

# Correlates of Filipino Students' Perspectives on *Filipinizing* the Philippine History Curriculum, Language Preference and Demographics

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## Abstract

This descriptive-correlational research involved randomly selected 367 college students at the National University. The impetus for the study is the exclusion of Filipino language subjects in the tertiary levels on the onset of K-12 program. According to the results of the study, using Filipino language as a medium of instruction enhanced the Philippine history curriculum. To ascertain the relationships among variables such as student perspectives on *Filipinizing* the Philippine history curriculum, language preference and demographics, bivariate and multivariate analyses were used. Bivariate analyses revealed that, there is a relationship among the age ( $7E-150 < \alpha$ ), year level ( $7.7E-172 < \alpha$ ), gender ( $1.6E < \alpha$ ) of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum. There is a relationship ( $1.2E-159 < \alpha$ ) between the language used by the respondents at home/residence and their perspectives. There is a relationship ( $2.56E-20 < \alpha$ ) between the respondents' perspectives and their preferred language for the course. Furthermore, there is a relationship ( $1.29E-40 < \alpha$ ) between the language used by the respondents at home and their preferred language for the course as shown in the 58.41% of the observed variances on the respondents' preferred language for the course which is attributable to the language they use at home, with the other 41.59% possibly affected by other factors.

## Keywords:

indigenization, language policy, curriculum, instruction, language preservation

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## 1. Introduction

The term *Filipinizing* the curriculum means utilizing Filipino language in informative conveyance through course or subject. Most of Filipino understudies are bilingual; Filipino is the public language while English and Filipino are the authority dialects. For quite a long time, sociology and history courses show utilizing the English language in universities in the Philippines. In the coming of K-12 Curriculum, the Commission on Higher Education (CHED) eliminated Filipino language subjects in the tertiary educational plan, subsequently, Filipino subjects as part of the curriculum in a course becomes inessential and optional level were held. However, in primary and secondary schools, Filipino language is the mode of guidance for sociologies.

The removal of the Filipino subject in the curriculum gathered different reactions and dispute among educators and students. The utilization of the Filipino language as a mode of instruction in teaching Philippine History and Filipino subjects as part of the curriculum make sense to answer the issue. Along these lines, it may work with more noteworthy theoretical arrangement and appreciation among undergrads of Philippine history, language, and culture. As indicated by Mahadi and Jafari (2012), "*language is symbolic presentation of a country or a particular local area. All in all, language is the symbolic presentation of a culture*" (p.234).

The expression "indigenizing the educational program" signifies the use of the local language in informative conveyance of a specific educational plan or course. However, some Higher Educational Institutions (HEI) in the country considered indigenization as deterrent to internationalization of the academe considering the use of advance space or the web which is ingraining public cognizance. On the contrary, the objectives of incorporating Philippine history course in educational plan is to cultivate public awareness. While indigenization of the curriculum becomes an avenue for an intricate interaction between educators and understudies to fabricate new agreement an information conveys learnings using Filipino as language of correspondence. It is considered as one of the challenges in the Philippines today particularly in diverse classrooms.

This study was hastened by the elimination of Filipino language subjects in the tertiary curriculum. As such, it evaluated the utilization of the Filipino language in teaching the Philippine History as integral part of the educational plan. The students from the National

University (NU) shared their point of view on Filipinizing the educational programs offered by the university. It also investigated how Filipino language proficiency becomes essential towards the accomplishment of the Philippine history educational plan.

## **2. Literature Review**

The field of language strategy in schooling emerged in the 1960's with an idea of modernization via public turn of events. This down to earth idea is more engaged phonetic homogeneity rather than the protection and enthusiasm for conservation. This way of thinking has advanced into a basic point on issues of correspondence and equity through language rights. In the desires to stay up to date with the globalization of the English language and developing number of diasporas of Filipino experts to work abroad and the ascent of Business Interaction Reevaluating (BPO) industry, the then President Gloria Macapagal-Arroyo incited a re-visitation of English as the medium of instruction in Philippine school from the primary up to the tertiary levels (Ricento, 2000, as referred to in Burton, 2013, p. 15). In 2006, Representative Eduardo Gullas presented an English-just bill to the Congress to make English as the essential language for academic instruction in all schools in the country. However, congress has separate thoughts on the idea which caused the bill to become unpopular and forgotten. Eventually as the K-12 program comes to birth, CHED eliminated Filipino subjects in the curriculum (Gonzalez, 2006 as referred to in Burton, 2013, p. 17).

Language acquisition in the Philippines becomes perplexing, conflicting and swaying on the issue on what is the public language or the official language of communication considering the national language and mother tongue based (MTB) in the multi-lingual education. Burton (2013) draws the distinction between official language and national languages. The official languages are “*typically the language of government and legal activities*” (p.11). Meanwhile, national languages “*are usually selected as a way to bring unification to a country and to promote nationalism*”. They are frequently used in the education system and sources of media throughout the country, but in many cases, they are a symbolic representation of a nation (p.11).

