



## The Mediating Role of an Extraversion Personality in the Relationship Between Language Learning Motivation and the Communicative Competence of Students

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### ABSTRACT

This study aimed to determine the mediating role of an extraversion personality in the relationship between language learning motivation and communicative competence in the Filipino subject among Grade 10 students in public schools in Sta. Maria, Davao Occidental. A non-experimental descriptive-correlation design was employed in the research. Data were collected from 400 students using three questionnaires as research instruments. Findings revealed that the levels of Language Learning Motivation and Communicative Competence were very high, while Extraversion Personality was high. There was also a significant relationship between language learning motivation and extraversion personality, language learning motivation and communicative competence, and between language learning motivation and communicative competence. Moreover, it was discovered that extraversion personality partially mediated the relationship between language learning motivation and communicative competence. Thus, teachers are encouraged to consider students' communicative competence in senior high school by fostering meaningful language learning motivation and promoting extraversion personality traits.

### INTRODUCTION

One of the primary issues in the communicative competence of students is the lack of sufficient skills to effectively communicate in various contexts (Alamri, 2018). Studies indicate that students acquire limited knowledge from discussions or experiences, hindering deeper understanding and language use (Tursonovich, 2023). Additionally, the disparity between the native language and the language used in academic settings poses a significant challenge, resulting in low levels of linguistic competence (Akhmedova, 2022). While the native language is important, it often becomes a barrier to developing communicative competence as it is not actively used in broader contexts of interaction, leading to a lack of proficiency in more formal or complex language usage (Kakhramonovich, 2021).

Numerous studies show the important role of communicative competence in educational and professional contexts. Barrios and Jurado (2024) emphasized that the development of communicative competence enhances students' speaking and writing abilities for personal, academic, and professional growth. They argued that cognitive strategies are crucial for effective communication, especially in dynamic environments where the ability to adapt is required. Both studies highlight the importance of communicative competence as the foundation for success in various language demands (Rahman & Ahmed, 2021). More so, a high level of motivation accelerates language learning and usage in activities such as writing, speaking, and interacting. The right combination of motivation, clear goals, and active participation is key to developing students' communicative competence, which not only

enhances their language skills but also boosts their confidence to engage in various contexts and situations (Bakar *et al.*, 2019).

Consequently, extraversion and openness to experience are both associated with a high level of initiative in communication, which is a significant indicator of communicative competence (Khany & Neja, 2020). Extraverted students are more open to new experiences and are more motivated to use the language in real-life situations, thereby accelerating their learning and proficiency in the target language. In Fatima *et al.*, (2020), a high level of motivation enhances their confidence in communication, which, in turn, improves their communicative competence and adaptability to various language learning situations.

Similarly, Zhang and Xiao (2021) revealed that extraversion is directly linked to students' performance in language courses, with extraverted students displaying greater confidence in speaking and interacting in class. According to their research, students with high levels of extraversion are more willing to participate in discussions and activities, leading to a higher level of communicative competence. It can be posited that extraversion, combined with proper motivation, is crucial for the development of communicative skills and the personal growth of an individual in their language learning journey (Gill & Oberlander, 2019).

Furthermore, the extraverted personality of an individual cannot develop without experiences gained from linguistic concepts (Allen *et al.*, 2020). With this, communicative competence is one of the factors applied to the aspect of personality to uncover its unique communication style (Hassan *et al.*, 2019). In fact, communicative competence

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is one of the components through which an individual's extraversion personality gradually develops and evolves (Jibeen *et al.*, 2019; Akmaljonovna, 2020; Retnoningrum, 2023).

Studies often focus on the relationship between extraversion and communicative competence, paving the way for the development of various socially relevant skills (Soto *et al.*, 2024). Other research indicates that students' communicative competence is also linked to factors such as learning experiences and skill styles (Tamang & Oliva, 2023). However, a significant gap in current research lies in the insufficient examination of the impact of communicative competence on personality aspects and learning motivation. While much related literature highlights the effects of personality and motivation on communicative competence, very few studies explore how communicative competence directly impacts these two aspects.

There is a clear need for further studies to explore the potential bilateral relationship between communicative competence, personality styles, and motivation in language learning—areas that remain insufficiently addressed. The researcher is motivated to consider this study, especially since the Philippines, like other countries around the world, continues to advance in education, particularly in learning and teaching methods aimed at students. In this context, this research is conducted to examine the mediating effect of language learning motivation on the relationship between Grade 10 students' personality styles and their communicative competence in the Filipino subject.

#### Specifically, it addressed the following questions

1. To identify the level of students' extraversion personality in terms of connectivity, management, risk-taking, and social interaction;
2. To assess the level of their communicative competence in the aspects of linguistics (vocabulary and grammar), oral and written discourse, actional competence, sociocultural competence, and strategic competence;
3. To determine the level of students' motivation in language learning in the categories of general motivation, instrumental orientation, and integrative orientation;
4. To identify the significant relationships between language learning motivation and communicative competence, extraversion personality and language learning motivation, as well as the relationship between language learning motivation and communicative competence among students; and
5. To explore the mediating effect of extraversion personality on the relationship between language learning motivation and communicative competence in the Filipino subject.

