

Effects of Oral Communication Skills on the Academic Performance of the College of Computer Studies Students

Dianne Joy B. De Venecia, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal, Philippines

Teacher I, Don Jose Ynares Sr. Memorial National High School, Binangonan, Rizal Philippines

Publication history: Received: March 1, 2026; Revised: March 12, 2026; Accepted: March 23, 2026

Email of Corresponding Author: diannejoydevenecia@gmail.com

Abstract

This study examined the effects of oral communication skills on the academic performance of students in the College of Computer Studies at the University of Rizal System during the Academic Year 2024–2025. Utilizing a descriptive survey research design and documentary analysis, the study involved 363 first-year students selected through total population sampling. A researcher-made questionnaire checklist was used to gather data on students' demographic profiles and the extent of oral communication skills in terms of technical presentation, group collaboration, classroom verbal engagement, and oral-based assessments. Findings revealed that the majority of respondents were 18–19 years old, predominantly male, first-born, and from families with three to four children. Most parents had secondary-level education, with fathers engaged in business or office-related occupations and mothers in domestic roles, and a monthly family income ranging from Php11,000 to Php20,000. The results showed that oral communication skills have a consistently high effect on students' academic performance across all four dimensions. These skills were perceived as essential in enhancing clarity of ideas, teamwork, and active participation in academic tasks. Further analysis indicated no significant differences in the effects of oral communication skills when grouped according to most demographic variables. However, significant differences were observed in group collaboration, particularly among students from larger families and those with fathers having higher educational attainment. Moreover, a significant relationship was found between oral communication skills and academic performance, highlighting their critical role in student success. The study concludes that strengthening oral communication skills is vital in improving academic outcomes among computer studies students. It recommends the integration of structured communication training, enhancement of faculty instructional strategies, use of technology-based tools, and promotion of co-curricular activities to further develop students' communication competencies.

Keywords: oral communication skills, academic performance, computer studies students, classroom engagement, group collaboration, oral-based assessment

1. Introduction

Education is a fundamental process that enables individuals to acquire knowledge, develop skills, and cultivate values necessary for personal growth and societal development. It fosters critical thinking, problem-solving abilities, and ethical decision-making, which are essential in navigating the complexities of modern life. As a basic human right, quality education ensures that individuals are holistically developed and equipped to contribute meaningfully to society. In the Philippine context, education continues to evolve through curriculum enhancement, integration of digital technologies, and the promotion of learner-centered approaches aimed at producing resilient and competent graduates.

Language and communication play a central role in achieving educational goals. As stipulated in Article XIV, Section 7 of the 1987 Philippine Constitution, Filipino and English are the official languages for communication and instruction. This policy underscores the importance of English proficiency, particularly in academic and professional settings. Complementing this, CHED Memorandum Order No. 25, s. 2015 emphasizes that graduates must demonstrate competence in both oral and written communication using English and Filipino. These mandates highlight the necessity of developing

Oral communication, as a vital component of language proficiency, facilitates the effective exchange of ideas, promotes collaboration, and enhances learning engagement. It is particularly significant in academic environments where students are expected to participate in discussions, present ideas, and engage in collaborative tasks. In disciplines such as computer studies, where technical knowledge must be articulated clearly, oral communication becomes even more critical. Despite its importance, many students still encounter challenges such as communication anxiety, limited vocabulary, and lack of confidence.

Existing literature supports the strong link between communication skills and academic performance. Studies by Waluyo (2021), Al Rasheed (2021), and Oducado (2020) revealed that English proficiency significantly influences students' academic achievement. Similarly, Apat et al. (2022) and Pontillas (2020) emphasized that oral communication enhances student engagement and reduces learning barriers. Moreover, international studies (Alshumaimeri et al., 2021; Su, 2021; Ibn, 2022) identified factors such as anxiety, social barriers, and lack of confidence as key challenges affecting students' communication skills.

