Students' Motivation and Perception in Learning Social Science Using Distance Learning Modality during COVID-19- Pandemic

Charlene Grace T. Beboso [a*] and Joel M. Bual [b]

[a] *Dr. Vicente F. Gustilo Memorial National High School, Cabahug Street, Cadiz City, Negros Occidental, Philippines.*
[b] *University of Negros Occidental-Recoletos, 6100 Bacolod City, Negros Occidental, Philippines.*

Authors' contributions

This work was carried out in collaboration between both authors. Author CGTB is the main proponent who wrote the paper, designed the study, and performed analysis and interpretation of the data through the guidance and recommendations of author JMB as her adviser. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

Aims: This paper assessed the motivation and perception of Grade 12 public school students in learning social science during the pandemic. It also investigated the difference in their motivation and perception.
Study Design: Descriptive-comparative design.
Place and Duration of Study: School Division of a Component City in Northern Negros Occidental, between January 2021 to July 2022.
Methodology: The study utilized the descriptive-comparative design. The study was assessed by 436 stratified randomly sampled students. The assessments were gathered using the modified motivation and perception questionnaires. In analyzing the data, mean, standard deviation, Mann Whitney, and Kruskal Wallis were employed.
Results: Generally, the motivation (M=3.83, SD= 0.67) shows an agreeable result. The extrinsic goal orientation (M=4.15, SD= 0.88) is rated highest with an agreeable result, and social engagement (M=3.46, SD= 0.92) is the lowest with a neutral result. Meanwhile, they have agreeable perceptions (M=3.69, SD= 0.65) with perceived value (M=3.79, SD= 0.79) as highest and perceived teachers' attitude (M=3.46, SD= 0.89) as lowest. Moreover, there was no difference

*Corresponding author: Email: charlenegrace.beboso@deped.gov.ph;

in their motivation when group according to sex [U=21954.5, p=0.721] and track [U=22104.0, p=0.875]. While a significant difference in academic performance [χ2(4)=53.069, p=0.000]. In terms of perception, it found no difference when grouped according to sex [U=22309.0, p=0.771] and track [U=22163.0, p=0.912]. While a significant difference in academic performance [χ2(4)=32.042, p=0.000].

Conclusion: The study implies the need to address students' motivation and perception issues to ensure their quality learning of social science.

1. INTRODUCTION

Social science is a discipline that provides knowledge, skills, and attitude among learners amid social issues [1]. Moreover, this plays a significant role in inculcating the information, skills, conduct, and human values to make them responsible constituents who understand their rights and civic duties [2]. Furthermore, this fosters their generic skills such as creative thinking, problem-solving, decision-making, and research, which they can apply to better their lives and advance social transformation [3]. Given this, they should be highly motivated to effectively learn this discipline [4].

By nature, motivation is essential in providing the learners with the stimulus to embrace social science learning [5]. With their motivation intact, they become confident in their integral aspects of life, which is critical in understanding society [6]. This also encourages them to responsibly engage in accomplishing their academic tasks and responsibilities [7]. Meanwhile, for them to be motivated, an in-depth perception of the subject is necessary [4].

However, most students in the Philippines, either in public or private schools, compromise their perception of learning social sciences due to their complex responsibilities [8]. Most do tasks out of compliance and fail to see the value of this discipline in their lives [9]. Also, their disposition towards learning is affected by the depreciation of their values which is influenced by their modernistic and consumeristic mindsets, such as the influence of technology [10,11]. Also, the pandemic circumstance shifted the instructional modality from face-to-face to distance learning using either online, modules, or combination of both which affected their motivation and perception [12,13,14,15].

In the context of public schools, most students are unmotivated to learn, complete their modules, and perform expected tasks because they are distracted by the kind of learning environment [16]. There are instances where learning at home is unsupervised, which compromises their disposition [17]. In fact, most cannot religiously submit their tasks, which negatively impacts their academic rating and jeopardizes their learning motivation and understanding of the subject [18].

Several studies on students' motivation were conducted in the Philippines: On students' self-directed learning, self-efficacy, and academic motivation [19] on self-efficacy and academic motivation among private school students [20], and students' motivation and learning strategies [21]. In terms of students' learning perception, a study was conducted among senior high school students on philosophy [22]. Moreover, several studies were conducted during the pandemic, particularly on the implementation of distance learning [23,24]. Considering the available studies, there is a dearth of literature on students' motivation and perception, especially in learning social science amid a pandemic. This is the gap that this study would like to fill in.

Thus, this study assessed the degree of motivation of Grade 12 students in learning social science in a school division of a component city in Northern Negros Occidental, Philippines, during the time of pandemic during 2021-2022 in the areas of intrinsic goal orientation, extrinsic goal orientation, task value, expectancy (self-efficacy), control learning belief, social engagement, and teacher support when taken as a whole and grouped according to sex, track, and academic performance. It also determined their degree of perception in learning social science in the areas of interest, perceived value of the subject, attitude to the subject teacher, perceptions of own ability, perceived attitude to other students, perceived teachers' attitude, and attitude to homework when taken as a whole and grouped according to the demographics. Likewise, it investigated the difference in the students' motivation and

perception when grouped according to these demographics. Lastly, the findings are significant in providing interactive learning strategies among public school students in the continuous improvement of their motivation and perception of the subject.

