



# Oral Communication Apprehension and Learning Engagement of Grade 11 Senior High School Students

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## Abstract

The influence of oral communication apprehension on the learning engagement of Grade 11 Senior High School Students in English in Lubigan Sr High School, District of Sipocot, Division of Camarines Sur, School Year 2023-2024 was determined using the Descriptive-correlational method and Coefficient of Determination. The data were gathered using the widely used instruments, the Personal Report of Communication Apprehension (PRCA-24), to determine students' level of communication apprehension and the Students Engagement in School Questionnaire (SESQ), to establish the students' learning engagement level. The results indicated no significant relationship between oral communication apprehensions and the learning engagement of Grade 11 students. Also, students' learning engagement noted a weak influence on their oral communication apprehension. Therefore, whether a student feels apprehensive about oral communication may not influence how much they participate in or value their learning activities.

*Keywords: oral communication apprehension, public speaking, learning engagement, affective engagement, behavioral engagement, and cognitive engagement*

## Introduction

Oral communication is a vital aspect of our daily lives. It allows us to share our thoughts, ideas, and feelings. Effective oral communication skills are crucial for building relationships and achieving success, whether in a professional setting, social gathering, or personal conversation. However, for some students, the thought of speaking in front of others can be a source of great anxiety and apprehension. This phenomenon not only affects individual performance but can also impact the overall relationships among students, teachers, and the learning environment within the classroom leading to lessened learning engagement.

Oral communication apprehension is defined as the fear or anxiety that individuals experience when faced with the prospect of speaking in front of others. It is a common problem among students, and its effects can range from mild discomfort to severe avoidance of any oral communication tasks. The fear of being judged, making mistakes, or being ridiculed often leads to feelings of nervousness, self-doubt, and even physical symptoms such as sweating, trembling, and increased heart rate. These negative emotions not only hinder a student's ability to communicate effectively but also have a profound effect on their learning engagement.

On the other hand, the learning engagement of the student is a complex context that is essential to the educational process. It affects students' academic performance and overall educational experience by reflecting how involved and attached they are to their studies. Establishing dynamic learning environments that enable students to become active, lifelong learners by comprehending and encouraging emotional, cognitive, and behavioral engagement is vital in placing a strong emphasis on engagement. Thus, the relationship between oral apprehension and learning engagement is complex, as heightened anxiety can lead to disengagement of the students in their learning process.

One of the primary ways in which Oral Communication apprehension affects the learning engagement of the students is through reduced participation in class discussions and presentations. Tolanur (2022) mentioned that the need to learn a language arises from its adaptability, productivity, utility, universality, and teaching ability. Learners need to acquire their communication skills with English as a medium to be effective in their fields or areas of discipline. In a universal perspective, Ayawan et al. (2022) states that being able to communicate orally in English, especially in face-to-face communications with other people in real situations and conditions is highly important.

In the Philippines, oral communication skills have become an essential tool for someone to be successful in his academic endeavor since engagement in classes often, uses the English language as its medium of instruction. The dilemma in classrooms that English teachers usually encounter is the inability of students to express their ideas using the English language. Thus, it hampers their learning engagement in class discussions and might lead to their disengagement from the subject (Palmero, 2019). Students need regular opportunities to engage in oral communication tasks to hone their skills. Classroom activities encouraging speaking, such as group work, pair discussions, and oral presentations, allow students to practice their communication skills in a supportive environment. The more they practice, the more they can refine their speaking abilities (Apat et al., 2023).

