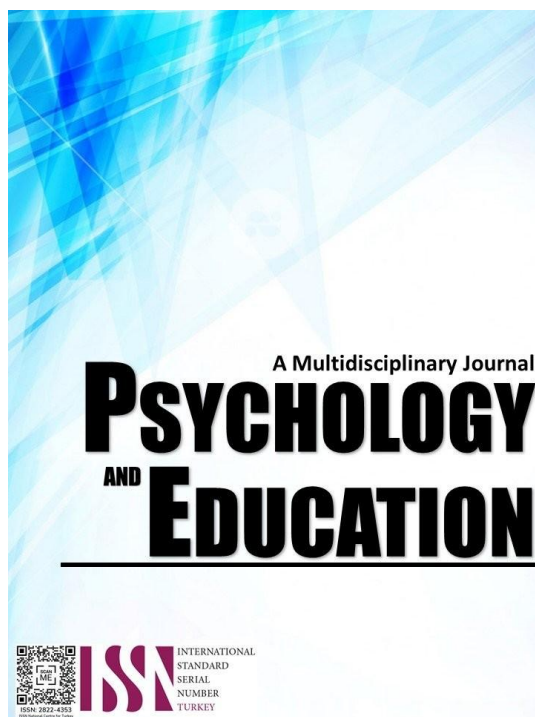


**LEARNERS' TEMPERAMENT TOWARDS ARALING PANLIPUNAN  
SUBJECT AND THEIR PRIMARY ROOT INTEREST  
LEADING TO HIGHER PERFORMANCE**



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## Learners' Temperament Towards Araling Panlipunan Subject and Their Primary Root Interest Leading to Higher Performance

Diana Rose P. Bato-Ampo\*

For affiliations and correspondence, see the last page.

### Abstract

The study looked into the attitudes of the students towards Araling Panlipunan: A Determinant of Learning Performance, School Year 2024-2025. Specifically, it sought to answer the following questions: 1. To what extent do the respondents' disposition towards Araling Panlipunan serve as the causal model of students' learning performance? 2. What is the learning performance of the respondents in the following categories: outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectations? 3. Do the respondents' learning performance associate with their disposition towards Araling Panlipunan? The descriptive method was used in this study. Further, this study proved that student respondents' antipathy toward social studies was directly correlated to their antipathy toward school in general. Hence, the majority obtained a higher learning performance in Social Studies. On the contrary, in various research, the majority of students found social studies to be uninteresting, unimportant, and insignificant, with a lack of variety employed in teaching methods. Hence, they need to choose the specific teaching strategies in the Araling Panlipunan subject to be used in their classrooms to intensify communication and class performance.

**Keywords:** *disposition in araling panlipunan, learning performance, social studies, class performance, teaching strategies*

### Introduction

Social Studies, being named "History" or "Araling Panlipunan" in more basic terms, feeds the curiosity of every individual, resulting in our present generations better in every event. Moreover, effective or successful learning of Social Studies, therefore, leaves a community knowledgeable as to how important Social Studies is as a subject. Students' attitudes create as much of an impact as to whether or not they have captured the concepts of the said subject in every class conducted.

The interest felt by the pupils in the subject is generated by their attitude. If a topic such as Araling Panlipunan is interesting or inviting, it is certain that the students will gain at least enough interest to listen and learned from the lessons. Enclosed in this, the student's disposition is a reason that may be the primary root of the student's interest or boredom in their studies. However, these reasons depend on the type of student being taught.

For decades, Araling Panlipunan has been recognized as being an important vehicle for exploring and imparting concepts and values that are essential for the well-being of society, for understanding the changes that occur, and for transmitting the ideas and beliefs that have become the cornerstones of a democratic society.

Social studies education cannot build a new social order. Still, it can acknowledge the multiple realities of the present one, with its various tensions and discontinuities, and incorporate these realities into curriculum materials and instruction practices to help students understand and cope with them in constructive, humane, and necessarily diverse ways.

The poor attitudes of the students towards the study of Araling Panlipunan in secondary schools is an unsatisfactory state of affairs and an imbalance in the educational sector in particular and the nation's development in general. Araling Panlipunan as a core subject in the junior secondary school level suggests the importance that the government, parents, and students themselves attach to the study. The phenomenon of an increase in students' attitude towards the study of Araling Panlipunan in junior high schools should not be allowed to remain unattended for too long.

