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Development and Evaluation of a Purposive Communication Module for Industrial Technology Students

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Abstract. This study develops a Purposive Communication course module for Bachelor of Science in Industrial Technology (BSIT) students at North Eastern Mindanao State University (NEMSU) in Surigao del Sur, Philippines. Addressing the lack of instructional materials tailored to their academic and professional needs, the study follows the ADDIE model, including Analysis, Design, Development, Implementation, and Evaluation phases. A needs analysis identifies students' communication challenges, forming the basis for module creation. Subject-matter experts and faculty validate the module before field trials with students. It is assessed based on subject matter, vocabulary and structures, exercises, illustrations, physical make-up, learner focus, usability, and accessibility. Results show that the module is highly valid and effective, with no significant evaluation differences among experts, faculty, and students. The findings confirm its relevance and adaptability in improving communication skills within industrial technology disciplines. This study underscores the importance of learner-centered materials and suggests integrating digital and multimedia elements in future research to enhance effectiveness and applicability across various educational contexts.

Keywords: ADDIE model; BSIT students; communication skills; Purposive Communication; technical education.

1.0 Introduction

Given the evolving career landscapes, digital advancements, and intense competition in academic institutions and workplaces, mastering communication is the paramount life skill for students, making practical interpersonal skills indispensable (Popworth, 2019). Acknowledging the swiftly changing global environment highlights the growing significance of practical communication skills and technical proficiency. There is an amplified emphasis on the vital role of proficient verbal and written communication in all university courses, more so than ever before (Kettering University Online, 2023). The role of communication courses is to teach students to appreciate the essence of communication as a discipline, comprehend its content, and proficiently hone their communication skills (Campbell et al., cited by Delos Reyes, 2020). To foster student growth, teachers should enhance their oral communication skills and guarantee equitable opportunities for all students to engage in classroom discussions.

Instructional materials are essential resources that enhance teaching effectiveness and improve student performance. These materials must suit students' age, social and emotional development, and ability levels for English or communication instruction while offering diverse difficulty levels, broad appeal, and varied perspectives. The goal of learning extends beyond numerical outcomes, emphasizing the confidence to apply acquired skills and knowledge in practice (Kusuma & Apriyanto, 2018). De la Torre (2018) stated that students

and teachers value student-centered learning, personalized instruction through modules, and technology integration, which align with 21st-century classroom needs. These approaches foster essential skills like communication, collaboration, creativity, critical thinking, cultural understanding, and ICT proficiency. Learners' modules, akin to textbooks, play a key role in promoting the Sustainable Development Goals (SDGs) established by the UN in 2015 to address global challenges. It is highlighted that English as a Foreign Language (EFL) textbooks often embed SDG content, raising awareness and promoting sustainability education in higher education (Lasekan et al., 2023).

In the revised General Education Curriculum by Commission on Higher Education (CHED) in the Philippines, Purposive Communication (GE-PC) is a core course focused on "writing, speaking, and presenting to different audiences and for various purposes" (CMO No. 20, s. of 2013, p. 6). Formerly English for Specific Purposes (ESP), this course addresses communication skills and their application in specific professions (Tiongson, 2018, p. 44). Advocates of ESP argued that traditional literature-focused or general English programs fail to sufficiently address the varied needs of English learners globally. They emphasized the importance of designing curricula tailored to meet different learner groups' distinct requirements (Bolton & Jenks, 2022). Educators affirmed that training and skill enhancement, curriculum restructuring, and adapting diverse teaching methods equipped them to manage the Purposive Communication course. However, challenges and concerns occurred during the course implementation, such as limited access to technological devices and difficulties arranging the subject matter sequence (Eustaquio & Tandoc, 2020). Additionally, the conventional teaching approach within the Purposive Communication module must cater to the university students' needs and preferences. The instructional material plays a crucial role in the learning process, fostering student proficiency and skill development (Mallillin, 2023). The core competencies within student modules guarantee a proficient communication, enabling learners to engage in real-world practices of effective communication as an integral aspect of the learning process (Mallillin & Caranguian, 2022).

