Research Article

Communicative Behavior and Academic Performance among Bachelor of Secondary Education Students Major in Filipino Language at the College of Teacher Education

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A R T I C L E I N F O

A B S T R A C T

This study examined the link between communicative behavior and academic performance among Bachelor of Secondary Education students majoring in Filipino Language at the College of Teacher Education. Communicative behavior is crucial for developing language skills and is a vital component of the teaching and learning process. The researchers employed a quantitative approach, using a questionnaire to evaluate students' communicative behavior and link it to their academic performance. The study involved 57 students selected through total enumeration sampling. Researchers used descriptive and inferential statistics for data analysis. The findings showed no significant difference in communicative behavior based on curriculum year level. However, there were significant differences related to age and ethnicity. Students generally performed well academically, but no significant relationship appeared between academic performance and communicative behavior in the "passive" and "adaptive" categories. In contrast, a significant relationship was found in the "aggressive" behavior category. The study suggests promoting positive aggressive communication styles and considering students' ethnic backgrounds to improve teaching strategies.

Introduction

In education, especially for students studying the Filipino language, effective communication is key. Academic success closely relates to strong communication skills, which start with clear and culturally appropriate expression. Communicative behavior means the ability to engage in meaningful interactions, considering social functions and cultural contexts.

Oral communication holds special importance for students since it is a basic skill for social, professional, and academic engagement. According to Tuomaite and Butrime (2018), students need to develop strong interpersonal communication skills to participate in presentations, meetings, discussions, and teamwork in their future careers.

Sandigan (2018) highlighted those skills related to language and social interactions, like phonetic accuracy and proper grammar and vocabulary use, are central to effective oral communication in Filipino. These skills are influenced by the learner's surroundings, including cultural and community factors.

Additionally, individual differences, such as communication styles and behaviors, play a significant role in language learning outcomes. Tılfarlıoğlu and Akyürek (2017) pointed out that overlooking these differences can hinder learning, especially in foreign or second-language settings. However, much of the current research mainly emphasizes grammatical competence, while giving little attention to the behavioral side of communication.

To fill this gap, this study examines the relationship between academic performance and communicative behavior, which includes assertive, passive, and aggressive behaviors, among students majoring in Filipino. Understanding these behaviors is vital for future language teachers, who need to model and teach effective communication skills to a diverse range of learners.

Materials and Methods

This research used a Quantitative Research Design which used a questionnaire checklist, to measure the communicative behavior of the respondents and linked it to their academic performance based on their General Weighted Average. Quantitative research is a process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to a wider population. The primary data are numbers and quantitative research focuses on numeric and unchanging data and details (Fleetwood, 2023).

The respondents of the study are students taking the Bachelor of Secondary Education major in Filipino language in the College of Teacher Education from the second year to the fifth year of the

curriculum of the second semester of the academic year 2022-2023. Since the total number of students from second to fifth grade was only fifty-seven (57), the researchers used the "total enumeration sampling technique".

The researchers used a questionnaire checklist from Wiemann (1977) called the Communicative Competence Scale (CCS) which aims to measure communicative competence based on communicative behavior. The instrument has two parts. The first part took the demographic profile of the respondents including the General Weighted Average obtained from their respective portal accounts and the second part determined the communicative behavior using the Communicative Competence Scale which assessed a person's behavior in communication by responding to twenty-seven (27) items using a Likert Scale ranging from "Strongly Agree (4); to Strongly Disagree (1).

The researchers wrote a letter of consent from the administration to allow the research instrument to be administered. Upon approval, the researcher conducted the instrument waited for the respondents to answer, and immediately took the answered instrument. The researchers "tallied" and submitted the raw data to the statistician for treatment.

Results and Discussion

Table 1: Ethnicity of Respondents

Ethnicity	Frequency	Percentage
Bisaya/Cebuano	45	78.9
Tausog	1	1.8
Subanen/Subaben	11	19.3
Total	**57**	**100.0**

Table 1 shows the ethnicity of the respondents, their frequency, and their corresponding percentage. Based on the table, 45 (78.9) of the total number of respondents were Visayan/Cebuano. This is followed by 11 (19.3) respondents who are Subanen/Subaben. While 1 respondent is Tausog which is equivalent to 1.8 percent.

