

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

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Abstract

Background and objective: This research anchored on the formulation of learning strategies using Bigg's (R-SPQ-2F) thru attitudinal studies of selected nursing students in terms of surface approach and deep approach. Further, the extent of motivation of the respondents that demonstrates in their attitudinal studies using Bigg's (R-SPQ-2F) to prove the connection of their learning strategies and their drive to study. The correlation of the attitudinal studies of the respondents and the prepared motivation of Bigg's (R-SPQ-2F) will help determine the students' insight about their learning practices. This aims to determine the attitudinal studies with learning approaches of the nursing students, the results of which then will become the bases for enhancing the teaching strategies of teachers to upgrade the performance of the students.

Methods: The study will take the form of descriptive-evaluative research. A survey was conducted using the standardized test (R-SPQ-2F) questionnaire as propagated by John Biggs for information gathering about respondents profile and their attitudes towards learning. This study is a combination of quantitative and qualitative research, also, this will take the form of an applied type of research, and thus, teachers consequently facilitate low-achieving nursing students perform better in the subject. The study used a statistical tool for the interpretation of results according to sub problems such as frequency distribution, percentage, ranking, weighted mean, likert scale, and f-test.

Results: The results revealed that there are significant differences concerning the attitudinal studies of the selected nursing students in terms of surface approach and deep approach. The motivation of the nursing students using Bigg's (R-SPQ-2F) manifested that their extent of attitudinal studies are well equipped through academic awareness. There are twelve (12) motivational Approaches of the nursing students that are correlated to the Bigg's (R-SPQ-2F) and eight (8), which are not correlated under deep approach and surface approach. Thru evident findings, the Learning Strategies that are formulated are based on the Extent of Motivational Approach of the nursing students through their attitudinal Studies using Bigg's (R-SPQ-2F).

Conclusions: The results analysis signifies that the attitudes toward learning have been influence students' scholastic performance. This result manifested that the extent of the attitudinal studies of the nursing students are well-equipped through academic awareness. The result encompasses change and development through the developmental stages of the nursing students. This implies that educators should become aware of the efforts of students made for learning in order for them to reach knowledge. It is important to know the ways of learning, develop expectations and have no anxiety for learning in order to be successful.

Keywords: Attitude, Deep Approach, Surface Approach, and Motivational Learning strategies.

Introduction

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

studies is a vital step in formulation of strategies and their motivation towards learning in Higher Education Institutions. It is essential to have some understanding of the method they used in learning in order to form an appropriate atmosphere for teaching which helps students to attain their full potential (L. Smith, 2005, p.535). According to Biggs (1979,p.381), an approach and processes used by a student in the course of learning are related to the quality of his or her studying, this paper seek the purpose to find the 'what' and 'how' students learn [1, 2].

It is increasingly recognized that the learning strategies is associated with students' motivation to study. Teachers are key actors who shape the learning environment [3] and one of their most important tasks is to create a learning environment that enhances and sustains students' motivation and engages students in learning. It seems accepted that learning requires the availability and use of precise strategies. This availability necessarily involves motivation, it also involves the learning concept the student maintains, as well as how he addresses it (learning approaches) [4]. A student is driven to work on a certain task if there is a motivation to do such. This includes learning styles and their motivation to learn. The term "learning styles" indicates that each student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. In order to maintain the attitude towards learning, students must sustain a task-oriented outlook in studying, which is linked with deep-level learning.

Two wide approaches to learning, 'deep' and 'surface', have reliably arise in the field of research, with a deep approach apparently leading to a better results, thus, this measured the needed approach for students. It is important for teachers to identify the student approaches to learning since they are not permanent and is predisposed to external influences, particularly the learning atmosphere. Therefore, as claimed by Biggs, Kember and Leung, "an approach to learning describes the nature of the relationship between, student, context and task" [5]. Having the familiarity of their students' approaches to learning, teachers can apply strategies that encourage deep learning. It is through understanding learning styles and their motivation that an educator could simplify, construct, and validate effective learning for all students [6]. When teachers taught students using their preferred learning styles, they demonstrate increased academic achievement, improved attitudes toward instruction and better discipline as compared when they are taught using their non-preferred styles [7].

Therefore, teachers must be able to identify their students' learning styles in an effective manner to create benefits and improved content knowledge. After these learners have been identified, teachers will be able to teach the students' styles, and students' learning will reflect on their academic performance. There is increase recognition in education theory and classroom management strategy about the concept of individualized learning styles. Individual learning styles vary on cognitive, emotional and environmental factors, as well as one's prior experience. It is essential for educationalists to recognize the differences in their students' learning styles in order to apply best practice strategies into their daily activities, curriculum and assessments.

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

Theoretical Framework

The present study is anchored to the following theories: a. Cognitive Consistency [8], b. Functionalist Theory of Attitudes (Katz) and Social Development [9].