#### In addition, the study tested the following hypotheses at a 0.05 level of significance

1. There is no significant relationship:

1.1 between extraversion personality and communicative competence;

1.2 between extraversion personality and language learning motivation, and

1.3 between language learning motivation and communicative competence.

2. Extraversion personality has no mediating effect on the relationship between language learning motivation and communicative competence in the Filipino language.

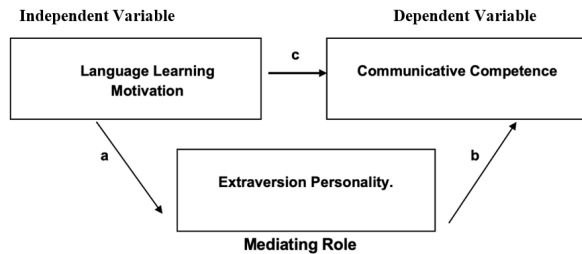
#### LITERATURE REVIEW

This study is grounded in the Traits Theory of Allport and Odbert (Spielman *et al.*, 2021), which suggests that an individual's extraversion personality style can influence their ability to communicate with others using linguistic knowledge gained from various experiences. These experiences may contribute to the development of an individual's linguistic competencies (Diener & Lucas, 2019). In this context, the extraversion personality becomes a factor in shaping language abilities, enabling meaningful application in various aspects.

This was supported by Eysenck's Theory (as cited in Tahang *et al.*, 2024) highlighting the connection between language learning motivation and extraversion style. It underscores the social, cultural, and historical dimensions of cognitive development, grounded on the social and cultural viewpoints of language acquisition. This approach emphasizes the transformation of linguistic information into meaningful insights applicable to collaborative activities necessitating varied communication skills (Revelle, 2020). Moreover, comprehending individual styles of personality is crucial for the successful design of activities that are engaging, receptive, and promote elevated levels of interest and involvement (Hsu, 2022). Tulası and Murthy (2022), using Hymes' model of communication competence, assert that the disparity between learnt and native languages may be reconciled through the cultivation of communicative competences derived from studied ideas. For instance, the capacity to read at an advanced cognitive level, write with accurate spelling, and participate in communication is contingent upon students' enthusiasm and drive in mastering the studied subjects (Quishpi Espinel, 2024). Consequently, motivation for learning enhances the efficacy of many communication abilities.

Figure 1 illustrates the Conceptual Framework used to explain the relationship among three variables: the dependent variable, the independent variable, and the mediating role. The dependent variable (path c) is the study's outcome, which, in this case, is the students' communicative competence. This is influenced by various factors, such as motivation and extraversion. On the other hand, the independent variable (path a) consists of factors that directly impact the dependent variable. Path a represents language learning motivation, while path b represents the extraversion personality. The framework shows that both motivation and extraversion have an effect on students' communicative competence.

Apart from the independent variable, the mediating role is significant in the framework. It represents the processes or other factors that strengthen or weaken the relationship between motivation and extraversion with communicative competence.



**Figure 1:** Conceptual Framework of the Study.

The opportunity for students to acquire knowledge and skills within the broad scope of a course or competency should focus on performance and participation, emphasizing the application of concepts that can be used in real-life contexts. This indicates that the capacity to produce or engage in analysis fosters possibilities that cultivate diverse talents in students by means of self-motivation (Morris, 2020). Furthermore, The capacity to generate novel processes or entities, comprehend their interrelations, and acquire knowledge with each executed activity yields effects such as heightened interest, self-engagement, and the attainment of significant ideas (Barrot *et al.*, 2021).

To elucidate the link between these factors, it is essential to investigate pertinent research that elucidate the function of extraversion in harmonizing motivation and communication competence among students. Through diverse learning motivations students acquire a broad spectrum of abilities, competences, and ideas, enabling them to articulate arguments and perspectives, as well as to establish organizations with shared objectives and strategic plans for future prospects. Students cultivate appreciation for their peers and foster an open mentality about many societal issues, both local and worldwide (Licorish *et al.*, 2018). Accordingly, effective students exhibit a substantial degree of acquired knowledge and are capable of executing activities, such as classroom processing which requires deeper understanding and inquiry about what should be applied to make the outcome more meaningful (Chung *et al.*, 2020).

Recent studies highlight the significance of motivation in language acquisition, including intrinsic and extrinsic factors. Chen and Zhang (2021) found that intrinsic motivation, characterized by the desire to learn driven by personal interest, results in enhanced language proficiency and increased satisfaction among students, whereas extrinsic motivation merely facilitates initial engagement but exerts minimal influence on long-term progress. Ushioda (2020) also promotes motivation-centered methodologies that emphasize personally significant events and substantial cultural material, since they have

shown the ability to enhance student involvement and effort in language acquisition. These findings together indicate that intrinsic motivation is crucial for successful and sustained language learning.

Conversely, multiple researchers affirm that many linguists and current investigations persist in delineating human communication competence. The phrases “communicative” and “competence” denote the capacity for successful communication (Qobilovna, 2023). Subsequent investigations indicated that possessing linguistic competence and using language effectively in speaking, writing, listening, and reading leads to substantial advancement (Kakhramonovich, 2021). Moreover, the model proposed by Canale and Swain (1980) characterizes the acquisition of competence as a dynamic process, whereby all competences related to communication are comprehended through how they are utilized (Hardy, 2019).

