

Perception of the Subject Readings in Philippine History and Academic Performance among Freshmen College Students in Jose Rizal Memorial State University – Tampilisan Campus

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ABSTRACT: This study aimed to determine the respondents' perception of the subject Readings in Philippine History and how it affects students' academic performance of college students in Jose Rizal Memorial State University - Tampilisan Campus during the school year 2024-2025. Descriptive-correlational research design was used. There were four hundred (400) respondents involved. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used. The level of perception of the subject Readings in Philippine History was at its full extent in terms of pedagogical approaches and students' perception of overall appreciation of the subject. While learning resources, development of transferable skills such as critical thinking, analytical skills, and historical analysis, and academic interests and career choices in fostering appreciation for Philippine history were of great extent. Overall, the perception of the subject Readings in Philippine History were of great extent. The level of students' academic performance was good. There was no significant relationship between the perceived levels of the subject Readings in Philippine History and students' academic performance. Based on the findings, the author recommends that the Board of Regents, through the Vice President for Academic Affairs and Campus Directors, shall use the findings of this study as a possible input in their review of the faculty manual and student manual. The Deans of the different campuses would use the findings of this study as the basis for their technical assistance for teachers. The teachers would use the findings of this study as the basis for their motivation to the students. The students would also benefit from this study in reflecting on the importance of the subject and academic performance.

Keywords: *Readings in Philippine History, pedagogical approaches, learning resources, critical thinking, analytical skills, academic performance, JRMSU Tampilisan Campus, Philippines*

I. Introduction

In the ever-changing field of education, cultivating a well-rounded, knowledgeable populace requires an awareness of the historical narratives that have shaped a country. As education evolves, it becomes imperative to continuously assess and refine the curriculum to ensure that courses remain relevant and effective. Continuous evaluations of the syllabus and teaching strategies are crucial to ensuring that the Readings in Philippine History (RPH) course stays successful and current. In order to optimize students' learning potential and cultivate their capacity to contribute to societal transformation, higher education must maintain high standards of quality assurance (Tobi & Duque, 2015). Due to the dynamic nature of historical studies, which includes new developments and contemporary issues, regular updates to the Readings in Philippine History course are essential

for maintaining its effectiveness and progress (Toquero, 2021). In the Philippines, RPH is a new college-level general education subject that aligns with the K-12 transition program. This course explores Philippine history using primary sources, interpretations, and analyses (Commission on Higher Education [CHED]). It also aims to develop professionals' understanding of people and society (Ancho, 2019).

History is essential in the curriculum for an in-depth understanding of society (Al Tobi & Duque, 2015). Understanding Philippine history is essential for developing a sense of belonging, cultural appreciation, and informed citizenship. Redesigning the course to connect historical events to current challenges helps students understand the practical implications of their studies. This strategy not only increases their engagement, but also motivates students to pursue additional degrees and jobs in history, culture, and heritage. Through targeted improvements, the course will provide students with critical thinking, research skills, and a dedication to preserving and promoting Philippine history, preparing them to make important contributions to society (Alvero, 2024). A good foundation in Philippine history among students is essential to assure quality. Furthermore, the retention of qualified teachers is critical in increasing instruction (Alic & Bual, 2021).

Understanding a nation's historical narratives can be essential for developing a well-rounded and informed citizenry in today's schooling context. This study evaluates the effectiveness of contemporary pedagogical approaches and learning tools on students' comprehension, appreciation, and on how it affects students' academic performance of the subject Reading Philippine History. With events like job seminars and internships in museums, cultural organizations, and historical sites, student involvement will be a major priority. It will be encouraged to participate in historical clubs, heritage groups, and associated extracurricular activities. The curriculum will incorporate service-learning initiatives to link students to neighborhood history preservation initiatives. Mechanisms for ongoing observation and input will be put in place to evaluate how the pedagogical approaches of the subject Reading Philippine History relate to students' academic performance. To find areas for success and growth, faculty and student input will be gathered on a regular basis (Alvero, 2024).

Many research experts focus on descriptive quantitative studies on the impact of reading in Philippine history (Alvero, 2024; Alic & Bual, 2021), but little is known about the correlational-descriptive quantitative on factors affecting their academic performance when reading Philippine history. As a result, the purpose of this study was to determine the various points of view of college students regarding the perception of Reading Philippine History on their academic performance at Jose Rizal Memorial State University, Tampilisan Campus. This study aims to address the identified gap.

