

# The Effect of Inquiry-Based Strategies on the Historical Awareness of Junior High School Students in Selected Public Secondary Schools in Tanauan

Marvida, Kenneth., Tawatao, Princess A., Tesorero, Hazel Marie S., Tisuela, Bel Patrice T., MaEd

The Faculty of College of Teacher Education Tanauan Institute, Inc

DOI: <https://doi.org/10.47772/IJRISS.2026.100500327>

Received: 04 May 2026; Accepted: 09 May 2026; Published: 30 May 2026

## ABSTRACT

This study investigates the effect of inquiry-based learning (IBL) strategies on the historical awareness of junior high school students in selected public secondary schools in Tanauan City, Batangas. Grounded in the mandates of Republic Act No. 10533 (Enhanced Basic Education Act of 2013) which promotes critical thinking and student-centric pedagogy, the research addresses a critical gap in literature regarding how IBL specifically influences the multi-dimensional aspects of historical awareness—such as internalizing historical meaning, shaping national identity, and preserving cultural legacies. While existing research acknowledges the benefits of IBL on general student engagement, limited evidence connects these student-led strategies directly to the cultivation of a deeper historical consciousness within the specific cultural context of Filipino learners.

To bridge these gaps, the primary objective of this research is to evaluate how active instructional techniques—namely structured questioning, collaborative projects, and classroom debates—impact students' capacity to comprehend historical events and recognize their modern societal implications. Ultimately, the study seeks to establish a clear empirical link between the efficacy of inquiry-based methods and the development of civic duty and historical insight among junior high schoolers. The resulting data aim to provide actionable insights for educators, school administrators, and curriculum designers working to implement culturally responsive, high-impact teaching practices in social studies education.

## INTRODUCTION

In today's changing education environment, promoting critical thinking and analytical skills is crucial, especially in history classes. The inquiry-based strategy, which focuses on questioning, collaborative activities, discussion and classroom debates, offers a new way to teach history. This method encourages students to engage more deeply with historical topics, helping them better understand events, their contexts, and their importance. According to the study of Abad (2021) students who engaged in inquiry-based learning activities performed better academically and showed higher levels of engagement in social studies.

The goal of inquiry-based learning (IBL) is to provide students the freedom to study and understand historical material through group projects, debates in class, and problem-solving exercises. Students that engaged in IBL activities demonstrated improved levels of interest and academic success in social studies, according to Abad (2021). These instructional techniques foster a more in-depth engagement with the content by motivating students to evaluate historical sources critically, challenge conventional wisdom, and draw their own conclusions from the available data.

One of the main objectives of history education is the development of historical consciousness. According to Syahputra (2020), historical awareness is the capacity of pupils to comprehend the historical settings of events, acknowledge their significance, and identify the long-term effects these events have on society. Pupils who gain this understanding will be better able to understand their place in the greater context of both national and international history, which will strengthen their sense of self and civic duty.

In order to improve critical thinking and historical awareness, Republic Act No. 10533 (Enhanced Basic Education Act, 2013) is a landmark legislation in the Philippines that reformed the basic education curriculum. This act established the K-12 education system, adding two additional years to secondary education and promoting the use of pedagogical approaches that foster critical thinking, creativity, and deeper understanding among students. IBL facilitates the growth of a more knowledgeable and insightful citizenry. The purpose of this study is to determine how well inquiry-based teaching methods can raise junior high students' historical awareness in a subset of Tanauan's public secondary schools.

There is a gap in research that explores how inquiry-based learning strategies affect the historical awareness of junior high school students. Although studies have shown that inquiry-based learning can improve student engagement and academic performance (Pedaste et al., 2015), its specific impact on helping students understand history is not well-researched. Historical awareness, which involves understanding historical events, their importance, and their role in shaping identity and nation-building, has not been fully studied in connection to inquiry-based methods. The specific aspects of historical awareness, such as living the meaning of history, understanding oneself and the nation, appreciating historical events, and maintaining national legacies, are often overlooked in existing research. There is also a lack of studies that establish a clear link between the effectiveness of inquiry-based strategies and students' historical awareness.

History education should be culturally relevant, but there is limited guidance on how inquiry-based approaches can be adapted to the unique needs of Filipino students. Addressing these gaps is important for improving teaching practices, creating culturally responsive methods, and helping students gain a deeper understanding of history that they can apply to their lives (Levstik and Barton, 2015)

The primary objective of this study is to investigate the effect of inquiry-based learning strategies on the historical awareness of junior high school students in selected public secondary schools in Tanauan City. Specifically, it aims to explore the relationship between the effectiveness of these strategies and students' ability to comprehend historical events, recognize their significance, and appreciate their role in shaping identity and national heritage. The study seeks to provide actionable insights for educators, administrators, and curriculum developers to enhance teaching practices, foster critical thinking, and improve students' engagement and academic performance in history education.

## THE PROBLEM AND ITS BACKGROUND

This chapter includes the introduction, theoretical framework, study paradigm, statement of the problem, hypothesis, scope and limitation, significance of the study, and the definition of terms used.

### Theoretical Framework

The inquiry-based approach, in particular, which emphasizes that learning is an active process where students develop knowledge via interaction, questioning, and content exploration, is a key component of constructivist learning theory, which this study draws upon (Bruner, 2016). Inquiry-based teaching methods for social studies are consistent with Dewey's (1916) theory that learning occurs best when students engage in experience and reflection.

It is commonly acknowledged that inquiry-based learning (IBL) is a successful instructional strategy for developing critical thinking abilities and a deeper grasp of concepts (Hmelo-Silver et al., 2015). IBL aims to improve students' ability to use historical thinking abilities in addition to imparting knowledge. The development of historical awareness requires the ability to source, contextualize, corroborate, and understand historical events and data (Wineburg, 2016).

Historical awareness, according to Syahputra (2020), refers to the ability of students to understand historical contexts and recognize the significance of past events in shaping the present and future. This study adopts Syahputra's model, which suggests that historical awareness can be categorized into four dimensions: understanding the meaning of history, knowing oneself and one's nation, interpreting historical events, and valuing national heritage.

The implementation of inquiry-based strategies directly influences the development of historical awareness by encouraging students to actively participate in the learning process. Studies by Kirschner et al. (2017) show that such strategies increase student engagement and comprehension in social studies, as students are encouraged to question, investigate, and analyze historical events rather than passively receive information.

In the Philippine context, the integration of inquiry-based learning in teaching social studies is in line with the Department of Education's K-12 curriculum, which emphasizes critical thinking and the appreciation of history as key learning outcomes (DepEd, 2016). As students engage with historical sources and reflect on their relevance to contemporary issues, their historical awareness deepens.

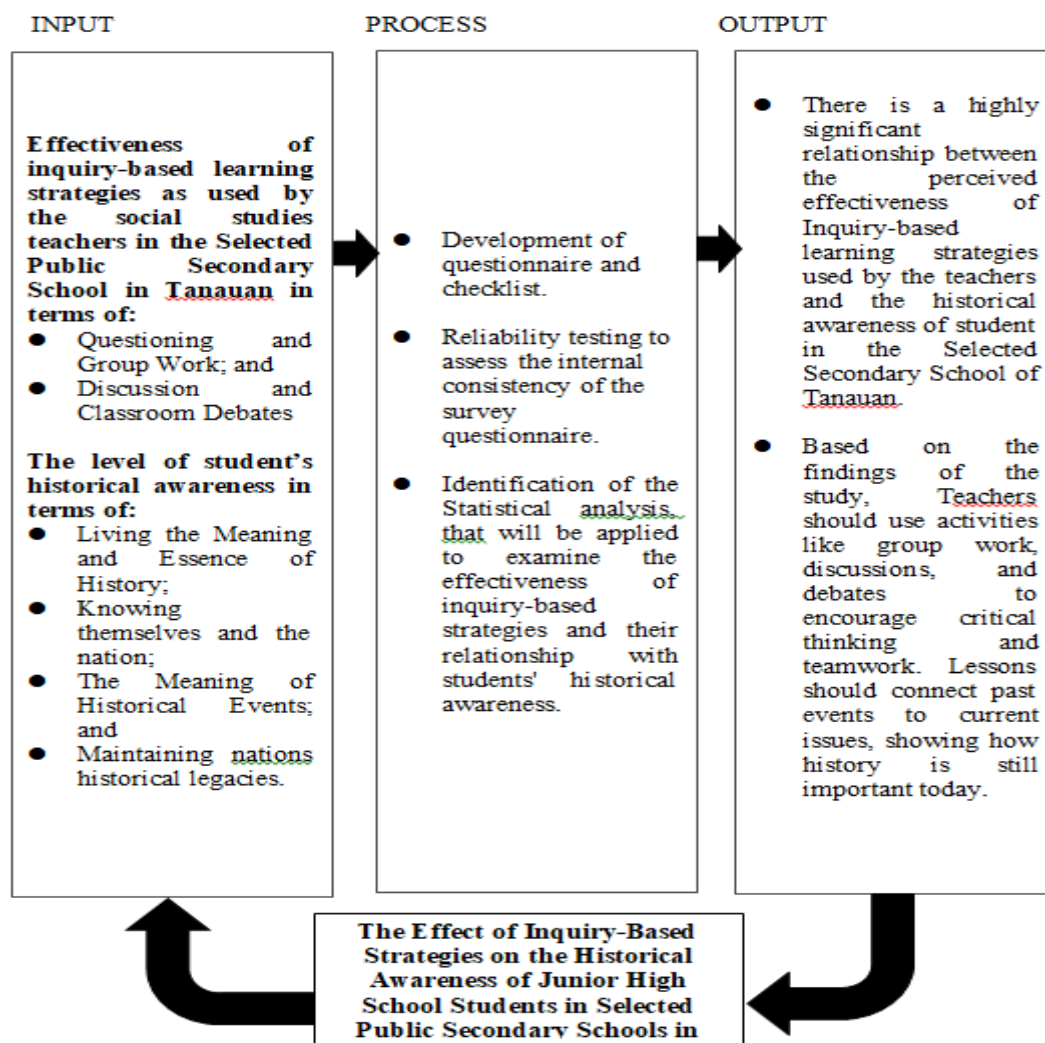


Figure 1. Research Paradigm

## Research Paradigm

The researchers adopted the Input-Process-Output (IPO) Model to guide the study, as shown in Figure 1. This model illustrates the flow of the research process, starting with the materials and information required, followed by the specific steps undertaken, and concluding with the evaluation of the inquiry-based learning strategies' impact on the historical awareness of junior high school students.

The first box (Input) highlights the effectiveness of inquiry-based learning strategies utilized by social studies teachers, focusing on questioning, group work, discussions, and classroom debates. It also includes the level of students' historical awareness in terms of living the meaning and essence of history, knowing themselves and the nation, the meaning of historical events, and maintaining national historical legacies.

The second box (Process) outlines the development and validation of the questionnaire and checklist, reliability testing to ensure the consistency of the instrument, and the identification of statistical tools for data analysis.

These steps are critical in examining the relationship between inquiry-based strategies and students' historical awareness.

The third box (Output) presents recommendations based on the findings, encouraging teachers to adopt strategies like group work, discussions, and debates to promote critical thinking and teamwork. Lessons should also connect past events to current issues, demonstrating the relevance of history in modern times.

The arrows connecting the Input, Process, and Output boxes emphasize the cyclical nature of the evaluation process, ensuring continuous improvement in the implementation of inquiry-based strategies to enhance students' historical awareness.

### **Statement Of The Problem**

The purpose of this study is to investigate the effect of the inquiry-based learning strategy on historical awareness of the junior high school students.

Specifically, it sought to substantiate the following questions:

1. How effective is inquiry-based learning strategies used by the social studies teachers in the Selected Public Secondary School in Tanauan in terms of:
  - 1.1. Questioning and Group Work
  - 1.2. Discussion and Classroom Debates
2. How may the level of student's historical awareness can be measured in terms of:
  - 2.1. Living the Meaning and Essence of History;
  - 2.2. Knowing themselves and the nation;
  - 2.3. The Meaning of Historical Events; and
  - 2.4. Maintaining nations historical legacies?
3. Is there a significant relationship between the effectiveness of Inquiry-Based learning strategies used by the teachers and the historical awareness of students in the Selected Public Secondary Schools of Tanauan?
4. Based on the findings of the study, what are the recommended inquiry-based strategies to increase the historical awareness of the learners?

### **Hypothesis**

There is highly no significant relationship between the use of Inquiry-Based learning strategies and the historical awareness of students in the Selected Public Secondary Schools of Tanauan.

### **Significance Of The Study**

The study focuses on the effect of Inquiry-Based Learning Strategies on the Historical Awareness of Junior High School Students in Selected Public Secondary Schools in Tanauan.

