



Writing Strategy, Influence of Social Media, Motivation for Reading: A Structural Model in Interpersonal Communication Skills

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

Aim: To identify the Model appropriate for evaluating students' interpersonal communication abilities.

Study Design: Quantitative Causal Analysis.

Place and Duration of Study: Region XII - SOCCSKSARGEN, Philippines, during the second semester of 2022

Methodology: The data were collected using survey questionnaires to the 400 public senior high school students selected through stratified random sampling. Mean was used to evaluate the student's academic achievement, self-efficacy in language acquisition, test-taking techniques, and reading motivation. The association between reading motivation, self-efficacy in language learning, test-taking techniques, and students' academic performance was determined using Pearson's Product Moment association. Multiple regression was performed to identify the significant predictors of academic performance. The structural equation model was used to choose the best Model.

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Analysis of Moment Structure (AMOS) was used to conduct the Goodness of Fit Statistics for Alternative Models.

Results: The findings showed that students had a high level of writing strategy; a moderate level of social media influence; a high level of motivation to read; and an excellent level of interpersonal skills. Moreover, the writing approach, social media influence, and reading motivation were significantly correlated with students' interpersonal communication skills. The best fit for the data was Model 5, which had consistent indices across all five analyzed models.

Conclusion: The study's findings supported Vygotsky's Social Cultural Theory of Writing, emphasizing the role of motivation and social impact in students' communication skills development, and highlighted the importance of communication in fostering learning processes in the brain.

Keywords: Writing strategy; the influence of social media; motivation for reading; interpersonal communication skills; SEM - structural equation; modeling Pilipinas – Philippine.

1. INTRODUCTION

Interpersonal communication is the direct exchange of information, truth, ideas, and emotions. It can be spoken or unspoken. Effective communication is essential in every aspect of life. These skills are necessary for teachers, especially language teachers, to help students achieve their learning goals and be educated. Interpersonal communication skills are a problem that affects individual experiences and needs improvement to have positive outcomes in an individual's personal and professional life [1]. The study by Tadesse, et al. [2] shows that students are interested in talking and interacting with each other. However, some barriers, such as the influence of their language and different languages, affect their interpersonal communication and relationships. Factors such as poor relationships with others, lack of interest, lack of experience, lack of skills, and gender issues are the main barriers that affect students' interpersonal communication.

With the advancement of modernization, students need to remember the importance of developing their interpersonal communication skills in a time when there are modern gadgets like cell phones, iPads, laptops, and more. Because young people today are accustomed to being surrounded by gadgets and no longer engage in activities requiring communication, most are naturally shy.

It was noted by Sobri, et al. [3] that interpersonal communication is essential because it plays a significant role in fulfilling several basic human needs, such as the need to develop a sense of competence, a sense of autonomy, and a sense of ownership. They understand their family,

friends, colleagues, and clients well. People often find satisfaction in working with colleagues who have excellent interpersonal communication skills [1].

The study revealed that with the rise of modernization, every young person needs to remember to develop their interpersonal skills. They now have modern gadgets like cell phones, computers, and more. Most of today's youth are inherently shy because they are used to facing only gadgets and no longer participate in activities that require communication [4]. On the other hand, it is confirmed that with the rise of modernization, the influence of social media on students' interpersonal communication skills is significant. Young people seem to forget to develop it because they have their skills now, with modern gadgets like cell phones, computers, and more. Bekiari and Pachi [5] also agree that social networking hurts students' interpersonal communication and family relationships.

Furthermore, one of the most significant positive changes in how we interact with different types of people is the use of social media networks. Everyone can now connect with thousands of people around the world. It is why people have thousands of friends on Facebook or tens of thousands of followers on Twitter. Social media networks provide an opportunity to share opinions with the public. Social media has also changed the way interpersonal communication occurs, leading to the loss of some writing and interpersonal skills. Some people are utterly incapable of it.

The impact of social media sites like Facebook and Twitter on students is measured in the study "Impact of Social Media on Students' Academic

Performance" by Amin, et al. [6]. The questionnaire "A Questionnaire Measure of Children's Motivations for Reading. Instructional Resource No. 22" by Wigfield and Eccles [7] assesses students' motivation for reading, reading competence, reading interest, reading driven by curiosities, artistic enjoyment of reading, the importance of reading, compliance, reading recognition, grade-related reading, social reasons for reading, reading competition, and reading difficulty, serves as the foundation for this section.

Studies on students' interpersonal communication abilities frequently concentrate on the English language since it is widely spoken and provides opportunities for interaction with people from various cultural backgrounds [8]. Numerous studies look at elements that affect interpersonal communication abilities. However, they do not consider the three components indicated in this study: writing strategy, the impact of social media, and student reading incentive.

Writing is considered an essential skill for acquiring the English language. It reinforces grammar structure and vocabulary among

teachers who strive to educate their students. It is where students need sufficient time to develop their writing strategies, so more time should be allocated in the classroom to prepare students for practical communication skills in real-life and academic situations. Exposing them to the actual writing process through various contexts is an excellent way to achieve this goal [9].

Furthermore, writing skills can be developed when students' interests are recognized and they are given frequent opportunities to practice writing [10]. Since one of the primary objectives of second language learners is to learn to produce a reflective part of writing, a particular writing program should be in place to meet the student's needs. Many researchers have found that students need exposure to different genres, strategies, and methods to succeed and enhance their writing strategies [11].

