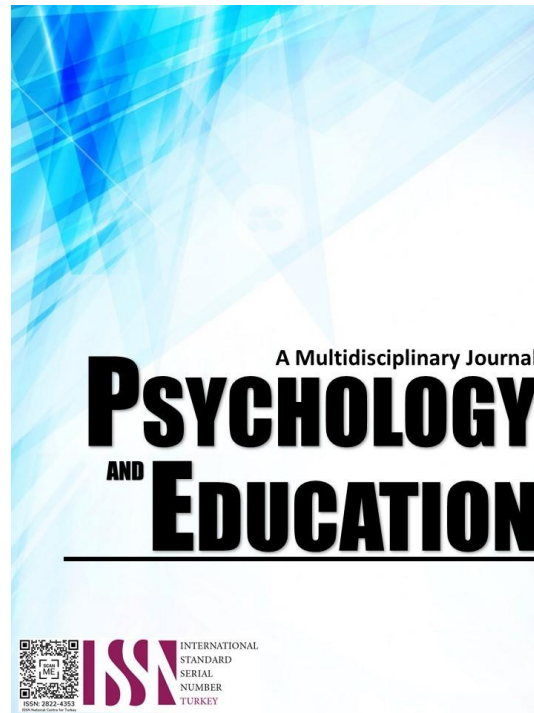


**COMPREHENSIBILITY OF TEACHERS VERBAL  
COMMUNICATION AMONG INTERMEDIATE  
LEARNERS AND THEIR PERFORMANCE  
IN SCIENCE**



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## Comprehensibility of Teachers Verbal Communication Among Intermediate Learners and their Performance in Science

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### Abstract

This study investigated the comprehensibility of the verbal communication skills of teachers in Science in Olango Integrated School at Balo-i West District, Division of Lanao del Norte and their relationship to the learners academic performance for the school year 2022-2023. This study utilized the descriptive-correlational type of research design to investigate the relationship between the independent and dependent variables. There were 83 respondents who answered the survey questionnaire. The findings were: (a) nearly 2/3 of the respondents had 12-13 years of age, 57% of the respondents were female, nearly 2.3 (65.5%) of the respondents were in Grade 5 level, nearly 3/4 (73.5%) of the respondents have parents income of 5001.00 to 10,000.00; (b) they highly observed that their teachers allowed them to express their selves using their language; 78% of the respondents had very satisfactory performance level; (c) there was no significant difference on the perceived teachers verbal communication when grouped according to the profile; (d) there was no significant difference on the academic performance in Science when grouped according to their profile; and (e) the academic performance in Science of the respondents was not associated to their perceived level on teachers communication. It was concluded that learners perceived their teachers to have very good communication strategies and they preferred conversing using their own language.

**Keywords:** *comprehensibility, verbal communication, intermediate learners, performance, descriptive-correlational research design*

### Introduction

Poor performances of learners in Science were observed by the researcher, which highly influenced the objectives of the present study. Verbal communication can exist in various forms, including informal or spontaneous conversations. It cannot be planned in a structured environment or formal conversations inside and outside the classroom. Science as a subject requires different types of coursework, such as class presentations, participating in group discussions, and meetings. These constitute one of the main factors leading to good academic performance and are commonly covered by oral communication.

The way teachers communicate with the students is one of the many factors that determine effective teaching. The learners perceive that the teachers' communication might affect their effective and cognitive learning and feeling throughout the learning process. Verbal and non-verbal immediate behaviors on the part of the teacher enhance positive and effective instructional interaction. It has direct effects on the student's attitude toward the teacher. This is the course and the student's willingness to learn.

According to Peng Hong Li (2011) that classroom teaching is an activity of communication between the teacher and students employing information

transmission. In other words, teachers and students convey messages through verbal and non-verbal cues in classroom teaching. As a result, teachers should be aware of non-verbal behaviors in the classroom. In a teaching context, verbal communication can be defined as a relationship that can be achieved through speaking and conversation. Teachers should use words carefully to be successful in teaching. Each word provokes a feeling in people, specific emotions, and distinct functions. If the words are applied in a proper place, they will affect the soul and body of the audience immediately, so it is appropriate that the teacher avoids using negative words in dealing with the students.

