

# THE IMPACT OF DIFFERENT CLASS ACTIVITIES ON KNOWLEDGE, ATTITUDE, AND PRACTICES RELATED TO CONTEXTUALIZED COMMUNICATION (FIL101) AMONG GENERAL EDUCATION STUDENTS

John Michael Ramirez<sup>1,a</sup>, Jackielyn Ilustre<sup>1,b</sup>, Raquel Espiritu<sup>1,c</sup>

<sup>1</sup>College of Liberal Arts and Sciences, Colegio de San Juan de Letran-Manila

johnmichael.ramirez@letran.edu.ph<sup>a</sup>, jackie.ilustre@letran.edu.ph<sup>b</sup>, raquel.espiritu@letran.edu.ph<sup>c</sup>

## ABSTRACT

*The context of utilizing different classroom activities has a positive and negative impact on the students notably on their experience. The different classroom activities provide students with opportunities to expand their understanding by employing concepts and conveying new learning information. This research aims to understand the impact of different class activities on knowledge, attitude, and practices related to contextualized communication (FIL101) among general education students. The researchers used qualitative interview data to uncover how participants' involvement is associated with their classroom experiences. Similarly, it was linked in the exploration of participants' contextualized communication that conceives outcome-based education in the curriculum as well as in the lesson and the syllabus. The researcher found out that These learning activities are used for an interactive mode of introducing the subject. However, the study shows that this approach must be continued for the students to be able to learn how to collaborate, communicate, become responsible, and make the classroom set-up more interactive between the teacher and the students.*

**Keywords:** *classroom activities, contextualized communication, general education courses, learning impact, Outcome-Based Education, Filipino subject*

## INTRODUCTION

The General Education program of Higher Education Institutions (HEIs) in the Philippines has been reconfigured in the light of the K to 12 Program (K-12) as mandated by Republic Act 10533 also known as the Enhanced Basic Education Act of 2013. The Enhanced Basic Education Act of 2013 is an educational package that aims to provide learners in the country the opportunity to master different skills and concepts that are important in creating lifelong learners and, skilled and employable citizens (What is K to 12, para. 2); it included a set of General Education (GE) courses that cover various learning areas. The inclusion of GE courses in the K-12 aims to strengthen the capacity of young Filipino learners for a smooth transition from basic education to higher education.

GE courses serve as a standing commitment of the Philippines to the articulation of liberal education that balances the specialized nature of the courses and academic programs in the 21st century (Commission on Higher

Education, 2013). As such, GE courses are transformative as they develop the humanistic and nationalistic tendencies of students. The new GE curriculum of colleges and universities is designed to be interdisciplinary as these serve as spaces for scholarship and love for the country. As such, it is necessary to look at the components of General Education courses and determine whether its content and the mode of delivering its learning outcomes do lead to learning. Moreover, it is essential to explain what form of learning activities should be crafted and how they translate into knowledge, good attitude, and practices that are in line with the course intended learning outcomes.

At Colegio de San Juan de Letran, a revitalized GE course titled: "Kontekstwalisadong Komunikasyon sa Filipino" (FIL 101) was created. It is a packaged practical course that aims to broaden and deepen the contextual use of the Filipino language in the user's community and society. The creation of a revitalized GE course was done by focusing on different macro skills such as listening and speaking, as well as other skills that use traditional and modern media. This course aims to allow students to describe communication practices in

various levels and uses, explain the value of the Filipino language as a useful language for contextualized communication, use the Filipino language for different situations, present various useful ideas through traditional and modern media in the context of the learner's communicative situations, and deepen the value of the self by enabling its capacity in various levels and forms, and to enable the learners to consider culture and society as factors in the exchange of ideas.

FIL101 has been designed to enable students to showcase their skills in the use of the Filipino language so that essential declarative and functional knowledge could be attained at the end of their stay in the class. Through the learning activities, the students would be able to use the language as a medium for expression, argumentation, and debate via various media. For instance, the course would use the mock jury/ trial as a learning activity that would require the students to deepen their sense of self and others via group communication and informal debate. Research in education has shown that academic success is largely due to behavioral engagement (Fredricks et al., 2004; Harvey et al., 2017; Mahar et al., 2006). The use of learning activities as part of active learning instructional strategies has been given much focus in educational programs as these created positive outcomes for the learning. Eison (2010) noted that active learning strategies inside the classroom increased engagement among learners that eventually led to critical and creative thinking. Gao and colleagues (2011) also noted that learning activities that promote activeness and engagement do amount to increased motivation, participation, and effort. This study, therefore, problematizes how classroom activities in General Education courses like Fil 101 translate into engaging tools that enable acquisition of course content, positive attitude towards the course, and behaviors that are intended by the course goals.