More so, Canale and Swain (1980) divided communicative competence into discourse, grammatical, actional, sociocultural, and strategic skills, emphasizing that each competence encompasses many dimensions of identity influenced by learned experiences. The categories were formulated and refined in Guebba’s (2021) model, wherein grammatical competence was redefined as linguistic competence, and sociocultural competence was transformed into sociolinguistic competence, as sociocultural competence is essential for the application of the source language in other categories (Munandar, 2020).

Furthermore, extraversion is seen as a communication skill that reflects passion for activities in each competence within the classroom. It has been identified as linked to feedback that promotes future advancement, collaboration with peers to stay receptive to modifications, and participation in activities with pleasure and enthusiasm, particularly in group settings (Kuijpers *et al.*, 2022). The existence of extraversion as a communication capacity is crucial; persons endowed with this trait tend to achieve favorable future results (Irikinivich & Izatullaevna, 2022). Language acquisition has become a crucial element in effectively achieving particular objectives relevant to various societal contexts and everyday requirements (Nguyen *et al.*, 2021).

The research has major value in a worldwide setting, notably in enhancing the communication skills of students in heterogeneous cultures. The results demonstrate the correlation between extraversion and motivation in language acquisition, enhancing language application across many life domains. This is pertinent to Sustainable Development Goal (SDG) 4, which seeks to guarantee inclusive education and the enhancement of communication skills for students. It may be used to develop educational programs aimed at improving students’ communication skills, hence facilitating their success at both local and global scales.

In addition, the study is advantageous for educators, learners, and prospective researchers. Teachers may

enhance their instructional tactics by comprehending the correlation between motivation and extraversion, therefore catering to the individual requirements of each student. This may provide students insights on improving their communication skills through appropriate motivation and active engagement. This may serve as a reference for future studies analyzing additional elements influencing language learning and communicative competence, perhaps leading to enhanced insights and novel frameworks in this field of study.

## MATERIALS AND METHODS

This section presents the methodology of the study, including the research respondents, research tools and instruments, and the study design and methods.

### Research Respondents

The respondents of the study were the 400 Grade 10 students from all disciplines in public schools, selected from a total population of 1,450 across the district. This included four public schools. To determine the sample size for each school, the Raosoft (2020) application was used, as it is the most appropriate and effective tool for identifying the sufficient sample size between continuous and categorical variables at all levels (Ojo, 2023). Data collection included four public schools: School A (156 respondents), School B (102 respondents), School C (82 respondents), and School D (60 respondents).

Consequently, Stratified Random Sampling was used to determine the number of respondents. This method was known to yield high credibility and high level of truthfulness in the data, providing a rich and comprehensive range of phenomena relevant to the study (Bhardwaj, 2019).

More so, inclusion criteria included all Grade 10 students from all disciplines in public schools within the Municipality of Sta. Maria, Davao Occidental, covering both the western and eastern districts. These students served as the respondents for this study, as Grade 10 is the final level of basic education. It was also the grade where students were proven to be ready to apply the knowledge acquired from various subjects. It was noted that the students in this grade level had diverse learning experiences that may have contributed to significant effects on other skills and served as the final stage for applying knowledge gained from elementary.

Likewise, for the exclusion criteria, students from other grade levels were not part of the study because, at this point, they were still discovering new concepts, engaging in modern activities, and adapting to new learning styles. Additionally, private schools were not involved due to their different systems of knowledge acquisition and processing, which may differ from the public school system.

Further, to ensure the welfare of the respondents, each participant voluntarily agreed to participate, with parental consent forms provided. Participants had the freedom to withdraw from answering the questionnaire at any time

without affecting their school performance or personal well-being. They were also informed about the study's purpose during an orientation to ensure they were aware of the necessary information.

All participants in the study were not forced and answered the questionnaire willingly. They volunteered their time and effort without any form of coercion. Their participation in the study did not lead to any loss of legal rights and freedoms. All data collected from the participants remained confidential, and the researcher valued the identity of each respondent. Refusals from participants were fully accepted, and there were no penalties for students who choose not to participate. The researcher ensured that the tools used for data collection were well-secured, and any data gathered remain confidential, with participants' identities respected.

### Research Instruments

The study utilized adapted questionnaires from various previous studies, developed by the researcher using the focus language. These questionnaires underwent extensive validation processes, including the correction of appropriate translations, effective contextualization of selected questions, and ensuring that the meaning of statements or questions was maintained as intended from previous studies. This was done to ensure that the responses of the respondents to the actual and final survey questions would be clear and meaningful. As the instruments were reviewed by five experts, an overall validation mean score of 4.60 was established with a Cronbach Alpha Coefficient score of 0.91 (extraversion personality), 0.88 (communicative competence), and 0.80 (language learning motivation), suggesting goodness to fit of the research instruments.

More so, the research instruments were divided into three parts: the 40-item extraversion personality questionnaire adapted from Lucas *et al.* (2020); the 24-item communicative competence questionnaire adapted from Juhász (2015); and the 15-item motivation for language learning questionnaire adapted from Nikitina and Don.

