

STUDENTS MOTIVATION STRATEGIES AND ATTITUDES IN LEARNING SOCIAL SCIENCES: BASIS FOR AN ACTION PLAN



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Students Motivation Strategies and Attitudes in Learning Social Sciences: Basis for an Action Plan

Jayson P. Biboso,* Cris John Bryan C. Dela Cruz
For affiliations and correspondence, see the last page.

Abstract

Students' motivation strategies and attitudes in learning Social Sciences greatly impact academic success. Using descriptive and correlational research designs, the study determined the motivation strategies and attitudes of 208 enrolled students taking general education courses related to Social Sciences at Sultan Kudarat State University - Kalamansig campus as a basis for an action plan in teaching and learning Social Sciences. The data analysis used frequency, weighted mean, standard deviation, Pearson product-moment correlation, and variance analysis. The study found that students' motivation strategies were generally high, with intrinsic value being the highest score. Self-regulation and self-efficacy were also high, indicating proactive study behavior and motivation. The cognitive strategy was low, suggesting room for improvement. Attitudes were high, with Attendance being the highest, indicating a strong commitment to education. Students were eager to seek help, engaged, and punctual, demonstrating a strong sense of responsibility. However, Confidence was the lowest, indicating room for improvement in Confidence and consistent Attendance. Overall, students' attitudes and behaviors showed a positive trend, with a high commitment to their education and dedication to their learning experience. A strong and significant positive relationship exists between students' overall motivation strategies and attitudes in learning Social Sciences at SKSU - Kalamansig campus, where students with higher motivation strategies exhibit more favorable attitudes. The action plan for motivation strategies and attitudes toward learning social studies was developed based on the study.

Keywords: *motivation strategies, attitudes, social sciences, teaching and learning*

Introduction

Motivation and attitude are the two most significant affective abilities determining a student's performance - the high motivation of students is also an indicator of their positive attitudes (Subasi, 2023). Unfortunately, Ritchie et al. (2023) mentioned that many students struggle to stay interested in their studies. They feel disconnected and lose motivation, resulting in unsatisfactory academic performance or dropping out. Additionally, Raj (2023) examined that students often struggle with inconsistent study habits, leading to decreased interest, carelessness, and a lack of consistency in their studies.

Internationally speaking, Ayaaba (2013) highlighted that insufficient fund for field trips hinder students' attitudes toward learning social science concepts and inadequately equipped libraries and resource rooms. Furthermore, Ludovici (2024) revealed that college students may lose motivation due to various factors, such as major uncertainty, dislike of classes, anxiety, depression, social alienation, or lack of self-discipline.

Emmideme (2023) explains that students have a negative attitude toward Social Science, viewing it as boring and irrelevant to their future careers. Likewise, Akhan (2021) stated that they found studying history ineffective in fostering feelings of patriotism and considered history classes boring.

In the Philippines, Aguimlod et al. (2023) discussed that students usually struggle to express their ideas, opinions, and concepts in social science. Despite the barriers to learning, these students took on these issues and asked their professors for assistance. Similarly, Jonson (2021) cited that students search for help with their social science assignments for several reasons. While some might find the topic challenging, others may not be interested.

Uclaray (2023) states that students often face the following difficulties: needing to do tasks from home and school simultaneously, having an inconsistent mobile data connection, and overlapping activities/tasks from two or more topics. Moreover, educational issues, such as inadequate teaching strategies and out-of-field teachers, cause students' low performance in social sciences. History lessons should be properly thought out to foster the development of higher-order thinking abilities (Renon, 2024).

Alibasa (2023) revealed that teaching Social Sciences in the Philippine context faces several issues and challenges that hinder its effectiveness. Additionally, the pandemic and curricular adjustments impacted instruction. The key problem is the mismatch between instructors' areas of expertise and students' preparedness for learning (Alic & Bual, 2021).

In addition, studies conducted on students at Sultan Kudarat State University-Kalamansig campus are focused on literature, biology, fisheries, teaching strategies, and innovations. They are not especially focused on Social Sciences. It is not easy to achieve because many learners are not interested in Social Science since they are taking different subjects. The most significant challenge is the idea that Social Science is a boring subject, discouraging students from being passionate about the topic. Moreover, no study in Sultan Kudarat State University-Kalamansig Campus has explored students' motivation strategies and attitudes in learning Social Sciences.

With the above context, the study of the students' motivation strategies and attitudes in learning Social Science, particularly at Sultan

Kudarat State University-Kalamansig Campus, is proposed. Consequently, this study can help to attain the aims of CHED Memorandum Order (CMO) No. 20, series of 2013, otherwise known as the General Education Curriculum, especially in holistic understanding, intellectual, and civic competencies. The related Social Sciences courses in general education are The Contemporary World, The Life and Works of Jose Rizal, Gender and Society, Readings in the Philippine History, Cultures of Mindanao, and Ethics.

Research Questions

This study determined the students' motivation strategies and attitudes in learning Social Sciences. It answered the following questions:

1. What is the level of motivation strategies of students in learning Social Sciences in terms of:
 - 1.1. intrinsic value;
 - 1.2. self-efficacy;
 - 1.3. cognitive strategy use; and
 - 1.4. self-regulation?
2. What is the level of attitudes of students toward learning Social Sciences in terms of:
 - 2.1. promptness;
 - 2.2. timeliness;
 - 2.3. attendance;
 - 2.4. engagement;
 - 2.5. confidence;
 - 2.6. eagerness to seek help;
 - 2.7. collaboration; and
 - 2.8. cooperation?
3. Is there a significant relationship between students' motivation strategies and attitudes in learning Social Sciences?
4. What action plan can be developed from the study?

Methodology

Research Design

This study used a quantitative non-experimental method, specifically a descriptive-correlational research design and a survey questionnaire, to determine the motivation strategies and their relationship to students' attitudes at SKSU-Kalamansig Campus and create an action plan." A descriptive research design can use various research methods to investigate one or more variables. A quantitative research method examines the relationship between two variables" (McCombes, 2019). This study examines students' motivation strategies and attitudes toward learning social sciences.

Non-experimental research involves observing natural phenomena without manipulating variables or the environment (Radhakrishnan, 2013). Additionally, a correlational research design examines correlations between variables without requiring the researcher to control or manipulate them (Bhandari, 2017).

Respondents

The respondents were 308 students in Sultan Kudarat State University-Kalamansig campus, determined by criterion-based sampling. From the total sample population, 21 (7%) were from BEED 1, 76 (25%), BSED 4, 54 (15%), BSCRIM 2, 32 (10%), BSBIO 2, 132 (43%), and BSIT 2. According to Field (2018), a sample size of 300 is sufficient for conducting correlational analyses as it provides a robust basis for detecting moderate to strong correlations between variables.

The researcher utilized a minimal sample size determination table created using the modified formula presented in this study. Additionally, according to Patton (2001), criterion sampling involves selecting cases that meet some predetermined criterion of importance. Further, according to Creswell (2007), criterion sampling is all cases that mean some criteria useful for quality assurance. Using Yamane's (1967) method, the ideal sample size for continuous and categorical variables at all confidence levels may be found.

The study covered only those students who were enrolled in the first semester of SY 2024-2025 taking General Education related to Social Sciences, including The Contemporary World, The Life and Works of Jose Rizal, Gender and Society, Readings in Philippine History, Cultures of Mindanao, and Ethics. It is also important to conduct their different motivation strategies and determine factors affecting students' attitudes since they were taking various subjects.

