

Teacher Communication Skills of Selected Junior High Schools in Sulu: Impact on Academic Achievement and Level of Interest

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Abstract. This study examined the impact of teaching communication skills on the academic achievement and level of interest of Junior High School students in English. It focused on four key components: language skills, gestures, facial expressions, and teacher attitude. A descriptive-comparison research design was employed, involving 200 students from grade 7 to 10 in two selected secondary schools. Data were collected through a validated survey questionnaire and analyzed using frequency, percentage, mean, median, multiple regression, and moderation analysis. Findings revealed that teachers commonly utilized verbal and nonverbal communication skills, with language skills being the most frequently practiced. Demonstrated and outstanding level of academic achievement and a very high level of interest in learning English. However, results indicated that teaching communication skills did not have statistically significant effects on students' academic achievement, suggesting that other factors influence academic performance. In contrast, gestures and facial expressions significantly influenced students' level of interest, highlighting the importance of nonverbal communication in fostering engagement. Further regression results showed that school significantly influenced both academic achievement and level of interest, with Mindanao State University- Sulu outperforming Notre Dame of Jolo High School- Kasulitan. Interaction effects also revealed that teacher's attitude, gestures, and facial expressions varied significantly by school, indicating contextual differences in communication effectiveness. Moreover, gender did not significantly moderate academic achievement; however, female students demonstrated a higher level of interest compared to male students. Similarly, grade level did not significantly influence academic achievement, although lower grade levels showed slightly higher predicted performance, while higher grade levels exhibited marginally increased interest. Based on the findings, it is recommended that teachers strengthen their use of nonverbal communication strategies, schools provide training programs on effective communication skills, and future researchers explore additional contextual factors influencing academic achievement and student engagement.

Keywords: Academic Achievement; English Language Teaching; Junior High School; Level of Interest; Teacher Communication Skills

Introduction

A single word of encouragement, a confident tone, or even a simple smile from a teacher can greatly influence how students learn and participate in class. Communication lies at the heart of the teaching and learning process because it connects teachers and students through the exchange of ideas, instructions, and emotions. Effective communication helps students to understand lessons more effectively, remain engaged, and improve their academic achievement (Saxena et al., 2022). Classroom communication extends beyond spoken explanations to include gestures, facial expressions, tone of voice, and teacher attitude. These verbal and nonverbal forms of communication work together to make learning more meaningful, interactive, and easier to understand (Phan, 2025).

In English instruction, communication plays an even greater role because language serves as both the subject and the medium of learning. Skills such as clarity, pronunciation, vocabulary, and grammar help students follow lessons effectively, while gestures and facial expressions reinforce meaning and sustain attention. Research shows that teachers who use both verbal and nonverbal communication effectively are more successful in promoting students' participation, interest, and academic achievement (Karjalainen et al., 2019; Liu W., 2021). However, when communication relies only on verbal delivery, students may lose interest or struggle to understand important concepts (Farid et al., 2023).

For junior high school students, effective communication is especially important because they are in a stage of rapid intellectual and emotional growth. The way teachers communicate through words, actions, and attitudes can either encourage confidence and motivation or create barriers to learning (Syahabuddin et al., 2020). Accordingly, this study aims to examine the impact of teaching communication skills on students' academic achievement and level of interest by focusing on language skills, gestures, facial expressions, and teacher attitude.

Research Questions

Understanding how teacher communication skills influence student outcomes has become increasingly important in today's classroom setting. In many learning environments, students' academic achievement and level of interest are shaped not only by instructional content but also by the way teachers communicate through language, gestures, facial expressions, and attitude. Despite this, limited attention has been given to the specific communication practices teachers use and how these behaviors affect learners. Therefore, the present study seeks to determine the teacher communication skills commonly practiced in selected schools and examine their impact on students' academic achievement and level of interest. Specifically, the study sought to answer the following research questions;

1. What is the demographic profile of the respondents?
2. What teaching communication skills are commonly practiced by junior high school teachers?
3. What is the level of academic achievement of the students based on their English Grades?
4. What is the level of students' learning interest in English class?
5. What is the impact of teaching communication skills on students' academic achievement and level of interest?
6. Is there a significant difference in the extent of the impact of teaching communication skills on students' academic achievement and level of interest when grouped according to gender, year level, and school?

Scope and Delimitation of the Study

This study aims to investigate the impact of teacher communication skills on students' academic achievement and level of interest. It seeks to describe the extent to which junior high school teachers practice communication skills such as language skills, gestures, facial expressions, and teachers' attitude, and to determine how these affect students' levels of achievement and level of interest. The study also endeavors to identify whether gender and year level contribute to differences in the perceived impact of teacher communication skills on students' academic achievement and level of interest. The study focuses on examining the impact of teacher communication skills on students' academic achievement and level of interest in the context of Junior High School English instruction. Specifically, it examines the communication skills commonly practiced by English teachers, which include language skills, gestures, facial expressions, and the teacher's attitude. The study is limited to Junior High School students from Grades 7 to 10 at Notre Dame of Jolo High School- Kasulutan and MSU- Sulu Laboratory High School during the School Year 2025-2026. The respondents among students will provide their perceptions regarding their teachers' communication skills and their corresponding level of academic achievement and interest in learning. The study covers only English teachers since communication is a core component of language instruction. It does not include teachers from other subject areas, such as Mathematics or Science, as these disciplines have different instructional communication demands. While the research aims to determine the impact of teaching communication skills on students' academic achievement and level of interest, it does not attempt to measure other factors that may influence academic performance, such as socioeconomic status, learning styles, or classroom environment. Furthermore, the findings of this study will be limited to the two selected schools and may not be generalized to all Junior High Schools in Sulu or other regions. Despite the limitations, the study seeks to contribute valuable insights into how effective communication in teaching impact students' academic achievement, sustain their interest in learning, and improve classroom interaction in English instruction.

Literature Review

Teacher Communication Skills

Research in education, according to the study of Shah et al. (2020) emphasizes that communication skills directly affect students' achievement. Clear explanations, meaningful questioning, and timely feedback help learners develop deeper understanding and improve performance (Kutasi, 2023). At the same time, nonverbal cues—such as gestures that illustrate abstract concepts or facial expressions that convey encouragement—enhance student motivation and foster positive classroom relationships (Naz et al., 2023).

Teacher attitude, including enthusiasm, empathy, and high expectations, further reinforces student confidence and persistence, thereby influencing learning outcomes (Yolak, 2020; Zhang, 2022; Ke & Razali, 2024). Strong communication skills are essential to the effectiveness of the teaching–learning process (Ansari & Adeleke et al., 2022). Beyond the delivery of subject content, the way teachers communicate shapes how students engage, process information, and develop their own academic competencies (Putri et al., 2025). Effective classroom communication does not rely solely on spoken words but integrates a variety of channels, including nonverbal behaviors such as gestures, facial expressions, and posture, as well as speaking skills like tone, pacing, and emphasis (Ghafar & Ali, 2023). These elements work together to create clarity, reduce misunderstandings, and establish a supportive learning environment (Habsy et al., 2023).