This research will answer the following questions: (1) Determine the perception and reception of students about the classroom activities that were used in the Fil 101 course; (2) Identify the classroom activities that Fil 101 college students were exposed to in terms of (a) routes of exposure, (b) frequency; and (c) attentiveness; (3) Assess the effects of the classroom activities to Letran students who took Fil 101 in terms of their: (a) Levels of knowledge about Fil 101 intended learning outcomes; (b) Attitude towards Fil 101 intended learning outcomes; and (c) Behaviors towards Fil 101 intended learning outcomes; and (4) Explain which combinations of classroom activities and routes of exposure yield the best levels of knowledge, attitudes, and behaviors

towards FIL101 intended learning outcomes among Letran college students who took the course

It is necessary for higher education institutions like Colegio de San Juan de Letran that have embarked on an outcomes-based education to engage in this research problem. Studies like this would enrich the argument that competencies such as critical and creative mindedness as well as the civic capacity that are expected from college graduates are met by the OBE approach via the General Education courses. By providing the relationships between classroom activities and learning, this study could provide evidence that indeed the use of various ways of classroom engagements aid lectures and discussions in delivering content. Moreover, accounts that would come from the students would provide the Colegio with necessary data that would help determine the direction of the teaching of GE and major courses.

### **Nature and Functions of Classroom Activities**

As early as the 70s, studies on the value of classroom activities have been undertaken. Piaget (1971), for instance, theorized that individuals learn because of their active engagement with the thought of doing something to an object. Vygotsky (1978) further refined the notion that learners do want to see thoughts and concepts translate into action, as pragmatic applications do become part of the understanding of classroom content. Dewey (1990) also argued for the relation of theory and practice where learners do not only see the connection between ideas but also see the position of action to intellectual conception. Learners' engagement with course content is deemed to result in behavioral, cognitive, and affective effects. This finding means that students who engage in classroom activities do have a higher capacity to achieve a higher-level understanding of course content, increased sense of attitude towards the subject matter or interest, and exhibit on-task behaviors even outside the classroom setting (Fredericks et al., 2004). Past studies argued that college students value relational processes as this helps them engage with other individuals (Zusho & Clayton, 2011).

Classroom learning activities are deemed purposive as they are implemented to inform or influence the behaviors of the students through engagement. Moreover, these activities attain goals such as increasing subject matter knowledge, instilling behavioral changes related to the Filipino course, assisting the formation of a positive attitude towards the use

of Filipino in various communication situations and mobilizing others to use the language for specific purposes.

### Effects of Classroom Activities

The use of classroom and extra-curricular activities (Wilson, 2009) and their impact on learning have been studied so that the relationships between participation and learning could be properly established, and therefore, may aid in educational policies. In the US, a surge on the use of flip classes has happened with many teachers emphasizing classroom activities as means to introduce and enforce content in the learning environment (Hoke, 1998; Strayer, 2007). Earlier studies have pointed out that school engagements inside the classroom do result in positive student experience (Fredricks et al., 2004) and increased on-task behavior during academic instruction (Mahar et al., 2006). Eison (2010) emphasized the importance of active learning strategies inside the classroom and asserted that students want to see lectures come to life. This finding means that students do not want to be spectators inside the class by merely receiving lectures.

Active modes of learning where students are provided tasks, do result in genuine knowledge formation and attitude change. Inside physical education classrooms, for instance, there is a tendency to be more involved in the learning process if the students feel that they do engage in the lessons (Gao, et al., 2011). Scholars even argued that learning by doing, do increase the educational experience because these were enjoyable and aided the students in remembering content (Ates & Eryilmaz, 2011). Omodora and colleagues (2013) studied how classroom activities resulted in increased academic performance of students and found out that students' participation in lessons does increase performance in lessons. The researchers noted that indeed, teachers' activities help in optimizing learning. Classroom activities that make students learn by means of physical engagement do translate into academic achievement, mental health, and emotional health (Harvey et al., 2017).

Evaluating the value of classroom activities requires impact measurement that investigates the process, outcomes, and impacts of certain activities on the students. In the context of this study, the researchers would like to explore the impact of classroom activities on the cognitive, affective, and behavioral dispositions of the individuals.

Exposure to the activities is also a consideration for this study. Coffman (2002) asserted that audiences who are exposed to a certain degree of communication campaign based on the number of times of exposure and attentiveness eventually lead towards recall and recognition of concepts. Scholars also pointed out the effects of learning activities as campaigns may have direct and indirect effects (Niederdeppe, 2014; Hornik & Yanovitzky, 2003).

### The Filipino Learner

Scholars previously stated that Filipino learners do respond to certain learning approaches (Bernardo, 2010). Although there is no consensus yet on which approach, paradigm, and mode should be used to enable learning among Filipinos, scholars agree that there must be a complementarity between the technique and the subject matter to be taught (Pangalanan, 2008).

Past research has argued that certain socio-psychological factors do not add to the way Filipinos adapt to learning (Watkins et al., 1986) while new scholarly works affirm that Filipino learners are regarded as collectivists because they think, feel, and behave with their "kapwa" in mind (Ching et al., 2014; Church et al., 2012; Datu, 2015). Previous studies also mentioned that Filipino learners have shown that actual know-how of performance goals leads to positive academic outcomes such as achievements (Bernardo, 2008; Bernardo, 2010, King, 2015).

Behavioral intent and actual behaviors will be tested through measures incorporating individualistic and actual engagement relating to the course content will be used.

## METHODOLOGY

### Research Design

This study utilized a mixed-method design particularly the triangulation design. The qualitative and quantitative were adopted at the same time to compare both results.

