

# **ACADEMIC MOTIVATION LEVEL AND ATTITUDE TOWARDS SOCIAL STUDIES AMONG PUBLIC SCHOOL SECONDARY STUDENTS IN ZAMBOANGA SIBUGAY PHILIPPINES**

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## **ABSTRACT**

In a Social Studies, students' academic motivation and attitudes will be useful to their academic progress. If a student is enthusiastic about a subject, he or she will do better in class and learn faster. There have been a lot of studies that have looked into students' academic motivation and attitudes toward social studies, but there does not appear to be any study that focuses on the learners themselves. This quantitative study aims to determine the level of academic motivation as well as the attitude toward social studies of 458 secondary students from public schools using the Academic Motivation Scale High School Version and Secondary Students Attitudes Towards Social Studies Scale. It also looked at whether there was a significant difference in academic motivation and attitude toward social studies when respondents were sorted by gender. Finally, it investigates the link between academic motivation and attitude towards social studies. Students are found to be "highly motivated" in terms of academic motivation and have a "positive attitude" toward social studies, according to the findings. Furthermore, when respondents were divided into gender groups, no significant differences in academic motivation and attitude toward social studies were found. Finally, academic motivation and attitude toward social studies show a significant favorable relationship.

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## INTRODUCTION

The term "motivation" comes from the Latin word "movere," which means "mental state leading to the desired objective".<sup>1</sup> Individual desires, needs, interests, and impulses are all parts of the motivation concept.<sup>2</sup> In education, motivation is very influential in students' learning because it helps them boost their self-esteem.<sup>3</sup> These are some of the most common motivation definitions. Nevertheless, academic motivation refers to the driving force that motivates a person to take action to accomplish an academic objective.<sup>4</sup>

Academic motivation is a crucial topic in education since it results in motivating outcomes.<sup>5</sup> Academic motivation, according to experts, is a more precise idea that encompasses students' skills to think and learn creatively, as well as the giving of incentives for going to school and completing the tasks. Students will be more motivated and perform better if their expectations are met.<sup>6</sup> Students' motivation will be boosted if you can pique their interest and assure their desire to take the course and complete it.<sup>7</sup> Academic motivation may be described in this context as students' willingness to achieve certain academic goals.<sup>8</sup> Students that are highly motivated academically are more receptive to learning and have a greater interest in the subject.<sup>9</sup>

Children that are academically driven are more likely to respect education and school, like studying, and participate in learning-related activities,

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<sup>1</sup> . Selen, U. (2016). *Evaluation of awareness and opinions overview of employees to internal*. Doctoral Thesis, Namık Kemal University, Tekirdağ.

<sup>2</sup> Akman, H. (2011). The diversification of gender and organizational statute in internal and external motivations: The research on the engineers and the technicians in Türk Telekomünikasyon A.Ş. Non-thesis master project, Süleyman Demirel University, Isparta.

<sup>3</sup> Koyuncuoglu, Ö. (2021). An Investigation of Academic Motivation and Career Decidedness among University Students. *International Journal of Research in Education and Science*, 7(1), 125-130.

<sup>4</sup> Gömleksiz, M. N., & Serhatlıoğlu, B. (2013). Prospective teachers' perceptions of academic motivation levels. *The Journal of Turkish Social Research*, 17(3), 103.

<sup>5</sup> Sivrikaya, A. H. (2019). The Relationship between Academic Motivation and Academic Achievement of the Students. *Asian Journal of Education and Training*, 5(2), 310. doi:10.20448/journal.522.2019.52

<sup>6</sup> Vatansever Bayraktar, H. (2015). Student motivation in classroom management and factors that affect motivation. *Turkish Studies*, 10(3), 1079-1090. doi:http://dx.doi.org/10.7827/TurkishStudies.7788

<sup>7</sup> Altun, F., & Yazıcı, H. (2010). *Öğrencilerin okul motivasyonunu yordayan bazı değişkenler*. An oral presentation of International Conference on New Trends in Education and Their Implications, Antalya.

<sup>8</sup> Wilkesman, U., Fischer, H., & Virgillito, A. (2012). *Academic motivation of students-the German case*. Technische Universität, Dortmund.

<sup>9</sup> Faiz, M. & Karasu Avcı, E. (2020). Academic Motivation Levels of Secondary School Students and Their Attitudes towards a Social Studies Course. *Review of International Geographical Education*, 10(2), 157-160. doi:10.33403/rigeo.693769

according to research.<sup>10</sup> The explanation, according to the findings, is that as the likelihood of academic postponement grows, so does the likelihood of academic motivation.<sup>11</sup> Lack of motivation has been identified as a leading cause of underachievement in studies.<sup>12</sup>

When an adequate learning environment is given, it is thought that an individual's degree of learning will rise. This condition, however, does not apply to every kid in the same manner. Students aren't always eager to study. This demonstrates the importance of emotional processes in learning.<sup>13</sup> Understanding the value of learning, as well as a drive to research and learn, are all affected by the mindset of the learner.<sup>14</sup> At this stage, it is suitable to describe "attitude" as a notion that is influential on the achievement of students.