Thus, the importance of English has been emphasized in educational reforms and initiatives to prepare students to be globally competitive. Thus, the Framework for 21<sup>st</sup> Century Learning lists English as one of the core subjects in the 21<sup>st</sup> century to be given emphasis. Hence, the Department of Education stressed the importance of Filipino students' communication skills in the Learning Area strand of the K–12 English curriculum, which declares that:

*The learners demonstrate mastery of basic skills in English language arts; communicate appropriately, fluently, and accurately orally and write for a variety of purposes in a different social and academic context at his/her level while carrying out real-life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.*

However, even though most of the Philippine population has at least some degree of fluency in the English language, a gradual deterioration can be observed. In Senate Resolution No. 622, Senator Grace Poe called for a review of the current elementary and secondary school curriculum considering information on the decreasing proficiency of Filipino graduates in the global language. Moreover, based on the EF English Proficiency Index (an annual ranking by their level of English) over the past years. From 14th place in 2018 to 20th in 2019, the Philippines' ranking dropped to 27th in 2020. Though in 2021, the Philippines climbed up to rank 18, it is still far from its 13th ranking way back in 2016 (Santos, et. al, 2022).

Additionally, in 2018, DepEd participated in the 2018 cycle of the Programme for International Student Assessment (PISA), a triennial international assessment administered to 15-year-old learners, who are near the end of their compulsory basic education. Implemented by the Organization for Economic Cooperation and Development (OECD), PISA specifically investigates the learners' ability to apply the knowledge they have gained in formal education to everyday situations. English was nominated as the language of testing because secondary school subjects in the Philippines are being taught in English. The test assumes that the test-takers should have reached a sufficient understanding of English to work on the PISA test without encountering linguistic problems. Hence, Reading Literacy was assessed as the major domain. Results showed that Filipino students obtained an average score of 340 points in Overall Reading Literacy, which was significantly lower than the OECD average of 487 points (Manuel, 2022). Given the different situation that shows the results of the occurring problem regarding students' performance in English, this must be the greatest concern of the educator.

### **Oral Communication Apprehension**

McCroskey's Communication Apprehension Theory believed that people experience varying levels of apprehension about communication situations, particularly public speaking and interpersonal communication. These anxieties can affect their overall willingness to engage in verbal interactions, impacting their academic and social lives. Thus, as cited by Dalan (2023) students with a communication apprehension have been discovered to engage in class discussions less frequently. Nowadays educators need to admit, that most of the students have not shown mastery in the four fundamental skills of the English language such as listening, speaking reading, and writing as stated in the study of Berenguila (2019). Most of them are not fluently and orally competent, have grammar, spelling, and vocabulary difficulties, and cannot even comprehend what they are reading and/or listening to. One of the arising problems that hamper the advancement of the students' skills is the growing problem of the

student's language proficiency is their apprehensions. It is known from past research that apprehension associated with the language learning process is a common experience and most often occurs during oral language tasks that involve speaking.

As mentioned in the study by Katz (2017) revealed the causes of students' communicative anxiety when speaking in public. These include fears of making a mistake, coming across as foolish, or being seen as ugly. Some students claimed they experience anxiety when they consider being the center of attention or having people's eyes on them. This was also supported by De Guzman and Ocampo's findings (2017), where they discovered that speaking in front of an audience, or even just the audience's thoughts, causes participants to feel uneasy or apprehensive. Thus, since there has been a growing interest in language learning apprehension problems of English students, an investigation on this issue is very timely because the language is used at every school level in the country, where English is considered a Second language.

Additionally, as mentioned in the study of Santos et al. (2022) that the different factors behind the descending Filipino English proficiency, such as learners' motivation, parental involvement, learning environment, teaching strategies, comprehensive input, learners' socio-economic status, and learners' age. Therefore, they concluded that 1) Continuous practice and usage of the English language could help us further cement our economy; 2) there is still a huge room for improvement in terms of grammar which could also help alleviate learners' anxiousness, and 3) we still need to strike a balance in polishing the English language education and nurturing our local and cultural languages. Thus, a review, planning, and implementation of English materials and curriculum was suggested.

Another correlated study by Chentez et al. (2019) exposes the common problems in oral communication skills among High School Students of Saint Michael College of Caraga. The result of the study indicated that oral communication and communication apprehension were the main problems for the students. Thus, open channels for staff and opportunities to practice their English were suggested by the researchers.