## Research Locale/Participants

Participants of the study voluntarily participated in the study. They are students who took FIL101 class last 1st semester of the academic year 2018-2019. These respondents were chosen because they are the first batch who took the Senior High School level. Moreover, they were chosen through a stratified random sampling to ensure accuracy and validity to the survey respondents.

## Data Gathering Procedures

The research instruments employed in collecting the data from the participants were constructed by the researchers. To measure exposure, the instrument includes measures that would test frequency and attentiveness. To measure knowledge, an instrument will be developed, and which will test on information contained in the course content and class activities used. To measure attitude towards the course, an instrument that provides attitude inventory about classroom activities will be contextualized to the study (Prudente, Aguja, and Anito, 2015).

On the qualitative aspect of the study, the researcher digs deeper into the musings and receptions of Letran students about the value of the classroom activities towards their learning. Data derived from the interviews would be used as reinforcements of the quantitative data, it used a thematic analysis of data to support the measured quantitative data.

## Statistical Treatment of Data

The researcher used the following statistical tools in interpreting the data.

- Frequency, Percentage, and Rank are used to determine the profile of the students, in the different classroom activities and the mode of introduction to concepts and activities.

- Mean is the average response of the respondents and to describe the exposure of activities in terms of attentiveness and the describe the effectiveness of classroom effectiveness in the level of knowledge, on attitude, and on the behavior of the students.

- Standard deviation refers to measure the consistency of the responses to the exposure of activities in terms of attentiveness and the describe the effectiveness of classroom

effectiveness in the level of knowledge, on attitude, and on the behavior of the students.

## RESULTS AND DISCUSSION

Table 1 shows the profile of the respondents categorized into age, gender, and course program. There are 120 respondents who took part in the study wherein nineteen (19), or 15.8%, from AB Broadcasting (AB Broad), forty-two (42) or 35%, from Communication (COMM), twenty-one (21) or 17.5% from Legal Management (LM) and Political Science (PL), and thirty-eight (38) or 31.7% from Psychology (Psych). The COMM has the highest number of respondents (42) while the AB Broad has the least number of respondents (19) who participated in the study. There were 87 or 72.5 % female respondents and only 33 or 27.5 % were males.

In terms of age, most of the respondents fall under the age of 20 years old. This age bracket has 70 respondents with an equivalent percentage of 58.4; while age 19 years old has 43 respondents with an equivalent percentage of 35.8. Only 7 respondents with an equivalent percentage of 5.8 came from age above 20.

**Table 1. Profile of the Respondents (n=120)**

|                | PROFILE            | FREQUENCY | PERCENTAGE |
|----------------|--------------------|-----------|------------|
| <b>AGE</b>     | 19 years old       | 43        | 35.8       |
|                | 20 years old       | 70        | 58.4       |
|                | Above 20 years old | 7         | 5.8        |
| <b>GENDER</b>  | Male               | 33        | 27.5       |
|                | Female             | 87        | 72.5       |
| <b>PROGRAM</b> | AB Broad           | 19        | 15.8       |
|                | Comm               | 42        | 35         |
|                | LM/PL              | 21        | 17.5       |
|                | Psych              | 38        | 31.7       |

Table 2 shows the frequency, percentage, and rank of classroom activities that were used in Fil 101. These activities are categorized into individual, dual, and group undertakings.

Table 2. Classroom Activities

| ACTIVITIES        |                           | F          | %         | RANK     |
|-------------------|---------------------------|------------|-----------|----------|
| <b>Individual</b> | <b>Reporting</b>          | <b>99</b>  | <b>83</b> | <b>1</b> |
|                   | Letter Writing            | 59         | 49        | 4        |
|                   | Blogging                  | 20         | 17        | 6        |
|                   | Posting in SM Sites       | 56         | 47        | 5        |
|                   | Slogan Making             | 84         | 70        | 2        |
|                   | Poster Making             | 72         | 60        | 3        |
| <b>Dual</b>       | <b>Debate</b>             | <b>76</b>  | <b>63</b> | <b>1</b> |
|                   | Mock Jury/Trial           | 29         | 24        | 3.5      |
|                   | Swap-Shop                 | 29         | 24        | 3.5      |
|                   | Prediction Pairs          | 6          | 5         | 5        |
|                   | Think-Pair-Share          | 62         | 52        | 2        |
| <b>Group</b>      | <b>Group Presentation</b> | <b>113</b> | <b>94</b> | <b>1</b> |
|                   | Forum                     | 35         | 29        | 4        |
|                   | Round Table Discussion    | 60         | 50        | 2        |
|                   | Panel Discussion          | 42         | 35        | 3        |
|                   | Coffee Table Discussion   | 18         | 15        | 5        |

There are six activities identified under the individual activity such as reporting, letter writing, blogging, social media site posting, slogan making, and poster making. Among these individual activities, reporting got the first rank with 99 respondents or 83% of the total number of respondents. This finding reveals that most of the respondents carried out an individual reporting in FIL101 course. In addition, more than half of the respondents have been associated with the activities like slogan making which got the second rank, with 84 respondents or 70%, and poster making that got the third rank with 72 respondents or 60%. On the other hand, letter writing got the fourth rank with 59 respondents or 49% while social media posting got the fifth rank with 56 respondents or 47%. Lastly, blogging got the last rank with a frequency of 20 respondents or 17% of the total number of respondents. This finding implies that most of the respondents do not prefer blogging as one of their activities.

