

The Influence of English Language Competence and Social Networking Usage on Communication Skill among General Academic Strand (GAS) Students

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ABSTRACT

This study examined the influence of English Language Competence and Social Networking Usage on the communication skills of General Academic Strand (GAS) students at Lorenzo S. Sarmiento Sr. National High School. The study employed a quantitative research design to determine the levels of English language competence in terms of reading, writing, listening, speaking, and comprehension; social networking usage in terms of academic use, socialization, entertainment, informativeness, and constraints; and communication skills in terms of competence, discouragement, body language, and dignification. Data was gathered through validated survey questionnaires administered to GAS students and were analyzed using appropriate descriptive and inferential statistical tools. The study further examined the relationship between English language competence and communication skills, as well as between social networking usage and communication skills. In addition, it identified which domains of English language competence and social networking usage influence students' communication skills. The findings of the study served as the basis for drawing conclusions and formulating recommendations relevant to the development of students' communication skills. The study provides insights that may be useful to teachers, school administrators, and future researchers in enhancing English language instruction and guiding the appropriate use of social networking to support students' communication development.

Keywords: General Academic Strand, English Language Competence, Social Networking Usage, Communication Skills, Philippines

INTRODUCTION

Communication skills referred to the abilities involved in effectively exchanging information, ideas, and emotions between individuals or groups through verbal, nonverbal, and written means (Smith, 2021). Communication skills in the Indonesian education system remain critically underdeveloped as evidenced by a low assessment score of only 49%, reflecting persistent challenges in both written and spoken expression that stem from limited interactive practice, students' hesitance to speak, and ineffective teaching strategies (Purwianingsih et al., 2020). Low communication skills are a prevailing and endemic issue that significantly limits learners' capacity to communicate and influences their academic achievement and interpersonal growth (Ansari et al., 2022). Research indicated that rural Chinese students do not possess basic skills of expression and listening, with a persistent shortage in communication skills (Xu & Zhu, 2025). Meanwhile, Ghana's junior high students also have severe communication issues brought about by language differences, apprehension of shame, poor teaching, and surroundings, which cumulatively affect their self-esteem and grades (Amoah, 2025). In

addition, Liu et al. (2023) poor non-verbal skill competencies exacerbate barriers to intercultural communication, manifesting in the misinterpretation of non-verbal cues and limited familiarity with diverse interaction norms.

In the Philippines, English Language Competence played a role to academic success, employability, and global competitiveness, being the primary medium of instruction and communication across numerous sectors and professions (Borres, 2025). In regions and provinces like Cotabato, where a large portion of Senior High School students continued to struggle with English Language Competence related issues, specifically communication skills that hinder academic development and career advancement (Callora & Suñas, 2023). English Language Competence provides a foundation for effective verbal and written communication, while also fostering cross-cultural context and intellectual engagement in a global world (Rionaldi & Saputra, 2023).

Furthermore, social networking had become an integral part of individuals' daily lives, serving as a primary medium for education, information dissemination, and interpersonal communication (Belmonte et al., 2024). Its influence extends to students' academic and social engagement, as these platforms reshape how learners acquire knowledge, establish relationships, and participate in academic and social activities, with engagement largely driven by socialization, informativeness, and interaction (Abrahan et al., 2025). Consistent with this finding is a study conducted in Zamboanga del Norte, which emphasized that while social networking platforms offer academic benefits, excessive non-academic use may lead to weaker student academic performance (Calunsag & Calunsag, 2023). This underscores the importance of responsible and purposeful use of social networking platforms, as they provide essential opportunities for communication, collaboration, and idea-sharing that have become indispensable in students' academic and social lives (Tiongson, 2025).

In Region XI, particularly in Davao City, Grade 11 senior high school students showed motivation to learn but have limited language knowledge in phonology, lexicon, morphology, and syntax, which affects their oral communication skills (Amores, 2025). Although students possess strong social and speaking skills, these are not fully developed due to limited exposure and support in school settings (Roncesvalles et al., 2024; Entero et al., 2025). Studies also indicated that academic engagement, social interaction on social networking platforms, and confidence in communication are significant predictors of communicative competence (Terania & Tarusan, 2024). However, limited research has been conducted in the Davao Region, particularly in the Municipality of Mawab, focusing on the communication skills of General Academic Strand students at Lorenzo S. Sarmiento Senior National High School.

