Formulation of Learning Strategies Using Bigg's (R-SPQ-2F) Thru Attitudinal Studies of Selected Nursing Students in Higher Education Institution in Metro Manila

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Abstract- This study was conducted in order to formulate learning strategies using Biggs' (R-SPQ-2F) thru attitudinal studies of selected nursing students in Higher Education Institution in Metro Manila. The respondents of this study are three hundred fourteen randomly selected students from two Higher Education Institution in Metro Manila, Philippines. A survey was conducted using a standardized questionnaire for gathering of information about respondents profile and their attitudes towards learning. Frequency, Percentage, Ranking, Weighted Mean, Likert Scale, Standard t-test and ANOVA were applied to investigate the differences in the answers of the respondents to the formulation of learning strategies towards their attitudes to learning. The results revealed that there is significant differences concerning the attitudinal studies of the selected nursing students in terms of Surface Approach and deep approach. The motivation of the nursing students using Bigg's (R-SPQ-2F) manifested that their extent of attitudinal studies are well-equipped through academic awareness. There are twelve motivational Approaches of the nursing students that are correlated to the Bigg's (R-SPQ-2F) and eight, which are not correlated under deep approach and surface approach. Thru evident findings, the Learning Strategies that are formulated are based on the Extent of Motivational Approach of the nursing students through their attitudinal Studies using the Bigg's (R-SPQ-2F).

Index Terms- Attitude, Deep Approach, Motivation, Learning Strategies, Surface Approach

I. INTRODUCTION

The attitudinal studies and motivational approach are significant factors affecting the quality of student learning. It is also identified that the impact of student's approaches to learning and ultimately quality of learning outcomes varies in the differences in motivation and study processes.

Recognizing student attitude towards their studies is a vital step in formulation of strategies and their motivation towards learning in Higher Education Institutions. It is essential to have some understanding of the method they used in learning in order to form an appropriate atmosphere for teaching which helps students to attain their full potential (L. Smith, 2005, p.535). According to Biggs (1979,p.381), an approach and processes used by a student in the course of learning are related to the quality of his or her studying, this paper seek the purpose to find the 'what' and 'how' students learn (Ramsden, 1992, p.40).

It is increasingly recognized that the learning strategies is associated with students' motivation to study. Teachers are key actors who shape the learning environment (Eccles and Roeser 2011) and one of their most important tasks is to create a learning environment that enhances and sustains students' motivation and engages students in learning. It seems accepted that learning requires the availability and use of precise strategies. This availability necessarily involves motivation, it also involves the learning concept the student maintains, as well as how he addresses it (learning approaches) (Salim, R. 2006).

A student is driven to work on a certain task if there is a motivation to do such. This includes learning styles and their motivation to learn. The term "learning styles" indicates that each student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. In order to maintain the attitude towards learning, students must sustain a task-oriented outlook in studying, which is linked with deep-level learning.

Two wide approaches to learning, 'deep' and 'surface', have reliably arise in the field of research, with a deep approach apparently leading to a better results, thus, this measured the needed approach for students. It is important for teachers to identify the student approaches to learning since they are not permanent and is predisposed to external influences, particularly the learning atmosphere. Therefore, as claimed by Biggs, Kember and Leung, "an approach to learning describes the nature of the relationship between, student, context and task" (2001, p.137). Having the familiarity of their students' approaches to learning, teachers can apply strategies that encourage deep learning.

It is through understanding learning styles and their motivation that an educator could simplify, construct, and validate effective learning for all students (Guild and Garger 1998). When teachers taught students using their preferred learning styles, they demonstrate increased academic achievement, improved attitudes toward instruction and better discipline as compared when they are taught using their non-preferred styles (Dunn and Griggs, 1992).

Therefore, teachers must be able to identify their students' learning styles in an effective manner to create benefits and improved content knowledge. After these learners have been identified, teachers will be able to teach the students' styles, and students' learning will reflect on their academic performance.

There is increase recognition in education theory and classroom management strategy about the concept of individualized learning styles. Individual learning styles vary on cognitive, emotional and environmental factors, as well as one's prior experience. It is essential for educationalists to recognize the differences in their students' learning styles in order to apply best practice strategies into their daily activities, curriculum and assessments.

