Design and Validation of Pedagogical Materials for Filipino Purposeful Communication Courses

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ABSTRACT:
This research developed and evaluated outcomes-based educational materials to enhance purposeful communication within the Filipino language course, Malayuning Komunikasyon. Grounded in the ADDIE model and a Type 1 developmental framework, an OBE-aligned syllabus and student module were created. A mixed-methods approach assessed these resources. Qualitative interviews, analyzed via NVivo 12, identified major instructional barriers: resource shortages, fragmented delivery, and unmet learning competencies. The newly formulated materials effectively resolved these gaps. Quantitative surveys indicated that the OBE syllabus (M = 4.70) and student module (M = 4.62) were deemed "very highly appropriate," achieving an overall "very highly acceptable" rating (M = 4.81). The study concludes that these well-structured resources successfully align with OBE principles and significantly elevate the educational experience, warranting their adoption to improve competency attainment in Filipino language instruction.

Keywords: Language Instruction; Effective Interaction; Educational Resources; OBE Curriculum Design; Developmental Methodology

Introduction

In an increasingly globalized landscape, cultivating purposeful communication skills in the Filipino language demands the use of specialized, language-oriented instructional resources (Magno et al., 2024). Rooted in the Communicative Language Teaching (CLT) paradigm, which identifies interactive engagement as the primary catalyst for language acquisition (Richards & Rodgers, 2014), effectively designed educational materials are essential for elevating student proficiency and promoting active participation in authentic communicative tasks (Cabiles et al., 2025; Koparan & Yılmaz, 2015; Lamorinas et al., 2025). These resources not only bridge grammatical knowledge with practical application but also provide structured opportunities for students to engage in culturally relevant interactions (Cabiles, 2022).

In the context of the Philippines, recent educational restructuring—most notably the K to 12 Basic Education Program and CHED Memorandum Order No. 20, series of 2013—has mandated that higher education institutions recalibrate their curricula to meet 21st-century global competencies (Barrot & Sipacio, 2018; CHED Memorandum Order No. 20, 2013). This shift introduced a revised General Education curriculum aimed at fostering civic engagement, cultural responsiveness, and intellectual agility (Garcia et al., 2025). A pivotal component of this

framework is *Malayuning Komunikasyon* (Purposive Communication), a core subject designed to hone critical skills in listening, speaking, reading, writing, and presenting for academic and professional success. However, successful course delivery is currently impeded by a pronounced scarcity of culturally grounded, modern, and outcomes-based education (OBE) resources. Educators frequently report struggling with fragmented materials and inconsistent syllabi, making it difficult to support contemporary learners who require clearly scaffolded and multimodal learning tools (Adalia et al., 2025; Navejas, 2017; Pagcaliwagan, 2015).

To resolve this instructional deficit, researchers advocate for the systematic creation of learning tools using established design frameworks. This study addresses the resource gap by utilizing the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model to systematically engineer a learner-centric OBE syllabus and student module (Branch, 2009; Reigeluth, 1999). This process is further complemented by the BASICS framework (Balance, Articulation, Scope, Integration, Continuity, and Sequencing) to ensure curricular coherence and comprehensive content organization (Ornstein & Hunkins, 2004). Consistent with Type 1 developmental research, the efficacy of these materials relies on iterative refinement, expert validation, and pilot testing (Garil, 2024; McKenney, 2002; Mendoza, 2023). Ultimately, this study endeavors to equip both educators and learners with validated instructional materials that significantly elevate the quality of purposeful communication in the Filipino language.

Statement of the Problem

This study aimed to create and evaluate an instructional material for *Malayuning Komunikasyon* using the ADDIE model. Specifically, this research sought answers to the following questions:

1. What are the experiences of professors and students during the first year of implementation of *Malayuning Komunikasyon* in relation to the expected outcomes and competencies of the course?
2. What instructional materials can be developed for *Malayuning Komunikasyon* based on the experiences and identified needs of teachers and students?
3. How do the developed instructional materials align with the curriculum design dimensions of BASICS—balance, articulation, scope, integration, continuity, and sequencing?
4. How do experts and teachers evaluate the appropriateness of the developed instructional materials in terms of:
    - **a.** OBE Syllabus: course description, course outcomes, teaching and learning methods, assessment, alignment, and performance feedback?
    - **b.** Student Module: physical aspect and presentation, objectives, content, activities, and assessment?
5. What is the level of acceptability of the developed instructional materials as evaluated by Filipino professors?
6. What are the experiences of teachers and students in using the developed instructional materials during pilot implementation?

