

Learning Purposive Communication: Experiences of Teacher Education Students in a Private Higher Education Institution

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Abstract — The study determined the experience of teacher education students in a private higher education institution in learning Purposive Communication. It made use of descriptive survey method of research. The main data gathering instrument was a questionnaire with checklist and semi-structured interview questions.

In general, three major variables were used in the analysis of experiences of teacher education students in Purposive Communication subject. Each variable emerged 1-2 themes. Getting ready to learn the subject was themed into two: leading the group and visual aids preparation. Leading the group was mentioned by two participants while visual aids preparation was mentioned by three participants. Engaging in class discussions and group work was themed into two: class engagement and participation in academic activities which was evident in the responses of four participants and attitude toward collaboration, which was evident in the responses of three participants. Putting knowledge into practice was themed into one: development of personal and social competencies which was evident in the responses of three participants.

Challenges encountered by Teacher Education students in learning Purposive Communication Subject was themed into two: limited access to resources and connectivity and challenges in academic skills and confidence, which was evident in the responses of seven participants. Across all major categories of communication within the Purposive Communication subject, teacher education students consistently perceive themselves as "less competent," with an overall average weighted mean of 2.17. Teacher education students "less often" employ the listed strategies to improve their academic performance in the Purposive Communication subject, with

an overall average weighted mean of 2.75. The study recommended that Purposive Communication instruction should adopt a holistic approach that proactively addressed visual creation, collaborative engagement, personal and, social competencies, teacher Education students should study hard in order to improve their competency in learning Purposive Communication subject, strong internet connectivity should be provided and trainings on improving academic skills and confidence should be conducted, and teacher education students should employ various strategies to improve their academic performance in the Purposive Communication subject.

Keywords: Purposive communication, experiences, teacher education students

I. INTRODUCTION

Commission on Higher Education, created by virtue of Republic Act No. 7722 on May 18, 1994 is tasked to monitor and evaluate the programs offered by higher education institutions. CHED Memorandum Order (CMO) No. 59, s. 1996, entitled “New General Education Curriculum” emphasizes the minimum requirements for the Mandatory General Education Curriculum (GEC) of tertiary courses of study leading to an initial bachelor’s degree covering four (4) curriculum years, 9 units of which come from English and 6 units from Literature.

However with the advent of Republic Act No. 10533 entitled “An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes”, known as the “Enhanced Basic Education Act of 2013” which was signed into law on May 15, 2013, additional 2 years has been added in high school which is known as “Senior High School”. Hence, there was a need to revise the General Education Curriculum because there are subjects in tertiary education which are already offered in the senior high school. This gave birth to CHED Memorandum Order No. 20. s. 2013 entitled “General Education Curriculum: Holistic understandings, Intellectual and Civic Competencies” which was issued on June 28, 2013.

Under the new CMO, the General Education Curriculum was reduced to a minimum of 36 units distributed as follows: 24 units of core courses, 9 units of elective courses, and 3 units on the

life and works of Rizal. Only one subject (3 units) is intended for an English subject called the “Purposive Communication”. Its focus is on writing, speaking, and presenting to different audiences and for various purposes. The five skills of communication (listening, speaking, reading, writing, and viewing) are studied and simulated in advanced academic settings such as conversing intelligently on a subject of import, reporting on group work and/or assignments, writing and delivering a formal speech, writing minutes of meetings and similar documents, preparing a research or technical paper, and making an audio-visual or web-based presentation.

CMO No. 20. s. 2013 further discussed that “in the process, the criteria for effective communication are discussed and used as the basis of peer evaluation of communication exercises in the class as well as for judging communication techniques used by public officials, educators, industry leaders, churches, and private individuals. The purpose of these combined activities is to enable the students to practice strategies of communication with a clear purpose and audience in mind, guided by the criteria of effective communication and the appropriate language”.