Furthermore, the researcher intends to determine whether the selected nursing students has extent of motivation that possess and demonstrated in their attitudinal studies using Bigg's (R-SPQ-2F). On this view, thru evident findings, there will be conceptualized Learning Strategies in a better transition of the learning capability of the students through teaching-learning process.

II.

III. RESEARCH ELABORATIONS

The present study is anchored to the following theories: a. Theories of Attitude Change (Hovland, Janis, Kelly,1953), b. Balance Theory of Attitude Change (Heider 1958), c. Cognitive Consistency (Abelson 1968), d. Consistency Theory Approacg (Simonsons, 1977), e. Cognitive Dissonance Theory (Festinger, 1957), f. Functionalist Theory of Attitudes (Katz) and Social Development (Vygotsky, 1960).

Hovland, Janis, & Kelly (1953) provided one of the first major theories of attitude change, developed in the framework of Hull's learning theory and oriented towards the effects of persuasive communication. According to the Hovland et al theory, changes in opinions can result in attitude change depending upon the presence or absence of rewards. The learning of new attitudes is no different in nature than any other verbal or motor skill, except that opinions relate to a single proposition whereas other skills involve a series of propositions. The acceptance of a new opinion (and hence attitude formation) is dependent upon the incentives that are offered in the communication.

It is true that the present study allocate the changes of transformational category of the nurses through their capability and ability in studying. Moreover, it generate a academic support which intends to the researchers criterion in conceptualizing new learning strategies.

Heider (1958) developed a balance theory of attitude change that was influenced by Gestalt principles. In Heider's theory, when beliefs are unbalanced, stress is created and there is pressure to change attitudes. The two main factors affecting balance are the sentiment (e.g., liking, approving, admiring) and unity (e.g., similarity, proximity, membership) qualities of beliefs. Balance exists if the sentiment or unity between beliefs about events or people is equally positive or negative; imbalance occurs when they are dissimilar in nature.

Indeed, this theory encompasses the nursing students academic tract of changing their styles in studying through academic beliefs that support scholastic balances of studying medical fields.

Abelson (1968) and others developed theories of cognitive consistency. Cognitive consistency suggests that people will try to maintain consistency among their beliefs and make changes (i.e., accept or reject ideas) when this does not occur. For example, if a college student who wants to live in a coed dormitory and also wants to get good grades is presented with the fact that students who live in coed dorms get poor grades, the student will either reject this proposition or change his attitudes about coed dorms or good grades.

As such, the researcher will be able to assess if the selected nursing students are consistent in their studies in the medical allied subjects. For instances, it is the researchers belief that there are individual differences in allocating students' progress of study. Moreover, the transition of the present study gives more evident processes, mechanisms, and scope and that lead to give priority with regards to scholastic consistency using the BIGGS (R-SPQ-2F).

An example of research of the classical type that demonstrated a consistency theory approach was Simonson's (1977) study of dissonance theory principles. In this study, cognitive dissonance theory (Festinger, 1957) assumptions, one of the most influential consistency theories, were used in a formal program of attitude change in order to improve student attitude toward an instructional activity. Student achievement in this instructional activity was then measured to determine if achievement was influenced by a change in student attitude toward instruction.

Festinger's theory of cognitive dissonance is one of the best-known and most researched frameworks pertaining to attitude change. According to this theory, attitude change is caused by conflict among beliefs. A number of factors determine the strength of the dissonance and hence how much effort is required to change attitudes. By manipulating these factors, attitude change can be facilitated or inhibited.