An attitude is a combination of good or negative feelings toward anything. A good attitude enhances the chance of behavior towards a particular object whereas a negative attitude decreases the likelihood of behavior.<sup>15</sup> Attitudes include the person's perceptions, his feelings, and his behavior on a subject.<sup>16</sup> The goal of Social Studies classes is for students to develop good attitudes toward socially acceptable behaviors.<sup>17</sup> Furthermore, people's attitudes influence their views on the environment and their interests. Consequently, all of these elements play an important influence on academic success.<sup>18</sup>

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<sup>10</sup> Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, 53(1), 109-111. doi:100901.135153

<sup>11</sup> Klassen, R.M., Krawchuk, L.L., & Rajani, S. (2007). Academic procrastination of undergraduates' low self-efficacy to self-regulate predicts higher levels of procrastination. *Contemporary Educational Psychology*, 33, 915-920.

<sup>12</sup> Scheel, M., Madabhushi, S., & Backhaus, A. (2009). The Academic Motivation of At-Risk Students in a Counseling Prevention Program. *The Counseling Psychologist*, 37, 1147-1155. Retrieved from <https://doi.org/10.1177/0011000009338495>

<sup>13</sup> Faiz, M. & Karasu Avcı, E. (2020). Academic Motivation Levels of Secondary School Students and Their Attitudes towards a Social Studies Course. *Review of International Geographical Education*, 10(2), 157-160. doi:10.33403/rigeo.693769

<sup>14</sup> Akpınar, M. (2006). *The effects of students' Attitudes towards physics courses on students' Academic accomplishment in physics courses*. Unpublished master's thesis, Gazi University, Ankara.

<sup>15</sup> Şener, N. (2021). The Relationship Between Primary School Students' Social Skills and Attitudes towards Social Studies Course and Their Academic Achievement. *Education Quarterly Reviews*, 4, 600-602. doi: 10.31014/aior.1993.04.02.305

<sup>16</sup> İnceoğlu, M. (2011). *Tutum algı iletişim*. Ankara: Siyasal Kitabevi.

<sup>17</sup> Coşkun, K. (2019). Temel eğitimde sosyal bilgiler öğretimi sosyal bilgiler dersinde duyuşsal öğrenmelerin yeri ve önemi. In C. Kara (Ed.), *Sosyal bilgilerin temelleri içinde* (pp. 35-40). Ankara: Pegem Akademi Yayıncılık.

<sup>18</sup> Şener, N. (2021). The Relationship Between Primary School Students' Social Skills and Attitudes towards Social Studies Course and Their Academic Achievement. *Education Quarterly Reviews*, 4, 600-602. doi: 10.31014/aior.1993.04.02.305

Educators believe that one's attitude affects one's ability to learn and teach.<sup>19</sup> When it comes to building learning environments, attitudes are crucial. Students' interests and attitudes toward the course are the most important factors in their success in the course. Several elements, such as the classroom atmosphere or how the teacher supports learning, might influence students' attitudes regarding the course. If these elements are taken into account, and the teacher uses different techniques with students of varying abilities, students' attitudes about the course will improve, and academic motivation will increase.<sup>20</sup>

Students' good academic motivation and attitudes will have a beneficial impact on their academic success in a Social Studies course. For secondary school students<sup>21</sup>, believe it is critical to investigate the link between motivation and attitude. If a student's enthusiasm for a topic is great, he or she will do better in class and learn more quickly. As a result, it is indeed crucial to determine students' academic motivation as well as their attitude towards Social Studies.<sup>22</sup>

Some studies look at the link between students' views about social studies classes and their academic success in elementary school.<sup>23</sup> Other research looked at the link between students' learning methods and their views about social studies classes.<sup>24</sup> There are no studies in the relevant literature that look at the relationship between academic motivation and attitudes toward social studies among public school secondary students.

This investigation's goal is to discover if there is a relationship between secondary school students' motivation and attitudes toward social studies in public schools. The current study is considered to make a literature contribution in this context. The following are the research questions: 1) What is the level of academic motivation among secondary school students in public schools?; 2) Is there a significant difference in academic motivation between male and female

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<sup>19</sup> Öztürk, Ö., & Kalyoncu, N. (2014). Development of an attitude scale towards sixth-grade music lesson. *The Journal of Academic Social Science Studies*, 25(1), 235-240. Retrieved from <http://dx.doi.org/10.9761/JASSS2197>

<sup>20</sup> Faiz, M. & Karasu Avcı, E. (2020). Academic Motivation Levels of Secondary School Students and Their Attitudes towards a Social Studies Course. *Review of International Geographical Education*, 10(2), 157-160. doi:10.33403/rigeo.693769

<sup>21</sup> Fidan, M., & Altay, E. (2017). Relationships between the profiles of middle school students' attitudes towards Turkish course and motivations for education. *Hacettepe University Journal of Education*, 32(2), 480-485. doi:10.16986/HUJE.2017024892

<sup>22</sup> Faiz, M. & Karasu Avcı, E. (2020). Academic Motivation Levels of Secondary School Students and Their Attitudes towards a Social Studies Course. *Review of International Geographical Education*, 10(2), 157-160. doi:10.33403/rigeo.693769

<sup>23</sup> Ilgaz, S. (2018). An Examination of Fifth Grade Students' Attitudes Towards Social Studies Course in Terms of Severable Variables. *Journal of Education and Learning*, 7, 154. doi:10.5539/jel.v7n4p154

<sup>24</sup> Çalışkan, H., & Kılınç, G. (2012). The Relationship Between the Learning Styles of Students and Their Attitudes Towards Social Studies Course. *Procedia - Social and Behavioral Sciences*, 55, 48-49. doi:10.1016/j.sbspro.2012.09.476

respondents?; 3) What are secondary school students' attitudes on Social Studies?; 4) Is there a significant difference in attitude towards social studies between male and female respondents?; 5) Is there a significant relationship between students' academic motivation and their attitudes on Social Studies in secondary public schools?

