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Students' Level of Appreciation Towards Asia's Cultural Dimensions: Inputs to Competency Acquisition and Mastery of Asian Studies

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Abstract

Aim: This study aimed to examine the students' level of appreciation towards Asia's cultural dimensions. Specifically, it determined the extent of the respondents' level of manifestation of Asian cultural appreciation in terms of arts, behavior, celebration, clothing, food, and language; their skill competency in Asian Studies in terms of remembering, understanding, analyzing, and applying; their mastery of Social Studies described as to written tasks and performance outputs; and, the relationship between students' manifested Asian cultural appreciation and their competency acquisition in Asian Studies and between the students' manifestation of Asian cultural appreciation and their mastery of Asian Studies.

Methodology: The descriptive method of research was employed in this study. A researcher-made questionnaire was used to describe the Asian cultural appreciation of 141 respondents on the relevance of students' skill competency and mastery of Asian studies in terms of written works and performance outputs. Test questionnaire was also administered to determine their assessment of the mastery of their skill competency.

Results: Findings revealed that the respondents manifested and appreciated arts, behavior, celebration, clothing, food, and language as assessments relevant to a large extent in learning Asian Studies. In general, the computed r-values reveal that there is no significant relationship between the respondent's manifestation of Asian cultural appreciation and their mastery of Asian Studies. This suggests that there is no significant relationship between the variables tested; hence, the researcher accepted the null hypothesis. This significant relationship between the two variables indicates that the respondents' Asian cultural appreciation affects mastery of social studies in terms of performance outputs or vice versa. As authentic assessment in terms of performance outputs capitalizes on the contextualization of learning to ensure that it resembles real-life and real-world situations, it requires students to collaborate and negotiate with their peers or colleagues in accomplishing learning tasks or goals which maximizes the opportunity for the application and integration of their social skills; thus, the utilization of Asian cultural appreciation is highly linked to the students' mastery of Asian Studies in terms of written task.

Conclusion: The findings show a significant relationship between the students' level of cultural appreciation and competency acquisition; therefore, the null hypothesis posited in the study is rejected. The data revealed a positive correlation between student's manifested Asian cultural appreciation and their competency acquisition in Asian studies in terms of arts, behavior, celebration, food, clothing, and language specifically in area of understanding. Similar in terms of behavior and food particularly in the area of analyzing. There is no significant relationship between the students' level of cultural appreciation and mastery of Asian studies; therefore, the null hypothesis posited in the study is sustained.

Keywords: Asia's Cultural Dimensions, Competency Acquisition, Cultural Appreciation

INTRODUCTION

Culture encompasses people's way of living – their beliefs, ideas, traditions, and attitudes. Alternatively, it is the collective manifestation of a society's-maintained pattern of shared beliefs and customs across time. More importantly, culture is also diversified. It varies globally, contributing to every society's uniqueness and identity. With

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the presence of this cultural diversity, the 21st century demands an individual to be culturally literate. Thus, promoting deeper understanding, realizing the value of cultural differences, and developing global citizens within the global community. Shelow (2016) proposed some of the 21st century literacies and pointed out that student with more acquired skills in new literacies are likely to be more successful. In an educational setting, teaching basic skills should be integrated with new literacy skills that are necessary in today's society and are required by the current complex economic environments. Relative to this notion, students are expected to develop more complex skills in order to exhibit their fullest potential in the future. In other words, having these literacy skills should no longer be an option, but a necessity for all.

One of the new literacies that have emerged is cultural literacy and appreciation. This new literacy allows students to exercise open-mindedness with regards to varied cultural backgrounds as well as to expand their cultural perspectives; concentrating not only on what they believe in, but also accepting other people's beliefs and practices. Cultural appreciation entails an understanding of the diversity among different cultures is a necessary skill in the 21st century. Students' manifestation of cultural appreciation can help in acquiring and attaining mastery of the core competencies across subject areas. Students best learn reading, writing, and other communication skills when these skills are integrated with culturally assumed knowledge that shapes people's communication. Promoting cultural appreciation in teaching and learning provides students the opportunity to fully participate in society; hence, cultural appreciation can be viewed as a tool in helping the students acquire and master the core competencies in basic literacy as it requires their full comprehension and acceptance that different people indeed mirror diverse cultures.

Within the context of Social Studies education, cultural appreciation encourages students to focus on experiential and reflective learning considering the diversity of communities constituting Asia and the Pacific. Learning incorporating cultural appreciation capitalizes on contextual learning based on the values of wisdom from diverse cultures. This pedagogy of Social Studies strives for creating learning environments and designing learning experiences that integrate culture as part of the learning process (Çengelcia, 2013). Such learning is assumed to nurture multiculturalism, a crucial element in acquiring and developing mastery of the core competencies in Asian Studies as the primary focus of Grade 7 Social Studies. Therefore, the researcher is interested on how cultural appreciation can influence students' competency acquisition and mastery of Asian Studies in Grade 7 Social Studies pedagogy.

Research Questions

The study aims to find out the relationship of students' cultural appreciation to the competency acquisition and mastery of Asian Studies. Specifically, it sought answers to following questions.