This result simply means that there are more Visayan/Cebuano students enrolled in the College of Teacher Education taking Bachelor of Secondary Education major in Filipino language.

According to Parangan & Buslon, (2020), ethnicity is an important construct when considering the study of language learning. However, there remains a lack of investigations into language proficiency that consider both gender and ethnicity, particularly among post-colonial Filipino-English as a Second Language learners.

In the Philippines, ethnicity has a big impact on language acquisition. Batang (2023) discovered that because Filipino and English are different from their native tongues, Indigenous learners find it difficult to learn them. Additionally, Sarmiento and Peña (2022) observed that students' language attitudes and code-switching behavior are influenced by their ethnolinguistic identification. These studies emphasize the need for mother tongue-based and culturally sensitive education.

Table 2: Age of Respondents

Age	Frequency	Percentage
18 and below	0	0
19-20	19	33.3
21-23	36	63.2
24-26	2	3.5
27 and above	0	0
Total	**57**	**100**

Table 2 shows the age, frequency, and corresponding percentage. Based on the table above, 36 respondents are included in the 21-23 age bracket and accounted for 63.2 percent of the total number of respondents. This is followed by 19 respondents aged 19-20 and accounted for 33.3 percent. While respondents aged 24-26 were 2 and accounted for 3.5 percent. This simply means that there are more respondents aged 21-23. No respondents aged 18 and below. In the Philippine Educational System, at age 7 the child is in grade 1, so at 18 years old, the student is still in Senior High School.

Despite the fact that native-like fluency decreases with age, recent research indicates that people 19 years of age and older can still acquire a second language successfully. Explicit instruction and strategic learning are beneficial for older learners, according to DeKeyser (2020), while Hartshorne, Tenenbaum, and Pinker (2018) found that grammar learning is strong into adulthood. These results imply that adults still have a high chance of successfully acquiring a language, even though younger learners might have some benefits.

In addition, Ozfidan, Burhan, and Lynn M. Burlbaw (2019) opine that between the ages of 10 and 18, an individual develops a unique sense of ownership in their first language. An individual remains very good at learning the grammar of a new language for much longer than expected until the age of 17 or 18. However, studies have also found that it is nearly impossible for people to achieve proficiency similar to that of a native speaker unless they begin learning the language at age 10 (Friederici & Chomsky, 2017).

Table 3: Curriculum Year Level Included by Respondents

Curriculum Year Level	Frequency	Percentage
2nd year	7	12.3
3rd year	22	38.6
4th year	20	35.1
5th year	8	14.0
Total	**57**	**100.0**

As can be seen in Table 3, the third-year level has the highest number of respondents with 22 equals to 38.6 percent. The fourth-year level follows with several 20 equals to 35.1. While the fifth-year level has 8 numbers of respondents with 14 percent and the second-year level has 7 numbers with 12.3 percent of the total number of respondents. Therefore, this table shows that the third curriculum year level has more students compared to other year levels.

The relationship between the year level of college students' curriculum year level and their language learning growth in the Philippine environment was examined in a recent study by Ulla and Perales (2023). The results showed that, in comparison to first-year students, students at higher year levels especially those in their fourth and fifth years exhibited more advanced language proficiency and superior metacognitive methods when learning English. Increased exposure to academic books, research writing assignments, and classroom interactions that require higher-level language use as students advance in their college education are all credited with this improvement.

According to Sabbah et al., (2020), the results indicate that there is a high level of communication skills among students when they are at the college level. The researchers pointed out that these results suggest that the level of curriculum-based education in educational institutions can help increase the level of communication skills.

Table 4: Academic Performance of Respondents

GWA	Frequency	Percentage	Overall GWA	Description
1.6	34	59.6		
greater than 1.6	23	40.4	1.67	Good
Kabuuan	57	100.0		

Table 4 shows the academic performance, frequency, and percentage. It shows that 34 respondents scored a GWA of 1.6 with 59.6 percent of the total number of respondents, while 23 respondents scored a GWA above 1.6 with 40.4 percent. Therefore, most of the respondents have good academic performance.

This study agrees with the study of Khalidzuoud & Rawyaalshboul, (2018) that communication skills are significant in improving students' academic performance, therefore, teachers should have different teaching and communication methods to help students in their academic performance. Effectiveness is positively related to positive learning outcomes.