2. THEORETICAL FRAMEWORK

The paper theorized that the students' high motivation and perception would result in an improved academic performance in social science. It also perceived that their motivation and perception in learning social science vary according to sex, track, and academic performance. These assumptions were anchored on Deci and Ryan's [25] Self-Determination Theory. This claims that the determined individuals demonstrate high motivation and perception of the discipline regardless of their challenges. Also, regardless of their profile, they can improve their performance given that they are determined and motivated. This study has something to do with the students' motivation and perception in learning social science, considering the shift in instructional modality. There will always be students who, despite any situation, are determined to perform academically amid this pandemic circumstance regardless of their status in life. Lastly, the findings are significant in providing interactive learning strategies among public school students to improve their motivation and perception of the subject continuously.

3. METHODOLOGY

3.1 Research Design

The study utilized a quantitative research design, particularly the descriptive-comparative approach. The descriptive approach was used to describe the degree of motivation and perception in learning social science among public Grade 12 students during the pandemic. On the other hand, the comparative approach was utilized to investigate the difference in the assessment of the students on motivation and perception in learning social sciences when they were grouped according to the demographics.

3.2 Respondents

The respondents of the study were the 436 grade 12 students in a school division of a component city in Northern Negros Occidental, Philippines during the school year 2021-2022. The sample size was determined using the Raosoft Online Calculator. They were sampled using stratified random sampling and objectively chosen using fishbowl technique to identify the actual respondents.

3.3 Research Instrument

In assessing the motivation, a modified 14-item questionnaire from Fowler [26] was used in terms of intrinsic goal orientation, extrinsic goal orientation, task value, expectancy, control learning belief, social engagement, and teacher support. This instrument was subjected to 10 Subject Matter Experts (SMEs) and validity test using Lawshe's Content Validity Ratio and yielded a valid score of 0.86. It was also reliability tested to 30 non-actual respondents but sharing the same characteristics and garnered a reliable Cronbach's Alpha score of 0.94. The assessment utilized a Likert scale of 1-disagree, 2-slightly agree, 3-neutral/undecided, 4-agree, and 5-strongly agree. In terms of perception, a modified 11-item questionnaire from the Officers of the

Table 1. Demographic profile of the respondents

Variable	f	%
Sex		
Male	166	38.1
Female	270	61.9
Track		
Academic	272	62.4
TVL	164	37.6
Academic Performance		
Did not meet expectation 75 below	2	0.5
Fairly satisfactory 75-79	26	6.0
Satisfactory 80-84	149	34.2
Very Satisfactory 85-89	163	37.4
Outstanding 90-100	96	22.0
Total	***436***	***100.0***

Education Department's Research Branch as cited in Darby [27] was used in terms of interest, the perceived value of the subject, attitude to the subject teacher, perceptions of own ability, perceived attitude to other students, perceived teachers' attitude, and attitude to homework. This also yielded a valid score of 0.86 and a reliable Cronbach's Alpha rating of 0.90. To assess, it employed the scale of 1-disagree, 2-slightly agree, 3-neutral/undecided, 4-agree, and 5-strongly agree.

3.4 Data Analysis

In data analysis, mean and standard deviation were used to determine the students' motivation and perception. Meanwhile, using the Kolmogorov-Smirnov, the normality test results showed that the motivation [KS=0.112, p=0.000] and perception [KS=0.076, p=0.000] are not normally distributed. Hence, the use of non-parametric tools was justified. With this, Mann Whitney U-Test and Kruskal Wallis were employed to compare their motivation and perception when grouped according to the demographics.

4. RESULTS AND DISCUSSION

4.1 Degree of Motivation in Learning Social Science

Motivation in learning social science perceives the students' overall driving force, leading them towards successful learning acquisition. It is a continuous process of forming their psychological bond, participating in learning, and having behavioral development toward academic accomplishment [28]. Tables 2 and 3 presents the Grade 12 students' degree of motivation in learning social science. Generally, the motivation (M=3.83, SD= 0.67) shows an agreeable result. The extrinsic goal orientation (M=4.15, SD= 0.88) is rated highest with an agreeable result, and social engagement (M=3.46, SD= 0.92) is the lowest with a neutral result.

Generally, the agreeable result indicates that the students have high motivation for social science learning. Additionally, they have the stimulus to continuously learn and participate in the process of knowledge and behavioral development [28]. This can be influenced by the learners' drive to finish the different tasks amid a pandemic because they set their minds that they can finish the task [29]. This conforms to Tipon et al. [30] that the students are persistent in pursuing learning even if they face obstacles during the teaching-learning process. This is coherent with Gama and Lynch [31], indicating the students' high motivation in learning social science. Moreover, Tadeo [29] revealed that the students were motivated toward online learning by using various learning strategies to support self-paced learning provided by the institution despite the pandemic. Furthermore, they were motivated by their ambition to gain new knowledge and the enjoyment of learning new experiences [32].

However, some have shown a moderate interest in learning social science, reflected in their academic performance. This can be influenced by their poor learning disposition and failure to submit worksheets due to poor time management and lack of parental support [18]. This is consistent with Dangle & Sumaoang [33], where the students find difficulty in accomplishing their learning tasks due to issues with time management and priorities. Also, they struggle with self-studying and their parents' lack of knowledge to guide them. This also indicates the need for improvement in increasing the learners' motivation for not meeting the highest rating. Quality learning is justified when the assessment reaches the highest possible standard [10]. This encourages the public school to establish their students' motivation towards learning social science by exhausting means to improve instructional strategies amid the pandemic [31].

