

Communication Gap: An In-Depth Analysis of The Quality of Teacher-Student Communication in The Teaching-Learning Process

ABSTRACT

Positive feedback to their students, also to give opportunity for them to share their thoughts and ideas to avoid conflict and misunderstanding for the betterment of teacher-students communication and the students learning and performance in school. This study explored the potential correlation between the quality of teacher-student communication and student learning outcomes. The purpose of this descriptive-correlational research study was to determine the level and relationships exists between variables in terms of clarity of instructions, responsiveness of teachers and teacher's feedback on learners' academic performance. The data was gathered using survey questionnaires to the 158 college students of Tagum City College of Science and Technology Foundation Inc. Moreover, this study *Mean* to summarize and describe the value of a set of data. *Pearson-r* to measure the relationship between the quality of teacher-students communication and learners' learning outcomes. The study revealed that there is a significant relationship between the quality of teacher-student communication and learners' learning outcomes. All the three indicators under the independent variable were of *high* descriptive equivalent. Moreover, learners' academic performance was *very satisfactory*. Furthermore, results revealed that there is a significant strong positive relationship exist between quality of teacher-students' communication and learners' learning outcomes. Thus, the clearer the instructions given by the teachers, the more responsive the teacher and the more they give positive feedback the more they perform well in school.

Keywords: Quality of Teacher-Students' Communication, Learning Outcomes, Teacher-Student Communication, Philippines.

1. INTRODUCTION

1.1 Background of the Study

The communication gap was an issue that is still very much present today. It had severely divided people, making it difficult for them to communicate effectively with each other. Teachers and students both live in a system that depends on communication. They both learned and taught, but they couldn't do either if they didn't communicate. There was a vast knowledge and education level gap between students and teachers. To develop strong and effective listeners and communicators, their communication needs to improve.

In Saudi Arabia, positive classroom environments, and enhanced learning opportunities could be achieved through effective teacher-student communication. But both parties had to put in work in this connection. When there were communication difficulties, it was undoubtedly difficult for students to get the most out of their education. Educators frequently needed help establishing a one-on-one connection with their pupils and needed help to develop compelling sessions. In addition, untreated language or

speech issues in students cause them to communicate poorly. Peer pressure and personality differences combined to create an awkward or forced atmosphere in some classroom interactions [1].

A study conducted in Quezon City, Philippines, analyzed the level of Filipino students and teachers' communication, social, and thinking skills. They found out that there was an existing lower-power distance relationship between teachers and students. The same behavior patterns could be observed among Filipino children, even outside school. In Philippine homes, where the young ones were first taught certain patterns of behavior; for instance, children were instructed with the intent of inculcating in them values like submission to parental authority [2] and respect and obedience to older or more senior members of the family. Filipino students were also inclined to keep academic dialogues with their teachers at a minimum to avoid being considered rude by the latter.

Moreover, [3] also stated that one might observe thus that many Filipino students, if they are not completely quiet, are generally polite with or respectful to their teachers. According to [4], the power distance between students and their teachers when it comes to learning social, communication, and critical thinking skills from the teacher was narrow. They also concluded that when students manifested higher scores in their learning or acquisition of skills, the power distance in the classroom between the teachers and these students was lower. This was because of the general view in education that a more open and flexible classroom setting (i.e., where students and teachers could converse and interact freely, and where students could raise questions to their teachers, and the like) make for more effective learning among students.

In Tagum City, a gap was observed between teachers and students. It has been a part of a student's life and experience in school that even a tiny question takes a lot of courage and guts to voice out. Students were afraid to ask, suggest, and share their ideas, for they were scared to be scolded and judged. This problem impacted how the students performed in school because they were not able to clarify what they did not understand, and some even involved conflict and misunderstanding with teachers. It has had an impact, especially in their learning process.

