

Communication skills, learning engagement and academic performance in English of Grade 8 students

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ABSTRACT: This descriptive-correlational study examined the relationship between communication skills, learning engagement, and academic performance in English among 227 Grade 8 students and 5 English teachers. Data were gathered using a self-developed Communication Skills Observation Tool and a modified version of the Student Engagement in Schools Questionnaire (SESQ). Quantitative data analysis involved descriptive and inferential statistics, including frequency and percentage distribution, mean, paired samples t-test, Pearson correlation coefficient, and multiple linear regression. Results revealed a consistent gap between students' self-ratings and teachers' assessments, with students rating themselves higher in both communication skills and learning engagement. While both groups generally rated these skills as satisfactory to moderately high, grammar and vocabulary were commonly identified as needing improvement. Students showed strong emotional and cognitive engagement, although these were not always evident to teachers. Most students achieved academic performance ranging from satisfactory to outstanding. Pearson correlation results indicated a weak but significant negative relationship between self-assessed communication skills and academic performance, as well as between learning engagement and academic performance. A strong positive correlation existed between communication skills and learning engagement. Regression analysis showed that only students' self-assessed communication skills significantly predicted academic performance—and negatively—while all other variables, including teacher assessments, did not significantly predict outcomes. These findings informed the creation of a strategic action plan aimed at bridging perceptual gaps, enhancing student reflection, and improving both communication and engagement through targeted strategies. The study highlights the importance of feedback-driven instruction and collaborative environments in supporting students' English language development.

KEYWORDS: academic performance, communication skills, Grade 8 students, learning engagement, strategic action plan

I. INTRODUCTION

Sustainable Development Goal 4 (SDG 4) was a UN goal aimed at ensuring inclusive and equitable quality education for all, including marginalized groups. It emphasized education as a fundamental human right and a cornerstone for sustainable development. SDG 4 was focused on developing 21st-century skills like critical thinking, creativity, communication, and collaboration, which were essential for success in a rapidly evolving global environment. It aligned with equity and inclusion principles, ensuring no one was left behind regardless of gender, socioeconomic status, or ability, and equipping students with the tools to thrive in diverse contexts.

Communication and student engagement were integral to achieving Sustainable Development Goal 4 (SDG 4), which emphasized inclusive and equitable quality education and lifelong learning opportunities for all. Both aspects were fundamental in fostering an environment where students could thrive academically, socially, and emotionally, aligning with SDG 4's principles.

Based on Smith (2015, as cited in Tizon, 2019), English was extensively used for international communication in various fields such as mail, conferences, commerce, and humanitarian aid. Its role as a global language enabled people from different countries to communicate effectively, making it essential for international business, diplomacy, and cooperation.

In the Philippine context, the Enhanced Basic Education Act of 2013, also known as Republic Act No. 10533, extended basic education in the Philippines from 10 to 12 years, aiming to align with global education standards and prepare students for higher education, employment, or entrepreneurship. The act focused on developing 21st-century skills like communication, collaboration, critical thinking, and creativity, which were essential for navigating the demands of a rapidly evolving world. The program promoted holistic development, preparing students not only academically but also socially and emotionally, enabling them to contribute meaningfully to society and the global workforce.

According to Separa et al. (2015, as cited in Apat et al., 2023), though English was taught as part of the curriculum in the Philippine school system, it was still not regarded as an inherent language for Filipinos. As a result, when students entered college,

Communication skills, learning engagement and academic performance in English of Grade 8 students

they still faced various challenges in expressing themselves in English. In addition, their study showed that many people expressed various aspects of oral communication that they regarded to be problematic. These areas of difficulty stemmed from their understanding of what English standards should be.

Thus, the necessity for mastery of the English language became unavoidable, considering that English was now referred to as the world language. They further stated that students' communication skills were vital, therefore they must be assessed. This analysis sought to break down a topic or subject of research into components (decomposition) so that the structure/order of a decomposed form shows clearly and, therefore, might be more clearly captured meaning or be clearly understood.

According to Majidi (2013, as cited in Tizon, 2019), developing communication skills mainly focused on improving English proficiency because English was widely regarded as the global lingua franca or common language. As the dominant language for international communication, mastering English was often seen as essential for success in global interactions, business, and education.