In a study of assessing learning needs assessment in Purposive Communication at Kalinga State University by Malao et al. (2022), it has been expressed that educators should consider students' perceptions of their needs. Another study recorded a notable distinction in integrating 21st-century skills into Purposive Communication when respondents were grouped according to their category profiles. The findings were the groundwork for creating the "21st Century Skills-Integrated Module in Purposive Communication." The module aimed to emphasize authentic materials and practical tasks, ensuring the relevance and experiential nature of learning. Through these activities, students were anticipated to cultivate essential life skills for their future careers and success in the professional arena (Francisco, 2023).

The Philippines, one of the world's largest English-speaking nations, recognizes English as an official language. However, assessments like the EF English Proficiency Index, TOEIC, and IELTS have revealed a decline in English proficiency among Filipinos. With English proficiency critical in the workplace, inadequate communication skills can hinder job prospects (Clement & Murugavel, 2018). In particular, oral communication proficiency is essential for graduates to perform effectively (Shuhaimi & Awaludin, 2018). At North Eastern Mindanao State University (NEMSU) - Cantilan Campus, the flagship program Bachelor of Science in Industrial Technology (BSIT) faces challenges in English communication such as technical writing, interacting with diverse individuals, and engaging in online communication. During the second semester of AY 2022-2023, 31% of BSIT students (87 out of 283) failed the Purposive Communication course, despite prior exposure in senior high school. Faculty members also observed students struggling with reading and listening comprehension, spelling, and vocabulary acquisition. Although the NEMSU system acknowledges the importance of a standardized syllabus and utilizes a uniform module for GE-PC, the study's needs analysis revealed a strong demand for a context-specific approach. While various modules are available through online platforms and the university, they tend to be broad in scope and lack the necessary contextualization for the course. To effectively address the specific needs of BSIT students specializing in areas like Architectural Drafting, Automotive, Computer, Electrical, Electronics, Food, Garments, and Mechanical Technology, the course content should be customized to align with the principles and objectives of the ESP approach.

As one of CHED-mandated general education courses, Purposive Communication is a crucial course for Filipino students' skill development, fostering competence in oral and written communication. It advances verbal

proficiency in speaking and various elements within the communication process. The course also holds significance for students in higher education institutions, ensuring success in contemporary teaching methodologies. Aligned with the requirements of effective purposive communication, it caters to the realities and attitudes of the learners (Mallillin, 2023). Hence, developing new modules in GE-PC tailored to the specific needs of BSIT students at NEMSU is vital, given the numerous overseas job opportunities available to them.

2.0 Methodology

2.1 Research Design

This study employed a descriptive and a developmental approach to facilitate the development of the Purposive Communication course module. According to Siedlecki (2020), the descriptive approach seeks to depict individuals, events, or conditions as they naturally occur. It entails examining the characteristics of a population, identifying prevalent issues within a unit or organization, and scrutinizing differences in practices among institutions or even across countries. The researcher examined the students' response to the developed Purposive Communication course module in this study. On the other hand, developmental research design involves a methodical investigation into the creation, development, and evaluation of educational programs, procedures, and products, with a focus on meeting criteria for internal consistency and effectiveness (Cabral, 2023). These approaches are considered suitable for accurately and systematically depicting a population, situation, or phenomenon and determining the effects of a specific intervention. Additionally, these methods ensured the acceptability of the module, which will serve as instructional material for teaching Purposive Communication to students specializing in industrial technology.

2.2 Research Locale

The study was conducted at the North Eastern Mindanao State University – Cantilan and Cagwait Campus, where both campuses offer Bachelor of Science in Industrial Technology. NEMSU Cantilan is located in Pag-antayan, Cantilan, Surigao del Sur, Philippines. It is situated along the Pacific coast, approximately 3 kilometers from the inter-island wharf in Cantilan. The campus is recognized as the College of Technological Education. NEMSU Cagwait, meanwhile, is situated in the center of Poblacion Cagwait and is just a short tricycle ride from Cagwait White Beach, a well-known tourist attraction in Surigao del Sur. Its primary academic program is the Bachelor of Science in Industrial Technology (NEMSU, n.d.). The research involved Cagwait Campus to complete the desired number of classes in conducting field-tryouts by an instructor holding either a master's or a doctorate degree.