Another study related to oral communication apprehension by Nihei et al. (2016) studied the struggles in Oral Communication of College students who are not yet Proficient in the English Language. It states that students have different struggles caused by nervousness, low levels of confidence, and fear of being judge others. Thus, it leads to the different struggles that hamper their oral communication skills. Hence, the researchers suggested that teachers should be a guide to students who are not proficient in the English language. Teachers should help students to improve their vocabulary. Also, they mentioned that researchers continue doing studies about the struggles of students who are not yet proficient in the English language.

Furthermore, a study of Cristobal and Lasaten (2018) also investigated the Oral Communication Apprehensions and Academic Performance of Grade 7 Students. the study reveals that there exists a significant relationship between the Grade 7 students' level of oral communication apprehension and their level of academic performance in English, Mathematics and Science, that is, if the students experience lower level of communication apprehension,

they are more likely to have higher academic performance, but, if the students exhibit higher level of oral communication apprehension, they tend to have lower academic performance.

Moreover, as mentioned in the study of Lungay (2023) about the Public Speaking Anxiety in Oral Communication Among Grade 11 Students of Cagayan de Oro College. The findings suggested that Grade 11 should minimize public speaking anxiety levels students and need to be motivated, to have high self-esteem so that they will not be distracted by a large audience and need to have a positive environment for them not to experience anxiety or fear in public speaking.

However, according to the findings of the of study of De Guzman & Castillo (2020), that students with high levels of anxiety still participated in learning activities, hence suggested that other factors such as, supportive classroom environments and group dynamics, might reduce the negative effects of oral apprehension. Similarly, a study relevant to the influenced of oral apprehension to learning engagement by Dela Cruz & Mendoza (2019) found out that the sense of accomplishment from overcoming challenges and the encouragement from peers and instructors helped reduce the impact of oral anxiety on engagement.

### **Learning Engagement**

Learning engagement is a student's participation in their courses and all other areas of their educational program (Apat et al. 2023). It mirrors a learner's interactions and teamwork with teachers and fellow students. It is a crucial factor that contributes to academic success. When students are engaged in learning, they become more interested in the learning process, leading to increased knowledge acquisition and retention. Additionally, the learning engagement of students in class is said to be affected by their ability to express their ideas. Hence, a student 's engagement in the learning process has something to do with his or her ability to take part in classroom activities and classroom discussions (Palmero, 2019).

Student learning engagement has also been described as the level of interest demonstrated by students, how they interact with others in the course, and their motivation to learn about the topics (Briggs, 2015). There are several affective factors related to student engagement which include attitude, personality, motivation, effort, and self-confidence (Gray and DiLoreto, 2016). There are three factors related to good engagement family factor, school factor, and peer factor (Ali and Hassan, 2018).

Therefore, one of a teacher's crucial responsibilities is to make sure that their students are stimulated. Involvement in classroom activities and a desire to learn are two qualities of her students. To motivate students to participate in the processes, experiences, and activities of learning, it is their responsibility to build a supportive classroom atmosphere and a school environment. According to this concept, children's engagement in school is influenced by how much interest they have at school.

Also, as mentioned in the study of Vanner et al. (2020) the teacher-student relationships, instructional practices, and classroom climate are factors in a classroom environment that affects students learning engagement. A positive and supportive

environment promotes student motivation and active participation, leading to increased engagement and improved academic performance.

Additionally, according to the study of Sesmiyanti (2018) that students' cognitive engagement involves the students to think during academic task, they have to have motivated to improve their ability in learning and also, they have to participate and active in the classroom.

Furthermore, a study interconnected to learning engagement by Ocampo and Junaidi (2024) conducted in one state university in Bicol Region that there was a large extent of learning engagement of the respondents in three areas: knowledge development, social interaction, and motivation. Thus, it recommended that language teachers utilize educational videos during the teaching-learning process to increase learning engagement in technology-mediated learning.

Additionally, a study related to learning engagement by Carstens et al. (2021) studies the relationship between technology and student learning engagement. They found that technology has the potential to impact student engagement significantly. Technology-mediated learning experiences provide personalized and interactive learning opportunities that capture students' interest and actively involve them in learning.