Despite increasing recognition of English language competence and social media use as key contributors to communication development, no existing study in Mawab District has examined their combined impact on the communication skills of General Academic Strand (GAS) students. Prior research in Region XI has focused only on isolated linguistic variables such as oral fluency, vocabulary, or reading comprehension without exploring how digital engagement and English medium instruction interact to shape overall communicative effectiveness. This study investigated those intersections, providing timely, socially grounded insights that informed curriculum design, digital literacy programs, and learner support systems, ultimately helping General Academic Strand (GAS) students develop the foundational communication skills needed for academic success, career readiness, and meaningful participation in a digitally mediated society.

Research Objectives

1. To determine the level of English Language Competence among General Academic Strand students at LSSSNHS in terms of the following indicators:

1.1 reading;

1.2 writing;

1.3 listening;

1.4 speaking; and

1.5 comprehension.

2. To determine the level of Social Networking Usage among General Academic Strand Students in terms of the following indicators:
 - 2.1 academic;
 - 2.2 socialization;
 - 2.3 entertainment;
 - 2.4 informativeness; and
 - 2.5 constraints.
3. To determine the level of Communication Skills among General Academic Strand Students in terms of the following indicators:
 - 3.1 competence;
 - 3.2 discouragement;
 - 3.3 body language; and
 - 3.4 dignification.
4. To determine the relationship between English Language Competence and Communication Skills among General Academic Strand Students.
5. To determine the relationship between Social Networking Usage and Communication Skills among General Academic Strand Students.
6. To identify which domains of English Language Competence significantly influence Communication Skills among General Academic Strand Students.
7. To identify which domains of Social Networking Usage significantly influence Communication Skills among General Academic Strand Students.

METHODOLOGY

This study employed a quantitative, non-experimental research design, specifically using descriptive correlational methods to examine the relationship between English language competence, social networking usage, and communication skill among senior high school students. The descriptive correlation method was considered appropriate when the purpose was to describe the condition of the situation as it existed at the time of the study to investigate the causes of a particular phenomenon. According to Creswell (2005), a correlational design explored the strength and direction of relationships between variables as they naturally occurred, without any manipulation. Bhandari (2021) further emphasized that this approach was both non-experimental and quantitative, allowing researchers to examine how variables related whether positively, negatively, or not at all. In this study, the design was used to investigate whether students' English language competence and their social networking usage were associated with their communication skill.

The study utilized a quantitative approach to examine the phenomenon under investigation. A structured survey schedule was developed specifically for 56 senior high school students under the General Academic Strand (GAS), ensuring relevance and accessibility for the target respondents. Data collection was conducted through standardized questionnaires, which facilitated the systematic gathering of responses. The primary aim of this study was to explore the influence of English language competence and social networking usage on the communication skill of General Academic Strand (GAS) students at Lorenzo S. Sarmiento Senior National High School.

Population and Sample

Stratified random sampling was employed at selecting the respondents for this study. From the total population of 270 Senior High School students enrolled under the General Academic Strand (GAS), a representative sample of 162 students was identified. The computation of this sample size was carried out using the Raosoft sample size calculator, which considers the total population, margin of error, confidence level, and response distribution. Based on these parameters, the calculator recommended a sample of 162 respondents as adequate to provide statistical reliability and validity. This sample size is considered sufficient to reflect the characteristics of the entire population while also ensuring that the process of data collection remains manageable, feasible, and practical for the purposes of the study.

Memon et al. (2020) emphasized that selecting an adequate sample size is essential for producing valid and reliable research findings. For this study, 162 respondents were chosen from a total population of 270 Senior High School students under the General Academic Strand (GAS). This number is considered appropriate as it ensures statistical accuracy while remaining practical and manageable for data collection. By adhering to established standards in educational research, the chosen sample size is expected to yield dependable results that can be generalized to the wider population.

