

Assessment of Learners' Attitude in Social Sciences and its Correlation to Their Academic Performance

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This study employed a cross-sectional non-experimental and correlational design to gather and analyze the data connected to learners' attitudes in Social Science and their academic performance during the first semester of School Year 2023-2024. A total of 334 students of Isabela State University-San Mariano and Ilagan Campus were selected using purposive and voluntary sampling technique for the study. Data were collected using a questionnaire designed to assess students' attitudes towards their Social Science subject and their corresponding academic performance. The findings revealed that learners have positive attitudes toward their Social Science subject, perceiving it as fun and valuable for everyday life and for broader context. The attitudes presented by the learners show relationship with their academic performance; when students have positive attitudes toward Social Science and grasp their societal importance, they tend to excel academically. The study highlights a strong relationship between positive attitudes and educational outcomes, suggesting that interactive learning activities, real-world applications, and student autonomy can enhance engagement and performance. Educators are recommended to explore ways to consistently involve learners in classroom discussions, activities, and decision-making on engagement levels. Furthermore, learners, they are encouraged to explore subjects from multiple point of views, draw connections between various academic fields, and apply what they have learned to actual situations outside the four corners of the classrooms.

Keywords: Academic Performance, Correlational Study, Engagement and Education, Learners' Attitudes, , Social Science

Introduction

Education has always been said as the key to success, thus, making it one of the most essential components of human development. Education provides people with knowledge and skills needed for both personal and professional development, encouraging critical and analytical thinking, as well as strengthening life-long learning skills. Furthermore, this is a cornerstone of sustainable development; it provides people with information and tools needed to solve global problems and promote sustainable practices. Education is essential for attaining the Sustainable Development Goal (SDG) 4 which emphasizes the importance of education and lifelong learning as important global enablers for sustainable development.

While Social Science is important in the realm of education, the discipline has been regarded to be challenging and boring. This view regarding the discipline is rooted from the misconception that social sciences require a vast amount of information that are needed to be memorized by the learners. Furthermore, learners just attend their classes because they are required to do so, and not because they are genuinely interested to it. Recognizing that problems like these exist offers a chance to improve instructional methods and approaches in social science. It is also vital to address these challenges in order to improve student performance and guarantee that social sciences continue to be key component in promoting critical thinking, cultural awareness, and a better comprehension of societal issues.

Attitudes are psychological concepts that affects people's actions, behaviors, and choices based on their personal experiences, and judgements (Estacio, & Cabrera, 2018). This typically entail the development a positive or negative opinions about a person, things, or events. Furthermore, Harmon-Jones and Mills (2019) emphasized that different beliefs can cause people to change their attitudes. This supports the common knowledge that you become the same with the people around you; you are surrounded with people showing positive attitudes, and you will show the same too, and this goes the other way around.

According to Rosfiani et al. (2019), the learning environment, areas of interest, and curiosity of the people are some of the factors that directly influences attitudes. Faiz, et.al (2020) found that students develop motivation and attitude toward social science learning because of the topics presented in class, the teaching strategies being used, and their innate interest in learning. Benitez (2022) asserts learners' beliefs about education also greatly influenced their attitudes and learning performance in Social Sciences. Negative attitudes, on the other hand, may hinder learning as it may cause disinterest, reluctance, and even the avoidance of learning opportunities. A gap or deficiency was observed in Mestiola et al. (2018)'s observations of social studies instructors' pedagogical approaches. Despite the efforts to make Social Sciences relevant to them, students still find it monotonous. Ocampo (2021) suggests that a negative attitude towards social studies may hinder the growth of nationalist and patriotic views. According to Lorbis (2019), students generally have a bad attitude toward social studies since they are not very interested in participating in the class discussions. The need for increased student interest in the subject is one of the teaching challenges, as evidenced by the learning competencies' mastery level.

