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## Research Article

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### **Exploring The Factors Influencing Learners' Attitudes and Engagement Towards Learning Outcomes in Araling Panlipunan among Grade 10 Learners**

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## ABSTRACT

This study aimed to discern the factors influencing attitudes and engagement towards learning Araling Panlipunan in terms of instructional methods, classroom environment, the difficulty of the subject, teachers' behavior, learning resources, teaching competency, learning style, and integration of technology. Moreover, it also determined the level of the learning outcomes in Araling Panlipunan as cognitive, behavioral, and attitudinal. The study utilized a descriptive research design to collect quantifiable information that can be used to make statistical inferences about the target audience through data analysis. Stratified Random Sampling was used to identify 127 grade 10 learners from San Isidro Integrated National Highschool in the Schools Division of Lipa City. The data were gathered using a survey questionnaire which was validated with the help of the experts.

Findings revealed that there is a significant relationship between instructional methods and the learning outcomes in Araling Panlipunan as to Cognitive, Behavioral, and Attitudinal. The classroom environment was found to have highly significant relationships with cognitive, behavioral, and attitudinal learning outcomes in Araling Panlipunan. The difficulty of the subject has a highly significant relationship with cognitive and attitudinal learning outcomes. As for teacher behavior, highly significant relationships were recognized about cognitive, behavioral, and attitudinal Learning Outcomes in Araling Panlipunan. However, after all the data was gathered and calculated, the result revealed that there is no significant relationship between the Difficulty of the Subject and Behavioral Learning Outcomes in Araling Panlipunan.

**Keywords:** *Araling Panlipunan, Learners attitude, Learners engagement, Learning outcomes*

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## Introduction

One of the essential subjects in the K-12 Curriculum that aims to prepare students to become responsible and useful members of society is Araling Panlipunan. The K-12 Araling Panlipunan curriculum also states that the goal of teaching Araling Panlipunan is to help students develop a basic understanding of historical, geographical, political, and economic concepts and issues so that they can know, produce, mature, and be with others. Understanding rather than memorization of terms and concepts is emphasized in the curriculum. (DepEd Order no. 21, series of 2019)

In addition, the learner is required to provide their definition and interpretation of each topic studied as well as how it translates in various contexts, particularly how it applies to the meaning that topic has for them personally and for society. Since it provides information, knowledge, skills, and attitudes that help instill values in them to be a proactive and responsible citizen of the country, studying social studies is a crucial component of the curriculum. The learners are also being made aware of local, national, and international issues that could have an impact on their daily lives. The field-specific expertise of teachers is required to achieve this goal.

The National Achievement Test, or NAT, is an annual national test administered by the Department of Education through its National Education Testing and Research Center (NETRC). According to the result of the NAT 2012, the performance of the high school students in Araling Panlipunan is 54.22% which means that the target of 75 % did not reach. It means that the students have problems with information-processing skills, they have a hard time evaluating, interpreting, and manipulating facts.

Araling Panlipunan is the subject that learners either love or hate. Among the attitude problems that the teachers encountered in teaching the subject is the interest and engagement. Social Studies subject is perceived by many learners as a boring subject because it deals with memorization of past events and dates. This was held when San Isidro Integrated National High School surveyed the planning for the Enhanced- School Improvement Plan last 2016. Araling Panlipunan subject

ranked second to the least favorite subjects. Among the reasons cited why it was the least favorite subject were, teachers' attitudes and teaching strategies, difficulty in the subject, and the activities provided by the teachers. Further, the unfortunate truth is that students dislike Araling Panlipunan as a topic. History, economy, politics, the constitution, and society are its main topics of interest. Additionally, because the topics are so objective, they must be taught in a thorough and precise manner. Teachers consequently struggle to engage pupils and must make the material pertinent to their experiences (Press Reader, 2017).

Teachers play an important role in the subject to like the learners. The most influential person in contributing to the positive attitude of the learners towards the subject are the teachers. It is in the teachers' way of conveying the importance of Araling Panlipunan that learners may develop a positive attitude toward the subject. Also providing learners with meaningful learning experiences that interest and active engagement in the subject will be developed.

Even though the literature on education and teaching covers elements impacting learning in a variety of ways to achieve teaching objectives, it is evident that parents and teachers who are teaching have the same focus: attitudes of students toward learning. In other words, students' attitudes toward learning are the basic cause of why instructional objectives have not been met (Glynn, Aultman, and Owens, 2018). The focus of the teaching activities is on behaviors to be created about the learning of certain behaviors (observable as performance), which is what the administrators, instructors, and families responsible for the teaching activities call attention to. Anything that a person cannot learn on their own is viewed as going against human nature. Given that intelligence is a prerequisite for learning, it is the working mind that has brought the prehistoric human to the point where he is now, producing change and progress and differentiating humans from other living things. As a result, excluding a few exceptional circumstances, it is impossible to say that a pupil is incapable of learning. Thus, it has been demonstrated that attitudes, which are the sum of

emotional and behavioral tendencies and thoughts, affect students' attainment of learning objectives. According to Bilgin (2017), attitudes can be broadly defined as positive or negative feelings and ideas about a certain social object, such as people, things, facts, or events.

As the basis and outcomes of conduct as a result of tendencies of emotions, thoughts, and behaviors evolved as a result of prior experiences, attitude is a state of mental or neurological readiness (Richardson, 2016). While attitudes, which cannot be seen directly but may be seen through behaviors, guide human conduct, they are a phenomenon that can distinguish between approaches to problem-solving and decision-making, which includes all interactions and can result in bias. In other words, just as a positive reaction to a situation with a positive attitude can impact how people approach the events and phenomena differently, a negative reaction with a negative attitude can also affect how people approach the events and phenomena differently (Ajzen and Fishbein, 2017). Therefore, the student's effort to exhibit the required behaviors in terms of the teaching objectives, as well as their attitude toward learning (positive or negative), is viewed as a predictor of their academic achievement (Leskovec and Jurafsky, 2017). In conformity with the expectations of the environment, a student exhibits sentiments and thoughts about the learning environment and the learning processes through suitable or incorrect behaviors. He or she frequently uses either positive or negative attitudes to defend themselves.

## Methods

### Research Design

The purpose of this study was to determine the factors influencing students' attitudes and engagement towards learning Araling Panlipunan. Thus, it employed descriptive research in order to gather necessary data. According to Penwarden (2017), a descriptive research design collects quantifiable information that can be used to make statistical inferences about the target audience through data analysis. As a result, this type of research uses closed-ended questions, limiting its ability to provide unique insights. When used correctly, descriptive research methods can assist organizations in

better defining and measuring the significance of something about a group of respondents and the population they represent.