Daniel Katz (2015) proposed a functionalist theory of attitudes. He takes the view that attitudes are determined by the functions they serve for us. People hold given attitudes because these attitudes help them achieve their basic goals. Katz distinguishes four types of psychological functions that attitudes meet such as (a) Instrumental - we develop favorable attitudes towards things that aid or reward us. We want to maximize rewards and minimize penalties. Katz says we develop attitudes that help us meet this goal, (b) Knowledge - attitudes provide meaningful, structured environment. In life we seek some degree of order, clarity, and stability in our personal frame of reference. Attitudes help supply us with standards of evaluation. Via such attitudes as stereotypes, we can bring order and clarity to the complexities of human life (c) Value-expressive - Express basic values reinforce self-image. If you view yourself as a Catholic, you can reinforce that image by adopting Catholic beliefs and values. We may have a self-image of ourselves as an enlightened conservative or a militant radical, and we therefore cultivate attitudes that we believe indicate such a core value, and (d) Ego-defensive - Some attitudes serve to protect us from acknowledging basic truths about ourselves or the harsh realities of life. They serve as defense mechanisms. Those with feelings of inferiority may develop attitude of superiority.

Katz's functionalist theory also offers an explanation as to why attitudes change. According to Katz, an attitude changes when it no longer serves its function and the individual feels blocked or frustrated. That is, according to Katz, attitude change is achieved not so much by changing a person's information or perception about an object, but rather by changing the person's underlying motivational and personality needs.

Learning theories are an organized set of principles explaining how individuals acquire, retain and recall knowledge. By studying and knowing the different learning theories, we can better understand how learning occurs. The principles of the theories can be used as guidelines to help select instructional tools, techniques and strategies that promote learning.

Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increase the probability that the antecedent behavior will happen again. In contrast, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner.

The cognitivist revolution replaced behaviorism in 1960s as the dominant paradigm. Cognitivism focuses on the inner mental activities – opening the "black box" of the human mind is valuable and necessary for understanding how people learn. Mental processes such, as thinking, memory, knowing, and problem solving need to be explored. Knowledge can be seen as schema or symbolic mental constructions. Learning is defined as change in a learner's schemata.

A response to behaviorism, people are not "programmed animals" that merely respond to environmental stimuli; people are rational beings that require active participation in order to learn, and whose actions are a consequence of thinking. Changes in behavior are observed, but only as an indication of what is occurring in the learner's head. Cognitivism uses the metaphor of the mind as computer: information comes in, is being processed, and leads to certain outcomes.

A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation.

A common misunderstanding regarding constructivism is that instructors should never tell students anything directly but, instead, should always allow them to construct knowledge for themselves. This is actually confusing a theory of pedagogy (teaching) with a theory of knowing. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.

Vygotsky's social development theory is one of the foundations for constructivism.

Humanism, a paradigm that emerged in the 1960s, focuses on the human freedom, dignity, and potential. A central assumption of humanism, according to Huitt (2001), is that people act with intentionality and values. This is in contrast to the behaviorist notion of operant conditioning (which argues that all behavior is the result of the application of consequences) and the cognitive psychologist belief that the discovering knowledge or constructing meaning is central to learning. Humanists also believe that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan. It follows that the study of the self, motivation, and goals are areas of particular interest.

Key proponents of humanism include Carl Rogers and Abraham Maslow. A primary purpose of humanism could be described as the development of self-actualized, autonomous people. In humanism, learning is student centered and personalized, and the educator's role is that of a facilitator. Affective and cognitive needs are key, and the goal is to develop self-actualized people in a cooperative, supportive environment.

IV.

V.   RESEARCH METHODS

Research Design

The study will take the form of a descriptive-evaluative research. The descriptive-evaluative occur in this study through the manifestation of answering the Bigg's (R-SPQ-2F) rendered by the selected nursing students of selected Higher Educational Institutions in Metro Manila. If so, the answers of the respondents will be evaluated using the actual formulation of the standardize test propagated by John Bigg's, whether it is satisfying or not. Apparently, the researcher will be able to formulate new learning strategies.

According to purpose combination of quantitative and qualitative research will also utilize, the study will also take the form of an applied type of research because its results will be utilized to enhance how teachers of nursing college teach students, consequently helping low-achieving nursing students perform better in the subject. The response of the study will be interpreted using the statistical tools and treatments numerically then, interpreted in a well-organized discussion through better citations using literatures and studies that are inter-related to the present study.

After the assessment of the students, the data will be processed and will be utilized to generate two reports: (1) a class profile report showing the study approaches of the nursing students; and (2) individual feedback report to students that explains the characteristics of their approach, the outcomes and strategies on how to move to a deep-achieving approach.

