

## Student's Achievement of Learning Competencies and Challenges in Learning World History in Public High Schools

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**Introduction:** World History is essential among students in understanding the past civilizations that shape the current generations. Thus, this study assessed the students' achievement of learning competencies in World History in geography and early civilization and the world in the classical and transitional period relative to sex, family monthly income, parent's highest educational attainment, and teacher's highest educational attainment. It also identified challenges encountered in World History and investigated achievement differences relative to demographics

**Methodology:** This utilized the quantitative design and was responded by 269 Grade 8 students among public schools in Northern Negros Occidental during 2023–2024, selected through stratified random sampling. In assessing, a researcher-made multiple-choice questionnaire was used. Instrument was validated by 10 Subject Matter Experts. Content Validity Ratio computed using Lawshe's method. For reliability, responses were statistically analyzed using KR20, and item analysis was conducted. A checklist identified the challenges. In data analysis, mean, standard deviation, frequency count, percentage distribution, Mann Whitney, and Kruskal Wallis were used.

**Results:** Generally, they have a proficient level of achievement. In challenges, the students lack interest in reading and have difficulty memorizing. Regarding teachers, most fail to connect the lessons to real-life situations and neglect to give student feedback. In learning environment, the school has inadequate instructional resources, library contains outdated materials, and environment at home is not conducive for studying. In subject, topics are complex to understand, and contents are heavy. Lastly, differences exist in their achievement relative to parents' educational attainment and sex.

**Conclusion:** The findings imply improvement in World History instruction focusing on the challenges identified. Perhaps, a closer look into the teaching strategies and assessments can help elevate the quality of instruction. The proposed output can help in enhancing these aspects. By addressing these areas, the achievement level can be improved into advanced. Moreover, the findings also imply the importance of ensuring students fully achieve all learning competencies through their teachers.

**Practical Value:** This study has practical implications for academic communities. The findings provide a basis for the proposed Strategic Intervention Material (SIM) to address learning gaps. This enhances student mastery through deeper exploration and skill development. Beyond local applications, these can benefit schools globally, contributing to instructional quality and student outcomes. It also fills gaps in literature, offering insights for future research.

**Direction for Future Research:** Future researchers are encouraged to conduct similar studies on a larger scale to understand how different contexts affect learning. Expanding the scope and including diverse samples can offer broader insights. Using other methods may improve analysis. This study focused on the first two quarters; future research should cover the remaining topics to develop effective teaching strategies. Exploring teachers' challenges and using standardized questionnaires can further deepen understanding of World History.

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