

EVALUATING THE EFFECTS OF STRONGER FAMILIES IN THE IMMERSION LEARNING TECHNIQUES IN COLLEGE-LEVEL FAMILY RELATIONSHIP PROGRAMS

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Abstract

This study utilized a descriptive-correlational research design to investigate the influence of experiential learning strategies on engagement outcomes in college-level family relationship courses. The study analysed the average levels of experiential learning strategies—comprising role-playing exercises, group discussions, simulations, and field assignments—and examined their impact on engagement outcomes, including comprehension of family dynamics, the cultivation of effective family relationships, conflict resolution skills, and the development of empathy and emotional intelligence. Results showed that participants felt very engaged and supported in learning about family relationships, especially when it came to open educational discussions, making decisions as a family, and recognizing accomplishments. Nonetheless, diminished mean scores were noted for direct collaboration on academic tasks and sustained open communication during familial challenges, indicating potential areas for enhancement. Even though people thought positively about experiential learning strategies, the statistical analysis showed that there was only a weak link ($r = 0.229$) between them and engagement outcomes, with a p -value of 0.347, which means there was no direct effect. Consequently, the null hypothesis was not rejected. Based on these findings, suggestions are made for students, parents, teachers, and future researchers to improve communication, support, and involvement in family learning situations and to look into other things that might affect involvement strategies in future studies.

Keywords: *Educational Outcomes, Experiential Learning, Family Cohesion, Family Dynamics, Family Relationship Programs, Immersion Learning*

INTRODUCTION

In today's college education landscape, combining experiential learning strategies with family relationship courses is gaining momentum among educators and scholars. This interest has led to the study, "Stronger Families: Assessing the Impact of Experiential Learning Strategies in College-Level Family Relationship Courses." Experiential learning—centered on active

involvement and thoughtful reflection—has the potential to strengthen family ties by improving communication and satisfaction within relationships. The study examines how these hands-on teaching methods help bridge the gap between textbook theories and real-life family situations, making it easier for students to apply what they learn in meaningful, practical ways.

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Beyond the classroom, the research highlights important societal benefits, suggesting that stronger family units can improve public health and social cohesion. These positive outcomes can influence educational policies and curriculum design, making this research valuable not just for teaching practices but also for community well-being and resilience.

By carefully examining and measuring these impacts, the study aims to inform and inspire broader changes in how educational institutions develop their programs. It advocates for integrating more real-world applications into coursework, ensuring that students are prepared not only academically, but also personally and professionally, to thrive and make a positive impact in society.

OBJECTIVES OF THE STUDY

This research study seeks to assess the effect of the Experiential learning strategies in the family relationship to the Engagement Strategies (Outcome). It sought to answer the following questions.

1. What is the mean level of the experiential learning strategies in the family relationships in terms of:
 - 1.1 Role Playing Exercise;
 - 1.2 Group Discussion;
 - 1.3 Simulations;
 - 1.4 Field Assignment?
2. What is the mean level of the Engagement Strategies outcome in terms of:

- 2.1 Understanding the family dynamics
- 2.2 Family Relationships
- 2.3 Conflict resolution skills
- 2.4 Empathy and Emotional Intelligence?
3. Do the Experiential learning strategies in family relations have a significant effect on the engagement strategies outcome of the College-Level Family Relationship Courses?

METHODOLOGY

The research employs a descriptive-correlational research design to examine the relationship between experiential learning and family engagement outcomes. Specifically, it utilizes an explanatory sequential design, which is a mixed-methods approach that begins with quantitative data collection followed by qualitative analysis. This process involves distributing structured questionnaires to establish baseline data on conflict resolution and emotional intelligence, followed by semi-structured interviews and thematic analysis to gain deeper insights into how students apply these skills in real-world family interactions.

The participants for this study are Bachelor of Technology and Livelihood Education (BTLE) students at the Laguna State Polytechnic University (LSPU), Siniloan Campus, enrolled during the 2024-2025 academic year. To determine an accurate and representative sample size, the researcher utilized Slovin's formula.

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After determining the required sample size, a stratified random sampling technique was applied to ensure that students from different specializations within the BTLE program were proportionally represented in the data.

RESULTS AND DISCUSSION

Table 1

Computed Weighted Mean of the Experiential Learning Strategies in the Family relationship in terms of Role Playing Exercise.