Learning oral communication skills, particularly in a second language, was inherently complex due to several factors. As identified by Toppo and M.J. (2021), one issue was the lack of skill and knowledge among teachers in using modern instructional tools. This referred to teachers' difficulty in incorporating technology and innovative resources into their teaching practices, often due to insufficient training or exposure. As a result, they relied on outdated methods, limiting student engagement and the effectiveness of instruction in today's digital learning environments.

According to the study of Yildiz and Tutkun (2021), communication problems were one of the most pressing issues confronting individuals today. However, this problem was a natural condition for humans who must exist as social creatures since people in society eventually faced interpersonal difficulties while speaking and socializing.

As shared by Yraola (2022), the Philippines experienced a decline in its ranking on the English Proficiency Index (EPI) in 2022, which assessed language skills, including oral communication. This drop suggested a reduction in the overall English proficiency level of Filipinos, highlighting concerns about the country's ability to maintain its strong English language skills, which were crucial for communication, education, and employment.

As stated by Ishtiaq et al. (2017, as cited in S and S, 2022), the traditional classroom model, a teacher-driven one, focused on passive learning and passive interaction, limiting critical thinking and problem-solving skills. This structure discouraged active learning and group activities, limiting students' ability to develop social skills and deeper conceptual understanding. Thus, there was a need for modern, student-centered approaches to encourage interaction, collaboration, and experiential learning among students.

As emphasized by Monsalve and Correal (2006, as cited in Apat, et al 2023), it was essential to give students numerous practice opportunities. Students required regular opportunities to practice oral communication skills. Classroom activities that encouraged speaking include group work, pair talks, and oral presentations, which might improve their communication abilities in an encouraging environment. They also stated that the more they practiced, the better their speaking skills got.

The potential research gap in studying the relationship between communication skills, learning engagement and academic performance among Grade 8 students was the lack of investigation into how specific aspects of communication skills (such as pronunciation and articulation, grammar and syntax, vocabulary range, and interaction skills) directly related to different dimensions of learning engagement (such as affective, behavioral and cognitive) and academic performance. Most existing research focused on the broad association between communication and academic achievement, but few investigated the more complex relationship between communication skills, students' active engagement and academic performance.

Furthermore, there was a shortage of studies on the developmental stage of Grade 8 students, who were at a crucial point in their intellectual and social development. Exploring how communication skills related to engagement during this transitional phase could provide fresh perspectives. Thus, addressing these research gaps could contribute significantly to the existing knowledge on the correlation between communication skills, learning engagement and academic performance.

Specifically, the study aimed to determine how Grade 8 students' communication skills level related to their levels of learning engagement and academic performance. By looking into this relationship, the study sought to develop insights into whether strong communication skills contributed to higher levels of classroom emotional, cognitive, and behavioral engagement, and academic performance. The findings might guide the researcher on the appropriate strategic action plan for advancing communication skills, student engagement and academic performance.

II. RESEARCH QUESTIONS

1. What is the level of communication skills of the students in terms of pronunciation and articulation, grammar and syntax, vocabulary range, and interaction skills?
2. What is the level of learning engagement of the students in terms of affective engagement, behavioral engagement, and cognitive engagement?
3. What is the current level of academic performance of students in English based on classroom evaluations for the Second Quarter?

Communication skills, learning engagement and academic performance in English of Grade 8 students

4. Is there a significant difference between students' self-assessment and their subject teachers' assessment of the students' level of communication skills and learning engagement?
5. Is there a significant relationship between the level of communication skills, learning engagement and academic performance of the students?

III. RESEARCH METHOD

The study used a descriptive-correlational research design to both describe the levels of communication skills, learning engagement and academic performance among Grade 8 students and explored the relationship between these three variables. The study also aimed to determine if better communication led to higher engagement in learning and if students with lower communication skills were less engaging and performing in class. The population for this study included all Grade 8 students at Sun Valley National High School enrolled in regular classes and their respective English subject teachers. accurate data, a suitable sampling technique was used. In this study, stratified sampling was employed to determine student-respondents. Moreover, the teacher-respondents were selected using total enumeration sampling where all Grade 8 English subject teachers in the target school were included as respondents. The primary data collection instruments in this research were self-made Communication Skills Observation Tool and the adopted and modified Student Engagement in Schools Questionnaire (SESQ).