In addition, some claim that communication gaps must exist for instructors to maintain respect. According to a teacher, they had been planning activities that would bring students closer to them and more comfortable with them in terms of academic subjects. However, some still hesitated to open for them. But this does not warrant losing their respect. They claimed that communication breakdowns protected teachers' dignity and aided in instilling principles and good manners in kids. Additionally, they said that doing this would allow them to be heard and taken seriously by the students.

However, this research was pursued because the researchers have yet to come across a study about the impact of the teachers-student communications and students learning outcomes. This was to inform the teachers and other educators that this problem needs to be addressed. The researchers also hoped to provide information and recommendations on handling and bringing solutions to this problem. This was indeed relevant to both students and teachers, as it improved their relationship and communication for a better teaching and learning process in school.

1.2 Statement of the Problem

The main concern and aim of this study were to determine the relationship between teacher-student communication and quality of learning through academic learning outcomes. More specifically, it seeks to answer the following questions:

1. What is the level of Quality of teacher-student communication in terms of;
 - 1.1 Clarity of instructions;
 - 1.2 Teachers feedback; and
 - 1.3 Responsiveness of teachers?
2. What is the level of quality learning among college students in TCCSTFI in terms of;

2.1 Academic Learning performance?

3. Is there a significant relationship between the quality of teachers-student communication and learners' learning outcomes?

1.3 Research Hypothesis

Based on the research objective, the null hypothesis of 0.05 would be tested:

1. There is no significant relationship between the Quality of teacher-student communication and students' academic performance.

1.4 Theoretical and Conceptual Framework

This study was anchored by Ginott's theory of congruent communication. [5] explained that the theory explains that a teacher is a facilitator who minimizes disruption and encourages students to engage in classroom lessons actively. This theory was designed personally by Ginott to provide information and ways to eliminate the barriers to learning in students. Ginott also stated that students must feel that they belong and are welcome once they enter the classroom. He created three tenets to create the foundation of successful learning experiences; the first was that teachers must seek harmonious communication, where he stated that teachers provide a clear and smooth relationship to students, suggesting not being too strict in terms of classroom rules and allowing students freely tell their concerns during classes. Second, the teachers must invite cooperation; he suggested that teachers encourage and help students to cooperate and build collaboration, starting with the teachers themselves. Third was the Teachers must promote discipline as an alternative to punishment, where he encouraged teachers to know the difference between discipline and punishment; wherein he defined discipline as a way, students could learn from mistakes and situations; on the other hand, he defined punishment as a payment for students to their misbehavior and inviting themselves to do it once more.

Moreover, author assumed that for communication to be effective or congruent, students need to be valued and respected in the classroom. His method aims to break down communication barriers by fostering an atmosphere of acceptance and affirmation without punishment. His theory of communication avoids confrontation and seeks to validate the feelings of others. His theory was based on the belief that the instructor's behavior and language create the learning atmosphere in the classroom. This theory was based on humanistic psychological principles, emphasizing acceptance and validation as essential for healthy self-esteem [6].

This study was also anchored by [7] in her qualitative study investigating how teachers develop positive relationships with students to improve motivation and class behavior. The study addresses the problem of teachers not establishing meaningful relationships with their students, which affects the students, resulting in their loss of motivation and misbehavior in the classroom. In her study, she found that teachers need more training in establishing relationships and creating a positive classroom environment.

In addition, communication between teachers and students plays a significant role in the student's learning process. Students need more motivation and guidance inside the classroom and good communication and relationships with their teachers. This theory was designed to provide information that a teacher must create a classroom with a friendly atmosphere and a sense of belongingness to give students meaningful experiences. Teachers and students must have a harmonious relationship to get what they have come to school for. Having good relationships and communication with each other can enhance their experiences, increase their learning, and teach them values and good character to help them improve not just as students and teachers but as human beings.

1.5 Significance of the Study

The researchers were sure that this quantitative correlational study would benefit the people involved, both individuals and institutions. This study would provide information, knowledge, and awareness in exploring the impact of the communication gap between teachers and learners on the student's academic performance.