In the selection of words, the intended concept must be precisely in the words of the educator. It is appropriate to use explicit, concise, polite, correct, and rich expressions in oral communication with the audience to properly transmit the speaker's intention to the audience (Najafi, 2013). Verbal skills are generally divided into four parts: listening, speaking, reading, and writing. Speaking has a more significant degree of importance and usefulness among these skills. It has a more decisive impact on oral communication with the audience. The teacher's expression of words vividly and eloquently causes the students to listen with dignity and willingness. It sums up the facts, thinks to solve the problem, and supplies the teacher's comment without any tension or boredom. However, using biased phrases often raises a sense of stubbornness and

humiliation in the trainee. This puts them completely out of the cycle of learning and deep understanding of scientific content. This leaves irreparable psychological effects on the students (Mortazavi, 2013).

A successful educator in the field of teaching should be aware of the power of words and their impact on the audience. He should avoid using words habitually without thinking. Also, order is one of the conflicts which leads to failure in human interaction. Therefore, the teacher should express his opinion with proper words and within the defined framework for his comments to penetrate effectively. Therefore, the teacher, as the sender of the message, should first determine the framework of his message and then express his expectation of the students frankly with appropriate tone and words.

Studies on verbal communication have generally focused on the teaching methods in the classroom which may be used in teaching any subject. For example, the researcher, as a public school teacher, found it essential to study how the comprehensibility of teachers' verbal communication in Science influenced their performance in the subject. Through the gathering of data, recommendations were formulated to bring contributions to the development of science instruction among teachers at Olango Integrated School.

### Research Questions

This study aimed to determine the comprehensibility of teachers' verbal communication concerning the Science performance for S.Y. 2022-2023 of the intermediate learners in Olango Integrated School at Balo-i West District, Division of Lanao del Norte. Specifically, it sought to answer the following questions.

1. What is the profile of the respondents in terms of,
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Grade level; and
  - 1.4 Parents' monthly income?
2. What is the level of comprehensibility of teachers' verbal communication among intermediate learners?
3. What is the Science performance of learners during the 2nd quarter of school year 2022-2023?
4. Is there a significant difference between the level of comprehensibility of teachers' verbal communication among intermediate learners and their Science performance when grouped according to their profile?
5. Is there a significant relationship between the

Science performance of learners and the level of comprehensibility of teachers' verbal communication among intermediate learners?

6. What action plan can be formulated based on the findings?

## Methodology

### Research Design

The study employed the descriptive-correlational research design to investigate the comprehensibility of teachers' verbal communication among intermediate learners at Olango Integrated School, Division of Lanao del Norte, and their Science performance for S.Y. 2022-2023. As a descriptive type of research, a survey questionnaire served as the main instrument in collecting data. The correlation was appropriate in the study since it sought to determine the significant relationship between the variables.

### Research Environment

The study was conducted at Olango Integrated School of Balo-i West District Schools, Division of Lanao del Norte. Balo-i is located in the province of Lanao del Norte. It has a total land area of 3,092 square kilometers. Tubod is the capital of the province. It is situated in the Northern Mindanao area along the North Eastern coast. It has three known fishing grounds, namely Iligan Bay, Panguil Bay, and Illana Bay. Panguil Bay borders at the East and Zamboanga del Sur in the southeast. Farther south, the tip of the province reaches Illana Bay along the Celebes Sea lanes.

It has an irregular topography, and all its southern extremities are mountainous. The people in Lanao del Norte are a mixture of Maranaos and Cebuanos. One of the barangays of Balo-i is the barangay Angayen also known as Olango, Balut. The term Olango came from the water-based plant known as Olango, which is found upstream of cold water. The first school established in the place is the Balut Community School in the year 1953. By the year 1983, the school was changed into Olango Primary School. Later, it became a complete elementary school with the official name "Olango Integrated School under Balo-i West District. In 2019, it was changed into Olango Integrated School.