1. What is the students' levels of manifestation of Asian cultural appreciation in terms of:
 - 1.1. arts,
 - 1.2. behavior,
 - 1.3. celebration,
 - 1.4. clothing,
 - 1.5. food, and
 - 1.6. language?
2. What is the students' levels of skill competency in Asian Studies in terms of:
 - 2.1. remembering,
 - 2.2. understanding,
 - 2.3. analyzing, and
 - 2.4. applying?
3. What is the mean level of students' skill competency in terms of:
 - 2.1. remembering,
 - 2.2. understanding,
 - 2.3. analyzing, and
 - 2.4. applying?
4. How may the Grade 7 students' mastery of Social Studies be described as to their:
 - 3.1. written tasks, and
 - 3.2. performance outputs?
5. Is there a significant relationship between the students' manifested Asian cultural appreciation and their competency acquisition in Asian Studies?



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6. Is there a significant relationship between the students' manifestation of Asian cultural appreciation and their mastery of Social Studies?

METHODS

Research Design

The descriptive method of research was employed in this study. It is a research process by which the data gathered was organized and analyzed. It is directed towards gathering the nature of a situation as it exists at the time a study is conducted. Thereafter, significant conclusion was derived. The focus is on the process of discovery of meaning through the comparison of finding relationships of one kind or another. The process goes beyond mere gathering and tabulating data. It involves the interpretation of the meaning of significance of what is described (Creswell, 2014).

This design is deemed appropriate for this research endeavor as it aims to correlate students' manifestation of Asian cultural appreciation to their competency acquisition and their mastery of Social Studies 7 which focuses on Asian Studies. The needed data were gathered through the students' responses in the researcher-made questionnaire validated by the specialists in the field. Students' grades in Araling Panlipunan 7 comprising of both written and performance tasks utilized in determining their mastery in Social Studies 7.

Population and Sampling

This study covered the Grade 7 students taking Araling Panlipunan 7 focusing on Asian Studies. These students were enrolled at Tanauan Integrated High School during the School Year 2022-2023. They are selected as the study's respondents as they are engaged in varied learning opportunities and experiences on Asian Studies as the core of their Araling Panlipunan 7. Thus, they can provide reliable data on how their Asian cultural appreciation influences their competency acquisition and their mastery of Social Studies 7. To ensure an adequate number of respondents, appropriate sampling technique was adopted to come up with a valid and reliable result. There are five sections comprising the 220 Grade 7 high school students at Tanauan Integrated High School

Instrument

A researcher-made questionnaire was used to describe the Asian cultural appreciation of 141 respondents on the relevance of students' skill competency and mastery of Asian studies in terms of written works and performance outputs. Test questionnaire was also administered to determine their assessment of the mastery of their skill competency. Results of the conducted survey were statistically treated with mean, standard deviation, and Pearson r for analysis and interpretation. First part of the instrument intends to describe the level of manifestation of Asian cultural appreciation. The respondents were asked to respond to each item by ticking only one of the options that corresponds to their response. There are five items under each subcategory (arts, behavior, food, celebration, clothing, and language), and the respondents must indicate the extent to which they agree with each item by selecting a score from 1 to 5, with 1 representing "Strongly Disagree/To a very small extent," and 5 representing "Strongly Agree/ To a very large extent." The second part assesses the mastery of Asian studies through written works and performance task. The third part aims to assess the students' skill competency in terms of remembering, understanding, analyzing, and applying.

Interpreting and analyzing the responses from this survey questionnaire involves analyzing the data collected for each subcategory and item to gain insights into the respondents' perceptions and mastery levels. For the first part, the responses were analyzed to determine their assessment of the mastery of their skill competency. The responses' mean scores and standard deviations were calculated to determine the level of agreement or disagreement with each item and subcategory. For the second part, the responses were analyzed to determine the overall mastery levels of the cognitive skills in social studies and the specific subcategories and items that were most manifested or least manifested by the respondents. The mean scores and standard deviations of the responses were calculated to determine the level of mastery of each item and subcategory. Furthermore, the data were to identify any patterns or correlations between the different cognitive skills. For the third part, the responses were analyzed to determine the overall development of their mastery level in as described to written works and performance task. The data were analyzed using similar methods as for the first and second parts, including mean scores and standard deviations

The responses from this survey questionnaire provided valuable insights into the respondents' perceptions, and mastery levels in terms of remembering, understanding, analyzing, and applying. These insights could inform the



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development of educational programs and interventions that promote the development of these skills among students.

Data Collection

In the study, the researcher sought the approval of the Principal of Tanauan City Integrated High School to survey the Grade 7 students. Upon approval, the researcher ensured that assessments were facilitated in Grade 7.

Assessments were facilitated in the Grade 7 Social Studies classes in the discussion of Asian Studies during the first quarter. Students were assigned a written work and performance task to explore a particular topic in Asian Studies. They were asked to make an essay about the different resources of Asia and making Asian maps. Students presented their findings to the class through a presentation of their works. Self-assessment was incorporated by asking students to reflect on their learning and assess their understanding of the material. They wrote a brief essay on what they learned from a particular lesson or topic and completed a self-assessment rubric to evaluate their understanding of critical concepts. Visual Representation allowed students to demonstrate their understanding of the material creatively. They created a map of a particular region or country, showing essential landmarks, natural resources, and population centers. They also created an info graphic highlighting key facts and figures about a specific topic. Policy Making was facilitated by asking students to research a particular issue related to World Geography such as immigration policies or trade agreements, and develop a policy proposal to address the issue. This allowed students to apply their understanding of the material to a real-world problem and develop their critical thinking and problem-solving skills.

