

Assessing Oral Communication Proficiency and its Association with Social Interaction Competence and Academic Performance among Senior High School Learners

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Abstract

This study assessed oral communication proficiency and its association with social interaction competence and academic performance among Senior High School learners at Speaker Eugenio Perez National Agricultural School during the School Year 2025–2026. Specifically, it aimed to determine the level of learners' oral communication proficiency across selected dimensions, evaluate their social interaction competence, describe their academic performance, and examine the significant relationships among these variables.

Using a descriptive-correlational research design, data were gathered from 438 learners, consisting of 218 Grade 11 and 210 Grade 12 students, through a validated survey questionnaire and secondary academic records. Oral communication proficiency was assessed across pronunciation and fluency, grammar and vocabulary, coherence and organization of ideas, and confidence and delivery. Meanwhile, social interaction competence covered classroom participation, peer engagement, communication during group tasks, and participation in school-based activities. Descriptive statistics (mean and percentage) and inferential statistics (Pearson's r) were utilized to analyze the data.

Results showed that learners demonstrated generally good oral communication proficiency and good social interaction competence. Pronunciation and fluency had a mean of 3.75; grammar and vocabulary, 3.71; coherence and organization, 3.79; and confidence and delivery, 3.72. Social interaction competence was likewise rated good in classroom participation (4.09), peer engagement (4.05), group communication skills (3.87), and school-based participation (3.82). In terms of academic performance, most learners achieved very satisfactory to satisfactory levels, with 45% classified as very satisfactory, 38% as satisfactory, 16% as outstanding, and 1% as fairly satisfactory.

Correlation analysis revealed significant positive relationships between oral communication proficiency and social interaction competence, with coefficients ranging from .550 to .706, and between oral communication proficiency and academic performance ($r = .540$, $p < .05$). These findings indicate that higher levels of oral communication proficiency are associated with stronger interpersonal interaction skills and better academic outcomes.

The study concludes that oral communication proficiency plays a vital role in enhancing both the social and academic development of Senior High School learners. Consequently, it provides empirical support for the implementation of targeted instructional strategies, such as structured speaking activities, communication enhancement programs, and collaborative learning approaches. Furthermore, it highlights the importance of fostering supportive learning environments and promoting student participation in academic and extracurricular activities to strengthen communication competence among multilingual learners in academically and socially demanding contexts.

Keywords: *oral communication proficiency; social interaction competence; academic performance; senior high school learners; communicative competence*

1. Introduction

In an increasingly globalized and interconnected world, oral communication proficiency has become a fundamental competency among learners. Internationally, effective oral communication is widely recognized as an essential 21st-century skill that enables individuals to express ideas clearly, collaborate with others, and actively participate in academic and professional environments. Educational systems across the globe emphasize the development of communication skills as these are closely linked to learners' critical thinking, social interaction, and overall academic success. Moreover, oral communication plays a crucial role in fostering confidence, engagement, and intercultural understanding, especially in diverse and multilingual settings.

Oral communication is widely recognized as a critical skill for academic success and global competitiveness. It enables learners to express ideas, engage in discussions, and participate effectively in diverse contexts. Studies emphasize that oral proficiency is essential for both academic achievement and future career opportunities (Cruz, 2022). However, speaking remains one of the most challenging language skills for learners, particularly for those using English as a second language (Aliyu, 2023). Research further shows that many learners experience difficulties in coherence, pronunciation, and vocabulary during oral tasks, highlighting the need for improved instructional strategies (Gomez, 2023).

In the Philippines, oral communication is a core component of the K–12 curriculum, where English serves as a primary medium of instruction. Learners are expected to demonstrate competence in speaking tasks such as presentations, discussions, and interviews. Oral communication proficiency involves the ability to organize thoughts and use appropriate linguistic features effectively (Rayla & Sonsona, 2022). However, many Filipino learners struggle with communication anxiety and low confidence, which negatively affect their academic performance (Cristobal & Lasaten, 2022). Moreover, learners with positive attitudes toward speaking tend to perform better and engage more actively in classroom interactions (Canceran, 2022).