According to Bond, et al. [12] the influence of social media, such as Facebook, can positively impact young people. One of its implications is the capacity for people to use it to create long-distance communication connections. According to studies, social media also makes it simple to obtain information.

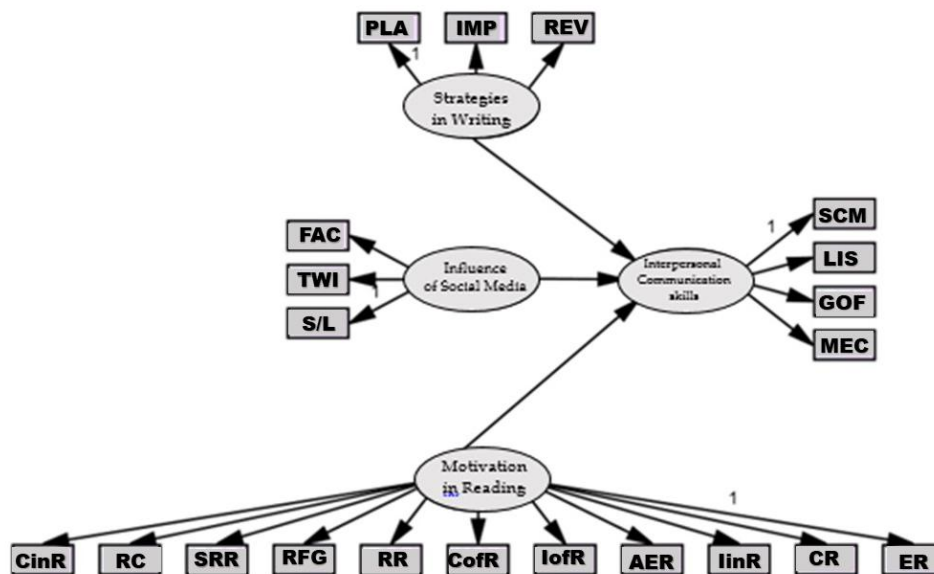


Fig. 1. Changes due to the use of social media networks

PLA - Planning
 IMP - Implementation
 REV - Revision
 FAC - Facebook
 S/L - Studying/Learning
 TWI - Twitter
 ER - Effective Reading

CR - Critical Reading
 IinR - Interest in Reading
 AER - Aesthetic Enjoyment in Reading
 IofR - Importance of Reading
 CofR - Completion of Reading
 RR - Recognition of Reading
 RFG - Reading for Grades/Grading

SRR - Social Reasons for Reading
 RC - Reading Competition
 CinR - Complications in Reading
 SCM - Sending a Clear Message
 LIS - Listening
 PPF - Giving and Receiving Feedback
 MEC - Management of Emotional Connection

Social media sites like Twitter were also found to dramatically increase undergraduate students' involvement and semester grade point average (GPA) in the study by Greenhow, et al. [13]. However, it was found in previous studies by Greenhow that time spent on Facebook was poorly correlated with time spent on class preparation and strongly negatively correlated with college student's GPA.

Numerous studies have shown that reading is a sophisticated linguistic and cognitive activity that involves more than just the reader's interaction with the text. It is a complex or nuanced activity, according to Meganck and Joshua [14], and it calls on both conscious and unconscious use of various methods and abilities, including word recognition, decoding, vocabulary knowledge, comprehension, inference-making, critical thinking, and metacognition.

2. METHODOLOGY

2.1 Respondents

Only 400 of the 5,529 pupils enrolled in Region XII's public senior high schools participated in the survey. The researcher utilized the stratified random sampling method in choosing the 400 participants. Stratified random sampling provided all potential research participants an equal chance at selection. Of the 400 responses, 200 were from Sultan Kudarat, 100 from the Koronadal City division, and 100 from General Santos City.

The participants were senior high school students who attended public schools in Region XII for the academic year 2022–2023. They had an average age range of 17 years old. A permission document with the parent's or guardian's signature attests to the parent's or guardian's approval of their involvement. Their participation in the study was entirely voluntary. They also attended an orientation to learn more about the study and the data to be collected.

The ability to decline or leave the study at any point was provided to the participants. There were no penalties or benefits lost for their refusal. They cannot lose their legal privileges, rights, or benefits from participating in this study.

2.2 Research Instrument

For this study, questions were downloaded from online resources. The writing strategy analysis

tool was modified from the article "Validation of the writing strategies questionnaire in the context of primary education: A multidimensional measurement model" by Arias-Gundín, et al. [15] verified the "Impact of Social Media on Students' Academic Performance." The questions in "A Questionnaire Measure of Children's Motivations for Reading Instructional Resource No. 22" by Wigfield and Eccles [7] were used to determine the motivation for reading.

