

Examining the Relationship of Social Skills and Speaking Skills to Communication Effectiveness among Caregiving Students

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ABSTRACT

This study dealt the relationship between social skills, speaking skills, and communication effectiveness. The study employs a survey-based approach to collect data from a diverse sample of participants, measuring their levels of social skills, speaking skills, and perceived communication effectiveness through validated scales. A quantitative correlational design was also used in this study, which included 103 respondents from the Caregiving students of Lorenzo S. Sarmiento Sr. National High School. The statistical methods employed in this study were the average weighted mean, Spearman's rho, and multiple regression analysis. The findings of the study revealed that the three variables obtained a very high level. Moreover, there was a significant relationship between communication effectiveness, with social skills showing a stronger influence on the ability to engage and connect with others. Further, speaking skills contribute to clearer and more impactful message delivery. It is important to develop both social and speaking competencies to enhance overall communication performance in various contexts. In conclusion, social skills, speaking skills, and communication effectiveness provided a foundation for further studies on communication skills training and its implications for personal and professional success.

Keywords: Caregiving, Social Skills, Speaking Skills, Communication Effectiveness, Caregiving Students, Philippines

INTRODUCTION

Effective communication was crucial for teamwork and understanding in our connected world (Kordestani, 2020). However, challenges arise, especially in intercultural situations. Johnson and Lee (2019) found that U.S. students often struggle with communication due to diverse cultural backgrounds, making it hard to express ideas clearly. Also, Davis and Clark (2019) explored the situation in Brazil, noting that language barriers and cultural differences affects student interaction in both academic and social setting.

In the Philippines, social skills were vital for building good relationships with peers and teachers, creating a supportive learning environment (Cañares, 2019). Research showed that students with strong social skills tend to performed better academically and have better emotional well-being (Hamm et al., 2020). Good speaking skills are also essential for effective communication. Furthermore, fostering these skills in educational setting was crucial for promoting inclusivity and reducing behavioral issues, which ultimately leads to a more harmonious school climate (Wang et al., 2021). Ferguson et al. (2020) stated that effective communication among students was closely linked to their social skills which played a crucial role in academic and social success.

Clear communication helps students engage in classroom discussions, leading to improved learning outcomes (Garcia & Huerta, 2019). However, many students struggle with verbal communication. A study in Zamboanga City, Mindanao, by Keyes (2021) showed that students faced challenges with verbal communication, limiting their class participation. Similarly, Baloran and Herman (2021) in Davao City showed that limited opportunities for social interactions hinder student's ability to develop essential speaking skills.

While many studies had focused on social skills and communication in different educational settings, there had been a major lack of research regarding the link between social skills and speaking skills in relation to communication effectiveness among caregiving students in Lorenzo S. Sarmiento Sr. National High School. Gaining insights into this relationship was essential for creating targeted interventions and training programs that could improve both social and speaking skills, which in turn enhanced communication effectiveness among caregiving students. Hence, there was an urgent need to carry out this research.

Research Objectives

1. To determine the level of social skills among caregiving student in terms of:
 - 1.1 conversational skills;
 - 1.2 problem solving; and
 - 1.3 understanding emotions.
2. To assess the level of speaking skills among caregiving student in terms of:
 - 2.1 in practicing;
 - 2.2 in grammar; and
 - 2.3 in communication;
3. To find out the level of communication effectiveness among caregiving student in terms of:
 - 3.1 communication with care recipient;
 - 3.2 communication with support system;
 - 3.3 communication and academic performance; and
 - 3.4 overall communication satisfaction.
4. To analyze the significant relationship between the social skills and communication effectiveness among caregiving students.
5. To examine the significant relationship between the speaking skills and communication effectiveness among caregiving students.
6. To figure out which of the domains in social skills would influence communication effectiveness among caregiving students.
7. To explore which of the domains in speaking skills would influence communication effectiveness among caregiving students.

METHODOLOGY

This study employed a quantitative, non-experimental descriptive correlational design to examine the relationship between social skills, speaking skills, and communication effectiveness among caregiving students at Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro. Using simple random sampling, 103 caregiving students from a total population of 140 were selected as respondents, excluding junior high school students and those from other strands. A structured questionnaire, adapted from standardized surveys, was used to measure different Indicators of social skills (Amerstorfer & Frein, 2021), speaking skills (Huda et al.), and communication effectiveness (Delfino, 2019). After securing approval from school administrators and obtaining informed consent, the researchers distributed the questionnaire, ensuring voluntary participation and confidentiality. The collected data were analyzed using mean (to determine skill levels), Spearman's rho (to measure strength), and multiple regression analysis (to assess influencing factors). Ethical considerations were strictly observed, ensuring that respondents faced no risks, and their information remained confidential.