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

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

Daniel Katz (2015) proposed a functionalist theory of attitudes [10]. He takes the view that attitudes are determined by the functions they serve for us. People hold given attitudes because these attitudes help them achieve their basic goals. Katz distinguishes four types of psychological functions that attitudes meet such as (a) Instrumental - we develop favorable attitudes towards things that aid or reward us. We want to maximize rewards and minimize penalties. Katz says we develop attitudes that help us meet this goal, (b) Knowledge - attitudes provide meaningful, structured environment. In life we seek some degree of order, clarity, and stability in our personal frame of reference. Attitudes help supply us with standards of evaluation. Via such attitudes as stereotypes, we can bring order and clarity to the complexities of human life (c) Value-expressive - Express basic values reinforce self-image. If you view yourself as a Catholic, you can reinforce that image by adopting Catholic beliefs and values. We may have a self-image of ourselves as an enlightened conservative or a militant radical, and we therefore cultivate attitudes that we believe indicate such a core value, and (d) Ego-defensive - Some attitudes serve to protect us from acknowledging basic truths about ourselves or the harsh realities of life. They serve as defense mechanisms. Those with feelings of inferiority may develop attitude of superiority.

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

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

Conceptual Framework

The research paradigm presents the idea where the study was created. It signifies the formulation of learning strategies using Bigg's (R-SPQ-2F) thru attitudinal studies of selected students in Higher Education Institutions in terms of surface approach and deep approach. The study dealt with the classification of the respondents according to their profile by ages from 18 years old and above

whether male or female from first year to fourth year level.

In addition, the significant difference to the attitudinal studies of selected nursing students when group according to demographic profile on the aforementioned variables is relevant for this study since it will serve as the baseline data on the formulation of learning strategies of students. Further, the extent of motivation of the respondents demonstrates in their attitudinal studies using Bigg's (R-SPQ-2F) to prove the connection of their learning strategies and their drive to study. The correlation of the attitudinal studies of the respondents and the prepared motivation of Bigg's (R-SPQ-2F) will help to determine the students' insight about their learning practices. The findings of this study will create a theory on the learning strategies of the students. (See Fig. 1)



Figure 1: Learning Strategies Using BIGG'S (R-SPQ-2F) of selected Nursing Students in Higher Education Institution

Method Study Design

To better understand the attitude towards learning of nursing students in selected nursing colleges, according to purpose this study is a combination of qualitative and quantitative research that used a descriptive evaluative research design to explain the essence of a situation that exists at the time of the study and seeks the course of specific phenomenon. The descriptive-evaluative occur in this study through the manifestation of answering the Bigg's (R-SPQ-

2F) rendered by the selected nursing students of selected Higher Educational Institutions in Metro Manila, Philippines. The study will also take the form of an applied type of research because its results will be utilized to enhance how teachers of nursing college teach students, consequently helping low-achieving nursing students perform better in the subject. The response of the study will be interpreted through the use of the statistical tools and treatments numerically then, interpreted in a well-organized discussions through better citations using literatures and studies that are inter-related to the present study. If so, the answers of the respondents will be evaluated using the actual formulation of the standardize test propagated by John Bigg's, whether it is satisfying or not. Apparently, the researcher will be able to formulate new learning strategies.

Ethical Procedures

The Research Development and Innovative Center Ethical Review Board of the authors' university affiliations in the Philippines approved the study. Ethical issues were considered in undertaking this study in which articles were properly cited and used. Authors are properly quoted. Approval from the concerned individuals was secured before data collection. The gathered data were handled with utmost respect and confidentiality. As such, the researchers intensify consent letter to the selected Nursing Colleges Deans in order to guarantee the safety of the nursing students under their university. The participants were made to understand the purposes of the research, the expected duration, their right to decline to participate and to withdraw from the research; the foreseeable consequences of declining or withdrawing and the potential risk. It was also explain the limits of confidentiality; the incentive for participation; and whom to contact with regards to question about the research and their rights. In order to maintain and ensure the anonymity of the respondents, no identifiable information was used. More so, voluntary participation was ensured.

Participants and Sampling Scheme

The participants chosen for this study were nursing students who were enrolled during the first semester of the academic year 2017-2018, this includes students from first level to fourth level in selected different universities in the Philippines that caters Bachelor of Science in Nursing. The respondents serves as the key players in providing the initial data, which become the foundation in the assessment of the nursing students' current status in their attitude towards learning and their learning style for the instructional strategic improvement. In this study, the authors used purposive sampling, a technique used to decide on a population to participate in the research. This is a non-probability sampling method that transpires during selection of sample in accordance to the researcher's judgment. In this regard, the selected nursing colleges were used purposively as an apparent response of allocating the reliability and validity of the respondents. The study also applies the simple stratified random sampling, in which the population is partitioned into relatively homogenous groups called strata and a simple random sample is selected from each stratum. The results from the strata are then aggregated to make inferences about the population. A side benefit of this method is that inferences about the subpopulation represented by each stratum can also be made.