According to Asio, J. M., Mendoza, K. J., & Soriano, I. (2022), higher education institutions produce competitive graduates, industry benefits from the availability of trained and qualified labor, and students profit from the implementation of the updated general education curriculum in terms of employability. This will happen if students will focus on their studies and give more time to improve their academic performance. The researcher personally experienced how students face challenges in studying the Purposive Communication subject. Aside from speaking, they also undergo the rigorous and tedious process of conducting researches, plus the fact that they need to emerge themselves in honing their educational technology skills since some of the topics concern the application of their educational technology skills. As a result, only very few students are able to attain high academic performance in this subject as only thirteen (13%) of them got a grade of 1.75 and higher.

The researcher, being the Dean of the College of Teacher Education and the same time a faculty teaching Purposive Communication subject would like to know deeper the experiences of Teacher Education students in learning the subject, hence this study. It is hoped that this study will pave the way to improving the academic performance of the students, particularly in Purposive Communication subject.

Statement of the Problem

The study focuses on the Learning Purposive Communication: An Experience of Teacher Education Students in a Private Higher Education Institution. Further, this study aims to answer the following questions:

1. What are the experiences of Teacher Education students in Purposive Communication in terms of:
 - 1.1.A getting ready to learn the subject,
 - 1.1.B engaging in class discussions and group work, and
 - 1.1.C putting knowledge into practice?
2. What are the challenges encountered by Teacher Education students in learning Purposive Communication subject?
3. What is the level of competency of Teacher Education students in learning Purposive Communication subject particularly the topics on:
 - 3.1.A understanding 21st century communication,
 - 3.1.B communication aids and strategies using tools of technology,
 - 3.1.C communication for various purposes,
 - 3.1.D communication for work purposes, and
 - 3.1.E communication for academic purposes?
4. What are the strategies employed by Teacher Education students to improve their academic performance in Purposive Communication subject?

II. METHODOLOGY

Research Design

The researcher employed the quantitative-qualitative method of research, to systematically gather, present, and analyze data regarding the experiences of Teacher Education students in learning the Purposive Communication subject. Descriptive survey method is a method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably. Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

This method was selected because it is appropriate for studies that aim to describe the characteristics of a population, events, or phenomena as they naturally occur without experimental manipulation. It focuses on the "what is" rather than the "why" or "how," making it suitable for investigating academic performance, levels of experience and competency, encountered challenges, and improvement strategies (Good and Scates, 1984).

For the qualitative part, interviews were conducted to the participants, observing the ethical consideration such as voluntary participation, informed consent, and confidentiality.

Respondents of the Study

The respondents of the study were the Second Year Teacher Education students of the year 2022-2023 and 2023-2024 of Masbate Colleges, City of Masbate with a total number of 112 respondents.

The quantitative approach provided an objective measurement of the variables in question, allowing the researcher to summarize the data using statistical tools. No interviews, focus groups, or qualitative techniques were employed, in adherence to the purely quantitative nature of the

study. The results from the survey responses served as the sole basis for interpreting the academic experiences of Teacher Education students in the Purposive Communication subject.

For the qualitative part, ten participants were identified, each group of the five groups, namely: 1. BEED, 2. BSED English, 3. BSED Filipino, 4. BSED Mathematics, and 5. BSED Social Studies is represented by two participants.

Sampling Technique

For the quantitative part, the researcher did not employ any kind of sampling as he considered all Teacher Education students enrolled in Purposive Communication subject at Masbate Colleges as respondents of his study. For the qualitative part, purposive sampling was used.

For qualitative part, the researcher made use of purposive sampling to deeply understand a phenomenon particularly "Learning Purposive Communication" among teacher education students. It allowed the researcher to select individuals who possess specific experiences, knowledge, or attributes directly relevant to the research questions. This ensures that the participants are not just any students, but those most likely to provide insightful and detailed information about their learning experiences in this specific subject.

Research Instrument

The study utilized the questionnaire as the main instrument in gathering the needed data. The questionnaire was supplemented by interviews to validate or cross check some data gathered.

The main instrument for data collection was a structured questionnaire, carefully crafted to quantify the academic performance, learning experiences, communication competencies, challenges, and self-reported strategies of the participants. The questionnaire was validated by experts in the field and pilot-tested to ensure its reliability and clarity. It included multiple-choice

items, Likert-scale questions, and closed-ended prompts aligned with the study's statement of the problem.