The study's findings would benefit the College students, as they were the subjects of this study. This would provide them with knowledge and awareness of the importance of communication and how the gap in communication between them and their teachers affects their school performances.

The study's findings would benefit Instructors/Teachers/Professors, as they would be provided data on how the students saw them and observed their communication performances. This would help them be more knowledgeable and aware of the issue and its effects on the students, them as their instructors, and their overall performance in school.

The study's findings would benefit the administrators since they would gain important and valuable insights into enhancing the students' learning experiences. This would give them new ideas for improving and developing more effective communication and relationships between instructors and students.

The study's findings would also benefit the Commission on Higher Education since this study gave them new insights, knowledge, awareness, and data that have been analyzed and considered to develop more refined policies and activities that could create a more communicative, collaborative, and effective environment for the betterment of the students' and teachers' relationship and performance inside the institution.

Lastly, the study's findings would benefit future researchers, as this research provides reliable data that could be a good reference and provide them with helpful information as they tackle the issue of the impact of the quality of teacher-student communication on academic performance.

2.METHODOLOGY

2.1 Research Design

This study utilized a quantitative research method, particularly a descriptive and correlational research design. The descriptive research design was used to systematically observe and document all variables and conditions that influenced the phenomenon [8].

Moreover, according to [9], correlational research is a type of research design used to examine the relationship between two or more variables. In this type of research, researchers measured the extent to which two or more variables are related without manipulating or controlling any of the variables. This research design aimed to observe and measure variables to determine if any relationship exists. Correlational research questions focus on how the variables are related; if the connection exists, you will observe how strong it is through this research design.

Furthermore, the mentioned designs were very suitable for this study since its goal was to measure the level and impact of clarity of instructions, Teacher feedback, and teacher responsiveness to academic performance among the college students of Tagum City College of Science and Technology Foundation, Incorporated.

2.2 Research Respondents

The respondents of this study were the college students of Tagum City College of Science and Technology Foundation, Inc. That was officially enrolled in the school year 2023-2024. There was a total of 264 college students, specifically 187, who were taking up Bachelor of Technical Vocational Teachers Education, which was also specified by qualifications as 106 of the automotive department, 15 of the drafting department, 21 of the electrical department, and 45 of the food and services management

department. The 264 college students also include 40 Bachelor of Science in Computer Science students and 37 Bachelor of Science in Tourism Management students from first to fourth year.

Furthermore, this study utilized 158 out of 264 students, precisely 63 out of 106 BTVTEd-Automotive Technology students, 9 out of 15 BTVTEd-Drafting Technology students, 13 out of 21 BTVTEd-Electrical Technology students, 27 out of 45 BTVTEd-Food and Services Management students, 24 out of 40 Bachelor of Science in Computer Science students, and 22 out of 37 Bachelor of Science in Tourism Management students.

The respondents of this study were selected using the Raosoft calculator. An online calculator that was used to determine the sampling size in every population. This study utilized simple random sampling. [10] defined random sampling as picking individuals from a specific population with an equal and independent chance of being included in the sample. Simple random sampling selects individuals who belong to the whole population.

2.3 Research Instruments

This study used a questionnaire checklist to gather the needed data. The questionnaire was in three sets with ten items each. These questions were designed to measure the clarity of instructions, teacher feedback, and teacher responsiveness affecting the student's academic performance. These were chosen according to the variables in accordance with the focus of the study. Also, this questionnaire was approved by the panel and experts.

Also, this study's questionnaire was validated by five skilled specialists; one held a Doctor of Education in Education Management degree and was currently the Dean of Tagum City College of Science and Technology Foundation, Incorporated. Second was the principal of Tagum City College of Science and Technology Foundation, Incorporated, with a degree in Educational Management. The third one was a degree holder in Educational Management and is a Program Head in Food Service and Management, as well as Food and Beverage Service. The fourth one was a secondary and tertiary teacher holding a degree in Educational Management, and lastly, the Research Director, Advisor, and Secondary School Teacher III with a degree in Educational Management.

