



Students' Academic performance in Philosophical analysis, their attitude towards the Subject and their Subject teacher: A basis for an Intervention program

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Abstract

The study endeavored to determine the attitude and perception of students towards Philosophical Analysis and their teacher in relation to their academic performance as basis in developing intervention program. The descriptive correlational study was utilized to estimate the extent to which the different variables are related to each other in the target population, Frequency and tally percent, mean, standard deviation and person product moment coefficient of correlation were employed to treat the problems of the study. The study revealed that the students possess positive attitude towards the subject, the teacher has a high level of interest in teaching the subject, the students fairly performed in Philosophical Analysis, and the students' perception to their teacher is not related to their attitude towards the subject and grades but their attitude towards the subject has a very minimal positive relationship with their grades.

Keywords: Philosophical Analysis, academic performance, attitude.

Introduction

Teaching is an interactive process which involves relating with other people. In the classroom setting, the teacher leads in this interpersonal interaction by initially understanding the basic human needs as he brings out the best in his students. He needs to communicate acceptance, respect and trust to each learner enabling them to voluntarily cooperate. As a result, students will listen, obey and respect his authority and set standards for themselves. The positive feelings directed to them inspire and challenge them to achieve. Students' achievements are also the teacher's achievement.

Teaching just like other professions, continually challenges the individual to improve as one practice his craft. With time and meaningful experiences, one grows in a sense of achievement-improving ones capacity to help others achieve as well as maximize his potential. One has to be reflective and creative to experience fulfillment in delivering quality instruction.

A teacher possesses professional and personal qualities. The professional qualities include knowledge of general subject-matter to be taught, his understanding of psychological and educational principle, and his understanding and appreciation of the teaching profession. Personal qualities are those that come from the teacher himself: his interest, manners, his behavior in dealing with pupils and other individuals.

An ideal teacher really loves teaching and look at it with a sense of pride and mission¹. A teacher is hardworking, willing

to learn, loves people and is willing to spend time to make things better for others.

Teachers need to know how children grow and develop in order to provide optimum learning experiences to satiate their pressing needs and interest.

Furthermore, the campaign of transformation through mastery learning is in the hands of the teacher¹. She has the power to change the learner's perception and capacity to be in control. She can do this by teaching well and demanding that her students learn as well. The learners are the most important persons in the teaching-learning situation. Their perceptions of the events or the persons involved in their development have enormous effect on their performance and achievement. They need to understand the concern and the effort of their teachers and their family so that they will develop a sense of importance which will develop their self-esteem. High-liked teachers know their subject areas very well and can present lessons effectively. They are patient enough to answer questions and to repeat explanations. They are able to relate with their students. They are kind and understanding. They listen to learners' problems whether they are about school or home. Students like teachers who are well-groomed, with a cheerful disposition, speak in a well-modulated voice and show good manners or values.

Perception is the combination of different sensations and the utilization of past experiences in recognizing objects and fact where the present stimulation arises². He also added that human perceptions depend on expectations, motives and past

experiences. Perceptions of situation, of problem or of person therefore affect ones feelings, thoughts, actions, understanding and attitude.

Attitude is a way of feeling, thinking and behaving toward something, somebody or a stimulus. They play an important role in the development of a person³. It affects teachers and pupils' performance in the classroom. Positive attitude facilitates teaching and learning processes.

Rare indeed is the student without positive or negative attitude toward some teachers or subjects, this is to be expected; students like some teachers or subjects better than the others. But an overall negative attitude is damaging to the student. If unchecked, it may affect instructional activities in the classroom. Learning suffers and cynicism becomes rampant. If the students have positive feelings towards the teacher of the subject, the students will likely do required work or assignments¹.

Perception is subjective in interpretation as brought about by experiences. A particular subject can mean differently in varied individuals. One thinks it is positive, the others negative, to some nothing at all or they are unaware of the stimulus⁴. It is at this point that the researchers wanted to find out if attitude towards the subject and perception of their teacher has something to do with their academic performance.