2.3 Research Participants

The study included five (5) experts who are actively producing instructional materials for two to five years, have served on module-making committees, or hold a position as school heads. Additionally, five (5) language faculty members from North Eastern Mindanao State University Cantilan and Cagwait campus in the Department of Industrial Technology, holding either a master's or a doctorate degree, also participated as respondents. The experts and faculty assessed the validity of the developed Purposive Communication course module. Student respondents also rated the course module. They consist of BSIT students enrolled in the second semester of the academic year 2022-2023. This group comprises students who previously completed the Purposive Communication course, with a sample size of 150 students. The selection of respondents was determined using a purposive sampling method. Out of the 150 expected student respondents, only 139 provided ratings for the module, as some were absent, attending training, or unresponsive.

2.4 Research Instrument

The tool used in the research consisted of two (2) parts. Part I of the instrument is a modified questionnaire from Daoud and Celce-Murcia's (1979) checklist. Part II is adapted from the Educational Soundness rating tool for a learning resource material. The instrument was validated by three (3) faculty members from North Eastern Mindanao State University – Cantilan Campus. Part I evaluates the validity of the Purposive Communication course module, wherein experts and faculty utilize a Likert scale questionnaire with ratings of 4 (strongly agree), 3 (agree), 2 (disagree) and 1 (strongly disagree). This section assesses five (5) factors: subject matter, vocabulary and structures, exercises, illustrations, and physical make-up. Part II measures the educational soundness rating of experts, faculty, and students to the developed Purposive Communication module. This section evaluates learner focus, usability, and accessibility of the module, utilizing a Likert scale questionnaire as well. The evaluations provided by experts, faculty, and students in this section were utilized to test the study's null

hypothesis, which stated that no significant differences would exist among the respondent groups regarding educational soundness.

2.5 Data Gathering Procedure

The study used the ADDIE Model which is extensively employed for designing instructional strategies in educational settings, aiding educators in the Analysis, Design, Development, Implementation, and Evaluation of teaching and learning activities (Handrianto et al., 2021). The model guides through a carefully devised development plan encompassing the formulation of learning objectives and content creation (Artman, 2020). Before commencing the research, a formal letter requesting permission to conduct the study was drafted and directed to the Campus Directors of North Eastern Mindanao State University - Cantilan and Cagwait Campus. The researcher conducted a needs analysis among the student respondents of NEMSU Cantilan to identify the problems they had encountered in their Purposive Communication course. This aided in crafting the content of the module (Phase I). The researcher planned and created a course module on Purposive Communication specifically designed for BSIT students based on the needs analysis results. The developed module has undergone initial evaluation by the researcher's adviser (Phase II). Before conducting field-tryouts, five (5) experts validated the module, and the researcher made any necessary changes (Phase III). Field try-outs were carried out for two (2) weeks to the student respondents in alignment with the Implementation stage of the ADDIE model. The researcher distributed printed copies of the module to each instructor and shared an unofficial digital version to conserve paper and printing resources. The researcher recorded feedback from instructors and students. Five (5) language faculty members rated the course module after the field-tryouts have been conducted. The faculty distributed questionnaires to 150 BSIT students (or five classes) with the researcher's guide (Phase V). Findings were then assessed and interpreted.

2.6 Data Analysis

The collected data underwent analysis and interpretation using Average Weighted Mean (AWM) in assessing the validity and educational soundness of the module, and One-way ANOVA in determining a significant difference between perceptions by experts, faculty, and students regarding the educational soundness of the Purposive Communication course module.

2.7 Ethical Considerations

Adams et al. (2013) and Mirza et al. (2023) emphasize that ethical considerations involve preventing exploitation, coercion, or undue pressure on participants; ensuring that the methodology does not impact their legal status; acknowledging ethnicity and cultural structures; and offering suitable compensation. In this study, all participants, including experts, faculty members, and students, were informed about the study's purpose, objectives, and procedures. They were given a consent form that highlighted their voluntary participation and their right to withdraw at any point without any repercussions. Their participation was confirmed through signed consent forms prior to the start of data collection. The confidentiality of all respondents was meticulously maintained. Personal information was anonymized by assigning unique codes to each participant, ensuring no identifiable details were connected to the collected data. Results were presented in aggregate form to safeguard the identities of individual participants.