Also, the panel of experts subjected the questionnaire for corrections during the title defense. Based on their recommendations and comments, revisions were made.

Quality of Student-Teacher Relationship Communication. This questionnaire was used to measure the level of communication between teachers and students, specifically the college students of TCCSTFI. The Questionnaire contains a total of 30 items, separated into three based on the three indicators; each indicator had ten items: 10 items for clarity of instructions, 10 for Responsiveness of Teacher, and 10 for teacher feedback. The questionnaire used had high reliability and consistency following Cronbach's alpha values; for the clarity of instruction, there was a value of 0.82; for teachers' feedback, 0.66; and for the responsiveness of teachers with a value of 0.78. This item measured the level of communication between the teachers and students using a five-point scale ranging from 1, which is equivalent to strongly disagree, to 5, which is equivalent to strongly agree.

Table 1 :Quality of Student-Teacher Relationship Communication. The table below shows the range of means, descriptions, and interpretations of the level of quality of teacher-student communication.

Range of Means	Parameter Limit	Interpretation
4.21-5.00	Very High	This indicates that the quality of teacher-student communication is very much felt or observed

3.41 - 4.20	High	This indicates that the quality of teacher-student communication is much felt or observed
2.61- 3.40	Moderate	This indicates that the quality of teacher-student communication is moderately felt or observed
1.81- 2.60	Low	This indicates that the quality of teacher-student communication is less felt or observed
1.00- 1.80	Very Low	This indicates that the quality of teacher-student communication is not felt or observed.

Table 2 :Student's Academic Performance. The table below shows the range of means and describes the student's academic performance level, making it easy to interpret and analyze.

Range of Means	Level of Proficiency	Qualifying Statement
90 - 100	Outstanding	The students at this level exceed the core knowledge, skills, and understanding requirements and can transfer them automatically and flexibly through authentic tasks.
85 – 89	Very Satisfactory	The students at this level have developed the fundamental knowledge, skills, and core understandings and can transfer them independently through authentic tasks.
80 – 84	Satisfactory	The students at this level have developed the fundamental knowledge, skills, and core understandings and can transfer them through authentic tasks with little guidance from the

75 – 79	Fairly Satisfactory	teacher and some assistance from peers. The student at this level possesses the minimum knowledge, skills, and core understanding but needs help throughout the performance of the authentic task. The learners at this level struggle with understanding and the prerequisites and fundamental
Below 75	Did not meet the expectation	knowledge and skills that have not been acquired or developed adequately to aid understanding.

2.3 Research Statistical Treatment

The present study employed the following formula, and the statistical results will be evaluated at a significance level of 0.05.

Mean was used to determine the quality of teacher-student communication and students' academic performance.

Pearson product-moment correlation coefficient was a statistical tool used to assess the strength and direction of the relationship between two variables. This study aimed to investigate the correlation between the quality of teacher-student communication and students' academic performances in school and their teaching and learning processes.

3. RESULTS AND DISCUSSION

3.1 Summary Level of Quality of Teacher-Student Communication

Table 3 presents the summary of the level of quality of student-teacher communication rated by the college students of Tagum City College of Science and Technology Foundation, Inc. As shown in the table, it had an overall average mean ($\bar{x} = 4.48$, $SD = 0.73$) of the three indicators under the quality of student-teacher communication precisely clarity of instruction, teachers feedback, and responsiveness of teachers. The results indicate that the respondents felt and observed teacher-student communication quality.

Additionally, college students have highly observed the quality of student-teacher communication. They appreciate their instructors' way of instructing, how they respond to their students, and how they motivate their students through feedback. This shows that the students feel their instructors' efforts to have a good relationship and communication with students.

Furthermore, the findings disclosed that the students felt and observed the quality of teacher-student communication. This indicated that students' academic performance was affected by how the instructors gave their instructions, responses, and feedback during discussions. Among the three indicators, Clarity of instructions got the highest mean value, which indicates that among the three factors, the clarity of

teachers' instructions had the most significant impact on how the students performed academically at school, including their motivation and participation during activities.