The first part of instrument was the level of experience of Teacher Education students in Purposive Communication in terms of preparation for learning the subject, participation in class discussion and group activities, application of learning using weighted mean and interview; the second part was the level of competency of Teacher Education students in learning Purposive Communication subject particularly in the topic on understanding 21st century communication, communication aids and strategies using tools of technology, communication for various purposes, communication for work purposes, and communication for academic purposes which were lifted from the Purposive Communication book of (Wakat, et. al., 2018) and the researcher made use of weighted mean; the third part was on the challenges encountered by Teacher Education students in learning Purposive Communication subject using interview; and the fourth part was on the strategies employed by Teacher Education students to improve their academic performance in Purposive Communication subject using weighted mean.

Responses were tallied and statistically analyzed to identify trends and patterns relevant to the study objectives.

The questionnaire was validated by two sets of judges. The first was composed of Instructors in English in Albay. Their suggestions, comments, and recommendations were incorporated in the first revision of the instrument. The revised instrument was submitted to the second set of judges composed of Instructors in English in Cataingan, Masbate. Similarly, the suggestions given were incorporated in the second revision and finally the instrument was assembled and printed for the dry run.

Data Gathering Procedure

Before the distribution of the questionnaire, the researcher secured a permit from the President of Masbate Colleges to administer the instrument to all students. The researcher, being the Dean of the College of Teacher Education personally distributed and retrieved the

questionnaire after the meeting of the students, hence, it took only one day to distribute and retrieve the questionnaire.

Data Analysis

The data subject for analysis are the following: the level of experience of Teacher Education students in Purposive Communication in terms of preparation for learning the subject, participation in class discussion and group activities, application of learning using weighted mean, the level of competency of Teacher Education students in learning Purposive Communication subject particularly in the topic on understanding 21st century communication, communication aids and strategies using tools of technology, communication for various purposes, communication for work purposes, and communication for academic purposes using weighted mean, the challenges encountered by Teacher Education students in learning Purposive Communication subject using weighted mean, and the strategies employed by Teacher Education students to improve their academic performance in Purposive Communication subject using weighted mean.

Statistical Measure

The data gathered were subject to statistical treatment, specifically through the following measures:

Weighted Mean- For the level of experience of Teacher Education students, level of competency of Teacher Education students in learning Purposive Communication, challenges encountered by Teacher Education students, and strategies employed by Teacher Education students.

Formula:

$$M_w = \Sigma P_x / \Sigma f$$

Where:

 M_w = the weighted mean ΣP_x = the sum of the product of the weight f = the frequency x = the weight Σf = the sum of frequencies**Scales:**

A. The level of experience of Teacher Education students in Purposive Communication in terms of preparation for learning the subject, participation in class discussion and group activities, application of learning.

Numerical	Number	Interpretation
3.50-4.00	4	Very evident (VE)
2.50-3.49	3	Evident (E)
1.50-2.49	2	Less evident (LE)
0.01-1.49	1	Not evident (I)

B. The level of competency of Teacher Education students in learning Purposive Communication subject particularly in the topic on understanding 21st century communication, communication aids and strategies using tools of technology, communication for various purposes, communication for work purposes, and communication for academic purposes.

Numerical	Number	Interpretation
3.50-4.00	4	Very Competent (VC)
2.50-3.49	3	Competent (C)
1.50-2.49	2	Less Competent (LC)
0.01-1.49	1	Incompetent (I)

Ethical consideration

By following the guidelines of voluntary participation, informed consent, and confidentiality, this study observed ethical integrity. At the start of each interview, the researcher briefly reminded the participants of their right to withdraw, to skip questions they are uncomfortable with, or to ask for a break. Answers to the questions are treated with strict confidentiality.

III. RESULTS AND DISCUSSION

1. Experience of Teacher Education Students in Purposive Communication

In this study, Teacher Education students in Purposive Communication are those students of Masbate Colleges taking up Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) major in English, Filipino, Social Studies and Mathematics. This describes their experiences in learning Purposive Communication subject particularly:

Leading the Group and Visual Aids Preparation.