Additionally, the range of 2.26-3.39 indicates a moderate level and is interpreted as "Occasionally demonstrates writing strategy, influence of social media, motivation for reading, and influence of interpersonal communication skills," 1.80-2.59 represents a low level and is interpreted as "Rarely demonstrates writing strategy, influence of social media, motivation for reading, and influence of interpersonal communication skills," while 1.00-1.79 indicates the lowest level and is interpreted as "Never demonstrates writing strategy, influence of social media, motivation for reading, and influence of interpersonal communication skills." Moreover, the questionnaires were translated to only include the information necessary for the study. The research advisor received the first draft and was given feedback and ideas. Six qualified validators validated it to confirm its legitimacy. The validity of the items was then confirmed through pilot testing using Cronbach Alpha, which a statistician then examined. For the internal consistency reliability of any scale or subscale, Cronbach's alpha was calculated and presented using Likert-type scales.

Instead of using individual items, summated scales or subscales were employed in data analysis. The writing method had an excellent dependability score of 0.943, the social media influence score of .886, the reading motivation score of .973, and the interpersonal communication score of .960. Additionally, the mean score from the six validators was 4.79, demonstrating the high validity and reliability of the questions.

2.3 Design and Procedure

To collect different types of quantitative data regarding the degree of knowledge in writing strategies, the influence of social media, motivation in reading, and impact on communication skills as variables, this study will employ a quantitative causal method using the Structural Equation Model. The study of

relationships' causes and effects is known as causal research. It's vital to notice the variations in variables that are thought to affect changes in other variables before measuring those changes to identify the causes. Similarly, the approach quantifies and describes statistical relationships between variables on various scales [16].

The researcher collected data in the following ways: The researcher started by looking for survey questions that had been adopted for the study. To evaluate the validity of the adopted survey questionnaires and determine any necessary adjustments, the researcher validated them with the advisor. Third, the researcher corrected any mistakes using the advisor's advice. Fourth, the researcher delivered the updated survey questions adopted from the advisor to the study panels for validation and further edited them following their recommendations. Fifth, it was submitted to U MERC for initial evaluation after validation to get approval to gather data. Sixth, after reviewing the manuscript, the researcher finished all required research documents and submitted them to U MERC. Seventh, to proceed with the research, the researcher obtained a letter of authorization signed by both the advisor and the Dean of Professional Schools. Eighth, the researcher sent a letter of permission to the principals of the schools involved in the study. Subsequently, the data collection and analysis were conducted using the mean, Pearson's r , and regression methods.

The following statistical methods were employed for data analysis and interpretation: Mean was used to evaluate the student's academic achievement, self-efficacy in language acquisition, test-taking techniques, and reading motivation. The association between reading motivation, self-efficacy in language learning, test-taking techniques, and students' academic performance was determined using Pearson's Product Moment association. To identify significant predictors of academic performance, multiple regression was performed. This study used the structural equation model to choose the best Model. Analysis of Moment Structure (AMOS) was used to conduct the Goodness of Fit Statistics for Alternative Models. All the crucial indicators presented must follow the underlying assumptions to find the best suitable Model.

While Bentler and Ullman [17] utilized 0.45 when modeling the safety culture construct, evaluating the factors in the hidden variables was required

when assessing the factors, which indicated a cut-off value of 0.50. Following [18] Savalei and Peter the goal of the examination is to ensure that qualities with weak connections to other hidden components are not included in the final structural equation model. The sample size affects the cut-off value. However, a range of 0.45 to 0.50 is adequate. This method also determined which organizational capacity model was the best fit.

The researcher complied with and upheld the study's ethical standards, including informed consent, recruitment, risks, benefits, plagiarism, fabrication, falsification, conflicts of interest (COI), dishonesty, and permission from the organization or location.

The proper research guidelines were essential to completing the investigation in this study. The University of Mindanao Ethics Reviewer Committee (U MERC) received it. All paperwork, questionnaires, and ethical issues pertaining to participant protection, consent, and data confidentiality were meticulously filled out and structured for the performed study. Before the certificate was granted, the researcher updated the article four times following the advice and suggestions of the University of Mindanao Ethics Review Committee. On August 30, 2022, the U MERC issued the authorized certificate with reference number U MERC-2022-275.

2.4 Ethical Consideration

While carrying out the study, the researcher conformed fully to the protocol requirements and directives established by the University of Mindanao Ethics Review Committee (U MERC). The respondents were free to participate in the study following the norms of voluntary participation. Participants received a clear explanation of the study's objectives, and their right to participate was treated with complete respect. Additionally, after giving their first agreement, the respondents were informed of their right to discontinue the study, skip any questions, or opt out of particular procedures.

3. RESULTS AND DISCUSSION

3.1 Writing Strategy Level

According to Table 1, the students regularly use writing strategies, with a mean score of 3.73 and a standard deviation of 0.86, suggesting a high descriptive level. The only differences between

these indicators, which all attained the same high descriptive level, are their mean and standard deviation. The mean score for planning is 3.83, with a standard deviation of 0.95; the mean score for revision is 3.81, with a standard variation of 0.97; and the mean score for execution is 3.56, with a standard deviation of 0.78. The findings of the study show that kids typically exhibit writing abilities. They are driven to write better because they want to get better scores, perform better in class, and get teachers' appreciation. Finding the issues that students have with their writing and implementing pedagogical interventions that improve their metacognitive awareness of writing are crucial components in aiding students in developing their writing skills. Writing methods are essential in developing various language abilities [19].