II. Literature

Pedagogical Approaches

Integration of innovative pedagogical approaches, including flipped classrooms, gamification, and technology-enhanced learning, has a significant positive impact on both academic performance and student engagement in high school settings. The experimental group, which utilized these methods, reveal notable improvements in test scores, higher levels of student engagement, and more positive teacher satisfaction compared to the control group that followed traditional teaching practices (Xayrullayevna et al., 2025). The constructivist style of teaching is a pedagogical approach that revolves around the belief that learning is an active process. This method emphasizes that students are not passive recipients of knowledge but rather active participants in constructing their own understanding. For instance, when students engage in hands-on activities or group discussions, they are actively involved in the learning process, which enhances their comprehension and retention of information (De Leon, 2024). Pedagogical approaches refer to the minimal professional standards required by law to fulfill a certain teaching function. This suggests that student-teachers' ability to meet performance indicators for teaching is a key factor in their approach (Vecaldo et al., 2017).

Learning resources

Learning resources serve as essential instruments for teaching and studying school subjects, promoting teacher efficiency and improving student achievement. They make learning more engaging, practical, realistic, and enticing. They also allow professors and students to participate actively and successfully in lesson sessions. These opportunities promote skill and knowledge acquisition, as well as self-confidence and self-actualization (Olayinka, 2016). Learning resources are print and non-print materials used to convey knowledge to pupils during the educational process. Prints, textbooks, magazines, newspapers, slides, photos, workbooks, and electronic media are some of the learning resources used (Bukoye, 2019).

Perceptions and Attitudes Toward the Course Reading in Philippine History

Perceptions and attitudes regarding the course show their importance in fostering respect for Philippine history, emphasizing the necessity for educators to identify and address these variables when developing effective instructional techniques (Alvero, 2024). Perception and attitude are aspects of personality that shape an individual's behavior towards others and events. The focus is on individual mentalities, which are a reflection of the community (Tus, 2020).

Development of Transferable Skills

Since studying history necessitates higher-order thinking abilities for historical analysis, interpretation, research, and decision making, the subject's depth of information makes it fundamental for the learning of effective thinking skills. When students think historically, both inside and outside of their historical studies, these cognitive abilities are demonstrated. This entails the development and use of analytical thinking, not just the capacity to ask questions, but also the generation of concepts and the creative application of critical thinking (Colis et al., 2016). Transferable skills are the non-cognitive part of learning outcomes, mainly skills that students can transfer to different contexts. In this study, the presage factors of academic motivation and the process factors of learning engagement, significantly affect the development of transferable skills, respectively, which is consistent with existing research results. Non-cognitive learning outcomes are measured by the development of students' self-reported general skills, such as problem solving, oral presentation skills, analytical skills, teamwork, and other transferable skills (Li & Zhu, 2023).

Teaching historical thinking techniques through the use of the historian approach ought to be used in additional history courses and grade levels. This will enhance the teaching-learning environment and support students' academic success in their history lessons (Colis et al., 2016).

Academic Interests and Career Choices

Interest is a key personality attribute that influences employment decisions. Individuals who choose a career that matches their interests are more likely to feel fulfilled and driven. Interests encourage professional choice goals, such as having career ambitions, creating career plans, and selecting a career path to engage in (Nazareno, et al., 2021). Rogayan et al. (2021) emphasize the importance of equipping students with 21st century abilities, including life and career choice, learning and innovation, information, media, and technology, to prepare them for educational difficulties. Social studies help students develop civic competency and comprehension of the world, preparing them to be productive and responsible citizens. It also helps students become more alert and aware of community issues and challenges, empowering them to take the necessary steps toward a better and more inclusive society.

Academic Performance

Academic performance is one of the measures of student achievement that quantifies the capability of the learner to do the activities or tasks as requirements for the fulfillment of a certain degree or course (Atienza, et al., 2017).

Pablo and Lasaten (2018) suggest that a crucial factor in achieving academic success for SHS students is the possession of proficient and holistic academic writing abilities. As a result, the SHS core curriculum provides multiple courses focused on enhancing language and communication abilities, particularly academic writing. Agesty and Eryansyah (2021), they emphasized that attitude toward writing is a critical factor that strongly correlates with students' writing abilities. Attitude has the power to influence behavior, particularly in the process of gaining writing skills. Khadawardi (2022) found that attitudes about writing were mildly to moderately positive. The participants expressed that their career development depends on their ability to write. This demonstrates that students understand the significance of acquiring language, particularly in terms of their writing abilities.

III. Conceptual Framework

The conceptual framework is presented in Figure 1. Part I. The independent variable which is the perception of the subject Readings in Philippine History which consists five (5) indicators namely: pedagogical approaches, learning resources, student's perception on overall appreciation of the subject, development of transferable skills such as critical thinking, analytical skills, and historical analysis and academic interest with fifty (50) items respectively; Part II. The dependent variable is the students' academic performance.