When asked as to their experience in getting ready to learn Purposive Communication subject, the Teacher Education students have this to say:

I'm hesitant to lead our group for the upcoming class activities.” (SR 05)

I'm not feeling confident about leading our group for the upcoming class activities. (SR 06)

The thought of preparing visual aids is unappealing. (SR 07)

I am not confident to prepare the best visual aids. (SR 09)

I'm struggling with confidence when it comes to preparing the best visual aids. (SR 10)

These answers demonstrate some students' early difficulties and unfavorable opinions about their preparedness for Purposive Communication. These qualitative findings highlight particular problem areas that can affect their educational process. There is a lack of ease or confidence in group projects and leadership duties. This might be the result of a fear of public speaking, a preference for working alone, or unpleasant group experiences in the past.

According to the replies from SR 07, SR 09, and SR 10, students have a major and common difficulty when it comes to creating visual aids for Purposive Communication. When taken as a

whole, these statements suggest a combination of aversion, insecurity, and difficulty in a critical area of effective communication.

The study conducted by Santoso (2017) titled "Students' Perceptions on the Implementation of Visual Aids in Oral Presentation to Practice Speaking Skills," though generally positive about visual aids, also touches upon the challenges. While it concludes that visual aids facilitate speaking skills, it acknowledges that students need to understand the material well to deliver their ideas and that lecturers need to be more innovative in designing presentations with visual aids. This implies that if students *don't* understand the material well enough to translate it into effective visuals, or if they haven't been exposed to innovative visual design, their confidence and willingness to engage might suffer.

On the other hand, one student emphasized that he is excited to begin the subject as he is skilled in computer and preparing a visual aid is easy for him:

I am excited to begin the subject because I will be able to hone my potentials in PowerPoint presentation and other visual aids. In addition, I can apply my knowledge in interactive games which is of help in terms of group presentation.

Class Engagement and Participation in Academic Activities

Engaging in class discussions and group work is a cornerstone of a dynamic learning environment, offering invaluable opportunities to deepen understanding and hone essential skills.

When students actively participate, they gain knowledge from their peers' varied perspectives in addition to sharing their own. This cooperative method enhances the educational process and turns the classroom into a lively setting for mutual learning and development.

I submit the required individual papers for consolidation as part of our group work on time. (SR 01)

I am encouraged to share my ideas for our group work.

I am active in written communication. (SR 06)

I put a lot of effort into my studies to ensure that I receive excellent marks on the assignments our instructor assigns. (SR 08)

Attitude Toward Collaboration

The willingness of the students to participate in class discussions and group work is crucial, even in the face of difficulties. When we actively participate, we not only exchange viewpoints but also gain knowledge from our peers' varied perspectives. This cooperative method enhances the educational process and turns the classroom into a lively setting for mutual learning and development.

I take part in group activities with pleasure. (SR 03)

Despite our individual differences, our group is able to come up with an impressive output. (SR 07)

Even though it's challenging, we successfully perform our group activity. (SR 09)

Rahman, et. al. (2025) talked about the "Analysis of the Effectiveness of Collaborative Learning in Enhancing Academic Achievement in Junior High Schools," comprehensively reviews recent empirical studies on collaborative learning's impact on academic performance, engagement, and skill development. Although focused on junior high, its synthesized findings are highly relevant to higher education due to the fundamental nature of collaborative learning principles.

The study concludes that collaborative learning "enhances students' academic outcomes by promoting deeper comprehension and critical thinking through peer interaction and cooperative problem-solving." Crucially, it also finds that it "increases student engagement and motivation by creating participatory and interactive learning environments." While acknowledging challenges like unequal participation, the overall findings strongly advocate for the benefits of collaborative approaches when students are willing to engage.

