

# Teachers' Communication Skills and Students Academic Success in Cluster 6 Schools

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**Abstract.** The study aimed to determine teachers' communication skills and their roles in the development of students' academic success among Junior High School Students in Cluster 6 Schools in Davao City Division. The study used a non-experimental descriptive-correlational research design, where it utilized an adapted survey instrument to gather responses from the randomly selected teacher-respondents. Data gathered were treated using Mean scores with descriptive interpretation, Pearson  $r$ , and Simple Linear Regression Analysis. Findings revealed that the extent of teachers' communication skills denotes very extensive teachers' communication skills in terms of verbal, non-verbal, listening, and visual and written skills in Cluster 6 Schools while extent of students' academic success in terms of class participation, critical thinking, and self-learning motivation was extensive among students in Cluster 6 Schools. There was a significant correlation between the extent of teachers' communication skills and students' academic success. All indicators of teachers' communication skills, namely, verbal, non-verbal, written, listening, and visual, indicate statistical significance to students' academic success. Schools Heads may continuously improve the practices in implementation strategies related to effective delivery of governance and operations to improve learning effectiveness among elementary schools through collaboration with teachers and parents.

## KEY WORDS

1. Teachers' Communication Skills 2. Development of Students' Academic Performance 3. students' academic success

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## 1. Introduction

One of a good teacher's most important skills is good communication. Communicating effectively with students creates a positive learning environment and fosters student success. Good communication skills also enable teachers to build strong relationships with students, parents, and colleagues. This has an impact on the students. Students can also express their thoughts and reasoning more effectively when they communicate. They can question in-formation, discuss ideas, and come to logical conclusions. This skill is vital for academic success, helping students think clearly and make informed decisions. In a global context, Adams Becker et al. (2018) posited that communication skills among teachers are vitally important. There is a growing interest in exploring the consequences for faculty and students as institutions start studying Blended Learning instruction. This approach builds a practice group fo-

cused on a specific and widespread research issue. Communication skills among teachers are vitally important. There is a growing interest in exploring the consequences for faculty and students as institutions start studying Blended Learning instruction. This approach builds a practice group focused on a specific and widespread research issue. Similarly, Jahani et al. (2018) stressed that academic well-being is one of the most important and influential variables in academic performance. It is derived from the basis of positive psychological theory, and those who possess dejected behavior and negative excitements such as anger, disturbance, and sorrow, more than others, are subject to education drop and drop-out. Communication skills Refer to behaviors through which a person can communicate with others in a way that leads to positive responses and avoids negative ones. Given the importance of communication skills and educational adaptation in improving the academic well-being of students, recognizing its affective factors is one of the primary necessities of our country's educational system (Nakagawa et al., 2019). Teachers are crucial to their students' academic success, especially at the junior high school level. Practical communication skills are essential for teachers to establish positive relationships with their students, promote student engagement, and provide appropriate feedback to enhance learning. Teachers with strong communication skills can create a classroom environment that encourages students to express their thoughts, ask questions, and collaborate with their peers, ultimately leading to improved academic achievement. In light of the significant role that teacher communication skills play in students' academic success, educators need to be aware of the impact of their communication styles on their students' learning experiences. This essay will explore the relationship between teacher communication skills and academic success among junior high school learners. We will review relevant literature and

provide examples of effective communication strategies to help teachers enhance their teaching practices and promote student achievement.