According to Ajibefun (2021), improving the social sciences course's content and the environment the instructor creates in the classroom would both benefit the students' learning outcomes to assist pupils in becoming less anxious and cultivating a good outlook. While positive attitudes may improve academic progress, it is equally important to provide learners with positive experiences, engaging activities, and appropriate teaching approaches. Other factors such as stock knowledge and study habits may also influence the academic performance of the learners; this suggests that even students may have a positive attitude toward their subjects, their academic performance may still need to be improved if they have poor study habits or don't have past knowledge that are needed (Mutya, et.al., 2023).

By analyzing students' attitudes and academic performance, the study aspires to offer extensive insights into possible improvements for the educational system. Researchers can determine what aspects of the educational system are doing well and what still needs improvement by giving importance to student feedbacks and academic achievement. These understandings form the basis for creating tailored educational interventions that are designed to solve particular problems and improve the quality of education as a whole.

As education evolves in the 21st century, research on understanding students' attitudes becomes increasingly relevant. This study can provide a foundation for further exploration and analysis in education. The findings of this study will also be added to literatures that can be used to determine proper methods for more meaningful teaching-learning process in Social Sciences. Additionally, the findings can serve as a basis for instructional intervention planning in Higher Education Institutions; administrators can develop future work plans, syllabi, and teaching materials that are more effective and relevant. The in-depth analysis provided by the study can help faculty members identify the elements influencing students' performance in the subject. This could help educators formulate suitable methods, strategies, approaches, and instructional materials to address the needs of the learners that could improve their performance in class, as a result, faculty members' endeavor to enhance their efficacy and proficiency as educators will also benefit the students.

This study was conducted to identify students' attitude, and academic performance in Social Science subjects. Specifically, this study aimed to: identify the academic performance of the learners in Social Science, to identify the attitudes toward Social Science, and to assess the relationship between the academic performance and attitudes.

Methodology

The study used a cross-sectional non-experimental and correlational design to gather and analyze the data connected to students' attitude and its relationship in their academic performance.

The study was conducted at Isabela State University- City of Ilagan and Isabela State University-San Mariano cluster, specifically focusing on students in these institutions. The study was conducted at Isabela State University- City of Ilagan and Isabela State University-San Mariano because of their accessibility and familiarity with the researcher. Conducting the research at a familiar location can facilitate the research process and enhance the researcher's understanding of the context. Knowing the research location is essential to the acceptance and validity of the study, as noted by Picardal Jr. and Jornales (2020). Knowing the environment helps the researcher build connections and earn the participants' confidence, which is necessary for obtaining reliable and accurate data.

The researcher used purposive and voluntary sampling method in choosing from all the students who take the subjects Readings in Philippine History, Ethics, The Contemporary World, and Life and Works of Rizal during the first semester of the school year 2023-2024. 334 students from the College of Education, College of Engineering, Architecture, and Technology, School of

Midwifery, College of Nursing, College of Agriculture, and Institute of Hospitality and Management were the respondents.

The researcher relied on questionnaires as the primary source to gather sufficient relevant data. The questionnaire used was adapted and it consist of 20 statements to be answered with Strongly Disagree, Disagree, Agree, and Strongly Agree.

The data for the relationship between Learners' Attitudes, and the Academic Performance of the respondents are interpreted inversely—negative correlations indicate a positive relationship, and positive correlations indicate a negative relationship.

The researcher collected data by administering questionnaires to a group of willing participants. The participants' responses were compiled and analyzed using statistical treatments such as percentages, frequency counts, and pearson correlation analysis to examine the relationship between variables. The descriptive survey method allows the researchers to gather comprehensive data on a large scale and gain valuable insights into the learners' attitudes and performance in their Social Science subjects.