Indigenizing the curriculum requests a change in showing style, learning style, further perception, dynamic cooperation, and order of Filipino language. Since the Filipino language are segments of data and correspondence of culture, students relied upon the capacity to fathom, measure social sciences instruction and soak up qualities from learning sociologies in

local language. According to Gray and Coates (2010), indigenization holds that social work information ought to emerge from inside the way of life, reflect nearby practices, be deciphered inside a neighborhood edge of reference and subsequently be locally pertinent, which should address socially significant and setting explicit issues (p.2). The investigation of Louie et. al (2017) fought that organizations of higher learning need to move away from the nearsighted focal point used to see instruction and execute indigenizing methodologies to check the foundational restraining infrastructure of information and correspondence.

There were several studies conducted on the use of native language in instruction. For instance, Garin et al (2017) investigated the impact of the contextualized subjects on the use of Filipino language as part of the instruction while Guillermo (2008) progressed the theory on the primary flows of the alleged indigenization development such that the Pantayong Pananaw and Sikolohiyang Pilipino were firmly identified with the ascent of the patriot and aggressor mass developments of the 1960s to the 1980s. In another study involving French students, Pablo et. al (2011) disclosed the use of both French and English language in the state funded college in central Mexico. This was supported by the studies of Liao (2006), Cook (2010) and Kobayashi and Rinnert (1992) that first language has been utilized by EFL students to work with and speed up language learning. In a similar context, Wen and Johnson (1997) found that the utilization of Chinese language meddled their learning of English. Accordingly, Mahmoudi and Amirkhiz (2011) uncovered that the pre-college students of various capability levels (successful and low-accomplishing) were strong of English control in their English classes and were condemning of an inordinate utilization of Persian with regards to Iranian schools.

## **2. Methodology**

### ***2.1. Research Design***

In order to establish the existence of relationship of the independent variables (age, gender, language used at home) with the dependent variables, (preferred medium of instruction and perspectives on *Filipinizing* the Philippine history curriculum), and to ascertain how the independent variables shape these perspectives, the descriptive and correlational research designs were employed. Descriptive research is the investigation which describes and interprets what if while correlational study determines which different variables are related to each other in the population of interest.

## ***2.2. Sampling Techniques and Respondents***

To ensure that the results of the study would be conclusive, random sampling technique was utilized using the formula prescribed by Philippine Social Survey Council (PSSC) in determining the actual sample size and selecting respondents. The fundamental principle of random sampling is that a sample is very likely to be representative of if it is selected by a principle called Equal Probability of Selection Method (EPSEM) which states that every element or case in the population must have an equal opportunity of being selected as sample.

The college students enrolled in the academic year 2019 – 2020 at the National University, Manila were the target respondents. Coming from different walks of life, it was expected that these students have different perceptions on *Filipinizing* Philippine History curriculum which could provide a variety of opinions and beliefs that are not confined to a particular age, class or gender, and would therefore give extensive views on the subject. Since this study dealt with human participants, ethical considerations were also taken into account using appropriate channels and protocols. The total number of tertiary students enrolled at the National University during the academic year 2019 – 2020 was 8,318. The study used PSSC formula with 95% confidence level and 5% margin of error. After which, stratified and block random sampling method was used to gather respondents proportionally from each program. The total participants of the study was 367 students.

## ***2.3. Data Gathering Procedure***

In order to obtain the needed data, a survey was conducted among randomly selected college students. Before personally distributing hard copies of the questionnaires, permission to conduct the study was obtained from University officials and consent to participate in the study was sought from the respondents. Since this study dealt with human participants, ethical considerations were taken into account such as full disclosure of the study purpose and inclusion of the procedures in the formal (written) consent form. Further, appropriate channels and protocols were observed during the data gathering. The anonymity of the participants and confidentiality of their responses were maintained. The participants were also informed that their participation was voluntary; that they were free to decide not to answer any question/s which maybe offensive or too personal. They were likewise informed of their rights as

participants, the anticipated risks or benefits of their participation and potential conflicts of interest. Furthermore, the randomly selected students were also interviewed to supplement the quantitative aspects of the study.

#### 2.4. Data Analysis

All the answered survey questionnaires were manually encoded and all qualitative responses from the interviews were recorded verbatim. Data from the quantitative aspect of the questionnaires were processed using MS Excel Tool Pak, *JMP11 Statistical Discovery Software*, and *R-Software*. Quantitative data were sorted, tallied, and presented in tables. The encoded and tallied answers and rating given by the respondents, underwent statistical treatments to determine relationships and trends.

Bivariate (linear regression) and multivariate analyses (multiple regression) were used as measures of correlation to determine the magnitude and direction of relationships among age, gender and language used at home, preferred medium of instruction and perspectives on *Filipinizing* the Philippine history curriculum. Likewise, the source of variation in regression was analyzed with the use of single factor One-Way Analysis of Variance (ANOVA).

