

Social Interaction as Mediating Factor for Participation in Extracurricular English Activities and Oral Language Capability of Students

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Abstract. This study aimed to assess the mediating effect of social interaction on the relationship between participation in extracurricular English activities and oral language capability of junior high school students using a non-experimental, descriptive-correlational design. A total of 360 Grade 7–10 students from Cluster 3 public secondary schools in Davao City were selected through simple random sampling. Findings show that students' participation in extracurricular English activities is generally moderately extensive, with language practice being the most evident. Oral language capability is also moderately extensive, with vocabulary usage ranked highest, while coherence and cohesion is least demonstrated. Social interaction is likewise rated moderately extensive, particularly in peer collaboration and project-based communication. Participation in extracurricular activities significantly correlates with both oral language capability and social interaction, though the link between language skills and social interaction is weaker. Mediation analysis reveals a significant negative indirect effect of social interaction on oral language capability, despite a strong direct effect from participation. This suggests that while social interaction is enhanced, it does not always support language development consistently. Therefore, extracurricular activities must be intentionally designed to balance social engagement with meaningful language practice.

KEY WORDS

1. Extracurricular activities 2. oral language capability 3. social interaction

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1. Introduction

Poor oral language capability among secondary students poses a significant barrier to effective communication and learning. In many Cluster 3 public secondary schools in Davao City, Grade 7 students struggle with expressing ideas clearly, which can impact their academic performance and self-confidence. These challenges highlight the need to explore how technological skills influence students' goal orientations, potentially offering new pathways for improvement. By investigating this relationship, the study aims to uncover whether enhancing technological proficiency can motivate students to set and achieve higher academic goals, despite their oral language difficulties. Thus, the research seeks to provide actionable insights that inform teaching strategies and support structures to improve both language skills and goal-setting behaviors among these students. In the context of the United States and the United

Kingdom, issues surrounding poor oral communication capabilities in students are often linked to educational structures that do not sufficiently prioritize oracy skills. McLaren (2019) notes that despite initiatives to improve oral communication, students in science disciplines often exhibit reluctance, driven by attitudes and motivational deficits towards developing these skills. Similarly, Mercer et. al (2019) emphasize the critical need for oracy education, advocating for its integration across curricula to bolster students' spoken language capabilities, which are fundamental for academic and professional success. In Arabian countries, challenges in enhancing oral English communication skills are predominantly due to educational practices that favor traditional rote learning over interactive communication. Seraj et. al(2020) discuss the readiness of tertiary-level EFL learners to use smartphones for learning oral English, indicating technological integration as a potential but underutilized strategy. Additionally, Ali Alghail and Ali Mahfoodh (2019) explore academic oral communication difficulties among Yemeni post-graduate students, highlighting cultural and linguistic barriers that exacerbate their challenges in an English-medium higher education environment in Malaysia. Across Asia, oral English communication skills development is hindered by large class sizes and a lack of trained educators, which limits individual speaking opportunities and feedback. Mahbub and Hadina (2021) provide a systematic overview of these issues, calling for targeted interventions that address the specific needs of EFL learners. Furthermore, Ayawan et. al (2022) identify significant oral communication barriers in face-to-face interactions, suggesting a need for comprehensive programs that enhance both instructors' teaching methods and students' interactive capabilities. In the Philippines, the linguistic diversity and educational disparities contribute notably to the oral communication challenges faced by students. Leaño, et. al (2019) specifically point

out the difficulties encountered by indigenous learners in mastering English semantics, an issue compounded by limited access to quality language instruction. This highlights a broader systemic issue within educational frameworks that fail to accommodate the diverse linguistic backgrounds of students. In the Luzon region, particularly in public secondary schools, students often experience difficulties in oral language due to varying educational quality and support. Tan et al. (2020) highlighted that teachers in Luzon frequently face challenges such as large class sizes and limited training in communication pedagogy, impacting their ability to nurture students' speaking skills. Consequently, students may feel less confident to express their thoughts, which hinders classroom discussions and collaborative learning. This lack of proficiency can lead to academic underachievement and limited opportunities for personal growth (Cabansag, 2020). Addressing these problems in Luzon requires focused initiatives on teacher development, resource allocation, and curriculum adjustments that prioritize oral communication skills. In Cluster 3 public secondary schools in Davao City, students struggle with oral communication primarily due to limited English exposure outside of school, resulting in fewer opportunities for practice. This challenge is compounded by resource shortages, such as a lack of modern teaching aids and experienced teachers with skills in innovative language teaching. Additionally, large class sizes reduce the chances for individual participation and receiving personalized feedback, crucial for mastering oral skills. These factors together hinder students' ability to develop effective oral communication skills, affecting their academic performance and future career prospects. This study fills a crucial research gap in educational settings. Existing literature predominantly focuses on the direct effects of extracurricular activities on academic performance, with less attention given to how these activities influence

oral language skills through the mediating role of social interaction. This oversight is significant because while many studies highlight the benefits of extracurricular activities for general academic skills and personal development, the specific pathways through which these benefits manifest in oral language capabilities remain underexplored. The need to examine social interaction as a mediator is driven by emerging evidence suggesting that the quality and quantity of student interactions can profoundly impact language learning outcomes, yet this potential mediator has not been systematically studied in the context of extracurricular involvement. Also, the urgency of conducting this study is underscored by the unique linguistic and educational landscape of the region. Davao City's schools, like many in similar urban settings in the Philippines, often grapple with challenges such as large class sizes, varied levels of language proficiency among students, and limited resources for language instruction. These factors make it essential to explore innovative and contextually appropriate methods to enhance oral language skills. Understanding the role of social interaction in this process could lead to more targeted interventions that leverage the natural social dynamics of extracurricular activities to bolster language skills. Moreover, as English remains a crucial medium for higher education and professional opportunities in the Philippines, improving oral communication capabilities is not just an academic objective but also a vital socioeconomic goal, making this research both timely and critical for educational stakeholders in the region.

