

Exploring the Role of Communication Skills on the Academic Productivity of Civil Engineering Students at an Educational Institution in the Philippines: A Qualitative Approach

¹Marcelino, Pauly L.; ²Aransazo, Dennize Mia; ³Gole Cruz, Laurence Vhielle C.

⁴Ablen, Bianca Ayeesha F.; ⁵Godin, Nicole Anne M.

Bulacan State University

Abstract:- This paper is a qualitative study that explores the role of Communication Skills on the Academic Productivity of Civil Engineering students at an educational institution in the Philippines. The purpose of this study is to determine whether Communication Skills have an impact on the Academic Productivity of the students. A structured interview questionnaire through Google forms was formulated to gather the data needed. A total of eight informants were involved in this study. The results have shown that Communication Skills play a crucial role to the overall Academic Productivity of the students. In line with this, it can be concluded that Communication Skills affect not only Academic Productivity but also the relationship between the students and their peers inside and outside the educational institution. Communication Skills contribute positively to the willingness of the students to communicate effectively.

The results show that the most commonly used form of communication among Civil Engineering students was casual conversation. The challenges they encountered were also explored, as were their ways to overcome them. The study further explored how communication works between these students when doing academic tasks, such as collaborative work, and how they deal with group conflicts, specifically the setting of each other's schedules.

Overall, this study provides information on how Civil Engineering students at an educational institution in the Philippines communicate with one another in spite of potential conflicts that can be encountered during their communication and how it influences their Academic Productivity.

Keywords:- Academic Productivity, Civil Engineering, and Communication Skills.

I. INTRODUCTION

Students' Communication Skills are discussed as a critical component of their academic performance and, at the same time, they play a critical role in their success in school (Jasim & Khalifa, 2019). Being comfortable with communicating is a huge advantage in learning, according to Cho et al. (2007), as cited in Palos & Petrovici (2014), students who are more willing to communicate speak up more in class, participate in projects that require communication more frequently, and feel much more at ease taking the lead and building relationships with others. Conversely, students who are less willing to communicate are typically reluctant or less likely to interact with others.

The teacher's participation in communication is also crucial in a student's academic performance; a student may succeed or fail based on their communication relationship with their instructor. According to Hidayat (2014), as cited in Sukardi (2017), students are reluctant to communicate their challenges and instead leave it unsolved, this is because the learning strategies of the teacher do not encourage the students to think and be included in the learning process. The goal of education is the same for both teachers and students, and to accomplish this goal, one is dependent upon the other. In the classroom, students who have more efficient communication with their teacher learn more and perform better (Palos & Petrovici, 2014).

Civil Engineering students must be practiced in communicating effectively as this skill is a valuable component in achieving their tasks. According to Saleh et al. (2019), it is necessary to align the curriculum development for Civil Engineering with industry demands by assessing the degree to which engineering graduates believe they are prepared for the workforce in terms of Communication Skills. Having good Communication Skills is essential for an engineering job because it is vital for teamwork and ultimately determines a project's success on the building site (Masduki & Zakaria, 2020).

In attaining Academic Productivity, the students' ability to communicate effectively is one of its most important factors. However, it is argued that Communication Skills are often overshadowed by the significance placed on technical skills specifically in fields such as Civil Engineering which has caused some heated discussions among the researchers of the topic.

According to Shinde & Chikhalikar (2016), effective communication plays a cardinal role in enhancing students' Academic Productivity. In their study, they have found out that developing countries tend to ignore Communication Skills from the curriculums of professional courses such as engineering, science and medicine, placing emphasis only on content rather than how it is delivered. Hence, students with good technical knowledge encounter difficulties when interviewed or during group discussions due to their inadequate interpersonal skills. As indicated in the study by Mahmud (2014), effective Communication Skills can create good relationships with other people. Language and speech difficulties not only hinder learning but also impact social skills, including building friendships and self-confidence. A high level of self-confidence resulting from effective Communication Skills can motivate students to exert greater effort and excel academically. Palos & Petrovici (2014) also stated that students with higher willingness to communicate are much more likely to take initiative which is why they receive positive feedback from their instructors and negative ones to those who lack willingness.

In contrast to the previous studies, a student's Communication Skills do not always guarantee Academic Productivity. Some studies suggest that Communication Skills can negatively affect students' Academic Productivity by creating distractions and hindering concentration through the use of communication technologies. According to Thompson (2017), frequent texting leads to a habit of continuous partial attention which is one of the reasons why students face difficulties in concentration and memorization. Furthermore, based on the study of Shah et al. (2020), it was found that students' Communication Skills had no significant impact on their academic achievement.