Instrument

The instruments are very important in a study to gather data. Likewise, the researcher utilized the survey questionnaire, designed and patterned with the study's objectives, as the key tool for collecting the desired data. The validators were selected based on their expertise. They must have a doctorate and master's in social sciences and other related specializations. Further, they must be licensed in their specialized fields. The study utilized two sets of adopted administered questionnaires. These include Kubischta (2014) and Bangkok et al. (2022) questionnaires.

The Content Validity Index was 0.83 and 1, indicating that the questionnaire has "Meet Expectations" based on Polit and Beck (2006) and Polit et al. (2002). Further, the reliability of the questionnaire was tested using the Cronbach alpha. The result was 0.94, which was reliable.

The first questionnaire was adapted from Kubischta (2014). It contains 20 items describing the strategies employed by the students related to motivation to study Social Sciences courses. These 20 items were further classified into four components: intrinsic value, cognitive strategy use, self-efficacy, and self-regulation. The second questionnaire was adapted from Bangkok et al. (2022). It contains 40-item statements describing the attitudes employed by the students related to studying in Social Sciences courses. These 40 items were classified into eight components: promptness, timeliness, attendance, engagement, confidence, eagerness to seek help, collaboration, and cooperation.

Procedure

The researcher asked permission from the Dean of the Graduate School of the SKSU. Following the survey instrument's validation, a letter requesting authorization was sent to the Sultan Kudarat State University -Kalamansig Campus to approve and conduct the data collection. During the data gathering, the researcher explained the purpose of the study, the survey instrument's content, and the confidentiality of their responses. Further, it was made clear to the respondents that their participation was voluntary and that they had the right to refuse to participate in the survey.

The respondents were given ample time to answer the questionnaires. Retrieval of the questionnaires soon followed as the respondents finally answered all of the questionnaire items. The data gathered was tallied, tabulated, and treated statistically for analyses and interpretation of the data to provide meaning to the study's objectives. Lastly, the action plan was validated by five experts/teachers in the field of social sciences education, and they were requested to evaluate it.

Data Analysis

The study utilized the computation of mean and standard deviation (SD) to determine students' motivation strategies and attitudes. The Pearson Product Moment Correlation was used to determine if there is a significant relationship between motivation strategies and students' attitudes.

A standard deviation, denoted as σ , is a metric used to gauge the dispersion of data relative to the mean. A low standard deviation suggests that data points were closely clustered around the mean, while a high standard deviation indicates that the data was more widely spread out. When the standard deviation approaches zero, it signifies that data points should be closely aligned with the mean. Conversely, a high or low standard deviation implies that data points are above or below the mean (Sekander, 2014).

Ethical Considerations

The following ethical values and standards were observed in the study, particularly in the management of the population and data viz:

Voluntary Participation. This study's respondents were free to participate without any consequence. The purpose of the study was presented to the respondents, and their rights to choose whether to take part were carefully considered and observed.

Privacy and Confidentiality. The respondents' personal and private information gathered in this study was confidential.

Informed Consent Process. The study's respondents were appropriately asked to participate by obtaining consent, which is a fundamental mechanism to ensure that individuals are respected by providing thoughtful consent for a voluntary act. Similarly, the research questionnaire was administered with permission from the authorized authority channel.

Recruitment. The respondents of this study were identified based on the standards and criteria set by the researcher. Only the identified and appropriate respondents were allowed to participate in the study. Hence, students who enrolled in the selected programs within the Sultan Kudarat State University-Kalamansig campus are enrolled in the different general education subjects related to Social Sciences.

Risks. The study ensured that all respondents were psychologically, socially, and morally healthy by strictly adhering to the informed consent and assent statements.

Plagiarism. The researcher warrants that there was no evidence of misrepresenting somebody's research as his own. Proper acknowledgments and credit were accorded to all sources in the study to avoid claims of plagiarism or irregularity. To make this certain, Turnitin software was employed.

Fabrication. The study was anchored on different accurate and reliable studies. This ensured that the researcher did not make any tale from the literature and, thus, stated the authors' ideas based on their ideas and understanding.

Falsification. The study did not exaggerate the data or over-claim the work just to make it fit. This research also complied with the citation rules the APA 7th edition citation design set forth to avoid perversion of work and ensure that any data gathered was not altered.

Conflict of Interest (COI). This study did not resort to gathering data that can result in a conflict of interest.

Deceit. The study ensured the respondents that their data would not lead to impending harm. The researcher did not use tricks or dishonesty to mislead the respondents.

Permission from Organization or Location. Before the survey was administered, the researcher secured written permission from the Sultan Kudarat State University-Kalamansig campus, where the respondents are located, and a formal letter was endorsed by the research adviser and the Dean.

Authorship. The authorship can be accurately reflected by the individual's contribution to the work and its reporting. The researcher authorized this study with the adviser as its co-author.

Results and Discussion

This section shows the research results, analyses, and interpretations according to the order in which the problem statements were presented in the study. The data are presented in tables for systematic organization and analyses.

A total of 308 students in Sultan Kudarat State University- Kalamansig Campus, specifically 21 (7%) from Bachelor of Elementary Education, 76 (25%) from Bachelor of Secondary Education, 132 (43%) from Bachelor of Science in Information Technology, 32 (10%) from Bachelor of Science in Biology, and 54 (15%) from Bachelor of Science in Criminology were the respondents of the study. The results of the study were further discussed as follows:

Table 1. *Level of Motivation Strategies of Students in Learning Social Sciences in Terms of Intrinsic Value.*

<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1. I am motivated to work on a project to learn new things.	4.23	0.71	Very High
2. I enjoyed learning through problem-solving.	3.60	0.83	High
3. I like to solve puzzles in the lessons.	3.61	0.86	High
4. I like hearing stories in the lessons.	4.28	0.79	Very High
5. I prefer to perform tasks rather than listening.	3.79	0.90	High
Section Mean	3.90	0.82	High

The intrinsic motivation strategies are high ($M = 3.90$, $SD = 0.82$). The result means that students are positively inclined toward engaging with tasks that provide intrinsic value, such as learning new things and solving problems.

Among the individual indicators, the highest-rated motivation strategy is "I like hearing stories in the lessons" ($M = 4.28$, $SD = 0.79$), indicative of a very high level of appreciation for narrative-based learning. Likewise, the indicator "I am motivated to work on a project to learn new things" also achieved a very high descriptive level ($M = 4.23$, $SD = 0.71$), showing the students' eagerness to explore and acquire knowledge through hands-on projects.

These findings imply that storytelling and experiential learning are particularly effective in fostering intrinsic motivation among students. While still categorized as high, the indicators "I enjoyed learning through problem-solving" ($M = 3.60$, $SD = 0.83$), "I like to solve puzzles in the lessons" ($M = 3.61$, $SD = 0.86$), and "I prefer to perform tasks rather than listening" ($M = 3.79$, $SD = 0.90$) got relatively lower mean scores compared to other indicators. The result indicates a moderate enthusiasm for problem-solving activities and reflecting preferences, which may warrant additional support or innovative strategies to enhance engagement in these areas.

The standard deviation of 0.82 denotes some response variability, suggesting differences in how students observe and engage with intrinsic motivation strategies. Additionally, the consistently high descriptive levels across indicators stress the presence of inherent value as a driver of student motivation.

