The Perceived Effects of Using Nonverbal Language to the Online Communication of the Junior High School Students

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Abstract: This study focuses on investigating the commonly used nonverbal language used by the Junior High School students in Philippine School Doha S.Y. 2020-2021 and its perceived effects during their online communication. Using the quantitative descriptive research design, a self-made survey questionnaire was made and was validated. 287 Junior High School students were systematically selected as respondents of the study. It discusses the commonly used nonverbal language of the respondents during online communication, such as facial expressions, gestures, posture, eye contact, and tone of voice. The results of the study showed that the commonly used nonverbal language of the students is posture and using nonverbal language affects their online interactions for using nonverbal cues can be misinterpreted.

Keywords: Nonverbal language; Online communication; Facial expressions; Gesture; Posture; Eye contact; Voice tone

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1. Introduction

1.1 *Background of the Study*
Communication allows people to have deeper relationships by exchanging different points of views with each other. It plays an important role of expressing and understanding ideas and emotions. One of which is nonverbal communication, the method of conveying and accepting messages without using words but through physical behaviors. Bryant (2010) stated that what really gets the message across are facial expressions, hand gestures, posture, voice, and eye contact. These body cues may give listeners deeper understanding of what the speaker has to say or do otherwise. One can state an assumption, however, accidental movements produced may refute the accuracy of what is being inferred and may affect the listener's perception of what is being presented. Lock (2020) explained that body language plays a vital role in the success of any presentation. It has the power to engage with the audience with crystal clear messages but may also confuse them, leaving them doubting on what the speaker has said. Words and content of speeches are clearly important but non-verbal communication improves the speaker's ability to connect with others. Through the correct application of nonverbal gestures, contact between the speaker and the listener can become easier. The ongoing pandemic is greatly affecting direct interactions which is why people are limited to online communication. Video conferencing solutions have offered an alternative. It is the next best thing to a physical meeting because people can see other people's faces on their screens. It brings anybody into conversations and enables them to hear and see everything that is happening. With new technology, people can now have discussions with as many parties as they like online. As long as there's a good source of internet connection present, there are no restrictions. With that, the researchers would want to look for different practices that can affect the delivery and consumption of the information that is being conveyed by the students in using non-verbal cues during online communication.

1.2 *Statement of the Problem*
The objective of this study is to determine the nonverbal language in the online communication used by the Junior High School students in Philippine School Doha, SY 2020-2021. Specifically, this research aims to answer the following questions: (1) The commonly used nonverbal language of the respondents during online communication and (2) The effects of using nonverbal languages to the online communication of the respondents in terms of:
2.1 facial expressions; 2.2 gestures; 2.3 posture; 2.4 eye contact; and 2.5 tone of voice?

1.3 Significance of the Study

The results, recommendations, and implications of this study may help different sectors along with significant contributions to the following:

A. Students

This study will benefit the students because it makes them recognize the different nonverbal languages they unconsciously use. This can give them wider insights of the effects of using these when communicating with others, especially during online video conferences. It will also help them improve their communication skills during online communication and will aid misunderstandings during online communication.

B. Parents

This research will make parents be aware of the unconscious body language that their child does and can help them to avoid these unconscious body gestures that might cause misunderstandings in the future. This can also enable them to create a deeper relationship with their child.

C. Teachers

This study will benefit the teachers because most of them are also parents. They will gain more knowledge as to why students or their children use insensible nonverbal languages during online communication. With that, teachers can help students avoid doing nonverbal communication that can cause misunderstandings. This study will also help teachers to understand their students even better and will help lessen miscommunication during online classes.

D. School Administrators

This study will help the school administrators to advise teachers, not only teachers from the Junior High School Department but also in other departments, to teach students the proper way of using nonverbal communication not only during face-to-face interactions but also in online communication. Through that, the school administrators shall be assured that students of the school would have good communication skills that they can carry for the rest of their lives. Hence, such misunderstandings because of the wrong usage of nonverbal communication shall be lessened

D. Future Researchers

Lastly, future researchers who will have similar topics will benefit from this study. This study can be used as a guide or as additional source of information they may use in their own study. They can also use the results from this study as their supporting statements in their research.

