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## Research Article

### Learning Purposive Communication: A Personal Narrative Experience of Non-Teacher Education Students

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#### ABSTRACT

This research explored the learning experiences of non-teacher education students enrolled in Purposive Communication at Sultan Kudarat State University-Kalamansig Campus. The study employed a qualitative design and non-probability purposive sampling. This study included six(6) non-teacher education students participants, such as students taking BS in Information Technology, BS in Biology, and BS in Fisheries. For data collection and collection, a semi-structured interview guide question was used. Colizzi's thematic analysis was employed to analyze the data. The learning experiences of non-teacher education students in purposive communication revealed that they enjoyed learning Purposive communication through hybrid learning. Various performance tasks were provided for the students to perform, and these tasks are based on real-life experience. In performing these tasks, English was evident as a medium of instruction. Non-teacher education students can integrate responsive examples in the community and the global arena.

Further, the most common challenges experienced by non-teacher education students were technical issues, distractions, time management, understanding course expectations, lack of in-person interaction, adapting to unfamiliar technology, and uncertainty about the future. It is recommended that the institution implement a monitoring strategy that would sustain the teaching methods employed by the teachers to make the teaching-learning process effective and productive in Purposive communication. The institution must provide sound-based classroom management during the new normal education and religiously implement hybrid learning to maintain the learning process. The institution should provide learning tools for poor but deserving non-teacher education students to assist them in learning Purposive communication even in times of educational crisis.

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## **Introduction**

Education is indispensable in individuals' development and the country's progress. It is a lifetime process that enables individuals to grow and develop holistically. This further allows them to connect and build strong relationships in diverse national and international communities. It has undergone paradigm shifts and innovations, aiming for holistic growth and development of learners.

Learning in the 21<sup>st</sup> century demands all educational institutions and government agencies to shift from traditional to modern teaching and learning to cope with the latest trends in the teaching-learning process.

Moreover, the Philippine educational system guarantees responsive and high-quality instruction. Reforms were implemented to address the nation's demands and the learners. It strives to ensure that the educational curriculum is connected with the country's developmental needs, the university's vision, mission, and goals, and the learners' current needs. As such, Higher Education Institutions serve as the center of higher education learning, which aims to have a good influence on the students and, consequently, the nation as a whole.

Moreover, Haerazi et al. (2022) affirmed that 21<sup>st</sup>-century learning comprises critical thinking, collaboration, creativity, and communication. These skills are pivotal for students to prepare and compete in the national and international arena. This further suggests that the students must develop these skills to solve, think, and communicate globally. Communication (oral and written) is one of the essential skills students must acquire to ensure success in education and professional life in the modern world. The academe must adopt and accept these developments to become globally competitive following the global market's demands and generate graduates holistically competent for lifelong learning.

On the other hand, purposive communication is a tertiary education course across state universities and colleges' program offerings. This course is offered in various academic programs such as BS in Information Technology, Nursing, Fisheries, Biology, and other non-teacher education programs. This course's objectives for each item included in its curriculum

are specified. It emphasizes those abilities recognized to apply to the learner's intended profession.

Furthermore, this course offers a myriad of skills enhancement to the learners. This three-unit course develops students' ability to express themselves in English and develops and enhances their multicultural and intercultural awareness while being firmly rooted in their own cultures. It allows them to use English effectively and appropriately given local or global context. This course equips students with the skills necessary to evaluate a variety of texts critically and emphasizes the necessity of delivering messages responsibly by focusing on the power of language and the influence of images. (CHED, 2020).

Through this course, the students can develop their communication skills using English as a medium of instruction. English language proficiency is a requirement for every teacher and non-teacher education student in tertiary education since it is a language of science, education, politics, business, and commerce (Separa et al., 2019). Thus, learning purposive communication is vital among non-teacher education students to have proficient English language and communication skills.

However, students taking purposive communication, as observed, rely heavily on the context in which it is delivered. The learner needs to understand the background, culture, values, beliefs, and expectations of the audience as well as the purpose and constraints of the communication. The message may be understood and effective with a clear context.

Another area for improvement in learning purposive communication is the constraints on time, resources, and technology. Since students are learning through a hybrid learning modality, these problems are inevitable. Purposive communication may be subject to various constraints that limit the learner's ability to deliver the message effectively. The learner may need more time, resources, or access to appropriate communication technologies. In such cases, the learner must be creative in finding alternate ways to communicate the message.

