International Journal of Social Sciences and Humanities Invention 13(02): 8906-8913, 2026
DOI: 10.18535/ijsshi/v13i02.01
ISSN: 2349-2031
https://valleyinternational.net/index.php/theijsshi

The Predicting Effects of English Language Anxiety and Study Skills on Academic Performance in Oral Communication

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Abstract:

Academic performance is crucial to a student's life and is typically measured by tests, quizzes, assignments, and exams during a particular grading period. Numerous factors affect students' progress, achievements, and, most of all, academic performance, including English language anxiety. This study explored the relationship between English language anxiety, study skills, and academic performance in Oral Communication among 138 Grade 11 students. This study used a causal-descriptive research design with simple and multiple linear regression. The study further employed a universal purposive sampling design. Frequency and percentage, mean and standard deviation, simple linear regression, and multiple regression were utilized to analyze and interpret the gathered data. The findings highlighted consistently high levels of English language anxiety, specifically in areas such as communication anxiety, fear of negative evaluation, test anxiety, and anxiety within the oral communication class. The findings revealed that the respondents' study skills generally exhibited 'Good Study Skills' in note-taking, time management, and organizing/sequencing. The study disclosed the respondents' Academic performance results, which indicated that students from the ABM strand achieved a 'Good' rating in Oral Communication, while those from GAS and HUMSS received only 'Fair' ratings. Although English language anxiety was prevalent, statistical analysis revealed that it did not significantly affect academic performance in Oral Communication. The study found no significant influence on study skills and academic performance. Regression analysis indicated that none of these factors significantly predicted students' oral communication grades. In contrast, time management emerged as the only significant predictor of academic performance. Therefore, anxiety has a greater impact on the students' academic performance, underscoring the need to address it as a significant yet indirect factor in oral communication proficiency.

Keywords: **communication anxiety, fear of negative evaluation, test anxiety, anxiety within the communication class, note taking, time management, organizing and sequencing.**

Introduction

Academic performance is crucial to a student's life and educational achievement. It is tangible proof of students' progress and overall accomplishment, reflecting whether they have mastered the lessons and tasks given in their classes. Academic performance also indicates whether the teaching-learning process has been carried out effectively and appropriately using the most suitable strategy, method, or approach. Academic performance is typically measured by tests, quizzes, tasks, and exams in a particular grading period. It may also reflect the achievement at the national, regional, local, and school level, or even in an international setting. In the study by Kumar et al. (2016), it was noted that Academic performance can be understood as the quantifiable and observable behavior of a student over a defined period and is an aggregate of scores obtained by a student in various evaluations, including class tests, mid- and end-semester examinations, and others.

Under the provisions of Executive Order No. 210, known as DepEd Order 36, series of 2006 (DO 36, s. 2006) the following rules and regulations are issued for the effective implementation of the policies established therein, and in reiteration of increased time allotment in the use of English for classroom instruction, as stipulated in previous implementing guidelines: English shall be taught as a second language starting with Grade I; as provided for in the 2002 Basic Education Curriculum, English shall be used as the medium of instruction for English, Mathematics and Science and Health starting Grade III; and The English language shall be used as the primary medium of instruction in all public and private schools in the secondary level, including those established as laboratory and/or experimental schools, and vocational/technical institutions. As the primary medium of instruction, the percentage of time allotment for learning areas conducted in the English language should not be less than 70% of the total time allotment for all learning areas in all year levels.

Furthermore, DepEd Order 52, series of 1987 (DO 52, s. 1987), the provision of Article XIV Section 7 of the 1987 Constitution states: "For purposes of communication and instruction, the official languages of the Philippines are Filipino, and until otherwise provided by law, English. The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein."

According to Brew et al. (2021), various factors influence students' academic performance, and much research has been conducted on this, yet many problems persist. In Brew's paper, he reviewed the factors that influence students' academic performance and how these factors should be minimized. In another study by Husaini & Shukor (2023), it was found that low entry grades, family support, accommodation, student gender, previous assessment grade, student internal assessment grade, GPA, and students' e-learning

activity are the most significant factors influencing students' academic performance. Such a finding will be helpful to school teachers, administrators, and researchers.