1.4 Related Literature and Studies

Nonverbal Communication The main types of non-verbal communication are facial expressions, gestures, posture, eye contact, and voice. According to Segal (2019), body cues play a vital role in strengthening messages, in substituting verbal messages, and in complementing the verbal message being conveyed. Non-verbal language, as it is interpreted in different ways and may have different meanings, can cause miscommunication. Stuart (2016) stated that miscommunication occurs in circumstances where people are unaware of making wrong assumptions which can be caused by nonverbal language. Public speaking requires great effort to be successful. In Arriesgado's (2018) article, she stated that when it comes to presentations speakers must observe and put their body language to good use. According to her, there are two sides of body language in presentations. The speaker's body language, and the audience's body language. She discussed different types of body language and helpful tips in using these to create better and more effective presentations for both sides. The first element is eye contact. She stated that no matter how big or small the audience is, any speaker should create eye contact for it helps the audience get engaged in the speaker's message. In addition, this indicates that the speaker knows what he is talking about and is confident enough to share his topic. The second element is facial expression. She stated that having an expressive face can both be positive and negative. It is positive if the speaker uses facial expressions properly, which can help send the message across to the audience. However, if the speaker cannot control his expressions this might affect the speech being implied. Emotions are universal, people show similar facial reactions for anger, fear, disgust, happiness, sadness, and surprise. She stated that the emotion fear commonly displayed by speakers, which should be avoided. She added that having a poker face can be served as a substitute for hiding fear, however displaying a poker face during presentations can be easily misunderstood by the listeners and some may even feel intimidated. The third element is paralanguage. Similar to facial expressions, fear and nervousness are commonly expressed through the speaker's way of talking. Commonly, speakers stutter and mumble during presentations which shows fear and this

must be avoided. This can affect the audience's attention that may lead them to boredomness. Kinnane (2016) stated that some examples on why people have shaky voices is because they are nervous, tired, or overstimulated. To present a great speech, a speaker must know how to speak clearly and loudly enough for the audience to get invested in the presentation. The last element is body posture. If the speaker does not know how to pay attention to his posture, it might send a negative message to the audience. For instance, having a slouched back does not reassure the audience that the speaker knows what he is doing. Instead, it indicates that the speaker is either feeling the emotion fear, or is simply not interested in presenting his speech. In this situation, having a straight and good posture will surely give a great impact in every speech for it shall instantly catch the audience's attention. In addition, according to Parvez (2019), a speaker must be mindful of how he sits during a conversation for it enables a speaker to send positive messages. He stated that a speaker should display postures and gestures that indicate openness, alertness, interest, and attentiveness to engage in a better conversation. A speaker must avoid all gestures and postures that indicate the opposite. It is important to know and understand people's body language because studies found that the body language makes up to 93% of all communication which means it can greatly affect the message that the speaker is implying. According to Petan (2020), common facial expressions are the easiest to recognize. Cherry (2019) stated that the look on a person's face can also help to decide if people can trust or believe what any individual says. Facial expressions are one of the most universal types of body language. The expressions used to communicate fear, rage, sorrow, and happiness are similar all over the world. She also suggested that people commonly make assumptions about other people's intellect based on their faces and their expressions. Gestures are body signals that focus on hand and head movements. One common gesture among students is resting their heads on their hands. Kuhnke (2007) explained that one of the most misunderstood gestures are those that demonstrate deep thinking, one of which is head resting on hand. (p. 58). Similarly, according to Raypole (2020), this gesture may also signal interest. However, to some people this gesture indicates boredomness. Another common gesture as stated by Parvez (2015) is scratching one's head with one or more fingers. An example he gave was when a student is asked a question by a teacher, the common response is to scratch the head which indicates that the student is confused with the topic. One of the most obvious and versatile nonverbal cues is eye contact. According to Carnevale (2020), eye contact is a must, and it tells someone about a person and what that person is thinking. Giving the speaker 100% attention and having the eyes glued to them the entire time is an effective way to communicate that the listener is invested in what the speaker has to say. Failure to lock eyes with the speaker who is constantly averting their gaze sends a signal that the listener doesn't care about the speaker or his thoughts, or are rather uncomfortable around them. According to McKay and McKay (2019), several causes of avoiding eye contact are: hiding deceit, meaning a person may purposely hide the truth from someone, masking emotions because a person may wish to conceal their emotions from others, and insecurity because eye contact invites more interaction. Some other eye gestures are squinting and the raising of eyebrows. Van Edwards (2017) stated that people often squint when they do not like someone or something someone said. It can indicate suspicion. Raising eyebrows is a gesture of congeniality and an indication that the listener wants to get along and communicate better. To add, Parvez (2015) stated that raising the eyebrows is a signal of fear or surprise, and indicates submissiveness. On the other hand, lowering the eyebrows is associated with the emotions of anger and disgust. It indicates dominance. Another common body language gesture that we come across in our day-to-day lives is the crossing of arms, Parvez (2015) stated. The crossing of arms is a classic gesture of defensiveness which usually manifests as discomfort, uneasiness, shyness or insecurity. When two people are talking and one of them crosses his/her arms, one can safely assume that the other said or did something that the first person didn't like. In order to improve one's communication skills, Natoli (2018) stated that one must pay close attention to what a person is saying. Repeating what someone just said can be helpful when replying. Avoid eye contact, but avoid staring, and crossing of arms since it may appear as defensive. She also stated that one must sit down even when the speaker is standing to make them feel comfortable, or sit alongside and angled toward the person rather than directly opposite them to allow the conversation to feel friendly and non confrontational. Lastly, to avoid fidgeting since it can be distracting to the speaker.