1.1. Theoretical/Conceptual Framework— This study is anchored on Social Constructivism (Vygotsky, 1978); Social Interactionist Theory (Bruner, 1983); and Input Hypothesis (Krashen, 1982). Social constructivism posits that social interaction plays a fundamental role in the development of cognition. Vygotsky asserts that community and dialogue are essential in the learn-

ing process, where knowledge is constructed through social interaction. This theory is highly relevant to exploring how social interaction mediates the relationship between extracurricular activities and language skills. It supports the hypothesis that social environments in extracurricular activities enhance oral language skills through collaborative and communicative experiences. Vygotsky's concept of the Zone of Proximal Development (ZPD) can be applied to understand how students, with the help of peers and more knowledgeable others, develop higher-order language skills beyond what they could achieve independently. Bruner's (1983) Social Interactionist Theory emphasizes the role of social interaction in language development, proposing that language acquisition is supported and enhanced through social engagement and interaction. This framework is ideal for investigating the mediating effects of social interaction, as it emphasizes the importance of contextual and conversational dynamics in language learning. Bruner's ideas suggest that participation in group-oriented extracurricular activities can provide rich linguistic environments necessary for developing oral language competencies. The theory underscores the importance of scaffolding provided by more competent peers or adults within extracurricular settings, facilitating the advancement of a child's language development. The Input Hypothesis by Stephen Krashen (1982) focuses on the significance of comprehensible input in language learning. It posits that learners progress in their language ability when they are exposed to language input that is slightly beyond their current competence level but understandable with the context provided. Krashen's theory is pertinent to analyzing how extracurricular engagement could serve as a medium for providing comprehensible input through social interactions. The hypothesis suggests that the structured yet informal settings of extracurricular activities can offer the necessary input needed for oral language devel-

opment. It also explains how social interaction acts as a bridge for turning input into practical language use, which is crucial for practicing and enhancing oral skills. Figure 1 presents the conceptual framework of the study which helped the researcher summarize and briefly state the concept of the study. The independent variable is the participation in extracurricular English activities or the involvement of students in English language-based activities outside of the regular academic curriculum. The measures of participation in extracurricular English activities are engagement level or the extent to which students actively participate in activities and discussions during extracurricular English sessions; collaborative interaction or the behavioral indicator assesses how frequently and effectively students work with peers during English extracurricular activities; language practice or the degree to which students independently seek additional opportunities to practice English outside of structured activities; and consistency in participation or the regularity of a

student's participation in extracurricular English activities over a period of time. The dependent variable of the study is oral language capability or the students' abilities to communicate effectively using spoken language, encompassing aspects such as pronunciation, vocabulary, grammar, and fluency. The measures of oral language capability are fluency or the ability to speak smoothly and at an appropriate pace, allowing for natural expression and minimal hesitation; pronunciation or the accuracy with which a student articulates words, respecting the phonetic and intonational patterns of the language; vocabulary usage or the breadth and appropriateness of the words a student selects during oral communication; and coherence and cohesion or the logical organization and connection of ideas in spoken discourse, while cohesion relates to the use of linguistic devices to link sentences and clauses. Lastly, the mediator is social interaction or the process by which students communicate and engage with each other within a learning environment.

2. Methodology

This section contains the research design, research respondents, research ethics, research instrument, research procedure, data collection, and data analysis.

2.1. Research Design—In this research, a quantitative methodology using a descriptive-correlational design was utilized to investigate the role of social interaction as a mediating factor between participation in extracurricular English activities and students' oral language capabilities. According to Ahmad et al. (2019), quantitative research design was considered optimal for systematically collecting and analyzing data to discern patterns, test hypotheses, and make inferential conclusions about a wider population. This method was particularly effective in educational studies where large samples were involved and variables such as participation level and language skills needed to be quantified

and analyzed statistically. Further, the descriptive component of the research focused on cataloging and quantifying the various extracurricular activities and the levels of participation, as well as measuring students' oral language skills. This provided a snapshot of current practices and outcomes without manipulating any variables, thus offering a detailed view of the natural interactions between students' activity involvement and their language development. Descriptive research enabled a comprehensive assessment of current conditions, highlighting potential correlations that warranted deeper investigation (Sarstedt et al., 2019). Furthermore, the correlational analysis explored the relationships

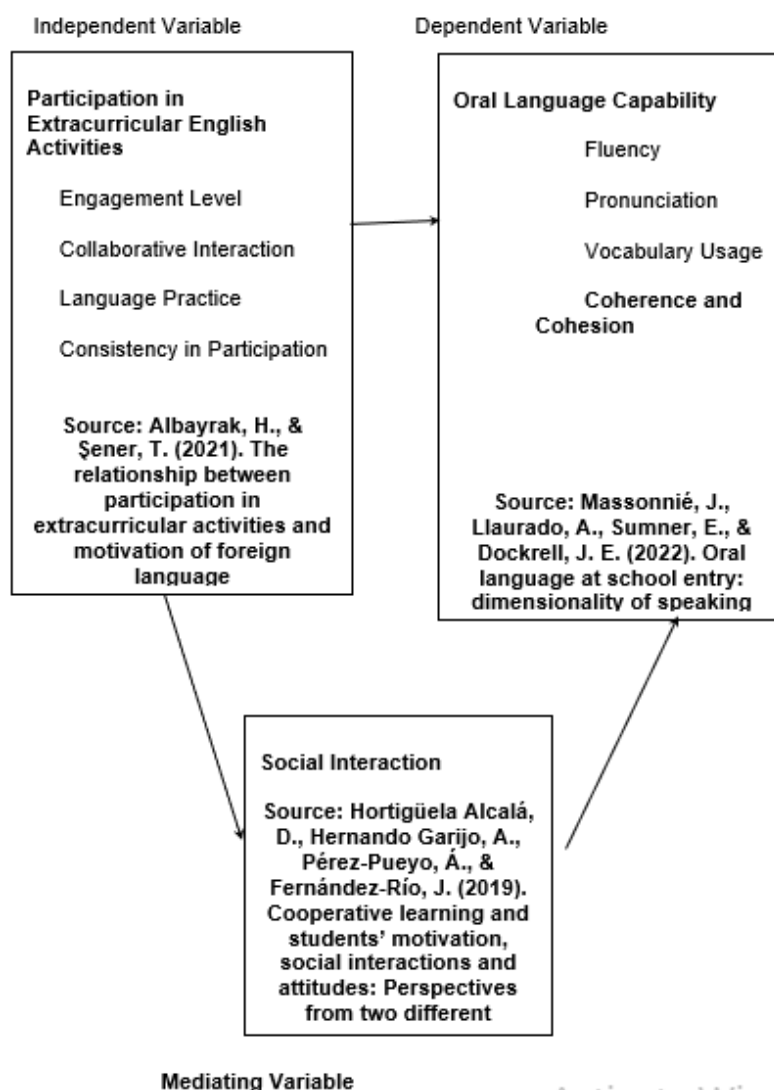


Fig. 1. Theroretical/Conceptual Framework of the Study

among the variables, specifically examining how social interactions within these extracurricular activities related to enhancements in oral language skills. This approach did not imply causation but revealed whether higher levels of social interaction correlated with stronger language outcomes, thereby informing subsequent educational strategies (Flynn, 2022). Moreover, mediation analysis was conducted to determine if social interactions significantly mediated the relationship between extracurricular participation and language skill improvements. This involved testing the strength and significance of indirect effects through statistical methods such as the Sobel test, as outlined by Nguyen et. al (2021). This step was critical to understanding whether, and how, social interactions exerted their influence within the context of extracurricular activities, providing deeper insights into the mechanisms at play in enhancing students' oral language capabilities through participation in such activities.