Level of Writing Strategy as seen in Table 1, the student's level of writing strategy has a high descriptive level with an overall mean score of 3.73 and a standard deviation of 0.86. It indicates that the students regularly exhibit their writing techniques. Despite having different means and standard deviations, all indicators achieved a high descriptive quality. The mean score for planning is 3.83, with a standard deviation of 0.95; the mean score for revision is 3.81, with a standard variation of 0.97; and the mean score for execution is 3.56, with a standard deviation of 0.78. The study's findings imply that kids frequently demonstrate writing abilities.

They are driven to improve their writing skills to get better scores, perform better in class, and get instructor praise. To help students improve their writing abilities, it is crucial to identify the issues they run into when they write and to use pedagogical interventions that raise their metacognitive awareness of writing. Writing

techniques are one of the important elements that are essential for improving a variety of linguistic abilities [19].

Writing is a challenging endeavor [20]. The adjustments greatly influence the development of pupils' strategic behaviors, knowledge, and writing drive. In connection with this, less than twenty percent (20%) of candidates taking the standardized national Sijil Pelajaran Malaysia (SPM) English test received low scores in the writing component, which accounted for a significant portion of the overall test score of 1119 and had a detrimental effect on student performance, as reported by the Examination Division of the Malaysian Ministry of Education (Malaysian Examinations Council, 2009). This subpar performance can indicate that the students cannot complete writing assignments.

3.2 Influence Level in Relation to Social Media

Based on a total mean score of 3.16 and a matching standard deviation of 0.63, Table 2 shows that social media influence among students is moderate. It suggests that occasionally, pupils display the influence of social media.

Twitter, meanwhile, scored quite well, with a mean of 3.41 and a standard deviation of 0.81. With mean scores of 3.39 and 2.69 and respective standard deviations of 0.80 and 1.08, Facebook and the students performed moderately. It suggests that Twitter and Facebook are Web 2.0 social networking paradigm components. According to Boyd and Ellison [21], these social networking platforms are widely used in students' daily life.

Table 1. Level of writing strategy using the filipino language

Strategy	SD	Mean	Descriptive Level
Planning	0.95	3.83	High
Implementation	0.78	3.56	High
Revision	0.97	3.81	High
Total	0.86	3.73	High

Table 2. Level of influence regarding social media

Social Media	SD	Mean	Descriptive Level
Facebook	0.80	3.39	Average
Student	1.08	2.69	Average
Twitter	0.81	3.41	High
Total	0.63	3.16	Average

Twitter is the newest and most fascinating social networking site because it emphasizes information and opinion sharing more than reciprocal social connection [22,23]. In addition, social media platforms are online networks or communities that let students connect, establish groups, and exchange knowledge and ideas. Al-Bahrani and Patel [24] found that using social media has drawbacks. Due to worries that professors could view the content of their accounts, students were hesitant to interact with them. As a result, if social media is employed in the classroom, students could choose a connection that enables them to see the lessons taught by the instructor without having access to student information without permission. These youngsters might want additional reassurance that their personal information won't be made public on social media. Instructors might talk about or explain these difficulties during lessons on integrating social media in the classroom.

3.3 Students' Motivation Level for Reading in the Filipino Language

The study's findings in Table 3 reveal students' motivation levels for reading in the Filipino language. The mean score is 3.54, indicating a high level of motivation, and the standard deviation is 0.72. It suggests that students are frequently motivated to engage in reading activities. Similarly, the findings indicate that students demonstrate high motivation levels for various aspects of reading. Effective reading, evaluative reading, interest in reading, artistic enjoyment of reading, the importance of reading, compliance, reading recognition, and reading for grades all exhibit high descriptive levels, with mean ratings ranging from 3.16 to 3.35 and standard deviations between 0.83 and 0.93. Moreover, the study identifies moderate levels of reading motivation for social reasons for reading, reading rivalry, and reading complexity. These aspects have mean ratings of 3.16, 3.23, and 3.35, respectively, and standard deviations between 0.83 and 0.93.

The results demonstrate that Filipino-speaking students frequently exhibit positive reading habits. They are driven to improve their reading abilities to achieve better grades, excel in class, and receive praise from teachers or parents. Being recognized among proficient readers is of significant importance to them. However, the study also indicates that some students occasionally need more interest in topics that captivate them and may not be inclined to compete with others in their reading endeavors.

Earlier study of [25] time is essential in developing reading so with students' needs, teacher's role, students' progress, and learning environment.

Meanwhile, Protacio [26] claims that students read when the subject matter piques their curiosity and ignites their passion. However, they become reluctant to do so when it is related to their academic needs. In connection with this, research by Ancheta and Melissa [27] found that compliance, reading for grades, and the value of reading all affect students' learning. In other words, how well teachers motivate their children to read significantly impacts how well they do in school. Thus, it may be said that teachers are essential in encouraging students' motivation. However, research by Desforges and Abouchaar [28] contends that parental participation enhances pupils' reading interest and understanding.

3.4 Interpersonal Communication Proficiency Level

Table 4 shows that students have highly developed interpersonal communication abilities, with a mean score of 3.40 and a standard deviation of 0.64. It shows that pupils typically display interpersonal communication abilities as proficient. Additionally, the study found that they have excellent listening and communication abilities, with mean scores of 3.45 and 3.43 and standard deviations of 0.72 and 0.74, respectively. Meanwhile, with mean scores of 3.33 and 3.38 and standard deviations of 0.68 and 0.66, respectively, their capacity to give and receive feedback and handle emotional exchanges is moderate.