Nonverbal Communication in Online Communication Even before the pandemic, students have been using online platforms to communicate with their loved ones because it is the most convenient and fast way to connect with others. Tsukayama (2015) stated that teens are spending more than one-third of their days using media for

nearly nine hours on an average. Abramova et al. (2020) stated that online communication is one of the most effective ways to communicate and keep in touch with friends and acquaintances, and becomes a tool for phatic communication. Their findings showed that teenagers consider online communication as a common feature of their real life. It also showed that there is only a 29% difference between the online and offline behavior of most teenagers. This indicates that what the student does in online communication is almost the same with what the student does in face to face conversations. Non-verbal communication consists of facial expressions, the tone and pitch of the voice, gestures displayed via frame language, and the bodily distance among the communicators. Bambaeeroo and Shokrpour (2017) found that if nonverbal communication is practiced by teachers, it will have a positive and profound effect on the students' mood. One of the factors leading to the success or loss of students is the consistency of the interaction and how the teacher develops the relationship with the students. In turn, it is more effective for students who are more sensitive to interpersonal relations and communication skills. For a speaker to have a credible and successful presentation, a speaker must know how to make the audience listen. Similar to Bambaeeroo and Shokrpour's study, Wahyuni (2017) stated that teachers who have good social skills will look through body and oral language. Since teachers must have the skills to explain well so that students will understand what is delivered, having to use nonverbal cues can make teaching and learning more effective. Teachers who have good communication skills can easily influence the students. One quality is that teachers should have sensible social skills in order that students will communicate well with them. These do not only apply in face to face discussions, but may also be applied in online video conferences especially nowadays with the ongoing pandemic. Nonverbal cues may be normal to others, but can seem otherwise. Evidently, according to Zetlin (2016), the following are some of the body language mistakes people do. First, leaning back during conversations which indicates boredomness. She stated that if one is taking a conversation seriously, one should sit up straight, or lean in. Second, the crossing of arms and legs. She recommended that people should not do it because it indicates disinterest. Lastly, glancing at a watch. She said that even a single glance at the time during discussions is noticeable which is why it should be avoided. These are some of the body languages people should avoid to create better conversations.

