

The sound of education: Exploring Filipino students' perceptions of teachers' vocal quality in the classroom

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Abstract - Every teacher needs to develop their vocal skills through continual practice and voice quality improvement. Students will draw judgments and assumptions about the teacher's attitude toward them, as well as the knowledge and concepts that he is imparting, based on the tones of the teacher's voice. The purpose of this study was to explore students' perception on teachers' vocal quality in a classroom setting. With a qualitative research design, the current study employed an interpretative phenomenological analysis approach. The participants of the study are composed of 26 students (9 males) (17 female) under the College of Business and Entrepreneurship. The collection of data was done through a face-to-face, semi-structured interview with audio recording. With the help of thematic analysis, the researchers come up with these themes: (1) the instructional tone or manner and emotional expression of the teachers; (2) teachers' emphasis and motivation on teaching; (3) engagement and voice characteristics of teachers; (4) teachers' effectiveness and students' engagement in the classroom; (5) challenges faced by students; (6) comprehensibility and academic performance of students; and (7) learning and knowledge acquisition of students. The findings revealed that the vocal quality of teachers have an impact on how engaged their students are in the learning process, which in turn helps them achieve academically.

Keywords: students and perception, sound of education, vocal quality, filipino students

I. INTRODUCTION

The value of education in the Philippines cannot be overstated, with a belief that it is a key tool to attain social mobility and financial success. However, it is crucial to note that academic success is not solely dependent on the students' cognitive abilities and hard work. The teaching style and communication skills of teachers also play a crucial role in the learning process. Specifically, the way teachers communicate through their voice can have a significant impact on students' motivation, engagement, and overall learning experience. It is significant to note that in order to give the necessary educational materials to students, teachers must be aware of how their voices effect students' participation in a classroom setting. As a result, they must work to improve their voices.

Vocal fold or cords produce spoken sounds, which are referred to as voice. The manner in which a person produces sounds has something to do with it, and it is one of the various tools available for communication. One of the most significant aspects of a person's identity is his or her voice, as it is one of the core components of who he is and what he believes. Everybody has their own voice and manner of speaking, and by vibrating the vocal folds of the larynx, breath creates voice. Each person's vocal mechanism is different in terms of size and form, which results in a distinctive timbre and gives a person's voice a distinct emotional quality (Adetugbo, 1979; Reiman, 2019).

Meanwhile, vocal quality pertains to the voice qualities and the message being transmitted, taking into account the construct's physical, psychological, and social and educational components. The first component considers whereas the psychological dimension considers the subject's personality and emotional state at the time of his speech, the physiological and anatomical characteristics of the individual. The socio-educational dimension, on the other hand, focuses attention to culturally transmitted elements like an individual group's accent, slang, and distinctive expressions. It's important to recognize nonverbal cues when analyzing vocal quality, voice-related symptoms that affect oral communication, including breath tremor and frequent throat clearing (Behlau et al, 2001). In general, the voice of the speaker matters greatly while communicating. This is attributed to the speaker's voice's capacity to hold the audience's attention for the duration of the speech and stimulate their interest. Also, it might help in ensuring that the ideas are well presented. They are also relevant to education. The teacher's voice has the ability to improve or interfere from the teaching-learning process.

Educating students is a task that emphasizes outcomes and goals. According to Agina-Obu (2002), in order for students to achieve the goals of the activity that is being presented to them, the activity must be presented with them engaging them in it and causing them to respond differently. Teaching aims to alter the way that the students who are receiving the instructional materials behave. The teacher must communicate with the class in order to achieve this goal. Research in speech-language pathology has typically focused on the teacher's voice. However, the bulk of research largely concentrate on the clinical issues related to dysphonia, whereas few have focused on how the listener is affected by the voice. Given that students spend between 50% and 90% of their time in class listening to the teacher's voice, how dysphonia is viewed from the listener's perspective is important in the classroom context (Schmidt et al, 1998).

Communication is essential for the instructor to adequately deliver the instructional message. Communication, as defined by Ogiator and Okafor (2012), is the process of creating, sharing, and using information to influence the behavior of other people while simultaneously being influenced by them. This definition is based on Ikpe's (2013) research, which was cited in their article. The teacher uses both spoken words and physical cues to communicate information during lesson delivery. The teacher speaks and produces sounds with their voice. It is essential how words are being said for a lesson to be effective. This is because if the sounds and words the teacher uses are relevant enough, students may be influenced to shift their actions in the specific goal. Hence, the teaching-learning process is significantly influenced by the teacher's voice quality. According to Barbosa et al (2009), the teacher's main duty as a facilitator in the teaching-learning dynamic is to use voice to make references in the pupils. The students are engaged by

the voice's capacity to convey a message, but they also participate in content analysis by listening to the speakers' vocal range.