## Methods

A quantitative research design was used in this study. The process of gathering, organizing, and describing data from the survey is referred to as survey design<sup>25</sup>. To achieve a generalizable conclusion, a large portion of the available population must be examined. To find responses to the stated research questions, a questionnaire was given to a group of secondary students in public schools. The overall sample size for this study was 458 secondary students from public schools. In terms of gender, females outnumber males (55.2% or 253). The respondents' ages vary from 13 to 23, with a mean age of 16.55 (SD= 1.79).

Two research instruments were used to measure the respondents' academic motivation level and attitude toward social studies. Vallerand et. al. (1989) developed the first instrument, the Academic Motivation Scale (AMS) High School Version, which Yurt & Bozer modified<sup>26</sup>. With a Cronbach's alpha value of 0.90, the items were distributed throughout its seven subscales. The items in the data gathering instrument were rated from (1= does not correspond at all) to (7= corresponds exactly). The amotivation subscale's items (5, 12, 19, and 26) were reversed coded since they were negative assertions.

## RESULTS AND DISCUSSION

### Learners' Level of Academic Motivation

The responses on the Academic Motivation Scale were exported and uploaded to SPSS to handle the data set, which was statistically quantified using descriptive statistics, specifically mean and standard deviation, to determine respondents' academic motivation levels. The results of the analysis are presented in the table below:

Table 1.0 Respondents' Overall Academic Motivation Level

| Subscales                                    | N   | Mean  | SD    | Verbal Interpretation |
|----------------------------------------------|-----|-------|-------|-----------------------|
| Intrinsic motivation for learning (IML)      | 458 | 5.373 | 1.077 | High                  |
| Intrinsic motivation to achieve goals (IMAG) | 458 | 5.536 | 1.004 | High                  |
| Intrinsic motivation to be stimulated (IMS)  | 458 | 5.563 | 0.970 | High                  |

<sup>25</sup> King, W. R., & He, J. (2005). Understanding the role and methods of meta-analysis in IS research. *Communications of the Association for Information Systems*, 16, 665-675

<sup>26</sup> Yurt, E., & Bozer, E. N. (2015). The adaptation of the academic motivation scale for Turkish context. *Gaziantep, University Journal of Social Sciences*, 14(3), 669-685.

|                                          |     |       |       |      |
|------------------------------------------|-----|-------|-------|------|
| <b>Identified motivation (IDM)</b>       | 458 | 5.602 | 0.969 | High |
| <b>Introjected Motivation (INM)</b>      | 458 | 5.598 | 0.981 | High |
| <b>Extrinsic motivation (EM)</b>         | 458 | 5.592 | 0.996 | High |
| <b>Amotivation (A)</b>                   | 458 | 6.009 | 1.247 | Low  |
| <b>Overall Academic Motivation Level</b> | 458 | 5.61  | 0.680 | High |

(Note: The amotivation subscale's items were reversed coded since they were negative assertions.)

**Scale:** 6.16 – 7.00 (Very High); 5.30 – 6.15 (High); 4.44 – 5.29 (Somehow High); 3.58 – 4.43 (Moderate); 2.72 – 3.57 (Somehow Low); 1.86 – 2.71 (Low); 1.0 – 1.85 (Very Low)

Table 1.0 reveals that respondents are intellectually driven, with a 'high' level of academic motivation ( $M = 5.61$ ,  $SD = 0.68$ ). Sivrikaya's<sup>27</sup> findings on the 'somehow high' level of academic motivation among students at Balikesir University in Turkey are nearly identical to the aforementioned result. The discrepancy can be explained by the fact that Sivrikaya's study sample consisted of 120 students only, whereas this present study included a sample size of 458 students. This supports DePaulo's<sup>28</sup> conclusion that a bigger sample size broadens the range of potential data and creates a more accurate image for analysis

In the study, identified motivation had the highest mean score for academic motivation ( $M = 5.602$ ,  $SD = 0.969$ ). It was noted that students who have a high level of identified motivation are more likely to participate in conduct that benefits them personally and receives personal attention.<sup>29</sup>

According to the statistics, 0.4% or 2 respondents were noted to have a 'very low' academic motivation level, also 0.4% or 2 respondents were recognized as having a 'low' academic motivation level, 57.5% or 263 were discovered to have a 'high' academic motivation level, and 1.0% or 5 were said to have a 'very high' academic motivation level. Clearly, the majority of students (268 or 58.5%) stated that their academic motivation was high to very high. There are varieties of theories as to why students have low or high levels of academic motivation. This online education is one of the reasons why some students struggle academically. Students in online learning are less likely to participate, according to Kyewski and Krämer<sup>30</sup>. According to research

<sup>27</sup> Sivrikaya, A. H. (2019). The Relationship between Academic Motivation and Academic Achievement of the Students. *Asian Journal of Education and Training*, 5(2), 310. doi:10.20448/journal.522.2019.52