In the national context, the Philippines is recognized globally as one of the largest English-speaking nations, with most of its population having at least some fluency in the language. English has always been one of the official languages of the Philippines and is spoken by more than 14 million Filipinos. It is the language of commerce and law and the primary medium of instruction in education. Filipinos learn English in school not just as an ordinary requisite subject but with a curriculum that is highly applicable to the Filipinos' daily lives. Most private schools in the Philippines offer Language and Reading subjects, speech classes, English attitude exams, oratorical exams, and essay-writing activities. Not to mention regular film-showing activities that exposed Filipinos to the proper use of the language and slang and the way native speakers speak it (Apat, Sarias, Tomarong, Bacatan, 2023). Beyond the classroom, Filipinos are constantly exposed and can experience using the language firsthand in real, actual situations. Despite the number of studies conducted to explore the language anxiety of students in the Philippines, there are still gaps identified that the present research may be able to address. There is a scarcity of studies conducted regarding the topic of language anxiety experienced by students when it comes to online learning in the Philippines. There are limited to no studies found in the Philippine context that focus on the potential effects of technology on learners' language anxiety. Further, as the government implemented strict rules due to the pandemic, higher education institutions were forced to employ online learning. Therefore, other factors should be considered regarding the language anxiety experienced by students in an online setup, specifically, the possible effects of technology on students' language anxiety (Forro, Marikah Devon, and Ballesteros-

Lintao; Rachele, 2023). Furthermore, while some research exists on the role of teacher communication skills in students' academic success in Western countries, limited research exists in the Philippine context. This presents an opportunity for researchers to investigate the impact of teacher communication skills on student achievement in the Philippine setting, considering the unique cultural and social factors that may affect teacher-student communication. There is a lack of research on the relationship between teacher communication skills and academic success among junior high school learners in Davao City. While there is some research on the impact of teacher communication on student achievement in the Philippines, there is a need to investigate whether these findings apply to the unique context of Davao City. English is a relatively new institutionalized language in the Philippines. It has only existed since the 1900s when our American colonizers introduced it. Through the Americans' implementation of a mass education program throughout the Philippines, Filipinos used English at all

levels of their schooling as the sole medium of instruction until the latter half of the 20th century. This led English to permeate every aspect of Filipino life. From education, mass media, and the sciences, English became the communication medium in the Philippines. Even today, English is socially privileged, enabling Filipinos to participate in an increasingly competitive global market (Bolton, 2020). Davao City is a multicultural and multilingual city, with several indigenous languages spoken in addition to Tagalog and English. This may have implications for the effectiveness of specific communication strategies in promoting academic success among junior high school learners in Davao City. Additionally, there is a need to investigate the specific communication needs and challenges faced by teachers and students in Davao City, as these may differ from those in other parts of the Philippines. Moreover, she believes teachers' primary responsibility is to give their best to their students and to guide and support the learning process.

## 2. Methodology

This chapter discusses the methodical process for conducting the study. This includes selecting the study design, respondents and sampling method, research instruments to be used in data gathering, procedure, ethical considerations, and data analysis. These steps were considered essential to ensuring appropriateness and correctness in the conduct of the methodical steps.

*2.1. Research Design*—This study used a non-experimental descriptive-correlational and predictive research design. This refers to studies that describe the variables and the relationships that occur naturally between and among them. Further, the study variables are classified as independent (predictor) and dependent (outcome). Moreover, any scientific process begins with a description, based on observation, of an event or events, from which theories may later be developed to explain the observations (Pallant, 2020). On the other hand, this type of research

tries to extrapolate from the analysis of existing phenomena, policies, or other entities to predict something that has not been tried, tested, or proposed before (Gujarati, 2020). In this study, indicators under the independent variable (communication skills), which include verbal skills, nonverbal skills, written skills, listening skills, and visual skills, should be measured for the extent of implementation and its significant correlation with the dependent variable (students' academic success) by assessing learners' self-learning motivation and class participation. Us-

ing the design mentioned, it is assumed that variables, along with the indicators mentioned, the researcher wishes to provide evidence presented through a null hypothesis empirically.

2.2. *Research Respondents*—The study’s respondents were the secondary school teachers in Cluster 6 in the Davao City Schools Division. Using the Raosoft sample size calculator, 120 respondents were taken randomly from the parents. One randomly determined group of respondents was informed through online platforms and face-to-face, considering the availability of Wi-Fi connections; they were likewise oriented about the purpose and importance of the study. As much as possible, these teacher-respondents have a minimum of 3 years in the teaching profession, are directly engaged with the school’s various activities, and contribute to the effectiveness and application of life skills even at home, given the new regular learning system during SY 2022-2023. The ethics of research and the process of collecting survey responses were explicitly discussed with the respondents, and observance of health protocol was strictly implemented based on Executive Order 31 S 2020 to avoid possible contamina-

tion and lower the risk of contamination.