Development of Personal and Social Competencies

Putting that knowledge into practice is the real test of studying Purposive Communication, not just absorbing it. Seeing students take on this challenge with a positive outlook, despite the complexity of the material, is tremendously motivating. Despite any initial challenges, this dedication to putting what they've learned into practice turns theoretical knowledge into useful communication skills, equipping them for interactions in the real world. When asked how are they able to apply their knowledge into practice, students have this to say:

I get better at overcoming my public speaking shortcomings. (SR 02)

I am able to enhance my interpersonal intelligence. (SR 04)

I am prepared to apply for a job because I am comfortable creating resumes and application letters. (SR 09)

The responses from SR 02, SR 04, and SR 09 effectively demonstrate that students are successfully applying the theoretical knowledge they are learning about Purposive Communication to make real, noticeable improvements in both their personal and professional lives. These claims demonstrate how the topic directly affects the growth of critical communication skills and the enhancement of self-efficacy. This response clearly demonstrates that the techniques and ideas covered in Purposive Communication are being used successfully, as public speaking is a common cause of fear. This is a personal triumph as well as a direct improvement of an important academic and professional ability.

A deeper and more sophisticated use of communication concepts is indicated by improving interpersonal intelligence. Understanding and successfully engaging with others are components of interpersonal intelligence. Learning about empathy, active listening, conflict resolution, cultural sensitivity, and modifying communication techniques for various people and social situations is probably the source of this improvement.

Students who feel at ease writing resumes and cover letters are clearly demonstrating direct vocational applicability and increased career preparation by being ready to apply for a job. This demonstrates how the student has been directly given marketable abilities via the practical aspects

of Purposive Communication, especially those pertaining to professional writing and documentation.

These results strongly imply that the Purposive Communication course's practical focus is having a very beneficial and empowering effect on the students' personal growth and prospects for the future.

The finding above is well-supported by a study conducted by Al-Ghamdi (2022). He investigated the effectiveness of communication skills courses in enhancing various practical communication competencies among university students. While the study might not explicitly use the term "interpersonal intelligence," it often covers aspects like effective interaction and understanding others in professional contexts. Similarly, while not solely focused on resumes, such studies often explore the broader development of professional written communication and oral presentation skills. Al-Ghamdi's findings generally indicate that targeted communication instruction leads to significant improvements in students' ability to communicate effectively in diverse professional and academic settings, directly supporting the idea that students "get better at overcoming public speaking shortcomings," "enhance interpersonal intelligence," and become "comfortable creating resumes and application letters."

2. Challenges Encountered by Teacher Education Students in Learning Purposive Communication Subject

Limited access to resources and connectivity and challenges in academic skills and confidence.

When exploring the topic of Purposive Communication, Teacher Education students frequently face a distinct set of difficulties. Although it lays the groundwork for their future career, the course involves more than just theoretical knowledge; it calls for a practical mastery of various communication techniques that are essential for professional relationships, classroom management, and effective instruction.

We poor internet connectivity at home. (SR 02)

Our boarding house does not have free WiFi. (SR 04)

We lack of resource materials such as books and other references. (SR 05)

I experience lack of time to prepare for class activities. (SR 06)

I feel I lack the confidence inside the speech laboratory. (SR 07)

I have poor background in writing and publishing research. (SR 09)

I have difficulty in adapting to technology.. (SR 10)

The challenges related to internet connectivity and lack of resources is supported by the findings of Baticulon, et al. (2020) in their study which surveyed a significant number of Filipino medical students and explicitly identified unstable internet connectivity and inadequate learning resources as major difficulties. Students reported struggles with maintaining stable connections, which impacted their participation in online meetings and access to digital materials. The study also highlighted the need for facilitative learning devices and the general lack of resources, including financial ones, to support remote learning.

3. Level of competency of teacher education students in learning Purposive Communication subject

Level of experience of teacher education students in learning Purposive Communication subject along understanding 21st century communication.

Teacher education students have varied competencies in learning Purposive Communication subject along understanding 21st century communication.

TABLE 2.1
LEVEL OF EXPERIENCE OF TEACHER EDUCATION STUDENTS IN
LEARNING PURPOSIVE COMMUNICATION SUBJECT ALONG
UNDERSTANDING 21ST CENTURY COMMUNICATION

Indicator	Weighted mean	Descriptive rating
1. Communication processes, principles, and ethics	2.21	Less competent
2. Communication and globalization	1.89	Not competent
3. Local and global communication in multicultural settings	2.20	Less competent
4. Varieties and registers of spoken and written language	1.95	Not competent
5. Evaluating messages and/or images of different types of texts reflecting different cultures	1.95	Not competent
Composite mean	2.04	Less competent

Table 2 discusses the experience of teacher education students in learning Purposive Communication subject along understanding 21st century communication. The finding indicates that the teacher education students, on average, consider themselves "Less competent" in understanding 21st-century communication, with an average weighted mean of 2.04. This suggests a significant gap in the teacher education students' perceived ability to handle various aspects of 21st-century communication, particularly concerning globalization, language variation, and cultural message evaluation.

