IMPORTANCE OF TEACHER–STUDENT COMMUNICATION IN DEVELOPING SOCIAL AWARENESS AMONG MASS MEDIA STUDENTS

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ABSTRACT

Effective teacher-student communication is very important to create social awareness, as they will be aware of the world around them. The students will then have their perspective, develop empathy, and have an understanding of different backgrounds. The teachers serve as mentors to students, teaching them about societal rules and providing feedback that fosters a trusting relationship between them. This will impact students' social-emotional skills and critical thinking, enabling them to contribute to society. When there is strong communication, students feel safe, which leads to their holistic development. Mass media students need to have an understanding of the real world by getting practical exposure, as they will be responsible in the future to deliver the content. When the students get a supportive environment, they not only learn facts but also think deeply and become responsible citizens. As mass media students will be involved in public discourse in the future, they need to have an understanding of different social, political, and cultural landscapes. In this study, it is shown that teachers not only give technical skills but also develop an ethical framework for the students so that they can face societal challenges. This study highlights that two-way communication is important where empathy, active listening and understanding viewpoints of each other helps students to understand issues of social inequality, marginalized voices and ethical representation. When there is supportive communication environment then civic responsibility of the student is developed. The teachers should not deliver only the lectures but also act as a communicative mentor who bridge the gap between media theory and social reality. This study also shows that when teachers make the students feel heard and respected they apply social justice to all their works which are creative whether they go in any media field like journalism, advertising or filmmaking. Effective teacher-student communication is like a foundation pillar of media education. When teachers have transparent and inclusive communication with the students they become socially conscious professionals who are technically good and also committed towards public good. Eventually, adopting this communicative link which is necessary for making media experts who can cross the difficulties of a globalized world with sympathy and honesty.

Keywords: *Teacher-Student Communication, Social Awareness, Mass Media Students, Civic responsibility, social-emotional skills*

1: INTRODUCTION

In the modern-day digital age, mass media is the main platform through which public awareness and social reality are created. The people are dependent on watching TV and reading online, and then they form their own perceptions. The students who are planning to build a career in this field need to understand that they are not only passive consumers of information, but they also need to be responsible creators of social descriptions, which will help them achieve the critical academic and professional milestones. Students planning to become journalists or content creators need to possess this kind of social awareness, in addition to camera handling and writing skills. The students need to have a thorough understanding of the real-world problems, like poverty or inequality, that affect the people they will be reporting on. However, the expansion of social awareness—the ability to observe and respond to the multifaceted socio-political issues within a community—does not occur in a vacuum. It requires a pedagogical atmosphere where critical investigation is stimulated, and varied viewpoints are explored. This awareness does not happen through textbooks, but this happens when the relationship and communication between the teacher and student are developed. The teacher–student communication dynamic serves as a bridge between theoretical media ethics and practical social awareness. Though there is a standard syllabus that gives the technical outline for media studies, it is the interpersonal and instructional communication between teachers and students that often catalyzes a student's sense of social responsibility.

Effective communication in the classroom permits the deconstruction of media prejudices, the investigation of marginalized viewpoints, and the cultivation of sympathy. The way a teacher talks to their students—whether they encourage questions, debate difficult topics, or share varied views—is the most important part of this learning process. In an age frequently dominated by "industry-ready" technical training, such as digital editing

and platform analytics, the "social-ready" attitude vital for ethical journalism and filmmaking can sometimes be ignored. This creates a noteworthy gap where students may own the tools to reach millions, but the absence of social awareness to comprehend the influence of their messages. The syllabus of media focuses on technical skills of editing videos or gaining more social media followers. But when there is good communication between teachers and students, the students might graduate knowing how to reach a large audience, but without understanding the responsibility that comes with it. Through examining how the quality, frequency, and style of teacher–student dialogue impacts the student's worldview, this research tries to prove that the classroom is not just a place for information transmission, but a laboratory for emerging ethical media experts of tomorrow. This study also looks at why the bond and the dialogue between teachers and students are the keys to turning media students into socially responsible professionals.