Furthermore, to measure the appropriate and reliable level of language learning motivation, communicative competence, and extraversion personality, a 5-point Likert scale was utilized as it was anchored between semantic differential pairs: "Strongly Agree" or "Strongly Disagree." The following scale was used: mean range between 4.20–5.00 with a descriptive level of "Very High," meaning it is always demonstrated; mean range between 3.40–4.19 with a "High" level, meaning it is often demonstrated; mean range between 2.50–3.39 with a "Moderate" level, meaning it is sometimes demonstrated; mean range between 1.80–2.59 with a "Low" level, meaning it is rarely demonstrated by the student; and mean range between 1.00–1.79 with a "Very Low" level, meaning it is never demonstrated in any aspect.

### Research Design and Methodology

A non-experimental, descriptive correlation research

design was used where the main objective was to systematically describe the existing phenomena as well as the resulting phenomena after thorough examination using various instruments for data collection subjected to quantification in analyzing the gathered data (Atmowardoyo *et al.*, 2021). More so, it focused if one variable has significant relationship with other variables, described through a careful process.

On another note, the study also explored the mediating variables related to other variables, where the mediator variable may alter the relationship between the independent and dependent variables. This means that the mediating variable has the potential to affect the relationship between the independent and dependent variables and neglecting the mediating variable may lead to a lack of clarity and relevance in the study (Mackinnon *et al.*, 2020). The study examined the mediating effect of extraversion personality between language learning motivation and communicative competence, which could affect student performance both inside and outside the classroom.

Seemingly, the researcher took several steps in conducting the study after the process of validating the questionnaires. First, the researcher sought formal permission from the Dean of the Professional School at the University of Mindanao, Davao City, to conduct the research. After obtaining permission from the Dean, the researcher notified the Superintendent of the Davao Occidental School Division and the principals of the public schools (304276, 404296, 316018, 304266) as well as the Public-School Division of the Western and Eastern districts.

Afterwards, the researcher considered the development of the research instrument. After receiving approval for the study, the researcher explained the research instrument and its purpose to the respondents using formal communication, such as online messages (e.g., messenger, Gmail, text), phone calls, and visits to their homes. The researcher clarified the procedures for completing the questionnaires and thoroughly explained each item to the respondents, ensuring the appropriateness of their responses and the expected results.

Further, the researcher distributed the questionnaires in a simultaneous manner. Respondents were expected to complete the questionnaires within 20 to 30 minutes. The completed questionnaires were collected immediately after respondents answered all items. Finally, after collecting the completed questionnaires, the researcher encoded the results into a spreadsheet format and thoroughly analyzed the data before performing statistical analysis. The results were interpreted, conclusions were drawn, and recommendations were formulated.

In addition, statistical tools used for gathering and analyzing the data were as follow:

**1. Mean and Standard Deviation.** These were used to determine the level of extraversion personality, communicative competence, and language learning motivation, which were appropriate for measuring how the scores are clustered and scattered.

**2. Pearson Product Moment Correlation.** This was used to identify the significant relationship between the three variables—extraversion personality, communicative competence, and language learning motivation which served as the statistical measure for the strength of the linear relationship between the paired data, typically using the letter “r”.

**3. Sobel Z Test.** This was used to determine the mediating effect of extraversion personality between language learning motivation and communicative competence.

The research was carried out in accordance with the ethical procedures and criteria established by the University of Mindanao’s review committee. Formal agreement was secured from the participants in the research, taking into account the suitability of the selected individuals and the potential dangers, including physical, psychological, and social aspects. The consent procedure underscored the significance of data processing and convinced participants of the voluntary nature of their involvement. Furthermore, participants were apprised of their ability to pose inquiries and to quit from the research at any moment without incurring penalties or repercussions. The researcher was diligent in addressing inquiries and elucidating the study particulars. Participants were also provided with copies of the established terms and conditions.

Notwithstanding, the study adhered to the guidelines set by the University Ethics Review Committee (UMERC), which reviewed the study to ensure the protection of both the researcher and the respondents. The process was successfully reviewed and assigned protocol number UMERC-2024-162, granting permission to proceed with data collection from the selected respondents.

## RESULTS AND DISCUSSION

This section contains the data from the conducted study, which is clarified and described to give the research its full significance.

### Language Learning Motivation

The level of motivation in language learning among public Grade 10 students was measured and interpreted using the mean score. Table 1 shown that the overall standard deviation of 0.50 and a mean score of 4.32 described as very high. The overall mean score is based on the results of the three indicators: effort (SD = 0.62,  $\bar{x}$  = 4.18) indicating high; instrumental (SD = 0.59,  $\bar{x}$  = 4.33) indicating very high; and integrative (SD = 0.54,  $\bar{x}$  = 4.46) indicating very high.

Based on the results, it indicates that students often experience motivation to learn the language. Accordingly, Grade 10 students strive to learn the language they want to master, understand everything taught by the teacher during class, voluntarily answer questions during open discussions, and participate in tasks requiring additional planning to develop innovative projects. This aligns with Sukri *et al.* (2021), which emphasizes that the cultivation

and augmentation of linguistic knowledge arise from participation in subject-related activities and using it for significant interactions with others. In this setting, many language concepts may be acquired at appropriate moments and used in various events and circumstances in life, both inside and outside the classroom.