Further, this study made use of a survey questionnaire which quantified the data it needed. As cited by Lohorn (2015), a quantitative research design establishes statistically significant conclusions about a population by studying a representative sample of that population. He further stated that the population does not have to be large. It simply has to be appropriate for the description of the group being studied.

### Sampling and Ethical Considerations

The study's participants were the 127 junior high school students from San Isidro Integrated National Highschool in Lipa City's division. The researcher is the one personally handling subject. The researcher was able to determine the number of respondents needed for the study using Stratified Random Sampling.

The present employed a survey questionnaire as a main tool in data gathering. Necessary readings and reviews of different sources through various means will be done so that the researcher will be able to collect information for the formulation of the questionnaire. With this, the researcher will be able to find sources of survey questionnaire items that the present study can utilize. However, suitability of the reviewed questionnaire will be considered so that the objectives of this study will be directly and precisely achieved.

This self-made questionnaire was divided into three sections. The first is for the respondent profile in terms of sex, age, and grade level. On one hand, the second part will be for data on respondents' attitudes toward learning in terms of affective, behavioral, and cognitive components. Finally, the third section is used to assess respondents' academic performance, which will be based on their quarterly grades and rated as outstanding, very satisfactory, satisfactory, needs improvement, or failed. This section must be filled out by the respondents' class adviser, for the purpose of validity.

### Data Analysis

In determining the perception of the respondents through the use of a survey

questionnaire, descriptive statistics such as frequency and percentage were utilized. Frequency distribution employed to determine the distribution of respondents in terms of their profile as to sex, and age. Weighted mean used to determine the respondents' level of attitudes towards learning in terms of affective, behavioral, and cognitive. Independent T-Test used to determine the significant difference between the level of learners' attitudes towards learning when grouped according to sex.

Anova used to discern the significant difference between the level of learners' attitudes towards learning when grouped according to age

and grade level. Pearson's R utilized to determine the significant relationship between the respondents' attitudes and engagement towards learning learning outcomes in Araling Panlipunan.

## Result and Discussion

### 1. Profile of the Respondents.

#### Distribution Of Respondents In Terms Of Sex.

Table 1 presents that from the total of 127 respondents, 59 were male or 46.5 percent of the total respondents, while the remaining 68 were female or 53.5 percent of the total respondents.

Table 1. Distribution of Respondents in Terms of Sex

Sex	Frequency	Percentage
Male	59	46.5
Female	68	53.5
<b>Total</b>	<b>127</b>	<b>100.0</b>

#### Distribution of respondents in terms of age

Table 2 reveals that the majority, which is equivalent to 119 or 93.7 percent of the respondents belonged to 14-16 years of age.

Seven or 5.5 percent and one (1) or 0.8 percent belonged to 17-19 and 20 years old and above, respectively.

Table 2. Distribution Of Respondents In Terms Of Sex

Age	Frequency	Percentage
14-16	119	93.7
17-19	7	5.5
20 and above	1	0.8
<b>Total</b>	<b>127</b>	<b>100.0</b>

### 2. Factors Affecting the Learners' Attitudes Towards Learning Araling Panlipunan.

#### Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan in Terms of Instructional Method

Table revealed that the obtained overall mean of 4.50 ( $SD=0.42$ ) and verbally interpreted as strongly agree suggested that instructional materials are one of the factors that affect students' attitudes towards learning Araling Panlipunan. This result is congruent to the findings of the study conducted by Leonardo (2019) which revealed that teachers in Araling Panlipunan can develop instructional materials for classroom use in which the teachers, department heads, and education supervisor considered highly acceptable the proposed

instructional materials based on a set of criteria such as objective, contents, development of skills, procedure and methodology, and variety. It can also be assumed that the Proposed Instructional materials in Grade 10 Araling Panlipunan can be an effective resource to improve student's performance based on the level of acceptability of the said material.

Individually taken, the indicator Araling Panlipunan teacher uses multi-media encourages class interaction obtained the highest weighted mean of 4.62 and standard deviation of 0.53. It was verbally interpreted as strongly agree. The result implies that with the use of multimedia in the instruction of Araling Panlipunan, students are encouraged to participate in the class. The result is in line with what

argued by Ali (2015) that through the learning model-based interactive multimedia, the material is abstract and that can be visualized in animation media in accordance with the actual conditions on the ground to follow the development of science and technology continues to evolve, so that student motivation to learn and build knowledge becomes easier to do.

Among the indicators, simulation games are used based on the needs of the learners got the lowest weighted mean of 4.31 and standard deviation of .79 with verbal interpretation of agree. Simulation is a form of experiential

learning and an educational strategy that allows students to be engaged through real-life application of theory to practice. The findings of the study is a contradiction of the argument of Shin, Sok, Hyun, and Kim, 2015 that simulation-based learning such as the use of games. They further argued that students learn best when they actively participate in the learning process and that by engaging students in their learning, educators can nurture a deeper understanding of the material and assist students to perform high-order thinking, such as applying information.

**Table 3. Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan in Terms of Instructional Method**

Indicators	Mean	SD	Verbal Interpretation
1. Araling Panlipunan teacher uses multi-media encourages class interaction.	4.62	0.53	Strongly Agree
2. Group activities are conducted during AP class	4.52	0.63	Strongly Agree
3. Audiovisual aids are utilized when needed	4.46	0.60	Agree
4. Case studies are employed according to topic	4.59	0.55	Strongly Agree
5. Simulation games are used according to learners' needs	4.31	0.79	Agree
<b>Composite Mean</b>	<b>4.50</b>	<b>0.42</b>	Strongly Agree

**Legend:** 1.0-1.49 (Strong Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Partially Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

#### **Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan in Terms of Classroom Environment**

Table 4 reveals that classroom environment as a factor that affects their attitudes towards learning Araling Panlipunan obtained an overall mean of 4.54 and verbally interpreted as strongly agree. This means that the learner-respondents want a classroom that is conducive to learning. The same was found in the study of Getie (2019) that learning environment has negatively affected students' attitude. Thus, as the implication of this study considers, the physical learning environment should be improved, and to achieve this, the government should work in conjunction with the school principals, teachers and societies.

Taking all the indicators separately, learners' interaction with classmates is encouraged received the highest weighted mean of 4.61, standard deviation of 0.58 and verbally interpreted as strongly. Havik And Westergard

(2018) support this finding as they also indicated in their study that students who perceived high-quality classroom interactions were more engaged in school and positive towards learning, and teachers' emotional support showed the strongest association with engagement at both levels. This result is congruent to the findings of the study conducted by Diez-Palomar, et. al (2020) that the social context has an important influence on students' attitudes. They also found out that items with higher correlations include group work, mutual support, and distributed cognition. In the case of interactive groups, group work is much more appreciated, while in the case of dialogic literacy gatherings, self-image and self-confidence are the two most clearly valued attitudes. The positive impact of interactive groups and dialogic literacy gatherings on students' attitudes may have potential for teachers to transform their practices and decision-making within the classroom.