2.2. Ethical Consideration—The researcher promptly observed the necessary protocols as outlined in the standard guidelines for conducting the research study, particularly focusing on the study protocol assessment criteria for managing both the population and data. After receiving approval from the Ethics Committee, the researcher proceeded to the next phase of the study.

Social Values

The research on the impact of social interaction as a mediating factor on the relationship between participation in extracurricular English activities and oral language capability held substantial social value. By understanding how social dynamics influenced educational outcomes, educators and policymakers were able to design more effective programs that enhanced language learning and social skills among students. The study contributed to the existing body of knowledge by providing data-driven insights into the mechanisms through which extracurricular

activities affected students' language development, potentially leading to improved instructional strategies and educational policies that benefited students in Cluster 3 public secondary schools in Davao City and beyond. Moreover, the outcomes of the study directly benefited the schools involved by identifying key factors that contributed to or hindered effective language learning through social interaction. The findings informed targeted interventions that fostered more supportive educational environments, ultimately improving student engagement and performance. This underscored the study's alignment with broader educational goals and supported its ethical justification by demonstrating clear benefits to the involved community.

Informed Consent and Assent

Ensuring informed consent was a fundamental aspect of the study. Respondents received detailed information about the study's purpose, the nature of their involvement, and potential risks and benefits associated with participation. This information was presented through consent forms written in clear, accessible language. Respondents had the opportunity to ask questions and were reminded that participation was voluntary and could be withdrawn at any time without consequences. In addition to obtaining informed consent from guardians or parents of student respondents, assent was also sought from the students themselves. Given that the study involved minors, it was essential that they received an age-appropriate explanation of the research. Students were informed about what participation involved in a way they could understand, and their willingness to participate was respected. This dual consent-assent process ensured that both students and their guardians were comfortable with and supportive of the students' involvement in the study.

Vulnerability of Research Respondents

Research involving minors, especially in a school setting, required careful attention to their vulnerability. Students might have felt

pressured to participate due to perceived authority or peer influence. To address this, the researcher emphasized the voluntary nature of participation and ensured that students understood they could decline or withdraw without any academic consequence or social repercussion. Additionally, the researcher collaborated with school personnel trained to recognize signs of discomfort or reluctance, ensuring that participation remained entirely voluntary. To further protect vulnerable respondents, the researcher implemented protocols to minimize any emotional or psychological risk. All surveys and interviews were designed to be neutral, engaging, and non-intrusive. In cases where issues or distress arose, support mechanisms such as access to school counselors were made available. These measures ensured the ethical treatment and emotional safety of the student respondents throughout the research process.

Privacy and Confidentiality

Protecting the privacy and confidentiality of respondents was treated as a top priority. All collected data were anonymized, with respondents assigned codes to dissociate personal identities from responses. The information was securely stored, accessible only to the research team, and used solely for academic purposes in accordance with the Data Privacy Act of 2012. This law guided the researcher in the ethical handling, storage, and disposal of sensitive data. Moreover, the researcher adhered strictly to confidentiality agreements. Details that could potentially identify any respondent were not published or disclosed. Electronic data were encrypted, and physical documents were stored in locked cabinets accessible only to the researcher. These practices ensured that respondents' personal information remained protected, thereby maintaining their trust and preserving the integrity of the research process. Lastly, the researcher committed to transparent data handling procedures. Data were used only for purposes specified in the consent forms, and

no identifying information was shared externally. To ensure long-term confidentiality, all data—both digital and physical—were scheduled for secure disposal following the university's guidelines on research data retention after the study's completion.

Risk, Benefits, and Safety

The researcher minimized potential risks by ensuring that all procedures complied with ethical standards and local educational policies. Potential risks, such as psychological stress from answering surveys and interviews, were addressed by designing non-invasive items and clearly informing participants of their right to withdraw at any point. The confidentiality and anonymity of all responses were strictly maintained, thereby safeguarding personal information. Moreover, the research provided meaningful benefits by offering insights into how social interaction influenced language development through extracurricular activities. The findings helped inform teaching strategies and educational policy improvements that enhanced language learning outcomes. Additionally, the study supported students' academic and personal growth by encouraging reflection on their learning experiences. Finally, safety protocols were implemented to ensure that all research activities took place in a secure and respectful environment. Data collection was conducted in spaces deemed appropriate and safe, such as classrooms or private school offices. Digital data were protected with cybersecurity measures, while physical documents were locked away securely. These steps ensured the overall safety, dignity, and protection of all participants involved in the study.

Justice

The study ensured justice by providing equal opportunity for all eligible students within the target demographic to participate. Selection criteria were transparently communicated to all potential respondents to avoid any form of bias. Efforts were made to ensure that the benefits of

the research were shared with the schools and respondents through feedback sessions and the dissemination of the study's findings.

Transparency

Transparency was rigorously maintained throughout every phase of the research process. The objectives, methods, anticipated impacts, and eventual findings of the study were comprehensively disclosed and discussed with all stakeholders, including school administrators, teachers, and respondents. Detailed documentation regarding the study's methodology, ethical considerations, and updates on progress was systematically maintained and made available upon request. This open disclosure aimed to foster a trustful environment, encouraging active participation and feedback from all involved parties, thereby enhancing the validity and applicability of the research outcomes.

Conflict of Interest

To ensure the utmost integrity of the research, the researcher proactively disclosed any potential conflicts of interest prior to the start of the study. Comprehensive measures, including the development of a clear protocol for addressing such conflicts, were established to safeguard against any influence that personal or professional interests might exert on the research outcomes. Also, the study incorporated external auditing by academic peers to review both the process and the findings. This step was crucial in maintaining impartiality and ensuring that the research adhered to the highest standards of objectivity and scientific rigor.