2.3. *Research Instrument*—This proposed research study used a self-made survey instrument. Items were adapted from the reviewed literature. The survey questionnaire has two parts: it measures the extent of teachers’ communication skills in the secondary schools of Cluster 6, Davao City Division, in terms of verbal skills, nonverbal skills, written skills, listening skills, and visual skills. On the other hand, the second part of the survey measures students’ academic success in terms of self-learning motivation and class attendance. The content of the survey statements was placed in contexts based on the definition of the variables. Further, the survey statements were subjected to a test-retest or validity and reliability testing using Cronbach Alpha at a .05 confidence level. They generated an alpha Cronbach of 0.852, which means an 85.2 percent confidence level in the validity and reliability of the survey statement constructs. (Pallant 2010). The questionnaire used a 5-point Likert scale to determine the extent of teachers’ communication skills among schools in Cluster 6, and the descriptive rating and interpretation are provided below:

**Scale Descriptive Ratings and Interpretation of Communication Skills**

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	Communication skills are always manifested
3.40 – 4.19	Extensive	Communication skills are oftentimes manifested
2.60 – 3.39	Moderately Extensive	Communication skills are sometimes manifested
1.80 – 2.59	Less Extensive	Communication skills are rarely manifested
1.00 – 1.79	Not Extensive	Communication skills are not manifested

2.4. *Data Gathering Procedure*—The preceding statements explain the data-gathering procedure steps that the researcher must comprehensively consider and follow. The statements are based on the policies and guidelines

of the Rizal Memorial Colleges and the existing guidelines of the IATF to ensure safety and lower risks in gathering pertinent data. Permission to conduct the study. The research study underwent and adopted the standard ethics pro-

**Scale Descriptive Ratings and Interpretation of Academic Success**

<b>Scale</b>	<b>Descriptive Rating</b>	<b>Interpretation</b>
4.20 – 5.00	Very Extensive	The student’s academic success is always manifested
3.40 – 4.19	Extensive	The student’s academic success is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The student’s academic success is sometimes manifested
1.80 – 2.59	Less Extensive	The student’s academic success is rarely manifested
1.00 – 1.79	Not Extensive	The student’s academic success is not manifested

cedures in data collection and health protocol as provided by the policy of IATF; this was sometime in September 2022. As soon as the research proposal presentation is approved by the panel of members and the dean of the college, the researcher will then write a letter of permission to the office of the Schools Division Superintendent of Davao City on the last week of September 2022, through channel and sought permission to collect data and conduct the study within the schools of Cluster 6, Davao City Division. Distribution and retrieval of the questionnaire. In October 2022, the researcher prepared and created a Google sheet form for the online survey collection process, which was

sent to the randomly selected respondents via email addresses, and for respondents who do not have access to the internet, a prepared hard copy of the survey sheets shall be given to each of them. Once done, the link is sent, and right away, responses are expected to be generated, thus, ready for sorting, analyzing, and interpreting. Collation and statistical treatment of data. In December 2022, the preliminary analysis results were given to the thesis adviser for coaching, in terms of providing interpretations and implications of the study and further deepening the analysis to make the interpretations more meaningful.