Adequate space is provided for AP activities received the lowest weighted mean of 4.47, standard deviation of 0.59, though still very interpreted as strongly agree. Undoubtedly, the classrooms in public schools are not that spacious. In this case, there are activities that need

to be conducted in the school gymnasium. As shared by the respondents, they prepare at least a day ahead just for the venue of the activity. They also said that when the activities are done in the classroom, they sometimes feel demotivated.

*Table 4. Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan in Terms of Classroom Environment*

Indicators	Mean	SD	Verbal Interpretation
1. Learners have access to materials needed in learning Araling Panlipunan	4.58	0.58	Strongly Agree
2. Classrooms have environment that is conducive to learning.	4.56	0.59	Strongly Agree
3. Learners' interaction with classmates is encouraged.	4.61	0.58	Strongly Agree
4. Adequate space is provided for AP activities.	4.47	0.59	Agree
5. Classroom display encouraged and reinforced AP subject learning.	4.50	0.59	Strongly Agree
<b>Composite Mean</b>	<b>4.54</b>	<b>0.41</b>	<b>Strongly Agree</b>

Legend: 1.0-1.49 (Strong Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Partially Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

#### **Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan in Terms of Difficulty of the Subject.**

Table 5 shows that the obtained weighted mean of 4.24 and standard deviation od 0.77 indicates that the student-respondents agree that difficulty of the subject is one of the factors that affect their attitudes towards learning Araling Panlipunan. Related to this result was the finding of the study of Rind and Arain (2020) that the difficulty of the research subject is correlated with the attitudes of the respondents towards the said subject. The respondents shared that there are topics in Araling Panlipunan that are hard to understand. Meanwhile, it can also be seen in the table that among the indicators, Case study relative to sustainable development is difficult to conduct obtained the highest weighted mean of 4.34 and verbally interpreted as agree. sing case studies in the teaching process represents an exciting approach to teaching, which can help students take more responsibility for their own learning, both inside and outside the classroom. As stated by De

Miguel (2015), case studies can promote intrinsic motivation of students for their own learning process, assuming learning experiences and authentic assessment in which they have to experience the consequences of solutions to real situations. The respondents also agreed that the concepts relative to the political, economic, and social aspects of climate change are hard to understand as it received the lowest weighted mean of 4.13 and standard deviation of .99. Araling Panlipunan is primarily concerned with history, economics, politics, the constitution, and society. Given that they are already aware that the aforementioned issues or areas of concern are covered in the subject, it can be deduced that the respondents assessed this indicator as the last factor influencing their attitudes about the subject in terms of how difficult it is. Additionally, there are many learning resources available to students, including videos on various social media platforms, Youtube, television, radio, and magazines where they may learn about politics, economics, and other national concerns.

**Table 5. Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan in Terms of Difficulty of the Subject**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. Lack of awareness to contemporary issues leads me to understand Araling Panlipunan 10	4.31	0.91	Agree
2. The concepts relative to the political, economic, and social aspects of climate change are hard to understand	4.13	0.99	Agree
3. Case studies on environmental concerns are hard to perform	4.19	0.92	Agree
4. The concepts of economic, socio-cultural, political, and historical foundation of globalization are difficult to explain	4.24	0.89	Agree
5. Case study relative to sustainable development is difficult to conduct.	4.34	0.86	Agree
<b>Composite Mean</b>	<b>4.24</b>	<b>0.77</b>	<b>Agree</b>

**Legend:** 1.0-1.49 (Strong Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Partially Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

#### **Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan in Terms of Teachers' Behaviors**

In table 6 that the assessment of the respondents when it comes to AP teachers' behavior received a composite mean of 4.69, standard deviation of 0.37, and verbal interpretation of strongly agree. It means that the student-respondents. Consistent with this finding is the argument of Pianta and Hamre (2017) that teachers can help students become more self-reliant, motivated to learn, and willing to take risks. Further they stated that by modeling strong organizational and management structures, teachers can help build students' own ability to self-regulate. Moreover, Usher and Pajares (2018) suggested that content-specific views of teaching also highlight the importance of teacher behaviors that develop students' attitudes and behaviors in ways that may not directly impact their attitudes towards a specific subject.

Individually taken, the indicator my teacher has an effective discipline skill attained a composite mean of 4.75, standard deviation of 0.47 and verbal interpretation of strongly agree. It is the job of the teacher to discipline his or her students. This is for the purpose of encouraging

them to participate in class, do their tasks, and promote positive attitudes towards the lesson. It is the right and duty of teachers to discipline students as professional educators. This is in consonance with the article written by OECD (2019) which says that Teachers' beliefs, practices, and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement.

The same is true with was shared by the student-respondents during usual discussion with the researcher. They said that when teachers are very disciplinarian, they are affected in either way; to be more interested in class or to be demotivated. As such, the students want a balanced way of disciplining them.

**3. Factors Affecting the Learners' Engagement Towards Learning Araling Panlipunan.** The following tables present the assessment of the respondents on the factors affecting their engagement towards learning outcomes in Araling Panlipunan in terms of learning resources, teaching competency, leanrign style, and intergartion of technology.

**Table 6. Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan in Terms of Teachers' Behaviors**

Indicators	Mean	SD	Verbal Interpretation
1. My teacher has an effective discipline skill	4.75	0.47	Strongly Agree
2. My teacher promotes positive behavior towards learning Araling Panlipunan	4.73	0.50	Strongly Agree
3. My AP teacher comes to classroom on time	4.56	0.61	Strongly Agree
4. My AP teacher assigns activities that are based on our needs, knowledge, and interests	4.68	0.52	Strongly Agree
5. My AP teacher shows good classroom management skills during AP class	4.72	0.47	Strongly Agree
<b>Composite Mean</b>	<b>4.69</b>	<b>0.37</b>	<b>Strongly Agree</b>

**Legend:** 1.0-1.49 (Strong Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Partially Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

### **3. Factors Affecting the Learners' Engagement Towards Learning Araling Panlipunan.**

#### **Assessment of the Respondents on the Factors Affecting their Engagement Towards Learning Outcome in Araling Panlipunan in Terms of Learning Resources**

The table illustrates that composite mean of 4.66, standard deviation of 0.36 and verbal interpretation of strongly Agree revealed that the respondents considered learning resources as a factor that affects their engagement towards learning Araling Panlipunan. Given the importance of student engagement for students' current and future success, it is essential to explore how teachers can foster student engagement within lessons. The result is an indication that AP teachers use a number of intriguing and engaging methods to teach the concepts outlined in the curriculum in order to guarantee that students are fully engaged in their learning. These tools or resources can assist students in putting lessons learned into practice, which will make learning more enjoyable, participatory, and relevant. This result is consistent with what was stated by Djmarah (2017) that learning resources such as the teaching materials should be interesting in or-

der to increase students' engagement in learning, thus enhance the learning outcomes. He further argued that because of human nature, it is possible to become bored and essentially, everyone does not want boredom in their lives.