Qualification of the Researcher

The researcher was well-qualified to conduct the study, holding advanced degrees in education with a specialization in language development. Extensive experience in educational research and a deep understanding of qualitative and quantitative methodologies equipped the researcher to handle complex data and maintain rigorous academic standards. Continuous professional development in ethical research prac-

tices ensured that the study adhered to the highest ethical standards. The researcher's expertise was complemented by ongoing collaborations with linguistic and educational specialists to enhance the study's design and implementation. Participation in workshops and seminars on ethical research conduct further supported the researcher's commitment to responsible and respectful research practices.

Adequacy of Facilities

The graduate school and participating schools possessed comprehensive facilities that were well-suited to facilitate all aspects of the research study. These facilities provided secure data storage systems to ensure confidentiality and protect sensitive information, comprehensive resources for robust data analysis, and well-maintained venues equipped for conducting in-depth interviews and extensive surveys. The administration of these schools pledged full logistical support, ensuring that research activities proceeded without disruptions and were executed to the highest standard.

Community Involvement

Community involvement was fundamental to the success of the study. From the initial stages, the research integrated thorough consultations with educational leaders and community stakeholders to ensure that the study's design and focus reflected the genuine needs and aspirations of the community. This proactive engagement aimed to harness diverse insights that enriched the research process and outcomes. By incorporating this feedback systematically, the study was designed to yield results that not only advanced academic knowledge but also provided actionable solutions tailored to enhance the educational experiences within the community.

2.3. Research Respondents—In this study, 360 Grade 7–10 students from Cluster 3 public secondary schools in Davao City served as respondents. To determine the sample size from a total population of approximately 3,607

students in these schools, the researcher used Slovin's formula with a 5% margin of error. The simple random sampling method was applied rigorously to ensure fairness and eliminate bias in selecting participants. By providing each student with an equal probability of being chosen, this method supported the study's objective to explore the mediating role of social interaction in the relationship between extracurricular activities and oral language skills (Iqbal et al., 2023). This sampling technique was crucial for maintaining the integrity of the study's results and enabled the generalization of findings to the broader student population in Cluster 3. To gather data, the researcher compiled a list of students from the administration of each school within the cluster. Students were then randomly selected to match the proportionate distribution of the overall student population, ensuring that the sample accurately reflected the demographic and academic diversity of the cluster. In addition, the researcher secured consent from both the school administration and the participants, adhering to ethical standards that protected the students' privacy and voluntary participation. Inclusion criteria for the study were strictly fol-

lowed, selecting only those students who were actively enrolled in the specified grades and had participated in extracurricular English activities. This approach ensured that the data collected were relevant to assessing the impact of these activities on students' oral language development. Moreover, by involving students who met these criteria, the study aimed to provide insights that were directly applicable to enhancing educational strategies and student engagement in Cluster 3 public secondary schools.

2.4. Research Instrument—The study made use of adopted survey questionnaires tailored to suit the objectives of the investigation. The questionnaire was composed of three parts. The first part focused on students' participation in extracurricular English activities. This section of the questionnaire was structured across four indicators: engagement level, collaborative interaction, language practice, and consistency in participation. The Cronbach alpha value for this instrument was 0.841 described as good, indicating reliability and internal consistency among the item. The questionnaire utilized a 5-point Likert scale, and the results were interpreted based on predefined ranges of means:

Range of Mean, Description, and Interpretation: Participation in Extracurricular English Activities

Range of Mean	Description	Interpretation
4.20 – 5.00	Very Extensive	Participation in extracurricular English activities is always evident.
3.40 – 4.19	Extensive	Participation in extracurricular English activities is frequently evident.
2.60 – 3.39	Moderately Extensive	Participation in extracurricular English activities is occasionally evident.
1.80 – 2.59	Less Extensive	Participation in extracurricular English activities is rarely evident.
1.00 – 1.79	Not Extensive	Participation in extracurricular English activities is never evident.

The second part of the instrument focused on the oral language capability of the students. This questionnaire was designed to evaluate the domains of fluency, pronunciation, vocabulary usage, and coherence and cohesion. The Cronbach alpha value for this instrument was 0.932

described as excellent, indicating a high reliability and internal consistency among the item. The questionnaire utilized a 5-point Likert scale and was evaluated based on predefined mean ranges. Shown in the following page

Range of Mean, Description, and Interpretation: Oral Language Capability of Students

Range of Mean	Description	Interpretation
4.20 – 5.00	Very Extensive	Oral language capability of the students is always demonstrated.
3.40 – 4.19	Extensive	Oral language capability of the students is often-times demonstrated.
2.60 – 3.39	Moderately Extensive	Oral language capability of the students is some-times demonstrated.
1.80 – 2.59	Less Extensive	Oral language capability of the students is seldom demonstrated.
1.00 – 1.79	Not Extensive	Oral language capability of the students is never demonstrated.

The third part concentrated on the social interaction of students. The Cronbach alpha value for this instrument was 0.889 described as good, indicating reliability and internal consistency among the item. It also utilized a 5-point Likert

scale, and the responses were evaluated based on specific mean ranges that helped measure the frequency and quality of students' social exchanges during extracurricular activities:

Range of Mean, Description, and Interpretation: Social Interaction of Students

Range of Mean	Description	Interpretation
4.20 – 5.00	Very Extensive	Social interaction of students is always observed.
3.40 – 4.19	Extensive	Social interaction of students is oftentimes observed.
2.60 – 3.39	Moderately Extensive	Social interaction of students is occasionally observed.
1.80 – 2.59	Less Extensive	Social interaction of students is rarely observed.
1.00 – 1.79	Not Extensive	Social interaction of students is never observed.

2.5. Data Gathering Procedure—The Data Gathering Procedure outlines the system-

atic steps undertaken by the researcher to collect, organize, analyze, and interpret data es-

sential to addressing the objectives of the study. The steps are as follows:

Permission to Conduct the Study

The first step in obtaining permission to conduct the study was for the researcher to secure an endorsement from the Dean of the Graduate School at The Rizal Memorial Colleges, Inc., Davao City. This endorsement officially recognized and supported the research project, confirming its academic value and relevance to the institution's research goals. After this, the researcher sought and obtained ethical clearance from the Graduate School RMC-Research Ethics Committee (GSRMC-REC). This clearance was essential because it confirmed that the study met the necessary ethical standards, particularly in areas such as confidentiality, informed consent, and the protection of respondents' welfare. Once both the endorsement and ethical clearance were secured, the researcher requested permission from the Schools Division Superintendent of Davao City to conduct the study in the schools under Cluster 3 Public Secondary Schools. The request included copies of the endorsement and the ethical clearance certificate to demonstrate that the study complied with academic and ethical standards. Upon approval, the researcher proceeded to contact the principals of the schools in Cluster 3. During this phase, the researcher explained the purpose of the study, its anticipated benefits for the educational community, and the specific requirements from the schools and their teaching staff. This step ensured shared understanding and promoted cooperation throughout the implementation of the study.