In terms of dual activities, the debate got the first rank with a frequency of 76 respondents or 63%, which means that most of the respondents used to be in the debate activity. Moreover, Think-Pair-Share activity got 62 respondents or 52%, which got the second rank while the Mock Jury/Trial and Swap-Shop activity ranked the same (3.5) and both with 29 respondents or 24%. Only 6 respondents with an equivalent value of 5% came from prediction pairs activity which implies that most of the respondents do not prefer the said activity.

Consequently, group presentation got the first rank under the group activities with 113 respondents or an equivalent of

94%, this reveals that most of the respondents performed a group presentation in their Fil101 course. Additionally, round table discussion, panel discussion, and forum ranked the second, third and fourth with 60 respondents or an equivalent of 50%, 42 respondents or an equivalent of 35%, and 35 respondents or an equivalent of 29% respectively. Only 18 respondents with an equivalent of 15% came from the coffee table discussion activity which denotes that most of the respondents did not prefer the said activity.

Based on the findings gathered from the participants, there are faculty members who designed different activities that will enable students to participate in their classroom discussions. Research shows that many aspects of the classroom environment can affect student motivation and that students who are more motivated, put more effort into learning activities (Ambrose, 2010). Respective activities prepared by the faculty are a blend of different instructional elements used in the teaching space environment. This entails that FIL101 students were able to devour opportunities to reflect on the lesson given in the course through multiple endeavors.

Table 3. Mode of Introduction of the Concepts in the Course

| Mode                                  | F  | %  | Rank |
|---------------------------------------|----|----|------|
| Discussion among students             | 94 | 78 | 2    |
| Independent Learning                  | 25 | 21 | 5    |
| Lectures from the teacher             | 97 | 81 | 1    |
| Presentation of Declarative Knowledge | 45 | 38 | 4    |
| Student Reporting                     | 64 | 53 | 3    |

Table 3 illustrates the modes of introduction of the concepts in the course. The figures reveal that the highest rank among the modes is the lectures from the teacher with 97 respondents or an equivalent of 81%, this finding signifies that most of the teachers of the respondents used lecture form in introducing the concepts of FIL101 course. This mode is followed by the discussion among students that got the second rank with 94 respondents and an equivalent of 78 %. Furthermore, out of 120 respondents, 64 or 53% checked the student reporting which got the third rank. The fourth rank which is the presentation of declarative knowledge had 45 respondents with an equivalent of 38%. The lowest rank is independent learning with 25 respondents and an equivalent of 21%.

This finding means that most of the teachers managed to accustom the concepts of the course by handing needed information by means of lecture form. This teaching method is designed to help students understand the organized body

of knowledge and make the relationship between them explicit and clear (Eggen & Kauchak, 2007; Rosenshine, 1987). Collectively, the introduction of the concepts in FIL101 course employs the eminent approach performed by the faculties to decipher the concepts associated with the course.

**Table 4. Mode of Introduction of the Activities**

| Mode                          | F  | %  | Rank |
|-------------------------------|----|----|------|
| As an assignment              | 67 | 56 | 1    |
| As a seatwork                 | 54 | 45 | 2    |
| As a quiz                     | 38 | 32 | 4    |
| As a supplement to the lesson | 36 | 30 | 5    |
| After the ILO                 | 40 | 33 | 3    |

The figures and percentages in Table 4 show the modes of introduction of the activities to the respondents in FIL101 course. As can be seen from this table, the assignment got the first rank with 67 respondents and an equivalent of 56%, which indicates that assignment was the commonly used mode of introduction of the activities in the course. In addition, seatwork got the second rank with 54 respondents or an equivalent of 45%. ILO got the third rank with 40 respondents or an equivalent of 33%, and the quiz got the fourth rank with 38 respondents or an equivalent of 32% respectively. Finally, supplement to the lesson got the last rank with only 36 respondents with an equivalent of 30%.

This finding means that the course FIL101 provided supplemental tasks for the students, so they become familiar with the activities introduced to them. The study identifies five (5) activities on how the faculty-in-charge of the subject institute activities in the classroom. Generally, the data reveals that students got familiar with the activities of the course through giving them academic work. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. For the student to be acquainted with the course subject, faculty should maintain teaching strategies in establishing useful tasks that will engage them in familiarizing the subject.

Table 5 illustrates the frequency of 2 given indicators. As can be seen from Table 5, the mean 3.47 implies that the activity was frequently mentioned in the course while indicator 2 got 4.47 mean implies that the respondents participated in the activity very frequently. Also, as shown in the table the indicators 1 and 2 got standard deviation of 1.58 and 1.28, respectively. This implies that most of the respondents agreed on how frequently the respondents

participated in the activity and how frequently the activity was mentioned.

**Table 5. Frequency**

| Indicators                            | Mean/SD   | Interpretation |
|---------------------------------------|-----------|----------------|
| 1. Times the activity was mentioned   | 3.47/1.58 | Frequent       |
| 2. Times participated in the activity | 4.37/1.28 | Very Frequent  |

It is evident that the tabular presentation of the data shows that constant mentioning of the activity in the classroom pointedly does have an effect on the learning of students. In a study conducted by Faculty Focus, repetitive mentioning of the learning task has a positive relationship between the students and their learnings. In addition, Eison (2010) stressed the importance of active learning strategies inside the classroom and asserted that students want to see lectures come to life. This conclusion indicates that learners of Fil101 helped confirm what they had learned by frequently mentioning and participating in the activity.