In surveying the facilitation of assessments during the first quarter, the researcher also coordinated with the advisers and respective teachers to avoid disturbance of classes during the time of the survey. Interpreting and analyzing the responses from this survey questionnaire involves analyzing the data collected for each subcategory and item to gain insights into the respondents' perceptions and mastery levels. For the first part, the responses were analyzed to determine their assessment of the mastery of their skill competency. The responses' mean scores and standard deviations were calculated to determine the level of agreement or disagreement with each item and subcategory. For the second part, the responses were analyzed to determine the overall mastery levels of the cognitive skills in social studies and the specific subcategories and items that were most manifested or least manifested by the respondents. The mean scores and standard deviations of the responses were calculated to determine the level of mastery of each item and subcategory. Furthermore, the data were to identify any patterns or correlations between the different cognitive skills. For the third part, the responses were analyzed to determine the overall development of their mastery level in as described to written works and performance task. The data were analyzed using similar methods as for the first and second parts, including mean scores and standard deviations.

The responses from this survey questionnaire provided valuable insights into the respondents' perceptions, and mastery levels in terms of remembering, understanding, analyzing, and applying. These insights could inform the development of educational programs and interventions that promote the development of these skills among students. The quantitative data gathered were tabulated and interpreted with the help of a statistician.

Data Analysis

The following statistical tools were used in treating the gathered data which served as bases in the analysis and interpretation of data.

Mean. This was used to determine the respondents' level of appreciation towards Asia's cultural dimensions, competency acquisition, and mastery of Asian studies.

Standard Deviation. Pearson Product Moment Correlation. This was employed to determine if a significant relationship exists between the respondents' manifestation of Asian cultural appreciation and their competency acquisition in Asian Studies and between the students' manifestation of Asian cultural appreciation and their mastery of Social Studies.

Ethical Consideration

Before conducting the survey, a formal letter of consent was sent to the parents or legal guardians of the students to secure their voluntary participation. The parents or legal guardians will also be informed that the students, as participants, can withdraw from the study at any time without penalty. Consent forms given to them clearly stated the research objectives, data collection methods, and activities which were also articulated to all the



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respondents. To ensure the safety of the participants, provisions are made for monitoring the data collected. The researcher will religiously address the participants' rights, interests, and privacy concerns.

RESULTS and DISCUSSION

This chapter primarily deals with research problems. To give an in-depth analysis and interpretation, the gathered data are arranged thematically and sequentially, resembling the presentation of the specific problems posed at the beginning of the study.

Table 1 Student's Level of Manifestation of Asian Cultural Appreciation in terms of Arts

Indicators	Mean	SD	Interpretation
<i>As a grade 7 student, I...</i>			
1. acknowledge art techniques of Asian countries to inspire my fellow students.	3.91	.30	Highly Manifested
2. participate in activities that showcase different kind of Asian arts.	3.92	.30	Highly Manifested
3. open digital music, podcast, or video streaming service to listening Asian music to be exposed more in regional culture.	3.59	.49	Highly Manifested
4. watch documentary series that unravel behind Asian material arts.	3.62	.52	Highly Manifested
5. join a group or organization that promotes Asian arts.	3.68	.67	Highly Manifested
Overall	3.75	0.46	Highly Manifested

Legend: 3.50-4.00-HighlyManifested; 2.50-3.49-ModeratelyManifested; 1.50-2.49SlightlyManifested; 1.00-1.49-Least Manifested

Table 1 shows that student have a highly manifested appreciation of Asian culture in terms of arts. Among the indicators, it was found that the indicator "acknowledge art techniques of Asian countries to inspire fellow students" got the highest mean of 3.91 with standard deviation of 0.67 while the indicator "open digital music, podcast, or video streaming service to listen Asian music to be exposed more in regional culture" got the lowest mean of 3.59 with a standard deviation of 0.49. It has an overall mean of 3.75 and 0.46 SD interpreted as highly manifested. The results imply that the student's level of manifestation of Asian cultural appreciation in terms of arts is perceived to be manifested by the respondents, particularly in acknowledging art techniques, participating in arts activities, watching documentaries, and joining group organization that promotes Asian arts.

Art appreciation, according to Popov et al. (2016), is a complex internal process encompassing multiple layers of the human psyche. Art appreciation ranges and varies from person to person. Educational exercises can be used to enhance abilities in art appreciation based on personal beliefs. It would have a systematic effect on human development at all levels, from the development of emotional intelligence to the formation of values.