Population and Sampling Scheme

The study will be conducted in the College of Nursing of School A, and School B. The target respondents were the nursing students who were enrolled during the first semester of the school year 2017-2018 from first year to fourth year of the abovementioned schools.

The study will use purposive sampling, (also known as judgment, selective or subjective sampling), in this regard, the selected Higher Educational Institutions were used purposively as an apparent response of allocating the reliable and valid respondents. Because the selected institutions offering a Bachelor of Science in Nursing (BSN)

In addition, the study will also apply the simple stratified random sampling, it is a variation of simple random sampling in which the population is partitioned into relatively homogeneous groups called strata and a simple random sample is selected from each stratum. The results from the strata are then aggregated to make inferences about the population. A side benefit of this method is that inferences about the subpopulation represented by each stratum can also be made.

Description of the Respondents

Nursing students from first level to fourth level who are enrolled in the first semester of school year 2017-2018 will become the subject of the study.

Moreover, there are three hundred fourteen (314) selected nursing students in the selected higher education institutions in metro manila, which is the main subject of this research study.

Research Instrument

The researcher will distribute a checklist to the respondents in gathering of data. Further, the study will utilize a standardize survey question using Biggs' Revised Study Process Questionnaire (SPQ)-2 Factors, herein referred to as R-SPQ-2F. The R-SPQ-2F is a 20-item questionnaire to identify tertiary students' metacognitive approaches to learning in a classroom or research setting. It has two scales: Deep Approach and Surface Approach, as well as four subscales: Deep Motive, Deep Strategy, Surface Motive, and Surface Strategy. Student-respondents respond to the questionnaire items using a 5-point Likert scale with the following verbal responses that range from never or only rarely true of me to always or almost always true of me. Raw scores are computed by summing the mean score for items identified for each subscale. Scores for Deep Approach and Surface Approach are the sums of the corresponding subscales. The length and ease of administration is a plus for this instrument. A clear disadvantage is the time required to score this measure. In sum, this measure has promise in the field of healthcare education, but requires additional validation with individuals at all levels of healthcare education. This had been used in a number of studies concerned with campus-based education, and it has been shown to be sensitive to differences between individual students related to their age, year of study and academic discipline (Biggs, 2007). Permission from the instrument's author, John Biggs at Johnbiggs.com.au will be sought so that it may be utilized in this study without infringing on the author's intellectual property rights.

Statistical Treatment of Data

The following statistical tools for the interpretation of results according to sub-problems were used.

Percentage. This was used to determine the frequencies of the respondents in terms of actual number of respondents of the study.

The formula is $P = \frac{f}{n} \times 100$

where:

P = percentage of distribution
f = frequency of an item of response
n = total number of students

Ranking. This was used to get the average rank of the responses in each sub problems.

Weighted Mean. This was used to get the average frequency of the responses in each weighted item of the specific problem number 2 and 4.

Formula:

$$WM = \frac{(f_5 \, x \, 5) + (f_4 \, x \, 4) + (f_3 \, x \, 3) + (f_2 \, x \, 2) + (f_1 \, x \, 1)}{N}$$

*Likert Scale A. Th*is was used to determine the acceptability of the multi-factorial dimensions of employees productivity, to answer specific problem no. 2, the 5-point Likert scale will be used and its interpretation will be as follows:

Scale Range	Verbal Interpretation
5 – (4.50 – 5.00)	Always or Almost always true of me (AATM)
4 – (3.50 – 4.49)	Frequently true of me (FTM)
3 – (2.50 – 3.49)	True of me about half the time (TMaHT)
2 – (1.50 – 2.49)	Sometimes true of me (STM)

– (1.00 – 1.49)   Never or only rarely true of me (RTM)

Likert Scale B. this was used to determine extent of motivations of the selected nursing students thru demonstration of their attitudinal studies using Bigg's (R-SPQ-2F) that integrated to the specific problem no. 4 the 5-point Likert scale will be used and its interpretation will be as follows:

	Scale Range	Verbal Interpretation

5 – (4.50 – 5.00)   Personal Understanding (PU)
4 – (3.50 – 4.49)   Vocational Relevance (VR)
3 – (2.50 – 3.49)   Interest in the Subject (ItS)
2 – (1.50 – 2.49)   Desire to Complete their course study (DCCS)
1 – (1.00 – 1.49)   Fear of Failure (FoF)

5. F-test. This will be used to compare the assessments of the group of respondents according to the demographic profile.