Table 6 shows the attentiveness of 120 respondents in the FIL101 course. As can be seen from the table, indicator 1 got 117 frequencies with an equivalent of 98% which signifies that most of the respondents understood the intent of the class activity given to them. Out of 120 respondents, 109 respondents with an equivalent of 91% recognized the reason why the class activity was required in the course, while 113 respondents with an equivalent of 94% showed that they were aware of the instructions of their teacher before doing the class activity. Finally, 116 respondents with an equivalent of 97% acknowledged that they knew their role in the class activity.

**Table 6. Attentiveness**

| Indicators  | Mean/SD | Interpretation |
|---|---------|----------------|
| 1. I understand what the class activity is.                                 | 117     | 98             |
| 2. I recognize the reason why the class activity is required in the course. | 109     | 91             |
| 3. I know the instructions of my teacher before doing the class activity.   | 113     | 94             |
| 4. I know my role in the class activity.                                    | 116     | 97             |

The results in these four indicators expose that most of the respondents had attentiveness in different activities of the course FIL101. It only implies that teachers of the subject exerted effort to capture students' attentiveness by clearly using a variety of instructional approaches that will actively involve learners. Moreover, to maintain students' focus in

class, instructors should ensure teaching strategies for the students (Gerschler, 2012). Likewise, these teaching strategies carried out by participants' teachers enable them to truly understand and recognized the FIL101 activities.

The following table shows the effects of classroom activities to Letran students who took FIL101 in terms of their levels of knowledge, attitude, and behaviors towards intended learning outcomes:

**Table 7. Effect of Classroom Activities on the Level of Knowledge**

| Level of Knowledge    | Average Score | Performance Indicator |
|-----------------------|---------------|-----------------------|
| Content Standard      | 1.57          | Low Performance       |
| Declarative Knowledge | 2.16          | Average Performance   |
| Functional Knowledge  | 2.43          | High Performance      |

\*\* Legend: 2.33-3 High; 1.67-2.33 Average; 1-1.66 Low

Table 7 displays the respondents' assessment of the effects of classroom activities on the level of their knowledge. The figures mean that the effects of classroom activities given in the course indicated the distinct knowledge performance of the learners on how they would understand the course through various activities. The results reveal that there was a low performance in the content standard with an average score of 1.57. On the other hand, declarative knowledge had an average score of 2.16 which means that the respondents had an average performance in this level. While functional knowledge has the highest performance with an average of 2.43.

From these data, it is evident that the effect of classroom activities in terms of the content standard level of knowledge is quite not good since the respondents got a low performance in this level. This only signifies that from the previous result of introducing the activities towards the students in the course have an eminent impact but this is contrary to the result of its effectiveness to the content standard level. In the sphere of this result, teachers were able to commence the task to the student, but the way students understand what they should know and what to do in the course was relevantly low. Content standards should provide a coherent structure to guide curriculum and instruction" (McLaughlin and Shepard, 1995:20). Furthermore, in terms of the effect of classroom activities on the declarative knowledge of the respondents, it got an average performance in this level which indicates information about the activities given to them has an average effect. As this research has a pointer quality, it is likely to shed light on the effect of

classroom activities on the level of knowledge acquired by the students in the course.

Table 8 shows the effects of classroom activities on the attitude of the respondents. The data reveal that respondents strongly agreed that they are concerned about the value of the Filipino language to their life which got a mean of 3.48 and a standard deviation of 0.76. Also, the respondents strongly agreed that they are optimistic about the role of the Filipino language in their day-to-day life which has a mean of 3.47 and a standard deviation of 0.62. Same as the third indicator which got a mean of 3.38 and a standard deviation of 0.88. This finding implies that the respondents strongly agreed that they are responsible for helping the Filipino language attain its usefulness in their personal and professional lives. Lastly, the respondents also strongly agreed that they are committed to using the Filipino language in different communication situations which has a mean of 3.33 and a standard deviation of 0.92.

**Table 8. Effect of Classroom Activities on Attitude**

| Indicators  | Mean/SD  | Interpretation |
|---|----------|----------------|
| 1. I am concerned about the value of the Filipino language to my life.  | 3.48/.76 | Strongly Agree |
| 2. I am optimistic about the role of the Filipino language in my day-to-day life.                                 | 3.47/.62 | Strongly Agree |
| 3. I am responsible in helping the Filipino language attain its usefulness in my personal and professional lives. | 3.38/.88 | Strongly Agree |
| 4. I am committed to use the Filipino language in different communication situations                              | 3.33/.92 | Strongly Agree |

These indicators got the same interpretation of strongly agree and got standard deviation closer to 1 which denotes that most of the respondents have the same perceptions about these 4 indicators. The influence of the subject on the students and its activities was relatively manifest in the result of the study. Students' engagement with the classroom activities is believed to result in behavioral, cognitive, and affective effects. This finding means that students who engage in classroom activities do have a higher capacity to achieve a higher-level understanding of course content, an increased sense of attitude towards the subject matter of interest, and exhibit on-task behaviors even outside the classroom setting (Fredericks et al., 2004). Likewise, Fil101 students were able to express that they strongly agree on how classroom activities affect their attitude in appreciating the course.