### **Methodology**

This study used the descriptive-correlational method to determine the significant relationship between oral communication apprehension and learning engagement of students in English. While a correlational method was utilized to determine whether and to what degree, the relationship exists between oral communication apprehensions and level of learning engagement. The study was conducted in Lubigan Sr High School, District of Sipocot, Division of Camarines Sur, School Year 2023-2024. Data were obtained from a class composed of fifty-one (51) Grade 11 students the only section through the adopted questionnaire and were statistically treated using frequency count, percentage distribution, weighted mean, Pearson Product-Moment Correlation Coefficient, and Coefficient of Determination.

### **Results and Discussion**

#### **Level of Oral Communication Apprehension of the Students**

Students' oral communication apprehensions refer to their level of fear or anxiety associated with spoken language. It can occur during group or individual classroom tasks which require them to use the English language.

Table 1 shows the level of oral communication apprehension of 51 students in English when they are grouped in communication situations such as small groups, meetings, interpersonal, and public speaking. It revealed that among the different communication situations, students obtained an average level of 50.98% in public speaking. It implies that sometimes anxiety overcomes them, particularly when they were speaking in front of a large group of people when using the English language. As stated in the study by Palmero (2019) the dilemma in classrooms where English teachers usually encounter the inability of students to express their ideas using the English language, it hampers their learning engagement in class discussion and leads to their disengagement from the subject.

**Table 1.** Level of Oral Communication Apprehension of the Students

Communication Situations	Frequency (f)	Percentage (%)
<b>Group Discussions</b>		
High	1	1.96
Average	13	25.49
Low	37	72.55
<b>Total</b>	<b>51</b>	<b>100</b>
<b>Meeting</b>		
High	0	0
Average	20	39.22
Low	31	60.78
<b>Total</b>	<b>51</b>	<b>100</b>
<b>Interpersonal Conversation</b>		
High	0	0
Average	20	39.22
Low	31	60.78
<b>Total</b>	<b>51</b>	<b>100</b>
<b>Public Speaking</b>		
High	4	7.84
Average	26	50.98
Low	21	41.18
<b>Total</b>	<b>51</b>	<b>100</b>

Group Discussions. As shown in the table showing group discussions, 37 or 72.55 % of the Grade 11 students exhibited low levels of apprehension when they participated in small group discussions. This implies that most of the students normally like to get involved in group discussions during English class. These were the students who actively involved themselves in this type of communication situation. According to Ayawan et al. (2022) being able to communicate orally in English, especially in face-to-face communications with other people in real situations and conditions is highly important. Meanwhile, 1 or 1.96 % experience high level of oral communication apprehensions when they are communicating in this type of communication situation. This indicates that these students don't enjoy taking part in and interacting with small group talks. Therefore, according Apat et al. (2023) Classroom activities, encouraging speaking, such as group work, allow students to practice their communication skills in a supportive environment. The more they practice, the more they can refine their speaking abilities.

Meetings. It can be observed from the same table that in meetings, 31 or 60.78% of the Grade 11 students experienced a low level of apprehension. This shows that talking at a meeting or in class typically puts people at ease. Most of these learners already possess the self-assurance to express their opinions and ideas. When asked to recite, respond to queries, offer opinions, or make judgments, they are prepared and unafraid to do so. Despite that,

Santos et al. (2022) suggested a continuous improvement. Additionally, Lungay (2023) urged to motivate students to have more high self-esteem so that they will not be distracted by a large audience.

Interpersonal Conversation. When it comes to interpersonal conversation, 31 (60.78%) of the Grade 11 students experienced a low level of communication apprehension in English. This indicates that these students are typically calm and comfortable throughout discussions. They are the ones who feel confident while speaking with various types of individuals they come across, even with a new acquaintance. According to Cristobal and Lasaten (2018) if the students experience lower level of communication apprehension, they are more likely to have higher academic performance.