At Speaker Eugenio Perez National Agricultural School (SEPNAS), learners come from diverse linguistic backgrounds, with many using Ilocano or Pangasinan at home. As a result, exposure to English is often limited to classroom settings. This situation may contribute to difficulties in expressing ideas, low confidence, and reduced participation in speaking activities. Given these challenges, learners rely heavily on instructional strategies and classroom opportunities to develop their oral communication skills. Strengthening these competencies is essential to enhance their academic performance, social interaction, and readiness for higher education and employment.

This study assessed oral communication proficiency and its association with social interaction competence and academic performance among Senior High School learners at Speaker Eugenio Perez National Agricultural School during the School Year 2025–2026. Specifically, it aimed to determine the level of learners' oral communication proficiency across

selected dimensions, evaluate their social interaction competence, describe their academic performance, and examine the significant relationships among these variables.

1. What is the level of oral communication proficiency of Senior High School learners of Speaker Eugenio Pérez National Agricultural School (SEPNAS) in terms of:
 - pronunciation and fluency;
 - grammar and vocabulary;
 - coherence and organization of ideas; and
 - confidence and delivery?
2. What is the level of social interaction competence of the Senior High School learners along with:
 - classroom participation;
 - peer engagement;
 - communication skills during group tasks; and
 - participation in school-based activities?
3. Is there a significant relationship between oral communication proficiency and social interaction competence among Senior High School learners of SEPNAS?
4. What is the level of academic performance of the Senior High School learners as reflected in their general weighted average (GWA) from the previous school year?
5. Is there a significant relationship between oral communication proficiency and academic performance among Senior High School learners of SEPNAS?
6. Based on the findings of the study, what plan of action may be proposed?

2. Materials and Methods

This study utilized a **descriptive-correlational research design**, which aims to examine the relationship between two or more variables without manipulating them. It focuses on describing existing conditions and determining how variables are associated, but it does not establish cause-and-effect relationships. To gather data, the researcher used a **survey questionnaire**, which allowed information to be collected from a selected group of participants at a specific point in time. This approach helped describe the current status of the target population in relation to the variables being studied.

A modified survey questionnaire, adapted from Apostol and Dela Cruz (2021) and Pucya et al. (2022), was used in this study. The instrument comprised two parts: oral communication proficiency and social interaction competence. Academic performance data were obtained from learners' report cards.

Content validity was established through expert evaluation by five research and teaching professionals, and revisions were made accordingly. The instrument was pilot tested among 20 non-participant Senior High School students, yielding a Cronbach's alpha of 0.93, indicating high reliability.

Permission to conduct the study was secured from the Division Office and the school principal. Data were collected through face-to-face administration of the questionnaire with the assistance of classroom advisers, ensuring a 100% retrieval rate.

Sources of Data

This study involved 438 SHS learners enrolled at SEPNAS for the school year 2025-2026.

Locale of the Study

This study was conducted at Speaker Eugenio Perez National Agricultural School located in San Carlos City, Pangasinan.

Population Sampling

This study involved a total of 438 SHS learners which comprised of 218 Grade 11 and 220 Grade 12 who are enrolled at SEPNAS for the school year 2025-2026. These learners provided information regarding their oral communication proficiency and social interaction competence through a survey-questionnaire or rubric-based self-assessment. The researcher used Yamane's Formula to compute for the sample size. To provide a representative sample, prevent bias, and minimize sampling mistakes, the sample was determined using a purposive sampling approach.

The study utilized a modified survey questionnaire adapted from Apostol and Dela Cruz (2021) and Pucya et al. (2022). The instrument consisted of three parts: Part I assessed the learners' oral communication proficiency, Part II measured their social interaction competence, and Part III used secondary data from students' academic report cards to determine academic performance.

To ensure validity, the modified instrument underwent content validation by five experts in research and teaching, who evaluated the relevance and appropriateness of the items. Their feedback was incorporated into the final version of the questionnaire. A pilot test was conducted among 20 Senior High School students who were not part of the actual respondents. Reliability analysis using Cronbach's Alpha yielded a coefficient of 0.93, indicating high internal consistency.

Permission to conduct the study was secured from the Division Office and the school principal. Data were collected through face-to-face administration of the questionnaire with the assistance of classroom advisers to ensure full retrieval. The gathered data were analyzed using Microsoft Excel and SPSS for appropriate statistical treatment.

