Teachers' Communication Skills And Students Academic Success In Cluster 6 Schools

Margie V. Raluto

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.

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; Rachelle, 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 teach-

ers' primary responsibility is to give their best to their students and to guide and support the learning process.

1.1. Review of Significant Literature—This section reviews significant literature on language acquisition, communication skills, and academic success, emphasizing the impact of effective communication on learning and engagement.

1.1.1. Language Acquisition and Communication Skills—Effective language learning involves developing listening, speaking, reading, and writing skills (Prasetyaningrum et al., 2021). Speaking is particularly vital as it determines language proficiency (Rao, 2019). However, fluency is challenging, especially for learners who rely primarily on their native language (Gusviyani et al., 2022).

The COVID-19 pandemic significantly affected communication skills, shifting education to online platforms, altering traditional teaching methods, and reducing face-to-face interactions (Martinez, 2020; Mishra et al., 2020). Research suggests that effective classroom communication fosters academic adjustment and performance (Cheong et al., 2019), with teachers playing a crucial role in enhancing student engagement through verbal and non-verbal communication (Sha'ar Boonsuk, 2021; Chand, 2021).

1.1.2. Verbal and Non-Verbal Communication—Verbal communication, encompassing spoken and written exchanges, plays a crucial role in education. Effective verbal communication fosters collaboration, decision-making, and teamwork (Dymenko, 2024). Teachers must use clear language, open-ended questions, and culturally responsive techniques to engage students effectively (Sutiyatno, 2018; Erdem Goktas, 2020; Luo et al., 2021).

Non-verbal communication, including gestures, facial expressions, and posture, is equally important in classroom interactions (Mehrabian, 2021). Research highlights its role in managing student behavior, fostering engagement,

and enhancing learning outcomes (Muhmad Pirus Sitheek Rahman, 2020; Bandhakavi et al., 2021). Positive non-verbal cues create an inclusive learning environment, while ineffective non-verbal communication may lead to disengagement (Greenberg et al., 2017; Zhou et al., 2021).

1.1.3. Written and Visual Communication—Written communication is essential for clear and structured interactions between teachers, students, and parents (Akcaoglu Bowman, 2018). Teachers proficient in digital literacy effectively utilize online platforms for student engagement (Manca et al., 2019). Additionally, written feedback plays a crucial role in enhancing student performance (Crowhurst O'Brien, 2018).

Visual communication, including facial expressions, diagrams, and multimedia tools, strengthens comprehension and retention (Kiewra et al., 2018; Sedova Ondrejka, 2019). Studies emphasize that effective use of visual aids enhances learning, particularly for students with learning difficulties (Lau et al., 2021).

1.1.4. Listening and Academic Success—Listening skills are fundamental to effective communication, facilitating comprehension and classroom engagement (Renukadevi, 2017). Studies indicate that active listening improves teacher-student relationships and enhances learning outcomes (Mahadi et al., 2021; Wu Wang, 2020). Inadequate listening skills contribute to academic challenges, emphasizing the need for structured listening strategies (Coşkun Uzunyol-Köprü, 2021).

1.1.5. Class Participation and Critical Thinking—Class participation significantly influences academic performance, fostering active learning and knowledge retention (Garrett Karpicke, 2021). Research suggests that interactive and collaborative learning environments enhance student engagement and achievement (Li et al., 2021; Voskoglou Salem, 2020). Technology-based communication tools further

support active participation in both synchronous and asynchronous learning settings (Nieuwoudt, 2020; Craig, 2020).

Critical thinking is crucial for problem-solving and informed decision-making. Many students struggle with critical thinking due to limited exposure to analytical learning models (Kwangmuang et al., 2021; Maitles, 2022). Research supports implementing citizenship project-based learning to develop critical thinking skills (Witarsa Muhammad S., 2023).

Effective communication—verbal, non-verbal, written, visual, and listening—enhances language proficiency, classroom engagement, and academic success. Encouraging active participation, fostering critical thinking, and utilizing technology in education ensure improved learning experiences. Future studies should explore culturally adaptive communication strategies and their impact on diverse student populations.

1.2. Synthesis—Students who clearly articulate their thoughts in class discussions, presentations, and written assignments often excel academically. They can engage with course materials more deeply, participate actively in group projects, and collaborate effectively with peers and teachers. Language educators are responsible for our students' success, arguably more so than other teachers. You might be curious as to why this is the case. Language teachers face a distinct challenge, as acquiring a new language goes beyond simply learning vocabulary and grammar; it requires students to embrace a new culture, adopt different viewpoints, refine their thinking processes, and develop problem-solving skills. This journey encourages students to view the world from a new perspective, exposing them to values and traditions that can profoundly shape their futures. Moreover, a student's academic and career success is closely linked to their ability to discern right from wrong, which largely hinges on the teacher's communication skills in the classroom. Effec-

tive communication creates a positive learning atmosphere and minimizes misunderstandings, leading to a more seamless and enriching educational experience.