2: LITERATURE REVIEW

Social awareness is being incorporated into the educational environment through structured communication and the planned use of interactive platforms. The teachers utilize digital tools, such as virtual discussion platforms and interactive apps, to facilitate meaningful conversations where students have the freedom to express their opinions and engage with diverse perspectives. These exchanges of communication are further supplemented through collaborative ventures and community partnerships, where teachers act as intermediaries between students and local leaders to contextualize global matters within real-world backgrounds. When teachers create the setting of active investigation—through workshops, guest speaker sessions, and multimedia-driven replications—teachers don't stick to traditional teaching methods to encourage sympathy and critical thinking. Finally, this conversation between teachers and students not only improves content knowledge but also encourages a sense of action, preparing students to direct and contribute to a complex societal landscape as knowledgeable, active citizen. When digital tools are used for enhancing teacher-student communication, then passive teaching turns into an active and conversational process of building social awareness. Gamified platforms like Kahoot! And Quizlet creates an interactive setting where students can explore complex social issues through competitive and collaborative play. (Strategies for Educators to Promote Social Awareness, 2026)

The teachers are trying to create digital literacy among the students and combine it with civic engagement, so that social awareness can be developed. As youth are using social media to consume the news rather than traditional newspapers so the teachers should treat them as "epistemic agents," which means that the people who are responsible for the truth of the information they share. Instead of teaching students through a textbook about the government, they should be taught through active participation. By inserting consistent procedures like fact-checking, identifying misinformation, and tracing into the syllabus, teachers allow students to use social media not just for consumption, but as a proper way for informing and activating the public. Social media can be used as a tool where people are informed and organized, and students are not just the users of it, but they become responsible citizens who care for society. This linking between the teacher's direction and the student's online activities helps build sympathy and inspires students to use their voices to help their communities prosper. (Mark Felton, 2023)

There has been research where it's observed that when students are not very interested in school, like absenteeism or disruptive behaviour, the most effective way for teachers to bring them back is through targeted social and emotional learning (SEL). The teachers should not only focus on their grades or discipline, but must address the "communication gap" by teaching skills like self-management, empathy, and social awareness, which will re-engage the students who feel alienated. Studies of programs like the TLC program recommend that when teachers use responsive teaching—where they listen to and plan for the detailed emotional requirements of each student—they can stop disconnection before it gets worse. This is specifically significant for today's youths, who face exclusive challenges due to social media and technology. By incorporating these social skills directly into the syllabus, teachers create a supportive atmosphere where students feel understood and connected, laying the groundwork for staying motivated and successful in school. (Whatman, 2023)

Building on the developing landscape of education, research draws attention to a noteworthy shift in teachers' roles, where they are not only performing technical responsibilities—such as grading and administrative work—but also executing dynamic social roles. In the Turkish educational system and globally, teachers are gradually known as "interpersonal experts" whose social exchanges are just as serious as their subject teaching. The teachers are implementing a democratic attitude rather than a dictatorial one. Teachers generate a "pedagogical ecology" where they act as friends and coworkers, nurturing sincere, supportive relationships that are vital for student development. This social role wants teachers to assist as role models in communication and conflict resolution, helping students progress "21st-century skills" like decision-making and emotional flexibility.

Though the teachers have a lot of pressure due to heavy workloads and an inclination for policy-makers to emphasize technical competence, the literature proposes that when teachers prioritize their social task, they efficiently link the gap between academic content and the social-emotional requirements of their students, finally enabling them to direct a changing and unpredictable world. (Aydin Balyer, 2020)

Effective progress of social awareness needs teachers to have high stages of social-emotional skills (SEL), as their personal emotional guideline and teaching behavior directly forecast their students' emotional and academic achievement. However, research exposes a noteworthy gap between what teachers say they know and how they really behave; for example, many teachers report high self-awareness but struggle to cooperate in varied or "heterogeneous" groups. This recommends that for teachers to link the communication gap and substitute a positive classroom environment—particularly in an unpredictable and multifaceted world—they must first experience deep, experimental personal growth. Rather than just learning the philosophy of social awareness, teachers need to exercise "real-world" skills like managing conflict and accepting diversity themselves. When teachers positively model these behaviors, they move away from thought-provoking or unsatisfactory group-work experiences and toward building strong classroom communities that decrease student disconnection and encourage long-term flexibility. (Noa Shapira, 2025)