Table 9. Effect of Classroom Activities on the Level of Knowledge

|                             | Expected Behavior   | F   | %  |
|-----------------------------|---|-----|----|
| <b>Individual Behaviour</b> | Able to apply the Filipino language in conversations                  | 102 | 85 |
|                             | Create posters using the Filipino language                            | 50  | 42 |
|                             | Participate in activities celebrating the Filipino language in school | 75  | 63 |
|                             | Post in social networking sites using the Filipino language           | 78  | 65 |
|                             | Use of the Filipino language in electronic letters                    | 61  | 51 |
|                             | Use of the Filipino language in writing reports                       | 70  | 58 |
|                             | Write slogans in the Filipino language about social issues            | 73  | 61 |
| <b>In the Community</b>     | Engage in a forum in my barangay                                      | 28  | 23 |
|                             | Involve in a roundtable discussion                                    | 44  | 37 |
|                             | Participate in lectures using the Filipino language                   | 87  | 73 |
|                             | Write suggestions to public officials using the Filipino language     | 60  | 50 |

Table 9 shows the effects of classroom activities on the behavior of the respondents, individually and in the community. As shown on the table under the individual behavior, the data reveal that 102 or 85% of the respondents were able to apply the Filipino language in conversations, 50 or 45% of the respondents create posters using the Filipino language, 75 or 63% of them participate in activities celebrating the Filipino language in school, 78 or 65% post in social networking sites using the Filipino language, 61 or 51% of them use the Filipino language in electronic letters, 70 or 58% of them use the Filipino language in writing reports and 73 or 61% of them write slogans in the Filipino language about social issues. The results from this table conclude that most of the respondents expected to use the Filipino language in the conversation since it got the highest frequency and percentage under the individual behavior. In contrast, creating posters using the Filipino language is the least expected behavior of the respondents under individual behavior since it has the lowest frequency and percentage.

Meanwhile in the community, out of 120, 28 respondents or 23% engaged in a forum in their barangay, 44 respondents or 37% of them involved in a roundtable discussion, 87 respondents or 73% participated in lectures using the Filipino language and lastly, 60 respondents or 50% of them wrote suggestions to public officials using the Filipino language. The results reveal that the respondents are expected to participate in lectures using the Filipino language since it has the highest frequency and percentage. In contrast to the latter statement, engaging in a forum in their barangay is the least expected behavior in the community since it has the lowest frequency and percentage.

As this study moves further on the discussion on the impact of classroom activities on knowledge, attitude, and practices related to contextualized communication (FIL101) among general education students, it demonstrates that all its areas showed suitability to grasp its points as gauged in the study, and to the participants.

## CONCLUSION

FIL101 course is an important General Education subject to study because it promises the college students competencies in using the Filipino language while fulfilling the requirements of a graduate from the College of Liberal Arts and Sciences. In a general sense, the FIL101 course also brings to reality the persona of a Letran graduate who embodies the higher education graduate of the Philippines. In the past, critiques have argued that the skill-based Filipino course must be brought down to the senior high school departments of colleges and universities as the course is seen as a mere repetition of learning. With the Supreme Court of the Philippines siding with the advocates of the value of Filipino courses (Geronimo, 2016), there is a need to demonstrate the value of the Filipino courses in the new lineup of general education courses. It is high time to add empirical evidence to the perceived value of the Filipino course to the holistic development of graduates and the Filipino society in general.



Demonstrating the value of Filipino courses in General Education at the College level can imply nationalism and the idea of valuing Philippine culture to every student who is taking the subject. The cultural aspect is a need for every member of society, it implies that everyone should be sensible in protecting the heritage even though we are rooting for development.

The tables and the interviews elaborate that everyone who will take General Education subjects shall use critical and crucial thinking to deliver the needed ideas as given by the course syllabus. With this practice, we can assure that these students will be able to develop the needed skills for working in real-life situations.

Based on the results, it showed that classroom activities used by the faculty in introducing the subject Fil101 were established to the students who took the course. This implies that participants' involvement in the overall instruction of the subject is important in assessing their performance whether individually, dual, or by the group. Moreover, faculty significantly ensures that each concept and activity of the course were provided for the students in different methods. Instructions are designed to incorporate different techniques that parallel students' learning styles.

The context of utilizing different classroom activities has a positive and negative impact on the students notably on their experience. The qualitative interview data was used to uncover how participants' involvement was associated with their classroom experiences. Similarly, it was linked in the exploration of participants' knowledge, attitude, and practices related to contextualized communication subjects that conceptualizing outcome-based education is a very good move in the curriculum as well as in the lesson and the syllabus. The researcher found out that in the perspective of faculty and students, the mode of introducing the subject through different activities must be continued for the students to be able to learn how to collaborate, how to communicate, how to become responsible, and how to make the classroom set-up more interactive between the teacher and the students.

## RECOMMENDED POLICY

After studying and interpreting the results of this study, the researchers were able to come up with a proposed bill for the national government to assure a smooth transition of the outcome-based education system at the tertiary level in the country. With this proposed bill, the researchers want to assure a flexible and sustainable OBE system in the General Education subjects in tertiary education.