According to Madrunio et al. (2016), textbooks and teachers' relatively restricted resources for teaching English courses continue

to be one of the leading causes of students' weak communication and reading skills.

In addition, more focus should be placed on employing tactics that enhance students' active engagement and participation in the class. The examples, activities, and applications of their learning in class need more personal and real-world settings. This is why there is no general emphasis on establishing metacognitive awareness.

From this perspective, the researchers deem this study important and research-worthy.

## **Review of Related Literature**

### ***The Learner in the Teaching-Learning Process***

Researchers, practitioners, and policymakers increasingly acknowledge that pupils may learn through collaboration, as Teng (2019) noted. Much of the research on practical cooperation focuses on the student, for instance, by exploring the connection between student participation and student learning.

In addition, as a theoretical review of the crucial function of peer-directed cooperation in student learning, numerous contemporary conceptions of learning, especially social-cognitive and social-constructivist perspectives, emphasize the crucial significance of student participation in social interaction. According to Webb et al. (2008), referenced by Separa et al. (2019), it is hypothesized that individuals acquire and absorb concepts and practices through interaction with more knowledgeable others. Students can detect, explain, and correct flaws in their thinking by expressing and defending their thoughts and beliefs and disputing those of others.

According to Madrino et al. (2016), engagement in social behaviors substantially affects an individual's psychological development. Individual activity development changes stimulate social activity, neither of which would exist without the other. These learning concepts have implications for student participation in the classroom.

However, not all student interaction forms are valuable to the learning process. Both theoretical and empirical research suggests that ex-

planations are preferable to other forms of participation, such as responding. According to researchers, explaining to others facilitates learning by assisting the explainer in reorganizing and clarifying the material, identifying misconceptions, filling in gaps in her understanding, internalizing and acquiring new tactics and knowledge, and generating new perspectives and comprehension.

In addition, when students explain their problem-solving processes, they consider the most prominent aspects of the problem, which helps them develop their problem-solving skills and metacognitive awareness of what they comprehend and do not comprehend. Even self-explanations are expected to have similar effects, including aiding in the internalization of concepts, the development of problem-specific inference rules, and correcting defective mental models (Chan, 2019).

According to Separa et al. (2019), getting or hearing explanations has been speculated to increase student learning by supporting students in correcting misconceptions, increasing linkages between new and existing knowledge, and bridging the gap between what is known and what is unknown.

In addition, to encourage students to explain in collaborative settings, researchers have devised various ways for teachers to provide instruction and practice in the explanation-related behaviors that students are expected to demonstrate while working with others. One example is instructing pupils to explain their problem-solving processes instead of merely offering the answer. During collaborative work, these tactics frequently increase the frequency and complexity of student explanations.

In addition, the teacher is frequently responsible for describing the tasks that students are expected to do in small groups, demonstrating their application, and supervising the groups to ensure they complete the assigned duties. Most research gives limited attention to instructional approaches in the larger classroom context where collaborative group work occurs. However, teacher behaviors, namely their set instructional processes while teaching curricular subjects, may substantially impact

pupils' interaction. The amount to which instructors permit students to communicate their opinions during class teaching may influence whether and how students explain to one another when asked to collaborate.

Thus, as Vighnarajah et al. (2008) explain, multiple studies have proven that active participation in learning is more effective when conducted in a learning environment that simulates real-world learning. In a traditional teaching and learning environment, only a small amount of learning occurs in the classroom, despite the apparent active transfer of information. Additionally, studies have proved unequivocally that the teacher's function alone can crush or nurture a student's engagement in the learning process. As a result, it is vital to facilitate two-way information transmission between students and professors, as this needs maximum student participation.

### ***Problems and Challenges in Learning Purposive Communication***

According to Alismail and McGuire (2015), communication is one of the important abilities that 21st-century learners should develop. Muego, Acido, and Lusung-Oyzon (2016) believe that establishing strong oral and writing communication skills among Filipino learners, particularly in tertiary education, is crucial for success in education and the modern workplace. As one of the country's official languages, English is a requirement for all Filipino students. Likewise, according to Separa, Gerales, and Medina, it is the language of science, education, politics, and business (2019). In addition, English is the medium of instruction for higher education in tertiary-level institutions in the Philippines; hence, improved English language and communication skills are crucial for academic achievement.