Table 1: Frequency and Percentage Distribution of Participants when grouped according to Age

AGE	SCHOOL A = 28			SCHOOL B= 286			TOTAL=314		
	F	%	Rank	F	%	Rank	F	%	Rank
Below 19 years old	6	21.42	2	102	35.66	1	108	34.39	1
20-22	10	35.72	1	75	26.22	2	85	27.07	2
23-25	3	10.72	4.5	44	15.39	3	47	14.97	3
26-28	3	10.72	4.5	27	9.44	5	30	9.55	5
29 years old and above	6	21.42	3	38	13.29	4	44	14.01	4
TOTAL	28	100		286	100		314		

Table 2: Frequency and Percentage Distribution of Participants when grouped according to Gender

GENDER	SCHOOL A = 28			SCHOOL B= 286			TOTAL=314		
	F	%	Rank	F	%	Rank	F	%	Rank
MALE	7	25	2	72	25.17	2	79	25.16	2
FEMALE	21	75	1	214	74.83	1	235	74.84	1
TOTAL	28	100		286	100		314	100	

Table 3: Frequency and Percentage Distribution of Participants when grouped according to Year Level

YEAR LEVEL	SCHOOL A = 28			SCHOOL B= 286			TOTAL=314		
	F	%	Rank	F	%	Rank	F	%	Rank
First Year	0	0	4	52	18.20	4	52	16.56	4
Second Year	4	14.29	3	60	21.00	3	64	20.38	3
Third Year	11	39.29	2	88	30.80	1	99	31.53	1.5
Fourth Year	13	46.42	1	86	30.00	2	99	31.53	1.5
TOTAL	28	100		286	100		314	100	

Research Instrument

The data collection instrument included a socio demographic profile and a scale in the form of a validated standardized questionnaire. The study utilized a questionnaire checklist that consists of three parts. Part 1 aim to gather information on the profile of the respondents in terms of age, gender and year level. Part 2 dealt with the assessment of the nursing students' attitude towards learning in terms of deep approach and surface approach using a modified standardized questionnaire of Dr. John Biggs from Biggs' Revised Study Process Questionnaire (RSPQ-2F). There are two domains namely surface approach and deep approach. Student-respondents answer the questionnaire items using a 5-point Likert scale that determines the acceptability of the multi-factorial dimensions of student's response to answer specific problem, with the following verbal responses that ranges from never or only rarely true of me to always or almost always true of me. Part 3 intend to determine the extent of motivations of the selected nursing students thru

demonstration of their attitudinal studies using Biggs's (R-SPQ-2F) that are integrated to the specific problem using Likert scale with the subsequent verbal interpretation that varies from fear of failure to personal understanding. Raw scores are computed by summing the mean score for items identified for each subscale. Scores for Deep Approach and Surface Approach are the sums of the corresponding subscales. The length and ease of administration is a plus for this instrument. In sum, this measure has promise in the field of healthcare education, but requires additional validation with individuals at all levels of healthcare education. This had been used in a number of studies concerned with campus-based education, and it has been shown to be sensitive to differences between individual students related to their age, year of study and academic discipline [11]. Permission from the instrument's author, John Biggs at Johnbiggs.com.au was obtained so that it may be utilized in this study without infringing on the author's intellectual property rights.

Table 4: Attitude Towards Learning of Nursing students in terms of Surface Approach

Surface Approach	SCHOOL A = 28			SCHOOL B= 286			TOTAL=314		
	WM	VI	R	WM	VI	R	WM	VI	R
1. My aim is to pass the course while doing as little work as possible. (Nais kong pumasa sa aking kurso habang may karagdagang gawaing pang-edukasyon.)	3.18	TMaHT	3	3.83	FTM	1	3.51	FTM	3
2. I only study seriously what's given out in class or in the course outline. (Pinag-aralan ko ng seryoso ang ibinigay sa klase gabay ang kurikulum at pagkakasunod-sunod na paksa sa aking kurso.)	3.57	FTM	1	3.75	FTM	3	3.66	FTM	z1
3. I don't find my course very interesting so I keep my work to the minimum. (Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)	2.32	STM	10	2.03	STM	10	2.17	STM	10
4. I learn some things by rote, going over and over them until I know them by heart even if I don't understand them. (Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking pag-aaral.)	3.39	TMaHT	2	3.78	FTM	2	3.58	FTM	2
5. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. (Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)	3.14	TMaHT	4	3.46	TMaHT	4	3.30	TMaHT	4
6. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. (Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng ibang karagdagang gawain.)	2.93	TMaHT	7	2.90	TMaHT	6	2.91	TMaHT	6
7. I find its not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. (Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat kailangan lamang daanan ang mga piling paksang pag-aaralan.)	2.54	TMaHT	8	2.42	STM	8	2.48	STM	8
8. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. (Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri.)	3.07	TMaHT	6	2.66	TMaHT	7	2.87	TMaHT	7
9. I see no point in learning material, which is not likely to be in the examination. (Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapaloob sa pagsusulit.)	2.43	STM	9	2.19	STM	9	2.31	STM	9
10. I find the best way to pass examinations is to try to remember answers to likely questions. (Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.)	3.11	TMaHT	5	3.21	TMaHT	5	3.16	TMaHT	5
TOTAL	2.97	TMaHT		3.02	TMaHT		3.00	TMaHT	