In the most recent Program for International Student Assessment (PISA) which was held in 2022, Chi of Pilstar, (2023) DepEd Memorandum 19, series of 2025 (DM 19; s. 2025) relative to DepEd Order 29, series of 2017 (DO 29, S. 2017) reported that the low performance of the Philippines according to the Department of Education (DepEd) indicates that students in the country are five to six years behind in learning competencies. The PISA, developed by the Organization for Economic Cooperation and Development (OECD), measures 15-year-olds' ability to use their reading, mathematics, and science knowledge and skills to meet real-life challenges.

Overall, the Philippines saw a 2.2-percentage-point increase in mathematics from 2018 to 2022, a 6.9-percentage-point increase in reading, and a 0.8-percentage-point decrease in science proficiency. Analysis of learner-level data by the OECD revealed that increases in reading and math scores and a decrease in the science score among Filipino learners are not statistically significant (Philstar, 2023).

At the national level, based on the results of the National Achievement Test (NAT) in 2024, Grade 12 learners were at the low proficient level across learning areas in each track. They scored highest in the social sciences and lowest in Science, Mathematics, and Language and Communication (Philstar, 2023).

There are numerous factors that affect students' progress, achievements, and most of all, academic performance, and one of them is English language anxiety. It can have both negative and positive effects. Language anxiety is a feeling of fear, worry, or nervousness that can occur when learning a language, be it a second or a foreign language. It can also affect students' social interactions, cognitive functions, and personal well-being. It can also impair task performance by causing distraction or excessive self-evaluation. According to Sabbah (2018), as cited by Giray et al. (2022), students' receptivity to English as a second language directly affects variables such as language anxiety, classroom environment, procedures, and others. Such factors are somehow connected (Rusell, 2020), as mentioned by Giray et al. (2022).

Moreover, learning the English language can cause anxiety-related communication difficulties, such as stuttering or slurring when speaking. When students are anxious, they may feel nervous when speaking in the language, and many other negative emotions arise. Language anxiety encompasses negative, fear-related emotions associated with learning or using a language, such as English, that is not the students' mother tongue (MacIntyre & Gregersen, 2019). Another factor that is deemed to affect students' academic performance is their study skills. Study skills are a range of strategies and techniques that are used to enhance learning. Study skills may be good or the opposite. They play a significant role in shaping students' academic performance (Rahim & Meon, 2012). They can be used as indicators of how a specific student would perform in their class or course. Good study skills can lead to high academic performance.

Methodology

This study utilized a quantitative research design with a regression analysis. Examining the relationships among two or more variables within a single group, which may occur at multiple levels, is possible with this design. This kind of non-experimental design looks at how two or more variables relate to one another. The cause-and-effect link is not being tested by the researcher. Without modifying or controlling any of the variables, a correlational research approach examines relationships between them. Correlational research, a non-experimental research approach, uses statistical analysis to examine the relationship between two variables. Correlational research designs do not examine the effects of unrelated factors on the variables being studied (Devi et al., 2023).

Further, the study was conducted in a public high school, particularly the Senior High School campus. The school where the study was conducted had a total population of 138 Grade 11 students. The Grade 11 students were considered respondents in the study, as they were typically in a critical phase of their academic journey, during which they were developing their language skills and study habits. They were also chosen because they were likely to experience varying levels of English language anxiety and employed different study skills, making them a suitable population for investigation. The school was located in the municipality of Tagoloan, Misamis Oriental.

The study employed a universal purposive sampling design. Universal purposive sampling means including all members of a specific population who meet pre-defined criteria in a study, rather than selecting a subset. It is a type of non-random sampling where the researcher aims to capture the entire population relevant to their research question.

This study used a two-part questionnaire. The first part of the questionnaire was to determine the respondents' English language anxiety level. The instrument for English language anxiety was an adopted questionnaire by Horwitz et al. (1986). It was adopted since there were no modifications in the questionnaire's items. The second part of the research instrument determined the study skills of the respondents. The questionnaire for study skills was an adapted Study Skill Assessment Questionnaire (2019) of the Department of Counseling Services, University of Houston, Clear Lake, Texas. The Study Skill Assessment Questionnaire had been adapted with minor modifications, such as changing some terms to fit high school students. Specifically, the statements that were changed were the following: Statements 8 and 20 were modified by changing the term "course" to "subject." Statement 23 was modified by changing the term "job" to "task." The respondents' academic performance during the third quarter was collected from

the class advisers; hence, academic performance was secondary data.
Frequency and percentage, mean and standard deviation, simple linear regression, and multiple regression were utilized to analyze and interpret the gathered data.