1.5   Theoretical Framework
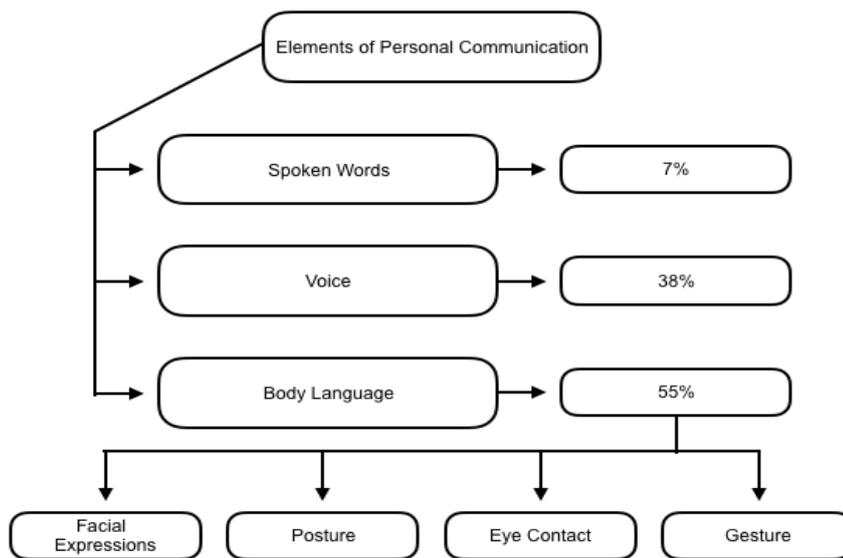
Mehrabian's Communication Model (1972)

This study is anchored from Dr. Albert Mehrabian's Communication Model (1972). It shows that the elements of personal communication is made up of 93% non-verbal communication and 7% verbal communication. Spoken words fall under verbal, while voice and body language fall under non-verbal. Body language is subdivided

into four categories namely: facial expressions, posture, eye contact and gesture. This model simply implies that nonverbal communication is truly significant in the interactions people encounter everyday.

2. Methodology

2.1. *Research Design*
The study utilized the quantitative descriptive design of research. As defined by Fluet (2020), a descriptive research is one of three basic forms of design for research. It is a research method that is considered to be objective and used to assess particular theories and to identify characteristics or functions. This type of research approach is the most compatible to come across the research objective which is to collect the required data for the purpose of summarizing, evaluating and recommending implications in the context of the effects of using nonverbal communication during online communication amongst the Junior High School Students of Philippine School Doha in school year 2020-2021. In addition, a quantitative method was used wherein the data collection strategy will be gathered through survey questionnaires.

2.2. *Research Locale*
The study took place in Doha, Qatar, specifically in Philippine School Doha.
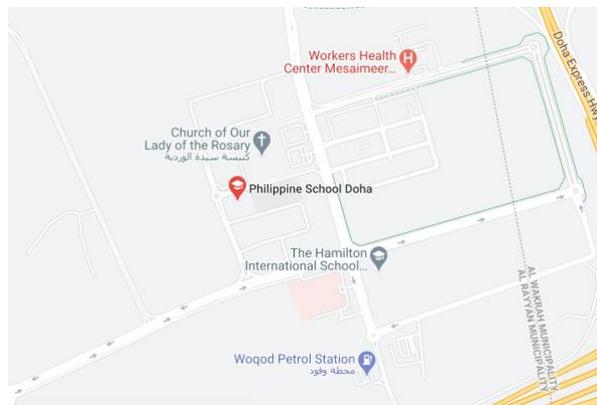
Figure 1: Map of Philippine School Doha
Retrieved from: Google Maps (2021), Map of Philippine School Doha

2.3. *Research Respondents*
This research determined the perceived effects of using non-verbal language to the online communication of the students. The population of this study includes the Junior High School students, specifically those from Grade 7 to Grade 10 enrolled in Philippine School Doha for the SY 2020-2021. This study also utilized the stratified random sampling technique from 1,021 students in the Junior High School department. Using the slovin's formula, 287 respondents are included as the sample in this study.

2.4 Research Instrument
To meet the objective of the study, a validated self-made questionnaire was developed. The questions in the questionnaire were based from primary and secondary sources and are closed-ended. The questionnaire has three parts. The questions for the first part are about the respondents' demographic profile, the second part are about the commonly used non-verbal communication of the respondent, and the third part are about the effects of using nonverbal communication to the online communication of the respondent. These questions were formulated based

on different literature, studies, and existing theories about and related to the different nonverbal communications used by people and their effects.

2.5 *Data Gathering Procedure*
The data was gathered in the following manner: First, the total number of Junior High School students for the SY 2020-2021 was asked from the Junior High School advisers of each section. Second, the permission letter to conduct the study from the Vice Principal was requested. The third step was the actual administration of the developed instrument through Google form. The data was then carefully analyzed and interpreted.

