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### Research Article

## Factors Influencing the Interest of Students Studying Philippine Literature

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### About Article

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### ABSTRACT

This study examines the factors that influence the interest of the students studying Philippine literature. The researcher employed a descriptive survey method, questionnaires were distributed to 158 third-year education student studying Philippine literature. Statistical tools such as the chi-square test, ranking, and percentage analysis were used to determine the key factors affecting student engagement. Findings revealed that students enjoy studying Literature 101 as part of their college curriculum, regardless of the external factors surrounding them. The study also showed that these factors had no significant effect on their interest in the subject. The use of fact sheets and handouts was identified as the most effective instructional material in enhancing student engagement in studying Philippine literature. Other factors, such as gender, language spoken at home, and preferred forms of mass media, were also found to influence student interest. However, these factors did not serve as obstacles to their enthusiasm for Literature 101. The statistical analysis supported the null hypotheses (H01 and H02), as the computed values were smaller than the critical values.

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## 1. INTRODUCTION

Students develop a deep appreciation for literature when their teachers, who guide them in reading literary works, also have a strong recognition and appreciation of different literary genres. If students are to develop a love for reading literature, this enthusiasm must first be present in their teachers. However, this passion for literature cannot be shared if educators themselves do not exhibit enjoyment in reading.

For literature to have a lasting impact on students, they should be encouraged to recite lines of poetry or even the entire poem in front of the class. In other words, they need to show genuine interest in literature if they wish to cultivate an appreciation for it. A person cannot share what they do not possess.

In the field of teaching, educators must have a broad understanding of literary texts. They should be well-versed in the various meanings of words, imagery, and themes within the text. If a teacher lacks knowledge about language and text, how can students be expected to understand a piece of literature? As Belvez (1997) stated, "What is not known cannot be taught." When teaching literature, various approaches can be used. However, it is essential to understand that no single method or approach guarantees the absolute interpretation of a literary work. The choice of an appropriate teaching method depends on the form and content of the selection. It is time to rethink how literature is taught—ensuring that the process is both meaningful and systematic. There is no single book that dictates how literature should be taught. Instead, literary works should be introduced as artistic creations. Through this approach, students can be encouraged to read voluntarily, articulate their interpretations, and eventually create their own literary pieces. Students' interest is captured when lessons are presented in an engaging and exciting manner. A teacher's lesson delivery is successful if it sparks enthusiasm and anticipation among students. Since children and young people naturally enjoy rhymes and poetry, they will find reciting these forms enjoyable. This, in turn, makes learning vocabulary and sentence structures more effective and engaging.

Children also have an innate love for listening to stories. For them, stories hold a unique charm and appeal, which is why storytelling is often used as an engaging introduction to other lessons and activities.

Since this study focuses on students, the researcher aims to uncover the various factors that contribute to their interest in studying Literature 101.

When developing new teaching methods, it is essential to reflect on valuable experiences observed in the environment, read from books and other materials, and discussed in seminars and other educational activities. Adjustments or modifications to existing teaching methods may be necessary to align with the intended learning objectives and messages. This ensures that previously learned concepts gain new perspectives and are presented in fresh and engaging ways (Badayos, 1999).

## 2. LITERATURE REVIEW

Presenting the lesson in a way that is interesting, exciting and engaging to the students is an important thing that a teacher should focus on. The teacher does not have much success in his presentation of the lesson when the students are not interested

and excited about the lesson they are discussing. According to Dewar (1995) who said that "Students who participate in literary discussion when it comes to curriculum are the ones who succeed in learning methods." This is very true because students who always participate in class discussion and students who are interested in class discussion are usually interested in learning literature.

Hartman (1995) also said that when the student participates in his learning and in the class discussion, he feels success in life and can easily understand things around him and his interest in learning will improve only because of his participation in the discussion of their teacher.