1.3. Theoretical and Conceptual Framework —The Communication Skills Theory of Academic Success posits that practical communication skills are crucial for teachers to facilitate student academic success development. This theory suggests that teachers with strong communication skills can create a positive and supportive learning environment that enhances student engagement, motivation, and learning outcomes. Practical communication skills can help teachers build meaningful and respectful relationships with their students, foster critical thinking and collaboration, and provide constructive feedback and guidance. This theory is supported by several recent studies. Mallillin and Mallillin (2023) stressed the significance of communication on the part of student perspectives to build strong skills in better communication. It helps to develop confidence and competitiveness as far as the communication process is concerned. It is important to improve speech communication for the success of the learner's communicative competence, such as correct language, which is essential in the communication process. Students need to understand. It also involves proper medium of instruction, verbal or non-verbal. It needs learners to develop self-confidence because doing so could make communication perfect. This is based on lecturers' competency performance in measuring students' speech communication skills. It has a positive impact on the students. The faculty lecturer influences students in speech competency because techniques and processes are being taught fullest (Mallillin, Mallillin, 2019). The significant benefit of speech communication for students is based on the domains of learning being emphasized as to classroom setting. It provides an exciting learning experience to enhance student ability, practice, and

learning. Speech communication skills and perspective are designed from various activities to enhance students' competency skills in the English language. It enlarges speech power and communication based on the domains of learning as to cognitive, affective, and psychomotor level (Mallillin, 2020). The theory is based on several underlying assumptions. First, practical communication skills are essential for teachers to convey information clearly and accurately, listen actively and empathetically, and respond appropriately to students' needs and concerns. Teachers who can communicate effectively can help students understand complex concepts, clarify expectations and requirements, and provide constructive and actionable feedback and guidance. Second, practical communication skills can enhance student engagement, motivation, and learning outcomes by creating a positive and supportive learning environment. Teachers who can establish rapport and trust with their students can help create a respectful, inclusive, and collaborative classroom culture. This, in turn, can increase students' motivation to learn, foster a sense of belonging and community, and enhance their overall academic success. Third, practical communication skills can help teachers build meaningful and respectful relationships with their students. By using precise and respectful communication, teachers can create an environment where students feel comfortable sharing their thoughts, feelings, and concerns. Teachers who can communicate effectively can also help students develop strong interpersonal skills, such as active listening, empathy, and conflict resolution, which are critical for success inside and outside the classroom. Fourth, practical communication skills can facilitate critical thinking and collaboration by encouraging students to ask questions, challenge assumptions, and engage in respectful debate and discussion. Teachers who can communicate effectively can create opportunities for students to engage in collaborative
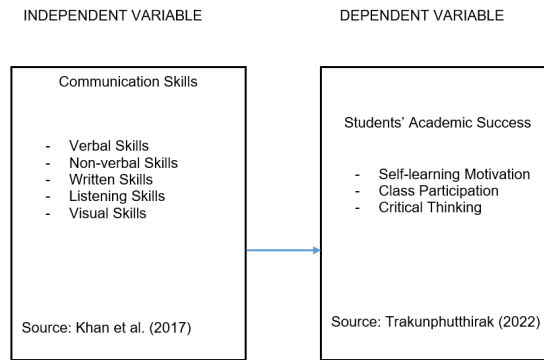
Fig. 1. Conceptual Framework of the Study

learning activities, such as group projects and discussions, which can enhance their critical thinking, problem-solving, and communication skills. Finally, practical communication skills can provide constructive feedback and guidance to students, which is essential for their academic success. Teachers who can communicate effectively can provide specific, actionable, and supportive feedback, which can help students improve their performance and achieve their academic goals. In conclusion, the Communication Skills Theory of Academic Success suggests that teachers need practical communication skills to facilitate student academic success development.

This theory highlights the importance of clear and respectful communication, establishing rapport and trust with students, creating a positive and supportive learning environment, facilitating critical thinking and collaboration, and providing constructive feedback and guidance. Teachers with strong communication skills can help students develop the knowledge, skills, and attitudes essential for academic success and personal growth.

1.4. Statement of the Problem —The study was purposely conducted to assess the communication skills of teachers and their role in students' academic success. This specifically sought to answer the following statement of the problem:

(1) What is the extent of teachers' communication skills in terms of;
- (1) verbal skills;
- (2) non-verbal skills;
- (3) written skills;
- (4) listening skills, and
- (5) visual skills?

(2) What is the extent of students' academic success in terms of;
- (1) self-learning motivation;
- (2) class attendance, and
- (3) critical thinking?

(3) Is there a significant relationship between the extent of teachers' communication skills and the extent of students' academic performance?

(4) Which of the indicators of teachers' communication skills significantly influence students' academic performance?

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1.5. Hypotheses—To provide empirical evidence given the posed theoretical and conceptual frameworks as claimed by the study, null hypotheses were tested at 0.05 alpha level of significance, stating: Ho 1: There is no significant relationship between the extent of teachers' communication skills and the level of student's academic success, and, Ho 2: None of the indicators of teachers' communication skills significantly influence the extent of students' academic success. This proposed study emphasizes the importance of discovering learners' academic performance through the extent of teachers' communication skills regarding how the teachers communicate with the learners daily, given various interactions inside the learning community. The reflections from the possible results will be a sound output for the school's stakeholders and the whole learning community for cyclical planning. Results will be of significance to the following: School Principals – As instructional leaders in the learning community, school heads are expected to provide technical assistance and coaching to teachers in determining pedagogies and delivering learning to learners. Thus, the results will inform school heads on the importance of making teachers and the process of managing the learning environment ready. This will be a good input to the next cycle of planning, implementation, monitoring, and evaluation in managing and delivering curriculum and instruction and for further continuous improvement.