Regarding extrinsic goal orientation, the result indicates that the students show high motivation and interest in learning social science amid distance learning. The factors that mostly govern their motivation toward learning are extrinsic. This can be influenced by the external rewards contributing to their engagement in academic activities [34]. Also, their high extrinsic motivation may be triggered by their satisfaction when getting a good grade [7]. This conforms with Adamma et al. [35], claiming that extrinsically motivated students focus on getting better marks and incentives than on understanding social science per se [4].

Moreover, the students are extrinsically motivated because they want to show their abilities to their family, friends, and others. In other words, their dedication can be explained by their desire for rewards and fear of punishment from teachers and parents rather than their inner aspirations to gain knowledge [7]. This implies encouraging the public school to motivate their

students intrinsically and extrinsically to ensure quality learning consistently.

Meanwhile, the social engagement rating indicates the need for rigorous improvement in this domain to ensure the students' motivation. Their disaffiliation amid the pandemic could be affected by the shift in instructional modality [36]. Additionally, they find it challenging to maintain motivation due to their instructors' or peers'

inaccessibility [37]. With this, the teachers' role remains critical. With their empathy, authenticity, and support, the students are guided [38]. Moreover, the instructional bond will remain a strength when the teachers utilize social media to motivate them [38]. Thus, this encourages the public school to provide activities for students to socialize to improve their motivation despite the distance learning.

Table 2. Degree of motivation in learning social science

Variable	Intrinsic goal Orientation			Extrinsic goal Orientation			Task value			Expectancy/ Self-Efficacy		
	M	**SD**	**Int**	**M**	**SD**	**Int**	**M**	**SD**	**Int**	**M**	**SD**	**Int**
Sex												
Male	3.73	0.95	AG	4.11	0.96	AG	4.09	0.83	AG	3.68	0.84	AG
Female	3.80	0.83	AG	4.18	0.83	AG	4.10	0.85	AG	3.72	0.74	AG
Track												
Academic	3.78	0.87	AG	4.19	0.83	AG	4.07	0.86	AG	3.69	0.77	AG
TVL	3.77	0.90	AG	4.10	0.96	AG	4.15	0.82	AG	3.72	0.79	AG
Academic Performance												
DME	2.00	0.00	DI	2.50	2.12	DI	3.00	2.83	NE	2.25	0.35	DI
FS	2.62	1.17	NE	2.96	1.26	NE	3.27	1.15	NE	2.92	0.80	NE
Sa	3.60	0.88	AG	4.08	0.90	AG	4.01	0.83	AG	3.56	0.77	AG
VS	3.93	0.70	AG	4.27	0.74	AG	4.21	0.77	AG	3.84	0.71	AG
OS	4.15	0.71	AG	4.44	0.59	AG	4.29	0.66	AG	3.92	0.71	AG
Whole	***3.78***	***0.88***	***AG***	***4.15***	***0.88***	***AG***	***4.10***	***0.84***	***AG***	***3.70***	***0.78***	***AG***

Note: DME=Did not meet Expectation, FS=Fairly Satisfactory, Sa=Satisfactory, VS=Very Satisfactory, OS=Outstanding, AG= Agree, NE= Neutral, DI= Disagree

Table 3. Degree of motivation in learning social science

Variable	Control Learning Belief			Social Engagement			Teacher Support			Motivation		
	M	**SD**	**Int**	**M**	**SD**	**Int**	**M**	**SD**	**Int**	**M**	**SD**	**Int**
Sex												
Male	3.90	1.01	AG	3.42	0.98	NE	3.76	0.91	AG	3.79	0.75	AG
Female	4.05	0.77	AG	3.48	0.88	NE	3.78	0.80	AG	3.85	0.62	AG
Track												
Academic	4.05	0.81	AG	3.44	0.88	NE	3.78	0.77	AG	3.84	0.62	AG
TVL	3.89	0.96	AG	3.48	0.98	NE	3.76	0.95	AG	3.81	0.75	AG
Academic Performance												
DME	2.25	0.35	DI	2.75	1.06	NE	3.13	1.24	NE	2.64	1.01	NE
FS	2.85	1.19	NE	2.79	1.12	NE	2.88	0.99	NE	2.89	0.88	NE
Sa	3.86	0.88	AG	3.36	0.94	NE	3.63	0.90	AG	3.70	0.68	AG
VS	4.18	0.71	AG	3.56	0.81	AG	3.93	0.70	AG	3.97	0.52	AG
OS	4.23	0.68	AG	3.64	0.89	AG	3.99	0.72	AG	4.06	0.53	AG
Whole	***3.99***	***0.87***	***AG***	***3.46***	***0.92***	***NE***	***3.77***	***0.84***	***AG***	***3.83***	***0.67***	***AG***

*Note: DME=Did not meet Expectation, FS=Fairly Satisfactory, Sa=Satisfactory, VS=Very Satisfactory, OS=Outstanding**,** AG= Agree, NE= Neutral, DI= Disagree*

4.2 Degree of Perception in Learning Social Science

Perception in learning social science manifests the students' understanding, analysis, synthesis, and integration of concepts relating to themselves and their environment [39]. Tables 4 and 5 presents the perception of Grade 12 students in learning social science. Generally, the perception (M=3.69, SD= 0.65) shows an agreeable result. The perceived value (M=3.79, SD= 0.79) is rated highest with an agreeable result, and the perceived teachers' attitude (M=3.46, SD= 0.89) is lowest with a neutral result.

