COGNITIVE COMMUNICATION COMPETENCE AS A FUNCTION OF ADAPTABILITY AND APPREHENSION IN COMMUNICATION AMONG SENIOR HIGH SCHOOL STUDENTS

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Abstract:

This study determined to find out which domain of communicative adaptability and communication apprehension significantly predicts cognitive communication competence. A quantitative descriptive-predictive design was employed in this study. The research participants were 250 Grade 11 Senior High School students enrolled in English 1s – Oral Communication in Context at UM Digos Senior High School. The gathered data were analyzed and interpreted using the mean, standard deviation, Pearson-r, regression, and multiple linear regression. It was found that the SHS students have a high level of communicative adaptability, moderate communication apprehension, and a high level of cognitive communication competence. The study's findings revealed a significant relationship between communicative adaptability and cognitive communication competence. In contrast, communication apprehension was adversely related to cognitive communication competence. Through multiple linear regression, the findings corroborated the three domains of communicative adaptability and communication apprehension: social confirmation, appropriate, and apprehension in small groups, significantly predict cognitive communication competence. The findings obtained in this study suggest that English language teachers may employ strategies and activities, with various contexts among various individuals, as performance tasks. It will help students adapt to various communication contexts, lessen communication apprehension, and improve communication competence.

Keywords: education, communicative adaptability, communication apprehension cognitive communication competence, regression, multiple regression, Philippines

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1. Introduction

Cognitive communication competence is certainly one of the essential parts of language learning in the present era (Tamara, Setiyadi, & Nainggolan, 2017). More so, cognitive communication competence, according to Duran and Spitzberg (1995), is a combination of knowledge and understanding of communication and the ability to communicate. However, difficulties in cognitive communication competence continue to pose a challenge to language teachers and students (Lasala, 2014). In the Philippines, English is learned as a second language. Nevertheless, considering that the English language is the medium of instruction for almost all subjects and was taught at an earlier stage, several Filipino students are still not comfortable using the English language (Separa, Generales, & Medina, 2015).

Consequently, previously published works discussed the vital contribution of studying cognitive communication competence. Sandigan (2018) believed that the importance of the study of cognitive communication competence brought out the ideal that its structure was influenced by social and cultural factors in the home, the environment, and the school. More so, it was found that the students who had no or little training in classroom interaction developed into less English-proficient students. Hence, the study of Separa et al. (2015) provided significant findings agreeing that teachers must ensure that students would be able to communicate with other people using the universal language in varied contexts.

Furthermore, the findings implied that there are several factors in the level of cognitive communication competence of the students. Tamara et al. (2017) posited that if students believe in their competence in communication in the target language, their willingness to communicate in English might increase. However, the goal to have a cognitive communication competence in the target language tends to prompt a traumatic experience for some students. Communication apprehension or anxiety is one of the common problems in attaining a high cognitive communication competence. Additionally, students might struggle to adapt to various learning conditions, and it may positively or negatively affect their ability to perform in a classroom setting (Maguddayao, 2017; Petry, 2016).

As continuously observed in the school where the study is conducted, more students are not confident using English as a second language in Oral Communication in Context subject-specific. Even others uncomfortably introduce themselves. Some are timid in performing tasks, referring to developing their cognitive communication competence. In these regards, attaining the speaking learning competencies in developing students' cognitive communication competence is evident and relevant and a challenge to both language teachers and students. Therefore, the foundation of this cognitive communication competence study is to cross the gap on whether communication adaptability and communication apprehension are or are significant predictors. Lastly, the findings and conclusions of this study will aid in pedagogical development.

2. Literature Review

2.1 Communicative Adaptability

Communicative adaptability introduced the idea of one's ability to be flexible and adaptive to changing learning situations with varied learners from various cultures. Agreeably, communicative adaptability in a learning context is necessary for each ESL learner (Maguddayao, 2017). As defined by Duran (1992), communicative adaptability is the ability to determine an individual's socio-interpersonal adjusting to one's goals and behaviors in various interactions. An inventory of related articles and readings is laid out which resonates, compares, or contrasts the variable communicative adaptability.

A research considered an extensive conceivable event arising from the concept of communicative adaptability. The findings revealed that new mediational methods include changes in the communication options accessible to interaction participants. As a result, the research provided a variety of aims, genres, roles, connections, and dynamism of the interactions they create. Above important, users' adaptive reactions constantly evolving as they fight for attention in these new communication settings. In this sense, adaptability to new media have involved navigating through a pre-determined set of communication situations and distribution throughout many elements of one's life (Gill, 2017).

In research by Hendon, Powell, and Wimmer (2017), a substantial positive association between emotional intelligence and the communicative adaptability of information technology professionals was discovered. In the digital and technical world, employers need employees who can contribute to the business via technical capabilities and show their knowledge through positive emotional intelligence and communication effectiveness by adapting to varied communication contexts. As a result of this study's promising findings, information technology professionals have a significant link between emotional intelligence and communication adaptability, which has a beneficial impact on corporate cooperation and relationship development (Hendon et al., 2017).

Furthermore, the communicative adaptability scale was administered to 54 international students in Maguddayao's (2017) study, and the participants scored average adaptability. The average adaptability level of the participants necessitates field development and supervision of the elements for improvement. While it is true that a person's low adaptability can be attributed to a lack of opportunity rather than incompetence, strong adaptability cannot be attributed just to competence but also to a lack of chance. Similarly, Hullman (2018) defined communicative adaptability as the ability to notice socio-interpersonal interactions and shift one's behaviors and goals accordingly.

Moreover, there is a link between communication adaptability and communication apprehension, and self-esteem, according to a previous study. It has been concluded that the socially composed communicator decreases tension and fosters respect within a communicator encounter. Hence, communicative adaptability is indeed necessary (Maguddayao, 2017). Meanwhile, the study conducted by Rossignol, tested

communicative adaptability and the relationship of Patient-Family Centered Care to be correlated. It was proven to positively correlate with social experience, wit, and social confirmation. Participants excelled in other aspects of communicative adaptability, yet participants with low competence must require attention. Lastly, both agreed that the intervention program should take communicative adaptability into account.

Furthermore, Merkin and Ramadan's (2016) study revealed that Syrians had higher empathy, social confirmation, and observed general self-efficacy than Americans, who have higher social composure, friendships, non-verbal immediacy, and social self-efficacy. The study used a multivariate analysis of covariance to assess culture's influence on demographically similar student convenience samples, using covariate communicative adaptabilities such as social confirmation and social composure. Consequently, the findings revealed that Syrians have a high level of self-efficacy to succeed in international interaction. In contrast, Americans have communicative adaptability, which allows them to be sociable and have good contacts with Syrians.

On the other hand, a study found that the two aspects of communicative adaptability, social composure and articulation, are strongly linked with lessening intercultural communication anxiety (Sajampun & Charoensukmongkol, 2018). There were 333 Thai college students from Assumption University, one of Thailand's best private international institutions, partook in the study. The link between the variables was investigated using partial least squares regression. The study found that Thai students with good social composure and articulation had less anxiety and felt more at ease conversing in English with foreigners, especially foreign professors (Sajampun & Charoensukmongkol, 2018).

College students' assessments of their housemates' social poise, social experience, and articulation affected roommate satisfaction in the chapter on Communication Research Measures (Rubin, Palmgreen, & Sypher, 2020). It was also mentioned that social composure and social confirmation were linked to communication apprehension, social experience and social confirmation were linked to loneliness, and physically appealing people were more communicatively adaptive. Higher social experience, articulation, and social composure scores, on the other hand, were associated with participants' lack of shyness, whereas social confirmation and appropriate disclosure scores were associated with responsiveness (Wothington & Bodie, 2017).