For factors affecting the learners' engagement towards learning outcomes Araling Panlipunin in terms of learning resources, the indicator with the highest weighted mean was there is a television or projector inside the room which can be used in presenting teacher's lessons in AP which was 4.68 and standard deviation was 0.53. Its verbal interpretation was strongly agree. Since the education system now is catering 21st century learners, the use of technology is very essential. As stated by Lee (2016) in order to cope up with the demand of 21st century learners and with the education system nowadays, educators are seeking ways on how to improve and incorporate better teaching and learning strategies in different subjects. More so, he stated that given the level of technology imbibed by today's society, one useful method is the use of different learning resources such as television and computer because it can increase the students' interest level and engagement towards the subject being discussed by the teacher.

**Table 7. Assessment of the Respondents on the Factors Affecting their Engagement Towards Learning Outcome in Araling Panlipunan in Terms of Learning Resources.**

Indicators	Mean	SD	Verbal Interpretation
1. The teacher utilizes multi-media in teaching his/her lessons.	4.68	0.50	Strongly Agree

Indicators	Mean	SD	Verbal Interpretation
2. There is a television or projector inside the room which can be used in presenting teacher's lessons in AP	4.68	0.53	Strongly Agree
3. The teacher used resources and teaching materials that can help learners learn independently	4.65	0.49	Strongly Agree
4. The teacher used teaching resources with the help of an internet connection.	4.63	0.56	Strongly Agree
5. The teachers' learning sources varied based on the learners' learning styles and needs.	4.68	0.53	Strongly Agree
<b>Composite Mean</b>	<b>4.66</b>	<b>0.36</b>	<b>Strongly Agree</b>

**Legend:** 1.0-1.49 (Strong Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Partially Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

### Assessment of the Respondents on the Factors Affecting their Engagement Towards Learning Outcomes in Araling Panlipunan in Terms of teaching Competency

Table 8 denotes that the respondents rated teaching competencies as a factor that affect their engagement towards learning outcomes in Araling Panlipunan as shown in the obtained composite mean of 4.71, standard deviation of 0.34 and verbal interpretation of strongly agree. This implies that the student-respondents consider the way their teacher delivers the lesson as well as the knowledge shared to them in every topic. This result shows that Araling Panlipunan teachers in the school respondents can meet the complex demands of the learners. Teachers play the most crucial role in student learning and achievement as they are the effectively and efficiently, that are of course products of their learning engagement. Also, the result is an indication that AP teachers can perform various activities inside and outside the classroom, like planning properly, providing instructions, and evaluating the learning using appropriate teaching competencies and techniques, as assessed by the respondents.

This is congruent to the findings of the study conducted by Cinches, et. al (2017) that teacher competency was found to be a significant predictor of student engagement with teacher engagement trailing far behind. On one hand, the findings of the study of Laniton, et. al (2022) contradicts the findings of the present study as it signified no significant relationship among the three situations. First, teachers' instructional competence and students' school engagement are not significantly related.

Second, instructional competence has no significant influence to students' school engagement specifically on behavioral engagement. Third, instructional competence has no significant influence to students' school engagement specifically on cognitive engagement. Lastly, instructional competence has no significant influence to students' school engagement specifically on emotional engagement.

Considering all the indicators, it can be gleaned that my teacher helps me to learn the lessons got the highest weighted mean of 4.74 and standard deviation of 0.47 with verbal interpretation of strongly agree. Teachers are the drivers in the classroom. They are the classroom managers and the people to whom the learners always depend on in many ways, particularly when it comes to learning the subject matter. Relative to this finding is the result of the study of Tao, et. al (2022) that the Perceived teacher support had the greatest impact on students' engagement and achievement among upper-secondary students, while also had a larger influence on student course grades than standardized test scores.

On one hand, the other indicators were also assessed by the respondents that resulted to the following. My AP teacher made his/ her lesson engaging by connecting it to real life scenarios acquired the third highest weighted mean of 4.72 with standard deviation of 0.48 and was verbally interpreted as strongly Agree. The indicator My AP teacher uses many strategies to encourage his/her class to learn the specific lessons he/she delivers in class had the second to the lowest weighted mean of 4.68 and had a standard deviation of 0.47 but was

verbally interpreted as strongly agree. On one hand, the last indicator which had the lowest weighted mean of 4.65 and with standard

deviation of 0.48 was My AP teacher knows the needs and abilities of his/her learners. Its verbal interpretation was strongly agreed.

**Table 8. Assessment of the Respondents on the Factors Affecting their Engagement Towards Learning Outcomes in Araling Panlipunan in Terms of teaching Competenc**

Indicators	Mean	SD	Verbal Interpretation
1. My AP teacher delivers the lesson with clarity.	4.74	0.51	Strongly Agree
2. My AP teacher knows the needs and abilities of his/her learners.	4.65	0.48	Strongly Agree
3. My AP teacher uses many strategies to encourage his/her class to learn the specific lessons he/she delivers in class.	4.68	0.47	Strongly Agree
4. My AP teacher made his/ her lesson engaging by connecting it to real life scenarios.	4.72	0.48	Strongly Agree
5. My teacher helps me to learn the lessons	4.74	0.47	Strongly Agree
<b>Composite Mean</b>	<b>4.71</b>	<b>0.34</b>	<b>Strongly Agree</b>

**Legend:** 1.0-1.49 (Strong Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Partially Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

**Assessment of the Respondents on the Factors Affecting their Engagement Towards Learning Outcomes in Araling Panlipunan in Terms of Learning Styles**

It can be noticed from table 9 that the assessment of the respondents on their learning style as a factor that affects their engagement towards learning outcomes in Araling Panlipunan received a composite mean of 4.59 and verbally interpreted as strongly agree. This result proves that AP teachers are strategically presenting their lessons based on the learning styles of the respondents. Though students have individual difference in terms of the way they learn, teachers are possibly using differentiated instructions to promote engagement. This is consistent with what was found out in the study of Halif, et. al (2020) that visual learning style was found to influence all three dimensions (behavioral, cognitive and emotional) elements of student engagement. These findings also demonstrated that, in contrast to auditory and kinesthetic learners, visual learners were more engaged in the classroom. Additionally, it was noted that the relationship between learning styles and student involvement was considerably moderated by all aspects of

student motivation, including achievement, recognition, relationships with peers, and relationships with lecturers.