Before collecting data, the appropriate authorities, including the Campus Directors of NEMSU Cantilan and Cagwait, secured the necessary approvals. The research process also complied with the university's ethical guidelines for studies involving human participants—all digital or physical data were stored securely. Digital files were encrypted and password-protected, while physical documents were kept in a locked cabinet accessible exclusively to the researcher. The data was retained only for the necessary duration of the research and was disposed correctly afterward. Feedback from experts, faculty, and students was utilized exclusively to enhance the module. Personal critiques or negative evaluations were neither disclosed nor misused in any way.

The study was carefully structured to ensure that participants faced no physical, psychological, or emotional risks. The module validation and feedback process was carried out in a respectful and supportive environment. Cultural sensitivity and inclusivity were given priority in the development and implementation of the Purposive Communication module to honor the respondents' diverse backgrounds and experiences. Appropriate compensation was provided to all participants.

3.0 Results and Discussion

3.1 The Contents of the Developed Purposive Communication Module

Table 1 provides a concise overview of the lessons, objectives, assessments, and time frames incorporated into the instructional material developed for the Purposive Communication course.

Table 1. *Course Map*

Intended Learning Outcomes	Topic	Assessment Tasks	Time Frame
Cognitive Articulate a comprehensive and accurate definition of communication, encompassing its elements and process. **Socio-emotional** Display empathy in communication, demonstrating an awareness of how understanding others contributes to effective communication. **Behavioral** Test active listening skills by asking relevant questions and providing thoughtful feedback.	**Module 1: Communication in the 21st Century** Lesson 1. Nature of Communication	Produce a collaborative video in depicting communication processes that happen in laboratories/shops. Identify words related to communication.	3 hours
Cognitive Compare various forms of communication, demonstrating an understanding of their unique purposes and effectiveness in different contexts. **Socio-emotional** Integrate social awareness by recognizing and respecting cultural nuances in various forms of communication. **Behavioral** Express nonverbal communication cues, such as body language and facial expressions, in diverse interpersonal settings.	Lesson 2. Forms of Communication	Analyze and explain the communication failures in the YouTube video "The Art of Communication". Discuss some frequent communication failures encountered during hands-on laboratory classes in respective majors and their prevention in the future. Demonstrate understanding of the topic by completing a Modified True or False activity focused on the Forms of Communication.	3 hours
Cognitive Compare communication models, accurately applying theoretical knowledge to assess real-world communication scenarios. **Socio-emotional** Manage and navigate conflicts effectively. **Behavioral** Reflect the principles of various communication models in practical situations, adapting their communication approaches based on context and audience.	Lesson 3. Models of Communication	Evaluate which model best represents the communication that takes place within respective families. Predict how communication might evolve in the future workplace and determine which model best represents the communication.	3 hours
Cognitive Criticize ethical dilemmas in communication, applying principles to assess the consequences of communication choices. **Socio-emotional** Adapt a sense of integrity and empathy in interactions with others.	Lesson 4. Ethics of Communication	Assess ethical communication behaviors. Discuss the ethical implications of current national issues, such as international relations, using ethical communication principles.	3 hours

