

THE LEVEL OF INFLUENCE OF ORAL COMMUNICATION IN THE ACADEMIC PERFORMANCE SELECTED G-12 HUMSS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

Josephine Cielo Casenares
Raymond Paez
Jasper Pariente
Christian Jake Ramos
Christina Villanueva

RESEARCH ADVISER

Rica Mae Berja

AFFILIATION

Bestlink College of the
Philippines

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This study aimed to investigate the influence of oral communication on the academic performance of Grade 12 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines (BCP). In this context, oral communication is defined as the exchange of words, ideas, and opinions through spoken language. The research focuses on key components such as student engagement, public speaking, collaboration, language use, grammar, and comprehension skills. The study is grounded in Vygotsky's Sociocultural Theory, which emphasizes the role of social interaction in cognitive development. The researchers employed an exploratory-quantitative research design to investigate the topic. The population consisted of Grade 12 HUMSS students at Bestlink College of the Philippines (BCP). Cluster sampling was used, and the sample size was determined using Slovin's formula. Data were collected through a survey questionnaire administered to 213 respondents. The investigation into the influence of oral communication on academic performance revealed that respondents achieved an overall weighted mean of 3.45, described as strongly agree, indicating a positive perception. Similarly, the statement that oral communication contributes to students' intellectual development received an overall weighted mean of 3.44, also described as strongly agree. Furthermore, analysis of the challenges encountered showed that mental blocks significantly affected the academic performance of Grade 12 HUMSS students, with a frequency of 170 respondents (78.81%). In response, the researchers proposed an action plan to be implemented over the course of one month. This study offers several recommendations to enhance the key components of oral communication, particularly in terms of engagement, public speaking, and collaboration. It also highlights how oral communication can support the development of students' language, grammar, and comprehension skills. Additionally, the study recommends a multifaceted approach to prevent mental blocks that hinder academic performance.

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