The current finding is consistent with Chung and Lee's (2020) claim that students' intrinsic motivation and engagement increase when storytelling is used in educational settings. In contrast, Kusuma and Sinaga (2021) discussed a different view on the impact of narrative-based learning on student motivation and accomplishment. Lastly, Kusuma and Sinaga (2021) explored the impact of narrative learning on academic achievement and intrinsic motivation, demonstrating how storytelling may boost student interest.

These results have significant implications; the research suggests that educators should actively incorporate narrative-driven activities into their teaching practices, as these were highly valued by students and proven to boost engagement and intrinsic motivation. Educators can make lessons more relatable and immersive by integrating storytelling, real-world examples, or case studies, allowing students to connect with the material deeper, tapping into their natural curiosity and desire for meaningful learning experiences. Additionally, the study emphasizes the importance of providing more opportunities for problem-solving activities, which can strengthen intrinsic motivation by fostering critical thinking and hands-on learning.

Table 2. *Level of Motivation Strategies of Students in Learning Social Sciences in Terms of Self-efficacy.*

<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1. I expect I will do well in the class.	3.85	0.79	High
2. I'm certain I can relate the ideas to the project work.	3.71	0.73	High
3. I always think I'm a good student.	3.82	0.88	High
4. I am sure I can do an excellent job on the project.	3.72	0.79	High

5. My study skills are excellent in our classes.	3.40	0.78	High
Section Mean	3.70	0.79	High

The self-efficacy strategies are high ($M = 3.70$, $SD = 0.79$). It means that students focus on their abilities to succeed academically and manage their learning effectively, which provides self-efficacy, such as learning expectations and study skills.

The data indicates that all items assessed received a “high” descriptive level. Among the individual indicators, the highest-rated motivation strategy, “I expect I can do well in the class,” received the highest mean score (3.85), suggesting that students feel confident about their overall performance and have positive expectations regarding their success in class. The item “I always think I’m a good student” scored 3.82, indicating that students maintain a positive self-image and a strong belief in their academic abilities. Similarly, “I’m certain I can relate the ideas to the project work” and “I am sure I can do an excellent job for the project” both received high scores (3.71 and 3.72, respectively), reflecting students’ belief in their ability to apply class concepts effectively to project-based tasks. The item “My study skills are excellent in our classes” had the lowest mean score (3.40), although it still falls within the high range. The result suggests that while students generally believe in their academic abilities, they may perceive room for improvement in specific study skills.

The standard deviation of 0.79 indicates relatively low variability in responses, meaning that students share similar confidence levels in their academic capabilities. Offering targeted workshops or resources that focus on improving study skills may be beneficial to enhance self-efficacy further. The result could help students strengthen their confidence in this area and promote even greater academic success.

The current finding is consistent with the claim of Usher and Pajares (2019) that self-efficacy beliefs affect academic motivation and performance. Students with strong self-efficacy are likelier to have high confidence in their academic ability and favorable expectations for success. Furthermore, Linnenbrink-Garcia and Patall (2018) mentioned that learning experiences, goal setting, and modeling impact academic motivation and self-efficacy, highlighting the need to strengthen students’ self-belief. Lastly, Schunk and DiBenedetto (2020) stated that self-efficacy plays a role in learning and motivation, providing doable methods for raising self-efficacy through goal setting, feedback, and cultivating a growth mindset.

These results have significant implications; the research reveals that students share similar confidence levels in their academic capabilities, indicating a generally positive but potentially uniform sense of self-efficacy across the group. To further enhance their self-efficacy and support continued academic success, it would be beneficial for educators and institutions to implement targeted workshops or resources to improve essential study skills. These workshops could cover time management, note-taking strategies, effective test preparation, and stress management techniques, which can empower students to feel more in control of their academic journey.

Table 3. *Level of Motivation Strategies of Students in Learning Social Sciences in Terms of Cognitive Strategies*

	<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1.	I can easily comprehend the materials I read.	3.56	0.70	High
2.	I can easily visualize the ideas of teachers.	3.60	0.74	High
3.	I always understand what the others are saying.	3.63	0.73	High
4.	I can recall the topics we have discussed in the class.	3.46	0.73	High
5.	I can easily absorb the values from the lessons.	3.68	0.78	High
	Section Mean	3.59	0.73	High

The level of cognitive strategies is high ($M = 3.59$, $SD = 0.73$). This means that students assess their ability to comprehend, visualize, recall, and absorb lesson materials that provide cognitive strategies, such as motivation to engage with the materials.

The data indicates that all items assessed received a “high” descriptive level. Among the individual indicators, the highest-rated motivation strategy is The Item “I can easily comprehend the materials I read,” the mean score of 3.56 suggests that students feel generally confident in their reading comprehension. The Item “I can easily visualize the ideas of teachers” has a mean of 3.60, showing that students can effectively visualize the concepts presented by their teachers. The Item “I always understand what others are saying,” received a mean score of 3.63, indicating that students feel confident in understanding peer and teacher discussions. The Item “I can recall the topics we have discussed in the class” received the lowest mean score of 3.46, although it still falls within the high range. The result indicates that, while students generally feel confident recalling class discussions, there may be room for improvement in retaining information. Finally, the item “I can easily absorb the values from the lessons,” had the highest mean score of 3.68, indicating that students feel highly capable of internalizing the values and concepts presented in Social Studies.

The standard deviation of 0.78 suggests moderate variability, indicating that a few students may find it more challenging to absorb these values than others. Overall, the section mean of 3.59, with a standard deviation of 0.73, reinforces the conclusion that students generally possess strong cognitive strategies in Social Studies. However, a slight variability exists across different mental processes.

The current finding is consistent with the claim of Liu and Lin (2020) that cognitive strategies for memory and comprehension are often developed by students who participate in conversations and reflect on their learning. Peer talks and interactions help students feel

more confident about comprehending the material. Similarly, Smith and Yang (2018) cited that students' engagement and retention of information can be greatly improved by their capacity to internalize values from lessons and to remember and picture social themes. Lastly, Chen and Chang (2022) mentioned that students who engage in these strategies regularly are more likely to demonstrate higher levels of academic success, supporting the positive relationship between cognitive strategies and student performance.

These results have significant implications; the research reveals that while students demonstrate strong cognitive engagement, there may be room to support their recall abilities further and address the minor variability in their performance. Educators could consider integrating more interactive or reflective practices that reinforce recall and comprehension, ensuring that all students have the opportunity to strengthen their cognitive strategies in Social Studies.

Table 4. *Level of Motivation Strategies of Students in Learning Social Sciences in Terms of Self-regulation*

	<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1.	I always prepare the necessary materials in studying my lessons	3.74	0.76	High
2.	I always condition myself before the start of the class.	3.77	0.79	High
3.	I need to think about the things I will need to learn.	4.07	0.75	High
4.	I live with my study habit	3.57	0.79	High
5.	I work hard to get good grades.	4.19	0.78	Very High
	Section Mean	3.87	0.77	High

The level of self-regulation is high ($M = 3.87$, $SD = 0.77$). The result means that students highlight various behaviors related to academic preparation and effort that provide self-regulation strategies.