### 3. Results and Discussion

**Table 1**

*Demographic Profile of the Respondents*

Demographic Attributes	f	%
<b>Gender</b>		
Female	210	57.22%
Male	156	42.51%
No Response	1	0.27%
<b>Age</b>		
18-19	193	52.59%
20-21	158	43.05%
22 And Above	16	4.36%
No Response	2	0.54%
<b>Nationality</b>		
Filipino	357	97.28%
Other Nationality	9	2.45%
No Response	1	0.27%
<b>Year Level</b>		
First Year	116	31.61%
Second Year	97	26.43%
Third Year	78	21.25%
Fourth Year	75	20.44%
No Response	1	0.27%

As shown in Table 1, among 367 respondents, 57.22% are female while 42.51% are male. In terms of age, 52.59% are between 18-19 years old, 43.05% belong to 20-21-year-old age group while only 4.36% are 22 years old and above. In terms of nationality, 357 out of 367 respondents are Filipinos (97.28%) while only 9 or 2.45% of the respondents are non-Filipinos. Table 2 also shows that in terms of year level, 31.61% of the respondents are first year students, while 26.43% are second year, 21.25% are third year and 20.44% are fourth year students.

**Table 2**

*Language Used by the Respondents (n=367) at Home/Residence*

Language Used at Home/Residence	f	%
Filipino	327	89.10%
English	15	4.09%
Others	23	6.27%
<b>No Response</b>	<b>2</b>	<b>0.54%</b>

As shown in table 2, 89.10% of the respondents use Filipino as medium of communication at home; while 4.09% use English and 6.27% use other languages as medium of communication.

**Table 3**

*Preferred medium of instruction of Respondents (n=367) for Philippine History course*

Preferred medium of instruction	f	%
Filipino	337	91.83%
English	21	5.72%
Others	8	2.18%
No Response	1	0.27%

As shown in table 3, 91.83% of the respondents prefer Filipino as medium of instruction for Philippine history course, therefore, the majority are in favor of *Filipinizing* the course; while 5.72% prefer to be taught in English and only 2.18% prefer to have other language as medium of instruction for the course.

**Table 4*****Preferred medium of instruction for Philippine History course***

<b>Using Filipino language as medium of instruction will help in gaining more appreciation and understanding of the course</b>	<b>f</b>	<b>%</b>
Yes	342	93.19%
No	24	6.54%
Others	1	0.27%

The respondents were asked if using Filipino language as medium of instruction will help them in gaining more appreciation and understanding of the Philippine history course.

As shown in table 4, 93.19% agree while only 6.54% disagree.

**Table 5*****Perspectives on Effects of Filipinizing Philippine history course in enhancing engagement, understanding and comprehension of the course***

<b>Effects on student engagement, understanding and comprehension</b>	<b><math>\bar{x}</math></b>	<b><math>\sigma</math></b>	<b>VI</b>
The usage of Filipino language as a medium of instruction in the course Philippine History will make me better understand and appreciate the context and content of the course.	3.62	0.65	SA
I believe that using Filipino language will help me do better academically in the course.	3.63	0.61	SA
The usage of Filipino language as a medium of instruction in the course Philippine History will increase my motivation and confidence to participate in the class.	3.61	0.61	SA
The use of Filipino language will enhance classroom communication and comprehension of the course.	3.64	0.58	SA

**Legend:** SA (Strongly Agree, 3.25-4.00); A (Agree, 2.50-3.24); D (Disagree, 1.75-2.49); SD (Strongly Disagree, 1.001.74)  
 $\bar{x}$  – Weighted Mean; VI- Verbal Interpretation;  $\sigma$ - Standard Deviation

As shown on table 5, the survey respondents *strongly agree* that the usage of Filipino language as a medium of instruction in the course Philippine History will make them better understand and appreciate the context and content of the course (3.62). They also *strongly agree* that Filipino language will help them do better academically in the course (3.63). Likewise, they *strongly agree* when asked if the usage of Filipino language as a medium of instruction in the course Philippine History will increase their motivation and confidence to participate in the class as reflected in the result of (3.61). They also *strongly agree* that *the use of Filipino language will enhance classroom communication and comprehension of the course,*



which garnered the highest weighted mean of 3.64. Furthermore, the results of the interviews show consistency with survey results:

***Student engagement and motivation***

- *The whole discussion will be better because the students can fully express their thoughts using the native language.*
- *This subject should be taught using our national language for us to be more active in class and to understand the topic as well.*
- *Using Filipino will benefit the students wherein they won't be afraid to ask questions and argue about their history.*
- *By using our native language, the students would be able to read, speak, listen and write freely.*
- *Students can actively participate in the conversation.*
- *Since the discussions and readings are in English, I am hesitant to participate in the class because I can prefer to express myself in my mother tongue.*
- *It will let me express my ideas with confidence and eloquence.*
- *The class will be more fun and interactive*
- *If I could use our own language then I could simply voice out my ideas and thought about a certain topic without misinterpreted the topic.*
- *I can easily express my thoughts in every lesson without any worries which results to a constructive discussion between the class and the professor.*
- *I will benefit as a Filipino by learning to express my ideas in Filipino outside a casual social setting. As a student, this is an avenue to enrich my vocabulary.*
- *I will be more motivated to attend classes if it is in Filipino.*
- *It will help me in expressing my point of views whether it is written or verbal with regard to historical issues.*