Table 2 Students' Level of Manifestation of Asian Cultural Appreciation in terms of Behavior

Indicator	Mean	SD	Interpretation
<i>As a grade 7 student, I...</i>			
1. use different Asian community gestures that I have learned from watching videos on interactive social media platforms.	3.72	0.68	Highly Manifested
2. respect the resiliency of other Asian countries by adapting their ways in facing societal problems.	3.44	0.78	Moderately Manifested
3. discuss some ideas my colleagues on what behavior I've learned from other Asian countries to promote their culture.	3.59	0.70	Highly Manifested



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4. express determination or assertiveness by initiating to understand different behaviors of Asian community.	3.95	0.25	Highly Manifested
5. inform and motivate people to respect cultural creativity and diversity of Asian community.	3.60	0.49	Highly Manifested
Overall	3.66	0.58	Highly Manifested

Legend: 3.50-4.00-HighlyManifested; .50-3.49-ModeratelyManifested; 1.50-2.4-SlightlyManifested; 1.00-1.49-Least Manifested

Table 2 shows that the students' level of manifestation of Asian cultural appreciation in terms of behavior as to "respect the resiliency of other Asian countries by adapting their ways in facing societal problems" is moderately manifested with a mean of 3.44 and a standard deviation of 0.78. The rest are highly manifested. It has an overall mean of 3.66 and 0.58 SD interpreted as highly manifested. The findings revealed that students manifested a high level of Asian cultural appreciation in terms of behavior. They expressed determination or assertiveness to understand different behavior of the Asian community and inform and motivate people to respect cultural creativity and diversity.

Being the predominant cultural determining force in East Asia, Confucianism has deeply influenced East Asian behaviour. Three behavioral traits in East Asians are discussed. First, the East Asian's lack of "personality" is traced to the Confucian social institution of Li-rules of propriety. Second, the East Asian's lack of principled moral thinking is linked to the dyadic, relation-based character of the Confucian ethic, its lack of hypothetical reasoning, and its hierarchical view of human relationships. Third, the East Asian's lack of assertiveness is rooted in the Confucian ideal of man as a reflection of harmony in the cosmos and the Confucian ideal of society as based on the fulfillment of duties rather than the assertion of rights. The implications of these Confucian traits suggest the need to re-formulate Western conceptions of and approaches to East Asian behaviour (Cheng, 1990).

Table 3 Students' Level of Manifestation of Asian Cultural Appreciation in terms of Celebration

Indicator	Mean	SD	Interpretation
<i>As a grade 7 student, I...</i>			
1. allot time to read some articles related to different Asian celebrations.	3.89	0.47	Highly manifested
2. emphasize the importance of different celebration with regards to Asian countries.	3.59	0.72	Highly manifested
3. seek to engage in developing activities to promote Asian celebration.	3.72	0.48	Highly manifested
4. value the different celebrations in Asian countries.	3.55	0.60	Highly manifested
5. inspire my fellow students to learn more about Asian countries celebration.	3.48	0.73	Moderately manifested
Overall	3.64	0.60	Highly manifested

Legend: 3.50-4.00-HighlyManifested; 2.50-3.49-ModeratelyManifested; 1.50-2.49-lightlyManifested; 1.00-1.49-Least Manifested

Table 3 illustrates that the students' level of manifestation of Asian cultural appreciation in terms of celebration as to "inspire my fellow students to learn more about Asian countries celebration" is moderately manifested with a mean of 3.48 and SD of 0.73 interpreted as the lowest. As to "allot time to read some articles related to different Asian celebrations" is highly manifested with mean of 3.89 and a standard deviation of 0.47 interpreted as the highest. The rest of the indicators are highly manifested. It has an overall mean of 3.64 and 0.60 SD interpreted as highly manifested. The results imply that the students' level of manifestation of Asian cultural appreciation in terms of celebration is highly manifested; therefore enable to allot time to read some articles related to different Asian celebrations, emphasize the importance of different celebration with regards to Asian countries, seek to engage in developing activities to promote Asian celebration, value the different celebrations in Asian countries and inspire fellow students to learn more about Asian countries celebration.



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Table 4 Students' Level of Manifestation of Asian Cultural Appreciation in terms of Clothing

Indicator	Mean	SD	Interpretation
<i>As a grade 7 student, I...</i>			
1. seek to strengthen and preserve the national clothes of Asian countries.	3.89	0.47	Highly manifested
2. join Facebook groups to engage in various activities that promote national clothes of Asian countries.	3.59	0.72	Highly manifested
3. patronize Asian clothes such as Western fashion designs.	3.72	0.48	Highly manifested
4. visit blogs to get involved in building and showcasing Asian clothes.	3.55	0.60	Highly manifested
5. study creativity and diversity of ASEAN dresses and folk costume	3.48	0.73	Moderately manifested
Overall	3.64	0.60	Highly manifested

Legend: 3.50-4.00-HighlyManifested; 2.50-3.49-ModeratelyManifested; 1.50-2.49SlightlyManifested; 1.00-1.49-Least Manifested

As depicted in Table 4, the students' level of Asian cultural appreciation in terms of Clothing as to "study creativity and diversity of ASEAN dresses and folk costume" is moderately manifested with the lowest mean of 3.48 and SD of 0.73 while the indicator "seek to strengthen and preserve the national clothes of Asian countries" got the highest mean of 3.89 and SD of 0.47 It has an overall mean of 3.64 and 0.60 SD interpreted even as highly manifested. The results imply that the students' level of manifestation of Asian cultural appreciation in terms of clothing is highly manifested; therefore, clothing tradition is also passed down in the creation and construction of clothes. The way things are made, the materials, and the process, are all embedded into communities and cultures.