The sample was then proportionally allocated to each section to ensure fair representation across the groups. This approach ensures that all sections are adequately represented and that the findings reflect the diverse academic and social experiences of the learners.

Statistical Tool

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

Mean. This statistical tool was used to determine the level of English language competence, the level of social media usage, and the level of communication skill among Senior High School students

Spearman’s rho. This statistical tool was used to determine the significance of the relationship between English language competence, social media usage, and communication skill among Senior High School students.

Multiple Regression Analysis. This statistical tool was used to determine the extent to which English language competence and social media usage influenced the communication skill of Senior High School students.

RESULTS

Level of English Language Competence

Table 1 presents the respondents' level of English language competence in terms of reading, writing, listening, speaking, and comprehension. The overall mean is 3.50, described as high, with a standard deviation of 0.56. Among the indicators, reading skills recorded the highest mean of 3.69 with a standard deviation of 0.61 and are described as high. This is followed by comprehension, which obtained a mean of 3.59 and a standard deviation of 0.77, and listening skills with a mean of 3.49 and a standard deviation of 0.65, both interpreted as high. Speaking skills registered a mean of 3.39 with a standard deviation of 0.71, described as moderate, while writing skills posted the lowest mean of 3.33 with a standard deviation of 0.66 and are also described as moderate.

Table 1. Level of English Language Competence

Indicators	Mean	SD	Descriptive Equivalent
Reading	3.69	0.61	High
Writing	3.33	0.66	Moderate
Listening	3.49	0.65	High
Speaking	3.39	0.70	Moderate
Comprehension	3.59	0.71	High
Overall	3.50	0.56	High

Level of Social Networking Usage

Table 2 shows the level of social networking usage of the respondents in terms of academic use, socialization, entertainment, informativeness, and constraints. The overall mean is 3.64, described as high, with a standard deviation of 0.49. Among the indicators, entertainment recorded the highest mean of 3.85 with a standard deviation of 0.78. This was followed by informativeness, which obtained a mean of 3.75 and a standard deviation of 0.79, and academic use, with a mean of 3.62 and a standard deviation of 0.57. Socialization posted a mean of 3.54 with a standard deviation of 0.63, while constraints recorded the lowest mean of 3.43 with a standard deviation of 0.62 it remained within the high descriptive range.

Table 2. Level of Social Networking Usage

Indicators	Mean	SD	Descriptive Equivalent
Academic Use	3.62	0.67	High
Socialization	3.54	0.63	High
Entertainment	3.85	0.78	High
Informativeness	3.75	0.79	High
Constraints	3.43	0.62	High
Overall	3.64	0.49	High

Level of Communication Skill

Table 3 shows the level of Body Language, Dignification, Competence, and Discouragement. The overall mean is 3.30, described as moderate, with a standard deviation of 0.46. The moderate level suggests that respondents demonstrate an average level of communication skills across the indicators.

The overall mean score was computed from the individual mean scores from highest to lowest: 3.59 for body language with a standard deviation of 0.73, 3.38 for dignification with a standard deviation of 0.54, 3.12 for competence with a standard deviation of 0.52, and 3.10 for discouragement with a standard deviation of 0.64. These results show that body language was rated the highest while competence and discouragement were rated the lowest.

Table 3. Level of Communication Skill

Indicators	Mean	SD	Descriptive Equivalent
Body Language	3.59	0.73	High
Dignification	3.38	0.54	Moderate
Competence	3.12	0.52	Moderate
Discouragement	3.10	0.64	Moderate
Overall	3.30	0.46	Moderate

Significance on the Relationship Between English Language Competence and Communication Skills

One of the primary objectives of this study is to determine whether English language competence has a significant relationship with students' communication skills. Prior to conducting the correlation analysis, the Shapiro–Wilk Test for Bivariate Normality yielded a p-value of 0.001, indicating that the data were not normally distributed. Consequently, a non-parametric test, specifically Spearman's rho correlation, was employed as the appropriate statistical tool.