VI.   RESULTS AND FINDINGS

Sub-problem No. 1. There are three hundred fourteen selected nursing students were used in these study in which one hundred eight (108) under ages below 19 years old, eighty-five (85) between ages 20 to 22, forty-seven (47) at ages 23 to 25, thirty (30) between 26-28 and forty-four to the ages 29 and above.

Moreover, the highest frequency percentage of the respondents of this study as to gender are female ranging two hundred thirty-five (235) responses or 74.84% followed by male garnering a frequency percentage of seventy-nine (79) or 25.16%.

Indeed, majority of the respondents as to year level belong to third year and fourth year nursing students ranging a frequency percentage of ninety-nine (99) or 31.53% followed by second year and first year nursing students having a frequency of fifty-two (52) and sixty-four (64) respectively.

Sub-problem No.2. The Attitudinal Studies of Selected Nursing Students in Higher Education Institutions using Bigg's (R-SPQ-2F) in terms of surface approach reached TMaHT which means that all set criterion are true to them about half the time ranging a computed mean value of 3.00. While on the other hand, the nursing students possessed FTM or frequently true of them those sub-variables that incorporated the Bigg's (R-SPQ-2F) as to deep approach ranging a computed mean value of 3.62.

Sub-problem No. 3 There is significant differences with regards to the attitudinal studies of the selected nursing students in terms of Surface Approach as to age and year level garnering a computed f-value of 61.258 and 61.258. Furthermore, there is also significant difference with regards to the attitudinal studies of selected nursing students according deep approach in terms of age and year level having a computed f-value of 16.5532 and 16.553 respectively.

Sub-problem No. 4 The Extent of motivation of the nursing students through demonstrating attitudinal studies using Bigg's (R-SPQ-2F) inclined interest in the subject (ItS) ranging a computed mean value of 3.19 manifested that their extent of attitudinal studies are well-equipped through academic awareness.

Sub-problem No. 5
There are twelve (12) motivational Approach of the nursing students that are correlated to the Bigg's (R-SPQ-2F) and eight (8) which are not correlated under deep approach and surface approach. The correlated criteria are (1) I find that at times studying gives me a feeling of deep personal satisfaction. (*Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.); (2)* To be satisfied, I should study hard to make a conclusion of my work. *(Kailangan kong mag-aral ng mabuti para makagawa ng sariling konklusyon ukol sa aking gawain upang maabot ko ang aking minimithi.);* (3) I feel that virtually any topic can be highly interesting once I get into it. *(Nararamdaman kong ang kahalagahan at epekto ng lahat ng paksa ay may mataas na interest habang nasisiyahan ako dito.); (4)* I find most topics interesting and often spend extra time trying to obtain more information about them. *(Mas pinaglalaanan ko ng karagdagang oras ang pagtuklas sa mga interesadong paksa upang makuha ang karagdagang impormasyon.); (5)* I find that studying academic topics can at times be as exciting as a good novel or movie. *(Mas pinagtutuunan ko ng pag-aaral ang mga pang-akademikong paksa kaysa sa pagbabasa ng nobela at panunuod.); (6)* I test myself on important topics until I understand them completely. *(Sinusubukan kong pag-aralan ang aking sarili ukol sa mahalagang paksa hanggang maunawaan ko ang kabuuan nito.)*; (7) I work hard at my studies because I find the material interesting. *(Pinagsisikapan ko ang aking pag-aaral sapagkat natuklasan ko na ito'y isang bagay na dapat pagtuunan ng pansin.); and (8)* I spend a lot of my free time finding out more about interesting topics, which has been discussed in different classes. *(Pinaglalaan ko ng karagdagang oras ang paghahanap ng mga interesadong paksa na tinatalakay sa ibang klase.); (9)* I come to most classes with questions in mind that I want answering. *(Marami akong katanungan sa loob ng klase na nais kong mabigyan ng kasagutan.)*; (10) I make a point of looking at most of the suggested reading that go with the lectures. *(Pinaglalaanan ko ng panahon ang mga ibinigay na babasahin na may kaakibat na interes sa talakayan.).*