Table 5 Students' Level of Manifestation of Asian Cultural Appreciation in terms of Food

Indicator	Mean	SD	Interpretation
<i>As a grade 7 student, I...</i>			
1. strive to learn different Asian cuisine to promote it with in the world's other region.	3.81	0.39	Highly manifested
2. allot time to study Asian cuisine and promote its importance.	3.87	0.34	Highly manifested
3. feel satisfied when eating different Asian food in deepening their knowledge in Asian culture.	3.94	0.23	Highly manifested
4. engage in activities to strengthen in preserving Asian food and cuisine.	3.79	0.41	Highly manifested
5. buy different dishes of Asian cuisine and share with my classmates.	3.80	0.40	Highly manifested
Overall	3.84	0.35	Highly manifested

Legend: 3.50-4.00-HighlyManifested; 2.50-3.49-ModeratelyManifested; 1.50-2.49SlightlyManifested; 1.00-1.49-Least Manifested

Table 5 shows the students' level of manifestation of Asian cultural appreciation in terms of food. It can be seen in the table that the students' level of manifestation of Asian cultural appreciation in terms of food is highly manifested. This can be displayed that this has an overall mean of 3.84 with SD of 0.35 interpreted even as highly manifested. The results imply that in terms of food, students strive to learn different Asian cuisine to promote it with in world's other region, allot time to study Asian cuisine and promote its importance, and feel satisfied when eating different Asian food in deepening their knowledge in Asian culture, engage in activities to strengthen in preserving



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the Asian food and cuisine and buy different dishes of Asian cuisine and share it to others. This finding is parallel with the observation of how Filipinos appreciate the savory and fragrant qualities of a dish. Although it technically means "delicious," it has a far broader connotation. From prehistoric indigenous meals to the effects of Southeast Asian cuisines brought by commerce and colonial conquest, the evolution of Filipino cuisine is a culmination of Philippine history (Angeles-Agdeppa, & Custodio, 2020).

Table 6 Students' Level of Manifestation of Asian Cultural Appreciation in terms of Language

Indicator	Mean	SD	Interpretation
<i>As a grade 7 student, I...</i>			
1. visit different websites to understand different Asian language.	3.94	0.23	Highly manifested
2. get involved in planning activities that promotes Asian language.	3.77	0.42	Highly manifested
3. plan to strengthen Asian language by joining a group or organization.	3.94	0.23	Highly manifested
4. study different Asian language to increase my knowledge.	3.73	0.45	Highly manifested
5. download applications that train to learn different languages in Asia	3.86	0.35	Highly manifested
Overall	3.84	0.33	Highly manifested

Legend: 3.50-4.00-Highly Manifested; 2.50-3.49-Moderately Manifested; 1.50-2.49-Slightly Manifested; 1.00-1.49 -Least Manifested

As seen in Table 6, the students' level of manifestation of Asian cultural appreciation in terms of language is highly manifested. It has an overall mean of 3.84, SD of 0.33, interpreted highly manifested. According to Guessabi (2021), culture is a language unto itself. Language has always had meanings and references that go beyond itself: a language's meanings indicate a social group's culture. Interacting with a language necessitates interaction with the culture that acts as its anchor. People couldn't understand a culture without first understanding its language because of their tight relationship. The ability to learn a language also necessitates knowledge of its culture, as language and culture are intrinsically intertwined. Students' understanding of their own culture, such as how they express themselves, communicate, behave, think, and conduct, might be influenced by learning English in elementary schools (Igawa, 2010).

Table 7 Summary Table of Level of Manifestation of Asian Cultural Appreciation

Variable	Mean	SD	Interpretation
Arts	3.75	0.46	Highly Manifested
Behavior	3.66	0.58	Highly Manifested
Celebration	3.64	0.60	Highly Manifested
Clothing	3.64	0.60	Highly Manifested
Food	3.84	0.35	Highly Manifested
Language	3.84	0.33	Highly Manifested
Overall	3.73	0.49	Highly Manifested

Legend: 3.50-4.0-Highly Manifested; 2.50-3.49-Moderately Manifested; 1.50-2.4-Slightly Manifested; 1.00-1.49-least Manifested



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Table 7 illustrates the summary of grade 7 students' level of manifestation of Asian cultural appreciation. As revealed in the table, the respondents highly manifested Asian cultural appreciation in terms of arts, behavior, celebration, clothing, food, and language. Based on the mean scores, food and language have the highest mean score of 3.84, indicating that the group has a high level of mastery in this areas. The lowest mean score is for celebration and clothing which is still relatively high at 3.64 suggesting that the group has a highly mastery level in terms of celebration and clothing. The SD values are relatively high which suggests that the level of mastery is consistent across the individuals in the group. This further supports the conclusion that the group has a high level of manifestation in Asian cultural appreciation.

The level of manifestation of Asian cultural appreciation measured shows in the table can be linked to Luistro (2015) asserts that items should be distributed across the Cognitive Process Dimensions using a combination of selected-response and constructed-response formats so that all are adequately covered.

Table 8 *Level of Skills Competency as to Remembering*

Score	Frequency	Percentage	Interpretation
18-21	130	92.20	Outstanding
14-17	10	7.09	Very Satisfactory
10-13	1	0.71	Satisfactory
6-9	-	-	-
2-5	-	-	-
0-1	-	-	-
Total	141	100.00	

Legend: 18-21-Outstanding; 14-17-Very Satisfactory; 10-13 -Satisfactory; 6-9 -Fairly Satisfactory; 0-5 -Did Not Meet Expectations

Table 8 presents the Grade 7 students' skill competency in Asian Studies in terms of remember. The findings revealed that out of 141 respondents, one hundred thirty (130) or 92.19 percent got a score of 18-21 interpreted as outstanding, ten (10) or 7.09 percent scores of 14-17 interpreted as very satisfactory, and one (1) or 0.70 percent got a score of 10-13 interpreted as satisfactory. The mean for all the indicators is relatively high, ranging from 92.19% to 0.70%, which suggests that the students performed well on the assessment, overall. The highest score was 18-21 while the lowest was 10-13.