## Respondents and Sampling Procedures

The respondents of the study were the entire population of eighty-three (83) intermediate learners of Olango Integrated School, Balo-i West District, during the school year 2022-2023. Complete enumeration was employed since all the teachers from the school were utilized as respondents.

### Research Instrument and Its Validity

The researcher utilized a researcher-made survey questionnaire that was translated in Meranao as the main tool for gathering data for the study. The questionnaire contained indicators to assess the comprehensibility of teachers' verbal communication among intermediate learners. The first part of the questionnaire included the personal profile of the learners in terms of age, sex, grade level, and family monthly income. Meanwhile, the Science performance of the learners was based on their 2nd quarter grade for the S.Y. 2022-2023.

For the reliability of the research instrument, the pilot data revealed that the items tested for "teachers' communication" had Cronbach's alpha of 0.899 (good). Based on the finding, the instrument had a good internal consistency. This result indicated that the instrument was reliable and approved for final survey dissemination.

### Data Gathering Procedure

The researcher sought approval from the concerned individuals before the proper distribution of survey questionnaires. After the approval, the researcher sought permits to study from the Division Superintendent of Lanao del Norte to conduct the data gathering from the respective schools of Balo-i West District.

The researcher also asked permission from the School Principal of Olango Integrated School for the distribution of the survey questionnaires to the intermediate learners during their free time. Documentations were made and also proper health protocols were followed. After the retrieval of the questionnaires, the data were tabulated, scored, and analyzed.

### Statistical Treatment

This study utilized the necessary and appropriate statistical tools to interpret and analyze the data gathered:

For problems 1 and 3, Frequency and Percentage Distribution were used to determine the personal profile of the respondents and their Science performance.

For Problem 2, Mean and Standard Deviation (SD) were used to describe teachers' verbal communication competence.

For Problem 4, One Way ANOVA was used to determine the significant difference between the level of comprehensibility of teachers' verbal communication among intermediate learners and their Science performance when grouped according to their profile.

For Problem 5, Pearson r correlation was used to determine the significant relationship between the Science performance of learners and the level of comprehensibility of teachers' verbal communication among intermediate learners.

## Results and Discussion

### What is the profile of the respondents in terms of age, sex, grade level, and parents' monthly income?

Presented the results and interpretation of the results for the data gathered on the demographic profile of the respondents in terms of their age, sex, grade level, and parents' monthly income.

Table 1. *Age of the Respondents*

<i>Age (in years)</i>	<i>Frequency</i>	<i>Percentage (%)</i>
12-13	74	89.2
14-above	9	10.8
<b>Total</b>	<b>83</b>	<b>100.0</b>

Table 1 presents the age of the respondents. The result showed that 89% of the respondents were 12-13 years of age and 10.8% of them had at least 14 years of age. Results revealed that the majority of the respondents were in the adolescence stage. Peng Hong Li (2011) mentioned that it is a stage wherein the social, psychological, cognitive skills of learners are starting to reach their turning point that affects their perception towards their environment. The same with learning, it is a stage where they seek constant conversations and building logical relationships with their peers and teachers.



Table 2. Sex of the Respondents

Sex	Frequency	Percentage (%)
Male	32	38.6
Female	51	61.4
Total	83	100.0

Table 2 presents the sex of the respondents. As shown in the result, nearly 61% of the respondents were females and 39% of them were males. Researchers mentioned the effects of sex on perceptions of learning among elementary learners. Females are more conversational as compared to males (Najafi, 2013). Hermann (2013) added that sex is a relevant variable in measuring perceptions because males and females differ in perceiving verbal and non-verbal communication among teachers.