A study by Núñez et al. (2015) provides support for the claim that completing all required papers (homework in this context) is crucial for academic success. Their research found a positive relationship between homework and academic achievement across elementary, middle, and high school students.

The factors contributing to this positive relationship included the amount of time spent doing homework, the amount of homework completed, and the perceived amount of parental involvement in completing homework.

Level of Experience of Teacher Education Students in learning Purposive Communication Subject along Communication Aids and Strategies using Tools of Technology.

Communication aids and strategies using tools of technology are very indispensable in learning Purposive Communication.

TABLE 2.2
LEVEL EXPERIENCE OF TEACHER EDUCATION STUDENTS IN LEARNING
PURPOSIVE COMMUNICATION SUBJECT ALONG COMMUNICATION
AIDS AND STRATEGIES USING TOOLS OF TECHNOLOGY

Indicator	Weighted mean	Descriptive rating
1. Preparing multimedia presentation	2.20	Less competent
2. Preparing pecha-kucha presentation	2.33	Less competent
3. Blogging	2.38	Less competent
Composite mean	2.30	Less competent

Table 2.2 shows the level experience of teacher education students in learning Purposive Communication subject along communication aids and strategies using tools of technology. The finding indicates that, on average, the teacher education students perceive themselves as "Less competent" in utilizing communication aids and strategies with technology, reflected by an average weighted mean of 2.30. This suggests that while teacher education students may have some familiarity with these digital communication tools, they do not feel fully proficient or confident in their ability to effectively prepare and utilize them for communication purposes. This highlights a potential area for curriculum enhancement or professional development in their program.

A relevant study supporting the finding that teacher education students perceive themselves as "Less competent" in using communication aids and strategies with technology is that of Jain, S., Lall, M., & Singh, A. This study, while focusing on both government and private school teachers, highlights that a significant percentage of teachers (16-20%) feel they have inadequate digital training, lack of experience, and lack of awareness of digital tools and software. Although this study doesn't specifically focus on pre-service teacher education students, its findings on the perceived digital skills gap among in-service teachers, particularly regarding the use of digital tools and software, align with the "Less competent" self-assessment of teacher education students in preparing multimedia presentations, Pecha-Kucha, and blogging. The study further suggests that schools should provide continuous professional development for teachers to improve their digital communication skills and training on utilizing online educational tools effectively, which implicitly supports the need for stronger foundational training in teacher education programs.

Level of Experience of Teacher Education Students in learning Purposive Communication Subject along Communication for Various Purposes.

Communication for various purposes is one important topic in learning Purposive Communication. Students are able to hone their potentials in communication skills.

TABLE 2.3
LEVEL OF EXPERIENCE OF TEACHER EDUCATION STUDENTS IN
LEARNING PURPOSES COMMUNICATION SUBJECT ALONG
COMMUNICATION FOR VARIOUS PURPOSES

Indicator	Weighted mean	Descriptive rating
1. Informative, persuasive, and argumentative communication	2.08	Less competent
2. Public speaking	2.18	Less competent
3. Making inquiries	2.12	Less competent
Composite mean	2.13	Less competent

Table 2.3 expresses the level of experience of teacher education students in learning Purposive Communication subject along communication for various purposes. The finding indicates that, on average, the teacher education students perceive themselves as "Less competent" in communication for various purposes, with an average weighted mean of 2.13. This suggests that while teacher education students may have some foundational knowledge, they lack confidence and perceived proficiency in applying communication skills for different rhetorical purposes, including formal presentations and effective questioning. This highlights a significant area for development in their communication training.