Outcome-based education is designed to match education with actual employment. Philippine higher education institutes are encouraged to implement OBE not only (for the students) to be locally and globally competitive but also to work for transformative education. This study divulged the impact of the classroom activities in the FIL101 course. Therefore, the researchers came up with a policy proposal regarding the implementation of OBE to all general education subjects at the tertiary level. Below is the recommended policy for the said study:

---

A Bill Requiring All HEIs and State Universities to Create a Suitable and Effective Learning Tasks in the Implementation of Outcomes-Based Education to All General Education Subjects in the Tertiary Level in the Philippines

Sec. 1. Short Title -This bill shall be known as the OBE Learning Bill of 2020

Sec. 2. Declaration of Policies- It is hereby declared by the policy of the State thru the Commission of Higher Education (CHED) and Department of Education (DepEd) that every student in the country shall have good quality education in all aspects, subjects, and courses to transfer the power of knowledge. Education agencies thru schools shall find or look for steps where students would understand precisely and correctly the lessons given.

Sec. 3. Objectives- (a) To establish and maintain a suitable Outcomes-Based Education learning experience for all Tertiary Students in the country who are taking General Education subjects; (b) To assure that every student will undergo activities that will practice their critical learning thru the Outcomes Based Education; (c) To assure that every professor who teaches General Education subjects will create good, quality, and suitable activities for the students who are taking General Education Subjects; (d) To assure that State

Universities and HEIs will provide or find needed training for their professors who teach General Education Subjects; (e) To assure that all HEIs and State Universities will hire professors with basic knowledge or experience in Outcomes Based Education practice to teach General Education subjects.

Sec. 4. The Bureau, Task Force or Office for OBE- (a) The Commission on Higher Education shall create a bureau, task force, or office that is intended for the swift and strict implementation of Outcomes-Based Education for all HEIs and State Universities in the country; (b) The bureau, task force, or office shall be composed of a national Director with a maximum of Director I position with three (3) advisers.

Sec. 5. Research- The Commission on Higher Education with its attached offices shall conduct or grant continuing research for the OBE implementation to the Tertiary Level to ensure a continuous development in conducting Outcomes Based Education system.

Sec. 6. Komisyon ng Wikang Pilipino- This agency shall give guidelines or directions in implementing OBE-based activities for Filipino subjects at Tertiary Level to ensure that the students will be knowledgeable enough of the mother language.

Sec. 7. Appropriations- The Commission on Higher Education shall allocate a budget for Section 5 of this bill.

Sec. 8. IRR- The Implementing Rules and Regulation shall be created and published by the Commission on Higher Education together with the principal author of this bill in the House of Representatives and the Senate after 60 working days once this bill has been signed by the President.

Sec. 9 Effectivity- This bill shall take effect fifteen (15) days after its publication in the Official Gazette, two (2) general broadsheets, and one (1) general tabloid.

## ACKNOWLEDGMENT

The researchers acknowledge the Research and Publication Department (RPD) of Colegio de San Juan de Letran-Manila for providing financial assistance and support for the accomplishment of this research project.

## REFERENCES

- Ambrose, S. A., Bridges, M. w., Lovett, M. C., DiPietro, M., & Norman, M. K. 2010. *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.
- Ates, O. & Eryilmaz, A. (2011). Effectiveness of hands-on and minds-on-activities on students' achievement and attitudes towards Physics. *Asia-Pacific Forum on Science Learning and Teaching*, 12 (1).
- Bernardo, A. B. I. (2008). Individual and social dimensions of Filipino students' achievement goals. *International Journal of Psychology*, 43, 886-891. doi: 10.1080/00207590701837834.
- Bernardo, A. B. I. (2010). Extending hope theory: Internal and external locus of trait hope. *Personality and Individual Differences*, 49, 944-949. doi:10.1016/j.paid.2010.07.036
- Bernardo, A.B.I. (2010). Approaches to Learning and Academic Achievement of Filipino Students. *The Journal of Genetic Psychology* 164 (1), 101-114.
- Ching, C. M., Church, A. T., Katigbak, M. S., Reyes, J. A. S., Tanaka-Matsumi, J., Takaoka, S., Zhang, H., Shen, J., Mazuera Arias, R., Rincon, B. C., & Ortiz, F. A. (2014). The manifestation of traits in everyday behavior and affect: A five-culture study. *Journal of Research in Personality*, 48, 1-16. doi: 10.1016/j.jrp.2013.10.002.
- Church, A. T., Alvarez J. M., Katigbak, M. S., Mastor, K. A., Cabrera, H. F., Tanaka-Matsumi J., & Buchanan, A. L. (2012). Self-concept consistency and short-term stability in eight cultures. *Journal of Research in Personality*, 46, 556-570. doi: 10.1016/j.jrp.2012.06.003.
- Coffman, J. (2002). *Public communication campaign evaluation: An environmental scan of challenges, criticisms, practice, and opportunities*. Cambridge, MA: Harvard Family Research Project.
- Commission on Higher Education. (2013). *CHED Memorandum Order No. 20 – General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies*. Quezon City.
- Datu, J.A.D. (2015). Validating the revised self-construal scale in the Philippines. *Current Psychology*, 34(4), 626-633. doi:10.1007/s12144-014-9275-9.