The main objective of this study is to explore the contribution of Communication Skills to the Academic Productivity of Civil Engineering students at an educational institution in the Philippines. This study also aims to discover how Civil Engineering students communicate with one another and the challenges they encounter. Finally, through a deeper exploration of the experiences and perceptions of Civil Engineering students, the goal of this paper is to provide information on communication to help students achieve academic success and improve their Communication Skills.

This research aims to contribute to the further understanding of the role of Communication Skills on the Academic Productivity of Civil Engineering students with regard to how communication is used in their degree program. The findings of this study may identify the issues to be addressed regarding the relationship between the Communication Skills and Academic Productivity of Civil Engineering students. Furthermore, the results may provide the Commission on Higher Education an informational basis on how students will be able to develop their Communication Skills, which can heighten their overall Academic Productivity.

➤ *Statement of the Problem*

The study aims to examine the role of Communication Skills on the Academic Productivity of Civil Engineering students at an educational institution in the Philippines. Specifically, this study seeks to answer the following questions:

- What are the common forms of communication strategies currently in use among Civil Engineering students?
- What are the communication challenges that Civil Engineering students encounter in their academic pursuits?
- How can the Communication Skills of Civil Engineering students contribute to their Academic Productivity?

➤ *Conceptual Framework*

Table 1 Conceptual Framework

Input	Process	Output
Profile of the informants: Civil Engineering Students at an educational institution in the Philippines A.Y 2023 - 2024 Communication Skills of Civil Engineering Students Common Communication Challenges Encountered by the Civil Engineering Students	Data Gathering Analysis and Interpretation of Data Results of the Study	Improvement on Communication Skills Overcome Communication Struggles Academic Achievement of Civil Engineering Students Importance of Good Communication Skills in the Civil Engineering Program

The conceptual framework intends to provide a deeper understanding of the methodology used in this study. We used this to interpret our ideas and insights about the study which will lead to our desired outcome. In addition, the conceptual framework is used to develop theories that are related to the study. The input focuses on the

communication strategies and the usual struggles Civil Engineering students face within communicating with other people involved in the program. In the research process, this includes the formulation of the questionnaire that is disseminated to the informants to gather the data, we will then analyze the resulting data that will help us draw

conclusions of the study. In the output are the expected outcomes of the study, this is about how the communication abilities of the Civil Engineering students affects their academic performance and the actions they could take in order to improve this skill.

➤ *Theoretical Framework*

This study draws its idea on the Communities of Practice Theory by Wenger-Trayner & Wenger-Trayner (2015). According to the theory, communities of practice occur when people with shared interests and domains of human endeavor interact with one another, which fosters a collaborative learning environment. For instance, a group of engineers working on similar problems. To further specify the uniqueness of this theory, these three characteristics are crucial: the domain, which is an identity defined by a shared domain of interest to achieve collective learning both educationally and from each other; the community, which involves the pursuit of their interests and engagement in joint activities that are perceived as meaningful interaction that later forms a community and interpersonal relationships; however, the members are not necessary to work together on a daily basis; and the practice, wherein it takes time and interaction to develop members' experiences, stories, and tools to form shared practices with each other. This theory is relevant to the aims of this study as it emphasizes the importance of Communication Skills in the particular identity of groups of people, specifically the informants of the study, who are Civil Engineering students who share common passion that later form a community and achieve shared practices that are educationally worthwhile learning outcomes.

Walberg's Educational Productivity Theory (1981) complements the theory above by emphasizing the importance of Communication Skills on the Academic Productivity of students. This theory deals with the different factors that determine educational productivity, including time on task, instructional quality, and learner motivation. Communication Skills are necessary for each of these factors: instructional quality can be enhanced through having clear communication and transmission of information from instructors to students; effective communication helps build engagement and motivation among students, leading to an increase in time on task; and Communication Skills enable students to seek clarification which can further develop their learning outcomes. This theory is applicable to this study given its implications on the contribution of Communication Skills to students' Academic Productivity.

We, the researchers, came up with using these two theories as the basis of this study with the reason of wanting to explore how communication operates within the communities of practice formed by Civil Engineering students and assessing their impact on Academic Productivity. We believe that the significance of communication is its natural features of collaboration and engagement that drives the motivation of students to perform well.