*2.5. Ethical Considerations*—The researcher sought guidance and advice from the thesis adviser. This resulted in proper authorization, and consent was obtained from the respondents of the study to ensure that all their rights would be fully protected, specifically in handling the data, however, not limited to:

Social Value Research plays a crucial role in society, particularly enhancing teacher collaboration and motivation among elementary

educators. This study aims to explore the social issue of digital text reading and comprehension among students, focusing on how teachers’ effectiveness in their roles influences this. The findings of this research could provide valuable insights for policymakers and educational authorities, enabling them to develop programs and initiatives that benefit learners. Likewise, social value as a key criterion for conducting ethical research. This perspective highlights

the anticipated advantages that a research intervention may offer to the overall well-being of society or specific populations. Ethical considerations are vital for safeguarding the rights and welfare of participants involved in research. Key ethical issues include ensuring anonymity, avoiding the collection of personally identifiable information, and maintaining the confidentiality of participants' identities. Voluntary Participation The researcher considered several ethical considerations to ensure that the study was conducted appropriately. To comply with ethical considerations in conducting research, all participants were provided with informed consent to participate in the survey. This indicated that the participation of respondents was voluntary in nature. Also, the purpose and benefits of the research are to explain to the respondents, and the respondents were informed that should they wish to withdraw at any point during the data-gathering procedure, they could do so.

**Privacy and Confidentiality** In this study, the researcher observed the Data Privacy Act of 2012, wherein the researcher assured that the data could not be traced back to the participants, who were the natural source of information, to protect the respondents' identities. Privacy and confidentiality are related but distinct concepts that protect personal information. Privacy is a person's right to control their information, while confidentiality is the obligation to keep it secret. Moreover, the researcher assured that no personal data would be shared without the respondents' consent. The researcher has an ethical duty to protect information from unauthorized disclosure and to protect the privacy of the respondents, so it was assured that the researcher was the only person who could access the survey results. After the necessary data were collected, the researcher permanently disposed of the survey result to ensure that data could not be traced back to the respondents, who were the natural source of information. The researcher also considers this to mean protecting the data

from disclosure to unauthorized individuals or groups. Conversely, privacy relates more to participants' control over the extent and manner of sharing personal information. Informed Consent It further explained to the respondents that their information would remain private and confidential and that the specific content of individual surveys would only be discussed with the research adviser. The research adviser and the respondents are unknown to each other. In the final report, the identity of the participants was removed, and pseudonyms were used for the participants. While sharing the purpose of the study with the respondents, the researcher also shared their background and some of the researcher's personal stories as a professional woman in the teaching industry. This helped build trust and, in turn, encouraged the respondents to answer the survey honestly. Risks, Benefits Moreover, the researcher informed the respondents that their participation in the survey would not bring any foreseeable risks to their health or well-being. Thus, the respondents were informed that if they became upset or distressed as a result of answering the questions that are part of the researcher's standard battery, then the researcher would have helped them obtain a referral for the respondent is to see a trained professional who can help process these feelings. Further, the study's observable benefits were immediately disseminated to the stakeholders. The study's findings generated important facts for enhancing the students' well-being. The study findings would serve as the basis for educational institutions to pay attention to creating a learning environment for teachers to become more productive and active. Informed Consent in this study, the researcher obtained the respondents' written informed consent. They were adequately informed about the study's purpose, and ample explanations was provided to help them better understand the reason for their participation so that they could choose whether to participate. The researcher ensures that participants

are fully informed about the study and can make an informed decision about whether or not to participate, which is essential for protecting participants' rights, ensuring ethical research practices, increasing participant trust, and enhancing research quality. It is made clear that the respondent's involvement in the study will be voluntary. If they refused to participate, the researcher did not force them. Besides, the researcher was cautious in ensuring the respondents' psychological well-being. Written permission was secured from them. The researcher informed the respondents that the study aimed to study the factors that hinder/promote the teachers' communication skills and student's academic success and may contribute to the enhancement. Plagiarism, Fabrication, and Conflict of Interest Furthermore, the researcher strictly adhered to other ethical issues, which include plagiarism, fabrication, and falsification. The researcher ensured that the resources being used in this study were cited correctly. The authors' ideas were paraphrased and properly synthesized to abstain from plagiarism. No fabrication or inclusion of data, survey, or enactment ever arises in data gathering. The researcher made only conclusions that were based on the study's results. In the event of any unintentional plagiarized, fabricated, or falsified ideas, the researcher immediately revised the manuscript. The researcher guaranteed that provisions on deceit and conflict of interest were strictly observed and assured the respondents that the study was done honestly and transparently. Evidence shows that the benefit of misleading the respondents outweighs any potential harm to them (Creswell, 2014). The researcher assisted the respondents satisfactorily and talked through the study's process and outcome. They were given a general idea of what the researcher was investigating and why such a study was conducted. Their role