Table 5: Attitude Towards Learning of Nursing students in terms of Deep Approach

Deep Approach	SCHOOL A = 28			SCHOOL B= 286			TOTAL=314		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I find that at times studying gives me a feeling of deep personal satisfaction. (Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.)	3.82	FTM	3	4.14	FTM	2	4.14	FTM	2
3. I don't find my course very interesting so I keep my work to the minimum. (Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)	3.96	FTM	1	4.05	FTM	3	4.05	FTM	3
4. I learn some things by rote, going over and over them until I know them by heart even if I don't understand them. (Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking pag-aaral.)	3.64	FTM	5	3.81	FTM	6	3.81	FTM	6
5. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. (Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)	3.50	FTM	8	3.60	FTM	7	3.60	FTM	7
6. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. (Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng ibang karagdagang gawain.)	3.57	FTM	7	3.88	FTM	5	3.88	FTM	5
7. I find its not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. (Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat kailangan lamang daanan ang mga piling paksang pag-aaralan.)	3.61	FTM	6	3.92	FTM	4	3.92	FTM	4
8. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. (Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri.)	2.75	TMaHT	4	3.18	TMaHT	10	3.18	TMaHT	10
9. I see no point in learning material, which is not likely to be in the examination. (Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapaloob sa pagsusulit.)	3.04	TMaHT	10	3.31	TMaHT	9	3.31	TMaHT	9
10. I find the best way to pass examinations is to try to remember answers to likely questions. (Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.)	3.14	TMaHT	9	3.55	FTM	8	3.55	FTM	8
TOTAL	3.47	TMaHT		3.76	FTM		3.62	FTM	

Statistical Treatment of Data

The data obtained was inserted into a Statistical Package for Social Sciences (SPSS) file. A frequency distribution was used to determine the frequencies of the respondents in terms of actual number of respondents of the study. Percentage distribution has been made to evaluate the respondents' demographic profile and ranking was used to get the average rank of the responses in each sub problems. Further, weighted mean was utilized to determine the attitude toward learning in terms of surface and deep approach of

the nursing students. Moreover, the study utilized a likert scale to further investigate the attitudes of the respondent's attitude towards learning. To quantify the amount of variation or dispersion of a set of data values, a standard deviation was used. The analysis of variance and T-test determine the existence of a significant difference in the attitude toward learning and learning style of students when group according to their demographic profile. Pearson R, on the other hand determines the significant relationship between the attitude toward learning and learning style of nursing students.

Results

This study is mostly composed of female participants (314 individuals), who make up 74.84% of the respondents. Regarding age, majority of the participants belong to age group below 19 years old (34.39%). As for year level, data shows that most part of the participants (31.53%) is in the 3rd and 4th level of their nursing course. (See Table 1,2,3)

Regarding attitude towards learning of Nursing Students in terms of surface approach, the overall mean was 3.00 with an interpretation of true to them about half the time. On the other hand, the overall mean in terms of deep approach was 3.62 with an interpretation of frequently true of them. (See table 4 and 5)

Significant difference in the attitude towards learning of nursing students when grouped according to their demographic profile

Table 6: Significant difference to the attitudinal studies of selected nursing students according to age in Surface Approach

Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	1207.8362	9	134.204	61.258	9E-104	1.8829	Reject Ho
Within Groups	6855.0169	3129	2.190801				
Total	8062.8531	3138					

The study reveals that there is significant difference in the attitudinal studies of selected nursing students in terms of surface approach of nursing students when grouped according to age. This is supported by the computed f-value of 61.258, which is greater than the F-critical value of 1.8829. Thus, this result has the basis to reject the null hypothesis. This give us a better understanding that age signify as a significant factor in the attitudinal studies of the nursing students in terms of utilizing surface approach.

Daniel Katz (2015) proposed a functionalist theory of attitudes [10]. He takes the view that attitudes are controlled by the capacities they serve for us. Individuals hold given dispositions in light of the fact that these attitudes enable them to accomplish their essential objectives. Katz recognizes four kinds of psychological functions that attitudes meet, for example, (a) Instrumental - we create positive dispositions towards things that guide or reward us. We need to expand remunerates and limit punishments. Katz says we create mentalities that assistance us meet this objective, (b) Knowledge - attitudes give significant, organized condition. In life we look for some level of request, clarity, and dependability in our own frame of reference. Dispositions help supply us with principles of assessment. By means of such attitudes as generalizations, we can convey request and simplicity to the complexities of human life (c) Value-expressive - Express essential qualities that fortify mental self-view. We may have a self portrait of ourselves as an illuminated moderate or an activist radical, and we along these lines develop dispositions that we trust show such a center esteem, and (d) Ego-defensive - Some attitudes serve to shield us from recognizing essential facts about ourselves or the harsh substances of life. They serve as defense mechanism. Those with sentiments of mediocrity may create attitude of superiority. Katz's functionalist hypothesis likewise offers a clarification in the matter of why attitudes change. As indicated by Katz, an attitude changes when it never again serves its capacity and the individual feels blocked or baffled. That is, as indicated by Katz, attitude change is accomplished less by changing a person's information or discernment around an object, yet rather by changing

the individual's hidden motivational and identity needs. (See table 6)

Table 7: Significant difference to the attitudinal studies of selected nursing students according to year level in Surface Approach

Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	1207.8362	9	134.204	61.258	9E-104	1.88287	Reject Ho
Within Groups	6855.0169	3129	2.190801				
Total	8062.8531	3138					

The investigation reveals that there is significant difference in the attitude towards learning in terms of surface approach of selected nursing students when grouped according to year level. This is supported by the computed f-value of 61.258 which is greater than the f-critical value obtaining 1.88287 level of significance. Thus, the null hypothesis is rejected.