II. METHODOLOGY

This section presents the necessary data gathering procedures involved in the study. This includes the discussion of the research design, informants of the study, research instrument, data gathering procedure, data analysis, and ethical considerations.

To attain the research aims and objectives of this study, a qualitative research method was utilized. According to Jeffers (2022), qualitative research is an inquiry process for understanding a social phenomenon within its natural setting. Additionally, this method enables informants to describe how, why, or what they were feeling, thinking, and going through during a significant event of interest (Tenny et al., 2022). As stated in Albalawi & Nadeem (2020), the application of qualitative approaches places a strong emphasis on learning more about administering, interpreting language, and evaluating the quality of communication. This type of research method was chosen because it focuses on the essence of a phenomenon from the perspectives of people who have experienced it. Accordingly, we used a qualitative research method to further explore the students' experiences and perceptions about the role of Communication Skills on their Academic Productivity.

The informants of this study are the Civil Engineering students at an educational institution in the Philippines, as we aim to explore their experiences in communicating with their fellow Civil Engineering students throughout the past semesters up until the present. We collectively agreed to draw responses from a random sample of students. However, there were only a total of 8 responses to the online interview. We have decided to include all the responses of informants, and they were expected to represent the perception of Civil Engineering students who are currently studying at the said educational institution.

In order to gather the data we needed for this study, the research instrument that we utilized was the structured interview method. Structured interviews, also referred to as standardized interviews, are the most common form of interview, consisting of a prepared series of questions that are comparable in both wording and arrangement that we would ask to each respondent in a similar manner (Nor Rashidi et al., 2014). We chose this research instrument due to its advantages, a structured interview reduces the context effects and the biases since we asked the same questions to each informant in the same order, therefore increasing the credibility of the data results. (George & Merkus, 2023) In the context of this study, the structured interview was given through a Google Form link, the questions we asked were open-ended and the informants had the freedom to express their answers in a sentence form, this is because we wanted to get the full insights of the informants about the topic being studied.

For the data gathering procedure, these are the following steps that we performed: First, we sought the approval of the interview questionnaire and its dissemination. Upon the approval of the questions and

consent to conduct the study, we proceeded in disseminating the interview questionnaire to the first year Civil Engineering students with the help of each section's mayors. The questionnaire was sent as a link that will direct them to Google Forms, and they were communicated via Messenger. We also sought the assistance of the higher year Civil Engineerings students for the dissemination of the link to their respective group chats. After the data collection, we analyzed the results by using thematic analysis.

According to Caulfield (2019), thematic analysis is an approach to analyzing qualitative data that is commonly used in a set of texts, such as an interview or transcripts. In addition, this approach organizes data that can be illustrated with the use of evidence or examples that will represent the data across themes that are relevant to what the author is demonstrating (Dawadi, 2020). In using thematic analysis, we examined and categorized the acquired data that comes up repeatedly and merged it into major themes that center around our research questions.

We conducted the data gathering procedure under the compliance of Republic Act 10173 or the Data Privacy Act of 2012. The Data Privacy Act of 2012 protects the Human Right of Privacy. This ensures that any personal information given by the informants remains anonymous and confidential. Before beginning the data collection, the informants were informed about the purpose of the study. We presented them with an informed consent form that details the purpose, procedure, risks and benefits, and confidentiality for the data gathered. We have also made it certain that participation was voluntary. Should they wish to withdraw from the study, they had the absolute right to do so.

III. RESULTS

The following section presents the results obtained from the data gathering phase of the study. Analysis of the responses gathered from the conducted online interviews identified 12 major themes. These were:

➤ *Casual Conversation*

Upon asking the informants about the way they usually communicate with their fellow Civil Engineering students with regards to their school projects and assignments, most of them stated that they prefer having casual conversation.

"We usually communicate casually through electronic devices and sometimes we do chitchats." - Informant 2

"Casual yet respectful." - Informant 6

➤ *Proper Time Management & Communication through Digital Platforms*

With regard to how they effectively communicate with their group members who differ in schedules and responsibilities, the recurring pattern of their answers was about ensuring their time management and conducting their conversations with the use of different digital platforms.