Moreover, an effective teacher is determined to properly comprehend and interpret the curriculum's goals and objectives. From there, they create lessons to assist students get to their intended goals and objectives. By using the various teaching strategies and techniques at his disposal, the teacher does this by offering a wide range of educational experiences. His wide range of educational opportunities must be suitable for the students and subject matter. He stimulates the learners' creative reactions and helps in their development by providing them with the resources they need to do so. The learners benefit from having a solid comprehension of what they have been taught when teaching is done effectively (Ochoma, 2019). The teacher carries out all of these tasks by vocally delivering the educational packet.

In the Philippine context, academic success is generally thought to depend on students' cognitive ability and diligence that some people hold the view that teachers' vocal quality has no bearing on the students' capacity for learning and knowledge acquisition. Unfortunately, there is limited research in the Philippines that explores how Filipino students perceive the vocal quality of their teachers in the classroom. Thus, it is the purpose of this paper, to explore and present how Filipino students perceive their teachers' vocal quality and its influence on their learning process. This is a significant gap in knowledge that needs to be addressed, as understanding the impact of a teacher's vocal quality on the learning process can help improve the education system's overall quality. It is vital to recognize the importance of effective communication skills in teaching and take steps to address any gaps in our understanding of how it affects the learning experience

In some points, the researchers would like to explore the students' perception on teachers' vocal quality in the classroom. Specifically, the study seeks to answer the following research questions: 1) How do students perceive their teachers' vocal quality in the classroom? (2) In what ways do teachers' vocal quality influence students' learning performance?

1.1 Influence of Teachers' Voice on Students' Learning

One of the key factors in the teaching-learning process of the students are the teachers' vocal quality, and several children may be negatively impacted by this. The teachers' voice can either inspire or discourage students since the classroom is a dynamic area of communication where language and teachers' expressive tools foster social interaction (Rodrigues et al, 2017). The importance of teachers' voices is evident from a recent study conducted by Ochoma (2019), where she highlighted that effectiveness in the teaching-learning process will be difficult to attain without a good voice quality of the teachers as it is the medium through which he could pass the knowledge and instructional content to the learners. Accordingly, she stressed further that "voice training should be included in the curriculum of teacher education" to ensure that the quality of their teaching voice will improve, which in turn ensures that the teacher is able to inspire and influence his learners.

Rudio et al (2020) discussed in their study the need for appropriate instructional material that complements auditory in order to check the understanding of the learners and ensure that learning competencies will be properly disseminated by the student teachers. Controlling behavior of the teachers should also be observed, such as their tone; if threats or intimidation take place, that might discourage the students from participating in the classroom (Abun et al, 2019). These skills and competencies are some of the things that need to be developed to ensure a quality student teaching program in the Philippines that will provide direction and guidance toward learning efficiency. Furthermore, the study of Samoza et al (2015) states that voice pitch seems to have a relationship with test scores of the participants in the study, in which higher pitch voices resulted in higher scores. It can be inferred from this that different teacher voices command varied attention spans, which in turn affect memory retention. Although the authors did not come to the conclusion that the style of speaker's voice is the only component in memory retention, they did stress that it is a major influence as seen by the ANOVA results.

Dysphonia is a difficulty with or alteration of the natural voice that may present limitations when transmitting the verbal message or an alteration in its quality (De Moura et al, 2019). It is one of the factors that may be associated with the worsening of teachers' quality of life and poor

relationships with students, which may affect students' learning ability. Oliveira et al (2021) pointed out that schoolteachers with moderate to severe dysphonia in their voices have a negative impact on their pupils' ability to understand them, and the more dysphonic the teacher is, the more likely it is that the student will have trouble understanding them. Receiver apprehension is negatively correlated with teachers' vocal characteristics and confirmation actions, which in turn is negatively correlated with affective and cognitive learning (Chia-Fang, 2012). Clarity and speech have a clear and high correlation with the academic achievements and performances of the students, which implies that the attitude and behavior of the teacher have a major impact on the motivational level and academic performance of the students (Rashid & Zaman, 2018).