Although the predictive validity of communicative adaptability was supported, the internal factor structure was not always confirmed. For example, Duran (1992) reported that the social composure items collapsed with social experience items for an adult population but remained separate for the student sample. Hullman (2018) reported that social experience items cross-loaded onto both social composure and social confirmation items for a student sample. Worhington and Bodie (2017) also reported that social experience items with social composure, produce a five-factor structure for a noncollege sample. The proposed factor structure is supported in most samples, but five dimensions are found for other samples. Studies using an adult sample are not as prolific

as those that have sampled college students, so comparison across sample types is not possible.

Similarly, the context of Vu (2019) sought to increase Vietnamese learners' language awareness by engaging with cultural and societal heterogeneity rather than abstract linguistic qualities. Furthermore, the report detailed a brief review of language education in Vietnam to identify current roadblocks that must be overcome. The research is based on a crucially traditional social and psychological pedagogies paradigm. It has been demonstrated that the development of social skills alone does not reflect well-rounded international communicative development (Vu, 2019). As a result of the research, learners' desire and willingness to improve their learning abilities, which affect academic achievement and communication flexibility, have shifted.

Additionally, the dimensions of communicative adaptability are social composure, social confirmation, social experience, appropriate disclosure, articulation, and wit. Social composure is the first component of communicative adaptability, and it assesses how relaxed one feels in social situations. Tension is one of the things that makes it difficult to stay calm. It refers to a person's stuttering and stammering while in the middle of a conversation (Maguddayao, 2017). Similarly, Sajampun and Charoensukmngkol (2018) agreed that social composure refers to a person's capacity to stay calm, collected, and composed in a social situation. Such calmness is essential for a person to confidently enter a new social scenario and engage in conversations with individuals they have never met before. Also, incorrect views of the social encounter are aided by social composure, which leads to a component engagement (Duran, 1992).

Second, social confirmation ensures that the other's projected social image is maintained. This criterion assesses one's respect for others. Self-disclosure or revelation must be done in a discrete manner. When one is denied the ability to confide in one's own personality, one must be handled appropriately. It suggests that you should never make fun of someone or expose one's characteristics if the person is not ready for it (Maguddayao, 2017). In the same context, social confirmation measures acknowledging the other's life or projected self-image (Sajampun & Charoensukmngkol, 2018). One aspect of adaptability, according to Duran (1992), is the desire to comply to demands of the physical, social, and relational setting. As a result, social confirmation assists in adapting to the relationship setting by recognizing and confirming one's partner's projected social image in any communication context.

The third dimension is social experience, which deals with affect and engagement in various social settings (Maguddayao, 2017). Furthermore, social experience assesses a person's desire for and experience with communicating in unexpected social situations (Sajampun & Charoensukmngkol, 2018). The experiences, according to Duran (1992), contribute to the development and refining of social communication repertoire. Individuals with such a repertoire can interact with different people in different social situations. Furthermore, recent advances in anthropological knowledge of emotional life as well as the interaction between language and social context have rendered many of the

assumptions that underpin structure-oriented linguistics viewpoints (Maguddayao, 2017).

More specifically, appropriate disclosure recognizes the need to self-disclose while remaining constrained by the social environment, as indicated by the other factors (Duran 256). According to Maguddayao (2017), appropriate disclosure is associated with feelings of liking, attraction, and intimacy, but inappropriate disclosure is associated with feelings of maladjustment. As a result, it does not produce feelings or like, attraction, or intimacy, but rather proper reciprocal disclosure does. Furthermore, appropriate disclosure assesses one's sensitivity to the other's cues as a guideline on how much to reveal (Sajampun & Charoensukmngkol, 2018). As a result, sensitivity to the amount of social interchange intimacy was evaluated.

Articulation is the fifth dimension, which deals with the perception and production of spoken sounds (Maguddayao, 2017). Proper articulation is crucial because it conveys that words with different speech sounds have multiple interpretations. Furthermore, Sajampun and Charoensukmngkol (2018) considered articulation to be the exposition of ideas socially suitable manner. In addition, it increases the communication flexibility construct by increasing the integrity of message exchange. According to Duran (1992), articulation was designed to evaluate a person's ability to communicate his or her views. Lastly, a person's level of satisfaction with word choice, pronunciation, and grammatical structure was determined through articulation.

The final dimension is wit, which assesses a person's ability to be amusing and employ humor to defuse social tension. Social tension is frequently formed in novel social circumstances, and wit is a healthy way of dealing with the nervousness caused by a social encounter (Duran, 1992; Sajampun & Charoensukmngkol, 2018). Hence, wit can help someone deal with an embarrassing situation. Wit is the capacity to vocally recognize unease in a social context due to inconsistencies in the physical, social, and relational environment. As a result, wit serves as a coping tool in tough social situations (Duran, 1992).

In terms of social composure, social confirmation, social experience, appropriate disclosure, and wit, communicative adaptability examines the capacity to identify socio-interpersonal interactions and change one's interaction objectives and behaviors accordingly (Duran, 1992). The capacity to recognize and adapt to the demands made by varied communication situations; the necessity for both cognitive and behavioral skills, as well as the ability to adapt; and the notion that communicative competence perceptions reside in the dyad; are all key features of communicative adaptability (Maguddayao, 2017). Indeed, every ESL learner must develop communicative adaptability in a learning environment as a vital skill.

2.2 Communication Apprehension

A developed civilization is defined by its ability to communicate. Despite the need for communication, many people find an interpersonal connection source of immense fear and dread. Schools responsible for teaching academic material and life skills must

establish strategies for managing and resolving communication anxiety. James McCroskey, the father of communication apprehension and a prominent researcher, first described communication apprehension as an individual's level of fear or anxiety connected with actual or projected communication with another person or individuals. In general, communication apprehension is critical (Aeni, Jabu, Rahman, & Strid, 2017; Bowman, 2018; Munz & Colvin, 2018).

More so, Aeni et al. (2017) claimed that communication apprehension is a person's anxiety or concern about communicating orally. Their study recognized that everyone experiences anxiety or uneasiness during oral communication and that this may either hurt or aid communication. Communication apprehension has also been found as a crucial element that restricts an individual's readiness to communicate his or her capacity to acquire practical communication skills. Individuals with a high communication apprehension expect unpleasant sensations and consequences from communication and will either avoid it if feasible or suffer from various nervous experiences (Amiri & Puteh, 2018; Arquero, Fernandez-Polvillo, Hasall, & Joyce, 2017).

Furthermore, communication apprehension is grounded on McCroskey's Communication Apprehension Theory, which emphasizes the avoidance or non-participation in communication and eventual withdrawal from communication due to poor communication skills. Besides, it may be defined as a general inability to interact or avoid participation in communication contexts or circumstances due to fear and anxiety. A person's level of oral communication apprehension might also be high, medium, or low. Small groups, meetings, dyads or conversations, and public speaking are all communication contexts where an individual's level of apprehension might be expressed (Cristobal & Lasaten, 2018; Jalleh, Mahfoodh, & Singh, 2021).

In small groups discussions, the participants use language to communicate orally or discuss some issues. The communication abilities and knowledge of the participants in this communication situation may differ. The size of a small group varies depending on the situation; three to fifteen participants can participate in a small group. Members of a small group conversation who participate effectively acquire a greater understanding and memory of the topics and concerns discussed. It is also an excellent environment for creativity since it encourages group members to develop new ideas. As a result, second language learners can assist learners in improving their communication abilities and increasing their self-confidence (Jalleh et al., 2021; Padilla, Dagdag, Roxas, & Perez, 2016). On the other hand, a meeting is an oral communication situation in which individuals gather to discuss a problem, issue, or topic. Meetings have long been seen as valuable and necessary instruments in spoken communication. Second language learners can interact face-to-face with other students and enhance oral communication skills through activities comparable to meeting contexts. Meanwhile, a conversation is one of the most fundamental since it allows individuals to share their thoughts, opinions, and ideas while also receiving them. Learners may confront various challenges and feelings of trepidation in this communication context, particularly in face-to-face spontaneous speaking (Jalleh et al., 2021; Padilla et al., 2016).