For data analysis, appropriate statistical tools were employed to address each research problem. The average weighted mean was used for Problems 1 and 2 to measure and interpret the levels of oral communication proficiency and social interaction competence.

For Problems 3 and 5, correlation analysis was applied to determine the strength and direction of the relationship between the variables, using correlation coefficients ranging from -1 to +1.

For Problem 4, the learners' academic performance was described using frequency counts and percentage distribution to determine how often specific outcomes occurred and their proportion relative to the total number of observations.

3. Results

The present study aimed to assess the level of Oral Communication proficiency and social interaction competence of the targeted SHS learners at SEPNAS for the school year 2025-2026. The study employed a descriptive-correlational research design. Four hundred and thirty-eight pesos (438) SHS learners served as the primary respondents of the study. The study was limited to only 218 Grade 11 and 210 Grade 12 learners.

This study involved a total of 438 SHS learners which comprised of 218 Grade 11 and 220 Grade 12 who are enrolled at SEPNAS for the school year 2025-2026. These learners provided information regarding their oral communication proficiency and social interaction competence through a survey-questionnaire or rubric-based self-assessment. The researcher used Yamane's Formula to compute for the sample size. To provide a representative sample, prevent bias, and minimize sampling mistakes, the sample was determined using a purposive sampling approach.

Table 1
Distribution Table of Respondents
n = 438

STRAND	GRADE 11		GRADE 12	
	Total Population	Sample Size	Total Population	Sample Size
Academic	409	101	485	110
TVL	470	117	488	110
Total	879	218	973	220
TOTAL SAMPLE SIZE			438	

As reflected in Table 1, this study involved a total of 438 SHS learners which comprised of 218 Grade 11 and 220 Grade 12 who are enrolled at SEPNAS for the school year 2025-2026. These learners provided information regarding their oral communication proficiency and social interaction competence through a survey-questionnaire or rubric-based self-assessment. The researcher used Yamane's Formula to compute for the sample size. To provide a representative sample, prevent bias, and minimize sampling mistakes, the sample was determined using a purposive sampling approach.

Table 2
Level of Oral Communication Proficiency of Senior High School Learners in terms of Pronunciation and Fluency

Indicator	MEAN	DE	I
1. I can pronounce English words clearly and correctly.	4.17	A	G
2. My classmates can easily understand my spoken English.	3.95	A	G
3. I can speak continuously without long pauses or hesitation.	3.82	A	G
4. My pronunciation is close to that of a fluent English speaker.	2.53	U	F
5. I can adjust my speaking speed depending on my audience.	3.87	A	G
6. I speak with appropriate stress and intonation patterns.	3.99	A	G
7. I rarely mispronounce common English words.	4.08	A	G
8. I feel comfortable reading aloud in English.	3.72	A	G
9. My speech sounds natural when I express my ideas.	3.81	A	G
10. I can sustain a conversation in English without switching languages.	3.61	A	G
OVERALL MEAN	3.75	A	G

Table 2 posits the level of oral communication proficiency of senior high school learners in terms of pronunciation and fluency. It can be gleaned that the indicator that states, “I can pronounce English words clearly and correctly” with a mean of 4.17 which can be interpreted as “Good”. This suggests that the targeted SHS learners are most confident in their foundational pronunciation skills. On the other hand, the indicator that states, “My pronunciation is close to that of a fluent English speaker” with a mean of 2.53 which can be interpreted as “Fair”. This indicates that learners perceive a gap between their own fluency and that of native-like speakers. Overall, the computed overall mean in terms of pronunciation and fluency was 3.75 which can be interpreted as “Good”. This suggests that the learners perceived that their fluency in pronunciation is generally satisfactory.