The high scores across all indicators suggest that the students were able to apply their knowledge and skills in remembering effectively. The low scores for some variables suggest that the assessment was consistent in measuring the intended learning outcomes. Remembering includes skills that permit students to retrieve, recall, or recognize relevant knowledge from long-term memory (e.g., recall dates of important events in U.S. history, remember the components of a bacterial cell). Appropriate learning outcome verbs for this level include cite, define, describe, identify, label, list, match, name, outline, quote, recall, report, reproduce, retrieve, show, state, tabulate, and tell Panadero, 2011). This process can be challenging for some students and may explain the higher degree of variability in the scores for this indicator (Panadero, 2011).

Table 9 *Level of Skills Competency as to Understanding*

Score	Frequency	Percentage	Interpretation
15-16	118	83.69	Outstanding
12-14	12	8.51	Very Satisfactory
9-11	2	1.42	Satisfactory
6-8	9	6.38	Fairly Satisfactory
0-5	-	-	-
Total	141	100.00	

Legend: 15-16 -Outstanding; 12-14 -veery Satisfactory; 9-11-Satisfactory; 6-8-Fairly Satisfactory; 0-5-Did Not Meet Expectations



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Table 9 demonstrates the student's understanding and skill proficiency in Asian Studies. As seen in the table, the majority of students had high scores of 15 to 16, which are considered to be outstanding, while 6.38 percent received the lowest scores of 6 to 8, which are considered to be pretty satisfactory. Students that receive high marks exhibit skill mastery. This result can be attributed to the notion that perceptual skills enable students to comprehend the phenomena surrounding them which is essential in Asian Studies. This understanding of numerous phenomena relevant to Asian Studies encompasses students' ability to pick up information, interpret and attach meaning to it, and make conclusions that will initiate learners to formulate a response to a prevailing social condition. McDonald (2012) describes this as an essential skill utilizing sensory and cognitive processes enabling students to understand and appreciate the world around them. This understanding of phenomena through interpreting sensory information occurs when sensory awareness, personal experience, and comprehension that can lead to a response are present.

Table 10 Level of Skills Competency as to Analyzing

Score	Frequency	Percentage	Interpretation
11-12	121	85.82	Outstanding
8-10	20	14.18	Very Satisfactory
6-7	-	-	-
4-5	-	-	-
2-3	-	-	-
0-1	-	-	-
Total	141	100.00	

Legend: 11-12 -Outstanding; 8-10 -Very Satisfactory; 6-7 -Satisfactory; 4-5 -Fairly Satisfactory; 0-3 -Did Not Meet Expectations

Table 10 demonstrates the students' skill competency in Asian Studies in terms of analyzing. Based on the table, the respondents highly mastered the skill competency relative to analyzing as it leads to the meaningful acquisition of information which is important in Asian studies. It was revealed that 121 out of 141 respondents got score of 11-12 fall under outstanding, and it has a percentage of 85.82.

Table 11 Level of Skills Competency as to Applying

Score	Frequency	Percentage	Interpretation
1	140	99.29	Outstanding
0	1	0.71	Did Not Meet Expectations
Total	141	100.00	

Legend: 1-Outstanding; 0-Did Not Meet Expectations

Table 11 demonstrates the student's aptitude for applying Asian Studies. According to the table, the students' scores are excellent with a percentage of 99.29, indicating that they did well on the assessment as a whole.

The pupils' excellent performance on all metrics suggests that they were able to successfully use their knowledge and skills. The critical and creative thinking abilities of the pupils are enhanced by effective social studies instruction, according to Russell III and William (2010). It aids individuals in making decisions for the future. It has been observed that only technology growth and development can permit social development, particularly in underdeveloped nations.

Table 12 Mean Level of the Student's Skills Competency

Competency	Mean	SD	Interpretation
Remembering	19.93	1.56	Outstanding
Understanding	14.82	1.97	Outstanding
Analyzing	11.00	1.28	Outstanding
Applying	0.99	0.08	Outstanding



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Table 12 The pupils' skill competency in terms of remembering, comprehending, analysing, and applying information is shown by their development. The range of the mean for all the competencies, from 0.99 to 19.93, is relatively high and under outstanding, indicating that the students did well on the examination as a whole.

The high mean scores across all competencies suggest that the students were able to apply their knowledge and skills in remembering effectively. The low standard deviations for some variables suggest that the assessment was consistent in measuring the intended learning outcomes.

Mastery of Social Studies -described in Written Works and Performance Outputs

Table 13 *Mastery of Social Studies described in Written Works and Performance Outputs*

Tasks	Mean	SD	Interpretation
Written	19.65	0.48	Outstanding
Performance	17.24	1.65	Very Satisfactory

Legend: 18.5-20-Outstanding; 16-18 -very Satisfactory; 11-15-Satisfactory; 6-10-Fairly Satisfactory; 1-5-Did Not Meet Expectations

Table 13 illustrates the students' mastery of social studies described in written works and performance outputs. When comparing the mastery of students in Social Studies regarding written task and performance outputs, respondents' competencies revealed a difference. While the competency of students in written task was relatively high and interpreted as outstanding, there is room for improvement in performance outputs. These findings highlight the importance of effective communication in the study of history which can aid students in all aspects of their academic and personal lives. By analyzing the communication strategies of historical figures, students can gain insight into how to effectively convey their ideas and be more successful in their endeavors.