According to Loyola (2018), traditional methods and techniques used in the Philippines, particularly in teaching communication and other English subjects to develop necessary skills, have yet to produce proficient English speakers and readers who can confidently and independently speak and read English outside of the classroom. Ramos (2015) and Pangalangan (2008) underlined that traditional in-

struction methods dominate most English classes in the Philippines. Loyola (2018) emphasizes that learning and translation methods are routinely employed in teaching fundamental courses and that students rarely obtain adequate abilities.

In addition, he asserts that the need for more English speaking, reading, and writing in Philippine society is a barrier to developing English communication skills among Filipino pupils.

According to Madrunio, Martin, and Plata (2016), in addition to other obstacles, such as inadequate textbooks and extremely limited resources, the methods adopted by teachers to teach English courses continue to be one of the leading causes of poor communication and reading abilities among students. The majority of teachers employ traditional lecture-based approaches to teach English courses in their classrooms and need more indication of good planning, according to the authors. In addition, there is minimal emphasis on employing tactics that enhance students' active engagement and participation in the class. The examples in class are not drawn from local, individual, or actual experiences. This is why there needs to be an overall emphasis on establishing metacognitive awareness. According to Alismail and McGuire (2015), communication is one of the inherent abilities students in the twenty-first century should cultivate. Muego et al. (2016) argue that strengthening practical written and spoken communication skills among Filipino learners, particularly in higher education, is essential for academic and professional success in the twenty-first century. When the K to 12 (or K-12) Basic Education Program eventually became legislation in the Philippines, it transformed schooling. As a result, the Council on Higher Education (CHED) recommended that all postsecondary institutions align their goals and ensure that you, as a student, are immersed in a 21st-century learning paradigm that conforms to global standards. In the twenty-first century, intentional communication involves writing, speaking, and presenting for various audiences and purposes.

According to Eustaquio (2020), Purposive Communication (PC), the only language and

communication subject in the new general education curriculum, provides learners with several opportunities to improve their skills. PC is a three-unit course based on the CHED syllabus that develops students' ability to communicate effectively in English and develops and enhances their multicultural and intercultural awareness while remaining rooted in their own cultures through the completion of multi-modal tasks and projects that provide them with opportunities to use the English language effectively.

Additionally, students will be exposed to various knowledge domains globally while acting locally, enabling globalization in all aspects of the course. Additionally, the course provides students with the tools necessary to analyze various texts critically and places a premium on the power of language and the impact of images to underline the crucial relevance of delivering messages ethically. Additionally, governed by Outcomes-Based Education, a learner-centered educational approach that places a premium on students' learning outcomes (Teodorescu, 2010), the Purposive Communication course focuses on specific learning outcomes for each topic covered in its syllabus. Similarly, while traditional general English courses emphasize all four language skills (listening, reading, speaking, and writing), the former English for Specific Purposes (ESP) and now Purposive Communication courses emphasize only those skills known to be relevant to the learner's intended profession, making the course learner-specific and outcome-based (Teodorescu, 2010) as cited by (Eustaquio, 2020).

Purposive Communication in the Twenty-First Century blends a socio-cognitive transformational paradigm into English as a Second Language instruction to ensure that the twenty-first century's multi-literate lifelong learning aim is met. To convey it effectively to solve numerous difficulties, today there are engineers, grads, and technicians, among others, who wish to solve everything perfectly, which is only possible with effective communication.

Communication plays a vital role in the holistic development of learners. Learners communicate as their natural activity for them to survive and interact with other people. With the advent of modern technologies, people

made communication or conversation more exciting as the world entered a new chapter dominated more and more by the developing educational system.

Purposive communication continues its essential role in ensuring the English proficiency and competence of a non-education student. Equipped with the course objectives presented by the CHED, Purposive communication will continue to pursue the main purpose of its existence.

In line with this, the teacher must integrate a real-life simulation to rekindle the concepts learned from the discussion. Integrating different strategies will magnify the course objectives into the molding and directing the learners towards using English in communicating effectively.

In this manner, the learners are expected to easily carry out the knowledge and apply it to their field of expertise.

In this study, the teaching and learning on Purposive communication to non-education students are defined as one of the general courses college students must take regardless of its field. Non-teacher education students also take this course to harness their communication skills in English as they go over their chosen fields of expertise, which are highly technical and practical.