2.6 *Statistical Treatment*
This study used Slovin's formula, percentage, frequency and weighted mean as the statistical tools applied on the data that was collected to determine the answers posted in this study. Slovin's formula was used to determine the sample size needed in this study. Percentage and frequency were used to calculate the demographic profile of the respondents. Lastly, weighted mean was used in determining the commonly used nonverbal languages of the respondents during online communication and in determining the perceived effects of using nonverbal communication to the online communication of the respondents in terms of facial expressions, gestures, posture, eye contact, and tone of voice.

3. Discussion of Findings

Table 1. The Commonly Used Nonverbal Languages of the Respondents During Online Communication

Statements	WM	VI
1. I unconsciously slouch during online classes.	3.13	Always
2. I lean back on my chair to make myself comfortable during online class hours.	3.18	Always
3. I raise my leg up while sitting during online classes.	2.34	Rarely
4. I stutter when I talk in front of an audience.	2.24	Rarely
5. I speak in a monotone voice.	2.56	Sometimes
6. I speak softly whenever I participate in class presentations.	2.69	Sometimes
7. I look away from my teachers whenever I recite.	2.19	Rarely
8. I don't create eye contact with anyone whenever I speak during online classes.	2.55	Sometimes
9. I glance at my watch to check the time during video conferences.	2.94	Sometimes
10. I rest my face on my hand while listening in class discussions.	2.60	Sometimes
11. I tend to cross my arms during online class hours.	2.18	Rarely
12. I scratch my head when I get confused with a topic.	2.46	Rarely
13. I furrow my eyebrows when I get angry.	2.26	Rarely
14. I display a poker face during class presentations to hide my nervousness.	2.70	Sometimes
15. I squint my eyes when I feel annoyed.	2.00	Rarely
Total	**2.53**	**Sometimes**

Legend:
WM (Weighted Mean) ; VI (Verbal Interpretation)
1-1.75 (Never); 1.76-2.50 (Rarely); 2.51-3.25 (Sometimes); 3.26-4.00 (Always)

Table 1 shows the commonly used nonverbal languages of the respondents during online communication. The statement 'I lean back on my chair to make myself comfortable during online class discussions.' got the highest weighted mean of 3.18, which is verbally interpreted as always. It is followed by the statement 'I unconsciously slouch during online classes.' got a weighted mean of 3.13, which is verbally interpreted as always. It is followed by The statement 'I glance at my watch to check the time during video conferences' got the next highest weighted mean of 2.94, which is verbally interpreted as sometimes. Next is the statement 'I display a poker face during class presentations to hide my nervousness' which got a weighted mean of 2.70, which can be verbally interpreted as sometimes. It is followed by the statement 'I speak softly whenever I participate in class' which got a weighted mean of 2.69, which can be verbally interpreted as sometimes. Right after that, the statement 'I rest my face on my hand while listening in class discussions' got a weighted mean of 2.60, which is verbally interpreted as sometimes. Then, the statement 'I speak in a monotone voice' got a weighted mean of 2.56, which can be verbally interpreted as sometimes. It is followed by the statement 'I don't create eye contact with anyone whenever I speak during online classes' which got a weighted mean of 2.55, which is verbally interpreted as sometimes. The statement 'I scratch my head when I get confused with the topic' got a weighted mean of 2.46, which is verbally interpreted as rarely. The statement 'I raise my leg up while sitting during online class hours' got a weighted mean of 2.34, which is verbally interpreted as rarely. Then, the statement 'I furrow my eyebrows when I get angry got a weighted mean of 2.26, which can be verbally interpreted as rarely. The statement 'I stutter when I talk in front of an audience' got a weighted mean of 2.24, which is verbally interpreted as rarely. The statement 'I look away from my teachers whenever I recite' got a weighted mean of 2.18, which is verbally interpreted as rarely. Then, the statement 'I tend to cross my arms during online class hours got a weighted mean of 2.18, which is verbally interpreted as rarely. Lastly, the statement 'I squint my eyes when I feel annoyed' got a weighted mean of 2.00, which is verbally interpreted as rarely. The overall weighted mean of Table 1, which discusses what are the commonly used nonverbal language during online classes by the respondents, is 2.53, and is verbally interpreted as sometimes. The statements 'I unconsciously slouch during online classes.' and 'I lean back on my chair to make myself comfortable during online class discussions.' both have the highest weighted mean which shows that posture is the commonly used nonverbal language of the respondents. In contrast to Smentek's (2016) statement that facial expressions is the most commonly used nonverbal communication, the table shows that the respondents' commonly used nonverbal communication is posture. Based on a study conducted by Arriesgado (2016), having a slouched back gives an impression that a speaker is either feeling the emotion fear, or is simply not interested in what he is doing. She recommended that having straight and good posture will give a better impact on how the audience give their first impressions on the speaker.