Population and Sample

Simple random sampling was employed in selecting the respondents for this study. The target respondents were 103 caregiving students including male or female and currently enrolled in first semester school year 2024 2025 in Lorenzo S. Sarmiento Sr National High School. However, all junior high school students and senior high school students specializing other strand were not included in the study. Moreover, the respondents could withdraw anytime they felt threatened during the conduct of the study.

Caregiving students were the suitable respondents because they were involved in training for professions that demand high levels of interpersonal communication. Their future roles would required them to interact effectively with patients, families, and colleagues, making their social and speaking skills crucial to their success. Additionally, they typically engaged in hands-on experiences that required them to practice and refine their communication abilities in real - world settings.

According to Kline (2005), a sample size of 100-200 respondents was significant for representing the broader population. In the case of Lorenzo S. Sarmiento Sr. National High School in the Caregiving students, out of a population of 140 individuals, a random sample of 103 respondents were selected. A stratified random sampling method was used to determine the number of respondents from each section. The sample size was computed using the Raosoft sample size calculator.

Table 1. Population and Sample size of Respondents

Section	Population	Respondents
A	49	36
B	45	33
C	46	34
Total	140	103

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of social skills, speaking skills, communication effectiveness of the caregiving students Lorenzo S. Sarmiento SR. National High School in Mawab, Davao de Oro.

Spearsman's rho. This statistical tool was employed to determine the significance of the relationship between social skills, speaking skills, communication effectiveness of the caregiving students in Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

Multiple Regression Analysis. This statistical tool was used to determine the influence of social skills, speaking skills, communication effectiveness of the caregiving students in Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

RESULTS

Level of Social Skills

Shown in Table 2 is the level of social skills in terms of conversational skills, problem solving, and understanding emotions. The overall mean is 4.34, described as very high, with a standard deviation of 0.31. The very high level could be attributed to the high ratings given by the respondents in all indicators. This entails that the respondents' responses to the level of social skills are very much positive in terms of conversational skills, problem solving, and understanding emotions.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.44 or very high for conversational skills with a standard deviation of 0.50; 4.31 or very high for understanding emotions with a standard deviation of 0.55; and 4.28 or very high for problem solving with a standard deviation of 0.46.

Table 2. Level of Social Skills

Indicators	Mean	SD	Descriptive Equivalent
Conversational Skills	4.44	0.5	Very High
Problem Solving	4.28	0.46	Very High
Understanding Emotions	4.31	0.55	Very High
Overall	4.34	0.37	Very High

Level of Speaking Skills

Shown in Table 3 were the mean scores for the indicators of Speaking Skills with an overall mean of 4.37 and described as very high with a standard deviation of 0.50. The high level could be attributed to the high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of speaking skills were very much positive in terms of In Practicing, in Grammar, and In Communication.

Table 3. Level of Speaking Skills

Indicators	Mean	SD	Descriptive Equivalent
In Practicing	4.42	0.48	Very High
In Grammar	4.35	0.51	Very High
In Communication	4.31	0.52	Very High
Overall	4.37	0.4	Very High

Level of Communication Effectiveness

Shown in Table 4 are the mean scores for the indicators of Communication Effectiveness with an overall mean of 4.42 and described as very high with a standard deviation of 0.58. The high level could be attributed to the high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of communication effectiveness are very much positive in terms of Communication with Care Recipient, Communication with Support System, Communication and Academic Performance and Overall Communication Satisfaction.

Table 4. Level of Communication Effectiveness

Indicators	Mean	SD	Descriptive Equivalent
Communication with care support system	4.5	0.44	Very High
Communication with support system	4.38	0.54	Very High
Communication and academic performance	4.48	0.46	Very High
Overall communication satisfaction	4.37	0.53	Very High
Overall	4.43	0.32	Very High

Significance on the Relationship Between Social Skills and Communication Effectiveness

One crucial purpose of this study was to determine whether or not social skills has a significant relationship with communication effectiveness. The results revealed that social skills and communication effectiveness have a significant relationship. This result is due to a p-value of <.001, which is less than the 0.05 p-value.