<sup>28</sup> DePaulo, P. (2000). Sample size for qualitative research. *Quirks Marketing Research Review*, 1202

<sup>29</sup> Deci, E. L., & Ryan, R. M. (2002). An overview of self-determination theory: Organismic-dialectical perspective. In D. & Ryan, *Handbook of self-determination research* (pp. 3-20). Rochester: NY: The University of Rochester Press

<sup>30</sup> Kyewski, E. & Krämer, N. C. (2018). To gamify or not to gamify? An experimental field study of the influence of badges on motivation, activity, and performance in an online learning course. *Computers & Education*, 118, 25-37

conducted by Meşe and Sevilen<sup>31</sup>, English language learners (EFL) believe that face-to-face education is better for students' motivation than online education owing to external variables such as whether or not they perceive the classroom setting as inspiring.

### Learners' Level of Academic Motivation across IML Subscale

To evaluate the data in Tables 1.1, descriptive statistics were used. The results in each item of the questionnaire, frequencies and corresponding percentages, mean (M), standard deviation (SD), and interpretation to assess students' level of academic motivation in each item for each subscale, are all included in the presentation.

Table 1.1 Respondents Distribution of Responses across IML Subscale

| No.            | 1                                                                                                | 2      | 3      | 4       | 5       | 6       | 7       | M           | SD          | Interp.      |
|----------------|--------------------------------------------------------------------------------------------------|--------|--------|---------|---------|---------|---------|-------------|-------------|--------------|
| 1              | Because I experience pleasure and satisfaction while learning new things.                        |        |        |         |         |         |         |             |             |              |
|                | 6                                                                                                | 11     | 23     | 116     | 83      | 114     | 105     | 5.23        | 1.41        | Somehow High |
|                | (1.3%)                                                                                           | (2.4%) | (5.0%) | (25.3%) | (18.1%) | (24.9%) | (22.9%) |             |             |              |
| 2              | For the pleasure I experience when I discover new things never seen before.                      |        |        |         |         |         |         |             |             |              |
|                | 5                                                                                                | 12     | 15     | 97      | 105     | 113     | 111     | 5.33        | 1.37        | High         |
|                | (1.1%)                                                                                           | (2.6%) | (3.3%) | (21.2%) | (22.9%) | (24.7%) | (24.2%) |             |             |              |
| 3              | For the pleasure that I experience in broadening my knowledge about subjects which appeal to me. |        |        |         |         |         |         |             |             |              |
|                | 5                                                                                                | 8      | 14     | 85      | 116     | 125     | 105     | 5.39        | 1.30        | High         |
|                | (1.1%)                                                                                           | (1.7%) | (3.1%) | (18.6%) | (25.3%) | (27.3%) | (22.9%) |             |             |              |
| 4              | Because my studies allow me to continue to learn about many things that interest me.             |        |        |         |         |         |         |             |             |              |
|                | 2                                                                                                | 10     | 12     | 57      | 141     | 104     | 132     | 5.54        | 1.26        | High         |
|                | (0.4%)                                                                                           | (2.2%) | (2.6%) | (12.4%) | (30.8%) | (22.7%) | (28.8%) |             |             |              |
| <b>OVERALL</b> |                                                                                                  |        |        |         |         |         |         | <b>5.37</b> | <b>1.08</b> | <b>High</b>  |

**Responses' Legend:** 1= Does not correspond at all, 2 or 3= Corresponds a little, 4= Corresponds moderately, 5 or 6= Corresponds a lot, 7= Corresponds exactly

**Scale:** 6.16 – 7.00 (Very High); 5.30 – 6.15 (High); 4.44 – 5.29 (Somehow High); 3.58 – 4.43 (Moderate); 2.72 – 3.57 (Somehow Low); 1.86 – 2.71 (Low); 1.0 – 1.85 (Very Low)

The least positively scored of the four factors is number one, where 25.3% of respondents believe that enjoying pleasure and satisfaction when learning new things moderately correlates to their academic drive. Surprisingly, just two of the 458 respondents believe that their studies have prevented them from continuing to learn about numerous areas that they are interested in.

However, the overall mean is read as "high," implying that students are encouraged to learn more and like trying new things, particularly those that they are most interested in.

### Learners' Level of Academic Motivation across Gender

The data set was processed with inferential and parametric statistics known as T-test for the independent sample to assess whether or not

<sup>31</sup> Mensah, R. (2019). The Attitude of Students Towards the Learning of Social Studies and Their Performance; The Case of Accra Metropolitan Assembly in the Greater Accra Region of Ghana. Thesis. doi: 10.13140/RG.2.2.28042.41924

respondents' level of academic motivation differed by gender. The findings are presented in Table 2.0.