The overall result reveals that the students have a high perception and understanding of learning social science. Moreover, it indicates that they grasp the concepts of the subject matter concerning themselves and society [39]. Also, they view learning the discipline as enjoyable and interesting. This conforms with Martey [40] that the students' high perception is influenced by their recognition of social sciences as a potential factor in developing their nationalism, patriotism, and understanding of their rights and responsibilities as citizens. Further, most students believe that through this subject, they learn to connect with themselves, society, and the world [41].

Meanwhile, the overall result of students who "did not meet expectations" and are "fairly satisfactory" in their academic performance showed that they have a moderate perception of learning social science incomparable to those excelling. This may be because these students do not have the same level of understanding regarding the different lessons [29]. Not to mention, they usually lack motivation and assistance from parents, teachers, and schools due to distance learning [33]. These findings encourage establishing a supportive and enjoyable learning environment for students to make social science interesting despite its difficulty.

Regarding the perceived value, the agreeable result indicates that the students place high importance on social science learning. This is supported by Sozen [42] and De Guzman and Ecle [41], revealing that most students display high consistency in perceiving the value of social science in their lives. They value social science because this subject advances their capacity to develop a sense of aesthetics towards appreciating and preserving the happenings in their lives and the community [43]. Additionally, they emphasize the importance of this discipline in resolving social issues such as the pandemic and the like [44]. Correspondingly, they connect their lives and improve their comprehension as they learn the subject [45]. With this, it implies the importance of interactive learning strategies to encourage students to learn social science without reservation. This also signifies the essentials of connecting the students' learning with their lives to advance their personal realizations.

Table 4. Degree of perception in learning social science

Variable	Interest			Perceived value			Attitude to Subject teacher			Perception of Own ability		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Sex												
Male	3.64	0.92	AG	3.77	0.86	AG	3.75	1.00	AG	3.59	0.80	AG
Female	3.72	0.85	AG	3.79	0.76	AG	3.78	0.91	AG	3.62	0.69	AG
Track												
Academic	3.70	0.85	AG	3.79	0.77	AG	3.79	0.91	AG	3.58	0.71	AG
TVL	3.66	0.92	AG	3.79	0.83	AG	3.73	0.99	AG	3.65	0.78	AG
Academic Performance												
DME	4.50	0.71	AG	3.25	1.77	NE	2.50	0.71	DI	3.25	0.35	NE
FS	2.96	1.04	NE	3.08	0.97	NE	2.92	1.13	NE	2.96	0.82	NE
Sa	3.59	0.92	AG	3.71	0.83	AG	3.66	1.00	AG	3.55	0.81	AG
VS	3.79	0.80	AG	3.92	0.69	AG	3.91	0.83	AG	3.71	0.59	AG
OS	3.84	0.77	AG	3.88	0.74	AG	3.95	0.83	AG	3.71	0.73	AG
Whole	*3.69*	*0.87*	*AG*	*3.79*	*0.79*	*AG*	*3.77*	*0.94*	*AG*	*3.61*	*0.74*	*AG*

Note: DME=Did not meet Expectation, FS=Fairly Satisfactory, Sa=Satisfactory, VS=Very Satisfactory, OS=Outstanding, AG= Agree, NE= Neutral, DI= Disagree

Table 5. Degree of perception in learning social science

Variable	Perceived attitude towards other students			Perceived teachers' attitude			Attitude to Homework			Perception		
	M	**SD**	**Int**	**M**	**SD**	**Int**	**M**	**SD**	**Int**	**M**	**SD**	**Int**
Sex												
Male	3.70	0.89	AG	3.45	0.96	NE	3.68	0.81	AG	3.67	0.70	AG
Female	3.57	0.88	AG	3.47	0.85	NE	3.82	0.72	AG	3.71	0.62	AG
Track												
Academic	3.59	0.85	AG	3.50	0.87	NE	3.77	0.72	AG	3.70	0.62	AG
TVL	3.67	0.93	AG	3.40	0.93	NE	3.76	0.82	AG	3.69	0.69	AG
Academic Performance												
DME	2.00	0.00	DI	3.50	0.71	NE	3.17	2.12	NE	3.18	0.90	NE
FS	3.19	0.94	NE	3.12	0.95	NE	2.96	0.79	NE	3.01	0.71	NE
Sa	3.56	0.96	AG	3.23	0.97	NE	3.71	0.80	AG	3.61	0.68	AG
VS	3.75	0.78	AG	3.66	0.82	AG	3.87	0.71	AG	3.82	0.57	AG
OS	3.65	0.85	AG	3.56	0.78	AG	3.94	0.58	AG	3.82	0.58	AG
As a whole	*3.62*	*0.88*	*AG*	*3.46*	*0.89*	*NE*	*3.77*	*0.76*	*AG*	*3.69*	*0.65*	*AG*

Note: DME=Did not meet Expectation, FS=Fairly Satisfactory, Sa=Satisfactory, VS=Very Satisfactory, OS=Outstanding, AG= Agree, NE= Neutral, DI= Disagree

Relative to the lowest rated domain, the neutral result indicates that the students have a moderate perception of their teachers' attitude in learning social science. This could be because they cannot communicate well with their teachers due to distance learning. They only use the assignment method, which is a one-way learning pattern wherein there is no teaching and learning interaction due to the COVID-19 pandemic [13]. Meanwhile, their teachers are faced with various challenges brought by distance learning, such as lack of focus due to work-related activities, loosening student discipline, and delimiting the scope of authority in class and interaction [46]. Furthermore, they find it difficult to determine the students' understanding of the subject due to a lack of feedback on their learning [47]. These signify the importance of applying diverse interactive teaching methods that involve regular communication to improve the students' perception of learning social science.