Table 3
Summary Level of Quality of Student-Teacher Communication
N=158

Indicators	\bar{x}	SD	Qualitative Description
Clarity of Instruction	4.11	0.7	High
Teachers' Feedback	4.09	0.74	High
Responsiveness of Teachers	4.04	0.76	High
Total	4.08	0.73	High

Further findings showed that the level of explanation by teachers to students is a critical determinant to instructional classroom communication since it defines the classroom teaching process. In a study by [11] instructional clarity relates to the accuracy of how a teacher incorporates the intended instructional message to learning goals, processes and evaluation criteria hence improving the students' learning experience. [12] also corroborate these findings which indicate that a comparison of results of students group who received well-presented worked out instructions to that of Students groups who did not indicate increased positive academic results in the former group. Clear instructions help a learner to point out concepts within the lessons and problems to be solved and this helps in the development of meaningful understanding of the concepts being taught as well as the means of achieving better problem-solving skills. This line of literature highlights the need for teachers to understand how best they can practically improve their cue delivering for the purpose of enhancing the delivery of instructions to meet the students' learning needs to the maximum.

In the same way, teacher feedback should be utilized as a means of enhancing the students' participation in the class as well as the achievements of better learning results. In a similar view, [13] notes, feedback which is formative enhances student learning because it enables students to think or reflect on their learning processes. Successful feedback enables the students to assume more responsibility in the learning process which in turn develops better comprehension of the contents and problem-solving skills. This view is supported by [14] who stated that feedback that is not only based on the outcomes but also the process and effort provide enhancement of students' motivation and persistence.

Teacher responsiveness, meaning the way a teacher is able to respond quickly and adequately to needs demonstrated by the learners greatly affects the learning process. In the study by Pianta et al. (2012), responsive teaching was described as attributions of student's point of view, support of students' well-being and teacher's awareness of the students' input to adaptation of teaching approaches. This causes the development of a positive attitude towards learning among the students and the creation of a harmonious atmosphere in the class that enhances participation. According to [15], summarizing a study, when the teachers seem to be responsive, the students tend to be more involved, motivated, and interested in the courses they take.

3.2 Summary Level of Students' Academic Learning Performance

This study also measured the students' performance level by gathering the students' general average grades. Among the 158 students, 58.86% of them got a grade ranging from 85-89 which was described as very satisfactory; 33.54% of them got a 90-100 range grade which was described as outstanding; and 7.59% of them got a grade ranging from 80-84 which was described as satisfactory. The overall mean was 88.27, which was described as very satisfactory. This means that among the students, most of them had developed fundamental knowledge, skills, and understandings and could transfer them independently through authentic tasks.

The results indicated that the college students appreciate the efforts of their teachers in giving clarity when giving instruction and giving positive responses and feedback, which gave them motivation and courage to participate and share their thoughts and ideas comfortably and without the fear of being discriminated against and left out. Also, the students' general average implied that they had gained motivation and courage from their teachers during their classes. Their performance in school implied how they felt they belonged and were able to understand and learn more through exchanging thoughts and clarifying what they do and don't understand through interaction and good communication with their instructors/teachers.

Table 4 shows students' academic performance, which revealed that most students had a very satisfactory level of performance in the quality of teacher-student communication.

Table 4
Level of Students' Academic Learning Performance

Grade	Frequency	Percent	Level of Performance
90-100	53	33.54	Outstanding
85-89	93	58.86	Very Satisfactory
80-84	12	7.59	Satisfactory
75-79	0	0	Fairly Satisfactory
0 – 74	0	0	Did Not Meet Expectations
Total	158	100	
Mean: 88.27 SD: 2.82			Very Satisfactory

The student's performance level was (\bar{x} 88.27; SD 2.82), which means that most students had developed good communication and relationships in terms of clarity of instructions, teacher feedback, and responsiveness and were able to perform and participate in class properly.