Distribution and Retrieval of the Questionnaire

The initial step in distributing the questionnaire involved selecting the research respondents, based on established inclusion criteria that ensured all participants were junior high school students in Cluster 3 Public Secondary Schools in Davao City. This was followed by a

pilot test conducted on a small group of respondents to ensure the clarity, consistency, and reliability of the instrument. The pilot test helped identify any ambiguous or biased questions and allowed the researcher to revise the questionnaire accordingly. This phase was crucial in validating the effectiveness of the instrument for collecting accurate and relevant data. Following the successful pilot testing, the main distribution of the research questionnaires took place. The selected respondents were given ample time to complete the questionnaire, allowing them to provide thoughtful and thorough responses. Respondents were also allowed to choose between face-to-face or online completion, depending on their convenience and comfort. This flexible approach facilitated higher response rates and accommodated the diverse schedules and preferences of the students, ultimately enhancing the quality of the collected data. The final phase involved retrieving the completed questionnaires. The researcher set a clear submission deadline, which was communicated to respondents at the time of distribution. Respondents submitted their completed questionnaires either by returning the physical copies or by submitting them electronically. Once all responses were collected, the researcher proceeded with the data analysis, using statistical software to quantify results and examine the mediating effect of social interaction on the relationship between participation in extracurricular English activities and students' oral language capability.

Collation and statistical treatment of Data

After collecting the completed questionnaires, the first step was to organize and tally the responses. Each entry was encoded into a Microsoft Excel spreadsheet and categorized based on key variables such as participation in extracurricular English activities, oral language capability, and social interaction. Careful organization was essential to ensure that the upcoming statistical analysis was accurate and systematic. Using Excel allowed the researcher to efficiently

sort, filter, and review the data in preparation for more complex analysis. Next, the researcher conducted descriptive statistical analysis to gain an initial understanding of the data. This involved calculating the mean for each variable to identify central tendencies. These mean values provided insights into the general perceptions of students regarding their participation in extracurricular activities, their oral language skills, and their social interactions. The final step involved performing inferential statistical tests to examine the relationships outlined in the study's objectives. The Pearson Product Moment Correlation was used to determine the strength and

direction of the relationships among participation in extracurricular English activities, oral language capability, and social interaction. Following this, Baron and Kenny's (1986) Method of Mediation, along with the Sobel-z Test, was applied to determine whether social interaction significantly mediated the relationship between participation in extracurricular English activities and oral language development. This comprehensive analysis not only validated the hypothesized relationships but also provided empirical evidence that could inform educational strategies and policy development.

2.6. Data Analysis—The following statistical tools were utilized by the researcher in processing the gathered data: Mean In this study, the mean was employed to establish the average levels of social interaction, participation in extracurricular English activities, and oral language capability among students in Cluster 3 public secondary schools in Davao City. This statistical measure provided a central value, summarizing the typical response of students regarding these variables. Pearson Product-Moment Correlation This tool measured the strength and direction of the linear relationships among the levels of social interaction, participation in extracurricular activities, and oral language skills. It assisted in understanding the correlations between these elements, shedding light on how these factors are interlinked within

the educational context. Baron and Kenny's (1986) Method of Mediation This approach was utilized to examine whether social interaction serves as a mediating factor between participation in extracurricular English activities and oral language capability. Through regression analysis, this method helped ascertain if changes in social interaction levels can explain variations in students' oral language capabilities due to their engagement in extracurricular activities. Sobel z-Test This test was applied to statistically ascertain the significance of the mediation effect, specifically whether social interaction significantly mediates the relationship between extracurricular activity participation and oral language capability. It validated the strength of the indirect effects and confirm their statistical relevance.

3. Results and Discussion

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of participation in extracurricular English activities, oral language capability, and social interaction of students; the significant relationship among these variables; and the mediating effect of social interaction on the relationship between participation in extracurricular English activities and oral language capability of students from Cluster 3 public secondary schools in Davao City.

3.1. Participation in Extracurricular English Activities of Students—This finding in Table 1 supports the view of King et al. (2021) that frequent involvement in language-enriching activities outside the formal classroom fosters greater linguistic competence, leading to improved academic performance and heightened learner motivation. According to Demydovych and Holik (2020), students who actively participate in English clubs, workshops, and performances are more likely to develop confidence, fluency, and a sense of ownership over their language learning journey. Therefore, increasing the frequency and accessibility of these activities could deepen students' commitment to learning and further enhance their oral language proficiency. Among the indicators, language

practice received the highest mean of 3.40 and was rated as extensive. In contrast, the engagement level indicator registered the lowest mean of 3.15, categorized as moderately extensive. This pattern supports the findings of Krivoslykova et al. (2022), who emphasized that extracurricular activities provide a practical, real-world platform for students to apply and reinforce the language skills they learn in formal classroom settings. However, the relatively lower engagement level suggests the need for more stimulating and student-centered activities that can sustain interest and increase participation. Enhancing the appeal and accessibility of these programs may not only boost engagement but also elevate students' overall language proficiency and enthusiasm for learning English.

Table 1. Summary on Participation in Extracurricular English Activities of Students from Cluster 3 Public Secondary Schools in Davao City

Indicators	Mean	Descriptive Equivalent
Engagement Level	3.15	Moderately Extensive
Collaborative Interaction	3.29	Moderately Extensive
Language Practice	3.40	Extensive
Consistency in Participation	3.22	Moderately Extensive
Overall	3.27	Moderately Extensive

Legend: Very Extensive = Always Evident; Extensive = Oftentimes Evident; Moderately Extensive = Sometimes Evident; Less Extensive = Seldom Evident; Not Extensive = Never Evident.