"Of course, we are having a group chat then we are having a meeting so that we can set a date when and where we can all agree to do the task - Informant 2

"To make sure everyone can communicate effectively in group projects, we first decide on a time when most of us can meet, maybe in the evenings or weekends. We also use messaging apps like Messenger to share updates and ask questions when we can't meet face-to-face. Lastly, we make a list of tasks using apps like Google Docs so everyone knows what they need to do." - Informant 3

"To ensure effective communication and coordination despite different schedules, we set clear goals and deadlines, use digital tools like shared calendars, and communicate regularly through messaging apps or email. We're flexible with meeting times and work asynchronously when needed, staying supportive of each other's responsibilities." - Informant 5

➤ *Misunderstanding & Lack of Confidence in Sharing and Clarification & Encouragement*

The informants mentioned the following obstacles that they have encountered: misunderstandings and lack of confidence in sharing, and how they overcame these through clarification and encouragement.

"The biggest communication obstacle we faced was when some group members didn't share their progress regularly, causing confusion and delays." - Informant 3

"For me, the biggest communication obstacle is when the one who I talk to didn't pay attention on what I said which usually lead to misunderstanding." - Informant 4

"The biggest communication obstacle we've encountered is misunderstandings due to unclear instructions or expectations. To address this, we've started emphasizing the importance of clarifying any doubts or uncertainties right from the start. We make sure to ask questions if something isn't clear and encourage open communication within the group. Additionally, we've started using visual aids like diagrams or examples to supplement verbal instructions, which has helped to reduce misunderstandings significantly." - Informant 5

➤ *Better Academic Performance & Confidence in Speaking*

All the informants agreed that they experience better academic performance with the help of their Communication Skills, and most of them stated that not only do they observe better academic results but also confidence in communicating, specifically raising their questions and expressing their ideas.

"Yes, having good Communication Skills helps me do better in school because I can ask questions when I don't understand something and share ideas with my classmates. When I communicate well, I am able to work better in group projects and understand what is required of me on assignments." - Informant 3

“Yes, I definitely believe that strong Communication Skills contribute to better academic performance. Clear communication is essential for understanding course materials, collaborating effectively with classmates on projects and assignments, and expressing ideas clearly in exams or presentations. When I can communicate my thoughts and ideas effectively, it helps me engage more deeply with the material and facilitates productive interactions with peers and instructors. Additionally, good Communication Skills can also improve my ability to ask questions, seek help when needed, and participate actively in class discussions, all of which are important aspects of academic success.” - Informant 5

“I believe that Communication Skills help you perform better academically because many academic tasks involve collaboration, whether it's working on group projects or participating in class discussions. Strong Communication Skills enable us to collaborate effectively with others and share our ideas to the class.” - Informant 7

➤ *Building of Networks & Preparation for Future Career*

In response to the question about their insights on the importance of having good Communication Skills in their program, the majority of the informants pointed out that it is necessary in order to build good relationships as well as prepare them for their future career path.

“It is important to have a good comm skills for us to develop a good networking, hence we can build a good rapport and connection to my other co-engineers. And also, when speaking into clients, I can have the ability to persuade them in a nice way by having good comm skills.” - Informant 2

“Good communication allows us to better understand project needs, coordinate responsibilities, and share ideas with colleagues. It keeps everyone on the same page, eliminates mistakes, and helps to project success.” - Informant 3

“In my program, good Communication Skills are fundamental for effective collaboration, problem-solving, client interactions, presentations, and ensuring safety and compliance. Whether working in teams on projects, discussing complex engineering problems, interacting with clients and stakeholders, delivering presentations and reports, or adhering to safety protocols and regulations, clear communication plays a pivotal role. It not only enhances academic performance but also lays a strong foundation for success in future engineering careers, enabling students to navigate diverse professional scenarios with confidence and proficiency.” - Informant 5

➤ *Actively Listening & Being Collaborative*

Many of the informants emphasized the importance of active listening and being collaborative in terms of improving their Communication Skills by interacting with their fellow Civil Engineering students as well as with their course instructors.

“Listening very well. People tend to say it is easy to listen but one thing that I can advise to the other engineering students is to listen attentively to avoid miscommunications and misunderstandings that can cause conflicts.” - Informant 3

“One way to improve Communication Skills in interactions with instructors and fellow Civil Engineering students is by actively engaging in class discussions and asking questions. By participating in discussions, sharing ideas, and seeking clarification when needed, students can enhance their ability to articulate thoughts and concepts effectively. Additionally, actively listening to instructors and classmates during lectures, group meetings, or study sessions helps in understanding different perspectives and promotes effective communication. Another way to improve Communication Skills is by seeking feedback from instructors and peers on presentations, assignments, or project proposals. Constructive feedback allows students to identify areas for improvement and refine their communication techniques. Moreover, collaborating on group projects provides opportunities to practice teamwork, negotiation, and conflict resolution skills, contributing to overall communication proficiency. Finally, students can also benefit from attending communication workshops or seminars offered by the educational institution, which provide practical tips and strategies for enhancing verbal and written Communication Skills specific to the field of Civil Engineering.” - Informant 5

