

STUDENTS' LEARNING STYLES AND ACADEMIC PERFORMANCE IN READINGS IN PHILIPPINE HISTORY: BASIS FOR A PROPOSED COURSE SYLLABUS ENHANCEMENT

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ABSTRACT

Teaching Readings in Philippine History, one of the General Education subjects in college, is a big challenge due to the abstract nature of the subject. The study aimed to identify the student learning styles in Readings in Philippine History; to determine if there were significant differences between the student learning style and academic performance as a basis for a proposed syllabus enhancement. The study used the descriptive survey method to gather valuable data that illustrate the quantitative analysis of the Students' Learning Styles and Academic Performance in Readings in Philippine History among 242 students from different majors in the College of Education Rizal Technological University Pasig. Proportionate Stratified Random Sampling with Simple Random Sampling used in the study. A modified standardized closed-ended survey questionnaire was used in the study and designed specifically to gather the data. The study revealed that visual ranked first as the student learning style in the Philippine History course readings in both second and third-year levels. Very good and Good are the result of the student's academic performance in Readings in Philippine History. There were no significant differences between the student learning style and academic performance of the second and third-year level students from the College of Education at Rizal Technological University Pasig Campus. Teaching Readings in the Philippine History course must use different strategies and techniques addressing the student learning style. The teaching strategies of the instructors must maintain, and it needs improvement. It is also a must use a variety of instructional materials for the students. The proposed syllabus for the Readings in Philippine History could provide a basis for teaching the course Readings in Philippine History.

Keywords: Readings in Philippine History, Learning Styles, Academic Performance