



**FACTORS CHARACTERIZING STUDENTS
ATTITUDE TOWARD LEARNING SOCIAL STUDIES:
AN EXPLORATORY FACTOR ANALYSIS**

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Abstract:

This paper aims to identify the factors that characterize students' attitudes toward learning social studies. This study employed a quantitative, non-experimental research design utilizing the exploratory factor analysis technique involving 365 junior high school students in secondary school. A researcher-made instrument developed from an in-depth interview with 12 high school students, from a literature review, and related studies have been utilized. To validate the questionnaire, the researcher employs the Content Validity Ratio (CVR) method where ten (10) experts were selected to review the self-made questionnaire. Item statements that pass the threshold of 0.80 were selected as part of the survey questionnaire while those item statements which failed to reach the 0.80 thresholds were eliminated. Utilizing the Exploratory Factor Analysis (EFA), a total of 40 item statements qualified within the threshold of ≥ 0.40 after 16 rotations and iterations thus, making them the factors characterizing students' attitudes toward learning social studies. These measures are the attitude of students in learning different areas under social studies, cognitive attitude, future academic and career planning, positive behavioral attitude, personal attitude, affective attitude, negative behavioral attitude, practical attitude, reflective attitude, and obtaining a degree in social studies.

Keywords: education, attitude in learning social studies, exploratory factor analysis, thematic analysis, Philippines

1. Introduction

The primary purpose of social studies is to help students make informed and reasoned decisions for the public good. The greater emphasis today is eyed on developing students' attitudes toward learning, academic performances, and the acquisition of 21st-century learning skills among Filipino learners. Social studies still have the same impression among Filipino students in the Philippines. One of the problems

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encountered in teaching social studies is the need for more interest among the learners. Mestiola et al. (2018) noticed that something is missing or lacking in the teaching style of social studies teachers. History remains boring to students because it needs to be made relevant to them. Negative feelings toward social studies could fail to develop patriotism and nationhood (Ocampo, 2021). On it, education has a significant role. Social study is a subject area that inculcates students to gain a nationalistic identity and account for their duty in society. It will make them actively involved as they become aware of their societal roles and responsibilities. Concerning this, schooling in all societies must teach students the knowledge, skills, and attitudes needed to function as responsible citizens Guimba et al. (2016).

In Davao City, the researcher, as a social studies teacher, has always observed that students have a negative attitude towards social studies since most of them lack the interest to participate in the discussions. One of the problems encountered in teaching Araling Panlipunan is the need for more interest among the learners, as revealed by the mastery level of the learning competencies (Lorbis, 2019). Candeias et al. (2010) suggest that attitudes toward school and learning are associated with academic achievement. Several studies have published the development of questionnaires and scales assessing students' attitudes toward learning social studies. There are existing questionnaires and scales to measure students' attitudes to measure these attitudes. However, most appear obsolete, and some are written in a foreign language with no English Translations. This study intends to fill this gap in the existing literature and could be used to provide better interventions.

The study's results will give additional literature to determine the appropriate method for teaching and learning experiences for social studies as a subject. Students will be aware of the importance of their attitudes toward social studies and its role in improving their learning. The results of this research can help teachers easily present lessons in social studies to students. For Policymakers, the findings of this study will provide school administrators and policymakers to craft new guidelines and policies to improve the teaching of social studies. Therefore, it is crucial to develop a new and more contemporary instrument to measure students' attitudes toward Social Studies to improve their learning experiences and increase their participation in the lessons covered by the subject.

Furthermore, the instrument to be developed in this study shall be designed to provide an important tool to understand better how to teach social studies effectively. This study's results may further strengthen teachers' and school administrators' competencies and management toward the enhanced implementation, adoption, and integration of innovative instructional approaches to deliver a high-quality learning experience to students learning social studies across all grade levels.

2. Study Purpose and Research Questions

The researcher sought to identify the factors characterizing students' attitudes toward learning social studies is the central thrust of this investigation. Specifically, it aims to achieve the following objectives: to identify the factors of students' attitudes towards learning social studies. To develop a framework that illustrates students' attitudes toward learning social studies. With the following assumptions: Factors characterizing students' attitude toward learning social studies are multi-dimensional and are a function of F1, F2, F3, ... Fn.

3. Literature Review

3.1 The Attitude of Students Toward Learning Social Studies (Araling Panlipunan)

According to Osborne et al. (2003), one of the major obstacles in attitude research is a need for more clarity about the idea under inquiry. A preliminary attempt should be made to explain as clearly as possible the theoretical construct underpinning the scale if it is legitimate and dependable. Attitude is such a broad term that it can be interpreted in various ways. Attitude is the tendency to respond positively or negatively to a particular idea, item, person, or situation. It is influenced by a person's actions and reactions to challenges, incentives, and rewards. It is possible to have a positive or negative attitude. Several research studies were utilized to examine students' current attitudes about learning Social Studies or Araling Panlipunan.

One study conducted by Ayaaba (2013) found that college and secondary students had a good attitude toward social studies teaching and learning. Ramachandran (2014) said there is a considerable difference in attitudes toward learning social studies between males and girls. Employing techniques as an intervention is one component of the attitude in studying the material. It was demonstrated in Peters's (2015) study, which employed integration to improve students' attitudes toward learning social studies. He discovered that after such integration, the students' excitement grew. Anghelache (2013) cited several factors affecting students' attitudes, such as their ways of thinking about learning, involvement, purpose, and achievement as factors affecting their attitude. Likewise, Savage (2014) suggested that active involvement and teacher enthusiasm led to positive images of social studies by middle and high school students. Student attitude plays a massive role in the school. Attitude refers to the acquired emotional tendencies that exist for an individual, situation, event, idea, and the like. When students are motivated to complete their work or do well on an assignment, they have higher achievement. Students often find lectures boring and want to engage in other forms of learning. Generating interest in social studies content is also important (Faiz, 2020).