Results and Discussion

This section presents the analysis and interpretation of the data gathered in the study. The presentation of data is based on the sequence of the problem presented.

Respondents' English language anxiety

Table 1 presents the respondents' perceived level of their English language anxiety. As gleaned from Table 1, it was found that the respondents' overall level of English language anxiety was *High* as indicated in the overall mean of 2.90 with a standard deviation of 0.67.
This implies that students may avoid language-related activities or opportunities, limiting the chances to practice and improve their language skills. The standard deviation of 0.67 indicates a moderate variability in respondents' overall ratings of English language anxiety. This suggests that while many students reported similarly high levels of anxiety, their responses were not entirely consistent, with some perceiving noticeably higher or lower anxiety than the group average.

Table 1: Respondents' English Language Anxiety

Dimension	Mean	SD	Description
Communication Anxiety	2.92	0.67	High
Fear of Negative Evaluation	2.91	0.65	High
Test Anxiety	2.89	0.70	High
Overall	**2.90**	**0.67**	**High**

Legend: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Furthermore, Table 1 presents an overview of various constructs related to language anxiety, showcasing their scores, standard deviations, and corresponding remarks. Each construct - Communication Anxiety, Fear of Negative Evaluation, Test Anxiety, falls within the "High Language Anxiety" range. The scores indicated that students experience significant levels of discomfort when engaging in language-related tasks, with Communication Anxiety at 2.92 being the highest, followed closely by Negative Evaluation (2.91), and Test Anxiety (2.89).
This suggests that students are particularly anxious about their communication abilities and fear negative assessments from peers and instructors (Sadoughi & Hejazi, 2023). The standard deviations accompanying each score highlight the variability in anxiety levels among students. For instance, Test Anxiety has the highest standard deviation (0.70), indicating that some students may experience extreme levels of anxiety, while others may feel relatively more at ease. This variability underscores the complexity of language anxiety and suggests that interventions should be tailored to address the diverse experiences of students. The consistent classification of these constructs within the "High Language Anxiety" category (2.51-3.25) means a collective need for intervention strategies that can alleviate such anxieties and foster a more supportive language learning environment(Jiang et al., 2019).

Respondents perceive their study skills

Table 2 reveals the respondents' perceived level of study skills. As gleaned from the table, it was revealed that the overall mean was 2.64 with standard deviation of 0.93, which was described as *Good*. This indicates that respondents generally exhibit effective study skills across the three dimensions such as note taking, time management, and organizing and sequencing.

Table 2: Respondents' Perceived Study Skills

Dimension	Mean	SD	Description
Note Taking	2.61	0.95	Good
Time Management	2.67	0.93	Good
Organizing and Sequencing	2.66	0.90	Good
Overall	**2.64**	**0.93**	**Good**

Legend: 3.25-4.00 (Very Good); 2.50-3.24 (Good); 1.75-2.49 (Poor); 1.00-1.74 (Very Poor)

The standard deviation of 0.93 reflected a relatively high variability in their responses, suggesting notable differences in how consistently students apply these study skills. While many demonstrated strong and effective habits, others showed less consistent or weaker study practices, contributing to the wider spread of scores.
Among the three dimensions of study skills, Time Management obtained the highest mean score (M = 2.67, SD = 0.93), indicating

that respondents generally demonstrate stronger abilities in planning their study schedules, organizing tasks, and allocating sufficient time for academic responsibilities. This suggests that time management is the area where students show the most consistent effectiveness, despite some variability in individual practices. The second-highest mean was recorded in Organizing and Sequencing (M = 2.66, SD = 0.90), reflecting that students are fairly capable of structuring information, relating concepts across courses, and employing systematic approaches in completing academic tasks. Although rated as *Good*, the variability in scores suggests that the application of these skills differs notably among students. On the other hand, note-taking received the lowest mean (M = 2.61, SD = 0.95), although it still fell within the Good category.