Public Speaking. It was clearly shown in the table that 26 or 50.98% of the Grade 11 students have an average level of apprehension in public speaking. This indicates that although these students are not afraid to give or make a speech, there are times when anxiety overcomes them, particularly when they are speaking in front of a large group of people. As stated in the study by Cristobal and Lasaten (2018), students were more apprehensive while giving oral presentations or public speeches. The study also highlighted that the students dislike public speaking and viewed it as an activity that incites fear and anxiety. Similarly, Katz (2017) revealed the causes of student's communicative anxiety when speaking in public.

### Level of Learning Engagement of the Students

Students' active participation and involvement in the learning process, particularly in terms of affective, behavioral, and cognitive engagement, is referred to as their degree of learning engagement. When actively involved in their education, students were more likely to gain information, hone their critical thinking abilities, and become self-sufficient learners.

**Table 2.** Level of Affective Engagement of the Grade 11 Students

Indicators	WM	Interpretation	Rank
	<b>Rating Scale</b>	<b>Interpretation</b>	
I like my school.	4.39	Very High	1
I am proud to be at this school.	4.21- 5.00 4.37	Very High (VH)	2
I am happy to be at this school.	3.41-4.20 4.31	Very High (H)	3
I am very interested in learning.	4.27	Very High	4
I enjoy learning new things in class	2.61- 3.40 4.18	Moderate (M) Very High	5
I like what I am learning in school.	1.81-2.60 3.98	Low High	6
I think learning is interesting.	1.00-1.80 3.96	Very High (VL)	7
I think what we are learning in school is interesting.	3.90	High	8
Most mornings, I look forward to going to school.	3.78	High	9
<b>Overall Weighted Mean</b>	<b>4.13</b>	<b>0.82</b>	<b>High</b>

**Legend:**

WM-Weighted mean

**Affective Engagement.** Presented in Table 2 was the level of affective learning engagement of the students in learning English in terms of affective. It deals with the students' feeling interest in achieving related activities. The results show that the statement, "I like my school", generated a weighted mean rating of 4.39 with an interpretation of very high. On the other hand, the statement, "most mornings, I look forward to going to school" received a weighted mean rating of 3.78 which ranks as the lowest among indicators. Thus, it implies that students were highly into their school. However, educators need to go over factors about students' motivation in going to school. According to the statement of Gray and Diloreto (2016), there are several affective factors related to student engagement which include attitude, personality, motivation, effort, and self-confidence. As cited by Palermo (2019), that the higher the student 's feeling of belongingness to school, the higher his or her engagement and participation in the process of learning.

**Behavioral Engagement.** Shown in table 3 below was the level learning engagement of the students in learning English in terms of behavioral. It deals with students' efforts to participate and comply with school and classroom rules. It revealed that the statement, in class, I work hard as I can, obtained the highest rank among the statements with 3.63 weighted mean with an interpretation as high. It implies that students were at their best while attending the classes. Therefore, students were highly motivated to perform any related task during class.

Whereas, the statement, in school I do just enough to get by, attained the lowest rank with a mean rating of 3.00 which is moderately observed. It infers that some students were putting in the minimum effort required to meet the basic expectations or requirements but not going above and beyond. It's often associated with a lack of motivation or a focus on avoiding failure rather than pursuing success. Thus, congruent to the idea of Gomes et al. (2023) that providing more individual explanations and feedback at the beginning of an interaction, leaving collective feedback and students' guidance of ongoing work for later was vital in the behavioral learning engagement of the learners. Knowing that academic and extracurricular success was attained by students exhibiting strong behavioral involvement.