In addition, this result was supported by [16]. Educators must be very responsive to their teaching approaches when imparting information and knowledge to students, as the learning process will determine the student's academic performance. Additionally, [17] points out that instructional communication is a strong determinant of students' achievement, which is based on a reduction of extraneous cognitive load that hinders the understanding and utilization of knowledge. Effective communication of the teacher's expectations and procedures allows students to feel enmeshed in the course and lessons, in turn promoting their participation in the tasks set in class [18]. Also, clear instructions assist in reducing confusion as well as distractions hence enabling pupils or students to spend most of their time and concentration on class pursuits as well as academic content.

On the other hand, the quality of feedback given by the teachers is an essential factor that determines improvement of students' achievements and their learning. [19] avatar of effective feedback focuses on the consideration of the student's status in terms of learning outcomes, the understanding of what needs to be improved and the exploration of possibilities on how this could be achieved. This accords with even [20] which underlined the aspects of timely and contingently corrective feedback as well as prone to foster meaningful learning. The learner is likely to self-regulate and take enhanced responsibility on the feedback given by the tutor, with a more positive outcome of regulation linked to growth attitude and improved performance. From the literature it is understood that constructive feedback from teachers which is informative and relevant to the need of the students usually influence students' learning process.

Moreover, one can determine that teachers' attentiveness to students' needs and questions is one of the key factors in academic performance. These include that based on [21] it is possible to understand that

responsive teaching can create better relationships with students, which play an important role in positive learning environments. In this case, when the teachers listen to the students' concerns or questions and pay attention to their questions, this assists in clearing misconceptions and increases engagement on the topic. [22] have also confirmed this, in a study where they found out that students who receive teachers as responsive tend to have better grades, satisfaction levels.

Furthermore, the findings revealed that the quality of teacher-student communication was much felt and observed among the college students, which was shown from their general average. According to Bacon et al., academic achievement was the extent to which a learner, teacher, or institution had achieved their educational goals. [23] also added that learners' academic achievement could be improved when there was a typical flow of communication between students and teachers within and outside the classroom. The students' general average implied that the students had gained motivation and courage from their teachers during their classes.

3.3 Relationships between Teacher-Student Communication and Students' Academic Learning Performance

Table 5 shows the data on the correlation between the independent variable quality of teacher-student communication and the dependent variable students' academic performance. The table also shows the three indicators under the independent variable: the clarity of instruction, the responsiveness of teachers, and teachers' feedback.

The analysis disclosed that all the indicators, which were the clarity of instruction, the responsiveness of teachers, and teachers' feedback, had a strong positive significant relationship with the student's academic performance. The clarity of instruction had an r-value of 0.813 with a p-value of 0.001, which indicated a positive, strong correlation. This result implied that the more teachers clarified their instructions, the more their students performed well in their subject. The other factor, the teacher's feedback, had an r-value of 0.878 with a p-value of 0.001, indicating a strong positive correlation. This implied that teachers' feedback strongly impacted how students perform in school, including the student's motivation, confidence, and courage in participating in school. Another factor was the teacher's responsiveness, which had an r-value of 0.807 and a p-value of 0.001, which also means that the factor had a strong positive correlation to the student's academic performance. This implies that a student's academic performance can be affected by how their teacher responds to their clarifications and reactions during classes.

Moreover, the r-value of both variables was -0.220 with a p-value of 0.005, which was just significant at $\alpha=0.05$ significance level. The results of the correlation analysis led the researchers to reject the null hypothesis, which states there was no significant relationship between the quality of teacher-student communication and the students' learning outcomes. Hence, there was a significant relationship between the Quality of teacher-student communication and the students' Learning outcomes.