IV. RESULTS AND DISCUSSION

Table 1. Mean of level of communication skills of the students in terms of pronunciation and articulation

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. Words are clear and easy to understand	2.81	Moderately High	3.25	High	3.03	Moderately High
2. Speech sounds (letters) are correct.	2.83	Moderately High	3.15	Moderately High	2.99	Moderately High
3. Mumbling or slurring is avoided.	2.65	Moderately High	2.85	Moderately High	2.75	Moderately High
4. Speaking speed is just right (not too fast or slow).	2.69	Moderately High	3.05	Moderately High	2.87	Moderately High

The data shows that both teachers and students rated students' pronunciation and articulation skills as Moderately High, with scores ranging from 2.75 to 3.03, indicating a shared perception of their abilities. The highest-rated skill was "Words are clear and easy to understand," suggesting a strength in clarity of expression, while "Mumbling or slurring is avoided" scored the lowest, pointing to an area for improvement. Overall, the findings reflect a generally strong but improvable level of communication skills among the students.

Table 2. Mean of level of communication skills of the students in terms of grammar and syntax

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. Sentences are complete, and correct.	2.56	Moderately High	3.11	Moderately High	2.84	Moderately High
2. Past, present, and future tenses are used properly.	2.56	Moderately High	3.06	Moderately High	2.81	Moderately High
3. Subject and verb agree in sentences.	2.55	Moderately High	3.16	Moderately High	2.86	Moderately High
4. Words like "he," "she," and "it" are used correctly.	2.72	Moderately High	3.37	High	3.05	Moderately High

Communication skills, learning engagement and academic performance in English of Grade 8 students

The data show that both teachers and students rated students' grammar and syntax skills as Moderately High, with pronoun usage emerging as their strongest area and subject-verb agreement as the weakest. Students consistently rated themselves higher than teachers did, suggesting either a more optimistic self-view or stricter teacher evaluation. Overall, the findings highlight moderate proficiency with room for improvement, particularly in aligning self-perceptions with teacher feedback through targeted instruction.

Table 3. Mean of level of communication skills of the students in terms of vocabulary range

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. Words used are appropriate for the topic.	2.62	Moderately High	3.22	Moderately High	2.92	Moderately High
2. Different words are used instead of repeating the same ones	2.50	Moderately High	2.99	Moderately High	2.75	Moderately High
3. Specific, detailed words are used when needed.	2.50	Moderately High	3.07	Moderately High	2.79	Moderately High
4. Suitable words are used for discussion or activity.	2.48	Moderately High	3.04	Moderately High	2.76	Moderately High

The data indicate that both teachers and students rated students' vocabulary range as Moderately High, with the strongest area being the use of topic-appropriate words. The lowest-rated aspect was using suitable words for discussions or activities, where teachers scored students lower than the students scored themselves. Overall, while students show a solid command of vocabulary, enhancing variety, specificity, and appropriateness—along with aligning teacher and student perceptions—could further improve their communication skills.

Table 4. Mean of level of communication skills of the students in terms of interaction skills

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. Wait turn to speak and listen to others.	2.89	Moderately High	3.23	Moderately High	3.06	Moderately High
2. Answer or comment appropriately.	2.70	Moderately High	3.11	Moderately High	2.91	Moderately High
3. Actively join the conversation.	2.68	Moderately High	3.00	Moderately High	2.84	Moderately High
4. Polite and respectful when speaking.	2.92	Moderately High	3.39	High	3.16	Moderately High

The data show that both teachers and students rated students' interaction skills as Moderately High, with politeness and respect in speaking receiving the highest overall score. Turn-taking and attentive listening were also rated positively, indicating generally respectful and cooperative communication. While students display a strong foundation in interaction skills, fostering more active participation and aligning teacher-student perceptions could further strengthen these abilities.

Table 5 Summary table on the level of communication skills of the students in terms of pronunciation and articulation, grammar and syntax, vocabulary range, and interaction skills

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		

Communication skills, learning engagement and academic performance in English of Grade 8 students

Pronunciation and Articulation	2.74	Moderately High	3.08	Moderately High	2.91	Moderately High
Grammar and Syntax	2.60	Moderately High	3.18	Moderately High	2.89	Moderately High
Vocabulary Range	2.53	Moderately High	3.08	Moderately High	2.81	Moderately High
Interaction Skills	2.80	Moderately High	3.18	Moderately High	2.99	Moderately High

The data shows that students have a Moderately High level of communication skills across pronunciation and articulation, grammar and syntax, vocabulary range, and interaction skills, with scores ranging from 2.81 to 2.99. Interaction skills ranked highest, while vocabulary range scored lowest, indicating a need for more vocabulary-building activities. Students consistently rated themselves higher than teachers did, suggesting the value of aligning perceptions through feedback and targeted instruction.