and contribution to the study will be promptly explained. This study complied with the citation rules set based on the APA 7th edition citation format to avoid misrepresenting work or modifying any data gathered in the study. The data and information that were written were presented in the most accurate way possible. The researcher ensured that conflict of interest (COI) in this study was highly observed (Lotich, 2011). There is no set of conditions for professional judgment concerning primary interest, as the respondents' welfare or the validity of the research tends to be influenced by secondary interests such as financial or academic gains or any forms of recognition. Permission from the Organization/Location Before conducting the study, the researcher procured a letter duly signed by the Dean of Graduate School and provided it to the Schools Division Superintendent. Then, the reply from the said office allowing the researcher to conduct the study was delivered to the school principals and through the respective parents to whom the study was conducted. Authorship Finally, upon the approval of the final version to be published, the researcher considered for the authorship the adviser and a few other individuals, such as colleagues who gave substantial contributions to the conception and design of the study, acquisition of data, or analysis and interpretation of data, and drafting the manuscript or revising it critically for important intellectual content as co-authors (Lotich, 2011). Respondents can contact the researcher at the mobile number and email address provided on the informed consent form if they have questions, concerns, or complaints about the research. The researcher also ensured that the study's benefits would be shared during meetings and conferences, with stakeholders as part of the audience.

## 2.6. *Data Analysis*—

Mean scores and standard deviation were used to address statement problems posed in statement problem number one (1) regarding the extent of teachers' communication skills and statement problem number two (2) regarding students' academic success. The Pearson Product Moment Correlation Coefficient, or Pearson-r, was used to determine the significant strength/direction relationship between the extent of teachers' communication skills and the level of

students' academic success. Linear Regression analysis was used to address problem number 4, which stated the indicators of teachers' communication skills that significantly influence the students' academic success (Pallant, 2000) (Gujarati, 2000). All data processing and analysis were performed using Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. When results yield, discussions and interpretations follow.

### 3. Results and Discussion

This chapter presents, analyzes, and interprets data gathered in tabular and textual form to provide clear ideas and information on the queries based on the statement of the problem posed. Various reviews present implications of the results to corroborate and argue the hypothesis and theory as claimed and posed in the study.

*3.1. Extent of Teachers' Communication Skills* —Table 1 presents the summary of the extent of teachers' communication skills. The result is focused on the highest and lowest mean ratings of indicators which are as follows: verbal skills (3.23); non-verbal skills (3.23); listening skills (3.22); visual (3.22), and written skills (3.21), suggest that the extent of teachers' communication skills is sometimes mani-

fest. The overall mean rating of 3.22 denotes moderately extensive teachers' communication skills in terms identified indicators above. Academic success is crucial for students as it lays the foundation for their future career prospects. Several studies have explored factors that impact students' academic success, including demographic characteristics, family background, socioeconomic status, and motivation.

**Table 1. Summary of the Extent of Teachers' Communication Skills**

No.	Teachers' Communication Skills	Mean	Descriptive Interpretation (DI)
1	Verbal Skills	3.23	Moderately Extensive
2	Non-Verbal Skills	3.23	Moderately Extensive
3	Written Skills	3.21	Moderately Extensive
4	Listening Skills	3.22	Moderately Extensive
5	Visual	3.22	Moderately Extensive
<b>Overall Mean</b>		<b>3.23</b>	<b>Moderately Extensive</b>



3.2. *Students' Academic Success*—Table 2 presents a summary of the extent of students' academic success. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: class participation (3.24), critical thinking (3.23), and self-learning motivation (3.22). This suggests that the extent

of student success is always manifested. The overall mean rating of 3.23 denotes pervasive students' academic success in terms of the identified indicators above. Academic success is a crucial aspect of a student's educational journey. Many factors contribute to academic success, including self-learning motivation, class participation, and critical thinking.