**Table 2.0 Independent Samples T-test for Gender Differences in Academic Motivation Level**

| Dependent Variable | Independent Variable | N          | Mean        | Std. Deviation | Sig. (2-tailed) |
|--------------------|----------------------|------------|-------------|----------------|-----------------|
| IML                | Male                 | 205        | 5.35        | 1.12           | 0.645           |
|                    | Female               | 253        | 5.39        | 1.05           |                 |
| IMAG               | Male                 | 205        | 5.52        | 0.97           | 0.814           |
|                    | Female               | 253        | 5.55        | 1.04           |                 |
| IMS                | Male                 | 205        | 5.56        | 0.93           | 0.972           |
|                    | Female               | 253        | 5.56        | 1.00           |                 |
| IDM                | Male                 | 205        | 5.53        | 0.95           | 0.174           |
|                    | Female               | 253        | 5.66        | 0.98           |                 |
| INM                | Male                 | 205        | 5.67        | 0.91           | 0.181           |
|                    | Female               | 253        | 5.54        | 1.03           |                 |
| EM                 | Male                 | 205        | 5.57        | 0.95           | 0.618           |
|                    | Female               | 253        | 5.61        | 1.03           |                 |
| A                  | Male                 | 205        | 6.03        | 1.15           | 0.751           |
|                    | Female               | 253        | 5.99        | 1.33           |                 |
| <b>Overall</b>     | <b>Male</b>          | <b>205</b> | <b>5.60</b> | <b>0.65</b>    | <b>0.727</b>    |
|                    | <b>Female</b>        | <b>253</b> | <b>5.61</b> | <b>0.71</b>    |                 |

When data is pooled by gender, it was determined that there is no significant difference in the respondents' level of academic motivation ( $p\text{-value (2-tailed)} = 0.727 > 0.05$ ). Males ( $M = 5.60$ ,  $SD = 0.65$ ) and females ( $M = 5.61$ ,  $SD = 0.71$ ) both demonstrate a high level of academic motivation. It should be mentioned that secondary students' academic motivation is unaffected by their gender. As a result of the findings, it is possible to conclude that the learners' gender has no impact on their academic motivation. This finding contradicts Faiz and Karasu Avci's (2020) claim that female students are less motivated than male students.

This result is consistent with the findings of the impartial influence of gender on academic motivation (Cetinkaya, 2019). According to Cetinkaya (2019), who found that among the 527 respondents (319 males and 208 females), gender is not a factor determining contrast on academic motivation ( $p\text{-value [2-tailed]} = 0.428 > 0.05$ ).

### **Learners' Attitude towards Social Studies**

The data set was submitted to analysis using descriptive statistics, especially mean and standard deviation, to determine the respondents' attitudes towards social studies. A scale was developed based on the equal interval concept to evaluate numerical data provided by means, resulting in mean scores. The data analysis and explanation of the calculated mean are shown in Table 3.0.

Table 3.0 Respondents' Overall Attitude towards Social Studies

| Subscales                                       | N          | Mean        | SD           | Verbal Interpretation |
|-------------------------------------------------|------------|-------------|--------------|-----------------------|
| Attitudes toward school (ATS)                   | 458        | 4.31        | 0.579        | Very Positive         |
| Attitudes toward social studies (ATSS)          | 458        | 4.07        | 0.583        | Positive              |
| Value of social studies (VSS)                   | 458        | 4.13        | 0.575        | Positive              |
| Teacher attitudes toward social studies (TATSS) | 458        | 4.14        | 0.584        | Positive              |
| Perceived teacher attitudes to students (PTAS)  | 458        | 4.08        | 0.596        | Positive              |
| Classroom atmosphere (CA)                       | 458        | 4.07        | 0.565        | Positive              |
| Classroom management (CM)                       | 458        | 4.11        | 0.606        | Positive              |
| Self-perception of ability (SA)                 | 458        | 4.07        | 0.610        | Positive              |
| Support from parents for social studies (SPSS)  | 458        | 4.04        | 0.707        | Positive              |
| <b>OVERALL ATTITUDE</b>                         | <b>458</b> | <b>4.11</b> | <b>0.409</b> | <b>Positive</b>       |

**Scale:** 4.2 – 5.00 (Very Positive); 3.4 – 4.19 (Positive); 2.6 – 3.39 (Moderate); 1.8 – 2.59 (Negative); 1.0 – 1.79 (Very Negative)

Table 3.0 demonstrates that secondary students from public schools had a mean score of 4.11, indicating that they have a positive attitude toward social studies. This indicates that the respondents value social studies. The standard deviation is 0.409, indicating that the survey respondents' responses are near the mean. The findings of this research study are similar to those of Ilgaz<sup>32</sup>, who conducted a study on students from Malatya, Yeşilyurt, on their attitudes toward social studies classes. According to Dundar and Rapoport (2014), students' good attitude towards social studies may be categorized into two categories. First, this indicates that these learners are likely to continue to be enthusiastic in social studies in the future. Second, it implies that kids are learning crucial information and abilities for democratic citizenship.

The highest mean score in the survey was for attitudes toward school (M= 4.31, SD= 0.579), indicating a “very positive” attitude. This implies that students' attitudes toward school have an impact on their learning and attitudes toward social studies. It backs up Pintrich's argument, which Mousavi and Badri's cite<sup>33</sup>, that students' views regarding school have a big influence on how they approach learning activities. Students prefer to drop out of school and refuse to attend class if they believe their educational atmosphere is chilly,

<sup>32</sup> Ilgaz, S. (2018). An Examination of Fifth Grade Students' Attitudes Towards Social Studies Course in Terms of Severable Variables. *Journal of Education and Learning*, 7, 154. doi:10.5539/jel.v7n4p154

<sup>33</sup> Mousavi, Frank, Badri, & Imran. (2016). The relationship between metacognitive awareness and academic self-concept, school attitudes and students' social adjustment. *Journal of New Approach in Educational Management*, 7(25), 177-190.

procrastinating, or detrimental to their advancement<sup>34</sup>. Support from parents for social studies had the lowest mean score ( $M = 4.04$ ,  $SD = 0.707$ ), indicating a "positive" attitude. It says that children's learning is highly influenced by their parents' support. It validates the findings of OECD (2012) that parents who are actively involved in their children's education are more likely to encourage them to learn for the sake of learning.