As a result, scaffolding is required for second language learners to generate meaning based on their excellent knowledge of the other participants in the conversation. On the other hand, communication in a dyad is the exchange of messages between two people who alternately perform the sender, speaker, receiver, and listener roles. It can be spoken or written, oral or written, face-to-face or computerized. Additionally, dyadic communication might take the form of a chat, dialog, or interview. Lastly, public speaking is an oral communication technique in which a speaker discusses his or her views with a large audience. Learners in second language environments should be taught how to give good public speeches so that they are motivated to be communicatively competent (Jalleh et al., 2021; Padilla et al., 2016).

All four communication contexts can be stressful for English language learners. Due to the relevance of these four communication contexts, several studies in second language circumstances have explored students' communication apprehension and discovered noteworthy conclusions. Because they are in distinct circumstances, Abu Taha and Abu Rezeq (2017) pointed out that the apprehension may occur in a small group but not in public speaking. However, Aeni et al. (2017) revealed that fear of public speaking is widespread among high school and college students. As a result, between 25% and 85% of people are nervous when they have to speak in front of a group. As a result, public speaking is thought to be the most prevalent.

Additionally, students in the high apprehension category had more indicator than students in the moderate and low apprehension categories (Aeni et al., 2017). To back this argument up, the findings of a study revealed that, despite years of lecturing or giving presentations, doctorate students' communication apprehension while talking with an assessment panel in a small group setting is inescapable. As a result, the study revealed that even foreign PhD students are willing to communicate their issues and communication difficulties with their examination panel, but only in a one-on-one or dyadic communication setting, in a private and caring atmosphere (Amiri & Puteh, 2018). Indeed, students were nervous about the academic presentation, and various reasons may have exacerbated their fear of public speaking. A study indicated that students with higher communication apprehension chose vocational education, whereas those with lesser communication apprehension selected universities for further education. It was shown that more apprehensive students prefer science degrees, which are thought to need fewer communication skills. Unquestionably, fearful students may be avoiding a path that has far-reaching consequences for their professional future because of the apparent communication level necessary (Arquero et al., 2017).

Unfortunately, concern about communicating can lead to poor academic performance, feelings of loneliness or social isolation, and reduced overall quality of life in the classroom. In addition, individuals' communication apprehension levels may impact the overall character of their interpersonal connections. Individuals with a high level of communication apprehension cannot communicate successfully. They are less likely to be welcomed as a member of a task-oriented group since others perceive them as remote and incommunicative. As a result, between 30 and 40 percent of people have

high levels of communication apprehension. (Bowman, 2018; Bragg, 2017; Arquero et al., 2017).

Meanwhile, the research of Campero-Oliart, Lovelace, and Levitan (2020) revealed that persons with communication apprehension had a lack of self-esteem as a nurturing trait. College students completed questionnaires that examined their communication apprehension and self-esteem in general and specific contexts. There is a significant relationship between general communication apprehension and self-esteem in linear regression. All settings of communication apprehension are strongly associated with self-esteem in bivariate correlations, with the small group context being the most closely related and the meeting context being the least closely related. However, it showed that acute communication apprehension would affect self-esteem.

Although correlational findings do not imply causality, communication-apprehensive individuals could still focus on improving their communication competence as it could help inhibit their apprehension and could positively impact their self-esteem. For this reason, it has been recommended that there should be opened channels for students who want to strengthen their English skills and allow them to practice their English. It indicated, further, that communication apprehension was the main problem for the students, which was caused by not frequent usage in English in daily life resulting in nervous feelings when speaking in a second language (Campero-Oliart et al., 2020; Chentez, Felicilda, & Tabañag, 2019).

Specific activities, such as role-playing games, cited by Chentez et al. (2019), increase English usage familiarity. While in the other field, a study by Hussin and Makmur (2021) revealed that the marketing undergraduates had moderate levels of communication apprehension. The moderate level indicates that students are pretty equipped to communicate in the job world after graduating. They are expected to impress employers yet. On the contrary, the majority of Japanese EFL international students apprehensive about spoken communication. It revealed that the two communication contexts, group discussions and conversation, have the highest levels of apprehension.

In addition, a review of self-reported communication apprehension scores revealed that at-risk students reported more significant than normal levels of communication apprehension before mentoring. On the other hand, mentoring at-risk students resulted in statistically substantially decreased levels of communication apprehension. A research found that having a relationship with classmates in their classrooms enhanced some students' anxiety. When students knew and had a relationship with their peers, they felt challenged in their identity more. Speakers were afraid that other students would think less of them if they made this threat (Munz & Colvin, 2018; Jones & Procopio, 2017).

Aside from that, teachers' confessions of personal communication apprehension in a public speaking classroom are also valuable to students in managing their public speaking anxiety (Meluch, Feehan, & Starcher, 2019). Participants thought teachers who shared personal communication apprehensions with their classes were more competent than those who did not. According to open-ended replies, students perceive supportive

instructors who share their own experiences with communication apprehension as a significant resource for students as they work to overcome their fears of public speaking. A phenomenon of communication apprehension among Croatian university-level students in a foreign language classroom context was explored in Molnar and Crnjak's (2018) study. According to the findings, the year of study is not a significant predictor of communication apprehension. Furthermore, no differences in communication apprehension were discovered between undergraduate and graduate students. However, it was shown that after high school, grades in English impacted communication apprehension. As a result, experts have looked at teaching practices that might help students manage their communication anxiety, particularly when it comes to public speaking (Meluch et al., 2019).

Furthermore, the possibilities for expanding one's understanding of the link between communication apprehension and other elements are limitless and overwhelming. Munz and Colvin (2018), for example, discovered that students' express concerns about their public speaking abilities, writing and outlining skills, audience analysis, argumentation skills, and cultural identification. It was noted that students were apprehensive about the topic and their knowledge and ability to develop the issue into a speech adequately (Munz & Colvin, 2018; Petry, 2016). Conversely, Rimkeeratikul (2018) suggested that their communication apprehension in the interpersonal category in the native language was higher than that in the second language.

Some findings were predicted to improve the students' comprehension in an executive program by English language teachers, improving the teaching and learning process (Rimkeeratikul, 2018). On the other hand, the study of Portillo provided critical and current information in its applicability to the field of communication. The results revealed that students reported having higher levels of apprehension for face-to-face context questions than for questions related to social networking sites. Portillo added that the ability to minimize face-to-face communication apprehension might need to start with minimizing time spent using social networking sites. Punyanunt-Carter, Cruz, and Wrench (2018), on the other hand, found a correlation between communication apprehension and social media use and addiction.

Subekti (2020) also discovered that self-perceived communication competence might predict 23% of communication apprehension. The findings recommended that teachers give as many learning opportunities as possible in a fun learning environment to raise students' perceptions of their skill and confidence in speaking English. In a similar study, Thomas, Noordin, and Francis (2016) found that intrapersonal is a significant predictor of communication apprehension levels. Language instructors must include emotional intelligence in the language curriculum to improve learners' confidence in using the second language.