In this view, it portrays that the year level of the selected nursing students are critical distinctive with their attitudinal investigations as to surface approach. According to Fink (2003), adapting to learning needs and desires for the students can change [12]. In this sense, the students need to comprehend what is important to realize and how they will make this procedure simpler. These days, students' figuring out how to pick up, trying for learning and great desire towards it are important focal points. In this specific situation, it is one of the critical parts of educators to help the students for creating inspirational attitudes towards learning. Brookfield (1985) states that the part of educator is not just passing on information yet additionally rearranging the learning by building up learning desire for the understudies [13]. Students should be strengthened about figuring out how to learn at college. Getting long lasting learning desire and abilities must make the need of supporting their being available to learning. Learning points not to recollect information (superficial learning), yet rather it intends to discover the learning, venture for learning and above all have the capacity to utilize the learning (adapting profoundly) [14]. As the student is the primary dependable one to make comprehension and information, it is really critical to comprehend what sort of attitude s/he has towards learning. (See Table 7)

Table 8: Significant difference to the attitudinal studies of selected nursing students according to age in Deep Approach

Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	326.744	9	36.3049	16.5532	6.836E-27	1.88287	Reject Ho
Within Groups	6864.8	3130	2.19323				
Total	7191.55	3139					

The analysis reveals that there is significant difference with regards to the attitudinal studies of selected nursing students according to age in deep approach having a computed f-value of 16.5532. With this, it is interpreted that the computed f-value is greater than to the f-critical value which tend to describe as significant. Moreover, age of the selected nursing students are significant in their attitudinal studies in the presence of deep approach conceptualized by John Biggs. Furthermore, the result accompanied the study of Saade (2007) and Pierce, Stacey & Barkatsas (2007) demonstrated that students' feelings, interest and convictions about learning influenced their practices [15, 16]. Optimism prompted the demonstration of constructive practices toward courses of study, participants absorbing themselves in courses and striving to learn more. Such students

were likewise seen to be more anxious to solve problems, to gain the information and abilities valuable for every day life and to draw in themselves inwardly, along these lines meeting the necessities of the courses as far as practices, feelings and psychomotor aptitudes [17-23]. (See Table 8)

Table 9: Significant difference to the attitudinal studies of selected nursing students according to year level in Deep Approach

Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	326.744	9	36.305	16.553	6.84E-27	1.88287	Reject Ho
Within Groups	6864.8	3130	2.1932				
Total	7191.55	3139					

The study reveals that there is significant difference to the attitudinal studies of the selected nursing students according to year level in deep approach garnering a computed f-value of 16.553. The result signified that the null hypothesis was rejected due to the greater value of the computed Annova to the critical value of Annova ranging 1.882867. Subsequently, the outcomes revealed that year level of the selected nursing students are significant concerning their attitudinal investigations through deep approach of Biggs. This model showed connection to the investigation of See Lonka et al. (2004) for a more broadened exchange of this “student ways to deal with learning”

The students’ extent of motivation that demonstrates in their attitudinal studies using Bigg’s (R-SPQ-2F).

tradition [24]. The different conceptualizations of learning techniques in the domain of cognitive processing showed considerable overlap, similar to the case with the different conceptualizations of student motivation dimensions. Conversely, until the point when that time little was thought about the relations among control exercises and the manner in which student utilized them [25, 26]. The manners by which metacognitive control forms and metacognitive learning are related with the utilization of handling procedures and with student motivation additionally remained obscure. The subjective, regulative, metacognitive, and motivational parts of student learning were never examined together in a single study. Moreover, Biggs (1996) enhances that there are two components in a student’s connection to scholastic learning: his or her motive for learning and ensuing strategies for going about learning. Students’ intentions impact their strategies of learning, yet instructing and learning condition (or setting) likewise impacts their choice of strategy. The students’ overall approach to learning thus relies on two factors: students’ motivation and the learning/teaching environment [27]. Students’ preferred method to learning and preferred learning environment are two essential factors of classroom learning to consider before learning takes place [28]. Motives and strategies tend therefore to be congruent with each other; besides, they combine to form approaches to learning. (See Table 9)

Table 10: Extent of motivation of the respondents that demonstrate attitudinal studies using Bigg’s (R-SPQ-2F)