***Understanding, comprehension and appreciation of the course***

- *It will facilitate better understanding and comprehension (11 counts).*
- *It will foster greater appreciation of our history (8 counts)*
- *It would give the students a clearer understanding about the important events that happened in our past.*
- *Students will be able to understand and appreciate the subject even more as it was going to be explained in their own language.*
- *Because it can be easy to explain and understand its scope*
- *It would be more effective and it will be widely appreciated.*
- *It may help the students to understand the Philippine history better*
- *Students will have a clear understanding about the Philippine History if it will be taught using our language which is Filipino and also for us to appreciate and preserve it as our National language.*

- *We missed certain information from the past since it was being changed from time to time so for better understanding, it is necessary to use our own language.*
- *I think it will help the students to appreciate and enjoy learning history.*
- *It would lessen the misunderstandings in teaching the history.*
- *It will be easier for me to understand topics and events in our history. Sometimes, there are some texts that I don't understand because of the words used. So, if it is taught in Filipino, I am sure that I will enjoy learning about our history.*
- *I am in favor of the subject being taught in Filipino because it can disseminate wider variety of knowledge.*
- *We can appreciate it better with our own language and in our elementary and high school days, we were used in studying history with Filipino language.*
- *It will be clearer if the discussions are done in Filipino; It needs to be in Filipino to be understood enough by the students*
- *It will benefit the students that will lead to a better understanding.*
- *We will be more interested with our own history since it is more understandable.*
- *Not everyone is able to understand and appreciate history, aside from the fact that it involves long readings but also because it is taught in English.*
- *We can easily familiarize those contexts and it can give importance with its own language*
- *As a Filipino and as a student, it is helpful to easily understand and easy to familiarize in learning Readings in Philippine History.*
- *It will lead to better understanding and students will probably appreciate this subject when it will be taught using our national language.*
- *If it will be taught using our language, students will more appreciate and will have a clearer picture with the historical events and discussions because as a student there are some words in English that I can't understand and it led me to confusion sometimes.*
- *I still believe that using the national language in this class will foster greater historical appreciation for the Philippines than using English because it sets the class in a cultural atmosphere.*
- *It can give me more points especially in the field of historical content of the Filipinos in its own tongue*
- *It will help me to further love the subject and it will make me knowledgeable enough about our history because I can comprehend it very well.*
- *I will appreciate it more and reflect deeply what I have learned in this subject.*
- *Not all of us are intelligent when it comes to understanding and reading something that is written in English language so I am 100% that every Filipino who's interested in learning history will benefit from this.*

The results show that instructional delivery in Filipino will have positive impact on the students' level of engagement within learning spaces, and it will facilitate better understanding, comprehension and appreciation of Philippine history.

**Table 6**  
*Perspectives on Effects of Filipinizing Philippine History Course in Achieving the Objectives and End-Goals of the Course*

<b>Effects on achieving the objectives and end-goals of the course</b>	$\bar{x}$	$\sigma$	<b>VI</b>
Using Filipino as a medium of communication in the Philippine history class will facilitate better understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	3.63	0.61	SA
Using Filipino as a medium of communication will help enhance the discussions on traditional topics and other interdisciplinary themes that will deepen understanding of Philippine political, economic, cultural, social, scientific and religion history.	3.61	0.64	SA
Using the Filipino language in teaching and learning of Philippine history will enable us to achieve knowledge and understanding of the course.	3.63	0.59	SA
Using the Filipino language in teaching and learning of Philippine history will enable us to achieve critical thinking skills on various historical and current issues.	3.60	0.65	SA
Using the Filipino language in teaching and learning of Philippine history will enable us to achieve practical skills or ability to apply what we learned in real life scenarios.	3.61	0.60	SA
Using the Filipino language in teaching and learning of Philippine history will enable us to improve our attitudes relating to Philippine historical matters.	3.63	0.60	SA
Using Filipino as a medium of communication will help achieve the end-goal of Philippine history curriculum which is to develop the historical and critical consciousness of the students so they will become versatile, articulate, broad-minded, morally upright and responsible citizens.	3.64	0.59	SA

**Legend:** SA (Strongly Agree, 3.25-4.00); A (Agree, 2.50-3.24); D (Disagree, 1.75-2.49); SD (Strongly Disagree, 1.00-1.74)  
 $\bar{x}$  – Weighted Mean; VI- Verbal Interpretation;  $\sigma$ - Standard Deviation

Table 6 shows the perspectives of respondents on effects of *Filipinizing* Philippine history course in achieving the objectives and end-goals of the course. The respondents *strongly agree* that: *Using Filipino as a medium of communication in the Philippine history class will facilitate better understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (3.63); it will help enhance the discussions on traditional topics and other interdisciplinary themes that will deepen understanding of Philippine political, economic, cultural, social, scientific and religion history*

(3.61) and *improve our attitudes relating to Philippine historical matters* (3.63). *It will enable us to achieve knowledge and understanding of the course* (3.63); *it will enable them to achieve critical thinking skills on various historical and current issues* (3.60) and *practical skills or ability to apply what we learned in real life scenarios* (3.61) The respondents likewise *strongly agree* that using Filipino as a medium of communication will help achieve the end-goal of Philippine history curriculum which is to develop the historical and critical consciousness of the students so they will become versatile, articulate, broad-minded, morally upright and responsible citizens (3.64).