This research talks about how self-awareness is the most important starting point of social and emotional learning (SEL) growth. It is more than thinking of only oneself, but going beyond and understanding your feelings and values which drive our behaviour and choices. When students develop internal reflection, they can assess their strengths and weaknesses with confidence, thereby avoiding the "self-deception" that helps them grow. The schools need a multi-tiered system of support (MTSS) for the success of SEL, for which teachers must be socially competent who show "real care" and build trust with their students. When this self-awareness is included in the syllabus, and there is a safe environment, then students will get better grades and also gain emotional tools which is necessary for long-term success in both family and community life. (Um E Rubab, 2024)

The researcher talks about how schools are facing a serious "character crisis" in education, as students are struggling with a lack of discipline, responsibility, and empathy. The negative impact of digital media and the weak supervision of adults have made this problem worse. Many schools often over-prioritize academic achievement but there are many experts who are of the viewpoint that to fix this issue of moral growth, an intensive teacher-student interaction is necessary so that there is character formation in students. The teachers can act as role models who can interact with them verbally and non-verbally by imparting core values—such as honesty and integrity. By using Lickona's model of moral knowing, feeling, and behavior into every day communication, teachers can move beyond teaching personal facts and focus on personal connections to create a safe environment that nurtures a student's ethical identity and long-term social awareness. (Dewi Purnama Sari*, 2024)

The "Prosocial Classroom" model explains that a teacher's social and emotional competence (SEC) is important not only for their personal well-being but also for creating a healthy school environment and promoting students' success. The teachers who are highly socially and emotionally competent know how to manage relationships, have a very strong bond with the students, and have organized classrooms. On the other hand, when teachers lack the SEC they struggle to handle the emotional demands of modern classrooms, they are vulnerable to emotional tiredness and start using harsh or unfair punishments, which further worsen the classroom environment. When teachers serve as reliable role models for SEL syllabi by remaining calm and acting as real-life examples of good emotional behavior, they create a positive feedback circle that improves student engagement and academic grades while protecting their own professional careers. (Greenberg, 2009)

The research shows that students' interest, participation, and focus are decreasing in literature classrooms, with many school leaders reporting a serious negative impact on learning. To fix this, experts suggest the integration of social-emotional learning (SEL) methods, which help students connect with what they have read to their own lives by understanding their own emotions and values through the characters in a book. By using emotionally powerful texts like S.E. Hinton's *The Outsiders*, teachers can move beyond testing memory and focus on a student-centered approach that helps students understand different perspectives and social issues. The research suggests that when students see their own real-life struggles and identities reflected in the syllabus, they develop stronger empathy, better understanding. This student-centered approach is successful as it helps in bridging the gap between academic performance and personal growth. (Anderson, 2025)

This research highlights the importance of integrating Social-Emotional Learning (SEL) directly into the education syllabus rather than teaching it as a separate, isolated program. Collaborative Reasoning (CR) is the

most effective way in which a group discussion is done among peers, and it encourages them to navigate diverse viewpoints and control emotions during collaborative tasks. When the students are working together, they have improved relationships and lower relational aggression. Younger students often struggle with staying focused and settling arguments on their own. Therefore, teacher scaffolding plays an important role in this process; precisely, the use of Epistemic Network Analysis (ENA) has shown that cognitive scaffolding (helping with the thinking part), suggestively supports students' responsible decision-making, while metacognitive scaffolding (helping students think about their own thinking) is closely linked to the development of social awareness. By using these detailed types of support, teachers can help students grow emotionally and socially while they are learning their normal school subjects. (Sisilia Kusumaningsih, 2025)

3: RESEARCH DESIGN AND METHODOLOGY

Objectives

The key objectives for this research study are:

- To assess the extent to which teacher-student communication styles (inclusive vs. dictatorial) impact students' understanding of marginalized communities.

- To observe the role of teacher-led discussion in evolving media ethics and the skill to recognize "fake news."

- To categorize which communication channels (mentoring, workshops, or digital) are extremely effective for developing social awareness in media education.

- To study the impact of teachers' personal social perspectives on the professional viewpoint of ambitious media experts.

By addressing these objectives, this research will provide valuable insights into how teacher-student communication styles, discussions, and varied social perspectives are important in Developing Social Awareness among Mass Media Students

Research Questions

Q.1. How does the accessibility of teachers associate with a student's awareness of social issues?