4.3 Difference in the Degree of Motivation in Learning Social Science

Table 6 presents the difference in the motivation of Grade 12 students in learning social science. Using Mann-Whitney U-Test, the findings showed no significant difference when grouped according to sex [U=21954.5, p=0.721] and track [U=22104.0, p=0.875]. With these results, the null hypotheses are accepted. Meanwhile, Kruskal Wallis showed a significant difference when grouped according to academic performance [$\chi 2(4)$=53.069, p=0.000]. Hence,

the null hypothesis is rejected. Post hoc test revealed that students who did not meet expectations and are fairly satisfactory are significantly less motivated than others.

The no difference revealed that the students' sex and track do not necessarily influence their motivation to learn social science. This is congruent with Coros and Madrigal [19] that sex and track do not significantly influence the students' motivation and engagement to learn social sciences. This could be because the students' motivation is not dependent on whether they are male or female or choose either academic or TVL tracks but on their determination to learn the subject no matter what challenges they may encounter, as justified by the difference rating in their academic performance [48].

Accordingly, the difference in academic performance indicates that those students with satisfactory, very satisfactory, and outstanding ratings are more highly motivated than those who are fairly satisfactory and did not meet expectations, as resulted in the Post hoc test. Compared to those excelling, the students' low motivation could be influenced by their inferiority in learning the subject, as supported by Coelho et al. [49]. They usually are unable to perform tasks because they lack confidence in their ability and have poor communication with their teachers [33]. Meanwhile, Buzdar et al. [50] believe that any increase in the students' motivation will improve their academic performance and vice

versa. This conforms to Izuchi and Onyekuru [51], claiming that motivation influences learners' performance. These imply the instructional improvement to excellently advance the learners' motivation focusing more on those who do not excel [52].

4.4 Difference in the Degree of Perception in Learning Social Science

Table 7 presents the difference in the Grade 12 students' perception of learning social science. Mann-Whitney U-Test found no significant difference when grouped according to sex [U=22309.0, p=0.771] and track [U=22163.0, p=0.912]. Hence, the null hypotheses are accepted. Meanwhile, Kruskal Wallis showed a significant difference when grouped according to academic performance [$\chi^2(4)$=32.042, p=0.000]. Hence, the null hypothesis is rejected. Post hoc test revealed that the students who did not meet expectations and were fairly satisfactory had significantly less perception than other students.

The no difference in sex and track indicates that these demographics do not matter in their perception of learning social science. These could be influenced by their awareness and recognition of the subject matter as a prerequisite to their chosen curricular field in preparation for college, whether they are male or female or on the academic or TVL tracks [53]. The no difference is also in conformity with Ayodele and Nasiru [54], where gender does not affect the learners' perception of social science.

The pandemic circumstance may affect the low perception of those who did not meet the expectations and are fairly satisfactory, which alters the students' disposition towards learning [55]. They could not interact with their social science teacher due to the shift in learning modality [18]. Additionally, their low perception could be attributed to the difficulty of grasping the subject because of its analytical and critical nature and excessive learning tasks [56]. This conforms to Bordoh et al. [57], which observed that the students considering the social science nature face numerous challenges that affect their academic performance. Thus, the findings imply encouraging the public school to continuously improve the students' social science perception to grasp its nature by exhausting all means of providing quality learning despite the challenges of the pandemic.

Theoretically, this paper postulated that the students' high motivation and perception would result in an improved academic performance in social science as anchored on Deci and Ryan's [25] Self-Determination Theory. It also posited that their motivation and perception vary according to their demographics. Pertinent to the results, it validated the veracity of Self-Determination Theory. The students' motivation and perception in learning social science indeed differ according to their academic performance, as manifested by the incomparable results of those with outstanding, very satisfactory, and satisfactory ratings than their counterparts. In addition, the results also confirm the theory that the student's motivation and perception can effectively help them in social science learning. Hence, this implies and recommends the public school to exhaust means to improve the motivation and perception of non-performing students considering the pandemic circumstance and the shift in instructional modality.