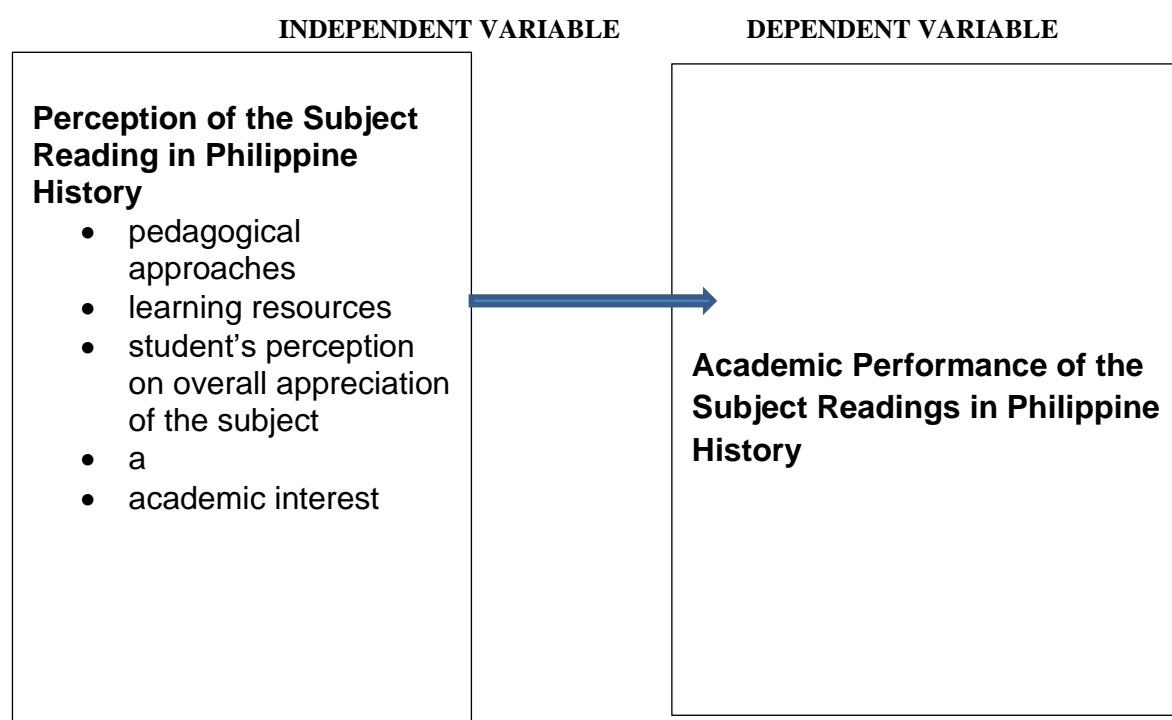


Figure 1: the framework reflects a correlation between perception of the subject Readings in Philippine History and students' academic performance. The study intends to examine the influence of between perception of the subject Readings in Philippine History and students' academic performance.

IV. Statement of the Problem

This study aimed to determine the students' perception of the subject Readings in Philippine History and how it affects students academic performance of college students in Jose Rizal Memorial State University - Tampilisan Campus during the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of the subject Readings in Philippine history in terms of:
 - 2.1 pedagogical approaches;

- 2.2 learning resources;
 - 2.3 students' perception on overall appreciation of the subject;
 - 2.4 development of transferable skills such as critical thinking, analytical skills, and historical analysis; and
 - 2.5 academic interest and career choices?
2. What is the respondents' level of academic performance?
3. Is there a significant relationship between the respondents' perception of the subject Readings in Philippine History and academic performance?

V. Research Methodology

The study utilized survey and descriptive-correlational research methods. The researchers utilized the survey method to collect data on the perception of the subject, Readings in Philippine History through a questionnaire. A survey is a research method described by Check & Schutt (2012) as cited by Bongcawel and Naparota, as a collection of information from a sample of individuals through their responses to questions. Campbell and Stanley (1968) define correlational research as the systematic investigation of relationships among two or more variables, conducted without any experimental manipulation of those variables. Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship among the perception of Reading in Philippine History and academic performance, without the influence of extraneous variables.

The researcher secured permission and clearance from the Dean of the graduate school and the Ethics Committee of Andres Bonifacio College. The researcher also distributed an informed consent form to the individual respondents along with the research questionnaires. Confidentiality was ensured and the respondents' identities were protected. Designated teachers' representatives assisted in this process. After taking ethical factors into account, it was decided that an ethical assessment was not required because there were no delicate human issues.