Furthermore, a study by [24], entitled Influence of Student-Teacher Communication on Students' Academic Achievement for Effective Teaching and Learning, revealed the correlation between student-teacher communication and students' academic achievement in schools. This proved that there was a strong positive relationship between the benefit of student-teacher communication and students' academic achievement. They also concluded that undergraduate students had a positive relationship with their lectures through student-teacher communication, which in turn affected their academic achievement in the department.

In addition, [25] study, The Influence of Teacher-Student Relationship on Students' Learning, found that a positive teacher-student relationship could regulate students' mental emotions, improve students' participation in class, cultivate students' learning ability, and promote students' academic achievement and goals. The study concluded that teacher-student relationships significantly impacted students' learning outcomes and learning process.

Table 5

Relationship of Quality of Teacher-Student Communication on Students' Learning Academic Performance

Variable	Academic Performance	CI	TF	RT
1. Academic Performance	Pearson's			
	p-value	—		
2. CI	Pearson's	-0.247**	—	
	p-value	0.002	—	
3. TF	Pearson's	-0.283***	0.711***	—
	p-value	< .001	< .001	—
4. RT	Pearson's	-0.143	0.589***	0.666**
	p-value	0.074	< .001	< .001
5. Quality of Teacher Communication	Pearson's	-0.220**	0.813***	0.878* 0.807***
	p-value	0.005	< .001	< .001

*p<.05, **p<.01, ***p< .001

Furthermore, the results were strengthened by the citations of the following authors. According to [26] the kind and worth of relationships formed by instructors and learners were the key to successful teaching and learning. They also stated that students with close, supportive, and positive relationships with their teachers attain higher levels of achievement than those students with more conflicting relationships with teachers. Additionally, Michael defined academic achievement as a standardized test score, grades, and overall academic ability and performance outcome of learners within their program in school. It is a mark of success for both students and the teacher after the program of studies.

Moreover, good interaction and communication between teachers and students was crucial to ensure students learn optimally [27]. According to [28] communication plays a very important role in improving the students' interest in learning, increasing student self-efficacy [29], increasing student understanding and increasing student motivation.

4. CONCLUSION AND RECOMMENDATIONS

Communication quality between students and teachers was established to be highly observed upon by the students according to the study concluded by the researcher. It was also evidenced that if the students highly valued the quality of communication with teachers, it could positively improve students' academic outcomes in school. Communication improves the understanding of the material, enhances the interest level of students, and ensures a conducive learning environment, hence enhancing the grades.

Thus, study found out that the students at this level had implemented the whole knowledge skills of the basic course and the overall knowledge and understanding skills as essential and core competencies and they are able to transfer these skills through tasks on their own. Thus, when students' initial domain knowledge, skills, and key conceptual frameworks are well established at an advanced level, learners can use this knowledge flexibly in other activities. The fact that they can apply the learned concepts to new problems improves their problem-solving skills, flexibility and readiness for higher level tasks in their academic and work lives.

Analyzing the gathered information, the authors established a positive and highly significant correlation between student-teacher interactions and the students' achievement. If the students' academic achievement is Generally and positively relating to their communication with the teacher, then such study emphasizes importance of communication for student and teacher in improving achievement. This association indicates that the kind of SNA communication includes clarity of communication, supportiveness, and responsiveness can result in improved understanding, motivation, and thus higher student achievement among students.

The education authorities and school administrators should provide activities and programs, such as seminars, that could help teachers adapt and improve their styles, strategies, and techniques, improving their delivery and clarity. They should also aim for a very high level of quality of teacher-student communication for a better learning and teaching process. Teachers should improve their strategies and teaching styles, implement activities, and provide a friendly atmosphere to help students feel they belong. This will also enhance their understanding and learning through interaction and communication with their instructors.

Additionally, Students should take initiative, fully understand, and be aware of their teachers to improve their relationship and communication. Parents, teachers, and school administrators should provide moral support to their students and observe their psychological state to understand them and know what they truly need. The researchers also would like to recommend the same study to future researchers using a qualitative research design to provide another reliable and valid source of information and to see the consistency of the results.

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