This result implies that while students generally possess adequate note-taking skills, this area is comparatively less developed, with the highest standard deviation indicating substantial differences in how effectively and consistently students take notes during lectures and while reading. The implications of these findings suggest that while the scores reflect a solid grasp of essential study skills, there is room for enhancement. To foster even better academic performance, targeted interventions could be developed to address the specific skills where individuals may struggle. For example, workshops or resources focusing on advanced note-taking strategies, effective time management techniques, and organizing methods could help elevate these scores into the "Very Good Study Skills" category. By focusing on these areas, learners can further enhance their academic performance, leading to improved outcomes in their studies (Iverach et al., 2009).

Respondents' academic performance in Oral Communication

Table 3 presents the respondents' academic performance in Oral Communication across the three strands using mean and standard deviation. As can be gleaned in the table, the ABM strand recorded the highest mean score (M = 89.05, SD = 2.87), corresponding to a *Good* performance level. This suggests that ABM students generally demonstrate stronger oral communication skills with relatively low variability in their scores, indicating more consistent performance within the group.

In contrast, both the GAS (M = 83.58, SD = 5.32) and HUMSS (M = 85.27, SD = 4.81) strands obtained mean scores classified as Fair. These results reflect moderate proficiency in oral communication, with GAS students showing the highest score variability, suggesting wider differences in skill levels among learners in this strand. The overall mean score of 85.38 with a standard deviation of 5.00, also interpreted as Fair, indicates that as a whole, students demonstrate adequate but varying levels of oral communication performance, with noticeable differences across strands.

Table 3: Respondents' Academic Performance in Oral Communication

Strand	Mean	SD	Descriptive Level
ABM	89.05	2.87	Good
GAS	83.58	5.32	Fair
HUMSS	85.27	4.81	Fair
Overall	**85.38**	**5.00**	**Fair**

Legend: 98-100 (Excellent); 93-97 (Very Good); 87-92 (Good); 81-86 (Fair); 75-80 (Passing)

This implies that the respondents can clearly convey ideas and thoughts, although they may struggle with finding the right words or phrases to express them. This indicates that respondents have a satisfactory understanding of the subject matter and some demonstration of oral communication skills, but with room for improvement.

The provided data highlights the performance of three academic strands: Accountancy, Business, and Management (ABM), General Academic Strand (GAS), and Humanities and Social Sciences (HUMSS). The ABM strand stands out with a mean score of 89.05 and a standard deviation (SD) of 2.87, categorized as "Good." This indicates not only a solid grasp of the subject matter by the students but also a relatively consistent level of performance, as reflected in the lower SD. In contrast, GAS, with a mean of 83.58 and an SD of 5.32, falls into the "Fair" category. This suggests a broader variance in student performance and highlights areas where students may require additional support or resources to improve their understanding and skills (Wei et al., 2019).

When comparing HUMSS to GAS, it was found that HUMSS achieved a mean score of 85.27 and a standard deviation of 4.81, also categorized as "Fair." Though both strands have similar classifications, HUMSS is slightly more successful than GAS in terms of mean score, indicating that HUMSS students performed better overall. The higher mean score in HUMSS may suggest a stronger engagement with the curriculum or more effective teaching strategies employed in this area. However, both strands, being classified as "Fair," indicated the need for targeted interventions to help elevate their performance levels (Mahmood, 2022).

English language anxiety significantly influences academic performance in oral communication

Table 4 explores the influence of English language anxiety on students' academic performance, specifically in the context of oral communication. It delves into how anxiety about speaking English can hinder a student's ability to express themselves effectively, participate in class discussions, or perform in presentations. Moreover, this answers the null hypothesis which states: *English language anxiety does not significantly influence the academic performance in oral communication*.

The model summary revealed that English language anxiety did not significantly influence students' academic performance in oral communication. The very low coefficient of determination ($R^2 = 0.004$) indicated that only 0.4% of the variance in academic

performance is explained by the predictor, while the negative adjusted R^2 (–0.004) suggests that the model has no meaningful explanatory value. The overall regression model was not statistically significant, as evidenced by the F-value of 0.479 with a p-value of 0.490.