Table 6. Mean of level of learning engagement of the students in terms of affective engagement: liking for learning

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. I am very interested in learning.	2.78	Moderately High	3.42	High	3.10	Moderately High
2. I think what we are learning in school is interesting.	2.90	Moderately High	3.24	Moderately High	3.07	Moderately High
3. I like what I am learning in school.	2.82	Moderately High	3.17	Moderately High	3.00	Moderately High
4. I enjoy learning new things in class.	2.88	Moderately High	3.40	High	3.14	Moderately High

The data show that both teachers and students rated students' liking for learning as Moderately High, with scores ranging from 3.00 to 3.14. Students reported the most enthusiasm for being interested in learning and enjoying new things in class, while liking what they are learning scored slightly lower. Overall, students displayed strong emotional engagement, though teacher ratings were consistently lower, suggesting the need to bridge perception gaps and further enhance meaningful learning experiences.

Table 7. Mean of level of learning engagement of the students in terms of affective engagement: liking for school

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. I like my school.	2.85	Moderately High	3.31	High	3.08	Moderately High
2. I am proud to be at this school.	2.88	Moderately High	3.23	Moderately High	3.06	Moderately High
3. Most mornings, I look forward to going to school.	2.77	Moderately High	2.96	Moderately High	2.87	Moderately High
4. I am happy to be at this school.	2.90	Moderately High	3.22	Moderately High	3.06	Moderately High
5. I try hard to do well in school.	2.72	Moderately High	3.06	Moderately High	2.89	Moderately High

Communication skills, learning engagement and academic performance in English of Grade 8 students

Based on the table, both teachers and students rated students' liking for learning as Moderately High, with scores ranging from 3.00 to 3.14. Students reported the most enthusiasm for being interested in learning and enjoying new things in class, while liking what they are learning scored slightly lower. Overall, students displayed strong emotional engagement, though teacher ratings were consistently lower, suggesting the need to bridge perception gaps and further enhance meaningful learning experiences.

Table 8. Mean of level of learning engagement of the students in terms of behavioral engagement: effort and persistence

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. In class, I work as hard as I can.	2.68	Moderately High	3.15	Moderately High	2.92	Moderately High
2. When I'm in class, I participate in class activities.	2.68	Moderately High	3.19	Moderately High	2.94	Moderately High
3. I pay attention in class.	2.70	Moderately High	3.11	Moderately High	2.91	Moderately High
4. In school, I do just enough to get by.	2.63	Moderately High	2.98	Moderately High	2.81	Moderately High
5. If I have trouble understanding a problem, I will go over it again until I understand it.	2.58	Moderately High	3.12	Moderately High	2.85	Moderately High

Table 8 shows that students' behavioral engagement, particularly in effort and persistence, was rated as Moderately High by both teachers and students. Students consistently rated themselves higher, especially in working hard and participating in class, while the lowest score was for "doing just enough to get by," suggesting occasional minimal effort. Overall, students show strong motivation and active participation, though continued encouragement could further enhance their engagement.

Table 9. Mean of level of learning engagement of the students in terms of behavioral engagement: extracurricular activities

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. I take an active role in extracurricular activities in my school.	2.46	Moderately High	3.15	Moderately High	2.81	Moderately High
2. When I study, I try to understand the material better by relating it to things I already know.	2.59	Moderately High	3.25	High	2.92	Moderately High
3. When I study, I figure out how the information might be useful in the real world	2.51	Moderately High	3.20	Moderately High	2.86	Moderately High
4. When learning new information, I try to put the ideas in my own words.	2.58	Moderately High	3.11	Moderately High	2.85	Moderately High
5. When I study, I try to connect what I am learning with my own experiences.	2.53	Moderately High	3.16	Moderately High	2.85	Moderately High

The data show that students' behavioral engagement in extracurricular activities and study habits is generally Moderately High, with overall means ranging from 2.81 to 2.92. The highest-rated behavior was relating new material to prior knowledge, while active participation in extracurricular activities scored lowest, indicating room for increased involvement. Overall, students demonstrate positive learning strategies and motivation that can be further strengthened to boost both academic and non-academic engagement.