Teachers – Teachers are the very persons who constantly communicate with learners on the school campus, in the classroom, and anywhere else. They interact with learners and can directly guide, command, and facilitate desired learning outcomes. Teachers must be able to determine the essentials of learning, given that learners are transitioning from the non-face-to-face and face-to-face interactions of learning. The results will provide inputs to teachers in the creativity and innovativeness of pedagogical

practices and nurturing learners to be healthy and develop positive mental and physical health. Redirections and modification of school activities can happen this time, and it is good to note that all of the insights given by the study results could be a good take-off in formulating school policy to augment learners' healthy living, thus improving academic performance. Parents – As one of the stakeholders in the community, parents can observe and directly participate in any of the school activities. These are the people who are the teachers' direct partners in curriculum delivery and management. The new school year 2022-2023 calls for the cooperation of parents to support their learners to increase learning performance. Given the full implementation of face-to-face classes, parents are likewise expected to give support. The study's results will encourage and escalate participation in developing localized learning materials to connect with learners on the learning process in the new normal. Future Researchers – As the expected output of this study, policy implications shall help future researchers come up with a sound idea of where to take off and continuously measure evidence of good practices in implementing the program. This study laid out the terms conceptually and operationally defined to set up a better understanding and reference when discussions of results are taken up in the preceding chapters of the study.

Communication Skills of Teachers – Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings, or even an update on your project. Communication skills involve listening, speaking, observing, and empathizing. In this study, the independent variables served as predictors in terms of verbal, nonverbal, written, listening, and visual skills that are assumed to influence learners' academic performance.

Students' Academic Success – The term refers to the academic performance/ achieve-

ment to which a student, teacher, or institution has attained their short—or long-term educational goals. It is measured either by continuous assessment or cumulative grade point average. In this study, this serves as the dependent variable, which is changes in time given in terms of self-learning motivation and class attendance.

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. Using 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 contamination 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 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	The communication skills are not manifested

Meanwhile, this study used a 5-point Likert scale to determine the level of students' academic success, as presented below.

Scale	Descriptive Rating	Interpretation
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

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 procedures 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 Consideration—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 —Communication skills have been slowly deteriorating as the COVID-19 pandemic spreads; there has been an increasing move towards teaching online because of shutting down schools, colleges, and universities for an indefinite time as the only option left (Martinez, 2020). After the COVID-19 crisis, online education became a pedagogical shift from the traditional method to the modern approach of teaching-learning from classroom to Zoom, from personal to virtual, and from seminars to webinars. Previously, e-learning, distance education, and correspondence courses were popu-

larly considered as part of non-formal education. However, as of now, it seems that they will gradually replace the formal education system if the circumstances enduringly persist over the time (Guptra, Mishra, Shree, 2020). Effective communication is essential to the success of any learning environment. In the context of education, it is the responsibility of the teacher to facilitate communication between themselves and their students and among the students themselves. Teachers who possess strong communication skills can create a positive learning environment where students feel comfortable expressing their thoughts and ideas and where students are able to engage with the material being taught. One of the key ways that effective communication can lead to academic success is through promoting student engagement. According to a study by Nyakwara and Kathuri (2018), effective teacher communication can increase student engagement by creating a sense of belonging and connectedness in the classroom. By fostering positive relationships with their students, teachers can create an environment in which students feel comfortable participating in class, asking questions, and sharing their ideas. This, in turn, can lead to increased motivation, improved academic performance, and a more positive attitude toward learning. Another way that effective communication can lead to academic success is by promoting student-teacher trust. According to a study by Tien et al. (2022), students who perceive their teachers as trustworthy are more likely to feel comfortable seeking help and guidance. When teachers communicate effectively, they are able to build trust with their students, which can have a positive impact on academic outcomes. For example, students who trust their teachers are more likely to be receptive to feedback and constructive criticism, which can help them to improve their academic performance over time. Table 1 shows the extent of teachers' communication skills in terms of verbal skills. The result is focused on the highest and lowest mean ratings of indicators which are as follows: express concepts, ideas clearly (3.25); speak clearly and fluently (3.25); deliver directions instructions clearly (3.24); give instructions explicitly (3.23) and talks directly (3.22), suggest that the indicators on the extent of teachers' communication in terms of verbal skills are sometimes manifested. The overall mean rating of 3.23 denotes moderately extensive verbal communication skills in Cluster 6 Schools.