Hence, this leads to the decision that the null hypothesis which stated that there was no significant relationship between social skills and communication effectiveness is rejected. Moreover, rho value of 0.399* further means that there was a low correlation between social skills and communication effectiveness.

Table 5. Significance on the Relationships Between Social Skills to Communication Effectiveness

		Social Skills
Communication Effectiveness	Spearman's rho	0.399*
	p-value	<.001

Significance on the Relationship Between Speaking Skills and Communication Effectiveness

One crucial purpose of this study was to determine whether or not speaking skills have a significant relationship with communication effectiveness. The Table 6 shows that speaking skills and communication effectiveness have Spearman's rho value of 0.689*, indicating a moderate correlation. Moreover, a p-value of <.001, which was less than the 0.05 p-value, means a significant relationship between speaking skills and communication effectiveness. Hence, this leads to the decision that the null hypothesis, which stated that there was no significant relationship between speaking skills and communication effectiveness, was rejected.

Table 6. Significance on the Relationships Between Speaking Skills to Communication Effectiveness

		Speaking Skills
Communication Effectiveness	Spearman's rho	0.689*
	p-value	<.001

Multiple Regression Analysis on the Influence of the Domain of Social Skills on Communication Effectiveness

The data shown in Table 7 were the regression coefficients to test the significant influence of the domain of Social Skills on Communication Effectiveness among students in Lorenzo S. Sarmiento Sr. National High School. Using the Multiple Regression Analysis, the data revealed that the influence of Social Skills and Communication Effectiveness among students in Lorenzo S. Sarmiento Sr. National High School has a f-value of 10.014 and a corresponding significance p-value of <.001, which was significant.

This means that the level of Social Skills influences Communication Effectiveness of students in Lorenzo S. Sarmiento Sr. National High School since the probability was less than 0.05. The coefficient of determination (R^2), which was 0.233, connotes that 23.3% of the variation in the level of communication effectiveness was influenced by conversational skills, problem solving and understanding emotions. The remaining 76.7% is chance variation, which suggests that other factors beyond the scope of this study may also be attributed to students.

Table 7. Multiple Regression Analysis on the influence of the Domain of Social Skills on Communication Effectiveness

Social Skills	Coefficient	t-value	p-value	Decision $\alpha=0.05$
Conversational Skills	0.307*	3.162	0.002	Ho is rejected
Problem Solving	-0.111*	-1.128	0.262	Ho is not rejected
Understanding Emotions	0.351*	3.762	<.001	Ho is rejected
Dependent Variable: Communication Effectiveness				

* $p<.001$ $R=0.483$ * $R^2=0.233$ $F\text{-value}=10.014$ $p\text{-value}<.001$

Therefore, as presented in the table, the hypothesis that there is no domain in the social skills that significantly influences communication effectiveness is rejected on conversational skills, and understanding emotions.

Multiple Regression Analysis of the Domain on Speaking Skills on Communication Effectiveness

Data shown in Table 8 are the regression coefficients to test the significant influence of speaking skills and communication effectiveness. Using the Multiple Regression Analysis, the data revealed that the influence of speaking skills and communication effectiveness has f-value of 27.092 and corresponding significance p-value of $<.001$ which was significant.

This means that the level of speaking skills influences the communication effectiveness since the probability was less than 0.05. The coefficient of determination (R^2) which is 0.451 indicates that 45.1% of the variation in the level of communication effectiveness was influenced by in practicing, in grammar, and in communication. The remaining 54.9% is chance variation which suggests that other factors beyond the scope of this study may also be attributed to communication effectiveness.

Table 7: Multiple Regression Analysis of the Domain on Speaking Skills on Communication Effectiveness

Speaking Skills	Coefficient	t-value	p-value	Decision $\alpha=0.05$
In Practicing	0.224*	2.453	0.016	Ho is rejected
In Grammar	0.254*	2.963	0.004	Ho is rejected
In Communication	0.372*	4.083	$<.001$	Ho is rejected
Dependent Variable: Communication Effectiveness				

* $p < 0.001$ $R=0.671$ * $R^2=0.451$ $F\text{-value}=27.092$ $p\text{-value} < .001$

Therefore, as presented in the table, the hypothesis that there is no domain in the speaking skills that significantly influences communication effectiveness is rejected on all indicators: in practicing, in grammar and in communication.