Communication skills, learning engagement and academic performance in English of Grade 8 students

Table 10. Mean of level of learning engagement of the students in terms of cognitive engagement

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. I make up my examples to help me understand the important concepts I learn from school.	2.57	Moderately High	3.14	Moderately High	2.86	Moderately High
2. I try to see the similarities and differences between things I am learning for school and things I know already.	2.50	Moderately High	3.09	Moderately High	2.80	Moderately High
3. I try to understand how the things I learn in school fit together with each other.	2.52	Moderately High	3.00	Moderately High	2.76	Moderately High
4. I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over.	2.52	Moderately High	3.11	Moderately High	2.82	Moderately High
5. When studying, I try to combine different pieces of information from course material in new ways.	2.48	Moderately High	3.04	Moderately High	2.76	Moderately High

Table 10 indicates that students' cognitive engagement is consistently Moderately High, with the highest score (2.86) for creating their own examples to understand concepts. Other indicators, such as connecting new and prior knowledge, reflecting on what to learn, and combining information creatively, also show moderately strong use of higher-order thinking strategies. Overall, students actively process and integrate knowledge, though there is still potential to further strengthen their cognitive engagement for deeper learning.

Table 11. Summary table on the level of learning engagement of the students in terms of affective engagement, behavioral engagement, and cognitive engagement

Indicators	Teachers		Students		Overall Mean	INTPN
	Mean	INTPN	Mean	INTPN		
1. Affective Engagement: Liking for Learning	2.71	Moderately High	3.13	Moderately High	2.92	Moderately High
2. Affective Engagement: Liking for School	2.82	Moderately High	3.16	Moderately High	2.99	Moderately High
3. Behavioral Engagement: Effort and Persistence	2.65	Moderately High	3.11	Moderately High	2.88	Moderately High
4. Behavioral Engagement: Extracurricular Activities	2.54	Moderately High	3.18	Moderately High	2.86	Moderately High
5. Cognitive Engagement	2.52	Moderately High	3.08	Moderately High	2.80	Moderately High

Table 11 shows that students' learning engagement is consistently Moderately High across affective, behavioral, and cognitive domains. Affective engagement scored highest, reflecting students' generally positive attitudes toward school and learning, while cognitive engagement scored lowest, indicating room for improvement in higher-order thinking skills. Overall, students

Communication skills, learning engagement and academic performance in English of Grade 8 students

demonstrate motivation and participation, though aligning teacher and student perceptions and strengthening deep learning strategies could further enhance engagement.

Table 12. Frequency and percentage distribution of the current level of academic performance of students in English based on classroom evaluations for the Second Quarter

English Performance (Second Quarter)	Frequency	Percentage
90-100 (Outstanding)	51	22.5
85-89 (Very Satisfactory)	68	30.0
80-84 (Satisfactory)	83	36.6
75-79 (Fairly Satisfactory)	25	11.0
Below 75 (Did Not Meet Expectations)	0	0
	227	100.0

Table 12 shows that most students performed at or above the satisfactory level in English during the Second Quarter, with 36.6% rated “Satisfactory” and 52.5% achieving “Very Satisfactory” or “Outstanding.” Only 11% were in the “Fairly Satisfactory” range, and none fell below expectations. Overall, the results reflect strong academic performance, suggesting effective instruction and active student engagement.

Table 13. Paired samples t-test analysis of significant difference between students’ self-assessment and teachers’ assessment of students’ communication skills and learning engagement

Variables Assessed	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Decision	Interpretation
Students’ self-assessment of communications skills - Teachers’ assessment of students’ communications skills	.463	.954	.063	7.318	226	.000	Reject Ho	Significant
Students’ self-assessment of learning engagement - Teachers’ assessment of students’ learning engagement	1.264	.976	.065	19.514	226	.000	Reject Ho	Significant

The paired samples t-test shows a significant difference between students’ self-assessments and teachers’ assessments of both communication skills and learning engagement, with p-values of .000 in both cases. Students rated themselves higher than teachers did, with mean differences of 0.463 for communication skills and 1.264 for learning engagement. These results suggest a consistent perception gap, likely due to differing expectations, evaluation criteria, or self-perception biases.