Table 6. Difference in the degree of motivation in learning social science

Variable	U	z	p
Sex	21954.5	-0.357	0.721
Track	22104.0	-0.157	0.875
Variable	χ^2	df	p
Academic Performance	53.069*	4	0.000

*Note: *the difference is significant at p≤0.05*

Table 7. Difference in the degree of perception in learning social science

Variable	U	z	p
Sex	22039.0	-0.291	0.771
Track	22163.0	-0.111	0.912
Variable	χ^2	df	p
Academic Performance	32.042	4	0.000

*Note: *the difference is significant at p≤0.05*

5. CONCLUSION

The Grade 12 students' motivation and perception of learning social science are addressed when schools effectively provide and review their interactive learning strategies, especially amid a pandemic. Considering the findings, the public school's continuous improvement in providing varied instructional strategies can elicit students' high motivation and perception towards the subject, especially among those who did not meet expectations and are fairly satisfactory. It is also essential that both the students' intrinsic and extrinsic aspects are in place to ensure their learning that is not dependent on grades and other external rewards. With this, the teachers as educational front-liners play a pivotal role in establishing the learners' motivation and perception that would result in quality social science learning as manifested in validating the self-determination theory. The validation of this theory implies the need for the school to give more attention to those non-performing students motivating them to learn, especially during this pandemic. Lastly, since the limitation of this paper is limited to one school, this also encourages future researchers to conduct further studies on a larger scale to validate this study's claims and establish the literature to support the students' motivation and perception of learning social science.

6. RECOMMENDATION

Based on the study's findings, it is recommended that the administrators address the issues on students' motivation and perception by using the proposed plan as an empirical reference for the continuous improvement of the students' learning. They may also provide effective training for teachers on delivering instruction on distance learning. Teachers must undertake more training and seminars to enhance their expertise, skills, and strategies in teaching. They are also encouraged to exhaust ways of motivating their students by consistently providing interactive learning strategies to make the subject interesting. Lastly, future researchers are encouraged to conduct more studies to validate the study's claim. They should also look at the other demographics or factors not covered by the study.

7. PRACTICAL VALUE

The study focused on students' motivation and perception in learning social science, which is instrumental in the students' academic improvement, especially in distance learning. The findings of the study paved the way for the proposed interactive learning strategies that enhance teachers' techniques and strategies in dealing with their students, especially those students with low motivation and perception in social science learning. Moreover, this also serves as a platform for potential changes to the current programs and activities of the school on distance learning implementation.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

ETHICAL APPROVAL

The researcher adhered to the Philippine Health Research Ethics Board (PHREB) ethical guidelines and addressed the general principles of respect for persons, beneficence, and justice to ensure the ethical soundness of the study. In addition, it was approved by the committee on April 18, 2022.

ACKNOWLEDGEMENTS

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Çal ÜT, Demirkaya H. The role and importance of social studies in the education of gifted students. Journal of History Culture and Art Research. 2020 Jun 20;9(2):25-39. Available:http://dx.doi.org/10.7596/taksad.v9i2.2344

2. Mathé NE, Elstad E. Students' perceptions of citizenship preparation in social studies:

The role of instruction and students' interests. JSSE-Journal of Social Science Education. 2018 Nov 5;17(3):75-87.
Available:https://doi.org/10.4119/jsse-881

3. Mutiani M, Faisal M. Urgency of the 21st century skills and social capital in social studies. The Innovation of Social Studies Journal. 2019 Sep 1;1(1):1-1.
Available:https://doi.org/10.20527/iis.v1i1.1256

4. Børhaug K, Borgund S. Student motivation for social studies--existential exploration or critical engagement. Journal of Social Science Education. 2018;17(4):102-15.
Available:https://doi.org/10.4119/UNIBI/jsse-v17-i4-902

5. Seven MA. Motivation in language learning and teaching. African Educational Research Journal. 2020 Oct;8:62-71.
Available:http://doi.org/10.30918/AERJ.8S2.20.033

6. Melike F.A, Avcil E.K. Academic motivation levels of secondary school students and their attitudes towards a social studies course. Review of International Geographical Education Online. 2020; 10(2):156-85.
Available:https://doi.org/10.33403/rigeo.693769

7. Gbollie C, Keamu HP. Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning. Education Research International. 2017 Mar 20;2017.
Available:https://doi.org/10.1155/2017/1789084

8. Adriano MN, Santos MM. Student workload: Its impact on the learning experiences of senior high school students. Harvest. 2019; 15(1):1.
Available:http://www.ejournals.ph/form/cite.php?id=14537

9. Cabaguing A. Teaching and learning styles in social science: The case of Samar State University, Philippines; 2019.

10. Bual J, Madrigal D. The quality of Catholic education in a diocesan school relative to the Philippine Catholic school standards. Philippine Social Science Journal. 2018 Dec 31;1(1):41-53.
Available:https://doi.org/10.52006/main.v1i1.11

11. Banusing RO, Bual JM. Appraising the quality of diocesan Catholic education in accordance with Philippine Catholic schools standards. Philippine Social Science Journal. 2021 Jun 17;4(2):80-9.
Available:https://doi.org/10.52006/main.v4i2.344

12. Alic AK, Bual JM. Readings in Philippine history: Course review, best practices, and challenges among Higher Education Institutions. Philippine Social Science Journal. 2021 Dec 15;4(4):91-103.
Available:https://doi.org/10.52006/main.v4i4.424

13. Harefa S, Sihombing GL. Students' perception of online learning amidst the Covid-19 pandemic: A study of junior, senior high school and college students in a remote area. F1000Research. 2021;10.
Available:http://doi.org/10.12688/f1000research.52152.2

14. Bual JM, Madrigal DV. Correlating the school climate and teacher leadership of Catholic schools in Antique, Philippines. Asian Journal of Education and Social Studies. 2021;21(4).
Available:https://doi.org/10.9734/AJESS/2021/v21i430514

15. Cena JB, Bual JM. Spiritual well-being of senior high school students of Philippine public schools. Philippine Social Science Journal. 2021 Dec 14;4(4):50-61.
Available:https://doi.org/10.52006/main.v4i4.446

16. Kintanar FC, Elladora ST, Cuizon FR. Plight of the parents of the Filipino learners in the implementation of the modular distance learning. International Journal of Educational Science and Research. 2021; 11(2):35-48.