It was mentioned by Kovac and Sirkovic [29] that oral communication is one of the most efficient means of communication for every individual. It has the most significant impact on whether a student succeeds or fails in their career. Furthermore, Majid, et al. [30] stressed that interpersonal communication complements students' technical skills and prerequisites for their activities. The authors argued that it is essential for every student to gain necessary skills outside of the classroom and that communication skills are among such skills. On the other hand, interpersonal communication skills have been demonstrated by Alamgir et al. [1] to refer to a person's capacity to lead effectively, negotiate, settle disputes, and get along with others from various cultural backgrounds.

Table 3. Level of motivation in reading using the Filipino

Motivation in Reading	SD	Mean	Descriptive Level
Effective Reading	0.88	3.56	High
Critical Reading	0.88	3.59	High
Reading Interest	0.95	3.77	High
Artistic Enjoyment in Reading	0.94	3.73	High
Importance of Reading	1.11	3.82	High
Following	0.88	3.63	High
Reading Recognition	0.91	3.48	High
Reading for Grades	0.85	3.58	High
Social Reasons for Reading	0.85	3.16	Average
Reading for Competition	0.93	3.23	Average
Reading Challenges/Complications	0.83	3.35	Average
Total	0.72	3.54	High

Table 4. Level of interpersonal communication skills using the Filipino language

Level of Interpersonal Communication Skills	SD	Mean	Descriptive Level
Sending Clear Messages	0.74	3.43	High
Listening	0.72	3.45	High
Giving and Receiving Feedback	0.68	3.33	Average
Managing Emotional Engagement/Handling Emotional Connections	0.66	3.38	Average
Total	0.64	3.40	High

3.5 Relationship between Student Writing Strategies and Interpersonal Communication Skills

Table 5 demonstrates the strong link between students' interpersonal communication skills and their writing techniques. The result was less significant than the significance level.05 specified in this investigation, with an r-value of .731 and a corresponding probability value of.000. The alternative hypothesis was therefore accepted. In contrast, the original hypothesis was rejected, showing a strong connection between students' interpersonal communication skills and their writing strategy. It indicates that students with strong writing strategies also have strong interpersonal communication skills.

Further research showed that planning significantly correlates with students' interpersonal communication skills based on an r-value of. 697 and a p-value of.000 (significant), implementation has an r-value of.707 and a p-value of.000 (significant), and revision has an r-value of.686 and a p-value of .000 (significant).

Table 5 shows the participants' important interpersonal communication abilities in the Filipino language and the influence of social media. The overall result is lower than the

specified significance level.05 in this investigation, with an r-value of.555 and a corresponding probability value of.000. This shows that the individuals' interpersonal communication abilities and social media influence are significantly correlated. The results imply that social media substantially affects interpersonal communication abilities when people use the Filipino language. It is of utmost importance to recognize that the individual components of interpersonal communication ability exhibit substantial correlations with social media influence. The following are the respective R-values and p-values for each component:

Giving and receiving feedback: $r = .597, p < .001$ (highly significant)

Listening: $r = .679, p < .001$ (highly significant)

Managing emotional connections: $r = .619, p < .001$ (highly significant)

Additionally, the results indicate that implementation is strongly associated with interpersonal communication abilities, with an r-value of .707 and a p-value of less than .001 (highly significant). The breakdown of the relationships within the context of implementation is as follows:

Giving and receiving feedback: $r = .620, p < .001$ (highly significant)

Listening: $r = .689, p < .001$ (highly significant)

Managing emotional connections: $r = .615, p < .001$ (highly significant)

Furthermore, the revision demonstrates a significant association with interpersonal communication abilities, with an r-value of .686 and a p-value of less than .001. The specific relationships in the context of revision are as follows:

Giving and receiving feedback: $r = .579, p < .001$ (highly significant)

Listening: $r = .688, p < .001$ (highly significant)

Managing emotional connections: $r = .584, p < .001$ (highly significant)

In conclusion, the study highlights the noteworthy connections between each aspect of interpersonal communication abilities and their impact on social media influence, implementation, and revision. All of these relationships are highly significant. These findings emphasize the important link between social media influence and successful interpersonal communication abilities, highlighting the significance of taking social media into account when developing communication abilities in the Filipino language. With an overall r-value of .626 and a p-value of .000 (signifying significance), Twitter substantially correlates with students' interpersonal communication abilities. Sending clear messages (r-value: .589, p-value: .000), listening (r-value: .600, p-value: .000), giving and

receiving feedback (r-value: .561, p-value: .000), and managing emotional connections (r-value: .550, p-value: .000) are all indicators of interpersonal communication skills that show significant relationships.

The significant connection between reading interest and students' interpersonal communication abilities is seen in Table 6. The entire r-value is .828, below the .05 specified level of significance for this investigation, with a probability value of .000. The alternative hypothesis, that there is a substantial association between readers' motivation to read and their interpersonal communication skills, is therefore supported by the null hypothesis being rejected. It shows that students' interpersonal communication abilities are enhanced when they are highly motivated to read. Similarly, the null hypothesis is disproven in favor of the alternative hypothesis, showing a significant connection between students' incentives for reading and their interpersonal communication abilities.

