



## PURPOSIVE COMMUNICATION LEARNING COMPETENCY OF GENERAL EDUCATION SUBJECT OF STUDENTS IN PRIVATE HIGHER EDUCATION INSTITUTION (HEI)

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### Abstract:

The study aims to examine the assessment of purposive communication learning competency of the General Education Subject of student respondents in the area of course expected learning outcome, core competency, student-centered teaching and learning, and general education principles. Likewise, to identify the delivery mode of teaching purposive communication and learning competency of student respondents in terms of digital literacy, effective communication, critical thinking framework, outcome-based learning, inquiry and collaborative learning, authentic assessment learning, blended learning, and independent learning. The research employs a quantitative research design which utilize random sampling in gathering the sample size to provide equal opportunity for the participants to be included in the study. The study comprised four hundred (400) respondents only. Results show that expected learning outcome explores students' critical thinking, and decision-making through oral presentation such as individual, in pair, group discussion, and small group discussion, core competency shows to present different purposes in the learning process for students as center of learning through proper teaching inside the classroom, student-centered teaching and learning shows to play a role in purposive communication and demands for the improved skills of students in both soft and hard skills, and general education principles allow students to actively and interactively participate in the discussion intended for the learning activity, reaction, reflection on the issues, and process of teaching and appreciation. Similarly, the delivery mode of teaching in terms of digital literacy, effective communication, and critical thinking framework enhances to identify the needs of the learners content and reliable

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sources of materials and relevant information for teaching and learning, outcome-based learning shows to establish a standard challenging performance on student engagement learning success and ideas, inquiry and collaborative learning promotes classroom and instill independence value of cooperative learning in a class dynamic teaching, authentic assessment learning shows to monitor and observe students on participation progress of learning process assessment, blended learning shows to adopt the concept that caters the challenges and needs of the learners in the newest trends of teaching, and independent learning shows to create a sense of learning for students in building essential relationship learning process and outcome. Findings show that there is a significant correlation between the assessment of purposive communication learning competency of the General Education Subject of student respondents and the delivery mode of teaching purposive communication and learning competency.

**Keywords:** purposive communication, delivery mode of teaching, assessment, course expected learning outcome, core competency, student-centered teaching and learning, general education principles, digital literacy, effective communication, critical thinking framework, outcome-based learning, inquiry and collaborative learning, authentic assessment learning, blended learning, and independent learning

## 1. Introduction

Purposive communication is one of the General Education subjects for students to explore learning competency in their chosen field of career. This is all about the various elements of English language skills such as speaking and writing with specific purposes. It enhances the competency of students' intercultural awareness through multimodal opportunities and tasks for effective communication in a global or local context. It critically evaluates student language power and impact in the tool conveying the importance of their function and responsibility. The student insights gain skills and knowledge in utilization of the course in their chosen discipline, academic endeavor, and their future career. It produces and composes relevant written and oral outputs of the various learning competencies. It examines learning competency in purposive communication and the level of English among students. It exposes proficiency knowledge on the skills in learning competency on purposive communication, (Mallillin, & Villareal, 2016, pp. 80-98). It investigates purposive communication and performance learning competency of students, particularly on the delivery mode of teaching. It identifies learning competency in students' performance. It provides a remarkable level of experience in the general education subject as to purposive communication. It provides standard reliability for effective teaching pedagogy performance and predicted comprehension of the course subject. It achieves standard and extensive utilization learning process as to diversity activity in the classroom setting. It helps in the improvement of skills and knowledge of students' purposive communication level of

learning competency and proficiency. It influences the learners to increase their level of understanding and skills, (Mallillin, & Castillo, 2016, pp. 45-52).

Subsequently, the goals and purposes of the subject course are to enhance the skill-based purposive communication learning competency of students which focuses on communication, cooperation, collaboration, critical thinking, and creativity. This can be done through oral participation, in pair, group discussions using various techniques in teaching. It ventures the various engagements in teaching and learning to respond and analyze the trends and issues in the management and communication of multimodal platforms and oral discourses of the subject course. It stimulates active engagement of activities in learning independent exercises, livestream, presentation, discussion, and critical thinking tasks. It trains students to equip and demands the challenges of the course for global and local experiences on assertive, empathic communicators. This is based on the domain of learning being implemented as part of the goals in purposive communication and learning competency. This can be transmitted through various learning domains necessary for the process of learning and skills in purposive communication. It predicts the academic performance of the learners and motivation process and success, (Mallillin, 2020, pp. 1-11). Hence, the performance and the competency skills are based on the lecture process in teaching and learning. It equips challenges of teaching and learning for students on the latest trends in shaping and molding learning competency in purposive communication. It provides skills and standard competency on the goals and purposes to assess students' ability to think, explore, and motivation. The goals provide concept and understanding the standard procedures on the trends of global teaching, especially in purposive communication to improve and equip students learning competency, (Mallillin, & Mallillin, 2019).

Meanwhile, purposive communication is a learning culture and student-centered teaching. It advocates and advances the practices of student-centered learning and culture. It produces valuable reflection and reaction for students to affirm the ability on the classroom issues, appreciation, and understanding. It solicits learners' input in the set-up of the classroom to ensure learners' responsibility generation and ideas on the development of learning and facilitation. It provides guidelines and specific structures in boosting the course of the study engagement. It suggests a superficial participation among the learners' tasks. It provides methods on self-assessment of students, participation and exploration in the learning process. It navigates self-assessment learning and self-regulated instruction design in purposive communication subject. It represents a unique support among the learners who struggle in the process of learning. It creates learning goals and explicitly demonstrates the connection and awareness of the learning course participation, (Koehler, & Meech, 2022, 78-89). Indeed, student-centered learning in purposive communication practices and information learning competency explores the level and integration of teachers. It provides competency in learning and teaching, especially for students' center of purposive communication subjects. It refines the purposive communication process learning competency of students. It analyzes the content and learning for students as the center of the learning process. It integrates high-

competency lectures in purposive communication. It integrates the linking culture learning competency in adapting authentic teaching methods through inquiry-based learning and activities. It fosters activities for the learners' integration and acquisition. It strengthens purposive communication integration activities and learning competency, (Garcia, 2022, pp. 30-62).

Furthermore, the characteristics of a purposive communication subject are constructive based on the needs of the learners. Students are centers of learning where it provides guidance and opportunities to construct new knowledge and formation assessment of learning. It ensures that learners are responsive to relevant authentic activities drawn in situations where it connects students to the learning process. It recognizes diversity and respects opinions on the democratic insistence of learning competency. It provides emphasis on context and appreciation of knowledge and skills among the learners. It encourages values and critical thinking for students as the center of learning. It engages in active learning by necessary viewpoints, contextualizing, and synthesizing essential tasks in purposive communication and learning competency. This can lead to a better position for students' insights and inferences (Westphaln, et al., 2022). It initiates the advocacy approach to provide the necessary activities in teaching and learning based on the needs of students. It provides an impact and interaction on student learning outcomes and characteristics to explore learning competency in purposive communication and experiences. It fosters proper communication in learning competency, resources, commitment, and responsiveness. It provides a role for teamwork and collaboration in the task activity of the learners. It aims to strengthen and analyze student character and behavior in the learning process from good, better, and best. It distributes proper techniques in the learning process. It provides and obtains model and moral strength among the learners as to solutions on issues, progressive thinking, open-minded, anticipatory, creativity, aspiration, analytics, dynamic, and logical thinking, (Suardi, et al., 2022, pp. 1419-1430).

Accordingly, the curriculum principle of purposive communication in the General Education subject provides outcome-based and interdisciplinary learning as to student-centered approach to teaching. It directs principles on students to increase achievement opportunities and learning outcomes. It provides an active role and opportunities in the construction of knowledge-learning competency. It enables and achieves classroom discussion intended to reflect, appreciate, and react to development and issues in the lesson. It empowers the goals, habits, attitude and development of purposive communication that brings success to the academic performance of the learners. The curriculum principle is flavored in the system of educational process encountered in the global hegemony, knowledge, and cognitive standards. It emerges from the curriculum principles and evolution on the proper direction in teaching. It provides a system to contribute to curriculum principles and perspectives. It reforms the system process in teaching based on the needs of students as the center of learning, (Hilt, & Riese, 2022, pp. 223-242). On the other hand, curriculum principles in purposive communication develops the teaching process in the educational system of various methods, trends, and

strategies for the subject (Purposive Communication) to develop learning competency among teachers and students. It contributes to the potential of lecturers and development in the learning output of students as a center of learning. It supports curriculum and principles as to the delivery of teaching design, student-centered learning, and culture practices. It provides a framework and approach in curriculum principles of purposive development implication. It synthesizes the curriculum design and methods on various fields of discipline set in purposive communication to achieve learning competency in teaching. It is a philosophical method that develops a rigorous prospective student-centered curriculum principles and design, (O'Donnell, et a., 2022, pp. 1-14).