To sum it up, James McCroskey first described communication apprehension, the father of communication apprehension and a prominent researcher on the subject, as an individual's level of anxiety is connected with either actual or expected communication with another person or individuals (Petry, 2016). Furthermore, this variable is based on

McCroskey's Communication Apprehension Theory, which emphasizes avoidance or non-participation in communication and eventual withdrawal from communication due to poor communication skills. A person's level of oral communication apprehension might also be high, medium, or low. Small groups, meetings, dyads or discussions, and public speaking are all examples of communication scenarios where an individual's degree of fear might be expressed (Cristobal & Lasaten, 2018; Jalleh et al., 2021). Therefore, communication apprehension plays a crucial role in second language learning.

2.3 Cognitive Communication Competence

A collection of proactive and reflective mental actions has been termed cognitive communication competence. Dell Hymes, a well-known sociolinguist, created the term. Cognitive communication competence is a conjunction of communication knowledge and communication skills. Hymes also includes social rules and norms in the communicative competence framework because competent communicators must learn to modify their communications to the rules and norms of the society to which they belong to communicate effectively and correctly (Duran & Spitzberg, 1995; Limpornpugdee, Janz, & Richardson, 2009).

Furthermore, cognitively competent people observe social interaction during a discussion and consider potential conversation topics before the meeting and evaluate their performance after then. Hence, cognitive communication competence requires predicting potentially influential contextual circumstances, watching how the conversation unfolds, and reflecting on one's performance in order to eliminate ineffective communication strategies. As a result, cognitive communication competence is a cyclical process that leads to continuous progress in one's social communication repertoire (Duran & Spitzberg, 1995).

More so, a significant negative association was identified in the correlation analysis of personal accounts of public speaking anxiety and communication competence. According to regression analysis, social media support, online video viewing, self-esteem, and personal reports of public speaking anxiety all exhibited predictive potential in terms of communication competence. These findings indicate strong links between communication competence and social and cognitive characteristics (Cheek, 2019).

Communication competence was found to be an antecedent of mindfulness and self-compassion in the study. Furthermore, self-compassion was a key mediator in the favorable association between communication competence and job satisfaction. Meanwhile, communication competence is part of a specialist's general cultural competence that provides its owner with the skills and abilities of professional communication on the Internet, based on language skills and communication rules through computer and mobile applications; the ability to configure the network space for solving professional problems; and the ability to self-regulate thinking and behavior through commercials (Salazar, 2022; Zotov, 2019).

Further, there are five components of cognitive communication competence: planning, modeling, presence, reflection, and consequence cognitions. Duran and Spitzberg (1995) provided the definitions of the five components of communication competence. The anticipation, mental rehearsal, and monitoring of conversation topics are reflected in planning cognitions. Our executive functions include planning, which is a fundamental cognitive talent. It may also be described as the capacity to plan ahead or mentally predict the best approach to complete a job or achieve a certain goal (Algren & Eichhorn, 2007). The mental process enables us to select the activities required to achieve a goal, determine the optimal sequence, assign each task to the appropriate cognitive resources, and devise a strategy (Gray & DiLoreto, 2016).

The function of planning abilities in converting intents into physical activity via planning cognitions was investigated and assessed in research. Skills were linked to intent, planning cognitions, and subsequent physical activity. Students who indicated high skill levels were more likely to follow through on their goals and make plans (Algren and Eichhorn 79). Finally, having more skills enhances the possibility that students will be able to transform their objectives into plans effectively. Physical exercise should be promoted in improving planning cognitions. Students may be better able to act on their objectives and engage in physical exercise if they have planned cognitions (Algren & Eichhorn, 2007; Cao, Schuz, Xie, & Lippke, 2013).

Modeling cognition demonstrates an understanding of contextual variables that inform interaction choices – in addition, modeling cognitions approximation to human cognitive processes for comprehension and prediction. It generally studies people, watching who is talking with whom when entering an unfamiliar situation (Duran, 1992). Algren and Eichhorn also cited that modeling cognitions deal with the ability to use contextual variables. Meanwhile, the awareness of how others are reacting to dialogue or interaction is reflected in presence cognitions. It also refers to how members of the community of inquiry might generate meaning via ongoing conversation in any given arrangement (Algren & Eichhorn 2007; Mcdowell, 2000).

People practice cognitive presence by putting their attention into our heads and being there in our minds. Doing so attracts the sensitive energy of thought and cognition into our minds (Kihlstrom & Park, 2018). Reflection cognitions, on the other hand, are founded on the process of reflecting on one's performance in order to better one's self-representation (Limpornpugdee et al., 2009). According to Duran and Spitzberg (1995), reflective cognition aims to grasp a speaker's notion and then return the thought to the speaker to validate that it has been understood correctly. Moreover, Algren and Eichhorn stressed that reflective cognitions provide an assessment of the encounter and ways to use that experience for future communication interactions.

Further, it allows the speaker to attend to their thoughts and concentrate on what they say and feel. Demonstrating to the speaker that they are attempting to perceive the world as they see it and that the listener is doing their best to understand their messages encourages them to continue speaking (Sydner, 1979). The final component is consequence cognitions, which demonstrate a general understanding of and concern for

the outcomes of one's communication performance. It considers how others could interpret what is being said as well as the consequences of communication (Spitzberg, 1995).

In addition, the Duran and Spitzberg (1995) test was utilized to evaluate cognitive communication competence. The measure taps into the following mental processes: predicting environmental circumstances that impact one' communicative actions; recognizing the repercussions of one's communication choices; immediate and continuing reflection on one's communication choices (Limpornpugdee et al., 2009). Furthermore, cognitive communication competence is defined as a person's capacity to consider communication settings before, during, and after social encounters (Duran & Spitzberg, 1995). It also includes an evaluation of one's overall social performance. According to Duran (1992), sensitivity to situational signals and the capacity to adjust one's self-presentation are two of the most significant characteristics of self-monitoring.

Both abilities, as mentioned earlier, entail self-reflection, which is an essential component of cognitive communication competence (Duran, 1992). In addition, a body of literature has accumulated to support the cognitive communication construct and assess the cycle model of communication cognitions, which supports the development and refining of a successful social repertoire (Duran & Spitzberg, 1995). Male public relations managers had considerably more vital cognitive communication skills than male public relations technicians, according to Algren and Eichhorn's study. The notion that female public relations managers have higher cognitive communication abilities than female public relations specialists has been debunked. Finally, female technicians have better cognitive communication skills than their male counterparts. It finds that practical communication skills are unquestionably necessary.

Furthermore, the study's findings provided quantifiable evidence that something other than a lack of communication skills is preventing women from ascending the ranks (Algren & Eichhorn, 2007). With such, cognitive communication competence could still be improved. Since, cognitive communication competence of the students both in speaking and skills was acceptable, based on the findings of Lasala (2014). Cheek also urged people to think about some essential aspects of how communication is received and taught. Furthermore, the types of speeches that are taught may need to be changed to incorporate routes of communication that allow for the incorporation of more complicated concepts about what a public is.

As a result, out of the five categories of communicative competence cognitions studied by Limpornpugdee et al. (2009), modeling cognition was the only significant mediator of the connection between user engagement and information quality. According to this conclusion, it is reasonable to suppose that a user's capacity to communicate while assessing the scenario and their conversational partners when they first enter the situation has a positive influence on the user's engagement with information quality. It implies that a user capable of appraising the communication context, including the others involved, would be able to convey his or her requests successfully.

Furthermore, the student comprehends how to effectively deliver their needs so that others can completely understand (Limpornpugdee et al., 2009). The idea of cognitive communication competence is the communicator's comprehensive grasp and correct use of a language in a particular situation. This information assists the communicator in determining what to convey and how, when, and where to communicate (Ernst-Slavit & Egbert, 2020). Communicatively competent individuals adapt and display acceptable actions in addition to their cognitive and behavioral abilities. Knowledge (cognitive capacity) expressed through appropriate behavioral skills to respond to a particular circumstance is required for communication competency (Salleh, 2007).