Behavioral Display ethical communication behaviors by consistently incorporating transparency, honesty, and respect.			
Cognitive Identify the socio-cultural factors influencing the development of World Englishes. **Socio-emotional** Display empathy and respect for individuals who communicate in various World Englishes. **Behavioral** Relate World Englishes with effective cross-cultural communication to promote linguistic diversity in interactions.	**Module 2: Communication and Globalization** Lesson 1. World Englishes	Record observations on the variations of English and assess how to establish connections and reduce miscommunication. Produce a video presenting the tools, equipment, and processes in laboratories, utilizing three different varieties of English; concluding the video on how these English variations impact industrial technology.	3 hours
Cognitive Detect bias and cultural sensitivity in written and verbal communication. **Socio-emotional** Execute inclusivity and respect through language choices and communication behaviors. **Behavioral** Adapt culturally-sensitive and bias-free language in written and verbal communication.	Lesson 2. Culturally-sensitive and Bias-free Language	Evaluate self in communicating with people from different cultures. Examine sentences and determine if they use bias-free and culturally-sensitive language.	3 hours
Cognitive Execute delivery techniques in public speaking such as pacing, tone, and other factors contributing to effective message delivery. **Socio-emotional** Prepare one's self in public speaking scenarios, fostering a positive self-image and the ability to manage anxiety. **Behavioral** Display delivery techniques, such as effective body language, vocal modulation, and audience engagement for clarity, confidence, and persuasiveness in oral presentations.	**Module 3: Public Speaking in the Modern Age** Lesson 1. Delivery Techniques in Public Speaking	Identify various delivery techniques in public speaking. Persuade an audience of senior high school students to consider a respective degree program and major through a 5-minute video.	4.5 hours
Cognitive Assess multimedia elements to be used for effective presentations. **Socio-emotional** Present an inclusive presentation that respects the audience's emotional responses to multimedia elements. **Behavioral** Integrate proficiency of multimedia presentation tools and techniques, incorporating engaging visuals and other multimedia elements effectively.	Lesson 2. Multimedia Presentation	Collaborate to produce and share a 3-minute TikTok video promoting your degree program and major, utilizing the principles of effective multimedia presentation. Create 3-5 videos to be posted as Facebook reels, showcasing the highlights of respective majors.	3 hours

Cognitive Post vlogs applying different storytelling techniques. **Socio-emotional** Display self-confidence and authentic self-expression in vlogging. **Behavioral** Film engaging and well-edited video content, incorporating storytelling elements, and utilizing visual and auditory techniques to capture and maintain audience interest.	Lesson 3. Vlogging	Criticize critically a popular vlogger. Demonstrate understanding of the topic by completing a Modified True or False activity.	4.5 hours
Cognitive Write application letter and resume, demonstrating a deep understanding of the conventions, formatting, and content. **Socio-emotional** Integrate skills and qualifications contributing to adaptability in the employment-seeking journey. **Behavioral** Write a compelling application letter and resume, showcasing a proactive approach in aligning qualifications with job requirements.	**Module 4: Communication in the Workplace** Lesson 1. Application Letter and Resume for Employment	Create an application letter and resume tailored to a job-specific major. Review and provide feedback on classmate's work.	3 hours
Cognitive Prepare for job interviews, effective response strategies, and adapt communication styles. **Socio-emotional** Display confidence during job interviews, fostering a positive self-image and ability to manage stress. **Behavioral** Present self professionally to create a positive impression on interviewers and secure job opportunities.	Lesson 2. Job Interviews	Assess a video to determine why the applicant may have poor interview skills, and provide brief recommendations for improvement. Ace a mock job interview.	3 hours
Cognitive Adapt communication behaviors based on the specific dynamics of each meeting. **Socio-emotional** Display respectful and inclusive communication behaviors for positive and collaborative meeting environments. **Behavioral** Reflect etiquette in both physical and virtual settings.	Lesson 3. Physical and Virtual Meetings and Etiquette	Distinguish terms related to physical and virtual meetings. Assess the disadvantages of physical and virtual meetings in industrial technology.	3 hours
Cognitive Summarize understanding of the ethical and academic implications of plagiarism. **Socio-emotional** Adapt a sense of academic integrity and responsibility, nurturing as well as an	**Module 5: Academic Integrity and Identity** Lesson 1. Plagiarism	Rewrite passages in own words. Assess one's self of plagiarism tendencies.	3 hours

increased self-accountability in written works. **Behavioral** Manage and cite sources, paraphrase appropriately, and avoid plagiarism in written assignments.			
Cognitive Present a good research topic, problem, and clear objectives. **Socio-emotional** Rate one's self in proposing research topic, gaps, and objectives **Behavioral** Prepare a compelling proposal, incorporating effective literature review and research questions.	Lesson 2. Research Topic Proposal	Brainstorm an innovation that could serve as a topic for an industrial technology research relevant to the respective majors. Formulate objectives for your chosen topic. Conduct a literature review on a selected topic.	3 hours
Cognitive Select appropriate research methods based on the nature of the research question. **Socio-emotional** Adapt a positive attitude toward facing challenges and uncertainties inherent in research methods. **Behavioral** Determine appropriate research methods for studies, design research instruments, and adhere to ethical considerations.	Lesson 3. Research Methods	Determine which method would be suitable for future study by providing relevant evidence.	3 hours

The module's content is varied and advantageous for learners, and it was developed based on a needs analysis. As Chegeni et al. (2016) states, differentiated instruction enables educators to adapt content, teaching methods, and assessments to effectively meet the diverse needs of their students.

