

Role of Communication in Classroom Management

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ABSTRACT In literature, teaching climate is closely related to be connected to school performance, such as students' achievement, engaging, confidence, classroom discipline and school effectiveness. This paper analyzes teaching climate in relation to teachers' communication style, personality traits and type of school. The study was conducted during 2016 in primary and secondary schools in Serbia on 221 teachers. Multivariate analysis of covariance was used for the prediction of teaching climate in relation to predictor variables. The results suggest that assessment of relations student-student and student-teacher should be considered primarily in the context of teachers' communication profile and some personality traits. The results are relevant to the researchers, theoreticians and practitioners in the field of classroom management, school administration and educational psychology, as they provide the insight into the correlation of given concepts as well as guidelines for improving the educational process.