However, despite extensive research on English proficiency and communication skills, several gaps remain evident. First, many studies focus broadly on English proficiency rather than specifically examining oral communication as a multidimensional construct, including technical presentation, collaboration, and classroom engagement. Second, there is limited research focusing on students in computer-related programs, where communication skills are increasingly essential alongside technical competencies. Third, few local studies explore the relationship between oral communication skills and academic performance among first-year college students using comprehensive demographic variables. Lastly, existing studies often emphasize barriers and perceptions but lack empirical analysis of how specific dimensions of oral communication directly influence academic outcomes.

Given these gaps, this study aims to determine the effects of oral communication skills on the academic performance of College of Computer Studies students. By focusing on key dimensions such as technical presentation skills, group collaboration, classroom verbal engagement, and oral-based assessments, this research seeks to provide a more contextualized and discipline-specific understanding of communication in higher education. The findings of this study are expected to contribute to the development of more effective instructional strategies, curriculum enhancements, and intervention programs that will strengthen students' communication competencies and overall academic performance.

2. Materials and methods

2.1 Research Design

The study applied the descriptive method of research specifically, the survey design with documentary analysis.

2.2 Research Setting

The study was conducted at the University of Rizal Sytem, Binangonan Campus. The University offers different programs under three Colleges which are the College of Accountancy, College of Business, and College of Computer studies. The study was conducted among freshmen students of College of Computer Studies. The URS Binangonan campus offers several undergraduate and graduate programs, primarily in business and information technology. Undergraduate degrees include Bachelor of Science in Accountancy, Business Administration (with majors in Financial Management, Marketing Management, Human Resources Development Management, and Office Administration), Information Technology, and Information System. Graduate programs include Master in Business Administration, Master in Management, and Doctor of Business Administration.

2.3 Respondents

The study considered the total population of 363 first-year students from the College of Computer Studies. They were described in terms of age, sex, sibling position, number of children in the family, parent's educational attainment, parent's occupation, and monthly family income.

2.4 Research Instruments

The study utilized a researcher-made questionnaire-checklist as its primary instrument, designed to ensure alignment with the research objectives. The instrument consisted of two parts: Part I gathered the respondents' demographic profile, including age, sex, sibling position, family size, parents' educational attainment and occupation, and monthly family income, while Part II measured the extent of the effects of oral communication on academic performance across four dimensions—technical presentation skills, group collaboration, classroom verbal engagement, and oral-based assessments. Each dimension included ten (10) statements rated using a five-point Likert scale ranging from "Least Effect" to "Very High Effect." Students' academic performance was determined based on their second semester average grades, categorized from Excellent to Failed. To ensure validity, the instrument underwent content validation by experts in research and education, including the thesis adviser, dean, statistician, program heads, professorial lecturers, and a language critic, whose feedback was incorporated into the final version of the tool.

2.5 Data Collection

In this undertaking, the researcher followed the procedural steps in the Gantt Chart of Activities. The title conceived by the researcher was presented and approved by the panel members during the title defense. The researcher started collecting related literature and studies. After gathering the needed data, the researcher developed the required three

(3) chapters and submitted it to the professorial lecturer in Basic Methods of Research. The presentation of the proposal in Thesis Writing 1 was scheduled. During the colloquium, the researcher presented the thesis proposal and the copy of the questionnaire-checklist to the Oral Examination Committee. After the validation of the questionnaire checklist, permission from the University of Rizal System President and the College Dean was secured. The questionnaires were administered to the respondents. Gathering of data considered the Data Privacy Act. After the retrieval, the data were encoded for submission to the statistician. The data were processed using Statistical Package for Social Sciences (SPSS). Afterwards, tabulation, analysis and interpretation of data followed. Summary of findings, conclusions and recommendations were formulated. The presentation of the study was scheduled. During the final oral defense, the researcher presented the thesis to the Oral Examination Committee. The manuscript was also subjected to anti-plagiarism test at the statistical center. After the oral defense, the manuscript was revised based on the comments and suggestions of the oral examination committee. After the revision, the manuscript was reproduced and brought for bookbinding. Afterwards, hardbound copies of the manuscript were submitted to the Office of the Dean of the Graduate Studies Program and other concerned offices.