One of the conclusions⁵ relates that there is a negative attitude and perception of the female students in using lecture, oral reports and essay type of test in the teaching of Social Studies. Likewise⁶, 6 out of 277 respondents, 195 or 72% proclaimed their approval of teacher while 82 respondents of 24% relates that the mentor was unpleasant due to boring activities experienced in the classroom which were associated with the poor teaching skills displayed by the teachers.

One of the social science subjects offered in the Bachelor of Elementary Education (BEE) and Bachelor of Secondary Education (BSE) curriculum of PNU is Philosophical Analysis. The course has its consistent parts a combination of Philosophy and Logic. In its philosophical aspects, the course contains varied meanings attached to philosophy before major problems, concepts and related doctrines are introduced for deeper discussion. Furthermore, it is designed to sharpen the reasoning power of the learners, the logical aspect of the course contains terms, propositions and argumentation in the sequential order.

This subject is usually perceived by the students as difficult to comprehend compared to other social science subjects as manifested in the grading sheets with 88% as the highest grade to the six sections handled by the subject teacher in the First Semester 2013-2014. As observed by the teacher, the students were very happy when they pass a quiz compared to other students taking other Social Science subjects. The above-

stated observations prompted the researchers to conduct this study.

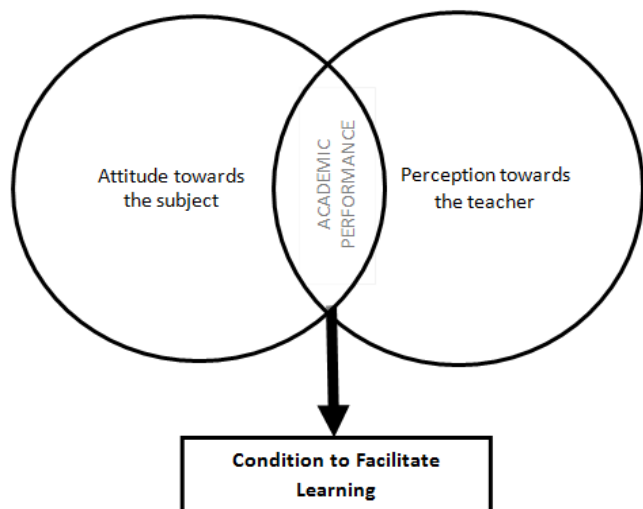
Statement of the Problem: This study purposely aims to: i. Determine the attitude of students towards Philosophical Analysis. ii. Assess students' perception towards their teacher in Philosophical Analysis. iii. Identify the academic performance of the students in their Philosophical Analysis subject. iv. Determine the relationship between the students' attitude towards the subject and perception towards their teacher to their academic performance. v. Develop an intervention program that will positively impact students' performance in Philosophical Analysis.

Significance of the Study: This endeavor would somehow help enhance instruction through an intervention of a condition that will facilitate learning and improve academic performance of students enrolled in Philosophical Analysis.

Conceptual Framework: Our attitudes are important determinants of our behavior. It can be said that in general, positive or negative attitudes toward certain things are manifested in one's behavior. A person who is interested in his job arrives at his place of work in time, works with enthusiasm, ask pertinent questions so that he may improve his performance, and works beyond departure time. On the other hand, a young child who has a negative attitude towards schooling can successfully feign sickness to avoid attending his class or fabricate unpleasant experiences with classmates which can justify the behavior of cutting classes that he is exhibiting⁷. The key to direct and guide learning is the proper understanding of the needs, motives and interests of the learner. Consequently, much of the teachers' work centers on problem of motivation. Almost invariably, the teacher who fails in her teaching is the one who is unable to take proper account of motivational factors which is the hidden force that directs and energizes our behavior. In order to achieve our goals, it is necessary to direct our actions towards them.

Effective teachers are important factors in shaping students' motivation. It is believed that effective teachers have a great impact on students' performance. When students were to ask what they like best about classes, where they learn the most, they often begin with the teachers' personal traits; one which matters most is that "They know what to teach and how to teach."

This study used the descriptive type of research through correlational procedures. It determined the relationship between two or more sets of data. It is designed to estimate the extent of the different variables to each other in the target population. It ascertains variations caused by the different variables. Furthermore, correlation determines the direction of the relationship and magnitude of the observed relationship⁷.