**Table 2. Summary of the Students' Academic Success**

No.	Students' Academic Success	Mean	Descriptive Interpretation (DI)
1	Self-Learning Motivation	3.22	Moderately Extensive
2	Class Participation	3.24	Moderately Extensive
3	Critical Thinking	3.23	Moderately Extensive
<b>Overall Mean</b>		<b>3.23</b>	<b>Moderately Extensive</b>

According to Cronin-Golomb and Bauer (2023), Self-learning motivation is Self-motivated and directed learning that allows individuals to develop their unique knowledge structures beyond those built through standard, "other-directed" learning experiences, such as those in the classroom. Under other-directed conditions, learning results from the guidance and direction of an "other," such as a teacher or researcher. For example, most students graduate high school with a basic understanding of simple chemistry acquired through "other-directed" learning. That is, teachers guide students' attention to specific information that encourages uniform knowledge base expansion in line with explicit educational goals set by predetermined curricula. They then use formal assessments to test how much other-selected information has been acquired. However, through self-motivated and directed learning, one student may expand their base knowledge structure

to incorporate information about how chemistry fits into baking. Another might self-motivate and direct towards new knowledge that informs how chemistry is involved in car mechanics. Likewise, examining other-motivated and directed learning. The overwhelming proportion of experimental work examining learning processes is other-directed—by the researcher. The researchers train participants on specific memory tasks to assess mechanisms of learning and provide participants with carefully controlled semantic facts to test aspects of memory integration and self-derivation of new knowledge (Bauer et al., 2020; Miller-Goldwater et al., 2021; Wilson Bauer, 2021), and task participants with restudying specific information to measure knowledge retention (Pan et al., 2019; van Gog et al., 2015). In conclusion, self-learning motivation, class participation, and critical thinking are crucial factors in a student's academic success. Recent studies have shown

that these three factors are positively related to academic achievement among students. Specifically, highly self-motivated students who participate actively in class and possess strong critical thinking skills are more likely to succeed academically. Educators should encourage and support students' self-learning motivation, class participation, and critical thinking skills to improve academic performance.

**Significant Relationship Between Teachers' Communication Skills and Extent of Students' Academic Performance**

It can be depicted that Pearson's Correla-

tion generated a significant correlation between the extent of teachers' communication skills ( $r=0.858$ ;  $p<.002$ ) and students' academic success. Table 3 revealed the significant relationship between the extent of teachers' communication skills and students' academic performance. It provides information that the posed null hypothesis stating that there is no significant relationship between the extent of teachers' communication skills and the extent of students' academic performance must be rejected, as the results provided empirical evidence of significant results.

**Table 3. Significant Relationship Between Extent of Teachers' Communication Skills and Extent of Students' Academic Performance**

<b>Variables</b>	<b>r-value</b>	<b>p-value</b>	<b>Interpretation</b>	<b>Decision</b>
Students' Academic Performance	0.858	<0.002	Significant	Reject H <sub>0</sub>

*\*Significant at  $p < 0.05$ .*

Communication is a crucial component of the teacher-student relationship and plays a significant role in academic performance. Practical communication skills are essential for teachers as they create an environment where students feel safe to ask questions, express their thoughts, and engage in learning activities. Research has shown a positive correlation between the extent of teachers' communication skills and the extent of students' academic performance. In a study conducted by Nazir and Adil (2020), it was found that there is a strong relationship between teachers' communication skills and students' academic performance. The study involved 110 secondary school students and their respective teachers, and it found that the quality of communication between the two groups significantly impacted academic performance. Teachers who demonstrated good communication skills, such as active listening, clear articulation, and positive reinforcement, positively impacted stu-