3.2 Measuring Attitude toward Learning Social Studies

More research needs to be conducted to measure and explore student attitudes toward social studies. The following related studies focused on how previous researchers measured and examined students' attitudes toward social studies using researcher-made and obsolete standardized instruments. Schug et al. (1982) surveyed students and revealed largely indifferent or hostile attitudes toward social studies subjects. English, mathematics, and reading ranked ahead of social studies as the most important. Many students found social studies content boring, citing that the information needs to be more detailed, or repetitious. These reasons suggest the need to strive for greater variety in instruction. Corbin (1994) examined the relationship between male and female high school students' attitudes toward social studies to their achievement in social studies. The initial questionnaire consisted of 36 items that were later reduced to 20. Factor analysis of an attitude scale yielded four dimensions of social studies attitudes used in regression analysis to predict achievement. Results indicated: (1) Male and female seniors in high school expressed more interest in studies than other subjects that contributed to academic achievement, and (2) females who expressed greater interest in the social study reported higher social studies achievement than other females. Thiveos (2000) examined lower secondary student attitudes toward social studies and identified the factors influencing attitudes in one Catholic secondary school in the Perth metropolitan area.

A modified version of the Student Attitudes Towards Social Studies by Moroz (1996) questionnaire, with 94 items, was utilized to gauge secondary student attitudes towards the learning area. Results showed that of 14 school subjects, social studies were the eleventh most liked subject. The low status was because students disliked the delivery of the subject and its repetitive content, and the learning activities undertaken in social studies lessons. Verma and Deshpande (n.d.) investigated the differences in the dimensions of perception of Geography between gender and age levels of tertiary students. They used a self-made Likert-type questionnaire consisting of 20 items on a five-point scale. The reliability of the tool used was decided based on the correlation between each statement and the overall tool. Duchastel and Philippe (n.d.) developed a 49-item attitude form with six subscales representing distinct attitudes toward economics.

Results indicated good reliability for both the questionnaire and the subscales but did not reveal significant differences between the sections. In general, students' attitudes toward economic subjects were quite positive. Differences and similarities between the different student groups followed traditional expectations. Hüseyin Çalışkan (2009) developed a scale for assessing attitudes toward social studies for students who attend primary school. The experimental attitude scale, composed of 40 items, was developed under the views of field experts. It was concluded that the attitudes of 7th-grade students towards social lessons could be evaluated effectively and reliably with the scale. Dinc and Kece (2012) developed a scale for assessing grade six and seven primary school students' attitudes toward social studies homework.

Principal component analysis (PCA) determined that the scale has a structure composed of only one factor. The reliability of the scale was assessed through its internal consistency coefficient. The results were found as Cronbach Alpha= 0,94 and item test correlation of the scale $r=.91$. It could be claimed that the scale has the required qualifications of validity and reliability to measure students' attitudes towards social studies homework. Finally, adequately, there is a growing body of literature on the importance of developing students' attitudes toward learning social studies. Little research has attempted to focus on developing a new, valid, and reliable scale to assess these attitudes.

4. Theoretical Framework

This study is based on the theories of planned behavior and the theory of reasoned action. Theories will guide the objectives of this study. People's attitudes, subjective norms, and perceptions of control follow reasonably and consistently from their beliefs, no matter how the beliefs were formed. The theory of reasoned action, proposed by Fishbein and Ajzen (1975), offers a unifying and systematic conceptual framework, which can be used to explore a range of human behaviors. It explains that people's attitudes, subjective norms, and perceptions of control follow reasonably and consistently from their beliefs, no matter how the beliefs were formed, and that in this way they influence intentions and behavior. The theory was "*born largely out of frustration with traditional attitude-behavior research, much of which found weak correlations between attitude measures and performance of volitional behaviors*" (Hale, Householder & Greene, 2002, p. 259).

Students' attitudes toward learning social studies are thought to be more predictive of their behavior than their overall attitudes toward social studies. Osborne et al. (2003) add and articulate that those preferences, resulting from attitudes, will not necessarily be related to the behaviors a student exhibits. Ajzen (1985) extended the theory of reasoned action by introducing the theory of planned behavior to address concerns of limited applicability (Liska, 1984). This extension takes into consideration that internal factors, such as a person's skills or ability, as well as external factors, like the cooperation of others or lack of resources, may influence an individual's behavior. Another notable contribution of this theory is that it introduces the concept of perceived behavioral control, acknowledging that a person may believe they do not have full control over their behavior.

The theory of reasoned action and the theory of planned behavior offer a framework to predict and understand social studies-related behaviors. The role of internal factors has been explored further in more recent entries, such as the overlap of self-efficacy with the perceived behavioral control construct (Fishbein & Ajzen, 2010). As a result, this theory introduces more variables that can influence students' intention to perform a given behavior independent of their attitude toward that behavior (Crawley & Koballa, 1994). The role of internal factors has been explored further in

more recent entries, such as the overlap of self-efficacy with the perceived behavioral control construct (Fishbein & Ajzen, 2010). Overall, the theory of reasoned action and the theory of planned behavior offer a framework to predict and understand social studies-related behaviors and allow for the construction of instruments to measure attitudes toward learning social studies.