Gestures

Recent studies confirm that gestures remain powerful in enhancing student achievement, particularly in language and content learning (Rzayeva, 2025). Hostetter and Alibali (2021) reviewed experimental research and concluded that teachers' gestures promote deeper conceptual understanding by directing attention to relevant aspects of instructional content (Pilegard & Fiorella, 2021). Gestures work as "embodied representations" of meaning: for example, when a teacher enacts the action of "running" while explaining a verb, or traces the outline of a sentence structure in the air, students are able to connect abstract concepts with concrete visual images (Wakefield & Goldin-Meadow, 2021). In China, Frey & Lüke (2023) demonstrated that English as a Foreign Language (EFL) students learned vocabulary faster and retained it longer when teachers incorporated iconic gestures. The use of movements such as miming actions or pointing to relevant words in a text enhanced student recall even weeks after the lesson (Park et al., 2023). These findings suggest that gestures reduce the cognitive load of new information by providing learners with additional channels for encoding and retrieving knowledge (Fiorella, 2021). Cross-cultural evidence reinforces these results. In Singaporean classrooms, where bilingual students often encounter difficulty distinguishing meaning across languages, teachers' representational gestures helped students make cross-linguistic connections, thus improving comprehension (Hardison & Pennington, 2020; Wei & Yang, 2021; Yunita et al., 2022). This suggests that gestures are not only universal tools for engagement but also culturally adaptable strategies that help bridge linguistic and cognitive gaps (Cartmill et al., 2022). By supporting attention, comprehension, and memory, gestures contribute directly to measurable improvements in student achievement (Rohrer et al., 2020; Bentley et al., 2023).

Facial Expressions

International research highlights that teacher facial expressions and emotional communication strongly shape classroom climate and learning outcomes (Abou Assali, 2024). Poutanen and Ståhle (2021), in Finland, found that teachers' positive expressions—such as smiles, nods, and encouraging eye contact—created safe and supportive learning environments (Lakkala et al., 2021). Students in such classrooms were more willing to volunteer answers, participate in group activities, and engage with challenging tasks (Gomes et al., 2023). The authors note that emotional indications often serve as invisible scaffolds for risk-taking, which is crucial in subjects like language learning where mistakes are part of the process (Yoshida, 2020). Dewaele & Li (2021), through a large-scale cross-national survey, demonstrated that teacher expressions of enthusiasm were positively correlated with student enjoyment and negatively correlated with anxiety. When students perceive teachers as warm and expressive, they report lower stress levels, which in turn improves performance on standardized assessments (Carroll, 2021). Conversely, classrooms where teachers maintained neutral or critical expressions saw reduced participation and weaker outcomes (Marici et al., 2025). Other international studies confirm that teacher expressions also influence how students perceive the quality of instruction (Setyani et al., 2025). In Canada, supportive facial cues during error correction were found to reduce performance anxiety and encourage persistence in oral communication tasks (Ergül, 2023). Taken together, these findings indicate that affective nonverbal communication—particularly through facial expressions—has both direct and indirect impacts on academic achievement by shaping classroom climate, emotional regulation, and engagement (Jafari & Asgari, 2020).

Speaking Skills

Clarity in teacher speech and feedback remains among the most strong predictors of student outcomes (Xie & Derakhshan, 2021). Hattie's (2023) update of the Visible Learning synthesis confirmed that teacher clarity continues to be one of the highest-impact influences on achievement across subjects and grade levels (Zheng, 2021). Speaking clarity includes articulation, pacing, emphasis on key ideas, and the use of repetition to ensure comprehension (Smiljanic et al., 2021). Students consistently perform better when teachers provide clear explanations and structure their language to scaffold understanding (Cairns & Areepattamannil, 2022). In Germany, Schneider et al. (2021) examined classroom discourse and found that structured teacher talk, deliberate pacing, and explicit verbal signals ("Now pay attention to this part...")

improved both comprehension and test performance. Students in classrooms where teachers used such strategies reported greater confidence in their ability to grasp complex content (Han, 2021). Hulmayadi Rahman et al., (2024) studied English language classrooms and highlighted that effective questioning strategies encouraged metacognitive engagement. Teachers who asked open-ended questions and provided sufficient "wait-time" after posing them elicited longer, more thoughtful student responses (An & Childs, 2023). This approach not only improved immediate oral proficiency but also prepared students for higher-level language assessments. These findings confirm that clarity, questioning, and feedback are central communication skills that directly predict academic success across diverse cultural contexts (Xie & Derakhshan, 2021).

Teacher's Attitude

Teacher enthusiasm and expectations continue to be global predictors of achievement (Gentrup et al., 2020). Jia & Cheng, (2024) conducted a cross-cultural study in China and the U.S. and showed that enthusiastic teacher communication served as "emotional contagion." Students in these classrooms reported higher intrinsic motivation, which was strongly linked to persistence and higher achievement scores. This finding highlights how teacher attitudes can transform not only what is taught but also how students perceive their capacity to learn. In New Zealand, Rubie-Davies et al. (2020) demonstrated that teacher expectations predicted not only student achievement outcomes but also self-efficacy and motivation. Students taught by teachers with high expectations achieved more and reported stronger belief in their academic potential. The research further emphasized that these effects persisted over time, shaping long-term attitudes toward learning. In China, Zhang & Zhang (2020) demonstrated that dialogic teacher feedback in EFL classrooms enhanced students' confidence, motivation, and engagement in learning. Teachers who communicated belief in their students' abilities through supportive and interactive feedback created more meaningful learning opportunities and improved academic performance. Collectively, these international studies highlight that teacher attitudes and expectations not only shape classroom climate but also play a vital role in fostering students' learning engagement and achievement.