Sub-problem No.6. Thru evident findings, the Learning Strategies that are formulated are based on the Extent of Motivational Approach of the nursing students through their attitudinal Studies using the Bigg's (R-SPQ-2F) pertaining to (1) Deep Learning thru Relation of Evident Personal Ideas, (2) Deep Learning thru Evident Educational Work, (3) Deep Learning thru Evident Extra-Scholastic Work, (4) Deep Learning thru Evident Integrated Course Curriculum, (5) Deep Learning thru Evident Educational Satisfaction, (6) Deep Learning thru Evident Interested Topics, (7) Deep Learning thru Evident Course task-centered, (8) Deep Learning thru Evident Mind task-orientation, (9) Deep Learning thru Evident Academic Self-Centered Relation, (10) Deep Learning thru Evident Academic Self-Test Criterion, (11) Deep Learning thru Evident Topical Analysis, (12) Deep Learning thru Evident academic Scope Restrictions, (13) Deep Learning thru Evident Academic-Centered Criterion, (14) Deep Learning thru Evident Academic Devotion, (15) Deep Learning thru Evident Academic Standard with Depth-range, (16) Deep Learning thru Evident Scholastic Resource Material, (17) Deep Learning thru Evident Art of Scholastic Solution to academic natures, (18) Deep Learning thru Evident empowerment of Educational Tools, (19) Deep Learning thru Evident Academic Engagement to educational resources, and (20) Deep Learning thru Evident Test Retention with Comprehensive –Analysis.

VII.   CONCLUSION

From the salient findings summarized on this part of the paper, the researcher concludes:

Sub-problem No. 1. There are three hundred fourteen selected nursing students in which majority came to ages below 19 years old that are female that belong to third year and fourth year level.

Sub-problem No.2. The Attitudinal Studies of Selected Nursing Students in Higher Education Institutions using Bigg's (R-SPQ-2F) in terms of surface approach reached (TMaHT) which means that all set criterion are true to them about half the time while FTM or frequently true of them as to deep approach.

Sub-problem No. 3 There is significant differences concerning the attitudinal studies of the selected nursing students in terms of Surface Approach and Deep Approach as to age and year level.

Sub-problem No. 4 The Extent of motivation of the nursing students through demonstrating attitudinal studies using Bigg's (R-SPQ-2F) inclined interest in the subject (ItS) that determine as well-equipped through academic awareness.

Sub-problem No. 5 There are twelve (12) motivational Approach of the nursing students that are correlated to the Bigg's (R-SPQ-2F) and eight (8) which are not correlated under deep approach and surface approach.

Sub-problem No.6. The Learning Strategies that are formulated which is based on the Extent of Motivational Approach of the nursing students through their attitudinal Studies using the Bigg's (R-SPQ-2F) are considered as Deep Approach Personal Ideas, Educational Work, Extra-Scholastic Work, Integrated Course Curriculum, Educational Satisfaction, Interested Topics, Course task-centered, Mind task-orientation, Academic Self-Centered Relation, Academic Self-Test Criterion, Topical Analysis, academic Scope Restrictions, Academic-Centered Criterion, Academic Devotion, Academic Standard with Depth-range, Scholastic Resource Material, Art of Scholastic Solution to academic natures, empowerment of Educational Tools, Academic Engagement to educational resources, and Test Retention with Comprehensive –Analysis.