But, this suggests that students are likely to have strong interpersonal communication skills when they have a high reading drive. With an r-value of .634 and a p-value of .000 (significant), the findings show a substantial association between effective reading based on word level.

In the study by Spanou and Makrina-Nina [31] it was discovered that discussions increase students' motivation to read and that their independent decisions to read and analyze books in presentation and narrative form also help to improve their interpersonal communication, particularly in terms of vocabulary skills. Being accountable for their learning, boosting their self-esteem, and concentrating more on using their critical thinking skills while reading are also beneficial.

Table 5. Significant relationship between writing strategy and interpersonal communication skills using the Filipino language in participants

Strategies in writing	Interpersonal Communication Skills				
	Sending clear messages	Listening	Giving and receiving feedback	Managing emotional connections/ engagement	Overall
Planning	.672 ^{**} .000	.679 ^{**} .000	.597 ^{**} .000	.610 ^{**} .000	.697 ^{**} .000
Implementation	.673 ^{**} .000	.689 ^{**} .000	.620 ^{**} .000	.615 ^{**} .000	.707 ^{**} .000
Revision	.667 ^{**} .000	.688 ^{**} .000	.579 ^{**} .000	.584 ^{**} .000	.686 ^{**} .000
Overall	.704 ^{**} .000	.719 ^{**} .000	.627 ^{**} .000	.633 ^{**} .000	.731 ^{**} .000

Table 6. Significant relationship between social media influence and interpersonal communication skills using the filipino language

Influence of social media	Interpersonal Communication Skills				Overall
	Sending clear messages	Listening	Giving and receiving feedback	Managing emotional connections/engagement	
Facebook	.537 ^{**} .000	.573 ^{**} .000	.529 ^{**} .000	.503 ^{**} .000	.583 ^{**} .000
Student	.055 .275	.039 .432	.090 .073	.055 .272	.065 .198
Twitter	.589 ^{**} .000	.600 ^{**} .000	.561 ^{**} .000	.550 ^{**} .000	.626 ^{**} .000
Overall	.514 ^{**} .000	.525 ^{**} .000	.518 ^{**} .000	.482 ^{**} .000	.555 ^{**} .000

Table 7. significant relationship between reading motivation and interpersonal communication skills using the filipino language

Reading motivation	Interpersonal Communication Skills				Overall
	Sending clear messages	Listening	Giving and receiving feedback	Managing emotional connections/engagement	
Effective Reading	.606 ^{**} .000	.601 ^{**} .000	.562 ^{**} .000	.557 ^{**} .000	.634 ^{**} .000
Critical Reading	.661 ^{**} .000	.649 ^{**} .000	.579 ^{**} .000	.558 ^{**} .000	.667 ^{**} .000
Reading Interest	.691 ^{**} .000	.706 ^{**} .000	.592 ^{**} .000	.616 ^{**} .000	.710 ^{**} .000
Artistic Enjoyment in Reading	.657 ^{**} .000	.655 ^{**} .000	.588 ^{**} .000	.596 ^{**} .000	.680 ^{**} .000
Importance of Reading	.701 ^{**} .000	.664 ^{**} .000	.586 ^{**} .000	.601 ^{**} .000	.696 ^{**} .000
Comprehension of Reading	.683 ^{**} .000	.661 ^{**} .000	.630 ^{**} .000	.627 ^{**} .000	.708 ^{**} .000
Reading Recognition	.626 ^{**} .000	.590 ^{**} .000	.538 ^{**} .000	.535 ^{**} .000	.624 ^{**} .000
Reading for Grades/Grading	.618 ^{**} .000	.640 ^{**} .000	.607 ^{**} .000	.589 ^{**} .000	.668 ^{**} .000
Social Context of Reading	.468 ^{**} .000	.450 ^{**} .000	.437 ^{**} .000	.404 ^{**} .000	.479 ^{**} .000
Reading Competition	.521 ^{**} .000	.491 ^{**} .000	.518 ^{**} .000	.508 ^{**} .000	.554 ^{**} .000
Reading Difficulties/Complications	.754 ^{**} .000	.720 ^{**} .000	.668 ^{**} .000	.656 ^{**} .000	.762 ^{**} .000
Total	.806 ^{**} .000	.787 ^{**} .000	.726 ^{**} .000	.720 ^{**} .000	.828 ^{**} .000

3.6 Significant Effects of Reading Technique

Social media use and reading motivation's effects on interpersonal communication abilities. Table 8 shows a substantial correlation between reading motivation, reading method, social media use, and interpersonal communication abilities among senior high school students. Additionally, it is stated that the F-value in this study is equal to 300.307, the R-value is.834, the R2 is. 695, and the p-value is.000, all noticeably below the planned significance level of.05.

The additional research results reveal significant findings regarding the influence of writing strategy on interpersonal communication abilities. The standardized coefficient is .593, and the unstandardized coefficient is .661. The corresponding t-value is 12.216, and the p-value is .000, indicating a highly significant relationship.