An associated concern with the low status of Social Studies is the grade level at which a decline in attitudes toward the subject occurs. It seems the longer students stay at school, the less they like the subject. Research by Kaoru and Thomas (2019) has shown that there exists a significant deterioration in attitude towards social issues among pupils.

The progress from one year to the next: "the negative attitudes toward social studies appear to increase as the grade levels increase". The Moroz (2019) study reported a 23.2% decline in student attitude toward social studies from Year 4 to Year 7. However, the attitude toward other primary school subjects fell by 8.6%.

The literature frequently presents findings showing social studies to be the least-liked subject at both primary and secondary levels of schooling in the United States. Haladyna and Thomas (2019) found social studies to be the least popular subject studied at the elementary and junior high school level. They also concluded that student antipathy toward social studies was not directly correlated to their antipathy toward school in general. The research teams of Shaver, Davis, Helbum, and Shug (2018). They concluded that a majority of pupils found social studies to be uninteresting, unimportant, and insignificant, with a lack of variety employed in teaching methods. In 1985, Shaughnessy and Haladyna found out that most students surveyed indicated that social studies was boring and

irrelevant, doing little to inspire student interest.

To breathe new life into Social Studies, educators are turning to innovative means of intervention. They are hoping these new strategies will help them with the many challenges they now face in the classroom, such as rapidly changing demographics, varying cognitive abilities, and increasing cultural diversity. History and geography appear to cry out for collaborative, experimental, student-centered cognitive approaches" (Zemelman, Daniels & Hyde, 1993, p. 6).

Considering the importance and priority given to social studies by the writers and educators in the field, one wonders whether this opinion is shared by the teachers and students who are in the classroom. It appears from the literature that this is not necessarily the case. The low status given to social studies was first identified by Jersild (2019). Still, since then, several writers and researchers have addressed the question and have noted further the low status of social studies, or the low level of importance given to it. According to Fraser (2019), some evidence to suggest that things are not well with respect to the attitudes that students portray toward social studies.

Araling Panlipunan is one of the most useful and important subjects taught in school. It has existed since the beginning of time, as people of certain ancient civilizations have made use of studying and taking into account the events of the past to help keep them on track and move forward through different innovations. History serves as the base to promote and prosper a better way of living. One example is the pyramids of Egypt. As historians study the Egyptians' past, culture, and techniques in creating such an indestructible structure of the pyramid, they have proven the great importance contributed by history through similar infrastructures we see today, which adopt the way the pyramids were built.

The researchers came up with the idea of conducting the present study because of the fact that the majority of the pupils are less interested in studying the Araling Panlipunan subject. In this regard, the researchers thought of conducting the study to determine the Grade 4,5 and 6 pupils' disposition towards the Araling Panlipunan subject at Binubongan Elementary School, Malamang Opol, Division of Misamis Oriental, School Year 2024-2025.

### Research Questions

This study determined the impact of the disposition of Grade 4,5 and 6 pupils' learning performance towards Araling Panlipunan in Binubongan Elementary School, Malamang Opol, Division of Misamis Oriental, School Year 2024-2025. Specifically, it sought to answer the following questions:

1. To what extent do the respondents' disposition towards Araling Panlipunan serve as the causal model of students' learning performance?
2. What is the learning performance of the respondents in the following categories:
  - 1.1. outstanding;
  - 1.2. very satisfactory;
  - 1.3. satisfactory;
  - 1.4. fairly satisfactory;
  - 1.5. did not meet expectations?
3. Do the respondents' learning performance associate with their disposition towards Araling Panlipunan?

### Literature Review

#### *Disposition Towards Araling Panlipuna, Learning Performance*

The government, led by the President of the Philippines and his Department of Education Secretary, is trying to connect education from pre-school to post-secondary, because of the stiffer economic competition, and is worried about the skills of the future workforce, so that more students are prepared for further study and work.

The Program of Philippine Education, as part of President Benigno 'noynoy' Aquino's Educational Reform Program, was the institution of the K-12 Educational Plan. From his 10-point educational agenda, he cited that a 12-year Basic Education Cycle will expand the basic education cycle, from a 10-year cycle to a globally Comparable 12 years, for our public School children. At present, those who can afford basic education get into the best Universities and the best jobs after graduation, with universal pre-schooling for all public schools. Children will have pre-school as their Introduction to formal schooling by 2016, and we will make this available to all Children regardless of income.