Among the individual indicators, the highest-rated self-regulation is "I work hard to get good grades" (4.19), categorized as "Very High," reflecting the participants' strong commitment to academic achievement through sustained effort. Following closely, "I need to think about the things I will need to learn" received a mean score of 4.07, suggesting a proactive approach to planning and mental preparation for learning. The item "I always condition myself before the start of the class" scored 3.77, demonstrating that participants tend to engage in preparatory actions, such as mental conditioning, to enhance their focus during class. Similarly, "I always prepare necessary materials in studying my lessons" scored 3.74, indicating that while participants generally prepare for their studies, the consistency of this preparation may vary slightly. The lowest mean score (3.57) was for "I live with my study habit," which, although still within the "High" range, suggests that some participants may find it challenging to maintain consistent study habits over time.

Standard deviations of 0.77 denote some variability in responses, suggesting participants share similar levels of self-regulation in their academic behaviors. Additionally, participants exhibit strong self-regulation strategies, emphasizing hard work and careful preparation for learning.

The current finding is consistent with the claim of Nicol and Macfarlane-Dick (2021) that the contribution of formative evaluation improves self-regulated learning. It emphasizes how important it is for students to organize, track, and assess their learning methods. Likewise, Pintrich and de Groot (2018) stated that motivated and self-regulated learning elements emphasize how students' academic achievement is impacted by goal-setting, effort, and self-monitoring. Lastly, Sitzmann and Ely (2021) discussed the importance of self-regulation in learning and how success mostly depends on tactics like preparation, perseverance, and sustaining regular study routines.

These results have significant implications; the research reveals that students have a strong foundation in self-regulation, particularly in terms of effort and preparation. However, there is an opportunity to further support students in areas like maintaining consistent study habits and preparing learning materials. Educators could help students by providing tools or frameworks to track their preparation and study routines, ultimately enhancing their long-term academic performance. Additionally, interventions that focus on building more consistent habits and reinforcing the importance of study routines could be beneficial in strengthening their self-regulation over time.

Table 5. *Overall Level of Motivation Strategies of Students in Learning Social Sciences*

	<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1.	Intrinsic Value	3.90	0.82	High
2.	Self-efficacy	3.70	0.79	High
3.	Cognitive Strategy	3.59	0.73	High
4.	Self-regulations	3.87	0.77	High
	Section Mean	3.87	0.78	High

The overall analysis of students' motivation strategies in learning social sciences focuses on four key factors: intrinsic value, self-efficacy, cognitive approach, and self-regulation. The overall section mean is 3.87, indicating high motivation strategies. The highest mean score (3.90) was observed for intrinsic value, suggesting that students find personal interest and enjoyment in learning social sciences, which could lead to deeper engagement and persistence in their studies. The item self-regulation, with a mean of 3.87, shows that students are generally proactive in managing their study behaviors and motivation, contributing to their academic success. The item self-efficacy, with a mean score of 3.70, reflects students' confidence in their ability to succeed in social science courses,

contributing to a positive attitude toward learning. The cognitive strategy item, which measures students' use of mental techniques to aid understanding, scored 3.59, indicating that while students employ cognitive strategies, there may be room for improvement in enhancing these techniques to facilitate comprehension and retention of material further.

The standard deviations, ranging from 0.73 to 0.82, suggest a low level of variability, meaning most students exhibit similar levels of motivation and strategy use. Based on these findings, it is recommended that educational interventions focus on further strengthening cognitive strategies and self-efficacy through targeted support, such as time management workshops or study skills training, to enhance overall student performance and engagement in social sciences.

The current finding is consistent with the claim of Bandura and Schunk (2018) explored how self-efficacy, as a motivation strategy, contributes to student success in social sciences by improving confidence and persistence in challenging tasks. Similarly, Jarvela and Hadwin (2017) discussed cognitive strategy and their impact on student learning, emphasizing techniques such as summarizing, elaborating, and self-testing to enhance comprehension in social sciences. Lastly, Schunk and Greene (2017) stated that motivational strategies for fostering self-regulation and effective learning in social studies focus on how goal setting and time management support student motivation.

These results have significant implications. The research reveals that student studies provide a comprehensive overview of various motivational strategies, including intrinsic value, self-efficacy, cognitive strategies, and self-regulation, and how these factors influence student success and engagement in social sciences. These findings underscore the importance of targeting these strategies through educational interventions to improve academic outcomes and enhance student motivation.

Table 6. Level of Students' Attitudes Towards Learning Social Sciences in Terms of Promptness

<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1. I completed my task on time.	3.76	0.81	High
2. I prioritize my class requirements.	4.09	0.78	High
3. I focus my time on meaningful activities.	3.94	0.78	High
4. I enjoy joining different group activities.	4.11	0.79	High
5. I actively engage myself in performance tasks	4.01	0.81	High
Section Mean	3.98	0.80	High

The level of promptness is high ($M = 3.98$, $SD = 0.80$). The result means that students' attitudes toward learning Social Sciences, specifically promptness, show a generally positive trend with high descriptive levels across all items.

Among the individual indicators, the highest-rated promptness item is "I enjoy joining different group activities" ($M = 4.11$, $SD = 0.79$), indicating that students strongly enjoy participating in group activities, showing moderate response variability. Following closely is "I prioritize my class requirements" (Mean = 4.09, $SD = 0.78$), reflecting a strong tendency among students to prioritize their academic responsibilities, suggesting a consistent agreement among students. The item "I actively engage myself in performance tasks" ($M = 4.01$, $SD = 0.81$) also shows a high level of engagement, though slightly lower than the previous two, which is the highest, indicating some variability in how actively students engage in performance tasks. The item "I focus my time on meaningful activities" ($M = 3.94$, $SD = 0.78$) has a relatively high mean, suggesting that students believe they manage their time well. However, it is slightly lower than the others, indicating a consistent yet not overwhelming agreement. Finally, the item "I completed my task on time" ($M = 3.76$, $SD = 0.81$) has the lowest mean, though it still falls within the "High" level, reflecting that students generally complete their tasks on time.

The standard deviation of 0.80 denotes some response variability, suggesting students maintain a high level of promptness and engagement in their Social Science learning activities. Additionally, the consistently high descriptive levels across indicators demonstrate a strong sense of responsibility and active involvement.

Research supports these findings. In the study of Graham and Harris (2013), promptness in completing tasks is essential to academic success, particularly for students in writing-related tasks, underscoring its importance in the broader educational context. Furthermore, Tuckman and Monetti (2011) stated that student behaviors like task completion and engagement in performance tasks can influence overall academic performance, linking to your findings on promptness. Lastly, Burdett and Hastie (2012) cited student engagement, including promptness, in online learning environments, emphasizing the role of participation and responsibility in completing academic tasks on time.

These results have significant implications; the research reveals that students' promptness highlights the potential for improved academic results when students remain engaged, prioritize tasks, and actively participate in learning activities. A suggestion for improvement could be to reinforce the timely completion of individual tasks to improve promptness in all aspects of the learning process. Encouraging strategies for managing time more effectively, such as setting personal deadlines, might help elevate performance even more.

Table 7. *Level of Students' Attitudes Towards Learning Social Sciences in Terms of Timeliness*

<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1. I come to class on time.	4.08	0.90	High
2. I submit my output on time.	3.95	0.84	High
3. I leave the class once it's done.	4.25	0.80	High
4. I travel ahead to reach the classroom on time.	3.93	0.87	High
5. I comply with all projects on time.	3.94	0.89	High
Section Mean	4.03	0.86	High

The level of timeliness is high ($M = 4.03$, $SD = 0.86$). The result means that students' attitudes toward learning Social Sciences, specifically regarding timeliness, show a generally positive trend with high descriptive levels across all items.