Moreover, the results of the study benefit the following:

**Students:** Enhancing historical awareness through inquiry-based strategies deepens their understanding of historical events, encourages critical thinking, and improves their engagement and academic performance in history classes.

**Teachers:** The insights provided by this study offer practical and effective approaches for enhancing student learning outcomes and fostering greater engagement in history education.

**Administrators:** The findings serve as a valuable resource for informing curriculum development and instructional practices, ultimately aiming to improve student performance and the overall quality of education.

**Future Researchers:** This study serves as a foundation reference for future investigations into the application and effectiveness of inquiry-based strategies in history education, opening avenues for further research and innovation in teaching methodologies.

### Scope And Limitation

This study is mainly focused on the effect of Inquiry-Based Learning Strategies on the level of student's historical awareness in terms of Living the Meaning and Essence of History, Knowing themselves and the nation, The Meaning of Historical Events, and Maintaining nations historical legacies of Junior High School Students in Selected Public Secondary Schools in Tanauan.

The researcher will limit the study for 41 Junior High School Social Studies Teachers in Selected Public Secondary Schools in Tanauan which are Banjo Laurel National High School, Bernardo Lirio Memorial National High School, Dr. Apolonio M. Lirio National High School, Pantay Integrated High School, Tanauan City Integrated High School, Tanauan School of Fisheries, and Tinurik National High School. The schools were selected as they represent a diverse range of public secondary institutions in the area, providing a comprehensive understanding of the effectiveness of inquiry-based strategies in history education. Their accessibility and willingness to participate also ensured the feasibility of data collection. Furthermore, these schools implement inquiry-based approaches in teaching history, making them suitable for examining the relationship between such strategies and the historical awareness of junior high school students.

### Definition Of Terms

The following terms are defined operationally to facilitate easy understanding of the study:

**Analytical Skills.** Refer to the ability of individuals to break down complex information into smaller, manageable parts to gain a better understanding and find effective solutions to problems.

**Classroom Debates.** Are formal discussions in which students present arguments either for or against a specific topic, thereby enhancing their reasoning and persuasion skills.

**Collaborative Activities.** Are group-based tasks that require students to work together toward a shared goal or to solve a problem collectively.

**Critical Thinking.** Is the ability to carefully evaluate information or situations by considering various perspectives before making decisions or forming judgments.

**Discussion.** Is a structured conversation where students share their ideas, perspectives, and insights on a particular topic to deepen their understanding.

**Effectiveness.** Is defined as the extent to which a specific strategy or method successfully achieves the desired outcomes or impacts.

**Historical Awareness.** Is the ability to comprehend historical events, recognize their significance, and understand their influence on both past and present contexts.

**Inquiry-Based Learning (IBL).** Is a student-centered teaching approach that motivates learners to explore, question, and participate in collaborative activities to discover and understand new concepts.

**Public Secondary Schools.** Government-funded schools that provide education to students at the secondary level.

**Questioning.** Refers to the process of asking relevant and thoughtful questions to gain deeper a deeper understanding or to clarify information.

**Social Studies.** Is an academic discipline that focuses on the study of society and the relationships among individuals within a society, often encompassing subjects such as history, geography, and civics

## REVIEW OF RELATED LITERATURE AND RELATED STUDY

This chapter provides an overview of existing research on knowledge sharing and networks. It introduces the framework that underpins the study, highlighting the central themes and objectives of the research presented in this thesis.

### Related Literature

#### Foreign

Sidiq (2015) describes the IBL teaching method as one which highlights the learning processes dynamically, in attempts for students to acquire proficiency in each of the learning objectives. IBL implementation shows students will become more motivated and engaged with their development of critical-thinking skills (Johnson & Cuevas, 2016)

According to the study of Seixas, P. (2017), historical consciousness is a modern "burden," reflecting humanity's awareness of the historicity of everything present. For him, the rapid societal changes since the 18th century led to a break from tradition, where the past became distinctly separate from both the present and the future. This shift creates a unique responsibility for modern generations to live with this historical awareness. The idea of *Neuzeit* (modernity) focuses on how people's expectations for the future began diverging from past experiences. He emphasizes "progress" and "acceleration" as core aspects of modernity, meaning that the future is not bound by historical precedents, creating a sense of newness and separation from historical continuity.

Understanding history conceptually and through event reconstruction is essential for everyone—students, teachers, researchers, and society. This stems from the belief that true understanding of existence comes through historical thinking and methods. History connects past and present events, highlighting similar motives and impacts, and serves as a guide for current and future generations in navigating and shaping life. (Ahmadin, 2015)

According to University of the People (2020), studying history is essential for deepening our understanding of ourselves and the world we inhabit. Every field—whether medicine, music, art, or beyond—has its own history that shapes its present and future. Knowledge of history provides crucial context, allowing us to grasp the roots and evolution of ideas, practices, and cultures. Although the impact of historical study may not always be immediately visible, it underpins our ability to interpret present challenges and informs thoughtful, informed decisions for the future.

The excerpt from *Quality History Education in the 21st Century: Principles and Guidelines* emphasizes the challenging yet crucial role of history education in equipping students with historical knowledge to navigate today's and future social challenges in increasingly diverse societies. It highlights the importance of understanding which historical narratives and content students find relevant and explores how these insights could shape future history education. (Sjölund Åhsberg, C. 2024)

History plays a profound role in shaping our personal identity in several key ways. Firstly, our individual history—our unique experiences, memories, and encounters—shapes who we are, influencing our beliefs, values, and fears. These personal histories form the foundation of our identity, dictating not only how we see ourselves but also how we present ourselves to the world. Secondly, the broader historical context in which we exist influences our place in society. The events that came before us, the legacies of those who preceded us, often determine our social, economic, and cultural standing. This position, whether one of privilege or struggle,

profoundly shapes our worldview and personal identity, affecting how we interpret our lives and the opportunities or challenges we face. Finally, our perception of history—how we engage with and understand the past—shapes our identity as well. If we are open to confronting the complexities of history, including its darker, more painful aspects, we gain the ability to develop an identity that acknowledges both the positive and negative forces that have shaped our world. Engaging with history in this way allows us to move beyond simple narratives, enabling personal growth and fostering a deeper sense of self-awareness and social responsibility as we build an identity rooted in a fuller, more nuanced understanding of the past. (Fraser, C., 2017)

According to Sant, E. (2015), An in-depth review of the contributions of national histories to school history education is essential, particularly by incorporating emotions as a key category of historical and social analysis. Emotions, as they relate to collective memory, identity, and historical events, play a crucial role in shaping how individuals and communities relate to their past. Territorial and national analyses, therefore, should not only focus on political events or dominant narratives but also highlight the diverse social and cultural dimensions that characterize a society's history. This approach allows for the introduction of multiple perspectives, acknowledging the variety of experiences and identities that exist within a nation. By examining the past through this lens, we can uncover references that promote the development of fluid, multifaceted identities rather than fixed, monolithic ones. In the context of teaching and learning history, this means broadening the scope of historical narratives to include stories that have often been marginalized or overlooked. It involves analyzing diverse geographical, cultural, and social realities to encourage a more inclusive and comprehensive understanding of history. Furthermore, this approach can help promote more nuanced notions of citizenship, moving beyond traditional ideas tied to national borders and emphasizing shared human experiences, intercultural understanding, and collective responsibility. Ultimately, teaching history in this way allows students to engage with a more complex and diverse set of historical realities, empowering them to develop a broader, more empathetic worldview and a sense of belonging that is both inclusive and reflective of the rich diversity of their society.

According to study Nandihally C.et al.,(2023) Historical events can bring a sense of authenticity and realism to novels. By embedding their narratives within real historical contexts, authors can enhance the depth and believability of their stories. This approach is especially powerful in representing the lives of marginalized or overlooked groups whose experiences might not be fully acknowledged in mainstream history. Novels like *The Color Purple* by Alice Walker and *The Underground Railroad* by Colson Whitehead use historical events to highlight the challenges and resilience of marginalized communities.

In addition of Nandihally C.et al.,(2023) Historical events can motivate authors to explore the intricacies of human nature, morality, and the ethical challenges individuals encounter during key moments in history. Through the actions and motivations of characters set against historical backdrops, novels pose deep questions about power, justice, and individual responsibility.

Communities play an integral role in maintaining historical legacies through active participation in preservation efforts. Jones and Brown (2020) highlight the impact of grassroots movements in protecting historical sites and cultural traditions. Community-led projects, such as oral history documentation and traditional arts revival programs, empower local populations to safeguard their heritage. Furthermore, collaboration between governments and communities often results in sustainable preservation practices that align with both national objectives and local values.

Another study conducted by Affandi (2015) that teacher employs some questioning strategies in teaching speaking to get students' responses of his display and referential questions. Those questioning strategies used by teacher are phrasing questions clearly, providing wait-time, providing positive feedback to students answer, and proving students' answers to improve them.

Additionally, Masri (2018) Group work strategy ensures that every student has the opportunity to learn, promoting active participation from everyone involved. It fosters cooperation, interaction, and mutual support among members, positively influencing their behavior and performance both in and out of the classroom.

Additionally, group work enhances members' viewpoints and skillsets, benefiting not only themselves but also their surroundings

Questions designed to encourage metacognition—reflecting on one's own thought processes—play a crucial role in helping students cultivate self-regulation skills. According to Jiang (2014), such questions support students in assessing their thinking patterns and learning strategies, ultimately improving their academic performance.

Effective questioning serves as a valuable teaching strategy to capture students' attention and enhance their comprehension of the subject matter. Tofade, Elsner, and Haines (2014) highlight that posing higher-order questions fosters critical thinking and promotes active participation in learning. By utilizing varied questioning methods, teachers create an interactive classroom atmosphere that supports problem-solving and analytical thinking.

Classroom discussions are pivotal in social studies education, fostering critical thinking and civic engagement among students. Internationally, various studies have explored effective strategies for leading such discussions. For instance, the TeachingWorks library emphasizes that through co-constructing ideas during discussions, students engage with valuable content and perceive social studies as a subject of evolving interpretations rather than fixed truths. This approach encourages students to create and defend their own arguments while considering and critiquing others' interpretations. TeachingWork (2017)

A study published in the Journal of Social Studies Research highlights the importance of preservice social studies teachers' conceptions of and experiences with discussion as a pedagogical tool, underscoring the need for effective facilitation methods to develop civic discourse in secondary classrooms. (Witherspoon, Sykes, and Bell, 2016)

## Local

According to one study (Ocampo & Delgado, 2021), Batangas public schools have taken steps to incorporate local history into AP classes. In the Philippines, local studies centers provide services and programs that are part of the current initiatives to preserve local history. Currently, creative school heads or superintendents are in charge of incorporating local history into Araling Panlipunan courses.

Alongside recent curricular changes, inquiry-based learning has accelerated significantly and is now a key component of modern education. To properly prepare teachers with the abilities and information required to employ this teaching approach, extensive and targeted professional development programs are being put in place. These initiatives seek to fully comprehend the pedagogical advantages of inquiry-based learning as well as its capacity to promote critical thinking and deeper student participation, in addition to acquainting educators with its fundamentals. (Gutierrez, S. 2015)

According to Bioco, M. (2021), over the years, the Inquiry-Based Teaching and Learning approach has attracted a lot of attention as a cutting-edge and successful teaching method. This method encourages students to actively participate in academic material by asking insightful questions, carrying out research, and working together to find solutions. Inquiry-based learning develops greater comprehension, problem-solving abilities, and a sense of ownership over the learning process by fostering curiosity and critical thinking.

In the study of Diaz et al., (2024) The Surigaonon people's lack of historical knowledge and awareness is currently their biggest issue. Humans must, at the very least, learn from their history. It is imperative that everyone learns history from a young age in order to comprehend the significance of previous events and utilize them to inform attitudes toward the present and forecast the future. It implies that everyone should learn about history from a young age, whether formally or informally, in order for relationships within a society or a country to develop an understanding of the significance of history on matters of everyday life like nationalism, national unity, and integrity.

Representation in literature plays a crucial role in celebrating cultural diversity, and Philippine literature is a powerful example of this. Through its diverse characters, stories, and themes, it not only reflects the rich cultural

mosaic of the Philippines but also promotes inclusivity by allowing readers to see themselves and their unique cultural backgrounds represented. This sense of representation fosters a deep sense of belonging and pride in one's cultural identity, empowering individuals to appreciate their heritage while also recognizing the value of other cultures. By highlighting a wide range of voices and experiences, Philippine literature helps to create a more inclusive narrative, where all cultural identities are acknowledged and celebrated. (Pineda, A., 2023).

