Correlates of the Achievement in Philippine History of First Year College Nursing Students

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Abstract

The research sought to determine the correlation between students' achievement level in Philippine History and sets of student- and teacher – related factors. Two hundred fifteen first year college nursing students were chosen as the participants of the study. In order to achieve the purposes of the study, a survey questionnaire constructed by the researcher was used. Weighted mean was employed to describe the nature and characteristics of the group studied. As far as the degree of relationship between achievement in Philippine History and the different student-related and teacher-related factors, Pearson- Product Moment Coefficient of Correlation was applied. Findings show that student-related factors and teacher-related factors were not correlates of achievement in Philippine History. This result was not consistent with previous related studies undertaken. Perhaps, this was due to the fact that achievement in this context was derived from students' entrance exam score and high school grade point average and not on their actual achievement in the Philippine History class. Projections of their achievement in history class based on these factors may not have reflected their true performance in the said subject. For another, students may have been affected by social desirability factors when responding to the items, thus they gave ideal answers rather than what was actually practiced by them. Although the result was contrary to previous studies, this paper could still be vital for schools because it could provide insights as to trends in students' study habits, media exposure, and attitude towards Philippine History as well as to teachers' personality, their attitude towards Philippine History and teaching strategies as perceived by their students.

Keywords: *academic achievement, student-and teacher-related factors, Philippine History*

INTRODUCTION

The importance of Philippine History and the role it plays in a student's life is indispensable. As such, the Commission on Higher Education (CHED) Memorandum Order No. 59, Series of 1996, mandates the inclusion of the study of Social Sciences, of which Philippine History is included, in the New General Education Curriculum. Such inclusion aims to "make students aware of the general social problems and issues, especially those with relevance to Philippine Society

and enhance their awareness of the importance of scientific approaches to the discussion and analysis of social issues."

Specifically, the Philippine History and Culture subject "aims to give the students an understanding of the flow of ideas and events in history. It covers the political, economic, social and cultural development of the Philippines from its beginnings to the modern period. The course aims at familiarizing the students with the development of political, social and cultural traditions that helped shape the character of the Filipino nation at the different stages of its historical development." (CHED Memorandum Order No. 59, Series of 1996).

It is evident, however, that the products of historical study are less tangible, even less immediate than those that stem from some other disciplines. This does not, nevertheless, diminish the importance of the subject, especially to the nursing students of Global City Innovative College who are being prepared to be globally competent while instilling in them the important values and firming up their personal identity.

The economic struggles in the Philippine society and the need for careers or occupations that are most likely to provide opportunities for financial benefit has always been the primary consideration among college students in their choice of their educational pursuit. As a result, reports show that enrolments in the nursing field have risen as a response to manpower needs not only in the countryside but also as probable avenues for earning more outside of the country.

It will be noted that schools of Nursing proliferated in the early 1970s because of the demand for nurses in foreign countries. The demand has continued until today, and nursing schools have remained strong and well-populated by students whose intent is to be part of the overseas foreign workers.

One such school is the Global City Innovative College (GCIC) which offers a comprehensive program in nursing to equip learners with the best training and tools to strengthen their chances of passing local and international board. As an instructor in the said institution for two years, the researcher had the opportunity to note with interest that nursing students generally paid more attention to their major professional subjects than to their minor subjects. As a result, Philippine History, being a minor subject, has become one of the neglected subjects among students where they also get poor grades. This is understandable, knowing the stiff competition that they have to face to pass the program. However, for the past few years according to Tejada (1990), the demand for Filipino nurses has been astonishingly high because of the country's reputation as producers of the most compassionate nurses who can easily adapt to different cultures and who have deeper sense of commitment.

The inclusion of the Philippine History subject in the nursing curriculum assumes the crucial role in propagating Filipino values, such as high regard for the

elders and special affinity for those who are weak and in need, being patient, being warm, being respectful, having close family ties, and even going the extra mile to help other people. These are values for which our ancestors were noted for, most especially the heroes and heroines in our history who struggled to give the Philippines an identity as a nation. These are the values inculcated to the nursing students who will be transformed into well-rounded, highly motivated nurses with strong personal and national identity. In addition, it is believed that the study of Philippine History will help students acquire, by studying different phases of the past, a broad perspective that gives them the range of flexibility required in many work situations as well as develop skills such as, ability to assess evidence, conflicting interpretations, and the necessary experience in assessing past examples of changes. To instill in them the dedication and commitment to the nursing profession is another role of studying Philippine History. Given these, the researcher chose to look into certain factors which could relate to the school performance of nursing students in the subject Philippine History.

The teacher is one important factor that contributes to the failure or success of the learner. Because of this, it is necessary to look into the teacher's activity and personality especially inside the classroom. Sandy as cited by Costa (2006) considers them important elements in the total learning process. According to him, "teaching is effective to the extent that the teacher acts in ways that are favorable to the development of a desirable personality of the learners."

Corollary to this, since teachers bear the most direct unidentifiable responsibility for students' performance in the classroom, their effectiveness is always under the scrutiny of the people around them. Thus, in this study, the researcher in this instance had chosen factors which are inherent to the students and other factors in his classroom environment.

The assessment of the student- and teacher-related factors that influence the students' achievement is a pressing need to all the people working in a school, whether they are school authorities, educators, and counselors who are committed to assist young people to become successful students. The researcher believes that Global City Innovative College has taken pains to ensure that these factors were considered.

Theoretical and Conceptual Framework

The theoretical framework of this study is derived from a post-modern theory of Education that is closely in line with the problem of this research.

It closely follows Hutchins' theory which regards the need to mold and form man's knowing and thinking faculty. There is a need for him to cultivate his intelligence so as to perfect his rational operation of thinking and searching for the truth. The process of intellectual cultivation and formation is called education. It is through education by which man learns and acquires knowledge and wisdom, which

contain nothing but the truth. Hence, acquisition of knowledge and wisdom containing the truth is the ultimate goal of education.

Students, under the process of education, are expected to obtain knowledge and wisdom to experience learning. However, the ability to learn varies from one person to another or from one student to another. In order to assess how learning experience takes place among students, the product of intellectual cultivation must be empirically expressed. The achievement level of the students through their academic performance is one significant aspect that provides evidence of the degree of their learning ability.