Q.2. To what extent do in-class discussions on societal rules expand a student's skill to identify and lessen the influence of misinformation?

Q.3. Which communication format (formal lectures vs. group workshops) delivers the maximum supposed influence on a student's sense of reporting ethics?

Hypothesis

H0: There is no significant positive correlation between inclusive teacher communication styles and students' capability to signify marginalized communities precisely in media content.

H1: There is a significant positive correlation between inclusive teacher communication styles and students' capability to signify marginalized communities precisely in media content.

H0: Teacher-student communication has no significant influence on a student's capability to recognize "fake news."

H2: Teacher-student communication has a significant influence on a student's capability to recognize "fake news."

METHODOLOGY

- **Research Design:**

A Quantitative Descriptive approach is used in this study. The study will aim to describe inclusive communication styles used by teachers and their impact on students' capability to identify fake news and signify marginalized communities.

A quantitative method was used to test the hypothesis statistically. Google Forms with Likert scales and multiple-choice questions was used as a platform for the survey technique to collect primary data. Structured questionnaires were used to collect quantitative data on the communication styles of teachers and students' capability to understand social issues. This method will enable researchers to understand the students' points of view. This design will allow to quantify perceptions and test the relationships between communication and awareness.

This research paper uses both first-hand and Second-hand data. In first-hand data, freshly composed samples are taken to try to understand the students' mentality towards teachers' communication styles and understanding of social issues. Secondary data is used where information is collected from various articles, journals, websites, etc., and proper references are given for the same.

SAMPLING TECHNIQUE

- **A non-probability sampling** technique is used. Purposive Sampling is used. Mass Media students have been chosen especially because they are the "population of interest" who interact with media ethics and content creation.

Sample Size

A sample size of 101 students is targeted for the research study.

Limitations of the study

Due to time constraints, a small sample size of 101 individuals has been used in the study; results can vary if a larger number of populations are taken for the study. It is difficult to measure social awareness through a survey, as some students may answer "Strongly Agree" because they feel it is the "correct" social response rather than their true feeling.

4: FINDINGS AND OBSERVATIONS

In this chapter, the answers received through the survey have been taken for analysis.

The findings are as follows:

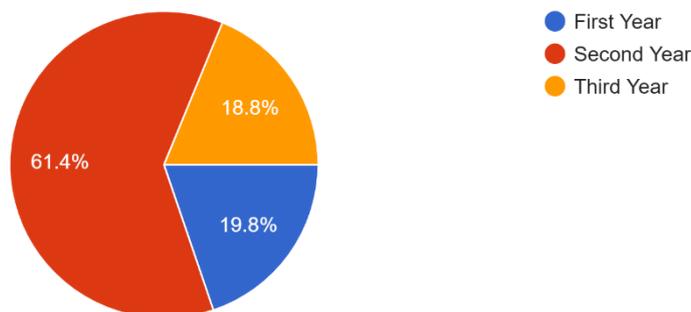## Section 1: Demographic Profile of Respondents

Figure 1: Year of study of the respondents

In this survey, around 20 participants were from First Year Degree Colleges, 62 participants were from Second Year Degree Colleges, and 19 participants were from Third Year Degree Colleges. This shows that the data mainly reproduces the perspectives of students who are in the middle of their academic journey and have had noteworthy interaction with teachers.
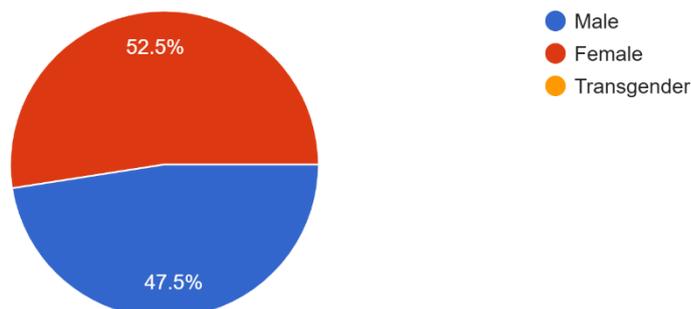

Figure 2: Gender of the respondents

- In this survey, around 53 males and 48 females participated. It shows a balanced sample as the findings denote a varied range of gender perspectives within the media department.