Likewise, the delivery method in purposive communication to achieve learning competency is based on the needs of the learners. This involves the learners and the teachers. It measures the abilities and development of the learners holistically as an integral part of teaching. It promotes learning authentic assessment in teaching and learning the subject. The assessment of the learning competency can be formative and summative through short quiz, reporting, seatwork, portfolio, work samples, observation of skills, demonstration, project work, peer evaluation, department examination, unit or chapter test, preliminary, mid-term, and finals. It also includes problem analysis, case study, term paper, concept paper, research, and performance test. The delivery method is based on the adaptable model teacher theory that features and defines the teaching process. This involves the change and novelty practices and needs as a response in adapting the function and role of the lecturers. It assesses the knowledge on the delivery method of teaching such as the teacher being talented, enthusiastic, adaptable, creative, honest, affective, and resourcefulness in the learning process, (Mallillin, 2021). Hence, the delivery method is focused on the impact of teachers' perspective and guidelines in the syllabi for effective quality of teaching delivery in purposive communication and learning competency. It is a concept of student-centered learning to provide clear and different instructional methods and strategies in the delivery of teaching. It encourages students to pay attention to critical thinking and learners' participation in the classroom disciplinary method of teaching. It provides a positive impact on student learners and practice toward standard delivery techniques of teaching, (Dassah, & Yelletuo, 2022, pp. 47-62).

## **2. Statement of the Problem**

- 1) What is the assessment of purposive communication learning competency of the General Education Subject of student respondents in the area of
  - 1.1 course expected learning outcome,
  - 1.2 core competency,
  - 1.3 student-centered teaching and learning, and
  - 1.4 general education principles?
- 2) What is the delivery mode of teaching purposive communication and learning competency of student respondents in terms of

- 2.1 digital literacy, effective communication, and critical thinking framework,
  - 2.2 outcome-based learning,
  - 2.3 inquiry and collaborative learning,
  - 2.4 authentic assessment learning,
  - 2.5 blended learning, and
  - 2.6 independent learning?
- 3) Is there a significant correlation between the assessment of purposive communication learning competency of the General Education Subject of student respondents and the delivery mode of teaching purposive communication and learning competency of student respondents?

### **2.1 Hypothesis**

There is a significant correlation between the assessment of purposive communication learning competency of the General Education Subject of student respondents and the delivery mode of teaching purposive communication and learning competency of student respondents.

### **3. Research Design**

The study employs a quantitative research design because it measures the assessment of the purposive communication learning competency of students. It quantifies the level assessment of purposive communication and learning competency of student respondents. Likewise, it measures the assessment of purposive communication learning competency of the General Education Subject of student respondents in the area of course expected learning outcome, core competency, student-centered teaching-learning, and general education principles. This includes the measure of the delivery mode of teaching purposive communication and learning competency of student respondents in terms of digital literacy, effective communication, critical thinking framework, outcome-based learning, inquiry and collaborative learning, authentic assessment learning, blended learning, and independent learning.

Scharrer, & Ramasubramanian (2021) emphasized that quantitative research design and method introduce the advanced focus and discipline of the study. Specifically, in quantifying the variable of the study under an investigation like the learning competency of purposive communication and assessment of the learners. The design pushes to make a difference in analyzing the educational phenomena of the study as to what, how, when, and where. It provides concrete ideas and evidence on accurate results of the data. It provides structure and transformation of the research process in quantitative methods in understanding and practice of the different variables to be measured.

### 3.1 Sampling Techniques

Random sampling is employed in the study. It is a technique for gathering the sample size of the study to provide equal opportunity for the participants to be included in the study. This represents the total population of the study. It is the simplest form of data collection from the total population of the entire purposive communication subject at the General Education level. It is a platform that benchmarks the techniques in random sampling, flexibility, and evaluation control process. It integrates the proven state of the art in standardizing the envision of initiative sampling evaluation and tool, (Acher, et al., 2021, September, pp. 36-40).

### 3.2 Respondents of the Study

The respondents of the study are the students of the General Education subject in a private Higher Education Institution (HEI) at Far Eastern University, Morayta, Manila, Philippines particularly those students who have enrolled in Purposive Communication. Out of 62 sections, twenty-four sections are topped to be the respondents. The study comprised four hundreds (400) respondents only.

### 3.3 Instruments Used

#### A. Learning competency in the area of course expected learning outcome

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Course expected learning outcome is very important.
3.40-4.19	Observed	Course expected learning outcome is important.
2.60-3.39	Limited	Course expected learning outcome is moderately important.
1.80-2.59	Not Observed	Course expected learning outcome is slightly important.
1.00-1.79	Not Observed at All	Course expected learning outcome is unimportant.

#### B. Learning competency in the area of core competency

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Core competency is very important.
3.40-4.19	Observed	Core competency is important.
2.60-3.39	Limited	Core competency is moderately important.
1.80-2.59	Not Observed	Core competency is slightly important.
1.00-1.79	Not Observed at All	Core competency is unimportant.

#### C. Learning competency in the area of student-centered teaching and learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Student-centered teaching and learning are very important.
3.40-4.19	Observed	Student-centered teaching and learning are important.
2.60-3.39	Limited	Student-centered teaching and learning are moderately important.
1.80-2.59	Not Observed	Student-centered teaching and learning are slightly important.
1.00-1.79	Not Observed at All	Student-centered teaching and learning are unimportant.

#### D. Learning competency in the area of general education principles

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	General education principles are very important.
3.40-4.19	Observed	General education principles are important.
2.60-3.39	Limited	General education principles are moderately important.
1.80-2.59	Not Observed	General education principles are slightly important.
1.00-1.79	Not Observed at All	General education principles are unimportant.

#### E. Delivery mode of teaching in terms of digital literacy, effective communication, and critical thinking framework

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Digital literacy, effective communication, and critical thinking framework is very important.
3.40-4.19	Observed	Digital literacy, effective communication, and critical thinking framework is important.
2.60-3.39	Limited	Digital literacy, effective communication, and critical thinking framework is moderately important.
1.80-2.59	Not Observed	Digital literacy, effective communication, and critical thinking framework is slightly important.
1.00-1.79	Not Observed at All	Digital literacy, effective communication, and critical thinking framework is unimportant.

#### F. Delivery mode of teaching in terms of outcome-based learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Outcome-based learning is very important.
3.40-4.19	Observed	Outcome-based learning is important.
2.60-3.39	Limited	Outcome-based learning is moderately important.
1.80-2.59	Not Observed	Outcome-based learning is slightly important.
1.00-1.79	Not Observed at All	Outcome-based learning is unimportant.

#### G. Delivery mode of teaching in terms of inquiry and collaborative learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Inquiry and collaborative learning are very important.
3.40-4.19	Observed	Inquiry and collaborative learning are important.
2.60-3.39	Limited	Inquiry and collaborative learning are moderately important.
1.80-2.59	Not Observed	Inquiry and collaborative learning are slightly important.
1.00-1.79	Not Observed at All	Inquiry and collaborative learning are unimportant.

#### H. Delivery mode of teaching in terms of authentic assessment learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Authentic assessment learning is very important.
3.40-4.19	Observed	Authentic assessment learning is important.
2.60-3.39	Limited	Authentic assessment learning is moderately important.
1.80-2.59	Not Observed	Authentic assessment learning is slightly important.
1.00-1.79	Not Observed at All	Authentic assessment learning is unimportant.



### I. Delivery mode of teaching in terms of blended learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Blended learning is very important.
3.40-4.19	Observed	Blended learning is important.
2.60-3.39	Limited	Blended learning is moderately important.
1.80-2.59	Not Observed	Blended learning is slightly important.
1.00-1.79	Not Observed at All	Blended learning is unimportant

### J. Delivery mode of teaching in terms of independent learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Independent learning is very important.
3.40-4.19	Observed	Independent learning is important.
2.60-3.39	Limited	Independent learning is moderately important.
1.80-2.59	Not Observed	Independent learning is slightly important.
1.00-1.79	Not Observed at All	Independent learning is unimportant.