Methods

This research utilized a Type 1 developmental methodology to systematically design, implement, and assess language-focused educational resources for *Malayuning Komunikasyon* (McKenney, 2002). Initial developmental data were sourced from comprehensive interviews with former instructors and students, utilizing their firsthand challenges and insights as the foundation for formulating the new outcomes-based education (OBE) syllabus and student module.

The creation process strictly adhered to the ADDIE framework (Branch, 2009; Reigeluth, 1999). During the analysis phase, qualitative data regarding instructional deficits and learner difficulties were transcribed and processed using NVivo 12 software to identify core themes (Divinagracia, 2024). Utilizing these qualitative

insights, the design phase involved curriculum mapping to align learning outcomes, content, and assessments with Commission on Higher Education (CHED) standards. Subsequently, in the development phase, the instructional materials were structured according to the BASICS principles—Balance, Articulation, Scope, Integration, Continuity, and Sequencing—to ensure logical lesson progression and comprehensive skill integration (Ornstein & Hunkins, 2004).

The implementation phase featured a pilot test conducted via purposive sampling, involving three experienced instructors and three second-year Filipino major students (Garil, 2024). Following this, post-implementation interviews provided actionable feedback for material refinement. Finally, during the evaluation phase, subject matter experts and Filipino language professors from Western Visayas State Universities and Colleges (SUCs) conducted validation testing. Evaluators utilized a 5-point Likert scale to assess appropriateness alongside an 18-item questionnaire to rate the overall acceptability and utility of the resources.

Analytically, quantitative evaluation metrics were processed using descriptive statistics, specifically means and standard deviations (Mendoza, 2023). Qualitative interview data underwent a rigorous six-phase thematic analysis (Braun & Clarke, 2006) facilitated by NVivo 12, ensuring reliable pattern identification and accurate interpretation of participant experiences.

Results and Findings

This section synthesizes the quantitative and qualitative outcomes, contextualizing them within current literature and the study's primary aims. The qualitative phase examines the firsthand encounters of students and educators during the initial rollout of *Malayuning Komunikasyon*, whereas the quantitative analysis evaluates the overall acceptability and suitability of the crafted educational tools.

Qualitative Findings

Teachers' Experiences

Theme 1: Instructional Difficulties

Educators frequently cited substantial hurdles in facilitating *Malayuning Komunikasyon*, primarily stemming from inadequate pedagogical resources and ambiguous teaching directives. This scarcity prompted prolonged preparation periods and disjointed lesson delivery, ultimately diminishing instructional quality and educator assurance. These observations align with Pagcaliwagan (2015), who argued that resource deficits severely hamper the teaching of communication courses.

> *"Facilitating classes is burdensome due to a severe shortage of teaching references."*

> *"I frequently feel disoriented having to design all the learning modules from scratch."*

Theme 2: Unmet Learning Competencies

Instructors indicated that critical course outcomes—such as effective message formulation, analytical writing, and purposeful interaction—were largely unrealized. Despite an established syllabus, the lack of coordinated exercises and supplementary materials hindered the effective scaffolding necessary for mastery. This gap between curricular goals and classroom reality echoes Barrot and Sipacio (2018), reinforcing that measurable competency demands synchronized teaching instruments and defined performance standards.

> *"The presence of a syllabus does not compensate for the lack of actual instructional support needed to reach targeted goals."*

> *"Learners fail to master the required skills due to a deficit in structured lessons and concrete examples."*

Theme 3: Scarcity of Educational Resources

A dominant concern was the absence of specialized, formal resources tailored for this subject. Without a universal baseline, educators resorted to curating their own content, which caused significant discrepancies in assessment methods, pacing, and academic depth across different classes. Supporting the conclusions of Cabiles (2022), these fragmented instructional approaches undermine both delivery efficiency and student success.