Table 3
Level of Oral Communication Proficiency of Senior High School Learners in terms of Grammar and Vocabulary

Indicator	MEAN	DE	I
1. I can construct sentences using correct grammar.	4.03	A	G
2. I am aware of subject-verb agreement when I speak.	4.12	A	G
3. I use a wide range of vocabulary in oral communication.	3.69	A	G
4. I can replace basic words with more precise terms when needed.	3.61	A	G
5. I am careful to use correct verb tenses while speaking.	3.97	A	G
6. I can express myself clearly even when discussing complex ideas.	3.79	A	G
7. I can correct my grammar when I realize I made a mistake.	3.91	A	G
8. I can choose appropriate words depending on my listener's level.	3.72	A	G
9. I use transition words to connect my ideas smoothly.	2.63	U	F
10. My vocabulary knowledge helps me explain concepts better in class.	4.01	A	G
OVERALL MEAN	3.71	A	G

Table 3 shows that Senior High School learners demonstrated a *Good* level of oral communication proficiency in terms of grammar and vocabulary (overall mean = 3.71). The highest-rated indicator was awareness of subject-verb agreement ($M = 4.12$), while replacing basic words with more precise terms received the lowest mean ($M = 2.63$). These results indicate that learners have satisfactory command of basic grammar rules but limited lexical flexibility. Overall, while learners can construct correct sentences, improvement in vocabulary range and precision is needed to enhance expressive oral communication.

Table 4
Level of Oral Communication Proficiency of Senior High School Learners in terms of Coherence and Organization of Ideas

Indicator	MEAN	DE	I
1. I can introduce my topic clearly before discussing it.	3.88	A	G
2. I can arrange my points logically when I speak.	3.99	A	G
3. I use examples or illustrations to support my main ideas.	3.78	A	G
4. My oral reports have a clear introduction, body, and conclusion.	3.71	A	G
5. I stay on topic and avoid unnecessary digressions.	3.91	A	G
6. I can summarize the main point of my message effectively.	3.79	A	G
7. I organize my responses before answering a question in English.	3.70	A	G
8. I can restate my ideas when listeners do not understand.	3.62	A	G
9. I can use linking phrases appropriately.	3.82	A	G
10. I end my speech or report with a clear closing statement.	3.73	A	G
OVERALL MEAN	3.79	A	G

Table 4 reveals the level of oral communication proficiency of senior high school learners in terms of coherence and organization of ideas. The data revealed that the indicator “I can arrange my points logically when I speak” gained the highest mean of 3.99 which can be interpreted as “Good”. This demonstrates that the targeted SHS learners have a strong perception of their proficiency in sequencing ideas and concepts. On the other hand, the indicator “I can restate my ideas when listeners do not understand” gained the lowest mean of 3.62 which can be interpreted as “Good”. This suggests challenges in adaptive communication and repair strategies. Overall, the computed overall mean was 3.79 which can be interpreted as “Good”. This suggests that the targeted SHS learners show a satisfactory ability in English structure and can communicate ideas coherently.

Table 5
Level of Oral Communication Proficiency of Senior High School Learners in terms of Confidence and Delivery

Indicator	MEAN	DE	I
1. I speak with confidence during class recitations.	3.79	A	G
2. I maintain eye contact while speaking in front of others.	3.71	A	G
3. I use gestures and facial expressions to support my message.	3.64	A	G
4. I can control my nervousness during oral presentations.	3.53	A	G
5. My voice is loud and clear when I deliver a speech.	3.81	A	G
6. I can adjust my tone depending on the situation or audience.	3.69	A	G
7. I prepare well to gain confidence before speaking tasks.	3.92	A	G
8. I am not afraid to make mistakes while speaking in English.	3.62	A	G
9. I enjoy speaking in front of my classmates.	3.81	A	G
10. My teachers often compliment my oral presentation skills.	3.70	A	G
OVERALL MEAN	3.72	A	G

Table 5 posits the level of oral communication proficiency of senior high school learners in terms of confidence and delivery. The targeted respondents rated the indicator that states, “I prepare well to gain confidence before speaking tasks” with a mean of 3.92 which can be interpreted as “Good”. This demonstrates that SHS learners recognize the importance of preparation in enhancing their speaking confidence. On the other hand, the indicator, “I can control my nervousness during oral presentations” rated with the lowest mean of 3.53, which reflects persistent affective factors such as anxiety and self-efficacy that influence speaking confidence. Overall, the computed overall mean of 3.72 which can be interpreted as “Good” indicates that students agree they are reasonably confident and effective in delivery during speaking tasks.