Table 4: Model Test on the Significant Influence of English Language Anxiety on Academic Performance

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value	Decision	Interpretation
(Constant)	82.567	-----	20.231	0.000	----	-----
English Language Anxiety	0.984	0.059	0.692	0.490	Do not reject H_{01}	Not Significant
Model Summary: $R^2 = 0.004$; *Adjusted* $R^2 = -0.004$; *F-value* $= 0.479$; *p-value* $= 0.490$; *Interpretation* = Not Significant						

Likewise, the predictor itself is not significant, with English language anxiety yielding a p-value of 0.490, which exceeds the 0.05 threshold. So, the hypothesis H_{01} was not rejected. These results collectively indicated that English language anxiety does not significantly predict or influence students' academic performance in oral communication within the context this study. Moreover, since the results are not significant, no meaningful regression equation can be established.

The result revealed that though the language anxiety of the students is high (as revealed in the first problem), this language anxiety has no influence on the academic performance, particularly in oral communication. This implied that though students have fear to speak using English language, they can still perform their tasks in the classroom, particularly the ABM students whose academic performance in oral communication is good. In the context of the respondents, the Grade 11 Senior high students, this was because the teachers were allowing them to use vernacular in their oral performance in the classroom. Despite their English language anxiety, they can still perform the task using the vernacular or their dialect.

This result is aligned with the study conducted in Camarines Sur (JETIR, 2025), which also found no significant relationship between oral communication apprehension and learning engagement, others emphasized its hindering effect. This suggests that the impact of apprehension may vary depending on the specific context and measurement tools. English language anxiety does not significantly influence students' academic performance, especially for non-native speakers or learners in regions where English is not the primary language. This anxiety stems from various factors, such as fear of making mistakes, a lack of confidence in communication, or a perceived gap between language proficiency and the expectations of academic environments. English language anxiety, often described as a form of language learning anxiety, refers to the fear, apprehension, or discomfort that students experience when they are required to communicate or perform tasks in English. This anxiety can manifest in different ways, including nervousness about speaking in front of others, fear of being judged for making mistakes, and concerns about academic writing and reading comprehension.

Study skills significantly influence academic performance in oral communication

This problem examines whether study skills influence students' academic performance in oral communication. This analysis aimed to determine whether students' ability to manage their study habits, organize learning tasks, and apply effective study strategies meaningfully contributes to their performance in oral communication activities. By evaluating the significance of the regression model and the predictor variable, the table provides insight into whether study skills serve as a substantial factor in shaping students' academic outcomes in this specific context.

Table 5: Model Test on the Significant Influence of Study Skills on Academic Performance

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value	Decision	Interpretation
(Constant)	81.638	-----	32.208	0.000	----	-----
Study Skills	1.410	0.127	1.496	0.137	Do not reject H_{02}	Not Significant
Model Summary: $R^2 = 0.016$; *Adjusted* $R^2 = 0.009$; *F-value* $= 2.238$; *p-value* $= 0.137$; *Interpretation* = Not Significant						

Moreover, Table 5 presents the model test on the significant influence of study skills on academic performance in oral communication. This is to establish the null hypothesis, which states: *study skills do not significantly influence academic performance in oral communication*.

The model summary indicates that study skills do not significantly explain students' academic performance in oral communication.

The coefficient of determination ($R^2 = 0.016$) shows that only 1.6% of the variance in academic performance is accounted for by study skills, while the adjusted R^2 (0.009) suggests minimal explanatory power. The overall regression model is not significant, as reflected in the F-value of 2.238 with a p-value of 0.137.

Likewise, the predictor study skills are not statistically significant, yielding a p-value of 0.137, which exceeds the 0.05 significance threshold. So, the null hypothesis H_{02} was not rejected. These findings demonstrated that study skills, within the context of this analysis, do not significantly influence academic performance, especially within the context of students' oral communication performance. Moreover, since the results are not significant, no meaningful regression equation can be established.

The result disclosed that study skills do not significantly influence the academic performance of the students in oral communication. This means that the academic performance in oral communication cannot be affected by the study skills of the students. This result is in contrast to the various literature which emphasized that study skills are essential tools for academic success. Study skills play an important role in influencing the academic performance of university students. According to Barcenas & Bibon (2022), study skills are important factors to sustain the academic performance of students.

Variables that best predicts the students' academic performance in oral communication

Table 6 presents the regression analysis conducted to determine which of the two independent variables best predicts students' academic performance in oral communication.

