

A Convergent Parallel Study on the Relationship between Communication Skills and Teaching Demonstration Performance among Graduating Students of Teacher Education Program

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ABSTRACT

This study aimed to investigate the level of communication skills and teaching demonstration performance among graduating students of a teacher education program, while also exploring their lived experiences in communicating with learners. Addressing a gap in the literature specifically the limited focus on how communication skills influence teaching performance in localized settings such as Kapalong, Davao del Norte, the study employed a mixed-methods design using a parallel convergent approach. A total of 123 students were randomly selected for the quantitative phase, while 14 participants (seven for in-depth interviews and seven for focus group discussions) were purposively selected for the qualitative phase. Quantitative findings revealed a high level of communication competence, including fluency and accuracy, indicating that the participants were well-equipped to deliver effective instruction. Qualitative results uncovered diverse experiences that illustrated both the challenges and adaptive strategies pre-service teachers employed during teaching demonstrations. The findings also emphasized the positive perception and active engagement of students, underscoring their potential to contribute meaningfully to student learning outcomes. In conclusion, the integration of quantitative and qualitative data provides a comprehensive understanding of the role of communication in teaching effectiveness, offering valuable insights for enhancing teacher education practices and policies in the local context.

Keywords: communication skills, teaching demonstration performance, teacher education program, mixed method, convergent-parallel study, Philippines.

Recommended Citation

INTRODUCTION

One of the persistent challenges faced by graduating students in teacher education programs is the ability to communicate effectively during their teaching demonstrations. Despite reaching the final phase of their training, some pre-service teachers continue to struggle with essential communication skills such as clarity, fluency, and confidence which are critical for conveying content and engaging learners. These deficiencies can negatively impact their teaching performance, limiting their preparedness for actual classroom environments. Communication is a foundational skill for all educators, as it directly influences instructional clarity, student understanding, and learning outcomes. Thus, evaluating and enhancing communication skills during teaching demonstrations is vital for teacher development and effectiveness.

Previous studies have shown that poor communication among educators can hinder the learning processes. For instance, Akhter et al. (2021) noted that in Pakistan, inadequate communication skills among teachers led to unclear explanations and student confusion. Similarly, in the Philippines, Jaca and Javines (2020) found that pre-service teachers in Cebu City struggled with spontaneous speech and pronunciation, which affected their instructional delivery. While these studies highlight the broader issue, few have focused on the direct link between communication skills and teaching demonstration performance, particularly in local contexts. Moreover, as Sutiono (2023) pointed out, there is limited research connecting teacher communication to students' engagement, motivation, and academic outcomes.

To address this gap, the present study investigates the relationship between communication skills and teaching demonstration performance among graduating students in a teacher education program. While prior research (e.g., Marianna, 2019) suggests that various communication styles can influence teaching effectiveness, this study focuses specifically on how these skills are applied during teaching demonstrations a critical evaluative component of teacher training. By examining both the quantitative level of communication competence and the qualitative lived experiences of pre-service teachers, this research seeks to understand how communication shapes instructional performance and contributes to their professional readiness. In doing so, it responds to the need for a more targeted exploration of communication as a determinant of effective teaching among future educators.

Research Questions

1. What is the level of communication skills and the quality of teaching demonstration performance among graduating students of the teacher education program at Kapalong College of Agriculture, Sciences, and Technology (KCAST)?
2. Is there a significant correlation between communication skills and teaching demonstration performance among graduating students of teacher education program?
3. What are the lived experiences and coping mechanism of graduating students of teacher education program with regards to communication skills on their teaching demonstration performance?
4. What are the insights of graduating students of teacher education program with regards to the effectiveness of communication skills in developing their teaching demonstration performance?
5. How do qualitative results explain the quantitative results of the study?



Study Design

The research design chosen for this study was a convergent parallel mixed methods approach. In this design, both quantitative and qualitative data are collected simultaneously and given equal importance. Initially, survey data was gathered, followed by either focus group or one-on-one interviews. Each set of data will be analyzed independently, and then the results were integrated and interpreted collectively. This approach is well-suited for the study as it seeks to explore the convergence, divergence, contradictions, or relationships between the two types of data (Hanson et al., 2005).

To begin with, descriptive research referred to a method that aimed to systematically describe a population, situation, or phenomenon. It answered the questions of who, what, when, where, and how, rather than why. In a descriptive study, researchers observed and recorded behaviors or conditions without manipulating any variables, which made it a useful approach for gathering factual and accurate data. This design enabled researchers to capture details about participants' characteristics, behaviors, and perceptions in a natural setting.

This study also followed the phenomenological approach of qualitative research. From the definition, it was an approach of qualitative research that emphasized the commonality of a lived experience within a specific group. The main objective of this approach was to generate themes and outcomes that provided a comprehensive elaboration of the phenomenon being studied (Creswell, 2013).

Population and Sample

In this section, the research was conducted among graduating students of teacher education program. The institution comprises a total of 180 fourth year students, consisting of 42 graduating students in Generalist, 61 graduating students in English, 44 graduating students in Filipino, and 33 graduating students in Mathematics. However, the study's sample size was determined by the statistician, encompassing 29 out of 42 from Generalist. Similarly, the sample for English included 42 out of 61, for Filipino included 30 out of 44, and the sample for Mathematics included 23 out of 33. In aggregate, the study sampled 123 students from the total pool of 180 graduating students of teacher education program.

To ensure balance and coverage, the following inclusion criteria were followed: (1) must be graduating students of teacher education program in Kapalong College of Agriculture, Sciences and Technology in Kapalong district (2) currently studying in present academic year 2024-2025 (3) could be male or female or any gender, (4) must have the willingness to join and participate in the study.