Table 14. Pearson correlation analysis of significant relationship between students’ self-assessment and teachers’ assessment of students’ academic performance, communication skills and learning engagement

Variables Assessed	Pearson r	Degree of Relationship	Sig. (2-tailed)	α	Decision	Interpretation
Communication Skills and Academic Performance (Students)	-.338	Low negative correlation	.000	.05	Reject Ho	Significant
Learning Engagement and Academic Performance (Students)	-.269	Very Low negative correlation	.000	.05	Reject Ho	Significant

Communication skills, learning engagement and academic performance in English of Grade 8 students

Communication Skills and Learning Engagement (Students)	.716	High positive correlation	.000	.05	Reject Ho	Significant
Communication Skills and Learning Engagement (Teachers)	.931	Very high positive correlation	.000	.05	Reject Ho	Significant

The data shows significant relationships between students' self-assessments, teachers' assessments, and academic performance. Communication skills and learning engagement are strongly positively correlated in both self-assessments ($r = 0.716$) and teachers' assessments ($r = 0.931$), while both skills show weak negative correlations with academic performance in self-ratings ($r = -0.338$ and $r = -0.269$). These results suggest that while students who see themselves as more skilled also feel more engaged, higher self-perceptions in these areas do not necessarily correspond to better academic performance.

Table 15. Multiple regression analysis of significant relationship between students' self-assessment and teachers' assessment of students' academic performance, communication skills and learning engagement

Predictor variable	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t-value	Sig. (p-value)	Decision	Interpretation
(Constant)	4.487	.450		9.970	.000	Reject Ho	Significant
Students' self-assessment of communications skills	-.526	.157	-.303	-3.351	.001	Reject Ho	Significant
Students' self-assessment of learning engagement	-.074	.131	-.050	-.560	.576	Accept Ho	Not Significant
Teachers' assessment of students' communications skills	.250	.221	.194	1.129	.260	Accept Ho	Not Significant
Teachers' assessment of students' learning engagement	-.324	.225	-.247	-1.442	.151	Accept Ho	Not Significant

The regression analysis shows that students' self-assessment of communication skills is the only significant predictor of academic performance, with a negative relationship ($\beta = -0.303$, $p = .001$), suggesting that higher self-ratings may be linked to lower actual performance. Self-assessed learning engagement and teachers' assessments of communication skills and learning engagement were not significant predictors. These findings indicate a possible mismatch between self-perception and actual ability and suggest that other unmeasured factors may play a larger role in academic achievement.

V. CONCLUSIONS

The findings reveal a consistent gap between students' self-assessments and teachers' evaluations of communication skills and learning engagement, with students generally rating themselves higher. Students tend to overestimate their proficiency in grammar, vocabulary, and interaction, as well as their emotional and behavioral engagement, while teachers provide more critical and conservative assessments. Despite students' positive self-perceptions, teachers note areas needing improvement and highlight that students' enthusiasm and engagement are not always outwardly evident. Academic performance results show that most students are performing at satisfactory to outstanding levels, though a small group requires targeted support. Correlation and regression analyses indicate that while communication skills and engagement strongly relate to each other, they do not directly predict academic success, suggesting that students may inflate their self-perceptions. These discrepancies underscore the importance of reflective practices, constructive feedback, and formative assessments to better align student and teacher perceptions, foster accurate self-evaluation, and support both skill development and academic achievement.

VI. ACKNOWLEDGMENT

The author extends heartfelt gratitude and sincere appreciation to all who contributed to the completion of this noble task. Special thanks go to the professors who have shaped him into a better and more productive individual, and to those whose efforts ensured the presence of knowledgeable mentors who enriched his content knowledge and guided his growth in the field of education. Deep appreciation is given to his adviser for her invaluable assistance and technical support throughout the research process. The author

Communication skills, learning engagement and academic performance in English of Grade 8 students

is also thankful to the students, teachers, and administrators of Sun Valley National High School for their cooperation as respondents and for their support in data gathering. To his wife, for her unwavering love, inspiration, and encouragement, and to his parents, whose belief in him and constant support have been a source of strength, he offers his deepest gratitude. Finally, to his friends, peers, and colleagues who provided both intellectual and emotional support, making this journey more meaningful and fulfilling.

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