Literature undoubtedly plays a vital role in shaping national consciousness by vividly capturing the historical events and experiences that have shaped a collective identity. Philippine literature, in particular, has had a profound impact on education, offering a rich and nuanced understanding of the country's history, culture, and heritage. Through literary works, readers are able to connect with the struggles, triumphs, and aspirations of their ancestors, bridging the past with the present. This connection fosters a deep sense of pride and belonging, instilling a shared understanding of the nation's journey and reinforcing the values that bind its people together. Philippine literature, thus, serves not only as a mirror to the nation's past but also as a cornerstone for shaping its future. (Pineda, A., 2023)

Today's students are often observed to show less interest in learning about the history of their local communities or regions. In light of this trend, and considering the importance of local knowledge in shaping broader historical understanding, this study aims to strengthen the role of local history in the teaching and learning process. As noted by Aguado and Manaog (2017), "One may never achieve a full understanding of the Filipinos and the Philippines if they fail to study the history of their own City, Municipality, Province, and Region." This underscores the significance of local history as a foundational element in understanding the national narrative, and highlights how knowledge of one's local roots is essential to gaining a deeper, more comprehensive grasp of the nation's past and identity. (Agon, M. 2021).

Local historiography provides unique perspectives on historical events, offering insights into their meaning and relevance to Filipino communities. Reyes (2020) highlights the importance of regional accounts of significant events, such as the Cry of Pugad Lawin and the Balangiga Encounter, in fostering a deeper understanding of the nation's past. These localized narratives often emphasize the contributions of lesser-known heroes and communities, challenging mainstream historical interpretations and enriching the collective understanding of history.

Significant historical events in the Philippines, such as the 1896 Philippine Revolution and the EDSA People Power Revolution, have shaped the Filipino sense of identity and solidarity. Santos (2019) argues that these events are not just milestones but also catalysts for nation-building, reflecting the people's struggles for independence, democracy, and social justice. By commemorating these events, Filipinos reaffirm their shared values and aspirations, ensuring that the lessons of history remain relevant to contemporary society. Public celebrations, museums, and memorials play a key role in preserving the meaning of these events for future generations.

Integrating local history into the basic education curriculum offers students a valuable opportunity to engage with history on a more personal and accessible level, allowing them to immerse themselves in both the study and the process of documenting history. This localized focus helps students connect with history in a way that is directly relevant to their own lives, fostering a deeper understanding of the historical forces that have shaped their communities and how these local histories contribute to the broader national narrative. (Santos, L., 2021)

Bautista and Enriquez (2015) explored the relationship between questioning strategies and critical thinking among Filipino high school students. The study emphasized that open-ended and reflective questions foster critical analysis and problem-solving skills. It also highlighted the cultural relevance of tailoring questioning techniques to the Philippine educational context.

Ramos (2018) investigated how inquiry-based questioning strategies enhanced engagement and comprehension among senior high school students in the Philippines. The findings revealed that when teachers used thought-provoking and contextually relevant questions, students displayed improved analytical and creative skills.

In the Philippines, research has delved into social studies teachers' approaches to classroom discussions. A study by Dela Cruz (2023) examined the teaching practices of Filipino senior high school social studies teachers in facilitating self-directed learning. The findings suggest that these educators implement peer discussions, such as round table discussions and think-pair-share activities, to enhance students' relationship skills and decision-making capacities.

## Related Studies

### Foreign

Byrne, Rietdijk, and Cheek (2016) reflected on the framework of inquiry and explained that students involved in IBL reinforced a variety of essential skills, such as: observation, questioning, planning, recording, communication, and problem solving, and they also developed responsibility and self- autonomy.

Byrne, Rietdijk, & Cheek (2016): “Questioning and inquiring is all part of IBL, and these strategies allow students to think deeper and more critically in order to find solutions to their questions. Students are not waiting for the teacher to provide an answer... IBL is not about finding the right answer, but about developing inquiring minds. Students will formulate and reformulate questions, tweak their research methods, evaluate their results and communicate their findings. Students are encouraged to elaborate on their answers, which contributes to meaningful and interesting discussions. With time, students will learn how to participate in Inquiry-based Learning Cycles and gradually move from structured to guided and eventually open inquiry – they acquire a sense of responsibility.

In this learning model, students are encouraged to question, criticize, think creatively and reflectively, solve problems, and develop scientific process skills. Moreover, it enables students to gain skills and knowledge that will be needed in their lives as well as improve those skills and knowledge over time (Saka & İnaltekin, 2021; Şaşmaz-Ören & Sarı, 2019)

Similar studies conducted Byker, Harden, Heafner, and Holzberg (2017); Ahmad et al. (2014) discovered that learners preferred and performed much better with confirmation level of inquiry compared to guided, structured and open inquiry because teachers provide every needed conditions and allow the student the freedom to learn independently in the confirmation level.

Naryanti (2017) who conducted an action research to explore the extent to which inquiry-based learning method can improve grade eight students' ability in writing a descriptive text find out that inquiry-based learning method is able to improve the students' descriptive writing skills. The students concerned actively in the learning process, especially in conveying their opinions, asking and responding questions, and enthusiasm in producing written texts.

A research study by Gu et al. (2015) has found that students involved in inquiry-based practices have reported higher levels of academic self-efficacy, resolved conflicts at a higher rate, been less afraid to take risks, and more likely to continue trying different ways to be successful when they failed.

Lazonder and Harmsen (2016) looked more specifically into the role of guidance in contexts of inquiry-based learning and found facilitative overall effects of guidance on learning activities, performance success, as well as learning outcomes. A recent study by Murphy et al. (2021) showed that some teachers appeared to see IBL as student-centered independent discovery, which created tension between loss of teacher control and the impact on student learning.

Historical awareness is the key idea that plays a crucial and important part in didactic history at that time. One may say that historians are able to compare the distinctions across historical eras, cultures, and social structures. This skill is essential for people's historical knowledge (Aisiah et al. 2016).

Furthermore, Hariyono (2017) emphasizes that, despite being in college, local history can be an engaging theme in the SD, SMP, and SMA learning process. In addition to education, local history is an intriguing research topic

that, with careful and thorough development, can result in a book that is suitable for teaching or as high-quality reading.

Historical awareness, according to Syahputra (2020), is the ability of students to understand the historical contexts of events, recognize their importance, and pinpoint the enduring impacts these events have on society. Students will feel more self-assured and fulfill their civic responsibilities as a result of being able to comprehend their role in the larger framework of both national and international history.

Historical awareness is not just about remembering terrible past events like wars, defeats, and destruction; it is also about learning from every historical incident as a catalyst for the fight to strengthen national identity. This attitude does not necessarily serve to make someone aware that history exists in their surroundings. Syahputra (2020)

History provides a vast repository of insights into human behavior and societal functions. While numerous disciplines strive to understand people and societies, exclusive reliance on present-day data limits our perspective. History enriches our understanding by revealing how societies have navigated similar issues over time. For example, examining historical accounts of war, even in times of peace, enhances our grasp of conflict dynamics and their resolutions. Likewise, understanding genius, the impact of technological innovation, or the influence of beliefs on family life all require a historical lens, allowing us to see patterns, contexts, and evolutions that shape the world today. (Stearns, P. 2020)

School history education must, therefore, empower 21st-century students to not only understand the world around them but also to critically assess their place within it and actively engage in shaping a more just, egalitarian future. It should encourage students to recognize the importance of diversity and inclusivity in building societies, while fostering a sense of global citizenship that transcends national borders. In this way, history education becomes not just about reflecting on the past but about positioning students as informed, responsible agents capable of intervening in the construction of a better world. Furthermore, national structures—traditionally seen as rigid and unchanging—should be viewed as dynamic and evolving entities, continuously shaped and reshaped by the actions and choices of the people who make up those societies. This perspective challenges students to rethink their role in these structures and to see them as works in progress, subject to transformation by collective action and societal change. Ultimately, history education should inspire students to see themselves as both inheritors and architects of history, equipped to contribute to the ongoing evolution of just and inclusive communities. (Gonzalez-Monfort, N.L., 2015).

One instance from Turkey demonstrated how a local history lesson might be covered through immersion, when students speak with local elders or tour historical locations (Oguzhan, 2015). Their capacity for empathy is enhanced by this type of encounter, which also enhances their historical education.

The process of nation-building entails encouraging the proper sentiments and mindsets among the populace, particularly a strong sense of loyalty to the nation and a willingness to work together for its advancement and survival. The initial willingness of the populace to live together as a single community and the development of a robust social structure that can support these sentiments are the two main pillars around which these attitudes are fostered. This system includes a common set of societal values as well as the development and fortification of political, economic, and cultural institutions. Nation-building guarantees that citizens are dedicated to contribute to the long-term growth and well-being of their nation and experience a sense of belonging by fostering these fundamental components. (Salami, E.F.K. 2015)

Education plays a crucial role in maintaining a nation's historical legacies by fostering cultural awareness and historical knowledge among younger generations. Smith (2018) emphasizes that integrating historical narratives and cultural traditions into school curricula ensures students develop a sense of identity and belonging. By learning about their nation's past, students are more likely to value and uphold its historical legacies. Additionally, initiatives such as heritage site visits and history-focused extracurricular activities enhance understanding and appreciation for cultural and historical assets.

According to Ghafar (2024), Classroom debates are an effective teaching method that significantly improves students' academic performance in higher education. They encourage critical thinking, improve communication abilities, and create a collaborative learning atmosphere. Therefore, incorporating debates into the curriculum of all academic departments and fields of study is essential to optimize student learning and equip them for future success.

Furthermore, discussions in active learning settings have been found to enhance academic outcomes by promoting critical analysis and reflective thought (Aji & Khan, 2019).

King and VanMeter (2014) revealed that the use of higher-order questions greatly enhanced students' critical thinking skills. Conducted in a U.S. high school, the study found that students frequently exposed to analytical and evaluative questions excelled in problem-solving tasks compared to their peers.

Lin et al. (2015) discovered that well-designed questioning techniques foster student-led discussions, enhancing collaboration and critical thinking. The study highlighted the importance of Socratic questioning in helping students examine various perspectives.

Classroom debates have been widely recognized as a powerful pedagogical tool for fostering critical thinking and improving communication skills among students. On an international level, Zare and Othman (2015) conducted a significant study examining students' perceptions of the use of classroom debates as a strategy to develop critical thinking and oral communication abilities.

Iman (2017) conducted a compelling investigation into the effectiveness of debates as a pedagogical strategy for enhancing students' critical thinking and speaking skills. Through a quasi-experimental design, the study provided robust evidence of significant improvements in both critical thinking and oral communication among students who actively participated in debate activities. These findings underscore the transformative potential of debates in fostering higher-order thinking and effective communication, making them a valuable addition to modern teaching methodologies.

## Local

Education's transformative mission acts as a potent catalyst, inspiring all facets of society to constantly look for ways to enhance the tactics, methods, and approaches employed in the teaching and learning process. The various academic fields that influence this process have long served as the foundation of classrooms everywhere and have made a substantial contribution to the evolution of the modern world. For many years, Inquiry-Based Learning (IBL) has been a mainstay of these strategies, successfully combining with other academic fields to promote critical thinking and deeper student participation. IBL has long been a major factor in developing students who are not just knowledgeable but also able to apply their knowledge in relevant, real-world situations by promoting inquiry, investigation, and evidence-based reasoning. (Belo, R.A., 2021)

The scientific curriculum for grades K–12 is learner-centered and inquiry-based, with a focus on building explanations using evidence. Through a spiral path, it builds in complexity from one grade level to the next while gradually developing important ideas and abilities throughout the four primary disciplines of Earth Sciences, Physics, Chemistry, and Life Sciences. Over time, this framework enables students to gain a deeper comprehension of fundamental scientific ideas. A comprehensive grasp of scientific principles and their practical applications is also promoted by the integration of issues from other subject areas and the various domains of science. In addition to improving conceptual understanding, this method gives pupils the critical thinking abilities needed to tackle challenging real-world issues. (Department of Education , 2016).

To optimize the advantages for students, Inquiry-Based Learning (IBL) can be successfully integrated with a range of instructional techniques. Teachers can accommodate a variety of learning styles and improve student engagement by combining IBL with strategies like project-based learning, collaborative learning, or differentiated instruction. Students can take charge of their education thanks to this synergy, which also promotes critical thinking and the growth of problem-solving abilities. IBL fosters a dynamic and encouraging learning

environment that encourages greater comprehension, creativity, and the application of knowledge in practical settings when combined with other tactics. (Belo, R.A., 2021).

In the Philippines, Villanueva (2020) investigated high school students' history knowledge in a few Luzon schools. However, the data also revealed that students had a basic understanding of major historical events, including World War II and the Philippine Revolution, highlighting the importance of incorporating local historical contexts into the curriculum to enhance students' general historical awareness. The study revealed a significant gap in students' awareness of local history and its significance to their identity and culture.