In contrast, purposive sampling was employed to select participants who could provide rich, relevant, and diverse insights related to communication skills and teaching demonstration performance. This approach was chosen to ensure that those selected could meaningfully contribute to understanding the lived experiences associated with the phenomenon under investigation (Kuper et al., 2008).

A total of fourteen (14) participants were involved in the qualitative phase—seven (7) for in-depth interviews and another seven (7) for the focus group discussion (FGD). Participants were chosen based on their ability to articulate their experiences and reflections related to communication challenges and strategies used during their teaching demonstrations. The following inclusion criteria were used: (1) must be graduating students enrolled in the Teacher Education Program at Kapalong College of Agriculture, Sciences, and Technology (KCAST) in the Kapalong District; (2) must be currently enrolled in the academic year 2024–2025; (3) may be of any gender; and (4) must express a willingness to voluntarily participate in the study.



Selection continued until thematic saturation was reached that is, when no new themes, insights, or significant variations were emerging from subsequent interviews or discussions. Saturation was closely monitored by reviewing and analyzing initial transcripts during data collection. This ensured that the final set of participants adequately represented the depth and variation needed to address the research questions and enrich the interpretation of the quantitative findings.

Instrumentation

This study utilized both quantitative and qualitative instruments to gather comprehensive data from participants. For the quantitative phase, two standardized questionnaires were adapted from existing, published studies to measure the variables of communication skills and teaching demonstration performance.

To assess communication skills, the researcher adapted a 36-item questionnaire developed by Akkuzu and Akkaya (2014), which measures four key indicators: competence, discouragement, body language, and dignification. The original instrument was reviewed and contextually adjusted to ensure appropriateness for the local setting and the specific population of graduating teacher education students. A panel of three experts in education and research validated the adapted tool for content relevance and clarity. Furthermore, a pilot test was conducted with 30 non-participating pre-service teachers from a nearby institution. The reliability of the adapted questionnaire was confirmed through Cronbach's alpha, which yielded a coefficient of 0.788, indicating acceptable internal consistency. Responses were rated on a 5-point Likert scale, ranging from 1 – Never to 5 – Always.

To measure teaching demonstration performance, an instrument was adapted from the framework of DeVellis (2017), consisting of 31 items across six dimensions: classroom management, teaching strategy, lesson planning and preparation, professional behavior, fluency and accuracy of communication, and voice modulation. This tool underwent the same validation process, including expert review and pilot testing. The adapted instrument demonstrated high reliability, with a Cronbach's alpha coefficient of 0.930, confirming excellent internal consistency. Responses were rated on a 5-point Likert scale, ranging from 1 – Never to 5 – Always.

For the qualitative phase, a semi-structured interview guide was developed and used for both in-depth interviews (IDIs) and focus group discussions (FGDs). The guide consisted of grand tour questions supported by follow-up probing questions, designed to elicit detailed narratives about participants' experiences with communication during teaching demonstrations. The interview guide underwent rigorous validation by three external experts in qualitative research and teacher education to ensure that the questions were construct-valid, culturally sensitive, and aligned with the research objectives. Revisions were made based on expert feedback to improve question clarity and relevance. The guide was divided into two main sections: the first provided a letter of permission and ethical briefing for participants, while the second contained the interview questions proper. Additionally, the qualitative instrument was used to triangulate and validate the results obtained in the quantitative phase, supporting the study's mixed-methods approach.

Data Analysis

The quantitative data was analyzed using descriptive statistics and Pearson-r. Mean was used to determine the level communication skills and teaching demonstration performance among graduating students of teacher education program, to answer research questions or problem number. Pearson-r was used to determine the significant relationship between communication skills and teaching demonstration performance among graduating students of teacher education program. Standard Deviation was used to measure how spread out the responses of the respondents are. The survey data, which were collected, serving as the basis for in-depth analysis. Upon retrieval of the questionnaires, the data were tallied and treated accordingly. The survey data were further analyzed using Statistical Package for the Social Sciences (SPSS) for both descriptive and inferential statistics. These statistical treatments were applied to ascertain the status of elementary teachers.



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Regarding the qualitative phase, the data collected during the conduct of the interview was analyzed that came up with conclusions that affirmed and supported the findings in the quantitative phase. As explained, analysis of data in research involved summarizing the mass of data collected and presenting the results in a way that communicates the most important features of the study (Harding, 2013). Data analysis was done after the process of transcribing the results of the in-depth interview and focus group discussion among the participants.

Thematic analysis, guided by the framework of Braun and Clarke (2013), stated that thematic analysis is a flexible data analysis plan that qualitative researcher' used to generated themes from interview data. This involved examining the patterns and themes that emerged from the utterances or statements of the participants/informants during the one-on one and focus group interviews. The themes were formulated with the purpose of analyzing the lived experiences of graduating students of teacher education program with regards to communication skills and teaching demonstration performance. The data were carefully analyzed to identify and extract relevant themes that shed light on the research objectives and provide insights into the participant's experiences in this context.

RESULTS

Level of Communication Skills

Communication Skills. Shown in Table 2 is the response among graduating students of teacher education program in Kapalong College of Agriculture Sciences and Technology. It obtained an overall mean score of 4.03 with a descriptive equivalent of High. This means that the graduating students of teacher education program manifested oftentimes their communication skills. The variable of the study which is the communication skills which has four indicators namely: competence, discouragement, body language, dignification.

