



The Effect of Communication Style on Teaching Motivation, Work Ethics, Emotional Intelligence, Reading Proficiency and Knowledge Sharing

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Abstract

Introduction. The reading proficiency of students across countries varies. Better teaching motivation, workplace ethics, Emotional Intelligence promote one to share their knowledge with others. Therefore this study seeks to investigate the role of communication style, the effect of teaching motivation, workplace ethics, emotional intelligence on reading proficiency and knowledge sharing.

Materials and Methods. This study engaged 448 teachers/serviced teachers from various levels of secondary schools. Structural Equation Modeling is utilized in this study to analyze the model. The model reached a satisfactory compliance.

Results. The results showed that teaching motivation, workplace ethics, emotional intelligence bear on reading proficiency and knowledge sharing positively. The communication style of teachers mediates the model significantly.

Discussion and Conclusion. Teachers with better motivation prepare their class better by increasing their knowledge and insight into their field by the intensity of their effort to increase their reading experience and proficiency. Those sticking to work ethic try to increase their integrity, honesty, discipline, fairness and respect, responsibility, and accountability at work to reach better proficiency of reading and behaviors of sharing activities. Teachers' Emotional Intelligence boosts their quality in reading by reaching a better quality of their ability on their understanding of reading passages and vocabulary knowledge as well as the level of proficiency in reading. Teachers with better communication styles increase their motivation onto the level of reading proficiency. Communication style strengthens the influence of motivation on reading skills.

Keywords: communication style, teaching motivation, workplace ethics, Emotional Intelligence, reading proficiency, knowledge sharing

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Научная статья

Роль стиля общения и его влияние на мотивацию преподавания, профессиональную этику, эмоциональный интеллект в формировании навыков чтения и коммуникативного познания

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Аннотация

Введение. Обнаружено, что уровень владения чтением учащихся в разных странах различается. Исследования показывают, что умение читать соответствует процессу обмена знаниями, которое тесно связано с формами общения. Повышение мотивации к обучению, профессиональная этика, эмоциональный интеллект, вероятно, будут способствовать коммуникативному познанию. Цель статьи – представить результаты исследования по изучению роли стиля общения и его влияния на мотивацию преподавания, профессиональную этику и эмоциональный интеллект в формировании навыков чтения и коммуникативного познания.

Материалы и методы. В данном исследовании приняли участие 448 учителей и преподавателей из школ разного уровня. Для анализа модели применялось моделирование структурных уравнений. Результаты анализа показали удовлетворительное соответствие.

Результаты исследования. По результатам проведенного исследования было установлено, что учителя с высокой мотивацией продолжают совершенствовать знания в своей области за счет усилий, направленных на улучшение навыков чтения. Педагоги, придерживающиеся норм профессиональной этики, стараются повысить свою добросовестность, честность, дисциплину, ответственность в работе, чтобы достичь лучшего коммуникативного познания. Развитие эмоционального интеллекта преподавателей способствует расширению профессионального тезауруса. Профессиональный стиль педагогического общения повышает мотивацию учащихся овладевать навыками чтения.

Обсуждение и заключение. Материалы статьи помогут исследователям получить больше информации о взаимосвязи мотивации преподавания, профессиональной этики, эмоционального интеллекта в формировании навыков чтения и коммуникативного познания.

Ключевые слова: стиль общения, учебная мотивация, профессиональная этика, эмоциональный интеллект, уровень владения чтением, обмен знаниями

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Introduction

Reading is believed to be both a simple and a highly complex phenomenon. It is perhaps one of the most enjoyable and best hobbies in the world, and the healthiest pleasure activity [1]. The reading activities, whether ones are reading fiction or nonfiction, reading a newspaper or a poem,

are educational and informative activities, it's entertaining and relaxing. Research on reading has many benefits. It is simple, since most people can read easily. Within the complexity of reading, the concern of scientific approach leads to reduced reading mechanisms. Recently, the reading activities by using traditional printed sources such as



books, magazines and journals are significantly dropping as more and more people are getting connected with the Internet. The way people read is changing to electronic sources such as eBooks, audio books and thousands of web pages available, that in turn makes an effect on the way we learn something and even how we think about anything. The different of people read in the online sources, they tend to be more likely to use the skimming method rather than read them thoroughly in deep. They can move quickly to other sources in the news as hyperlinks. Thus, people feel reading is easy to jump from one subject to others. Ready text in the online mode makes the paragraphs become shorter and people can get used to taking in bite-sizes of information. Whereas reading from the printed sources allows people to have in-depth discussions on subject matters or long fictional stories that books tend to offer.