### **Statement of the Problem**

This study aimed to explore the learning experiences of non-teacher education students in purposive communication at Sultan Kudarat State University-Kalamansig Campus.

Specifically, this study sought to answer the following questions:

1. How may the experiences of non-teacher education students in learning purposive communication be described relative to preparation for learning the subject, participation in the discussion, and application of their learning?
2. What are the challenges experienced by non-teacher education students?
3. What are their coping mechanisms?

### **Methodology**

This study employed a qualitative research design using narrative research

methods. A qualitative study is an inquiry approach to comprehending a social or human problem based on constructing a comprehensive, holistic picture using words, relaying the specific perspectives of informants, and is conducted in a natural context (Cresswell, 2018). Because the study aims to investigate the learning experiences of non-teacher education students in Purposive Communication at Sultan Kudarat State University- Kalamansig Campus, this design is deemed appropriate. Its design assisted in describing the nature of the situation as it existed at the time of the study and in investigating the reasons for a specific phenomenon.

### **Participants**

The study participants are non-teacher education students taking BS in Biology, Fisheries, and Information Technology. There were two (2) student participants in BS Biology, two (2) in BS Fisheries, and another two (2) student participants in BS Information Technology. A total of six (6) participants participated in this study. Participants were selected using the non-probability purposive sampling technique as it is necessary for qualitative study.

### **Research Instrument**

This study employed a semi-structured interview guide question that contained open-ended questions that would elicit the learning experiences of non-teacher education students in Purposive communication, including the challenges faced by these students. Semi-structured interview guide questions were

formulated upon reviewing the secondary data, such as related research articles and journals. Subject experts validated the usefulness and appropriateness of the instrument.

### **Data Analysis**

The researchers employed the Thematic Analysis of Colaizzi to describe the learning experiences of non-teacher education students in terms of preparation for learning the subject, participation in the class discussion, and the application of their learning, including the challenges experienced by these students. Colaizzi's method of data analysis is a way of interpreting qualitative research data (Praveena, 2022). It also involves different steps such as familiarization, identifying significant statements, formulating meaning, clustering the themes, developing an exhaustive description, producing fundamental structures, and verifying the results.

## **Results and Discussion**

### **Learning Experiences of Non-Teacher Education Students in Purposive Communication**

Non-Teacher education students are those students who do not take up teacher education programs such as Bachelor of Science in Information Technology (BSIT), Bachelor of Science in Biology (BSBio), and Bachelor of Science in Fisheries (BSF). In this study, these non-teacher education students were the focus, describing their learning experiences in Purposive communication as one of their General Education courses.

### **The Preparation for Learning the Subject**

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
the teacher assigned us our reports."	SR03	the teacher assigns reports to every student	Assigned topics per students	
This subject taught me how to communicate with other people effectively.	SR03	learns how to communicate effectively	Communication skills are developed.	
I learned what communication is and how communication exists	SR03	some of the concepts learned by the student are	I learned what communication is	

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
in other countries. Also, I learned that communication has a process of listening, speaking, reading, and writing."		through the teacher's experiences	and how communication exists in other countries. Also, I learned that communication has a process of listening, speaking, reading, and writing."	Despite the challenges imposed due to the new normal educational scheme, students and teachers still enjoy the teaching-learning process through online and offline tasks.
It is difficult because of poor internet connection and easy because the purposive communication subject was taught when I was in Senior High School.	SR05	The disadvantages and advantages of attending online classes	difficulty and easiness in dealing with the course	
adjust myself in order to connect with my classmates	SR02	adjusts herself to cope with the lesson and her classmates	Adjustment period	
This subject helps me adjust, enhance my abilities in speaking and learn to communicate.	SR02	improves her speaking abilities thru communication	Improvement of communication skills	
the teacher assigned us to make a debate	SR04	Examples of tasks given by the teachers to the students	Tasks given	
I can build my communication skills more confidently and be productive in everything I do.	SR01	Students can improve their communication skills and boost their confidence.	Improves speaking skills and boosts confidence	
It enhances our thinking capabilities, and we enjoy communicating with our teacher, even if it is just virtual meet-ups and all,	SR06	The teachers enhance students' HOTS	Enhancement of HOTS	
I can still enjoy our daily classes with joyful reporting experiences and other activities.	SR06	Despite the new educational scheme, students enjoy online classes	Enjoys the teaching-learning process	

Despite the challenges imposed due to the new normal educational scheme, students still enjoy the teaching-learning process through online and offline tasks. Despite the sudden shift from a traditional platform to a virtual classroom, the adaptive capabilities of students are paralleled with how the teachers have adopted, consequently making the teaching-learning process meaningful and effective even if both faced the challenge of first time attending a virtual classroom. Through varied activities, all these are attainable;

*"teacher assigned us to make a debate." (SR04)*

*"enhances our thinking capabilities, and we enjoyed communicating with our teacher even if it is just virtual meet-ups and all" (SR06)*

It has been proven over the years that varied exercises can stimulate students' responses; hence it has become a practice to employ different kinds of activities regardless of the program they are undertaking.