As shown in Table 4, the correlation analysis revealed a Spearman's rho value of 0.41 between English language competence and communication skill, indicating a moderate positive relationship. Furthermore, the p-value of < .001 is less than the 0.05 level of significance, confirming that the relationship is statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between English language competence and communication skill is rejected. This implies that higher levels of English language competence are associated with higher levels of communication skills among the respondents.

Table 4. Significance on the Relationship Between English Language Competence and Communication Skill.

	Spearman's rho	p
English Language Competence - Communication Skill	0.41	<.001

Significance on the Relationship Between Social Networking Usage and Communication Skills

One crucial purpose of this study is to determine whether or not social networking usage has a significant relationship with students' communication skills. The Shapiro-Wilk Test for Bivariate Normality has a p-value of 0.001, indicating that the distribution is not normal. Hence, a non-parametric test, Spearman's rho correlation, is suited for this distribution.

Table 5 shows that social networking usage and communication skills have a Spearman's rho of 0.47, indicating a moderate relationship. Moreover, a p-value of <.001, less than the 0.05 level of significance, confirms that there is a significant relationship between social networking usage and communication skills. Thus, the null hypothesis, which states that there is no significant relationship between social networking usage and communication skills, is rejected. This further implies that communication skills tend to be observed when social networking usage is observed.

Table 5. Significance on the Relationship Between Social Networking Usage and Communication Skill

	Spearman's rho	p
Social Networking Usage—Communication Skill	0.47	<.001

Significance of the Influence of the Domains of English Language Competence on Communication Skill

Using Multiple Regression Analysis, the data revealed that English language competence significantly influenced overall communication skill among the students, yielding an F value of 8.270 with a corresponding significance level of p less than .001, which was statistically significant. The R value of 0.450 indicates a moderate relationship between English language competence and communication skill, while the R squared value of 0.210 implies that 21 percent of the variance in communication skill is explained by the combined domains of English language competence.

Further analysis showed that Listening Skills with a coefficient of 0.30 and p = 0.02 significantly influenced communication performance. In contrast, Writing Skills p = 0.48, Speaking Skills p = 0.86, Reading Skill p= 0.07 and Comprehension p = 0.40 did not show significant influence since their probability values were greater than 0.05.

Table 6. Significance of the Influence of the Domains of English Language Competence on Communication Skill

English Language Competence	Coefficients	t	p	Decision
				a=0.05
Reading Skills	0.19	1.82	0.07	H ₀ is not rejected
Writing Skills	-0.08	-0.70	0.48	H ₀ is not rejected
Speaking Skills	-0.02	-0.18	0.86	H ₀ is not rejected
Listening Skills	0.30*	2.38	0.02	H ₀ is rejected
Comprehension	0.09	0.85	0.40	H ₀ is not rejected

$p < 0.05$ R= 0.450 R²= 0.210 F-value= 8.270 $p < .001$

Significance of the Influence of the Domains of Social Networking Usage on Communication Skill

Present in table 7 by using Multiple Regression Analysis, the data revealed that social networking usage significantly influenced communication skills among the students, yielding an F value of 11.13 with a

corresponding significance level of p less than .001, which was statistically significant. The R value of 0.513 indicates a moderate relationship between social networking usage and communication skills, while the R squared value of 0.263 implies that 26.3 percent of the variance in communication skills is explained by the combined domains of social networking usage.

Further analysis showed that informativeness with a coefficient of 0.33 and p less than .001 and constraints with a coefficient of 0.18 and p equal to 0.01 significantly influenced communication skills. In contrast, academic use with p equal to 0.45, socialization with p equal to 0.06, and entertainment with p equal to 0.57 did not show significant influence since their probability values were greater than 0.05.