The following ranges of values with their descriptive interpretation will be used:

Perception of Reading in Philippine History

| Scale | Range of Values | Description | Interpretation |
|-------|-----------------|-------------------|---------------------|
| 5 | 4.21-5.00 | Strongly agree | Full Extent |
| 4 | 3.41-4.20 | Agree | Great Extent |
| 3 | 2.61-3.40 | Somewhat Agree | Considerable Extent |
| 2 | 1.81-2.60 | Disagree | Some Extent |
| 1 | 1.00-1.80 | Strongly Disagree | Lesser Extent |

To describe the performance of the respondents, the researcher used the following descriptors, and grading scale.

Students' Academic Performance

| Scale | Description | Grading Scale |
|-------|-------------|---------------|
| 5 | Excellent | 1.0 |
| 4 | Very Good | 1.1 – 1.5 |
| 3 | Good | 1.6 – 2.5 |
| 2 | Fair | 2.6 – 3.0 |
| 1 | Failed | 3.1 – 5.0 |

Data presentation and analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of the subject Readings in Philippine history in terms of:

- 2.1 pedagogical approaches;
- 2.2 learning resources;
- 2.3 students' perception on overall appreciation of the subject;
- 2.4 development of transferable skills such as critical thinking, analytical skills, and historical analysis; and
- 2.5 academic interest and career choices?

Table 1. Perceived Level of the Subject Readings in Philippine History in Terms of Pedagogical Approaches

| A. Pedagogical Approaches | AWV | SD | Description | Interpretation |
|---|-------------|-------------|-----------------------|-----------------------|
| 1. I find traditional lecture-based approaches effective in enhancing my understanding of Philippine history. | 4.15 | 0.74 | Agree | Great Extent |
| 2. I believe interactive discussions contribute positively to my appreciation for Philippine history. | 4.34 | 0.68 | Strongly Agree | Full Extent |
| 3. I feel multimedia presentations help me grasp historical concepts more easily | 4.25 | 0.72 | Strongly Agree | Full Extent |
| 4. I find experiential learning activities engaging and beneficial in fostering my appreciation for Philippine history | 4.18 | 0.68 | Agree | Great Extent |
| 5. I believe a combination of traditional lectures and interactive discussions is effective in comprehending the nuances of Philippine history. | 4.35 | 0.69 | Strongly Agree | Full Extent |
| 6. I perceive multimedia presentations as a valuable tool for making historical content more accessible and interesting. | 4.32 | 0.73 | Strongly Agree | Full Extent |
| 7. I think experiential learning enhances my retention of historical information. | 4.16 | 0.71 | Agree | Great Extent |
| 8. I find that a variety of pedagogical methods positively impacts my overall interest in studying Philippine history | 4.14 | 0.83 | Agree | Great Extent |
| 9. I prefer pedagogical approaches that encourage active participation and critical thinking in understanding historical events. | 4.05 | 0.76 | Agree | Great Extent |
| 10. I believe the effectiveness of pedagogical approaches significantly influences my appreciation for the importance of Philippine history | 4.28 | 0.73 | Strongly Agree | Full Extent |
| Overall | 4.22 | 0.59 | Strongly Agree | Full Extent |

Portrayed in Table 1 is the perceived level of the subject Readings in Philippine History in terms of pedagogical approaches. The data claims that the respondents strongly agree that they believe interactive discussions contribute positively to their appreciation for Philippine history, feel that multimedia presentations help them grasp historical concepts more easily, believe that a combination of traditional lectures and interactive discussions is effective in comprehending the nuances of Philippine history, perceive multimedia presentations as

a valuable tool for making historical content more accessible and interesting, and believe the effectiveness of pedagogical approaches significantly influences their appreciation for the importance of Philippine history. The respondents also agree that they find traditional lecture-based approaches effective in enhancing their understanding of Philippine history, find experiential learning activities engaging and beneficial in fostering their appreciation for Philippine history, think that experiential learning enhances their retention of historical information, find that a variety of pedagogical methods positively impacts their overall interest in studying Philippine history, and prefer pedagogical approaches that encourage active participation and critical thinking in understanding historical events. Overall, the respondents strongly agree that the level of perception of the subject Readings in Philippine History in terms of pedagogical approaches is at its full extent. The current finding contradicts Alvero (2024) study, which indicated that all students demonstrate a great extent levels of readings in philippine history in terms of pedagogical approaches. It also suggests that educators should continue to utilize a range of strategies, including interactive and multimedia methods, to enhance student engagement and comprehension in history courses. Additionally, it suggests that teachers keep using a variety of techniques, such as interactive and multimedia approaches, to improve history students' interest and understanding.