Hence, a teacher's voice has an impact on how well students behave and learn in the classroom. Recent research has clarified the advantages and drawbacks of this influence. It was revealed that teachers' voice in a classroom setting foster a pleasant and encouraging learning environment, which in turn motivates pupils to participate in and engage in the discussion. It can also be inferred from these studies that teachers' voices may negatively impact the students' comprehension of the instructional materials and learning competencies that has been given to them. This suggests that even while some people might not perceive the impact of teachers' voices on students' academic achievement, teachers must take this into account to make sure that students receive high-quality instruction. The goal of this work is to fill the vacuum that earlier studies were unable to explore by doing a thorough study on this subject.

1.2 Teachers' Voice as a Tool for Effective Communication

The voice is an essential tool for teachers, and the understanding of the voice that this expert possesses is critical in order to understand its benefits, drawbacks, and how these affect the growth of the class. The ability to maintain students' attention may be harmed considering that oral presentations have been the most popular approach in classrooms, elevating vocal demand. Therefore, the voice must be understandable, accessible, motivating, and assertive, as well as effective. Students could find it challenging to follow along and comprehend what is being taught if a teacher's voice is too quiet, speaks too quickly, or speaks too slowly. Similar to this, a teacher's monotone or unenthusiastic voice might detract from the lesson's interest-getting potential and make it less interesting for the students. Teachers should also be aware of the tone and pitch of their voices. Building connections with students and fostering a healthy learning environment can both be accomplished by using a warm and friendly tone. A harsh or critical tone, on the other hand, might spark conflict and make pupils feel uneasy or intimidated. All students in the classroom should be able to hear the teacher's voice, but it should not be so loud as to be overwhelming or distracting.

According to the study, teachers who spoke clearly, in a pleasant tone, and with expression were better at encouraging student learning and engagement. The majority of the research points to a considerable connection between teacher vocal quality and student engagement and performance. It is easier to encourage student learning and comprehension when a teacher speaks in a voice that is clear, pleasant, and expressive (Kanuka et al, 2013). Moreover, students often become distracted and lose interest when a teacher speaks in a monotone. Students are less likely to pay attention and retain information as a result, which can lead to poor academic achievement. The emotional state of a learner can also be affected by a teacher's tone and pitch. Students' nervousness can be decreased, and a positive learning environment can be fostered by a teacher who speaks in a soothing and peaceful manner. A harsh or critical instructor, on the other hand, might make students more stressed and foster a bad learning atmosphere. Additionally, studies have demonstrated that nonverbal clues like body language and facial expressions can influence how a student interprets a teacher's conversational tone. For instance, a teacher who speaks with friendliness and a smile may be seen as more approachable and likeable, which will enhance student motivation and engagement.

According to Grady (2014), who cited the research of Bugental et al (1976) and Bugental and Love (1975), lower-class children, however, did noticeably better when the instructor's tone was upbeat. According to more recent research on parents conducted by Bugental and her colleagues, the tone of adults' voices is linked to children's behavior. The findings of this research suggested that parents' capacity to manage their children's behavior may be significantly

influenced by their children's vocal aggressiveness. These results imply that management may depend on the teacher's vocal assertiveness (or lack thereof). Rodrigues et al (2017) compared in their study the auditory perceptions of primary school children, teachers, and uninformed people regarding the voice in instruction. The neutral vocal quality (95.1%), the bass pitch (75%), and the sluggish pace (67.9%) were thought to be the most appealing, motivating, and able to catch listeners' attention.

Considering the ideas that have been covered, a teacher's proper voice function and voice are preferred for the success of classroom communication. Previous research found that teachers' voices are an effective communication tool that can help students learn effectively and collaboratively. Therefore, teachers who use a variety of tones and inflections and promote a warm, informal learning environment can all improve their students' engagement, motivation, and learning outcomes. Considering this, a teacher's tone of voice can have a big impact on a student's concentration and drive in class, which will ultimately contribute to their academic achievement.