I am engaged in AP class when my teacher asked us to perform in groups since I am a social learner gained the highest weighted mean of 4.68 with standard deviation of 0.55 and verbal interpretation of strongly agree. There are many group activities in Araling Panlipunan and the research observes that this is one way that can encourage learners to be engaged in class, thus enhance their learning outcomes. This finding can be supported by the results of the study of Backer, et. al (2018) that collaborative grouping has a positive impact on student learning and fosters social emotional skills beneficial for overall functioning in today's environment. Further, their findings suggest that middle-level classrooms benefit from incorporating collaborative learning activities when preceded by intentional group formation, instruction on how to participate effectively as a member of a collaborative team, and supplemented by re-teaching of group skills or regrouping, as indicated by evidence of student engagement.

**Table 9. Assessment of the Respondents on the Factors Affecting their Engagement Towards Learning Outcomes in Araling Panlipunan in Terms of Learning Styles**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. My engagement in class is triggered by visual presentations.	4.50	0.72	Strongly Agree
2. I am encouraged to participate when my teacher uses audio presentations.	4.56	0.56	Strongly Agree
3. I engage in AP class when activities that involved physical movements such as role play, and others are performed in the classroom.	4.64	0.63	Strongly Agree
4. The activities that our teacher provided encouraged me to be engaged in class because of the use of social media platform	4.58	0.61	Strongly Agree
5. I am engaged in AP class when my teacher asked us to perform in groups since I am a social learner.	4.68	0.55	Strongly Agree
<b>Composite Mean</b>	<b>4.59</b>	<b>0.44</b>	<b>Strongly Agree</b>

**Legend:** 1.0-1.49 (Strong Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Partially Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

### **Assessment of the Respondents on the Factors Affecting their Engagement Towards Learning Outcomes in Araling Panlipunan in Terms of Integration of Technology**

It can be gleaned from table 10 that the assessment of the respondents on the use of technology as a factor that affects their engagement towards learning outcome in Araling Panlipunan obtained a composite mean of 4.38, standard deviation of 0.61 and verbal interpretation of agree. Todays' generation learners are called 21<sup>st</sup> century learners and they prefer lessons which are presented with technology integration. So, the result only shows that AP teachers are using interactive instructional materials depending upon the lesson. The result is consonance to Van Lieshout's (2018) idea that technology engaging instructional materials may be used to increase teaching and learning while also assisting students in their achievement. For the teachers, though, technology can be a force multiplier. He added that students can utilize web sites, online lessons, and other resources to help them instead of relying just on the teacher.

On one hand, the item my AP teacher motivated me to participate in classroom discussions through visual presentations by means of television got the highest weighted mean of 4.68 (SD=.50) and verbally interpreted as

strongly agree. The findings imply that teachers' motivation and the usage of technology-infused instructional materials have an impact on respondents' involvement with learning outcomes in Araling Panlipunan. The result is consistent with the argument of Martin (2021) that in today's high tech, quick-paced society, the days of sitting through lectures and taking notes are long gone. The use of video games, social media, ipads, iphones, television, and other devices has fundamentally altered how quickly students require feedback and satisfaction from their study. He also stated that an educational strategy known as interactive learning incorporates participation and engagement with pupils. Students are urged to engage in hands-on activities, work in groups, and use technology to complete their assignments.

Meanwhile, the statement that got the lowest weighted mean of 4.13 and verbal interpretation of agree is my AP teacher used a Facebook group to stream live lectures and host discussions. According to the shared ideas of the respondents, their teachers simply used Facebook groups to educate throughout the epidemic, where modular learning served as the primary method of instruction, and whenever special circumstances arose, such as the time she was on leave television the other day and missed the discussion.

**Table 10. Assessment of the Respondents on the Factors Affecting their Engagement Towards Learning Outcomes in Araling Panlipunan in Terms of Integration of Technology**

Indicators	Mean	SD	Verbal Interpretation
1. My AP teacher motivated me to participate in classroom discussions through visual presentations by means of television	4.68	0.50	Strongly Agree
2. My AP teacher utilized simulation games that persuades me to be involved in class.	4.53	0.63	Strongly Agree
3. My AP teacher allowed us to use our gadgets when needed during AP class, so I am interested in learning AP.	4.28	0.95	Agree
4. My teacher in AP used a Facebook Page to broadcast updates and alerts.	4.29	0.93	Agree
5. My AP teacher used a Facebook group to stream live lectures and host discussions	4.13	1.13	Agree
<b>Composite Mean</b>	<b>4.38</b>	<b>0.61</b>	<b>Agree</b>

**Legend:** 1.0-1.49 (Strong Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Partially Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

### **Significant Difference Between the Factors Affecting Respondents' Attitudes Towards Learning Araling Panlipunan When Grouped According to Profile Variables**

### **Significant Difference Between the Factors Affecting Respondents' Attitudes Towards Learning Araling Panlipunan When Grouped According to Sex**

Based on table 11 there is no significant difference was found between the factors affecting the respondents' attitude towards learning Araling Panlipunan when grouped according to sex. For Instructional Methods, the p-value obtained was 0.199. For Classroom Environment, p-value was 0.107. For Difficulty of the Subject, p-value was 0.711 and for Teacher Behavior it was 0.128. These p-values were all greater than the 0.05 level of significance at 125 degrees of freedom. The first null hypothesis of the study which states that there is no significant difference between the factors affecting respondents' attitudes towards learning Araling Panlipunan when grouped according to sex is accepted. Anokye- Poku (2020) and Ampadu in his study on gender difference in attitudes in achievement in Mathematics found the same

result that both female and male students held positive attitudes towards mathematics, and there was no significant difference in attitudes between genders toward Mathematics. On one hand, the findings of the study of Hansberry and Moros (2017) contradicts the present result as the previous revealed that There were significant differences in attitude toward learning social studies based on student gender. Female students had a more positive attitude towards school and learning social studies than did males in most aspects and were also more positive about most school subjects including social studies.

The researcher also observes that female students pay more attention during class discussions, whether the lessons are difficult or not, or whatever the instructional methods their teacher in Araling Panlipunan is using, which results in better work. Additionally, girls perform better on tests and in other activities. There are some male students that perform on par with their female counterparts, but these students are among the top performers in the class.