Sometimes in the teacher's desire to make the lesson interesting and motivate the students to listen, the teacher spends time on providing motivation. The sad thing is, if the motivation part is over and the lesson is being presented, the students gradually lose interest. So, the teacher should probably try to make the interest and excitement of the students woven into the method used in the presentation. Will use different platforms to present the lesson (Belvez, 1984).

The teaching method is also related to the loss of interest in studying literature. Its conventional study does not address the true nature of literature. In the study of a literary work, the teacher often tells what can be seen and felt in the work. His duty to make the students experience the whole of the work is completely forgotten.

This is what Widdowson (1975) said about this matter. "The students need guidance in the approach to a genuine experience of literature but what I oppose is the kind of passive, single channel academic spoon feeding that remove the student from direct, active participation in discovering the way language is used in literary discourses for the conveying of unique messages. However, this does not mean that what teachers and critics say about literature may not reveal a good deal of meaning but only that the full impact of the work can only be recognized by the individual's direct experience of it." It is true what was said above that student also need the teacher's guidance in studying literature so that their interest does not disappear. Because they are the students, the teacher must have a long patience and love his job especially the teaching of literature so that the students will be more motivated to participate in any work in the subject of literature.

Many of today's youth are a completely addicted to television shows, spending almost all their time watching TV as their preferred form of mass media entertainment. Shows like Robocops, Voltes V, and others capture their interest. It is surprising that these programs consistently rank among the highest-rated television shows (Aguila, 1998).

These shows are called by some critics as naughty shows because the actions in this show have a great influence on the viewers, especially the young people who are still mature in civilization. Some youths or children imitate the actions of such shows which in turn end up in disaster. Many have perished because the children thought that they were exposed to the same things they saw on television. Even though these shows are banned, like Voltes V which was banned during the Martial Laws period, young people still continue to watch.

According to Rep. Allen Quimpo of Aklan (1998), "such shows



should be Banned and replaced with children's shows". It also came out that parents' guidance is needed on televisions or Parental Guidance but it is sad to think that children are obsessed with foreign stories such as Little Mermaid, Red Riding Hood and Snow White. Our epics like Biag ni Lam-ang and other epic heroes of our Filipino culture continue to be trampled upon.

Because such shows are a favorite of the youth, philosophers say that our society is savages. They say this because in the world of watching the show, the good always wins, while in the real world, the savages win.

On the other hand, the Tagalog language, compared to the Cebuano language, the Iloco language and other languages in the Philippines, has a rich vocabulary and a developed structure of rules and regulations regarding the composition and so on. The letter d is even changed and becomes r if it is between vowels (Reyes, 1998).

Those who advocate for preserving the integrity of the Tagalog language emphasize the importance of safeguarding it from excessive changes, such as the introduction of additional terms, including foreign words, while simultaneously fostering the development of the Filipino language. However, it is inevitable that Tagalog is gradually evolving into Filipino, which is primarily based on Tagalog. As the national language of the Philippines, Filipino must be promoted effectively and used in a way that is easily understood by Filipinos across the archipelago. In this context, terms in the Filipino language should remain straightforward and not be obscured by unnecessary alterations to their spelling (Reyes, 1998).

### 3. METHODOLOGY

#### 3.1. Research design

This study employed a descriptive research method to analyze factors influencing students' interest in Philippine literature, focusing on their profiles, independent variables, and dependent variables. It also examined the research hypothesis and included the interpretation of data.

According to Gay (1976), this method is effective in providing scientific insights for decision-making. Similarly, Sevilla *et al.* (1992) emphasized that descriptive research aims to illustrate and explain the natural characteristics of a subject or phenomenon. Overall, this study seeks to understand the connection between various factors and students' interest in studying Philippine Literature.

#### 3.2. Respondents of the study

The respondents of this study were third-year education students studying Philippine literature who had previously completed Literature 101 during the second semester of the 2001-2002 academic year. Despite their training in English proficiency, the survey was conducted during their free time to ensure full participation. The data collection process was approved by the administration, including the college president and the dean of the School of Education.