2.6 Data Analysis

The study employed various statistical tools to analyze and interpret the data. Frequency, percentage, and rank distribution were used to describe the respondents' profile based on selected variables. The weighted mean was applied to determine the extent of the effects of oral communication skills on academic performance across different aspects. To test for significant differences in these effects when grouped according to respondents' profile, one-way analysis of variance (ANOVA) was utilized. The level of academic performance, based on students' second semester average grades, was analyzed using frequency, percentage, mean, and standard deviation. Lastly, correlation analysis was conducted to determine the significant relationship between oral communication skills and the students' academic performance.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Respondents in Terms of Selected Variables

The demographic profile of the respondents is predominantly characterized by individuals aged 18 to 19 years (70.8%), first-born and second-born siblings make up the majority (36.1% and 34.2%, respectively), with males comprising the majority at 71.3%. Most participants come from families with three to four children (49.3%), and the largest proportion reports a monthly family income within the Php 11,000 to Php 20,999 range (32.8%). Secondary education is the highest attained level by most fathers (58.4%) and mothers (59.2%), while occupationally, fathers are most commonly engaged in business or office-related work (39.7%) and mothers are primarily involved in domestic or home-based roles (47.4%).

Table 1: *Profile of the Respondents in Terms of the Selected Variables*

Age	f	%	Rank
24 years and above	8	2.2	4
22-23 years old	19	5.2	3
20-21 years old	79	21.8	2
18-19 years old	257	70.8	1
Total	363	100	
Sex			
Male	259	71.3	1
Female	104	28.7	2
Total	363	100.0	
Sibling Position			
1 st	131	36.1	1
2 nd	124	34.2	2
3 rd	53	14.6	3
4 th	28	7.7	4
5 th and above	27	7.4	5
Total	363	100	
Number of Children in the Family			
1-2	128	35.3	2

3-4	179	49.3	1
5-6	43	11.8	3
7 and up	13	3.6	4
Total	363	100	
Monthly Family Income			
Php 31,000 and above	35	9.6	4
Php 21,000 – Php 30,999	103	28.4	3
Php 11,000 – Php 20,999	119	32.8	1
Php 10,000 and Below	106	29.2	2
Total	363	100	
Parent's Educational Attainment	Father		
	f	%	Rank
Doctorate Degree			
Master's Degree	3	.8	4
Bachelor's Degree	90	24.8	2
Secondary Level	212	58.4	1
Elementary Level	58	16.0	3
Total	363	100	
Parent's Occupation	Mother		
	f	%	Rank
Drivers & Transportation Operators	36	9.9	4
Construction & Industrial Workers	67	18.5	3
Fisherman/Farmer/Manual Labor	10	2.8	5
Security/Military/Unemployed/Deceased	106	29.2	2
Business/Office/Others	144	39.7	1
Domestic/Home-based			
Service & Retail			
Office/Business/Professional			
Manual Labor/Industrial			
Health Care/Caregiver			
Total	363	100	

3.2. Extent of Effects of Oral Communication Skills on the Academic Performance of the College of Computer Studies students as Perceived by Themselves with Respect to the Different Aspects

The composite table revealed that the highest mean of 4.15 is obtained by group collaboration underscoring its perceived importance in oral communication effectiveness. Technical presentation skills hold the second position with a mean of 3.93, closely followed by oral-based assessment at 3.87 and classroom verbal engagement at 3.83. All aspects are rated as having a high effect, with a composite mean of 3.94. This discussion suggests that collaborative activities are the most valued setting for oral communication, reflecting students' preference for interactive, teamwork-centered learning environments. Technical presentation and assessment contexts are also regarded as strongly impactful, indicating that students appreciate both the preparation and the skill required for individual oral tasks. Although classroom verbal engagement ranks lowest, its high mean still demonstrates a strong recognition of speaking as essential to learning. These results imply that further strengthening collaborative and presentation-oriented activities, while also encouraging verbal participation in broader classroom settings, will foster students' overall oral communication competencies.

Table 2.:Extent of Effects of Oral Communication Skills on the Academic Performance of the College of Computer Studies students as Perceived by Themselves with Respect to the Different Aspects

Aspects	WX	VI	Rank
Technical Presentation Skills	3.93	High Effect	2
Group Collaboration	4.15	High Effect	1
Classroom Verbal Engagement	3.83	High Effect	4
Oral-based Assessment	3.87	High Effect	3
Composite WX	3.94	High Effect	

3.3. Significant Difference on the Extent of Effects of Oral Communication Skills on the Academic Performance of the College of Computer Studies Students with respect to the different aspects in terms of their profile.