DISCUSSIONS

Level of Social Skills

In the preceding chapter, the findings on social skills among caregiving students, were presented. The results indicated that the level of social skills was reported to be very high, highlighting the significant presence of various factors that influence students' ability to socialize effectively.

The study's findings clearly demonstrated a strong correlation between social skills and communication effectiveness among caregiving students, supporting the research of Lee et al. (2024), which indicated that students with well-developed social skills performed better academically due to stronger peer relationships and increased classroom engagement. Additionally, students who possessed effective social skills were better equipped to handle challenges and setbacks, which not only fostered resilience but also contributed to a more positive and supportive learning environment.

A key element of social skills was conversational skills, as highlighted by Jones et al. (2019), which not only facilitated social integration but also promoted academic success through improved classroom communication and participation. Moreover, strong conversational skills played a crucial role in enhancing communication effectiveness, as they enabled students to express their thoughts clearly, actively listen to others, and engage in meaningful discussions, all of which contributed to stronger peer relationships and better collaboration in academic settings. Consequently, students who developed effective conversational skills were more likely to excel in their studies and future careers, as their ability to communicate confidently and professionally allowed them to navigate diverse social and professional environments with ease.

Furthermore, very high results showed a significant positive correlation between understanding emotions, a key indicator of social skills highlighted by Brackett (2019), suggesting that students with strong emotional awareness were better at regulating their emotions, which in turn enhanced their academic engagement and motivation. Moreover, students who effectively understood their emotions were more capable of recognizing verbal and nonverbal cues, allowing them to respond thoughtfully in conversations and foster meaningful interactions, both of which are essential for communication effectiveness. Consequently, by developing emotional awareness, students improved their ability to express themselves clearly, resolve conflicts constructively, and build stronger connections.

Lastly, the results showed that students' problem-solving abilities were very important, which supports Anderson's (2020) findings that problem-solving is essential for cognitive development because it allows people to use logical reasoning and creativity to overcome challenges. Furthermore, excellent problem-solving abilities improve communication effectiveness through the ability of students to easily convey their ideas, participate in constructive conversations, and collaborate effectively in group situations. As a result, students who learn problem-solving skills enhance not only their academic achievement but also their capacity to navigate complicated interpersonal circumstances, lead to more effective and meaningful communication.

Level of Speaking Skills

In the previous chapter, the study investigated the speaking skills of caring students and discovered that they were rated very high. Furthermore, all three indicators were evaluated as very high, showing an exceptionally high level of proficiency in this area. These findings indicate that speaking skills are a well-developed and necessary trait among caregiving students, influencing their ability to communicate successfully in both academic and real-world settings.

The respondents' high level of speaking skills among caregiving students suggests positive perceptions and strong capabilities in dealing with challenges related to In Practicing, In Grammar, and In Communication, strengthening their ability to express themselves clearly and effectively in a variety of academic and practical settings. Furthermore, this advanced level of speaking skill, which supports Zhang (2021) research, fosters a supportive learning environment in which students can confidently deal with problems, adapt to changes, and form meaningful relationships, which will enhance their development as learners and individuals.

Additionally, the high scores in Speaking Skills in terms of In Grammar demonstrate the students' significant ability to communicate effectively. As outlined by Bacha and Fandi (2021), a strong grasp of grammatical rules enabled learners to construct coherent and fluent spoken discourse, which enhances their overall language proficiency. Consequently, students who actively participate in interactive speaking exercises typically use grammar rules more successfully when speaking, which strengthens their capacity to overcome obstacles and eventually improves learning results.

Moreover, the respondents' very high scores in Practicing suggest a strong ability to engage in task-based speaking activities, which, according to Sharma and Tiwari (2021), lead to higher engagement and greater effectiveness in developing communicative competence among learners, leads to reinforcing their confidence in verbal interactions. Moreover, since effective speaking skills were largely cultivated through consistent practice, students not only develop fluency and clarity in expressing their thoughts but also enhance their ability to communicate seamlessly in both academic discussions and real-world scenarios.

Finally, speaking skills in terms of communication were observed to have a very high mean, emphasizing their crucial role in facilitating clear and effective interactions among caregiving students. According to Johnson and Lee (2020), strong speaking abilities were critical for successful communication because they allow people to confidently communicate their opinions, actively participate in discussions, and effectively convey their messages in both academic and professional settings. Furthermore, good communication skills allow caregiving students to form meaningful relationships, cooperate effectively with classmates and instructors,

and respond correctly to a variety of caregiving circumstances, thereby increasing their overall competency in the area.