Language Skills

Recent research emphasizes the importance of teaching the four language skills in an integrated manner. In Iran, Kakvand, Aliasin, & Mohammadi (2022) found that combining top-down and bottom-up reading processes enhanced EFL learners' vocabulary learning and retention more effectively than using either approach alone. Learners who received combined instruction achieved higher gains and demonstrated stronger long-term retention of target words. Their findings highlight that integrating multiple reading processes fosters deeper language processing and more durable vocabulary acquisition. In Azerbaijan, Sadiqzade (2024) reported that explicit listening strategy instruction—such as prediction, note-taking, and monitoring comprehension—improved not only listening comprehension but also speaking fluency. Students who were trained to become aware of their listening processes were better able to participate in classroom discussions and oral assessments (Ghafar et al., 2023). This demonstrates the interconnectedness of receptive and productive skills, showing how growth in one area can transfer to others (Awa-ao & Baguio (2025). In India, Pradhani (2025) found that integrating listening, speaking, reading, and writing in English instruction significantly enhanced learners' overall language proficiency compared to teaching each skill separately. Students who participated in integrated lessons demonstrated stronger cross-skill development and higher achievement in communicative competence. These findings emphasize the effectiveness of holistic, skill-integrated approaches in promoting successful second language acquisition and more authentic communication. Based on the study of Obilor (2020) in which he investigated the influence of teachers' communication skills on students' academic performance in public senior secondary schools in Rivers State, Nigeria where he found out that teachers' communication skills—specifically speaking, listening, attitude, gestures, and facial expressions—significantly influenced students' academic performance to a high extent in public senior secondary schools in Rivers State, Nigeria. Results from the analysis showed that students performed better when teachers communicated clearly, listened attentively, maintained positive attitudes, and used appropriate gestures and facial expressions during instruction. Each of these communication components had a statistically significant impact on students' learning outcomes, indicating that effective teacher communication plays a crucial role in enhancing students' understanding, participation, and overall academic achievement.

Teacher Communication Skills impact Academic Achievement

The study by Raluto (2025) in Cluster 6 Schools, Davao City Division claimed that effective teacher communication is vital for improving students' learning and overall achievement. The strong communication skills are essential for academic success, teamwork, and problem-solving among students (Marcelino et al., 2024). Lavilles & Robles (2024) revealed that a significant positive relationship between teachers' soft skills

and school performance, indicating that higher proficiency in these interpersonal competencies contributes to better academic outcomes and overall school effectiveness.

Teacher Communication Skills impact Students' Interest

Students' interest is one of the most significant factors influencing their motivation, engagement, and achievement in the learning process (Ginting, 2021; Hendrawijaya, 2022). It serves as a psychological foundation that directs attention, enhances persistence, and increases the effort students invest in academic tasks (Renninger & Hidi 2020). Renninger & Hidi mentioned that when learners are genuinely interested in what they study, they tend to participate more actively, process information more deeply, and demonstrate stronger retention and understanding. In the context of English language learning, students' interest promotes enthusiasm toward reading, writing, speaking, and listening tasks, allowing them to develop both communicative and cognitive skills effectively (Wang & Li, 2023). Teacher communication plays a central role in shaping and sustaining students' interest (Priadi, 2020). When teachers communicate clearly, express enthusiasm, and relate lessons to students' real-life experiences, learners become more attentive and motivated to engage in learning activities. Conversely, unclear explanations or monotonous instruction can weaken interest, leading to passive participation and reduced comprehension (Kutasi, 2023). Strategies such as storytelling, interactive discussions, and the integration of visual and technological aids have been shown to enhance students' curiosity and learning motivation (Fiorella, 2021). Moreover, interest functions as both a cause and an outcome of effective teaching. According to Xie & Derakhshan (2021), students who perceive their learning environment as supportive and engaging develop intrinsic motivation that encourages them to explore topics beyond classroom requirements. This intrinsic interest fosters self-directed learning, creativity, and critical thinking—skills essential for academic success. Teachers who acknowledge students' individual preferences and incorporate relatable examples in their lessons help learners see the relevance of education to their personal goals and experiences (Ahmed et al., 2024). The reviewed literature consistently affirm that teachers' communication skills are vital to students' academic achievement and interest in learning English. Effective communication—through clear explanations, constructive feedback, gestures, and positive expressions—enhances comprehension, motivation, and participation. Nonverbal cues and empathetic teacher attitudes foster emotional connection, reduce anxiety, and create supportive classroom environments. Generally, effective teacher communication promotes learner-centered, motivating classrooms that enhance both academic achievement and sustained interest in English learning.

Methodology

Research Design

This employed a descriptive-comparative research design. It aimed to describe teaching communication skills commonly practiced by Junior High School English teachers and to compare their impact on students' academic achievement and level of interest when grouped according to gender and year level. This design was appropriate because it allowed the researcher to determine existing conditions and differences among groups without manipulating the variables. Through this design, the study compared how teaching communication skills influenced student outcomes across distinct demographic categories. According to Campos- Mesa et al. (2022), a descriptive- comparative research design "compares two or more groups on one or more variables to assess similarities or differences without the researcher manipulating the variables.

Sampling Design

The researcher applied purposive sampling in selecting the respondents of the study. This sampling technique was used because the respondents possessed specific characteristics relevant to the research objectives, they are Junior High School students from Grades 7, 8, 9, and 10 who were officially enrolled and taking English subjects. Both male and female students were included to ensure fair representation of gender and year levels. Only students with complete academic records and regular attendance in English classes were selected to participate in the study.

Research Locale

The study was conducted at Notre Dame of Jolo High School- Kasulutan and MSU- Sulu Laboratory High School in the province of Sulu. These schools were selected because they both implemented the Junior High School curriculum and had qualified English teachers who employed various communication strategies in their teaching. The study focused on Junior High School students enrolled in Grades 7, 8, 9, and 10 during the 2025- 2026 school year.

Research Participants

The study focused on Junior High School students enrolled in Grades 7, 8, 9, and 10 during the 2025- 2026 school year. These students were selected because they were directly exposed to English instruction and could provide valid perceptions of their teachers' communication skills. A stratified random sampling technique was employed to ensure representation from each grade level and gender group..

Research Instrument

The researcher employed a researcher-made survey questionnaire for student respondents. The instrument consisted of four parts. Part I gathered the respondents' demographic profile, including grade level, gender, and English Grades for the 1st and 2nd quarters. Part II assessed the commonly used teacher communication skills. Part III measured the perceived impact of teacher communication skills on students' academic achievement, while Part IV assessed the perceived impact of teacher communication skills on students' level of interest. Parts II, III, and IV utilized a five point Likert scale, where 5= Always, 4= Often, 3= Sometimes, 2= Seldom, and 1= Never. To establish the validity and reliability of the instrument, the questionnaire was subjected to content validation by experts in English instruction and educational research to evaluate the relevance, clarity, and appropriateness of the items. Their comments and recommendations were incorporated into the refinement of the questionnaire. Subsequently, the instrument was pilot-tested among 40 students who were not included in the actual study. The pilot- test data were analyzed using Cronbach's alpha to determine the internal consistency of the instrument. The analysis yielded an overall Cronbach's alpha coefficient of 0.942 for the 50-item questionnaire, indicating excellent internal consistency. Based on these results, necessary revisions were made before the final administration of the questionnaire, ensuring that the instrument was valid and reliable for use in the study.