The results of the survey are consistent with the perspectives of interviewed participants on the positive effects of *Filipinizing* Philippine history course in achieving the objectives and end-goals of the course (verbatim):

- *It will foster greater understanding and love for the country (11 counts)*
- *It will lead to better understanding and students will probably appreciate this subject when it will be taught using our national language (9 counts).*
- *It should be taught in Filipino since not everyone is able to understand and appreciate history, aside from the fact that it involves long readings but also because it is taught in English.*
- *We can easily familiarize those historical contexts and it can give importance with its own language*
- *It may bring up several unknown Filipino words which may caught the attention of the students.*
- *We are Filipinos and the subject matter too; I think it is inappropriate if it will be delivered in foreign language. The youth lacks nationalism and it will be no help if you add more to that concept that it is understandable if it is in International Language. But if we have foreign classmates, that class must use the English then.*
- *It should be delivered in Filipino for better understanding and also, for us to apply its moral lessons.*
- *Using Filipino will help in fostering greater appreciation and understanding of historical contents and contexts because what we are studying here is our own history it might as well teach it using our own language.*
- *If it will be taught using our language, students will more appreciate and will have a clearer picture with the historical events and discussions because as a student there are some words in English that I can't understand and it led me to confusion sometimes.*
- *I will appreciate it more and reflect deeply what I have learned in this subject.*
- *Not all of us are intelligent when it comes to understanding and reading something that is written in English language so I am 100% that every Filipino who's interested in learning history will benefit from this.*

- *I can easily express my thoughts in every lesson without any worries which results to a constructive discussion between the class and the professor.*
- *I will benefit as a Filipino by learning to express my ideas in Filipino outside a casual social setting. As a student, this is an avenue to enrich my vocabulary.*

**Table 7**  
***Overall Perspectives on Filipinizing the Philippine History Curriculum***

<b>Overall perspectives on <i>Filipinizing the Philippine History curriculum</i></b>	$\bar{x}$	$\sigma$	<b>VI</b>
Overall, using Filipino language as a medium of instruction will enhance the Philippine history curriculum.	3.63	0.61	SA
Overall, using Filipino language as a medium of instruction in the course Philippine History will not be a hindrance in developing competency in English since all other courses are being delivered and learned in English	3.26	0.76	SA
Overall, using Filipino as a medium of communication will help achieve the end-goal of Philippine history curriculum which is to develop the historical and critical consciousness of the students so they will become versatile, articulate, broad-minded, morally upright and responsible citizens.	3.65	0.59	SA
Overall, using Filipino language as a medium of instruction will help me develop national, cultural and social awareness and responsibility.	3.59	0.59	SA

**Legend:** SA (Strongly Agree, 3.25-4.00); A (Agree, 2.50-3.24); D (Disagree, 1.75-2.49); SD (Strongly Disagree, 1.001-1.74)  
 $\bar{x}$  – Weighted Mean; VI- Verbal Interpretation;  $\sigma$ - Standard Deviation

Table 7 provides the overall perspectives on *Filipinizing the Philippine History curriculum*. Overall, the respondents *strongly agree* that *using Filipino language as a medium of instruction will enhance the Philippine history curriculum* which garnered a weighted mean of 3.63; Although, the item *using Filipino language as a medium of instruction in the course Philippine History will not be a hindrance in developing competency in English since all other courses are being delivered and learned in English* garnered the lowest weighted mean of 3.26, the respondents *strongly agree* that *Filipinizing the Philippine history curriculum will not be a hindrance in developing English language competency*. The respondents *strongly agree* (3.65) that *using Filipino as a medium of communication will help achieve the end-goal of Philippine history curriculum which is to develop the historical and critical consciousness of the students so they will become versatile, articulate, broad-minded, morally upright and responsible citizens*. Overall, respondents *strongly agree* that *using Filipino language as a medium of instruction will help me develop national, cultural and social awareness and responsibility*, which obtained a weighted mean of 3.59.