“When interacting with instructors and fellow Civil Engineering students, make sure to actively listen and focus on what the speaker is saying. Collaborate with your fellow students on group projects or study sessions and participate in extracurricular activities, clubs, or organizations where you can practice Communication Skills in a supportive environment.” - Informant 7

IV. DISCUSSION

This section provides a deeper analysis and interpretation of the results in the context of existing literature, as well as the discussion of the implications of the findings. Through conducting structured interviews and thematic analysis, the outcomes of this study have revealed several themes and provided valuable insights into the role of Communication Skills on the Academic Productivity of Civil Engineering students at an educational institution in the Philippines.

The themes of casual conversation, proper time management, and communication through digital platforms, sought to answer the first research question regarding the communication strategies that students most commonly use. According to Thornbury & Slade (2006) as cited in Willliyan (2020), casual conversation is one of the most common activities that people engage in. Despite the fact that people engaged in casual conversations do not have a practical purpose, they can often be perceived to be working collaboratively in order to accomplish a common goal. While casual conversations may seem pointless and

insignificant, studies have shown that speakers use a variety of strategies in delivering their communicative objectives (Andreau et. al, 2010). This finding implies that casual conversation, despite its informal nature, serves as a means for Civil Engineering students to exchange ideas, clarify concepts, and seek assistance from their peers, all of which are essential for nurturing understanding and productivity in academic tasks.

Furthermore, proper time management was found to be a communication strategy that students use to optimize productivity in group tasks. Time management as well as effective communication are crucial in any group activities to ensure coordination, setting of deadlines, and completion of tasks at hand. As stated by Nasrullah & Khan (2015), time management is essential for enhancing students' academic attainment and performance. It is a skill that every student should have, and this includes setting goals and priorities. In the field of Civil Engineering wherein projects often follow strict deadlines, this finding highlights the importance of communicating clearly and proactively with group members despite having different schedules to ensure timely completion, effective allocation of time and resources, and minimize delays,

Consequently, the use of digital communication platforms enable students to further communicate, share information, and connect with each other. The term "digital natives" were used to describe today's students, having grown up in an environment where digital technologies dominate every aspect of their lives (Youssef et. al, 2022). This finding contributes to the growing reliance on technology in pursuit of collaboration and communication among students. In the same study conducted by Youssef et. al (2022), there is an indication that improved students' Academic Productivity heavily depends on the intensity of their use of digital technologies. The students' extensive use of digital platforms for their learning objectives such as searching academic references or participating in discussions and conversations, encourages students to be deeply involved in their studies which results in an increased Academic Productivity.

On the other hand, the themes of misunderstanding, lack of confidence in sharing and clarification, and encouragement answered the second research question regarding the communication challenges that most Civil Engineering students encounter in their academics. According to Lewis (1952), as cited in Diloyan (2017), the miscommunication caused by the teachers results in unproductive student learning outcomes as the students find it difficult to handle miscommunication in an effective way. As a result, students may feel disconnected from their peers during group discussions of their lecture. For instance, Zuoud (2018) explained that having poor communication during lectures can affect the students' academic performance, as Communication Skills help the students gain trust and confidence all throughout their academic lives.

Other than miscommunication, lack of confidence in sharing and clarification is mentioned as one of the communication challenges that Civil Engineering students encounter academically as well. Lack of confidence in sharing and clarification can be identified as a result of the misunderstanding during lesson discussions. This problem does not only affect the student individually but also their performance in collaborative activities. According to Haq & Anwar (2016), the most common factor that prevents students from sharing knowledge with their peers is a lack of trust. In addition, the willingness of the students to share knowledge will depend on how close they are to each other. This finding can lead to a bigger problem that can affect the students significantly, as it can hinder them from communicating and expressing their thoughts and ideas to other students in the class.

Moreover, encouragement can help the students improve their enthusiasm for learning individually and collaboratively. As stated by Keller (2021), students can recall what they have studied in the lecture with the help of encouraging words. Despite the experience of poor communication and a lack of confidence in themselves, offering words of encouragement can motivate students to work efficiently on their projects and activities with their classmates. This can inspire the students to strive harder in order to achieve their goal of being successful. This does not only help students to motivate themselves in their academic performance but also in how they perceive themselves in the real world and how they can bring the best out of themselves.