Table 6
Level of Social Interaction Competence of Senior High School Learners in terms of Classroom Participation

Indicator	MEAN	Interpretation
1. Actively contributes ideas during class discussions.	4.18	G
2. Asks relevant questions to clarify concepts.	3.97	G
3. Responds respectfully to teachers and classmates.	4.48	G
4. Demonstrates attentiveness during lessons.	4.31	G
5. Participates in collaborative classroom activities.	4.09	G
6. Volunteers during recitations or class reporting.	3.88	G
7. Shows confidence when speaking in front of the class.	3.81	G
8. Encourages classmates to participate.	3.73	G
9. Responds constructively to feedback.	3.99	G
10. Demonstrates respect for different opinions.	4.42	G
OVERALL MEAN	4.09	G

Table 6 indicates that Senior High School learners demonstrated a *Good* level of social interaction competence in terms of classroom participation (overall mean = 4.09). The highest-rated indicator was respect for different opinions ($M = 4.48$), while confidence in speaking in front of the class received the lowest mean ($M = 3.81$). These findings suggest that learners exhibit strong interpersonal respect but may need further development in assertiveness and public speaking confidence.

Table 7
Level of Social Interaction Competence of Senior High School Learners in terms of Peer Engagement

Indicator	MEAN	Interpretation
1. Shows respect and consideration toward peers	4.29	G
2. Cooperates with peers during activities	4.18	G
3. Demonstrates empathy toward classmates	3.98	G
4. Resolves conflicts constructively	3.17	F
5. Encourages and supports peers	3.87	G
6. Maintains positive relationships with classmates	4.08	G
7. Communicates openly with peers	3.99	G
8. Accepts differences among classmates	4.21	G
9. Demonstrates teamwork with peers	4.11	G
10. Shows responsibility in peer interactions	4.02	G
OVERALL MEAN	4.05	G

Table 7 shows that Senior High School learners demonstrated a *Good* level of social interaction competence in terms of peer engagement (overall mean = 4.05). The highest-rated indicator was respect and consideration toward peers ($M = 4.29$), while resolving conflicts

constructively received the lowest mean ($M = 3.17$). These findings indicate strong interpersonal respect among learners, although conflict resolution skills remain an area for improvement.

Table 8

Level of Social Interaction Competence of Senior High School Learners in terms of Communication Skills during Group Tasks

Indicator	Mean	Interpretation
1. Clearly expresses ideas during discussions	3.98	G
2. Listens actively to group members	3.91	G
3. Contributes ideas during group discussions	3.82	G
4. Encourages group participation	3.71	G
5. Gives constructive feedback	3.81	G
6. Demonstrates cooperation in group work	3.99	G
7. Helps organize group ideas	3.90	G
8. Accepts group decisions respectfully	4.09	G
9. Performs assigned role responsibly	4.01	G
10. Participates in group presentations	3.49	F
OVERALL MEAN	3.87	G

Table 8 posits the level of social interaction competence of senior high school learners in terms of communication skills during group tasks. It can be gleaned that the indicator “Accepts group decisions respectfully” rated by the respondents with a highest mean of 4.09 which can be interpreted as “Good”. This means that the targeted respondents have a strong cooperative attitude. On the other hand, data revealed that the indicator “Participates in group presentations” gained the lowest mean of 3.49 which can be interpreted as “Fair”. This demonstrates that the learners faced difficulties in speaking publicly in a collaborative setting. Overall, the computed overall mean was 3.87 which can be interpreted as “Good”. This reflects that the targeted SHS learners revealed to be relatively confident in group communication.

Table 9

Level of Social Interaction Competence of Senior High School Learners in terms of Participation in School-based Activities

Indicator	MEAN	Interpretation
1. Participates in school programs and projects	3.18	F
2. Demonstrates leadership in school activities	3.11	F
3. Cooperates with teachers and classmates in events	3.99	G
4. Volunteers to help in school programs	3.81	G
5. Shows enthusiasm in school events	4.02	G
6. Participates in extracurricular activities	3.94	G
7. Works well with others during events	4.07	G
8. Takes responsibility during activities	3.99	G
9. Supports school initiatives	4.09	G
10. Demonstrates commitment to school activities	3.99	G
OVERALL MEAN	3.82	G

Table 9 indicates that Senior High School learners demonstrated a *Good* level of social interaction competence in terms of participation in school-based activities (overall mean = 3.82). The highest-rated indicator was supporting school initiatives ($M = 4.09$), while demonstrating leadership in school activities received the lowest mean ($M = 3.11$). These results suggest that while learners are actively engaged in school activities, their leadership and initiative-taking skills require further development.