5. Conceptual Framework

This study illustrates the model which depicts multifarious impediments to starting a new firm and engaging in learning social studies among high school students in the specified research locale. Moreover, the gauge is labeled as Factor 1... n which denotes the elements that cannot be directly observed or measured. Meanwhile, the center denotes the main variable surrounded by proposed determinants.

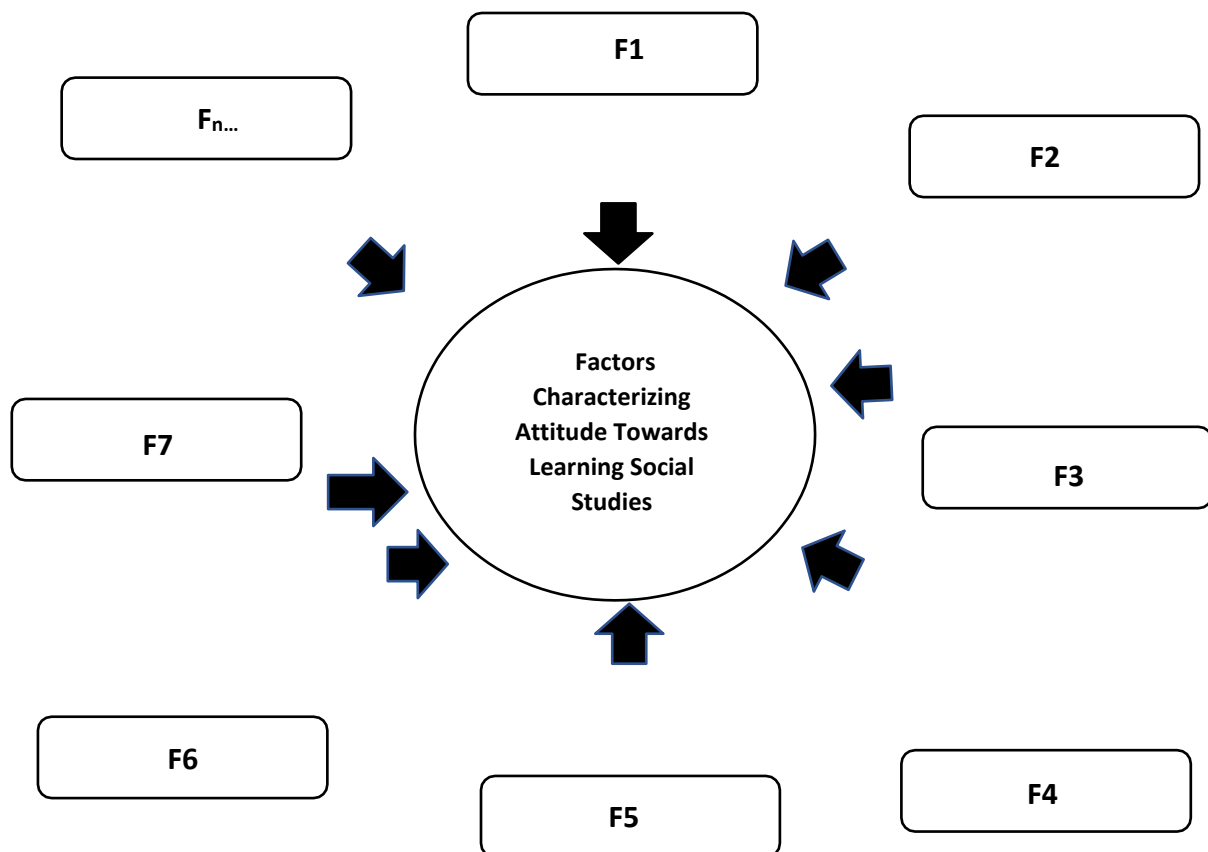


Figure 1: The conceptual framework of the study

6. Material and Methods

This study employed a quantitative, non-experimental research design using an exploratory factor analysis technique. A non-experimental research design enables researchers not to manipulate variables. Instead, it allows them to observe how the

variables are related and describe the findings (Bonds-Raacke & Raacke, 2014). Further, exploratory factor analysis (EFA) is another form of multivariate statistical method that aims to determine the minimum number of assumptions, such as factors, dimensions, and variables, that can sufficiently determine the covariation being observed among a set of measured variables (Watkins, 2018). Likewise, exploratory factor analysis is utilized to explore or determine patterns in a specific data set that aims to identify the relationship between factors and constructs and is essential in developing a new theory or model (Knekta et al., 2019; Romero & Gono, 2021). Thus, for this research, EFA is the optimal method to determine the factors of the students' attitudes in learning social studies.

Using the Australian Bureau of Statistics online sample size calculator, the sample size was calculated at a 95 percent confidence level, confidence interval of .05, standard error of 0.02551, relative standard error of 5.10, and population size of 7090, yielding a total sample size of 365 junior high school students as respondents for this study. The only requirement for respondents to be included is that they were enrolled from grade seven to grade ten at Sta. Ana National High School for this current school year (2021-2022). This study was conducted at Sta. Ana National High School is a public school located in Davao City, Philippines. It was part of the growing Davao Region situated on the southernmost island of Mindanao.