Table 7. Significance of the Influence of the Domains of Social Networking Usage on Communication Skill

Social Networking Usage	Coefficients	t	p	Decision $\alpha=0.05$
Academic Use	0.06	0.76	0.45	H_0 is not rejected
Socialization	0.17	1.88	0.06	H_0 is not rejected
Entertainment	-0.06	-0.57	0.57	H_0 is not rejected
Informativeness	0.33*	3.69	<.001	H_0 is rejected
Constraints	0.18*	2.49	0.01	H_0 is rejected

$p < 0.05$ $R = 0.513$ $R^2 = 0.263$ $F\text{-value} = 11.13$ $p < .001$

DISCUSSIONS

Level of English Language Competence

In the preceding chapter, the findings regarding students' English language competence were presented. The results revealed that among the indicators, reading skills exhibited the highest level, highlighting strong proficiency in this area. Comprehension also showed a high level, indicating that students are generally able to understand and interpret English texts effectively. These findings suggest that reading and comprehension provide a strong foundation for effective communication in English. As noted by (Kimkiman, 2025), developing reading proficiency not only supports academic performance but also enables students to engage confidently in classroom interactions.

The study further shows that reading skills have the most significant impact on communication skill, consistent with the research of (Kholodniak, 2025), who emphasizes that reading academic texts and developing reading competence are essential strategies for fostering overall English language proficiency. Students with strong reading abilities can better process information, build vocabulary, and express ideas clearly, enhancing both classroom engagement and communicative effectiveness. Similarly, (Gutiérrez-Fernández et al., 2025), confirm that improving linguistic competence through reading and comprehension strategies boosts students' confidence and ability to communicate in English.

Meanwhile, writing, speaking, and listening skills did not show statistically significant individual contributions to communication skill in this analysis. However, previous studies highlight their importance within overall language development. As (Enamorado, 2025), notes, communicative competence is multifaceted, and strengthening foundational reading and comprehension skills supports growth in these other language domains over time.

Contemporary educational trends further stress that English language competence is essential for academic success and effective communication. (Kimkiman, 2025), emphasizes the need for curricula and interventions targeting reading and comprehension, as these skills form the foundation for verbal participation, successful presentations, and cognitive flexibility in language use.

Level of Social Networking Usage

In the previous chapter, the study reported the level of social networking usage among students, highlighting entertainment as the most prominent indicator. This suggests that students primarily use social media platforms

for leisure, amusement, and emotional relief. The respondents' engagement in entertainment-focused activities reflects a strong presence of recreational and emotional gratifications, showing that social media serves not only as an academic or social tool but also as a source of enjoyment and stress relief. High engagement in activities such as viewing humorous content, sharing memes, and watching videos demonstrates that these platforms are integral to students' daily leisure practices (Badr et al., 2024). Similarly, entertainment is a predominant motive for social media use among students, confirming the prominence of recreational engagement (Sakhieva et al., 2024).

The indicator of entertainment highlights students' preference for fun and enjoyable interactions over purely informational or academic uses. Research shows that enjoyment drives repeated engagement on social media, surpassing social and informational motives (Ewing et al., 2023). Entertainment usage also encourages frequent social interactions and enhances overall user engagement, supporting the study's observation that leisure activities are central to students' online behavior (Beñalet et al., 2023). Moreover, entertainment serves as a significant motivator for consistent platform usage. Motivations such as fun and enjoyment increase social media engagement, particularly among Generation Z students (Hoque and Hossain, 2023). It should be noted that this study is cited here for context and is not part of the main theoretical framework.

The role of entertainment is also evident in broader psychosocial outcomes. Students' pursuit of emotional and recreational gratifications is central to their social media engagement patterns (Raji et al., 2020). Social media platforms provide opportunities for enjoyment that can alleviate academic stress and foster social connection, confirming that entertainment is a predominant motive among users (Bhatiasevi, 2024).

Overall, these findings strongly support the study's results, indicating that entertainment is not only prevalent but foundational to students' use of social networking platforms. The respondents' engagement in entertainment-oriented activities suggests that social media fulfills key leisure and emotional needs, reinforcing its role as a primary avenue for enjoyment and stress relief. The prominence of entertainment usage underscores the necessity of considering recreational and emotional gratifications in understanding students' social networking behavior, reflecting both the value and influence of these platforms in students' daily lives.