Almoite supports the claim that teacher education students perceive themselves as "Less competent" in various communication purposes, including public speaking and making inquiries. While his research focused on English language competence and public speaking anxiety, he found that many pre-service teachers "still suffer from speaking anxiety" and "fail to retain information learned and remain calm while delivering public speech despite the long academic exposure."

It also noted that anxiety happens in specific situations, such as when pre-service teachers are called to speak without preparation. The study recommends structured intervention to enhance their communicative and public speaking competence. This aligns with your finding that students feel "Less competent" in public speaking and in broader areas like informative, persuasive, and argumentative communication, which often involve public presentation and clear articulation.

Level of Experience of Teacher Education Students in learning Purposive Communication Subject along Communication for Work Purposes.

After graduation, students would normally find for a job. By doing so, they will be required to submit their school credentials, resume and application letter. The knowledge that the students have learned from this topic will be of help for this purpose.

TABLE 2.4
LEVEL OF EXPERIENCE OF TEACHER EDUCATION STUDENTS IN
LEARNING PURPOSIVE COMMUNICATION SUBJECT ALONG
COMMUNICATION FOR WORK PURPOSES

Indicator	Weighted mean	Descriptive rating
1. Communication for teachers: storytelling	2.35	Less competent
2. Writing business and technical report	2.28	Less competent
3. Communication for employment: the resume	2.16	Less competent
4. Communication for employment: the application letter	2.29	Less competent
5. Communication within a company: the memorandum	1.54	Not competent
6. Communication within a company: the minutes of meeting	2.16	Less competent
Composite mean	2.13	Less competent

Table 2.4 reveals the level of experience of teacher education students in learning Purposive Communication subject along communication for work purposes. The finding indicates that, on average, the teacher education students perceive themselves as "Less competent" in communication for various work purposes, with an average weighted mean of 2.13. This suggests that teacher education students generally feel unprepared for various forms of professional communication, with a particular weakness in formal internal communication like writing memorandums. This indicates a significant gap in their practical communication skills relevant to a professional work environment.

Salamat supports this claim by stating that teaching demands a higher degree of competence in technical writing, as teachers communicate through memos, proposals, letters, and various reports.

Level of Experience of Teacher Education Students in learning Purposive Communication Subject along Communication for Academic Purposes.

Table 2.5 displays the level of experience of teacher education students in learning Purposive Communication subject along communication for academic purposes.

TABLE 2.5
LEVEL OF EXPERIENCE OF TEACHER EDUCATION STUDENTS IN EARNING
PURPOSIVE COMMUNICATION SUBJECT ALONG COMMUNICATION FOR
ACADEMIC PURPOSES

Indicator	Weighted mean	Descriptive rating
1. Avoiding plagiarism	3.21	Competent
2. Writing a research proposal: the topic proposal	1.88	Not competent
3. Writing a research proposal: the research introduction	1.88	Not competent
4. Writing a research proposal: the method	2.04	Less competent
5. Writing a literary analysis	2.29	Less competent
6. Writing a political analysis paper	2.29	Less competent
7. Academic presentation	2.17	Less competent
Composite mean	2.25	Less competent

As displayed in the table, on average, teacher education students perceive themselves as "Less competent" in communication for academic purposes, with an average weighted mean of 2.25. While students feel confident about avoiding plagiarism, there is a substantial perceived gap in their ability to engage in various forms of academic writing and presentation, particularly in the crucial stages of research proposal development. This points to a need for more focused training in these areas within the teacher education curriculum. This finding gives emphasis on the study conducted by Tangan, A., Fugaban, A. J., Soriano, N., & Auayang, K. M. (2023) which focused on the writing skills of pre-service teachers. They found that while the majority exhibited "good

competency" in content, organization, and mechanics (which aligns with a general understanding to avoid plagiarism), grammar remained an area where errors were most frequently encountered.

Summary of the Level of Experiences of Teacher Education Students in learning Purposive Communication Subject.

Table 2.6 summarizes the level of experience of teacher education students in learning Purposive Communication subject along communication for academic purposes.