A total of twelve junior high students were interviewed before the survey questionnaire was formulated. Results of the interview acquired pieces of literature, and related studies were the basis for formulating the survey questionnaire. Random sampling is selecting a sample so that all individuals in the defined population have an equal and independent chance of selection for the sample (Mills & Gay, 2018). The respondents of the study will be junior high school students at Sta. Ana National High School in Davao City to be selected through simple sampling. It is frequently used in survey research, a non-experimental method in which questionnaires or interviews are used to gather information. The goal is to understand the characteristics of a population based on the sample data (Johnson & Christensen, 2017).

Respondents were subjected to the study if they complied with the following inclusion criteria: must be a junior high school student; from schools in the Deped Division of Davao City, volunteer to participate in the study, have materials at home such as smartphones, laptops/personal computer, and internet; and provide valid informed consent and assent forms. The study's respondents will be from grade seven to ten students officially enrolled for the school year 2021-2022. The exclusion criteria for this research were those individuals who were not enrolled in Sta Ana National High School. These individuals were learners that were not officially enrolled in the said school year and were not related to answering the questions.

6.1 Materials and Instruments

In collecting the much-needed data, the researcher employed a research-made survey questionnaire adapted from the results of the in-depth interview, various pieces of

literature, and scholarly sources that fit the objectives of this investigation. A 5-point Likert scale is a psychometric response method where respondents can quickly answer questions and state their level of agreement in five points. The 5-point Likert scale consists of the following points – (1) Never; The item described as attitude toward learning social studies is never manifested. (2) Seldom; The item described as attitude toward learning social studies is seldom manifested (3) Sometimes; The item described as attitude toward learning social studies is sometimes manifested (4) Often; The item described as attitude toward learning social studies is often manifested (5) Always: The item described as attitude toward learning social studies is always manifested. The survey questionnaire was made up of two parts. The first part of the questionnaire consists of the profile of the respondents, such as School Enrolled and Year Level. The second part of the survey questionnaire was the variable of the study, which was the factors that characterized students' attitudes toward learning social studies.

7. Results and Discussion

7.1 Measures of Sampling Adequacy and Sphericity

Provided in table 1 are the Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin (KMO) is a statistical method in which the value is used to determine if the sample size is adequate for factor analysis (Matore et al., 2019). For this study, the Kaiser-Meyer-Olkin (KMO) score of 0.850 indicates that the sample size is meritorious, which means adequate and highly correlated; thus, factor analysis is optimal for the data set. It indicates that the degree of information among the variables overlaps greatly with a strong partial correlation. Hence, it is plausible to conduct factor analysis. A KMO score of ≥ 0.8 means that the sample size is adequate for factor analysis (Ul Hadi et al. (2016).

Table 1: Measures of sampling adequacy and sphericity

Measurement	Value
Kaiser-Meyer-Olkin Measure of Adequacy Sampling Adequacy	0.850
Bartlett's Test of Sphericity χ^2	4973.548
Degrees of freedom	1225
Sig. (p-value)	.000

On the other hand, Bartlett's Test of Sphericity is another statistical method that tests whether there is an overall significance of all correlation among all items on the instrument being used (Effendi et al., 2019). Moreover, Bartlett's Test of Sphericity compares an observed correlation matrix to the identity matrix. It checks to see if there is a certain redundancy between the variables that can be summarized with a few number factors. As indicated in Bartlett's Test of Sphericity provided in Table 1, the degree of freedom value is 1225, and a p-value of .000 indicates that the data set is not identical and is considered multivariate thus, factor analysis is the most appropriate method to determine the factors characterizing students' attitude towards learning

social studies. The significant statistical test of .000 shows that the correlation matrix is not an identity matrix (rejection of the null hypothesis), as represented in the table above.

The standard result of exploratory factor analysis can be identified using the latent root criterion by getting the total value of the variances explained. The total variance explained shows the result by identifying the value of the eigenvalues of the factors and the variance of each factor.

Table 2. Rotated Component Matrix

Item	Component													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
16	.734													
22	.652													
11	.622													
17	.611													
15	.548													
14	.511													
7	.424													
13														
9		.726												
10		.529												
6		.490												
8		.466												
21	.414	.454												
12	.422	.439												
46			.767											
44			.617											
33			.431											
38			.411											
2				.688										
5				.649										
3				.501										
29														
19					.606									
18					.594									
41					.415									
39														
35						.740								
28						.585								
23						.583								
36						.465								
43							.772							
42							.746							
40							.614							
50								.866						
49								.815						
45									.617					
31									-.584					
37									.529					
26									.409					
24										.583				
25										.499				
34										.421				
27														
48											.678			
47											.668			
32												.708		
1										.430	.434			
4													.702	
30														.702
20														-.41

Provided in Table 2 is a total of 50 original items being surveyed and processed through data reduction analysis. Principal component analysis (PCA) determines whether certain items measure common factors. In addition, factor rotation simplifies the rows and columns of the factor matrix and maximizes a variable's loading on a single factor to facilitate interpretation (Hair et al., 2006). Principal component analysis for extraction method and VARIMAX with Kaiser-Meyer-Olkin normalization as rotation method were being utilized. After sixteen (16) rotations, only 40 items qualified as a factor, and the other ten items still needed to qualify for the minimum requirement of 0.40 to be considered as a factor. Factor loadings with <0.4 were considered for elimination (Lee Chan & Idris, 2017).