*"I am still able to enjoy our day-to-day classes with joyful experiences in reporting and other activities." (SR06)*

Also, varied activities are employed to address the individual differences and learning styles that a certain student prefers; hence, one of the prime solutions for them is adjusting and adapting to what undergraduate studies have to offer.

*"adjust myself in order to connect with my classmates." (SR02)*

### The Participation in the Discussion

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
I am making our visual aids to have a pleasant look in our report, and the objectives, contents, and concepts will state clearly and neatly."	SR04	the preparation of visual aids in the group activity	Assigned tasks per group members	
We are participating through oral recitations or raising our hands by clicking the button.	SR01	Oral recitations were done during synchronous sessions	oral recitations	
I make a report	SR03	doing the reporting through video presentations	Reports per students	
I am actively answering the question when it comes to writing, but I could be more active when it is oral.	SR02	actively answering the quizzes but not during oral recitations	Timely answers and submits the quizzes	Students participate in teaching-learning through oral recitations and answering the quizzes/tasks given.
I consider my participation by always being present and answering all the activities.	SR02	By being attentive and active during class discussion	Active participation during the synchronous session	
I participated in classroom activities by engaging myself in reporting and participating in our Google Meet sessions, and we answered some of her questions regarding her report.	SR04	By being attentive and active during class discussion	Active participation during the synchronous session	



Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
I participate in classroom activities by doing tasks, doing assignments and activities, and always being present."	SR06	Answering the quizzes and tasks given by the teacher	Timely answers to the tasks/quizzes given	

The definition of classroom participation may vary from student to student; however, some are supported by what Vighnarajah et al. (2008) explain, that multiple studies have proven that active participation in the learning process is more effective when conducted in a learning environment that simulates real-world learning.

*"I make a report." (SR03)*

*"I participate in classroom activities through engaging myself in reporting, participate in our Google Meet sessions, and we answered some of her questions regarding her report." (SR04)*

*"I am the one who is making our visual aids to have a pleasant look in our report,*

*and the objectives, contents, and the concepts will state clearly and neatly." (SR03)*

*"I am the one who is making our visual aids to have a pleasant look in our report, and the objectives, contents and the concepts will state clearly and neatly." (SR04)*

Making a report, in general, should be a universal knowledge that, regardless of the technicalities, one should be proficient in making and presenting a report. It is also one of the target components that purposive communication should implore to students. Developing presentation skills will also ultimately develop their communication skills.

### ***The Application of Their Learning***

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
because this subject helps for who I am today. Being a shy student is not easy for me to adjust to reciting, but because of this subject enhances and boosts my confidence	SR02	Students improve their skills throughout the class discussion	molded by the concepts learned	
I apply all the things I have learned in these subjects in my current lesson or subject and also in my life	SR02	Students can now easily apply the concepts learned from the course	Application of the concepts learned and integration to other subject areas	
A guideline for communicating in our daily life.	SR04	The concepts serve as their guide to communication	integration to day to day communication	Students can apply and integrate the concepts learned from Purposive Communication to other fields of discipline.
To write my own application letter and resume in applying for work.	SR01	Learned concepts can be their foundations in the near future	application of concepts	
responsibility and opportunity where the teacher gives me	SR03	Teaches students to be independent	being responsible	

Significant statement	Participants	Formulated meaning	Concepts	Categories/ themes
Doing the task on time and presenting it on time.	SR05	Being responsible for the submission of tasks	and time management	
Confidence in communicating socially.	SR05	Communications skills improvement	Building up Confidence	
I would apply the concepts I learned from Purposive Communication to my course, which is the Bachelor of Science in Biology, by adding my knowledge and newly learned ideas that I have acquired in the Purposive Communication subject, and one of that is the confidence in communicating socially.	SR06	Concepts and lessons learned from the course are integrated into other discipline areas.	integration of the concepts learned in the degree taking up	
To build the foundation of communicating and have a presence of mind in every little thing and beyond that."	SR06	Being open to learning new concepts which can be integrated into other disciplines	little by the little interconnection of concepts	

Students can apply and integrate the concepts learned from Purposive communication into other fields of discipline. Purposive communication as a general education course should be learned regardless of the field they are practicing. Hence, the application of the course is as important as the major courses enrolled, from paper and pencil exercises to performance-based tasks, all aimed at developing their literacy skills.