The results of this portion of the survey corresponds with the results of the informal interviews with randomly selected students when asked about their perspectives on *Filipinizing the Philippine history curriculum* (verbatim):

- *Filipino is our own language and our language and history represent our own identity (7 counts)*
- *As a Filipino, I would prefer our national language to be used in teaching Philippine history because it will help me to better understand deeply the content of the subject.*
- *Students will have a clear understanding about the Philippine History if it will be taught using our language which is Filipino and also for us to appreciate and preserve it as our National language.*
- *We missed certain information from the past since it was being changed from time to time so for better understanding, it is necessary to use our own language.*
- *Regarding the history of the Philippines and our language is Filipino, it is important that it is the one to be used.*
- *Filipino language may be used as long as it is optional so that it gives the students the freedom to express their ideas however they wish.*
- *Learning and understanding depends upon the student. No matter what language you use, it's still up to the student if he/she wants to learn about the topic.*
- *I am a first-hand witness how effective teaching Philippine history in Filipino is, not only with appreciation because it is an awakening subject. We should not eradicate this subject especially nowadays because we needed it. Our land needs seedlings that must be watered and cared for to become a fruitful tree we will need someday.*
- *While this may seem contradicting, I still believe that using the national language in this class will foster greater historical appreciation for the Philippines than using English because it sets the class in a cultural atmosphere.*
- *Since it is the language that we use every day, I think using Filipino has an impact and a different connection to the student.*
- *It will be easier for me to understand topics and events in our history. Sometimes, there are some texts that I don't understand because of the words used. So, if it is taught in Filipino, I am sure that I will enjoy learning about our history.*
- *Since it is the language that we use every day, I think using Filipino has an impact and a different connection to the student.*
- *As a Filipino and as a student, it is helpful to easily understand and easy to familiarize in learning Readings in Philippine History.*
- *It can give me more points especially in the field of historical content of the Filipinos in its own tongue*
- *It will help me to further love the subject and it will make me knowledgeable enough about our history because I can comprehend it very well.*

Only three (3) interview participants expressed their dissenting opinions (verbatim):

- *I think it should be in English so that foreign students can also understand the discussions in class. Also, I understand better when teachers teach in English rather than in Filipino.*

- *I don't want the professor to be confined to only one language when teaching their students because there are students who can only communicate through English, there are instances where Taglish is necessary because of obscure Filipino words that no students know the meaning of or are not used to using, and it might depend on the professor's preference.*
- *Using Filipino might benefit other students might but I came from the province and Filipino is not our first language. I understand better when things are explained in English.*

Moreover, recommendations and suggestions were sought from the respondents in implementing an indigenized or "*Filipinized*" readings in Philippine history curriculum (verbatim):

- *I think having a survey is very helpful with regards to the dilemma of whether to use Filipino or not. If data shows that students would like the subjects to be taught in Filipino. I think the organization should test it for a year, see the results whether students are becoming more engaged or having higher grades, or improved overall.*
- *Always make sure that there is a sense of excitement among the students in studying history, for them not to feel boredom.*
- *If our native language would be used to teach the subject, RIPH, just make sure that proper and formal Filipino words, grammars and signs would be observed.*
- *Refrain from using deep Filipino words that would be difficult to comprehend.*
- *As long as it's understandable. Because sometimes it depends on the professor's way of teaching. Filipino and English language is fine*
- *Provide materials like readings using Filipino language and if some of the Filipino words are not really familiar with the readers, they may provide explanations regarding those words.*
- *Conduct more researches and studies before implementation*
- *Start with a small number of students first before University-wide implementation*
- *I recommend to use the Filipino language in teaching this subject so the students will learn more about the history of our country.*

This study is anchored on the notion that language of a nation is regarded as the mirror of its culture, colorful history and national identity. The proponents conducted this study with the view that *Filipinizing* the curriculum by itself is an innovative way to enhance the Philippine History curriculum and nurture among students the values and attitudes fostered by the curriculum. This time and age necessitate higher educational institutions (HEIs) to recognize the use of Filipino language shall encompass the personal and particular academic goals of the students. Furthermore, this study could be used as benchmark for effective educational practice in terms of level of academic challenge, active and collaborative learning, enhancing student engagement, student-faculty interaction in enriching, enhancing traditional

Filipino values, national consciousness and augmenting the social sciences curriculum. Student perspectives on *Filipinizing* the Philippine history curriculum could guide the University administrators in developing programs and initiatives intended to improve to levels of engagement of students with their social sciences courses. Results of the study could be used in designing intervention, activities and programs which will enhance other social science programs; to sustain efforts to create more relevant, more nationally conscious and engaging learning spaces.

**Table 8**

*The relationship between age of the respondents and their perspectives on Filipinizing the Philippine History Curriculum*

Multiple R	R-Square	Adjusted R-Square	Coefficients	Standard Error	t Stat	P-value	Decision
0.131814792	0.017375139	0.014683016	3.796773042	0.582226063	44.6236	7E-150	Reject H <sub>0</sub> Accept H <sub>a</sub>

H<sub>01</sub>: There is no significant relationship between the age of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum

$\alpha = .05$ ; Level of Significance = 95%

As shown in Table 8, there is a relationship ( $7E-150 < \alpha$ ) between the age of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum since the p-value is lower than the alpha ( $\alpha = 0.05$ ) or level of significance. With regard to the testing of the strength of the relationship between age of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum, R-square (0.017375139) indicates that 1.74% of the changes in the perspectives of the respondents can be explained by their age. Consequently, the null hypothesis of no significant relationship is rejected and the alternative hypothesis is accepted. The coefficient of determination (adjusted R square) has a value of 0.014683016, indicating that 1.47% of the observed variances on the respondents' perspectives can be accounted to their age, with the other 98.53% possibly caused by other factors.