Level of Communication Skill

It is greatly highlighted in the results of the study that communication skills are highly affected by body language. This finding aligns with recent research (Munir, 2024), which emphasized that nonverbal communication, including facial expressions, eye contact, and body posture, is essential for achieving effective classroom communication and learning objectives. Such body language significantly influences the clarity and effectiveness of teacher-student interactions, reinforcing that competent communication is not only about spoken words but also about congruent nonverbal signals. The study confirms that teachers who skillfully use body language can "talk" to students without words, enhancing understanding and engagement. Lecturer nonverbal cues, including facial expressions and gestures, significantly enhance student engagement and learning outcomes (Keelson, 2024). Nonverbal behaviors supplement verbal communication to increase focus and motivation among students.

Furthermore, the study highlights the importance of dignification in communication. Teachers intentionally using gestures, eye contact, and facial expressions significantly enhance student attention and comprehension (Al-Kahtani, 2025). Positive teacher emotions conveyed through nonverbal cues strongly predict student engagement and academic resilience (Guo et al., 2025). Understanding diverse learning preferences—visual, aural, and kinesthetic—also affirms students' unique needs and supports their motivation and success (McIntosh, 2025).

The moderate results for competence suggest that learners need to strengthen their verbal and nonverbal communicative abilities. Educational communication competence requires speaking proficiency as well as appropriate and effective use of gestures, posture, and facial expressions to convey meaning (Chen & Wang, 2024). Students lacking awareness of proper nonverbal cues are less likely to communicate confidence, participate actively, or maintain positive relationships with peers and teachers. Communication cues significantly influence student participation and how teachers interpret comprehension (Kwon & Oh, 2023). Thus, communication competence is a vital foundation for meaningful learning.

Additionally, the findings indicate that discouragement affects how students respond and communicate in school. Students who feel discouraged may forgo participation, hesitate to share ideas, or give negative bodily cues, limiting academic interaction (Santos & Ramírez-Avila, 2023). Supportive teacher behavior, such as reassurance, feedback, and emotional reinforcement, helps discouraged students regain confidence and motivation (Alonzo, 2024). Building better communication skills and addressing discouragement can create a more productive classroom climate. As students become more communicatively competent, their performance in presentations and group activities improves, while interpersonal relationships are enhanced (Dela Cruz & Montoya, 2020). These results show that communication competence and emotional aspects such as discouragement are strongly linked, emphasizing the need for educators to cultivate both skill development and emotional support to foster holistic student success.

Significance of the Relationship Between English Language Competence and Communication Skill

The study highlights a moderate and significant relationship between English language competence and communication skills, showing that strong proficiency in English enhances learners' ability to convey ideas effectively in academic, professional, and social contexts (Simanjuntak et al., 2025). English competence allows students to comprehend complex texts, interpret meanings, and structure their language appropriately, which directly supports clear and confident communication (Dafouz et al., 2023). This connection suggests that improvements in language competence are likely to foster better interaction, engagement, and collaboration among learners (Lasagabaster & Van Der Walt, 2024).

Research shows that students with higher English competence tend to demonstrate greater confidence in verbal and written expression, enabling them to participate actively in discussions, presentations, and collaborative learning activities (Kholodniak, 2025). Conversely, limited language competence can impede communication, leading to reduced clarity, lower engagement, and weaker academic performance (Chen, 2023). This interplay shows that language skills are not only foundational for understanding content but also critical for translating knowledge into effective communication (Xi, 2020).

Instructional strategies that integrate English language learning with communication-focused activities strengthen this relationship, as students learn to apply language knowledge in practical, interactive contexts (Yousefi Afshari & Pourhossein Gilakjani, 2023). Social interactions, peer-assisted tasks, and guided discussions provide opportunities for learners to refine their expressive skills while reinforcing language comprehension (Adib, 2025; Cao, 2024). This synergy highlights that communication skills develop most effectively when supported by solid language competence, illustrating a mutually reinforcing relationship.

Finally, the interconnectedness of English competence and communication skills is evident in academic and professional readiness, where students must navigate complex ideas, collaborate with peers, and convey arguments persuasively (Hyland, 2021; Cruz, 2025). Mastery of language structures, vocabulary, and comprehension enhances both verbal and nonverbal communication, allowing learners to interact confidently and adapt to diverse contexts (Ahmed, 2023; Kholodniak, 2025). Therefore, fostering English language competence is essential not only for literacy but also for developing effective communication, critical thinking, and lifelong learning capabilities.