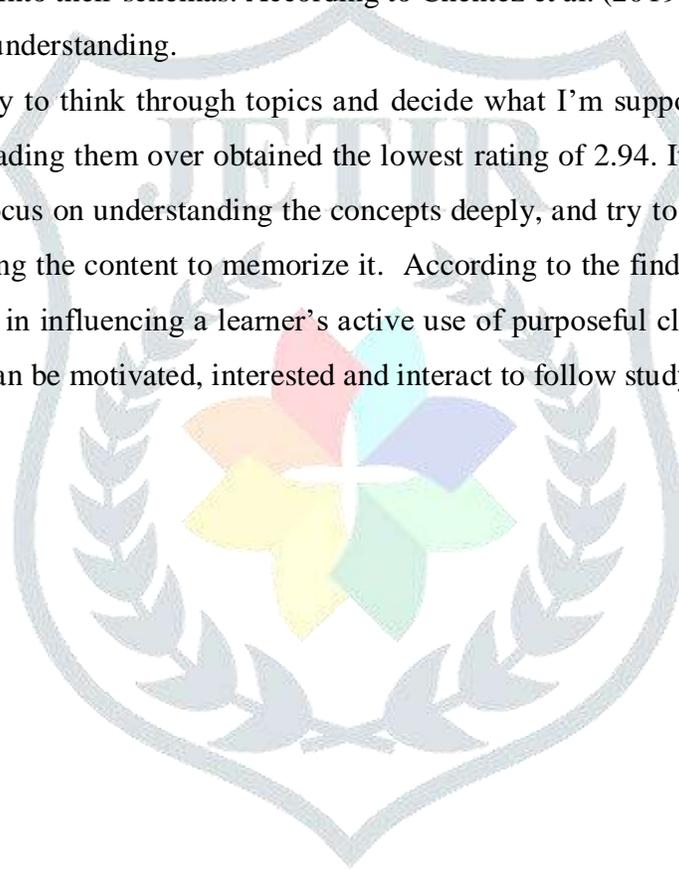
**Table 3.** Level of Behavioral Engagement of the Grade 11 Students

Indicators	WM	Interpretation	Rank
In class, I work as hard as I can.	3.63	High	1
When I 'm in class, I participate in class activities.	3.55	High	2
I try hard to do well in school.	3.47	High	3
I am an active participant of school activities such as sport day and school picnic	3.41	High	4
I pay attention in class.	3.33	Moderate	5
When I 'm in class, my mind is focused on the lesson.	3.27	Moderate	6
I volunteer to help with school activities such as sport day and parent day.	3.20	Moderate	7
When I run into a difficult homework or problem, I keep working at it until I think I 've solved it.	3.14	Moderate	8
If I have trouble understanding a problem, I go over it again until I understand it.	3.10	Moderate	9

I take an active role in extracurricular activities in my school.	3.06	Moderate	10.5
When I'm in class, I just act like I'm working.	3.06	Moderate	10.5
In school, I do just enough to get by.	3.00	Moderate	12
<b>Overall Weighted Mean</b>	<b>3.27</b>	Moderate	

Cognitive Engagement. This refers to students engaged in a higher level of thinking. As disclosed in the table 4 below was the level of learning engagement of the students in learning English in terms of cognitive engagement. The results show that students have the highest weighted mean obtaining 3.53. Students were likely to match what they already know with things they trying to learn from school. It implies that Grade 11 students were most likely to incorporate new knowledge into their schemas. According to Chentez et al. (2019), incorporating new knowledge promotes deeper learning and understanding.

Meanwhile, the statement, I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over obtained the lowest rating of 2.94. It implies that the students think critically about the material, focus on understanding the concepts deeply, and try to figure out the most meaningful lessons rather than just repeating the content to memorize it. According to the findings of the study of Sesmiyanti (2018), Cognitive is important in influencing a learner's active use of purposeful classroom learning, and by using this engagement the students can be motivated, interested and interact to follow studying in the classroom.