Table 2. Perceived Level of the Subject Readings in Philippine History in Terms of Learning Resources

| B. Learning Resource | AWV | SD | Description | Interpretation |
|--|------------|-----------|--------------------|-----------------------|
| 1. I find movies/films to be an effective supplement for understanding complex historical events in Philippine history. | 4.31 | 0.76 | Strongly Agree | Full Extent |
| 2. I believe the inclusion of historical artifacts enhances my connection to the past and deepens my appreciation for Philippine history. | 4.23 | 0.76 | Strongly Agree | Full Extent |
| 3. I perceive guest lectures as valuable in providing additional perspectives and insights into Philippine historical topics. | 3.83 | 0.95 | Agree | Great Extent |
| 4. I think supplementary resources, such as documentaries, contribute positively to my overall understanding of Philippine history. | 4.27 | 0.74 | Strongly Agree | Full Extent |
| 5. I feel that the integration of diverse materials enriches my learning experience in studying Philippine history. | 4.14 | 0.72 | Agree | Great Extent |
| 6. I consider historical artifacts to be important in making historical periods more tangible and relatable. | 4.34 | 0.72 | Strongly Agree | Full Extent |
| 7. I believe guest lectures contribute to a more dynamic and interactive learning environment in the study of Philippine history. | 3.86 | 0.96 | Agree | Great Extent |
| 8. I find that the use of documentaries helps in presenting historical content in a visually engaging manner. | 4.39 | 0.69 | Strongly Agree | Full Extent |
| 9. I think the availability of various learning resources positively impacts my motivation to explore different aspects of Philippine history. | 4.25 | 0.73 | Strongly Agree | Full Extent |

| | | | | |
|---|-------------|-------------|----------------|---------------------|
| 10. I appreciate the inclusion of diverse materials as it provides a more holistic understanding of the cultural, social, and political dimensions of Philippine history. | 4.39 | 0.72 | Strongly Agree | Full Extent |
| Overall | 4.20 | 0.56 | Agree | Great Extent |

Table 2 displays the perceived level of the Subject Readings in Philippine History in terms of learning resources. As can be seen in the table, the respondents strongly agree that they find movies/films to be an effective supplement for understanding complex historical events in Philippine history, believe the inclusion of historical artifacts enhances their connection to the past and deepens their appreciation for Philippine history, they think that supplementary resources, such as documentaries, contribute positively to their overall understanding of Philippine history, consider historical artifacts to be important in making historical periods more tangible and relatable, find that the use of documentaries helps in presenting historical content in a visually engaging manner, think that the availability of various learning resources positively impacts their motivation to explore different aspects of Philippine history, and appreciate the inclusion of diverse materials as it provides a more holistic understanding of the cultural, social, and political dimensions of Philippine history. Altogether, the respondents agree that the level of readings in Philippine History in terms of learning resources is of great extent. The current finding contradicts (Alvero, 2024) study, which indicated that all students demonstrate great extent levels of readings in Philippine history in terms of learning resources. It also suggests that educators should persist in integrating varied materials to augment students' comprehension and appreciation of historical knowledge.

Table 3. Perceived Level of the Subject Readings in Philippine History in Terms of Students' Perception of Overall Appreciation of the Subject

| C. Student's Perception on Overall Appreciation of the Subject. | AWV | SD | Description | Interpretation |
|--|------------|-----------|--------------------|-----------------------|
| 1. I perceive "Readings in Philippine History" as relevant to my overall education. | 4.24 | 0.80 | Strongly Agree | Full Extent |
| 2. I believe studying Philippine history contributes to my personal development. | 4.20 | 0.79 | Agree | Great Extent |
| 3. I find the subject matter of "Readings in Philippine History" interesting and engaging. | 4.22 | 1.22 | Strongly Agree | Full Extent |
| 4. I see the value of understanding Philippine history in shaping my perspective on current societal issues. | 4.23 | 0.76 | Strongly Agree | Full Extent |
| 5. I consider "Readings in Philippine History" as an essential component of a well-rounded education. | 4.09 | 0.72 | Agree | Great Extent |
| 6. I feel that studying Philippine history enhances my cultural awareness and national identity. | 4.45 | 0.72 | Strongly Agree | Full Extent |
| 7. I appreciate the role of "Readings in Philippine History" in fostering critical thinking skills. | 4.19 | 0.75 | Agree | Great Extent |
| 8. I view the subject as important for understanding the historical context of the Philippines. | 4.34 | 0.72 | Strongly Agree | Full Extent |

| | | | | |
|---|-------------|-------------|-----------------------|--------------------|
| 9. I believe "Readings in Philippine History" positively influences my attitudes towards learning in general. | 4.07 | 0.82 | Agree | Great Extent |
| 10. I perceive the subject as valuable in promoting a sense of responsibility toward preserving and appreciating Philippine heritage. | 4.24 | 0.77 | Strongly Agree | Full Extent |
| Overall | 4.23 | 0.65 | Strongly Agree | Full Extent |