Bigg’s (R-SPQ-2F)	SCHOOL A = 28			SCHOOL B= 286			TOTAL=314		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I find that at times studying gives me a feeling of deep personal satisfaction. (Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.)	3.25	ItS	5.5	3.64	VR	3	3.44	ItS	5
2. To be satisfied, I should study hard to make a conclusion of my work. (Kailangan kong mag-aral ng mabuti para makagawa ng sariling konklusyon ukol sa aking gawain upang maabot ko ang aking minimithi.)	3.07	ItS	11.5	3.74	VR	1	3.40	ItS	6
3. My aim is to pass the course while doing as little work as possible. (Nais kong pumasa sa aking lkurso habang may karagdagang gawaing pang-edukasyon.)	3.07	ItS	11.5	3.55	VR	6.5	3.31	ItS	9
4. I only study seriously what’s given out in class or in the course outline. (Pinag-aralan ko ng seryoso ang ibinigay sa klase gabay ang kurikulum at pagkakasunod-sunod na paksa sa aking kurso.)	2.75	ItS	17.5	3.32	ItS	11.5	3.04	ItS	16
5. I feel that virtually any topic can be highly interesting once I get into it. (Nararamdaman kong ang kahalagahan at epekto ng lahat ng paksa ay may mataas na interest habang nasisiyahan ako dito.)	3.61	VR	2	3.66	VR	2	3.64	VR	2
6. I find most topics interesting and often spend extra time trying to obtain more information about them. (Mas pinaglalaanan ko ng karagdagang oras ang pagtuklas sa mga interesadong paksa upang makuha ang karagdagang impormasyon.)	3.43	ItS	4	3.51	VR	8	3.47	ItS	4
7. I don’t find my course very interesting so I keep my work to the minimum. (Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)	2.43	DCCS	19	2.49	DCCS	20	2.46	DCCS	20
8. I learn some things by rote, going over and over them until I know them by heart even if I don’t understand them. (Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking pag-aaral.)	3.18	ItS	7.5	3.49	ItS	9	3.33	ItS	8

9. I find that studying academic topics can at times be as exciting as a good novel or movie. (Mas pinagtutuunan ko ng pag-aaral ang mga pang-akademikong paksa kaysa sa pagbabasa ng nobela at panunuod.)	3.57	VR	3	3.56	VR	5	3.57	VR	3
10. I test myself on important topics until I understand them completely. (Sinusubukan kong pag-aralan ang aking sarili ukol sa mahalagang paksa hanggang maunawaan ko ang kabuuan nito.)	4.0	VR	1	3.58	VR	4	3.79	VR	1
11. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. (Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)	3.25	ItS	5.5	3.30	ItS	13	3.28	ItS	10
12. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. (Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng ibang karagdagang gawain.)	3.11	ItS	9	3.02	ItS	16	3.06	ItS	14
13. I work hard at my studies because I find the material interesting. (Pinagsisikapan ko ang aking pag-aaral sapagkat natuklasan ko na ito'y isang bagay na dapat pagtuunan ng pansin.)	3.18	ItS	7.5	3.55	VR	6.5	3.36	ItS	7
14. I spend a lot of my free time finding out more about interesting topics, which has been discussed in different classes. (Pinaglalaan ko ng karagdagang oras ang paghahanap ng mga interesadong paksa na tinatalakay sa ibang klase.)	2.82	ItS	15.5	3.27	ItS	15	3.05	ItS	15
15. I find it's not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. (Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat 17kailangan lamang daanan ang mga pil12ing paksang pag-aaralan.)	2.75	ItS	17.5	2.72	ItS	19	2.74	ItS	18
16. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. (Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri)	2.82	ItS	15.5	2.96	ItS	17	2.89	ItS	17
17. I come to most classes with questions in mind that I want answering. (Marami akong katanungan sa loob ng klase na nais kong mabigyan ng kasagutan.)	3.07	ItS	11.5	3.29	ItS	14	3.18	ItS	12
18. I make a point of looking at most of the suggested reading that go with the lectures. (Pinaglalaanan ko ng panahon ang mga ibinigay na babasahin na may kaakibat na interes sa talakayan.)	3.07	ItS	11.5	3.36	ItS	10	3.22	ItS	11
19. I see no point in learning material, which is not likely to be in the examination. (Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapaloob sa pagsusulit.)	2.39	DCCS	20	2.75	ItS	18	2.57	ItS	19
20. I find the best way to pass examinations is to try to remember answers to likely questions. (Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.)	2.86	ItS	14	3.32	ItS	11.5	3.09	ItS	13
TOTAL	3.08	ItS		3.30	ItS		3.19	ItS	

The analysis reveals that that the Extent of motivation of the nursing students through demonstrating attitudinal studies using Bigg's (R-SPQ-2F) inclined interest in the subject (ItS) ranging a computed mean value of 3.19. This result manifested that the extent of the attitudinal studies of the nursing students are well-equipped through academic awareness. The result encompasses change and development through the developmental stages of the nursing students. (See Table 10)

Table 11: Correlating Attitudinal Studies of the respondents to the prepared Motivational Approach and Process of Bigg's (R-SPQ-2F)