Dela Cruz (1996) said that, academic achievement presents a total picture on how a student performs in school. Educators claim that academic achievement is important for a person to be able to cope with a wider and much more demanding task after formal schooling.

Nevertheless, Hutchins' theory underscored the fact that there are several factors affecting academic achievement of the students. According to Hutchins (1997), intelligence alone is not an effective means of predicting academic achievement. Students' academic achievement can be attributed to various factors: the student-related and teacher-related factors. For this reason, there have been many attempts to establish the relationship of these factors to students' academic achievement (Hutchins, 1997).

The theory of Putnam, Lampert, and Peterson as cited by Ejercito (2000) viewed learning from the perspectives of Cognitive Psychology, History, and the classroom. They presented a model showing the variables that strongly influence students' academic achievement. In this model, the outcomes of learning are based on the student's behaviors. They stressed that in most cases, these behaviors are influenced by what the teacher does or says within the classroom. They also found out from their researches that students' attitude also influence the students' academic performance (Putnam, Lampert, and Peterson, as cited in Ejercito, 2000).

Effective study habit is crucial to success in school for it involves hard work. Tagalogon as cited by Satorre (1999) indicated that students who are interested in their school activities tend to perform satisfactorily in their academic subjects. In addition, Satorre (1999) said that children with negative attitudes toward their work achieve low in their academic performance.

Teaching strategy is also crucial in the academic achievement of students. Flores (2005) gives support to the concept that a teacher's role is that of the treatment officer. It is imperative for the teacher to determine the prevailing learning difficulties encountered by the students as well as to gather feedback on how performance level could be improved and remedied (Flores, 2005).

Another factor pointed out by Sternberg (1998) is that "the achievement of students who were taught in a way that allowed them to make the most of their distinctive pattern of abilities was significantly higher than that of students who were taught in the conventional way that emphasizes memory." Sternberg (1998) added that further research done by Bruce Torff (1995) of Hofstra University, has shown that "the achievements of all students improve, on the average, when they are taught to think analytically, creatively and practically about the material they learn, even if they are tested only for memory performance."

These factors can destroy or contribute to the learning experiences of the students depending upon how the learners perceive, imbibe and treat the said factors. Thus, the academic achievement level of students can be determined by the aforementioned factors.

In order to give a better perspective of the problem being studied, the framework shows the relationship between the student-related factors such as study habits, media exposure, attitude towards Philippine History, GPA during high school, and mental abilities which are gauged through the result of their entrance exam; and teacher-related factors such as teaching strategies, attitudes, and personality of the teacher.

Five (5) personal variables of students are selected to determine whether they affect the students' academic performance level in History, to wit;

Study Habits. This variable is one of the most pressing factors affecting students' academic performance level in Philippine History particularly among the nursing students. Their study habits can be perceived to have been making them appreciate or not appreciate Philippine History and therefore can be translated into whether they perform or do not perform well in class, and whether they develop or do not develop historical skills and Filipino values. This was measured through a 12-item scale developed by the researcher.

Media Exposure. The use and exposure to media facilities are perceived to have an effect on the students' academic performance level in History. The more often students are exposed to media facilities, the greater is the chance for their academic performance level to be affected. This exposure is described as follows; very exposed (5-7 x a week), exposed (2-4 x a week), seldom exposed (once a week), and not exposed.

Attitude towards Philippine History. This variable is the most critical factor affecting students' overall performance level. Students who have the right attitudes towards their studies and often have the time to study are likely to obtain better scores in tests, develop historical skills and Filipino values. This was also measured through a scale.

High School Grade Point Average (GPA). This is merely a measuring stick of how the student would most likely perform in History class. The higher the grade point average of the student in high school, the more likely the student will perform well in Philippine History class.

Score in the Entrance examination in GCIC. This would only give an indication as to the performance of the student in Philippine History class. The higher the score in the entrance examination, the more likely the student will perform well in Philippine History class. This, together with the high school GPA in history class was the factors used to measure students' achievement in Philippine History class.

Three (3) teacher-related variables are selected to determine whether they affect the students' academic performance level in Philippine History, to wit;

Teaching strategies. Comprehensive changes (growth) are achieved by teachers who are able to build on learners' experiences, abilities, interests, motivation, and skills. Therefore, teachers must have mastered the basic skills of teaching and possess the ability to adjust their teaching strategies continuously to meet the diverse needs of their students. The more diverse and varied the activities and the strategies of the teacher, the more the students are likely to be engaged in the discussion, and the more they will perform well in Philippine History class.

Attitude of the teacher towards Philippine History. Teachers' attitude plays an important role in creating a more conducive atmosphere for students to learn and develop historical skills and Filipino values. If they have negative attitude they are likely to be truant, disconnected or can even disrupt teaching and learning. Meaningful change can occur only when there is a wide spread attitude of acceptance for innovation.

Personality of the teacher. Teachers' personality is the total of the psychological, intellectual, spiritual, emotional and physical characteristics that make up the individual especially how others see him. The teacher as an individual personality is an important element in the learning environment or in the failures and success of the learner in the academic aspect and in the development of historical skills and Filipino values.

Significance of the Study

This study is beneficial to the following:

School Administration. Findings of this research work will serve as feedback information enabling the school administration to map out strategies and plan of action leading to the betterment of the teaching and learning process in classrooms particularly in Philippine History class.

Philippine History Teachers. This study will serve as an eye opener for the Philippine History teachers to be fully aware of the significance of their role as teachers in the students' achievement in Philippine History and enable them to employ a more effective teaching-learning process. It will also help the Philippine History teachers see their roles in the development of Filipino values and Historical skills to produce nurses who are globally competent.

Guidance Counselors. This will provide the guidance counselors with the necessary information in the diagnosis of the strengths and weaknesses of the student-correlates and their effects on academic achievement in Philippine History thereby making the guidance program functional and relevant to the needs of all concerned.

Parents. The provision of the result of this study will enable the parents to manifest active cooperation and involvement in the improvement of the students' achievement and academic performance in class particularly in Philippine History.