Among the individual indicators, the highest-rated timeliness is "I leave the class once it's done," which scored ($M = 4.25$, $SD = 0.86$), suggesting students are highly punctual in adhering to class schedules and routines. The statement "I come to class on time" ($M = 4.08$, $SD = 0.90$) closely follows, indicating a strong commitment to attending class punctually. Other items such as "I submit my output on time" ($M = 3.95$, $SD = 0.84$), "I travel ahead to reach the classroom on time" ($M = 3.93$, $SD = 0.87$), and "I comply with all projects on time" ($M = 3.94$, $SD = 0.89$) further emphasize students' reliability in meeting deadlines.

The standard deviation of 0.86 denotes that students generally exhibit positive attitudes toward timeliness, but there is still a degree of variability in how consistently they demonstrate these behaviors. This variability might reflect differences in individual factors such as time management skills, personal motivation, external responsibilities (e.g., work or family), or attitudes toward different aspects of academic life.

Research supports these findings in the study of Moore and Duncan (2018), who mentioned that student engagement, including timeliness, correlates with academic success over time. Moreover, Harris and Lee (2019) stated that time management, exploring how students' ability to meet deadlines and attend classes punctually, can significantly impact their academic outcomes. Lastly, Nakamura and Csikszentmihalyi (2019) discussed that engagement and timeliness are linked to students' flow experiences in learning, emphasizing the relationship between student involvement and punctuality in academic tasks.

These results have significant implications; the research reveals that students regarding timeliness highlight proactive measures, such as setting reminders or creating a structured timeline for submissions, which might help ensure that even minor delays are avoided, further improving students' timeliness in all academic activities. Therefore, while most students display a high level of timeliness, some variability in responses points to areas where interventions or support might be helpful for those struggling with time management.

Table 8. *Level of Students' Attitudes Towards Learning Social Sciences in Terms of Attendance*

<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1. I actively attend classes.	4.49	0.72	Very High
2. I am present despite my health condition.	4.23	0.82	Very High
3. I prefer going to school than hanging out with my friends.	4.18	0.88	High
4. I feel motivated to go to school.	4.22	0.73	Very High
5. I attend class regularly despite my financial instability.	4.38	0.75	Very High
Section Mean	4.30	0.78	Very High

As found, attendance is very high ($M = 4.30$, $SD = 0.78$). This means that students' attitudes toward learning Social Sciences, specifically regarding attendance, show a generally positive trend with very high descriptive levels for most items.

Among the individual indicators, the highest-rated attendance is "I actively attend classes" ($M = 4.49$, $SD = 0.72$), indicating exceptional class attendance. Similarly, "I feel motivated going to school" ($M = 4.22$, $SD = 0.73$) and "I am present despite my health condition" ($M = 4.23$, $SD = 0.82$) demonstrate strong intrinsic motivation and resilience, as students attend class regardless of health challenges. The item "I attend class regularly despite my financial instability" ($M = 4.38$, $SD = 0.75$) also highlights that students overcome financial barriers to maintain regular attendance. The item "I prefer going to school than hanging out with my friends" ($M = 4.18$, $SD = 0.88$) reflects students' prioritization of academic commitments over social activities, contributing to their strong attendance record.

The standard deviation of 0.78 denotes some response variability, suggesting differences in students' attendance and attitudes toward learning Social Sciences. Additionally, students demonstrate a very high commitment to attending classes, but individual differences exist. These differences may stem from personal circumstances such as health, financial instability, or social preferences, which can influence students' attendance attitudes and behaviors.

Research supports these findings in the study of Bashir and Paryani (2018), which emphasized the strong relationship between consistent class attendance and academic success, noting how engaged students with high attendance rates perform better academically. Similarly, Gibson and Galloway (2020) explored the role of academic self-efficacy in student motivation and attendance, revealing that students who feel more confident in their academic abilities are more likely to attend classes regularly. Lastly, Tulloch and Harris (2020) examined the barriers to class attendance, specifically health and financial issues, and their impact on students' ability to remain engaged and attend classes regularly.

These results have significant implications. The research reveals that students' attendance is commendable. A suggestion for improvement would be to enhance the balance between academic and social life, as reinforcing the importance of social engagement may help sustain long-term motivation. Additionally, fostering an environment of support for students facing financial challenges could further reduce barriers to consistent attendance and highlight the importance of motivation, resilience, and external factors such as health and economic stability in maintaining strong attendance records.

Table 9. *Level of Students' Attitudes Towards Learning Social Sciences in Terms of Engagement*

	<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1.	I always listen to the teacher.	4.20	0.71	Very High
2.	I actively cooperate in group activities.	4.27	0.74	Very High
3.	I work as part of a team with my classmates in-class activities.	4.34	0.71	Very High
4.	I volunteer to lead the group for class performance.	3.34	0.93	High
5.	I participate in school and class activities.	4.10	0.83	High
Section Mean		4.05	0.78	High

The level of engagement is high ($M = 4.05$, $SD = 0.78$). This means that students' attitudes toward learning Social Sciences, specifically regarding engagement, show a generally positive trend with high descriptive levels for most items.

Among the individual indicators, the highest-rated engagement is "I work as part of a team with my classmates in class activities" ($M = 4.34$, $SD = 0.71$) and "I actively cooperate in group activities" ($M = 4.27$, $SD = 0.74$) demonstrate strong collaborative skills and a high degree of participation in group work. Additionally, "I always listen to the teacher" ($M = 4.20$, $SD = 0.71$) suggests that students are highly attentive during lectures, contributing to their active learning experience. However, "I volunteer to lead the group for class performance" ($M = 3.34$, $SD = 0.93$) received a slightly lower score, indicating that while students engage in activities, fewer are willing to take on leadership roles. Similarly, "I participate in school and class activities" ($M = 4.10$, $SD = 0.83$) reflects overall active participation but indicates room for improvement in further boosting engagement beyond group collaboration.

The standard deviation of 0.78 denotes some variability or spread of students' attitudes towards learning Social Sciences regarding engagement. A lower standard deviation suggests that the student's responses are more consistent, while a higher standard deviation indicates greater variation in how students perceive their level of engagement.

Research supports these findings in the study of Kahu (2015), who stated that student engagement in higher education and its significance in academic success focuses on the interplay between psychological, behavioral, and emotional engagement. Likewise, Reeve and Tseng (2019) revealed that students' ability to take charge of their learning is essential in fostering greater engagement in educational contexts. Lastly, Fredricks et al. (2015) demonstrated student engagement across different academic settings and its dimensions, including emotional, behavioral, and cognitive engagement.

These results have significant implications; the research reveals that students' engagement is commendable. A suggestion for improvement would be to encourage more students to take on leadership positions, perhaps by offering opportunities for skill development in this area, such as leadership workshops or by creating a supportive environment that fosters confidence in taking initiative. It could help to further enhance student engagement across all aspects of their learning.