These activities requiring reasoning can help learners to gain knowledge and develop their logical competence through processes that are combinations of experience and reasoning. Nunes et al. (2010) illustrate this logical competence as a causal factor for learning that can make a significant contribution to academic performance. Written works shall be administered to assess essential knowledge and understanding through quizzes and long/unit tests. Items should be distributed across the Cognitive Process Dimensions (Luistro, 2015) using a combination of selected-response and constructed-response formats so that all are adequately covered.

Relationship between the Students' Manifested Asian Cultural Appreciation and their Competency Acquisition in Asian Studies

Table 14 *Relationship between the Students' Level of Manifestation and Competency Acquisition*

Manifestation of Asian Cultural Appreciation	Remembering	Understanding	Analyzing	Applying
Arts	0.010	0.030	-0.060	0.110
Behavior	0.080	0.290*	0.280*	-0.080
Celebration	0.000	0.260*	0.220	-0.060
Clothing	-0.020	0.170	0.140	-0.080
Food	-0.200	0.300*	0.260*	-0.060
Language	-0.010	0.230	0.180	-0.070

*** Correlation is significant at the 0.01 level (2-tailed).*

** Correlation is significant at the 0.05 level (2-tailed).*

Table 14 illustrates the relationship between student's manifested Asian cultural appreciation and their competency acquisition in Asian studies. As illustrated, there is a significant relationship between student's manifested Asian cultural appreciation and their competency acquisition in Asian studies.

When Asian cultural appreciation in terms of food is paired with the students' skill competency, the strongest correlation is found between food and understanding, followed closely by behavior and language. The



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weakest correlation is found between the arts and remembering. The significance level of all correlations is 0.01 which indicates that the observed associations are unlikely to have occurred by chance. Therefore, the data suggest that the students' Asian cultural appreciation in terms of arts, behavior, celebration, food, clothing, and language and their competency acquisition in Asian studies may be helpful in evaluating and improving their mastery in Asian Studies, particularly in the areas of analyzing, applying, and remembering. This result is similar to the study of Laliman and Palacio (2022) measured the influence of the types of motivation in improving students' academic performance in Social Studies such as intrinsic motivation: (a) goal setting, (b) feedback, (c) enjoyment; and, extrinsic motivation: (a) classroom rewards, (b) grades, (c) incentives for Grade 11 students.

Based on the result, the students' manifested Asian cultural appreciation is significantly correlated with the student's skill competency in Asian studies in all four areas: remembering, understanding, analyzing, and applying. The correlation coefficients for each competency are $r=0.010$ for remembering, $r=0.030$ for understanding, $r=0.060$ for analyzing, and $r=0.110$ for applying. These positive correlations only suggest that the Asian cultural appreciation of students is an effective way to promote and measure skill competency in these areas. This positive correlation between the students' manifested Asian cultural appreciation and their competency acquisition in Asian studies can be linked to the theory of constructivism which emphasizes the active construction of knowledge by learners through the integration of new information with existing knowledge and experiences. In a recent study, Mohanan and Selvan (2021) investigated the relationship between open-ended assessment and cognitive skills among medical students. The findings of the study revealed that the use of open-ended assessment significantly improved students' cognitive skills, particularly in the areas of critical thinking and problem-solving. The authors suggest that open-ended assessment tasks can promote the active construction of knowledge and help students to develop the necessary cognitive skills to solve complex problems in real-life situations.

The results indicated that individuals who are better in cultural appreciation are more likely to have a higher level of mastery in the corresponding competency. This finding shows that learners who can accurately assess their own knowledge and abilities are more likely to engage in effective learning strategies and achieve higher levels of mastery (Zimmerman, 2013). In general, the computed r -values reveal a high positive correlation that is significant at the 0.01 alpha level. This suggests that there is a significant relationship between the variables tested; hence, the researcher rejected the null hypothesis. This significant relationship between the two variables implies that the student's manifested Asian cultural appreciation and their competency acquisition in Asian studies or vice versa as it promotes self-regulation and autonomy making the students mindful of their learning. This result is supported by Sewagegn and Boitumelo (2020) emphasizing that authentic assessment makes the students more self-regulating and autonomous as it engaged them in processes and evaluations that are meaningful to them; thus, enabling them to better perform in their different subjects.

Relationship between the Students' Manifestation of Asian Cultural Appreciation and their Mastery of Social Studies

Table 15 Relationship between the Students' Level of Manifestation and Mastery of Social Studies

Manifestation of Asian Cultural Appreciation	Written Task	Performance Output
Arts	-0.130	-0.050
Behavior	-0.080	0.080
Celebration	0.080	0.000
Clothing	0.050	-0.030
Food	0.060	0.010
Language	-0.110	0.030

****.** Correlation is significant at the 0.01 level (2-tailed).

***** Correlation is significant at the 0.05 level (2-tailed).

Table 15 shows the relationship between the student's manifestation of Asian cultural appreciation and their mastery of Asian Studies.

