

Original Research Article

STUDENTS' MOTIVATION AND PERCEPTION IN LEARNING SOCIAL SCIENCE USING DISTANCE LEARNING MODALITY DURING COVID 19- PANDEMIC

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, they have agreeable motivation with extrinsic goal orientation as the highest and social engagement as the lowest. Meanwhile, they have agreeable perceptions with perceived value as highest and perceived teachers' attitude as lowest. Moreover, there was no difference in their motivation and perception of sex and track, while a significant difference was found in academic performance.

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

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Keywords: Social Science, Motivation, Perception, Descriptive-Comparative, Public High School, Philippines

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]. Not to mention, the pandemic circumstance shifted the instructional modality and 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 on 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.

1.1 Research Problem

This study assessed the motivation of Grade 12 students in learning social science in a public school in Negros Occidental, Philippines, amid a pandemic during 2021-2022 in the areas of intrinsic goal orientation, extrinsic goal orientation, task value, expectancy, 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 perception of learning social science 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 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.

1.2 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.

2. METHODOLOGY

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2.1 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.

2.2 Respondents

The respondents of the study were the 436 Grade 12 students in a school division of a component city in Northern Negros Occidental during the school year 2021-2022. Stratified random sampling was used, and the fishbowl technique to identify the actual respondents.

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

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2.3 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 a validity test and yielded a valid score of 0.86. It was also reliability tested and garnered a reliable 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 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 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.

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2.4 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.

3. RESULTS AND DISCUSSION

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3.1 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]. Table 2 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 2.1. 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 2.2. 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

3.2 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]. Table 3 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.

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.

Table 3.1. 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

3.3 Difference in the Degree of Motivation in Learning Social Science

Table 4 presents the difference in the motivation of Grade 12 students in learning social

Table 3.2. 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

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].

Table 4. 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 $P \leq 0.05$

3.4 Difference in the Degree of Perception in Learning Social Science

Table 5 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.

Table 5. Difference in the degree of perception in learning social science

Variable	U	z	P
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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 $P \leq 0.05$

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 encouraging 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.

Comment [AS8]: Add the limitation of this study and recommendation in the future. How to use this study in the real situation?

4. 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 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.

CONSENT

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

Comment [AS9]: Conflict of interest

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