Results

Table 1
Distribution of Respondents Academic Performance

ACADEMIC PERFORMANCE	FREQUENCY	PERCENT
1.25	1	0.30
1.25	5	1.49
1.50	48	14.37
1.75	90	26.95
2.00	71	21.26
2.25	45	13.47
2.50	55	16.47
2.75	16	4.79
3.00	3	0.90
Total	334	100.00

The distribution of academic performance among the 334 respondents reveals that the majority of students are performing at an above-average level. Specifically, nearly half of the respondents (48.21%) have grades between 1.75 and 2.00, indicating a strong overall academic performance. High achievers, with grades between 1.25 and 1.50, constitute 16.16% of the respondents, showing that a notable minority of students attain top grades. Approximately 30% of respondents fall into the average performance category, with grades between 2.25 and 2.50. In contrast, only a small portion (5.69%) of students have below-average academic performance, with grades between 2.75 and 3.00. This distribution suggests a generally positive academic performance among the respondents, characterized by a significant number of students achieving above-average grades and a relatively low incidence of poor academic outcomes.

Table 3
Respondent's Attitudes Toward General Education Subjects

Statements	Mean	Qualitative Description
My Social Science Subject is fun and fascinating.	3.22	Agree
I always look forward for attending my Social Science Class.	3.23	Agree
My Social science class is my least feared subject.	2.92	Agree
When I hear my social science subject, I don't have a feeling of dislike.	3.07	Agree
I like my Social Science subject.	3.21	Agree
I am never late in my Social Science class.	3.10	Agree
During my Social Science class, patiently wait for the end of the period.	2.99	Agree
My Social Science subject helps me think well.	3.26	Strongly Agree
I attended my Social Science subjects because I genuinely like it.	3.17	Agree
My Social Science subject makes me aware of the things around me.	3.39	Strongly Agree
I am interested in knowing more about the topics in Social Science	3.29	Strongly Agree
I see the value in studying the topics in Social Science.	3.34	Strongly Agree
I enjoy doing my activities in my Social Science class.	3.20	Agree
Social Science topics are very important in the age in which we live.	3.48	Strongly Agree
Learning the topics in Social Science is necessary to society.	3.42	Strongly Agree
My academic works in Social Science does interest me.	3.08	Agree
I find the topics in Social Science subject useful for problems of everyday life.	3.21	Agree
I like to study my lesson in Social Science during my vacant periods.	2.80	Agree
I like our schedule in our Social Subject	3.08	Agree
I like attending my Social Science subject because the classroom is conducive	3.04	Agree

Legend: 3.25-4.0 (SA); 2.5-3.24 (A);

The data reveal an insightful overview of students' attitudes toward their Social Science subject, reflected through various statements with mean scores ranging from 2.80 to 3.48, with corresponding qualitative descriptions of "Agree" to "Strongly Agree," suggest a generally positive attitude towards Social Science subjects. This implies that students find the subject fun and fascinating and looking forward to attending classes. They express a moderate level of

enjoyment and interest in the subject for liking the subject and for attending classes out of genuine interest (Bangayan-Manera, 2019) .

Students also recognize the importance and relevance of their Social Science subjects, as indicated by higher scores in statements about its significance. They are interested in learning more about their topics as they believe that the subjects help them think well, makes them aware of their surroundings, and is crucial in the modern age. These high scores reflect a strong appreciation for the subject's role in understanding and addressing real-world issues (Saquing, 2022). Engagement in class and satisfaction with the classroom environment are reflected in moderate scores, such as for punctuality and for the conduciveness of the classroom. Emotional responses and academic engagement also show a mixed picture (Frutas, 2019). Their academic interest and enjoyment of class activities are moderate.

The lower scores observed in areas such as feeling fear and anxiousness in attending classes, patiently waiting for the end of the period, and studying the topics during free time as indicated by the mean scores ranging from 2.80 to 2.99 indicate significant challenges in students' attitudes and engagement with their learning experience. These scores suggest underlying issues such as apprehension, disengagement, and lack of motivation, which can detrimentally impact learning outcomes.