**Table 1:** Level of Motivation Language Learning

Indicator	SD	Mean	Descriptive Level
Effort	0.62	4.18	High
Instrumental	0.59	4.33	Very High
Integrative	0.54	4.46	Very High
<b>Overall</b>	<b>0.50</b>	<b>4.32</b>	<b>Very High</b>

Additionally, the result corresponds with Labrague’s (2018) assertion on the use of integrative abilities in language acquisition, enhancing the significance of idea and knowledge exchange, hence fostering language

competency via consistent practice. Consequently, the obtained findings validate that students as well as teachers often use the integrative component as an incentive for language learning.

**Communicative Competence**

Based on Table 2, the overall standard deviation of 0.46 indicates that the communicative competence of the students is at a very high level. The mean score of 4.32 shows that the students’ responses are consistent. The highest indicators are vocabulary and written discourse, both with a standard deviation of 0.56 and mean scores of 4.50 and 4.55, respectively. This is followed by grammar (SD = 0.57,  $\bar{x}$  = 4.40), actional competence (SD = 0.60,  $\bar{x}$  = 4.36), and sociocultural competence (SD = 0.79,  $\bar{x}$  = 4.31) indicating slight variability in the responses. Despite the high level across all aspects, the lowest mean is observed in strategic competence (SD = 0.76,  $\bar{x}$  = 3.92) although this is still considered high.

**Table 2:** Level of Communicative Competence

Indicator	SD	Mean	Qualitative Description
Linguistic Competence -Vocabulary	0.56	4.50	Very High
Linguistic Competence- Grammar	0.57	4.40	Very High
Oral Discourse Competence	0.63	4.23	Very High
Written Discourse Competence	0.55	4.50	Very High
Actional Competence	0.60	4.36	Very High
Sociocultural Competence	0.79	4.31	Very High
Strategic Competence	0.76	4.92	High
<b>Overall</b>	<b>0.46</b>	<b>4.32</b>	<b>Very High</b>

The data reveal that the students exhibit a high competency in many language components, especially in vocabulary, grammar, and discourse; yet, there is potential for improvement in their strategic competence. The elevated standard deviation in sociocultural and strategic competence indicates significant heterogeneity in student answers, suggesting that individuals may encounter difficulties in settings necessitating adaptation in communication. This indicates that teachers might concentrate more on instructing strategies for communication that address difficulties in intricate communication scenarios (Meloncon, 2020; Chew & Cerbin, 2021; Dela Cruz *et al.*, 2024; Khouya, 2024).

Based on the results, which show a very high level of communicative competence among the students, this aligns with Ugwuanyi’s concept (2022), stating that an individual’s communicative competence awareness only increases when all aspects of linguistic ability are continuously developed and applied in various experiences. In this context, Grade 10 students clearly demonstrate strong proficiency in utilizing various communicative abilities, particularly in the Filipino language. More importantly, based on the viewpoint of Yow *et al.* (2018), this awareness provides a robust basis for language learning, facilitating more efficient language application in daily activities. This level of competence

enables students to explore diverse language topics by means of the active application of their abilities in varied circumstances. The findings indicate that the students’ knowledge extends beyond theoretical understanding to include actual language usage in daily contact (Schlepppegrell, 2020; Benonguil, 2022).

**Extraversion Personality**

Based on Table 3, the overall standard deviation is 0.58, and the mean score is 3.38, described as high. The mentioned overall mean score is based on the combined results of four indicators: connection (SD = 0.62,  $\bar{x}$  = 4.00 indicating high; management (SD = 0.72,  $\bar{x}$  = 3.86) indicating high; risk-taking (0.89,  $\bar{x}$  = 3.52) indicating high; and social interaction (SD = 0.58,  $\bar{x}$  = 4.05) indicating high.

**Table 3:** Level of Extraversion Personality

Indicator	SD	Mean	Qualitative Description
Connection	0.62	4.00	High
Management	0.72	3.86	High
Risk-taking	0.89	3.52	High
Social Interaction	0.55	4.05	High
<b>Overall</b>	<b>0.58</b>	<b>3.86</b>	<b>High</b>

These data show that students exhibit strong extraversion, particularly in their ability to engage socially and connect with others. The high level of social interaction and connectivity is significant as it suggests that students are more willing to collaborate and communicate with their peers, leading to improved communication within the classroom. However, the relatively lower level in risk-taking may indicate that some students are more cautious and hesitant to engage in unfamiliar situations, which could affect their ability to be creative or express ideas in riskier contexts.

This implication indicates that while students demonstrate proficiency in social interaction and relationship management, teachers may need to provide exercises that enhance their confidence in confronting novel and intricate circumstances. This would enable students to enhance their risk-taking skills, so increasing their confidence and proficiency in unknown or uncontrollable circumstances. It corresponds that they actively engaged in tasks, connecting with peers, and participating in enjoyable activities fosters personal growth (Shirazipour *et al.*, 2020; Kuijpers *et al.*, 2022; Ramzan *et al.*, 2023). Likewise, cultivating these attributes in students aligns

with Pasha's (2022) viewpoint that the willingness to confront any event indicates preparation for future challenges. Consequently, the students who served as respondents in the research often demonstrate a broad interest that corresponds with contemporary societal trends and temporal dynamics.