To summarize, Dell Hymes, a well-known sociolinguist, invented the phrase cognitive communication competence, which was defined as a set of proactive and reflective mental actions. Furthermore, cognitive communication competence is characterized as a person's capacity to think about communication contexts before, during, and after social interactions (Duran & Spitzberg, 1995). The five components of communication competence are planning, modeling, presence, reflection, and consequence cognitions. To communicate effectively and appropriately, competent communicators must learn to adjust their messages to the rules and conventions of the society to which they belong. As a result, according to Duran, adaptability is the most important trait and a commonly acknowledged component of communication competence.

2.4 Correlation between Measures

The related literature supports that communicative adaptability and communication apprehension impact the students' cognitive communication competence. The concept of cognitive communication competence is the communicator's complete understanding and proper use of a language in a specific context. This information assists the communicator in determining what to convey as well as how, when, and where to communicate (Ernst-Slavit & Egbert, 2020). Communicatively competent individuals adapt and display acceptable actions in addition to their cognitive and behavioral abilities. Communication competence necessitates knowledge, cognitive capacity, and adaptation to a particular circumstance, as evidenced by appropriate behavioral skills (Salleh, 2007).

Furthermore, according to Duran (1992), adaptability is an essential trait and appears to be a widely acknowledged component of communication competence. Furthermore, a favorable association between communicative adaptability and cognitive communication competency would positively impact relationship development and organizational collaboration (Hendon et al., 2017). In fact, communicative adaptability in a learning context is an essential skill for all ESL students (Maguddayao, 2017). Moreover, Maguddayao (2017) demonstrated a relationship between communicative adaptability, communication apprehension, and communication competence. It has been concluded

that the socially composed communicator decreases tension and fosters respect within a communicator encounter. Hence, communicative adaptive is an imperative.

On the other hand, communication anxiety has been recognized as a crucial component that restricts an individual's motivation to communicate his or her capacity to build good communication skills (Amiri & Puteh, 2018). Being communicatively competent is also a factor. Individuals with a high communication apprehension expect bad sensations and consequences from communication and will either avoid it if feasible or suffer from a variety of anxious feelings prior to, during, and after conversing (Arquero et al., 2017). As a result, Subekti (2020) believed that teachers should give as many learning opportunities as possible in a fun learning atmosphere to improve students' perceptions of their abilities and build their confidence in speaking English.

In summary, the works of literature presented by various authors give value to the present study as it examined and analyzed how communicative adaptability and communication apprehension predict cognitive communication competence. Moreover, these comprehensive discussions give important views of how students' cognitive communication competence is affected by adaptability and apprehension in communication. Finally, the researcher is motivated to address the statement of the problem and prove or disprove the hypotheses presented in this study.

3. Material and Methods

A quantitative, descriptive-predictive research design was used in this study. Quantitative research is a method for studying the connection between variables to evaluate objective ideas (Creswell, 2022). Likewise, Apuke (2017) posited that quantitative research design is the technique and measurements that deal with quantifying and analyzing variables to get results. More so, non-experimental design is a quantitative research that does not involve experiments in data collection. Survey research was also used to gather data from a sample group (Asenahabi, 2019). Hence, using scientific methods for data collection and analysis makes generalization possible.

Moreover, descriptive research involved fact-finding with a correct interpretation which likely referred to problems in society. Indeed, it addressed communal procedures and specific scenarios, including connections, activities, attitudes, viewpoints, continuous processes, and the repercussions of a phenomenon (Nassaji, 2015). The researcher focused on students as competent communicators who need to be adaptive to the rules and norms in the society they belong to communicate effectively. With such, descriptive research benefits cognitive communication competence to accommodate the conceptualization as it might be affected by the students' communication adaptability and apprehension.

Further, the study utilized predictive correlation using multiple linear regression analysis. Predictive research is employed because it gives information on the amount to which a criteria behavior pattern may be anticipated, data for developing a theory, and proof of predictive validity (Jenkins, 2015). In addition, a correlation between variables

indicated that as one variable changes in values, the other variable/variables tend/tends to change in a specific direction (Frost, 2019). Following that, multiple linear regression was utilized to analyze the data for the study, which describes the relationship between a group of independent variables and a categorical dependent variable (Choosing the Correct Type of Regression Analysis).

Lastly, the dimensions of cognitive communication competence as a function of adaptability and apprehension in communication among SHS students were measured. The study analyzed whether or not the two independent variables: communicative adaptability includes social composure, social confirmation, social experience, appropriate disclosure, articulation, and wit; and communication apprehension includes group discussion, meetings, interpersonal, and public speaking; will significantly predict students' cognitive communication competence in terms of planning, modeling, presence, reflection, and consequence. Hence, the chosen research design is indeed suitable for this study.

The research participants of this study were Grade 11 senior high school students who were enrolled in English 1s – Oral Communication in Context subject. In the academic year 2020-2021, there were 313 Grade 11 senior high school students. In computing using Slovin's Formula, 176 were identified as the sample size from the overall population. However, a minimum of 200 participants of sample size were required for a master's thesis. Hence, the whole population was required to participate as a statistician per instruction in the data gathering. Nevertheless, only 80% or 250 participants of the population participated in the data gathering. According to Jenkins (2015), the general rule is to be as large as possible to increase the representativeness of the sample.

On top of that, the selection of the participants was drawn out through the probability sampling method. It means that every member of the population has a chance of being selected (McCombes, 2019). Specifically, the participants were selected through simple random sampling wherein the law of chance was allowed to operate freely in the selection. Moreover, the participants in the research locale were randomly chosen using number generators. More so, all individuals in the population had an equal chance of being chosen (McCombes, 2019). Muneer et al. likely agreed that each subject member would have an equal probability of being chosen.

Lastly, this study was participated by randomly selected Grade 11 senior high school students of UMDC during the third week of November 2020. For the inclusion criteria, only grade 11 senior high school students enrolled in ENG 1s were included in this study. At the same time, Grade 11 senior high school students who were not enrolled in ENG 1S subject were excluded from this study. Participants in this study were not forced or obligated to answer all questions if they were uncomfortable with the questions posed in the questionnaire. Participants had the option to withdraw from the study at any time.

The researcher used three adopted standard questionnaires to quantify which dimensions of communicative adaptability and communication apprehension

significantly predict cognitive communication competence. The researcher used the Communicative Adaptability Scale (CAS) to determine the communicative adaptability level of grade 11 senior high school students. Duran (1992) designed this questionnaire to assess the ability to perceive socio-interpersonal relationships and adapt one's interaction goals and behaviors accordingly, in terms of social composure, social confirmation, social experience, appropriate disclosure, and wit. The instrument contained 30-items statements related to students' general style in communication in social situations. The items were rated using a 5-point Likert scale ranging from always true to never true of me.

Meanwhile, the research instrument for communication apprehension was adopted from James McCroskey's Personal Report Communication Apprehension (PRCA-24), designed to measure overall anxiety in four specific communication contexts: interpersonal/dyadic, small group, meeting/large group, and public speaking. The PRCA could help students personally assess how nervous they could get to communicating and how they could provide a foundation for developing strategies for managing it (Watson, 1990). The PRCA comprises 24 statements concerning feelings about communication with other people. The scoring scheme shown below would be utilized to get the sub-scores and overall scores of the students.

Furthermore, according to this instrument, adding all four sub-scores would determine the overall communication apprehension scores ranging between 24-120. Scores of 24-50 indicated that students had a low level of communication apprehension, 51-80 indicated that students had a moderate communication apprehension, and 81-120 indicated that students had a high level of communication apprehension (Cristobal & Lasaten, 2018). However, in this study, the items were rated using a 5-point Likert scale ranging from strongly agree to disagree.