Reading activities are counted as a complex skill [2]. It needs to be taught at an early age, deliberately with a program planned, systematically by using appropriate methods, contextually based on the needs of children and incrementally in line with the growth of them. Training with the proper kind of literature must be introduced at the right time and context to build their reading abilities. They with better proficiency in reading tend to do well in subjects other than languages. Typically reading proficiency is assumed to be included by literacy, meaning that reading, writing, and other modes of symbolic communication activities that are valued differently in various perspectives such as social, economic, and political evidence are often influenced by a dominant culture. It makes the definition simply broadening yet does not impact on the ambiguity. Literacy is a fundamental skill that unlocks learning and provides individuals with the means to pursue knowledge and enjoyment independently. The issues of skills are needed for people to grow and mature, that in turn the proficiency

on reading, writing, and thinking skills endorsed them to reach their success in academic, workforce and personal situations.

The reading proficiency of students among countries is known to differ [3–5]. Reading literacy has been summarized as how they understand such things, using information, evaluating the issues, reflecting on and engaging with texts in order to reach their goals or develop people's knowledge and their potential, and to be usable to participate in society. The proficiencies of reading include two things, decoding skills that promote ability to read a text, and meaning making or comprehension skills that promote ability to understand, engage and get involved with a piece of text. The reading fluency is defined as the ease and efficiency with which one reads a piece of text, and furthermore precise measurement of their proficiency. This leads ones to differentiate between facts and opinions and lead through different text sources to construct meaning. Performance in reading literacy of PISA predicts the life chances of individual students¹ [6; 7]. Students who did better in PISA tended to do better in early adulthood. In the case at school, students who scored in the top quarter in reading were much more likely to complete their study rather than those who scored in the bottom quarter. Some researchers addressed the relationship between performance in PISA and indicators of economic prosperity, such as economic growth [8–10].

Studies indicate that reading proficiency is consistent with the knowledge sharing competencies² [11; 12]. The reading proficiency is related to their background knowledge in their environment to well known the meaning of linguistic information. Thus, they may share their knowledge to drive knowledge societies which are acquired through learning. They with higher proficiency in reading tend to have better self-efficacy to share their knowledge. The reading competency is

¹ Argina A.W., Mitra D., Ijabah N., Setiawan R. Indonesian Pisa Result : What Factors and What Should be Fixed ? In: Proceedings Education and Language International Conference. 2017; 1(1):69-79. Available at: <http://jurnal.unissula.ac.id/index.php/ELIC/article/view/1212> (accessed 18.05.2021). (In Eng.)

² Sathapong T. Research and Development of Reading Literacy Follow the Pisa Test Using by Reading Apprenticeship Approach. In: The 2018 International Academic Research Conference in Vienna. 2018. p. 451-456. Available at: <https://clck.ru/YKMgx> (accessed 18.05.2021). (In Eng.)

reflected in the internal effort to escalate their knowledge individually, whereas knowledge sharing is related to their social effort to actualize their knowledge. Hence, those internal and external learning motivations are important to be investigated. The reading and sharing behaviors are related to the forms of communication [13–15]. It needs serious attention for the sake of better quality of future. This reading and sharing proficiency are able to communicate with varying contexts. The online reading and communication activities are related to promoting new literacy [16]. Thus, the antecedents of reading and sharing behaviors are plausible to be explored. Students in higher education are prepared to be a professional teacher. Accordingly, they need better teaching motivation, workplace ethics, Emotional Intelligence [17–19]. Empirical findings showed that better motivation on teaching is related to the effort to share their knowledge as well as their self-efficacy in teaching. Whereas emotional intelligence is mediated by trust to others to make a sharing activity. Furthermore, better workplace ethics required one to share their knowledge with others. Those phenomena point scholars to investigate the model of communication style on the effect of the teaching motivation, workplace ethics, Emotional Intelligence on the reading proficiency and knowledge sharing. Hence it contributed to finding out the theoretical evidence of those phenomena and strengthened the empirical findings of the reading competency and knowledge sharing.