3.2. Oral Language Capability of Students—In Table 2, an overall mean of 3.39, described as moderately extensive, suggests that students sometimes demonstrate oral language capability, though not consistently or at an advanced level. A moderately extensive rating on the oral language capability of students in Cluster 3 Public Secondary Schools in Davao City indicates that learners sometimes demonstrate proficiency in English speaking skills, yet there remains room for consistent improvement. This observation aligns with the findings of Gràcia

et al. (2021), who reported that students exhibited a moderately extensive level of English language proficiency, highlighting the need for enhanced academic motivation and cognitive skill development to elevate language competence. Among the four indicators, vocabulary usage ranked highest with a mean of 3.45 and a descriptive rating of extensive. Conversely, coherence and cohesion received the lowest mean of 3.27, rated as moderately extensive. The data indicate that students demonstrate the strongest oral language performance in vocabulary usage,

while coherence and cohesion remain a relative area for improvement. According to Metsala et al. (2021), vocabulary knowledge plays a central role in effective communication, whereas mastering coherence and cohesion requires additional instruction in organizing and linking ideas logically.

Table 2. Summary on Oral Language Capability of Students from Cluster 3 Public Secondary Schools in Davao City

Indicators	Mean	Descriptive Equivalent
Fluency	3.44	Extensive
Pronunciation	3.40	Extensive
Vocabulary Usage	3.45	Extensive
Coherence and Cohesion	3.27	Moderately Extensive
Overall	3.39	Moderately Extensive

Legend: Very Extensive = Always Demonstrated; Extensive = Oftentimes Demonstrated; Moderately Extensive = Sometimes Demonstrated; Less Extensive = Seldom Demonstrated; Not Extensive = Never Demonstrated.

3.3. Social Interaction of Students—Social interaction of students got an overall mean score of 3.27, interpreted as moderately extensive, indicates that students sometimes engage in social interactions, particularly in academic and extracurricular contexts. A moderately extensive rating on the social interaction of students suggests that learners sometimes engage in peer communication and collaborative activities, but not with consistent frequency or depth. According to Twenge et al. (2019), social interaction is a key driver of cognitive and language development, and its regular facilitation is essential for meaningful learning experiences. The ranges of mean on this particular indicator 3.14 to 3.58. The highest-rated statement, Engaging in extracurricular activities helps me meet new friends, received a mean of 3.58, described as extensive. Conversely, the lowest-rated statement, Sharing ideas with peers is something I frequently do, with a mean of 3.14, remains within the moderately extensive range. This reflects a moderate to extensive level of social interaction, indicating that while students frequently form friendships through extracurricular activities, they are less consistent in actively sharing ideas with peers. According to Indriyani et al. (2021), meaningful peer interaction in educational settings fosters social development and supports the internalization of language and thought processes.

3.4. Relationship among Participation in Extracurricular English Activities, Oral Language Capability, and Social Interaction of Students—The results on the analysis on the relationship among participation in extracurricular English activities, oral language capability, and social interaction of students within Cluster 3 Public Secondary Schools in Davao City are presented. Bivariate correlation analysis using Pearson product moment correlation was utilized to determine the relationship among the variables mentioned. The results reveal a moderate positive correlation with r-value of 0.564 and p= 0.000 that is less than .05 level of sig-

Table 3. Summary on Social Interaction of Students from Cluster 3 Public Secondary Schools in Davao City

Statement	Mean	Descriptive Rating
Participating in group discussions is easy for me.	3.15	Moderately Extensive
Interacting with new classmates feels comfortable.	3.31	Moderately Extensive
Sharing ideas with peers is something I frequently do.	3.14	Moderately Extensive
Collaborating on projects is enjoyable for me.	3.13	Moderately Extensive
Engaging in extracurricular activities helps me meet new friends.	3.58	Extensive
Building relationships with other students enhances my learning experience.	3.29	Moderately Extensive
Mean	3.27	Moderately Extensive

Legend: Very Extensive = Always Observed; Extensive = Oftentimes Observed; Moderately Extensive = Sometimes Observed; Less Extensive = Seldom Observed; Not Extensive = Never Observed.

nificance (two-tailed) between participation in extracurricular English activities and oral language capability of students from Cluster 3 Public Secondary Schools in Davao City. This suggests that students who engage more frequently in English-related extracurricular activities are likely to demonstrate improved fluency, pronunciation, vocabulary usage, and coherence in oral communication.

Table 4. Relationship among Participation in Extracurricular English Activities, Oral Language Capability, and Social Interaction of Students from Cluster 3 Public Secondary Schools in Davao City

Variables	Oral Language Capability	Social Interaction
Participation in Extracurricular English Activities	0.564**	0.816**
	0.000	0.000
Oral Language Capability	1.000	0.267**
		0.000

**Significant at $p < 0.05$*

Legend: Perfect Correlation = 1.00; Strong Correlation = 0.70–0.99; Moderate Correlation = 0.30–0.69; Weak Correlation = 0.01–0.29; No Correlation = 0.00.

This finding is congruent with Sandal et al.'s (2020) study, which highlights that extracurricular engagement serves as a powerful catalyst for enhancing students' communicative competence by offering authentic, meaningful contexts for language use. Through debates, drama, and collaborative English projects, students are encouraged to articulate complex thoughts, re-

spond spontaneously, and adapt their speech to different audiences. These activities not only build linguistic fluency but also strengthen confidence and motivation to use English in both academic and social settings. As a result, participation in extracurricular English activities directly contributes to the development of oral language capability by bridging classroom learning with real-world communication demands. Moreover, a strong positive correlation with r -value of 0.816 and $p = 0.000$ that is less than .05 level of significance (two-tailed) was found between participation in extracurricular English activities and social interaction, indicating that such activities play a vital role in enhancing students' interpersonal skills. Through collaborative activities like group projects, English clubs, and speech events, students build relationships and develop confidence in expressing themselves socially. The result aligns with the findings of Andrienko et al. (2020), which emphasize that active participation in social interactions through extracurricular English activities plays a vital role in shaping students' oral language development. Such engagements provide authentic contexts for learners to practice language use, negotiate meaning, and refine their communication strategies in real time. Particularly in learning English as a second language, these peer interactions foster not only confidence but also fluency, as students are exposed to diverse expressions and real-world usage. Consequently, social interaction becomes a powerful tool that supports and accelerates the acquisition of oral language skills in dynamic, learner-centered environments. Lastly, the relationship between oral language capability and social interaction yielded a weak but significant positive correlation with r -value of 0.267 with $p = 0.000$ that is less than .05 level of significance (two-tailed). This indicates that while students with better oral communication skills tend to engage more socially, other factors may also influence their ability to interact confidently with peers. This

supports the view of James et al. (2020) that targeted interventions in social skills can significantly improve spoken language outcomes, especially for students who struggle with communication in peer settings. When students are equipped with structured opportunities to practice turn-taking, active listening, and appropriate expression in social contexts, they become more confident and fluent in using oral language. These interactions help bridge gaps between linguistic ability and real-life communication demands, enabling students to apply language more effectively in both academic and informal settings. Therefore, enhancing social competence can serve as a practical gateway to improving oral language proficiency among junior high school learners.