The cognitive communication competence scale (CCCS) was developed by Duran and Spitzberg (1995). It was used by the researcher to intendedly test the components of communication competence; planning, modeling, presence, reflection, and consequence cognitions. The instrument consisted of 22 statements concerning the extent to which students apply the cognitions when they interact with other people. Also, this study used the 5-point Likert scale, where the scales ranged from one as never true of me to five as always true of me.

Lastly, the research instruments were validated by a group of experts and rated with a mean score of 4.94, which is very good. Also, the researcher followed all the corrections, knowledgeable advice, and experts' suggestions to provide the respondents with a better understanding of the questionnaire. Further, the instrument went through pilot testing and was analyzed via Cronbach's Alpha. Consequently, communicative adaptability had an alpha result of 0.866, which was verbally described as good. At the same time, cognitive communication competence resulted in 0.930, described as excellent.

Nevertheless, communication apprehension had an alpha result of 0.520, described as questionable. As a result, due to the alpha result of the communication

apprehension, the researcher took a scholarly recommendation from the expert statistician to benefit the instrument's reliability. Re-administering the communication apprehension instrument alone to another group of respondents was conducted as proposed. Thus, reliability was proven in the latter pre-testing procedure with an alpha result of 0.801, which was verbally described as good.

In collecting the data, simple random sampling and organized data collection tools were utilized in quantitative research to fit diverse experiences into preset answer categories that were straightforward to describe, compare, and generalize. First, the research had identified the scope of the study and had the research-validated by experts. In the data gathering process, the researcher sought approval from the Professional School's research office to conduct the study. After that, the researcher wrote a formal letter addressed to the UMDC Principal's Office to inform the nature of how students would answer the questionnaire as well as the responsibilities of the researcher throughout the entire data collection.

Consequently, the gathering of responses supposed to be in traditional paper and pen as planned. However, as COVID 19 exposed and had affected individuals on an intimate level, regardless of profession, the conduct of data gathering was not exempt. As a result, an online platform was utilized in the data gathering procedure following government ordinances and health safety protocols. It would serve as an alternative research instrument used in the study, given that it had similar features as the questionnaires validated by the experts. Thus, the research instrument was encoded in an online data collection platform named Google Forms under the website https://www.docs.google.com/forms.

In addition, the study aimed for at least 250 respondents selected using simple random sampling. Selected respondents were emailed a pre-filled survey link on the third week of August 2021. They were asked to honestly answer the survey questionnaire based on their cognitive communication competence due to adaptability and apprehension in communication. After collating the responses, the researcher forwarded the raw results of the responses to the University statistician for statistical validation and treatment. Lastly, the interpretation of data was completed.

Finally, the statistical tools were used for more comprehensive interpretation and analysis of the data are mean, standard deviation, Pearson r, regression, and multiple linear regression. Mean and standard deviation were used to determine the students' cognitive communication competence, communicative adaptability, and communication apprehension. Then, Pearson r was used as a measure for determining the relationship between two quantitative variables and the degree to which they coincide - that is, the amount to which two variables are linearly connected, with changes in one variable corresponding to changes in the other (Ali & Bhaskar, 2016). Lastly, regression and multiple linear regression were utilized to determine how a dependent or criterion variable interacts with a slew of independent or predictor variables.

4. Results and Discussion

In this chapter, the researcher presents the findings of the data gathered from the respondents, which include: (1) the extent of communicative adaptability among senior high school students; (2) the level of communication apprehension of senior high school students; (3) the level of cognitive communication competence of senior high students; (4) the correlation matrix of communicative adaptability and cognitive communication competence of senior high school students; (5) the correlation matrix of communication apprehension and cognitive communication competence of senior high school students; and (6) the multiple linear regression results showing the influence of the indicators communicative adaptability and communication apprehension on overall cognitive communication competence of senior high school students.

Shown in Table 1 is the extent of communicative adaptability among senior high school students of UM Digos College. It was found that the students have a high level of communicative adaptability, which obtained an overall mean of 3.46 (SD=0.506). It indicates that the students can often be adaptive to one's interaction, goals, and behaviors. Among all the indicators, social experience ($\bar{x}$=3.36; SD=0.870) and wit ($\bar{x}$=3.19; SD=0.810) were verbally described as moderate. It means that students sometimes make jokes in intense situations. Thereby, students occasionally believe that people think that they are witty. Despite that, students are active members of a variety of social groups and enjoy mingling with a wide of people.

Table 1: Communicative adaptability

Indicators	Mean	SD	Descriptive Level
Social composure	3.43	.678	High
Social confirmation	3.90	.971	High
Social experience	3.36	.870	Moderate
Appropriate disclosure	3.43	.768	High
Articulation	3.44	.803	High
Wit	3.19	.810	Moderate
Overall	3.46	.506	High

Furthermore, social confirmation obtained the highest mean score of 3.90 (SD=0.971) and was verbally described as high. It shows that the students often make others feel good and important, generally supportive of other people when communicating. Additionally, students expressed a high level of social composure ($\bar{x}$=3.43; SD=0.678). It signifies that students often feel nervous in social situations and get stressed when talking with others. Appropriate disclosure ($\bar{x}$=3.43; SD=0.768) and articulation ($\bar{x}$=3.44; SD=0.803) were both verbally described as high. It denotes that students are often aware of how intimate their disclosures are. It further indicates that students are usually aware of their problems with grammar, appropriate use of verb tense, and mispronounced words.

Shown in Table 2 is the level of communication apprehension of senior high school students of UM Digos College. It was presented that senior high school students' communication apprehension was verbally described as moderate, which obtained an overall mean of 3.23 (SD=0.392). it means that fear or anxiety associated with real or anticipated communication with another person or persons is evident by the students at times.

Apprehension in dyads got the lowest mean of 3.19 (SD=0.457). It was agreed upon that students moderately feel calm and relaxed in a conversation with a new acquaintance so often. All of its indicators were also verbally described as moderate. In which apprehension in small groups obtained the highest mean of 3.26 (SD=0.469). It denotes that apprehension is evident in this context, and students are occasionally calm, relaxed, and comfortable participating in small group discussions.

Table 2: Communication Apprehension

Indicators	Mean	SD	Descriptive Level
Apprehension in small groups	3.26	.469	Moderate
Apprehension in meetings	3.25	.467	Moderate
Apprehension in dyads	3.19	.457	Moderate
Apprehension in public speaking	3.21	.464	Moderate
Overall	3.23	.392	Moderate

Apprehension in meetings got a mean score of 3.25 (SD=0.467) accordingly. It shows that students are sometimes afraid to express their selves at meetings. Meanwhile, apprehension in public speaking obtained a mean score of 3.21 (SD=0.464). It means that students have a fear of giving a speech at times.

Illustrated in Table 3 is the level of cognitive communication competence of senior high school students of UM Digos College. The students got a high level of cognitive communication competence, which obtained an overall mean of 3.26 (SD=0.469), verbally described as high. It denotes that the students have a high level of knowledge regarding communication and are skilled in communicating with others.

Moreover, all of its indicators were also verbally described as high. In which planning cognitions obtained the highest means of 3.26 (SD=0.469) and is followed by modeling cognitions which got a mean score of 3.25 (SD=0.467). Before a conversation, students consider what people may be discussing about and what they will say. When students enter into a new situation, students are aware of people's interests and watch who is talking to whom.