## 4. Result

### 4.1 What is the assessment of purposive communication learning competency of the General Education Subject of student respondents in the area of course expected learning outcome, core competency, student-centered teaching learning, and general Education principles?

**Table 1:** Learning Competency on Purposive Communication in the Area of Course Expected Learning Outcome Among the Respondents

Indicators	WM	I	R
1. It explains competency and skills that guides learners in the global workplace as part of a purposive communication process in the 21 <sup>st</sup> century of learning.	4.12	O	2
2. It provides necessary skills for students to develop in the communication process as to technical writing and business correspondence.	4.00	O	3.5
3. It explores students' critical thinking, and decision making through oral presentation such as individual, in pair, group discussion, and small group discussion.	4.23	HO	1
4. It showcases the different perspectives in the communication process and channel that demonstrates various ideas and openness.	4.00	O	3.5
5. It enhances cultural communicative competence and awareness through multimodal opportunities and tasks for effective learning process and context.	3.39	L	7
6. It equips learners the tools and different impacts on the learning and teaching that conveys students to explore knowledge in purposive communication subject.	3.86	O	5
7. It provides insights on skills and knowledge in the academic chosen discipline that endeavors oral communication and various purposes and learning output.	3.76	O	6
<b>Average Weighted Mean</b>	<b>3.91</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.276</b>		

Table 1 presents the weighted mean and the corresponding interpretation on the learning competency on purposive communication in the area of course expected learning outcome among the respondents.

It shows that rank 1 is “It explores students' critical thinking, and decision making through oral presentation such as individual, in pair, group discussion, and small group discussion”, with a weighted mean of 4.23 or Highly Observed which means learning competency on course expected learning outcome is very important. Rank 2 is “It explains competency and skills that guides learners in the global workplace as part of a purposive communication process in the 21<sup>st</sup> century of learning”, with a weighted mean of 4.12 or Observed which means learning competency on course expected learning outcome is important. Rank 3 is shared by the two indicators which are “It provides necessary skills for students to develop in the communication process as to technical writing and business correspondence”, and “It showcases the different perspectives in the communication process and channel that demonstrates various ideas and openness”, with a weighted of 4.00 or Observed which means learning competency on course expected learning outcome is important. The least in rank is “It enhances cultural communicative competence and awareness through multimodal opportunities and tasks for effective learning process and context”, with a weighted mean of 3.39 or Limited which means learning competency on course expected learning outcome is moderately important. The overall average weighted mean is 3.91 (SD=0.276) or Observed which means learning competency on purposive communication in the area of course expected learning outcome is important among the respondents.

**Table 2: Learning Competency on Purposive Communication  
in the Area of Core Competency Among the Respondents**

Indicators	WM	I	R
1. It assists students with cognitive knowledge as to life-long learning process, problem and solving skills, creative thinking, collaboration, communication, and critical thinking.	3.97	O	5
2. It develops learning processes on soft skills such as communication, digital literacy as trends in advanced technology, work ethics, intra and inter personal skills, leadership, and value.	4.01	O	4
3. It advances the learners on hard skills as to the fundamental trend of learning design to equip students in the world of learning.	3.76	O	6
4. It engages to ensure effective communication for student learners on the real practice of efficient communication as part of the learning process.	4.13	O	3
5. It advances and simulates academic setting in purposive communication as to the elements of skills in communication process through individual or group output in the learning enhancement.	3.36	L	7
6. It presents different purposes in the learning process for students as a center of learning through proper teaching inside the classroom.	4.21	HO	1.5
7. It showcases the teaching and learning in purposive communication on the various skills needed in the learning process.	4.21	HO	1.5
<b>Average Weighted Mean</b>	<b>3.95</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.304</b>		

Table 2 presents the weighted mean and the corresponding interpretation of the learning competency on purposive communication in the area of core competency among the respondents.

It shows that rank 1 is shared by the two indicators which are “It presents different purposes in the learning process for students as a center of learning through proper teaching inside the classroom”, and “It showcases the teaching and learning in purposive communication on the various skills needed in the learning process”, with a weighted mean of 4.21 or Highly Observed which means learning competency on core competency is very important. Rank 2 is “It engages to ensure effective communication for student learners on the real practice of efficient communication as part of the learning process”, with a weighted mean of 4.13 or Observed which means learning competency on core competency is important. Rank 3 is “It develops learning processes on soft skills such as communication, digital literacy as trends in advanced technology, work ethics, intra and interpersonal skills, leadership, and value”, with a weighted mean of 4.01 or Observed which means learning competency on core competency is important. The least in rank is “It advances and simulates academic setting in purposive communication as to the elements of skills in communication process through individual or group output in the learning enhancement”, with a weighted mean of 3.36 or Limited which means learning competency on core competency is moderately important. The overall average weighted mean is 3.95 (SD=0.304) or Observed which means learning competency on purposive communication in the area of core competency is important among the respondents.

**Table 3: Learning Competency on Purposive Communication in the Area of Student-Centered Teaching and Learning Among the Respondents**

<b>Indicators</b>	<b>WM</b>	<b>I</b>	<b>R</b>
1. It helps to convey the communication effectively during discussion in understanding context to be learned by the students as to oral participation or group discussion.	3.66	O	6
2. Purposive communication provides students to explore knowledge and critical thinking through interaction inside the classroom.	3.88	O	5
3. It enhances and develops strong skills in communication among students as a center of learning in the success of the teaching process.	4.09	O	3
4. It plays a role in purposive communication and demands for the improved skills of students in both soft and hard skills.	4.22	HO	1.5
5. It sets activities quality of teaching and learning in various diversities, respect, trust, conditions, solving problems and issues for the tasks, creative ideas, and sharing.	4.22	HO	1.5
6. It develops strong priorities in effective and interactive communication that increases learning output for students' academic performance.	3.34	L	7
7. It provides information that deepens creative knowledge and thinking of students as the center of learning in development learning to avoid issues, compromise, and better decision making in the learning process.	3.73	O	4
<b>Average Weighted Mean</b>	<b>3.88</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.326</b>		

Table 3 presents the weighted mean and the corresponding interpretation on the learning competency on purposive communication in the area of student-centered teaching and learning among the respondents.

As noted in the table, rank 1 is shared by the two indicators which are “It plays a role in purposive communication and demands for the improved skills of students in both soft and hard skills”, and “It sets activities quality of teaching and learning in various diversities, respect, trust, conditions, solving problems and issues for the tasks, creative ideas, and sharing”, with a weighted mean of 4.22 or Highly Observed which means learning competency on student-centered teaching and learning is very important. Rank 2 is “It enhances and develops strong skills in communication among students as a center of learning in the success of the teaching process”, with a weighted mean of 4.09 or Observed which means learning competency in student-centered teaching and learning is important. Rank 3 is “It provides information that deepens creative knowledge and thinking of students as the center of learning in development learning to avoid issues, compromise, and better decision making in the learning process”, with a weighted mean of 3.73 or Observed which means learning competency on student-centered teaching and learning is important. The least in rank is “It develops strong priorities in effective and interactive communication that increases learning output for students’ academic performance”, with a weighted mean of 3.34 or Limited which means learning competency on student-centered teaching and learning is moderately important. The overall average weighted mean is 3.88 (SD=0.326) or Observed which means learning competency on purposive communication in the area of student-centered teaching and learning is important among the respondents.

Table 4 presents the weighted mean and the corresponding interpretation of the learning competency on purposive communication in the area of general education principles among the respondents.

As gleaned in the table, Rank 1 is “It allows students to actively and interactively participate in the discussion intended for the learning activity, reaction, reflection on the issues, and process of teaching and appreciation”, with a weighted mean of 4.20 or Highly Observed which means learning competency on general education principles is very important. Rank 2 is “It conveys skills and ideas coherent for purposive communication appropriately in the academic performance of students and styles”, with a weighted mean of 4.03 or Observed which means learning competency on general education principles is important. Rank 3 is “It empowers to develop the study habits of students and development that will bring success to the academic performance”, with a weighted mean of 3.93 or Observed which means learning competency on general education principles is important. The least in rank is shared by the two indicators which are “It directs principles of student achievement and increases the outcome of learning opportunities in the role of knowledge and construction based on the skills needed in the learning process”, and “The subject is designed for outcome-based learning in the General Education principles to prepare students for higher learning”, with a weighted mean of 3.37 or Limited which means learning competency on general education

principles is moderately important. The overall average weighted mean is 3.78 (SD=0.319) or Observed which means learning competency on purposive communication in the area of general education principles is important among the respondents.