3.2 Validity of the Course Module Assessed by Experts and Faculty

Table 2 presents the results of validity of the instructional material, as assessed by experts and faculty using Daoud and Celce-Murcia's adapted checklist. The assessment was based on five (5) criteria: Subject Matter, Vocabulary and Structures, Exercises, Illustrations, and Physical Make-up. The results are presented in Table 2. In parameter 1, Subject Matter, the weighted mean of 3.82, interpreted as "Strongly Agree," suggests that experts and instructors find the module's content highly relevant and aligned with the learning objectives for industrial technology students. Including real-world examples and discipline-specific topics is critical in modular design for technical education (Hallinger & Nguyen, 2020). Real-world alignment ensures knowledge transferability to workplace scenarios, a core requirement for industrial technology courses. One of the instructors remarked: "Most of Industrial Technology students are males and male students seem not to love the English subject that much. With this module, you made Purposive Communication learning easier".

Table 2. *Validity of the course module*

Indicators	Experts		Instructors		Overall	
	Mean	Description	Mean	Description	Mean	Description
Subject Matter	3.92	Strongly Agree	3.72	Strongly Agree	3.82	Strongly Agree
Vocabulary and Structures	3.80	Strongly Agree	3.68	Strongly Agree	3.74	Strongly Agree
Exercises	3.72	Strongly Agree	3.84	Strongly Agree	3.78	Strongly Agree
Illustrations	3.68	Strongly Agree	3.64	Strongly Agree	3.66	Strongly Agree
Physical Make-up	3.84	Strongly Agree	3.68	Strongly Agree	3.76	Strongly Agree

For the second parameter, Vocabulary and Structures, a score of 3.74 indicates the module employs vocabulary and grammatical structures appropriate for its target users. Camargo et al. (2022) stated that domain-specific language enhances comprehension and practical skills, particularly in technical education. Using industry-

relevant terminology also bridges the gap between academic instruction and workplace communication. Exercises, the third parameter, achieved a mean of 3.78, reflecting the effectiveness in reinforcing learned concepts. Arnaiz Sanchez et al. (2019) emphasized that interactive and scenario-based exercises contribute to active learning, improving problem-solving and critical thinking skills among students in technical fields. These findings validate the module's focus on applied learning strategies. One expert also suggested additional activities incorporating industrial technology concepts in other topics.

As its fourth parameter, the module's illustrations have a weighted mean of 3.66, which can be interpreted as effective but may also benefit from further enhancements. Research highlights the importance of visuals in simplifying complex concepts, particularly in STEM and technology courses, where visual aids like diagrams and charts are crucial for comprehension (Phan et al., 2022). The last parameter in assessing the module's validity is the Physical Make-up, scoring 3.76. This reflects a well-organized and user-friendly layout. As experts commented: "The overall structure, presentation, and packaging of the module are commendable and easy to use". Studies state that explicit and visually appealing materials reduce cognitive load and improve learning outcomes, especially for technical courses requiring step-by-step instruction.

3.3 Educational Soundness of the Course Module Assessed as Perceived By Experts, Faculty And Students

Table 3 shows the level of educational soundness of the developed Purposive Communication course module as perceived by experts, faculty, and students, using the criteria Learner Focus, Usability, and Accessibility. For Learner Focus, the mean score of 3.78 demonstrates that the module meets students' diverse learning needs. Studies advocate for learner-centered designs, emphasizing integrating adaptive and participatory methods that align with students' prior knowledge and career goals (Hallinger & Nguyen, 2020). This approach fosters engagement and knowledge retention.