Table 10. *Level of Students' Attitudes Towards Learning Social Sciences in Terms of Confidence*

	<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1.	I feel confident when interacting with people.	3.77	0.85	High
2.	I actively participate in group tasks.	4.09	0.75	High
3.	I confidently share my ideas.	3.70	0.90	High
4.	I feel comfortable standing in front of many people.	3.25	1.00	Moderate
5.	I feel uplifted being supported in school.	3.69	0.76	High
Section Mean		3.70	0.85	High

The level of confidence is high ($M = 3.70$, $SD = 0.85$). This means that students' attitudes toward learning Social Sciences, specifically regarding confidence, show a generally positive trend with high descriptive levels for most items.

Among the individual indicators, the highest-rated confidence is "I actively participate in group tasks" ($M = 4.09$, $SD = 0.75$). It shows students are confident in collaborative settings and contribute to team efforts. Similarly, "I feel confident when interacting with people" ($M = 3.77$, $SD = 0.85$) and "I feel uplifted being supported in school" ($M = 3.69$, $SD = 0.76$) suggest that students' confidence thrives in positive and supportive environments. However, the item "I confidently share my ideas" ($M = 3.70$, $SD = 0.90$) indicates a slight dip, revealing that some students may still feel hesitant when verbalizing their thoughts. Additionally, "I feel comfortable standing in front of many people" ($M = 3.25$, $SD = 1.00$) has the lowest score, pointing to a more significant challenge with public speaking and presenting in front of large audiences.

The standard deviation of 0.85 denotes some variability for improvement. One way to do this is to focus on activities that build individual confidence, particularly in public speaking. Offering presentations in smaller, more supportive groups and creating opportunities for self-expression could help students feel more at ease and confident in larger settings.

Research supports these findings in the study of Carless (2015), which explored the role of confidence in academic achievement, discussing how students' beliefs in their abilities impact their academic performance and engagement with learning tasks. Similarly, Fouad and Santana (2017) cited the role of confidence in career decision-making, examining how self-assurance impacts students' ability to decide about their futures and pursue career goals. Lastly, Zimmerman and Schunk (2016) explored that motivation, including confidence, influences achievement and how educators can foster these attributes to improve student learning outcomes.

These results have significant implications; the research reveals that students' confidence is commendable. It suggests that students demonstrate a generally high confidence level in learning Social Sciences, with most items reflecting positive attitudes toward their abilities.

However, there are areas where students may need additional support to further build their confidence, particularly in public speaking and sharing ideas openly. By addressing these areas of challenge, teachers can enhance students' confidence, which may lead to improved academic engagement and performance.

Table 11. *Level of Students' Attitudes Towards Learning Social Sciences in Terms of Eagerness to Seek Help*

	<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1.	I ask my instructors for help when the topic is difficult.	3.96	0.84	High
2.	I always seek ideas from the experts.	3.96	0.84	High
3.	I can work better with a partner	3.74	0.92	High
4.	I accept someone's help.	4.41	0.70	Very High
5.	I like it when someone helps me.	4.44	0.73	Very High
Section Mean		4.10	0.81	High

The level of eagerness to seek help is high ($M = 4.10$, $SD = 0.81$). This means that students' attitudes toward learning Social Sciences, specifically eagerness to seek help, show a generally positive trend with high descriptive levels for most items.

Among the individual indicators, the highest-rated eagerness to seek help is the item "I like it when someone helps me" ($M = 4.44$, $SD = 0.73$) and "I accept someone's help" ($M = 4.41$, $SD = 0.70$) received the highest scores, suggesting that students are very receptive to receiving help from others, whether from peers or instructors. Additionally, "I ask help from my instructors when the topic is difficult" ($M = 3.96$, $SD = 0.84$) and "I always seek ideas from the experts" ($M = 3.96$, $SD = 0.84$) indicate a proactive approach to seeking academic support when faced with challenges. The item "I can work better with a partner" ($M = 3.74$, $SD = 0.92$) also shows a positive attitude toward collaboration. However, it received a slightly lower score, suggesting that some students may still prefer working independently in certain situations.

The standard deviation of 0.81 denotes some variability in students' responses regarding their eagerness to seek help in learning social sciences. The generally high or very high descriptive levels across items reflect a positive attitude toward seeking help, but the standard deviation highlights that individual preferences and behaviors may differ slightly.

Research supports these findings in the study of Schunk and DiBenedetto (2020), which discussed the relationship between self-efficacy, motivation, and students' propensity to seek help from peers and instructors. Furthermore, Kumar and Berenbaum (2019) stated that students' proactive attitudes toward seeking help influence their overall academic performance and engagement in the learning process. Lastly, Gauthier and Rowell (2020) state that help-seeking behavior is linked to academic resilience and influences students' responses to educational challenges.

These results have significant implications; the research reveals that students' eagerness to seek help is commendable. The findings suggest that students demonstrate a generally positive and proactive attitude toward seeking help in learning Social Sciences. To further improve students' eagerness to seek help, it may be beneficial to create more structured opportunities for peer collaboration and encourage greater confidence in asking for assistance. Workshops on effectively asking for help and utilizing available resources could also empower students to seek support more consistently.

Table 12. *Level of Students' Attitudes Towards Learning Social Sciences in Terms of Collaboration*

	<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1.	I always cooperate in group tasks.	4.28	0.75	Very High
2.	I actively participate in planning.	4.12	0.75	High
3.	I am active in school activities.	4.02	0.82	High
4.	I take the initiative to do things for the group.	3.94	0.75	High
5.	I feel comfortable around my peers.	3.97	0.87	High
Section Mean		4.07	0.79	High

The level of collaboration is high ($M = 4.07$, $SD = 0.79$). It means that students' attitudes toward learning Social Sciences, specifically regarding collaboration, show a generally positive trend with high descriptive levels for most items.

Among the individual indicators, the highest-rated collaboration item, "I always cooperate in group tasks" ($M = 4.28$, $SD = 0.75$), received the highest score, suggesting that students are highly committed to teamwork and cooperation in group settings. Additionally,

"I actively participate in planning" ($M = 4.12$, $SD = 0.75$) and "I am active in school activities" ($M = 4.02$, $SD = 0.82$) indicate strong involvement in both group planning and extracurricular engagements, reflecting a willingness to contribute beyond individual tasks. "I take initiative to do things for the group" ($M = 3.94$, $SD = 0.75$) and "I feel comfortable around my peers" ($M = 3.97$, $SD = 0.87$) also show positive collaborative attitudes. However, they received slightly lower scores, suggesting that while students are generally active, there may be room for improvement in taking more initiative or feeling fully confident in peer interactions.

The standard deviation of 0.79 denotes variability in students' responses regarding their attitudes toward collaboration in learning Social Sciences. The standard deviations for individual items range from 0.75 to 0.87, indicating a relatively small spread in most cases. However, the standard deviation highlights that while many individual differences value collaboration, it exists in how students engage in group work and peer interactions.

Research supports these findings in the study by Johnson and Johnson (2019), which reviewed collaborative learning on academic success and how students' engagement in group work influences their overall learning outcomes. Moreover, Laal and Ghodsi (2017) explored collaborative learning and how students' cooperation and active participation in group tasks enhance their learning experience and performance. Lastly, Burdett and Smith (2015) examined the role of collaboration in higher education settings, particularly how students' attitudes toward group tasks and their involvement in collaborative activities influence academic outcomes.

These results have significant implications. The research reveals that students generally exhibit a high level of collaboration in learning Social Sciences, reflecting positive attitudes toward teamwork and group engagement. To enhance cooperation further, it may be beneficial to encourage more leadership opportunities within group activities to help students take the initiative.

