



## FUNCTIONAL UTILIZATION OF PEDAGOGICAL APPROACHES FOR READINGS IN PHILIPPINE HISTORY

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### ABSTRACT:

This research determined the functional utilization of the pedagogical approaches in relation to the Academic Performance of First-Year college students For Readings in Philippine History at the University of Southern Philippines Foundation during the first semester of the Academic Year 2023- 2024, as a basis for Enhanced Teaching-Learning Activities. A total of 5 instructors and 80 college students participated in the survey. Teachers' ages fall into two groups: 51 years old and above and 25 years old and below. Genders show 2 males and 3 females married teachers than single teachers. Teachers with master's units are higher than those with doctor's degrees. Teachers handled more in major subjects. Relevant Seminars and training attended by the teachers were both in the private and government sectors, and they had enough number of training sessions. First-year students ranged in an Average mean age of 18 or 19 years old, with a higher number of female students. The Average household income of the family is 18094.94. The competence of causes of revolution had a category of Near Mastery, while the Rise of Filipino Nationalism shows a category of Near Mastery. For the Issues and concerns, the overall findings emphasize the necessity of targeted interventions to address these neutral areas, particularly focusing on enhancing motivation, health, attendance, and parental involvement, while ensuring that expectations from school heads align with the practical realities of teaching.

### KEYWORDS:

ADMINISTRATION AND SUPERVISION, FUNCTIONAL UTILIZATION OF PEDAGOGICAL APPROACHES IN PHILIPPINE HISTORY, DESCRIPTIVE-QUANTITATIVE RESEARCH METHOD, CEBU, PHILIPPINES.

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### INTRODUCTION

The Philippine education system has evolved significantly, shaped by its history and culture, with the K-12 program introduced in 2012 comprising kindergarten, six years of primary education, four years of junior high, and two years of senior high. While public schools serve most students, private institutions also play a key role. Globally, digital learning has transformed education by providing online platforms, virtual classrooms, and digital materials that make learning more accessible, interactive, and personalized. In the Philippines, the course "Readings in Philippine History" aims to develop historical awareness, critical thinking, and cultural appreciation, but faces

challenges such as varying student interest, limited resources, and the need for improved teaching methods. Recent research highlights the benefits of active learning and using primary sources to engage students better. This study focuses on how digital learning tools affect the teaching of this course and the academic performance of first-year college students at the University of Southern Philippines Foundation, exploring how pedagogical approaches and digital resources influence learning outcomes while addressing challenges like resource constraints and diverse student needs. The goal is to enhance the curriculum and improve history education in

higher education institutions.

## OBJECTIVES

This study aimed to examine how different teaching methods affect the academic performance of first-year college students in the course Readings in Philippine History at the University of Southern Philippines Foundation during the first semester of the 2023-2024 academic year. The results were used to create an improved teaching plan. The study focused on several

### OBJECTIVES:

1. To gather basic information about the teachers, such as their age, gender, marital status, highest education, specialization, trainings attended, number of students, and performance ratings, as well as details about the students, including their age, gender, and household income.
2. To examine how teachers use different teaching approaches—integrative, inquiry-based, and collaborative—as perceived by the teachers themselves.
3. To assess students' academic performance on the topic of the Philippine Revolution, particularly the causes of the revolution and the rise of Filipino nationalism.
4. To test whether there is a significant link between teachers' competence in using these teaching methods and students' academic performance. Fifth, it identified challenges teachers face in applying these teaching strategies.
5. To develop a Pedagogical-Based Learning Plan to improve teaching and learning based on the study's findings.

## III. METHODOLOGY

This study used a descriptive-correlational research design to investigate the connection between teaching methods and student academic performance in Readings in Philippine History. The descriptive part focused on detailing the profiles of both teachers and students, along with assessing the teachers' proficiency in applying integrative, inquiry-based, and collaborative teaching strategies. The correlational part examined whether there is a significant relationship between the degree of use of these teaching approaches and the students' academic performance on topics related to the Philippine Revolution.

### PRESENTATION OF DATA AND ANALYSIS

The teacher respondents consist of a diverse group, including both experienced educators and those early in their careers. Most are married and hold advanced qualifications, such as doctorates and master's degree units. Their backgrounds cover a range of fields, including General Education, Mathematics, Political Science, English, and Literature, which supports the use of integrated methods in teaching history. However, there is some

variation in their involvement in professional development. Teachers also handle different class sizes, which affects how they teach and their ability to give individual attention. On the other hand, the student respondents are mostly young adolescents, with a smaller number of young adults, and the majority are female. They come from varied socio-economic backgrounds, primarily from low to lower-middle income families, reflecting the economic challenges that influence their learning. These demographic details underscore the need for flexible, inclusive, and resource-aware teaching strategies that build on teacher expertise while considering students' developmental stages and economic conditions, aiming to provide more engaging and fair learning experiences in Philippine History education.

## A. ISSUES AND CHALLENGES IN THE TEACHING AND LEARNING PROCESS FOR PHILIPPINE HISTORY

### LACK OF PARENTAL SUPPORT FOR STUDENTS

Parental support plays a vital role in a student's success, but its absence presents a major challenge in teaching Philippine History. Many parents do not keep track of their children's academic progress, engage in school activities, or help reinforce learning at home, often due to work commitments, limited education, or the belief that education is solely the school's responsibility. This lack of involvement particularly impacts History students, as the subject requires additional reading, research, and discussion outside of class time. Without encouragement from parents, students may lose interest in historical topics and see the subject as unimportant. To address this, schools need to improve communication with families and offer guidance on how parents can support their children's learning at home despite their constraints.