**Table 4:** Learning Competency on Purposive Communication  
in the Area of General Education Principles Among the Respondents

Indicators	WM	I	R
1. It directs principles of student achievement and increases the outcome of learning opportunities in the role of knowledge and construction based on the skills needed in the learning process.	3.37	L	6.5
2. The subject is designed for outcome-based learning in the General Education principles to prepare students for higher learning.	3.37	L	6.5
3. It allows students to actively and interactively participate in the discussion intended for learning activity, reaction, reflection on the issues, and process of teaching and appreciation.	4.20	HO	1
4. It empowers to develop the study habits of students and development that will bring success to the academic performance.	3.93	O	3
5. It describes knowledge, elements, function, and nature for various multicultural contexts of learning to explain and determine the academic principles of the general education subject as to purposive communication.	3.72	O	5
6. It conveys skills and ideas coherent for purposive communication appropriately in the academic performance of students and styles.	4.03	O	2
7. It adopts values on intercultural and sensitivity and awareness from various learners on teaching and learning the context of purposive communication.	3.87	O	4
<b>Average Weighted Mean</b>	<b>3.78</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.319</b>		

#### 4.2 What is the delivery mode of teaching purposive communication and learning competency of student respondents in terms of digital literacy, effective communication, critical thinking framework, outcome-based learning, inquiry and collaborative learning, authentic assessment learning, blended learning, and independent learning?

Table 5 presents the weighted mean and the corresponding interpretation on the delivery mode of teaching in terms of digital literacy, effective communication, and critical thinking framework among the respondents.

**Table 5: Delivery Mode of Teaching in Terms of Digital Literacy, Effective Communication, and Critical Thinking Framework Among the Respondents**

Indicators	WM	I	R
1. It assesses the concept and understanding of the teaching dynamic approach in the delivery mode of teaching.	3.35	L	7
2. It provides classroom students on digital literacy for credible information on effective methods and strategy in teaching.	4.24	HO	1.5
3. It enhances to identify the needs of the learners content and reliable sources of materials and relevant information for teaching and learning.	4.24	HO	1.5
4. It builds rapports and encourages participants to establish students' credibility inside the classroom.	4.07	O	3
5. It focuses on effective communication information on the consistency that reinforces the delivery mode of teaching.	3.86	O	4.5
6. It provides a framework for critical thinking delivery and evaluation of teaching, learning, and knowledge of the lesson.	3.86	O	4.5
7. It encourages students to enhance decision-making through group discussion or individual presentation in various connections of ideas, creativity, and brainstorming.	3.66	O	6
<b>Average Weighted Mean</b>	<b>3.90</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.322</b>		

As noted in the table, rank 1 is shared by the two indicators which are “It provides classroom students on digital literacy for credible information on effective methods and strategy in teaching”, and “It enhances to identify the needs of the learners content and reliable sources of materials and relevant information for teaching and learning”, with a weighted mean of 4.24 or Highly Observed which means a delivery mode of teaching on digital literacy, effective communication, and critical thinking framework is very important. Rank 2 is “It builds rapports and encourages participation to establish students' credibility inside the classroom”, with a weighted mean of 4.07 or Observed which means a delivery mode of teaching on digital literacy, effective communication, and critical thinking framework is important. Rank 3 is also shared by the two indicators which are “It focuses on effective communication information on the consistency that reinforces the delivery mode of teaching”, and “It provides a framework for critical thinking delivery and evaluation of teaching, learning, and knowledge of the lesson”, with a weighted mean of 3.86 or Observed which means a delivery mode of teaching on digital literacy, effective communication, and critical thinking framework is important. The least in rank is “It assesses the concept and understanding of teaching dynamic approach in the delivery mode of teaching”, with a weighted mean of 3.35 or Limited which means a delivery mode of teaching on digital literacy, effective communication, and critical thinking framework is moderately important. The overall average weighted mean is 3.90 (SD=0.322) or Observed which means a delivery mode of teaching in terms of digital literacy, effective communication, and critical thinking framework is important among the respondents.

**Table 6:** Delivery Mode of Teaching in Terms of Outcome-Based Learning Among the Respondents

Indicators	WM	I	R
1. It allows students to create learning and solves learning tasks on discipline of teaching in purposive communication.	3.81	O	3.5
2. It focuses on clarity for both teachers and students to understand development of skills and knowledge intended for outcome-based learning articulation.	3.38	L	7
3. It defines curriculum design intended for student outcome-based learning on the desired achievement and result.	4.01	O	2
4. It establishes a standard challenging performance on student engagement in outcome-based learning success and ideas.	4.21	HO	1
5. It expands opportunities for students to strive in the outcome-based learning interaction process.	3.79	O	5
6. It builds alignment in outcome-based learning to support the activities of learning desire and achievement.	3.81	O	3.5
7. It assesses the task based on the output of students in the delivery mode of teaching aligned with the outcome-based learning activities.	3.59	O	6
<b>Average Weighted Mean</b>	<b>3.80</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.276</b>		

Table 6 presents the weighted mean and the corresponding interpretation of the delivery mode of teaching in terms of outcome-based learning among the respondents.

As shown in the table, rank 1 is “It establishes a standard challenging performance on student engagement in outcome-based learning success and ideas”, with a weighted mean of 4.21 or Highly Observed which means a delivery mode of teaching on outcome-based learning is very important. Rank 2 is “It defines the curriculum design intended for student outcome-based learning on the desired achievement and result”, with a weighted mean of 4.01 or Observed which means a delivery mode of teaching on outcome-based learning is important. Rank 3 is shared by the two indicators which are “It allows students to create learning and solves learning tasks on the discipline of teaching in purposive communication”, and “It builds alignment in the outcome-based learning to support the activities of learning desire and achievement”, with a weighted mean of 3.81 or Observed which means a delivery mode of teaching on outcome-based learning is important. The least in rank is “It focuses on clarity for both teachers and students to understand the development of skills and knowledge intended for outcome-based learning articulation”, with a weighted mean of 3.38 or Limited which means a delivery mode of teaching on outcome-based learning is moderately important. The overall average weighted mean is 3.80 (SD=0.276) or Observed which means a delivery mode of teaching in terms of outcome-based learning is important among the respondents.

**Table 7: Delivery Mode of Teaching in Terms of Inquiry and Collaborative Learning Among the Respondents**

Indicators	WM	I	R
1. It promotes classroom collaborative learning to instill independence value of cooperative learning in a class dynamic teaching.	4.23	HO	1
2. It involves students inquiry and collaborative learning individually, pairs, or in groups for the learners to work together.	4.07	O	2
3. It describes the inquiry and collaborative learning in teaching approach driven lessons.	3.33	L	7
4. It engages collaborative learning for involvement of students as a center of learning and understanding assessment.	4.00	O	3.5
5. It explores students' involvement in the lesson to build understanding on the topic inquiry and collaborative learning.	4.00	O	3.5
6. It explains the opportunity for students' collaborative and inquiry learning process in the module lesson.	3.84	O	5
7. It allows students to elaborate new knowledge and utilization to explain and continue to explore the implication of the new task situation in the lesson.	3.75	O	6
<b>Average Weighted Mean</b>	<b>3.89</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.291</b>		

Table 7 presents the weighted mean and the corresponding interpretation of the delivery mode of teaching in terms of inquiry and collaborative learning among the respondents. As shown in the table, rank 1 is “It promotes classroom collaborative learning to instill independence value of cooperative learning in a class dynamic teaching”, with a weighted mean of 4.23 or Highly Observed which means a delivery mode of teaching on inquiry and collaborative learning is very important. Rank 2 is “It involves students inquiry and collaborative learning individually, pairs, or in groups for the learners to work together”, with a weighted mean of 4.07 or Observed which means a delivery mode of teaching on inquiry and collaborative learning is important. Rank 3 is shared by the two indicators which are “It engages collaborative learning for the involvement of students as a center of learning and understanding assessment”, and “It explores students' involvement in the lesson to build understanding on the topic inquiry and collaborative learning”, with a weighted mean of 4.00 or Observed which means a delivery mode of teaching on inquiry and collaborative learning is important. The least in rank is “It describes the inquiry and collaborative learning in teaching approach driven lesson”, with a weighted mean of 3.33 or Limited which means a delivery mode of teaching on inquiry and collaborative learning is moderately important. The overall average weighted mean is 3.89 (SD=0.291) or Observed which means a delivery mode of teaching in terms of inquiry and collaborative learning is important among the respondents.