The impact of social media on interpersonal communication abilities is also notable. The standardized coefficient is .087, and the unstandardized coefficient is .085. The t-value is 2.425, and the p-value is .016, indicating a

statistically significant relationship, though the effect size is smaller than the writing strategy. Furthermore, the findings suggest that reading motivation is positively associated with interpersonal communication abilities. The standardized coefficient is .104, and the unstandardized coefficient is .139. The t-value is 2.780, and the p-value is .006, signifying a significant relationship between these variables. The research provides substantial evidence of writing strategy and reading motivation's positive influence on interpersonal communication abilities. It also highlights the relatively minor yet still significant impact of social media on the same.

According to Thomas and Jwa [32], using social media, especially Facebook, stimulates students to study and makes them more collaborative in the classroom. Since 2005, Facebook has grown in popularity among students who use it as a study aid or website for academic support. It promotes improved comprehension and the "transfer of learning to new situations" [33].

According to Bakar and Zaini [34], social media does not significantly encourage kids to learn, especially regarding language or communication skills, possibly because it is not as interesting [35]. Due to the influence of social media, teachers are more focused on the learning processes of their pupils than on their teaching strategies.

The study of McDaniel, et al. [36] found that pupils with low motivation make fewer attempts to read regularly, hurting their reading ability. Also Gidalew and Van den Berg [37] discovered a connection between students' drive for productive reading and good behavior in their interpersonal communication abilities. Relatedly, Zhang, et al. [38] found that reading habits significantly affect physical and mental health. Insufficient motivation also impacts the books pupils choose and whether they read. As a result, poor reading motivation affects communication abilities with others.

3.7 Most suitable Model for students' Interpersonal Communication Skills is the Hypothesized Structural Model 5

The researcher explored five alternative models to identify the most suitable Model for students' interpersonal communication abilities. Each Model consisted of two sub-models: the measurement model, which depicted the

loadings of each factor on their underlying constructs, and the structural Model, which illustrated the connections between the underlying variables.

The goodness of fit evaluation of each Model served as the criterion for acceptance or rejection. The researcher established causal connections between distinct underlying and latent variables as a general rule, establishing relations between exogenous and endogenous variables. A well-fitting structural model indicated that the empirical relationships between the suggested variables were consistent.

Throughout the study, five hypothesized models were created and tested. The conceptual models required variable screening to ensure the normalcy of the data in the developed models. Direct effects from predictor variables on the right side to predicted variables on the left side, without intermediaries, were represented using arrows in the models.

The hypothesized structural model 1 shows direct connections between the endogenous variable of students' interpersonal communication abilities and the exogenous variables of writing approach, social media influence, and reading desire. The investigation found latent factors that must be eliminated to satisfy the stated criteria. However, none of the indices in Model 1 reached respectable values. As a result, it was a poor and insufficient model. Therefore, it is advised that a better-postulated model be developed. Likewise, the links between the exogenous variables of the writing strategy, social media influence, and reading motivation and the endogenous variable of students' interpersonal communication skills were tested in hypothesized structural Model 2. However, all indices failed to attain acceptable values, revealing the Model's weakness.

Also, the direct causal links between the exogenous variables of the writing strategy, social media influence, and reading desire and the endogenous variable of students' interpersonal communication abilities were tested in hypothesized structural Model 3. The indexes still need to meet the requirements. Hence, hypothesized Model 3 was inadequate. Further, the causal links between the exogenous variables of the writing strategy, social media influence, and reading desire and the endogenous variable of students' interpersonal communication abilities were tested in

hypothesized structural Model. The indexes still need to meet the requirements. As a result, hypothesized Model 4 was inadequate.

indices met the criteria for goodness of fit measures, affirming that Model 5 was indeed an excellent model.

Based on the goodness of fit indices, the evaluation of Model 5 was as follows: the standardized fit index (NFI) yielded a score of 0.991, the Tucker-Lewis index (TLI) resulted in 0.998, the comparative fit index (CFI) showed 0.999, the goodness of fit index (GFI) indicated 0.983, the root mean square error approximation (RMSEA) yielded 0.021, and the P OF Close Fit (Pclose) had a value of 0.984. The chi-square divided by degrees of freedom (MIN/DF) was calculated as 1.171. A comparison of these fit values for Model 5 was highly satisfactory, as all indices meet the predefined conditions. These

To select the best Model, all included indices must fall within acceptable limits. A p-value higher than 0.05 was used when the chi-square/degrees of freedom value was less than 5. Furthermore, the root mean square error approximation value should have been less than 0.05, accompanied by a corresponding Pclose value higher than 0.05. Other indices, such as the normed fit index, Tucker-Lewis index, comparative fit index, and goodness of fit index, should all exceed 0.95 to be considered appropriate indicators of a well-fitting model.