**Table 4. Level of Cognitive Engagement of the Grade 11 Students**

Indicators	WM	Interpretation	Rank
I try to match what I already know with things I am trying to learn for school.	3.53	High	1
When I study, I figure out how the information might be useful in the real world.	3.41	High	2
When I study, I try to understand the material better by relating it to things I already know	3.29	Moderate	3
When learning things for school, I try to see how they fit together with other things I already know.	3.20	Moderate	4
I make up my own examples to help me understand the important concepts I learn from school.	3.14	Moderate	5
I try to understand how the things I learn in school fit together with each other.	3.12	Moderate	6
When I study, I try to connect what I am learning with my own experiences.	3.10	Moderate	7
When learning new information, I try to put the ideas in my own words.	3.04	Moderate	8
I try to see the similarities and differences between things I am learning for school and things I know already.	2.89	Moderate	9.5
When learning things for school, I often try to associate them with what I learned in other classes about the same or similar things.	2.98	Moderate	9.5
When studying, I try to combine different pieces of information from course material in new ways.	2.96	Moderate	11
I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over.	2.94	Moderate	12
<b>Overall Weighted Mean</b>	<b>3.14</b>	<b>Moderate</b>	

### Summary of the Level of Learning Engagement of Students in English

Learning engagement refers to students' active involvement and motivation in learning. It is an inclusive term that refers to all aspects of cognitive, emotional, and behavioral involvement where the learners are actively participating, thinking, and connecting with the subject matter. The students engaged in learning are more likely to retain information, stay motivated, and achieve better academic results. Therefore, engagement becomes an important factor in creating a meaningful learning experience.

The table 5 below shows the summary of the level of learning engagement of 51 Grade 11 students in English. It discovered that students' learning engagement generated an overall weighted mean rating of 3.51 interpreted as high. Therefore, it implies that the level of learning engagement among Grade 11 students was manifested.

Meanwhile, the result disclosed that the Grade 11 students had high participation in affective engagement in senior high school. Students exhibited active involvement in learning at school. According to Gray and DiLoreto (2016), there were several affective factors related to student engagement which include attitude, personality, motivation, effort, and self-confidence. It only serves to highlight how emotionally invested and devoted students were to their education, teachers, and different activities. Additionally, as stated by Ali and Hassan (2018) there were three factors related to good engagement family factor, school factor, and peer factor.

**Table 5.** Summary of the Level of Learning Engagement of the Grade 11 Students in English

Indicators	WM	Interpretation	Rank
Affective Engagement	4.13	High	1
Behavioral Engagement	3.27	Moderate	2
Cognitive Engagement	3.14	Moderate	3
<b>Overall Weighted Mean</b>	<b>3.51</b>	<b>0.85</b>	<b>High</b>

### Significance Test on Relationship between Oral Communication Apprehension and Learning Engagement

The relationship between oral communication apprehension and learning engagement was important, as anxiety about speaking can hinder students' participation in class activities, discussions, and presentations. High levels of oral communication apprehension often led to reduced behavioral engagement, as students avoid speaking or sharing their ideas. Conversely, when oral communication apprehension was low, students were more likely to engage actively, contributing to both cognitive and emotional aspects of learning. Addressing communication anxiety can, therefore, enhance students' overall engagement and academic success.

**Table 6.** Relationship Between Oral Communication Apprehension and Learning Engagement of Grade 11 Students

Variables	Computed r	Df	p-value	Interpretation
Oral Communication Apprehension	0.096	49	0.504	NS
Learning Engagement				

*\*Correlation is significant at the 0.05 level*

The test of the correlation between oral communication apprehension and learning engagement was shown in Table 6. The data revealed an overall computed r-value was equal to 0.096 with a p-value of greater than 0.504; the confidence level set for this study was  $p < .05$ .

Hence, the overall result denotes a not significant relationship between the two variables. It means that the level of anxiety or fear a student feels about speaking orally does not appear to have a strong or meaningful effect on how engaged the student was in their learning engagement. In other words, whether or not a student feels apprehensive about oral communication may not influence how much they participate in or value their learning activities. According to the study by Ali and Hassan (2018), there were three factors related to good engagement family factor, school, factor, and peer factor. Therefore, other factors might reduce the negative effects of oral apprehension on learning engagement. Thus, De Guzman and Castillo (2020) concluded that effective teaching strategies and peer support might mitigate the impact of oral apprehension on learning engagement, indicating that oral anxiety does not always negatively affect engagement in a well-structured classroom.