Respondents: The respondents of the study are students enrolled in G-SS 04 (Philosophical Analysis) for the First Semester School Year 2013-2014 at Philippine Normal University-Isabela Campus.

Data Gathering Instruments: Questionnaire. It is composed of two sets which was adopted from the questionnaires used by Aguinaldo (2001). It was modified by the researchers to suit the purpose of this research.

The first part is the Philosophical Attitude Scale used to collect information concerning the attitude of students towards Philosophical Analysis. It is composed of 20 items and the respondents rated their attitude towards Philosophical Analysis as: very true to me (4), generally true to me (3), slightly true to me (2) and not at all true to me (1).

The second was used to collect information needed concerning the perception of the students towards their Philosophical Analysis teacher and it composed of 30 items. The respondents rated their Philosophical Analysis teacher as: outstanding (5), very satisfactory (4), satisfactory (3), fairly satisfactory (2) and poor (1).

Grading Sheets in Philosophical Analysis Subject. The grading sheets were used as basis for the academic performance of the students in Philosophical Analysis.

The questionnaires were distributed and collected by the researchers. The duly approved grading sheets submitted to the registrar were utilized.

Statistical Tools: Results were arrived at with the aid of the following tests: i. Frequency and Tally Percent. These statistical measures were used to tabulate the attitudes and perceptions of the students and their academic performance. ii. Mean. This measure was used to get the average of the general perceptions, attitudes, and academic performances of the students. iii.

Standard Deviation (SD). This was used to measure the dispersion of the academic performance and the attitudes and perceptions of the students. iv. Pearson Product Moment Coefficient of Correlation (r). This was utilized to identify the relationship between the academic performances of the students in the Philosophical Analysis course. This measure was also used to relate the perception of the students toward the Philosophical Analysis course and of their teacher.

Interpretations Used in this Study: The attitude of students towards Philosophical Analysis was interpreted with the aid of the scale below.

Table-1
Philosophical Analysis Attitude Scale

Range	Qualitative Description	Abbreviation
3.5 – 4.0	Very Positive Attitude	VPA
2.5 – 3.49	Positive Attitude	PA
1.50 – 2.49	Negative Attitude	NA
1.00-1.49	Very Negative Attitude	VNA

The perception of the students towards their teacher was interpreted using the following table:

Table-2
Perception of Students towards their Philosophical Analysis Teacher

Numerical Value	Range	Qualitative Description	Abbreviation
5	4.51 – 5.00	Poor	P
4	3.51 – 4.50	Fairly Satisfactory	FS
3	2.51 – 3.50	Satisfactory	S
2	1.51 – 2.50	Very Satisfactory	VS
1	1.00 – 1.50	Outstanding	O

The following intervals and their qualitative equivalent used for undergraduate students⁸ were used in the study as follows:

Table-3
Academic Performance in Philosophical Analysis

Percentage Equivalent	Description Rating
97-100	Very Outstanding
94-96	Outstanding
90-93	Very Satisfactory
87-89	Moderate Highly Satisfactory
83-86	Satisfactory
80-82	Fair
75-79	Needs Improvement
74 and below	Failed

Table-4
Attitude of Students towards Philosophical Analysis

Items	Mean	Standard Deviation	Remarks
I am always pressured in Philosophical Analysis class	3.04	.70	PA
I do not like philosophical analysis and it scares me to have to take it	3.38	.81	PA
Philosophical analysis is very motivating to me and I appreciate it.	2.73	.87	PA
Philosophical Analysis is interesting and fun	2.90	.84	PA
Philosophical Analysis makes me feel safe, and at the same time is inspiring.	2.53	.73	PA
I am unable to reason clearly when I am studying Philosophical Analysis.	3.01	.82	PA
I am afraid attending Philosophical Analysis class.	3.16	.81	PA
Philosophical Analysis makes me feel uneasy uncomfortable, impatient, and ill-tempered.	3.36	.78	PA
I feel good with Philosophical Analysis.	2.54	.78	PA
Philosophical Analysis makes me feel as though I am stuck and lost with the rigid tasks.	2.97	.93	PA
Philosophical Analysis class makes me feel comfortable.	2.72	.82	PA
I hate Philosophical Analysis.	3.34	.88	PA
I feel bad and can't do the task in Philosophical Analysis.	3.22	.80	PA
I really like Philosophical Analysis.	2.76	.83	PA
Philosophical analysis is enjoyable.	2.61	.81	PA
Problems in Philosophical Analysis makes me feel nervous.	2.79	.78	PA
I never like Philosophical Analysis and it is my most dreaded subject.	3.44	.85	PA
I like Philosophical Analysis more than other subjects.	2.37	.77	NA
My favorite subject is Philosophical Analysis.	2.49	.74	NA
I have a positive attitude towards Philosophical Analysis because it gives me pleasure.	2.60	.83	PA
Overall	2.90	.48	PA