Data Gathering Procedure

The researcher first obtained permission from the principals of Notre Dame of Jolo High School-Kasulutan and MSU- Sulu Laboratory High School to conduct the study. Upon approval, the researcher personally distributed the questionnaires to the respondents. The purpose of the study was clearly explained to ensure informed and voluntary participation. Students were given ample time to answer all items, and the confidentiality of their responses was strictly maintained. After data collection, the accomplished questionnaires were retrieved, checked for completeness, and encoded for analysis. The students' English grades were gathered from the class records with the consent of their teachers. All collected data will be treated with strict confidentiality and will be used solely for academic research purposes.

Results and Discussions

Research Question 1: What is the demographic profile of the respondents?

Table 1. Demographic Profile of the Respondents

	Variables	Frequency	Total	Percent	Total
School	Mindanao State University-Sulu	100	200	50.0	100.0
	Notre Dame of Jolo High School-Kasulutan	100		50.0	
Gender	Female	105	200	52.5	100.0
	Male	95		47.5	
Grade Level	Grade 10	53	200	26.5	100.0
	Grade 9	46		23.0	
	Grade 8	50		25.0	
	Grade 7	51		25.5	

Table 1 shows an equal distribution of respondents between the two schools. The results indicate that 100 respondents (50.0%) are from Mindanao State University-Sulu, while another 100 respondents (50.0%) are from Notre Dame of Jolo High School-Kasulutan. Such balance ensures that both groups are equally represented, allowing for unbiased comparison and analysis. Fair comparison in research is achieved when groups have balanced representation. Comparable group sizes help ensure valid comparisons by reducing bias that may arise from unequal distribution (Creswell & Creswell, 2018). Similarly, balanced groups allow observed differences to reflect actual variations rather than sampling imbalance (Babbie, 2016). In educational research, equal distribution of respondents enhances fairness by enabling unbiased comparisons across groups (Ary et al., 2019). Moreover, controlling differences in group sizes helps prevent misleading results and supports meaningful conclusions (Curtis et al., 2025). Based on gender, the findings reveal that 105 respondents (52.5%) are female, while 95 respondents (47.5%) are male. This indicates a slightly higher

proportion of female respondents. However, the difference is minimal, suggesting that both genders are adequately represented in the study. Field (2018) explains that having relatively balanced group sizes in categorical variables (like gender) improves comparability and reduces bias in statistical analysis, especially in group-based comparisons. In terms of grade level, the results show that Grade 10 has the highest frequency with 53 respondents (26.5%), followed by Grade 7 with 51 respondents (25.5%), Grade 8 with 50 respondents (25.0%), and Grade 9 with 46 respondents (23.0%). The distribution across grade levels is relatively even, indicating that the sample represents students from different grade levels fairly. A relatively even distribution of respondents across categories, such as grade levels, enhances the representativeness of a sample and supports fair analysis. Balanced sampling across groups improves the accuracy of results and minimizes bias toward any particular subgroup (Kang & Oh, 2020). Similarly, proportional or near-equal representation strengthens the generalizability of research findings and allows for meaningful comparisons among groups (Varma et al., 2023). Furthermore, distributing respondents across different levels enables researchers to capture variations within the population while maintaining fairness in data interpretation (Ercikan et al., 2020).

Research Question 2: What teaching communication skills are commonly practiced by junior high school teachers?

Table 2. Teaching Communication Skills

Teaching communication skills	Frequency	Percent
Language Skill	198	30.3
Gestures	158	24.2
Facial Expressions	153	23.4
Teachers' Attitudes	144	22.1

Table 2 displays the teaching communication skills commonly practiced by teachers in NDJHS-K and MSU–Sulu Laboratory High School. The results show that language skills have the highest frequency, with 198 responses (30.3%), indicating that teachers predominantly utilize verbal communication in delivering instruction. This is followed by gestures, with 158 responses (24.2%), and facial expressions, with 153 responses (23.4%), suggesting that nonverbal communication strategies are also frequently employed to support student understanding. Teachers' attitudes obtained the lowest frequency, with 144 responses (22.1%), although it still represents an essential component of classroom communication. Overall, the findings indicate that both verbal and nonverbal communication skills are commonly practiced, with greater emphasis on language use as the primary means of instruction. Students' academic achievement in English is influenced by instructional quality and student engagement. Research shows that effective teacher communication and positive classroom interaction significantly improve students' learning outcomes and academic performance (Xie & Derakhshan, 2021). In addition, student engagement has been identified as a key factor in achieving higher academic success, particularly in language learning contexts (Hiver et al., 2021). These findings indicate that when students are actively involved in the learning process and supported through effective teaching practices, they are more likely to attain higher levels of academic achievement. This supports the present study, where students demonstrated outstanding performance in English, reflecting a high level of proficiency.

Research Question 3: What is the level of academic achievement of the students based on their English Grades?

Table 3. Level of Academic Achievement of the Students

Academic Achievement	Mean	Standard Deviation	Descriptive Interpretation
Mindanao State University-Sulu	91.93	2.35	Outstanding
Notre Dame of Jolo High School- Kasulutan	91.85	3.68	Outstanding
Grand Mean	91.89	3.02	Outstanding

Table 3 displays the level of students' academic achievement in English. The results indicate that Mindanao State University–Sulu obtained a mean score of 91.93 (SD = 2.35), while Notre Dame of Jolo High School–Kasulutan recorded a mean score of 91.85 (SD = 3.68). Both mean scores fall within the 90–100 range, which is described as Outstanding based on the DepEd performance level descriptors. The relatively lower standard deviation of MSU–Sulu suggests more consistent performance among its students compared

to NDJHS–Kasulutan. Furthermore, the overall mean score was 91.89 (SD = 3.02), indicating that the students' academic achievement is Outstanding. These findings suggest that students from both schools demonstrate a high level of proficiency in English. Students' academic achievement in English is influenced by their language proficiency and the effectiveness of instructional practices. Research indicates that clear teacher communication and supportive classroom interactions significantly contribute to improved learning outcomes and academic success (Derakhshan, 2021; Xie & Derakhshan, 2021). In addition, student engagement has been identified as a key factor in enhancing academic performance, particularly in language learning contexts (Hiver et al., 2021). These findings suggest that when students are actively engaged and supported through effective teaching strategies, higher levels of academic achievement can be attained. This supports the present study, where students demonstrated outstanding performance in English, indicating a high level of proficiency.

Research Question 4: What is the level of students' learning interest in English class?