## The Influence of Oral Communication Apprehension on Learning Engagement

The influence of oral communication apprehension on learning engagement was a critical area of study, as students who struggle with speaking anxiety may be less likely to engage fully in class activities, potentially affecting their overall learning experience.

**Table 7. The Influence of Oral Communication Apprehension on Learning Engagement**

Variables	Computed r	Df	p-value	r <sup>2</sup>	Interpretation
Oral Communication Apprehension	0.096	49	0.504	0.00	Very Weak
Learning Engagement					

\*Correlation is significant at the 0.05 level

Rating Scale	Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40- 0.59	Medium
0.20-0.39	Weak
0.00-0.199	Very Weak

Table 7 presents the regression model indicating the influence of oral communication apprehension on the students' learning engagement. It specifically shows that the Pearson correlation coefficient was equal to 0.096, which denotes no significant relationship between variables.

The coefficient of determination ( $r^2$ ) was equal to 0.0092 Or 0.92 % which means that the learning engagement of the students has a very weak influence by oral communication apprehension. Though the  $r^2$  value (0.009216) indicates that the relationship was very weak, still there was a part of the conclusion that oral communication apprehension affects the Learning Engagement of the students. Hence, supported by the findings of Dela Cruz and Mendoza (2019) the sense of accomplishment from overcoming challenges and encouragement from peers and instructors helped reduce the impact of oral anxiety on engagement. Thus, self-efficacy and a positive classroom environment could mitigate the negative effects of communication anxiety, suggesting that oral apprehension does not always hinder learning engagement when these factors are present.

### Conclusions

In this study, the researcher has attempted to explore the influence of oral communication apprehensions on the learning engagement of Grade 11 Senior High School Students in English, through a thorough analysis, the researcher therefore concludes the following:

That the oral communication apprehensions of Grade 11 senior high school students were generally low in the context of small group settings, meetings, and interpersonal conversations, while some students experienced anxiety in public speaking. This indicates that although these students are not afraid to give or make a speech, there are times when anxiety overcomes them, particularly when they are speaking in front of a large group of people. On the

other hand, students learning engagement was rated lowest in behavioral and cognitive aspects, while they exhibited active involvement in affective engagement. It only serves to highlight how emotionally invested and devoted students were to their education, teachers, and different activities. Moreover, there was no significant relationship between oral communication apprehensions and learning engagement noted. Thus, this means that even if a student suffers some distress in oral communication, it does not strongly affect how actively they participate, their motivation to learn, or their cognitive involvement in school activities. Lastly, with oral communication apprehension having only a very weak influence on students' learning engagement. However, intervention programs in schools play a crucial role in reducing students' oral apprehensions and enhancing their learning engagement.

### **Recommendations**

Based on the findings above, the following recommendations were drawn:

To support Grade 11 senior high school students in managing their oral communication apprehensions, teachers should organize a structured public speaking program that focuses specifically on skills for public speaking, such as organizing content, engaging the audience, and managing anxiety. Also, to enhance Grade 11 students' learning engagement, particularly in behavioral and cognitive areas, the teachers may incorporate more interactive and collaborative activities in the instructions. This could include hands-on projects, group discussions, and real-world applications of the material. Address the influence of oral communication apprehensions on learning engagement in Grade 11 students, the teachers may implement targeted interventions such as workshops and supportive practice sessions. These initiatives can help reduce anxiety and enhance students' confidence, ultimately improving their overall engagement in the learning process. Furthermore, to lessen the students' oral apprehensions and improve learning engagement, teachers may implement different strategies, such supportive environment, communication skills training, constructive feedback, collaboration, and monitoring engagement levels. Lastly, schools may put in place structured intervention programs aimed at improving communication skills to successfully reduce oral communication anxiety and raise student engagement.

### **Acknowledgment**

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