According to a thorough analysis of the data, only one respondent, or 0.2%, claimed to have a "very negative" attitude toward social studies, five respondents, or 1.0%, said to have a "negative" attitude toward social studies, 251 respondents, or 54.8%, revealed to display a "positive" attitude toward social studies, and 186 respondents, or 40.6%, declared to possess a "very positive" attitude toward social studies. It may be deduced from this data that the respondents had a favorable opinion toward social studies in general. It is assumed that the students have grasped the significance of social studies and how they might apply it to their academic and personal life. According to research by Stodolsky et. al.<sup>35</sup>, students are more likely to learn social studies in school than arithmetic. Students benefit from social studies because they gain a better understanding of the world they live in, allowing them to make educated judgments about topics that impact them, especially as they get older (Athlos Academies, 2019).

### Learners' Attitude towards Social Studies

Descriptive statistics was used to examine the data in Tables 3.1 through 3.9. The presentation includes the findings of each questionnaire item, including frequencies and percentages, mean ( $M$ ), standard deviation ( $SD$ ), and interpretation to analyze students' attitudes towards social studies in each item

Table 3.1 Respondents Distribution of Responses across ATS subscale

| No. | 1                                           | 2            | 3             | 4              | 5              | M           | SD           | Interp.              |
|-----|---------------------------------------------|--------------|---------------|----------------|----------------|-------------|--------------|----------------------|
| 1   | I am happy to come to this school.          |              |               |                |                |             |              |                      |
|     | 2<br>(0.4%)                                 | 6<br>(1.3%)  | 34<br>(7.4%)  | 158<br>(34.5%) | 258<br>(56.3%) | 4.45        | 0.727        | Very Positive        |
| 2   | I find social studies subjects interesting. |              |               |                |                |             |              |                      |
|     | 1<br>(0.2%)                                 | 5<br>(1.1%)  | 49<br>(10.7%) | 104<br>(44.5%) | 199<br>(43.4%) | 4.30        | 0.719        | Very Positive        |
| 3   | I like my social studies teacher.           |              |               |                |                |             |              |                      |
|     | 2<br>(0.4%)                                 | 10<br>(2.2%) | 62<br>(13.5%) | 212<br>(46.3%) | 172<br>(37.6%) | 4.18        | 0.778        | Positive             |
|     | <b>OVERALL</b>                              |              |               |                |                | <b>4.31</b> | <b>0.579</b> | <b>Very Positive</b> |

for each subscale.

**Responses' Legend:** 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

<sup>34</sup> Miller, D. G. (2016). The Impact of Formal Extracurricular Activities on Satisfaction and Attitudes-toward-School among At-Risk Adolescents

<sup>35</sup> Miller, D. G. (2016). The Impact of Formal Extracurricular Activities on Satisfaction and Attitudes-toward-School among At-Risk Adolescents.

**Scale:** 4.2 – 5.00 (Very Positive); 3.4 – 4.19 (Positive); 2.6 – 3.39 (Moderate); 1.8 – 2.59 (Negative); 1.0 – 1.79 (Very Negative)

The most rated item among the three items is number one, with more than half of the respondents (56.3%) agreeing, indicating that respondents are enthusiastic about the prospect of attending their institutions. Surprisingly, the mean score is only regarded as "positive" in item 3, while the other two items are interpreted as "very positive." The overall mean score for the ATS subscale is "very positive," implying that students' attitudes toward school have an impact on their learning and attitudes towards social studies. It supports Pintrich's claim<sup>36</sup>, that students' attitudes toward school have a significant impact on how they tackle educational tasks. Item number one and two suggest a very positive attitude, indicating that they like social studies in addition to their love of their school. It contradicts the conclusions of Schug et. al.<sup>37</sup>, who argued that students regarded social studies content dull because it is too far away from their experience, too thorough, or too monotonous.

Table 3.9 Respondents Distribution of Responses across SPSS Subscale

| No.            | 1                                                                  | 2            | 3             | 4              | 5              | M           | SD           | Interp.         |
|----------------|--------------------------------------------------------------------|--------------|---------------|----------------|----------------|-------------|--------------|-----------------|
| 30             | My parents encourage me to do my social studies homework.          |              |               |                |                |             |              |                 |
|                | 4<br>(0.9%)                                                        | 18<br>(3.9%) | 87<br>(19.0%) | 185<br>(40.4%) | 164<br>(35.8%) | 4.06        | 0.884        | Positive        |
| 31             | My parents help me with my social studies homework if I need help. |              |               |                |                |             |              |                 |
|                | 8<br>(1.7%)                                                        | 30<br>(6.6%) | 75<br>(16.4%) | 191<br>(41.7%) | 154<br>(33.6%) | 3.99        | 0.960        | Positive        |
| 32             | My parents encourage me to do my best in social studies.           |              |               |                |                |             |              |                 |
|                | 7<br>(1.5%)                                                        | 11<br>(2.4%) | 80<br>(17.5%) | 204<br>(44.5%) | 156<br>(34.1%) | 4.07        | 0.863        | Positive        |
| <b>OVERALL</b> |                                                                    |              |               |                |                | <b>4.04</b> | <b>0.707</b> | <b>Positive</b> |