The Administration believes that adding more years to basic education in the Philippines could help solve the problems of unemployment, keep up with global standards, and help Filipino students have more time to choose the career that best suits their skills. From the issue of De Guzman (2020) entitled "Restructured Basic Education Curriculum", it states that whether in high school or in the elementary level, the curriculum must be balanced, articulate, sequential, integrative, and continuous. Restructured Basic Education Curriculum, which led to restructuring the learning areas, integration of values education and related skills within the learning areas, greater emphasis on the learning areas, and integrative strategies in teaching, increased time task allocation in major learning areas such as English, Math, Science, Filipino, and Makabayan.

In DLSZ, High School Social Studies is taught in English across levels, while the NAT AP, focusing on economics, is tested in Filipino. This is where a mismatch was observed, based on the School Year 2012-2013 NAT results. We assumed that our fourth-year high school students obtained an average mean percentage score (MPS) in AP because of the use of a different language; in fact, the students were not exposed to learning Economics in Filipino, and they did not do very well in the exam compared to other Muntinlupa Schools. Since exposure is vital to language learning, mastery of the language that our students did not attain

As mentioned by Meinardus (2018), entitled "Our students: the family level Factors," it is noted that only some of the internal and external environments affect the quality of education we deliver. He also said that we should not forget the economic situation in our country, the income that sustains the family, the family structure in itself, and many others. Experts agree that the educational condition attributed to the family is beyond all doubt or discussion, as there is an ever-increasing awareness of the importance of the parents' role in the progress and educational development of their children. Researchers consider the family background to be the most important factor in determining the academic performance attained by the learners.

The problem for social studies in schools in the United States, according to Shaughnessy and Haladyna (2019), is that "social studies is the least stimulating and least liked subject." Borton (2020) presented findings which showed that social studies was the least liked subject of students from grades two to nine.

The issue of pupils' perception of social studies is important currently in Western Australia, as a new Curriculum Framework is being implemented in all schools. Social studies in Western Australian secondary schools has had a dynamic history. In the early 1970s, it was recognized as a core secondary school subject, and by the late 1970s, a new curriculum was developed. This was implemented in schools in 1981 as the Social Studies K-10 Syllabus, which was, for the first time, conceptually based, multi-disciplinary, and which emphasized a child-centered, active learning, inquiry approach with a strong focus on the study of values and social interaction with skills. The change meant social studies lost its core status, and the sequential development of skills disappeared.

Given the scarcity of research into the status of social studies in Australian secondary schools and, in particular, in Western Australian secondary schools, the focus of this case study was to ascertain how Year 9 students perceived the subject in one metropolitan Government high school in Western Australia. A second aim was to identify the factors that contributed to these attitudes. Gender difference in attitudes was a major focus of the research.

Tamakloe (2019) stipulates that Social Studies deals with man in relation to his environment. He explains that there seems to be no agreement among Social Studies educators on what Social Studies is; Social Studies is the study of man in society. The objective and scope of Social Studies centers around man's existence in his social and physical environment. It deals with the many factors or influences that bear on man's existence. Social Studies looks at man as an island to himself.

On the contrary, it looks at how man lives in cooperation with others since his existence depends on the pooling of resources and knowledge from many individuals; in other words, it includes the study of individuals and groups of people and how they relate to one another. In so doing, emphasis is placed on individual qualities like critical thinking, obedience, honesty, patriotism, etc.

According to the International Encyclopedia of Education (1985), an attitude is an emotional reaction towards a person or thing. It is a personal response to an object, developed through experience, which can be characterized as favorable or unfavorable. Also, the International Dictionary of the Encyclopedia of Education (2020) defines attitude as predisposing to perceive, feel, or behave toward a specific object or certain people in a particular manner. Attitudes are thought to be derived from experience, rather than innate characteristics, which suggests that they can be modified.

According to a study by the National Council for Social Studies (2019), students show less interest in studying social studies because they perceive the subject as being easy and therefore do not see the need to study it, and also pay little critical attention to it. This shows that students have negative perceptions towards the study of social studies, and as such, they pay little attention to it.

A study conducted by Fouts (1990) on the perceptions of students towards social studies showed that girls perceived social studies in a less favorable manner than boys. The girls surveyed saw social studies as less important and less attractive than the boys who were surveyed. However, girls like social studies more than boys when they have a female teacher. This implies that gender also determines whether students will have a negative or positive perception of social studies.

Siler (2019) found that possessing knowledge of the subject is important, but knowledge is not enough to spark students' curiosity. Senior high, technical, and vocational school students expressed their concern regarding teaching methodology in social studies and how boring it is when the teacher uses the lecture method without involving the students in the teaching and learning process, and they have little knowledge about it. This implies that students will not pay attention in the social studies class when the teacher does the talking alone and allows no contribution from students, just because he knows better than the students.