Better academic performance, confidence in speaking, the building of networks, and preparation for future careers are the themes generated that answered our third research question on the contribution of Communication Skills to the academic success of the students. Communication Skills are crucial to achieving academic success. As mentioned by Lancehgs (2023), students who perform excellently in class, accompanied by the ability to express their ideas, ask questions, and seek help when necessary, have strong Communication Skills. This leads students to present their learnings in class and apply what they have learned to their tasks and assignments, which can show their Communication Skills in all forms of communication. Devito (2011), as cited in Anggeraini & Farozin (2019), noted that self-confidence influences an individual's interpersonal skills. Lancehgs (2023) also stated that when students have good Communication Skills, self-confidence emerges, which helps them express their ideas, thoughts, and opinions confidently in class. Students with confidence easily participate in class and actively engage in academic discourse. This result suggests that Communication Skills are relevant in academic institutions as they shape students into being confident and excel in their academic performance as a result of their Communication Skills.

As per Abid et al. (2022), interpersonal relationships contribute to the academic performance of students. The same study stated that being a good speaker helps students build positive relationships with others, which in turn

encourages academic success and helps them develop into excellent speakers. As their field requires an individual to become used to being around many people, possessing excellent Communication Skills even during their education is vital and beneficial. The result revealed that the students' Communication Skills allow them to become more academically engaged and interact with others to create a strong connection with them. As mentioned, being a future Civil Engineer falls under the requirement of being used to a large crowd. Hence, practicing their Communication Skills will sharpen their abilities and put them to good use in their future workplace.

In line with this, mutual understanding and effective collaboration drive the students to achieve academic success. According to Vani & Naik (2023), active listening is a significant aspect of Communication Skills and is a factor in academic success; students succeed in acquiring good Communication Skills once they become good listeners. Vani & Naik (2023) added that being an active listener allows students to analyze and understand the information conveyed. Furthermore, Collaborative Learning (COL), as defined by Albuhassan & Hamid (2021), as cited in Norman, Ph.D. (2022), involves pairs and group-based activities that involve students interacting with one another to fulfill their educational goals successfully. Working in groups practices the students' Communication Skills and broadens their knowledge of a topic; this helps them improve their academic performance. This implies that academic success is achieved by actively listening to what the speaker is saying, analyzing it to understand its context, and working effectively with other people through communication and later arriving at positive learning outcomes.

V. CONCLUSION

This section provides the summary of the study, as well as the recommendations of the researchers to the Civil Engineering students at an educational institution in the Philippines.

➤ *Based on the Findings of the Study, the Following Conclusions were Drawn:*

- It was found that Civil Engineering students at an educational institution in the Philippines prefer to conduct their conversations in a casual manner, whether it be for school-related activities and projects or for interaction purposes.
- The proper time management is one of the communication strategies that Civil Engineering students at an educational institution in the Philippines utilizes, it is necessary for them to agree on a certain schedule to accomplish their academic tasks, additionally, the students of the educational institution take advantage of the digital communication platforms for a more efficient communication process.
- The communication challenges that Civil Engineering students at an educational institution in the Philippines face are miscommunication and lack of confidence.

These two barriers in communication can drastically affect not only the communication process but also the academic performance of the students, especially when working in groups.

- For the Civil Engineering students at an educational institution in the Philippines, having confidence and good Communication Skills result in a better academic performance, from asking questions, active class participation, and leading for group activities, all of these contribute to the academic achievement of the students.
- Communicating to build networks is essential for the Civil Engineering students at an educational institution in the Philippines, having good relationships with others is an important factor for enhancing the academic excellence of the students, and this also prepares them for their future careers in the field.
- In terms of communicating, it is not just all about speaking, it also requires active listening and collaboration. Civil Engineering students at an educational institution in the Philippines emphasize the importance of this aspect especially when working for group projects in order to attain academic success.

➤ *As we arrived at the Stated Conclusions, the Following Recommendations were Made:*

- We recommend that Civil Engineering students at an educational institution in the Philippines join social groups and organizations to enhance their Communication Skills.
- It is recommended that Civil Engineering students at an educational institution in the Philippines try different communication strategies that will help them improve their Communication Skills.
- Finally, we recommend that the Civil Engineering students at an educational institution in the Philippines utilize their Communication Skills to improve their Academic Productivity.