Teaching students about the history of the area is one technique to promote awareness of the local cultural heritage. Another problem, though, is pupils' awareness of the cultural heritage assets themselves. People's overall lack of interest in local conservation efforts and lack of community awareness are thought to be contributing factors to the damage done to the area's heritage. For instance, the controllable state of Vigan's legacy town can be explained by the city's citizens' strong involvement in promoting heritage tourism (Bacuyag et al., 2015). But the same cannot be true for Manila's Escolta Street's past. Due to deterioration and a lack of finances for maintenance, owners finally leave their houses. Although some properties are historic in age and look, they're not yet declared heritage centers for public funding to support their care and maintenance (Cruz, 2017).

A research based on Santos, L. (2021) Talking about local historians and educators in 2021, especially with Kasaysayang Lokal (KASALO) ng Pampanga, was relevant to understanding local history. It is employed to introduce the local history of their place to today's students, according to her article. The study's objective was to evaluate junior high school students' local awareness and how it related to their respect for cultural heritage.

The preservation of Philippine cultural heritage faces numerous challenges due to urbanization and globalization. Historical landmarks, such as Manila's Jai Alai Building and Escolta's heritage buildings, have been replaced with modern infrastructure. These developments often prioritize economic growth over historical and cultural significance, reflecting a lack of integration between urban planning and heritage conservation. Such patterns highlight the need for stronger legal frameworks and community engagement to protect the nation's cultural legacy. These efforts are crucial to maintain a connection to the past and foster historical awareness among future generations (Hosagrahar et al., 2016)

Ileto reinterprets Philippine history through the lens of ordinary Filipinos, moving away from elite-centric narratives. His study emphasizes the importance of grassroots perspectives in understanding historical events and their influence on national identity. By analyzing folk traditions, songs, and religious practices, Ileto showcases how these forms of expression provide a unique insight into the collective memory of the Filipino people, fostering a deeper sense of historical awareness (Ileto, 2017)

Collective memory plays a vital role in shaping how Filipinos interpret historical events. Alon (2017) emphasizes that the shared narratives of significant events, such as the Philippine Revolution and People Power Revolution, influence national identity and collective values. These events are often viewed as symbols of resilience and unity, serving as a foundation for patriotism among Filipinos. Educational institutions and cultural commemorations contribute to reinforcing these interpretations, allowing individuals to connect with their country's history in a meaningful way.

Efforts to restore and maintain historical landmarks, such as Intramuros in Manila, have been crucial to preserving the Philippines' historical legacy. The Intramuros Administration, established under Presidential Decree No. 1616, has worked to restore the walls, gates, and other structures of the Walled City while promoting its historical significance. These efforts not only highlight the nation's colonial past but also serve as an educational tool for Filipinos and tourists. (Intramuros Administration, 2023)

In 2023, UNESCO initiated a Heritage Emergency Fund (HEF) project to restore and protect the Historic City of Vigan, a UNESCO World Heritage Site, following significant damage caused by earthquakes in 2022. This project, a collaboration with ICOMOS Philippines, focuses on restoring important landmarks such as the Syquia

Mansion and Cabildo Old House. The restoration efforts involve structural assessments, material studies, and the development of guidelines to help preserve the authenticity of the site while enhancing the skills of local artisans. This initiative represents a significant step in protecting the country's historical and cultural heritage from the effects of natural disasters.

Reyes and Mendoza (2016) investigated how Socratic questioning influenced academic performance in a Philippine senior high school. The findings revealed that students who engaged with this method achieved higher academic success and showed increased participation in classroom discussions.

Delos Santos (2019) studied the impact of questioning strategies on cognitive development among HUMSS students in Batangas. The research highlighted that using questions aligned with Bloom's Taxonomy enhanced students' ability to think critically and engage in reflective learning.

In the Philippines, Jalotjot (2020) conducted a noteworthy study utilizing a modified Oxford-Oregon debate format to facilitate discussions on the right to education among students. This innovative approach brought together teams from the Philippines and China, fostering a dynamic exchange of ideas, concepts, and legal perspectives. The debate not only encouraged cross-cultural collaboration but also significantly deepened participants' understanding of inclusive education, particularly for learners in conflict with the law. This study highlights the potential of structured debates to promote critical dialogue and global perspectives on pressing educational and social issues.

Gonzales and Torres (2016) conducted an insightful study examining the attitudes of Filipino ESL learners toward cooperative learning and its connection to reading comprehension. Their research revealed that cooperative learning strategies, including debates, can serve as powerful tools for enhancing student engagement and understanding in language learning. When applied to the context of social studies, these strategies can further enrich the learning experience by fostering collaborative analysis of historical texts, critical discussions of societal issues, and the synthesis of diverse perspectives. By integrating debates into social studies instruction, educators can cultivate students' critical thinking, deepen their comprehension of complex historical and social concepts, and enhance their ability to articulate well-reasoned arguments.

## Synthesis

The reviewed literature and studies, both foreign and local, reveal shared themes and notable differences. Common across these studies is the emphasis on the transformative role of education and historical awareness in shaping critical thinking, personal identity, and cultural appreciation.

Sidiq's work on inquiry-based learning (IBL), highlights the dynamic nature of learning processes that engage students in critical thinking and self-motivation. Similarly, Johnson and Cuevas underscore the development of critical thinking skills as a central outcome of IBL strategies. Local studies, such as those by Bioco and Gutierrez, echo these findings, emphasizing the increasing incorporation of IBL in Philippine education to promote deeper engagement and problem-solving skills. These studies collectively demonstrate the universal applicability of IBL, albeit with contextual variations in implementation.

The integration of history into education to foster historical awareness. Seixas's exploration of historical consciousness focuses on the divergence of modern expectations from historical traditions, while Ahmadin and Fraser argue for the importance of connecting past events to contemporary life to understand human existence and identity. Locally, researchers like Ocampo and Delgado underscore the significance of integrating local history into school curricula to preserve cultural heritage and deepen students' understanding of their identity. Santos expands on this by advocating for the role of local narratives in fostering nationalism and unity.

Byrne's detailed analysis of IBL cycles and their impact on student autonomy. Local studies, in contrast, frequently emphasize practical applications within the Philippine context, such as the use of questioning strategies explored by Bautista and Enriquez or the incorporation of cooperative learning strategies discussed by Gonzales and Torres.

In addition, Gu and Lazonder focus on the facilitative effects of guidance in IBL, while local studies often address cultural and historical nuances. For instance, Reyes highlights the importance of local historiography in understanding national narratives, while Iletto's reinterpretation of Philippine history through grassroots perspectives offers a unique lens for fostering historical awareness.

Both bodies of literature recognize the importance of engaging learners in meaningful and contextually relevant ways. Foreign studies contribute to a global understanding of educational strategies, while local studies provide insights into the unique cultural and historical dynamics that shape Philippine education. Together, they inform the present research by offering a comprehensive view of effective educational practices and the role of history in fostering critical and reflective thinking.

## RESEARCH METHODOLOGY AND PROCEDURES

This chapter reveals the methods of research to be employed by the researcher in conducting the study which includes the research design, population of the study, research instrument, and its development establishing its validity and reliability, data gathering procedures, and the appropriate statistical treatment of data.

### Research Design

This study utilized a descriptive research design to examine the relationship between inquiry-based strategies and the historical awareness of Junior High School Students in selected public secondary schools in Tanauan. The design aims to reveal any significant relationships between the variables, providing insights into how inquiry-based approaches impact students' understanding of history. Each study within the descriptive review serves as a unit of analysis, allowing for an in-depth look at patterns, trends, and conclusions drawn from the literature on educational strategies and historical awareness (Pare et al., 2015).

This study tests hypothesis regarding the effectiveness of inquiry-based strategies in enhancing historical awareness, seeking to determine the extent to which these strategies contribute to a deeper comprehension of history among Junior High School Students

### Respondents Of The Study

The respondents of the study are 41 Junior High School Social Studies teachers in Selected Public Secondary Schools in Tanauan. One of the vital processes to keep this study successful. All of the participants are selected through random sampling. This sampling method was conducted where each member of a population had the capability to become part of the sample. The respondents and school were chosen by the researchers because they were suitable and applicable to the study.

| OVER-ALL TOTAL TANAUAN PUBLIC SCHOOLS        | Total |
|----------------------------------------------|-------|
| Tanauan School of Fisheries                  | 7     |
| Balele Integrated High School                | 3     |
| Tinurik National High School                 | 7     |
| Banjo Laurel National High School            | 2     |
| Bernardo Lirio National High School          | 10    |
| Tanauan City Integrated National High School | 10    |
| Pantay National High School                  | 2     |
| TOTAL:                                       | 41    |

Figure 2: Respondents of the Study

## Locale Of The Study

This study was conducted in Selected Public Secondary Schools located in the Municipality of Tanauan City. The schools are Banjo Laurel National High School, Bernardo Lirio Memorial National High School, Dr. Apolonio M. Lirio National High School, Pantay Integrated High School, Tanauan City Integrated High School, Tanauan School of Fisheries, and Tinurik National High School.



Figure 3: Map of Selected Secondary Schools in Tanauan City

## Research Instrument

The survey questionnaire and checklist were used as the main data-gathering instruments. The instrument to be prepared focused on answering the statement of the problem. The Effect of Inquiry-Based Strategies on the Historical Awareness of Junior High School Students. The questionnaire consisted of sixty (60) questions and was distributed to the respondents.

Part one (1) assessed the effectiveness of inquiry-based strategies on the historical awareness of junior high school students. The data-gathering instrument was structured as a scale ranging from 1 to 4, where (1) indicates not effective, (2) indicates somewhat effective, (3) indicates effective, and (4) indicates very effective. Part two (2) included a checklist regarding the level of historical awareness among students as observed by the respondents. This scale and structure helped the researchers analyze the results of the data-gathering process effectively.

## Validity Of The Questionnaire

The researchers created an updated draft of the questionnaire, which was sent to the adviser for feedback. The draft was examined based on its objectives, organization, and content. It was anticipated that some items would be revised to ensure the final version of the instrument met the study's objectives.

Three experts were consulted to validate the questions. The final revised version of the questionnaire was designed to capture the respondents' ideas effectively through the survey. The purpose of the study was to determine the effect of inquiry-based strategies on the historical awareness of junior high school students.

After establishing the validity and reliability of the research instrument and obtaining approval of the thesis proposal from the pre-dissertation participants, the researchers sent letters to school principals requesting their assistance in forwarding the research questionnaires to junior high school Social Studies teachers.

Respondents were given adequate time to complete the questionnaire, which was collected personally by the researchers. The researchers then carefully tallied and organized the responses for accurate data analysis.

### Reliability Test

The reliability of the research instrument was established to ensure consistency and accuracy in measuring the intended variables. Reliability testing was conducted to assess the internal consistency of the survey questionnaire, which is critical for verifying the dependability of the data collected. This process involved calculating Cronbach's Alpha for each subscale to determine their level of reliability.

| Subscales                                      | No. of Items | Cronbach's Alpha | Internal Consistency |
|------------------------------------------------|--------------|------------------|----------------------|
| <b>Inquiry Based Learning Strategy</b>         |              |                  |                      |
| Questioning                                    | 5            | .800             | Good                 |
| Group Work                                     | 5            | .912             | Excellent            |
| Discussion                                     | 5            | .904             | Excellent            |
| Classroom Debates                              | 5            | .892             | Good                 |
| <b>LEVEL OF STUDENTS' HISTORICAL AWARENESS</b> |              |                  |                      |
| The Meaning of Historical Events               | 10           | .933             | Excellent            |
| Knowing themselves and the Nation              | 10           | .920             | Excellent            |
| The Meaning of Historical Events               | 10           | .945             | Excellent            |
| Maintaining Nations Historical Legacies        | 10           | .941             | Excellent            |

Figure 4. Level of Internal Consistency of the Survey Questionnaire

### Statistical Treatment Of Data

For meaningful interpretation of the data, the following statistical treatments were applied:

1. **Mean:** This was applied to determine the responses of the teachers.
2. **Standard Deviation:** This was used to calculate the dispersion of all teacher responses in the indicators provided for each variable from the mean.
3. **Percentage:** This was used to describe the respondents' educational attainment, years of service, and sex.
4. **Pearson's Correlation Coefficient:** This was used to assess the strength and direction of the relationship between the two variables.