TABLE 2.6
SUMMARY OF THE LEVEL OF EXPERIENCE OF TEACHER EDUCATION
STUDENTS IN LEARNING PURPOSIVE COMMUNICATION SUBJECT
ALONG COMMUNICATION FOR ACADEMIC PURPOSES

Indicator	Weighted mean	Descriptive rating
1. Understanding 21 st century communication	2.04	Less competent
2. Communication aids and strategies using tools of technology	2.30	Less competent
3. Communication for various purposes	2.13	Less competent
4. Communication for work purposes	2.13	Less competent
5. Communication for academic purposes	2.25	Less competent
Composite mean	2.17	Less competent

It indicates that, across all major categories of communication within the Purposive Communication subject, teacher education students consistently perceive themselves as "Less competent," with an overall average weighted mean of 2.17.

This comprehensive finding suggests a widespread perceived deficiency in communication skills among teacher education students across modern communication trends, technological application, diverse communication goals (including general, professional, and academic contexts). The consistent "Less competent" rating across all indicators points to a significant area for improvement in their curriculum or training to adequately prepare them for the communication demands of their future profession.

4. Strategies employed by Teacher Education students to improve their academic performance in Purposive Communication Subject

Table 3 discusses the strategies employed by Teacher Education students to improve their academic performance in Purposive Communication Subject.

TABLE 3
STRATEGIES EMPLOYED BY TEACHER EDUCATION STUDENTS TO IMPROVE
THEIR ACADEMIC PERFORMANCE IN PURPOSIVE COMMUNICATION SUBJECT

Indicator	Weighted mean	Descriptive rating
1. I make sure to stay somewhere with a strong internet so I can work on the tasks assigned to me	2.62	Less often
2. I supplement my in-class learning with additional resources from YouTube and reputable websites	2.77	Less often
3. I arrive in class ready to learn	2.77	Less often
4. I always observe punctuality	2.56	Less often
5. I pay close attention when our instructor is discussing a lesson	2.74	Less often
6. I actively engage in all group and class activities	2.81	Less often
7. I dedicate more time to studying my lessons	2.95	Less often
8. I ensure all necessary coursework is completed to pass the subject	2.80	Less often
9. I hone my educational technology skills so I can produce my digital assignments effectively	2.71	Less often
Composite mean	2.75	Less often

As discussed in the table, teacher education students "Less often" employ the listed strategies to improve their academic performance in the Purposive Communication subject, with an overall average weighted mean of 2.75.

Teacher education students are not regularly engaging in key academic strategies that are generally considered beneficial for learning and performance in a subject like Purposive Communication. This could be a significant contributing factor to any perceived "Less competent" levels in their communication skills, as indicated in previous tables.

Ullah, Z., Khan, S. A., & Khan, S. examined learning strategy preferences among university students from different fields, its findings directly align with the "Less often" engagement in effective academic strategies observed in your data. The study reveals that students "tend to use less effective LTSs (learning techniques and strategies) such as rereading and highlighting, while neglecting more effective strategies, such as retrieval practice and distributed practice." The study highlights a gap in students' knowledge and consistent application of beneficial learning strategies, which can impact academic performance.

IV. CONCLUSIONS

1. Among the three major variables used, six major themes emerged from the analysis of experience of teacher education students in Purposive Communication. For getting ready to learn the subject: leading the group and visual aids preparation; for engaging in class discussions and group work: class engagement and participation in academic activities and attitude toward collaboration; and putting knowledge into practice: development of personal and social competencies.
4. The following themes emerged from the challenges encountered by Teacher Education students in learning Purposive Communication Subject: limited access to resources and connectivity and challenges in academic skills and confidence.

4. The level of competency of Teacher Education students in learning Purposive Communication subject has an average weighted mean of 2.17, interpreted as “not competent”.
4. Teacher education students "Less often" employ the listed strategies to improve their academic performance in the Purposive Communication subject, with an overall average weighted mean of 2.75.

V. RECOMMENDATIONS

1. Purposive Communication instruction should adopt a holistic approach that proactively addressed visual creation, collaborative engagement, personal and, social competencies.
2. Strong internet connectivity should be provided and trainings on improving academic skills and confidence should be conducted.
3. Teacher Education students should study hard in order to improve their competency in learning Purposive Communication subject.
4. Teacher education students should employ various strategies to improve their academic performance in the Purposive Communication subject.

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