According to a recent study, language competency has a major impact on students' comprehension of subject matter, highlighting the close relationship between language acquisition and academic achievement. Because language abilities improve reading comprehension, critical thinking, and effective communication, students who exhibit higher levels of language proficiency typically perform better academically (Calub and Trillana, 2023). Poor academic results are frequently linked to language acquisition difficulties, especially in disciplines that demand a high degree of text comprehension and expression, according to a study done on Filipino students. Thus, enhancing language proficiency is crucial to raising overall academic performance.

Table 5: Communicative Behavior according to Passive Communicative Behavior

Statements	N	Mean	SD	Description
Madali akong makisama sa iba habang nakikipag-usap. (I find it easy to get along with others in a conversation.)	57	3.38	.62	Strongly Agree
Pinahahalagahan ko ang pakikipag-usap sa iba. (I am worth talking with.)	57	3.25	.81	Agree
Ako ay isang magaling na tagapakinig. (I am a good listener.)	57	3.16	.59	Agree
Madali akong kausap. (I am easy to talk to.)	57	3.47	.54	Strongly Agree
Hindi ako nakikipagtalo sa isang tao para lang mapatunayang siya ay tama sa pag-uusap. (I won't argue with someone just to prove he/she is right during a conversation.)	57	3.12	.60	Agree
Hindi ako gumagawa ng hindi pangkaraniwang mga kailangan sa panahon ng pag-uusap. (I usually do not make unusual demands during the conversation.)	57	2.86	.64	Agree
Sa akong mabisang kausap. (I am an effective conversationalist.)	57	2.98	.67	Agree
Sensitibo ako pagdating sa mga pangangailangan ng ibang tao sa isang usapan. (I am sensitive to others' needs while in a conversation.)	57	3.14	.79	Agree
Grand Mean	**57**	**3.17**	**.34**	**Agree**

In Table 5, the statement with the highest mean of 3.47 and SD of .54 and with a description that strongly agrees, is "I am easy to talk to." This is followed by "I get along easily with others during conversations," with a mean of 3.38 and a standard deviation of .62 with a description of "strongly agree." "I value conversations with others," with a mean of 3.25 and a standard deviation of .81 with a description of agree, "I am a good listener," with a mean of 3.16 and a standard deviation of .59 with a description of agree, "I am sensitive to the needs of other people in a conversation," with a mean of 3.14 and a standard deviation of .79 with a description of agree, "I do not argue with someone just to prove that they are right in a conversation," with a mean of 3.12 and a standard deviation of .60 with a description of agree, "I am an effective communicator," with a mean of 2.98 and standard deviation of .67 with a description that agrees. The sentence "I do not make unusual demands during conversations" has the smallest mean of 2.86 and a standard deviation of .62 with a description that agrees. Overall, this has a mean of 3.17 and a standard deviation of .14. Therefore, the overall description based on the sentences contained in passive communication is, agree.

It simply means that the respondents are passive communicators or speakers. This result agrees with the study of Ogunyemi and Olagbaju (2020) that an assertive communication style significantly predicts academic achievement while a passive communication style, aggressive communication style, and passive-aggressive communication style do not significantly predict academic achievement. Therefore, the researcher recommends among others that teachers should use communication styles that will improve the academic achievement of students.

Table 6. Communicative Behavior According to Aggressive Communicative Behavior

Statements	N	Mean	SD	Description
Masyado akong nakikialam sa ibang usapan. (I interrupt others` conversation too much.)	57	2.02	1.06	Disagree
Ang aking pag-uugali sa pakikipag-usap ay hindi kaaya-aya. (My conversation behavior is not acceptable.)	57	1.93	.86	Disagree
Hindi ko pinapansin ang nararamdaman ng ibang tao habang nakikipag-usap. (I ignore other people's feelings during a conversation.)	57	1.89	.98	Disagree
Hindi ako nakikipag-usap sa taong hindi ko kakilala. (I don't mind talking to strangers.)	57	2.77	.87	Agree
Hindi ko gaanong sinusundan ang usapan. (I don't follow the conversation very well.)	57	2.42	.89	Disagree
Nais kong gamitin ang berbal at di-berbal na komunikasyon. (I like to use my voice and body expressively.)	57	3.11	.72	Agree
Grand Mean	**57**	**2.36**	**.62**	**Disagree**