Students. The result of this study will make the students aware of their achievement in Philippine History and the factors affecting it which will eventually enable them to appreciate the importance of Philippine History subjects and further improve their learning experiences.

Curriculum Planners. As a result of the study, the curriculum planners will be guided in the evaluation of the proficiency level in Philippine History of the students manifested in their academic performance as affected by the various correlates and in the planning of necessary innovations within the curriculum.

Future Researchers. This study will facilitate further research for future researchers to determine other factors affecting students' achievement and to establish comprehensive program for distinct and excellent students' academic performance not only in Philippine History classes but also in other disciplines.

Knowledge of a possible relationship of these factors with the aforementioned variables will enable the administrator to make provisions for helping improve students' achievement in and attitudes towards Philippine History. If a significant relationship was found between students' Philippine History achievement and attitudes, personality and teaching strategies of their Philippine History teachers, then the school administrator would have data-based findings which could be useful in planning special in-service training and development programs for improving specifically the competencies of the Philippine History teachers. In the same line of thought, the findings of this study will enable Philippine History teachers to understand their students better and thereby guide them in making provisions for meeting the needs of students of varying mental abilities and helping them to be equipped for global opportunities.

Method

In this study, the descriptive method was used to describe the existing conditions of variables such as study habits, attitude towards Philippine History, media exposure, high school GPA, score in entrance examination, teaching strategies, teacher's attitude and personality vis-à-vis achievement in Philippine History. It was correlational in that it identified, analyzed, and described the degree to which student-related and teacher-related factors are related to student achievement in Philippine History.

The population of this study consisted of three hundred twenty eight (328) first year Bachelor of Science in Nursing (BSN) students who were enrolled during the second semester of school year 2006-2007. From this population, the actual sample of 215 was obtained using Slovin's formula.

A Survey Questionnaire designed in the form of a checklist was used as data-gathering instrument. It was constructed in such a way that it will draw the answers that will best reveal students' description about the following: study habits, attitude towards Philippine History, exposure to media, teaching strategies, attitude of the teacher in Philippine History, and personality of the teacher.

The reliability of the survey was initially established during the item analysis procedure. Cronbach's Alpha reliability coefficient was used to estimate the reliability of the instrument.

The questionnaire was divided into two parts:

Part I covered a personal profile of the students, such as age, gender, year and block, birthday, address, grade in Philippine History, professor in Philippine History and high school Grade Point Average.

Part II dealt with the different student-related factors which are composed of items describing students' study habits, attitude towards Philippine History, and exposure to media, and teacher related factors such as teacher personality, teacher attitude towards Philippine History and teaching strategies. The areas included in the questionnaire were believed by the researcher to be the factors affecting students' achievement in Philippine History.

The gathering of data was scheduled for one month only but it took the researcher almost two months to do it due to the Christmas vacation.

Results and Discussion

When students' study habits were measured using a 12-item questionnaire that employed a 4-point Likert scale, results of the study revealed that on the average participants were diligent. As shown in Table 1, their responses on seven (7) items of the Study Habits Scale indicated that they were diligent, with one even labeled as most diligent. The highest mean obtained was for *answering their*

homework and submitting it on time with a mean score of 3.41. This was followed by taking *down notes while listening to a lecture in Philippine History* with a mean score of 3.08. The third highest was obtained for *reading Philippine History books and highlighting important ideas (mean= 3.04). Giving enough time to understand the Philippine History material* was ranked fourth (mean score of 2.92). The fifth (mean= 2.75) was obtained by the item *pertaining to other materials to get different perspectives*. However, *writing reflections or reactions on topics in Philippine History* got the lowest mean score of 2.00, followed by *reviewing their lesson on Philippine History everyday* (mean=2.11).

Table 1
Profile of the Respondents on Study Habits

	Study Habits Items	Weighted Mean	Interpretation
1.	I set aside ample time to study for Philippine History.	2.37	Easy going
2.	I review my lessons on Philippine History everyday.	2.11	Easy going
3.	I answer my homework and submit it on time.	3.41	Most Diligent
4.	I refer to other materials to get different perspectives on specific topics in Philippine History.	2.75	Diligent
5.	When I study, I try not to get through quickly because my intention is to understand the material.	2.92	Diligent
6.	I study and discuss with my classmates and friends recent happenings or current events and issues.	2.56	Diligent
7.	I spend time researching on previous events related to current events.	2.20	Easy going
8.	I ask the opinions of other members of the family, especially my parents, regarding current issues or specific topics in Philippine History.	2.42	Easy going
9.	I write reflections or reactions on topics in Philippine History.	2.00	Easy going
10.	I keep my notes on Philippine History complete and organized.	2.66	Diligent
11.	When I read Philippine History books, I highlight important ideas.	3.04	Diligent
12.	When I am listening to a lecture on Philippine History, I make sure that I take down notes.	3.08	Diligent
	Average	**2.63**	**Diligent**

Legend:
Range	Interpretation
3.25 - 4.00	Most Diligent
2.50 - 3.24	Diligent
1.75 - 2.49	Easy going
1.00 - 1.74	Negligent

With regards to the attitude of participants towards Philippine History class, results showed that on the average students had a positive attitude (Table 2). In fact, out of 15 items, they disagreed to only one (1) and this was: "*I feel happier in my Philippine History class than in my other classes.*" This result was consistent with the study of Nuñez (1997) which showed that positive attitudes towards course content would tend to produce a favorable attitude towards the subject, and that such attitude would lead to enhance the desire to study the subject in a serious and productive way.