Bigg's (R-SPQ-2F)S	WM	VI	Bigg's Motivation with its Approach	Correlation to the Bigg's Motivational Approach	Bigg's Process
1. I find that at times studying gives me a feeling of deep personal satisfaction. (Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.)	3.44	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
2. To be satisfied, I should study hard to make a conclusion of my work. (Kailangan kong mag-aral ng mabuti para makagawa ng sariling konklusyon ukol sa aking gawain upang maabot ko ang aking minimithi.)	3.40	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
3. My aim is to pass the course while doing as little work as possible. (Nais kong pumasa sa aking kurso habang may karagdagang gawaing pang-edukasyon.)	3.31	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
4. I only study seriously what's given out in class or in the course outline. (Pinag-aralan ko ng seryoso ang ibinigay sa klase gabay ang kurikulum at pagkakasunod-sunod na paksa sa aking kurso.)	3.04	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
5. I feel that virtually any topic can be highly interesting once I get into it. (Nararamdaman kong ang kahalagahan at epekto ng lahat ng paksa ay may mataas na interest habang nasisiyahan ako dito.)	3.64	VR or Deep	Deep	Correlated	Integration of material across courses
6. I find most topics interesting and often spend extra time trying to obtain more information about them. (Mas pinaglalaan ko ng karagdagang oras ang pagtuklas sa mga interesadong paksa upang makuha ang karagdagang impormasyon.)	3.47	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
7. I don't find my course very interesting so I keep my work to the minimum. (Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)	2.46	DCCS or Surface	Surface	Correlated	Focusing on task components in isolation
8. I learn some things by rote, going over and over them until I know them by heart even if I don't understand them. (Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking pag-aaral.)	3.33	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
9. I find that studying academic topics can at times be as exciting as a good novel or movie. (Mas pinagtutuunan ko ng pag-aaral ang mga pang-akademikong paksa kaysa sa pagbabasa ng nobela at panunuod.)	3.57	VR or Deep	Deep	Correlated	Integration of material across courses
10. I test myself on important topics until I understand them completely. (Sinusubukan kong pag-aralan ang aking sarili ukol sa mahalagang paksa hanggang maunawaan ko ang kabuuan nito.)	3.79	VR or Deep	Deep	Correlated	Integration of material across courses
11. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. (Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)	3.28	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
12. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. (Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng ibang karagdagang gawain.)	3.06	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
13. I work hard at my studies because I find the material interesting. (Pinagsisikapang ko ang aking pag-aaral sapagkat natuklasan ko na ito'y isang bagay na dapat pagtuunan ng pansin.)	3.36	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
14. I spend a lot of my free time finding out more about interesting topics, which has been discussed in different classes. (Pinaglalaan ko ng karagdagang oras ang paghahanap ng mga interesadong paksa na tinatalakay sa ibang klase.)	3.05	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence

15. I find it's not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. (Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat kailangan lamang daanan ang mga piling paksang pag-aaralan.)	2.74	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
16. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. (Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri)	2.89	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
17. I come to most classes with questions in mind that I want answering. (Marami akong katanungan sa loob ng klase na nais kong mabigyan ng kasagutan.)	3.18	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
18. I make a point of looking at most of the suggested reading that go with the lectures. (Pinaglalaanan ko ng panahon ang mga ibinigay na babasahin na may kaakibat na interes sa talakayan.)	3.22	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
19. I see no point in learning material, which is not likely to be in the examination. (Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapalooob sa pagsusulit.)	2.57	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
20. I find the best way to pass examinations is to try to remember answers to likely questions. (Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.)	3.09	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
TOTAL	3.19				

The study reveals that there are items of the Bigg's (R-SPQ-2F) that are correlated to the attitudinal studies of the nursing students, which observed to all deep approach. Moreover, there are also sub-variables from surface approach that observed as correlated as to the determined answers of the nursing students. (See Table 11)

Formulation of learning strategies thru evident findings

Table 12: Formulated Learning Strategies based on the Correlating Attitudinal Studies of the Nursing Students to the prepared motivation of Bigg's (R-SPQ-2F)

Bigg's (R-SPQ-2F)	Formulated Learning Strategies
1. I find that at times studying gives me a feeling of deep personal satisfaction. (Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.)	Deep Learning thru Relation of Evident Personal Ideas
2. To be satisfied, I should study hard to make a conclusion of my work. (Kailangan kong mag-aral ng mabuti para makagawa ng sariling konklusyon ukol sa aking gawain upang maabot ko ang aking minimithi.)	Deep Learning thru Evident Educational Work
3. My aim is to pass the course while doing as little work as possible. (Nais kong pumasa sa aking kurso habang may karagdagang gawaing pang-edukasyon.)	Deep Learning thru Evident Extra-Scholastic Work
4. I only study seriously what's given out in class or in the course outline. (Pinag-aralan ko ng seryoso ang ibinigay sa klase gabay ang kurikulum at pagkakasunod-sunod na paksa sa aking kurso.)	Deep Learning thru Evident Integrated Course Curriculum
5. I feel that virtually any topic can be highly interesting once I get into it. (Nararamdaman kong ang kahalagahan at epekto ng lahat ng paksa ay may mataas na interest habang nasisiyahan ako dito.)	Deep Learning thru Evident Educational Satisfaction
6. I find most topics interesting and often spend extra time trying to obtain more information about them. (Mas pinaglalaanan ko ng karagdagang oras ang pagtuklas sa mga interesadong paksa upang makuha ang karagdagang impormasyon.)	Deep Learning thru Evident Interested Topics
7. I don't find my course very interesting so I keep my work to the minimum. (Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)	Deep Learning thru Evident Course task-centered