Results and Discussion

Positive attitudes of students towards Philosophical Analysis were observed as a result of the survey conducted similar with the findings in Mathematics subject⁹. Parallel with Howard Gardner's multiple intelligences, skill in logic which is an important aspect of the subject fell in the same category with Mathematics.

With the resulting mean of 3.44, respondents revealed that they have positive attitude towards Philosophical Analysis though this is their most dreaded subject and with which they were apprehensive about. The abovementioned item obtained the highest mean with an SD of .85 which explains the diverse responses of the students. Having a scary feeling to take the subject is something that causes the students not to like the subject, however, the mean score of 3.38 (SD= .81) supports the claim that the respondents are positive with it. They likewise feel uncomfortable, restless, irritable and impatient with the subject (Mean=3.36; SD= .78) and if they hear the title of the course Philosophical Analysis, they don't feel comfortable with it (Mean= 3.34; SD= .88). This probably results to the feeling of hesitation due to their fear of not being able to endure the challenge of the subject (Mean= 3.22; SD= .80).

On the contrary, the students denied that they are happier in their Philosophical Analysis class than in any other class. This idea is supported by the resulting mean score of 2.37 (SD= .77) which

explains their negative attitude. Also, they don't feel at ease and don't like the subject very much (Mean= 2.49; SD= .74).

It is also good to notice the items which obtained the highest SD scores proving that the students' responses are dispersed around the obtained mean scores, hence, they do not uniformly share the same attitudes towards the subject. Item 10 stating that the subject makes them feel that they are lost and can no longer find their way out obtained highest SD score of .93. This means that though others enjoy the subject, other respondents felt the other way around. Another item with a considerably high dispersion of scores is item 12 which tells that respondents feel that they dislike the subject. With these, it is understood that there are respondents who still feel positive with the subject though a greater number of respondents expressly dislike it. Item 3 which states that the subject is very interesting causing them to enjoy it was accorded with .87 SD score, the third in rank. Clearly, it supports the claim that students, though the subject seems scary to them at times, still find it interesting to take up.

The above table displays how the student-respondents perceive their Philosophical Analysis teacher. The mean score of 1.78 reflects that the teacher is characterized as very satisfactory based on the items included in the survey instrument consistent with other findings⁹. Note that the preceding mean scores are low given since the scale used is inverted, that is, the lowest score is accorded to the best qualitative description and the highest score with the least qualitative description.

An outstanding qualitative description was obtained with the item describing the teacher having a genuine interest with the subject. With an obtained mean score of 1.43, the respondents observe that since the teacher loves the subject and it radiates with how she expresses and elaborates on her ideas. With this it can be gleaned from the table item 30 with the second least mean score 1.57 and an SD of .83. Hence, it is clear that the teacher knows the content of the subject. As regards the maintenance of classroom discipline, the respondents characterized their teacher as firm (Mean=1.61; SD=.71) and enforces class rules consistently fair (Mean = 1.62 ; SD= .83). These situations help students to deal with the nature of the subject and whenever possible, the teacher tries to make the lessons interesting. This is based on the mean score of 1.64 (SD = .77).

The highest mean score which supports the respondents' denial on the stated characteristics was obtained by the item describing

the teacher making frequent use of criticism to motivate students in her class (mean – 2.18). This is succeeded by the item which supports this claim, that is, the teacher criticizes students constructively and this helps students overcome their failures. This item yielded the highest SD score of .87 which defines the varied responses that students had with the item.