Table 3. Grade Level of the Respondents

Grade Level	Frequency	Percentage (%)
Grade 5	73	88.0
Grade 6	10	12.0
Total	83	100.0

Table 3 presents the grade level of the respondents. Results depicted that 88% of the respondents were Grade 5 level and only 12% of them were Grade 6 level. Ballester (2015) mentioned that intermediate learners tend to isolate themselves from others and indulge in imaginative thinking since some of them are turning to adolescence. This is also a stage where they seek socio- emotional control and regulations in learning, thus, teachers' and students' interactions are highly encouraged.

Table 4 Parents' Monthly Income of the Respondents

Parents' Monthly Income	Frequency	Percentage (%)
Below-5,000	8	9.6
5,001-10,000	61	73.5
10,001-20,000	11	13.3
20,001-above	3	3.6
Total	83	100.0

Table 4 presents the parents' monthly income of the respondents. Results revealed that nearly ¾ (73.5%) of

the respondents had parents' income of 5,001 to 10,000, 11 or 13.3% of them had parents' income of 10,001-20,000, and only 9.6% of them had parents' income of at most 5,000. This result implied that the majority of the participants belonged to families with low and average socio- economic status which could have affected their attitudes and motivation towards learning.

**What is the level of comprehensibility of teachers' verbal communication among intermediate learners?**

This section presented the results and interpretation for the data gathered on the level of comprehensibility of teachers' verbal communication among intermediate learners.

Table 5. Level of Comprehensibility of Teachers' Verbal Communication as Perceived by the Learners

Indicators	Mean ±SD	Description
1. The teacher speaks clearly.	3.92±0.28	Highly Observed
2. The teacher's voice has enough	3.75±0.44	Highly Observed
3. The teacher faces the learners	3.14±0.35	Moderately Observed
4. The teacher avoids mannerisms	2.10±0.30	Rarely Observed
5. The teacher uses words that can be easily understood by the	3.10±0.30	Moderately Observed
6. The teacher checks regularly if the learners have understood	3.88±0.33	Highly Observed
7. The teacher delivers the science	3.16±0.37	Moderately Observed
8. The teacher teaches the science	3.76±0.43	Highly Observed
9. The teacher presents the science	3.78±0.41	Highly Observed
10. The teacher presents the	3.84±0.37	Highly Observed
11. The teacher teaches the	2.11±0.31	Rarely Observed
12. The teacher's voice can be	3.12±0.33	Moderately Observed
13. The teacher uses a variety of strategies to maintain the interest	2.77±0.42	Moderately Observed
14. The teacher uses interesting activities for verbal	2.84±0.37	Moderately Observed
15. The teacher encourages learners to practice two-way	2.22±0.41	Rarely Observed
16. The teacher shows good	2.10±0.30	Rarely Observed
17. The teacher translates difficult words to be understood by the	3.10±0.30	Moderately Observed
18. The teacher is an example of a	3.89±0.31	Highly Observed
19. The teacher allows the learner to express their selves	3.92±0.28	Highly Observed
20. The teacher practices good	3.23±0.42	Moderately Observed
Total measure	3.19±0.08	Moderately Observed

Table 5 presents the level of teachers' communication as perceived by the learners with the indicators, the mean, and standard deviation according to the descriptions. Results depicted that the respondents highly observed that their teachers allowed them to express their selves using other languages ( $M=3.92$ ,  $SD=0.28$ ), highly observed that their teacher was an example of a good communicator ( $M=3.89$ ,  $SD=0.31$ )



and their teachers spoke clearly ( $M=3.92, SD=0.28$ ). In addition, they also perceived highly observed that their teachers check regularly if the learners had understood the lessons in Science ( $M=3.88, SD=0.33$ ) and presented the activities with understandable language ( $M=3.84, SD=0.37$ ).