Table 2. Level of Communication Skills

Variables and Indicators	Mean	Description
A. Competence		
1. feeling confident when I make a presentation in front of the community.	4.05	High
2. trusting myself when I make and deliver speech.	4.11	High
3. feeling confident in my ability to clearly and accurately understand what others are saying.	4.05	High
4. expressing my feelings and thoughts clearly in front of a crowd.	3.89	High
5. talking easily to my teachers as well as, to my friends.	4.04	High
Category Mean	4.03	High
B. Discouragement		
1. finding it difficult to behave naturally while speaking during a speech.	3.82	High
2. finding it hard to express my thoughts clearly in writing and speaking.	3.68	High
3. using unnecessary words while talking.	3.63	High
4. feeling uncomfortable when listeners have different ideas.	3.58	High
5. fearing encountering negative thoughts while speaking.	3.63	High
Category Mean	3.67	High
C. Body Language		
1. believing my posture and facial expressions affect my performance during teaching demonstration.	4.20	High



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2. keeping eye contact while listening to someone.	4.25	High
3. showing my approval by nodding during communicating with my teacher and friends.	4.22	High
4. using body language during speech delivery.	4.30	Very High
5. using hand gesture to emphasize key points during demonstrations.	4.29	Very High
Category Mean	4.25	High
D. Dignification		
1. preferring monologues over dialogues when communicating in teaching demonstrations.	3.84	High
2. being open to criticism while speaking and using it to improve my communication skills.	4.30	Very High
3. wanting people to respect my ideas.	4.27	Very High
4. expecting sincerity from others while communicating.	4.24	High
5. thinking I understand the situation she/he is in while she/he is speaking.	4.17	High
Category Mean	4.16	High
Overall Mean	4.03	High

As to the level of communication skills considering its four indicators, *body language* obtains the highest mean of 4.25 described as *high* which means it is oftentimes manifested by the graduating students of teacher education program. On the other hand, *discouragement* obtained the *lowest* overall mean of 3.67 described as *high* which means it is oftentimes manifested by the graduating students of teacher education program. Then, second highest overall mean of 4.16 was obtained by the indicator *dignification*. It has a descriptive equivalent as *high* which is oftentimes manifested by the graduating students of teacher education program. Lastly, it was followed by *competence* with an overall mean of 4.03 described as *high* which means oftentimes manifested by the graduating students of teacher education program.

To improve data visualization and interpretation, these results can be better presented using simplified tables and bar charts showing the average scores for each communication skills subscale. This allows for a clearer comparison of which areas are strongest and where improvements may still be needed.

The findings align with Miletic and Djordjevic (2022), who emphasized that effective communication enhances classroom interaction and knowledge transfer, contributing to successful pedagogical practices. Zyryanova (2022) also found a positive correlation between teachers' communication abilities and their teaching performance, affirming that communication is a key factor in delivering effective instruction. Similarly, Kasim and Joseph (2022) highlighted the importance of language proficiency in shaping student engagement and understanding. In the local context, Escandallo and Baradillo (2024) emphasized that strong English-speaking skills are closely linked to effective student communication, while Awatin and Escandallo (2024) added that consistent language exposure plays a critical role in developing these skills.

Overall, the quantitative data supports the premise that strong communication skills are essential for effective teaching demonstrations and future teaching success. These results not only validate the readiness of the respondents but also underscore the importance of integrating communication training in teacher education programs.

Level of Teaching Demonstration Performance

Teaching Demonstration Performance. Shown in Table 2.1 is the response among graduating students of teacher education program in Kapalong College of Agriculture Sciences and Technology. It obtained an overall mean score of 4.33 with a description of Very High. This means that the graduating students of teacher education program manifested always their teaching demonstration performance. The variable of the study which is the teaching demonstration performance which has six indicators namely: classroom management, teaching strategy,



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lesson planning and preparation, professional behavior, fluency and accuracy of communication, voice modulation.

Table 2.1 Level of Teaching Demonstration Performance

Variables and Indicators	Mean	Description
A. Classroom Management		
1. maintaining order and discipline during my teaching demonstration.	4.29	Very High
2. exhibiting orderliness and being organized in conducting class activities.	4.28	Very High
3. limiting interruptions and focuses classroom time on teaching and learning.	4.27	Very High
4. utilizing strategies to reinforce positive behavior and prevent the negative ones.	4.29	Very High
5. designing assessment / testing procedures that are aligned with the stated objectives.	4.31	Very High
Category Mean	4.29	Very High
B. Teaching Strategy		
1. using effective grouping and cooperative learning strategies during my teaching demonstration.	4.40	Very High
2. connecting the lesson to students' real-life experience.	4.40	Very High
3. using well-designed instructional materials that are appropriate for my teaching demonstration.	4.32	Very High
4. providing variety of teaching activities for students' active participation.	4.37	Very High
5. employing a variety of teaching techniques, such as discussions and visual aids, during my teaching demonstrations.	4.35	Very High
Category Mean	4.37	Very High
C. Lesson Planning and Preparation		
1. developing measurable cognitive, affective, and psychomotor learning objectives.	4.42	Very High
2. designing appropriate activities to achieve the stated objectives.	4.33	Very High
3. utilizing motivational activity that effectively connects or introduce the lesson.	4.36	Very High
4. submitting the lesson plan early enough for checking and approval.	4.34	Very High
5. utilizing higher-order thinking questions to engage students during teaching demonstrations.	4.44	Very High
Category Mean	4.38	Very High
D. Professional Behavior		
1. manifesting professional confidence and authority in class.	4.32	Very High
2. displaying excitement and enthusiasm in teaching.	4.28	Very High