Gleitman (2019) also believes that every attitude is a combination of beliefs, feelings, evaluations, and predisposing to act accordingly. He cites examples such as the legalization of marijuana. He opened that the people who differ in attitudes towards teaching and learning of subjects at the secondary school level will probably have different beliefs on the topic and evaluate it differently. These differences, he states, will also make them more likely to take some actions rather than others. For example, to have a favorable or an unfavorable attitude towards the teaching and learning of the subject in question.

Jahoda and Warren (2020) commented that there are problems in trying to define the concept of attitude (p. 6); however, various writers have attempted to do so. One of the widely accepted definitions of attitude was offered by Allport, who said that an attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual response to all objects and situations.

Rokeach defined attitude in terms of beliefs. He said: An attitude is an organization of several beliefs focused on a specific object (physical or social, concrete, or abstract) or situation, predisposing one to respond in some preferential manner. Some of these beliefs about an object or situation concern matters of fact, and others concern matters of evaluation. An attitude is thus a package of beliefs consisting of interconnected assertions to the effect that certain things about a specific object or situation are true or false, and other things about it are desirable or undesirable.

## Methodology

### Research Design

This study used the descriptive research method. It was considered the most appropriate in gathering information needed for evaluation and analyzing the importance of related factors on Grade 8 students' Araling Panlipunan achievement. The researcher also uses a questionnaire as the main data-gathering instrument. The researcher used the design to investigate the relationships between students' academic achievement and their disposition toward Araling Panlipunan.

### Respondents

This study involved the ninety-six (96) Grade 4.5 and 6 pupils of Binubongan Elementary School, Malanang Opol, Division of Misamis Oriental, School Year 2024-2025. The respondents were taken from the last 3 sections of Grade 9 who were under the researcher in the Araling Panlipunan subject. The sample respondents were taken purposively for the convenience of the researcher's accessibility and proximity. These students came from the various barangays of Cagayan de Oro City, which are nearer to the said school.

### Instrument

This study adopted the research of Perez (2013) on the "Level of Effectiveness of Social Studies Teachers in Araling Panlipunan to second-year students. The instrument consists of two parts. Part 1 has a 10-item questionnaire on the students' disposition, which is considered the causal model of learning performance. Part II inquires into the learning performance of the Grade 9 students as indicated in the general average of Araling Panlipunan, school year 2024-2025. The researcher makes some slight revisions to the instrument. The Likert Scale and Scores are labeled as 1- Strongly Disagree, 2- Disagree, 3- Agree, 4- Strongly Agree.

### Procedure

Before the administration of the questionnaire, the researcher sent a letter of request to the Schools Division Superintendent of Misamis Oriental. Another letter is prepared for the principal of N Binubongan Elementary School, Malanang Opol, Division of Misamis Oriental, for setting a schedule and asking permission to administer the researcher's questionnaire for a period of 60 minutes. A survey questionnaire was used to gather data needed for this study.

### Data Analysis

To get the analysis and interpretation of data, the following statistical measures are employed:

Descriptive statistics, such as mean and standard deviation, were used for problem 1. Frequency and percentage were utilized for the students' profiles on learning performance for problem 2. Pearson Product-Moment Correlation was used to measure the association between the respondents' disposition towards Araling Panlipunan and the students' learning performance.

### Ethical Considerations

For respondents' protection, their personal information was kept confidential, and their consent to the study was obtained. The researcher sought approval for ethical considerations from the authorized committee before conducting the survey.

## Results and Discussion

This section deals with the presentation, analysis, and interpretation of data regarding the problems and hypotheses in Section 1. It aimed specifically to present and answer the following questions:

*To what extent do the respondents' disposition towards Araling Panlipunan serve as the causal model of students' learning performance?*

It can be gleaned that the students disagree on the negative disposition towards Araling Panlipunan, based on the overall mean of 2.27. It implied that they disagree that Araling Panlipunan is boring (mean:2.10), an easy subject (mean: 2.08); and the lowest grade they received is the Araling Panlipunan (mean:1.90). Likewise, they strongly disagree that the teachers teaching the subject are boring (mean: 1.55); and the topic is uninteresting and unimportant (mean: 1.60). However, they agree that Araling Panlipunan is their



favourite subject (mean: 2.64); the subject is the most interesting (mean: 2.58); textbooks are always interesting (mean: 2.73); and they enjoy the activities in Araling Panlipunan (mean: 3.14).