Effective verbal communication is a critical component of successful teaching. It involves the words teachers use and their tone of voice, pacing, and other nonverbal cues. In order to be effective, teachers must be able to communicate with their students clearly, concisely, and engagingly. Significant research has been conducted on the importance of verbal communication skills for teachers, and this essay will provide an overview of some of the key findings. Analytical thinking is an important skill in 21st-century learning. Knowing how to analyze data is crucial in information processing. It helps learners to differentiate between what could be useful in their learning processes and a set of data that is not beneficial (Elder Paul, 2019). This skill is demanded in science classrooms where learners need to evaluate the information in all learning processes. Students with greater analytical skills could set appropriate hypotheses, employ systematic experimental methods, and draw a clear conclusion using scientific evidence (Santos, 2019). Therefore, it is not surprising that students with effective analytical thinking tend to have greater learning achievement in science classes. In addition to the content of their verbal communication, teachers must also be aware of their tone of

Table 1. The Extent of Teachers' Communication Skills in Terms of Verbal Skills

No	Verbal Skills	Mean (X)	Descriptive Equivalent
1	Express concepts, ideas clearly	3.25	Moderately Extensive
2	Speak clearly and fluently	3.25	Moderately Extensive
3	Deliver directions/instructions clearly	3.24	Moderately Extensive
4	Give instructions explicitly	3.23	Moderately Extensive
5	Talks directly	3.22	Moderately Extensive
Overall Mean		**3.23**	**Moderately Extensive**

voice and other nonverbal cues. Research by Harbin and Bednar (2019) found that teachers who used a positive, warm tone of voice could create a more welcoming and supportive classroom environment. Additionally, teachers who used appropriate eye contact and body language were able to build stronger connections with their students and create a more engaging learning experience. In conclusion, practical verbal communication skills are crucial for teachers in order to promote student engagement, motivation, and academic achievement. Positive and supportive language, open-ended questioning techniques, appropriate tone of voice and nonverbal cues, and cultural responsiveness are all key components of effective verbal communication. By prioritizing these skills, teachers can create a more positive and engaging learning environment that supports the success of all students.

3.2. Extent of Teachers' Communication Skills in Terms of Non-Verbal Communication Skills —Table 2 shows the extent of teachers' communication skills in terms of non-verbal skills. The result is focused on the highest and lowest mean ratings of indicators which are as follows: maintain eye-to-eye contact when communicating (3.25); show gestures through hand and body movement (3.24); set the mode or tone of voice when speaking (3.23); provide space to let learners feel comfortable (3.22); perform touch-message to ensure presence (3.22), suggest that the indicators on the extent of teachers' communication in terms of non-verbal skills are sometimes manifested. The overall mean rating of 3.23 denotes moderately extensive nonverbal communication skills in Cluster 6 Schools.

Research has shown that nonverbal communication plays a significant role in teacher-student interactions. According to a study conducted by Sychugova et al. (2021), nonverbal cues such as facial expressions, eye contact, and body language are important in establishing positive relationships between teachers and students. Teachers who use positive nonverbal cues are perceived as more approachable and supportive, which can increase student engagement and

Table 2. Extent of Teachers' Communication Skills in Terms of Non-Verbal Communication Skills

No	Non-Verbal Communication Skills	Mean (X)	Descriptive Equivalent
1	Show gestures through hand and body movement	3.24	Moderately Extensive
2	Maintain eye-to-eye contact when communicating	3.25	Moderately Extensive
3	Provide space to let learners feel comfortable	3.22	Moderately Extensive
4	Set the mode or tone of voice when speaking	3.23	Moderately Extensive
5	Perform touch-message to ensure presence	3.22	Moderately Extensive
Overall Mean		3.23	Moderately Extensive

motivation in the classroom. Nonverbal communication can also affect the tone and meaning of verbal communication. For example, a teacher who speaks in a monotone voice and avoids eye contact may appear disinterested or bored, even if their words are encouraging and positive. On the other hand, a teacher who speaks with enthusiasm and maintains eye contact can convey a sense of passion and interest in the subject matter, which can enhance student engagement and interest. In addition to improving teacher-student interactions, nonverbal communication skills can also impact classroom management. Teachers who use appropriate nonverbal cues can effectively convey expectations and rules to students. For example, using a stern facial expression and a firm tone of voice can signal to students that certain behavior is non-acceptable. On the other hand, using a friendly smile and an open posture can signal to students that they are in a safe and welcoming environment. Furthermore, it has been found that most students possess a mobile phone, which makes it the most accessible and feasible platform for attending online classes. Meanwhile, some students pre-fer using laptops and tablets as they might feel more distracted while using mobile phones. Students themselves gave the feedback that accessing online classes on mobile distracted them. They feel the urge to access social media, check messages, and answer calls while using mobile phones, which leads to a loss of interest and attentiveness during class (Shetty et al., 2020).

3.3. The extent of Teachers' Communication Skills in terms of Written Skills—Table 3 shows the extent of teachers' communication skills in terms of written skills. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: Send text messages (3.24); Provide blog spots (3.22); Send letter to parents for feedback (3.21); Send emails and respond appropriately (3.20); Write remarks on written and performance tasks of learners (3.20), suggest that the indicators on the extent of teachers' communication in terms of written skills are sometimes manifested. The overall mean rating of 3.21 denotes moderately extensive written communication skills in Cluster 6 Schools.