Level of Communication Effectiveness

Presented in the previous chapter was the result of the level of communication effectiveness as observed among caregiving students. It revealed that social well-being was described as very high. All four for this variable were also described as very high. It implies that communication effectiveness is much felt among caregiving students.

The results we obtained show that caregiving students have significantly higher communication effectiveness, which was an important factor in creating a successful and supportive learning environment because it allows them to express themselves clearly and engaged meaningfully with their peers and instructors. Furthermore, this finding was consistent with Zhao and Lai (2019), who argue that communication skills training improves students' abilities to collaborate effectively, solve problems, and adapt to various academic and professional challenges, ultimately strengthening their overall interpersonal competence. Prioritizing and actively cultivating students' communication efficacy was critical for building an educational climate that not only encourages academic achievement but also fosters their holistic development, preparing them for future professional responsibilities in caregiving and beyond.

Furthermore, our data showed a highly a favorable pattern in communication with care recipients, demonstrating that caregiving students were skilled at developing meaningful interactions and understanding the needs of those under their care. This was consistent with the findings of McCabe et al. (2019), who emphasized the importance of empathetic communication in healthcare settings in order to foster trust and rapport between caregivers and recipients. Furthermore, acquiring good communication skills helps caregiving students provide compassionate care, actively listen to patients' problems, and respond appropriately to their emotional and physical needs. As a result, their communication skills not only increase patient happiness and well-being, but also strengthen professional relationships, resulting in a more supportive and effective healthcare environment.

Significantly, our study demonstrates a high degree of communication among students and their support system, highlighting the importance of effective interpersonal connections in promoting emotional well-being and academic performance. This positive finding is supported by Williams and Houghton (2021), who discovered that acknowledging emotions and validating experiences during communication significantly improves perceived quality of support, thereby enhancing relationships and promoting a sense of belonging in students. Furthermore, effective communication within a support system enables students to express their worries, seek help, and develop resilience, all of which are necessary for overcoming academic and personal obstacles. As a result, these findings emphasize the necessity of maintaining an efficient communication network, which not only improves emotional and psychological support but also adds to overall student growth and well-being.

Furthermore, our research indicates a high level of communication and academic performance among students, aligning with the findings of Jones and Smith (2019), who emphasized that clear communication between teachers and students fosters a better understanding of instructional materials, ultimately leading to improved academic outcomes. Moreover, effective communication skills enable students to express their ideas clearly, seek clarification when needed, and engage actively in classroom discussions, all of which contribute to deeper learning and greater academic success. In addition, strong communication skills enhanced collaboration among peers, allowing students to exchange knowledge, provide support, and develop critical thinking skills through meaningful interactions.

As a result, students who excel in communication are better equipped to navigate academic challenges, demonstrate higher levels of engagement, and achieve greater success in both their studies and future careers. Lastly, the findings of Lee et al. (2021) strongly support the results, which indicate high levels of overall

communication satisfaction among students, emphasizing that empathy in communication enhances relational satisfaction by making individuals feel valued and understood, thereby fostering deeper and more meaningful connections. Furthermore, Anderson and Martin (2019) highlight the significant interplay between social actualization and self-realization, demonstrating that active student involvement in extracurricular activities and leadership roles fosters a stronger sense of identity and self-discovery. Similarly, Kim and Park (2020) explore how the use of active listening skills contributes to overall communication satisfaction, revealing that individuals who practice active listening report higher levels of fulfillment in their interactions, as it promotes deeper understanding, emotional connection, and mutual respect between communicators.

Significant Relationship Between Social Skills and Communication Effectiveness

The study's results unveiled a significant relationship between social skills and communication effectiveness. The p-value indicated a correlation between these two variables. This correlation suggests that as the social skills increase, there was a corresponding increase in communication effectiveness among caregiving students. The significant relationship between social skills and communication effectiveness among students aligns with the research of Smith and Johnson (2020), which found a strong positive correlation between effective communication strategies and social competence, suggesting that students who effectively communicate to others were more capable of engaging in meaningful conversations, resolving conflicts, and fostering positive relationships. Consequently, the ability to communicate enhances students' social interactions, allowing them to express themselves clearly, listen actively, and adapt their communication styles to different social and academic situations.