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3. exhibiting mastery of the subject matter by confidently deliver information, and maintaining a respectful classroom environment during teaching demonstrations.	4.33	Very High
4. demonstrating professional behavior by actively listening to feedback and applying it to improve my teaching skills.	4.37	Very High
5. maintaining a positive attitude and respect others' perspectives during class discussions and teaching practice.	4.46	Very High
Category Mean	4.35	Very High
E. Fluency and Accuracy of Communication		
1. demonstrating fluency and accuracy in communication while using the required medium of instruction during teaching demonstrations.	4.32	Very High
2. exhibiting fluency and accuracy in communication to effectively convey information during teaching demonstrations.	4.24	High
3. demonstrating accuracy in the use of language in lesson plan during teaching demonstrations.	4.24	High
4. demonstrating fluency and accuracy in my communication to help students understand the lesson clearly.	4.25	High
5. using clear and precise language when delivering a lesson.	4.22	High
Category Mean	4.25	High
F. Voice Modulation		
1. having clear, pleasant, non-irritating voice.	4.31	Very High
2. having a well-modulated voice, loud enough for the class to hear.	4.30	Very High
3. demonstrating control, poise, and patience towards the class.	4.29	Very High
4. keeping students engaged and ensure everyone can hear me clearly in class.	4.32	Very High
5. controlling the tone and volume to create a positive and effective learning environment.	4.41	Very High
Category Mean	4.33	Very High
Overall Mean	4.33	Very High

As to the level of teaching demonstration performance considering its six indicators, *lesson planning and preparation* obtain the highest mean of 4.38 described as *very high* which means it is always manifested by the graduating students of teacher education program. On the other hand, *fluency and accuracy of communication* obtained the *lowest* overall mean of 4.25 described as *high* which means it is oftentimes manifested by the graduating students of teacher education program. Then, second *highest* overall mean of 4.37 was obtained by the indicator *teaching strategy*. It has a descriptive equivalent as *very high* which is always manifested by the graduating students of teacher education program. Then, third *highest* overall mean was obtained by the indicator *professional behavior*, and it has 4.35 describe as *very high* which means it is always manifested by the graduating students of teacher education program. Then, fourth *highest* overall mean of 4.33 was obtained by the indicator *voice modulation*. It has a descriptive equivalent as *very high* which is always manifested by the graduating students of teacher education program. Lastly, it was followed by *classroom management* with an overall mean of 4.29 described as *very high* which means always manifested by the graduating students of teacher education program.



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To enhance the clarity and interpretability of the findings, the results may be more effectively presented using simplified tables and bar charts that illustrate the mean scores for each subscale of teaching demonstration performance. This visual representation enables easier comparison across dimensions, highlighting areas of strength and identifying aspects that may require further development.

This result indicates that teaching demonstration performance is regarded by the respondents as always manifested. This incongruence of the study of Calkins and Wiens (2022), they emphasize that classroom management plays a pivotal role in enhancing the teaching demonstration performance of graduating teacher education students by equipping them with essential strategies to create effective learning environments. It was also added by Emmer and Stough (2020) that employing effective management techniques, such as the use of instructional materials and addressing behavioral challenges, is essential for maintaining an orderly classroom that promotes student engagement and learning. Further it was added by Jerónimo-Arango and Yániz (2019) that who effectively implement complex teaching strategies exhibit higher self-efficacy and reflective practices, which positively impact their classroom performance. It was added by Ca-as and Escandallo (2024) that feedback from teachers develop the competence of the students. Hence, enhance their teaching demonstration performance.

Experiences of Graduating Students of Teacher Education Program with regards to Communication Skills and Teaching demonstration Performance

Eight essential themes are created based on the in-depth interviews and focus group discussion of the participants on the first research question. It deals with the lived experiences of graduating students of teacher education program with regards to communication skills and teaching demonstration performance. The essential themes that emerged from the transcriptions of the participants' responses for research question number one consisted of overarching themes which are summarized in the said table.

Table 3. Lived experiences and coping mechanism of graduating students of teacher education program with regards to communication skills and teaching demonstration performance

Issues Probed	Core Ideas	Code / Categories	Essential Theme	Theoretical Support
Challenges in Developing Effective Communication Skills During a Teaching Demonstration Performance	- Struggling with English fluency, vocabulary, and nervousness	Language Proficiency and Communication Skills		
	- Struggling to improve vocabulary			
	- Facing challenges in language proficiency			
	- Developing my communication skills			
	- Developing confidence and student attention		Experiencing Challenges in Interpersonal Communication and Teaching Competencies	Social Learning Theory (Bandura, 1977)
	- Keeping students engaged	Student Engagement and Classroom Management		
	- Maintaining student			



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	concentration and engagement			
	- Struggling classroom management			
	- Managing classroom dynamics and ensuring student involvement			
	- Developing confidence and student attention			
	- Struggling with adaptability	Strategies for Adaptability		
	- Adjusting my strategies			
	- Shifting from one strategy to another			
	- Looking for another method that suits student needs and considers their diversity	Adapting Method for Student Needs		
	- Adapting to different learning styles			
	- Not meeting students' needs			
Adjusting Strategies in Teaching if Not Working	- Noticing some students cannot keep up	Teaching Strategy and Effectiveness	Adapting Strategies to Meet Diverse Student Needs Effectively	Universal Design for Learning (UDL) (Rose & Meyer, 2022)
	- Aligning strategies with student needs and objectives			
	- Adjusting my strategies when a skill does not work as expected			
	- Adapting to a new strategy			
	- Practicing interpersonal communication skills	Verbal Communication and Language Use		
	- Being vocal			



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**Identifying
Communication
Skills for
Effective
Teaching
Demonstrations**

- Mastering speaking skills
- Having clear verbal expression
- Maintaining clear and concise voice delivery
- Using English and adding some expression
- Using the English language when discussing
- Using code-switching sometimes, along with body language and different expressions
- Using code-switching
- Using code-switching and appreciating the efforts of the students
- Making the teaching and learning process engaging
- Providing constructive feedback
- Asking engaging questions
- Appreciating student efforts
- Knowing how to use or deliver my lesson
- Structuring ideas more clearly and presenting

Employing Code Switching

Enhancing Communication and Engagement Through Language Use and Interaction

Social Interactionist Theory (Vygotsky, 1978)