However, they rarely observed that their teachers encouraged them to practice two-way communication ( $M=2.22, SD=0.41$ ), taught the Science lesson easy to remember ( $M=2.11, SD=0.31$ ), showed good verbal communication in the class ( $M=2.10, SD=0.30$ ) and rarely observed that their teacher avoided mannerism like “uh-uh”, “um”, etc. ( $M=2.10, SD=0.30$ ).

Results signified how learners appreciated their teachers allowing them to speak in their language during conversations. According to Khan et al., (2017), teachers should allow their students to express themselves in a language they are comfortable using to help them elaborate more on what they cannot say in English. They added that effective communication between a teacher and a learner is the ability to convey a message effectively. Apparently, in Science classes where discussions of concepts are highly needed, teachers are advised to let their students express themselves in a language they can.

It was also presented that the teachers use words appropriate to the learners. They speak clearly and in an understandable way. According to Olusegun (2012), students learn more effectively if they were introduced to words appropriate for their cognitive abilities as well as their prior exposures and knowledge on the subject matter. Teachers also need to provide feedback on their students' progress by checking up on them regularly. According to Campbell (2017), to encourage students to become self-motivated and independent learners, teachers should provide positive feedback and regular monitoring to ensure opportunities for success. They should also assign achievable classroom tasks to help students find meaning in their learning and help them feel that they are valued.

Consequently, the students rarely experienced their teachers allowing them to practice two-way communication which was understandable because of the pandemic. Teachers are trying to reach their students doing home visitations or through phone and telephone calls due to health protocols. Two-way communication involves interactive dialogue between teachers and students. Conversations may occur during telephone calls, home visits, and various school- based community activities.

Furthermore, effective communication happens when teachers and students achieved a common goal. According to Hootsuite (2020), many parents and learners today feel unsupported, misunderstood, and overwhelmed by the demands placed on them. To address these barriers, educators should appreciate that every positive interchange will serve to increase trust and build stronger relationships, not only with individual parents but ultimately with the broader community as well. The local school needs to become a vibrant part of the community, and schools have the advantage of being a natural point of interaction with their students.

**What is the Science performance of the learners?**

This section presented the academic performances of the respondents based on their Science performance interpreted as outstanding, very satisfactory, satisfactory, fair, and poor.

Table 6. *Science Performance of the Learners*

Grade	Performance Level	Frequency	Percentage (%)
90-100	Outstanding		
85-89	Very Satisfactory	2	2.4
80-84	Satisfactory	66	79.5
75-79	Fair	11	13.3
Below-74	Poor	4	4.8
Total		83	100.0

Table 6 presents the performances of learners in Science for the 2<sup>nd</sup> quarter of the school year 2022-2023. The result showed that 79.5% of the respondents had satisfactory performance levels, 13% of them had fair performance, 5% of them had poor performance, and only 2.4% of them had very satisfactory performance. As indicated in the results, the learners had satisfactory ratings. A satisfactory rating means that the performance of the learners exceeded expectations. All goals, objectives, and targets were achieved within the established standards. This was an indication that the use of modules was effective for some of them. There were 6.2% of them who did not meet expectations which implied that they were having difficulties with the modular instruction.

According to Kurtus (2012), several factors affect students' performances in a modular learning class including the subject matter is too difficult, the learning material is hard to understand, and problems at home. Other reasons have to do with student attitudes, such as did not do homework and lack of



motivation. Finally, there were reasons related to personal issues, such as test anxiety and problems concentrating.

**Is there a significant difference between the level of comprehensibility of teachers’ verbal communication among intermediate learners and their Science performance when grouped according to their profile?**

This section presented the results and interpretations for the significant difference between the level of comprehensibility of teachers’ verbal communication among intermediate learners and their Science performance when grouped according to their profile in terms of their age, sex, grade level, and parents’ monthly income.

