develops throughout teachers' careers and shapes the quality of teacher–student relationships in primary education.

3.4 Relationship Between Teacher Communication Style and Students' Personal Characteristics

The relationship between teachers' communication styles and students' personal characteristics was further examined using the Lüscher Color Test and the Dembo–

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Rubinstein Self-Assessment Scale (Shakhov, 2026). The analysis aimed to identify psychological characteristics that emerged among students taught by teachers with different pedagogical communication styles. The findings indicate that students' emotional, behavioral, and interpersonal characteristics varied according to the dominant communication style adopted by their teachers.

3.4.1 Students Taught by Teachers with an Authoritarian Communication Style

The results revealed that students who were taught by teachers with an authoritarian communication style demonstrated distinctive psychological characteristics. Their dominant psychological need was the desire to participate in emotionally intense interpersonal interactions. These students tended to exhibit categorical thinking, superficial interests, heightened sensitivity to criticism, vigilance toward others' opinions, selectivity in social relationships, resistance to restrictions, a strong desire for independence, intolerance of monotonous activities, and aggressive or defensive behavioral tendencies (Ryantiarto et al., 2025).

These characteristics suggest that authoritarian communication may encourage students to become more cautious and emotionally reactive in their interactions with others. Although such a communication style may contribute to maintaining classroom discipline and instructional control, it may also increase students' psychological tension and sensitivity during social interactions. Consequently, students may become more defensive and less willing to engage openly with peers and teachers.

From a theoretical perspective, Vygotsky emphasized that children's psychological development is strongly influenced by the quality of social interaction within their learning environment. Therefore, communication patterns dominated by authority and control may limit opportunities for supportive dialogue and collaborative learning, potentially influencing students' socio-emotional development.

3.4.2 Students Taught by Teachers with a Democratic Communication Style

Students who learned under teachers with a democratic communication style demonstrated different psychological characteristics (Gómez Yepes et al., 2026). The findings indicate that these students possessed a strong motivation to achieve goals, curiosity, independence, initiative, self-realization, leadership tendencies, mature judgment, and a willingness to take responsibility for their learning. At the same time, they also exhibited emotional sensitivity, vulnerability, occasional anxiety regarding others' opinions, and difficulties in interpersonal relationships.

Overall, the characteristics observed among these students indicate that democratic communication provides greater opportunities for students to develop autonomy, confidence, and active participation in classroom learning. The balance between teacher guidance and student participation appears to encourage students to express themselves while simultaneously developing responsibility for their own learning.

These findings support the theoretical perspective of pedagogical communication proposed by Kankalik and Bodalev, which emphasizes that effective teacher–student interaction facilitates not only cognitive development but also students' emotional maturity and social competence. Democratic communication therefore creates a learning environment that promotes both academic engagement and positive psychological development.

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3.4.3 Students Taught by Teachers with a Liberal Communication Style

Students who were taught by teachers adopting a liberal communication style demonstrated another distinctive set of psychological characteristics. The findings indicate emotional immaturity, the absence of rigid thinking patterns, increased creativity, originality, a desire to strengthen their social position, selectivity in interpersonal relationships, impulsivity, heightened intuition, independence, and feelings of anxiety regarding others' evaluations.

These findings suggest that liberal communication provides students with greater freedom to express themselves and develop creative thinking. However, excessive flexibility may also reduce the level of structure and guidance provided during classroom learning, potentially contributing to emotional instability and uncertainty in social relationships. Therefore, although liberal communication encourages creativity and independence, appropriate teacher guidance remains necessary to support students' emotional development.

3.5 Development of the Teacher Communicative Competence Program

Following the identification of differences in teachers' communication styles and their influence on students' psychological characteristics, the researchers developed a Teacher Communicative Competence Program aimed at enhancing teachers' professional communication skills. The program was designed based on the premise that improving teachers' communicative competence would contribute to more effective teacher–student interactions and foster students' socio-emotional development.

The program emphasizes the use of interactive learning approaches, which encourage teachers to actively reflect on their communication practices through collaborative activities. According to the researchers, interactive methods such as role-playing, business games, and psychological training enable teachers to simulate real classroom situations, evaluate their own communication behaviors, and compare their experiences with those of other participants (Zagni et al., 2025). Such experiential learning provides opportunities for teachers to develop more adaptive and student-centered communication strategies.

The structure of the program consists of three integrated components, namely the diagnostic**,** informational, and developmental blocks. These components are implemented through four sequential stages designed to improve teachers' communicative competence systematically, see **Table 4**.