**Significant Relationship Between Language Learning Motivation and Communicative Competence in the Filipino Subject of Grade 10 Students**

In Table 4, the results are presented using Pearson's Product Moment Correlation analysis, which indicates that language learning motivation and communicative competence ( $r=0.769$ ,  $p < 0.05$ ) have a positive and significant relationship, suggesting that the null hypothesis should be rejected as there is a relationship between the two variables. It was further shown that language learning motivation according to effort ( $r=0.610$ ,  $p < 0.05$ ), instrumental ( $r=0.662$ ,  $p < 0.05$ ), and integrative ( $r=0.705$ ,  $p < 0.05$ ) also have a positive and significant relationship with the communicative competence of Grade 10 students.

**Table 4:** Significant Relationship Between Motivation in Language Learning and Communicative Competence in the Filipino Subject of Grade 10 Students

Motivation in Language Learning	Communicative Competence							
	Linguistic Competence-Vocabulary	Linguistic Competence-Grammar	Oral Discourse Competence	Written Discourse Competence	Actional Competence	Sociocultural Competence	Strategic Competence	Overall
Effort	.396** .000	.476** .000	.509** .000	.478** .000	.467** .000	.430** .000	.358** .000	.610** .000
Instrumental	.513** .000	.571** .000	.489** .000	.523** .000	.539** .000	.422** .000	.357** .000	.662** .000
Integrative	.565** .000	.621** .000	.542** .000	.578** .000	.555** .000	.468** .000	.315** .000	.705** .000
<b>Overall</b>	<b>.570** .000</b>	<b>.647** .000</b>	<b>.600** .000</b>	<b>.614** .000</b>	<b>.607** .000</b>	<b>.514** .000</b>	<b>.403** .000</b>	<b>.769** .000</b>

The association between language learning motivation and communicative competence is considerable, as shown by a likelihood value lower than the set threshold. This suggests that desire for language learning correlates positively with the student's communicative competence. This indicates that motivation has resulted in a favorable and advantageous impact, improving communicating skills. Consequently, motivation for language learning is linked to the communicative competencies of students, which were used in diverse activities that functioned as developmental instruments grounded on the knowledge acquired via the classroom teaching and learning process. Bakar *et al.* (2019) contend that the development of communication skills is attributable to heightened interest and self-engagement. This aligns with Allport and Odbert's Traits Theory (Diener & Lucas, 2019), which

posits that extraversion as a personality characteristic influences an individual's capacity to engage with others via language, using information acquired from diverse experiences that enhance various language abilities.

**Significant Relationship Between Language Learning Motivation and Extraversion Personality in the Filipino Subject of Grade 10 Students**

Table 5 presents the significant relationship between language learning motivation and extraversion personality in the Filipino subject of Grade 10 students through analysis using Pearson Product Moment Correlation. It was found that language learning motivation and extraversion personality ( $r = 0.452$ ,  $p < 0.05$ ) have a positive and significant relationship, indicating that the null hypothesis should be rejected because the two

variables are related. On the other hand, it was further shown that language learning motivation according to effort ( $r = 0.461, p < 0.05$ ), instrumental ( $r = 0.345, p <$

$0.05$ ), and integrative ( $r = 0.342, p < 0.05$ ) have a positive and significant relationship with the communicative competence of Grade 10 students.

**Table 5:** Significant Relationship Between Motivation in Language Learning and Extraversion Personality in the Filipino Subject of Grade 10 Students

Motivation in Language Learning	Extraversion Personality				
	Connection	Management	Risk-Taking	Social Interaction	Overall
Effort	.432** .000	.421** .000	.276** .000	.450** .000	.461** .000
Instrumental	.304** .000	.345** .000	.153** .000	.405** .000	.345** .000
Integrative	.348** .000	.318** .000	.166** .000	.357** .000	.342** .000
<b>Overall</b>	.426** .000	.427** .000	.236** .000	.476** .000	.452** .000

The link between language learning motivation and extraversion is considerable. This signifies that the two variables are interrelated. The likelihood value is below the predefined threshold, indicating a correlation between language learning desire and the extraversion personality of Grade 10 students.

The results are compatible with Gill and Oberlander’s (2019) assertion that the extraversion dimension of personality significantly correlates with language learning motivation. Every event that necessitates engagement to meet academic requirements not only enhances knowledge but also influences an individual’s personal development. Moreover, this is corroborated by Eysenck’s Theory about the social, cultural, and historical dimensions of an individual’s cognitive growth. This approach emphasizes that information acquired via language fosters the development of significant interpretations applicable in joint endeavors, including diverse communication competencies (Revelle, 2020).

**Significant Relationship Between Extraversion Personality and Communicative Competence in Filipino Subject of Grade 10 Students**

Table 6 presents the relationship between extraversion personality and communicative competence of the Grade 10 students using Pearson Product Moment Correlation in analyzing data. Findings revealed that extraversion

personality and communicative competence ( $r = 0.524, p < 0.05$ ) have a positive and significant relationship, indicating the rejection of the null hypothesis since the two variables are related. The analysis also revealed that the indicators: connectedness ( $r = 0.507, p < 0.05$ ), management ( $r = 0.461, p < 0.05$ ), risk-taking ( $r = 0.301, p < 0.05$ ), and social interaction ( $r = 0.535, p < 0.05$ ) all show a positive and significant relationship with each other.