"Instruction would be far more streamlined if a standard module existed."

"The absence of a definitive textbook forces every educator to rely on disparate and unaligned materials."

Theme 4: Demand for Customized Modules

Faculty members strongly recommended designing a culturally contextualized, OBE-compliant module that meets the Commission on Higher Education guidelines. Such a resource should feature localized examples, transparent rubrics, and structured activities to properly assist both learners and educators. This necessity for context-specific, learner-focused tools is corroborated by the instructional design frameworks of Reigeluth (1999).

"Having a localized instructional guide would simplify our workflow immensely."

"A comprehensive teaching module would empower us to deliver consistent and confident instruction."

Students' Experiences

Theme 1: Academic Rigor and Confusion

Learners perceived the subject as highly demanding, largely due to a lack of organized guidance and scarce illustrative examples. This confusion was exacerbated in self-paced environments, where the reliance on disparate, teacher-generated content made independent study exceedingly difficult. These sentiments validate the findings of Lamorinas et al. (2025), which indicate that Filipino students excel when provided with well-sequenced and heavily scaffolded instructional content.

"Comprehending the material is tough, particularly during independent study sessions."

"The lack of clear explanations often leaves me feeling lost."

Theme 2: Shortfalls in Skill Acquisition

Similar to their instructors, students felt they did not master vital skills like cohesive writing and analytical communication. The shortage of practical drills and explicit instructional models prevented them from fully grasping task expectations. This mirrors the faculty's observations and aligns with Barrot and Sipacio (2018), reiterating that structured resources are mandatory for communicative proficiency.

"It feels as though we completely missed the intended learning targets of the subject."

"We frequently completed assignments without genuinely understanding the core concepts due to insufficient practice."

Theme 3: Disconnect in Pedagogical Approaches

Learners anticipated a 21st-century, digitally integrated classroom experience. Instead, the delivery was perceived as overly theoretical and antiquated, causing a disconnect between the coursework and practical communication contexts, which ultimately stifled engagement. Such observations reflect the assertions of Adalia et al. (2025) that contemporary students require multimodal and interactive learning environments.

"The class would be vastly improved if the teaching strategies were modernized."

"Certain topics feel obsolete and disconnected from our current learning preferences."

Theme 4: Necessity for Structured References

There was a unanimous student appeal for a comprehensive educational module. They indicated that having organized content, step-by-step guides, and clear exemplars would foster better autonomous learning and deeper conceptual understanding. This aligns seamlessly with Duenas (2018), who demonstrated that robust learning modules drastically elevate student performance in language disciplines.

"Having access to a dedicated module significantly enhances my comprehension."

"A structured guide would allow us to study effectively without needing constant supervision from the instructor."

Quantitative Outcomes

The numerical phase of this research sought to assess the suitability and overall reception of the crafted educational tools—namely, the outcomes-based syllabus and the learner module.

These evaluations were sourced from subject specialists, current instructors, and future educators. Findings are categorized into three segments: (1) the suitability of the OBE syllabus, (2) the suitability of the learner module, and (3) the general acceptance of the comprehensive teaching resources. This section synthesizes the statistical data alongside existing scholarship, thereby corroborating the preceding qualitative discoveries.

Assessments regarding the OBE syllabus (refer to Table 1) demonstrated an exceptionally high degree of suitability, yielding a composite mean score of $M = 4.69$ ($SD = 0.34$). Such results illustrate that both instructional practitioners and specialists viewed the curriculum guide as being strictly compliant with CHED mandates, outcomes-based frameworks, and the projected educational targets of *Malayuning Komunikasyon*.