APPENDIX

Survey Questionnaire

"FORMULATION OF LEARNING STRATEGIES USING BIGG'S (R-SPQ-2F) THRU ATTITUDINAL STUDIES OF SELECTED

NURSING STUDENTS IN HIGHER EDUCATION INSTITUTIONS IN METRO MANILA"

THE SURVEY QUESTIONNAIRE

PART 1. Socio-Demographic Profile of the Respondents

Name:(Optional)_____Gender: Male:____Female:___

Age Range: (Please check)

( ) Below 19 years old

( ) 20-22 years old

( ) 23-25 years old

( ) 26-28 years old

( ) 29 and above years old

Civil Status: (Please Check)

( ) Single

( ) Married

( ) Widow/Widowed

( ) Others, pls. specify

_____

Year Level (Please check)

( ) 1st year level

( ) 2nd year level

( ) 3rd year level

( ) 4th year level

Name of University/Institution

( ) School A

( ) School B

Part II- What is the attitudinal studies of selected Nursing students in Higher Education Institutions using Bigg's (R-SPQ-2F) in terms of:

    2.1   Surface Approach

    2.2   Deep Approach

Biggs' Revised study Process Questionnaire (R-SPQ-2F)

This questionnaire has a number of questions about your attitudes towards your studies and your usual way of studying.

There is no right way of studying. It depends on what suits your own style and the course you are studying. It is accordingly important you answer each question as honestly as you can.

Please put a (√) mark in the appropriate space alongside the question number on the General Purpose Survey/ Answer Sheet. Please choose the one most appropriate response to each question. **Do not spend a long time on each item: your first reaction is probably the best one. Please answer each item. Do not worry about projecting a good image. Your answers are CONFIDENTIAL.**

5	4	3	2	1
Always or almost always true of me (AATM)	Frequently true of me (FTM)	True of me about half the time (TMaHT)	Sometimes true of me (STM)	Never or only rarely true of me (RTM)

A. SURFACE APPROACH

QUESTION	1 (RTM)	2 (STM)	3 (TMaHT)	4 (FTM)	5 (AATM)
1. My aim is to pass the course while doing as little work as possible. (*Nais kong pumasa sa aking kurso habang may karagdagang gawaing pang-edukasyon.*)					

2. I only study seriously what's given out in class or in the course outline. *(Pinag-aralan ko ng seryoso ang ibinigay sa klase gabay ang kurikulum at pagkakasunod-sunod na paksa sa aking kurso.)*				
3. I don't find my course very interesting so I keep my work to the minimum. *(Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)*				
4. I learn some things by rote, going over and over them until I know them by heart even if I don't understand them. *(Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking pag-aaral.)*				
5. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. *(Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)*				
6. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. *(Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng*				

ibang karagdagang gawain.)					
7. I find its not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. (Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat kailangan lamang daanan ang mga piling paksang pag-aaralan.)					
8. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. (Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri.)					
9. I see no point in learning material, which is not likely to be in the examination. (Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapaloob sa pagsusulit.)					
10. I find the best way to pass examinations is to try to remember					

answers to likely questions. (*Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.*)					

B. DEEP APPROACH

QUESTION	1 (RTM)	2 (STM)	3 (TMaHT)	4 (FTM)	5 (AATM)

1. I find that at times studying gives me a feeling of deep personal satisfaction. *(Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.)*					
2. To be satisfied, I should study hard to make a conclusion of my work. *(Kailangan kong mag-aral ng mabuti para makagawa ng sariling konklusyon ukol sa aking gawain upang maabot ko ang aking minimithi.)*					
3. I feel that virtually any topic can be highly interesting once I get into it. *(Nararamdaman kong ang kahalagahan at epekto ng lahat ng paksa ay may mataas na interest habang nasisiyahan ako dito.)*					
4. I find most topics interesting and often spend extra time trying to obtain more information about them. *(Mas pinaglalaanan ko ng karagdagang oras ang pagtuklas sa mga interesadong paksa upang makuha ang karagdagang impormasyon.)*					
5. I find that studying academic topics can at times be as exciting as a good novel or movie. *(Mas pinagtutuunan ko ng pag-aaral ang mga pang-*					