Table 3. The Extent of Teachers' Communication Skills in Terms of Written Skills

No.	Written Skills	Mean (X)	Descriptive Equivalent
1	Send emails and respond appropriately	3.20	Moderately Extensive
2	Send text messages	3.24	Moderately Extensive
3	Provide blog spots	3.22	Moderately Extensive
4	Send a letter to parents for feedback	3.21	Moderately Extensive
5	Write remarks on written and performance tasks of learners	3.20	Moderately Extensive
Overall Mean		**3.21**	**Moderately Extensive**

Written skills, like conventional learning, face-to-face interactions motivate one to learn, better interactions between student and teacher, and most importantly, a feeling of togetherness in learning and sharing opinions. Further, some of these aspects are lacking in online learning. Although both methods of teaching covered almost equal content of a particular topic yet the students preferred classroom learning for understanding and retention of a topic. The students also preferred classroom learning as practical knowledge, punctuality, and self-discipline are better acquired through reciprocal interaction between teachers and students in a classroom (Shetty, 2020). Written communication skills are crucial for teachers as they interact with students, colleagues, and parents through various written communication channels. With the increasing use of technology in education, written communication skills have become even more critical for teachers. Effective written communication skills are essential for teachers to convey ideas, instructions, and feedback clearly and concisely. In their article, "Enhancing Teacher Written Feedback through Professional Development: A Systematic Review," Akcaoglu and Bowman (2018) argue that providing effective feedback through written communication is a critical component of teacher-student communication. Teachers' written communication skills impact students' learning outcomes and success. For example, teachers who provide timely and constructive written feedback can motivate students to work harder and achieve better grades. In addition to providing feedback, teachers also use written communication to communicate with parents and colleagues. In their study, "The Digital Literacy of Elementary School Teachers," Manca et al. (2019) found that teachers with higher levels of digital literacy were better equipped to communicate with parents through email, newsletters, and other digital channels. This highlights the importance of teachers' written communication skills in building strong relationships with parents and collaborating with colleagues. The use of technology in education has increased the need for teachers to develop their written communication skills. Teachers must use various digital tools, such as learning management systems, online discussion forums,

and social media, to communicate with students and colleagues. In their article, "Teaching Digital Writing: A Rhetorical Process Approach," Crowhurst and O'Brien (2013) argue that teachers must develop digital writing skills to communicate effectively through digital channels. They suggest that teachers should learn how to use digital writing tools and teach students how to communicate effectively in the digital age.

3.4. The extent of Teachers' Communication Skills in terms of Listening Skills —Table 4 shows the extent of teachers' communication and listening skills. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: show that they listen (3.25); pay close attention (3.23); provide feedback (3.22); respond appropriately (3.22) and defer judgment (3.21), suggest that the indicators on the extent of teachers' communication in terms of listening skills are always manifested. The overall mean rating of 3.22 denotes pervasive listening skills in Cluster 6 Schools.

Table 4. The Extent of Teachers' Communication Skills in Terms of Listening Skills

No.	Listening Skills	Mean (X)	Descriptive Equivalent
1	Pay close attention	3.23	Moderately Extensive
2	Show that they listen	3.25	Moderately Extensive
3	Provide feedback	3.22	Moderately Extensive
4	Defer judgment	3.21	Moderately Extensive
5	Respond appropriately	3.22	Moderately Extensive
Overall Mean		**3.22**	**Moderately Extensive**

Listening is a crucial aspect of communication and plays a significant role in teaching and learning. Teachers who possess practical listening skills can create a positive learning environment and establish better relationships with their students. Research has shown that teachers who are skilled listeners are better able to meet the needs of their students and help them achieve their academic goals. According to a study by Coşkun and Uzunyol-Köprü (2021), they investigated students' listening skills at secondary school, focusing on identifying students' listening problems according to teacher perspectives and examining the causes of these problems. It also aims to find out how teachers address these issues and the types of solutions they propose. In order to meet these objectives, a case study with a qualitative research design was conducted. Participants were identified using the purposive sampling method. Data were collected from ten teachers working at different secondary schools at a variety of levels using a criterion sampling approach. Data were also collected through semi-structured interviews. The qualitative data were analyzed using content analysis. The study's findings in-

dicated that secondary school students struggled to understand listening rules, listen to courses, comprehend what they listened to, and increase their motivation during lessons. Additionally, the results indicated the causes of the problems and the types of suggestions that could be made to resolve them. Seven themes emerged in the study due to teachers' perspectives: family, environment, readiness, speaker, listener, education, and listening materials. When the source of the listening problems is examined, the family structure and the lack of emphasis placed on the listening process by families, the lack of appropriate environmental conditions, the inability of students to be drawn to the listening material and the teacher, and the lack of awareness is highlighted. They revealed that the outcomes of resolving these problems include providing the necessary learning environment and materials for increased listening, improving teacher self-development, creating an environment where students can learn through doing, cooperating with family, school, environment, and teacher, and eliminating the lack of education. When language skills are examined, it is possible to conclude that while reading, speaking, writing, and other skills may be sufficient to improve language proficiency, listening has a greater influence on the maturation process. Furthermore, listening is the first comprehension skill, hence, listening makes it easy to learn a language through awareness and to improve language skills. In addition to improving the quality of teacher-student interactions, effective listening skills can also enhance the teaching process. According to a study by Mahadi et al. (2021), teachers who actively listen to their students are better able to understand their learning needs and tailor their teaching methods accordingly. The study highlights the importance of listening as a tool for developing effective teaching strategies and improving student engagement. In conclusion, effective listening skills are a critical aspect of successful teaching and learning. Teachers who possess good listening skills can create a more positive and supportive learning environment, develop effective teaching strategies, promote inclusivity and diversity, and provide constructive feedback to their students. As such, it is important for teachers to prioritize the development of their listening skills to ensure optimal student outcomes.