Significance of the Relationship Between Social Networking Usage and Communication Skill

The study highlights a significant relationship between social media usage and students' communication skills, showing that effective engagement with online platforms can enhance students' ability to express ideas, collaborate with peers, and access educational content (Hou et al., 2023). Social networking sites provide opportunities for learning, entertainment, and social interaction, which directly influence the development of academic engagement, interpersonal skills, and information processing (Alghamdi & Plunkett, 2021). Research indicates that students who strategically utilize social media for academic purposes demonstrate improved study habits, time management, and communication proficiency (Izadpanah & Charmi, 2022). Conversely, unproductive or excessive use of social media can hinder both communication and academic performance, emphasizing the importance of guided and purposeful engagement (Nguyen et al., 2020).

Evidence shows that social media contributes to academic achievement by facilitating access to learning resources, peer support, and collaborative platforms, thereby reinforcing students' participation and motivation (Iqbal et al., 2021). Similarly, online socialization fosters emotional intelligence, empathy, and conflict resolution skills, strengthening students' social competencies alongside their communication abilities (Lee et al., 2023). Entertainment and leisure activities on social media also interact with academic and social behaviors, where balanced usage supports relaxation and engagement without displacing essential offline learning and interactions (Martinez, 2021). The informativeness of social media platforms is closely linked to students' digital literacy and ability to critically evaluate information, which further enhances academic outcomes and collaborative learning (Alamri et al., 2022).

Constraints related to social media, including emotional stress, financial challenges, and academic pressure, demonstrate a clear relationship with both communication and academic outcomes, as they influence motivation, attention, and engagement (Amudhan et al., 2024). Students with adequate coping strategies and self-regulation skills are able to navigate these constraints, using social media in ways that enhance learning and interpersonal interaction (Aamir et al., 2024). Conversely, students who face persistent constraints may experience reduced participation, higher anxiety, and weaker performance, highlighting how social media interacts with environmental and psychological factors to shape outcomes (Pérez-Jorge et al., 2025). The interplay between constraints, academic engagement, and communication skills underscores the need for intentional and guided social media usage to foster positive educational and social development (Martínez-Murciano & Pérez-Jorge, 2025).

Overall, the relationship between social media usage and communication competence demonstrates that structured and purposeful engagement can enhance academic performance, socialization, and expressive abilities, while unmanaged or excessive use can impede these outcomes (Chugh et al., 2020). By integrating social media tools with goal-oriented learning activities and supportive interventions, students can strengthen digital literacy, collaborative skills, and confidence in communication (Najafi et al., 2023). This evidence suggests that educators and learners must consider both opportunities and constraints of social media, as its influence is interwoven with students' academic, social, and emotional development (Alhassan et al., 2025). Therefore, fostering mindfulness and productive social media use is crucial for promoting academic success, communication competence, and overall well-being (Rashid & Asghar, 2023).

Significance of the Influence of the Domains of English Language Competence on Communication Skill

The regression analysis investigates the influence of English language skills on students' communication skills indicated that listening skills significantly predicted communication competence, while reading, writing, speaking, and comprehension did not show statistically significant effects (Chen, 2023). Students with limited English proficiency faced challenges in participating in collaborative activities, expressing ideas confidently, and engaging fully in academic and social interactions (Yousefi Afshari & Pourhossein Gilakjani, 2023). Moderate proficiency allowed for basic engagement but required instructional scaffolding and peer collaboration to strengthen critical thinking and expressive abilities (Zhang et al., 2025). Higher-level English skills enabled learners to comprehend complex texts, participate effectively in discussions, and convey ideas clearly across diverse contexts (Kholodniak, 2025).

Research highlights that integrating reading, writing, speaking, and listening through digital and discipline-specific instructional strategies enhances both language proficiency and professional readiness (Majdi et al., 2025). Learners at moderate levels benefited from guided and project-based activities, which improved comprehension, writing coherence, and engagement in discussions (Luaran et al., 2025). Social networking usage also fostered peer interaction, critical thinking, and development of writing skills among moderately active students, emphasizing the role of technology in communication development (Cruz, 2025).