*"a guideline in communicating in our daily life." (SR04)*

*"because this subject helps for who I am today. Being a shy student is not easy for me to adjust to reciting, but because of this subject, it enhances and boosts my confidence" (SR02)*

*"to write my application letter and resume in applying for work." (SR01)*

As this course flourishes through the semester, the learnings that are pivotal to students' development must also flourish; hence

the students' learning application be shown in their performance and later on in their careers. Ultimately, one of its aims is to develop the self-esteem of students.

*"confidence in communicating socially." (SR05)*

As one of the participants stated, this course also enhances their speaking ability, which will aid them in landing a job after graduation. Hence, communicating effectively is vital regardless of the field of expertise.

### ***The Challenges Experienced by the Non-Teacher Education Students in Learning Purposive Communication***

Challenges brought about by the sudden change in the educational platform have greatly affected students' learning. Technical issues, distractions, time management, staying motivated, understanding course expectations, lack of in-person interaction, adapting to unfamiliar technology, and uncertainty about the future

are the most prevalent challenges that undergraduate students face with online classes, along with specific strategies for overcoming them. Examples are reflected below;

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
Internet connectivity during classes and different communication barriers.	SR01	poor internet connection and communication barriers	poor internet connection and communication barriers	Poor internet connection in the area is one of the primary challenges students face.
I am shy. It is challenging to do oral recitation and other, more likely, talking in front of my classmates.	SR02	Students having difficulty expressing their ideas due to low self-esteem	low self-esteem	
I find it difficult to communicate without knowing the different types of communication and how they use in different aspects	SR04	Difficulty in having no background knowledge of the course	lack of knowledge in the basic concept of communication	
I am also challenged by how we engaged in the new normal learning system because of the pandemic.	SR06	Some students are challenged by their lack of educational technology literacy	challenges concerning the new normal education scheme	
the internet connectivity, which happens to be a problem, also	SR06	Slow internet connectivity in the area	Poor internet connectivity	
My challenges are a poor internet connection, sending activities, testing exams, and attending classes."	SR05	Slow internet connectivity in the area	Poor internet connectivity	

*"Internet connectivity during classes and different communication barriers." (SR01)*

*"The internet connectivity which happens to be a problem also." (SR06)*

*"The challenges that I have encountered is poor internet connection in sending activities, testing exams, and attending classes." (SR05)*

The results indicate that the extent to which students encountered problems and devised strategies varied. Thus, they must be viewed as the product of the interaction of multiple factors. The students' responses reveal that the resources available to them, their relationships

with professors and peers, and the school's current regulations and procedures for online learning all impacted their online learning issues and strategies. In the context of the pandemic, mandatory lockdowns and students' precarious conditions compounded the challenges children face.

### **The Students' Coping Mechanism**

Coping is modifying cognitive and behavioral efforts in response to specific external and internal demands perceived as exhausting or exceeding a person's resources. Coping is any unconscious behavior or cognitive process a person employs to shelter themselves from unpleasant or anxiety-provoking thoughts,

emotions, or sensations. This idea includes defensive coping methods as well. Coping is primarily a psychological concept, and although it has multiple definitions, they all pertain to a struggle with conflicts, emotions, and demands. Moreover, coping is how a student successfully manages stressful events/situations seen as difficult or beyond the student's available resources.