Table 2. The Effects of Using Nonverbal Language to the Online Communication of the Respondents

Statements	WM	VI
1. I believe that speakers are not confident when they slouch during online class presentations.	2.61	Agree
2. I find it distracting when my classmate raises his/her leg up during our online classes.	2.42	Disagree
3. I get offended when the person I'm talking to sits improperly.	2.09	Disagree
4. When a presenter is speaking softly, I easily get bored.	2.84	Agree
5. I feel less interested in listening to a speaker who has a monotone voice.	2.58	Agree
6. I believe that speakers are nervous when their voice is trembling.	2.78	Agree
7. I believe that a person is hiding something when they avoid eye contact.	2.59	Agree
8. I feel discouraged when the audience I'm talking to do not look at me.	2.65	Agree
9. I feel bothered whenever the people I talk to glance at their watch.	2.40	Disagree
10. I find it intimidating when teachers cross their arms during class discussions.	2.54	Agree
11. I find it distracting when the people I talk to play with their hair.	2.17	Disagree
12. I believe that the people I talk to are bored when they rest their heads on their hand.	2.61	Agree
13. I find it offensive whenever people I talk to squint their eyes.	2.18	Disagree
14. I get intimidated when teachers furrow their eyebrows.	2.68	Agree
15. I feel intimidated when the teacher has a poker face during class discussions.	2.45	Disagree
Total	**2.51**	**Agree**

Legend:
WM (Weighted Mean) ; VI (Verbal Interpretation)
1-1.75 (Never); 1.76-2.50 (Rarely); 2.51-3.25 (Sometimes); 3.26-4.00 (Always)

Table 2 shows the effects of using nonverbal languages to the online communication of the students. The statement 'I believe that speakers are not confident when they slouch during online class presentations' got the highest weighted mean of 2.84, which is verbally interpreted as agree. Next, the statement 'I believe that speakers are nervous when their voice is trembling' got a weighted mean of 2.78, which can be verbally interpreted as agree. It is followed by the statement 'I get intimidated when teachers furrow their eyebrows' which got a weighted mean of 2.68, which is verbally interpreted as agree. Then, the statement 'I feel discouraged when the audience I'm talking to does not look at me' got a weighted mean of 2.65, which is verbally interpreted as agree. After that, both statements 'I believe that speakers are not confident when they slouch during online class presentations' and 'I believe that the people I talk to are bored when they rest their heads on their hand' got the same weighted mean of 2.61, which is verbally interpreted as agree. The next statement is 'I believe that a person is hiding something when they avoid eye contact' which got a weighted mean of 2.59, which can be verbally interpreted as agree. Then. the statement 'I feel less interested in listening to a speaker who has a monotone voice' got a weighted mean of 2.58, which is verbally interpreted as agree.It is followed by the statement 'I find it intimidating when teachers cross their arms during class discussions' with a weighted mean of 2.54, which is verbally interpreted as agree. The statement 'I feel intimidated when the teacher had a poker face during class discussions' got a weighted mean of 2.45, which is verbally interpreted as disagree. Then, the statement 'I find it distracting when my classmate raises his/her leg up during our online classes' got a weighted mean of 2.42, which can be verbally interpreted as disagree. Next is the statement 'I feel bothered whenever the people I talk to glance at their watch' got a weighted mean of 2.40, which is verbally interpreted as disagree. The statement 'I find it offensive when the people I talk to squint their eyes' got a weighted mean of 2.18, which is verbally interpreted as disagree. Then, the statement 'I find it distracting when the people I talk to play with their hair' got a weighted mean of 2.17, which is

verbally interpreted as disagree. Lastly the statement 'I get offended when the person I'm talking to sits improperly' got a weighted mean of 2.09, which is verbally interpreted as disagree. The overall weighted mean of Table 2, which discusses the effects of using nonverbal languages to the online communication of the students is 2.51 and is verbally interpreted as agree. Based on the study conducted by Bambaeeroo (2017), nonverbal language can convey people's attitudes and feelings to others nonverbally and in several cases, it can be more effective than verbal language. This study supports the statement that nonverbal language affects the online communication of the students.