Table 2
Students' Attitude Toward Philippine History

	Attitude Towards Philippine History Items	Weighted Mean	Interpretation
1.	I listen to the teacher's discussion/lectures on Philippine History.	3.34	Strongly Agree
2.	I participate and deliver my share in class projects.	3.21	Agree
3.	When I work on problems or case studies related to Philippine History, I find that my thinking and reasoning are sharpened.	2.99	Agree
4.	I think I have more chance of becoming successful if I am good at Philippine History.	2.66	Agree
5.	In school, I thoroughly enjoy the discussion on Philippine History.	2.77	Agree
6.	I believe that Philippine History makes me more inquisitive about the culture of other groups of people.	3.09	Agree
7.	I feel happier in my Philippine History class than in my other classes.	2.46	Disagree
8.	Philippine History is a subject which I have always enjoyed studying.	2.54	Agree
9.	I find Philippine History useful for problems or challenges of everyday life.	2.64	Agree
10.	In Philippine History, I am not satisfied with just getting a passing grade; I want something really high.	3.04	Agree
11.	I appreciate my Filipino heritage because of Philippine History.	3.25	Strongly Agree
12.	I believe that the value of nationalism can be promoted by studying Philippine History.	3.34	Strongly Agree
13.	I think studying Philippine History makes me more accepting and understanding of cultural differences.	3.34	Strongly Agree
14.	I appreciate Philippine History because it provides information about the struggles and victories of the Filipinos.	3.38	Strongly Agree
15.	I appreciate the Filipino values integrated in Philippine History subject.	3.41	Strongly Agree
	Overall Average	*3.03*	*Agree*

Legend:
3.25 - 4.00   Strongly Agree
2.50 - 3.24   Agree
1.75 - 2.49   Disagree
1.00 - 1.74   Strongly Disagree

For students' exposure to media, it is important to note that *watching TV programs that tackle social issues* obtained the highest mean score of 3.15 (Table 3). *Reading newspapers, magazines, watching TV programs, and surfing the internet to keep the students abreast with the current events and issues in and out the country* got the second highest mean score of 3.08. This was followed by monitoring *the media for special coverage of important events* (3.06). Students had the lowest mean score in item *I buy copies of CDs/DVDs that are related to Philippine History* (1.67).

Table 3
Profile of the Respondents on Exposure to Media

	Exposure to Media Items	Weighted Mean	Interpretation
1.	I read magazines and other reading materials that promote good Filipino values.	2.43	Seldom Exposed
2.	I read newspapers and magazines, watch TV programs, and surf the internet to keep me abreast with the current events and issues in and out of the country.	3.08	Exposed
3.	I read newspapers to get different viewpoints on certain issues.	2.59	Exposed
4.	I watch TV programs that tackle issues related to Philippine History.	2.72	Exposed
5.	I watch TV programs, such as Hot Seat, Philippine Forum and Debate that develop my critical thinking.	2.36	Seldom Exposed
6.	I watch TV programs, such as Imbestigador, Reporter's Notebook, Jessica Soho Reports, etc., that tackle social issues.	3.15	Exposed
7.	I monitor the media for special coverage of important events.	3.06	Exposed
8.	I watch TV game programs that help me recall my knowledge of Philippine History.	2.78	Exposed
9.	I listen to radio commentators to give me different perspectives on current issues.	2.38	Seldom Exposed
10.	I surf the internet to research on past events related to current events.	2.35	Seldom Exposed
11.	I read and collect pocketbooks on the lives of historical figures.	1.73	Not Exposed
12.	I buy copies of CDs/DVDs that are related to Philippine History.	1.67	Not Exposed
13.	I watch movies that feature stories of historical figures and the cultures of other people.	2.55	Exposed
14.	I subscribe to National Geographic and Discovery channel.	2.82	Exposed
	Overall Average	*2.55*	*Exposed*

Legend:
3.25 - 4.00   Always
2.50 - 3.24   Sometimes
1.75 - 2.49   Seldom
1.00 - 1.74   Never

As shown in Table 3, overall, the weighted mean is 2.55 which is interpreted as "exposed" or 2-4 times a week exposure to media. This means that students were somehow interested in watching TV features, listening to radio programs and reading newspapers and articles which may be interpreted as enough to keep them informed of current issues. This may be attributed to the fact that this generation of respondents is a highly visual generation and as such they are attached to technology such as TV, Internet and Cables. However, as the results of the study of Andersen as cited in Alegre (2005) revealed, students' exposure to media alone may not be able to predict academic achievement.

For students' achievement, it was derived by computing their grade point average in their High School history class and their score on the entrance examination. Table 5 illustrated the fact that respondents for this study had a *very satisfactory rating* for their high school GPA in history (84.01) and they *need improvement* for their score on the entrance examination (67.59). This didn't seem to be logical because the result seemed to suggest that the results of the entrance test indicated foundational gaps and respondents' potential to perform well in college is low. However, we know for a fact that scores in entrance examination is not always predictive of students' performance in college. There could be a lot of factors why students get low scores in the entrance examination. For one, anxiety as to what will come out in the test could lower performance. For another, students may not be in their best physical condition when they took the test which may have also affected the result. For the high school GPA in history, a number of factors were considered in the computation. It did not only require one single test but a combination of written exams as well as oral ones.

Table 4
Entrance Examination and High School GPA

	Mean	**Interpretation**
High School GPA	84.01	Very satisfactory
GCIC Entrance Examination (GET)	67.59	Needs Improvement

With regards to teaching strategies, four (4) out of the 10 items have been assessed as "outstanding" while the rest have been perceived as "good." As shown in Table 5, items sucu as *The teacher presents the lesson in Philippine History in a form that can be easily understood by the students*; *He/she conducts clear, practical demonstrations and   explanations; He/she relates the subject matter in Philippine History with other courses/disciplines, and; He/she uses methods and strategies that involve group or cooperative learning* were rated as outstanding by the students. Overall, the weighted mean of the teaching strategies wss 3.21, which was

interpreted as "good." This implied that the Philippine History teachers had above-average skills in teaching the subject as perceived by their students.