The computed F-values and corresponding p-values in Table 8 show that, for almost all profile variables—including age, sex, sibling position, number of children, monthly family income, parental education, and parental occupation—there are no significant differences in the perceived effects of oral communication across technical presentation skills, group collaboration, classroom verbal engagement, and oral-based assessment. The null hypothesis is accepted in these cases since the p-values are greater than 0.05, indicating no statistically significant variation. However, two exceptions are observed. The number of children in the family and the father's educational attainment both show a significant effect on group collaboration, with p-values of 0.014 and 0.051 respectively. This means the extent to which students value oral communication in group collaboration is influenced by family size and the father's educational background, suggesting that larger families and higher paternal education may enhance collaboration skills or perceptions. These findings imply that oral communication outcomes are generally consistent across demographic groups, but targeted support or enrichment in group collaboration may be most meaningful for students from certain family backgrounds or with varying parental education. Focusing on family-oriented and educational context when designing collaborative learning activities could further optimize outcomes in group communication competency. This is in relation with the study of Widyastuti (2024) propose that a better understanding of student's academic performance will be achieved when relating it to the learning processes, the processes which should be seen as a complex whole where multiple aspects and phases are taken into consideration. During the process, various aspects are also involved, not only the students themselves but also the learning environment and their families.

Table 3: Significant Difference on the Extent of Effects of Oral Communication Skills on the Academic Performance of the College of Computer Studies Students with respect to the different aspects in terms of their profile.

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Technical Presentation Skills	2.128	.096	Accepted	Not Significant
Group Collaboration	.932	.425	Accepted	Not Significant
Classroom Verbal Engagement	2.327	.074	Accepted	Not Significant
Oral-based Assessment	.940	.421	Accepted	Not Significant
Sex				
Technical Presentation Skills	.036	.850	Accepted	Not Significant
Group Collaboration	.053	.818	Accepted	Not Significant
Classroom Verbal Engagement	2.725	.100	Accepted	Not Significant
Oral-based Assessment	.809	.369	Accepted	Not Significant
Sibling Position				
Technical Presentation Skills	.175	.951	Accepted	Not Significant
Group Collaboration	.451	.772	Accepted	Not Significant
Classroom Verbal Engagement	.308	.873	Accepted	Not Significant
Oral-based Assessment	.184	.947	Accepted	Not Significant
Number of Children in the family				
Technical Presentation Skills	1.057	.367	Accepted	Not Significant
Group Collaboration	3.579	.014	Rejected	Significant
Classroom Verbal Engagement	.199	.897	Accepted	Not Significant
Oral-based Assessment	.767	.513	Accepted	Not Significant
Monthly Family Income				
Technical Presentation Skills	1.139	.333	Accepted	Not Significant
Group Collaboration	1.792	.148	Accepted	Not Significant
Classroom Verbal Engagement	1.068	.363	Accepted	Not Significant
Oral-based Assessment	1.646	.178	Accepted	Not Significant
Father's Educational Attainment				
Technical Presentation Skills	1.818	.143	Accepted	Not Significant
Group Collaboration	2.619	.051	Rejected	Significant
Classroom Verbal Engagement	2.029	.110	Accepted	Not Significant
Oral-based Assessment	1.788	.149	Accepted	Not Significant
Mother's Educational Attainment				
Technical Presentation Skills	2.062	.105	Accepted	Not Significant
Group Collaboration	1.928	.125	Accepted	Not Significant
Classroom Verbal Engagement	1.475	.221	Accepted	Not Significant
Oral-based Assessment	1.416	.238	Accepted	Not Significant
Father's Occupation				

Technical Presentation Skills	.717	.581	Accepted	Not Significant
Group Collaboration	.653	.625	Accepted	Not Significant
Classroom Verbal Engagement	.055	.994	Accepted	Not Significant
Oral-based Assessment	1.72	.953	Accepted	Not Significant
Mother's Occupation				
Technical Presentation Skills	.273	.896	Accepted	Not Significant
Group Collaboration	.758	.553	Accepted	Not Significant
Classroom Verbal Engagement	.859	.489	Accepted	Not Significant
Oral-based Assessment	.292	.883	Accepted	Not Significant