According to the data collected from the respondents, there is a positive relationship between extraversion personality and communicative competence. The probability value is low compared to the reference level, meaning that each has a positive effect on the other. Result supports the idea of Jibeen *et al.*, (2019) that communicative competence is one of the components through which a person’s extraversion personality gradually develops and further expands its transformation.

Furthermore, the result aligns with the study of Tulasi and Murthy (2022) on Hymes’ (1971) model of communicative competence that the gap between the language being studied and the native language is controlled in the development of communicative abilities based on acquired knowledge using the concepts being studied. Therefore, having such a personality trait helps develop various communicative skills, as students effectively promote language concepts to apply the correct personality in their personal development.

**Table 6:** Significant Relationship Between Extraversion Personality and Communicative Competence in the Filipino Subject of Grade 10 Students

Extraversion Personality	Communicative Competence							
	Linguistic Competence-Vocabulary	Linguistic Competence-Grammar	Oral Discourse Competence	Written Discourse Competence	Actional Competence	Sociocultural Competence	Strategic Competence	Overall
Connection	.248** .000	.274** .000	.407** .000	.340** .000	.371** .000	.341** .000	.526** .000	.507** .000
Management	.252** .000	.259** .000	.417** .000	.306** .000	.284** .000	.305** .000	.471** .000	.461** .000
Risk, Taking	.102** .000	.120** .000	.275** .000	.160** .000	.138** .000	.216** .000	.434** .000	.301** .000
Social Interaction	.350** .000	.386** .000	.393** .000	.384** .000	.364** .000	.345** .000	.475** .000	.535** .000
<b>Overall</b>	<b>.268** .000</b>	<b>.293** .000</b>	<b>.439** .000</b>	<b>.341** .000</b>	<b>.328** .000</b>	<b>.352** .000</b>	<b>.571** .000</b>	<b>.524** .000</b>

**Mediation Analysis Based on the Combination of Variables**

The analysis of the mediating effect involves four steps for three variables as a mediator. Table 7 presents the steps categorized as Step 1 to Step 4. As shown, Step 1 presents the significant direct effect of communicative competence on language learning motivation. Step 2 shows that language learning motivation has a direct effect on extraversion personality, which serves as the mediating variable. Meanwhile, Step 3 presents the results of the analysis, suggesting that extraversion personality has an effect on communicative competence. Further analysis using Medgraph is necessary to determine the significance of the mediating effect because paths a, b, and c were found to be interrelated, as indicated by the Sobel z test. On the other hand, the mediation effect is complete only when the effect of the independent variable on the dependent variable shows no significant effect after the analysis. This implies that the mediating variable certainly has a mediating effect on all the variables in the study.

Furthermore, when the regression coefficient was found to have only a slight effect in the final step, the effect remained significant, though minimal. This suggests that language learning motivation may mediate the extraversion personality, while other factors are directly or indirectly influenced by factors outside the paradigm. Moreover, as observed in Step 4 (denoted as c'), the influence of language learning motivation on

communicative competence was seen to decrease after extraversion personality mediated the effect. Thus, a slight effect occurred, as it was found to be significant at  $p < 0.05$ .

The findings are in congruent with Revelle (2020) which suggests a relationship between language learning motivation and extraversion personality, highlighting the social, cultural, and historical aspects of human intellectual development. This development stems from the social and cultural perspectives of individuals and the knowledge gained through language, leading to the formation of meaningful insights that can be applied in collaborative work involving various communicative skills. Therefore, this affirms that the Grade 10 students who participated in the study understood the relationship between language, society, and culture as contributing factors to the development of academic performance.

Additionally, Diener and Lucas (2019) postulate that extraversion personality plays a role in shaping linguistic abilities. This, in turn, can lead to meaningful application in various aspects, such as interest and enthusiasm for learning different language concepts, using diverse experiences that may enhance various language skills an individual possesses.

**Mediating Effect based on the Combination of Language Learning Motivation, Extraversion Personality, and Communicative Competence**

The result of the Sobel test in Table 8 yielded a z-value of 5.45,  $p < 0.05$ . This indicates that the mediating effect is slight, as the original direct effect of language learning motivation on communicative ability was reduced with the addition of extraversion personality. The positive Sobel z value suggests that the inclusion of extraversion personality reduces the effect of motivation for learning on the communicative ability of the Grade 10 students.