The respondents' academic performance in their Philosophical Analysis subject is fair. This is based on the obtained mean of 81.81 reflected in Table 6. The resulting standard deviation of 2.41 means that grades obtained greatly vary.

Notice from the above table the fair performance of the respondents in their Philosophical Analysis class. This is supported by the obtained frequency of 106 (45.1%) and there were only 4 (1.7%) with moderate highly satisfactory academic performance.

Table-5
Students' Perception Towards their Teacher in Philosophical Analysis

Teacher's Characteristics	Mean	Standard Deviation	Remarks
Tries to convey warmth relationship with students.	1.74	.83	VS
Tends to have good rapport with students.	1.77	.82	VS
Shows respect for students as persons.	1.72	.79	VS
Displays a sense of humor to students	1.66	.79	VS
Is strict in disciplining students.	1.61	.71	VS
Rigidly implements rules.	1.62	.83	VS
Likes the subject very much	1.43	.73	O
Has patience when dealing with students	1.70	.83	VS
Tries to conduct activities that motivates the students	1.67	.76	VS
Explains the lesson well to make it interesting.	1.64	.77	VS
Encourages students' self-initiated work	1.73	.77	VS
Stimulates students to think for themselves	1.73	.84	VS
Makes the lesson realistic.	1.73	.77	VS
Applies Psychological principles in learning.	1.74	.76	VS
Regularly conducts examination.	2.00	.80	VS
Uses various methods of evaluating students	2.01	.81	VS
Implements varied techniques in conducting examinations.	1.93	.80	VS
Gives detailed feedback when making students' work	1.91	.81	VS
Orients students with the course outline and examination coverage.	1.74	.79	VS
Suits examinations within the level of the learners.	1.83	.74	VS
Encourages students to achieve high.	2.06	.81	VS
Simplifies the explanations of the lessons.	1.73	.83	VS
Uses inquiry technique in teaching.	1.74	.79	VS
Reinforces correct answers of students.	2.01	.79	VS
Criticize students as a way of motivation.	2.18	.84	VS
Accepts criticism positively.	2.07	.87	VS
Is comfortable when teaching.	1.66	.83	VS
Is energetic in teaching the subject.	1.70	.81	VS
Is creative in instructional activities.	1.79	.81	VS
Is knowledgeable on the subject matter.	1.57	.83	VS
OVERALL	1.78	.59	VS

Table-6
Academic Performance of the Students Based from their Philosophical Analysis Grade

	Mean	Standard Deviation
Grades	81.81	2.41

Table-7
Grouping of Students' Performances in Philosophical Analysis Subject

Level of Performance	Frequency	Percent
Needs Improvement	34	14.5
Fair	106	45.1
Satisfactory	84	35.7
Moderate Highly Satisfactory	4	1.7
Conditional	7	3.0
Total	235	100

Three percent of the respondents (f = 7) were labelled conditional (i.e. grades obtained were below 75% but are not yet declared failing grades) in their performance since at the time the study was conducted, they are still on the process of completing their requirements in compliance with the regulations set by the university registrar.

Table-8
Correlation Matrix of Students' Academic Performance in Philosophical Analysis, their Attitude towards the Subject and their Perception towards their Teacher

Variables		Grade	Attitude Towards the subject	Attitude towards the teacher
Grades	Correlation		.225	-.164
	Significance (2-tailed)		.001	.014
	df		225	225
Attitude towards the subject	Correlation	.225		-.274
	Significance (2-tailed)	.001		.000
	df	225		225
Attitude towards the teacher	Correlation	-.164	-.274	
	Significance (2-tailed)	.014	.000	
	df	225	225	

With the purpose of determining the relationship between and among the three variables namely: Philosophical Analysis Grade, Attitude of the Student-Respondents toward the Subject, and the Attitude of the Student-Respondents Towards their Teacher, the Pearson product moment correlation was computed.

It can be noted from the table-8 that all the three variables were considered and none of these three was controlled with the assumption that each has a significant relationship with the two other variables.

With a correlation coefficient of .225, grade has a very minimal positive correlation which is significant at $p = .001$ akin to a finding with the Basic Mathematics subjects⁹. This implies that whether students like the subject or not, there is a minimal significant bearing on their grades, and vice versa.