**Table 9**

***Relationship between gender of the respondents and their perspectives on Filipinizing the Philippine History Curriculum***

Multiple R	R-Square	Adjusted R-Square	Coefficients	Standard Error	t Stat	P-value	Decision
0.053037	0.002813	8.09E-05	3.693015	0.586524	36.40347	1.6E	Reject H <sub>0</sub> Accept H <sub>a</sub>

H<sub>02</sub>: There is no a significant relationship between the gender of the respondents and their perspectives on *Filipinizing* the Philippine History

*a*= .05; Level of Significance= 95%

As shown in Table 9, there is a relationship ( $1.6E < \alpha$ ) between the gender of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum since the p-value is lower than the alpha ( $\alpha=0.5$ ) or level of significance. With regard to the testing of the strength of the relationship between gender of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum, R-square (0.002813) indicates that 0.28% of the changes in the perspectives of the respondents can be explained by their gender. Consequently, the null hypothesis of no significant relationship is rejected and the alternative hypothesis is accepted. The coefficient of determination (adjusted R square) has a value of 8.09E-05 indicating that only 0.01% of the observed variances on the respondents’ perspectives can be accounted to their gender, with the other 99.99% possibly affected by other factors.

**Table 10**

***Relationship between the year level of the respondents and their perspectives on Filipinizing the Philippine History Curriculum***

Multiple R	R-Square	Adjusted R-Square	Coefficients	Standard Error	t Stat	P-value	Decision
0.060353	0.003642	0.000913	3.667635	0.58628	52.37501	7.7E-172	Reject H <sub>0</sub> Accept H <sub>a</sub>

H<sub>03</sub>: There is no a significant relationship between the year level of the respondents and their perspectives on *Filipinizing* the Philippine History

*a*= .05; Level of Significance= 95%

As shown in Table 10, there is a relationship ( $7.7E-172 < \alpha$ ) between the year level of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum since the p-value is lower than the alpha ( $\alpha=0.5$ ) or level of significance. With regard to the testing

of the strength of the relationship between year level of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum, R-square (0.003642) indicates that 0.36% of the changes in the perspectives of the respondents can be explained by their year level. Consequently, the null hypothesis of no significant relationship is rejected and the alternative hypothesis is accepted. The coefficient of determination (adjusted R square) has a value of 0.000913 signifying that only 0.09% of the observed variances on the respondents' perspectives can be accounted to their year level, with the other 99.91% possibly affected by other factors.

**Table 11**

***Relationship between the language used by the respondents at home/residence and their perspectives on Filipinizing the Philippine History Curriculum***

Multiple R	R-Square	Adjusted R-Square	Coefficients	Standard Error	t Stat	P-value	Decision
0.037646	0.001417	0.00132	3.644934	0.58628	47.96057	1.2E-159	Reject H <sub>0</sub> Accept H <sub>a</sub>

H<sub>04</sub>: There is no a significant relationship between the language used by the respondents at home/residence and their perspectives on *Filipinizing* the Philippine History

$\alpha = .05$ ; Level of Significance = 95%

As shown in Table 11, there is a relationship ( $1.2E-159 < \alpha$ ) between the language used by the respondents at home/residence and their perspectives on *Filipinizing* the Philippine History Curriculum since the p-value is lower than the alpha ( $\alpha = 0.5$ ) or level of significance. With regard to the testing of the strength of the relationship between year level of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum, R-square (0.001417) indicates that 0.14% of the changes in the perspectives of the respondents can be explained by the language they use at home/residence. Accordingly, the null hypothesis of no significant relationship is rejected and the alternative hypothesis is accepted. The coefficient of determination (adjusted R square) has a value of 0.00132 suggesting that only 0.13% of the observed variances on the respondents' perspectives can be accounted to the language they use at home, with the other 99.87% possibly affected by other factors.