Table 6 shows that "I want to use verbal and non-verbal communication" has the highest mean of 3.11 and standard deviation of .72, which has a description of agreeing. This is followed by "I don't talk to people I don't know." with a mean of 2. 77 and a standard deviation of .87, which has a description of agreeing. "I don't follow the conversation much," has a mean of 2.42 and a standard deviation of .89, which has a description of disagreeing, "I interfere too much in other people's conversations," has a mean of 2.02 and a standard deviation of 1.06, which has a description of disagreeing, "My behavior in conversation is not pleasant," has a mean of 1.93 and a standard deviation of 0.86, which has a description of disagreeing. The sentence "I do not care about other people's feelings while talking" has the smallest mean of 1.89 and a standard deviation of .93. Overall, it has a mean of 2.36 and a standard deviation of .62.

Therefore, the overall description based on the sentence contained in aggressive communication is, disagree.

It simply means that the respondents are not aggressive communicators or speakers. This result agrees with the study by Ogunyemi and Olagbaju (2020) that aggressive communication style and passive-aggressive communication style do not significantly predict academic achievement.

Table 7. Communicative Behavior according to Adaptive Communicative Behavior

Statements	N	Mean	SD	Description
Madali akong umangkop sa pagbabago ng mga sitwasyon habang nakikipag-usap. (I can adapt easily to changing situations during conversations.)	57	3.19	.67	Agree
Mahusay akong makitungo sa iba habang nasa isang pag-uusap. (I can deal with others effectively while in a conversation.)	57	3.02	.77	Agree
Alam na alam ko kung ano ang nararamdaman ng iba habang nasa isang pag-uusap. (I generally know how others feel while in a conversation.)	57	3.00	.68	Agree
Ipinaaalam ko sa kanila na naiintindihan ko sila. (I let them know that I understand them.)	57	3.21	.62	Agree
Kampante ako habang nagsasalita. (I am relaxed and comfortable when speaking.)	57	3.00	.76	Agree
Nakikinig ako sa sinasabi ng mga tao sa akin. (I listen to what people say to me.)	57	3.35	.69	Strongly Agree
Gusto kong maging malapit at maging personal sa aking mga kausap. (I like to be close and personal with the people with whom I am talking to.)	57	3.12	.66	Agree
Alam ko kung anong uri ng pag-uugali ang naaangkop sa anumang pag-uusap. (I generally know what type of behavior is appropriate in any conversation.)	57	2.91	.63	Agree
Sinusuportahan ko ang iba habang nag-uusap. (I am supportive of others during the conversation.)	57	2.98	.61	Agree
Binibigyan ko lagi ng atensyon ang usapan. (I always pay attention to the conversation.)	57	3.14	.77	Agree

Ako ay karaniwang mahinahon kapag nakikipag-usap sa isang bagong kakilala. (I am generally relaxed when conversing with a new acquaintance.)	57	3.28	.75	Strongly Agree
Nasisiyahan ako sa mga sosyal na pagtitipon kung saan makakakilala ako ng mga bagong tao para sa pag-uusap. (I enjoy social gatherings where I can meet new people for conversation.)	57	2.98	.79	Agree
Alam ko kung anong uri ng pag-uugali ang naaangkop sa anumang pag-uusap. (I am not afraid to speak with people in authority.)	57	2.68	.74	Agree
Grand Mean	**57**	**3.07**	**.39**	**Agree**

Table 7 shows that the statement "I listen to what people say to me" obtained the highest mean of 3.35 and standard deviation of .69 with a description of "strongly agree". Next is "I am usually calm when talking to a new acquaintance," with a mean of 3.28 and a standard deviation of .75 and a description of strongly agree, followed by "I let them know that I understand them" with a mean of 3.21, a standard deviation of .62 and a description of agree, "I easily adapt to changing situations while talking," with a mean of 3.19 and a standard deviation of .67 and a description of agree. This is followed by "I always pay attention to the conversation" with a mean of 3.14, a standard deviation of .77, and a description that agrees, "I like to be close and personal with my interlocutors" with a mean of 3.12, the standard deviation of .66 this is agreed, "I am good at dealing with others during a conversation" with a mean of 3.02, the standard deviation of .77 and a description that agrees. The statement "I know very well how others are feeling during a conversation" has a mean of 3.0 and a standard deviation of .68 and a description that agrees as well as "I am comfortable