Table 10
Significant Relationship between Oral Communication Proficiency and Social Interaction Competence among Senior High School Learners

Variables	Overall Social Interaction Competency	Classroom Participation	Peer Engagement	Group Communication Skills	School Activities
Overall Oral Communication Proficiency	.680**	.706**	.661**	.635**	.652**
Pronunciation Fluency &	.640**	.660**	.618**	.600**	.612**
Grammar Vocabulary &	.620**	.635**	.600**	.585**	.595**
Coherence Organization &	.590**	.602**	.565**	.550**	.562**
Confidence Delivery &	.650**	.672**	.630**	.615**	.628**

Note: **Correlation is significant at the 0.05 level (2-tailed)

N (sample size per variable) = 438

Sig. (2-tailed) for all correlations = 0.000

Table 10 shows a statistically significant moderate to strong positive relationship between oral communication proficiency and social interaction competence ($r = 0.550\text{--}0.706$, $p < 0.05$), leading to the rejection of the null hypothesis. Among the indicators, group communication skills had the lowest correlation ($r = 0.635$), suggesting the influence of additional factors such as teamwork. Confidence and delivery were strongly associated with classroom participation ($r = 0.672$) and peer engagement ($r = 0.630$). Overall, higher oral communication proficiency is linked to improved social interaction competence and increased student participation.

Table 11
Level of Academic Performance of the Senior High School Learners

GWA Range	Descriptive Equivalent	Frequency (f)	Percentage (%)
90 – 100	Outstanding	68	16%
85 – 89	Very Satisfactory	198	45%
80 – 84	Satisfactory	167	38%

75 – 79	Fairly Satisfactory	5	1%
Below 75	Did Not Meet Expectations	0	0%
Total		438	100%

Table 11 presents the level of academic performance of Senior High School learners based on their General Weighted Average (GWA) from the previous school year. The data reveal that most learners demonstrated satisfactory to above-average performance. Specifically, the largest proportion (45%) attained a *Very Satisfactory* rating, followed by 38% at the *Satisfactory* level. Additionally, 16% of the learners achieved an *Outstanding* rating, while only 1% were classified as *Fairly Satisfactory*. Notably, no learners fell under the *Did Not Meet Expectations* category.

These findings indicate that the majority of learners met or exceeded the expected academic standards, reflecting adequate academic skills, effective study habits, and active engagement in their learning.

Table 12
Significant Relationship between Oral Communication Proficiency and Academic Performance among Senior High School Learners

Variable	Academic Performance
Overall- Oral Communication Proficiency	.540**
Pronunciation & Fluency	.500**
Grammar & Vocabulary	.520**
Coherence & Organization	.470**
Confidence & Delivery	.510**

Note: **Correlation is significant at the 0.05 level (2-tailed)

N (sample size per variable) = 438

Sig. (2-tailed) for all correlations = 0.000

Table 12 reveals the relationship between oral communication proficiency and academic performance of the targeted SHS learners. It was found out that there was a significant positive correlation between oral communication proficiency and academic performance. The computed correlation between the overall communication proficiency and the academic performance of the learners was 0.540 ($p < 0.05$). This indicates a moderate to strong relationship, suggesting that learners with higher oral communication skills tend to achieve higher academic performance.

Proposed Action Plan

Based on the findings of the study, an action plan was proposed to enhance both oral communication skills, social interaction competency and academic performance of the SHS in SEPNAS. This plan aims to address key factors identified in the study. The proposed action plan focuses on instructional enhancement, communication training, and student engagement initiatives to strengthen both oral communication proficiency and social interaction competence of senior high school learners. Since the study found significant relationships between oral communication proficiency, social interaction competence, and academic performance, the

implementation of structured communication activities, leadership programs, and collaborative learning strategies is expected to improve students' communication confidence, participation, interpersonal skills, and academic outcomes.

4. Discussion

The findings revealed that Senior High School learners demonstrated a **good level of oral communication proficiency** across the dimensions of pronunciation and fluency ($M = 3.75$), grammar and vocabulary ($M = 3.71$), coherence and organization of ideas ($M = 3.79$), and confidence and delivery ($M = 3.72$). These results indicate that learners generally possess satisfactory oral communication skills necessary for academic and social interactions. However, specific areas such as native-like pronunciation, use of transition words, and managing nervousness during oral presentations received lower ratings, suggesting that learners continue to experience challenges in advanced communication competencies.