Reading proficiency related to the reading assessments that refers to reading performance on the National Assessment of Educational Progress (NAEP). Literacy is described competencies in terms of skills and knowledge, to learn to read. It includes phonological awareness/beginning on reading, writing, listening, and speaking. Reading is a set of skills needed to learn from text in order to figure out the meaning. NAEP reports the Basic, Proficient, and Advanced scores of reading achievements, with the cut-off scale scores at fourth, eighth, and twelfth grades to describe what students are expected to know and do in reading. Basic level shows partial mastery of prerequisite reading competencies that are basic for proficient work at each

grade. Proficient level indicates firm's academic achievement for each level rated. Students in level can exhibit competency over challenging subject matter. Advanced level signifies superior performance. However, scholars argued that the literacy measurement includes unidimensional and continuous competence models [20]. The individual reading proficiencies scales rising from low to high levels of competence. The quality of proficiency is believed to be found in various antecedents, such as vocabulary, reading self-efficacy and motivation [5; 21; 22].

Literature Review

Scholars have various perspectives on the field of knowledge sharing discourses in education. They argue that it is an important concept in higher education [23]. When people share their information, skills, or expertise with others are known as activities of knowledge sharing. They may share their knowledge through many activities and media. Knowledge is recognized as a valuable intangible asset to create and sustain competitive advantages. These activities are supported by a system of knowledge management. However, the antecedents of the sharing of knowledge may include organizational culture, trust, technology, and incentives. However, some people are likely to resist sharing their knowledge. The culture, trust, and motivations are related to the knowledge sharing within an organization. Hence, teachers play an important role to produce and reuse their knowledge and other intellectual property by research and teaching activities [24]. Thus, knowledge sharing promotes issues on reciprocity [25]. Whereas others found that value in team impact on knowledge sharing significantly. However, knowledge-oriented leadership, trust, motivation is found to influence the level of knowledge sharing behavior [26].

Teaching motivations are argued to have an important factor to understand why people choose teaching works. Motivation is often used as a new pedagogical concept in teaching. Motivation is a driving force in being active in learning. Teaching motivation is also divided into two as external and internal teaching motivation. External motivation



involves factors which include firstly the individuals or the conditions excluding the individual themselves [27; 28]. However, many scholars seem too focused on the learning motivation of students rather than teaching motivation that in turn it has less scholarly attention [29]. Empirically, teaching motivation has various reasons; intrinsically, extrinsically, and altruistically [30]. Teachers with higher motivation on their work are likely to share their knowledge to others both for their success and failure in teaching. Many studies report on teachers' intentional efforts in learning communities that are designed to encourage knowledge sharing and problem solving [31]. Hence it is plausible to strengthen the finding of the effect of teaching motivation on knowledge sharing. Teachers with better motivation such as self-efficacy in teaching seem to have better reading proficiency. They would like to prepare their class better by increasing their knowledge and insight on their field. The intensity of their effort on reading is able to increase their reading experience and proficiency. Thus, the effect of teaching motivation on reading proficiency is reasonable.

Hypothesis 1. Teacher with better motivation in teaching seems to have better reading proficiency.

Hypothesis 2. Teacher with higher motivation on their work tend to share they knowledge.

Workplace ethics is how employees behave in an organization by governing themselves and their overall work attitude that in turn they exhibit morality at work. It promotes employees who are more ethical, tend to engage in extra-role behaviors [32]. Workplace ethics, which is identified as business ethics, describes the ethical dimensions of organizations and its activities [32]. Issues of ethics may arise in all business activities, including production lines activities, distribution pattern, marketing strategy, and consumption of the goods and services. Workplace ethics consist of two areas: people center and organizational center. Both influence people morale, achievement, commitment, and job turnover. People's behavior at the workplace is guided by principles of

ethics. However ethical issues at work are still an integrated effort of one and its organization. In the long run, workplace ethics are related to the improving of an organization's reputation and ensuring long-term success. Accordingly, workplace ethics and behavior can support organizations creating harmonious working environments for their employees. The common work ethics are included: Integrity, Honesty, Discipline, Fair and respect, Responsible and accountable. Employees believed that basic part of workplace ethics promote Individual sharing intentions with colleagues [32]. The ethical level of the workplace promotes willingness of the members to share knowledge. However, scholars indicate that the different levels of education can reduce the sharing of common experiences in participating in knowledge sharing. Thus, the workplace ethics is believed to encourage the intention for knowledge sharing. Teachers who work in an ethical school environment are likely to increase their reading skill to accelerate their quality of their teaching. Accordingly, reading proficiency is believed to be the outcome of workplace ethics.