Section 2: Analysis of Teacher–Student Communication
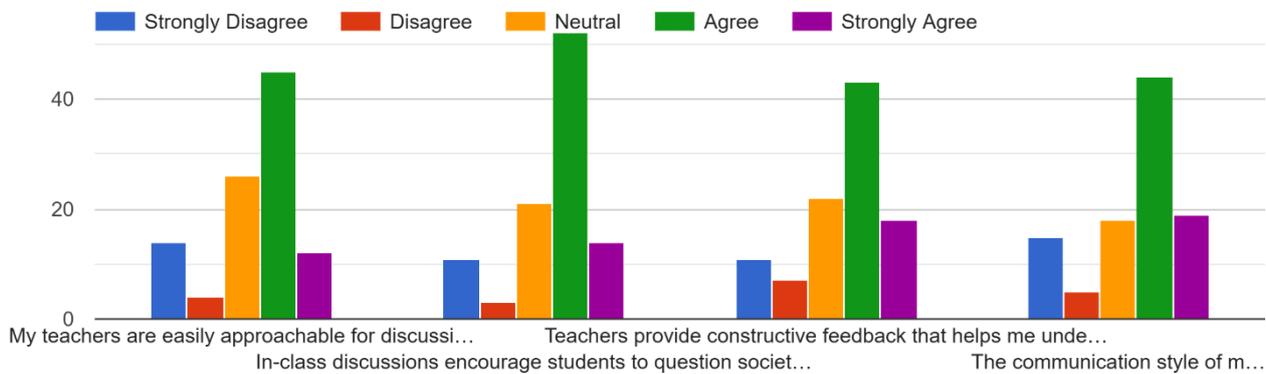
Please rate the following based on your experience:

Figure 3: Teachers' Communication Styles

- **Teacher Approachability:** The data shows that in total 57 respondents "Agree" or "Strongly Agree" that teachers are simply approachable for discussions outside the syllabus, though 14 participants "Strongly Disagree," recommending there is a scope for improvement in personal approachability.

- **Questioning Societal Norms:** This category received the maximum positive agreement, with more than 50 students supporting that in-class discussions boost them to question societal norms. This shows how knowledge is circulated.

- **Constructive Feedback:** The data received clearly indicates that more than 60 respondents voiced that teacher feedback helps them comprehend diverse perspectives, which is the most important factor in developing social-emotional relationship skills.

- **Inclusive Style:** The communication style was rated as inclusive by a noteworthy majority (more than 60 students), indicating that the "democratic" teacher attitudes lead to more necessary learning results.

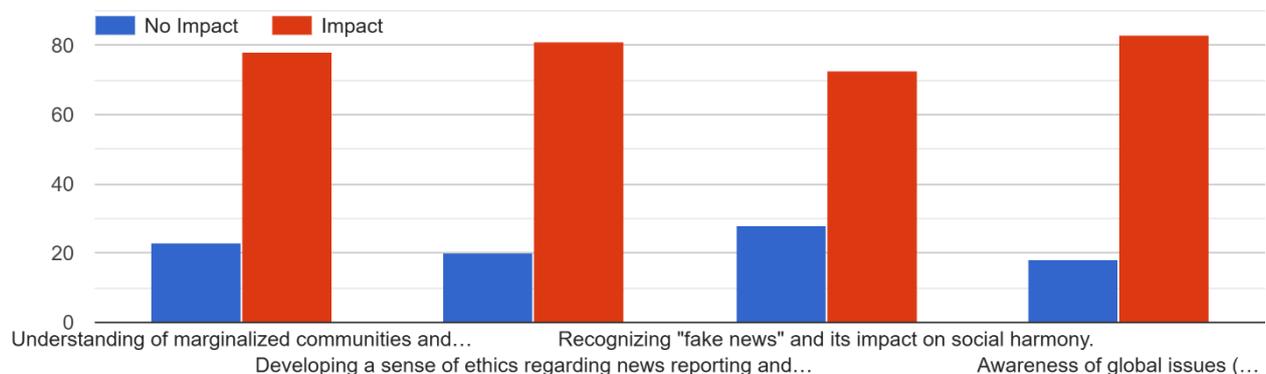How do interactions with your teachers affect your understanding of the following?