Suitability of the OBE Syllabus

Table 1. Aggregate Suitability of the Formulated OBE Syllabus

Syllabus Components	Specialists (SD)	Specialists (M)	Instructors (SD)	Instructors (M)	Aggregate (SD)	Aggregate (M)	Qualitative Interpretation*
1. Subject Overview	0.40	4.60	0.10	4.96	0.25	4.78	Very high
2. Educational Targets	0.50	4.40	0.05	4.90	0.27	4.65	Very high
3. Pedagogical Strategies	0.15	4.90	0.25	4.92	0.20	4.91	Very high
4. Evaluative Measures	0.35	4.80	0.60	4.64	0.47	4.72	Very high
5. Curricular Coherence	0.55	4.55	0.15	4.81	0.35	4.68	Very high
6. Constructive Evaluation	0.45	4.45	0.55	4.39	0.50	4.42	High
Composite Score	**0.40**	**4.61**	**0.28**	**4.77**	**0.34**	**4.69**	**Very high**

Note: Interpretations rely on the following continuum: 4.51–5.0 (Very High), 3.51–4.50 (High), 2.51–3.50 (Moderate), 1.51–2.50 (Low), 1.0–1.50 (Poor).

Among the measured criteria, Pedagogical Strategies achieved the peak aggregate score ($M = 4.91$), implying that the deployed teaching techniques were viewed as dynamic, proficient, and theoretically robust for fostering targeted interactions. Conversely, Constructive Evaluation recorded the lowest average ($M = 4.42$)—though still categorized as "High"—which signals a potential necessity for more explicit protocols regarding how educators deliver critiques on learner submissions. These outcomes demonstrate a robust alignment with the BASICS model proposed by Ornstein and Hunkins (2004), specifically concerning continuity, scope, and articulation. Furthermore, these elevated scores offer numerical corroboration for the qualitative themes, wherein educators voiced a critical demand for organized teaching directives—a deficit successfully resolved by this newly developed syllabus.

Suitability of the Learner Module

The customized student module earned an exceptionally high general suitability mark of M = 4.61 (SD = 0.37) (detailed in Table 2). Every single category—Visual Layout and Formatting, Learning Goals, Subject Matter, Interactive Tasks, and Evaluative Measures—scored within the "Very High" bracket (4.51–5.00). This confirms that the resource is highly legible, systematically structured, and flawlessly synchronized with the subject's required competencies.

Table 2. Aggregate Suitability of the Formulated Learner Module

Module Elements	Specialists (SD)	Specialists (M)	Instructors (SD)	Instructors (M)	Aggregate (SD)	Aggregate (M)	Qualitative Interpretation*
1. Visual Layout and Formatting	0.44	4.52	0.36	4.64	0.40	4.58	Very high
2. Learning Goals	0.55	4.42	0.20	4.70	0.37	4.56	Very high
3. Subject Matter	0.33	4.65	0.42	4.77	0.37	4.71	Very high
4. Interactive Tasks	0.36	4.48	0.30	4.66	0.33	4.57	Very high
5. Evaluative Measures	0.38	4.55	0.32	4.69	0.35	4.62	Very high
Composite Score	**0.41**	**4.52**	**0.32**	**4.69**	**0.37**	**4.61**	**Very high**

Note: Interpretations rely on the following continuum: 4.51–5.0 (Very High), 3.51–4.50 (High), 2.51–3.50 (Moderate), 1.51–2.50 (Low), 1.0–1.50 (Poor).

The Subject Matter category secured the maximum rating (M = 4.71), indicating that the reviewers found the academic material to be precise, rationally ordered, applicable, and culturally contextualized. The marginally lower—yet still remarkably high—results for Learning Goals and Interactive Tasks suggest minor avenues for future refinement, such as integrating more specialized exercises, supplementary drills, or varied enrichment opportunities. These statistical findings resonate with the assertions of Embajador (2018) and Duenas (2018), both of whom highlighted the necessity of systematic, competency-driven materials to ensure academic proficiency. Moreover, these outstanding suitability metrics verify that the learner module successfully bridges the pedagogical shortfalls highlighted in the qualitative analysis—namely, learner comprehension struggles and the prior scarcity of explicit models and directed exercises.

General Acceptance of the Educational Resources

The complete pedagogical package achieved an outstanding acceptance score of M = 4.82 (SD = 0.36) from future educators (refer to Table 3). This illustrates profound endorsement regarding the resources' lucidity, applicability, functionality, and overall contribution to streamlining classroom discussions.