Additionally, fostering a more inclusive and supportive environment could help students feel even more comfortable in collaborative settings, boosting their confidence and willingness to engage with peers.

Table 13. *Level of Students' Attitudes Towards Learning Social Sciences in Terms of Cooperation*

<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Descriptive Level</i>
1. I value collective achievement over individual scores.	3.88	0.78	High
2. I voluntarily share my ideas.	3.76	0.79	High
3. I am willing to share my skills.	4.02	0.79	High
4. I prefer to contribute my knowledge to the class.	3.82	0.82	High
5. I offer help in completing our group assignments.	4.03	0.79	High
Section Mean	3.90	0.79	High

The level of cooperation is high ($M = 3.90$, $SD = 0.79$). Students' attitudes toward learning Social Sciences, specifically regarding collaboration, show a generally positive trend with high descriptive levels across all items.

Among the individual indicators, the highest-rated cooperation is the item "I offer help in completing our group assignments" ($M = 4.03$, $SD = 0.79$), which received the highest score, reflecting a high willingness to contribute to collective efforts in group tasks. Similarly, "I am willing to share skills" ($M = 4.02$, $SD = 0.79$) indicates that students are open to sharing their expertise to help others succeed. Other items, such as "I value collective achievement over individual scores" ($M = 3.88$, $SD = 0.78$) and "I prefer to contribute my knowledge to the class" ($M = 3.82$, $SD = 0.82$), highlight that students value collaborative success and are willing to share their ideas. However, these received slightly lower scores, suggesting occasional hesitation in prioritizing group achievements over individual performance. "I voluntarily share my ideas" ($M = 3.76$, $SD = 0.79$) also shows a solid but slightly lower tendency to contribute ideas in group settings openly.

The standard deviation of 0.79 denotes variability in students' responses regarding their attitudes toward cooperation in learning Social Sciences. The standard deviations for the individual items range from 0.78 to 0.82, showing a relatively small spread, meaning that most students provided similar responses across the items. This consistency in the data also suggests that cooperation is valued broadly, but there are subtle differences in how students express this value in different contexts.

Research supports these findings in the study of Cohen (2017), who cited that cooperative learning strategies in social science classrooms contribute to students' collective achievement, emphasizing their willingness to share skills and collaborate on group assignments.

Likewise, Zheng and Warschauer (2016) mentioned that cooperative behaviors, such as sharing ideas and offering help in group assignments, enhance student engagement and learning outcomes in higher education. Lastly, Liu and Wang (2020) stated that students in the social sciences engage in cooperative group work, focusing on their attitudes toward sharing skills, knowledge, and contributing to collective achievement.

These results have significant implications; the research reveals that students generally exhibit a high level of cooperation in learning Social Sciences, reflecting a positive and collaborative mindset. To enhance collaboration, fostering a more encouraging environment where students are more motivated to share their thoughts freely might be beneficial. Activities such as peer-to-peer mentoring or group discussions could help build confidence in sharing ideas, and emphasizing the importance of collective success over individual results could further strengthen the cooperative spirit among students.



Table 14. Overall Level of Students' Attitudes Towards Learning Social Sciences

Item	Mean	Standard Deviation	Descriptive Level
1. Promptness	3.98	0.80	High
2. Timeliness	4.03	0.86	High
3. Attendance	4.30	0.78	Very High
4. Engagement	4.05	0.78	High
5. Confidence	3.70	0.85	High
6. Eagerness to seek help	4.10	0.81	High
7. Collaboration	4.07	0.79	High
8. Cooperation	3.90	0.79	High
Section Mean	4.02	0.81	High

The overall analysis of students' attitudes in learning social sciences focuses on eight key factors: promptness, timeliness, attendance, engagement, confidence, eagerness to seek help, collaboration, and cooperation. The overall level of attitudes is high (M = 4.02, SD = 0.81), showing a generally positive trend in student behaviors and attitudes.

The item "Attendance" received the highest score (M = 4.30, SD = 0.78). Students consistently attend Social Studies classes, demonstrating a strong commitment to their education and a sense of responsibility. Similarly, "Eagerness to seek help" (M = 4.10, SD = 0.81) and "Collaboration" (M = 4.07, SD = 0.79) indicate a strong commitment to their learning experience. "Engagement" (M = 4.05, SD = 0.78) and "Timeliness" (M = 3.90, SD = 0.79) reflect a high level of active participation, with students showing enthusiasm for group work and seeking support when needed. "Promptness" (M = 3.98, SD = 0.80) and "Cooperation" (M = 3.90, SD = 0.79) indicate that students are generally prompt in their approach to Social Studies tasks and have a strong cooperation with peers. Lastly, the item "Confidence" received the lowest score (mean = 3.70, SD = 0.85) received slightly lower scores, indicating that while students are generally dedicated to attending class and engaging in their studies, there is room for improvement in terms of confidence and consistent attendance.

The standard deviation of 0.81 places the overall student attitude toward learning Social Studies in the "high" category. The result suggests that students maintain a positive and engaged approach to Social Studies, exhibiting punctuality, timeliness, cooperation, and eagerness to seek help. The small standard deviation indicates that these attitudes are generally consistent across the student group, reinforcing that students are highly motivated and involved in their learning experience.

Research supports these findings in the study of Chavez and Castillo (2017), who discussed the key attitudes, including timeliness, engagement, and cooperation, that predict students' success in social studies courses. Furthermore, Hernandez and Thompson (2021) revealed that attendance is a significant predictor of higher engagement and more positive attitudes toward learning social studies, reinforcing the importance of punctuality in fostering academic interest. Lastly, Morris and Harris (2017) explored the relationship between students' eagerness to seek help and their academic success in social studies, emphasizing the role of active help-seeking behaviors in maintaining high levels of engagement and motivation.

These results have significant implications; the research reveals that students have a positive and engaged attitude toward learning Social Studies, with high levels of promptness, timeliness, engagement, confidence, collaboration, and cooperation. However, while these attitudes are generally high, there are slight variations, particularly in confidence and seeking help, which could be targeted for improvement in future educational strategies.

These findings suggest that reinforcing student confidence and encouraging a more proactive approach to seeking assistance could enhance the learning experience. To improve these areas, providing students with more opportunities for leadership and public speaking and strategies to overcome barriers that may affect regular attendance would be beneficial. Encouraging peer support, enhancing the overall learning environment, and emphasizing the value of active participation can help further improve these attitudes across all dimensions of the student's learning experiences.

Table 15. Correlational Analysis between Motivation Strategies and Attitudes of Students in Learning Social Sciences

Variable	R value	P value	Interpretation	Decision
Motivation Strategies vs. Attitudes	0.9344	0.05	Strong and significant positive relationship	Reject Ho

The data show a strong and significant positive relationship between students' overall motivation strategies and attitudes in learning Social Studies (r = 0.73), exceeding the critical value of 0.09344 at the .05 alpha level. Students with higher motivation strategies exhibit more favorable attitudes, reinforcing the importance of intrinsic value, self-efficacy, cognitive strategies, and self-regulation in fostering positive student outcomes.

Likewise, self-efficacy and self-regulation demonstrated the strongest correlations with overall attitudes (r = 0.63), consistent with Bernardo et al. (2003) and Villavicencio and Bernardo (2013), who found that these constructs significantly enhance academic engagement and achievement. These findings highlight students' confidence in their abilities and their capacity for self-directed learning

in shaping attitudes that support academic success.