Figure 4: Impact of Interactions on Social Awareness

- **Marginalized Communities:** According to the data, around 78 students stated that interactions with teachers had a direct influence on their understanding of marginalized communities and their representation in the media.

- **Ethics in Reporting:** More than 80% of students specified that when there is teacher-student communication, it helps them develop a stronger sense of ethics regarding news reporting and content creation. This clearly shows the importance of teachers as role models in communication and qualified behavior.

- **Recognizing "Fake News":** Though the graph shows that there are 72 students who felt an impact in this area, this category had the maximum "No Impact" rating (nearly 30 students), signifying that while communication is effective, dedicated digital media learning is still desirable to fight misinformation.

- **Global Issues Awareness:** This category shows the strongest positive outcomes, with more than 80 students maintaining that teacher interactions improved their awareness of global issues such as climate change and human rights.
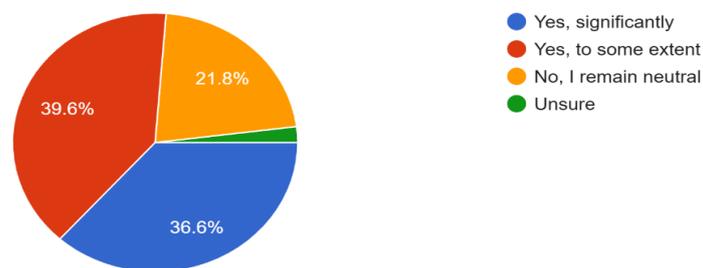

Figure 5: Influence of Teachers' Personal Opinions

The data clearly indicates that the maximum number of students, around 76 of them, believe that a teacher's personal opinions influence their professional outlook "to some extent" or "significantly." Only a small section of students, around 24 of them, feel they "remain neutral," or "unsure," stressing the influence of the teacher as a "role model" whose morals form the next generation of media experts.
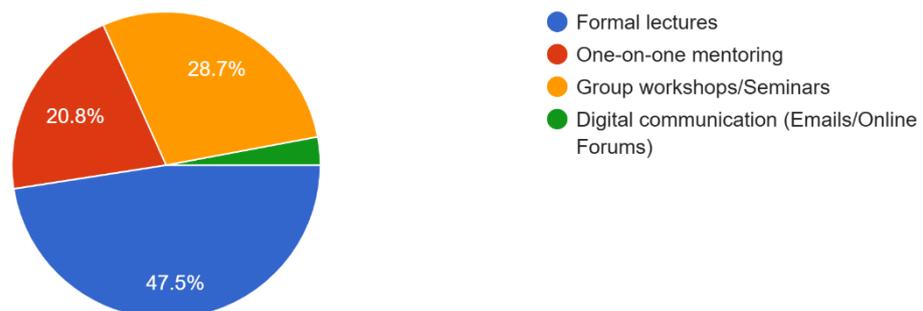

Figure 6: Preferred form of Communication

As per the data received, around 47 students feel that formal lectures are the most important form of communication for discussing social issues. Then, 29 students feel group workshops or seminars are most effective, followed by 21 students who feel one-on-one mentoring is effective. Only 3 students feel that digital communication is effective for discussing social issues.

5: CONCLUSION

As per the findings of the survey and the supporting literature, it can be concluded that teacher–student communication is very important for emerging social awareness in Mass Media students. The research proves that for the teachers, their **social roles** are more important than their **technical responsibilities**, so that they can produce a "pedagogical ecology" that raises critical thinking and sympathy. The maximum number of students came to a consensus stating that teacher approachability and inclusive communication styles show a democratic, rather than dictatorial, teaching attitude, which is important for necessary learning results.

The results point out that interactions with teachers directly allow students to cross the difficulties of this complex and confusing world. Precisely, when we talk about the influence of the communication between teachers and students, it is shown by the students' skill to identify **"fake news"** and preserve ethical values in reporting. By acting as **epistemic agents**, teachers inspire students to take personal accountability for the exactness of the data they produce and distribute. The students understand the representation of marginalized communities.

The perceived impact of teachers' personal opinions recommends that teachers are learners also, and they should go through their personal development as they have a status of role models to their students, and their behavior and values suggestively shape the professional viewpoint of future media experts. Finally, nurturing social awareness involves a holistic method where teachers are even learners, modeling the social-emotional skills and inclusive actions they wish to impart to their students.

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