Table 4. Level of Interest of the students

Level of Interest	Median	Descriptive Interpretation
1. I listen attentively when my teacher is discussing the lesson.	5	Very High Interest (Always)
2. I show enthusiasm and excitement in learning new English lessons.	5	Very High Interest (Always)
3. I make an effort to answer my teacher's questions during discussions.	5	Very High Interest (Always)
4. I maintain eye contact and focus while the teacher is explaining the topic.	5	Very High Interest (Always)
5. I take notes or highlight important points while the teacher is talking.	5	Very High Interest (Always)
6. I feel motivated to listen and learn because my teacher communicates clearly.	5	Very High Interest (Always)
7. I enjoy learning English when my teacher uses gestures and facial expressions.	5	Very High Interest (Always)
8. I pay attention to my teacher's explanations during the lesson.	5	Very High Interest (Always)
9. I stay focused throughout the class and avoid distractions.	5	Very High Interest (Always)
10. I participate actively in class discussions and activities.	4	High Interest (Often)

Table 4 shows the level of students' learning interest in English based on the median scores of the indicators. The results show that most of the items obtained a median of 5, which is interpreted as Very High Interest (Always). These include listening attentively, showing enthusiasm, answering questions, maintaining focus, taking notes, being motivated by clear communication, enjoying the use of gestures and facial expressions, paying attention to explanations, and staying focused during class. In contrast, the item on active participation in class discussions obtained a median of 4, which is interpreted as High Interest (Often). This suggests that while students are highly engaged in learning English, their level of active participation may slightly vary. Generally, the findings indicate that students demonstrate a very high level of interest in learning English, reflecting strong engagement in classroom activities. Students' learning interest plays a crucial role in shaping their engagement and participation in the classroom. In language learning contexts, engagement is associated with behaviors such as attentiveness, active involvement, and sustained focus during instruction (Hiver et al., 2021). Moreover, teacher-related factors, particularly clear communication and the use of verbal and nonverbal strategies, significantly enhance students' motivation and interest in learning (Xie & Derakhshan, 2021). In addition, student engagement has been found to positively influence academic-related behaviors, including participation and persistence in classroom activities (Fredricks et al., 2022). These instructional and engagement factors contribute to a more interactive learning environment that fosters higher levels of student interest. This supports the present study, where students demonstrated a very high level of interest in learning English, as reflected in their attentiveness, enthusiasm, and active classroom involvement.

Research Question 5: What is the impact of teaching communication skills on students' academic achievement and level of interest?

Table 5. Teaching Communication Skills: Impact on Academic Achievement

Model	Unstandardized Beta Coefficients	Standardized Beta Coefficients	R Square	p-value
(Constant)	90.124			.000
Language Skills	.767	.164	.018	.138
Gestures	-.366	-.093		.396
Facial Expression	.343	.076		.640
Teachers' Attitude	-.376	-.084		.614

Table 5 shows there is no impact of teaching communication skills on students' academic achievement. The results revealed that for every 1-unit increase in language skills, students' academic achievement increases by 0.767 points, while a 1-unit increase in facial expression leads to a 0.343 increase in academic achievement. In contrast, gestures and teachers' attitude show negative impact, indicating that for every 1-unit increase in these variables, academic achievement decreases by 0.366 and 0.376 points, respectively. However, the predictors, language skills ($\beta = 0.164$, $p = 0.138$), gestures ($\beta = -0.093$, $p = 0.396$), facial expression ($\beta = 0.076$, $p = 0.640$), and teachers' attitude ($\beta = -0.084$, $p = 0.614$), are not statistically significant since all p-values are greater than the 0.05 level of significance. This indicates that teaching communication skills does not significantly predict to students' academic achievement. The R-square value (0.018) signifies that only about 1.8% of the variability in students' academic achievement can be explained by the predictors, while the remaining 98.2% can be attributed to other variables not included in the model. The impact of teachers' communication skills on students' academic achievement is not always directly significant, as learning outcomes are influenced by multiple factors. Studies have shown that while teacher communication supports classroom interaction and engagement, its direct effect on academic performance may be minimal (Tariq & Ullah, 2024). Similarly, teacher-related factors account for only a small portion of the variance in students' academic achievement, indicating that performance is shaped by various influences beyond instructional communication (López-Martín et al., 2023).

Table 6. Teaching Communication Skills: Impact on Level of Interest

Model	Unstandardized Beta Coefficients	Standardized Beta Coefficients	R Square	p-value
(Constant)	1.883			.000
Language Skills	.008	.009	.438	.918
Gestures	.345	.454		.000
Facial Expression	.237	.273		.027
Teachers' Attitude	-.024	-.028		.825

Table 6 shows there is no impact of teaching communication skills on students' level of interest. The results revealed that for every 1-unit increase in gestures and facial expressions, students' level of interest increases. Specifically, gestures contribute the most to the increase, followed by facial expressions. On the other hand, language skills and teachers' attitude show minimal to negative effects, indicating that increases in these variables do not meaningfully improve students' level of interest. Specifically, gestures ($\beta = 0.454$, $p < 0.001$) and facial expressions ($\beta = 0.273$, $p = 0.027$) are statistically significant predictors of students' level of interest. In contrast, language skills ($\beta = 0.009$, $p = 0.918$) and teachers' attitude ($\beta = -0.028$, $p = 0.825$) are not statistically significant, as their p-values are greater than the 0.05 level of significance. This indicates that only some teaching communication skills significantly influence students' level of interest. The R-square value (0.438) signifies that about 43.8% of the variability in students' level of interest can be explained by the predictors, while the remaining 56.2% can be attributed to other variables not included in the model. These findings suggest that nonverbal communication, particularly gestures and facial expressions, plays a significant role in increasing students' level of interest, while language skills and teachers' attitude do not show a meaningful contribution in this model. Research indicates that teacher immediacy, including gestures and facial expressions, positively influences students' motivation, attention, and overall interest in learning (Liu, 2021).

Research Question 5: Is there a significant difference in the extent of the impact of teaching communication skills on students' academic achievement and level of interest when grouped according to gender, year level, and school?

Table 7. Impact of Teaching Communication Skills on Academic Achievement by Gender

Model	Unstandardized Beta Coefficients	Standardized Beta Coefficients	R Square	p-value
(Constant)	92.085			.000
Language Skill	-.369	-.079		.830
Gesture	-.664	-.168		.748
Facial expressions	1.681	.372		.560
Teacher's Attitude	-1.029	-.230		.739
Gender	-1.861	-.303	.052	.618
Teacher's Attitude * Gender	.239	.189		.890
Language Skill * Gender	.912	.724		.515
Gesture * Gender	.100	.081		.929
Facial expressions * Gender	-.636	-.476		.704