Role Playing Exercise	Weighted Mean	Qualitative Description	Rank	Standard Deviation
1 The role-playing exercises have helped participants to understand different family dynamics more profoundly. Participants are able to apply the insights gained from role-playing exercises to real life	3.7	Always/Excellent	2	0.47
2 family situations. The role-playing activities were well-structured and clear in their objectives for the	3.6	Always/Excellent	3	0.5
3 participants. Engaging in role-playing has increased participants' empathy towards individuals with different perspectives	3.45	Always/Excellent	5	0.51
4 from their own. . Participants found role-playing to be an enjoyable and engaging way to learn about	3.55	Always/Excellent	4	0.51
5 family relationships.	3.9	Always/Excellent	1	0.31
Overall Mean and SD	3.64	Always/Excellent		0.17

Based on Table 1.1, the statement “Participants found role-playing to be an enjoyable and engaging way to learn about family relationships” received the highest weighted mean (3.9), indicating that participants consistently perceive role-playing as both enjoyable and engaging. In contrast, the statement “The role-playing

activities were well- structured and clear in their objectives for the participants” had the lowest mean (3.45), suggesting that, while still rated highly, there is slightly less agreement about the clarity and structure of the activities.

This comparison highlights that enjoyment and engagement are the strongest aspects of role-playing exercises in family relationship learning, while there is room for improvement in the organization and clarity of these exercises. Overall, all aspects were rated as “Always/Excellent,” reflecting the effectiveness of role-playing as an experiential learning strategy.

Table 2

Engagement Strategies Outcome in the Family relationship in terms of Understanding the Family Dynamics

Understanding the Family Dynamics	Weighted Mean	Qualitative Description	Rank	Standard Deviation
1 Explore generational patterns and their effects on current family dynamics. Recognize and understand the different roles and responsibilities of each family member and how they impact family interactions	3.5	Always/Excellent	3	0.51
2 Acknowledge the impact of varying communication styles on family dynamics	3.75	Always/Excellent	1	0.44
3 Aware of recurring conflict patterns within the family and their underlying causes. Facilitate and strengthen the support systems within the family framework.	3.5	Always/Excellent	3	0.51
4	3.45	Always/Excellent	5	0.51
5	3.5	Always/Excellent	3	0.51
Overall Mean and SD	3.54	Always/Excellent		0.12

In table 2 the statement “Recognize and understand the different roles and

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responsibilities of each family member and how they impact family interactions” received the highest weighted mean (3.75), indicating that participants feel most strongly about the importance of understanding individual roles within the family for overall family dynamics. On the other hand, “Aware of recurring conflict patterns within the family and their underlying causes” had the lowest mean (3.45), suggesting that, while still rated highly, participants are slightly less confident or engaged in identifying conflict patterns compared to other aspects of family dynamics.

The other items exploring generational patterns, acknowledging communication styles, and strengthening support systems were all rated equally (3.5), reflecting consistent appreciation for these factors in understanding family dynamics.

In summary, participants place the greatest emphasis on understanding family roles and responsibilities, while recognition of conflict patterns is slightly less emphasized.

Overall, all outcomes are rated as “Always/Excellent,” showing strong agreement on the value of engagement strategies in deepening the understanding of family dynamics.

The results by the studies of Johnson and Lansford (2019), and Reynolds, highlight the efficacy and importance of field-based learning and active engagement strategies in education concerning family dynamics. These findings are crucial because they provide empirical evidence supporting the benefits of experiential learning strategies, specifically in the scope of understanding family relationships and dynamics more profoundly

Table 3

Computed Weighted Mean of the Engagement Strategies Outcome in the Family relationship in terms of Empathy and Emotional Intelligence

	Empathy and Emotional Intelligence	Weighted Mean	Qualitative Description	Rank	Standard Deviation
1	Engage in conversations with family members, showing genuine interest and involvement. Provide emotional support to family members when it's needed.	3.75	Often/Very Satisfactory	2	0.97
2	Initiate or participate in activities that promote family bonding and understanding.	2.75	Often/Very Satisfactory	3.5	1.12
3	Acknowledge and celebrate the achievements and milestones of other family members.	2.75	Often/Very Satisfactory	3.5	0.85
4	Advocate for and practice open communication to address family challenges and enhance emotional intelligence.	3.1	Often/Very Satisfactory	1	1.02
5		2.7	Often/Very Satisfactory	5	1.03
Overall Mean and SD		2.86	Often/Very Satisfactory		0.18

In Table 3, the highest weighted mean (3.1) was given to “Acknowledge and

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celebrate the achievements and milestones of other family members,” indicating that participants most frequently recognize and appreciate each other’s successes within the family context.