Reflected in Table 3 is the perceived level of the subject Readings in Philippine History in terms of students' perception of overall appreciation of the subject. As can be noted in the table, the respondents strongly agree that they perceive "Readings in Philippine History" as relevant to their overall education, find the subject matter of "Readings in Philippine History" interesting and engaging, see the value of understanding Philippine history in shaping their perspective on current societal issues, feel that studying Philippine history enhances their cultural awareness and national identity, view the subject as important for understanding the historical context of the Philippines, and perceive the subject as valuable in promoting a sense of responsibility towards preserving and appreciating Philippine heritage. The respondents also agree that they believe studying Philippine history contributes to their personal development, consider "Readings in Philippine History" as an essential component of a well-rounded education, appreciate the role of "Readings in Philippine History" in fostering critical thinking skills, and believe "Readings in Philippine History" positively influences their attitudes towards learning in general. As a whole, the respondents strongly agree that the level of perception of the subject Reading in Philippine History is at its full extent. The current finding contradicts (Alvero, 2024) study, which indicated that all students demonstrate great extent levels in perceptions and attitudes toward the course RPH' impact their overall appreciation of Philippine history. It was also asserted that education is essential for the execution of cultural and historic conservation strategies, underscoring the course's significance in fostering a sense of national identity and accountability.

Table 4. Perceived Level of the Subject Readings in Philippine History in Terms of the Development of Transferable Skills (Critical Thinking, Analytical Skills, and Historical Analysis)

| D. Development of Transferable Skills such as Critical Thinking, Analytical Skills, and Historical Analysis | AWV | SD | Description | Interpretation |
|---|------------|-----------|--------------------|-----------------------|
| 1. I believe the critical thinking skills developed in the "Readings in Philippine History" course apply to understanding historical content outside of the classroom | 4.16 | 0.73 | Agree | Great Extent |
| 2. I perceive that the research skills gained in the course contribute to my ability to explore and analyze Philippine history independently | 4.00 | 0.76 | Agree | Great Extent |
| 3. I think the communication skills acquired in "Readings in Philippine History" enhance my ability to articulate historical knowledge to others. | 4.08 | 0.79 | Agree | Great Extent |
| 4. I find that the course has positively influenced my ability to connect historical events with contemporary issues. | 4.06 | 0.80 | Agree | Great Extent |
| 5. I believe the skills developed in the course are valuable in evaluating historical sources and information critically. | 4.09 | 0.71 | Agree | Great Extent |

| | | | | |
|---|-------------|-------------|--------------|---------------------|
| 6. I think the research skills acquired in the course enable me to delve deeper into specific topics within Philippine history. | 4.06 | 0.72 | Agree | Great Extent |
| 7. I perceive that the critical thinking skills gained from the course contribute to my overall academic success. | 4.02 | 0.80 | Agree | Great Extent |
| 8. I feel that the communication skills acquired in "Readings in Philippine History" positively impact my engagement with historical discussions in various settings. | 4.14 | 0.79 | Agree | Great Extent |
| 9. I believe the skills developed in the course have lasting effects on my ability to appreciate the complexity of Philippine historical events. | 4.10 | 0.72 | Agree | Great Extent |
| 10. I think the course has equipped me with skills that are transferable to other academic disciplines and real-world situations. | 4.11 | 0.77 | Agree | Great Extent |
| Overall | 4.08 | 0.62 | Agree | Great Extent |

Table 4 discloses the perceived level of the subject Readings in Philippine History in terms of the development of transferable skills such as critical thinking, analytical skills, and historical analysis. The result asserts that the respondents agree that they believe that the critical thinking skills developed in the "Readings in Philippine History" course are applicable to understanding historical content outside of the classroom, perceive that the research skills gained in the course contribute to their ability to explore and analyze Philippine history independently, think that the communication skills acquired in "Readings in Philippine History" enhance their ability to articulate historical knowledge to others, find that the course has positively influenced their ability to connect historical events with contemporary issues, believe that the skills developed in the course are valuable in evaluating historical sources and information critically, think that the research skills acquired in the course enable them to delve deeper into specific topics within Philippine history, perceive that the critical thinking skills gained from the course contribute to their overall academic success, feel that the communication skills acquired in "Readings in Philippine History" positively impact their engagement with historical discussions in various settings, believe that the skills developed in the course have lasting effects on their ability to appreciate the complexity of Philippine historical events, and think that the course has equipped them with skills that are transferable to other academic disciplines and real-world situations. In general, the respondents agree that the level of readings in Philippine History is of great extent. The current finding is supported by (Alvero, 2024) study, which indicated that all students demonstrate great extent levels of readings in Philippine history in terms of the development of transferable skills (critical thinking, analytical skills, and historical analysis). Further highlighted that interactive pedagogical approaches are essential for improving communication and reflective thinking skills, which are vital for students' success in the modern era.