Moreover, variables with a factor loading higher than 0.5 are grouped under a factor (Balasundaram, 2009). On the other hand, a variable with a factor loading of 0.6 remains as it indicates the usefulness of measuring a particular construct (Effendi et al., 2019). The ten items suppressed upon rotation did not pass the coefficient values set; thus, they are eliminated from the analysis. The factors are then labeled accordingly to the nature of each item in one structure by looking at the commonality of the items loaded into their respective factors.

7.2 Extracted Factors Characterize Students' Attitude

7.2.1 Toward Learning Social Studies

Provided in Table 4 are the variables that remained from the factors characterizing students' attitudes toward learning social studies after extraction and retention methods were utilized during the interpretation of the data gathered. Qualified variables are those variables that reach the threshold of ≥ 0.40 . Factor loadings with <0.4 were considered for elimination (Lee Chan & Idris, 2017). Moreover, variables with a factor loading higher than 0.5 are grouped under a factor (Balasundaram, 2009). On the other hand, a variable with a factor loading of 0.6 remains as it indicates the usefulness of measuring a particular construct (Effendi et al., 2019).

- 1) Students' attitudes in learning different areas under social studies are the first factor that explains 8.281 percent of the variance. In their 2020 study, Melike Faiz and colleagues found that students have an increased motivation and attitude towards social studies instruction when it connects to the "*study of history, having an interest in the course, and the way the course is taught*" (Faiz, 2020). These are all indications that students' attitudes to learning history give them the tools to analyze and explain problems in the past. It positions us to see patterns that might otherwise be invisible in the present – thus providing a crucial perspective for understanding current and future problems. Also, to enhance the interest of the students in learning social studies. Applying educational games and group activities in the class, students become more motivated to learn, pay attention, and participate in set tasks. Group activities and games help students become a part of a team and take responsibility for their learning. They can also be a great classroom management tool, helping to motivate a class. Quain (2014) used

problem-based learning to increase the student's attitude toward learning social studies. The results show differences in students' attitudes towards geography, preference for group work, and problem-solving efficacy after they experienced a course taught with problem-based learning instruction from the attitudes that students expressed before the learning experience. Guimba et al. (2016) suggest that students wanted group work, relevant and interesting topics, and more visual aids in Social Studies.

- 2) Cognitive attitude is the second factor that explains 13.347 percent of the variance. It indicates that the students important to get a hands-on understanding of the subject and how the theory they learn applies to real-life situations. Anghelache (2013) cited several factors affecting students' attitudes, such as students' ways of thinking about learning, involvement, purpose, and achievement as factors affecting their attitude. Meanwhile, many have associated social studies with the preparation for citizenship and democratic life (Grant & Vansledright, 1996; Busari, 1992; Janzen, 1995; Griffiths, 1990; Patrick, 1986). Griffiths (1990), for example, argued that the main function of social studies, as stated by some experts in the field, is to develop citizens who are informed critics of the state as well as active participants in its development.
- 3) Future Academic and Career Planning is the third factor that explained 18.143 percent of the variance. The entire subject may help them in getting a job in the future and it indicates that the students are attracted to have a career in the field of social studies because it helps them to become people more informed and have good and reasoned decisions for the public good. Also, social studies education helps students understand the world they live in, so they can make informed decisions about issues affecting them, especially when they grow older. Candeias et al. (2010) suggest that attitudes toward school and learning are associated with academic achievement. Students with poor academic performance have a more negative attitude towards learning and believe that school and learning will not help them be successful in the future. On the other hand, there is a need to be done especially in presenting the fields under social studies and introducing them well to the learners. Attitudes are also an important parameter of the state of education as well as a significant predictor of students' future choices. An attitude is a state of readiness that allows an individual to perceive phenomena in certain ways and to act; accordingly, attitudes are also dynamic and have motivational qualities (Halloran, 1967).
- 4) Positive Behavioral Attitude is the fourth factor that explained 22.643 percent of the variance that the respondents have positive behavioral attitudes toward learning social studies. The student holds positive attitudes toward their social studies lessons. They find them interesting, easy, enjoyable, and important lessons. Therefore, they like social studies and want to spend more time studying it. Furthermore, they say they are obtaining many new skills and enjoying

practical work. A good proportion of them regards social studies as 'their' subject (Al-Gharibi, 2008).

- 5) Personal attitude is the fifth factor that explains 22.67 percent of the variance. It shows the students' strong interest in learning social studies. Despite the difficulties they are facing with the subject. They still keep persisting in learning and enjoy social studies. Since attitudes influence behavior, they play an important role in decision-making. If a given subject is to continue to have public support at local, state, or federal levels, attitudes toward this subject should be positive. Negative attitudes toward a subject may result in the decline of resources because all present-day stakeholders are sometimes students whose attitudes toward subjects can persist (Haladyna, Shaughnessy, & Olsen, 1979). However, distraction is something that diverts the attention and away from the desired area of focus that the students must recognize.
- 6) Affective attitude is the sixth factor that explains 30.529 percent of the variance. It elicited a negative emotional attitude toward learning social studies. According to Ocampo (2021), history remains boring to students because it is irrelevant to them. Burstein et al. (2006) pointed out that because teachers allocated less time for social studies, they had to adhere to less time-consuming teacher-centered strategies to cover the material, as opposed to student-centered strategies, which required more time. On the other hand, there is a positive emotional attitude as they want to spend more time in social studies classes.
- 7) Negative Behavioral Attitude is the seventh factor that explained 34.354 percent of the variance. These all indicate that students are not motivated by merely memorizing and repetition. Thus, we must use integration in our class, as presented in the study of Peters (2015) used integration to develop the student's attitude toward learning social studies. After such integration, he found out that the enthusiasm level of the students increased. As a result, the effectiveness of both the teaching and learning of social studies was improved. Also, Mensah (2020) teachers were asked what other attitudes senior high school students exhibited toward social students in the school. Some said that the students need more enthusiasm and interest in the subject. It was said that the students sometimes show little seriousness in group work and presentations. They also need to improve in writing Social Studies notes; if they have their way, they will not study Social Studies.
- 8) Practical attitude is the eight-factor that explained 38.07 percent of the variance. Educational trips beyond the regular classroom encourage students to become active learners and provide a way of relating theoretical study to practical problems, thus enhancing the learning experience. The teaching and learning of Social Studies should not be confined to the four walls of the classroom because every community, however small it is, has resources that can be used to strengthen the learning of social studies (Ayaaba, 2013).