**Table 8:** Delivery Mode of Teaching in Terms of Authentic Assessment Learning Among the Respondents

Indicators	WM	I	R
1. It prioritizes the approach of assessment as to authenticity of the lesson through formative and summative performance-based processes.	3.82	O	4
2. It monitors and observes students on the participation and progress of the learning process assessment and authentication.	4.12	O	1
3. It assesses the course of student learning ideal to improve the skills and understanding of the content course.	3.73	O	5
4. It requires application of authentic assessment through standard rubrics to improve the learning process of students.	3.36	L	7
5. It determines the assessment through the skills and information relevant to the learning process and utilization.	3.64	O	6
6. The assessment in the learning process is realistic, innovative, judgment, and simulates the context of the learning process.	4.02	O	2.5
7. It allows us to assess the ability of learners effectively and efficiently on complex tasks, skills, and knowledge.	4.02	O	2.5
<b>Average Weighted Mean</b>	<b>3.82</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.265</b>		

Table 8 presents the weighted mean and the corresponding interpretation of the delivery mode of teaching in terms of authentic assessment learning among the respondents.

As observed in the table, rank 1 is “It monitors and observes students on the participation and progress of the learning process assessment and authentication”, with a weighted mean of 4.12 or Observed which means a delivery mode of teaching on authentic assessment learning is moderately important. Rank 2 is shared by the two indicators which are “The assessment in the learning process is realistic, innovative, judgment and simulates the context of the learning process”, and “It allows to assess the ability of students effectively and efficiently on the complex task, skills, and knowledge”, with a weighted mean of 4.02 or Observed which means a delivery mode of teaching on authentic assessment learning is important. Rank 3 is “It prioritizes the approach of assessment as to the authenticity of the lesson through formative and summative performance-based processes”, with a weighted mean of 3.82 or Observed which means a delivery mode of teaching on authentic assessment learning is important. The least in rank is “It requires application of authentic assessment through standard rubrics to improve the learning process of students”, with a weighted mean of 3.36 or Limited which means a delivery mode of teaching on authentic assessment learning is moderately important. The overall average weighted mean is 3.82 (SD=0.265) or Observed which means a delivery mode of teaching in terms of authentic assessment learning is important among the respondents.

**Table 9:** Delivery Mode of Teaching in Terms of Blended Learning Among the Respondents

Indicators	WM	I	R
1. It utilizes traditional space of learning and classroom for students to develop skills, knowledge, creative thinking, and collaboration.	3.61	O	6
2. It provides educational solutions and innovation in the approach of blended learning classroom teaching and effective activities for students.	3.75	O	5
3. Blended learning concepts, the idea and rooted learning continuous process benefits in the delivery method of teaching.	3.34	L	7
4. It is a formal delivery of teaching method and program for instruction and delivery content that controls the learners' academic achievement and performance.	3.87	O	4
5. It strives to discover the approaches and innovative teaching for students as a center of learning.	4.13	O	2.5
6. It adopts the concept that caters the challenges and needs of the learners in the newest trends of teaching.	4.20	HO	1
7. It explores how to adopt the new trends of technology in teaching to reach the path of quality learning and goal opportunity for students.	4.13	O	2.5
<b>Average Weighted Mean</b>	<b>3.86</b>	<b>O</b>	
<b>Standard Deviation</b>	<b>0.318</b>		

Table 9 presents the weighted mean and the corresponding interpretation of the delivery mode of teaching in terms of blended learning among the respondents.

As revealed in the table, it shows that rank 1 is "It adopts the concept that caters the challenges and needs of the learners in the newest trends of teaching", with a weighted mean of 4.20 or Highly Observed which means a delivery mode of teaching on blended learning is very important. Rank 2 is shared by the two indicators which are "It strives to discover the approaches and innovative teaching for student as a center of learning", and "It explores how to adopt the new trends of technology in teaching to reach the path of quality learning and goal opportunity for students", with a weighted mean of 4.13 or Observed which means a delivery mode of teaching on blended learning is important. Rank 3 is "It is a formal delivery of teaching method and program for instruction and deliver content that controls the learners' academic achievement and performance", with a weighted mean of 3.87 or Observed which means a delivery mode of teaching on blended learning is important. The least in rank is "Blended learning concepts, the idea and rooted learning continuous process benefits in the delivery method of teaching", with a weighted mean of 3.34 or Limited which means a delivery mode of teaching on blended learning is moderately important. The overall average weighted mean is 3.86 (SD=0.318) or Observed which means a delivery mode of teaching in terms of blended learning is important among the respondents.

**Table 10:** Delivery Mode of Teaching in Terms of Independent Learning among the Respondents

Indicators	WM	I	R
1. It promotes and develops students' critical skills, intellectual curiosity, and creativity through independent learning.	4.12	O	2.5
2. It ensures that students can work independently on the task requirements as to the completion process and deadlines.	3.98	O	4
3. It creates independent learning and a sense of student position in the learning process from the required learning task and expected outcome of the lesson.	3.86	O	5
4. It builds a transition of learning success in the development of task requirements with the analysis of instruction and critical thinking during the blended learning process.	3.56	O	6
5. It creates a sense of learning for students in building essential relationship learning processes and outcomes independently.	4.23	HO	1
6. It establishes the routine of blended learning that focuses on the models and protocols of the learning output through collaboration, creativity, and critical thinking.	3.37	L	7
7. It provides student voice to work at their own choice during the blended learning for better results of the task required in the lesson.	4.12	O	2.5
<b>Average Weighted Mean</b>	<b>3.89</b>		
<b>Standard Deviation</b>	<b>0.319</b>		

Table 10 presents the weighted mean and the corresponding interpretation of the delivery mode of teaching in terms of independent learning among the respondents.

As acknowledged in the table, it shows that rank 1 is “It creates a sense of learning for students in building essential relationship learning process and outcome independently”, with a weighted mean of 4.23 or Highly Observed which means a delivery mode of teaching on independent learning is very important. Rank 2 is shared by the two indicators which are “It promotes and develops students' critical skills, intellectual curiosity, and creativity through independent learning”, and “It provides student voice to work at their own choice during the blended learning for better results of the task required in the lesson”, with a weighted mean of 4.12 or Observed which means a delivery mode of teaching on independent learning is important. Rank 3 is “It ensures that students can work independently on the task requirements as to completion process and deadlines”, with a weighted mean of 3.98 or Observed which means a delivery mode of teaching on independent learning is important. The least in rank is “It establishes the routine of blended learning that focuses on the models and protocols of the learning output through collaboration, creativity, and critical thinking”, with a weighted mean of 3.37 or Limited which means a delivery mode of teaching on independent learning is moderately important. The overall average weighted mean is 3.89 (SD=0.319) or Observed which means a delivery mode of teaching in terms of independent learning is important among the respondents.

### 4.3 On the significant correlation between the assessment of purposive communication learning competency of the General Education Subject of student respondents and the delivery mode of teaching purposive communication and learning competency of student respondents

**Table 11:** On the significant correlation between the assessment of purposive communication learning competency of the General Education Subject of student respondents and the delivery mode of teaching purposive communication and learning competency of student respondents

Test of Variables	Computed r value	Relationship *significant *not significant	Hypothesis *accepted *rejected
Course expected learning outcome			
• DLECCTF	1.39723	significant	rejected
• outcome-based learning	1.40114	significant	rejected
• inquiry and collaborative learning	1.38739	significant	rejected
• authentic assessment learning	1.39315	significant	rejected
• blended learning	1.39957	significant	rejected
• independent learning	1.40292	significant	rejected
Core competency			
• DLECCTF	1.4043	significant	rejected
• outcome-based learning	1.40823	significant	rejected
• inquiry and collaborative learning	1.39941	significant	rejected
• authentic assessment learning	1.4002	significant	rejected
• blended learning	1.40666	significant	rejected
• independent learning	1.41002	significant	rejected
Student-centered teaching and learning			
• DLECCTF	1.39509	significant	rejected
• outcome-based learning	1.399	significant	rejected
• inquiry and collaborative learning	1.38526	significant	rejected
• authentic assessment learning	1.39102	significant	rejected
• blended learning	1.39743	significant	rejected
• independent learning	1.40077	significant	rejected
General Education principles			
• DLECCTF	1.40154	significant	rejected
• outcome-based learning	1.40546	significant	rejected
• inquiry and collaborative learning	1.39167	significant	rejected
• authentic assessment learning	1.3945	significant	rejected
• blended learning	1.40389	significant	rejected
• independent learning	1.40784	significant	rejected
<b>Note:</b> One tailed test, df of 400, with 0.05 level of significance at critical r value of 0.097824			

Table 11 presents the test of significant correlation between the assessment of purposive communication learning competency of the General Education subject of student respondents and the delivery mode of teaching purposive communication and learning competency of the student respondents.