Table 5. Perceived Level of the Subject Readings in Philippine History in Terms of Academic Interests and Career Choices in Fostering Appreciation for Philippine History

| E. Academic interests and career choices in fostering appreciation for Philippine history. | AWV | SD | Description | Interpretation |
|--|------------|-----------|--------------------|-----------------------|
| 1. I believe that "Readings in Philippine History" has influenced my interest in pursuing further studies related to Philippine history, culture, or heritage. | 3.97 | 0.93 | Agree | Great Extent |

| | | | | |
|--|-------------|-------------|--------------|---------------------|
| 2. I perceive that the course has played a role in shaping my academic focus towards subjects related to Philippine history. | 3.98 | 0.82 | Agree | Great Extent |
| 3. I feel that "Readings in Philippine History" has influenced my career choices, steering me towards professions connected to Philippine history, culture, or heritage. | 3.73 | 0.90 | Agree | Great Extent |
| 4. I believe that the course has positively impacted my awareness of career opportunities in fields related to Philippine history. | 3.94 | 0.85 | Agree | Great Extent |
| 5. I perceive that the knowledge gained in the course has influenced my consideration of careers that involve preserving and promoting Philippine heritage. | 3.95 | 0.79 | Agree | Great Extent |
| 6. I feel that "Readings in Philippine History" has contributed to my understanding of the potential impact I can have in fields related to Philippine history. | 4.06 | 0.81 | Agree | Great Extent |
| 7. I believe the course has increased my likelihood of participating in academic or professional activities related to Philippine history | 3.82 | 0.86 | Agree | Great Extent |
| 8. I perceive that the course has influenced my decision to engage in extracurricular activities that promote awareness of Philippine history and culture. | 3.85 | 0.85 | Agree | Great Extent |
| 9. I feel that the course has positively impacted my commitment to contributing to the preservation and promotion of Philippine heritage. | 4.05 | 0.78 | Agree | Great Extent |
| 10. I believe that "Readings in Philippine History" has provided me with a foundation for considering advanced studies or careers that involve a deep understanding of Philippine history. | 4.06 | 0.83 | Agree | Great Extent |
| Overall | 3.94 | 0.76 | Agree | Great Extent |

Table 5 exhibits the perceived level of the subject Readings in Philippine History in terms of academic interests and career choices in fostering appreciation for Philippine history. The data attests that the respondents agree that they believe that "Readings in Philippine History" has influenced their interest in pursuing further studies related to Philippine history, culture, or heritage, perceive that the course has played a role in shaping their academic focus towards subjects related to Philippine history, feel that "Readings in Philippine History" has influenced their career choices, steering them towards professions connected to Philippine history, culture, or heritage, believe that the course has positively impacted their awareness of career opportunities in fields related to Philippine history, perceive that the knowledge gained in the course has influenced their consideration of careers that involve preserving and promoting Philippine heritage, feel that "Readings in Philippine History" has contributed to their understanding of the potential impact they can have in fields related to Philippine history, believe the course has increased their likelihood of participating in academic or professional activities related to Philippine history, perceive that the course has influenced their decision to engage in extracurricular activities that promote awareness of Philippine history and culture, feel that the course has positively impacted their commitment to contributing to

the preservation and promotion of Philippine heritage, and believe that "Readings in Philippine History" has provided them with a foundation for considering advanced studies or careers that involve a deep understanding of Philippine history. Overall, the respondents agree that the level of Readings in Philippine History in terms of academic interests and career choices in fostering appreciation for Philippine history is of great extent. The current finding is supported by alvero (2024) study, which indicated that all students demonstrate great extent levels of readings in Philippine history in terms of academic interests and career choices in fostering appreciation for Philippine history.