Moreover, Johnson et al. (2019) found that clear and open communication among support members improves the quality of guidance offered, resulting in higher overall satisfaction and perceived effectiveness. In other words, the capacity to speak successfully in social situations enables students to seek advice, express issues, and form strong bonds. This was according to the findings of O'Connor and Klein (2020), who state that proficient communication skills allow students to communicate effectively in group situations, encouraging information exchange, teamwork, and general participation in academic pursuits. As a result, students who develop good communication skills were better able to explain their ideas, participate in conversations, and confidently manage social interactions, which improves both academic performance and personal growth.

Finally, these findings align with Gardner's (1982) Multiple Intelligences Theory, which emphasizes that interpersonal intelligence played a crucial role in understanding and interacting effectively with others, as it encompasses essential communication aspects such as conversational skills, problem-solving abilities, and emotional awareness, all of which contribute to meaningful social interactions and overall communication effectiveness. Furthermore, students with strong interpersonal intelligence are better equipped to interpret social cues, engaged in constructive dialogue, and build meaningful relationships, which not only enhances their collaboration and participation in academic and social settings but also prepares them to navigate complex professional environments with confidence and adaptability.

Significant Relationship Between Speaking Skills and Communication Effectiveness

The study revealed a noteworthy relationship between speaking skills and communication effectiveness among caregiving students. The correlation suggests that higher speaking skills corresponds to higher communication effectiveness, rejecting the null hypothesis and confirming a significant relationship between these two variables. This finding enhances our understanding of how caregiving students' In Practicing, In Grammar, and In Communication, in speaking skills impact communication effectiveness among students.

This study confirms a positive correlation between speaking skills and communication effectiveness, a finding consistent with previous research, further supported by Chen (2019), who emphasizes that communication skills are essential in today's globalized world, significantly influencing individuals' employability and career advancement by demonstrating the effectiveness of key communication components such as clarity, coherence, and confidence in verbal interactions. Similarly, Bansal and Kumar (2021) found that collaborative

speaking tasks, such as group discussions, greatly enhanced students' verbal communication abilities, showing that improved speaking skills and communication effectiveness not only foster better social interactions and increased participation in the learning community but also contribute to stronger academic performance and overall well-being.

Notably, these findings underscore the crucial connection between speaking skills and communication effectiveness, as students with strong speaking abilities not only demonstrate better social understanding and engagement in learning, as highlighted by Alfakı (2019), but also develop greater confidence in expressing their ideas, actively participating in discussions, and collaborating effectively with peers and teachers. Furthermore, this study reveals a significant relationship between speaking skills and communication effectiveness, emphasizing the importance of developing both fluency and grammatical accuracy to enhance overall verbal communication. In line with Krashen's (1982) Input Hypothesis Theory, grammar accuracy in speaking skills was naturally acquired through meaningful exposure and active engagement in communication rather than through isolated grammar instruction, suggesting that students improve their grammatical proficiency when they frequently practice speaking in authentic and interactive settings.

Multiple Regression Analysis on the Influence of the Domain of Social Skills to the Communication Effectiveness

The regression analysis investigating the influence of social skills and communication effectiveness among caregiving students indicates that two out of three domains, namely conversational skills, and understanding emotions, have a significant impact on communication effectiveness among caregiving students. On the other hand, problem solving were found to be insignificant in influencing the communication effectiveness among caregiving students. Research conducted by Berg et al. (2021) highlights that students possess the ability to manage and regulate their communication in healthy ways, enabling them to engage in meaningful conversations, express their thoughts effectively, and foster mutual understanding in both academic and social settings. Furthermore, as cited by Foster and Miller (2019), conversational skills were an essential component of effective communication, as they not only enhanced students' ability to articulate ideas and actively listen but also contribute to resilience, mental well-being, and the development of strong interpersonal relationships, ultimately supporting their overall academic success and social competence.

Moreover, a study by Jones and Dweck (2019) highlights that understanding emotions was a fundamental aspect of emotional intelligence, as it enables individuals to recognize, interpret, and manage both their own emotions and those of others, which in turn enhances their ability to navigate social interactions, resolve conflicts, and engage in meaningful communication. In addition, Brackett (2019) emphasizes that students with strong emotional awareness are more adept at regulating their emotions, leading to greater academic engagement and motivation, while also improving their problem-solving abilities and communication effectiveness by allowing them to approach challenges with a clear mind, express their thoughts constructively, and collaborate efficiently with peers.