Table 1. Mean Distribution of the Pupils' Attitudes Towards Araling Panlipunan

Indicators	Mean	SD	Verbal Description
My favourite subject in school is Araling Panlipunan.	2.64	.502	Agree
The most interesting subject in school is Araling Panlipunan.	2.58	.536	Agree
The highest marks that I receive in school are in Araling Panlipunan	2.41	.749	Disagree
Araling Panlipunan textbooks are always interesting.	2.73	.602	Agree
I enjoy the activities we do in Ar	3.14	.615	Agree
The Araling Panlipunan subject is not interesting, I found it boring.	2.10	.656	Disagree
Teachers teaching Araling Panlipunan are boring, weak, and un knowledgeable.	1.55	.662	Strongly Disagree
The lowest grade I received in school is Araling Panlipunan.	1.90	.650	Disagree
I found Araling Panlipunan insignificant, uninterested, and unimportant.	1.60	.717	Strongly Disagree
Araling Panlipunan is easy but not interesting.	2.08	.829	Disagree
Overall	2.27	.652	Disagree

Description: 3.25–4.00, Strongly Agree; 2.50–3.24, Agree; 1.75–2.49, Disagree; 1.00–1.74, Strongly Disagree.

According to various research, for more than fifty years, the status of Araling Panlipunan or Social Studies has reported negatively. Literature has been replete with research papers and studies documenting the poor state of the subject in schools. Unfortunately, attitudinal studies have been scarce, and for this reason, it is imperative that more research is undertaken. However, the few studies that have been conducted in Australia have produced results that generally confirm and contradict aspects of the findings from other parts of the world (Moroz, 2020).

The literature frequently presents findings showing Social Studies to be the least-liked subject at both primary and secondary levels of schooling in the United States. Haladyna and Thomas (2019) found social studies to be the least popular subject studied at the elementary and junior high school level. They also concluded that student antipathy toward social studies was not directly correlated to their antipathy toward school in general. Some researchers concluded that a majority of students found social studies to be uninteresting, unimportant, and insignificant, with a lack of variety employed in teaching methods. In 1985, Shaughnessy and Haladyna found out that most students surveyed indicated that social studies was boring and irrelevant, doing little to inspire student interest.

Further, an associated concern with the low status of Social Studies is the grade level at which a decline in attitudes toward the subject occurs. It seems the longer students stay at school, the less they like the subject. Research by Moroz (2020) has shown that there exists a significant deterioration in attitude towards social skills as a student.

**What is the learning performance of the respondents in the following categories: outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectations?**

Table 2. Frequency Distribution of the Students' Learning Performance

Learning performance	Frequency	Percentage
Outstanding	23	24%
Very Satisfactory	45	47%
Satisfactory	24	25%
Fairly Satisfactory	4	4%
Did Not meet Expectation	0	0
Total	96	100

The table above clearly shows a positive result of the students' learning performance in Araling Panlipunan. Hence, there were 23 or 24% who obtained an outstanding academic performance (90-100%), and 45 or 47% for very satisfactory grades ( 85-89%). However, 24 Or 25% who got satisfactory grades (80-84%), and very few (4%) got fairly satisfactory grades (75-79%). Thus, no one failed in the Araling Panlipunan subject.

In relation, MacDonald (2020) describes attitude as a predisposition to act in a positive or negative way towards persons, objects, ideas, and events. Several studies conducted on students' attitudes, a few of which Kratz (2019) and Sweeney (2019) have shown, show that attitudes are important factors in the learning process as well as in academic performance. Learning Araling Panlipunan brings the student into contact with content, goals, classroom environment, and teachers. His disposition towards the above reveals a positive or negative attitude.

Similarly, research on the attitudes of students held towards Social Studies has been both wide and varied throughout the world; however, apart from research by Fraser (1981) and Print (1990), very little insight has been given to the status of the subject in Australian schools until Moroz's study in 2020. The Moroz study investigates the attitudes of middle and upper Government primary school students to the learning environment in Perth Metropolitan schools and in 1996 in rural schools. He found that in a list of thirteen subjects, social studies, according to students, was perceived as important in providing necessary skills and knowledge towards the development of their academic performance; however, they became more negative about it as they progressed from year 4 to year 7.

By year 7, students held negative attitudes about the learning area. The low status of social studies was attributed to the way it was delivered and the 'uninteresting and irrelevant topics' (Moroz, 2020).