Table 8. Significant influence of writing strategy, influence of social media, and reading motivation on interpersonal communication skills in writing using the filipino language

Interpersonal communication skills				
Exogenous Variables	B	β	t	Sig.
Constant	.642		6.329	.000
Strategies in Writing	.593	.661	12.216	.000
Influence of Social Media	.087	.085	2.425	.016
Reading Motivation	.104	.139	2.780	.006
R	.834			
R ²	.695			
ΔR	.693			
F	300.307			
P	.000			

Table 9. Direct and indirect effects of independent variables on interpersonal communication skills in writing using the filipino language in participants, in the most appropriate model

Variables	Direct effect	Indirect effect	Total effect
Strategies in writing	-.196	-	-.196
Influence of social media	-.028	-	-.028
Reading motivation	1.079	-	1.079

Table 10. Summary of goodness of fit measures for five structural models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	11.392	.649	.765	.749	.735	.162	.000
2	.000	9.592	.694	.808	.791	.781	.147	.000
3	.000	8.517	.703	.831	.813	.808	.137	.000
4	.000	6.677	.729	.874	.855	.855	.119	.000
5	.233	1.171	.983	.999	.991	.998	.021	.984

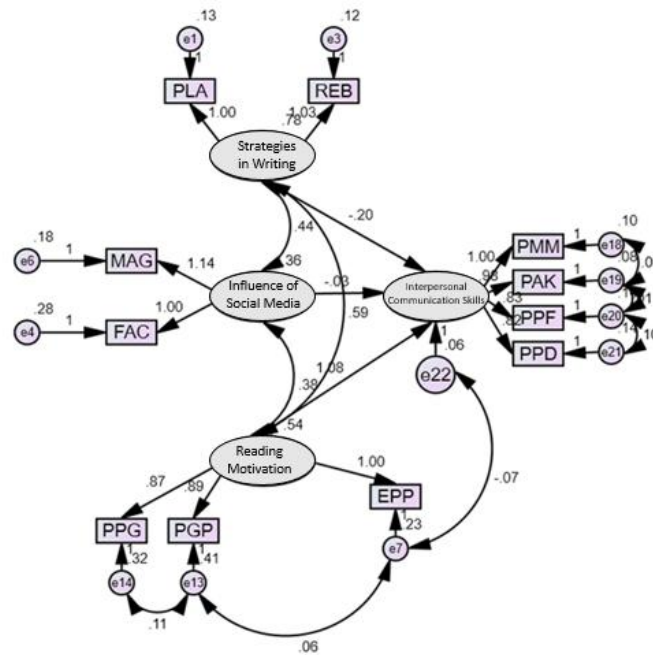


Fig. 2. Most appropriate models for students' interpersonal communication skills

- | | | |
|---------------------------------|---|---|
| PLA-Planning of a clear message | PPG- Reading Assessment/Evaluation | PMM- Sending a Clear Message |
| PAK-Listening | PGP- reading Recognition/Reading Recognition Skills | PPF- Giving and receiving feedback |
| REB-Revision | EPP-Effective Reading | PPD- Managing Emotional Engagement/Managing Emotional Connections |
| MAG-Learners | FAC-facebook | |

4. CONCLUSION

The study was enhanced by utilizing the structural model framework, which allowed for a sequential analysis in line with the specific Model's procedure. The results indicated that senior high school students in Region XII exhibited high levels of writing strategy, reading motivation, and interpersonal communication abilities, consistently demonstrating agreement in these aspects. However, the influence of social media on these students was found to be moderate, with sporadic agreement among respondents.

Furthermore, the study revealed significant correlations between the writing approach, social media influence, reading motivation, and students' interpersonal communication skills, leading to rejecting the null hypothesis. Among the five models analyzed, Model 5 demonstrated the best fit for the data, consistently meeting the established criteria and producing good goodness-of-fit results.

This conclusion aligns with Vygotsky's Social Cultural Theory of Writing, which emphasizes the

role of motivation and social influence in writing and speaking skills development. According to this theory, learning abilities are acquired through social interactions, and cultural and societal context influences a person's competence. Additionally, Vygotsky's Zone of Proximal Development suggests that individuals require support and exchange to boost their confidence and enhance their learning processes in the brain.

6. RECOMMENDATION

The study's overall findings indicated that students displayed high and moderate levels of proficiency in various aspects. However, these levels were not at their maximum potential. Based on the results, the following suggestions are recommended:

Although students showed a high level of writing strategy, it is essential to ensure that each writing assignment includes enough introduction activities to spark interest and provide ample time for completion. Teachers should implement research-based initiatives to address hidden curriculum difficulties and learning issues,

offering logical and systematic solutions. Providing sufficient practice time for writing assignments in classes emphasizing writing proficiency can also help students improve their skills. Additionally, organizing interscholastic writing competitions and encouraging students to contribute their written works in Filipino to the school newspaper can further enhance their writing abilities.

The findings suggested a moderate social media influence on students' academic performance, indicating room for improvement. To achieve the highest level of benefit, intervention is required. Professors can utilize social media to post class updates, monitor students via class Facebook pages, share prescribed work, and motivate active participation in class discussions. Using platforms like Twitter to provide motivational quotes, practical links for practice tests, and reminders about assignment due dates can also be beneficial.

The findings revealed that students demonstrated a high level of motivation to read, but overall, it was still deemed insufficient. Additional time should be allocated in the classroom or library for reading various novels to address this. Teachers should actively promote and enhance students' reading time, especially in subjects emphasizing reading. Allocating funds to expand the library's book collection and creating inviting spaces that inspire pupils to read are also recommended for librarians.

Students received excellent ratings for their interpersonal communication abilities, indicating that they commonly display such skills. However, to reach the highest level, intervention is necessary. Encouraging students to use the Filipino language in their daily interactions and providing lesson activities that promote communication skills can aid in their improvement.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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