#### 3.3. Sampling design

Instead of using Slovin's formula, this study applied purposive sampling due to the large number of Bachelor of Elementary

Education (BEE) students, which reached 1,320. Only students who had undergone English Proficiency Training were selected as respondents since they were expected to provide relevant insights into the research problem. As a result, purposive sampling was the most appropriate sampling method for this study.

### 4. RESULTS AND DISCUSSION

This chapter presents the collected data, analyzed to answer the research questions.

**Table 1.** Distribution of respondents by academic program

Course	Total	Percent
BEE	129	81.65%
BSE	29	18.35%
<b>Total</b>	<b>158</b>	<b>100</b>

Table 1 shows that 81.65% (129 students) were enrolled in the Bachelor of Elementary Education (BEE) program. 18.35% (29 students) were in the Bachelor of Science in Education (BSE) program.

**Table 2.** Age Distribution of student respondents

Age	Total	Percent
17-19	137	86.71%
20- above	21	13.29%
<b>Total</b>	<b>158</b>	<b>100%</b>

Table 2 shows that 86.71% (137 students) were aged 17-19. 13.29% (21 students) were 20 years old and above. Language Spoken at Home. 89.9% spoke Cebuano, while 10.1% did not speak Cebuano. 87.3% did not use English, while 12.7% did. 79.7% did not use Tagalog, while 20.3% did. Other languages were rarely spoken by respondents, with over 90% does not use Binukid, Ilocano, Ilonggo, Kapampangan, Boholano, Chavacano, or Karay-a as a preferred language spoken at home.

**Table 3.** Preferred forms of media among students

Television	Total	Percent
Not used	13	86.71%
Used	145	13.29%
<b>Total</b>	<b>158</b>	<b>100%</b>

Table 3 shows that 91.8% of students enjoyed watching television, while 8.2% did not. 45.5% liked listening to the radio, while 54.4% were uninterested. 82.9% did not enjoy watching movies, while 17.1% did. 70.9% were not interested in reading newspapers, while 29.1% were 82.3% did not read comics, 74.7% did not read magazines, and 60.8% did not regularly read books.

**Table 4.** Student interest in literature 101

Interest	Total	Percent
Sometimes	1	0.6%
Not totally	82	51.95
Always	75	47.5%
<b>Total</b>	<b>158</b>	<b>100%</b>



Table 4 shows that 51.9% believed that different forms of literature did not hinder their interest in the subject. 47.5% stated that literary forms affected their engagement with Literature 101. The Chi-square formula was used to analyze the

relationship between independent and dependent variables, particularly course of study, age, gender, language, and other factors affecting students' literary interest.

**Table 5.** Interest according to course

Independent Variables	Dependent variable	Chi-Square	P-Value	Remarks
Course	Poetry	1.163	0.559	Accepted
	Prose	1.717	0.424	Accepted
	Opinion	1.788	0.617	Accepted

Table 5 illustrate the relationship between the independent and dependent variables, with the chi-square test applied to the course variable. The chi-square value for poetry was 1.163 with a p-value of 0.559, while prose had a chi-square value of 1.717 with a p-value of 0.424—both exceeding the 0.05 significance level. Therefore, the null hypothesis stating that there is no

relationship between the independent and dependent variables is accepted. This means that the course taken by the respondents does not affect their interest in studying Lit 101, which focuses on Filipino Literature. It is evident that students' courses have no bearing on their engagement with the subject.

**Table 6.** Interest according to gender

Independent Variable	Dependent Variable	Chi-Square	P-Value	Remark
Course	Poem	4.582	0.101.	Accepted
	Prose	0.345	0.841	Accepted
	Opinion	1.015	0.798	Accepted

Table 6 shows the relationship between the independent and dependent variables, with the researcher using the chi-square formula for the gender variable. The results indicate that the chi-square value for poetry is 4.582 with a p-value of 0.101, which is greater than the 0.05 significance level. Likewise, prose has a chi-square value of 0.345 with a p-value of 0.841. Based on these findings, the null hypothesis stating that the independent variable is not related to the dependent variable is accepted. Sual (2000) found that there is no relationship between gender and the type of language used in writing. Similarly, this study confirms that gender does not influence students' interest in studying Lit 101, even though there are more female students than male. This suggests that a student's gender has no significant impact on their engagement with the subject.

or books remain interested in the subject. These findings align with Ibale's (1999) study, which also showed that a majority of students were interested in literature regardless of external influences. Overall, the results suggest that students' enthusiasm for learning literature is driven more by personal interest than by their environment.