3.5.   The Extent Of Teachers' Communication Skills In Terms Of Visual Skills —Shown in Table 5 is the extent of teachers' communication skills in terms of visual skills. The result is focused on the highest and lowest mean ratings of indicators which are as follows: visualize process flows and steps of certain tasks (3.24); demonstrate interpretations of graphs, charts, and lines (3.22); make use of symbols strategically (3.22); utilize and integrate social media and websites integrating to lessons for advancements (3.22), and exhibits slides and deck presentations (3.21), suggest that the indicators on the extent of teachers' communication in terms of visual skills are sometimes manifested. The overall mean rating of 3.22 denotes moderately extensive visual skills in Cluster 6 Schools.

Visual communication is a vital aspect of effective teaching, as it allows teachers to convey information through gestures, facial expressions, and body language. Nonverbal cues can help teachers build relationships with their students, establish a positive classroom environment, and communicate more effectively. Research has shown that nonverbal communication plays a significant role in teaching effectiveness (Kiewra et al., 2018). Teachers who display positive nonverbal behaviors such as eye contact, smiling, and open body posture are more likely to be perceived as approachable, supportive, and engaging by their students. Con-

Table 5. The Extent of Teachers' Communication Skills in Terms of Visual Skills

No.	Visual Skills	Mean (X)	Descriptive Equivalent
1	Demonstrate interpretations of graphs, charts, and lines	3.22	Moderately Extensive
2	Visualize process flows and steps of certain tasks	3.24	Moderately Extensive
3	Make use of symbols strategically	3.22	Moderately Extensive
4	Exhibits slides and deck presentations	3.21	Moderately Extensive
5	Utilize and integrate social media and websites integrating to lessons for advancements	3.22	Moderately Extensive
Overall Mean		**3.22**	**Moderately Extensive**

versely, negative nonverbal behaviors such as frowning, crossing arms, and avoiding eye contact can create an unwelcoming atmosphere that discourages student participation and learning. One study conducted by Sedova and Ondrejka (2019) found that teachers' use of nonverbal cues, such as facial expressions and body posture, significantly impacts student engagement and achievement. The study found that teachers who used positive nonverbal cues, such as smiling and nodding, had higher student engagement and participation levels. In contrast, teachers who displayed negative nonverbal cues, such as a frown or closed-off body language, had lower student engagement and participation levels. Visual aids such as pictures, charts, and diagrams can also enhance teaching effectiveness by making abstract concepts more concrete and understandable for students (Lau et al., 2021). Using visual aids can help students retain information better, as they provide a mental image that reinforces what is being taught. This is particularly important for students who may have difficulty understanding abstract concepts, such as those with learning disabilities or English language learners. In conclusion, teachers' visual skills are crucial for effective communication in the classroom. The ability to convey information through nonverbal cues, use visual aids effectively, and interpret nonverbal cues from students can all contribute to a positive learning environment and improved student outcomes. Teachers who prioritize their visual skills are better equipped to engage students, foster relationships, and support student learning.

3.6. Summary of the Extent of Teachers' Communication Skills —Table 6 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 manifested. 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.

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Table 6. Summary of the Extent of Teachers' Communication Skills

No.	Teachers' Communication Skills	Mean	Descriptive Equivalent (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 Skills	3.22	Moderately Extensive
Overall Mean		**3.23**	**Moderately Extensive**

Students' Academic Success

Academic success is a dependent part of the system, learners, and the device in which it was considered to be either a group or a combination of educational blocks limited by time which also contains closed methodically in accordance to the contents of the subject studied. Academic performance is considered an important achievement for students during the educational process in the university. The achievement of the performance affects the students' current and future life, as well as portraying students' inherent productivity and ability. Students are taught accounting concepts and principles to be capable of improving strong analytic skills, language skills, business, information, and communication technology, competence, and higher education value (Hanushek, 2020; Sothan, 2019; Papageorgiou Callaghan, 2020). However, other researchers confirmed that students' academic achievement is a "net outcome" of both cognitive and non-cognitive attributes (Khine, 2016).

3.7. The extent of Students' Academic Success in terms of Self-Learning Motivation —Table 7 shows the extent of students' academic success in terms of self-learning motivation. The result is focused on the highest and lowest mean ratings of indicators which are as follows: plans and sets goals to achieve (3.24); practice's ability to self-improve daily (3.23); positive mindsets in all circumstances (4.23); track the progress of improvement (3.21) and establish high expectations within (3.21), suggest that the indicators on the extent of student's academic success are sometimes manifested. The overall mean rating of 3.22 denotes moderately extensive self-learning motivation.