Table 3. *Relationship between the respondents' attitude in General Education Curriculum subjects and their academic performance*

Statements	r2	Sig
My Social Science Subject is fun and fascinating.	-0.11*	0.04
I always look forward for attending my Social Science Class.	-0.04ns	0.44
My Social science class is my least feared subject.	-0.01 ns	0.87
When I hear my social science subject, I don't have a feeling of dislike.	-0.14*	0.01
I like my Social Science subject.	-0.10 ns	0.08
I am never late in my Social Science class.	-0.06 ns	0.30
During my Social Science class, I patiently wait for the end of the period.	-0.09 ns	0.10
My Social Science subject helps me think well.	-0.07 ns	0.20
I attended my Social Science subjects because I genuinely like it.	-0.10 ns	0.06
My Social Science subject makes me aware of the things around me.	-0.14*	0.01
I am interested in knowing more about the topics in Social Science	-0.18*	0.00
I see the value in studying the topics in Social Science.	-0.11*	0.05
I enjoy doing my activities in my Social Science class.	0.00 ns	0.93
Social Science topics are very important in the age in which we live.	0.00 ns	0.99
Learning the topics in Social Science is necessary to society.	-0.14*	0.01
My academic works in Social Science does interest me.	-0.11*	0.05
I find the topics in Social Science subject useful for problems of everyday life.	-0.19**	0.00
I like to study my lesson in Social Science during my vacant periods.	0.02 ns	0.67

I like our schedule in our Social Subject	-0.12*	0.03
I like attending my Social Science subject because the classroom is conducive	-0.09 ns	0.10

Table 3 shows the relationship between respondents' attitudes towards Social Science Subjects and Academic performance.

Nine attitudes exhibit significant correlations with academic performance. These attitudes include attitudes such as not having a feeling of dislike towards the subject, finding it helpful to make the learners aware of the things around them, having an interest in knowing more about the topics and academic works, seeing its value and importance in society, finding it helpful for everyday life problems and the schedule of their Social Subjects. This was revealed with significance levels 0.04, 0.01, 0.01, 0.00, 0.05, 0.01, 0.05, 0.00 and 0.03, respectively, that led to the rejection of the null hypothesis that there is no significant relationship between learners' attitudes and Academic Performance.

Discussion

While students value the societal importance of their topics in Social Science subjects, and find their subjects moderately enjoyable and interesting, their engagement varies, with some signs of moderate disengagement and lower enthusiasm for studying it independently. To enhance engagement, faculty members can incorporate more active learning strategies such as discussions, debates, and group projects to make the subject more interactive and reduce restlessness. Emphasizing the real-world applications of the topics can also help students see its relevance, stimulating their curiosity and motivation (Bangayan-Manera, 2020). It is crucial to also create a conducive classroom environment for learning, maintain structured schedules and encourage punctuality (Clemente, 2019). Moreover, the study habits and innate interest of the students in their subjects can also be improved with the use of engaging materials, integration of educational technology, and providing feedbacks to learners (Frutas, 2019). Another way to increase the motivations and interests of the learners is to provide them an access to academic support services. These interventions could improve learners' overall experiences in Social Science classes.

The results of this study agree with Mensah (2020) which found that learners have positive attitudes toward Social Science. This presents that learners are interested in learning about the subject matter and sees its importance in the community since topics are useful within and beyond the four corners of the classrooms (Clemente and Clemente, 2023). This implies that when students show positive attitudes in the subjects and understand them as vital in society, they are more likely to perform well in academics. It shows the role of teachers, administrations, stakeholders, and the institution itself in creating learning atmosphere that are conducive for learning, and in emphasizing the practical significance of Social Science topics that can increase student engagement and performance.

Conclusion

The data reveals a generally positive attitude among students towards their Social Science subjects, with moderate levels of enjoyment and interest. They also acknowledge the importance of this discipline, seeing them as relevant in today's world. While engagement in class and satisfaction with the classroom environment are moderate, there are indications of some restlessness during class time. Furthermore, although students appreciate their subjects for its societal importance, their enthusiasm for studying it independently seems to be lacking.

After analyzing the data, it is revealed that there are significant and positive correlations between certain attitudes and academic achievement. The attitudes that showed significant correlations with academic performance include not feeling dislike towards the subject, recognizing its usefulness in increasing learners' awareness, having a keen interest in learning more about the topics and academic works, acknowledging its societal value and importance, finding it practical for everyday life issues, and considering the schedule of Social Subjects.

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