Similarly, the respondents exhibited a **good level of social interaction competence**, particularly in classroom participation ($M = 4.09$), peer engagement ($M = 4.05$), communication during group tasks ($M = 3.87$), and participation in school-based activities ($M = 3.82$). Learners demonstrated strong respect for others, cooperation, and positive peer relationships. Nevertheless, conflict resolution, participation in group presentations, leadership roles, and involvement in school programs emerged as areas requiring improvement.

The study further established a **significant positive relationship between oral communication proficiency and social interaction competence** ($r = .680, p < .05$). This finding suggests that learners who possess stronger communication skills are more likely to engage effectively with peers, participate actively in classroom discussions, and develop positive interpersonal relationships. Likewise, oral communication proficiency was significantly related to academic performance ($r = .540, p < .05$), indicating that students with stronger communication abilities tend to perform better academically.

The findings support previous studies that emphasize the importance of communication skills in learners' academic and social development. The good level of oral communication proficiency observed among the respondents is consistent with the findings of **AlAli and Wardat (2024)** and **Berry et al. (2025)**, who reported that communication competence plays a crucial role in enhancing learner engagement and participation in classroom activities.

The significant relationship between oral communication proficiency and social interaction competence aligns with the work of **Papagiannopoulou and Vaiopoulou (2024)**, who found that effective communication promotes collaboration, teamwork, and positive peer interactions among learners. Similarly, the results support the findings of **Roehrig et al. (2021)** and **Borowczak et al. (2025)**, which highlighted the role of communication skills in fostering meaningful educational interactions and collaborative learning experiences.

The findings of the study underscore the importance of strengthening communication-centered instructional practices and learner-centered programs in schools. Teachers are encouraged to provide learners with authentic speaking opportunities through debates, oral presentations, role-playing activities, collaborative discussions, and other communication-focused tasks that can enhance fluency, confidence, vocabulary development, and interpersonal skills. School administrators may further support these efforts by implementing communication enhancement programs, leadership development initiatives, and student engagement activities that foster both oral communication proficiency and social interaction competence. Given the significant relationship between communication skills, social interaction, and academic performance, educational stakeholders should continue promoting instructional approaches aligned with the K to 12 curriculum that emphasize communication, collaboration, critical thinking, and leadership development while providing professional development opportunities for teachers.

Despite these significant findings, several limitations should be considered. The study was conducted solely among Senior High School learners of SEPNAS during School Year 2025–2026, which may limit the generalizability of the results to other schools and contexts. The use of self-assessment questionnaires may also have introduced subjective bias, as responses were based on learners' perceptions of their own abilities. Furthermore, the descriptive-correlational design only established relationships among variables and did not determine causal effects.

Lastly, other factors such as socioeconomic status, family support, motivation, personality traits, and learning environment were not examined but may have influenced learners' oral communication proficiency, social interaction competence, and academic performance. Future studies may explore these variables to provide a more comprehensive understanding of learner development.

5. Conclusion

The study concludes that Senior High School learners generally demonstrate good oral communication proficiency and social interaction competence, although improvements are still needed in areas such as pronunciation, vocabulary, confidence, conflict resolution, leadership, and public speaking. It also establishes that oral communication proficiency has a significant positive relationship with both social interaction competence and academic performance, indicating that strong communication skills contribute to better interpersonal engagement and learning outcomes. Most learners achieved very satisfactory academic performance, reflecting effective participation in school.

Based on these findings, it is recommended that teachers implement targeted speaking activities to enhance pronunciation, vocabulary, and overall communication skills, while schools introduce programs such as speech workshops, debates, and presentations to build students' confidence. Collaborative learning strategies and group tasks should also be encouraged to improve interaction, while guidance programs may focus on developing social and conflict resolution skills. Additionally, school administrators are encouraged to promote leadership opportunities through extracurricular involvement. Future researchers may further explore other



factors, such as communication anxiety, learning environment, and teaching strategies, that could influence students' communication skills and academic performance.

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