**Table 11. Significant Difference Between the Factors Affecting Respondents' Attitudes Towards Learning Araling Panlipunan When Grouped According to Sex**

Learners' Attitudes	Male		Female		t	df	p-values	Verbal Interpretation
	Mean	SD	Mean	SD				
Instructional methods	4.45	0.43	4.55	0.41	-1.291	125	0.199	Not Significant
Classroom environment	4.48	0.45	4.60	0.37	-1.622	125	0.107	Not Significant
Difficulty of the subject	4.21	0.78	4.26	0.77	-0.371	125	0.711	Not Significant
Teacher behavior	4.63	0.41	4.74	0.34	-1.531	125	0.128	Not Significant

**Legend:** lower than p-value of .05 level of confidence there is significant difference: higher than p-value of .05 level of significance, no significant difference

### Significant Difference Between the Factors Affecting Respondents' Attitudes Towards Learning Outcomes in Araling Panlipunan When Grouped According to Age

Based on table 11, when respondents grouped according to the age, significant difference was identified on Teacher Behavior. Its p-value of 0.003 was lower than the 0.05 level of significance. The first null hypothesis of the study was therefore rejected with regard to this attitude. However, for Instructional Method with p-value of 0.279, Classroom Environment with p-value of 0.128, and Difficulty of the Subject with p-value of 0.896, no significant difference was established as proven by the p-values which were higher than the 0.05 level of significance. The first null hypothesis of the study was therefore accepted with regard to these attitudes. The results implied that regardless of the learners' age and instructional methods, difficulty of the subject, and classroom environment, their learning outcomes in Araling Panlipunan are not affected. This can be because of the age groups where junior high school student-respondents belong. The gap in two age groups is not that far, that caused them to have the same thoughts on their experiences as AP students.

Related to this finding was the established analysis of the study conducted by Rashid

(2020) that teachers' behavior has a significant relationship with academic performance of the learners. These analysis revealed six components such as clarity, interaction, pacing, disclosure, speech and rapport. Nevertheless, when it comes to the variables that bear no significant difference, Khatima (2021) also argued that the learning environment in the classroom has an influence on improving student learning outcomes. A good classroom learning environment makes students feel comfortable and motivated when carrying out learning activities.

Lim and Morris (2017) revealed in their study that age and instructional factors are those learners antecedents that differentiates students' learning outcomes among group of college students. However, contradicting this finding is what Francisco (2020) found out in his study. There, he concluded that the planning, teaching, and assessment practices of the teachers as part of instructional methodologies did not produce significant combined effects on the academic outcomes of students on the five content subjects in the curriculum. Moreover, the study of Parsons Parsons (2017) also opposes the present findings as they concluded that teachers can create engaging classroom contexts by showing students that they care about them and by maintaining a positive social environment.

**Table 12. Significant Difference Between the Factors Affecting Respondents' Attitudes Towards Learning Outcomes in Araling Panlipunan When Grouped According to Age.**

Learners' Attitudes		Sum of Squares	df	Mean Square	F	p-values
Instructional methods	Between Groups	0.452	2	0.226	1.288	0.279
	Within Groups	21.777	124	0.176		
	Total	22.229	126			

Learners' Attitudes		Sum of Squares	df	Mean Square	F	p-values
Classroom environment	Between Groups	0.708	2	0.354	2.105	0.126
	Within Groups	20.866	124	0.168		
	Total	21.574	126			
Difficulty of the subject	Between Groups	0.133	2	0.066	0.110	0.896
	Within Groups	75.094	124	0.606		
	Total	75.227	126			
Teacher behavior	Between Groups	1.544	2	0.772	5.943	0.003
	Within Groups	16.108	124	0.130		
	Total	17.652	126			

**Legend:** lower than p-value of .05 level of confidence there is significant difference: higher than p-value of .05 level of significance, no significant difference.

### Significant Difference Between the Factors Affecting Respondents' Engagement Towards Learning Araling

### Significant Difference Between the Factors Affecting Respondents' Engagement Towards Learning Outcomes in Araling Panlipunan When Grouped According to Sex

Table 13 revealed that no significant difference was established between the factors affecting the respondents' engagement towards learning Araling Panlipunan when grouped according to sex. Learning resources with p-value of 0.579, Teaching Competency with p-value of 0.826, Learning Style with p-value of 0.412 and Integration of Technology with p-value of 0.211 all accepted the first null hypothesis of the study since their p-values are lower than the 0.05 level of significance. This means that male and female respondents have the same level of engagement towards learning outcomes in Araling Panlipunan regardless of learning resources, teaching competency, learning styles, and technology integrated in teaching. The aforementioned result demonstrates that AP teachers are able to make use of teaching

competencies that can increase students' interest in learning. In that circumstances, AP students of both sexes participate in the class.

Contrary to this is the result of the study of Marantika (2022) where he indicated that, overall, there was a correlation between learning styles, gender and learning outcomes. According to the research findings, it can be concluded that learning style and gender can contribute to the engagement towards learning outcome of the students. In this case, the study can also be contradicted by Tjabolo and Herwin (2020) who mentioned that when it comes to learners' engagement in class, a teacher must be able to choose appropriate learning strategies for students, considering that each student has different characteristics. More so, the present study's result is opposed by the study of Stepp-Greany (2002) who found that a variety of benefits for students associated with the general use of technology in classrooms, including increased motivation, improved self-concept, mastery of basic skills, more student-centered learning, engagement, and participation in the learning process.

*Table 13. Significant Difference Between the Factors Affecting Respondents' Engagement Towards Learning Outcomes in Araling Panlipunan When Grouped According to Sex*

Learners Engagement	Male		Female		T	Df	p-values	Verbal Interpretation
	Mean	SD	Mean	SD				
Learning resources	4.64	0.36	4.68	0.35	-0.556	125	0.579	Not Significant
Teaching competency	4.70	0.34	4.71	0.35	-0.221	125	0.826	Not Significant
Learning style	4.56	0.46	4.62	0.43	-0.824	125	0.412	Not Significant
Integration of Technology	4.31	0.54	4.44	0.66	-1.257	125	0.211	Not Significant

**Legend:** lower than p-value of .05 level of confidence there is significant difference: higher than p-value of .05 level of significance, no significant difference.

### Significant Difference between the Factors Affecting Respondents' Engagement towards Learning Outcomes in Araling Panlipunan When Grouped According to Age

Table 14 showed significant difference was identified with regards to teaching competency as proven by its p-value of 0.014 which is lower than 0.05 level of significance. This paved the way for rejecting the first null hypothesis of the study. The result shows that the competency that AP teacher have are really a great factor in encouraging the learners to engage themselves in the said subject particularly in different societal issues. For the other engagement such

as learning resources with p-value of 0.086, learning style with p-value of 0.283 and Integration of Technology with p-value of 0.748, the first null hypothesis of the study was accepted. This can be verified by the fact that their p-values are higher than the 0.05 level of significance.