Table 5
Teachers' Teaching Strategy as Perceived by the Students

	Teaching Strategy Items	Weighted Mean	Interpretation
1.	The teacher presents the lesson in Philippine History in a form that can be easily understood by the students.	3.29	Outstanding
2.	He/she conducts clear, practical demonstrations and explanations.	3.30	Outstanding
3.	He/she relates the subject matter in Philippine History with other courses/disciplines.	3.25	Outstanding
4.	He/she promotes student learning with the use of different and interesting teaching methods.	3.21	Good
5.	He/she uses different instructional equipment, devices and materials to clarify difficult concepts in Philippine History.	3.15	Good
6.	The teacher stimulates students through interesting instructional materials.	3.09	Good
7.	He/she uses methods and strategies that involve group or cooperative learning.	3.30	Outstanding
8.	He/she arouses and sustains students' interest and prevents boredom.	3.09	Good
9.	He/she ensures that students clearly understand the lesson.	3.18	Good
10.	His/her classroom procedures in Philippine History are planned and well- organized.	3.20	Good
	Overall average	*3.21*	*Good*

Legend:
3.25 - 4.00   Outstanding
2.50 - 3.24   Good
1.75 - 2.49   Fair
1.00 - 1.74   Poor

Table 6 shows the perception of students with regards to their teachers' attitude towards Philippine History. It is interesting to note that the respondents strongly agree in all the nine attitude items. The highest weighted mean was for the item *He/she feels happy and satisfied in teaching Philippine History* (3.49). This was followed by the item: *The teacher believes that the value of nationalism can be promoted in studying Philippine History* (3.46). The next were items: *He/she promotes Filipino values in teaching Philippine History, and; He/she helps the students appreciate more our Filipino heritage as he/she teaches Philippine History* (3.44). This indicated students' positive assessment of their teachers' attitude towards Philippine History. This seemed to suggest that Philippine History teachers were endowed with the needed attitudes to motivate and influence their students. This is very vital in teaching not only Philippine History

but any other subjects for that matter. When teachers believe in the subject they are teaching it reflects on how they deliver the lesson.

Table 6
Teachers' Attitude Towards Philippine History as Perceived by the Students

	Teacher Attitude Items	Weighted Mean	Interpretation
1.	The teacher believes that the value of nationalism can be promoted in studying Philippine History.	3.46	Strongly Agree
2.	He/she engages him/herself in conducting studies related to Philippine History.	3.38	Strongly Agree
3.	He/she promotes Filipino values in teaching Philippine History.	3.44	Strongly Agree
4.	He/she helps the students appreciate more our Filipino heritage as he/she teaches Philippine History.	3.44	Strongly Agree
5.	He/she enjoys giving projects and activities that would develop historical skills of his/her students.	3.33	Strongly Agree
6.	He/she always looks forward to engaging his/her students in discussions.	3.38	Strongly Agree
7.	He/she enjoys preparing classroom activities that would engage his/her students to develop critical thinking.	3.25	Strongly Agree
8.	He/she doesn't want to miss any sessions on Philippine History.	3.36	Strongly Agree
9.	He/she feels happy and satisfied in teaching Philippine History.	3.49	Strongly Agree
	Overall Average	*3.39*	*Strongly Agree*

Legend:

3.25 - 4.00	Strongly Agree
2.50 - 3.24	Agree
1.75 - 2.49	Disagree
1.00 - 1.74	Strongly Disagree

With regards to Philippine History teachers' personality as perceived by their students, all 10 items were said to be "always practiced." This was indicated by the relatively high value of the overall weighted mean which was 3.50 (Table 7). The highest weighted mean was for the item *He/she has friendly attitude towards students* (3.65). This was followed by the item: *He/she is well- groomed.* Other items worth mentioning are: *The teacher shows positive values in dealing with students* (3.58), and; *He/she knows how to carry himself/herself* (3.55). The obtained means indicated that the personality of the teacher was consistent with expectations of the students. This shows that the Philippine History teachers at GCIC were approachable and friendly. This is very important in teaching any subjects because it can influence students' attitude in studying and learning. Teachers must make students feel that they are welcome and that it's okay to approach them especially with regards to issues related to the class or subject. Given the result, it showed that GCIC Philippine

History teachers had no problem in this area because their students viewed them positively.

Table 7
Philippine History Teachers' Personality as Perceived by the Students

	Teacher Personality Items	Weighted Mean	Interpretation
1.	The teacher shows enthusiasm in teaching Philippine History.	3.43	always practiced
2.	He/she loves to share his/her views on current issues.	3.50	always practiced
3.	The teacher shows positive values in dealing with students.	3.58	always practiced
4.	He/she has friendly attitude towards students.	3.65	always practiced
5.	He/she knows how to carry himself/herself.	3.55	always practiced
6.	He/she makes our Philippine History class lively and class recitation effective.	3.28	always practiced
7.	He/she reports regularly to our Philippine History class.	3.52	always practiced
8.	He/she has well modulated voice.	3.44	always practiced
9.	He/she has healthy sense of humor.	3.42	always practiced
10.	He/she is well- groomed.	3.63	always practiced
	Overall Average	*3.50*	*always practiced*

Legend:
3.25 - 4.00   Always Practiced
2.50 - 3.24   Often Practiced
1.75 - 2.49   Sometimes Practiced
1.00 - 1.74   Never Practiced

Table 8
Correlation Matrix for Student-Related Factors

	Achievement	Study Habits	Attitude	Media	GPA	GET
Achievement	1					
Study Habits	-0.091	1				
Attitude	-0.105	0.658	1			
Media	-0.067	0.605	0.577	1		
GPA	-0.121	0.126	0.094	0.125	1	
GET	-0.291	0.083	0.085	0.071	0.216	1

Table 8 shows that study habits, attitude, media exposure, GPA, and score on the entrance exam (GET) and achievement in Philippine History had negligible relationships. This means that the above variables were not correlates of achievement in Philippine History. This result does not support the findings of previous studies (Aquino & Ryan as cited in Bacud, 1997; Dulay as cited in Balneg, 2000; Doong, 1996; Lupdag as cited in Esteban, 2005; Jamaludin as cited in Dapito,

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2002; Mallari, 1993; McCausland & Stewart as cited in Lee, 1994; Satorre, 1997; and Tagalogon, 1997). There may be a number of factors that could explain the results of the study. For one, students may have responded to the items according to what they feel/think was the most socially desirable. They may have projected a good image of themselves to make a good impression, so they overrated themselves in study habits, attitude towards Philippine History and media exposure. For another, the time the questionnaire was administered may have biased the result since it was nearing the Christmas holidays and everybody was in a festive mood and in a positive disposition. As a result, they favored the more positive response. Or, it could have also something to do with how the dependent variable, achievement was measured. In this research, achievement was derived from respondents' high school GPA in Philippine history and their score in the entrance examination. In other words, achievement in this context was just a projection of students' achievement in the Philippine History class based on their high school GPA and score in the entrance examination. The higher the GPA and score, the higher their projected grade will be. Since it was just a projection, it may not truly reflect their actual performance especially if the factors used have low predictive validity. Actual grades in Philippine History taken during the period when the study was conducted would have been an ideal measure for achievement. However, given the time constraint for this research to be completed, the said grade was not yet available since the term was not yet finished when the study was conducted.