Hypothesis 3. The reading proficiency is believed to be an outcome of the workplace ethics.

Hypothesis 4. The workplace ethics is believed to encourage the intention for knowledge sharing.

Emotional intelligence (EI) directs to various different theories and measurements demonstrating knowledge or processing emotion-related information to provide a response [6]. Teachers who have high interaction with colleagues, students, supervisors, and families seem to confront negative emotions. Teachers with better levels of EI are likely to perceive, understand, and manage their own and/or others' emotions better [6]. The EI and positive psychology have been studied addressing the issues of teacher's leadership [33]. The level of EI of teachers brings about behavioral changes in students and from both academic and business research perspectives. Empirically, it is indicated that people with greater levels of EI are encouraged to share their knowledge in terms of motivating others, leading,

showing better personality, applying technology, performing better at a higher level of knowledge and organizational culture [34]. Teachers with better ability to lead their class tend to use their EI to share their knowledge in appropriate ways. They are likely to use certain apps to facilitate their sharing activities with students and their colleagues. Thus, higher levels of EI influence teachers on the intention of their sharing activities in learning and teaching processes. Whereas their EI is believed to boost teacher quality in reading. Teacher with better level of ability on emotional management. Previous study shows that understanding the efficacy of emotional intelligence on reading comprehension and vocabulary knowledge [3]. The emotional intelligences would enhance their understanding of reading passages and vocabulary knowledge. The EI is expected to precede the development of academic achievement by increasing the level of proficiency in reading, and in turn it is plausible that teachers with better EI have better achievement on reading proficiency level.

Hypothesis 5. Teacher with better EI have better achievement on reading proficiency level.

Hypothesis 6. Higher level of EI influence the teacher intention to share their knowledge sharing activities in learning and teaching processes.

The management and business literature paid huge attention to the topic of communication styles. The Communication style is described as the way a person sends verbal, Para verbal, and nonverbal signals in social

interactions. It includes who is or wants to be, how people interact, and in what way the messages should usually be interpreted. The role of communication is believed to increase the quality of the effect of the antecedent of the constructs. Theoretically, the communication style in the transactional model assumes that complex information is sent and received simultaneously through various diverse media, and then becomes a consideration for everyone in the interaction process³. Thus, communication styles would mediate maladaptive perfectionism on perceived social support and social Anxiety on Perceived Social Support [35]. Accordingly, teachers with better communication are likely to increase the effect of teaching motivation, workplace ethics, Emotional Intelligence on the reading proficiency and knowledge sharing.

Hypothesis 7. Communication style mediates the effect of teaching motivation, workplace ethics, Emotional Intelligence on the reading proficiency and knowledge sharing (Fig. 1).

Materials and Methods

The study will focus on exploring the reading proficiency and knowledge sharing behavior model. All respondents were informed of their participation in the study. A Quantitative approach will be conducted based on survey data gathering. Structural Equation Modeling (SEM) is used to analyze the model. SEM includes confirmatory factor analysis. A 5 Likert scale is used in this study⁴ (Table 1) [36; 37].

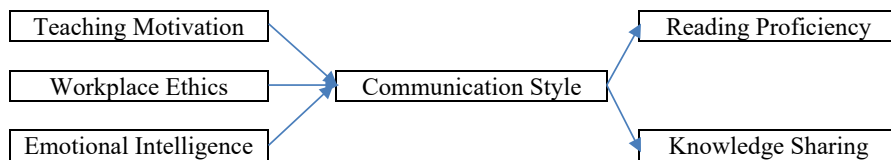


Fig. 1. Model of Research

³ Barnlund D.C. A Transactional Model of Communication. In: Communication Theory. 2nd ed. Routledge; 2008.