**Table 7.** Level of interest

Interest	Number	Percent
Sometimes	1	0.6
Never	82	51.9
Frequently	75	47.5
<b>Total</b>	<b>158</b>	<b>100.0</b>

Table 7 shows that most students' interest in Lit 101 is not affected by external factors. 51.9% of respondents believe that the two forms of literature do not hinder their engagement with the subject, while 47.5% feel they sometimes do. The study found that gender, language spoken at home, and preferred mass media have little to no impact on students' interest in Lit 101. Even those with limited access to television, newspapers,

**Table 8.** Overall, interest of students in studying literature 101

Interest	Score	Scale
literature is helpful in speaking the Filipino language.	3.53	Frequently
literature appreciate Filipino culture.	3.49	Frequently
Being able to provide knowledge about the lives of our fellow Filipinos so that they can be understood because they are my race	3.31	Frequently
I develop broad thinking about the things in the world because of literature.	3.3	Frequently
leisurely reading literature is beneficial.	3.25	Frequently
I can show renewed trust in the great creator because of literature.	3.24	Frequently
literature contributes to the enjoyment of the Filipino's own work.	3.23	Frequently





I can show love for my country	3.2	Frequently
literature shows the hard work and patience of Filipinos.	3.03	Frequently
literature develops self- discipline.	3.02	Frequently
literature is comforting.	2.97	Frequently
I show courage in reading Philippine literary works.	2.72	Frequently
I can show my own effort and self- help because of literature	2.45	Frequently
<b>Total</b>	<b>3.134</b>	<b>Frequently</b>

Table 8 highlights students' interest in studying Philippine literature. The results show that the highest-rated aspect is how literature helps in speaking the Filipino language, with a score of 3.53, indicating that students are always interested in learning about it. This is followed by the appreciation of Filipino culture (3.49) and gaining knowledge about the lives of fellow Filipinos (3.31), both of which are rated as often important to students. According to Mag-Atas *et al.* (1994), literature reflects life, culture, and traditions. It serves as a window into the customs and experiences of people from different eras. This aligns with the study's findings, which suggest that students are most interested in learning about Filipino traditions, history, and identity through literature.

## 5. CONCLUSIONS

Through this research, the researcher concluded that students studying Philippine literature show interest in Lit 101. Secondly, gender is not an obstacle in studying Lit 101 to arouse the interest of the students, thirdly, Cebuano language is often spoken by students at home as the language used for communication at home, fourthly, the television is often students tend to enjoy it without getting in the way of studying Lit 101.

## RECOMMENDATION

After a careful analysis of the data on students' interest in studying Philippine literature, particularly concerning the teaching methods and instructional materials used, the researcher recommended the study to the following:

- i. Teachers should discover other methods of learning not only in the subject of Philippine Literature but also in other subjects where the students will be interested in learning that particular subject.
- ii. Teachers and others who want to teach should discover an innovative teaching tool of a subject so that the interest of students is always in condition.
- iii. Teachers should understand the factors that must be considered so that teaching and learning are not hindered and there is interest in both parts the teacher and the student.
- iv. There will be more seminars-workshops regarding the teaching method so that the teaching of each teacher can be creative in all subjects.
- v. There will be a seminar-workshop regarding the preparation of teaching materials but also the development of a material that gives pleasure to students at all levels.

- vi. There should be more studies regarding the interests of students and how they will be maintained, in order to provide solutions to the problems and factors surrounding students in their college studies.

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