**Table 7:** Mediation Analysis Based on the Combination of Variables \* $p < 0.05$

Step	Path	B	S.E.	Beta
1	c	.714	.030	.769**
2	a	.524	.052	.452**
3	b	.177	.027	.222**
4	c'	.621	.032	.669**

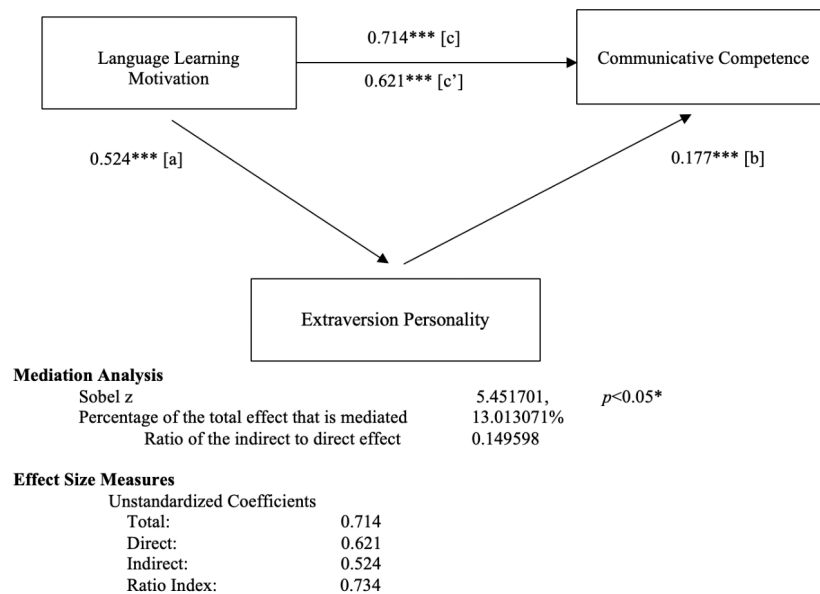
**Table 8:** Result of the statistics include in the mediation analysis (Mediating Effect) based on the combining of language learning motivation, extraversion personality, and communicative competence

Combination of Variables	Sobel z	p- value	Mediating Effect
language learning motivation-extraversion personality communicative competence	5.451701	<0.05	Partial

\* $p > 0.05$

Additionally, the assessed magnitude of the effect for the mediating effect was found between the three variables presented in the figure. The size of the effect refers to the level of impact of language learning motivation on communicative competence, which may be related to the indirect path. The total effect value of 0.714 is determined by the beta of language learning motivation toward communicative competence. The direct effect value of 0.621 is the beta of language learning motivation toward communicative competence in extraversion personality, as analyzed using regression. The indirect

effect value of 0.524 is derived from the original beta between language learning motivation and communicative competence, which now leads to extraversion personality in communicative competence ( $a \cdot b$ , where “a” refers to  $ESE \rightarrow IC$  and “b” relates to the path of  $IC \rightarrow ATC$ ). The indirect effect is divided by the total effect to obtain a ratio index; in this case, 0.524 divided by 0.714 equals 0.734. This confirms that 73.4% of the total effect of language learning motivation on communicative competence is through extraversion personality.



**Figure 2:** Medgraph showing the Variable in the study

The analysis of the mediating effect encompasses the relationships between communicative competence and language learning motivation, as well as the relationship between language learning motivation and the extraversion personality of Grade 10 students. The findings validated a substantial correlation between communicative competence and desire for language learning. This outcome centers on the research framework established by Mackinnon *et al.* (2020), which associates additional factors, suggesting that extraversion may influence the correlation between language learning motivation and communicative competence. The correlation between language learning motivation and communication competence clearly reflects the significance of extraversion personality. This indicates that extraversion is likely to affect the link between language learning motivation and communicative competence. Consequently, disregarding extraversion in personality

will result in inadequate learning results. The research established that extraversion personality mediates the relationship between language learning motivation and communication competence among Grade 10 students. However, the current study explains that communicative competence effectively links language learning motivation and extraversion personality in Grade 10 students. Furthermore, language learning motivation serves as the path for establishing a relationship between communicative competence and extraversion personality. On the other hand, the specific result of the mediating effect of language learning motivation indicates that communicative competence should not be replaced because it has a significant influence on the extraversion personality of Grade 10 students.

**CONCLUSIONS**

This part presents the conclusions derived to render the

results significant, considering the investigation.

High language learning motivation indicates that effective and proper methods of applying teachers' knowledge to students were considered, as well as communicative competence, which means each skill was directly demonstrated and developed through various styles of shaping using tasks and concept discovery to better understand the skills achieved through the appropriate application of guidelines and principles in various linguistic areas. The general extraversion personality is strong, indicating that each student has a unique personality type that allowed meaningful partnerships. Extraversion and language learning motivation are linked. This is consistent with social, cultural, and historical interpretations of human cognitive growth and language learning and the creation of relevant content for collaborative work using varied communication capacities.

A correlation exists between extraversion and student communicative competence. High cognitive level reading, correct spelling and writing, and communicative skills may boost student motivation. Extraversion affects Filipino language acquisition and communication. Communicative competence and language learning motivation affect extraversion. Teachers must emphasize pronunciation, spelling, and syntax accuracy and deepen language understanding to increase student involvement and communication.

To help students learn, Davao Occidental Division Office principals and leaders may evaluate teaching abilities and promote current language ideas via training, seminars, and teacher evaluations. The cumulative level of all extraversion personality characteristics was low due to low mean scores. The researcher advises continual classroom product evaluations like group work, portfolio construction, and inferring meaning from texts or literature, proposes to employ games, discussions, role-playing, and computer-based information retrieval to engage students. Since extraversion personality mediates the relationship between language learning motivation and communicative competence, school leaders may study current personality styles or other student personalities to improve areas that need attention, especially as language evolves with society.

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