### DIFFICULTY IN MANAGING A VARIETY OF LEARNING NEEDS

Teachers view managing diverse learning needs as a challenge when teaching Philippine History. While they recognize the difficulty of addressing different student abilities in the classroom, they do not see it as a major problem. Teaching this subject requires accommodating students with varying levels of reading comprehension, critical thinking skills, background knowledge, and learning styles. Educators must support struggling students who need basic help while also challenging advanced learners who want more in-depth historical analysis. The moderate concern suggests that teachers have adopted some strategies to handle this diversity, such as using different teaching materials, grouping students, and offering varied activities, although there is still room to improve. This highlights the need for ongoing professional development in differentiated instruction to better prepare teachers to create inclusive classrooms where all students can actively engage with Philippine History.

## LACK OF STUDENT MOTIVATION

Student motivation is crucial for effective learning, and its absence is seen by teachers as a moderate challenge in teaching Philippine History. When students are unmotivated, they tend to disengage, participate less, and put in minimal effort, often perceiving history as unrelated to their current lives. This moderate concern indicates that although teachers use methods like linking historical events to modern-day issues and incorporating multimedia tools, motivation remains a problem due to distractions like digital entertainment and traditional, passive teaching styles. To overcome this, innovative strategies are needed to make history more engaging through interactive activities, the use of technology, and connecting lessons to students' local communities and personal experiences, helping them see how history influences their present and future.

## DISCIPLINE CHALLENGES IN THE CLASSROOM

The issue of student discipline is viewed with a neutral level of concern by teachers. While some discipline problems occur, they are not seen as highly disruptive or severe in the teaching environment. Teachers face occasional challenges in maintaining order and keeping students focused during lessons, but these difficulties are generally manageable and do not significantly affect the learning process. This suggests the need for ongoing efforts to improve classroom management and maintain a positive, productive atmosphere for learning.

## B. ADAPTIVE STRATEGY TO ENHANCE READING MASTERY IN PHILIPPINES

This adaptive reading strategy is incorporated into a 21st-century self-learning module for Readings in Philippine, designed to close the gap between teachers' perceived instructional effectiveness and students' actual near-mastery performance by empowering learners to flexibly decide what, how, when, and where to learn through a flexible four-step learning cycle tailored to individual needs. The strategy begins with the Connect phase, featuring a diagnostic choice board that allows students to engage with topics through visual, auditory, textual, or interactive entry points based on their preferences, thereby enhancing classroom engagement through personalized activation of prior knowledge. In the Discover phase, tiered content pathways—Foundation, Core, and Enrichment—adjust to students' readiness levels by providing varying levels of support and challenge, ensuring optimal use of teaching and learning time as struggling learners receive scaffolded instruction while advanced students explore topics more deeply. The Demonstrate phase offers various options for synthesis activities, enabling students to show their understanding through writing, visual creation, oral recording, or digital presentation, which builds confidence in both learners and teachers in achieving historically significant competencies. During the Apply phase, an "Apply It!" choice menu connects historical concepts to contemporary issues through connector, creator, or problem-solver tasks,

reinforcing the subject's relevance in the modern world. Finally, the Evaluate phase incorporates mastery-based formative assessments that guide students toward suitable learning paths, combined with summative assessments allowing choice in demonstrating core knowledge. Together, these steps address the discrepancy between instructional perception and actual student performance while fulfilling the module's objective of equipping graduates with the knowledge, skills, and attitudes necessary for success today.

## CONCLUSION

Based on the noteworthy findings of this study, it can be inferred that the implementation of pedagogical approaches in teaching within the College of Readings in Philippine History plays a pivotal role in advancing student learning and engagement. The continued integration of 21st-century skills into instructional practices is evident, highlighting the institution's commitment to equipping students with essential competencies such as critical thinking, problem-solving, and independent learning. The faculty's influence is particularly significant, as their teaching methods and interactions greatly impact students' understanding and performance in the subject of Readings in Philippine History, especially within the broader context of general Philippine History. However, the study also reveals specific areas of concern that require focused attention to ensure a more effective and comprehensive implementation of the Philippine History curriculum in the academic environment under review. These areas may include the need for enhanced instructional resources, alignment of teaching strategies with learning outcomes, and ongoing professional development for educators to better support diverse learner needs. Regarding the academic performance of the students, the results indicate a Near Mastery level of competence on the topic of the Causes of the Revolution and the rise of Filipino motivation, suggesting that while students have a solid foundational understanding, further instructional reinforcement is necessary to achieve full mastery. Addressing these challenges and building upon current strengths will be crucial in fostering deeper historical knowledge and critical appreciation among students. In conclusion, the findings underscore the vital role of effective pedagogy and faculty engagement in promoting meaningful student learning in Philippine History, and they point to the importance of continuous improvement efforts to enhance both teaching quality and academic outcomes. Through such measures, the College can better fulfill its mission to prepare students with the knowledge, skills, and attitudes essential for success in the 21st century and beyond.

## RECOMMENDATION

Based on the findings of this study, it is highly recommended that the institution develops and implement Pedagogical-Based Learning Activities specifically designed to support the teaching and learning of Philippine History. Such activities should be thoughtfully

crafted by researchers and educators to align with the principles of outcomes-based education, ensuring that instructional practices are both effective and targeted toward achieving clearly defined competencies. By integrating these tailored learning activities, the institution can enhance faculty capacity, address identified areas of concern, and provide students with engaging, differentiated opportunities to deepen their understanding of key historical concepts, such as the Causes of the Revolution and the rise of Filipino motivation. This approach will not only maximize the benefits of outcomes-based education but also foster greater student mastery, critical thinking, and motivation, ultimately contributing to improved academic performance and a more meaningful learning experience in the College of Readings in Philippine History.

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