LIMITATIONS

Despite our great efforts in ensuring rigor and validity, several limitations have been identified. Firstly, the limited number of informants, consisting of only eight (8) informants, may not be the best representation of the diverse population of Civil Engineering students currently studying at an educational institution in the Philippines. Secondly, using structured interviews via Google Forms as our approach to data collection lacked follow-up questions which could have provided deeper insights into the informants' responses. Additionally, due to the nature of the responses being in essay format, there have been concerns regarding the possibility of an AI-generated content and untruthful responses, thus questioning the reliability of the data. Along with this, the qualitative nature of our study has made it difficult to analyze the level of Academic Productivity among the students as there were no statistics gathered and shown. Finally, time constraints imposed a major limitation throughout the entire duration of this study

which might have potentially impacted the depth of discussions.

These limitations were identified with the intention of providing transparency. By acknowledging these limitations, future researchers of this topic may utilize a similar approach with caution to further enhance their methodologies and interpretations. Nevertheless, this study contributes valuable information about the importance of Communication Skills in enhancing the Academic Productivity of Civil Engineering students.

REFERENCES

- [1]. Abid, N., Samuel, A., Ali, R., Shoaib, A., & Warraich, W. Y. (2022). Students' interpersonal skills and its association with their academic achievement in secondary school of Pakistan. *International Journal of Evaluation and Research in Education (IJERE)*, 11(1), 143. <https://doi.org/10.11591/ijere.v11i1.21798>
- [2]. Albalawi, H., & Nadeem, M. (2020). Exploring the Impact of Ineffective Formal Communication between Teachers and Students: A Case Study of Mustaqbal University and Jubail University College, Kingdom of Saudi Arabia. *English Language Teaching*, 13(3), 68. <https://doi.org/10.5539/elt.v13n3p68>
- [3]. Andreau, L., Elena, Morales, M., & Moyano, S. (2010). Topic change in casual conversation: an exploratory study V Coloquio Argentino de la IADA. https://www.memoria.fahce.unlp.edu.ar/trab_eventos/ev.11098/ev.11098.pdf
- [4]. Anggeraini, D., & Farozin, Muh. (2019). Interpersonal Communication Skills and Self Confidence of Secondary School Students: Findings and Interventions. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v3i17.4633>
- [5]. Caulfield, J. (2019, September 6). How to Do Thematic Analysis | Step-by-Step Guide & Examples. Scribbr. <https://www.scribbr.com/methodology/thematic-analysis/#:~:text=Revised%20on%20June%2022%2C%202023>
- [6]. Dawadi, S. (2020). Thematic Analysis Approach: A Step by Step Guide for ELT Research Practitioners. *Journal of NELTA*, 25(1-2), 62–71. <https://doi.org/10.3126/nelta.v25i1-2.49731>
- [7]. Diloyan, A. (2017). The Importance of Communication in the Classroom: The Impact of Effective Communication Skills on Student Enthusiasm. https://baec.aaa.am/files/2017/09/Angela_Diloyan_The-Importance-of-Communication-in-the-Classroom_Capstone.pdf
- [8]. George, T., & Merkus, J. (2023, June 22). *Structured Interview | Definition, Guide & Examples*. Scribbr. <https://www.scribbr.com/methodology/structured-interview/#:~:text=a%20structured%20interview%3F-,A%20structured%20interview%20is%20a%20data%20collection%20method%20that%20relies,clear%20understanding%20of%20your%20topic>
- [9]. Haq, M. A. U., & Anwar, S. (2016). A systematic review of knowledge management and knowledge sharing: Trends, issues, and challenges. *Cogent Business & Management*, 3(1), 1127744. <http://dx.doi.org/10.1080/23311975.2015.1127744>
- [10]. Jasim, B. J., & Khalifa, M. F. (2019). Evaluation of students' Communication Skills and academic performance in the University of Baghdad. *Iraqi National Journal of Nursing Specialties*, 32(2), 1–10. <https://doi.org/10.58897/injns.v32i2.330>
- [11]. Jeffers, R. (2022, March 8). Subject and Course Guides: Quantitative and Qualitative Research: What is Qualitative Research? Libguides.uta.edu. https://libguides.uta.edu/quantitative_and_qualitative_research/qual#:~:text=Qualitative%20research%20is%20a%20process
- [12]. Keller, T., & Szakál, P. (2021). Not just words! Effects of a light-touch randomized encouragement intervention on students' exam grades, self-efficacy, motivation, and test anxiety. *PLOS ONE*, 16(9), e0256960. <https://doi.org/10.1371/journal.pone.0256960>
- [13]. Lancehgs. (2023). Importance Of Communication Skills For Students | Lancers Army School. <https://lancersarmyschools.com/importance-of-communication-skills-for-students/#:~:text=Academic%20success%3A%20Effective%20communication%20is>
- [14]. Nor Rashidi M. , Ara Begum R., Mokhtar M., & Pereira J. J. . (2014). The Conduct of Structured Interviews as Research Implementation Method. *Penerbit Akademia Baru*. https://www.akademiabaru.com/doc/ARDV1_N1_P2_8_34.pdf
- [15]. Mahmud, M. (2014). Communication Aptitude and Academic Success. *Procedia - Social and Behavioral Sciences*. 134. 125–133. 10.1016/j.sbspro.2014.04.230.
- [16]. Masduki, M., & Zakaria, N. (2020). Fulfilling the demand for workplace Communication Skills in the Civil Engineering industry. *Pertanika Journal of Social Sciences & Humanities*, 28(4), 3069-3087.
- [17]. Nasrullah, S., & Khan, M. S. (2015). The Impact of Time Management on the Students' Academic Achievements. *Core.ac.uk*, 11. <https://core.ac.uk/reader/234693030>
- [18]. Norman, Ph.D., Z. D. (2022). Elaborating the Effectiveness of Collaborative Learning Experiences on Students' Engagement and Social & Academic Success in Public School STEM Education. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4282015>
- [19]. Palos, R., & Petrovici, M. (2014). Perceived importance of Communication Skills and their predictive value for academic performance. *ResearchGate*. https://www.researchgate.net/publication/286062837_Perceived_importance_of_communication_skills_and_their_predictive_value_for_academic_performance