When high school GPA alone was correlated with achievement, they had negligible relationship (Table 8). This means that high school GPA was not a factor to determine academic achievement. This result was consistent with the work of Juania as cited by Satorre (1999), which reported that high school GPA does not predict academic achievement. However, this result contradicted the findings of Lee JeongSook (1984) which stated that high school GPA has something to do with student's academic achievement. This contradiction may be attributed to the differences in academic standards of the schools from which the respondents came from.

When academic achievement was also correlated with the Global City Innovative College Entrance Exam (GET), the result indicated no relationship (Table 8). This finding supported the results of the study made by Juania as cited by Satorre (1999), which revealed that the admission test and the high school GPA did not predict academic achievement of the student. This finding however, contradicted that of the study made by Morgan as cited in Montenona (2003) which stated that scores in the college entrance test were the most reliable indicators of academic achievement. The same is true of the study conducted by Bodabilla (1998) which revealed that College admission Test is a very good predictor of the college performance of the students. The contradicting results may be attributed to the degree of the college entrance exams' predictive validity.

Based on the findings, GCIC Entrance Test was not an effective instrument to measure students' capability, readiness and maturity to pursue degree courses this may be attributed to the inability of the test to measure what it intends to measure. This was actually supported by the study conducted by Bodabilla (1998) which

stated that "the problem in admission testing is the shortage in reliable and valid tests devised by Filipinos for Filipino students. Hence, admission office is obliged to use American-made tests in their assessment of students' abilities." Such tests are likely to cause technical problems because of cultural and other environmental differences between foreign students and Filipino students (Bodabilla, 1998).

As to achievement in Philippine History and teacher-related factors, Table 9 shows that these factors had no relationship at all. This means that teaching strategies, teachers' personality, and their attitude towards Philippine History were not related to students' achievement in Philippine History. This contradicted the findings of Abangan (1986), Castro (2000) and Gonzales as cited in Alegre (2005), Flores (2005), Sevillano as cited by Costa (2006) and Tosloc (2000) that stated that students' exposure to selected teaching strategies and attitude towards the subjects contributed to the improvement of their academic achievement. The inconsistency of the current result and that of previous studies' may be attributed to the fact that in the present study, teacher-related factors were rated by students, and therefore, may be biased. Students may have overrated their teachers in terms of the latter's teaching strategies, attitude towards Philippine History, and teaching personality to create good 'vibes' with them. It would have been better to have the result validated by the teachers' responses themselves or by their immediate supervisors/heads. However, during the course of the study, this problem was not foreseen.

Table 9
Correlation Matrix for Teacher-Related Factors

	Achievement	*Teacher Attitude*	*Teacher Personality*	*Teaching Strategy*
Achievement	1			
Teacher Attitude	-0.05	1		
Teacher Personality	-0.10	0.80	1	
Teaching Strategy	-0.09	0.75	0.73	1

The inconsistency of results of this study and that of the previous ones may also be attributed to the students' past experiences when respondents may have disliked the subject because of the course requirements such as memorization of names, dates, places and historical events; although now in college they showed positive perception of teachers. This means that they may like their Philippine history teachers but not the Philippine History subject.

Since there were no correlations between the student-related and teacher-related factors, and the students' achievement in Philippine History, the researcher made use of the overall mean of all the factors and applied the principle of Total Quality Assurance (TQA) as basis for developing a proposed action plan. The researcher computed the gaps of the indicators and ranked them from highest to lowest. The formula in computing the gap is Gap = Highest Range – Weighted Mean. An indicated weighted mean of 2.11 was used to illustrate the computation as

follows: the Gap = 4 – 2.11 = 1.89; the computed 1.89 value of the Gap means that the indicator was below the performance standard of 4.00, as used in this study.

Tables 10-16 show the ranking of indicators based on gaps from the highest possible score.

As shown in Table 10, the one with the highest gap is that of the item, "*I write reflections or reactions on topics in Philippine History*." (2.00) and the lowest one was "*I answer my homework and submit it on time*." (0.59). This indicated that the latter item is closer to the performance standard of 4.00 while the former is way below the standard performance. The same goes for Tables 11-15. The item ranked 1 is the one which is below the standard performance while the one at the bottom is the closest to the performance standard.

Table 10
Study Habits Showing the Gaps from the Highest Possible Score

Study Habits Items	Weighted Mean	Gaps	Rank
	2.00	2.00	1
I review my lessons on Philippine History everyday.	2.11	1.89	2
I spend time researching on previous events related to current events.	2.20	1.80	3
I set aside ample time to study for Philippine History.	2.37	1.63	4
I ask the opinions of other members of the family, especially my parents, regarding current issues or specific topics in Philippine History.	2.42	1.58	5
I study and discuss with my classmates and friends recent happenings or current events and issues.	2.56	1.44	6
I keep my notes on Philippine History complete and organized.	2.66	1.34	7
I refer to other materials to get different perspectives on specific topics in Philippine History.	2.75	1.25	8
When I study, I try not to get through quickly because my intention is to understand the material.	2.92	1.08	9
When I read Philippine History books, I highlight important ideas.	3.04	0.96	10
When I am listening to a lecture on Philippine History, I make sure that I take down notes.	3.08	0.92	11
I answer my homework and submit it on time.	3.41	0.59	12