Table 3. *Educational soundness of the course module*

Indicators	Experts		Instructors		Students		Overall	
	Mean	Description	Mean	Description	Mean	Description	Mean	Description
Learner Focus	3.64	Strongly Agree	3.92	Strongly Agree	3.77	Strongly Agree	3.78	Strongly Agree
Usability	3.64	Strongly Agree	3.76	Strongly Agree	3.75	Strongly Agree	3.72	Strongly Agree
Accessibility	3.76	Strongly Agree	3.64	Strongly Agree	3.67	Strongly Agree	3.69	Strongly Agree

Secondly, with a mean score of 3.72, the module was deemed user-friendly. Usability in educational materials ensures seamless navigation and effective content delivery, especially in modules designed for technical disciplines (Camargo et al., 2022). A score of 3.69 indicates the module's inclusivity and ease of access. Accessibility has been increasingly prioritized in education, as studies emphasize materials designed for students of varying abilities and backgrounds (Arnaiz Sanchez et al., 2019). An expert also suggested including alternative activities tailored to the different majors within Industrial Technology. This recommendation addresses potential accessibility issues, such as limited internet access, by ensuring that all students can engage with the assessments, even when external links or online resources are unavailable. This adjustment would enhance the module's inclusivity and relevance for a diverse student population.

3.4 Differences of Perception for Educational Soundness

Table 4 presents the significant values on the difference between the perception of experts, faculty, and students regarding the educational soundness of the developed course module in terms of Learner Focus, Usability, and Accessibility. The data shows no statistically significant differences in the perceptions of experts, faculty, and students across all three parameters (Learner Focus: $p = 0.258$; Usability: $p = 0.718$; Accessibility: $p = 0.825$). Thus, there is no significant difference in the perception of the three groups regarding the Educational Soundness Rating Sheet on the developed course module regarding Learner Focus, Usability, and Accessibility. The null hypothesis is not rejected.

Table 4. *Differences of perception for educational soundness*

Indicators	F-value	p-value	Decision	Interpretation
Learner Focus	1.369	0.258	Failed to reject H_0	No significant difference
Usability	0.332	0.718	Failed to reject H_0	No significant difference
Accessibility	0.193	0.825	Failed to reject H_0	No significant difference

The absence of significant differences in the perceptions suggests consensus on the module's educational effectiveness. This supports the notion that collaborative design fosters balanced educational outcomes by incorporating feedback from diverse three groups of respondents (experts, instructors, and students). A non-significant result indicates no substantial differences in how respondent groups evaluate the module's effectiveness. This suggests that the material is impartial and does not favor any specific group, allowing for a more efficient implementation process. This result is beneficial as it demonstrates that the module effectively fulfills the expectations and requirements of all three groups, making it well-structured and adaptable for instruction. Similar findings are observed in studies analyzing educational soundness in higher education, emphasizing participatory approaches in module development to ensure alignment with academic and industry expectations.

4.0 Conclusion

Based on the study findings, the researcher concludes that the developed module is an effective and comprehensive tool for supporting the learning objectives of industrial technology students in Purposive Communication course. It is well-designed to provide an engaging, practical, and accessible learning experience for its target users. It is also concluded that the module is widely accepted as effective and sound by experts, faculty and students, ensuring its relevance and usability in various educational contexts. Instructors must incorporate the validated module into their purposive communication courses to enhance student learning outcomes. Gathering regular feedback from students will allow continuous refinement, while collaboration with instructional designers to improve visuals can enhance the module's clarity and appeal. School administrators should support the module's implementation by providing professional development opportunities for instructors, ensuring they are equipped to maximize its potential. Investments should be made to enhance the module's physical and digital formats, making it accessible to diverse students, including those with specific needs. Administrators should periodically evaluate the module's impact on student outcomes and actively collaborate with industry stakeholders to align the instructional material with evolving workforce demands, ensuring its relevance and utility in practical settings. Longitudinal studies could be conducted to assess the module's long-term impact on students' professional communication skills and workplace readiness, as well as experimental research comparing students' performances before and after the module's implementation.

5.0 Contributions of Authors

As the sole author of this study, the researcher solely contributed to all aspects, making equal contribution unnecessary.

6.0 Funding

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7.0 Conflict of Interests

The author states that there are no conflicts of interest.

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