Facilitating Student Engagement and Feedback

Clear Lesson Delivery



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Communication Skill Awareness Improves Understanding of Teaching Material and Performance in Demonstrations

- complex topics
- Getting your message across
- Having clear communication
- Knowing how to use skills wisely
- Knowing your strengths and weaknesses
- Knowing what needs to work on and what you are good at
- Recognizing strengths and weaknesses
- Improving areas that need enhancement
- Adjusting tone and the stress on each syllable
- Enhancing ability to understand teaching materials and improve my performance
- Adjusting the things that need to be adjusted
- Finding myself struggling in a teaching demonstration by using basic English
- Finding a language that allows me to truly discuss or express my thoughts
- Speaking loud enough

Self-Awareness for Improvement

Enhancing Delivery Through Clarity, Self-Awareness, And Adjustments

Constructivist Learning Theory (Vygotsky, 1978)

Adjustments for Adaptation

Dealing with Communication Challenges



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	- Using code switching	Using Code Switching		
	- Using code-switching			
	- Switching languages as a strategy			
	- Staying calm and taking a deep breath	Emotional Control		
	- Being calm			
	- Needing to relax and calm yourself		Practicing Teaching Adaptability	Transformative Learning Theory (Mezirow, 1990)
Adjusting Communication Skills During Teaching Demonstrations	- Switching to another strategy that is easy	Employing Teaching Strategies		
	- Using different strategies that will fit the students' learning styles			
	- Employing different teaching styles			
	- Thinking of other ways or learning strategies			
	- Being well-prepared with my lesson planning	Confidence from Self-Preparation		
	- Trusting myself			
	- Standing in front with confidence despite being unprepared			
	- Being well-prepared with the topic and confident in my voice		Preparing Oneself to Maintain Confidence	Self-Efficacy Theory (Bandura, 1977)
Using Communication Techniques in Teaching	- Maintaining clear and confident communication and practicing it in front of others			



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-
- Speaking English slowly and clearly
 - Using simple words
 - Staying clear and confident in my communication
 - Maintaining clear and confident communication
 - Standing straight and avoiding looking weak or not confident
 - Maintaining good body posture and standing properly
 - Making eye contact with my students and avoiding being wrong
 - Making an outline and maintaining eye contact
 - Thinking that if they can speak like that, I can too
 - Getting motivations from the students
 - Being hopeful about skill improvement
 - Looking up to some teachers I admired
 - Remembering why I am here and what my priority is
 - Looking back at my goal

Simple and Clear Communication

Body Language and Posture

Sources of Motivation and Inspiration

Self-Motivation and Affirmation



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<p>Staying Motivated for Effective Communication in Teaching Demonstrations</p>	<ul style="list-style-type: none"> - Doing your responsibilities with all your heart, mind, and soul - Keep fighting because all the exhaustion will be worth it once you finish - Telling myself that I can do this and I can get through this - Using self-affirmation - Setting realistic goals and celebrating small wins - Applying effective communication skills - Improving my teaching demonstration performance - Practicing how I teach - Practicing until you make it - Practicing is also an important way to master your skills - Strengthening your communication skills 	<p>Practice Skill Improvement</p>	<p>Sustaining Motivation and Inspiration</p>	<p>Self-Determination Theory (Deci & Ryan, 1985)</p>
	<p>Develop Skills Through Practice</p>			
		<p>Strategies to Enhance Communication Skills for Better Teaching Demonstrations</p>	<ul style="list-style-type: none"> - Practicing communication skills - Being prepared and practice - Practicing regularly and seeking feedback 	<p>Enhancing Instructional Competence</p>



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- Practicing communication skills	
- Determining students' diverse needs	Open to Understanding Learners
- Knowing your learners	
- Being open to advice and suggestions	
- Building strong self-confidence	Confidence and Professionalism
- Being professional	
- Building confidence	

The finding of this study revealed that when pre-service teachers lack opportunities to observe skilled communicators or receive guided feedback, their development in communication skills is hindered. Their nervousness and low confidence reflect low self-efficacy, a key concept in the theory. To address this, teacher education programs should integrate modeling, peer teaching, and reflective practice to help future educators build communication competence through observation and supported experiences. Moreover, this is corroborated by the findings of Miletic and Djordjevic (2022), which revealed that teacher communication skills directly influence students' motivation, engagement, and overall learning outcomes. Their study revealed that, students' academic performance improves when teachers use different teaching strategies that match the needs of their learners Lamaro and Anena (2024).

Additionally, this result is supported by Escandallo (2024), it emphasized that when teachers adapt their methods based on students' unique needs, students are more likely to engage and perform better in their studies. The study identified specific teacher practices that contribute to effective instruction. It highlighted how a teacher's ability to create a structured and supportive environment directly influences student learning outcomes Emmer and Stough (2020). Furthermore, it emphasized how these practices enable teachers to focus more on instruction and less on discipline, leading to better student engagement and academic performance (Calkins & Wiens, 2022).