6. Level of Learning Outcomes in Araling Panlipunan. The next tables reveal the assessment of the respondents on the level of their learning outcomes in Araling Panlipunan as to cognitive, behavioral, and affective.

*Table 14. Significant Difference between the Factors Affecting Respondents' Engagement towards Learning Outcomes in Araling Panlipunan When Grouped According to Age*

Learners Engagement		Sum of Squares	Df	Mean Square	F	p-values
Learning resources	Between Groups	0.619	2	0.309	2.498	0.086
	Within Groups	15.357	124	0.124		
	Total	15.976	126			
Teaching competency	Between Groups	0.980	2	0.490	4.425	0.014
	Within Groups	13.726	124	0.111		
	Total	14.706	126			
Learning style	Between Groups	0.493	2	0.246	1.275	0.283
	Within Groups	23.976	124	0.193		
	Total	24.469	126			
Integration of Technology	Between Groups	0.218	2	0.109	0.292	0.748
	Within Groups	46.376	124	0.374		
	Total	46.595	126			

**Legend:** lower than p-value of .05 level of confidence there is significant difference: higher than p-value of .05 level of significance, no significant difference.

### Level of Learning Outcomes in Araling Panlipunan

#### Level of the Students' Learning Outcomes in Araling Panlipunan in Terms if Cognitive

It can be gleaned from table 15 that the assessment of the respondents on the level of learning outcomes in terms of cognitive received a composite mean of 4.58 and standard deviation of 0.46 and verbally interpreted as very high level. Cognitive learning is a style of learning that encourages students to use their brains more effectively. This way of learning encourages students to fully engage in the learning process so learning, thinking, and remembering get easier and easier. The result shows that learners are not just merely using memorization in learning Araling Panlipunan,

instead they are able to explore and justify what they have learned from the class. It is a good indication because as grade 10 students, they are expected to have comprehension, a function of one's cognition.

Taken individually, the item has the ability to explain and understand the different calamities being encountered in the community and in the country obtained the highest weighted mean of 4.60 and verbally interpreted as very high in terms of its level. The result is aligned with the aim of the United Nations (2020) to make education a central part of the international response to climate change, and empower students with the knowledge they need to fight the crisis, and adapt to its impacts. Further, it stated that future lies in the hands of the

youth, and the youth have a role to play to either destroy it or to keep it.

Still interpreted as very high level, the item able to explain local and world economic contemporary issues that may lead to country's development obtained the lowest weighted mean of 4.54. This means that the learner-respondents are aware of the economic issues in the country and the world. Wyk (2015) agreed on this finding as he claimed that the more economic concepts students know, the more they like and value the subject and the more information they have about economic issues.

Students who do not get the opportunity to learn economics and increase their economic understanding will probably never take much interest in the subject or in their economic world. Also, Wyk (2015) suggested that by teaching basic economic concepts and applying them to classroom discussions of economic issues and institutions, teachers and lecturers are not indoctrinating students, but providing a knowledge foundation for more informed student opinions and decision making on vital economic issues.

*Table 15. Level of the Students' Learning Outcomes in Araling Panlipunan in Terms if Cognitive*

Indicators	Mean	SD	Verbal Interpretation
1. Able to explain local and world economic contemporary issues that may lead to country's development.	4.54	0.68	Very High Level
2. Has the ability to analyze the importance of being open-minded to various local and world issues	4.56	0.57	Very High Level
3. Has the ability to explain and understand the different calamities being encountered in the community and in the country.	4.60	0.57	Very High Level
4. Capable of establishing a link between human activities and decisions and disasters	4.57	0.61	Very High Level
5. Capable of determining what people need to prepare for in the event of a disaster.	4.64	0.61	Very High Level
<b>Composite Mean</b>	<b>4.58</b>	<b>0.46</b>	<b>Very High Level</b>

**Legend:** 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderately High/Moderately Low); 3.50-4.49 (High Level); 4.50-5.0 (Very High Level)

#### **Level of the Students' Learning Outcomes in Araling Panlipunan in Terms if Behavioral**

Table 16 showed that for the level of the learning outcomes in Araling Panlipunan as to behavioral, the indicator which obtained the highest weighted mean was ask the teacher for help when needed during AP class, which was 4.69 with a standard deviation of 0.51. It was verbally interpreted as very high level. Students who ask for assistance are more involved in the lesson. It indicates that they are still competent; they merely require further explanations. According to a saying, asking for assistance or even just a simple clarification just means two things: either one does not understand what needs to be done or was discussed, or one is able to grasp that clarifications

only need to be made. It was followed by perform tasks in Araling Panlipunan with enthusiasm with its weighted mean of 4.66 and standard deviation of 0.52 and verbally interpreted as Very High Level. Motivated to study and listen to Araling Panlipunan teacher's discussion had a weighted mean of 4.64 and standard deviation of 0.61. The indicator write down corresponding notes had a weighted mean of 4.59 with standard deviation of 0.58 and Complete tasks on time had a weighted mean of 4.57 and standard deviation of 0.61. These last two indicators were also given verbal interpretation of very high level. The composite mean of 4.63 with standard deviation of 0.43 was also interpreted as very high level.

Table 16. Level of the Students' Learning Outcomes in Araling Panlipunan in Terms if Behavioral

Indicators	Mean	SD	Verbal Interpretation
1. Motivated to study and listen to Araling Panlipunan teacher's discussion	4.64	0.61	Very High Level
2. Write down corresponding notes	4.59	0.58	Very High Level
3. Complete tasks on time	4.57	0.61	Very High Level
4. Ask the teacher for help when needed during AP class	4.69	0.51	Very High Level
5. Perform tasks in Araling Panlipunan with enthusiasm	4.66	0.52	Very High Level
<b>Composite Mean</b>	<b>4.63</b>	<b>0.43</b>	<b>Very High Level</b>

**Legend:** 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderately High/Moderately Low); 3.50-4.49 (High Level); 4.50- 5.0 (Very High Level)

#### Level of the Students' Learning Outcomes in Araling Panlipunan in Terms if Attitudinal

Table 17 showed that with regards to attitudinal, all the indicators were verbally interpreted as very high level. They are I appreciate the importance of studying local and world's contemporary issues with its highest weighted mean of 4.71 with standard deviation of 0.55; I believe I understand all the lessons that my AP teacher delivers in class with its weighted mean of 4.65 and standard deviation of 0.53; I believe I can perform the necessary actions when faced with adversities or calamities whose weighted mean of 4.57 got a standard deviation of 0.62; I am confident that I can

retain the information I learned from previous AP discussions for a long period of time with a weighted mean of 4.55 and 0.60 for its standard deviation; and I am confident that I can do the hardest work that is assigned to me in my AP class with the lowest weighted mean of 4.52 and with a standard deviation of 0.62. Lastly, it obtained a composite mean of 4.60 with 0.44 as standard deviation and was given verbal interpretation of very high level. The findings show that students are interested in learning about Araling Panlipunan, especially the problems the community is currently facing and those that could arise.