Table 6. Summary of the Perceived Level of the Subject Readings in Philippine History

| Readings in Philippine History | AWV | SD | Description | Interpretation |
|---|-------------|-------------|----------------|---------------------|
| A. Pedagogical Approaches | 4.22 | 0.59 | Strongly Agree | Full Extent |
| B. Learning Resource | 4.20 | 0.56 | Agree | Great Extent |
| C. Student's Perception on Overall Appreciation of the Subject. | 4.23 | 0.65 | Strongly Agree | Full Extent |
| D. Development of Transferable Skills such as Critical Thinking, Analytical Skills, and Historical Analysis | 4.08 | 0.62 | Agree | Great Extent |
| E. Academic interests and career choices in fostering appreciation for Philippine history | 3.94 | 0.76 | Agree | Great Extent |
| Overall | 4.13 | 0.63 | Agree | Great Extent |

Table 6 summarizes the perceived level of the subject Readings in Philippine History. Results show that pedagogical approaches and students' perception of overall appreciation of the subject are at full extent. While learning resources, development of transferable skills such as critical thinking, analytical skills, and historical analysis, and academic interests and career choices in fostering appreciation for Philippine history are of great extent. Altogether, readings in Philippine history are of great extent. This finding signifies that the students of JRMSU - Tampilisan Campus perceive Readings in Philippine History to a full extent. The current finding is supported by (alvero, 2024) study, which indicated that all students demonstrate great extent levels of of readings in Philippine history.

2. What is the respondents' level of academic performance?

Table 7. Level of Students' Academic Performance

| Range of Values | Description | Frequency | Percent | AWV | Description |
|-----------------|-------------|------------|--------------|------|-------------|
| 3.1-5.0 | Failure | 2 | 0.50 | 1.82 | Good |
| 2.6-3.0 | Fair | 25 | 6.25 | | |
| 1.5-2.5 | Good | 249 | 62.25 | | |
| 1.1-1.4 | Very Good | 117 | 29.25 | | |
| 1.0 | Outstanding | 7 | 1.75 | | |
| Total | | 400 | 100.0 | | |

Table 7 illustrates the level of students' academic performance. The data reveals that a majority (62.25%) of the respondents obtained good grades, 29.25% very good, 6.25% fair, 1.75% outstanding, and 0.50% failed. This finding entails that the overall academic performance of the respondents is good. The present finding is supported by Montillana (2025) study, whose study aggregate that students' academic performance was rated as "Good".

3. Is there a significant relationship between the respondents' perception of the subject Readings in Philippine History and academic performance?

Table 8. Test of Relationship between the Levels of Perception of the Subject Readings in Philippine History and Students' Academic Performance

| Variables | rho-value | p-value | Interpretation |
|--|-----------|---------|---|
| Reading in Philippine History vs. Students' Academic Performance | 0.048 | 0.343 | Negligible/Slight Positive Correlation Not Significant |

Table 14 reveals the test of the relationship between the levels of perception of the subject Readings in Philippine History and students' academic performance. Employing the Spearman Rank-Order Correlation Coefficient (Spearman rho) at 0.05 level of significance, the result affirms that there is no significant relationship between the levels of perception of the subject Readings in Philippine History and students' academic performance. Thus, the null hypothesis is not rejected. This finding entails that the perception of the subject Readings in Philippine History has no significant effect on the student's academic performance. This finding further entails that students' academic performance is not significantly affected by the perception of the subject Readings in Philippine history. The current finding agrees with the study of (Bagcat, 2025) which indicated there that was no significant relationship between respondents' reading proficiency and their academic performance.

VI. Discussion

This study acknowledged the great man theory since this theory serves as the conceptual underpinning for this investigation on how perception of the subject Readings in Philippine History characteristics related to students' academic performance. This means that perception of the subject Readings in Philippine History results from a student's comparison of the actual performance of the students with predefined standards of academic performance. However, the perception of the subject Readings in Philippine History has no significant effect on the student's academic performance. It means that there was no significant relationship between respondents' reading in Philippine history and their academic performance. Additionally, it was found that there was a negligible/slight positive correlation. The findings indicate that college students who is not effectively employed pedagogical approaches in their Reading Philippine History classroom achieved low levels of academic performance, categorized as good.

VII. Conclusion

The study's findings indicate that reading in Philippine History represent a variety of approaches that college students in the Jose Rizal Memorial State University can utilize when interacting with subject. Pedagogical approaches are the process of reflecting on one's own thinking, is not acknowledged by college students as a crucial basis for reading in Philippine History that boost comprehension and enhance academic performance. To achieve outstanding academic performance, it is essential for students to consistently self-monitor their thoughts, which in turn improves their understanding and academic performance in Reading in Philippine History. Furthermore, college students who did not adeptly utilized pedagogical approaches within their History classes demonstrate low level academic performance, classified as good, fair, or failure.

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