while speaking" with the same mean of 3.0, a standard deviation of .76 and a description that agrees. "I support others during conversations" has a mean of 2.98 and a standard deviation of .61, agree, "I enjoy social gatherings where I can meet new people for conversation" has a mean of 2.98, a standard deviation of .79, agree. "I know what kind of behavior is appropriate in any conversation" has a mean of 2.91 and a standard deviation of .63 and a description of agree and the last one has a mean of 2.68 and a standard deviation of .74 and a description of agree.

Overall, there is a mean of 3.07 and a standard deviation of .39 with a description of "agree". It simply means that the respondents are adaptive speakers when it comes to communication. According to Saleem (2023), the implementation of adaptive communication can lead to improved academic performance among students. Furthermore, when comparing the academic performance of the two groups, there was a significant difference in their respective mean scores.

Table 8. Significant Differences in Communicative Behavior in terms of Ethnicity

Communicative Behavior	Chi-square Value	df	ρ − value	Interpretation
Passive	15.231	22	0.882	Not Significant
Aggressive	21.117	26	0.736	Not Significant
Adaptive	24.074	38	0.962	Not Significant
Overall	89.818	58	0.005	Significant

In Table 8, the null hypothesis is rejected because the entire results' p-value is less than 0.05 of the significance levels. As a result, respondents' communicative behaviors vary significantly depending on their ethnicity. This suggests that one of the contributing factors to the variations in communication style is ethnicity.

Recent studies have highlighted the significant role of ethnicity in shaping communication behavior, particularly in multicultural contexts such as the Philippines. Geranco (2024) found that Filipino high school students often employ indirect ways to be polite to keep respect and social peace.

Table 9. Significant Differences in Communicative Behavior in terms of Curriculum Year Level

Variables	Chi-square Value	df	ρ − value	Interpretation
Passive	34.568	33	0.393	Not Significant
Aggressive	38.981	39	0.471	Not Significant
Adaptive	48.580	57	0.779	Not Significant
Overall	**85.244**	**87**	**0.533**	**Not Significant**

The substantial variation in communicative behavior according to curricular year level is displayed in Table 9. The table shows that the null hypothesis is accepted because the p-value is greater than 0.05 of the significance level. Consequently, there is no discernible variation in communicative behavior according to the curricular year level. It simply indicates that the respondents'

communication behavior is unaffected by the curriculum year level.

A recent study by Manlangit and Hernandez (2023) investigated the connection between Philippine college students' communicative behavior and curriculum year level. Students' communicative behavior, especially in areas like assertiveness,

listening, and clarity of expression, greatly increases as they move from the first to the fifth year, according to the study. Higher-year courses' increased exposure to academic discourse, group projects, and public speaking exercises is responsible for this progress. According to the study, higher year levels offer more chances for real-world application and feedback, which improves communication skills that are critical for success in both the classroom and the workplace. This highlights the importance of curriculum structure in helping students develop their communication skills.

Table 10. Significant Differences in Communicative Behavior in terms of Age

Variables	Chi-square Value	df	$\rho - value$	Interpretation
Passive	45.948	22	0.002	Significant
Aggressive	14.352	26	0.968	Not Significant
Adaptive	57.938	38	0.020	Significant
Overall	68.076	58	0.172	Not Significant

According to profile (age), table 10 demonstrates the notable variation in communication behavior. The null hypothesis is accepted since the p-value is greater than the aggregate results' 0.05 criterion of significance. As a result, there is no discernible age-related difference in the respondents' communication styles. This further suggests that the respondents' age has no bearing on the range of their communicative behavior.

According to a recent study, age has a big impact on how people communicate, especially in social and educational settings. Younger people, particularly those in their late teens and early twenties, exhibit more adaptable and aggressive communicative habits, which are frequently influenced by exposure to digital communication, according to Mugo et al. (2022). On the other hand, due to life experiences and generational conventions, older persons may communicate in more formal or guarded ways. The study also discovered that, particularly in multigenerational environments, age-related variations in communication styles can affect cooperation and comprehension. According to these results, understanding age-based communication preferences is essential for creating inclusive communication plans in both professional and academic settings.