## For SOP 1 and 2

For the Average/Mean the formula that was used:

$$\bar{x} = \frac{\sum f x}{N}$$

Where  $\bar{x}$  = sample mean  
 $N$  = number of cases  
 $f$  = frequency

## For Percentage

$$p = \frac{n}{N} \times 100\%$$

Where  $p$  = percentage  
 $n$  = number of respondents in the group  
 $N$  = number of total respondents

## For SOP 4

For the Significant Relationship, the formula that was used:

### Pearson R of Correlation

$$r = \frac{N \sum xy - (\sum x \sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where  $N$  = number of pairs of scores  
 $\sum xy$  = sum of the products of paired scores  
 $\sum x$  = sum of x scores  
 $\sum y$  = sum of y scores  
 $\sum x^2$  = sum of squared x score  
 $\sum y^2$  = sum of squared y score

## Presentation, Analysis, And Interpretation Of Data

This chapter presents the study's findings and the data gathered from the respondents' responses after the conduct of the study. It also provides the researcher's analysis and interpretation of data in conjunction with their corresponding implications. Likewise, presentation of the different tables was based on the stated objectives in the study.

### 1. Inquiry-Based Learning Strategies

#### Questioning and Group Work

Table 1.1 presents the inquiry-based learning strategies in terms of questioning

Table 1.1 Inquiry-Based Learning Strategies in terms of Questioning and Group Work

| Indicators                                                                                                | Mean | SD   | Interpretation |
|-----------------------------------------------------------------------------------------------------------|------|------|----------------|
| I find the use of open-ended questions effective in fostering a collaborative learning environment        | 3.54 | 0.55 | Strongly Agree |
| I integrate student-generated questions to enhance learning outcomes                                      | 3.61 | 0.49 | Strongly Agree |
| I use follow-up questions to guide student's exploration during inquiry-based learning                    | 3.61 | 0.54 | Strongly Agree |
| I believe my questioning techniques effectively assess student understanding during my lessons            | 3.54 | 0.55 | Strongly Agree |
| I use questioning to encourage my students to take ownership of their learning process                    | 3.61 | 0.49 | Strongly Agree |
| I find group work an effective strategy for enhancing student collaboration in my social studies classes. | 3.39 | 0.67 | Strongly Agree |
| I believe group work facilitates peer learning in my classroom.                                           | 3.37 | 0.58 | Strongly Agree |
| I use group work to promote sharing of diverse perspectives on social studies topics in my lessons.       | 3.41 | 0.55 | Strongly Agree |
| Group work supports differentiated instruction in my social studies classes.                              | 3.41 | 0.55 | Strongly Agree |
| My students' critical thinking and problem-solving skills are enhanced through collaborative activities.  | 3.41 | 0.59 | Strongly Agree |
| Overall                                                                                                   | 3.49 | 0.56 | Strongly Agree |

*Legend: 1.0-1.75-(Strongly Disagree/Not Effective); 1.76-2.50-(Disagree/Less Effective); 2.51-3.25-(Agree/Effective); 3.26-4.00-(Strongly Agree/Highly Effective)*

Table 1.1 reveals the overall mean of 3.49, interpreted as “highly effective”, that the respondents perceived the empathy. Indicator two, three, and five got the highest mean of 3.61 with a verbal interpretation of highly effective while the indicator 6 got the lowest mean 3.39 with a verbal interpretation of highly effective.

Generally, the respondents perceive inquiry-based learning strategies as highly effective in promoting collaboration and critical thinking. They demonstrate a strong ability to engage with open-ended questions and student-driven inquiry, fostering a sense of ownership and deeper understanding. This capability reflects their preparedness to thrive in collaborative and inquiry-driven environments, showcasing their interpersonal and problem-solving skills.

A study by Affandi (2015) found that the teacher used various questioning strategies in teaching speaking to elicit student responses to both display and referential questions. These strategies included clearly phrasing questions, allowing time for students to think, offering positive feedback on students' answers, and probing students' responses to help them improve.

Additionally, Masri (2018) Group work strategy ensures that every student has the opportunity to learn, promoting active participation from everyone involved. It fosters cooperation, interaction, and mutual support among members, positively influencing their behavior and performance both in and out of the classroom. Additionally, group work enhances members' viewpoints and skillsets, benefiting not only themselves but also their surroundings.

## DISCUSSION AND CLASSROOM DEBATES

Table 1.2 presents the inquiry-based learning strategies in terms of discussion

Table 1.2 Inquiry-Based Learning Strategies in terms of Discussion and Classroom Debates

| Indicators                                                                                                           | Mean | SD   | Interpretation |
|----------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| Classroom discussion effectively deepen my students' understanding of social studies topics                          | 3.66 | 0.48 | Strongly Agree |
| My students' ability to articulate their thoughts and opinion is developed through discussion                        | 3.61 | 0.49 | Strongly Agree |
| I believe my students engage in a inquiry and exploration of topic through discussion                                | 3.56 | 0.55 | Strongly Agree |
| I integration the use of technology in facilitating classroom discussions                                            | 3.51 | 0.64 | Strongly Agree |
| Classroom discussions promote active participation among my students                                                 | 3.56 | 0.50 | Strongly Agree |
| Debates in classroom help my students develop their critical thinking abilities.                                     | 3.49 | 0.55 | Strongly Agree |
| I employ the debate format to foster mutual respect and understanding between those who hold different perspectives. | 3.44 | 0.50 | Strongly Agree |
| I believe that classroom debates give my pupils the chance to learn collaboratively.                                 | 3.44 | 0.59 | Strongly Agree |
| Debates in the classroom encourage deeper understanding of the subject matter.                                       | 3.44 | 0.59 | Strongly Agree |
| I integrate feedback during debates to improve my students ' performance.                                            | 3.46 | 0.55 | Strongly Agree |
| Overall                                                                                                              | 3.52 | 0.55 | Strongly Agree |

*Legend: 1.0-1.75-(Strongly Disagree/Not Effective); 1.76-2.50-(Disagree/Less Effective); 2.51-3.25-(Agree/Effective); 3.26-4.00-(Strongly Agree/Highly Effective)*

The total mean of 3.52 is evaluated as highly effective in this table. Indicator two got the highest mean of 3.66 with a highly effective while the indicator seven, eight, nine got the lowest mean 3.44 with a verbal interpretation highly effective.

Generally, the respondents perceive the use of discussion and classroom debates as highly effective in enhancing student learning, with an overall mean of 3.52. Classroom discussions notably improve students' ability to articulate thoughts and engage actively, as reflected in the highest mean score of 3.66. These strategies highlight the respondents' capacity to promote collaboration, critical thinking, and mutual respect, fostering a supportive and engaging learning environment

According to Ghafar (2024), Classroom debates are an effective teaching method that significantly improves students' academic performance in higher education. They encourage critical thinking, improve communication abilities, and create a collaborative learning atmosphere. Therefore, incorporating debates into the curriculum of all academic departments and fields of study is essential to optimize student learning and equip them for future success.

Furthermore, discussions in active learning settings have been found to enhance academic outcomes by promoting critical analysis and reflective thought (Aji & Khan, 2019).

## Level of Students' Historical Awareness

### Living the Meaning and Essence of History

Table 2.1 presents the level of students of the respondents in historical awareness in terms of living the meaning and essence of history

Table 2.1 Level of Historical Awareness in terms of Living the Meaning and Essence of History

| Indicators                                                                                                              | Mean | SD   | Interpretation |
|-------------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| Teaching historical events helps my students appreciate the present                                                     | 3.56 | 0.50 | Strongly Agree |
| Teaching history helps students better understand their culture and identity                                            | 3.68 | 0.47 | Strongly Agree |
| There is value in connecting historical events to contemporary issues to guide my students' understanding of the future | 3.66 | 0.48 | Strongly Agree |
| Historical topics are regularly integrated into my teaching methods to help students engage with the subject matter     | 3.63 | 0.49 | Strongly Agree |
| I believe teaching history has significant impact on how my students view modern societal issues                        | 3.59 | 0.50 | Strongly Agree |
| I used personal connection in teaching historical events                                                                | 3.51 | 0.51 | Strongly Agree |
| I am seeking out new ways to help my students understand the history of our country and the world                       | 3.61 | 0.54 | Strongly Agree |
| I am reflecting on the implications of historical events when discussing current issues in the classroom                | 3.59 | 0.50 | Strongly Agree |
| I use my role as a teacher to shape how history will be remembered by future generations                                | 3.63 | 0.49 | Strongly Agree |
| I am teaching with an understanding of history enriches both my professional growth and my students' worldview          | 3.61 | 0.49 | Strongly Agree |
| Overall                                                                                                                 | 3.61 | 0.50 | Strongly Agree |

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00-(Strongly Agree/Very High Level)*

Table 2.1 reveals the overall mean 3.61, interpreted as “very high level” that the respondents perceived the empathy. Indicator two got the highest mean of 3.68 with a verbal interpretation of very high level while indicator six got the lowest mean of 3.51 with a verbal interpretation of very high level.

The study highlights the critical role of integrating historical topics and connecting them to contemporary issues in fostering a deep appreciation of the past among students. This approach not only enhances their understanding of culture and identity but also equips them with the perspective to navigate present challenges and envision a better future. Such practices underscore the transformative power of history education in shaping informed and thoughtful individuals.

According to the study of Seixas, P. (2017), historical consciousness is a modern "burden," reflecting humanity's awareness of the historicity of everything present. For him, the rapid societal changes since the 18th century led to a break from tradition, where the past became distinctly separate from both the present and the future. This shift creates a unique responsibility for modern generations to live with this historical awareness. The idea of *Neuezeit* (modernity) focuses on how people's expectations for the future began diverging from past experiences. He emphasizes "progress" and "acceleration" as core aspects of modernity, meaning that the future is not bound by historical precedents, creating a sense of newness and separation from historical continuity.

## Knowing themselves and the nation

Table 2.2 presents the level of students of the respondents in historical awareness in terms of knowing themselves and the nation.

Table 2.2 Level of Historical Awareness in terms of Knowing themselves and the Nation

| Indicators                                                                                                              | Mean | SD   | Interpretation |
|-------------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| Instructing my students on national history enhances their understanding of their own identity                          | 3.63 | 0.49 | Strongly Agree |
| Teaching national history enables my students to connect with the values and culture of our country                     | 3.66 | 0.48 | Strongly Agree |
| Guiding my students explore their personal history in the context of our nation's history is important                  | 3.63 | 0.54 | Strongly Agree |
| Encouraging my students to reflect on how their personal experiences are influenced by our nation's past                | 3.56 | 0.50 | Strongly Agree |
| Teaching national history fosters a deeper understanding of citizenship to my students                                  | 3.59 | 0.50 | Strongly Agree |
| Encourage my students to see the relationship between their own identity and the nation's collective identity           | 3.46 | 0.50 | Strongly Agree |
| Engaging my students in discussions about how their individual stories are part of the national pride                   | 3.54 | 0.55 | Strongly Agree |
| Knowing the history of our nation strengthens my students' sense of belongingness and responsibility                    | 3.59 | 0.50 | Strongly Agree |
| Teaching national history helps me guide students in developing a clearer sense of purpose and direction in their lives | 3.63 | 0.54 | Strongly Agree |
| Reflecting on my own identity and sense of belongingness helps me to teach about nation's history                       | 3.56 | 0.50 | Strongly Agree |
| Overall                                                                                                                 | 3.59 | 0.51 | Strongly Agree |

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)*

Table 2.2 reveals the overall mean 3.59, interpreted as “very high level” that the respondents perceived the empathy. Indicator two got the highest mean of 3.66 with a verbal interpretation of very high level while indicator six got the lowest mean of 3.46 with a verbal interpretation of very high level.

Overall, the findings underscore the integral contribution of historical education in shaping students' understanding of their role within the broader national narrative, enhancing their sense of belonging and purpose. This suggests that history education does more than impart factual knowledge; it acts as a bridge connecting students to their cultural roots and national identity. By encouraging critical thinking and reflection on their place in history, students may develop a greater sense of empathy and responsibility toward their community and nation. Such educational experiences are essential for cultivating informed and engaged citizens who are prepared to contribute meaningfully to society.

School history education must, therefore, empower 21st-century students to not only understand the world around them but also to critically assess their place within it and actively engage in shaping a more just, egalitarian future. It should encourage students to recognize the importance of diversity and inclusivity in building societies, while fostering a sense of global citizenship that transcends national borders. In this way, history education becomes not just about reflecting on the past but about positioning students as informed, responsible agents capable of intervening in the construction of a better world. Furthermore, national structures—traditionally seen as rigid and unchanging—should be viewed as dynamic and evolving entities, continuously shaped and reshaped by the actions and choices of the people who make up those societies. This perspective challenges students to rethink their role in these structures and to see them as works in progress,

subject to transformation by collective action and societal change. Ultimately, history education should inspire students to see themselves as both inheritors and architects of history, equipped to contribute to the ongoing evolution of just and inclusive communities. (Gonzalez-Monfort, N.L., 2015).

### The Meaning of Historical Events

Table 2.3 presents the level of students of the respondents in historical awareness in terms of the meaning of historical events.