3.5. Mediating Effect of Social Interaction on the Relationship Between Participation in Extracurricular English Activities and Oral Language Capability of Students—The results on Table 5 reveals that participation in extracurricular English activities (Ext) has a strong and statistically significant direct effect on oral language capability (Orl) with a path coefficient of 1.046 ($p < .001$). Additionally, Ext significantly influences social interaction (Scl) with a coefficient of 1.043 ($p < .001$), and in turn, Scl significantly affects Orl negatively with a coefficient of -0.456 ($p < .001$). While the positive relationship between Ext and Orl is expected, the negative coefficient from Scl to Orl suggests a suppressing effect, indicating that higher levels of social interaction, as a mediating factor, may not necessarily enhance, and could slightly dampen, the influence of extracurricular participation on oral language outcomes. Further, the table provides further clarity on the mediation. The indirect effect of Ext on Orl through Scl is -0.476 ($p < .001$), while the direct effect remains strongly positive at 1.046. The total effect is 0.570, still significant, suggesting that despite the suppressing mediation, extracurricular participation independently contributes to

oral language development. This pattern suggests a partial mediation where social interaction acts as a pathway, but its influence does not strengthen the relationship—instead, it reduces the strength of the direct effect, a phenomenon sometimes observed when mediators introduce additional variability not aligned with the main construct (Rulona Bacasmot, 2023).

Table 5. Mediating Effect of Social Interaction on the Relationship Between Participation in Extracurricular English Activities and Oral Language Capability of Students from Cluster 3 Public Secondary Schools in Davao City

Path Coefficients				
Steps	Estimate	Std. Error	z-value	p-value
(Step 1) Ext → Orl	1.046	0.070	15.052	< .001
(Step 2) Scl → Orl	-0.456	0.054	-8.392	< .001
(Step 3) Ext → Scl	1.043	0.039	26.761	< .001

Step 4 (Parameter Estimates)				
Effect Type	Parameter Estimates	Estimate	Std. Error	z-value / p-value
Indirect Effect Components	Ext → Scl → Orl	-0.476	0.059	-8.007 / < .001
Direct Effect	Ext → Orl	1.046	0.070	15.052 / < .001
Total Effect	Ext → Orl	0.570	0.044	12.975 / < .001

$$\text{Ratio Index} = -0.8350$$

$$\text{Sobel } z\text{-Test value} = -8.0546, p = 0.000$$

Legend: Ext = Participation in extracurricular English activities; Orl = Oral language capability; Scl = Social interaction

The ratio index of -0.8350 and Sobel z-test value of -8.0546 ($p = 0.000$) confirm the significant mediating effect of social interaction, albeit in a negative direction. A negative ratio index implies that the indirect effect operates contrary to the direction of the direct effect. The highly significant Sobel z-test supports that social interaction statistically mediates the relationship between extracurricular English activities and oral language capability, though not in the expected enhancing manner. This complex mediation suggests that while students engage socially through these activities, such interaction may sometimes distract from focused language development or introduce inconsistent language input. Despite the unexpected negative mediation, the overall findings support core ideas of Social Constructivism (Vygotsky, 1978), Social Interactionist Theory (Bruner, 1983), and the Input Hypothesis (Krashen, 1982). Vygotsky and Bruner emphasized the social context of learning, wherein peer interaction and scaffolding are crucial, and Krashen stressed the importance of comprehensible input. The sig-

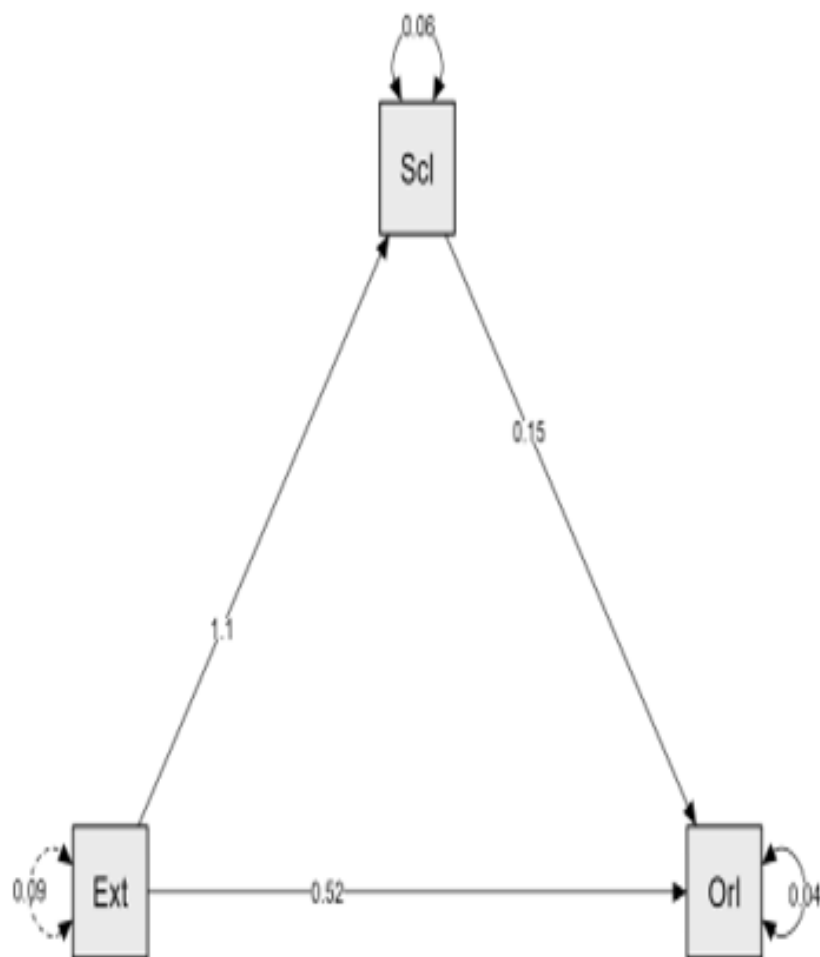


Fig. 2. Mediation Model

nificant direct effect of extracurricular participation on oral skills supports Krashen's hypothesis, as students likely benefit from real-world language exposure. However, the suppressing role of social interaction may reflect that not

all peer interactions provide optimal input or support, underscoring the need for structured, guided social engagements to fully realize the benefits suggested by these theories.