Table 11

Student Attitude Showing the Gaps from the Highest Possible Score

Attitude towards Philippine History Items	Weighted Mean	Gaps	Rank
I feel happier in my Philippine History class than in my other classes.	2.46	1.54	1
Philippine History is a subject which I have always enjoyed studying.	2.54	1.46	2
I find Philippine History useful for problems or challenges of everyday life.	2.64	1.36	3
I think I have more chance of becoming successful if I am good at Philippine History.	2.66	1.34	4
In school, I thoroughly enjoy the discussion on Philippine History.	2.77	1.23	5
When I work on problems or case studies related to Philippine History, I find that my thinking and reasoning are sharpened.	2.99	1.01	6
In Philippine History, I am not satisfied with just a passing grade; I want something really high.	3.04	0.96	7
I believe that Philippine History makes me more inquisitive about the culture of other groups of people.	3.09	0.91	8
I participate and deliver my share in class projects.	3.21	0.79	9
I appreciate my Filipino heritage because of Philippine History.	3.25	0.75	10
I listen to the teacher's discussion/lectures on Philippine History.	3.34	0.66	12
I believe that the value of nationalism can be promoted in studying Philippine History.	3.34	0.66	12
I think studying Philippine History makes me more accepting and understanding of cultural differences.	3.34	0.66	12
I appreciate Philippine History because it provides information about the struggles and victories of the Filipinos.	3.38	0.62	14
I appreciate the Filipino values integrated in Philippine History subject.	3.41	0.59	15

Table 12

Table 12

Media Exposure Showing the Gaps from the Highest Possible Score

Exposure to Media Items	Weighted Mean	Gaps	Rank
I buy copies of CDs/DVDs that are related to Philippine History.	1.67	2.33	1
I read and collect pocketbooks on the lives of historical figures.	1.73	2.27	2
I surf the internet to research on past events related to current events.	2.35	1.65	3
I watch TV programs, such as Hot Seat, Philippine Forum and Debate that develop my critical thinking.	2.36	1.64	4
I listen to radio commentators to give me different perspectives on current issues.	2.38	1.62	5
I read magazines and other reading materials that promote good Filipino values.	2.43	1.57	6
I watch movies that feature stories of historical figures and the cultures of other people.	2.55	1.45	7
I read newspapers to get different viewpoints on certain issues.	2.59	1.41	8
I watch TV programs that tackle issues related to Philippine History.	2.72	1.28	9
I watch TV game programs that help me recall my knowledge of Philippine History.	2.78	1.22	10
I subscribe to National Geographic and Discovery channel.	2.82	1.18	11
I monitor the media for special coverage of important events.	3.06	0.94	12
I read newspapers and magazines, watch TV programs, and surf the internet to keep me abreast with the current events and issues in and out of the country.	3.08	0.92	13
I watch TV programs, such as Imbestigador, Reporter's Notebook, Jessica Soho Reports, etc., that tackle social issues.	3.15	0.85	14

Table 13
Teaching Strategies Showing the Gaps from the Highest Possible Score

Teaching Strategies Items	Weighted Mean	Gaps	Rank
The teacher stimulates students through interesting instructional materials.	3.09	0.91	1.5
He/she arouses and sustains students' interest and prevents boredom.	3.09	0.91	1.5
He/she uses different instructional equipment, devices and materials to clarify difficult concepts in Philippine History.	3.15	0.85	3
He/she ensures that students clearly understand the lesson.	3.18	0.82	4
His/her classroom procedures in Philippine History are planned and well- organized.	3.2	0.80	5
He/she promotes student learning with the use of different and interesting teaching methods.	3.21	0.79	6
He/she promotes student learning with the use of different and interesting teaching methods.	3.21	0.79	6
He/she relates the subject matter in Philippine History with other courses/disciplines.	3.25	0.75	7
The teacher presents the lesson in Philippine History in a form that can be easily understood by the students.	3.29	0.71	8
He/she conducts clear, practical demonstrations and explanations.	3.3	0.70	9.5
He/she uses methods and strategies that involve group or cooperative learning.	3.3	0.70	9.5

Table 14
Teacher Attitude Showing the Gaps from the Highest Possible Score

Teacher Attitude Items	Weighted Mean	Gaps	Rank
He/she enjoys preparing classroom activities that would engage his/her students to develop critical thinking.	3.25	0.75	1
He/she enjoys giving projects and activities that would develop historical skills of his/her students.	3.33	0.67	2
He/she doesn't want to miss any sessions on Philippine History.	3.36	0.64	3
He/she engages him/herself in conducting studies related to Philippine History.	3.38	0.62	4.5
He/she always looks forward to engaging his/her students in discussions.	3.38	0.62	4.5
He/she promotes Filipino values in teaching Philippine History.	3.44	0.56	6.5
He/she helps the students appreciate more our Filipino heritage as he/she teaches Philippine History.	3.44	0.56	6.5
The teacher believes that the value of nationalism can be promoted in studying Philippine History.	3.46	0.54	8
He/she feels happy and satisfied in teaching Philippine History.	3.49	0.51	9.5

Table 15
Personality of the Teacher Showing the Gaps from the Highest Possible Score

Teacher Personality Item	Weighted Mean	Gaps	Rank
He/she makes our Philippine History class lively and class recitation effective.	3.28	0.72	1
He/she has healthy sense of humor.	3.42	0.58	2
The teacher shows enthusiasm in teaching Philippine History.	3.43	0.57	3
He/she has well modulated voice.	3.44	0.56	4
He/she loves to share his/her views on current issues.	3.50	0.50	5
He/she reports regularly to our Philippine History class.	3.52	0.48	6
He/she knows how to carry himself/herself.	3.55	0.45	7
The teacher shows positive values in dealing with students.	3.58	0.42	8
He/she is well- groomed.	3.63	0.37	9
He/she has friendly attitude towards students.	3.65	0.35	10

Table 16 reveals the summary of overall mean and gaps of the student-related and teacher-related factors.