Table 4. Insights of Teacher Education Program with Regards to The Effectiveness of Communication Skills in Developing their Teaching Demonstration Performance

Issues Probed	Core Ideas	Code / Categories	Essential Theme	Theoretical Support
	- Delivering and communicating the lesson clearly to the students	Communicating Lessons Clearly		
	- Teaching with clarity			
	- Being clear with your message			
	- Using clear and simple words			



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Communication Skills in Teaching Demonstrations	<ul style="list-style-type: none"> - Having clear and concise verbal communication - Having clarity - Having clarity and confidence 	Student Listening and Feedback Provision	Experiencing Difficulty in Communication, Engagement, and Response	Communication Accommodation Theory (Giles, 1973)	
	<ul style="list-style-type: none"> - Listening to students' questions - Communicating with students through feedback 				
	<ul style="list-style-type: none"> - Communicating with my students by providing feedback - Active listening to students' responses to see if they are correct 				
	<ul style="list-style-type: none"> - Being engaged with my students - Using non-verbal cues - Modulating my voice 				Engagement and Body Language
	<ul style="list-style-type: none"> - Adjusting tone and explanations - Allowing students to ask questions and participate 				
	<ul style="list-style-type: none"> - Allowing interaction with students - Giving importance to it 				Student Participation and Interaction
	<ul style="list-style-type: none"> - Setting clear objectives and ensuring the correct flow of the lesson plan 				
	<ul style="list-style-type: none"> - Delivering my lesson clearly and in an organized way 				Clear and Organized Lesson Delivery with Well-Defined Objectives
	<ul style="list-style-type: none"> - Setting clear objectives - Articulating instructional goals 				
	Perceive Effective Communication				<ul style="list-style-type: none"> - Learning and understanding the lesson by the students
<ul style="list-style-type: none"> - Being able to clearly explain concepts, answer students questions 					
<ul style="list-style-type: none"> - Relating lessons to the students 					



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Understanding and Developing Communication Skills to Enhance Teaching Demonstration Effectiveness	<ul style="list-style-type: none"> - Being adaptive - Providing concise and timely feedback 	Communication and Teaching Strategies	Improving Teaching with Engagement, Clarity, and Practice	Deliberate Practice Theory (Ericcson,1993)
	<ul style="list-style-type: none"> - Actively listening to students 	Student Participation and Interaction		
	<ul style="list-style-type: none"> - Allowing students to ask questions and participate 	Student Participation and Interaction		
	<ul style="list-style-type: none"> - Allowing interaction with students 	Student Participation and Interaction		
	<ul style="list-style-type: none"> - Actively listening to students 	Student Participation and Interaction		
	<ul style="list-style-type: none"> - Learning and understanding the lesson by the students 	Student Learning and Understanding		
	<ul style="list-style-type: none"> - Being able to clearly explain concepts, answer students' questions 	Student Learning and Understanding		
	<ul style="list-style-type: none"> - Relating lessons to the students 	Student Learning and Understanding		
	<ul style="list-style-type: none"> - Setting clear objectives and ensuring the correct flow of the lesson plan 	Lesson Planning and Organization		
	<ul style="list-style-type: none"> - Setting clear objectives 	Lesson Planning and Organization		
	<ul style="list-style-type: none"> - Delivering my lesson clearly and in an organized way 	Lesson Planning and Organization		
	<ul style="list-style-type: none"> - Articulating instructional goals 	Lesson Planning and Organization		
<ul style="list-style-type: none"> - Being adaptive 	Adaptive and Responsive			
<ul style="list-style-type: none"> - Providing concise and timely feedback 	Adaptive and Responsive			
<ul style="list-style-type: none"> - Giving importance to it 	Adaptive and Responsive			
<ul style="list-style-type: none"> - Practicing mirror talk 	Practice and Skill Development			
<ul style="list-style-type: none"> - Practicing communication skills 	Practice and Skill Development			
<ul style="list-style-type: none"> - Practicing always 	Practice and Skill Development			
<ul style="list-style-type: none"> - Practicing in front of mirror 	Practice and Skill Development			
<ul style="list-style-type: none"> - Working on improving communication skills 	Practice and Skill Development			
<ul style="list-style-type: none"> - Conducting seminars before 	Seminars, Workshops, and Webinars			



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<p>Recommendations to CHED in Helping Teacher Education Students Develop Stronger Communication Skills</p>	<p>deploying student teachers</p> <ul style="list-style-type: none"> - Having more training, seminars, or symposiums - Holding webinars, seminars, or workshops - Implementing programs such as seminars and projects - Conducting seminars and workshops for graduating students to enhance communication skills - Providing training on the importance of teaching demonstration - Providing training, especially for teaching demonstrations - Providing more training and workshops on public speaking and classroom communication - Integrating comprehensive communication skills training - Creating programs where students can practice speaking - Integrating public speaking courses or workshops - Including more opportunities for communication skills training in teacher education programs 	<p>Targeted Communication Skills Training</p>	<p>Enhancing Communication Through Training and Practice</p>	<p>Cognitive Apprenticeship Theory (Collins et al., 1989)</p>
		<p>Communication Practice into Curriculum</p>		

The result of the study revealed that the graduating student of teachers' education program experienced challenges in getting students to respond, stay engaged, and understand instructions during class. Some students seemed uninterested, while others had difficulty following the lessons. These problems often came from differences in language use, communication styles, or cultural backgrounds between the student teachers and their learners. Moreover, by examining how teachers adapt their planning and instruction to meet new educational standards. The



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study identified how clear instructional goals, thoughtful lesson design, and reflective teaching practices contribute to better classroom engagement and more effective Roux (2022).

Moreover, this finding is supported by Kasim and De Joseph (2022), highlighting how teacher-student verbal communication impacts student learning, especially when there are communication barriers. The study identified several challenges that arise when students struggle to engage in class discussions or respond to teachers, such as unclear instructions or lack of teacher-student interaction.

Additionally, this result is supported by Yuan (2025), by exploring innovative teaching methods that aim to make higher education more interactive and student-centered. The study identified various techniques such as project-based learning, collaborative activities, and the integration of technology to improve how students engage with lessons. It highlighted how these methods help learners better understand content, adapt to different learning styles, and actively participate in the learning process.

Furthermore, strong communication skills enhance both teaching and learning. The study identified key elements such as active listening, clear expression, and adapting language to different audiences, all of which help improve understanding between teachers and students. It highlighted how effective communication leads to more engaging lessons, clearer instruction, and better student participation Cole (2024).