As revealed in the table, when the two variables are tested, it shows that the computed r value of learning competency on course expected learning outcome against

DLECCTF is 1.39723, outcome-based learning is 1.40114, inquiry and collaborative learning is 1.38739, authentic assessment learning is 1.39315, blended learning is 1.39957, and independent learning is 1.40292. It shows that all the computed  $r$  values are higher than the critical  $r$  value of 0.097824, which means significant and resulted in rejection.

On the other hand, when the variables on core competency is tested against DLECCTF, computed  $r$  value is 1.4043, outcome-based learning is 1.40823, inquiry and collaborative learning is 1.39941, authentic assessment learning is 1.4002, blended learning is 1.40666, and independent learning is 1.41002. It shows that all computed  $r$  values are higher than the critical  $r$  value of 0.097824, which means significant and resulted in the rejection of the hypothesis.

Notably, when the variables on student-centered teaching and learning is tested against DLECCTF, the computed  $r$  value is 1.39509, outcome-based learning is 1.399, inquiry and collaborative learning is 1.38526, authentic assessment learning is 1.39102, blended learning is 1.39743, and independent learning is 1.40077. It shows that all the computed  $r$  values are higher than the critical  $r$  value of 0.097824, which means significant and resulted in the rejection of the hypothesis.

Indeed, when the variables on General Education principles is tested against DLECCTF, the computed  $r$  value is 1.40154, outcome-based learning is 1.40546, inquiry and collaborative learning is 1.39167, authentic assessment learning is 1.3945, blended learning is 1.40389, and independent learning is 1.40784. It shows that computed  $r$  values are higher than the critical  $r$  value of 0.097824, which means significant and resulted in the rejection of the hypothesis.

Therefore, it is safe to say that there is a significant correlation between the assessment of purposive communication learning competency of the General Education subject of student respondents and the delivery mode of teaching purposive communication and learning competency of student respondents.

## 5. Discussion

The learning competency on purposive communication in the area of course expected learning outcome among the respondents shows to explore students' critical thinking, and decision making through oral presentation such as individual, in pair, group discussion, and small group discussions. This is to examine the intervention of teaching and learning implementation and educational setting for the performance of the learners, learning activities, direct instruction, learning reflection, and student interest. It encourages open communication and sharing of thoughts and knowledge in the classroom, (Mallillin, 2022, 12-38). Yet, it shows that the expected learning outcome provides competency and skills that guide learners in the global workplace as part of a purposive communication process in the 21<sup>st</sup> century of learning. It assists the learners to understand knowledge and awareness of development goals and sustainability in purposive communication skills and concepts. This can motivate students' sustainability learning skills. It assesses the performance of the learning process and outcome. It

supports and advances students' experiences and enhances critical key competency and sustainability of learning, (Alm, et al., 2022). Still, learning competency and outcome provide necessary skills for students to develop in the communication process as to technical writing and business correspondence and showcases the different perspectives in the communication process and channel that demonstrates various ideas and openness. It discusses the implication of communication and the development of independent thinking in students. It features abilities and creativity manifestation habits of the learning process. It describes and encourages active teaching method parameters of learning, (Khamidovna, Saidovna, & Bakhtiyarovna, 2021). In addition, it shows that learning outcome competency expectation enhances cultural communicative awareness through multimodal opportunities and tasks for effective learning process and context which motivates students to prepare for higher learning based on skills and knowledge development and intention, (Xie, 2022, pp. 280-308).

Furthermore, learning competency on purposive communication in the area of core competency among the respondents shows to present different purposes in the learning process for students as center of learning through proper teaching inside the classroom, and showcases teaching and learning purposive communication on the various skills needed in the learning process. It involves students to be effective in the learning process and information. It provides resources on the core competency of students' process and productive learning outcomes. It promotes literacy and competency of the purposive communication process in teaching and learning, (Carless, 2022, pp. 143-153). Besides, core competency engages to ensure effective communication for student learners on the real practice of efficient communication as part of the learning process. It introduces a paradigm in an educational setting and a positive trend of teaching students as the center of learning. This can be done for both verbal and non-verbal communication practices, (Škoda, Baksa, & Luić, 2021, March). Hence, it shows that core competency develops learning processes on soft skills such as communication, and digital literacy as trends in advanced technology, work ethics, intra and interpersonal skills, leadership, and value. It determines competency and quality of teaching-learning implementation among learners. Teaching competency plays a pedagogy of learning in building the abilities of students learning, (Efendi, 2021, pp. 701-706). Yet, a core competency of learning shows to advance and simulate academic setting in purposive communication as to the elements of skills in the communication process through individual or group output learning enhancement where purposive communication provides different strategies in speaking and in writing. It enhances the communicative competence and intercultural awareness of students, (Gairan, 2022).

Moreover, learning competency on purposive communication in the area of student-centered teaching and learning among the respondents shows to play a role in purposive communication and demands for the improved skills of students in both soft and hard skills, and sets activities quality of teaching and learning in various diversities, respect, trust, conditions, solving problems and issues for the tasks, creative ideas, and sharing. It provides knowledge and influences the learning outcome and theory of

teaching and learning. It adopts student learning outcomes and development in the process of complete learning, (Peng, et al., 2021). Aside, it shows that student-centered teaching and learning enhances and develops strong skills in communication among students as the center of learning success of the teaching process. It collaborates with professional sustainability needed in the interpersonal and development competency of students. It facilitates the development of interpersonal competency for teaching and learning for students as a center of learning. It deepens understanding of student-centered learning to sustain a purposive communication subject as part of the curriculum in the general education subject, (Konrad, Wiek, & Barth, 2021). Similarly, it also provides information that deepens creative knowledge and thinking of students as the center of learning in the development process to avoid issues, compromise, and better decision-making learning process. It explores students to provide information on their choice, decision, and thinking skills which broaden imagination, creativity, and curiosity in learning, (Djumanova, 2021, pp., 1007-1011). Lastly, it shows that student-centered learning develops strong priorities in effective and interactive communication that increases learning output in their academic performance. It provides a better domain of learning in academic performance as far as purposive communication is concerned, (Mallillin, et al., 2021).

Similarly, the learning competency on purposive communication in the area of general education principles among the respondents shows to allow students to actively and interactively participate in the discussion intended for learning activity, reaction, reflection on the issues, and process of teaching and appreciation which is powerful feedback and influence of learning. It produces impact and expected learning transmission for students as a center of learning. Activities are being implemented in the classroom practices and design for teaching and learning. It designs the framework and guidelines to promote practice and approaches for student-centered learning, (Er, Dimitriadis, & Gašević, 2021, pp. 586-600). Also, it shows that general education principles convey skills and ideas coherently for purposive communication appropriately in the academic performance of students and styles which is a requirement to express their feelings, ideas, and thoughts. It provides strategies for students in their purposive communication subject, (Stevanie, 2021, pp. 64-88). Still, the general education principles show to empower the study habits of students and development that will bring success to academic performance. It provides awareness of learning skills, and self-direct competency skills in purposive communication readiness in teaching and learning, (Karatas, & Arpacı, 2021). Hence, the principle of general education shows direct principles of student achievement and increases the outcome of learning opportunities in the role of knowledge and construction based on the skills needed in the learning process, and the subject is designed for outcome-based learning in the General Education principles to prepare students for higher learning. It improves the competency based on students' learning outcomes as to learning tools and course planning, (Gyll, & Hayes, 2021).