Another intervening factor is the field of discipline, where students are highly technical-fisheries and information technology compared to education students. The following will express the coping mechanism of non-education students in learning Purposive Communication:

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
Carefully listening to her and learning materials to be studied or read	SR01	Attentively listening in the class discussion	Active listening	Students are practicing advanced studying and reading materials to cope with the lessons. They are re-watching the video presentations submitted and, most of all, practicing time management to avoid procrastination
My classmates are reporting through video presentations to cope with the lesson, and we need to watch the video for our understanding	SR01	Re-watching assigned reports done through a video	re-watching the video presentations	
I make much research in order to understand the lessons. Aside from that, I read in advance the materials given to us.	SR02	doing advanced research and reading materials	Advance studying	
A also ask when I need help understanding the lesson or if I miss a lesson.	SR02	asking for assistance	asking for assistance	
My strategies to cope with the lesson are practicing loving-kindness meditation to increase self-compassion, using visualization strategies to increase positive feelings, and modeling positive coping behaviors.	SR03	Having a positive mindset in dealing with the challenges encountered	having a positive outlook and perception	
I went to a place that had a strong internet connection so that I could attend the class.	SR05	Looking for a place with strong internet connectivity to attend the synchronous session	finding ways and means to attend the synchronous session	
With the help of a dictionary and Google, I overcome how to learn this lesson, and full courage to learn is the key to developing my	SR04	looking for synonymous words to better understand the concepts of Purposive communication	Looking for ways to understand the concepts better	

Significant statement	Participants	Formulated meaning	Concepts	Categories/ themes
knowledge in this kind of topic. You know it is not that hard because if you are willing to learn about something, you will always find ways, and this drives me to find and find what are the important things regarding this topic. "				
to avoid procrastination	SR06	avoiding procrastination	Time management	
getting every detail of my activities, assignments, and other areas of responsibilities in our subject to be prioritized and to early do it before the deadline comes	SR06	Preparing the materials needed ahead of time	time management	
Searching more topics relating to our lessons, reading our lessons very well, and even effectively watching on youtube to make those ideas sink into my mind are my favorite specialties to cope with every little thing and information.	SR06	doing advanced research and reading materials	Advanced reading and studying	

*"carefully listening to her and learning materials to be studied or read." (SR01)*

*"I make much research in order to understand the lessons. Aside from that, I read in advance the materials given to us." (SR02)*

One common coping mechanism of students is that they listen more attentively during the class discussion aside from doing advance researching and studying for them to participate in class actively. Today's educational paradigm shift has forced students to be limitless in accessing educational technology to understand their lessons fully. With these, many students can cope with every difficulty they face. Below are some of the actions they practice:

*"As early as class schedule I went to a place that has strong internet connection so that I can attend the class." (SR05)*

*"With the help of a dictionary and Google, I overcome how to learn this lesson and with full courage to learn is my key to develop my knowledge in." (SR04)*

*"Searching more topics relating to our lessons and reading our lessons very well and even effectively watching on youtube to make those ideas sink into my mind are my favorite specialties to cope with every little thing and information." (SR06)*

All these external efforts are due to their willingness to learn regardless of having a virtual classroom. Although many students are

into external actions, some have an optimistic outlook to endure the prevailing challenges in teaching-learning.

*"my strategies to cope with the lesson are practicing loving-kindness meditation to increase self-compassion, using visualization strategies to increase positive feelings, and modeling positive coping behaviors. (SR03)*

As today's scenario also requires everyone to have a healthy physical body and fit mental and emotional health, having a positive mindset and outlook is also an advantage to cope with every challenge fully.

### Conclusion and Recommendation

Based on the data, non-teacher education students learning Purposive communication enjoy the teaching-learning process through hybrid learning. Non-teacher education students also experienced various performance-based tasks from the teachers to learn and acquire the desired competency in Purposive communication. These activities/tasks can stimulate students' active responses using English as a medium of instruction. Also, teachers teaching non-teacher education students integrated examples that are responsive in the community and the global arena. Non-education students can integrate concepts and examples in real-life contexts. Technical issues, distractions, time management staying motivated, understanding course expectations, lack of in-person interaction, adapting to unfamiliar technology, and uncertainty about the future are the most prevalent challenges that non-teacher education students currently face with online classes, along with specific recommendations for overcoming them.

It is recommended that the institution implement a monitoring strategy that would sustain the teaching methods employed by the teachers to make the teaching-learning process effective and productive in Purposive communication. The institution must provide sound-based classroom management during the new normal education and religiously implement hybrid learning to maintain the learning process. The institution should provide a learning

tool for poor but deserving non-teacher education students to assist them in learning Purposive communication even in times of educational crisis. The performance tasks used in the learning process were effective, responsive, and enjoyable. Thus, the same tasks would be used for students' participation in other disciplines.

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