4. Conclusions
The findings based on the statistical analysis of data lead to the following conclusions:
1. The commonly used nonverbal communication of the respondents is posture. The respondents always slouch and lean back on their chairs to make themselves conformable during online classes.
2. Using nonverbal communication has negative effects during online communication such as making the respondents get bored when the presenter speaks softly and get intimidated when teachers furrow their eyebrows.

Based on the empirical findings of the study, the following are recommended.
1.   **Students** should learn the different types of nonverbal cues and its effects on their online communication, preferably posture since it is their commonly used nonverbal cue. They should be conscious of what nonverbal cue they display during online communication for it gives a significant effect on the view of their peers during video conferences. Through knowing the proper use of nonverbal cues, the students will be able to lessen misinterpreted messages.
2.   **Parents** should encourage their children to learn more about the concept of nonverbal communication for their children to know the proper use of body language during online communication.
Teachers can learn the concept of nonverbal communication to be able to teach their students nonverbal cues and their proper use during online communication, and to have the ability to observe and understand their students' body language to avoid misunderstandings.
3.   **Teachers** should learn the concept of nonverbal communication to be able to exhibit the proper nonverbal cues during their online classes with their students, especially in terms of facial expressions, for the results of the study indicated that students get intimidated when teachers display furrowed eyebrows during class discussions.
4.   **School Administrators** can use this research as a guide in advising teachers from different departments in teaching the students the proper way of using nonverbal communication and its effects during online communication.
5.   **Future Researchers** can use this research as a guide to assist them with their research if their research problem involves topics related to nonverbal communication.

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Biographical Sketch

Mary Angela D. Carandang is from Lipa City, Batangas. Some of her achievements include being a Bronze Medalist in S.Y. 2017-2018 and S.Y. 2018-2019. She became a Silver Medalist in S.Y. 2019-2020. She has been part of the PSD Chorale for four consecutive years already and is active in performing on stage during school events. She participated in Mr. and Mrs. Intramurals 2018 and won 1st Runner up. She is also part of a band called 'Earcandy' who won 1st Runner up during the Battle of the Bands 2018 and won 2nd Runner up, Best in Composition, Best Singer, and Judges' Choice during the Battle of the Bands 2020. She believes that failure is a strong foundation for success. She sees failure as an opportunity for everyone to learn better and to build the strength that they need when facing obstacles in their lives.

Precyleigh Caitlin J. Diokno is from Amadeo, Cavite. Some of her achievements include being part of the academic awardees in all of Grade 8 in her previous school in S.Y. 2018-2019. She became a Bronze Medalist in S.Y. 2019-2020. She had been part of the top ten in her class quarterly. She had received awards such as With Honors, 3rd place for Diligence Award, and 3rd place Conduct Awardee for two consecutive quarters in her class in Grade 8, Best in Drafting Batch 1 for the first and second quarter, and Best in Filipino for the third quarter in her Grade 9. She believes that what is important is not to be the best, but rather, to be better than they were yesterday. She likes to think that one should just focus on outdoing himself rather than competing with others because there will always be someone better, and that comparing oneself to others only makes one feel bad of himself.

Angela Grace L. Contreras is from Albay, Bicol. Some of her achievements include being a part of the top 10 quarterly in S.Y. 2018-2019 and S.Y. 2019-2020. She participated in Ginoong and Ginang Sipnayan and Clash of the Wizards in S.Y. 2018-2019. She became a Bronze Medalist in S.Y. 2019-2020. She likes to think that the way to success is through stairs and not elevators. She believes that the small improvements one makes will lead to a successful future. She knows that aiming bigger in the beginning will lead to disappointment and that one should pace themselves to not feel pressured but motivated to do better.