dent's academic performance. Similarly, another study by Abdullah et al. (2020) found that teachers' practical communication skills lead to students' better academic performance. The study examined the perceptions of 220 undergraduate students regarding their teachers' communication skills. The results showed that students rated their teachers with better communication skills as having a more significant impact on their academic performance. These findings emphasize the significance of good communication skills in teaching. Moreover, a study by Islam et al. (2019) investigated the impact of teacher communication on student learning outcomes in Bangladesh. The study involved 200 primary school students and their teachers, and it found that effective communication by teachers positively impacted students' learning outcomes. The study's findings suggest that teachers' communication skills should be emphasized in teacher training programs, as this

can lead to improved student academic performance. Furthermore, another study by Chan et al. (2018) found that teachers' communication skills significantly predicted students' academic performance. The study involved 300 high school students and their respective teachers, and it found that teachers' practical communication skills, such as being approachable and fostering positive relationships, were positively correlated with students' academic performance. The study highlights the importance of developing practical communication skills in teachers to improve student academic outcomes. In conclusion, the extent of teachers' communication skills plays a crucial role in students' academic performance. Research has shown a strong relationship between the practical communication skills of teachers and improved academic outcomes among students. Teachers who demonstrate good communication skills, such as active listening, clear articulation, and positive reinforcement, create a positive learning environment that fosters academic success. As such, teacher training programs must emphasize developing practical communication skills to improve academic performance among students. In summary, practical communication skills are essential for teachers as they significantly impact students' academic performance.

In addition, the F-value shows all the sums of squares, with regression being the model and Residual being the error. The F-value (201.695) and F-statistic are significant  $p < .002$ , indicating that the model better predicts students' academic success in Cluster 6 Schools in the Davao City Division. Practical communication skills are crucial for teachers as they play a critical role in student's academic success. Teachers' verbal, nonverbal, written, listening, and visual communication skills significantly influence how students learn and their academic performance. Regarding verbal com-

The studies mentioned above emphasize the importance of teacher communication skills in creating a positive learning environment that fosters academic success. As such, teacher training programs should prioritize the development of practical communication skills to improve students' academic outcomes.

On The Indicators of Teachers' Communication Skills That Significantly Influences on the Level of Students' Academic Performance

Table 4 depicts the simple regression coefficient analysis on the significant influence of indicators of teachers' communication skills on students' academic performance. All indicators of teachers' communication skills, namely, verbal skills (0.002), non-verbal skills (0.002), written skills (0.001), listening skills (0.003), and visual skills (0.002), indicate statistically significant to students' academic success. This shows the indicators of teachers' communication skills and the extent of students' academic performance. Meanwhile, the  $R^2$  value of 0.862 suggests that the indicators of teachers' communication skills explained 86.2% of the variance of students' academic success. This provides empirical evidence that variability of students' academic success can be accounted for and be explained by the indicators as enumerated under the extent of teachers' communication skills.

munication, teachers with excellent verbal skills can effectively deliver their lessons and instructions to their students. A study by Akhmatova and Kamzina (2018) found that teachers' verbal skills positively impact students' academic success. Teachers who effectively use appropriate vocabulary, grammar, and pronunciation to communicate with students can clarify concepts and ideas, improving learning outcomes. Nonverbal communication is equally important for teachers as it can help build a positive learning environment. A study by Mahmoudi et al. (2021) found that teachers who use appropriate

**Table 4. Regression Coefficient Analysis on Teachers' Communication Skills That Significantly Influence Level of Students' Academic Performance**

Model	B	Beta	Standard Error	p-value	Decision
H <sub>0</sub> (Intercept)	4.389	—	0.052	< .001	—
H <sub>1</sub> (Intercept)	0.410	—	0.144	0.006	—
Verbal Skills	0.031	-0.032	0.066	0.002	Reject H <sub>0</sub>
Non-Verbal Skills	0.349	0.361	0.084	0.002	Reject H <sub>0</sub>
Written Skills	0.207	0.216	0.094	0.001	Reject H <sub>0</sub>
Listening Skills	0.397	0.416	0.089	0.003	Reject H <sub>0</sub>
Visual Skills	0.345	0.361	0.085	0.002	Reject H <sub>0</sub>