While problem-solving was an important skill that involves recognizing challenges, developing solutions, and making informed decisions (Jones & Smith, 2019), Li and Zhang (2021) emphasize that strong problem-solving abilities correlate with higher academic achievement, as students who can effectively analyze and address complex issues perform better in difficult subjects while also demonstrating greater adaptability in a variety of learning environments. However, despite the well-established link between problem-solving and academic success, this study found only a weak positive correlation between problem-solving and communication effectiveness among caregiving students, indicating that while problem-solving skills promote logical reasoning and decision-making, their direct impact on verbal expression and interactive communication may be less significant in this context.

The domains of problem-solving and communication are equally important and interconnected, as they both contribute to students' overall cognitive and social development; however, although problem-solving did not significantly influence communication effectiveness among caregiving students in this study, it may still

played a crucial role in other aspects of their academic and personal lives, such as critical thinking, decision-making, and adaptability in caregiving situations. Nevertheless, while problem-solving skills are valuable in various contexts, these particular domains may not serve as direct predictors of communication effectiveness within this specific population.

Multiple Regression Analysis of the Influence of the Domain of Speaking Skills to the Communication Effectiveness

A regression analysis examining the influence of speaking skills to the communication effectiveness among caregiving students revealed that all of three domains specifically In Practicing, In Grammar, and In Communication, have a significant impact on communication effectiveness among caregiving students.

Research conducted by Sharma and Tiwari (2021) suggests that students with a higher capacity for effective speaking skills develop fluency and confidence through consistent practice, as regular engagement in verbal communication allows them to refine their articulation, enhance their clarity, and express their ideas more effectively in various academic and social settings. Similarly, the findings of Akin and Korkmaz (2022) highlight that structured speaking practices, including debates and presentations, not only strengthen students' public speaking abilities but also foster greater self-assurance, critical thinking, and adaptability in diverse communication environments, ultimately contributing to their overall academic and professional success. As stated by Huggins et al. (2021), grammar has a significant impact on speaking skills because it serves as the structural foundation for effective communication (Alharbi, 2020), allowing students to construct clear, coherent, and grammatically correct sentences that improve their overall fluency and communication in spoken language. Furthermore, Bacha and Fandi (2021) emphasize that a strong understanding of grammatical rules enabled learners to convey their thoughts more precisely, whereas Rahimi and Khosravi (2022) emphasize that incorporating grammar practice into speaking activities not only boosts learners' confidence in using the target language in real-life situations, but also improves their ability to engage in meaningful conversations with clarity and accuracy.

Furthermore, Johnson and Lee's (2020) findings emphasize the importance of effective communication in improving overall communication effectiveness, as people with strong speaking skills are able to express their thoughts clearly and engage meaningfully with others, resulting in more productive interactions in both academic and professional settings. Furthermore, Roberts and Ali (2021) emphasize that strong verbal communication fosters improved collaboration and interpersonal relationships, whereas Korkmaz and Sahin (2019) highlight that clarity and coherence in speech play an important role in shaping how messages are perceived by audiences, thereby affecting the effectiveness of communication across various contexts.

The domains of speaking skills, specifically in Practicing, in Grammar, and in Communication, have a significant impact on communication effectiveness among caregiving students, as they were equally important and interconnected in fostering both linguistic proficiency and confidence in verbal interactions.

CONCLUSION

Conclusions were drawn based on the results of the study. The study concludes that the level of influence of social skills was very high, as well as its indicators, namely, conversational skills, problem solving and understanding emotions. Furthermore, the study also concludes that the level of influence of speaking skills was very high, along with its indicators, namely, In Practicing, In Grammar, and In Communication. Moreover, the overall level of communication effectiveness was very high, encompassing the four domains: communication with care recipient, communication with support system, communication and academic performance and overall communication satisfaction. Furthermore, the findings contradict the hypothetical assumption of no significant relationship between the influence of social skills and speaking skills on communication effectiveness among caregiving students. Moreover, it was analyzed through Spearman's rho product moment correlation that social skills have a low correlation while speaking skills have a moderate correlation with the communication effectiveness. Contrary to the assumption, the study concludes that social

skills and speaking skills have significant relationships and influence on the communication effectiveness among caregiving students

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