- 9) Reflective attitude is the ninth factor that explains 41.776 percent of the variance. It indicates that students do reflective learning in social studies because they give importance to and understand how people live. Also, this involves studying the past, present, and future of this human and the way he/she has organized his/her life in its social, cultural, political, and economic aspects. Social studies as reflective inquiry mean that social studies are not only about knowledge transmission but also about developing students' ability to think critically about the issues they encounter. Janzen (1995) stated that there are six approaches in social studies: cultural transmission; social action; life adjustment; discovery; inquiry; and multiculturalism.
- 10) Obtaining a Degree in Social Studies is the tenth factor that explained 45.334 percent of the variance. It indicates that they want to become social studies teachers someday as their teachers inspire them. Savage (2014) suggested that active involvement and teacher enthusiasm led to positive images of social studies by middle and high school students. At the same time, Anghelache (2013) cited several factors affecting students' attitudes, such as students' ways of thinking about learning, involvement, purpose, and achievement as factors affecting their attitude. On the other hand, a negative attitude toward learning social studies need to be introduced well to the students. Social studies as a subject still have the same impression among Filipino students. One of the problems encountered in teaching Araling Panlipunan is the need for more interest among the learners, as revealed by the mastery level of the learning competencies (Lorbis,2019).

Table 3: Extracted Factors Characterizing Students' Attitude Towards Learning Social Studies

Item	Extracted Dimensions	Loading
Factor 1. Attitudes of students in learning different areas under social studies		
16	I like listening to history class.	.734
22	I like learning especially about important events in history.	.652
11	I appreciate social studies, especially history because I learn something from the past.	.622
17	I like reading historical books.	.611
15	I like learning social studies.	.548
14	I like attending social studies classes, especially when we have games and group activities.	.511
7	I like the subject, especially economics and contemporary issues.	.424
Factor 2. Cognitive Attitude		
9	It is part of the curriculum; therefore, it should be taken up.	.726
10	Learning social studies is practical.	.529
6	It is familiar because it has been taught since elementary.	.490
8	It helps me to understand the development of our country.	.466
21	I consider learning social studies since it gives me more knowledge on improving our country.	.454
12	Learning social studies helps improve my knowledge about society.	.439
Factor 3. Pursuing A Career in The Field of Social Studies		
46	I want to study more social studies courses in the future.	.767

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44	I considered learning social studies as a preparation for my future career.	.617
33	Studying social studies makes me create new thoughts.	.431
38	I look forward to studying more social studies courses in the future.	.411
Factor 4. Positive Behavioral Attitude		
2	I am enjoying the subject of social studies.	.688
5	I like social studies lessons.	.649
3	I am obtaining many new skills in learning social studies.	.501
Factor 5. Personal Attitude		
19	I am interested in learning about social issues.	.606
18	I will persist in the face of difficulties in learning social studies.	.594
41	When studying social studies, I ignore distractions and focus on my task.	.415
Factor 6 – Affective Attitude		
35	Frankly, I study social studies to pass the exam.	.740
28	I find some lessons in social studies could be more interesting.	.585
23	I would rather spend more time in my social studies class and less in other classes.	.583
36	I do not get anxious when I have to answer questions in social studies class.	.465
Factor 7. Negative Behavioral Attitude		
43	I am not relaxed whenever I have to memorize places and dates.	.772
42	I'm not too fond of memorization, especially words that are not familiar.	.746
40	I always need help with memorization of events and dates.	.614
Factor 8. Practical Attitude		
45	Learning social studies makes us better citizens.	.617
31	When I miss a class, I never ask my classmates or teachers for homework on what has been taught.	-.584
37	It is important to learn social studies because we are part of society.	.529
26	I consider studying social studies, especially economics, since it may be applied to a real-life situation.	.409
Factor 9. Reflective Attitude		
24	I learned how people live.	.583
25	Social studies will help me understand the rights and responsibilities of citizens.	.499
34	Social studies subject has content that covers many fields of knowledge.	.421
Factor 10. Obtaining a Degree in Social Studies		
48	I would like to have a degree in connection with social studies.	.678
47	I want to become a social studies teacher.	.668
1	I need to familiarize myself with the subject of social studies.	.430