Table 2.3 Level of Historical Awareness in terms of Meaning of Historical Events

| Indicators                                                                                                       | Mean | SD   | Interpretation |
|------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| Teaching historical events like World War II helps my students understand their relevance to the present day     | 3.61 | 0.49 | Strongly Agree |
| Being confident in explaining historical event helps my students' deeper their understanding about history       | 3.56 | 0.50 | Strongly Agree |
| I encourage my students to explore how Mesopotamia Civilization have shaped current societal norms and values    | 3.34 | 0.57 | Strongly Agree |
| I see value in teaching students not only the facts but also the significance of World War I                     | 3.37 | 0.70 | Strongly Agree |
| I emphasize the importance of understanding the causes and consequences of World War II in my lesson             | 3.56 | 0.59 | Strongly Agree |
| I regularly discuss with my students how the lessons from past events can guide future actions                   | 3.49 | 0.55 | Strongly Agree |
| I believe that understanding the meaning of Colonialism is crucial for students to become informed citizens      | 3.51 | 0.64 | Strongly Agree |
| Helping my students to interpret rebulusyong siyentipiko can let them connect to broader themes and ideas        | 3.44 | 0.59 | Strongly Agree |
| Discussing the moral and ethical implications of Shang and Zhou dynasty is an essential part of teaching history | 3.29 | 0.64 | Strongly Agree |
| Discussing the moral and ethical implications of World War II is an essential part of how I teach history        | 3.41 | 0.55 | Strongly Agree |
| Total                                                                                                            | 3.46 | 0.58 | Strongly Agree |

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00-(Strongly Agree/Very High Level)*

Data showed that the respondents' total level of historical awareness of meaning of historical events was 3.46, which is evaluated as "very high level". The indicator one was the got the highest mean 3.61 with a interpretation very high level while the indicator nine got the lowest mean 3.29 with interpretation very high level.

Respondents very high level on the importance of teaching historical events to help students connect them to the present day, interpret their significance, and explore their ethical implications. Key areas, such as understanding the causes and consequences of World War II and the relevance of ancient civilizations like Mesopotamia, show the respondents' dedication to providing comprehensive historical education. This highlights their ability to foster a deeper understanding of history and its relevance to contemporary societal norms and future actions.

According to study Nandihally C.et al.,(2023) Historical events can bring a sense of authenticity and realism to novels. By embedding their narratives within real historical contexts, authors can enhance the depth and

believability of their stories. This approach is especially powerful in representing the lives of marginalized or overlooked groups whose experiences might not be fully acknowledged in mainstream history. Novels like *The Color Purple* by Alice Walker and *The Underground Railroad* by Colson Whitehead use historical events to highlight the challenges and resilience of marginalized communities.

### Maintaining Nations Historical Legacies

Table 2.4 presents the level of students of the respondents in historical awareness in terms of maintaining nations historical legacies

Table 2.4 Level of Historical Awareness in terms of Maintaining Nations Historical Legacies

| Indicators                                                                                                                | Mean | SD   | Interpretation |
|---------------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| I believe it is essential to teach my students about the colonialism of our nation                                        | 3.56 | 0.50 | Strongly Agree |
| I feel that maintaining awareness of our nation ' s historical legacies is important for future generations               | 3.63 | 0.54 | Strongly Agree |
| My students explore how Spanish Colonization influence contemporary society                                               | 3.54 | 0.64 | Strongly Agree |
| I incorporate discussions about the effect of American Colonization into my teaching curriculum                           | 3.59 | 0.55 | Strongly Agree |
| I believe that understanding our nation's colonialism is a sense of national pride among students                         | 3.58 | 0.50 | Strongly Agree |
| I feel responsible for teaching my students about the significance of maintaining our historical sites and artifacts      | 3.49 | 0.55 | Strongly Agree |
| I discuss with my students the role of colonialism in shaping our national identity                                       | 3.49 | 0.64 | Strongly Agree |
| My students ought to take an active role in preserving the nation's history                                               | 3.46 | 0.50 | Strongly Agree |
| Teaching about Spanish Colonization helps my students to develop critical thinking skills regarding Philippine culture    | 3.51 | 0.55 | Strongly Agree |
| Reflecting on the importance of Philippine Revolution in my class can give an impact for them to understand of our nation | 3.54 | 0.55 | Strongly Agree |
| Overall                                                                                                                   | 3.54 | 0.55 | Strongly Agree |

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)*

Data showed that the respondents' total level of historical awareness of maintaining nations historical legacies was 3.54, which is evaluated as "very high level". The indicator two was the got the highest mean 3.63 with a interpretation very high level while the indicator eight got the lowest mean 3.46 with interpretation very high level.

The results show that the recognition of the significance of maintaining a nation's historical legacies and open-minded discussions about colonialism and national identity foster a deeper appreciation among students. In this result, the respondents emphasize the importance of teaching historical topics, such as the Philippine Revolution and colonialism, to inspire critical thinking and national pride. Additionally, the respondents' efforts to integrate discussions on historical events and artifacts help students actively engage in preserving the nation's history for future generations.

The process of nation-building entails encouraging the proper sentiments and mindsets among the populace, particularly a strong sense of loyalty to the nation and a willingness to work together for its advancement and survival. The initial willingness of the populace to live together as a single community and the development of a robust social structure that can support these sentiments are the two main pillars around which these attitudes are fostered. This system includes a common set of societal values as well as the development and fortification of political, economic, and cultural institutions. Nation-building guarantees that citizens are dedicated to contribute to the long-term growth and well-being of their nation and experience a sense of belonging by fostering these fundamental components. (Salami, E.F.K. 2015)

Table 3. Test Of Correlation Between The Perceived Effectiveness Of Inquiry-Based Learning Strategies Used By The Teachers And The Historical Awareness Of Students In The Selected Secondary Schools Of Tanauan

| Perceived Effectiveness of Inquiry-Based Learning Strategy |                    | Historical Awareness of the Students      |                                   |                                  |                                         |
|------------------------------------------------------------|--------------------|-------------------------------------------|-----------------------------------|----------------------------------|-----------------------------------------|
|                                                            |                    | Living the Meaning and Essence of History | Knowing Themselves and the Nation | The Meaning of Historical Events | Maintaining Nations Historical Legacies |
| Questioning and Group Work                                 | r-value<br>p-value | 0.496**<br><0.001                         | 0.447**<br>0.003                  | 0.499**<br><0.001                | 0.631**<br><0.001                       |
| Discussion and Classroom Debates                           | r-value<br>p-value | 0.570**<br><0.001                         | 0.707**<br><0.001                 | 0.467**<br>0.002                 | 0.635**<br><0.001                       |

Legend: \*\* Correlation is significant at 0.05 level (two-tailed)

The data in Table 3 demonstrates a highly significant positive correlation between the perceived effectiveness of Inquiry-Based Learning (IBL) strategies and the historical awareness of students in selected secondary schools of Tanauan.

### Questioning and Group Work

Living the Meaning and Essence of History ( $r=0.496$ ,  $p<0.001$ ), indicating that engaging students through questions and collaborative efforts helps engaging students through questioning and collaborative activities, such as discussions and debates, helps them actively explore and understand the significance of historical events. These interactive methods encourage students to think critically, allowing them to internalize and connect with the meaning behind historical occurrences.

Understanding history conceptually and through event reconstruction is essential for everyone—students, teachers, researchers, and society. This stems from the belief that true understanding of existence comes through historical thinking and methods. History connects past and present events, highlighting similar motives and impacts, and serves as a guide for current and future generations in navigating and shaping life. (Ahmadin, 2015)

Knowing Themselves and the Nation ( $r=0.447$ ,  $p=0.003$ ), showing that cooperative and reflective activities contribute to a deeper understanding of personal and national identity. Cooperative and reflective activities foster a deeper understanding of personal and national identity by encouraging students to explore their shared history and cultural roots. These activities promote self-awareness and strengthen connections to their nation's values and heritage.

According to Sant (2015), national histories is essential for school history education. Emotions shape collective memory, identity, and relationships with the past, enriching territorial and national analyses beyond political events and dominant narratives. This inclusive approach highlights diverse social and cultural dimensions, introduces multiple perspectives, and acknowledges marginalized histories. By broadening the scope of historical narratives, it fosters fluid and multifaceted identities, promoting nuanced citizenship that emphasizes shared experiences and collective responsibility. Ultimately, this method encourages empathy, intercultural

understanding, and a comprehensive worldview, enabling students to connect deeply with diverse historical realities.

The Meaning of Historical Events ( $r=0.499$ ,  $p<0.001$ ), revealing that group dynamics encourage students to analyze historical events critically. Highlights that the more effective the group activities are perceived to be, the stronger their impact on students' ability to critically analyze the meaning and significance of historical events.

According to one study (Ocampo & Delgado, 2014), Batangas public schools have taken steps to incorporate local history into AP classes. In the Philippines, local studies centers provide services and programs that are part of the current initiatives to preserve local history. Currently, creative school heads or superintendents are in charge of incorporating local history into Araling Panlipunan courses.

Maintaining the Nation's Historical Legacies ( $r=0.635$ ,  $p<0.001$ ), underscoring the role of debates in inspiring a commitment to historical preservation. Discussion and classroom debates significantly enhance students' commitment to preserving the nation's historical legacies by fostering critical awareness, emotional connection, and advocacy skills. Through active engagement, students deepen their understanding of historical relevance, inspiring responsibility and motivation to protect and promote their cultural heritage.

Education plays a crucial role in maintaining a nation's historical legacies by fostering cultural awareness and historical knowledge among younger generations. Smith (2018) emphasizes that integrating historical narratives and cultural traditions into school curricula ensures students develop a sense of identity and belonging. By learning about their nation's past, students are more likely to value and uphold its historical legacies. Additionally, initiatives such as heritage site visits and history-focused extracurricular activities enhance understanding and appreciation for cultural and historical assets.

### **Discussion and Classroom Debates**

Living the Meaning and Essence of History ( $r=0.570$ ,  $p<0.001$ ), indicating that debating historical topics enhances students' connection to history. Classroom debates enhance students' connection to history by fostering active engagement, critical thinking, and emotional resonance. By analyzing events and exploring diverse perspectives, students develop a deeper, more meaningful understanding of history's relevance and significance.

The excerpt from *Quality History Education in the 21st Century: Principles and Guidelines* emphasizes the challenging yet crucial role of history education in equipping students with historical knowledge to navigate today's and future social challenges in increasingly diverse societies. It highlights the importance of understanding which historical narratives and content students find relevant and explores how these insights could shape future history education. (Sjölund Åhsberg, C. 2024)

Knowing Themselves and the Nation ( $r=0.707$ ,  $p<0.001$ ), demonstrating that discussions facilitate deeper insights into identity and heritage. Classroom discussions help students gain deeper insights into their identity and heritage by encouraging reflection, promoting understanding of cultural and historical roots, and fostering a stronger connection to their nation's values and legacy.

Literature undoubtedly plays a vital role in shaping national consciousness by vividly capturing the historical events and experiences that have shaped a collective identity. Philippine literature, in particular, has had a profound impact on education, offering a rich and nuanced understanding of the country's history, culture, and heritage. Through literary works, readers are able to connect with the struggles, triumphs, and aspirations of their ancestors, bridging the past with the present. This connection fosters a deep sense of pride and belonging, instilling a shared understanding of the nation's journey and reinforcing the values that bind its people together. Philippine literature, thus, serves not only as a mirror to the nation's past but also as a cornerstone for shaping its future. (Pineda, A., 2023)

The Meaning of Historical Events ( $r=0.467$ ,  $p=0.002$ ), suggesting that critical dialogues help uncover the implications of historical occurrences. These discussions enhance their understanding by connecting historical

events to their wider consequences. Consequently, students develop a deeper understanding of how past events influence both society and their own lives.

According to study Nandihally C.et al.,(2023)Historical events can bring a sense of authenticity and realism to novels. By embedding their narratives within real historical contexts, authors can enhance the depth and believability of their stories. This approach is especially powerful in representing the lives of marginalized or overlooked groups whose experiences might not be fully acknowledged in mainstream history. Novels like *The Color Purple* by Alice Walker and *The Underground Railroad* by Colson Whitehead use historical events to highlight the challenges and resilience of marginalized communities.

Maintaining the Nation's Historical Legacies ( $r=0.635$ ,  $p<0.001$ ), underscoring the role of debates in inspiring a commitment to historical preservation. Debates and classroom discussions encourage students to actively engage with historical topics, fostering a sense of responsibility toward preserving the nation's historical legacies. By debating the significance of past events, students develop a deeper appreciation for their cultural heritage.