Table 4. Structure of the Teacher Communicative Competence Program

Program Component	Main Activities	Expected Outcomes
Diagnostic	Assessment of teachers' communication styles and professional characteristics	Identification of teachers' communication profiles and professional needs
Informational	Provision of theoretical knowledge regarding pedagogical communication and teacher–student interaction	Improved understanding of effective communication principles
Developmental	Communication skills training through interactive activities	Enhancement of teachers' communicative competence and classroom interaction skills

The developmental program is further organized into four implementation stages, as presented in **Table 5**.

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Table 5. Stages of the Teacher Communicative Competence Program

Stage	Activities	Purpose
Stage 1	Analysis of professional tasks through business games	To identify communication challenges encountered in classroom practice
Stage 2	Self-regulation skills training through psychological practices and educational games	To strengthen teachers' emotional regulation and communication awareness
Stage 3	Training on effective teacher–student interaction	To improve communication strategies and classroom interaction skills
Stage 4	Monitoring and evaluation through diagnostic assessment	To evaluate improvements in teachers' communicative competence

The researchers emphasized that group discussions and individual consultations were the preferred methods of program implementation. In Table 5 the activities were designed by considering teachers' age, intellectual characteristics, professional experience, and the specific demands of primary school education. This individualized approach was expected to facilitate meaningful professional development while addressing the diverse communication needs of teachers.

The design of this program aligns with the perspectives of Makshanov and Petrovskaya, who argue that psychological training and interactive learning constitute effective approaches for restructuring behavioral patterns and improving professional competencies. By engaging teachers in authentic communication scenarios, the program encourages reflective practice and supports the development of more adaptive pedagogical communication.

Overall, the Teacher Communicative Competence Program represents a practical implication of the study findings. Rather than merely identifying differences in teachers' communication styles, the study proposes an intervention model that may assist teachers in strengthening their communication competence and creating more supportive learning environments for primary school students.

3.6 Evaluation of the Teacher Communicative Competence Program

The effectiveness of the Teacher Communicative Competence Program was evaluated through expert assessment and psychological evaluation following the implementation of the training activities. The evaluation was conducted to determine whether participation in the program contributed to improvements in teachers' communicative competence and professionally important personal characteristics. The evaluation procedure employed expert assessment criteria that fulfilled the requirements of measurability, reliability, prognostic validity, and realism, ensuring that the obtained results accurately reflected changes in teachers' professional competence. In addition, psychological criteria were used to provide both quantitative and qualitative assessments of teachers' professionally important personal characteristics and to determine the degree of teachers' satisfaction with the implemented training program.

The monitoring results demonstrated positive changes in teachers' communicative competence after participating in the program. Improvements were observed in teachers' professional and personal characteristics, particularly in their ability to regulate communication, interact effectively with students, and apply more adaptive communication strategies during the learning process. These findings indicate that the combination of diagnostic activities, communication training, self-regulation exercises, and interactive

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learning experiences successfully enhanced teachers' awareness and communication skills in classroom settings.

The effectiveness of the program can also be attributed to the use of interactive professional development approaches, including business games, psychological practices, communication training, and individual and group consultations**.** These activities enabled teachers to reflect on their own communication patterns, simulate authentic classroom situations, and compare their experiences with those of other participants. Such reflective learning experiences encouraged teachers to modify ineffective communication behaviors and adopt more constructive approaches when interacting with students.

Overall, the evaluation findings indicate that the Teacher Communicative Competence Program effectively strengthened teachers' professional communication competence. The observed improvements suggest that systematic communication training can contribute not only to teachers' professional development but also to the creation of more supportive classroom environments that facilitate students' socio-emotional development and the enhancement of their self-esteem. These results reinforce the overall findings of this study that teachers' communication styles play a significant role in shaping the quality of teacher–student interactions and students' psychological development.

4. CONCLUSION

This study concludes that teachers' communication styles significantly influence both teachers' pedagogical orientation and primary school students' personal characteristics and self-esteem. Teachers' communication styles were found to vary according to individual characteristics, age, and professional experience, indicating that pedagogical communication is a dynamic competency that develops throughout teachers' professional careers. Students taught by teachers with different communication styles also demonstrated distinct psychological characteristics and levels of self-esteem, confirming that teacher–student communication plays an important role in children's socio-emotional development. The novelty of this study lies in integrating teachers' communication styles, pedagogical orientation, and students' self-esteem into a comprehensive psychological framework while proposing a Teacher Communicative Competence Program as a practical strategy to enhance teachers' professional communication and foster more supportive learning environments. The findings imply that communication competence should become an essential component of teacher professional development, particularly in primary education. Interactive professional development programs involving communication training, self-regulation, and reflective practice can help teachers adopt more effective communication strategies that support students' academic and socio-emotional growth. Future studies are recommended to evaluate the effectiveness of the proposed program using experimental or longitudinal research designs involving broader educational settings

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