**Table 12**

***Relationship between the language used by the respondents at home/residence and their preferred language for the course***

Multiple R	R-Square	Adjusted R-Square	Coefficients	Standard Error	t Stat	P-value	Decision
0.765035	0.585279	0.584142	0.464499	0.236604	15.16167	1.29E-40	Reject H <sub>0</sub> Accept H <sub>a</sub>

H<sub>05</sub>: There is no significant relationship between the language used by the respondents at home/residence and their preferred language for the course

*a* = .05; Level of Significance = 95%

As shown in Table 12, there is a relationship ( $1.29E-40 < \alpha$ ) between the language used by the respondents at home/residence and their preferred language for the course since the p-value is lower than the alpha ( $\alpha = 0.5$ ) or level of significance. With regard to the testing of the strength of the relationship between the language used by the respondents at home/residence and their preferred language for the course, R-square (0.585279) indicates that 58.53% of the changes in their preferred language for the course can be attributed to the language they use at home/residence. Thus, the null hypothesis of no significant relationship is rejected and the alternative hypothesis is accepted. The coefficient of determination (adjusted R square) has a value of 0.584142 suggesting that 58.41% of the observed variances on the respondents' preferred language for the course is attributable to the language they use at home, with the other 41.59% possibly affected by other factors.

**Table 13**

***Relationship between the respondents' perceptions on Filipinizing the Philippine History curriculum and their preferred language for the course***

Multiple R	R-Square	Adjusted R-Square	Coefficients	Standard Error	t Stat	P-value	Decision
0.030476	0.000929	0.00181	1.169349	0.119199	9.810076	2.56E-20	Reject H <sub>0</sub> Accept H <sub>a</sub>

H<sub>06</sub>: Relationship between the respondents' perceptions on *Filipinizing* the Philippine History curriculum and their preferred language for the course

*a* = .05; Level of Significance = 95%

As shown in Table 13, there is a relationship ( $2.56E-20 < \alpha$ ) between the respondents' perceptions on *Filipinizing* the Philippine History curriculum and their preferred language for

the course given that the p-value is lower than the alpha ( $\alpha=0.5$ ) or level of significance. With regard to the testing of the strength of the relationship between the respondents' perceptions on *Filipinizing* the Philippine History curriculum and their preferred language for the course, R-square (0.000929) indicates that 0.09% of the changes in their preferred language for the course, can be attributed to their perceptions on *Filipinizing* the Philippine History curriculum. Thus, the null hypothesis of no significant relationship is rejected and the alternative hypothesis is accepted. The coefficient of determination (adjusted R square) has a value of 0.00181 suggesting that 0.18% of the observed variances on the respondents' preferred language for the course is their perceptions on *Filipinizing* the Philippine History curriculum, with the other 99.82% possibly affected by other factors.

## 5. Conclusion and Recommendation

The results of the study showed that instructional delivery in Filipino has positive impacts on the students' level of engagement within learning spaces and facilitated better understanding, comprehension and appreciation of the Philippine history. The participants strongly agreed that that the usage of Filipino language as a medium of instruction in the course Philippine History made them better understand and appreciate the context and content of the course, helped them do better academically in the course, increased their motivation and confidence to participate in the class and enhanced classroom communication and comprehension of the course.

According to the results of bivariate analyses, there is a relationship ( $7E-150 < \alpha$ ) between the age of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum. Moreover, 1.47% of the observed variances on the respondents' perspectives can be accounted to their age, with the other 98.53% possibly caused by other factors.

There is a relationship between the gender ( $1.6E < \alpha$ ), year level ( $7.7E-172 < \alpha$ ) and language used ( $1.2E-159 < \alpha$ ) of the respondents and their perspectives on *Filipinizing* the Philippine History Curriculum.

There is a relationship ( $1.29E-40 < \alpha$ ) between the language used by the respondents at home/residence and their preferred language for the course while 58.53% of the changes in their preferred language for the course can be attributed to the language they use at home/residence. The coefficient of determination indicates that 58.41% of the observed variances on the respondents' preferred language for the course is attributable to the language

they use at home, with the other 41.59% possibly affected by other factors. There is a relationship ( $2.56E-20 < \alpha$ ) between the respondents' perceptions on *Filipinizing* the Philippine History curriculum and their preferred language for the course. There is a relationship among respondents' perspectives on *Filipinizing* the Philippine history curriculum, language preference and demographics

The results convey that *Filipinizing* the Philippine history curriculum will have positive outcomes in terms of achieving the objectives and end-goals of the course. Filipino as a medium of communication develops students' historical and critical consciousness to become versatile, articulate, broad-minded, morally upright and responsible citizens. Specifically, using Filipino in instructional delivery will facilitate better understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. It will likewise help in enhancing discussions on traditional topics and other interdisciplinary themes, improve the attitudes of students in relating to Philippine historical matters, enable them to achieve knowledge and understanding of the course, nurture critical thinking skills on various historical and current issues and practical skills or ability to apply what we learned in real life scenarios.

Overall, using Filipino language as a medium of instruction will enhance the Philippine history curriculum. This study was precipitated by the exclusion of Filipino language subjects in all college levels. *Filipinizing* does not imply using Filipino as a medium of instruction in all courses, nor does it imply that foreign students should be compelled to attend classes in a *Filipinized* classroom setting. It is however, should be considered an option. *Filipinizing* does not necessarily entail hindrance to Filipino students in developing competency in English, as the study suggests it will only be applied in Philippine history curriculum. The positive perspectives of the respondents provide a compelling case for universities and colleges to re-examine the Philippine history curriculum.

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