⁴ Beglar D., Nemoto T. Developing Likert-Scale Questionnaires. In: Sonda N., Krause A. (eds.). JALT2013 Conference Proceedings. Tokyo: JALT; 2014. Available at: https://jalt-publications.org/files/pdf-article/jalt2013_001.pdf (accessed 18.05.2021). (In Eng.)

Table 1. Instrument of study

Construct	Items	Source
Communication style (CS)	21 items	P.J. Stamatis, E. Stavropoulou, 2017 [38]
Teaching motivation (TM)	8 items	U. Wilkesmann, S. Lauer, 2020 [39]
Knowledge sharing (KnS)	8 items	M.L. M. Hu, T.L. Ou, H.J. Chiou, L.C. Lin, 2012 [40]
Reading proficiency (RP)	16 items	Y.-J. Chang, H.-W. Ko, H.-J. Chiou, 2011 [41]
Workplace ethics (WPS)	10 items	N. Maehri, 2019 ⁵
Emotional Intelligence (EI)	11 items	N. Pacheco, L. Rey, N. Sánchez-álvarez, 2019 [42]

This study tests the validity of items and constructs used. The item’s validation of instruments is tested by using Confirmatory Factor Analysis (CFA) in a bundle of all items used [43]. The Confirmatory Factor Analysis (CFA) is used to test the item’s validation of instruments. The CFA with AMOS 20.0 found that the GFI value is .858, AGFI is .831, CFI is .904, IFI is .905, RMSEA is .060. Hence, the CFA model reaches a satisfaction of fit. It is shown that items with loading factor higher than .5 is used to test the items related to their

constructs (Figure 2). Hence some items less than .5 are deleted [44].

This study tests the validity of constructs by using the construct validity test which measures what it is measuring. The convergent validity is used to measure the validity of a construct. It refers to the degree to which among measures constructs’ relationship. The correlation values from all constructs are used to investigate the convergent validation. The result shows in Table 2 that correlation values are lower than .85, hence each construct is different from each other [45].

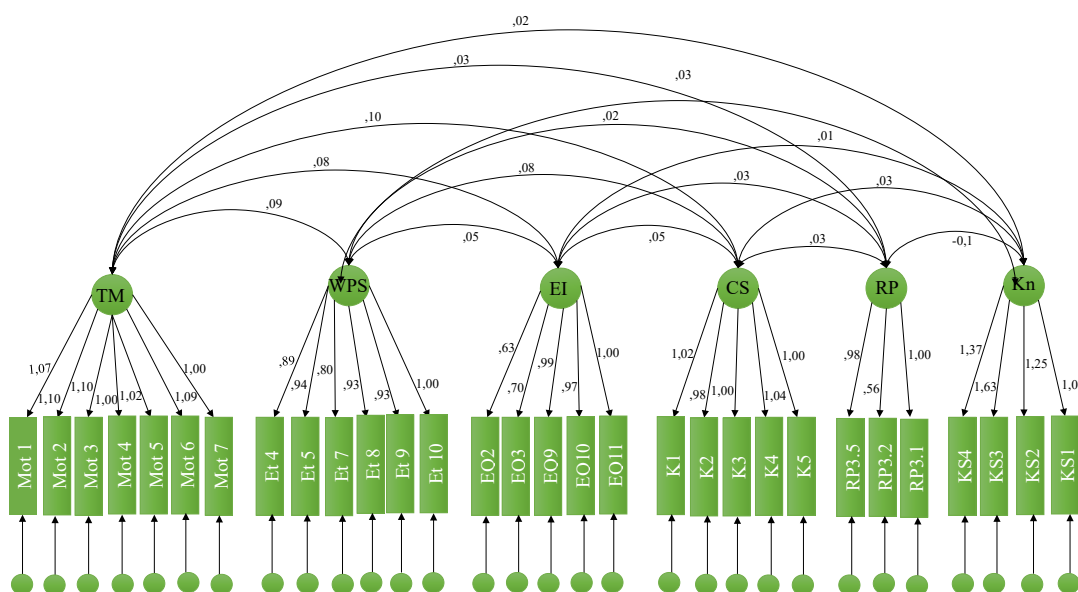


Fig. 2. The confirmatory analysis

Note. TM – Teaching Motivation, WPS – Workplace ethics, EI – Emotional Intelligence, CS – Communication style, RP – Reading proficiency, KnS – knowledge sharing.