3.4. Level of Academic Performance of the College of Computer Studies Students as Revealed By Their 2nd Semester Grade AY 2024-2025

This shown that College of Computer Studies students performed well academically during the 2nd semester of AY 2024–2025. The majority of grades fall in the “Very Good” category, accounting for nearly 69 percent of students. “Good” performance represents 21.2 percent, and “Fair” comprises 8.5 percent. Only 1.4 percent achieved “Excellent” grades, and no students failed. The mean grade is 1.70, with the highest grade recorded at 1.1 and the lowest at 3.0. The distribution indicates overall strong academic achievement, with most students scoring above satisfactory and a relatively low standard deviation of 0.3807, pointing to consistent performance across the cohort. This result implies a positive academic environment for most students in the college, suggesting that the instructional and support systems in place are effective for the majority. It also highlights an opportunity for targeted interventions to elevate “Fair” performers to higher achievement and foster more students in the “Excellent” range, ensuring more balanced and upward academic mobility within the college. This finding aligns with the study of Bautista and Del Valle (2023), who found that students with strong oral communication skills tend to exhibit higher levels of academic engagement and achievement, emphasizing that communicative competence enhances overall scholastic performance. Oral communication provides instant feedback from teachers or peers, allowing for faster clarification and understanding of academic material. These skills are essential for achieving success in both daily classroom activities and long-term educational goals.

Table 4.: *Level of Academic Performance of the College of Computer Studies Students as Revealed By Their 2nd Semester Grade AY 2024-2025*

Grade		Frequency	Percentage
1.0 - 1.2	Excellent	5	1.4
1.3 – 1.7	Very Good	250	68.9
1.8 – 2.1	Good	77	21.2
2.2 – 3.0	Fair	31	8.5
3.1 – 5.0	Failed	-	-
Total		363	100
Mean			1.70
Highest			1.1
Lowest			3.0
Std. Deviation			.3807

3.5. Significant Relationship between the Extent of Effects of Oral Communication Skills and the Level of Academic Performance of the College of Computer Studies students.

The table indicates a statistically significant, albeit weak, negative correlation between each aspect of oral communication and the level of academic performance among College of Computer Studies students. The r-values for technical presentation skills, group collaboration, classroom verbal engagement, and oral-based assessment range from – 0.108 to –0.151, and all are accompanied by p-values below 0.05, leading to rejection of the null hypothesis. This means that students who scored higher in perceived oral communication effectiveness tend to have slightly lower academic performance based on their semester grades. The result suggests that while oral communication is considered valuable, those who focus more on oral activities may be achieving slightly lower grades, possibly due to time invested in group work, presentations, or classroom engagement that does not directly translate to grade outcomes. This highlights the need for a balanced approach, ensuring that oral communication skills are fostered alongside strong academic achievement, and

may prompt further exploration into how oral activities complement or compete with traditional academic performance. From a theoretical standpoint, the results align with Vygotsky's sociocultural theory, which posits that learning occurs within a social context and is influenced by both personal and environmental factors. Poor oral communication skills may reduce students' confidence and participation, thereby limiting opportunities for interactive learning and feedback—key elements that foster academic development. Overall, the findings underscore the need to enhance oral communication skills among Computer Studies students. Integrating structured communication training, presentation workshops, and collaborative learning activities into the curriculum could help students overcome communication barriers, thereby improving both their confidence and academic performance.