**Responses' Legend:** 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

**Scale:** 4.2 – 5.00 (Very Positive); 3.4 – 4.19 (Positive); 2.6 – 3.39 (Moderate); 1.8 – 2.59 (Negative); 1.0 – 1.79 (Very Negative)

The SPSS subscale scores are practically comparable. Students feel that individuals who get parental support develop a favorable attitude toward social studies, as evidenced by a "positive" overall mean score. Parental participation, according to Delgado (2019), aids in improving classroom conduct. Students' self-esteem and classroom dispositions improve as a result of more communication between parents and instructors. Item 31 had the lowest mean score (M= 3.99, SD= 0.960) of the three, but it was nevertheless regarded as

<sup>36</sup> Mousavi, Frank, Badri, & Imran. (2016). The relationship between metacognitive awareness and academic self-concept, school attitudes and students' social adjustment. *Journal of New Approach in Educational Management*, 7(25), 177-190

<sup>37</sup> Schug, M., Todd, R., & Beery, R. (1982). Why Kids Don't Like Social Studies, *Education Quarterly Reviews*, 4, 600-602. doi: 10.31014/aior.1993.04.02.275

"positive," implying that how parents assist their children with social studies homework has a significant influence on their attitude toward social studies.

### **Learners' Attitude towards Social Studies across Gender**

To see if respondents' attitudes toward social studies changed by gender, the data set was analyzed utilizing inferential and parametric statistics known as T-tests for independent samples. Table 4.0 summarizes the findings.

Table 4.0 Independent Samples T-test for Gender Differences in Attitude towards Social Studies

| Dependent Variable | Independent Variable | N          | Mean        | Std. Deviation | Sig. (2-tailed) |
|--------------------|----------------------|------------|-------------|----------------|-----------------|
| ATS                | Male                 | 205        | 4.30        | 0.60           | 0.782           |
|                    | Female               | 253        | 4.32        | 0.56           |                 |
| ATSS               | Male                 | 205        | 4.06        | 0.56           | 0.835           |
|                    | Female               | 253        | 4.07        | 0.60           |                 |
| VSS                | Male                 | 205        | 4.08        | 0.58           | 0.052           |
|                    | Female               | 253        | 4.18        | 0.57           |                 |
| TATSS              | Male                 | 205        | 4.13        | 0.58           | 0.737           |
|                    | Female               | 253        | 4.15        | 0.59           |                 |
| PTAS               | Male                 | 205        | 4.08        | 0.55           | 0.999           |
|                    | Female               | 253        | 4.08        | 0.63           |                 |
| CA                 | Male                 | 205        | 4.04        | 0.55           | 0.331           |
|                    | Female               | 253        | 4.09        | 0.58           |                 |
| CM                 | Male                 | 205        | 4.08        | 0.58           | 0.421           |
|                    | Female               | 253        | 4.13        | 0.63           |                 |
| SA                 | Male                 | 205        | 4.13        | 0.53           | 0.058           |
|                    | Female               | 253        | 4.02        | 0.66           |                 |
| SPSS               | Male                 | 205        | 4.01        | 0.73           | 0.364           |
|                    | Female               | 253        | 4.07        | 0.69           |                 |
| <b>Overall</b>     | <b>Male</b>          | <b>205</b> | <b>4.10</b> | <b>0.36</b>    | <b>0.565</b>    |
|                    | <b>Female</b>        | <b>253</b> | <b>4.12</b> | <b>0.44</b>    |                 |

Gender is not a factor determining differences in the degree of respondents' attitudes toward social studies, according to the study reported in Table 4.0 ( $p\text{-value (2-tailed)} = 0.565 > = 0.05$ ). Furthermore, it is worth noting that respondents in both gender groups had a "positive" attitude towards social studies in general, males ( $M = 4.10$ ,  $SD = 0.36$ ) and females ( $M = 4.12$ ,  $SD = 0.44$ ). As a result, the gender variable had no impact on secondary school students' attitude towards Social Studies. The findings of this study corroborate those of Aliskan and Turan<sup>38</sup>, Ilgaz<sup>39</sup>, Faiz and Karasu Avci<sup>40</sup>, and Ergin<sup>41</sup>.

<sup>38</sup> Turhan, N. S. (2020). Gender Differences in Academic Motivation: A Meta-Analysis. *International Journal of Psychology and Educational Studies*, 7(2), 211-220.

<sup>39</sup> Ilgaz, S. (2018). An Examination of Fifth Grade Students' Attitudes Towards Social Studies Course in Terms of Severable Variables. *Journal of Education and Learning*, 7, 154. doi:10.5539/jel.v7n4p154

However, they contradict those of Tay & Akyürek Tay<sup>42</sup>, who found that female students exhibited higher attitudes.

### **Correlation: Academic Motivation Level and Attitude towards Social Studies**

The data set was handled with the inferential and parametric statistics known as Pearson Product Moment Coefficient (Pearson  $r$ ) to assess whether or not there is a significant relationship between the respondents' academic motivation level and attitude toward social studies. The analysis is shown in Table 5.0.