- [20]. Saleh, R., Widiyanti, I., & Hermawan, H. (2019). Development of communication competency for Civil Engineering students. *Journal of Physics: Conference Series*, 1402(2), 022024. <https://doi.org/10.1088/1742-6596/1402/2/022024>
- [21]. Shah, A., Fatima, Z., & Naseer, S. (2020). University Students' Communication Skills as a Determinant of Academic Achievement. *sjesr*, 3, 107-114. [10.36902/sjesr-vol3-iss2-2020\(107-114\)](https://doi.org/10.36902/sjesr-vol3-iss2-2020(107-114)).
- [22]. Shinde, B., & Chikhalikar, R. (2016). Effective Communication: A Key to Enhance the Educational Productivity. National Conference on Technological Advancement and Automatization in Engineering. <https://www.ijserd.com/articles/NCTAAP024.pdf>
- [23]. Sukardi, S. (2018). Communication in success learning in school. Sukardi | Elementary School Teacher. <https://journal.unnes.ac.id/nju/index.php/est/article/view/16529/8411>
- [24]. Tenny, S., Brannan, J., & Brannan, G. (2022). Qualitative Study. National Library of Medicine; StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK470395/>
- [25]. Thompson, P. (2017). Communication technology use and study skills. *Active Learning in Higher Education*, 18(3), 257–270. <https://doi.org/10.1177/1469787417715204>
- [26]. Vani, M., & Naik, V. (2023). Significance of Listening Skills in Enhancing the Communication Skills. *Smart Moves Journal Ijellh*, 9–16. <https://doi.org/10.24113/ijellh.v11i7.11442>
- [27]. Walberg, H. J. (1982). Educational Productivity: Theory, Evidence, and Prospects. *Australian Journal of Education*, 26(2), 115-122. <https://doi.org/10.1177/000494418202600202>
- [28]. Wenger-Trayner, E., & Wenger-Trayner, B. (2015). Introduction to communities of practice - wenger-trayner. Wenger-Trayner. <https://www.wenger-trayner.com/introduction-to-communities-of-practice/>
- [29]. Williyani, A. (2020). Exploring EFL Learners' Casual Conversation. *Diadikasia Journal*, 1(1). <https://doi.org/10.21428/8c841009.2db315d6>
- [30]. Youssef, A. B., Dahmani, M., & Ragni, L. (2022). ICT use, digital skills and Students' Academic performance: Exploring the Digital Divide. *Information*, 13(3), 129. <https://doi.org/10.3390/info13030129>
- [31]. Zuoud, K., & Rawya, A. (2018). THE EFFECTS OF COMMUNICATION SKILLS IN DEVELOPING PREPARATORY YEAR STUDENTS' PERFORMANCE. *World Research Library*, 41-42. https://www.worldresearchlibrary.org/up_proc/pdf/1657-153751141341-42.pdf