Body language complemented verbal communication, as effective gestures, posture, and facial expressions enhanced clarity and engagement (Ahmed, 2023). Low proficiency in nonverbal cues increased anxiety and reduced participation, whereas structured guidance in body language enabled learners to communicate effectively in academic and social contexts (Nong, 2025). Learners with low or moderate skills benefited from support to strengthen vocabulary, grammar, and comprehension, while higher-level students demonstrated confidence and mastery in articulating ideas during discussions (Schulenberg et al., 2024).

Overall, competence in communication was closely tied to English language skills, motivation, and resilience in the face of discouragement (Alonzo et al., 2024). Low competence limited participation in complex tasks, while moderate competence allowed for routine engagement with instructional support (Fitriyana et al., 2024). High-level competence ensured advanced mastery in conveying ideas, negotiating meaning, and interacting strategically in diverse contexts (Chen, 2023). Although only listening skills significantly predicted communication performance, other English language skills remain important in supporting students' overall communicative competence.

Significance of the Influence of the Domains of Social Networking Usage on Communication Skill

The regression analysis investigating the influence of social networking usage on students' communication skills indicated that different types of usage had varying effects (Hou et al., 2023). Informativeness and constraints significantly predicted communication competence, while academic use, socialization, and entertainment did not show statistically significant effects. Academic use showed a positive effect, contributing to engagement in discussions, presentations, and collaborative learning, though the effect was not statistically significant (Tafesse, 2022). Socialization and entertainment usage were not significant, as students who primarily used social networks for these purposes demonstrated inconsistent development in verbal and nonverbal abilities (Gillespie-Smith et al., 2021).

Students with high social networking proficiency leveraged online platforms effectively, using academic content and discussions to strengthen verbal, nonverbal, and interpersonal communication (Smith et al., 2025). Moderate users showed partial improvements, balancing online and offline interactions but sometimes struggling with clarity, vocabulary, and confidence (Ho et al., 2025). Low users faced difficulties expressing ideas and participating in class due to irregular engagement and limited exposure to academic or informative content (Nguyen et al., 2020).

Nonverbal communication, including body language and gestures, was also influenced by social networking usage (Ahmed, 2023). Low proficiency correlated with misunderstandings and reduced participation (Nurhayati & Dollah, 2024), whereas high proficiency enabled students to combine verbal and nonverbal cues effectively (Nong, 2025). These findings resonate with the work of Canale and Swain (1980), which highlights the importance of using multiple communicative skills to convey meaning in different social contexts. It should be noted that this reference is provided for contextual understanding only and is not part of the main theoretical framework of the study.

The findings highlight that informativeness and constraints significantly enhanced communication skills, demonstrating small to moderate positive effects, while socialization, entertainment, and academic use were not significant (Chou, 2024). Purposeful engagement with informative content and managing constraints such as time and stress can improve students' communicative abilities. Students who developed effective coping strategies and maintained emotional and social well-being were better able to use social networking for academic and communicative purposes, reducing disruptions and enhancing overall satisfaction (Ardalan et al., 2022). Overall, the study underscores that specific, intentional use of social networking platforms supports communication competence, while unstructured or purely recreational use may not contribute significantly.

CONCLUSION

This study examined English language competence and social networking usage as predictors of communication skills among General Academic Strand students. The study concludes that GAS students generally demonstrate moderate to high English language competence, with listening being the most influential domains, while writing, speaking, reading and comprehension showed less impact on communication skills. Social networking usage was moderate overall, with informativeness and the ability to manage constraints contributing significantly to communication development, while academic use, socialization, and entertainment had no significant effect.

The findings indicate that English language competence and purposeful social networking usage both support the development of communication skills. However, the effects were small to moderate, suggesting that other factors, such as motivation, classroom interaction, and individual learning strategies, may also influence communication outcomes. These results highlight that enhancing communication skills requires not only

linguistic proficiency and mindful social media use but also structured support and interactive opportunities in the learning environment.

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