As regards attitude of the student-respondents towards the subject, it was able to establish a moderately small negative correlation with their attitude towards their teacher with a coefficient of -.274. This is a significant finding at $p = .000$ level. This explains the situation that students may not necessarily hate the teacher if they find the subject hard to comprehend and or love the teacher since they find the subject easy to comprehend.

When the attitude towards the teacher is considered, the table clearly shows the resulting correlation coefficient of -.164 with the students' grades, a very small negative correlation contrary to a study with Mathematics⁹. This significant finding at $p = .014$ explains that if students have very positive attitude towards their teacher, they automatically receive good grades and or if they have very negative attitude towards their teacher that they get very low grades.

Table-9
Correlation Matrix of Students' Attitude towards the Teacher and Academic Performance and Subject

Control Variable	Variables		Grade	Attitude Towards the subject
Attitude Towards the Teacher	Grade	Correlation		.190
		Significance (2-tailed)		.004
		df		224
	Attitude Towards the Subject	Correlation	.190	
		Significance (2-tailed)	.004	
		df	224	

Since a relationship was established between the variables academic performance and attitude towards the subject and no relationship with the variable attitude towards the teacher, another run of statistics was conducted thereby controlling the variable which has something to do with the teacher.

As shown in table-9, grade has a very small positive correlation with attitudes towards the subject with a correlation coefficient of .190 which is significant at .004. This relationship means that consistently, compared to table 7, the grade received by the students was partly related to the range of attitude that they have with Philosophical Analysis subject.

Hence, the need for the students to understand the nature of and love the subject by internalizing the essence of which in actual application to their daily lives.

Table-10
The developed intervention program for Philosophical Analysis based on the findings is as follows

Period	Session	Activity	Materials Needed	Clienteles	Persons In-charge	Performance Indicator
1 st Week of the Semester	1	Thorough discussion on the nature of Philosophical Analysis	Syllabus	G-SS 04 students	Subject teacher	Better attitude towards the subject
2 nd Week of the Semester	2	Initial assessment of academic performance	Results of written exams	G-SS 04 students	Subject teacher	Scores in formative and summative exams
3 rd Week of the Semester	3	Skills performance assessment	Lecture notes and exercises booklets	G-SS 04 students	Subject teacher	Identified strengths and weaknesses
5 th to 10 th Week of the Semester	4	Peer tutoring on identified weaknesses	Worksheets	Students identified who fairly performed in the subject	Subject teacher and students whose initial assessed performance are moderately satisfactory	Scored worksheets with passing ratings
12 th to 16 th Week of the Semester	5	Enhancement activity	Worksheets	G-SS 04 students	Subject teacher and/or other teachers who formerly taught the subject	Passing rate in the exercises
17 th Week	6	Formative test	Test questions	G-SS 04 students	Subject teacher	Passing scores

The proposed abovementioned activities are expected to be conducted beyond the class hours. Notably, formative tests are incorporated in the series of activities since it has been strongly agreed upon that meaningful formative assessments are especially integral components of the learning process¹⁰. Furthermore, students and teachers need to know what their strengths and weaknesses are so that they can set goals, measure growth and understandings, and then set new goals.

Conclusion

i. Students possess positive attitude towards Philosophical Analysis subject. ii. The teacher has a high level of interest in teaching the subject and rated as very satisfactory in her teaching performance. iii. The students fairly performed in their Philosophical Analysis subject. iv. The perception of the students on their teacher is not related with their attitude towards the subject and their grades but their attitude towards the subject has a very minimal positive relationship with their grades and vice versa.

Recommendations: i. Provision for the strict implementation of the developed intervention program. ii. The teacher must maintain her high level of interest in teaching and further strive to enhance other gratifying positive characteristics that will advance the interest and academic standing of students in the subject. iii. Since the perception towards the teacher does not relate with the attitude and grades of the students in the subject,

it is recommended that Philosophical Analysis subject be carefully scheduled. iv. Partial assessment of class standing should be done before the midterm examination and the proposed intervention activity be strictly implemented. v. Other variables should be considered to properly assess the variables that explain the students’ performance in Philosophical Analysis.

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