⁵ Meahri Tesfaye N. Assessment of Workplace Ethics in Lion International Bank S.C. A Thesis Submitted to St. Mary’s University, School of Graduate Studies in Partial Fulfilment of the Requirements for the Degree of Master of Business Administration (General Management). 2019. Available at: <http://197.156.93.91/bitstream/123456789/4946/1/NEGSTI%20MEHARI.pdf> (accessed 18.05.2021). (In Eng.)

Table 2. Correlation Value of construct

Construct	Estimate	S.E.
TM <--> WPS	.092***	.012
WPS <--> EI	.046***	.010
EI <--> CS	.055***	.011
CS <--> RP	.030*	.015
RP <--> KnS	-.006	.011
TM <--> EI	.079***	.011
WPS <--> CS	.076***	.012
EI <--> RP	.027*	.013
TM <--> CS	.095***	.012
WPS <--> RP	.022	.013
EI <--> KnS	.012	.008
CS <--> KnS	.033***	.010
TM <--> RP	.032**	.013
WPS <--> KnS	.031**	.009
TM <--> KnS	.022**	.008

Reliability is the test of consistency of a measurement. The Cronbach's alpha is used as a most common internal consistency measure⁶. The result showed that Cronbach's alpha is greater than 0.7. Thus, the internal consistency found on the construct measured has been achieved (Table 3).

Table 3. Cronbach alpha

Constructs	Cronbach Alpha
Teaching Motivation	0.873
Workplace Ethics	0.843
Emotional Intelligence	0.776
Knowledge Sharing	0.785
Communication Style	0.899
Reading Proficiency	0.650

A mediation model of this study is used to identify and explain the mechanism or process of relationship between an independent variable and a dependent variable. To examine the mediation model, the structural equation modeling (SEM) is used to test the hypothesis. Kline [46] recommends reporting the Chi-squared test, the Root mean square error of approximation (RMSEA), the comparative fit index (CFI), and the standardized root mean square residual (SRMR) to evaluate

Absolute fit indices of the model of study. Hu and Bentler recommended the value of good fit is .08 or smaller [47], whereas Kline suggested .1 or smaller [46]. The value of GFI and AGFI in the range between 0 and 1, generally indicating acceptable model fit with a value of over .9. The values for both the NFI and NNFI in range between 0 and 1, indicating a good model fit with a cutoff of 0.95 or greater⁷ [48]. CFI values range from 0 to 1, with larger values of .95 indicating better fit (Figure 3) [47].

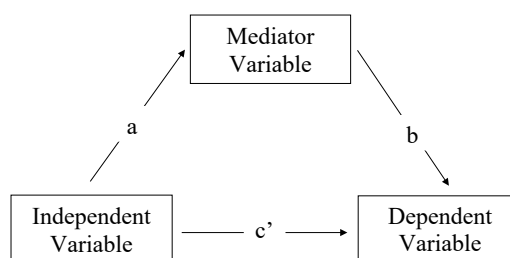


Fig. 3. Mediation model of analysis

Result

The main analysis of the comparative study of mediation of communication style on the effect of the teaching motivation, workplace ethics, Emotional Intelligence on the reading proficiency and knowledge sharing includes the multiple regression analysis. The regression analysis of AMOS 20.0 found that the main hypothesis is achieved. The value of GFI is .888, AGFI is .862, CFI is .933, and RMSEA is .051. Hence, the model reaches a satisfaction of fit. The communication style of Teachers mediates the effect of the teaching motivation, workplace ethics, Emotional Intelligence on the reading proficiency and knowledge sharing significantly (Figure 4, Table 4).

Table 4 shows that the main hypothesis is achieved. Communication style mediates the emotional intelligence ($\beta = 0.090$ to $\beta' = 0.017$ and $\beta = 0.072$ to $\beta' = 0.006$), workplace ethics ($\beta = 0.110$ to $\beta' = 0.033$ and $\beta = 0.042$ to $\beta' = 0.011$), teaching motivation ($\beta = 0.096$ to $\beta' = 0.030$) on knowledge sharing and reading proficiency. However, it does not work on teaching motivation on knowledge sharing ($\beta = 0.44$ to $\beta' = 0.085$).