Table 7. The Extent of Students' Academic Success in Terms of Self-Learning Motivation

No.	Self-Learning Motivation	Mean (X)	Descriptive Equivalent
1	Plans and sets goals to achieve	3.24	Moderately Extensive
2	Practices ability to self-improve daily	3.23	Moderately Extensive
3	Positive mindsets in all circumstances	3.23	Moderately Extensive
4	Tracks progress of improvement	3.21	Moderately Extensive
5	Establishes high expectations within	3.21	Moderately Extensive
Overall Mean		**3.22**	**Moderately Extensive**

Self-learning motivation is a critical factor in student success, particularly in today's fast-paced and constantly evolving learning environments. Several studies have explored factors that impact students' self-learning motivation, including intrinsic and extrinsic motivation, self-efficacy, goal orientation, and learning styles. A study by OECD, (2021) and Cronin-Golomb and Bauer, (2023) stressed that self-learning motivation is critical to student success, particularly in today's fast-paced and constantly evolving learning environments. Several studies have explored factors that impact students' self-learning motivation, including intrinsic and extrinsic motivation, self-efficacy, goal orientation, and learning styles. Learning is a lifelong process. To continuously build a knowledge base, learners of all ages must extract information from their environments with and without explicit direction. Over the lifespan, most learning occurs outside the classroom. For example, U.S. students spend only 8903.3 hours over 9 years completing primary and secondary education . This means that to understand learning, we must understand how it proceeds without explicit direction. Critically, in the absence of explicit direction, learning is self-motivated. That is, rather than by outside forces is a teacher or researcher, the successful learner self-initiates and self-motivates the acquisition of information. This is important for both child and adult learners. Children spend much of their time in formal, explicitly directed learning settings like classrooms, yet their learning does not cease once they exit the classroom. The experiences with which the child engages outside of formal learning are just as important, if not more important, to building and maintaining coherent knowledge.

3.8. The Extent of Students' Academic Success in Terms of Class Participation—Table 8 shows the extent of students' academic success in terms of class participation. The result is focused on the highest and lowest mean ratings of indicators which are as follows: Learners are active in mathematics and computing (3.26); Learners are able to exercise critical thinking and exhibit application at home (3.26); Learners are attentive and active in class participation (3.25); Learners are gradually developing reading and comprehension to independent-reader level (3.24); and Learners come to school on time or even before the class begins (3.23), suggest that the indicators on the extent of student's academic success are always manifested. The overall mean rating of 3.22 denotes very extensive class participation. The class participation is critical to student success, particularly in higher education. Several studies have explored the impact of class participation on academic success, including its relationship with course grades, student engagement, and overall learning outcomes.

Class participation is a critical component of academic success, as it fosters active engagement in the learning process, facilitates the exchange of ideas and feedback, and enhances critical thinking and communication skills. Over the past few years, several studies have examined the relationship between class participation and academic performance across various disciplines and educational levels. This essay will review some of these studies and highlight their key findings and implications. Ariel and Karpicke (2018) investigated the impact of class participation on exam performance among college students. The study found that students who participated more frequently in class had higher exam scores than those who participated less frequently. The authors suggested that class participation may serve as a valuable form of active learning and knowledge application, enhancing overall academic success. Another

Table 8. The Extent of Students' Academic Success in Terms of Class Participation

No.	Class Participation	Mean (X)	Descriptive Equivalent
1	Learners come to school on time or even before the class begins	3.23	Moderately Extensive
2	Learners are attentive and active in class participation	3.25	Moderately Extensive
3	Learners are gradually developing reading and comprehension to independent-reader level	3.24	Moderately Extensive
4	Learners are active in mathematics and computing	3.26	Moderately Extensive
5	Learners are able to exercise critical thinking and exhibit application at home	3.26	Moderately Extensive
Overall Mean		**3.24**	**Moderately Extensive**

study by Liao, CH, and Jiun-Yu Wu (2022) explored the impact of class participation on student engagement and academic success in online courses. The study found that students who participated more actively in online class discussions had higher levels of engagement and better course grades. The authors suggested that online instructors should encourage and facilitate class participation to enhance student engagement and academic success. A study by Coon et al. (2020) investigated the impact of class participation on learning outcomes in an introductory biology course. The study found that students who participated more actively in class had better learning outcomes, including higher grades and greater content knowledge. The authors suggested that class participation may be an effective pedagogical tool for promoting student learning and academic success. One recent study by Sword, (2020) asserted that teachers communication skills are most vital for interactions with students, because the act of teaching itself requires skills. In the role, teacher is responsible for comprehending and breaking down complex information, conveying this information clearly to their students (both verbally and in written resources), presenting in a manner that sustains their attention, and listening to and resolving their questions or problems. Teaching is all about communication skills - listening, speaking, reading, presenting and writing. Teachers who hone their commu-

nication skills are prepared to instruct, advise and mentor students entrusted in their care (Silver, 2018). Communication skills of teachers are the basic need of academics performance of students and professional success of life. Student need to understand that what is right and what is wrong while it totally depends upon the communication skills of teachers which he adopts in classroom. Good communications minimize the potential of unkind feeling during the process of teaching. Similarly, a study by Lee, Kwak, and Park (2019) investigated the effects of class participation and interaction on academic performance in an online course for graduate students. The study found that students who engaged more actively in online discussions and group projects tended to earn higher grades and demonstrate better critical thinking and communication skills. The authors suggested that instructors design and facilitate more interactive and collaborative online learning activities to enhance student engagement and learning outcomes. Another study by Alshammari and Alshammari (2018) examined the relationship between class participation and academic achievement in a sample of high school students in Saudi Arabia. The study found that students who participated more actively in class discussions and activities tended to earn higher grades and demonstrate better critical thinking and problem-solving skills. The authors suggested that instructors create a more supportive

and inclusive classroom environment that encourages student participation and feedback. In conclusion, the reviewed studies provide compelling evidence that class participation is a critical factor in academic success, as it fosters active engagement, enhances critical thinking and communication skills, and improves learning outcomes. The studies also highlight the importance of creating a supportive and inclusive classroom environment that encourages and facilitates student participation and feedback. Therefore, instructors should consider incorporating more interactive and collaborative learning activities in their courses and providing incentives and feedback to promote student engagement and success.