7.3 Latent Roots Criterion of the Extracted Factors

Provided in table 4 below were extracted factors characterizing students' attitudes toward learning social studies after rotated components were applied. Results of the latent root criterion in Table 4 reveal that ten factors can be extracted from the set of items submitted for factor analysis, which means only ten dimensions or constructs that measures the factors characterizing students' attitude towards learning social studies after 16 rotations, as the ten and so on constructs failed to provide at least three variables (Effendi et al., 2019). The first factor is students' attitudes in learning different areas under social studies with rotation sums of squared loading of 4.141 and a variance of 8.281. The second factor is Cognitive Attitude with rotation sums of squared loading of 2.533 and a variance of 5.066. The third factor is Career Development in the Field of

Social Studies, with rotation sums of squared loading of 2.398 and a variance of 4.796. The fourth factor is Positive Behavioral, with rotation sums of squared loading of 2.25 with a variance of 4.500. The fifth factor is Personal attitude with rotation sums of squared loading of 2.013 and variance of 4.207. The sixth factor is Affective Attitude with rotation sums of squared 1.93 and variance of 3.859. The seventh factor is Negative Behavioral Attitude with 1.913 rotation of sums of squared and a variance of 3.825. The eighth factor is Practical Attitude, with rotation sums of squared loadings of 1.858 and variance of 3.716. The ninth factor is Reflective Attitude with rotation sums of squared loadings of 1.853 and variance of 3.706. The tenth factor is Obtaining a Degree in Social Studies with rotation sums of squared loadings of 1.779 and a variance of 3.558. The aggregate percentage of variance suggests that the extracted factors can explain 45.34 overall variabilities of the factors characterizing students' attitudes toward learning social studies.

Table 4: Latent roots criterion of the extracted factors

Factors	Rotation Sums of Squared Loadings	% of variance	Cumulative Variance %
Attitudes of students in learning different areas under social studies	4.141	8.281	8.281
Cognitive Attitude	2.533	5.066	13.347
Future Academic and Career Planning	2.398	4.796	18.143
Positive Behavioral Attitude	2.25	4.500	22.643
Personal Attitude	2.013	4.027	26.67
Affective Attitude	1.93	3.859	30.529
Negative Behavioral Attitude	1.913	3.825	34.354
Practical Attitude	1.858	3.716	38.07
Reflective Attitude	1.853	3.706	41.776
Obtaining a Degree in Social Studies	1.779	3.558	45.334

7.4 Framework Developed Based on the Findings of the Study

Provided in Figure 2 is the thematic framework that illustrates the eleven categorized factors characterizing students' attitudes toward learning social studies in Davao City. These measures are attitudes of students in learning different areas under social studies, cognitive attitude, future academic and career planning, positive behavioral attitude, personal attitude, emotional attitude, negative behavioral attitude, practical attitude, reflective attitude, and obtaining a degree in social studies.