### ***Do the respondents' learning performance associate with their disposition towards Araling Panlipunan?***

Table 3 shows the data distribution in the interplay between the dependent and independent variables of the study.

Table 3. *Statistical Result Showing the Interplay between the Students' learning Performance and their Attitude Towards Araling Panlipunan*

<i>Students' Profile on</i>	<i>Students' Learning Performance</i>			
	<i>(r)</i>	<i>Sig. (2-tailed)</i>	<i>Interpretation</i>	<i>Decision on Hol</i>
Attitude Towards Araling Panlipunan	.142	.169	Denotes Negligible Correlation	Accepted

The table above shows no correlation between the students' learning performance and their attitude towards Araling panlipunan. In detail, the students' attitudes towards the subject do not influence their learning performance, as shown in the computed value of .142 which denotes a negligible correlation. Thus, the null hypothesis was rejected.

According to a study by the National Council for Social Studies (2019), students show less interest in studying social studies because they perceive the subject as being easy and therefore do not see the need to study it, and also pay less critical attention to it. This shows that students have negative perceptions towards the study of Social Studies, and as such, they pay little attention to it. Further, a study conducted by Fouts (2018) on the perceptions of students towards social studies showed that girls perceived social studies in a less favorable manner than boys. The girls surveyed saw social studies as less important and less attractive than the boys who were surveyed. However, girls like Social Studies more than boys when they have a female teacher. This implies that gender also determines whether students will have a negative or positive perception of social studies.

In addition, Siler (2018) found that possessing knowledge of the subject is important, but knowledge is not enough to spark students' curiosity. Senior high, technical, and vocational school students expressed their concern regarding teaching methodology in social studies, and how boring it is when the teacher uses the lecture method without involving the students in the teaching and learning process, and has little knowledge about it. This implies that students will not pay attention in the Social studies class when the teacher does the talking alone and allows no contribution from students, just because he knows better than the students.

## **Conclusions**

From the findings of the study, the following conclusions were drawn:

Having positive attitudes towards Araling Panlipunan, the pupils will be able to understand their own society as well as others. By understanding the relationship between the past and present, students will be equipped to deal with problems that might arise in the future. Students will understand chronological thinking and connections between causes and effects, and between continuity and change. Further, some students show less interest in studying social studies because they perceive the subject as being easy and therefore do not see the need to study it, and also pay little attention to it. This shows that students have negative perceptions towards the study of social studies, and as such, they pay little attention to it.

Moreover, this study proved that student respondents' antipathy toward social studies was directly correlated to their antipathy toward school in general. Hence, the majority obtained a higher learning performance in Social Studies. On the contrary, in various research, the majority of students found social studies to be uninteresting, unimportant, and insignificant, with a lack of variety employed in teaching methods. Apparently, the curriculum in Araling Panlipunan in high school is focused on developing skills and values inherent in the disciplines of History and Economics. History enables students to see how people in other times and places have dealt with the fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by the ideas and actions of individuals.

The study of Economics is geared towards understanding the basic economic principles that support the market economy and different financial systems. Through this, the students will learn how to make wise economic decisions about their own lives and become intelligent consumers, employers, and workers. A solid grounding in economics will help students prepare for the global marketplace and the complex world of the future.

Considering that the Independent variable has no significant relationship to their academic performance, the following recommendations are still indispensable and recommended:

The DepEd Administrators. They may conduct more relevant seminars on teaching methodology in the Araling Panlipunan subject. This will help the teachers to be more effective and efficient in teaching their students. Teachers may need to choose design classroom strategies that are student-friendly to address the needs of those students whose tolerance of disposition is low. They should select the specific teaching strategies in the Araling Panlipunan subject to be used in their classrooms to intensify communication and class performance that emphasize different activities that require students to develop their communication, reasoning skills, and share the real information that they obtained from the topics that are being discussed. For the Parents, they must be fully aware of their children's

academic performance in Araling Panlipunan. They must monitor their attitudes and interest in the said subject. Thus, monitoring and constant guidance are necessary in bringing up their children in the right direction in life. Future Researchers are advised to replicate the said study in a wider scope of research environment and a greater number of respondents.

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### **Affiliations and Corresponding Information**

**Diana Rose P. Bato-Ampo**

Binubongan Elementary School

Department of Education – Philippines

 [dianarose.peligro@deped.gov.ph](mailto:dianarose.peligro@deped.gov.ph)