Table 3: Cognitive communication competence

Indicators	Mean	SD	Descriptive Level
Planning cognitions	3.26	.469	High
Modeling cognitions	3.25	.467	High
Presence cognitions	3.19	.457	High
Reflection cognitions	3.21	.464	High

Consequence cognitions	3.23	.392	High
Overall	3.26	.469	High

Meanwhile, consequence cognitions obtained a mean score of 3.23 (SD=0.392). It implies that students consider how their words might be perceived and interpreted by others. Reflection cognitions got a mean score of 3.21 (SD=0.464). It suggests that following a conversation, students consider what other people thought of them. Lastly, presence cognitions got the lowest mean of 3.19 (SD=0.457). It denotes that the students that the students are aware of a topic going nowhere and pay attention to how others react to what they say.

Presented in Table 4 is correlation matrix of communicative adaptability and cognitive communication competence of senior high school students. Overall communicative adaptability positively and significantly correlated with overall cognitive communication competence (r=0.636, p<0.05). It implies that as student's level of communicative adaptability increases, cognitive communication competence also increases.

Moreover, four of the indicators of communicative adaptability also positively and significantly correlated with overall cognitive communication competence; social confirmation (r=0.752, p<0.05), social experience (r=0.590, p<0.05), appropriate disclosure (r=0.652, p<0.05), and wit (r=0.192, p<0.05). However, the indicators of communicative adaptability, namely: social composure (r=0.052; p>0.05) and articulation (r=-0.001; p>0.05), did not significantly correlate to overall cognitive communication competence. More so, social composure is positively but not significantly correlated, while articulation is negatively and not significantly correlated, to cognitive communication competence. On the other hand, overall communicative adaptability positively and significantly correlated to the indicators of cognitive communication competence; planning (r=0.604, p<0.05), modelling (r=0.598, p<0.05), presence (r=0.626, p<0.05), reflection (r=0.546, p<0.05), and consequence (r=0.586, p<0.05).

In addition, presented in Table 4 is the relationship between the indicators of communicative adaptability and the indicators of cognitive communication competence. Social composure positively but not significantly correlated to the indicators of cognitive communication competence which are: planning (r=0.037, p>0.05), presence (r=0.019, p>0.05), reflection (r=0.063, p>0.05), and consequence (r==0.129, p>0.05). While social composure negatively and did not significantly correlate to the indicator of cognitive communication competence, which is modeling (r=-0.015, p>0.05).

Table 4: Correlation matrix of communicative adaptability and
cognitive communication competence of senior high school students

Communicative Adaptability	Cognitive Communication Competence					Overall
	Planning	Modelling	Presence	Reflection	Consequence	
Social composure	.037	-.015	.019	.063	.129*	.052
	(.557)	(.816)	(.759)	(.320)	(.042)	(.415)
Social confirmation	.706**	.681**	.722**	.692**	.692**	.752**
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)
Social experience	.528**	.626**	.612**	.483**	.504**	.590**
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)
Appropriate disclosure	.582**	.657**	.654**	.554**	.589**	.652**
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)
Articulation	.030	-.053	.001	-.004	.016	-.001
	(.636)	(.401)	(.991)	(.954)	(.796)	(.982)
Wit	.239**	.197**	.189**	.125*	.145*	.192**
	(.000)	(.002)	(.003)	(.048)	(.021)	(.002)
Overall	.604**	.598**	.626**	.546**	.586**	.636**
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)

** $p < 0.01$

Moreover, social confirmation positively and significantly correlated to the indicators of cognitive communication competence; planning (r=0.706, p<0.05), modelling (r=0.681, p<0.05), presence (r=0.722, p<0.05), reflection (r=0.692, p<0.05), and consequence (r=0.692, p<0.05). Also, social experience positively and significantly correlated to the indicators of cognitive communication competence; planning (r=0.528, p<0.05), modelling (r=0.626, p<0.05), presence (r=0.612, p<0.05), reflection (r=0.483, p<0.05), and consequence (r=0.504, p<0.05).

Furthermore, appropriate disclosure positively and significantly correlated to the indicators of cognitive communication competence namely planning (r=0.582, p<0.05), modelling (r=0.657, p<0.05), presence (r=0.654, p<0.05) reflection (r=0.554, p<0.05), and consequence (r=0.589, p<0.05). On the other hand, articulation positively but did not significantly correlate to the indicators of cognitive communication competence; planning (r=0.030, p>0.05), presence (r=0.001, p>0.05), and consequence (r=0.016, p>0.05). While, articulation negatively and did not significantly correlate to the indicators of cognitive communication competence which are modelling (r=-0.053, p>0.05) and reflection (r=-0.004, p>0.05).

Lastly, wit positively and significantly correlated to planning (r=0.239, p<0.05), modelling (r=0.197, p<0.05), and presence (r=0.189, p<0.05). Conversely, wit positively but not significantly correlated to reflection (r=0.125, p>0.05) and consequence (r=0.145, p>0.05).

Shown in Table 5 is the correlation matrix of communication apprehension and cognitive communication competence of senior high school students. Based on the matrix, overall communication apprehension negatively but significantly correlated with overall cognitive communication competence (r=-0.306, p<0.05). It implies that as the

student's communication apprehension decreases, cognitive communication planning (r=-0.271, p<0.05), modelling (r=-0.313, p<0.05), presence (r=-0.330, p<0.05), reflection (r=-0.246, p<0.05), and consequence r=-0.269, p<0.05).

Table 5: Correlation matrix of communication apprehension and cognitive communication competence of senior high school students

Communicative Adaptability	Cognitive Communication Competence					Overall
	Planning	Modelling	Presence	Reflection	Consequence	
Apprehension in small groups	-.405**	-.400**	-.436**	-.348**	-.339**	-.414**
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)
Apprehension in meetings	.166**	.123	.119	.136*	.099	.139*
	(.008)	(.051)	(.059)	(.032)	(.118)	(.028)
Apprehension in dyads	-.298**	-.334**	-.323**	-.277**	-.245**	-.317**
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)
Apprehension in public speaking	-.300**	-.331**	-.347**	-.266**	-.323**	-.336**
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)
Overall	-.271**	-.313**	-.330**	-.246**	-.269**	-.306**
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)

** p<0.01

In addition, presented in Table 5 is the negative but significant relationship of the communication apprehension indicators; apprehension in small groups (r=-0.414, p<0.05), apprehension in dyads (r=-0.317, p<0.05), apprehension in public speaking (r=-0.336, p<0.05); with overall cognitive communication competence. In comparison, the apprehension in meetings positively but not significantly correlated with overall cognitive communication competence.

Moreover, illustrated in the same table is the relationship of the indicators of communication apprehension and cognitive communication competence. Apprehension in small groups negatively but significantly correlated with the indicators of cognitive communication competence; planning (r=- 0.405, p<0.05), modelling (r=-0.400, p<0.05), presence (r=-0.436, p<0.05), reflection (r=-0.348, p<0.05), and consequence (r=-0.339, p<0.05).

On the other hand, apprehension in meeting positively but not significantly correlated with the indicators of cognitive communication competence of cognitive communication competence; planning (r=0.166, p>0.05), modelling (r=0.123, p>0.05), presence (r=0.119, p>0.05), reflection (r=0.136, p>0.05), and consequence (r=0.099, p>0.05). Furthermore, apprehension in dyads negatively but significantly correlated with the indicators of cognitive communication competence; planning (r=-0.298, p<0.05), modelling (r=-0.334, p<0.05), presence (r=-0.323, p<0.05), reflection (r=-0.277, p<0.05), and consequence (r=-0.245, p<0.05).

Lastly, apprehension in public speaking negatively but significantly correlated with the indicators of cognitive communication competence; planning (r=-0.300, p<0.05), modelling (r=-0.331, p<0.05), presence (r=- 0.347, p<0.05), reflection (r=-0.266, p<0.05), and

consequence (r=-0.323, p<0.05). Hence, the relationship among the following indicators are inverse.