Communities play an integral role in maintaining historical legacies through active participation in preservation efforts. Jones and Brown (2020) highlight the impact of grassroots movements in protecting historical sites and cultural traditions. Community-led projects, such as oral history documentation and traditional arts revival programs, empower local populations to safeguard their heritage. Furthermore, collaboration between governments and communities often results in sustainable preservation practices that align with both national objectives and local values.

The significant link between inquiry-based learning strategies and students' historical awareness, highlighting the profound impact of active teaching approaches such as questioning, group activities, discussions, and debates. These methods effectively promote collaboration, critical thinking, and meaningful engagement, enabling students to relate historical events to modern contexts and deepen their understanding of cultural identity. Educators play a vital role in fostering national pride and a sense of responsibility, motivating students to preserve historical heritage while thoughtfully reflecting on their role in society. Overall, the study emphasizes the crucial role of history education in developing knowledgeable, compassionate, and socially responsible individuals equipped to contribute to a fair and inclusive future.

There is a highly significant relationship between the perceived effectiveness of Inquiry-Based learning strategies used by the teachers and the historical awareness of students in the Selected Secondary Schools of Tanauan.

## SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and corresponding recommendations based on the result of the study.

### Summary

This study focused on the effect of inquiry-based learning strategies on the historical awareness of junior high school students in selected public secondary schools in Tanauan. The research involved 41 Social Studies teachers and utilized a descriptive-correlational design.

The main data-gathering instruments were survey questionnaires measuring the perceived effectiveness of inquiry-based learning strategies and the level of students' historical awareness. Statistical analyses, including mean and Pearson's Product-Moment Correlation Coefficient, were employed to evaluate the effectiveness of the strategies and their relationship with students' historical awareness.

### Summary Of Findings

This study investigated the effect of inquiry-based learning strategies on the historical awareness of junior high school students in selected public secondary schools in Tanauan. The following summarizes the key findings:

1. The data gathered as teachers-respondents rated the effectiveness of questioning and group work as highly effective and discussion and classroom debates as highly effective, highlighting their effectiveness in promoting engagement and collaboration.
2. Students displayed a very high level of historical awareness across all measured dimension. This included Living the Meaning and Essence of History with very high level, Knowing Themselves and the Nation with very high level, The Meaning of Historical Events with very high level, and Maintaining the Nation's Historical Legacies with very high level. These findings highlight the students' comprehensive understanding of history's significance, both personally and nationally.
3. There is a highly significant relationship between the perceived effectiveness of Inquiry-based learning strategies used by the teachers and the historical awareness of student in the Selected Secondary School of Tanauan. Both questioning and group work (Maintaining Nation's Historical Legacies) and discussion and classroom debates (Knowing Themselves and the Nation) demonstrated strong correlations.
4. Based on the findings of the study, Teachers should use activities like group work, discussions, and debates to encourage critical thinking and teamwork. Lessons should connect past events to current issues, showing how history is still important today

## Conclusions

Based on the findings, the study concludes:

1. Inquiry-based strategies significantly enhance students' historical awareness by fostering critical thinking, collaboration, and engagement.
2. Teachers' effective use of techniques such as questioning, group work, discussions, and debates contributes meaningfully to students' understanding of history and its relevance.
3. There is a highly significant relationship between the effectiveness of inquiry-based strategies and students' historical awareness is rejected, affirming a strong connection between the two variables.
4. Teachers should use inquiry-based strategies such as group work, discussions, and debates to encourage critical thinking and teamwork to increase the historical awareness of the learners.

## Recommendations

In light of these findings, the following recommendations are proposed:

1. Students are encouraged to actively engage in classroom activities, such as debates, group discussions, and collaborative projects, to deepen their understanding of historical events and enhance critical thinking skills. They should also explore supplementary learning materials, including historical documentaries, primary sources, and digital archives, to broaden their perspectives and appreciation of history.
2. Teachers are advised to continue implementing inquiry-based strategies, such as open-ended questioning, classroom debates, and collaborative group projects, to foster critical thinking and engagement. Integrating technology, including virtual tours, interactive timelines, and multimedia resources, can make lessons more dynamic and relevant. Lessons should emphasize the dimensions of historical awareness, such as understanding the essence of history, knowing oneself and the nation, interpreting events, and valuing national legacies.
3. School administrators are encouraged to provide support by organizing regular training and workshops focused on inquiry-based learning strategies. Ensuring the availability of teaching materials, such as historical texts, digital tools, and other resources, is crucial for fostering an active learning environment that promotes historical understanding.

4. Future researchers may explore additional factors influencing historical awareness, such as cultural background and socioeconomic status, to gain further insights into the learning process. Longitudinal studies can also be conducted to examine the long-term impact of inquiry-based strategies on students' academic and personal growth.

To help students better understand history, teachers should use activities like group work, discussions, and debates to encourage critical thinking and teamwork. Lessons should connect past events to current issues, showing how history is still important today. Teaching national history can strengthen students' sense of identity and pride, while discussions about preserving historical sites and traditions can inspire responsibility.

## ACKNOWLEDGEMENT

The researchers would like to extend their heartfelt gratitude to the following individuals and groups for their invaluable contributions to the success of this study:

First and foremost, we are deeply thankful to our Almighty God for granting us the strength, wisdom, and determination to complete this research. All the blessings and accomplishments we have achieved are a testament to His unwavering love and guidance.

To Hon. Mayor Nelson "Sonny" P. Collantes, Chairman Emeritus of Tanauan Institute, and Hon. Congresswoman Ma. Theresa "Maitet" V. Collantes of the 3rd District of Batangas, we express our profound gratitude for the opportunity to benefit from the scholarship extended by the Collantes family. Your generosity has significantly supported our educational journey.

To our Dean of Studies, Ma'am Nelia P. Mananguit, Ed.D, thank you for your steadfast support and guidance. Your leadership has been a constant source of encouragement to all students, and we are truly grateful for your dedication to our success.

To our thesis adviser, Ma'am Bel Patrice Tisuela, we extend our sincerest thanks for your invaluable advice, unwavering support, and dedication throughout the thesis process. Your mentorship has greatly enhanced our academic experience, deepened our understanding of the subject matter, and inspired our enthusiasm. We are deeply grateful for your commitment to our success.

To our validators, Ma'am Nicca Angela Piamonte, Ma'am Leoncia Lopez, and Sir Andrew Rimas, thank you for your meticulous assistance in validating the research's components, including the problem statement, title, and questionnaires. Your insights and expertise have greatly improved the quality of our work.

To our school librarian, thank you for your diligent efforts in managing the resources that provided essential information for our research. Your dedication to maintaining the school's learning materials has been invaluable to us.

To our thesis grammarian, we deeply appreciate your willingness to meticulously review our work, ensuring the accuracy of our language, grammar, and punctuation. Your expertise has been instrumental in refining our study.

Finally, we would like to extend our deepest gratitude to our dear parents, Marichu A. Marvida, Rommel M. Loreno, Maribel A. Tawatao, Francis D. Tawatao, and Manolo T. Tesorero Jr.. Your unwavering support, encouragement, and sacrifices have been the cornerstone of our success. This accomplishment would not have been possible without your love and dedication.

## BIBLIOGRAPHY

1. Affandi (2015). Teachers' Questioning Strategies to Promote Students' Critical Thinking in EFL Classroom: Perceptions And Practices
2. (Aji & Khan, 2019). Impact of Active Learning Strategy on the Student Engagement
3. Agon, M. (2021). Uncovering Students' Knowledge in Local History: The Camando to Leon Case

4. Ahmadin, (2015). Understanding History: Its Meaning and Essence
5. Alon, J. P. (2017). Collective Memory and National Identity: Understanding the Impact of Historical Events in the Philippines.
6. Barrett, A. B., & Boggiano, A. K., (2015). Gender and Classroom Management: A Comparative Study. *Educational Researcher*, 44, 112-123.
7. Bautista, R., & Enriquez, C. (2015). Questioning techniques and their effects on critical thinking in the Filipino classroom. *Philippine Journal of Education*, 94(3), 45–59.
8. Belo, R.A. (2021). Effects of Inquiry-based Learning on the Performance of the Learners: A Literature Review
9. Bioco, M. (2021). Inquiry-Based Teaching Practices, Attitudes and Difficulties of Secondary Science Teachers in Masinloc District Division of Zambales for S.Y. 2020-2021
10. Bishaw & Wale, (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills
11. Cruz, G.R. (2017). Relationship between Students' Historical Awareness and their Appreciation of Local Cultural Heritage
12. Dela Cruz (2023). Teaching Practices of Social Studies Teachers in Facilitating Self
13. Delos Santos, A. (2019). Questioning strategies and cognitive development among HUMSS students in Batangas. *Journal of Humanities and Social Sciences Education*, 11(4), 105–120.
14. Department of Education (2016). K to 12 curriculum guide: Science (Grades 3 to 10). Republic of the Philippines Department of Education.
15. Diaz et al.,(2024) Awareness and Appreciation of Local Cultural Heritage of Surigao City
16. Dobber, M. et al., (2017). Literature review: The role of the teacher in inquiry-based education
17. Fraser, C. (2017). History and Identity and how we shape both of them.
18. Ghafar (2024). The Effect of Classroom Debate on Students' Academic Achievement in Higher Education:
19. Gholam, A. (2019). Inquiry-Based Learning: Student Teachers' Challenges and Perceptions
20. Gonzalez-Monfort, N.L. (2015). Emotions and Construction of National Identities in Historical Education
21. Gonzales and Torres (2016). Filipino ESL Learners' Attitudes Toward Cooperative Learning and Their Relationship to Reading Comprehension
22. Gutierrez, S. (2015). Collaborative Professional Learning through Lesson Study: Identifying the Challenges of Inquiry-Based Teaching
23. Hariyono (2017). The Level of Students Historical Awareness in Historical Education Program as a Need Analysis of Digital Learning and Media Development
24. Intramuros Administration (2023). Intramuros: A Historical Guide.
25. Iletto, R. (2017). Knowledge and Pacification: On the U.S. Conquest and the Writing of Philippine History. (1 ed.) Ateneo de Manila University Press.
26. Iman (2017). Debate Instruction in EFL Classroom: Impacts on the Critical Thinking
27. Jalotjot (2020). MODIFIED OXFORD-OREGON CLASSROOM DEBATE Philippines, China share lenses on inclusive education for learners in conflict with the law
28. Jiang, Y. (2014). The impact of metacognitive questioning on students' learning. *Educational Research and Reviews*, 9(22), 1285–1291.
29. Johnson & Cuevas (2016) The effects of inquiry project-based learning on student reading motivation and perceptions of inquiry learning processes.
30. Jones, L., & Brown, M. (2020). Grassroots Movements in Historical Preservation: Building Bridges Between Policy and Practice. *Heritage Management Review*, 15(2), 88-104.
31. King, A., & VanMeter, P. (2014). Enhancing critical thinking through higher-order questioning strategies. *Educational Psychology Review*, 26(4), 533–552.
32. Kini & Podolsky (2016). Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research
33. Lazonder and Harmsen(2016) Meta-Analysis of Inquiry-Based Learning: Effects of Guidance
34. Levstik and Barton (2015), Doing History: Investigating with Children in Elementary and Middle Schools