akademikong paksa kaysa sa pagbabasa ng nobela at panunuod.)					
6. I test myself on important topics until I understand them completely. *(Sinusubukan kong pag-aralan ang aking sarili ukol sa mahalagang paksa hanggang maunawaan ko ang kabuuan nito.)*					
7. I work hard at my studies because I find the material interesting. *(Pinagsisikapan ko ang aking pag-aaral sapagkat natuklasan ko na ito'y isang bagay na dapat pagtuunan ng pansin.)*					
8. I spend a lot of my free time finding out more about interesting topics, which has been discussed in different classes. *(Pinaglalaan ko ng karagdagang oras ang paghahanap ng mga interesadong paksa na tinatalakay sa ibang klase.)*					
9. I come to most classes with questions in mind that I want answering. *(Marami akong katanungan sa loob ng klase na nais kong mabigyan ng kasagutan.)*					
10. I make a point of looking at most of the suggested reading that go with the lectures. *(Pinaglalaanan ko ng panahon ang mga ibinigay na babasahin na may*					

kaakibat na interes sa talakayan.)					

Part III- What is the extent of motivation does the respondents demonstrate in their attitudinal studies using Bigg's (R-SPQ-2F)?

5	4	3	2	1
Personal Understanding (PU)	Vocational Relevance (VR)	Interest in the subject (ItS)	Desire to complete their course study (DCCS)	Fear of failure (FoF)

QUESTION	1 (FoF)	2 (DCCS)	3 (ItS)	4 (VR)	5 (PU)
1. I find that at times studying gives me a feeling of deep personal satisfaction. (*Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.*)					
2. To be satisfied, I should study hard to make a conclusion of my work. (*Kailangan kong mag-aral ng mabuti para makagawa ng sariling konklusyon ukol sa aking gawain upang maabot ko ang aking minimithi.*)					
3. My aim is to pass the course while doing as little work as possible. (*Nais kong pumasa sa aking kurso habang may karagdagang gawaing pang-edukasyon.*)					

4.I only study seriously what's given out in class or in the course outline. *(Pinag-aralan ko ng seryoso ang ibinigay sa klase gabay ang kurikulum at pagkakasunod-sunod na paksa sa aking kurso.)*					
5. I feel that virtually any topic can be highly interesting once I get into it. *(Nararamdaman kong ang kahalagahan at epekto ng lahat ng paksa ay may mataas na interest habang nasisiyahan ako dito.)*					
6. I find most topics interesting and often spend extra time trying to obtain more information about them. *(Mas pinaglalaanan ko ng karagdagang oras ang pagtuklas sa mga interesadong paksa upang makuha ang karagdagang impormasyon.)*					
7. I don't find my course very interesting so I keep my work to the minimum. *(Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)*					
8. I learn some things by rote, going over and over them until I know them by heart even if I don't understand them. *(Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking*					

pag-aaral.)					
9. I find that studying academic topics can at times be as exciting as a good novel or movie. *(Mas pinagtutuunan ko ng pag-aaral ang mga pang-akademikong paksa kaysa sa pagbabasa ng nobela at panunuod.)*					
10. I test myself on important topics until I understand them completely. *(Sinusubukan kong pag-aralan ang aking sarili ukol sa mahalagang paksa hanggang maunawaan ko ang kabuuan nito.)*					
11. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. *(Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)*					
12. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. *(Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng ibang karagdagang gawain.)*					
13. I work hard at my studies because I find the material interesting.					

(Pinagsisikapan ko ang aking pag-aaral sapagkat natuklasan ko na ito'y isang bagay na dapat pagtuunan ng pansin.)					
14. I spend a lot of my free time finding out more about interesting topics, which has been discussed in different classes. *(Pinaglalaan ko ng karagdagang oras ang paghahanap ng mga interesadong paksa na tinatalakay sa ibang klase.)*					
15. I find it's not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. *(Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat kailangan lamang daanan ang mga piling paksang pag-aaralan.)*					
16. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. *(Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri)*					

17. I come to most classes with questions in mind that I want answering. *(Marami akong katanungan sa loob ng klase na nais kong mabigyan ng kasagutan.)*					
18. I make a point of looking at most of the suggested reading that go with the lectures. *(Pinaglalaanan ko ng panahon ang mga ibinigay na babasahin na may kaakibat na interes sa talakayan.)*					
19. I see no point in learning material, which is not likely to be in the examination. *(Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapaloob sa pagsusulit.)*					
20. I find the best way to pass examinations is to try to remember answers to likely questions. *(Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.)*					

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