17. Level of the Students' Learning Outcomes in Araling Panlipunan in Terms if Attitudinal

Indicators	Mean	SD	Verbal Interpretation
1. I believe I understand all the lessons that my AP teacher delivers in class.	4.65	0.53	Very High Level
2. I am confident that I can do the hardest work that is assigned to me in my AP class.	4.52	0.62	Very High Level
3. I am confident that I can retain the information I learned from previous AP discussions for a long period of time	4.55	0.60	Very High Level
4. I believe I can perform the necessary actions when faced with adversities or calamites.	4.57	0.62	Very High Level
5. I appreciate the importance of studying local and world's contemporary issues	4.71	0.55	Very High Level
<b>Composite Mean</b>	<b>4.60</b>	<b>0.44</b>	<b>Very High Level</b>

**Legend:** 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderately High/Moderately Low); 3.50-4.49 (High Level); 4.50- 5.0 (Very High Level)

### Significant Relationship between the Factors Affecting the Learners' Attitudes towards Learning Outcomes in Araling Panlipunan

Based on Table 18 highly significant relationship was established between instructional methods and the learning outcomes in Araling Panlipunan as to cognitive, behavioral and attitudinal. The results indicate that the methods being used by the teacher in teaching Araling Panlipunan affect the way students understand, perform and appreciate the value of whatever topic is being discussed. The result also denotes that Mudyaradzi (2016) in his study indicated significant differences on the effectiveness of the three teaching methods.

Moreover, Sogano ana mamolo (2020) support this finding as they showed that a significant positive effect was observed upon the use of teaching methods on attitude. The study revealed that cooperative learning strategy showed a significant effect than the traditional teaching method in promoting positive attitude and motivation/interest of the students towards learning. This is consonance with what was stated by Hanushek (2018) that teachers play an integral role in boosting student learning and what matters is not so much where teachers come from or how many qualifications they have earned, but what they end up doing in their day-to-day interactions with students.

*Table 18. Significant Relationship Between the Factors Affecting the Learners' Attitudes Towards Learning Outcomes in Araling Panlipunan*

Learners' Attitudes	Learning Outcomes in Araling Panlipunan		
	Cognitive	Behavioral	Attitudinal
Instructional methods	.444**	.490**	.461**
Classroom environment	.509**	.475**	.492**
Difficulty of the subject	.264**	0.159	.323**
Teacher behavior	.407**	.299**	.293**

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

\*. Correlation is significant at the 0.05 level (2-tailed).

### Significant Relationship Between the Factors Affecting the Learners' Engagement Towards Learning Outcomes In Araling Panlipunan

### Significant Relationship Between the Factors Affecting the Learners' Engagement Towards Learning Outcomes in Araling Panlipunan

For learners' engagement, learning resources was found to have highly significant relationships with cognitive, behavioral, and attitudinal learning outcomes in Araling Panlipunan. Undeniably, when the students pay attention to class, their level of outcomes in every subject, not only in AP can be improved. Highly significant relationships were also established between teaching competency and cognitive, behavioral and attitudinal learning outcomes in Araling Panlipunan. As said, students' engagement can be promoted through different

factors, and on the top of these is their teacher who meets their demands and learning needs. For Learning Style, there was also highly significant relationship with the Cognitive, Behavioral and Attitudinal Learning Outcomes in Araling Panlipunan. In the Integration of Technology, highly significant relationships were ascertained with the cognitive, behavioral, and attitudinal learning outcomes in Araling Panlipunan. The learning style of each student must be always considered by all the teachers. The activities being prepared should always be in line with the way the students learn. Teachers must adjust if interactive classes are required because today's students are more involved in these kinds of activities and lessons. The result is in line with Lieshout (2018) who said that technology based interactive instructional materials can be utilized to help students succeed by improving learning outcomes.

Learners Engagement	Learning Outcomes in Araling Panlipunan		
	Cognitive	Behavioral	Attitudinal
Learning resources	.500**	.413**	.358**
Teaching competency	.534**	.523**	.487**
Learning style	.653**	.568**	.618**
Integration of Technology	.348**	.284**	.447**

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

\*. Correlation is significant at the 0.05 level (2-tailed).

## Conclusion

1. Significant Difference Between the Learners Attitudes Towards Learning Outcomes When Grouped According to Profile Variables. There is no significant difference between learning materials as a factor that affect learners' attitudes towards learning outcomes in Araling Panlipunan when grouped according to sex, thus the research hypothesis was accepted.
2. Significant Difference Between the Learners Engagement Towards Learning Outcomes in Araling Panlipunan. There is no significant difference was established between the respondents' sex when grouped according to all the indicated factors that affect learners' engagement towards learning outcomes in Araling Panlipunan. Significant differences were identified with regards to teaching competency which paved the way for rejecting the first null hypothesis of the study. For the other engagement such as learning resources, Integration of Technology, no significance difference was.
3. Significant Relationship Between the Factors that Affect Student's Attitudes Towards Learning Outcomes in Araling Panlipunan. A highly significant relationship was established between instructional methods, classroom environment and the learning outcomes as to cognitive, behavioral, and attitudinal. Highly significant relationships were identified between Difficulty of the Subject and Cognitive and Attitudinal Learning Outcomes in Araling Panlipunan. No significant relationship was revealed between Difficulty of the Subject and Behavioral Learning Outcomes in Araling Panlipunan. For teacher's behavior, highly significant relationships were recognized with regard to cognitive, behavioral and attitudinal learning outcomes in Araling

Panlipunan. Thus, research hypotheses were rejected.

4. Significant Relationship Between the Factors that Affect Students' Attitudes Towards Learning Outcomes in Araling Panlipunan. A highly significant relationship was established between factors affecting the learners' attitudes and learning outcomes in Araling Panlipunan. Thus, research hypotheses were rejected.
5. Significant Relationship Between the Factors that Affect Students' Engagement Towards Learning Outcomes in Araling Panlipunan. Highly significant relationships between the factors as to cognitive, behavioral, and attitudinal affect students' engagement towards learning outcomes in Araling Panlipunan were established. Thus, research hypotheses were rejected.

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