Table 5: *Significant Relationship between the Extent of Effects of Oral Communication Skills and the Level of Academic Performance of the College of Computer Studies students.*

	r-values	p-value	Ho	VI
Technical Presentation Skills	-.111	.035	Rejected	Significant
Group Collaboration	-.151	.004	Rejected	Significant
Classroom Verbal Engagement	-.108	.040	Rejected	Significant
Oral-based Assessment	-.125	.017	Rejected	Significant

4. Conclusion & Recommendations

The study concludes that College of Computer Studies students are predominantly young, male, and come from middle-sized families with lower to middle-income backgrounds, where parents generally have secondary-level education and non-professional occupations. Despite these demographic characteristics, most students demonstrated a “Very Good” level of academic performance, indicating strong scholastic outcomes across the group. Furthermore, oral communication skills were consistently perceived to have a high effect on academic performance, particularly in areas such as group collaboration, technical presentations, classroom verbal engagement, and oral-based assessments. These findings suggest that students widely recognize the importance of oral communication in enhancing their learning experiences, although slight variations were observed in collaborative contexts based on family size and paternal educational attainment.

However, the study also revealed a significant but weak negative relationship between oral communication skills and academic grades, implying that while these skills are essential for holistic development and real-world preparedness, they do not necessarily translate into higher academic scores. This highlights the need for a balanced approach in education that values both academic achievement and communication competence. Consequently, it is recommended that institutions integrate structured oral communication training into the curriculum, enhance faculty capabilities, and promote interactive classroom strategies. Additionally, the use of technology, mentorship programs, and student participation in co-curricular activities should be encouraged to further develop communication skills. Future research may also explore other variables to deepen understanding of the relationship between communication and academic success.

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating university and the nursing students for their contributions

REFERENCES

- 1987 Philippine Constitution. (1987). Article XIV, Section 7. Official Gazette of the Republic of the Philippines.
- Al Rasheed, H. S. (2021). The relationship between English language proficiency and academic performance of students in software engineering courses. *International Journal of Emerging Technologies in Learning*, 16(4), 56–67.
- Alshumaimeri, Y., Almasri, F., & Alshammari, M. (2021). The effectiveness of virtual classrooms in developing students' communication skills. *Education and Information Technologies*, 26(5), 5751–5769.
- Apat, J. M., Santos, R. L., & Cruz, M. P. (2022). The influence of oral communication on students' learning engagement. *Philippine Journal of Education Studies*, 4(1), 45–58.
- Bautista, A. M., & Del Valle, J. P. (2023). Oral communication competence and academic achievement of college students. *Journal of Educational Research and Development*, 7(2), 112–125.
- Collantes, L. M., Garcia, P. R., & Mendoza, E. S. (2020). English self-efficacy and communication skills of senior high school students. *Asian Journal of Language Studies*, 3(2), 89–104.
- Commission on Higher Education. (2015). CHED Memorandum Order No. 25, s. 2015: Revised policies, standards and guidelines for Bachelor of Arts in English Language Studies. CHED.
- Hayati, N. (2021). Teaching styles and student achievement: A correlational study. *Journal of Educational Practice*, 12(3), 34–42.
- Ibn, A. (2022). Barriers to oral communication among university students. *International Journal of Language and Linguistics*, 10(2), 75–84.
- Loureiro, M. J., Ferreira, M., & Gomes, C. (2020). Communication apprehension among university students. *Education Sciences*, 10(11), 1–15.
- Manuel, R. T. (2022). English language proficiency of senior high school students: Basis for language extension program. *Philippine Journal of Linguistics*, 5(1), 66–78.
- Oducado, R. M. F. (2020). English language proficiency and academic performance of nursing students. *International Journal of Educational Sciences*, 28(1–3), 1–6.
- Pontillas, R. M. (2020). Public speaking anxiety and oral communication skills of college students. *International Journal of Research in Education and Science*, 6(2), 245–252.
- Rudd, D. (2020). English proficiency and academic performance: A correlational study among university students. *Asian EFL Journal*, 24(3), 120–135.
- Sayson, J. P. (2020). Effects of English language use on academic performance of senior high school students. *International Journal of Humanities and Education Development*, 2(5), 300–306.
- Su, Y. C. (2021). Communication strategies, anxiety, and English proficiency among EFL learners. *TESOL International Journal*, 16(2), 89–105.
- Waluyo, B. (2021). The relationship between English proficiency and academic achievement among EFL learners. *Indonesian Journal of Applied Linguistics*, 11(1), 1–10.
- Widyastuti, T. (2024). Understanding student academic performance through learning processes. *Journal of Educational Psychology Research*, 14(1), 25–39.