- Dewey, J. (1990). *The school and society and The child and the curriculum*. Chicago: The University of Chicago Press.
- Eison, J. (2010). *Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning*. University of South Florida. Retrieved last July 26, 2018 from <https://www.cte.cornell.edu/documents/presentations/Active%20Learning%20-%20Creating%20Excitement%20in%20the%20Classroom%20-%20Handout.pdf>
- Gao, Z., Lee, A., Xiang, P. & Kosma, M. (2011). Effect of Learning Activity on Students' Motivation, Physical Activity Levels and Effort/ Persistence. *ICHPER-SD Journal of Research*, 6 (1), 27-33.
- Geronimo, J.Y. (2016). CHED orders colleges to retain Filipino units in new GE curriculum. Retrieved last July 26, 2018 from <https://www.rappler.com/nation/140144-ched-order-filipino-subjects-new-ge-curriculum>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. doi:10.3102/00346543074001059.
- Hannah, R. (2013). *The Effect of Classroom Environment on Student Learning*. Honors Theses, Paper 2375. Retrieved last July 28, 2018 from [https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3380&context=honors\\_theses](https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3380&context=honors_theses)
- Harvey, S.P., Lambourne, K., Greene, J.L., Gibson, C.A., Lee, J. & Donnelly, J.E. (2017). The Effects of Physical Activity on Learning Behaviors in Elementary School Children: a Randomized Controlled Trial. *Contemp School Psychol*. <https://doi.org/10.1007/s40688-017-0143-0>
- Hoke, D.M. (1998). *Effects of Student Performance of using Hands-on Activities to teach Seventh Grade Students Measurement Concepts*. [Unpublished Masters Thesis]. University of Central Florida: College of Education. Retrieved last July 20, 2018 from [http://etd.fcla.edu/CF/CFE0002228/Hoke\\_Darlene\\_M\\_200807\\_MAST.pdf](http://etd.fcla.edu/CF/CFE0002228/Hoke_Darlene_M_200807_MAST.pdf)
- Hornik, R. (Ed.) (2002). *Public health communication: Evidence for behavioral change*. Routledge.
- King, R.B. (2015). Examining the dimensional structure and nomological network of achievement goals in the Philippines. *Journal of Adolescence*, 44, 214-218. doi:10.1016/j.adolescence.2015.07.019.
- Mahar, M. T., Murphy, S. K., Rowe, D. A., Golden, J., Shields, A. T., & Raedeke, T. D. (2006). Effects of a classroom-based program on physical activity and on-task behavior. *Medicine and Science in Sports and Exercise*, 38(12), 2086–2094. doi:10.1249/01.mss.0000235359.16685.a3.
- Niederdeppe, J. (2014). Conceptual, empirical, and practical issues in developing valid measures of public communication campaign exposure. *Communication Methods and Measures*, 8, 138-161. DOI:10.1080/19312458.2014.903391
- Omodara, M.F., Kolawole, E.B., Oluwatayo, J.A. (2013). Classroom Activities as Measure of Academic Performance of Senior Secondary School Students in Core Science Subjects. *Mediterranean Journal of Social Sciences*, 4 (1), 209-213. DOI: 10.5901/mjas.2013.v4n1p209
- Pangalanan, E.A. (2008). Teaching Strategies and Techniques: Philippine Experience. *Journal of Teaching in Social Work*, 28 (3-4), 381-395. DOI: 10.1080/0884123802160167.
- Piaget, J. (1971). *Genetic epistemology*. New York: W.W. Norton & Company, Inc.
- Strayer, J. F. (2007). *The Effects of the Classroom Flip on the Learning Environment: A Comparison of Learning Activity in a Traditional Classroom and a Flip Classroom that used an intelligent Tutoring System*. [Unpublished Doctoral Dissertation]. The Ohio State University: Graduate School. Retrieved last July 20, 2018 from [https://etd.ohiolink.edu/!etd.send\\_file?accession=osu189523914](https://etd.ohiolink.edu/!etd.send_file?accession=osu189523914)
- Vygotsky, L. S. (1978). *Mind and society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- “What is K to 12 Program?” (2015). Retrieved from <http://www.officialgazette.gov.ph/k-12/>
- Watkins, D., Hattie, J., & Astilla, E. (1986). Approaches to studying Filipino Students: A Longitudinal Investigation. *British Journal of Educational Psychology*, 56 (3). <https://doi.org/10.1111/j.2044-8279.1986.tb03048.x>

- Wilson, N. (2009). Impact of Extracurricular Activities on Students. [Unpublished Masters Thesis]. University of Wisconsin-Stout: The Graduate School. Retrieved last July 20, 2018 from <https://www2.uwstout.edu/content/lib/thesis/2009/2009wilsonn.pdf>
- Witkowski, P. & Cornell, T. (2013). The Effects of Collaborative Classroom Activities on Student Engagement and Learning. SoTL Commons Conference, 19. Retrieved last July 20, 2018 from <http://digitalcommons.georgiasouthern.edu>
- Zusho, A. & Clayton, K. (2011). Culturalizing achievement goal theory and research. *Educational Psychologist*, 46(4), 239-2