8. I learn some things by rote, going over and over them until I know them by heart even if I don't understand them. (Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking pag-aaral.)	Deep Learning thru Evident Mind task-orientation
9. I find that studying academic topics can at times be as exciting as a good novel or movie. (Mas pinagtutuunan ko ng pag-aaral ang mga pang-akademikong paksa kaysa sa pagbabasa ng nobela at panunuod.)	Deep Learning thru Evident Academic Self-Centered Relation
10. I test myself on important topics until I understand them completely. (Sinusubukan kong pag-aralan ang aking sarili ukol sa mahalagang paksa hanggang maunawaan ko ang kabuuan nito.)	Deep Learning thru Evident Academic Self-Test Criterion
11. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. (Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)	Deep Learning thru Evident Topical Analysis
12. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. (Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng ibang karagdagang gawain.)	Deep Learning thru Evident academic Scope Restrictions
13. I work hard at my studies because I find the material interesting. (Pinagsisikapang ko ang aking pag-aaral sapagkat natuklasan ko na ito'y isang bagay na dapat pagtuunan ng pansin.)	Deep Learning thru Evident Academic-Centered Criterion
14. I spend a lot of my free time finding out more about interesting topics, which has been discussed in different classes. (Pinaglalaan ko ng karagdagang oras ang paghahanap ng mga interesadong paksa na tinatalakay sa ibang klase.)	Deep Learning thru Evident Academic Devotion
15. I find it's not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. (Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat kailangan lamang daanan ang mga piling paksang pag-aaralan.)	Deep Learning thru Evident Academic Standard with Depth-range
16. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. (Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri)	Deep Learning thru Evident Scholastic Resource Material
17. I come to most classes with questions in mind that I want answering. (Marami akong katanungan sa loob ng klase na nais kong mabigyan ng kasagutan.)	Deep Learning thru Evident Art of Scholastic Solution to academic natures
18. I make a point of looking at most of the suggested reading that go with the lectures. (Pinaglalaanan ko ng panahon ang mga ibinigay na babasahin na may kaakibat na interes sa talakayan.)	Deep Learning thru Evident empowerment of Educational Tools
19. I see no point in learning material, which is not likely to be in the examination. (Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapaloob sa pagsusulit.)	Deep Learning thru Evident Academic Engagement to educational resources
20. I find the best way to pass examinations is to try to remember answers to likely questions. (Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.)	Deep Learning thru Evident Test Retention with Comprehensive -Analysis

Thru evident findings, the twenty learning strategies that are formulated are based on the extent of motivational approach of the nursing students through their attitudinal studies using the Bigg's (R-SPQ-2F). (See Table 12)

Discussion

The results analysis signifies that the attitudes toward learning have been influence students' scholastic performance. The attitudinal studies of the respondents in terms of surface approach are true to them about half the time. According to Biggs, students adopting a surface approach have an extraneous rationale to do the assignment for some external accomplishments other than the present errand itself. This method aims at preventing failure but with providing minimum effort. The accompanying strategy is to learn by rote (inappropriately) and attempts to remember what is perceived as imperative. These students focus on isolated facts and fail to see the relation among the information. Rote learning here is used for

the purpose of reproducing content, not of understanding it. On the contrary, the students possessed frequently true of them in terms of deep approach to learning. Students engaging a deep approach have an intrinsic motivation of felt need based on interest in the task. The strategies thus adopted are task specific and aim at seeking and understanding the meaning of what is being learnt. Not only do these students relate the different aspects of the information with one another, they also relate them to their previous learning and their personal experiences. Students' expectations and eagerness not only motivate them to learn the subject required but also contribute to their social and personal development and attitudes towards learning should be considered among the most important factors in fulfilling social tasks and performing social duties. For most of the teachers, a good student is the one who is eager to learn and has positive attitudes towards learning. Having learning expectation at a low level will reduce the motivation and consequently the success. This result manifested that the extent of the attitudinal studies of the nursing

students are well-equipped through academic awareness. The result encompasses change and development through the developmental stages of the nursing students. Studies have demonstrated that students take part in various learning approaches when attempting to achieve a learning task. Every one of the distinctive ways to deal with learning envelops an intention in learning and a set of appropriate strategies to accomplish the task. The intervention that shall be developed after the diagnosis of the student-respondents' learning processes is a form of mentoring [29]. The intervention is consistent with the university's philosophy of making the educational process "learner-centered to foster intellectual vitality, critical thinking, and responsibility of (sic) ongoing professional development," and its mission of providing students with "high quality and innovative education" [30]. In addition, there are motivational approaches of the nursing students that are listed in Bigg's study process questionnaire, which are not correlated under deep approach and surface approach. This implies that educators should become aware of the efforts of students made for learning in order for them to reach knowledge. It is important to know the ways of learning, develop expectations and have no anxiety for learning in order to be successful. Learning will follow such a process. Learning to learn is being able to produce new knowledge for the new situations by setting forth the available knowledge [31]. Learners obtain information by structuring it in the mind, not in an unrefined way [32]. Therefore, in the process of structuring information, being positive or negative of the way of accepting information, being open to learning or not, having high or low expectation levels and developed anxiety levels are all important factors. Extreme anxiety of the learners reduces their motivation levels, creates decrease in performance and thus it affects the self-confidence of individuals in a negative way [33].

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Conflicts of Interest Disclosure

The author declares there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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