II. METHOD

2.1 Research Design

This study used a qualitative research design and employed interpretative phenomenological analysis as its approach. This methodological approach "examines in detail how participants are making sense of their personal and social world (Smith et al, 2007). Husserl first introduced the philosophical notion of phenomenology, which tries to offer an explanation of lived experience in its own terms as opposed to one that is dictated by pre-existing theoretical preconceptions. As a qualitative research methodology, IPA enables many people (participants) who encounter the same events to share their stories without being misrepresented or subjected to retaliation. A phenomenological investigation "describes the common meaning for several individuals of their lived experiences of a concept or phenomenon," according to Creswell (2012). He also stated that "phenomenologists focus on describing what all participants have in common as they experience a phenomenon". The most crucial feature of IPA tradition is its capacity to interpret the research participants' "lived experiences" and enable the study to examine the phenomena it is studying.

2.1 Settings and Participants

The participants of the study are composed of a total of 26 students (9 male) (17 female) under the College of Business and Entrepreneurship under the program namely: BS Accountancy, BS Office Administration, BS Marketing, and BS Entrepreneurship of a State University in the Philippines. The participants whose ages ranges from 18-25, are 1st yr- 4th yr students. The accessibility of the interview subjects was taken into consideration when selecting the study's location. It was convenient for the researchers to choose the COBE Department since it is where their chosen program belongs. The present study made use of purposive-convenience sampling and have included only the participants who expressed interest in taking part in a follow-up in-person interview. The participants were chosen based on the following criteria: (1) they had to be enrolled in a Philippine university's College of Business and Entrepreneurship; and (2) they had to agree to take part in the study willingly.

2.2 Data Collection and Analysis

The data was collected through a face-to-face, semi-structured interview with audio recording. Since the participants were students at the same university as the researchers, at first, they were approached one by one and informed about the nature and purpose of the study and have them signed the informed consent form. The thematic analysis procedure (Braun & Clarke, 2006) was used to assess the data thematically by means of repetitive and careful reading and examination of collected data that will then help to generate patterns and codes thus, will serve as the themes of the study. The study used Saldanas (2016) coding where in-vivo coding was employed for the first cycle and eclectic coding and axial coding for the second cycle. In vivo coding is the process by which codes are generated from words or phrases of the actual language of the participants the reason why in vivo coding has also been labeled as "verbatim coding". Eclectic coding, which was used on the second round of coding and involved merging the codes from the first cycle, was

used to extract the coded data and meet the demands of the data analysis research. The last procedure of the coding process is the axial coding which “aims to link categories with subcategories and asks how they are related, and specifies the properties and dimensions of a category (Charmaz, 2014, p.148)

Furthermore, ethical agreements with the participants were established before the data was collected, including the consent form, the ability to withdraw, and the anonymity of the participants' identities, such as P1, P2, and so forth. An official letter requesting their consent was delivered to the individuals after they consented. The fact that their participation would be entirely voluntary, and that all information gleaned from the interview would be kept in the strictest confidence was also made very clear to them.

III. RESULTS AND DISCUSSION

This study aims to shed light and fill the gap that previous research of the same field of study had not fully explored, focusing on students' perception of teachers' vocal quality in a classroom setting. In this section, the formulated research questions are answered and discussed under the light of the findings that aim to explore the students' perception on vocal quality of teachers in the classroom.

3.1 Students' Perceived Benefits of Teachers' Vocal Quality in the Classroom

The researchers have identified three themes that are dominant among the perceived benefits of vocal quality of teachers: (1) The instructional tone or manner and emotional expression of the teachers, (2) Teacher's emphasis and motivation in teaching, (3) Engagement and voice characteristics of teachers.

(1) The instructional tone or manner and emotional expression of the teachers.

Some of the participants expressed their different views on teachers' vocal quality in the classroom. Moreover, there are three themes that were formed during the data analysis which are: the instructional tone/manner and emotional expression of teachers, teachers' emphasis and motivation in teaching, engagement, and voice characteristics of teachers. According to the study, teachers who spoke clearly, in a pleasant tone, and with expression were better at encouraging student learning and engagement. One participant explained:

“If my teacher speaks clearly, confidently and with enthusiasm it would capture my attention and motivate me to participate in class discussion and activities. On the other hand, if my teacher speaks with monotonous dull voice during his discussion, it will bore me out and leave me disinterested while listening to his discussion. Well, I can describe the tone of my teacher mostly as somewhat warm and encouraging. With that tone that they have, it creates a positive and supportive classroom environment which motivates me to participate and engage with the discussion. On the other hand, say for instance, if a teacher has a harsh or negative tone, it can create a tense and intimidating classroom environment which can cause students to feel anxious or disengage.”
(P6)

With the response of P6, teachers' tone really contribute to students' engagement in the classroom. It was stated that if a teacher speaks clearly, with that tone it catches the attention of student to stay interested and focus while listening to the teacher. Similar to this, a teacher's monotone or uninterested voice may undermine the lesson's ability to capture students' attention and make it less engaging for them. Students are less likely to pay attention and retain information as a result, which can lead to poor academic achievement.