Table 16
Indicators' Overall Mean and Gaps

Indicators	Overall Mean	Gaps	Rank
Student Exposure to Media	2.55	1.45	1
Student Habits	2.63	1.37	2
Student Attitude	3.03	0.97	3
Teacher's Teaching Strategies	3.21	0.79	4
Teacher Attitude	3.39	0.61	5
Teacher Personality	3.50	0.50	6

As shown in Table 16, four out of six student-related and teacher-related factors had low gaps. Rank one among the factors is *Student Exposure to Media* with an overall mean of 2.55 and a gap of 1.45. The lowest among the four (4) indicators was *Teaching Strategies with an overall mean of 3.21 and a gap of 0.79.* This means that these factors were below the Total Quality Assurance. To find out why these were low, the researcher interviewed 15 students who were part of her respondents.

On *Exposure to Media,* the researcher used the following questions: 1. *Do you buy copies of CDs/DVDs that are related to Philippine History? Why?* Majority answered in the negative, and reasons given were lack of budget and difficulty to find most the materials. 2. *Do you read and collect pocket books on the lives of historical figures? Why?* Very few of the respondents answered positively; majority did not because according to them they did not see the relevance of it. 3. *Do you surf the internet to search on the past events related to current events? Why?* Majority replied in the negative, because they preferred to explore other topics than information about Philippine History.

On *Study Habits*, the questions included were the following: 1. *Do you write reflections or reactions on topics in Philippine History? Why?* All the respondents replied in the negative, because they said that the teacher handling the subject did not require them to write reflection or reaction paper. 2. *Do you review your lesson on Philippine History everyday? Why?* Some students said they did not have time to review because of the bulk of lessons in the major subjects. 3. *Do you have time researching on previous events related to current events? Why?* Most of the respondents said they did not have the time for it.

On *Student Attitude*, the questions were: 1. *Do you feel happier in your Philippine History class than in your other classes? Why?* All of the respondents answered negatively because according to them the subject was boring, and there were too many topics or lessons to study. 2. *Is Philippine History a subject which you have always enjoyed studying? Why?* A few of the respondents enjoyed studying the subject, but majority found it boring. 3. *Do you find Philippine History useful for the problems or changes of every day life? Why?* Some of these respondents found the subject useful; it helped them see the realities of life.

On *Teaching Strategies*, the following questions were used during the interview, 1. *Does your teacher stimulate students through interesting instructional materials? Why?* Most of the respondents replied that it was not always the case, however, most of the time the teacher used OHP, books and pictures. 2. *Do the teachers arouse and sustain students' interest and prevent boredom? Why?* The respondents said that this was true most of the time; teacher used different cooperative learning activities. 3. *Do the teachers use different instructional equipment, devices and materials to clarify difficult concepts in Philippine History? Why?* The answer was yes, but according to the students it was in a limited capacity; it was limited to available equipment in school, such as OHP, TV, PC, and CPU.

From the result of the interview, one could conclude that there is indeed a need to raise the performance standards of these indicators because they were below the "Total Quality Assurance." The result of the interview was used by the researcher as basis for developing a proposed action plan for Philippine History.

Table 17 Proposed Action Plans for Philippine History
School Year 2008-2011

Areas of Concern	Objectives	Strategies	Time Frame	Persons Involved	Resources	Success Indicators
Resource Center	To update the library resources specially on audio-visual materials for Philippine History	Putting up a Resource Center for Philippine History accessible to students	School Year 2008 to 2011	Administrators, VPAA, deans, academic coordinators, Philippine History teachers, librarians	Tuition Fees	GCIC actually putting up a Resource Center
Student development	To develop good study habits and right attitude of students in Philippine History	Conducting seminars, conferences and orientation programs to enhance study habits and attitude of the students.	School Year 2008 to 2011	VPAA, deans academic coordinators, Philippine History teachers, guidance counselor	Tuition Fees	Students gaining knowledge and skills on how to improve study habits and attitude towards Philippine History.
Development of professional and personal characteristics of faculty	To update the Philippine History teachers with new trends in teaching strategies	(1) Keeping History teachers updated with the latest teaching strategies or innovations in Philippine History through seminars or workshops and conferences; (2) Strengthening the existing teaching circles of	School Year 2008 to 2011	Administrators, VPAA , deans academic coordinators, Philippine History teachers	Tuition Fees	(1) Teachers acquire and apply new teaching strategies or innovations in their planning and delivery of Philippine History lessons;

Areas of Concern	Objectives	Strategies	Time Frame	Persons Involved	Resources	Success Indicators
		Philippine History Instructional Team to allow for rich sharing of experiences, expertise and problems				(2) Teachers attend regularly meetings of teaching circles.
Instruc-tional design enhance ment	To use alternative strategies and enhance the existing Instructional designs	(1) Improving instructional designs that would motivate the students, engage them in activities to sharpen their skills in facing the problems or challenges of everyday life and make them enjoy the subject (2) Guiding students, facilitating activities that would enhance their skills on the learning process and react to Philippine History topics.	School Year 2008 to 2011	VPAA, deans academic coordina-tors, Philippine History teachers	Tuition Fees	(1) Students manifest improved historical skills and appreciat ion of Philippin e History as a subject. (2) Students manifest improved skills on problem solving and stronger critical thinking skills.

CONCLUSIONS

The results of the study revealed that the first year nursing students of GCIC showed diligence in their study as shown by their responses in the Study Habits scale. They also expressed positive attitude towards Philippine History. In terms of their media exposure, their responses indicated that they were not that exposed to media such as TV, internet, newspapers, journals, and magazines. Although their high school GPA in the Philippine History class was satisfactory, their entrance exam scores were poor and needed improvement.

As to their perception of their teachers' teaching strategies, attitude towards Philippine History, and teaching personalities, their assessments were positive. They rated their teachers' teaching strategies as "good" and the latter's personalities as "friendly to students". They believed that all the 10 items indicating good traits were "always practiced" by their teachers. They also perceived their educators to have a very positive attitude towards Philippine history, thus, influencing them to have the same attitude towards the subject matter.

When student-related factors were correlated with achievement, results revealed no significant correlation. The same goes for teacher-related factors and achievement. These findings could be attributed to social desirability factors and how the dependent variable achievement was measured. Since all the factors included in the study were based on students' perceptions there is a possibility that students responded according to what is socially desirable in order to create a good image of themselves. Moreover, since achievement was based on projected performance based on high school GPA and entrance exam score, it may not truly reflect students true performance.

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