⁶ Cronbach L.J. Methodological Studies: A Personal Retrospective. Improving Inquiry in Social Science: A Volume in Honor of Lee J. Cronbach. New Jersey: Lawrence Erlbaum Associate; 1991.

⁷ Lewis T. Fit Statistics Commonly Reported for CFA and SEM. Cornell Stat. Dep.; 2017.

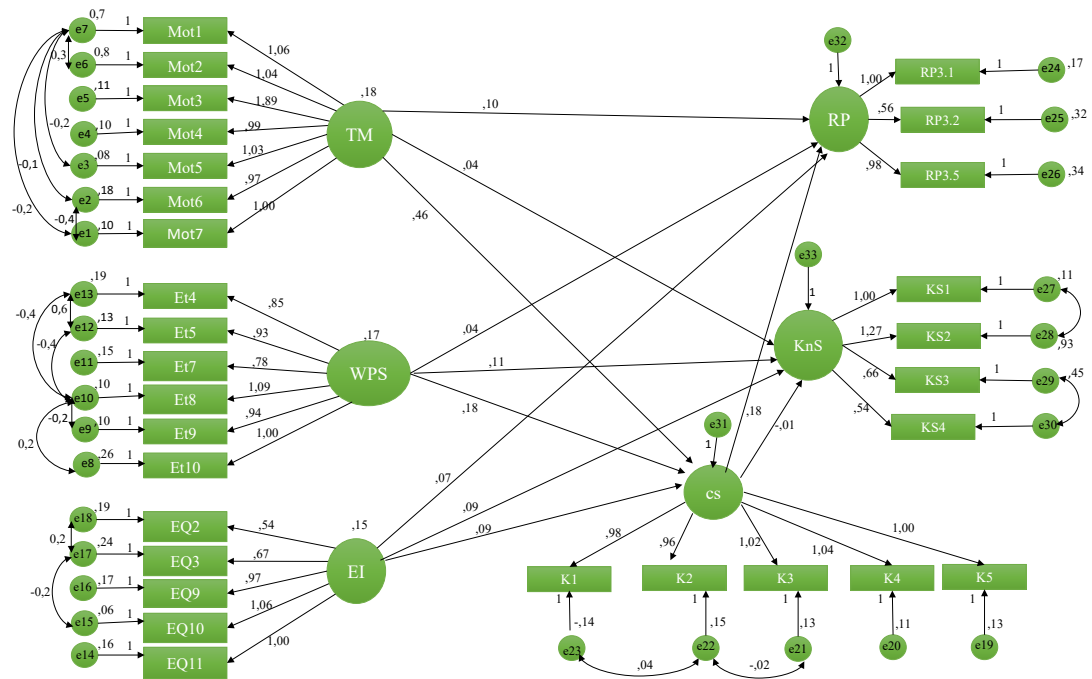


Fig. 4. The Regression of the Model

Table 4. Mediation Effect of Communication Style

Effects	Emotional Intelligence	Workplace Ethics	Teaching Motivation	Communication Style
Direct Effects				
Communication Style	0.090	0.178	0.463	–
Knowledge Sharing	0.090	0.110	0.044	0.183
Reading Proficiency	0.072	0.042	0.096	0.064
Total Effects				
Knowledge Sharing	0.107	0.142	0.129	–
Reading Proficiency	0.078	0.054	0.126	–
Indirect Effects				
Knowledge Sharing	0.017	0.033	0.085	–
Reading Proficiency	0.006	0.011	0.030	–

Discussions and Conclusion

The result of hypotheses shows that the antecedents of reading and sharing behaviors include communication style on the effect of the teaching motivation, workplace ethics, Emotional Intelligence. Better teaching motivation, workplace ethics, Emotional Intelligence for teachers are important to increase quality of reading and sharing behaviors. The better motivation on teaching is likely to strengthen the effort to increase

their reading competency, yet to share their knowledge. Teachers with better motivation such as self-efficacy in teaching seem to have better reading proficiency. They would like to prepare their class better by increasing their knowledge and insight on their field by the intensity of their effort to increase their reading experience and proficiency. Whereas better workplace ethics encourage teachers to share their knowledge with others intensively and increase their effort to work their reading

proficiency up. The ethical level of teachers encourages their willingness to share knowledge intensively. The workplace ethics increase their reading skill to accelerate their quality of their teaching. Within an ethical workplace, teachers try to increase their integrity, honesty, discipline, fairness and respect, responsibility and accountability at work so that in turn they may achieve better proficiency of reading and behaviors of sharing activities. Their emotional intelligence seems to endorse their sharing activities. Teachers with better ability to use their EI will share their knowledge in appropriate ways. The certain app will be used to facilitate their sharing activities with students and their colleagues intensively. Teacher's EI boost their quality in reading by reaching better quality of their ability on their understanding of reading passages and vocabulary knowledge as well as level of proficiency in reading.