Students pay attention in a classroom setting for a variety of reasons, including making the topic interesting. Each individual teacher has an own vocal tone. Their voices serve as a conduit for teaching the lessons to the students. Their pitch and tonality can sometimes reveal how confident they are as teachers. It reveals their personality as well. One made clear that:

“Sometimes the voice quality of the teacher also tells their confidence in their teaching, and most of the time there is an impression that if their voice is soft, it means that their personality is good and kind, and if the tone is bland, it means that they are not confident in their teaching. Therefore, it affects the students because sometimes there are types of students whose attention can only be gotten if the teacher's voice is loud and audible, and if the voice

of the teacher is somewhat bland, especially at 1p.m., the students will not listen. Most of the time, our teachers' tone is loud, and they are more conscious when it comes to their tone; they make sure they are audible, and their tone is somewhat persuasive." (P11)

(2) Teacher's emphasis and motivation in teaching.

A competent educator can captivate students in a lesson or unit of work but inspiring them to improve as learners and strive to reach their full potential may be extremely difficult, especially since our experience of motivation is frequently unconscious. Students that lack motivation are often disengaged or disillusioned, which can result in problematic behavior. One participant explained that:

"The students will be motivated to understand the topic since the voice is energetic and that energy will flow that made the ambiance of the classroom is also energetic." (P2)

Students who are motivated can concentrate their attention on a major goal or result. By doing this, they become alert to potential distractions and are thus able to pay focus for longer stretches of time. Goal-oriented behaviors can be seen in students that are driven.

(3) Engagement and voice characteristics of teachers

P11 emphasized that the audibility of the voice greatly affects in their learning ability. A teacher must be audible enough so that to student will hear whatever the teacher discusses. On the other hand, studies have demonstrated that nonverbal clues like body language and facial expressions can influence how a student interprets a teacher's conversational tone. For instance, P19 said that:

"The tone of my teacher, for instance one of my teachers in MMW, he is teaching us in a way that we understand his lesson effectively because, he is very jolly and it makes us comfortable, that's why we can generate ideas very efficiently in his class and its very fun to be with him specially when he is teaching us". (P19)

Other teachers are very jolly, but some are not. With this, facial expression and body language greatly affects students learning ability. It contributes to their learnings so stay engage or listen to the teacher. Just what like P19 narrate, that they have a teacher that is very jolly, and it makes them comfortable, if a teacher is somewhat positive and friendly to students, it makes easier to interact with the teacher and make them interested to take part.

3.2 The Influence of Teachers' Vocal Quality in Students' Learning Ability

The researchers have identified four themes that are dominant among the influence of teachers' vocal quality in students' learning ability: (1) Teachers' Effectiveness and Students' Engagement in the Classroom; (2) Challenges Faced by Students; (3) Comprehensibility and Academic Performance of Students; and (4) Learning and Knowledge Acquisition of Students

(1) Teachers' effectiveness and students' engagement in the classroom

Different voices of teachers differ how students would engage in a classroom-setting. This is attributed to the teachers' ability to maintain the audience's attention throughout the sessions and pique their interest through their voice. Moreover, some students expressed generally positive views about their teachers' vocal quality, how effective teachers are, which in turn had an impact on their learning ability. One participant explained:

"If my teachers speak clearly with an engaging tone and base then, I will definitely learn with him because clearly, he can be more effective in conveying information and capturing students' attention" (P6)

With that being said, the teachers' voice has the capacity to improve or interfere with the teaching-learning process, which, through their voice, makes references to the learners and allows them to adequately deliver the instructional message that is being discussed. Hence, teachers' must be aware of how their voices affect the students so that they do not shift their interest in the discussion.