In conclusion, exploring how pedagogical communication influences the effectiveness of the educational process in schools. The study identified important aspects of teacher communication, such as clarity, emotional tone, and feedback, which directly impact student motivation and understanding. In line with that, schools and teacher preparation programs provide ongoing support and development opportunities to help educators enhance their communication competence and improve overall learning outcomes Brynko and Kravchenko (2023).

Table 5. Corroboration of the Findings from Quantitative and Qualitative

ASPECT OR FOCAL POINT	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	NATURE OF DATA INTEGRATION	AXIOLOGICAL IMPLICATIONS
Communication Skills of Graduating Students of Teacher Education Program	In table 2, under of the indicator of <i>competence</i> in item number 4- <i>expressing my feelings and thoughts clearly in front of a crowd</i> , with an overall mean of 3.89 and a descriptive equivalent of high.	In table 4, on the lived experiences and coping mechanism of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of <i>maintaining confidence</i> , with a code of <i>simple and clear communication</i> , specifically the core idea 4- <i>maintaining clear and confident communication</i> .	Merging-converging	<ul style="list-style-type: none"> The very high rating for competence towards graduating students of teacher education indicates that by expressing and maintaining their confidence, it creates a more effective and better learning environment.



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In table 2, under the indicator of *discouragement* in item number 2- *finding it hard to express my thoughts clearly in writing and speaking*, with an overall mean of 3.68 and a descriptive equivalent of high.

On the table 4, on the lived experiences and coping mechanism of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of *practicing communication challenges*, with a code of *navigating communication challenges*, especially in core idea 1- *finding myself struggling in a teaching demonstration by using basic English*.

Merging-converging

- The high rating for discouragement towards graduating students of teacher education program indicates that oftentimes manifested to express their thoughts towards others while using basic English in teaching demonstration.

In table 2, under the indicator of *body language* in item number 5- *using hand gesture to emphasize key points during demonstrations*, with an overall mean of 4.29 and a descriptive equivalent of very high.

On the table 4, on the lived experiences and coping mechanism of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of *enhancing communication and engagement through language use and interaction*, with a code of *employing code switching*, especially in core idea 1- *Using code-switching sometimes, along*

Merging-converging

- The very high rating for body language it indicates that by using gestures along with different expression it ensures to clearly express your thoughts to easily understand.



	<p>In table 2, under the indicator of <i>dignification</i> in item number 2-<i>being open to criticism while speaking and using it to improve my communication skills</i>, with an overall mean of 4.30 and a descriptive equivalent of very high.</p>	<p><i>with body language and different expressions.</i> <i>On the table 4, on the lived experiences and coping mechanism of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of enhancing delivery through clarity, self-awareness, and adjustments, with a code of clear lesson delivery, especially in core idea 2- Structuring ideas more clearly and presenting complex topics.</i></p>	<p>Merging-converging</p>	<ul style="list-style-type: none"> The very high rating of dignification it indicates that being open to criticism while speaking and structuring ideas more clearly improve our communication skills for us to simply convey ideas and present complex topics into more understanding aspect.
<p>Teaching Demonstration Performance of Graduating Students of Teacher Education Program</p>	<p>In the table 2.1, under the indicator of <i>classroom management</i> in item 5- <i>designing assessment / testing procedures that are aligned with the stated objectives</i>, with an overall mean of 4.31 and a descriptive equivalent of very high</p>	<p>In the table 4.1, on the insight of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of <i>improving engagement, clarity, understanding, and adaptability, with a code clear and organized lesson delivery with well-defined objectives</i>, especially in core idea 1- <i>setting</i></p>	<p>Merging-converging</p>	<ul style="list-style-type: none"> The very high rating of classroom management towards graduating students of teacher education program indicates that by designing assessment/ testing procedures that aligned with the stated objectives will lead you in a correct and organize manner of flow in your demonstration performance in the field of teaching.



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clear objectives and ensuring the correct flow of the lesson plan.

In the table 2.1, under the indicator of *teaching strategy* in item 2- *connecting the lesson to students' real-life experience*, with an overall mean of 4.40 and a descriptive equivalent of very high

In the table 4.1, on the insight of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of *improving engagement, clarity, understanding, and adaptability*, with a code *student understanding*, especially in core idea 3- *relating lessons to the students*.

Merging-converging

- The very high rating of teaching strategy towards graduating students of teacher education program indicates that by connecting and relating lessons to student's real-life experience, it will make the learning more meaningful and engaging.

In the table 2.1, under the indicator of *lesson planning and preparation* in item 1-*developing measurable cognitive, affective, and psychomotor learning objectives*, with an overall mean of 4.42 and a descriptive equivalent of very high

In the table 4.1, on the insight of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of *improving teaching with engagement, clarity, and practice*, with a code *lesson planning and organization*, especially in core idea 2- *setting clear objectives*.

Merging-converging

- The very high rating of lesson planning and preparation towards graduating students of teacher education program indicates that by developing measurable domains and setting clear objectives so that teacher will be guided throughout the lessons and evaluate the students understanding through assessment that



is align to the stated objectives.

In the table 2.1, under the indicator of *professional behavior* in item 3- *exhibiting mastery of the subject matter by confidently deliver information, and maintaining a respectful classroom environment during teaching demonstrations,* with an overall mean of 4.33 and a descriptive equivalent of very high

In the table 4.1, on the insight of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of *experiencing difficulty in communication, engagement, and response,* with a code *communicating lessons clearly,* especially in core idea 1- *delivering and communicating the lesson clearly to the students.*

Merging-converging

- The very high rating of professional behavior among graduating students of teacher education program indicates that exhibiting mastery of subject matter and communicating lesson clearly to students will lead the students to a better learning outcome and promote a respectful classroom environment during teaching demonstration.