The role of communication is shown to increase the quality of the effect the antecedent of the constructs. Thus, communication styles mediate the effect of their motivation, workplace ethics, Emotional Intelligence on the reading proficiency and knowledge sharing. Teachers with better communication style will increase the effect of their teaching motivation on the level of reading proficiency. Communication style strengthens the influence of motivation on reading skill. Based on the expectancy-value theory, Teachers' motivation that reflects the expectancies of success promotes them to create productive communication to strengthen their reading skill. Furthermore, the theory of intelligence explains the motivation related to the perceptions of future competence such as reading skill [49]. Hence, teacher communication style to which they are confident in the teaching process, thus promoting them to escalate their reading skill to make the class discussion more valuable. However, study showed experience is a significant predictor of quality of teachers' communication. Their experience empowers and gives them more autonomy to act. It encourages teachers to increase their competencies in reading.

The workplace ethics are suggested to increase the teacher's reading skill and share their knowledge by including the

communication style of teachers. Ethical behavior at school encourages teachers to build positive communication that in turn the sharing activities of academic issues getting more productive [50]. The role of teachers who promote the academic atmosphere will be more valuable when they are able to build communication styles that match to the workplace context. It is also believed to increase the effort of teacher proficiency at reading. The issues of communication also related to the transparency of information, that in turn the requirement of the level of reading skill and sharing academic knowledge may increase [51]. The meaningful practical implementation of workplace ethics improves the development of ethical culture within the workplace such as effective communication [52]. When a teacher has better Emotional Intelligence, the communication style may increase its effect on both reading quality and knowledge behavior of teachers. Teachers with better emotional intelligence as a mental ability framework provide the capability to reason and enhance thought as regards emotions such as in their communication activities. Hence the communication is able to strengthen the effect on the effort of the teacher reading competencies and sharing behavior. Teachers who have a high level of Emotional Intelligence in terms of self-awareness and independency are willing to speak with better accuracy in language [53].

It is concluded that communication style mediates the emotional intelligence, workplace ethics, teaching motivation on knowledge sharing and reading proficiency and does not work on teaching motivation on knowledge sharing. The expectancy-value theory, and theory of intelligence strengthen the finding of the study. However, the findings of the study on the role of communication style on the effect of the teaching motivation, workplace ethics, Emotional Intelligence on the reading proficiency and knowledge sharing have several limitations, which suggest opportunities for further research. First, the sample includes a few education institutions in part of thousands of education institutions. The generalizability of the findings could be enhanced by studying



at the number of 20s percent of education institutions. Second, this study focused on the pre-service teachers. It could also be interesting to examine service teachers for all levels of school such as elementary, junior and senior high school, and higher education. Third, as discussed in the beginning section, this study absence of the theoretical challenges in the level of group and institutional level analysis such as for strengthening the workplace ethics construct [54–57]. Hence the individual level analysis conveys to the personal characteristic's bands. Phenomenon of sharing in certain groups is no longer informed. The issues of proactive and reactive information sharing in aggregate form were missed. Accordingly, the hypotheses which include the workplace ethic may have been underpowered.

The cross-sectional design precluded the interpretation of the direction of causality among variables [58–60]. Longitudinal research could help researchers in the future to better understand the psychological underlying process and thus gain more insights regarding the cultivation and evolution of communication style, reading proficiency and knowledge sharing [61–63]. In addition, the problem of common method variance may be present in this article since the data were collected from self-report questionnaires. The rest of study encourages the analysis in dynamic perspective and the inclusion of relational, contextual, and cultural variables to broaden the horizon of exploring comparative roles of communication style on the reading proficiency and knowledge sharing within the indigenous point of view.

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