A hierarchical multiple linear regression was used to determine the degree of contribution or influence of communicative adaptability and communication apprehension and which indicators of these variables are significant predictors of overall cognitive communication competence of senior high school students.

Shown in Table 6 are three models which considered three steps of the hierarchical modeling performed. The first step included the entry of the indicators of communicative adaptability. Then, the second step included the entry of the indicators of communication apprehension. The third step included both communicative adaptability and communication apprehension indicators.

Table 6: Multiple linear regression results showing the influence of the
indicators of communicative adaptability and communication apprehension
on overall cognitive communication competence of senior high school students

Regressors	B	S.E.	β	t	p-value
Model 1					
(Constant)	.828	.260		3.190	.002
Social composure	-.062	.061	-.049	-1.021	.308
Social confirmation	.485	.056	.545	8.642	.000**
Social experience	.072	.060	.072	1.193	.234
Appropriate disclosure	.259	.067	.230	3.896	.000**
Articulation	-.007	.052	-.007	-.136	.892
Wit	.040	.048	.037	.825	.410
$F(6, 244) = 62.74$, p<0.05 $R^2 = 0.607$ $\Delta R^2 = 0.597$					
Model 2					
(Constant)	5.706	.441		12.931	.000
Apprehension in small groups	-.558	.141	-.303	-3.967	.000**
Apprehension in meetings	.152	.076	.115	2.015	.045*
Apprehension in dyads	-.111	.144	-.059	-.772	.441
Apprehension in public speaking	-.221	.143	-.118	-1.549	.123
$F(4, 246) = 15.354$, p<0.05 $R^2 = 0.200$ $\Delta R^2 = 0.187$					
Model 3					
(Constant)	2.771	.570		4.865	.000
Social composure	-.121	.061	-.095	-1.968	.050
Social confirmation	.479	.056	.538	8.627	.000**
Social experience	-.007	.062	-.007	-.108	.914
Appropriate disclosure	.231	.068	.206	3.422	.001**
Articulation	-.084	.054	-.078	-1.554	.121
Wit	.051	.049	.048	1.045	.297
Apprehension in small groups	-.261	.104	-.142	-2.518	.012*
Apprehension in meetings	.034	.055	.026	.609	.543
Apprehension in dyads	-.048	.101	-.025	-.473	.636

Apprehension in public speaking	-.139	.102	-.074	-1.355	.177
$F(10, 240) = 41.587$, $p<0.05$					
$R^2 = 0.634$					
$\Delta R^2 = 0.619$					

In Model 1, communicative adaptability is entered as regressors. Only two of the six indicators were found to influence overall cognitive communication competence significantly, which are social confirmation (B=0.485, t=8.642, p<0.05) and appropriate disclosure (B=0.259, t=3.896, p<0.05). The six indicators of communicative adaptability have a combined variance explained of $R^2=0.597$. It means that 59.7 % of the variation of the dependent variable is explained by the six indicators mentioned.

In Model 2, with communication apprehension entered as regressors, only two of the four indicators were found to influence overall cognitive communication competence significantly: apprehension in small groups (B=-0.558, t=- 3.967, p<0.05) and apprehension in meetings (B=0.152, t=2.015), p<0.05). The six indicators of communication apprehension have a combined variance of $R^2=0.187$, which means that the six indicators explain 18.7% of the variation of the dependent variable.

Lastly, in Model 3, with communicative adaptability and communication apprehension entered as regressors, only three of the ten indicators were found to influence overall cognitive communication competence significantly: social confirmation (B=-0.479, t=8.627, p<0.05), appropriate disclosure (B=-0.231, t=3.422, p<0.05), and apprehension in small groups (B=-0.261, t=-2.518, p<0.05). The regressors in Model 3 have a combined variance explained of $R^2=0.619$. It means that 61.9% of the variation of the dependent variable is explained by the ten regressors entered in the model.

5. Recommendations

The overall level of communicative adaptability was derived from the high level of all indicators, which means that the conditions associated with communicative adaptability, in terms of social composure, social confirmation, appropriate disclosure, and articulation, are observed often. Since there was a high level of communicative adaptability, it is believed that the students had experiences where they developed and refined their social communication competence. The communication experiences had significantly affected and improved their communication competence. Hence, secondary English language teachers may involve communication repertoire, with various social contexts with various individuals, as performance tasks, for English language learners to interact with. Using the English language in performances will help students adapt to various communication contexts, thus improving their communication competence.

Meanwhile, the moderate level of communication apprehension shows that the condition associated with communication apprehension, in terms of apprehension in small groups, meetings, dyads, and public speaking, is observed sometimes. Though communication apprehension is just observed sometimes, it still plays a important

function in second language learning. The use of educational practices aimed at assisting students in managing and reducing their communication apprehension. are highly encouraged. For instance, second language teachers may use the Personal Report of Communication Apprehension of McCroskey to attest each student's level of communication apprehension before assigning any communication activities. Teachers may know their students well and attest to what context they would struggle. For this reason, teachers could provide a variety of communication contexts in which students can perform with ease.

On the other hand, the level of cognitive communication competence in all indicators is high, which means that the condition associated with cognitive communication competence is observed frequently. As a result of the positive outcome, teachers may continue to provide activities to students that allow them to be cognitively competent. Hence, it would enable students to not just observe social interaction in an encounter, but also to consider prospective conversation subjects prior to the encounter and to evaluate their performance thereafter.

Furthermore, the results revealed that communicative adaptability has a positive, significant relationship with cognitive communication competence. Adaptability is, indeed, the most important element of communication competence, and it appears to be a universally agreed component. Giving activities to students that would result in positive implications for relationship building and organizational teamwork is greatly recommended. It will assist students in developing the ability to be adaptable and flexible in the face of changing learning situations with a varied group of students from various cultures.

Finally, the findings revealed that communication apprehension inversely relates to cognitive communication competence. To decrease apprehension and foster respect within a communication encounter is essential in a composed communicator. So, teaching practices that help students control their communication apprehension are strongly recommended. Lastly, only three of the ten indicators of communicative adaptability and communication apprehension, which are social confirmation, appropriate disclosure, and apprehension in small groups, significantly influenced cognitive communication competence. Further studies may be conducted to explore possible explanatory variables that can predict cognitive communication competence.

6. Conclusion

This academic inquiry revealed a high level of communicative adaptability, including social composure, social confirmation, appropriate disclosure, and articulation. In comparison, the overall communication apprehension is moderate, with a moderate level of apprehension in small groups, apprehension in meetings, apprehension in dyads, and apprehension in public speaking. Meanwhile, overall cognitive communication competence, including planning, modeling, presence, reflection, and consequence cognitions, is high.

Moreover, there is a significant relationship between communicative adaptability and cognitive communication competence. At the same time, communication apprehension was adversely connected with cognitive communication competence. Hence, to some extent, there is an inverse link between communication apprehension and cognitive communication competence.

Meanwhile, the overall communicative adaptability and communication apprehension significantly influence cognitive communication competence. In the singular capacities, only three of the ten indicators, social confirmation, appropriate disclosure, and apprehension in small groups, significantly influenced overall cognitive communication competence. As a result, the findings denote that increased communicative adaptability will increase cognitive communication competence. On the contrary, increased communication apprehension will decrease cognitive communication competence.

Therefore, the findings confirmed the Sociocultural Theory of Cognitive Development of Lev Vygotsky, which was proposed in 1934. Vygotsky believed that learning took place as a result of encounters with people in our communities (Weiner 119). Moreover, the ideal of Vygotsky denotes that through collaborative dialogues with more knowledgeable members of society, children develop their cultural values, beliefs, and problem-solving techniques. As a result, the findings of this study conform to the Sociocultural Theory of Cognitive Development, which agreed that the interaction of students through various communication activities would increase students' cognitive communication competence.

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