Table 3. User Acceptance of the Educational Resources

The Educational Resource…	SD	M	Qualitative Interpretation*
1. provides substantial support for instructing *Malayuning Komunikasyon*.	0.40	4.82	Very high
2. serves as a valuable guide for impactful classroom discourse.	0.46	4.75	Very high
3. functions effectively as a dual-purpose tool for both educators and learners.	0.35	4.88	Very high
4. assists academic facilitators in fulfilling the demand for reliable teaching aids.	0.40	4.85	Very high
5. enables instructors to supply supplementary practice drills for mastery.	0.45	4.68	Very high
6. is highly beneficial for tertiary-level faculty.	0.30	4.92	Very high
7. accommodates the varying cognitive speeds of different learners.	0.45	4.74	Very high
8. cultivates profound skills in oral, written, and visual communication.	0.40	4.77	Very high
9. broadens engagement and enthusiasm for the subject among all users.	0.46	4.72	Very high
10. offers a solid reference point for scholars developing academic tools.	0.40	4.81	Very high
11. is suitable for consistent, routine application in academic settings.	0.46	4.76	Very high
12. is user-friendly and intuitively structured.	0.50	4.58	Very high
13. caters to the contemporary skill requirements of modern education.	0.40	4.79	Very high
14. features diverse and cohesively blended capabilities.	0.65	4.65	Very high
15. aligns flawlessly with the designated OBE curriculum and learner guides.	0.00	5.00	Very high
16. significantly minimizes preparation hours for course delivery and study.	0.00	5.00	Very high
17. boosts self-assurance in both facilitating and studying the subject.	0.00	5.00	Very high
18. successfully fulfills the mandated outcomes listed in the subject's framework.	0.34	4.87	Very high
Composite Score	**0.36**	**4.82**	**Very High**

Note: Interpretations rely on the following continuum: 4.51–5.0 (Very High), 3.51–4.50 (High), 2.51–3.50 (Moderate), 1.51–2.50 (Low), 1.0–1.50 (Poor).

Three specific metrics achieved flawless marks (5.00): 1) Curricular alignment with the syllabus and module, 2) The minimization of lesson planning hours, and 3) The fortification of instructor self-assurance. Such outcomes suggest that these tools are highly pragmatic and easily deployable, particularly for educators facing strict time constraints. These figures also corroborate the findings of Saylo (2019), who posited that meticulously crafted pedagogical tools drastically elevate both teaching efficiency and professional confidence. Ultimately, these consistently superior ratings underscore the materials' exceptional utility, functional efficacy, and strict adherence to the mandated competencies of *Malayuning Komunikasyon*.

Conclusion

This study highlights the critical necessity of structured pedagogical resources in resolving the systemic hurdles encountered during the initial rollout of *Malayuning Komunikasyon*. Initial qualitative assessments revealed that instruction was severely impeded by an absence of standardized references, which consequently caused students to struggle in mastering essential communicative competencies due to inadequate instructional scaffolding. To bridge this gap, an OBE-aligned syllabus and a corresponding student module were successfully engineered. Subsequent quantitative evaluations confirmed that these tools are exceptionally appropriate and highly acceptable to end-users, fulfilling the urgent demand for culturally contextualized, time-efficient, and logically sequenced learning aids. Ultimately, the newly formulated materials effectively mitigate the pedagogical deficits of the subject and are primed for immediate academic integration.

To sustain and expand upon these instructional advancements, it is imperative that all educational stakeholders champion the continuous design of self-directed learning tools. Higher education institutions and school administrators are strongly encouraged to embed material development into teacher training programs and institutional initiatives, empowering faculty to remain adaptable in dynamic educational landscapes. Furthermore, policy-making entities such as the Commission on Higher Education (CHED), alongside curriculum designers and educational authors, must collaborate to refine required competencies, standardize high-quality pedagogical aids, and scale these OBE-compliant frameworks to suit diverse regional contexts. Finally, future scholarship should replicate this developmental methodology across other academic disciplines, thereby cultivating a more resilient, responsive, and inclusive educational ecosystem supported by active institutional and community engagement.

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