Nevertheless, the delivery mode of teaching in terms of digital literacy, effective communication, and critical thinking framework among the respondents shows to provide classroom students with digital literacy for credible information on effective methods and strategies in teaching. It enhances the identification of the needs of the learners' content and reliable sources of materials and relevant information for teaching and learning. It develops and designs innovation for the development of learning in the higher stage of critical thinking of the learners. It innovates and validates learning regarding problem-solving, experiences and practice of learning, development of critical thinking, creative thinking, and analytical thinking. It designs the content based on the needs of students and levels. This will help them to understand the context of the lesson in the classroom and the like. It navigates to help students' needs of learning outcomes and performance, (Kwangmuang, et al., 2021). Hence, general education principles show to build rapport and encourage participation to establish students' credibility inside the classroom. It examines the lecturer's perception in the context and behavior to initiate and allow rapport for students learning in terms of group discussion, pair discussion, or individual. It initiates instructions to engage connection in classroom teaching and learning, (Flanigan, et al., 2021, pp. 1-20). Similarly, the general principle in education shows to focus on effective communication information on the consistency that reinforces the delivery mode of teaching, and provides a framework for critical thinking delivery in teaching as to the evaluation of teaching, learning, and knowledge of the lesson. It provides teaching and learning the real experiences of the principles in academic performance and output of purpose communication. This focuses on the assessment, collaboration, practice, and discovery of learning, (Lapitan Jr, et al., 2021, pp. 116-131).

Similarly, the delivery mode of teaching in terms of outcome-based learning among the respondents shows to establish a standard challenging performance on student engagement, learning success and ideas. This depends on the implementation curriculum of the subject needed by the learners. There is a need to introduce innovative pedagogy in teaching to make the output and performance of students effective. Teaching pedagogy must be based on the needs of the learners and outcome-based of the educational system in the university. This must be based on the goals of purposive communication set in the general education subject. It defines the mission and vision of the learners' output programs and courses. It assesses the outcome of student learning through the delivery mode of teaching and innovation, (Srivastava, & Agnihotri, 2022, pp. 95-114). Therefore, the delivery mode or learning shows to define the curriculum design intended for student outcome-based learning desired achievement and result. It provides assessment learning impact in analyzing the desired outcome of students' critical thinking, creativity, decision-making, collaborative, and communication skills. It implements realistic practical standard learning approaches and discipline. It captures the parameters of the assessment and definition of outcome-based learning of students, (Goyal, Gupta, & Gupta, 2022). In addition, learning out-based allows students to create learning and solve learning tasks on the discipline of teaching in purposive communication, and builds alignment in the outcome-based learning to support the



activities of learning desire and achievement which is a requirement in purposive communication as part of the curriculum, (Guo, et al., 2022, pp. 1-12).

Notably, the delivery mode of teaching in terms of inquiry and collaborative learning among the respondents shows to promote classroom and instill the independent value of cooperative learning in class dynamic teaching. It provides a framework for cooperative learning, and effective implementation practice of teaching and learning in the classroom. It addresses the dynamic and importance of learning activities. It examines the perception of learning inquiry and collaboration for students' perceived activities such as group discussion and process, social skills, individual learning, interaction, and positive interdependence. It explores the success measure of cooperative implementation of learning, (Yoshimura, Hiromori, & Kirimura, 2021). On the other hand, it shows that students inquiry and collaborative learning individually, pairs, or in groups working together. It explores the cooperative learning and implementation context. This includes environment learning as a classroom setting of teaching, (Karmina, et al., 2021). In addition, it shows that inquiry and collaborative learning engages the involvement of students as a center of learning and understanding assessment, and explores students' involvement in the lesson to build an understanding of the topic of the lesson inquiry which means collaborative learning has an impact on thinking and critical skills of students in different learning, especially on purposive communication, (Warsah, et al., 2021, pp. 443-460).

Indeed, the delivery mode of teaching in terms of authentic assessment learning among the respondents shows to monitor and observe students' participation and progress of the learning process assessment and authentication. It provides an analysis on the learning output and performance. It evaluates a proper approach to the learning process and learning management in monitoring the performance of the subject, (Costa, et al., 361-397). It also shows that authentic learning assessment is realistic, innovative, judgmental, and simulates the context of the learning process, and allows students to assess their ability of students effectively and efficiently on the complex task, skills, and knowledge. It provides knowledge and process to ensure that students and teachers are connected in the upbringing of the course of purposive communication in the general education subject. It assesses the utilization of the tool in formative and summative assessments of the competency learning process, (Dilova, 2021, pp. 144-155). Similarly, it shows that an authentic assessment approach is a formative and summative performance-based process. It implements the performance assessment based on a curriculum designed in purposive communication to provide a better picture of the authentic assessment process for students to achieve. It enhances equitable measures and supports the authentic assessment process in teaching and learning, (Long, 2021).

Nevertheless, the delivery mode of teaching in terms of blended learning among the respondents shows to adopt the concept that caters for the challenges and needs of the learners in the newest trends of teaching. The teaching process is face to face in the now normal to improve the trends of technology in teaching as to the application of the subject area of learning, content, method, and performance of students. It is immersed

with the technology of teaching to equip students for advanced learning to ensure better output in purposive communication subjects. It serves as a necessary reference in the educational context of learning, (Tang, et al., 2021). It also shows that methods of teaching and learning strive to discover the approach and innovative teaching for students as centers of learning, and explores to adopt the new trends of technology in teaching to reach the path of quality learning and goal opportunity for students. It explores the learning assessment and form of the teaching process. It intends to develop the innovation and pedagogy of teaching in the learning situation, (Kukulka-Hulme, 2022). It also shows that blended learning provides formal delivery of teaching methods and programs for instruction and delivery of content that controls the learners' academic achievement and performance. It designs a purposive communication program based on the delivery of blended learning for students. A purposive communication subject program is traditional learning based on the set assessment of the general education subject, (Al Musawi, & Ammar, 2021, pp. 127-139).

Finally, the delivery mode of teaching in terms of independent learning among the respondents shows to create a sense of learning for students by building essential relationships learning process and outcome independently. It develops active learning inside the classroom to ensure that the comprehensive teaching and learning process is to the fullest which involves students' engagement in influencing enhanced and collaborative learning, (Qureshi, et al., 2021, pp. 1-21). On the other hand, it also shows how to promote and develop students' critical skills, intellectual curiosity, and creativity through independent learning, and provides student voice to work at their own choice during the blended learning for better results of the task required in the lesson. It is a competency trend of teaching in the 21<sup>st</sup> century of educational system sustainable development. It integrates creative thinking on sustainable development of learning and creative problem-solving. It determines the factors and choice of individual teaching techniques and strategies, (Mróz, & Ocetkiewicz, 2021). It also shows to ensure that students can work independently on the task requirements as to completion process and deadlines. It mediates an increased learning process and approach as student-centered learning especially on the task to be accomplished by the students. It develops opportunities for greater flexibility in learning. It demonstrates the high quality and implication of the support task design of learning activities of students, (Beckman, et al., 2021, pp. 821-835).

## **6. Conclusions**

It shows that learning competency on purposive communication in the area of course expected learning outcome explores students' critical thinking, and decision making through oral presentation such as individual, in pair, group discussion, and small group discussion, core competency shows to present different purposes in the learning process for student as center of learning through proper teaching inside the classroom, and it showcases the teaching and learning in purposive communication on the various skills

needed in the learning process, student-centered teaching and learning shows to play a role in purposive communication and demands for the improved skills of students in both soft and hard skills, and it sets activities quality of teaching and learning in various diversities, respect, trust, conditions, solving problems and issues for the tasks, creative ideas, and sharing, and general education principles allows students to actively and interactively participate in the discussion intended for learning activity, reaction, reflection on the issues, and process of teaching and appreciation.

Similarly, delivery mode of teaching in terms of digital literacy, effective communication, and critical thinking framework enhances to identify the needs of the learners content and reliable sources of materials and relevant information for teaching and learning, and provides classroom students on digital literacy for credible information on effective method and strategy in teaching, outcome-based learning shows to establish a standard challenging performance on student engagement learning success and ideas, inquiry and collaborative learning to promote classroom and instill independent value of cooperative learning in class dynamic teaching, authentic assessment learning shows to monitor and observe students participation and progress of the learning process assessment and authentication, blended learning shows to adopt the concept that caters the challenges and needs of the learners in the newest trends of teaching, and independent learning shows to create a sense of learning for students in building essential relationship learning process and outcome independently.

It also shows that there is a significant correlation between the assessment of purposive communication learning competency of the General Education Subject of student respondents and the delivery mode of teaching purposive communication and learning competency of student respondents.

### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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**Appendix:** Questionnaire on Formative and Summative Assessment of Purposive Communication Learning Competency of General Education Subject of Students at Far Eastern University

Name: \_\_\_\_\_

Optional

**Directions:** Please check or click (✓) the indicated number applicable to you using the following scale:

Number	Verbal Description	Adjectival Rating
5	Highly Observed	HO
4	Observed	O
3	Limited	L
2	Not Observed	NO
1	Not Observed at All	NOAA

**1. What is the formative and summative assessment of purposive communication learning competency of the General Education Subject of the student respondents in the area of course expected learning outcome, core competency, student-centered teaching and learning, and general Education principles?**

**A. Course expected learning outcome**

- 1) It explains competency and skills that guides learners in the global workplace as part of a purposive communication process in the 21<sup>st</sup> century of learning.
- 2) It provides necessary skills for students to develop in the communication process as to technical writing and business correspondence.
- 3) It explores students' critical thinking, and decision-making through oral presentation such as individual, in pair, group discussion, and small group discussion.
- 4) It showcases the different perspectives in the communication process and channel that demonstrates various ideas and openness.
- 5) It enhances cultural communicative competence and awareness through multimodal opportunities and tasks for an effective learning process and context.
- 6) It equips learners with the tools and different impacts on the learning and teaching that conveys students to explore knowledge in purposive communication subjects.
- 7) It provides insights into skills and knowledge in the academic chosen discipline that endeavors oral communication and various purposes and learning output.

**B. Core competency**

- 1) It assists students with cognitive knowledge as to life-long learning process, problem and solving skills, creative thinking, collaboration, communication, and critical thinking.
- 2) It develops learning processes on soft skills such as communication, digital literacy as trends in advanced technology, work ethics, intra and interpersonal skills, leadership, and value.
- 3) It advances the learners' hard skills as to the fundamental trend of learning design to equip students in the world of learning.



- 4) It engages to ensure effective communication for student learners on the real practice of efficient communication as part of the learning process.
- 5) It advances and simulates the academic setting in purposive communication as to the elements of skills in the communication process through individual or group output in the learning enhancement.
- 6) It presents different purposes in the learning process for students as a center of learning through proper teaching inside the classroom.
- 7) It showcases the teaching and learning in purposive communication on the various skills needed in the learning process.

### **C. Student-centered teaching and learning**

- 1) It helps to convey the communication effectively during a discussion in understanding the context to be learned by the students as to oral participation or group discussion.
- 2) Purposive communication provides students to explore knowledge and critical thinking through interaction inside the classroom.
- 3) It enhances and develops strong skills in communication among students as a center of learning in the success of the teaching process.
- 4) It plays a role in purposive communication and demands for the improved skills of students in both soft and hard skills.
- 5) It sets activities quality of teaching and learning in various diversities, respect, trust, conditions, solving problems and issues for the tasks, creative ideas, and sharing.
- 6) It develops strong priorities in effective and interactive communication that increases learning output for students' academic performance.
- 7) It provides information that deepens creative knowledge and thinking of students as the center of learning in development learning to avoid issues, compromise, and better decision-making in the learning process.

### **D. General education principles**

- 1) It directs principles of student achievement and increases the outcome of learning opportunities in the role of knowledge and construction based on the skills needed in the learning process.
- 2) The subject is designed for outcome-based learning in the General Education principles to prepare students for higher learning.
- 3) It allows students to actively and interactively participate in the discussion intended for the learning activity, reaction, reflection on the issues, and process of teaching and appreciation.
- 4) It empowers to develop the study habits of students and development that will bring success to academic performance.
- 5) It describes knowledge, elements, function, and nature for various multicultural contexts of learning to explain and determine the academic principles of the general education subject as to purposive communication.
- 6) It conveys skills and ideas coherent for purposive communication appropriately in the academic performance of students and styles.
- 7) It adopts values on intercultural sensitivity and awareness from various learners on teaching and learning the context of purposive communication.

**2. What is the delivery mode of teaching purposive communication and learning competency of the student respondents in terms of digital literacy, effective communication, and critical thinking framework, outcome-based learning, inquiry and collaborative learning, authentic assessment learning, blended learning, and independent learning?**

**A. Digital literacy, effective communication, and critical thinking framework**

- 1) It assesses the concept and understanding of the teaching dynamic approach in the delivery mode of teaching.
- 2) It provides classroom students with digital literacy for credible information on effective methods and strategies in teaching.
- 3) It enhances to identify of the needs of the learners' content and reliable sources of materials and relevant information for teaching and learning.
- 4) It builds rapport and encourages participants to establish students' credibility inside the classroom.
- 5) It focuses on effective communication information on the consistency that reinforces the delivery mode of teaching.
- 6) It provides a framework for critical thinking delivery in teaching as to the evaluation of the teaching, learning, and knowledge of the lesson.
- 7) It encourages students to enhance decision-making through group discussion or individual presentation in various connections of ideas, creativity, and brainstorming.

**B. Outcome-based learning**

- 1) It allows students to create learning and solves learning tasks in the discipline of teaching in purposive communication.
- 2) It focuses on clarity for both teachers and students to understand the development of skills and knowledge intended for outcome-based learning articulation.
- 3) It defines the curriculum design intended for student outcome-based learning on the desired achievement and result.
- 4) It establishes a standard challenging performance on student engagement in outcome-based learning success and ideas.
- 5) It expands opportunities for students to strive in the outcome-based learning interaction process.
- 6) It builds alignment in outcome-based learning to support the activities of learning desire and achievement.
- 7) It assesses the task based on the output of students in the delivery mode of teaching aligned with the outcome-based learning activities.

**C. Inquiry and collaborative learning**

- 1) It promotes classroom collaborative learning to instill the independence value of cooperative learning in a class dynamic teaching.
- 2) It involves students' inquiry and collaborative learning individually, pairs, or in groups for the learners to work together.
- 3) It describes the inquiry and collaborative learning in teaching approaches driven by lessons.
- 4) It engages collaborative learning for the involvement of students as a center of learning and understanding assessment.

- 5) It explores students' involvement in the lesson to build an understanding of the topic of the lesson inquiry and collaborative learning.
- 6) It explains the opportunity for students' collaborative and inquiry learning process in the module lesson.
- 7) It allows students to elaborate on new knowledge and utilization to explain and continue to explore the implication of the new task situation in the lesson.

#### **D. Authentic assessment learning**

- 1) It prioritizes the approach of assessment as to the authenticity of the lesson through formative and summative performance-based processes.
- 2) It monitors and observes students on the participation and progress of the learning process assessment and authentication.
- 3) It assesses the course of student learning ideal to improve the skills and understanding of the content course.
- 4) It requires the application of authentic assessment through standard rubrics to improve the learning process of students.
- 5) It determines the assessment through the skills and information relevant to the learning process and utilization.
- 6) The assessment in the learning process is realistic, innovative, judgmental and simulates the context of the learning process.
- 7) It allows students to assess their ability of students effectively and efficiently on complex tasks, skills, and knowledge.

#### **E. Blended learning**

- 1) It utilizes traditional spaces of learning and classroom for students to develop skills, knowledge, creative thinking, and collaboration.
- 2) It provides educational solutions and innovation in the approach of blended learning classroom teaching and effective activities for students.
- 3) Blended learning concepts, the idea and rooted learning continuous process benefits in the delivery method of teaching.
- 4) It is a formal delivery of teaching methods and program for instruction and deliver content that controls the learners' academic achievement and performance.
- 5) It strives to discover approaches and innovative teaching for students as a center of learning.
- 6) It adopts the concept that caters for the challenges and needs of the learners in the newest trends of teaching.
- 7) It explores how to adopt the new trends of technology in teaching to reach the path of quality learning and goal opportunity for students.

#### **F. Independent learning**

- 1) It promotes and develops students' critical skills, intellectual curiosity, and creativity through independent learning.
- 2) It ensures that students can work independently on the task requirements as to the completion process and deadlines.
- 3) It creates independent learning and a sense of student position in the learning process from the required learning task and expected outcome of the lesson.

- 4) It builds a transition of learning success in the development of task requirements with the analysis of instruction and critical thinking during the blended learning process.
- 5) It creates a sense of learning for students in building essential relationship learning processes and outcomes independently.
- 6) It establishes the routine of blended learning that focuses on the models and protocols of the learning output through collaboration, creativity, and critical thinking.
- 7) It provides student voice to work at their own choice during the blended learning for better result of the task required in the lesson.

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