Table 5.0 Relationship between Academic Motivation Level and Attitude towards Social Studies among Respondents

| Variables                              | p-value | r-value | Interpretation |
|----------------------------------------|---------|---------|----------------|
| <b>Academic Motivation Level</b>       | 0.000   | 0.399** | Significant    |
| <b>Attitude towards Social Studies</b> |         |         |                |

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

According to the data presented in the Table 5.0, there is a significant relationship between academic motivation and attitude toward Social Studies ( $p$ -value = 0.000 <  $\alpha$  = 0.01). It is determined that the two variables have a medium-level positive association ( $r$ -value = 0.399). In other words, as their academic motivation increases, their attitude towards Social Studies improves to a moderate extent. Faiz and Karasu Avcı's findings with 443 secondary students from a northern Turkish city are reflected in this result<sup>43</sup>.

### **Summary of Findings**

The importance of academic motivation and attitude in achieving social studies objectives cannot be overstated. If a student is highly motivated and has a favorable attitude toward the subject, their academic success will improve.

The study looked at secondary school students' academic motivation and attitudes towards social studies. It also looked to see if there was a significant difference in academic motivation and attitude toward social studies when respondents were divided into gender groups. Finally, the study looked at the relationship between academic motivation and attitude towards social studies

<sup>40</sup> Faiz, M. & Karasu Avcı, E. (2020). Academic Motivation Levels of Secondary School Students and Their Attitudes towards a Social Studies Course. *Review of International Geographical Education*, 10(2), 157-160. doi:10.33403/rigeo.693769

<sup>41</sup> Ergin, A. (2006). İlköğretim öğrencilerinin sosyal bilgiler dersine ilişkin tutumları. Unpublished master's thesis, Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Denizli.

<sup>42</sup> Tay, B., & Akyürek Tay, B. (2006). Sosyal bilgiler dersine yönelik tutumun başarıya etkisi. *Gazi Üniversitesi Türk Eğitim Bilimleri Dergisi*, 4(1), 73-84.

<sup>43</sup> Faiz, M. & Karasu Avcı, E. (2020). Academic Motivation Levels of Secondary School Students and Their Attitudes towards a Social Studies Course. *Review of International Geographical Education*, 10(2), 157-160. doi:10.33403/rigeo.693769

among respondents. The study was done at different public secondary schools in Zamboanga Sibugay, Philippines, using a quantitative approach. Academic Motivation Scale and Secondary Students Attitudes toward Social Studies Scale were adapted to answer the research questions. The study's key findings are listed below.

1. Students are reported to be highly motivated ( $M = 5.61$ ,  $SD = 0.680$ ) in terms of academic motivation.
2. When data is pooled by gender, no significant differences in respondents' academic motivation are found ( $p\text{-value (2-tailed)} = 0.727 > 0.05$ ). Academic motivation level is high in both males ( $M = 5.60$ ,  $SD = 0.65$ ) and females ( $M = 5.61$ ,  $SD = 0.71$ ).
3. According to the findings, secondary students have a positive attitude toward social studies ( $M = 4.11$ ,  $SD = 0.409$ ).
4. Gender has no bearing on the degree to which respondents' attitude towards social studies differ ( $p\text{-value (2-tailed)} = 0.565 > 0.05$ ). Furthermore, respondents in both gender groups, males ( $M = 4.10$ ,  $SD = 0.36$ ) and females ( $M = 4.12$ ,  $SD = 0.44$ ), had a "positive" attitude toward social studies in general.
5. Academic motivation and attitude toward Social Studies have a substantial association ( $p\text{-value} = 0.000$   $\alpha = 0.01$ ). The two variables are shown to have a medium-level favorable relationship ( $r\text{-value} = 0.399$ ).

## CONCLUSION

The goal of the study was to find out how academically motivated secondary school students in public schools are, as well as how they feel about social studies. It may be stated that respondents who have a high level of the academic drive are better equipped to adulthood transition and attain vocational and financial success. The gender variable, on the other hand, did not show any significant differences. As a result, it is feasible to conclude that the gender of the students has no impact on their academic motivation.

In terms of students' attitudes toward social studies, it is determined that these students are likely to remain excited about social studies in the future and that they are gaining critical information and skills for democratic citizenship. Gender does not play a role in shaping disparities in respondents' attitudes toward social studies, according to the findings. The gender variable did not affect secondary school learners' attitudes towards Social Studies. Additionally, the respondents' attitude toward school, the teacher's attitude toward social studies and students, classroom climate and administration, students' self-perception of ability, and parental support are all elements that inspire the students to participate in social studies classes.

Academic motivation and attitude toward social studies are significantly related and have a mid-level positive relationship. In other words, as their academic motivation grows, so does their attitude toward Social Studies.

Students' academic progress will increase if they are highly motivated and have a favorable attitude towards the subject. As a result, providing suitable course teachers in schools might help to increase motivation levels.

The study's findings revealed a positive mid-level relationship between academic motivation and attitude towards social studies among secondary students. Other researchers can investigate the relationship between academic motivation and several factors. By repeating the study with other scaling techniques, the research may be further expanded. The study's sample group consisted of 458 secondary school students from public schools, and it was discovered that academic motivation and attitude towards social studies did not differ by gender. By adjusting the sample group, the study may be repeated.

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