17. Agayon AJ, Agayon AK, Pentang J. Teachers in the new normal: Challenges and coping mechanisms in secondary schools. Journal of Humanities and Education Development (JHED). 2022 Feb 3;4.
Available:https://doi.org/10.22161/jhed.4.1.8

18. Alvarez MY. Issues and concerns of teachers in Mindanao State University-Sulu towards modular distance learning approach: An analysis. Indonesian Community Empowerment Journal. 2021 Jun 24;1(2):51-69.
Available:https://doi.org/10.37275/icejournal.v1i2.12

19. Coros JD, Madrigal DV. Self-directed learning, self-efficacy in learning, and academic motivation of public senior high school students. Asian Journal of

Education and Social Studies. 2021;21(2): 19-34.
Available:http://doi.org /10.9734/AJESS/2021/v21i230503

20. Fulgencio L, Baldado K, Enriquez C, Delos Santos A, Plaza R, Tus J. Amidst the online learning in the Philippines: The self-efficacy and academic motivation of the senior high school students from private schools. International Journal of Advance Research and Innovative Ideas in Education; 2021.
Available:https://doi.org/10.6084/m9.figsha re.14813391.v1

21. Avila EC, Genio AM. Motivation and learning strategies of education students in online learning during pandemic. Psychology and Education Journal. 2020; 57(9):1608-14.
Available:https://tinyurl.com/582wxbvw

22. Telan JN. Perceptions of senior high school students and teachers on the course introduction to philosophy of the human person. JPAIR Multidisciplinary Research Journal. 2019;35(1):1.
Available:http://www.ejournals.ph/form/cite. php?id=14255

23. Talimodao AJ, Madrigal DV. Printed modular distance learning in Philippine public elementary schools in time of COVID-19 pandemic: Quality, implementation, and challenges. Philippine Social Science Journal. 2021 Oct 25;4(3): 19-29.
Available:https://doi.org/10.52006/main.v4i 3.391

24. Rosales KA, Legaspi Jr CE. Quality and implementation of social science printed modular distance learning in public senior high schools. Technium Social Sciences Journal. 2022 Jun 9;32:257-66.
Available:https://doi.org/10.47577/tssj.v32i 1.6504

25. Deci EL, Ryan RM. Intrinsic motivation and self-determination in human behavior. Berlin: Springer Science & Business Media; 1985.
Available:https://doi.org/10.1007/978-1-4899-2271-7

26. Fowler KS. The motivation to learn online questionnaire (Doctoral dissertation, uga); 2018.

27. Darby M. Student perceptions in a social studies classroom; 1991.

28. Thohir L. Motivation in a foreign language teaching and learning. Vision: Journal for language and foreign language learning. 2017 Apr 1;6(1):20-9.
Available:https://doi.org/10.21580/vjv6i115 80

29. Tadeo CP. Online distance learning: A teaching strategy on improving students' performance in social studies in the new normal. European Journal of Humanities and Educational Advancements. 2021 May 3;2(5):46-50.
Available:https://www.scholarzest.com

30. Tipon FK, Villanueva A, Juan MB, Cruz ND, Tus J. The self-efficacy and its relationship to the academic motivation of the senior high school students from public schools amidst the new normal education in the Philippines. International Journal of Advance Research and Innovative Ideas in Education; 2021.

31. Gama GF, Lynch R. A Comparative study of students' motivation for learning social studies according to their preferences for instructional strategies at The Escola Secundária Católica De São José Operário in Dili, Timor-Leste. Scholar: Human Sciences. 2016 Jun 15;8(1):63.
Available:http://www.assumptionjournal.au. edu/index.php/Scholar/article/view/2186

32. Gustiani S. Students'motivation in online learning during covid-19 pandemic era: A case study. Holistics. 2020 Dec 30;12(2).
Available:https://jurnal.polsri.ac.id/index.ph p/holistic/article/view/3029

33. Dangle YR, Sumaoang JD. The implementation of modular distance learning in the Philippine secondary public schools. In3rd International Conference on Advanced Research in Teaching and Education. 2020;100:108.
Available:https://www.doi.org/10.33422/3rd .icate.2020.11.132

34. Campos PD, Madrigal DV. Self-efficacy and academic motivation of students in a catholic high school with parents working abroad. Philippine Social Science Journal. 2020 Nov 15;3(2):117-8.
Available:https://doi.org/10.52006/main.v3i 2.256

35. Adamma ON, Ekwutosim OP, Unamba EC. Influence of extrinsic and intrinsic motivation on pupils academic performance in mathematics. Online Submission. 2018 Jul;2(2):52-9.
Available:https://doi.org/10.5281/zenodo.1 405857

36. Lessard LM, Puhl RM. Adolescent academic worries amid COVID-19 and

perspectives on pandemic-related changes in teacher and peer relations. School Psychology. 2021 Jul 22.
Available:https://doi.org/10.1037/spq0000443