Table 7. *Difference Between the Level of Comprehensibility of Teachers’ Verbal Communication when Grouped according to their Profile*

Profile	n	Mean ± SD	F-value (t-value)	p-value	Remarks
<b>Age</b>					
12-13	74	3.18±0.08			
14-above	9	3.19±0.06	(-0.378)	0.720	Not significant
<b>Sex</b>					
Male	32	3.20±0.06	(1.339)	0.184	Not significant
Female	51	3.18±0.09			
<b>Grade Level</b>					
Grade 5	73	3.18±0.08	(-0.405)	0.686	Not significant
Grade 6	10	3.20±0.06			
<b>Parents’ Monthly Income</b>					
Below-5,000	8	3.24 <sup>b</sup> ±0.10			
5,001-10,000	61	3.17 <sup>a</sup> ±0.08	3.140*	0.049	Significant
10,001-above	14	3.21 <sup>a,b</sup> ±0.07			

Table 7 presents the difference between the level of comprehensibility of teachers’ verbal communication when grouped according to their profile. As shown in the result, the result revealed that the comprehensibility of teachers’ communication as perceived by the respondents did not significantly differ by their age ( $t=-0.378$ ,  $p=0.720$ ). This result showed that age did significantly affect the variation of the teachers’ communication. In terms of sex, the male and female respondents had a comparable perceived level of teachers’ communication ( $t=1.339$ ,  $p=0.184$ ). The respondents did not show any differences in their perceived teachers’ communication when grouped to their grade level ( $t=-0.405$ ,  $p=0.686$ ). Lastly, the parents’ monthly income did contribute to the variation of the teachers’ communication as perceived

by the respondents ( $F=3.140$ ,  $p=0.049$ ).

One large impact on a student is the family’s income or socioeconomic status. Previous research has found that the socioeconomic status of the student is an important predictor of success in learning. If a student is in a low-income family, they may need more attention and help than others to reach success (Elameer & Idrus, 2010). In these trying times, students from low family income experience difficulties in sustaining the demands of e-learning such as gadgets, computers, and internet costs.

Table 8. *Difference Between the Learner’s Performance in Science when Grouped to according to their Profile*

Profile	n	Mean ± SD	F-value (t-value)	p-value	Remarks
<b>Age</b>					
12-13	74	80.96±3.08	(0.487)	0.628	Not significant
14-above	9	80.44±2.13			
<b>Sex</b>					
Male	32	80.28±3.47	(-1.518)	0.133	Not significant
Female	51	81.29±2.59			
<b>Grade Level</b>					
Grade 5	73	80.97±3.10	(0.567)	0.572	Not significant
Grade 6	10	80.40±2.01			
<b>Parents’ Monthly Income</b>					
Below-5,000	8	81.38±1.99			
5,001-10,000	61	80.85±3.22	0.108	0.898	Not significant
10,001-above	14	80.86±2.45			

Table 8 presents the difference between the learner’s performance in Science when grouped according to their profile. As depicted, the result displayed that the performance in Science of the respondents did not significantly differ by their age ( $t=0.487$ ,  $p=0.628$ ). This result suggested that age did significantly affect the variation of the Science performance. The respondents having 11-12 years of age had comparable performance in Science as with the respondents having 14-above years of age. In terms of sex, the male and female respondents had comparable performance in Science ( $t=-1.518$ ,  $p=0.133$ ). The respondents did not show any differences in their performance in Science when grouped to their grade level ( $t=0.567$ ,  $p=0.572$ ). Lastly, the parents’ monthly income did not contribute to the variation of the performance in Science of the respondents ( $F=0.108$ ,  $p=0.898$ ). The result entailed that there was no significant difference in the performance in Science when grouped according to their profile.

Demographic profiles of learners do not necessarily



contribute to their learning outcomes if learners communicate well to their teachers their learning difficulties in Science. According to Schmeck (2017), he concluded that in Science classes, fact retention skills affect students’ learning performances. He also concluded that different types of learners will obtain different learning outcomes.

Despite differences in age, sex, and financial capabilities, Mahmud (2013) found that students who are more thoughtful and analytical are more likely to exhibit better academic performances. He added that learners who were found to communicate more often to their teachers easily find solutions to activities unfamiliar to them. Sometimes, communication between them and their teachers helped them reactivate their prior and existing knowledge processed and stored in memory.