Table 7 shows the results of the moderation analysis conducted to determine whether gender significantly moderates the impact of teaching communication skills on students' academic achievement. The results revealed that the overall model explains only a small portion of the variance in academic achievement ($R^2 = 0.052$), indicating that approximately 5.2% of the variation in students' academic achievement is explained by teaching communication skills and gender. This suggests a weak explanatory power of the model. This indicates that teaching communication skills and gender have only a limited impact on students' academic achievement, and that other factors not included in the model may play a more important role in explaining students' performance. In terms of the main effects, none of the teaching communication skills variables, language skill ($B = -0.369$, $p = .830$), gesture ($B = -0.664$, $p = .748$), facial expressions ($B = 1.681$, $p = .560$), and teacher's attitude ($B = -1.029$, $p = .739$), showed a statistically significant impact on students' academic achievement. Similarly, gender ($B = -1.861$, $p = .618$) was also not a significant predictor. However, the negative coefficient for gender indicates that, within the model, female students have slightly lower predicted academic achievement compared to male students. This interpretation is based on the direction of the regression coefficient, where an increase in the gender either male or female students corresponds to a decrease in the predicted outcome. Nevertheless, since the result is not statistically significant, this observed difference is not reliable and may be due to chance; therefore, it should not be interpreted as a meaningful difference between male and female students. With respect to the interaction terms, which determine moderation effects, the findings indicate that none of the interaction variables were statistically significant. Specifically, teacher's attitude $\times$ gender ($B = 0.239$, $p = .890$), language skill $\times$ gender ($B = 0.912$, $p = .515$), gesture $\times$ gender ($B = 0.100$, $p = .929$), and facial expressions $\times$ gender ($B = -0.636$, $p = .704$) all yielded p-values greater than 0.05. These results indicate that gender does not significantly moderate the impact between teaching communication skills and students' academic achievement. In other words, the impact of teaching communication skills on academic achievement does not differ between male and female students. Empirical evidence suggests that while instructional practices contribute to students' performance, gender does not consistently alter the magnitude of this impact. Studies analyzing large-scale educational data have shown that although teaching practices and teacher attitudes influence academic achievement, the effects are generally similar across male and female students, indicating limited moderating influence of gender (Alnahdi & Schwab, 2023).

Table 8. Impact of Teaching Communication Skills on Academic Achievement by Grade Level

Model	Unstandardized Beta Coefficients	Standardized Beta Coefficients	R Square	p-value
(Constant)	104.117			.000
Language Skill	-.239	-.051		.873
Gesture	-1.091	-.276		.117
Facial expressions	-3.113	-.688		.048
Teacher's Attitude	1.044	.233		.548
Grade Level	-5.151	-1.906	.298	.014
Language Skill * Grade Level	.408	.719		.523
Gesture * Grade Level	.609	1.000		.053
Facial expressions * Grade Level	1.177	2.012		.060
Teacher's Attitude * Grade Level	-.764	-1.317		.268

Table 8 displays the moderation analysis conducted to determine whether grade level significantly moderates the impact of teaching communication skills on students' academic achievement. The results show that the model explains a moderate proportion of variance in academic achievement, with an R^2 value of 0.298, indicating that approximately 29.8% of the variation in students' academic achievement is explained by teaching communication skills and grade level. This suggests a relatively stronger explanatory power compared to other models. This implies that teaching communication skills and grade level have a meaningful impact on students' academic achievement, although other factors still contribute to students' performance. In terms of the main effects, most of the teaching communication skills variables, language skill ($B = -0.239$, $p = .873$), gesture ($B = -1.091$, $p = .117$), and teacher's attitude ($B = 1.044$, $p = .548$), were not statistically significant predictors of students' academic achievement. However, facial expressions ($B = -3.113$, $p = .048$) showed a statistically significant effect, indicating that facial expressions significantly impact students' academic achievement. Furthermore, grade level ($B = -5.151$, $p = .014$) was found to be a significant predictor, suggesting that students' academic achievement varies significantly across grade levels. This implies that facial expressions play an important role in influencing students' academic achievement, emphasizing the value of teachers' nonverbal communication. The significant effect of grade level also indicates that academic performance differs across grade levels. Meanwhile, the non-significant results of language skill, gesture, and teacher's attitude suggest that these factors may not independently affect achievement. Therefore, teachers should be mindful of their facial expressions and consider grade-level differences in their teaching strategies. However, the negative coefficient for grade level indicates that, within the model, students in Grade 10 have slightly lower predicted academic achievement compared to students in Grade 7. This interpretation is based on the direction of the regression coefficient, where moving from Grade 7 to Grade 10 corresponds to a decrease in the predicted outcome. Nevertheless, although this result is statistically significant, it should be interpreted with caution, as it does not necessarily imply a causal relationship but only reflects the pattern observed in the data. With respect to the interaction terms, which indicate moderation effects, none of the interaction variables reached statistical significance at the 0.05 level. Specifically, language skill $\times$ grade level ($p = .523$), gesture $\times$ grade level ($p = .053$), facial expressions $\times$ grade level ($p = .060$), and teacher's attitude $\times$ grade level ($p = .268$) were all not statistically significant, although gesture $\times$ grade level and facial expressions $\times$ grade level were close to significance. This implies that grade level does not significantly change how teaching communication skills impact students' academic achievement. Although gesture and facial expressions are close to significance, their impacts are still not strong enough to confirm a moderating role. Above all, teaching communication skills tend to have a consistent impact across different grade levels. These findings indicate that grade level does not significantly moderate the impact of teaching communication skills on students' academic achievement. In other words, the impact of teaching communication skills on academic achievement is consistent across different grade levels. The impact of teaching practices on students' academic achievement is often consistent across different grade levels, indicating limited moderating impact of students' educational level. Research suggests that while instructional practices and teacher support significantly contribute to academic performance, their effects tend to be stable across various grade levels (Liu et al., 2020).

Table 9. Impact of Teaching Communication Skills on Academic Achievement by School

Model	Unstandardized Beta Coefficients	Standardized Beta Coefficients	R Square	p-value
(Constant)	55.246			.002
Language Skill	14.529	3.107		.001
Gesture	-4.220	-1.065		.267
Facial expressions	2.667	.590		.414
Teacher's Attitude	-5.500	-1.230		.183
School	17.793	2.899		.049
Teacher's Attitude * School	8.990	5.979	.076	.008
Language Skill * School	5.658	3.743		.065
Gesture * School	9.893	6.915		.005
Facial expressions * School	-28.170	-18.800		.002