$R^2 = 0.872$

F-value = 201.695

p-value = <0.002

\*Significant at  $p < 0.05$ .

nonverbal cues such as facial expressions, eye contact, and gestures can effectively engage students in learning. Nonverbal cues can convey enthusiasm, interest, and confidence, enhancing students' motivation to learn and achieve academic success. Written communication skills are essential for teachers as they need to communicate with students through written assignments, feedback, and assessments. A study by Islam et al. (2020) found that teachers with excellent written communication skills can provide clear and concise feedback to help students improve their academic performance. Listening skills are critical for teachers to understand their students' needs and challenges. A study by Hossain, Arifin, Ahammed, and Hossain (2018) found that teachers who actively listen to their students can understand their strengths

and weaknesses, which can help them tailor their teaching approach to meet the needs of individual students. Finally, visual communication skills are becoming increasingly important for teachers, especially with the increasing use of technology in education. A study by Islam et al. (2022) found that teachers who use appropriate visual aids, such as images, videos, and diagrams, can effectively convey complex concepts and ideas to their students, leading to improved academic outcomes. In conclusion, teachers with excellent verbal, nonverbal, written, listening, and visual communication skills can significantly influence learners' academic success. As such, teacher training programs should prioritize the development of these skills to improve student academic outcomes.

## 4. Conclusions and Recommendations

This chapter presents the findings, conclusions, and recommendations based on the results of the data analyzed, discussed, and implications drawn. Findings are based on the problem's posed statement; conclusions are based on the findings generated, and recommendations are based on the implications of the discussions.

**4.1. Findings**—The following are findings of the study given the results in the presentation, analysis and discussions. The extent of teachers' communication skills in terms of verbal skills (3.23), nonverbal Skills (3.23), listening skills (3.22), visual (3.22), and written skills (3.21) suggests that the extent of teachers' communication skills is sometimes manifested. The overall mean rating of 3.22 denotes moderately extensive teachers' communication skills in terms of the indicators identified above. The extent of students' academic success in terms of class participation (3.24), critical thinking (3.23), and self-learning motivation (3.22) suggest that the extent of students' success is sometimes manifested. The overall mean rating of 3.23 denotes moderately extensive students' academic success. Pearson's Correlation generated a significant correlation between the extent of teachers' communication skills ( $r=0.858$ ;  $p<.002$ ) and students' academic success. All indicators of teachers' communication skills, namely verbal skills (0.002), nonverbal skills (0.002), written skills (0.001), listening skills (0.003), and visual skills (0.002), are statistically significant to students' academic success. This shows the indicators of teachers' communication skills and the extent of students' academic performance.

**4.2. Conclusions**—Given the findings of the study presented, the following were the conclusions to wit; The teachers' communication skills denote moderately extensive teachers' communication skills in terms of verbal, nonverbal, listening, visual, and written skills

in Cluster 6 Schools. Students' academic success in class participation, critical thinking, and self-learning motivation are moderately extensive among students in Cluster 6 Schools. A significant relationship exists between teachers' communication skills and students' academic success. All indicators of teachers' communication skills, namely verbal, nonverbal, written, listening, and visual, significantly influence students' academic success.

**4.3. Recommendations**—With the presented conclusions of the study, the following were recommendations to wit; The Public School District Supervisor may examine other factors that contribute to improving classroom facilitation among teachers by exploring other dimensions that may be associated with learning effectiveness. School Heads may continuously improve their practices in implementing strategies related to effective delivery of governance and operations to improve learning effectiveness among elementary schools through collaboration with teachers and parents, which will significantly enhance the learners' academic progress. Further research can explore other factors that may influence the improvement and strategies of school amenities and teaching facilitation among elementary schools. The results can be utilized for policy action and recommendations. Future research may include the dimensions of partnership among private agencies and its coordination with learning area supervisors to enhance policy actions that lead to better teaching and learning outcomes among elementary school teachers.

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