Table 11. Significant Relationship between Communicative Behavior and Academic Performance

			GWA	Interpretation	Remarks
Spearman's rho	Passive	Correlation Coefficient	.221	Negligible correlation	Fail to reject H_0
		Sig. (2-tailed)	.098		
		N	57		
	Aggressive	Correlation Coefficient	.307[*]	Low positive correlation	Reject H_0
		Sig. (2-tailed)	.020		
		N	57		
	Adaptive	Correlation Coefficient	.056	Negligible correlation	Fail to reject H_0
		Sig. (2-tailed)	.682		
		N	57		
	grandT	Correlation Coefficient	.238	Negligible correlation	Fail to reject H_0
		Sig. (2-tailed)	.074		
		N	57		

Table 11 shows the significant relationship between communicative behavior and academic performance. It can be seen that the p-value (Sig.(2-tailed) of passive and adaptive is more than 0.05 level of significance which resulted in rejecting the null hypothesis. Therefore, there is no significant relationship between communicative behavior in the "passive" and "adaptive" categories, however, there is a significant relationship between communicative behavior in the "Aggressive" category and academic performance. This result contradicts the study of Al-Shamiry, (2020) that there is no significant relationship between academic performance and the communicative ability of students which in turn contradicts the study of Zhang, (2024) that there is a relationship between academic performance and communicative ability of students.

According to a recent study by Al-Mahrooqi and Denman (2023), there is a strong correlation between academic success and communicative behavior. Students who have great oral and written communication skills typically perform well academically. According to the studies, good communication promotes a better understanding of academic material, collaborative learning, and classroom engagement. Furthermore, engaging in meaningful interactions with teachers and classmates and being able to articulate ideas clearly both lead to better academic results. According to these results, students' academic performance in all subject areas may benefit from improving their communication skills.

Discussion

This study found that most of the respondents were good in terms of academic performance which is in agreement with Khalidzuoud & Rawyaalshboul, (2018) that communication skills

are significant in improving the academic performance of students. The respondents were adaptive and passive communicators or speakers. This result is in agreement with the study of Ogunyemi and Olagbaju (2020) that an assertive communication style significantly predicts academic performance while an aggressive communication style and passive-aggressive communication style do not significantly predict academic success. This study found that the respondents were not aggressive communicators or speakers.

According to Saleem (2023), the implementation of adaptive communication can lead to improved academic performance among students. Furthermore, when comparing the academic performance of the two groups, there was a significant difference in their mean scores.

There was a significant difference in communicative competence based on the ethnicity of the respondents. That is, ethnicity affects the overall communicative competence of the respondents. Ethnic diversity has a positive effect on students' test scores, especially for language skills. It is suggested that ethnic diversity stimulates language skills and increases the time students spend studying (Maestri, 2016).

There was also a significant difference in communicative competence especially in the passive and adaptive communication categories based on profile (age). It simply means that the age of the respondents affects communicative competence when it comes to passive and adaptive. There was no significant relationship between communicative ability in the "passive" and "adaptive" categories, however, there was a significant relationship between communicative ability in the "Aggressive" category and academic performance. This result contradicted the study of Al-Shamiry, (2020) that there was no significant relationship between academic performance and students' communicative ability, which in turn contradicted the study of Zhang, (2024) that there was a relationship between academic performance and students' communicative ability.

Conclusion

The study shows that although there is no significant difference in communicative competence based on the level of the curriculum year, it is important to consider the age and ethnic background of the students because they have a significant impact on their communicative competence. Also, although not all aspects of communicative competence are directly related to academic performance, it was found that the "aggressive" category of communication has a significant relationship with it.

Recommendation

The teacher should have classroom activities that aim to develop aggressive communication to further enhance the academic performance of students and the University will present an annual debate to develop aggressive communication among students so that they can stand up for any principle or idea they are fighting for.

Therefore, it is important to develop aggressive communication styles in a positive way to further improve students' academic achievement, while sensitively considering their ethnic identity in teaching strategies.

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