According to the statistics, there is no correlation between the students' understanding of Asian culture and their mastery of Social Studies in terms of written assignments and performance outcomes, particularly in the areas of language, celebration, dress, and food. This finding is consistent with the idea that brief treatments can



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significantly and persistently improve writing task proficiency in Social Studies. This is consistent with current research by Cognitive Process Dimensions (Luistro, 2015), which uses a combination of constructed- and selected-response formats to effectively cover all of the bases.

This suggests that the Asian cultural appreciation and mastery of Asian Studies in terms of written task may be a valuable tool in promoting social skill development by encouraging individuals to reflect on and articulate their thoughts and feelings. This finding is supported by the work of Schippers and colleagues (2021), who found that reflective writing exercises, which share a similar goal of promoting self-reflection and self-awareness, can lead to significant improvements in social skills such as empathy and perspective-taking.

When cultural appreciation was paired with the mastery of Asian Studies, the result of the correlation suggests a negative correlation in terms of written works, particularly in the areas of arts, behavior, and language. This indicates that Asian cultural appreciation may be a valuable tool in the mastery of Asian Studies by encouraging individuals to evaluate their own skills and identify areas for improvement. This finding is supported by the work of Briki and colleagues (2020), who found that self-assessment can improve motivation and self-regulation, both of which are important factors in social skill development. Additionally, Briki and colleagues (2020) found that self-assessment is more effective when combined with other forms of assessment and feedback, suggesting that a multi-faceted approach may be the most effective method for promoting social skill development.

The data also indicates that there is no significant relationship between the student's Asian cultural appreciation and mastery of Asian Studies in terms of performance outputs, specifically in the arts and clothing. This suggests that their Asian cultural appreciation and mastery of Asian Studies in terms of performance outputs may be a valuable tool in promoting social skill development by encouraging individuals to reflect on and articulate their thoughts and feelings. This finding is supported by the work of Schippers and colleagues (2021) who found that reflective writing exercises which share a similar goal of promoting self-reflection and self-awareness can lead to significant improvements in social skills such as empathy and perspective-taking.

Compared the differential role of critical thinking in learners' performance on argumentative and narrative written tasks. The study involved the measurement of 70 upper-intermediate learners' critical thinking using the Watson-Glaser Critical Thinking Appraisal (WGCTA) as well as the elicitation of their performance on the written narrative and argumentative tasks. While the argumentative task required that learners write an argumentative essay giving their opinions concerning the effect of technology on human's life, the narrative task involved learners in narrating a story based on a picture as a visual cue. Concerning the narrative task, only a significant negative correlation was observed between drawing inferences and the two accuracy measures of the narrative task. With regards to the argumentative task, the correlation analysis showed negative relationships between the three measures of argumentative task fluency and students' score on the Drawing Inferences subscale. Results of the complexity measures revealed that the syntactic complexity of produced argumentations was affected by learners' ability to make deductions, interprets evidence, and evaluate arguments. Finally, with regards to the accuracy of the performances, it was found that only Recognizing Assumptions had a significant, but negative, relationship with error-free clauses percentage and error-free T-unit percentage.

In general, the computed r-values reveal that there is no significant relationship between the respondent's manifestation of Asian cultural appreciation and their mastery of Asian Studies. This suggests that there is no significant relationship between the variables tested; hence, the researcher accepted the null hypothesis. This significant relationship between the two variables indicates that the respondents' Asian cultural appreciation affects mastery of Asian Studies in terms of performance outputs or vice versa. As authentic assessment in terms of performance outputs capitalizes on the contextualization of learning to ensure that it resembles real-life and real-world situations, it requires students to collaborate and negotiate with their peers or colleagues in accomplishing learning tasks or goals which maximizes the opportunity for the application and integration of their social skills; thus, the utilization of Asian cultural appreciation is highly linked to the students' mastery of Asian Studies in terms of written tasks. This result is similar to the finding of Mardjuki (2018) that authentic assessments can improve students' social skills which could be used in the simulation of a real-world situation.



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Conclusions

Based on the findings of the study, the following conclusions were drawn.

1. There is significant relationship between the students' level of cultural appreciation and competency acquisition; therefore, the null hypothesis posited in the study is rejected. The data revealed significant positive correlation between Students manifested Asian cultural appreciation and their competency acquisition in Asian studies in terms of arts, behavior, celebration, food, clothing, and language specifically in area of understanding. Similar in terms of behavior and food particularly in the area of analyzing.
2. There is no significant relationship between the students' level of cultural appreciation and mastery of Asian studies; therefore, the null hypothesis posited in the study is sustained.

Recommendations

Based on the results and conclusions of the study, the following recommendations are hereby suggested:

1. Since the students consider authentic assessments in terms of written work and performance outputs relevant to a large extent in learning Social Studies, teachers may sustain the positive perception of students on the relevance of authentic assessment in learning Social Studies through designing real-life and real-world learning experiences and activities that would provide opportunities for the students to apply their skills.
2. As students are found to demonstrate highly developed social skills, the Social Studies subject coordinator may collaborate with the Social Studies teachers in devising co-curricular and extra-curricular activities requiring student participants to showcase and capitalize on their social skills.
3. Future researchers may conduct similar studies to further enhance the students' level of cultural appreciation, competency acquisition and mastery of Asian studies.



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