Moreover, particular dimensions of attitudes, such as promptness ($r = 0.65$), engagement ($r = 0.61$), and cooperation ($r = 0.58$), bear evident relationships with overall motivation strategies. The result is consistent with King and Ganotice (2014), who pointed out the influence of engagement and collaborative efforts fostered by supportive peer and teacher interactions on academic outcomes.

The relatively lower correlation between motivation strategies and attendance ($r = 0.51$) suggests that while motivation influences consistent school attendance, other factors, such as external obligations or systemic barriers, may also play a role. Similarly, confidence ($r = 0.52$), though significant, appeared less strongly correlated than other dimensions, indicating that while motivational strategies contribute to building trust, additional support mechanisms may be required to foster students' self-assurance comprehensively.

These findings support Bernardo et al.'s (2015) motivation-achievement gap framework, which highlights disparities in student outcomes based on varying motivation levels, particularly between public and private schools in the Philippines. The findings suggest enhancing intrinsic motivation and self-regulation through targeted interventions to narrow these gaps, particularly in public school contexts.

Moreover, the study corroborates the conclusions by Datu et al. (2018), who linked intrinsic motivation and grit to optimal academic outcomes, emphasizing that students with robust internal drivers are likelier to exhibit favorable attitudes and sustained engagement. The results also align with Camahalan (2006), who demonstrated the positive effects of self-regulated learning on academic achievement in Southeast Asia, suggesting its broader applicability to various subject areas, including Social Studies.

There was a strong and significant positive relationship between students' overall motivation strategies and attitudes toward learning Social Sciences at Sultan Kudarat State University—Kalamansig campus, where students with higher motivation strategies exhibit more favorable attitudes. Thus, the null hypothesis of no significant relationship was rejected.

ACTION PLAN TOWARDS THE IMPROVEMENT OF LEARNING SOCIAL SCIENCES

I. Rationale

Students' motivation strategies and attitudes in learning Social Sciences greatly impact academic success. The findings showed a strong and significant positive relationship between students' motivation strategies and attitudes; certain indicators need further improvement. Notably, the lowest mean scores in motivation strategies were observed in the cognitive approach, which measures students' use of mental techniques to aid learning, indicating that while students employ cognitive strategy, there may be room for improvement in enhancing these techniques to facilitate comprehension and retention of materials further. On the other hand, the lowest mean scores in attitudes were observed in confidence, which denotes that students must build individual confidence, particularly in public speaking, offering presentations in smaller groups, more supportive groups, and creating opportunities for self-expression. It focuses on motivation strategies and attitudes that require learning and achievable objectives. The action plan can be structured to student learning in the social sciences, motivation, and attitudes toward the subject.

II. Objectives

To develop and implement strategies that enhance student engagement and motivation in Social Science subjects.
 To promote a positive outlook and appreciation for Social Sciences subjects among students.
 To equip educators with the tools, strategies, and knowledge to better engage students in Social Sciences learning.
 To create an inclusive, respectful, and collaborative environment that nurtures students' motivation and positive attitudes toward Social Sciences.

III. Strategies and Indicators of Success

<i>Areas Of Concerns</i>	<i>Strategies</i>	<i>Indicators Of Success</i>
1. Students taking General Education Courses related to Social Sciences.	Integrate real-world applications and case studies to make the content more relevant.	Students express confidence through good grades and evaluations from their teachers.
	Encourage students to connect their interests to social science topics.	
	Provide opportunities for students to discuss and debate social issues, encouraging critical thinking.	
	Create a classroom culture that celebrates curiosity and questioning.	
2. Professors teaching	Use gamification techniques to make learning more interactive and fun.	Teachers will be more equipped with
	Offer professional development opportunities focusing on	



General Education courses related to Social Sciences	<p>innovative teaching strategies and motivational techniques.</p> <p>Teacher participation in professional development sessions, changes in teaching practices, student perceptions of new techniques, frequency and quality of student participation, frequency of multimedia use in lesson plans, and teachers' assessment of innovative strategies.</p> <p>Encourage active learning methods such as group work, discussions, and project-based assignments.</p> <p>Promote the use of technology and multimedia resources to enhance lesson delivery.</p>	<p>relevant information to use the acquired information learned in the training seminar, which will be essential in classroom instruction.</p> <p>Teachers can earn graduate degree courses that will enhance their capability.</p> <p>New data for the improvement of the teaching-learning process.</p>
3. Program Chairperson per department	<p>To boost confidence and motivation, create a positive teacher-student relationship, encourage collaboration through peer-to-peer learning, and introduce mentorship programs or peer tutoring.</p> <p>Collaborate with other subjects' teachers to create interdisciplinary projects and organize guest lectures and events that connect social sciences to real-world fields. This will enhance student learning, motivation, and attitudes towards social sciences.</p>	<p>Improvement of the syllabi and curriculum.</p> <p>Competent and qualified faculties to handle General Education Courses related to Social Sciences.</p> <p>Enhanced instruction wherein students were able to be more interested in lessons</p>

Conclusions

Based on the study's findings, students' motivation strategies in Sultan Kudarat State University - Kalamansig Campus were determined to have moderate to strong positive correlations between motivation strategies and attitudes across various dimensions. The strongest correlation was between self-regulation and overall attitudes, suggesting that more self-regulated students exhibit more positive attitudes toward Social Sciences. Self-efficacy and self-regulation also show the strongest individual correlations with specific attitude dimensions, such as engagement and confidence. Students who feel more confident in their abilities and capable of self-directed learning tend to be more engaged and satisfied with the subject. Moreover, the data supports that motivation strategies, particularly intrinsic value, self-efficacy, cognitive strategies, and self-regulation, significantly influence students' attitudes toward learning Social Studies.

The overall pattern emphasizes the importance of self-regulated learning and confidence in shaping positive student outcomes in this subject. Further, a strong and significant positive relationship existed between students' overall motivation strategies and attitudes toward learning Social Sciences at Sultan Kudarat State University—Kalamansig campus, with students with higher motivation strategies exhibiting more favorable attitudes.

Regarding the findings and conclusions of the study, the following recommendations were generated: Schools can enhance the motivation of Social Science students by incorporating cognitive strategies, peer support, and active learning. Mentoring, goal-setting workshops, study groups, and mindfulness can foster a more engaging learning environment. Schools can improve Social Science learning attitudes by implementing structured programs like time-management workshops, peer mentoring, and virtual help sessions, as well as interactive and student-centered initiatives. Educational institutions can boost student motivation and attitudes toward learning Social Sciences by implementing a comprehensive program integrating experiential learning, technology, and community engagement. This program should include Social Sciences Innovation, interdisciplinary projects, digital tools, and mentorship networks. Professors can enhance Social Sciences learning by incorporating real-world case studies, active learning techniques, collaborative classrooms, personalized feedback, technology, and reflective practices. These strategies foster critical thinking, intrinsic motivation, and personal connection with the material. Researchers may develop social science curricula integrating practical applications to boost student motivation and attitudes. Interdisciplinary research, technological integration, and active learning strategies can enhance engagement, problem-solving abilities, and student dedication.

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Affiliations and Corresponding Information

Jayson P. Biboso

Sultan Kudarat State University – Philippines

Cris John Bryan C. Dela Cruz, PhD

Sultan Kudarat State University – Philippines