37. Yates A, Starkey L, Egerton B, Flueggen F. High school students' experience of online learning during Covid-19: the influence of technology and pedagogy. Technology, Pedagogy and Education. 2021 Jan 1;30(1):59-73.
Available:https://doi.org/10.1080/1475939X.2020.1854337

38. Literat I. Teachers act like we're robots: Tik Tok as a window into youth experiences of online learning during COVID-19. AERA open. 2021 Feb;7:2332858421995537.
Available:https://doi.org/10.1177/2332858421995537

39. Irmiya RA, Bitrus G, Irmiya SR. Investigation of students' perception of social studies education for effective citizenship in Federal College of Education, Pankshin, Nigeria. KIU Journal of Social Sciences. 2019 Jul 20;5(2):271-82.
Available:https://www.ijhumas.com/ojs/index.php/kiujoss/article/view/534

40. Martey E. Student's attitude towards teaching and learning of social studies. A case of senior high schools in the cape coast metropolis.

41. De Guzman MF, Ecle R. The social studies curriculum standards in junior secondary schools; Input to quality instruction and students' civic competence. International Journal of Computer Engineering in Research Trends. 2019 Mar;6.
Available:https://ssrn.com/abstract=3368864

42. Sözen E. High school students' views and attitudes towards geography courses in Turkey. Review of International Geographical Education Online. 2019 Dec; 9(2):458-78.
Available:https://doi.org/10.33403/rigeo.566402

43. Poatab, S. Understanding the goal of social studies: A step to the effective teaching of the subject. Research on Humanities and Social Sciences. 2015; *5*(8):1-12.

44. Green JK, Burrow MS, Carvalho L. Designing for transition: Supporting teachers and students cope with emergency remote education. Postdigital Science and Education. 2020 Oct;2(3):906-22.
Available:https://doi.org/10.1007/s42438-020-00185-6

45. Melike FA, AVCI EK. Academic motivation levels of secondary school students and their attitudes towards a social studies course. Review of International Geographical Education Online. 2020; 10(2):156-85.
Available:https://doi.org/10.33403/rigeo.693769

46. Hernandez L. Strengths and challenges of distance learning modalities in the new normal: Basis for intervention program. Journal of Humanities and Social Sciences. 2021 Aug 20;3(2):80-7.
Available:https://doi.org/10.36079/lamintang.jhass-0302.241

47. Mukhtar K, Javed K, Arooj M, Sethi A. Advantages, limitations and recommendations for online learning during COVID-19 pandemic era. Pakistan journal of medical sciences. 2020 May;36 (COVID19-S4):S27.
Available:https://doi.org/10.12669/pjms.36.COVID19-S4.2785

48. Gopalan V, Bakar JA, Zulkifli AN, Alwi A, Mat RC. A review of the motivation theories in learning. InAIP Conference Proceedings. AIP Publishing LLC. 2017 Oct 3;1891(1):020043.
Available:https://doi.org/10.1063/1.5005376

49. Coelho D, Tesch F, Drozdenko R. Instructor behaviors that distract or enhance the learning process phase 1. International Journal of Education Research. 2012 Jan 1;7(2):86-97.

50. Buzdar MA, Mohsin MN, Akbar R, Mohammad N. Students' academic performance and its relationship with their intrinsic and extrinsic motivation. Journal of Educational Research. 2017;20(1):74.

51. Izuchi MN, Onyekuru BU. Relationships among academic self-concept, academic motivation and academic achievement among college students. European Journal of Research and Reflection in Educational Sciences. 2017;5(2).

52. Mauliya I, Relianisa RZ, Rokhyati U. Lack of motivation factors creating poor academic performance in the context of graduate English department students. Linguists: Journal of Linguistics and Language Teaching. 2020 Dec 3;6(2):73-85.

Available:http://dx.doi.org/10.29300/ling.v6i2.3604

53. Rafanan RJ, De Guzman CY. Pursuing stem careers: Perspectives of senior high school students. Participatory Educational Research. 2020 May 28;7(3):38-58.
Available:https://doi.org/10.17275/per.20.34.7.3

54. Ayodele AA, Nasiru OI. Effect of guided-discovery technique on colleges of education social studies students' learning outcome. Journal of Education and Learning (EduLearn). 2021 Aug;15(3):390-6.
Available:https://doi.org/10.11591/edulearn.v15i3.20300

55. Hussein E, Daoud S, Alrabaiah H, Badawi R. Exploring undergraduate students' attitudes towards emergency online learning during COVID-19: A case from the UAE. Children and youth services review. 2020 Dec 1;119:105699.
Available:https://doi.org/10.1016/j.childyouth.2020.105699

56. Emilio, D. Factors influencing the performance of junior high school students in social studies in the Bia East District of Ghana. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X; 2020.
Available:https://doi.org/10.7176/JEP/11-20-05

57. Bordoh A, Eshun I, Kofie S, Bassaw TK, Kwarteng P. Social studies teachers' content knowledge in senior high schools in the Sekondi-Takoradi Metropolis in the Western Region of Ghana. American Journal of Social Science Research. 2015; 1(3):169-77.
Available:https://tinyurl.com/yc34eem5

Peer-review history:
The peer review history for this paper can be accessed here:
https://www.sdiarticle5.com/review-history/90109