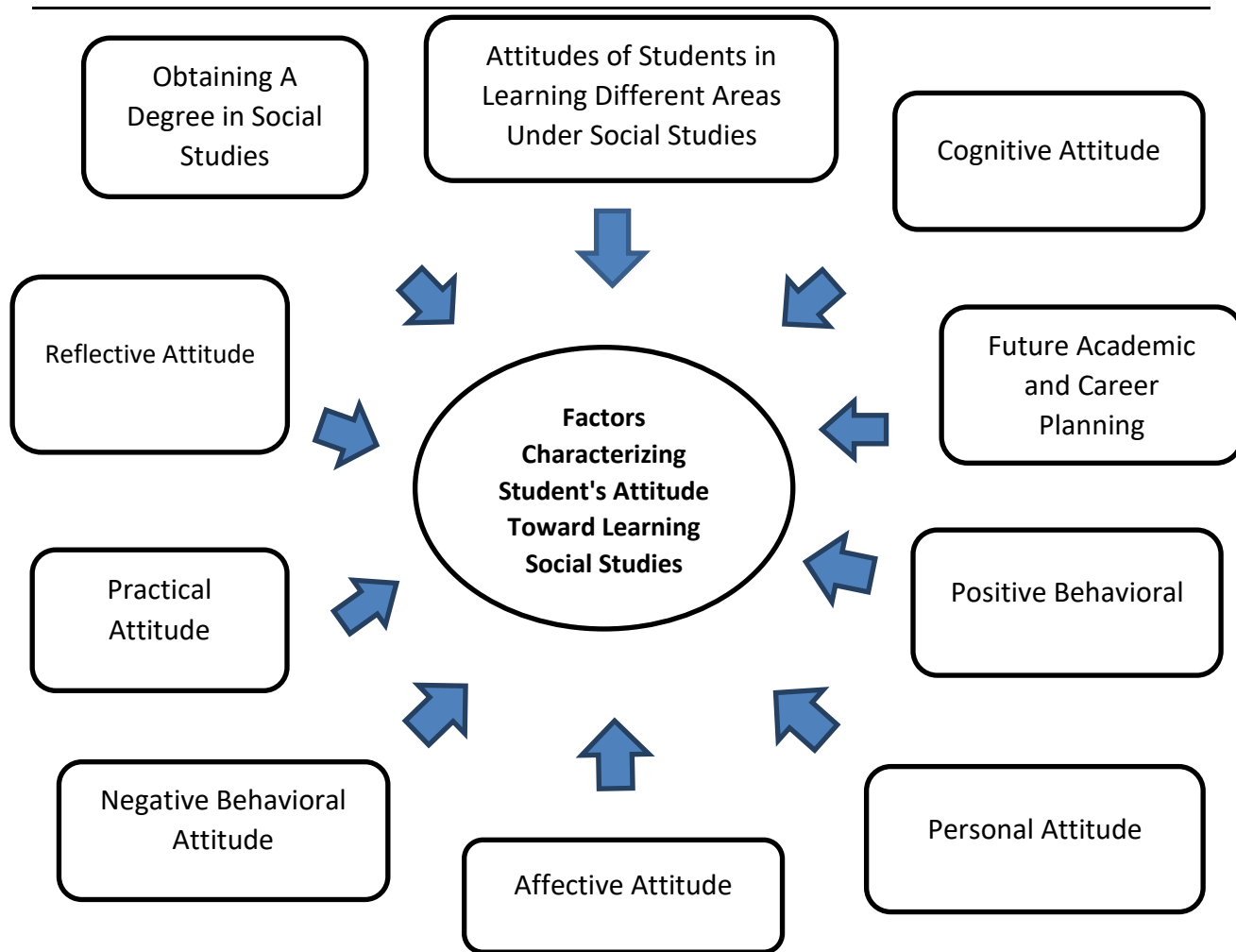


Figure 2: Thematic Framework on Factors Characterizing Students' Attitude Toward Learning Social Studies

The researcher performed a thematic analysis of these items to determine the optimal measures or constructs that best describe the clustered factors. The thematic analysis results provided ten evident factors that characterize students' attitudes toward learning social studies. These are students' attitudes in learning different areas under social studies, cognitive attitude, future academic and career planning, positive behavioral attitude, personal attitude, affective attitude, negative behavioral attitude, practical attitude, reflective attitude, and obtaining a degree in social studies.

8. Recommendations

Based on the foregoing findings, the researcher would like to recommend that the education sector specifically Basic Education both public and private develop a more engaging curriculum highlighting social studies that would provide both theoretical and practical social studies experience, knowledge, and skills to the students to increase their motivation and deepen their experience in the different fields of social studies. Likewise, the Department of Education and Private Schools must constantly improve

the curriculum through regular revisions and consultation (e.g., Forums and Training) for social studies teachers and student leaders to respond to social studies trends and updates. Also, social studies teachers need to be given regular training opportunities in order to stay at the top of their game.

The researcher would like to recommend that by utilizing various teaching techniques, teachers can enhance the subject. For example, the use of PowerPoint lessons and Guided Notes, the use of a WebQuest with your students, integrate reading passages and other related activities to avoid memorization and rote learning. Students must be made aware of how the subject will improve both their individual lives and the nation as a whole. As well to give presentations on contentious topics, they need assistance from the teachers. Encourage them to adopt a good attitude toward social studies. Teachers must encourage their students to study social studies. Regardless of the subject at hand, they must be eager to address societal issues. Teachers must engage their students in student-centered activities and group activities. They must be on time, use the proper teaching and learning resources, and offer research projects to students to enhance their topic knowledge. All of these positive actions will help pupils develop positive attitudes toward the subject. Teachers are also obliged to make the subject interesting and attractive. There should be a regular organization of seminars on Social Studies for both teachers and students.

Finally, the researcher would like to recommend conducting a more thorough investigation of this topic and determining additional readings that characterize students' attitudes toward learning social studies, Department of Education and private institutions could create more programs and policies which would increase in engagement social studies areas.

9. Conclusion

Based on the findings, the researcher developed ten factors that characterize students' attitudes toward learning social studies. Hence it is multi-dimensional. The ten factors that characterize students' attitudes towards learning social studies are the attitude of students in learning different areas under social studies, cognitive attitude, career development in the field of social studies, positive behavioral attitude, personal attitude, emotional attitude, negative behavioral attitude, practical attitude, reflective attitude and obtaining a degree in social studies.

These results warrant the findings in the theory of reasoned action and the theory of planned behavior. The theory of reasoned action, proposed by Fishbein and Ajzen (1975), offers a unifying and systematic conceptual framework that can be used to explore a range of human behaviors. The results also align with the theory of reasoned action, which claims that attitude's affective, cognitive, and behavioral aspects interact in a causal and unidirectional manner. According to the theory of reasoned action, a person's intention to perform a given behavior, rather than their attitude toward the behavior, is more closely linked to the actual behavioral performance (Fishbein & Ajzen,

1975). For that reason, this theory focuses on the distinction between attitudes toward some "object" (e.g., person, place, thing, or event) and attitudes toward some specific action to be performed on that "object" (Osborne et al., 2003). A student may have a positive attitude toward social studies. However, that student may avoid publicly demonstrating that preference around their peers whom he/she perceives might look down on them for that preference. In this case, the student holds a positive attitude, but he/she might be quite reluctant to engage in certain social studies-related endeavors for fear of being judged or shunned by their friends. Even if the student in this example did not have a positive attitude, he or she might be compelled to perform the behavior in question if they had a high motivation to comply (e.g., the behavior was important for future success) or perceived some greater advantage could result from their engagement (e.g., the behavior improves the likelihood of winning a scholarship).

Finally, Ajzen (1985) extended the theory of reasoned action by introducing the theory of planned behavior to address concerns of limited applicability (see Liska, 1984). This extension considers that internal factors, such as a person's skills or ability, and external factors, like the cooperation of others or lack of resources, may influence an individual's behavior. Another notable contribution of this theory is that it introduces the concept of perceived behavioral control, acknowledging that a person may believe they do not have full control over their behavior. As a result, this theory introduces more variables that can influence students' intention to perform a given behavior independent of their attitude toward that behavior (Crawley & Koballa, 1994).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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