**Is there a significant relationship between the Science performance of learners and the level of comprehensibility of teachers’ verbal communication among intermediate learners?**

This section presented the results and interpretations for the significant relationship between the Science performance of learners and the level of comprehensibility of teachers’ verbal communication among intermediate learners.

Table 9. Relationship Between the Science Performance of the Learners and the Level of Comprehensibility of Teachers’ Verbal Communication

Variable	Academic Performance		Remark
	r-value	p-value	
Level of Comprehensibility of Teachers’ Verbal Communication	0.070	0.531	Not significant

Table 9 presents the relationship between the learner's Science performance and the level of comprehensibility of teachers' verbal communication using the Pearson Correlation analysis. Results disclosed that the perceived comprehensibility of teachers' verbal communication of the respondents was not significantly correlated to their performance in Science ( $r=0.070$ ,  $p=0.531$ ). This result suggested that the academic performance in Science of the respondents is not associated with their perceived level

of comprehensibility of teachers' verbal communication. Thus, the null hypothesis of no significant relationship between the learner's performance in Science and the level of comprehensibility of teachers' communication was not rejected.

Though many researchers claimed that there was a significant relationship between teachers’ verbal communication and the academic performances of the learners, the study claimed the counterpart. It was revealed that the Science performances of the respondents did not correlate with the effectiveness of their teachers’ verbal communication. The results implied that due to the flexible learning options implemented in most schools nationwide, learners communicated with their teachers through home visitations during distributions and retrieval of modules.

Learners can only listen to their Science lessons verbally through the distributed Self-Learning Modules with audios and videos they can play at home. It, therefore, implied that learners' performances were affected by factors other than the verbal communication skills of their teachers in discussing and presenting their lessons in Science. According to Barmaki (2014), he suggested that communication's advantage comes into play when it is applied in context. Communication, in general, is bent on exchanging information. Thus, if there is no actual and real-time exchange of communication between a teacher and learners, some consequences happen.

The flexible learning options mandated by the Department of Education helped learners become independent learners. The absence of face-to-face instruction allowed learners to become fully aware of their strengths and weaknesses and they can have full access to their learning progress. Bambaerero and Shokrpour (2017) mentioned that independent learners succeed or fail because of cognitive skills. Cognitive skills include learners' perception, attention, memory, and logical reasoning that affect their learning.

**What intervention plan can be formulated based on the findings?**

The study prepared an intervention matrix plan to improve the verbal communication skills of teachers in selected focal areas based on the findings of the study. The program was intended to invite communication experts from the Division of Lanao del Norte as keynote speakers. Moreover, teachers from Olango Integrated School would be utilized as respondents.

## Conclusion

The study showed that effective communication, a positive classroom environment, and achievement sharing are important factors in learning performance. Throughout the conduct of the study, it could be concluded that learners perceived their teachers to have very good communication strategies and they preferred conversing using their language. The profiles of the learners were found not significant contributors to their Science performance which meant that other factors would affect their learning. Many researchers have investigated possible predictors of student learning performance, including personality traits, learning styles, self-efficacy, and so on. The Science performances of the learners concluded satisfactory performances despite the unavailability of face-to-face instruction and real-time communication with their teachers.

Based on the findings and conclusions of the study, the following recommendations were recommended. (1) Teachers should continuously attend seminars and training on effective communication strategies in teaching. (2) Curriculum planners should make every effort to ensure that oral communication instruction is an integral part of the elementary school curriculum. They should adopt or develop an oral communication curriculum that includes an assessment instrument, group and individual goals, implementation methods, and evaluative measures for oral communication competencies. (3) Learners struggling in Science should be given scheduled home visitations for regular monitoring. (4) Future researchers could dwell on larger scopes and other factors affecting the Science performances of learners.

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