In the table 2.1, under the indicator of *fluency and accuracy of communication* in item 5- *using clear and precise language when delivering a lesson,* with an overall mean of 4.22 and a descriptive equivalent of high

In the table 4.1, on the insight of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of *experiencing difficulty in communication, engagement, and response,* with a code *communicating lessons clearly,* with a code *communicating lessons clearly,* especially in core idea 5- *having clear and concise*

Merging-converging

- The high rating of fluency and accuracy of communication indicates that oftentimes manifested in enhancing clarity through language and engagement they used simple words, clear and precise language when delivering a lesson during teaching demonstration, since not all learners are the same ability or level of understanding, they know how to control their teaching style to cater the individual ability



<p>In the table 2.1, under the indicator of <i>voice modulation</i> in item 5- <i>controlling the tone and volume to create a positive and effective learning environment</i>, with an overall mean of 4.41 and a descriptive equivalent of very high</p>	<p><i>verbal communication.</i></p> <p>In the table 4.1, on the insight of teacher education program with regards to communication skills in developing their teaching demonstration performance, under the theme of <i>experiencing difficulty in communication, engagement, and response</i>, with a code <i>engagement and body language</i>, especially in core idea 4- <i>adjusting tone and explanations.</i></p>	<p>Merging-converging</p>	<p>of the learners to have a meaningful learning environment.</p> <ul style="list-style-type: none"> The very high rating of voice modulation among graduating students of teacher education program indicates that controlling and adjusting the tone and volume of your voice to keep the students engage through your discussion and have a positive impact to their learning.
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Based on the results of the joint display, ten axiological perspectives emerged, each highlighting essential aspects of communication skills and teaching demonstration performance among graduating students of teacher education program, these perspectives offer deeper insight. First, enhancing learning confidence through teacher communication and demonstration. This approach supported by Johnston et al., (2023) which finds that when teachers convey belief in students through encouragement, challenging tasks, and expressions of pride it significantly boosts students' self-efficacy, engagement, and academic performance. This aligns with Lin et al., (2024) demonstrates that structured simulation-based practice with real-time feedback supports the ability to express thoughts clearly in basic English during instructional settings, thereby boosting teaching demonstration performance and learner comprehension.

Moreover, enhancing teaching demonstration performance is crucial for effective classroom delivery, as it allows educators to express ideas more clearly and engage learners meaningfully. According to Urrohimah and Maharsi (2022) the use of various gestures such as iconics, deictics, beats, and affective expressions supports verbal explanations and facilitates better comprehension among students. These strategies reflect Revilla-Cuesta et al., (2024) teaching students to accept constructive criticism and structure their speaking points using self and peer-assessment significantly improved their clarity in presenting content, leading to better alignment with professional teaching standards.

Furthermore, alignment of assessment with learning objectives for structured teaching flow. According to Zhao et al., (2023) emphasizes that when objectives, teaching activities, and assessments share common cognitive expectations such as analysis or synthesis teachers can deliver content systematically, gauge progression accurately, and offer timely feedback. This aligns with Dang and Pham (2024) analyzed that tight alignment between stated course outcomes and assessment tasks ensured consistency in instructional flow and provided



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reliable indicators of student progress. Likewise, Zhao et al., (2023) stated that, aligning teaching, learning, and assessment under curriculum standards improves coherence, enhances classroom communication, and strengthens teaching performance.

Lastly, Zulkifli et al., (2022) emphasize that when teachers present subject matter with clarity and structure, it promotes student engagement, reduces confusion, and helps learners better grasp complex concepts. These strategies reflect Hafeez and Saira (2021) who reported that demonstration-based teaching significantly enhances students' academic achievement and interest compared to other instructional methods such as lecture and inquiry. In line with that, Suen and Hung (2025) which emphasizes that vocal enthusiasm and emotional tone significantly influence learners' affective engagement and connection with course content.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn: First, the level of communication skills among graduating students of the teacher education program is high in terms of competence, discouragement, body language, and dignification. Likewise, the level of teaching demonstration performance is very high in classroom management, teaching strategy, lesson planning and preparation, and professional behavior. Although the indicator "fluency and accuracy of communication" is rated only as high, the overall result for teaching demonstration performance remains very high. This indicates that the graduating students consistently demonstrate strong communication skills and teaching competencies.

Second, the findings revealed a significant relationship between communication skills and teaching demonstration performance among graduating students, as supported by statistical analysis using Mean, R-value, and P-value. This confirms that effective communication skills are positively associated with stronger performance in teaching demonstrations.

Third, thematic analysis of qualitative data from in-depth interviews (IDI) and focus group discussions (FGD) revealed valuable insights into the lived experiences and coping mechanisms of the participants. Graduating students described how they develop their communication abilities through real teaching practice, adaptability, and self-confidence highlighting the role of communication in shaping effective instruction. Emergent themes included: Developing Communication and Adaptability in Teaching and Demonstrating Confidence and Competence in Teaching.

Fourth, the participants also shared insights on how communication skills contributed to their teaching performance, reinforcing the importance of fluency, engagement, and classroom presence. These findings emphasize that communication is not only a technical skill but also a personal and professional competency developed through reflective practice and experience.

Lastly, the integration of quantitative and qualitative results confirmed that communication skills significantly influence teaching demonstration performance across multiple dimensions. This convergence suggests that teacher education programs should enhance communication training through classroom simulations, peer modeling, and structured feedback. However, the study is limited by its sample size and contextual focus on a single institution Kapalong College of Agriculture, Sciences, and Technology (KCAST) which may affect the generalizability of the findings. Future research is recommended to explore similar variables across different institutions, use larger and more diverse samples, and investigate how communication skills evolve across the teacher training process. Overall, this study highlights the essential role of communication skills in preparing effective and confident future educators.



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