3.9. The Extent Of Students' Academic Success In Terms Of Critical Thinking —Table 9 shows the extent of students' academic success regarding critical thinking. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: manifest a good grasp of meaning between lines (3.25); identify possible solutions and evaluate and justify their reasons for the results (3.24); learners show the ability to reflect and understand simple and complex logic (3.22); exhibits transfer of communication through oral message with correct point of views (3.22); and ability to utilize and maximize reflective thinking practice (3.22), suggest that the indicators on the extent of student's academic success are sometimes manifested. The overall mean rating of 3.22 denotes moderately extensive critical thinking. Critical thinking is a vital skill that helps individuals analyze, evaluate, and interpret information logically and rationally. It is also associated with academic success, as students with strong critical thinking skills are better equipped to solve problems, think creatively, and make informed decisions.

Table 9. The Extent of Students' Academic Success in Terms of Critical Thinking

No.	Critical Thinking	Mean (X)	Descriptive Equivalent
1	Learners show the ability to reflect and understand simple and complex logic	3.22	Moderately Extensive
2	Manifest a good grasp of meaning between lines	3.25	Moderately Extensive
3	Exhibits transfer of communication through oral message with correct point of views	3.22	Moderately Extensive
4	Identifies possible solutions and evaluates and justifies their reasons for the results	3.24	Moderately Extensive
5	Ability to utilize and maximize reflective thinking practice	3.22	Moderately Extensive
Overall Mean		**3.23**	**Moderately Extensive**

Zohoorian and Ghafournia (2021) conducted a study that examined the relationship between critical thinking and academic success. The authors found that critical thinking positively correlated with academic performance, with students with stronger critical thinking skills performing better on exams and assignments. The study also found that critical thinking predicted academic success, suggesting that students who develop their critical thinking abilities are more likely to succeed academically. Another study by Laranjo et al. (2020) investigated the link between critical thinking and academic success. The authors found that critical thinking was associated with academic achievement in higher education, particularly in sci-

ence, technology, engineering, and mathematics (STEM). The study also found that critical thinking was linked to problem-solving skills essential for success in STEM fields. Yan and Zhou (2020) conducted a third study that examined the relationship between critical thinking and academic success. The authors found that critical thinking positively correlated with academic achievement in language learning, specifically in reading comprehension and vocabulary acquisition. The study also found that critical thinking was linked to self-directed learning, suggesting that students who possess strong critical thinking skills are better able to engage in independent learning. Balakrishnan and Wong (2019) conducted a fourth study investigating the link between critical thinking and academic success. The authors found that critical thinking was associated with academic achievement in business, particularly in decision-making and problem-solving. The study also found that critical thinking was linked to creativity, suggesting that students with strong critical thinking skills can better generate innovative solutions to complex business problems. Hadi and Rostami (2018) conducted a final study that examined the relationship between critical thinking and academic success. The authors found that critical thinking positively correlated with academic performance in medical education, particularly in clinical reasoning and problem-solving. The study also found that critical thinking was linked to academic resilience, suggesting that students with strong critical thinking skills can better cope with academic challenges and setbacks.

3.10.   Summary of the Students' Academic Success —Table 10 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 10. Summary of the Students' Academic Success

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

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 en-

courages 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.

3.11. Significant Relationship Between Teachers' Communication Skills and Extent of Students' Academic Performance —It can be depicted that Pearson's Correlation generated a significant correlation between the extent of teachers' communication skills (r=0.858; p<.002) and students' academic success. Table 11 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 11. Significant Relationship Between Extent of Teachers' Communication Skills and Extent of Students' Academic Performance

Variables	r-value	p-value	Interpretation	Decision
Students' Academic Performance	0.858	<0.002	Significant	Reject H_0

*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 commu-

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nication 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 student'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. 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.

3.12. On The Indicators of Teachers' Communication Skills That Significantly Influences on the Level of Students' Academic Performance —Table 11 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 R2 value of 0.862 suggests that the indicators of teachers' communication skills explained 86.2 percent 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.

Table 12. Regression Coefficient Analysis On Teachers' Communication Skills That Significantly Influence Level of Students' Academic Performance

Model	Variables	B	Beta	Standard Error	p-value
H	Intercept	4.389	—	0.052	$< .001$
H	Intercept	0.410	—	0.144	0.006
	Verbal Skills	0.031	-0.032	0.066	0.002*
	Non-Verbal Skills	0.349	0.361	0.084	0.002*
	Written Skills	0.207	0.216	0.094	0.001*
	Listening Skills	0.397	0.416	0.089	0.003*
	Visual Skills	0.345	0.361	0.085	0.002*

Note. $R^2 = 0.872$, F-value = 201.695, p-value < 0.002.
*Significant at $p < .05$. All null hypotheses (H) were rejected.

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 communication, 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 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, writ-

ten, 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 en-

hance policy actions that lead to better teach-
ing and learning outcomes among elementary school teachers.

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