Table 9 shows the results of the multiple regression analysis examining the impact of teaching communication skills on students' academic achievement when grouped according to school. The model yielded an R Square value of .076, indicating that approximately 7.6% of the variation in students' academic achievement can be explained by the variables included in the study. Among the main effect

variables, Language Skill showed a significant positive effect on academic achievement ($\beta = 14.529$, $p = .001$). This implies that improved language skills of teachers contribute positively to students' academic achievement. On the other hand, Gesture ($\beta = -4.220$, $p = .267$), Facial Expressions ($\beta = 2.667$, $p = .414$), and Teacher's Attitude ($\beta = -5.500$, $p = .183$) did not show significant effects since their p -values are greater than the 0.05 level of significance. The variable School was also statistically significant ($\beta = 17.793$, $p = .049$), showing that there is a significant difference between NDJHS-K and MSU-Sulu in terms of academic achievement. The positive coefficient indicates that MSU-Sulu students demonstrated higher academic achievement compared to NDJHS-K students. Regarding the interaction effects, Teacher's Attitude $\times$ School ($\beta = 8.990$, $p = .008$) and Gesture $\times$ School ($\beta = 9.893$, $p = .005$) were statistically significant. This indicates that the influence of teacher's attitude and gestures on academic achievement varies depending on the school. Likewise, Facial Expressions $\times$ School showed a significant negative interaction effect ($\beta = -28.170$, $p = .002$), implying that the effect of facial expressions on academic achievement differs significantly across schools and may negatively affect achievement in one school compared to the other. Meanwhile, the interaction term Language Skill $\times$ School ($\beta = 5.658$, $p = .065$) was not statistically significant at the 0.05 level, indicating that the effect of language skill on academic achievement does not significantly vary between schools. The findings suggest that language skill is a significant predictor of academic achievement, while several communication skill components demonstrate differing effects depending on the school context. This supports the idea that effective teacher communication enhances students' learning performance and engagement (Aziz et al., 2025). Moreover, school context may influence how communication strategies are perceived and applied in the classroom, thereby affecting students' academic outcomes (Khamwan, 2023).

Table 10. Impact of Teaching Communication Skills on Level of Interest by Gender

Model	Unstandardized Beta Coefficients	Standardized Beta Coefficients	R Square	p-value
(Constant)	.280			.741
Language Skill	.492	.548		.046
Gesture	1.115	1.465		.000
Facial expressions	-.337	-.387		.414
Teacher's Attitude	-.368	-.428		.405
Gender	1.150	.973	.476	.032
Teacher's Attitude * Gender	.218	.897		.379
Language Skill * Gender	-.410	-1.694		.041
Gesture * Gender	-.416	-1.759		.010
Facial expressions * Gender	.371	1.445		.121

Table 10 shows the moderation analysis conducted to determine whether gender significantly moderates the impact of teaching communication skills on students' level of interest. The results indicate that the model explains a substantial proportion of variance in students' level of interest, with an R^2 value of 0.476, suggesting that approximately 47.6% of the variation in students' level of interest is explained by teaching communication skills and gender. This implies that teaching communication skills and gender play a strong role in shaping students' level of interest, indicating that how teachers communicate, as well as gender differences, are important factors in influencing student engagement. In terms of the main effects, gesture ($B = 1.115$, $p = .000$) and language skill ($B = 0.492$, $p = .046$) were found to be statistically significant predictors of students' level of interest. This suggests that higher levels of gesture use and language skill are impacted with increased student interest. This implies that effective use of gestures and clear language by teachers can significantly enhance students' level of interest, highlighting the importance of both verbal and nonverbal communication in engaging learners. On the other hand, facial expressions ($B = -0.337$, $p = .414$) and teacher's attitude ($B = -0.368$, $p = .405$) were not statistically significant. Meanwhile, gender ($B = 1.150$, $p = .032$) was found to be a significant predictor, suggesting that students' level of interest differs significantly between male and female students. However, the positive coefficient for gender indicates that, within the model, female students have higher predicted levels of interest compared to male students. This interpretation is based on the direction of the regression coefficient, where moving from male to female corresponds to an increase in the predicted outcome. Since the result is statistically significant, this suggests a meaningful difference in the level of interest between male and female students. This implies that teaching communication skills may be more effective in enhancing interest among female students, highlighting the need for teachers to adopt strategies that also sustain and increase engagement among male students. With regard to the interaction terms, which indicate

moderation effects, several variables were found to be statistically significant. Specifically, language skill $\times$ gender ($B = -0.410$, $p = .041$) and gesture $\times$ gender ($B = -0.416$, $p = .010$) showed significant interaction effects. This indicates that gender significantly moderates the impact between these communication skills (language skill and gesture) and students' level of interest. This further implies that the effectiveness of language skills and gestures in increasing students' interest differs between male and female students, highlighting the need for teachers to adapt their communication strategies based on gender to better engage learners. In contrast, teacher's attitude $\times$ gender ($p = .379$) and facial expressions $\times$ gender ($p = .121$) was not statistically significant, indicating no moderating effect for these variables. The impact of teaching communication skills on students' level of interest may vary across gender, indicating a moderating effect of gender on instructional outcomes. This implies that teacher's attitude and facial expressions impact students' level of interest in a similar way for both male and female students, showing no need for gender-based differences in these aspects of communication. Research suggests that teacher immediacy behaviors, including verbal and nonverbal communication, can influence students' motivation and interest differently depending on gender (Liu, 2021).

Table 11. Impact of Teaching Communication Skills on Level of Interest by Grade Level

Model	Unstandardized Beta Coefficients	Standardized Beta Coefficients	R Square	p-value
(Constant)	.251			.793
Language Skill	.668	.744		.004
Gesture	-.195	-.256		.068
Facial expressions	.053	.061		.826
Teacher's Attitude	.391	.455		.143
Grade Level	.604	1.164	.553	.059
Language Skill * Grade Level	-.286	-2.623		.004
Gesture * Grade Level	.278	2.375		.000
Facial expressions * Grade Level	.072	.641		.451
Teacher's Attitude * Grade Level	-.190	-1.710		.072

Table 11 shows the moderation analysis conducted to determine whether grade level significantly moderates the impact of teaching communication skills on students' level of interest. The results indicate that the model explains a considerable proportion of variance in students' level of interest, with an R^2 value of 0.553, suggesting that approximately 55.3% of the variation in students' level of interest is explained by teaching communication skills and grade level. This implies that teaching communication skills and grade level strongly impact students' level of interest, suggesting that both instructional practices and students' educational stage play important roles in shaping engagement. In terms of the main effects, language skill ($B = 0.668$, $p = .004$) was found to be a statistically significant predictor of students' level of interest, indicating that improved language skills are associated with increased student interest. On the other hand, gesture ($B = -0.195$, $p = .068$), facial expressions ($B = 0.053$, $p = .826$), and teacher's attitude ($B = 0.391$, $p = .143$) were not statistically significant predictors. Similarly, grade level ($B = 0.604$, $p = .059$) was not statistically significant at the 0.05 level, although it is close to significance. However, the positive coefficient for grade level indicates that, within the model, students in higher grade levels have slightly higher predicted levels of interest compared to those in lower grade levels. This interpretation is based on the direction of the regression coefficient, where an increase in grade level corresponds to an increase in the predicted outcome. Nevertheless, since the result is not statistically significant ($p = .059$), this observed difference is not reliable and may be due to chance; therefore, it should not be interpreted as a meaningful difference among the grade levels. This implies that students' level of interest is generally similar across all grade levels, and teachers may apply similar engagement strategies regardless of students' grade level. With regard to the interaction terms, which indicate moderation effects, language skill $\times$ grade level ($B = -0.286$, $p = .004$) and gesture $\times$ grade level ($B = 0.278$, $p = .000$) were found to be statistically significant. This indicates that grade level significantly moderates the impact of language skill and gesture on students' level of interest. This means that the effectiveness of language skills and gestures in increasing students' level of interest varies across grade levels, highlighting the need for teachers to adjust their communication strategies based on students' grade level to enhance engagement. In contrast, facial expressions $\times$ grade level ($p = .451$) and teacher's attitude $\times$ grade level ($p = .072$) were not statistically significant, indicating that grade level does not moderate the effects of these variables. The impact of teaching communication skills on students' level of interest may vary across grade levels due to differences in students' developmental and cognitive characteristics. Research indicates that learners at different educational

levels respond differently to instructional practices, particularly in terms of motivation and engagement (Liu, 2021). These differences suggest that grade level can influence how students perceive and respond to teachers' communication strategies, thereby affecting their level of interest. As students' progress through grade levels, their learning needs and responsiveness to instructional approaches may change, which can alter the extent of the impact of teaching communication skills (Wayal, 2025).