(2) Challenges Faced by Students

The vocal quality of teachers is also one of the reasons why students are motivated to listen in classroom discussion whom P3 also emphasized that teachers' fluency catches her attention and inspires her to speak out and express her ideas in the class. One student also mentioned:

"If teacher has that low voice and their teaching is not impactful then, the student will not be encouraged to listen to the discussion". (P11)

Hence, teachers' vocal quality can be an inspiring or demotivating aspect for students, which may have an impact on their participation and engagement in the class. Therefore, it is essential for a teacher to have an impactful voice so that it may create growth in the students learning acquisition in school, which may also provide the students with solid comprehension that will result in a quality education among learners.

(3) Comprehensibility and Academic Performance of Students

Although other students in the region held a positive perception with regard to the influence of teachers' voice in their learning ability, P1 expressed that while teachers' vocal quality does contribute, it is not the key factor on her ability to learn because it is simply one aspect of how teachers will strategize their way of teaching. However, some students also held an unfavorable viewpoint regarding how well they would be able to understand in a classroom discussion and how the volume of the teachers' voices affected that. In the interview, P7 mentioned:

"I had this teacher in senior high that her quality of voice is very minimal, and I can't understand her lesson so, this made me not listen to her and just do my thing, and I disassociate or tend to sleep" (P7)

Due to the teachers' delivery style or voice tone when presenting his lesson, students' grasp and comprehensibility of the teachings that are being taught to them may be affected. It is just one of the many things that teachers need to consider in order to guarantee that kids perform well in school. This is due to the fact that students are more likely to learn and improve their academic performance when they can clearly hear the concepts that the teacher is trying to convey.

(4) Learning and Knowledge Acquisition of Students

Students' ability to learn and acquire knowledge is influenced by a teachers' voice quality in which it is perceived that if they speak clearly, they are effective in conveying the information and thus, deemed to be more efficient to catch students' attention and assisting them in learning. Student participation in the learning process is another important component that has an impact on how well they learn. It is more likely that students will learn successfully and retain information for longer periods of time when they are actively participating in the classroom. Moreover, a study conducted by Samoza et al (2015) indicates that teachers' voice attracts different levels of memory retention which was confirmed by P5:

"If the instructor is animated throughout the class, we, students are also impacted since we will be more receptive to what he is saying and as a result, we will understand the lesson". (P5)

In addition, P21 also confirmed this which he stated:

"It has a large impact for me to learn especially if the lesson is well delivered and clearly stated, it makes me process things easily and it will be etched in me since the quality of the voice is nice". (P21)

Therefore, engagement can be encouraged in a variety of ways, such as through active learning strategies, student-centered strategies, and the development of a welcoming and supportive learning environment. Teachers may improve students' learning experiences and make sure that pupils are capable of performing well in the classroom by encouraging active involvement, cultivating curiosity, and encouraging critical thinking.

IV. CONCLUSION

The current study looked into the perceptions by students from the vocal quality of teacher in a classroom setting. With the findings that we have it revealed that vocal quality of teachers has a significant impact to students in their learning ability, and it is easier to encourage student learning and comprehension when a teacher speaks in a voice that is clear, pleasant, and expressive (Purnell & Sudweeks, 2012). The thematic analysis of interview data revealed that the vocal quality of teachers has an influence on students in engaging in the classroom, with that it helps students to succeed in their academic field. The importance of teachers' voices is clear from a recent study conducted by Marilyn Ochoma (2019), where she highlighted that effectiveness in the teaching-learning process will be difficult to attain without a good voice quality of the teachers as it is the medium through which he could pass the knowledge and instructional content to the learners. Vocal quality of teachers matters in a way that it is used as a tool in communicating to students and a way students stay active in the class. Having a nice vocal quality such as the diction, pitch, and tone, students are encouraged to listen and be attentive to listen to the teacher. Therefore, the effectiveness of classroom communication is favored by the proper voice function of a teacher; hence, students' engagement, motivation, and learning results can all be enhanced by teachers who employ a variety of tones and inflections and foster a friendly, informal learning atmosphere.

Future researchers may investigate the long-term impact on student motivation and achievement and explore the long-term effects of teachers' vocal quality on student motivation and academic achievement. This can involve longitudinal studies tracking students' progress over an extended period, considering various factors such as self-efficacy, interest in the subject, and academic performance. Further studies may also explore the effects of teachers' vocal quality by using a quantitative design in which data will be subjected to statistical tools and thus, will be analyzed in a more precise manner rather than manual conclusion of the collected data.

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