Conversely, the lowest mean (2.7) was for “Advocate for and practice open communication to address family challenges and enhance emotional intelligence.” This suggests that, compared to other forms of empathetic or emotionally intelligent behavior, families are less likely to consistently engage in open communication to resolve challenges.

The remaining items engaging in conversations (3.0), providing emotional support (2.75), and participating in bonding activities (2.75) all in the middle, showing moderate levels of these behaviours.

In summary, families are strongest in celebrating achievements and showing interest, but show less consistency in practicing open communication and providing emotional support. This contrast highlights areas where families excel in emotional connection and where they have room to improve, particularly in addressing challenges openly. It was supported by Johnson and Lee's (2021) article investigates how empathy and emotional intelligence influence conflict resolution strategies among university students

participating in group projects. Their findings suggest that individuals with higher levels of emotional intelligence and empathy tend to employ more collaborative and integrative approaches to conflict resolution. The study highlights the importance of these emotional competencies in mitigating conflicts and fostering productive interpersonal interactions

Table 3.1

Significance on the Relationship and Effect Between the Experiential Learning Strategies in Family Relations and Engagement Strategies Outcome

	Engagement Strategies Outcome					
	Statistical tool	r-value	Degree of Correlation	p-value	Decision	Interpretation
Experiential Learning Strategies of Family Relations	Regression Analysis	0.229	negligible correlation	0.347	Failed to Reject Ho	Not Significant

According to Table 3.1, the correlation between Experiential Learning Strategies in Family Relations and Engagement Strategies Outcome was analysed using regression analysis, resulting in an r-value of 0.229. This value indicates a negligible correlation between the two variables. Additionally, the p-value was 0.347, which is greater than the significance level of 0.05. As a result, the study failed to reject the null hypothesis, indicating that there is no significant

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relationship between Experiential Learning Strategies in Family Relations and Engagement Strategies Outcome. In summary, the findings show both a weak association and a lack of statistical significance between the variables examined.

CONCLUSION AND RECOMMENDATION

The study determines that there is no significant direct relationship between the implementation of experiential learning strategies and the measured engagement outcomes within family relationships. Statistical analysis using regression yielded an r-value of 0.229, which is classified as a negligible correlation. Because the p-value was 0.347, which is well above the standard 0.05 significance level, the research failed to reject the null hypothesis. This indicates that while the pedagogical approaches were positively received, they did not have a statistically significant effect on enhancing family engagement outcomes for this specific group of students.

Despite the lack of statistical significance, the research concludes that participants perceived high levels of engagement and support in their family relationship learning, often rating strategies and outcomes as "Always/Excellent". The findings suggest that students felt most successful in recognizing and

understanding individual roles and responsibilities within the family and celebrating shared achievements. However, the study also identifies critical gaps for improvement, specifically noting that direct collaboration on academic tasks and consistent open communication during family challenges remain less prevalent. Ultimately, the study suggests that while experiential methods are enjoyable and foster a deeper theoretical understanding, additional factors must be explored to strengthen the direct link between classroom learning and practical family engagement

Recommendations

This study explored the impact of experiential learning strategies on engagement outcomes in college-level family relationship courses. Although participants reported high levels of engagement and positive learning experiences, the results indicated no significant direct relationship between experiential learning strategies and engagement outcomes.

For the Students: Proactively participate in a variety of learning activities, with a focus on developing open communication and collaboration skills within your family.

For Parents: Create a supportive home environment by engaging in meaningful educational conversations, recognizing

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family achievements, and maintaining open lines of communication during both successes and challenges.

For Teachers: Expand the use of experiential learning methods in the classroom and encourage more collaborative and communicative exercises to further support student engagement and skill development.

For Future Researchers: Investigate additional variables that could influence engagement outcomes and consider a larger or more diverse sample to strengthen the validity and applicability of future research findings.

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