35. Lin, S., Hong, H., & Lee, M. (2015). Using questioning techniques to enhance student-led discussions. *Journal of Educational Research*, 108(3), 148–162.
36. Masri (2018). Effective Groupwork Strategies: Faculty and Students' Perspectives
37. Naryanti (2017), Effects of using inquiry-based learning on EFL students' critical thinking skills
38. Nandihally C.et al.,(2023). The Influence of Historical Events on the Novelistic Imagination p.378
39. Natapang, J. (2021). The Importance and Relevance of the Philippine History with the Present Philippines
40. Ocampo & Delgado, 2021 Relationship between Students' Historical Awareness and their Appreciation of Local Cultural Heritage
41. Oguzhan, K. (2015). Oguzhan, K. (2015). Teaching local history using social studies models for Turkish middle school students. *Educational Research and Reviews* 10(8), pp. 1284-1292.
42. Ozturk, B. (2022). Does inquiry-based learning model improve learning outcomes? A second-order meta-analysis
43. Pedaste, M., Mäeots, M., Siiman, L. A., de Jong, T., van Riesen, S. A. N., Kamp, E. T., Manoli, C. C., Zacharia, Z. C., & Tsourlidaki, E. (2015). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*, 14, 47-61.
44. Pineda, A. (2023). Philippine Literature and Its Role in Promoting National Identity.
45. Ramos, A. (2018). Inquiry-based questioning strategies in Philippine senior high schools. *Asian Journal of Education and Development Studies*, 7(1), 21–35.
46. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013
47. Reyes, M. L. (2020). Local Histories, National Narratives: The Role of Regional Historiography in Understanding Philippine Historical Events.
48. Reyes, M., & Mendoza, J. (2016). Socratic questioning and its influence on academic performance in Philippine high schools. *Philippine Journal of Educational Psychology*, 10(2), 87–98.
49. Salami, E.F.K. (2015). THE ROLE OF SOCIAL STUDIES EDUCATION IN NATION BUILDING
50. Sant, E. (2015). Emotions and Construction of National Identities in Historical Education
51. Santos, L. C. (2021). Relationship between Students' Historical Awareness and their Appreciation of Local Cultural Heritage. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(6), 520-527.
52. Santos, L. (2021). Relationship between Students' Historical Awareness and their Appreciation of Local Cultural Heritage.
53. Santos, R. E. (2019). Nation-Building Through History: The Impact of Key Events on Filipino Identity.
54. Seixas, P. (2017). Historical Consciousness and Historical Thinking. - *Palgrave Handbook of Research in Historical Culture and Education*, 59–72.
55. Sjölund Åhsberg, C. (2024) 'Students' views of historical significance – a narrative literature review'. *History Education Research Journal*, 21 (1), 2.
56. Smith, J. (2018). Education and Cultural Heritage: A Pathway to Preservation.
57. Stapleton-Corcoran, E. (2023). "Bloom's Taxonomy of Educational Objectives." Center for the Advancement of Teaching Excellence at the University of Illinois Chicago.
58. Stearns, P. (2020). Why Study History?
59. Syahputra (2020) The Level of Students Historical Awareness in Historical Education Program as a Need Analysis of Digital Learning and Media Development
60. Teaching Work (2017). Leading a discussion
61. Thorp (2014) The Level of Students Historical Awareness in Historical Education Program as a Need Analysis of Digital Learning and Media Development
62. Tofade, T., Elsner, J., & Haines, S. T. (2014). Best practice strategies for effective use of questions as a teaching tool. *American Journal of Pharmaceutical Education*, 77(7), 1–9.
63. UNESCO. (2023). Heritage Emergency Fund supports the conservation of the Historic City of Vigan in the Philippines
64. University of the People (2020). Why Is History Important And How Can It Benefit Your Future?
65. Villanueva, M. A. (2020). Exploring the Historical Awareness of High School Students in Luzon, Philippines. *International Journal of Historical Education*, 15(4), 150-167.

66. Wilson, C. (2020). The Effects of Inquiry-Based Learning and Student Achievement in the Science Classroom
67. Witherspoon, Sykes, and Bell (2016). Leading a Classroom Discussion
68. Wulan Dari (2022) Growing Historical Awareness among the Young Generation of the Indonesian Nation
69. Zare and Othman (2015). Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability

## Appendix

### Research Instrument

Name (Optional): \_\_\_\_\_

#### I. Inquiry-Based Learning Strategies

**Direction:** Based on your perception, kindly rate the following by putting a check mark (✓) on the box in each statement that corresponds to your answer. Please indicate degree of agreement (using a score ranging from 1-4) to the following scale:

4 - Very Effective

3 - Effective

2 - Somehow Effective

1 - Not Effective

| <b>Inquiry-based Learning Strategies</b>                                                                                                                                                                                                                                                                                                       | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| Teaching methods that center around students actively engaging in exploring questions, group work, discussion, classroom debates rather than passively receiving information. This approach encourage curiosity, critical thinking, and the development of problem solving skills by allowing student o investigate topics, and ask questions. |          |          |          |          |
| <i>As a teacher,.. how effective do you find the use of questioning, group work, discussion, and classroom debate in implementing inquiry-based learning strategies for students</i>                                                                                                                                                           |          |          |          |          |
| <b>QUESTIONING</b>                                                                                                                                                                                                                                                                                                                             |          |          |          |          |
| 1. I find the use of open-ended questions effective in fostering a collaborative learning environment.                                                                                                                                                                                                                                         |          |          |          |          |
| 2. I integrate student-generated questions to enhance learning outcomes.                                                                                                                                                                                                                                                                       |          |          |          |          |
| 3. I use follow-up questions to guide student's exploration during inquiry-based learning.                                                                                                                                                                                                                                                     |          |          |          |          |
| 4. I believe my questioning techniques effectively assess student understanding during my lessons.                                                                                                                                                                                                                                             |          |          |          |          |
| 5. I use questioning to encourage my students to take ownership of their learning                                                                                                                                                                                                                                                              |          |          |          |          |

|                                                                                                                          |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| process.                                                                                                                 |  |  |  |  |
| <b>GROUP WORK</b>                                                                                                        |  |  |  |  |
| 6. I find group work an effective strategy for enhancing student collaboration in my social studies classes.             |  |  |  |  |
| 7. I believe group work facilitates peer learning in my classroom.                                                       |  |  |  |  |
| 8. I use group work to promote sharing of diverse perspectives on social studies topics in my lessons.                   |  |  |  |  |
| 9. Group work supports differentiated instruction in my social studies classes.                                          |  |  |  |  |
| 10. My students' critical thinking and problem-solving skills are enhanced through collaborative activities.             |  |  |  |  |
| <b>DISCUSSION</b>                                                                                                        |  |  |  |  |
| 11. Classroom discussion effectively deepen my students' understanding of social studies topics.                         |  |  |  |  |
| 12. My students' ability to articulate their thoughts and opinion is developed through discussion.                       |  |  |  |  |
| 13. I believe my students engage in a inquiry and exploration of topic through discussion.                               |  |  |  |  |
| 14. I integration the use of technology in facilitating classroom discussions.                                           |  |  |  |  |
| 15. Classroom discussions promote active participation among my students.                                                |  |  |  |  |
| <b>CLASSROOM DEBATES</b>                                                                                                 |  |  |  |  |
| 16. Debates in classroom help my students develop their critical thinking abilities.                                     |  |  |  |  |
| 17. I employ the debate format to foster mutual respect and understanding between those who hold different perspectives. |  |  |  |  |
| 18. I believe that classroom debates give my pupils the chance to learn collaboratively.                                 |  |  |  |  |
| 19. Debates in the classroom encourage deeper understanding of the subject matter.                                       |  |  |  |  |
| 20. I integrate feedback during debates to improve my students ' performance.                                            |  |  |  |  |

## II. The Level of Historical Awareness

**Direction:** Based on your perception, kindly rate the following by putting a check mark (✓) on the box in each statement that corresponds to your answer. Please indicate degree of agreement (using a score ranging from 1-4) to the following scale:

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly Disagree

| <b>Living the Meaning and Essence of History</b>                                                                                                                                                                                                                              | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| How individuals or groups apply the lessons of history in their daily lives, understanding how past events shape the present and future, and how they embody the values and insights derived from historical experiences.                                                     |          |          |          |          |
| 1. Teaching historical events helps my students appreciate the present.                                                                                                                                                                                                       |          |          |          |          |
| 2. Teaching history helps students better understand their culture and identity.                                                                                                                                                                                              |          |          |          |          |
| 3. There is value in connecting historical events to contemporary issues to guide my students' understanding of the future.                                                                                                                                                   |          |          |          |          |
| 4. Historical topics are regularly integrated into my teaching methods to help students engage with the subject matter.                                                                                                                                                       |          |          |          |          |
| 5. I believe teaching history has significant impact on how my students view modern societal issues.                                                                                                                                                                          |          |          |          |          |
| 6. I used personal connection in teaching historical events.                                                                                                                                                                                                                  |          |          |          |          |
| 7. I am seeking out new ways to help my students understand the history of our country and the world.                                                                                                                                                                         |          |          |          |          |
| 8. I am reflecting on the implications of historical events when discussing current issues in the classroom.                                                                                                                                                                  |          |          |          |          |
| 9. I use my role as a teacher to shape how history will be remembered by future generations.                                                                                                                                                                                  |          |          |          |          |
| 10. I am teaching with an understanding of history enriches both my professional growth and my students' worldview.                                                                                                                                                           |          |          |          |          |
| <b>Knowing themselves and the nation</b>                                                                                                                                                                                                                                      | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Involves the awareness and understanding of one's own identity, culture, and heritage, as well as the nation's history and cultural evolution. It encompasses self-awareness in the context of national identity, fostering a sense of belonging and pride in one's heritage. |          |          |          |          |
| 1. Instructing my students on national history enhances their understanding of their own identity.                                                                                                                                                                            |          |          |          |          |
| 2. Teaching national history enables my students to connect with the values and culture of our country.                                                                                                                                                                       |          |          |          |          |
| 3. Guiding my students explore their personal history in the context of our nation's history is important.                                                                                                                                                                    |          |          |          |          |

|                                                                                                                                                                                                                                                                                  |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 4. Encouraging my students to reflect on how their personal experiences are influenced by our nation's past.                                                                                                                                                                     |   |   |   |   |
| 5. Teaching national history fosters a deeper understanding of citizenship to my students.                                                                                                                                                                                       |   |   |   |   |
| 6. Encourage my students to see the relationship between their own identity and the nation's collective identity.                                                                                                                                                                |   |   |   |   |
| 7. Engaging my students in discussions about how their individual stories are part of the national pride.                                                                                                                                                                        |   |   |   |   |
| 8. Knowing the history of our nation strengthens my students' sense of belongingness and responsibility.                                                                                                                                                                         |   |   |   |   |
| 9. Teaching national history helps me guide students in developing a clearer sense of purpose and direction in their lives.                                                                                                                                                      |   |   |   |   |
| 10. Reflecting on my own identity and sense of belongingness helps me to teach about nation's history.                                                                                                                                                                           |   |   |   |   |
| <b>The Meaning of Historical Events</b><br><br>The interpretation and significance of key events in history. This involves understanding the causes and consequences of historical events, how they have shaped societies, and their relevance to current and future generations | 4 | 3 | 2 | 1 |
| 1. Teaching historical events like World War II helps my students understand their relevance to the present day                                                                                                                                                                  |   |   |   |   |
| 2. Being confident in explaining historical event helps my students' deeper their understanding about history.                                                                                                                                                                   |   |   |   |   |
| 3. I encourage my students to explore how Mesopotamia Civilization have shaped current societal norms and values.                                                                                                                                                                |   |   |   |   |
| 4. I see value in teaching students not only the facts but also the significance of World War I.                                                                                                                                                                                 |   |   |   |   |
| 5. I emphasize the importance of understanding the causes and consequences of World War II in my lesson.                                                                                                                                                                         |   |   |   |   |
| 6. I regularly discuss with my students how the lessons from past events can guide future actions.                                                                                                                                                                               |   |   |   |   |
| 7. I believe that understanding the meaning of Colonialism is crucial for students to become informed citizens.                                                                                                                                                                  |   |   |   |   |
| 8. Helping my students to interpret <i>rebulusyong siyentipiko</i> can let them connect to broader themes and ideas.                                                                                                                                                             |   |   |   |   |
| 9. Discussing the moral and ethical implications of Shang and Zhou dynasty is an essential part of teaching history.                                                                                                                                                             |   |   |   |   |

|                                                                                                                                                                                                                                                                                                        |          |          |          |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| 10. Discussing the moral and ethical implications of World War II is an essential part of how I teach history.                                                                                                                                                                                         |          |          |          |          |
| <b>Maintaining Nations Historical Legacies</b>                                                                                                                                                                                                                                                         | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Involves efforts to preserve, protect, and promote the cultural, political, and social heritage of a nation. This includes safeguarding historical landmarks, traditions, and memories, as well as ensuring that future generations understand and appreciate their nation's historical contributions. |          |          |          |          |
| 1. I believe it is essential to teach my students about the colonialism of our nation.                                                                                                                                                                                                                 |          |          |          |          |
| 2. I feel that maintaining awareness of our nation ' s historical legacies is important for future generations.                                                                                                                                                                                        |          |          |          |          |
| 3. My students explore how Spanish Colonization influence contemporary society.                                                                                                                                                                                                                        |          |          |          |          |
| 4. I incorporate discussions about the effect of American Colonization into my teaching curriculum.                                                                                                                                                                                                    |          |          |          |          |
| 5. I believe that understanding our nation's colonialism is a sense of national pride among students.                                                                                                                                                                                                  |          |          |          |          |
| 6. I feel responsible for teaching my students about the significance of maintaining our historical sites and artifacts.                                                                                                                                                                               |          |          |          |          |
| 7. I discuss with my students the role of colonialism in shaping our national identity.                                                                                                                                                                                                                |          |          |          |          |
| 8. My students ought to take an active role in preserving the nation's history                                                                                                                                                                                                                         |          |          |          |          |
| 9. Teaching about Spanish Colonization helps my students to develop critical thinking skills regarding Philippine culture.                                                                                                                                                                             |          |          |          |          |
| 10. Reflecting on the importance of Philippine Revolution in my class can give an impact for them to understand of our nation.                                                                                                                                                                         |          |          |          |          |