4. Conclusions and Recommendations

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

4.1. Findings—The primary objective of this study is to evaluate the mediating effect of social interaction on the relationship between participation in extracurricular English activities and oral language capability of students utilizing non-experimental quantitative design

using descriptive-correlation technique. The researcher selected the 360 Grade 7–10 students from Cluster 3 public secondary schools in Davao City as the respondents through simple random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. The result of the study are summarize as follows: The findings indicate that students' participation in extracurricular English activities is generally moderately extensive, suggesting occasional but not consistent involvement. Among the indicators, language practice emerged as the most evident, showing that students frequently engage in activities that enhance their speaking and listening skills. In contrast, engagement level received the lowest rating, implying that while students participate, their interest and motivation in these activities could be further strengthened. Also, oral language capability of students is generally moderately extensive, indicating that they sometimes demonstrate proficiency across various speaking skills. Among the indicators, vocabulary usage is the most evident, closely followed by fluency and pronunciation, all rated as extensive. However, coherence and cohesion is the least demonstrated, suggesting that students need more support in organizing and connecting their ideas during oral communication. Moreover, social interaction among students is generally moderately extensive, indicating that students sometimes engage in collaborative and interpersonal activities. The highest-rated statement relates to meeting new friends through extracurricular activities, which is rated as extensive, reflecting the social value of such programs. However, indicators such as sharing ideas and collaborating on projects received lower ratings, suggesting that students may need more structured opportunities to actively participate in peer interaction. Further, the findings reveal a moderate positive relationship between

participation in extracurricular English activities and students' oral language capability, indicating that greater involvement enhances language proficiency. A strong positive relationship also exists between participation in these activities and social interaction, suggesting that such programs significantly promote peer engagement and collaboration. Additionally, there is a weak but significant correlation between oral language capability and social interaction, implying that while language skills contribute to social engagement, other factors may also influence students' interpersonal dynamics. Furthermore, the findings confirm that participation in extracurricular English activities has a significant direct effect on students' oral language capability, indicating its strong influence on language development. However, social interaction demonstrates a significant negative mediating effect, suggesting that while students engage socially, it may not consistently enhance and may even slightly suppress their oral language gains. Despite this, the overall relationship remains significant, highlighting that extracurricular involvement is a key driver of oral language proficiency, with social interaction acting as a complex but relevant intermediary.

4.2. Conclusions—Based on the findings of this study several conclusions were generated: First, it was concluded that students' participation in extracurricular English activities is moderately extensive, with occasional but not consistent involvement across different areas. Language practice emerges as the most developed aspect, while engagement level shows the least frequency, indicating a need to boost students' motivation and interest in such programs. These results imply that schools should design more engaging, consistent, and interactive English-related activities to foster stronger participation and support students' language development outside the classroom. Second, students demonstrate a moderately extensive level of oral language capability, with strong perfor-

mance in vocabulary usage, fluency, and pronunciation. However, coherence and cohesion is the least demonstrated, indicating challenges in organizing and linking spoken ideas effectively. This suggests the need for targeted instructional strategies that focus on discourse-level communication to help students express their thoughts more clearly and logically in English. Third, the study indicate that students exhibit a moderately extensive level of social interaction, with the highest engagement observed in forming friendships through extracurricular activities. However, lower ratings in areas like sharing ideas and collaborating on projects suggest limited peer-to-peer communication in academic contexts. This implies that schools should create more structured and inclusive opportunities for collaborative learning to enhance students' social engagement and interaction within educational settings. Fourth, it is revealed that participation in extracurricular English activities is significantly related to both students' oral language capability and social interaction. Stronger participation corresponds to greater peer engagement and improved language proficiency, highlighting the dual role of these activities in fostering communication and interpersonal development. These findings imply that schools should prioritize and enrich extracurricular programs as strategic platforms for enhancing both academic and social competencies. Lastly, the findings confirm that participation in extracurricular English activities has a significant direct effect on students' oral language capability. However, social interaction exerts a negative mediating effect, suggesting that while it is enhanced through participation, it does not consistently contribute to improving oral language outcomes. This implies that schools must ensure social interactions within extracurricular settings are purposeful and language-rich to positively support students' communication skills.

4.3. Recommendations—In light of the study's findings, the following recommendations are offered to inform policy, school leadership, teaching practice, and future research: To increase student engagement in extracurricular English activities, schools should offer varied and interest-driven programs such as speech clubs, creative writing workshops, or interactive English games. Teachers may integrate student voice in planning to align activities with learners' preferences and motivations. Recognition systems like certificates or public presentations can further boost participation. Encouraging peer-led initiatives may also promote ownership and sustained involvement among students. To strengthen coherence and cohesion in students' oral language, teachers should provide structured speaking tasks that emphasize logical sequencing and the use of linking expressions. Activities such as guided storytelling, debates, and peer feedback sessions can improve organization of ideas. Explicit instruction on discourse markers and cohesive devices is also essential. Regular practice with scaffolded dialogues can enhance students' ability to maintain conversational flow. To improve students' social interaction, schools should create more collaborative learning opportunities such as group projects, peer tutoring, and role-plays. Teachers can foster a supportive environment by encouraging inclusive and respectful communication in classrooms and clubs. Incorporating social-emotional learning strategies may also help students feel more comfortable initiating and maintaining peer interactions. Strengthening social bonds through shared tasks can enhance both academic and interpersonal growth. Given the weak but significant correlation, educators should ensure that social interactions are intentional and language-rich, rather than purely social or off-task. Structured collaborative tasks that integrate academic dialogue can help students apply oral language skills meaningfully. Teachers should provide conversation scaffolds

and prompts to guide interactions toward language development goals. Monitoring group dynamics can also ensure that all students are actively participating in meaningful exchanges. To address the suppression effect, social interaction opportunities within extracurricular activities must be aligned with language learning objectives. Activities should be designed to balance social engagement with intentional language input and output. Facilitators may guide discussions, model effective communication, and offer feedback during peer interactions. Training student leaders or peer mentors can also promote productive exchanges that reinforce oral language growth rather than diverting from it.

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