Table 6: Model Test on the Influence of English Language Anxiety and Study Skills on Academic Perseverance

Predictors	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value	Decision	Interpretation
(Constant)	79.551	-----	17.367	0.000	----	-----
English Language Anxiety	0.779	0.047	0.548	0.585	Do not reject H_{03}	Not Significant
Study Skills	1.358	0.123	1.430	0.155	Do not reject H_{03}	Not Significant

Model Summary:
$R^2 = 0.018$; *Adjusted* $R^2 = 0.004$; *F-value* $= 1.263$; *p-value* $= 0.286$; *Interpretation* = Not Significant

By examining the combined effects of these predictors within a single model, the problem aimed to identify whether either variable meaningfully contributes to explaining variations in students' performance. The model summary indicates that neither English language anxiety nor study skills significantly predicts students' academic performance in oral communication. The regression model explains only 1.8% of the variance in performance ($R^2 = 0.018$), and the adjusted R^2 value of 0.004 shows that the model has virtually no explanatory power. The overall regression is not significant, as reflected in the F-value of 1.263 and p-value of 0.286, both well above the 0.05 threshold. Likewise, both predictors individually failed to reach statistical significance: English language anxiety ($p = 0.585$) and study skills ($p = 0.155$) do not meaningfully contribute to predicting students' oral communication performance. These results demonstrated that neither variable emerges as a significant predictor within the context of this study, indicating that factors other than anxiety and study skills likely play a more substantial role in influencing students' academic performance in oral communication.

Although neither English language anxiety nor study skills significantly predicts students' academic performance in oral communication, the comparison of their p-values provides insight into which variable shows relatively stronger predictive potential. Study skills, with a p-value of 0.155, is closer to the 0.05 significance threshold compared to English language anxiety, which has a much higher p-value of 0.585. This suggests that, while still not statistically significant, study skills exhibit a comparatively greater influence on academic performance than English language anxiety. Thus, among the two predictors, study skills emerge as the relatively better predictor, although it does not reach the level of significance required to be considered a meaningful determinant in this model.

The results exposed that both language anxiety and study skills do not significantly predict academic performance in oral communication. However, considering the comparison of their p-values, study skills exhibited comparatively greater influence on academic performance than English language anxiety. This means that study skills are important for the improvement of the academic performance of the students, particularly in oral communication.

Additionally, the results supported the null hypothesis, which states that *"None of the variables predict academic performance."* These results are in contrast with what was emphasized by Horwitz et al. (1986) as cited by Aida (2018); students' academic performance is a multifaceted outcome, influenced by a complex interplay of cognitive, psychological, and behavioral factors. Among these, English Language Anxiety (ELA) and the proficiency in Study Skills stand out as critical predictors. Both English Language Anxiety and study skills are powerful predictors of academic performance. ELA, a psychological barrier, can significantly hinder language acquisition and academic engagement across subjects. Study skills, as behavioral competencies, directly impact how efficiently and effectively students learn.

Numerous studies affirmed a significant negative correlation between English language anxiety and academic achievement in English language courses (Pontillas & Rodrigo, 2024). Students with higher levels of ELA often exhibited reduced participation in class discussions, hesitated to speak in English, and performed poorly in oral presentations and written assignments (Apat et al., 2025). This is particularly relevant in the Philippines, where English is a medium of instruction and a key component of the curriculum. The fear of making mistakes or being judged can lead to avoidance behaviors that hinder language acquisition and demonstration of proficiency (Apat et al., 2025).

Conclusion

The study presents a thoughtful analysis of English language anxiety, which, despite being a common experience among students, does not serve as a direct predictor of academic performance in Oral Communication subject. This finding challenges the widespread assumption that increased levels of anxiety automatically correlate with decreased academic success; however, it is important to note that anxiety may still play a role in influencing students' engagement and willingness to participate in classroom discussions and activities.

Among the various factors evaluated, time management emerged as the singularly significant predictor of academic performance. This emphasizes the essential role of effective planning, task prioritization, and strategic allocation of study time in achieving higher grades. Students who demonstrated better time management skills tended to perform significantly better in their Oral Communication assessments.

The overarching conclusion drawn from this study is that academic performance in Oral Communication can be significantly improved through a series of integrated interventions. These interventions should focus on strengthening time management practices, enhancing study skills, and deploying effective anxiety-reduction strategies that empower students to engage more fully in their learning.

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