Table 12. Impact of Teaching Communication Skills on Level of Interest by School

Model	Unstandardized Beta Coefficients	Standardized Beta Coefficients	R Square	p- value
(Constant)	-5.323			.034
Language Skill	1.254	1.395		.045
Gesture	-.331	-.434		.539
Facial expressions	1.249	1.437		.007
Teacher's Attitude	-.074	-.086		.899
School	3.825	3.243	.499	.003
Teacher's Attitude * School	.941	3.256		.048
Language Skill * School	-.006	-.021		.989
Gesture * School	.705	2.563		.159
Facial expressions * School	-2.467	-8.568		.054

Table 12 shows the multiple regression analysis examining the impact of teaching communication skills on students' level of interest when grouped according to school. The model yielded an R^2 value of .499, indicating that approximately 49.9% of the variation in students' level of interest can be explained by the communication skill variables and their interaction with school. The entire model was statistically significant ($p=.034$), suggesting that the predictors collectively influenced the students' level of interest. Among the predictors, Language Skill significantly influenced students' level of interest ($\beta=1.254$, $p=.045$). This indicates that improved language skills tend to increase students' interest in learning. Likewise, Facial Expressions showed a significant positive effect ($\beta=1.249$, $p=.007$), implying that effective facial expressions used during instruction contribute positively to student engagement and interest. The variable School was also found to be statistically significant ($\beta=3.825$, $p=.003$), indicating that there is a significant difference between NDJHS-K and MSU-Sulu in students' level of interest. The positive coefficient suggests that students from MSU-Sulu demonstrated a higher level of interest compared to students from NDJHS-K. This implies that the communication skills intervention had a stronger effect on student interest in MSU-Sulu. For the interaction terms, Teacher's Attitude * School showed a significant effect ($\beta=.941$, $p=.048$), meaning that the influence of teacher attitude on students' level of interest differs depending on the school. This implies that teacher attitude may be more effective in increasing student interest in one school compared to the other. On the other hand, gesture ($p=.539$), Teacher's Attitude ($p=.899$), Language Skill * School ($p=.989$), and Gesture * School ($p=.159$) were not statistically significant. Additionally, Facial Expressions * School ($p=.054$) was slightly above the .05 significance level, indicating a marginal effect but not enough evidence to conclude a significant interaction. The findings indicate that language skill, facial expressions, school differences, and the interaction between teacher attitude and school significantly influence students' level of interest. This further suggests that communication skills may have varying effects depending on the educational setting. This supports the view that effective teacher communication plays a crucial role in shaping learner engagement and interest in the classroom (Priadi, 2020). It also aligns with research suggesting that nonverbal cues such as facial expressions and teacher behavior can significantly affect student motivation and classroom involvement (Sajjad et al., 2023). Furthermore, variations across school contexts highlight that institutional environment can moderate the effectiveness of teaching behaviors on student outcomes (Kelly et al., 2020).

Ethical Considerations

This study firmly maintained ethical standards to protect the rights, welfare, and confidentiality of the respondents throughout the research process. Prior to conducting, the researcher secured permission from the school's principals, as well as from the concerned teachers. Since the respondents were junior high school, proper coordination with school authorities was carefully observed to ensure that the study was conducted appropriately and responsibly. Their involvement in the study was entirely voluntary, the respondents were clearly informed about the purpose of the research, the procedures involved, and their right to decline or withdraw at any time without penalty.

The researcher ensured confidentiality and anonymity of the respondents by withholding their names and personal information from all research records and reports. All responses gathered from the questionnaires were treated with strict confidentiality and were used solely for academic purposes. The study complied with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). To uphold honesty and integrity, the researcher avoided fabrication, misinterpretation of data, falsification, and all findings were presented truthfully based on the participants' actual responses. In addition, the study ensured that no physical, emotional, or psychological harm was caused to the respondents by providing a respectful, safe, and comfortable environment during data collection.

Conclusion

This paper concludes that communication skills plays a significant role in classroom instruction, particularly in cultivating an engaging learning setting. While utilizing nonverbal strategies such as gestures and facial expressions, teachers depended more on language skills. Students achieved a very high level of interest in English and also exhibited exceptional academic achievement. However, teaching communication skills did not significantly impact academic achievement. Thus, it suggested that students' performance is determined by factors beyond communication alone. Both grade level and gender did not significantly impacted academic achievement, but they had influenced how students responded to communication strategies related to interest. In contrast, gestures and facial expressions significantly impacted students' level of interest, highlighting the value of nonverbal communication in actively promoting engagement. Female students showed higher engagement, and learners at different grade levels responded differently to language skills and gestures. The findings further suggest that communication skills contribute more strongly to students' interest than to their academic performance. In addition, the effectiveness of communication-based teaching strategies was shaped by the school context. While language skills consistently supported positive outcomes, gestures and teacher attitude became more influential depending on the school environment. Moreover, MSU-Sulu demonstrated higher academic performance and interest levels than NDJHS-K. Thus, it emphasized the significant role of the school setting in student active learning and engagement.

Recommendations

According to the study's findings, schools should prioritize on improving teachers' use of nonverbal communication especially gestures and facial expressions, which have been shown to have a substantial impact students' level of interest. Both verbal and nonverbal communication skills should be improved through teacher development programs, with a stronger emphasis on students' engagement rather than just academic achievement. Since academic achievement was not significantly impacted by communication skills, on the other hand, instructional design should be considered other factors particularly learning environment, motivation, and teaching methods. With MSU-Sulu exhibiting higher levels of achievement and interest than NDJHS-K, schools are further motivated to implement learner-centered and context responsive teaching methods. Teachers should modify their approaches to better suit the requirements of different learners in response to variations in student interest across grade levels and genders. Finally, in order to make sure that communication-based teaching methods consistently promote student involvement in a variety of settings, schools should establish continuous training, monitoring, and evaluation.

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