

## ATTITUDE OF GENERATION Z COLLEGE STUDENTS TOWARDS STUDYING SOCIAL SCIENCE

Dela Torre, Diether A., Torres, Maria Zorayda A.

*(Sacred Heart College of Lucena City, Incorporated, Philippines)*

*(Sacred Heart College of Lucena City, Incorporated, Philippines)*

**ABSTRACT:** This study explored the attitudes of Generation Z college students toward studying Social Science, particularly in History and Geography, focusing on cognitive, behavioral, and affective components of attitude. Specifically, the cognitive component pertained to Generation Z college students' beliefs, perceptions, and understanding of the subjects, while the behavioral component examined the actions and strategies students employed. On the other hand, the affective component focused on the emotions, interests, and feelings students associated with studying History and Geography. Employing qualitative research, specifically phenomenological, the study examined students' attitudes toward History and Geography. A total of 30 Generation Z students participated in focus group discussions (FGD), and the data collected were analyzed using thematic analysis to identify patterns, themes, and deeper meanings within the participants' responses.

The study's findings revealed that content complexity and broadness emerged as key themes in History, while complexity and multidisciplinary nature were identified in Geography, and these themes are categorized as cognitive attitudes of Generation Z college students. The behavioral attitude for studying the subject, Generation Z college students highlighted self-directed learning strategies such as teacher engagement, visual aids, and student-centered learning approaches.

Furthermore, in History, Generation Z college students expressed enthusiasm and feelings of being overwhelmed, while in Geography, they developed a sense of empathy and respect for cultural diversity. It is highlighted that Generation Z college students have initial negative attitudes toward studying History and Geography. Still, their behavioral actions eventually molded them to stimulate positive attitudes toward studying History and Geography as areas of Social Science. To enhance students' positive attitudes toward the aforementioned areas of Social Science, Generation Z students suggested improvements such as teacher engagement, visual aids, and student-centered learning approaches.

As a response to these findings, the study proposed the development of Information, Education, and Communication (IEC) material, which incorporates various innovative teaching strategies to enhance the teaching and learning experience of Generation Z college students in Social Sciences. Furthermore, the material intends to support self-directed and independent learning strategies, as highlighted by the students. Overall, the development of the material serves as a strategic intervention to improve students' academic engagement, motivation, and understanding of Social Science.

**KEYWORDS:** *attitude, generation z, social science*

### I. INTRODUCTION

Social Science focuses on a particular stage or facet of human society. It examines the structures and operations of human civilization and the interpersonal connections of individuals as members of society. Economics, political science, sociology, history, archeology, anthropology, and law are some disciplines that fall within Social Science. Social Science covers different disciplines, such as the system of governance of people, building international cooperations; production, consumption, and distribution of resources; the strategies to promote sustainable development, the dynamic changes of human populations; different social, cultural, and economic issues like unemployment, inequality, poverty, and uneven development and how these issues vary from other countries in the world. This overwhelming scope of the subject contributes to students' negative attitudes toward the subject (Marar, 2024).

In a local study conducted by Fuentes and Gono (2023), numerous factors affecting students' attitudes toward the study of Social Science were revealed. The influential factors are behavioral, cognitive, and affective attitudes and future academic and professional considerations. The study also highlighted how critical it is to comprehend these elements to improve students' interest in Social Science related courses. Furthermore, according

to Gallup (2018), 62% of Science, Technology, Engineering, and Mathematics (STEM) students believed their major would lead to gainful employment. It showed that students frequently have a negative attitude toward Social Science compared to other programs, which helps explain why they favored Science, Technology, Engineering, and Mathematics (STEM) fields over Humanities and Social Science (HUMMS).

In connection, generation refers to a group of individuals who have the same birth period. Currently, the business sector includes a certain cohort of generations, including Baby Boomers, Generation X, and Generation Y, and a new generation known as Generation Z (Arar & Yuksel, 2015). According to Stanford University (2022), generation Z is not "coddled" but relatively highly cooperative, independent, and practical, according to recent research from Stanford. The generation values diversity independently, discovers their own identities, and has never known a world without the presence of the internet. They are also a highly collaborative group with a practical mindset and extensive empathy for others.

Generation Z students often prioritize career paths with potential employment opportunities. A study by Zhao and Hoge (2005) revealed that primary students belonging to Generation Z perceived Social Science as harder, with no relevance, and not useful compared to Mathematics and Science, contributing to less interest in the subject. Some of the factors contributing to these attitudes include the attitude in Social Science as boring and irrelevant, as well as dissatisfaction with traditional methods of teaching employed by the teacher and giving so much emphasis in giving homework (Hannam, 2001).

Meanwhile, Generation Z students frequently choose engaging and interactive content over conventional instructional methods of teaching. Generation Z students have short attention spans as a result of relying too much on the pervasive usage of modern and digital technologies. It makes it difficult for them to stay focused during lengthy, boring learning exercises, which are occasionally seen as characteristics of the Social Science curriculum (Maletin & Kuratchenko, 2021). Furthermore, The Enhanced Basic Education Act of 2013, also known as Republic Act No. 10533, through its K-12 program, provides a strong emphasis on a curriculum that is "relevant and responsive to the needs of the community to produce graduates with the skills needed for employment in both local and international market. Although Social Science is not specifically and directly mentioned in the act, its emphasis on holistic development suggests that courses that advance critical thinking and a sense of cultural sensitivity are among the fundamental aspects of Social Science that must be included.

In line with this act concerning the relevance of integration of Social Science, one Higher Education Institution (HEI) in Quezon Province with a mission of giving the affordable and best quality education to students is not exempted from this problem of the students having a negative attitude toward the study of Social Science specifically into two major areas namely History and Geography despite of the situation that they chose this area of concentration. It is also highlighted that students are not interested in some areas of Social Science, particularly in History and Geography. Another notable aspect of choosing Social Science was the unavailability of the nearby schools where they could pursue their dream course, and it was concluded that students have a low interest in Social Science.

In connection, based on the results of the Pretest conducted by the Committee on Research and Statistics of the college to all subjects in Social Science classes, History and Geography are the subjects that always obtained the lowest scores among all the majors and general education subjects of the students. Despite the situation in which they chose this area of specialization, these two areas were left behind, among others. Furthermore, among the four specializations offered by the Bachelor of Secondary Education program, it is evident that Social Science ranked second with the lowest number of enrollees among others. This prompted the researcher to pursue this study to determine the attitudes toward studying Social Science, particularly in two disciplines, namely, Geography and History. Elucidating their attitudes will help Generation Z students develop positive attitudes toward studying them. Doing so will make these two disciplines regain their value and make the delivery of instruction or teaching meaningful.

### **Statement of the Problem**

This research intended to describe the attitude of Generation Z college students toward toward studying Social Science, with a specific focus on History and Geography.

Specifically, it sought answers to the research questions:

1. What is the attitude of Generation Z college students toward studying Social Science in terms of:
  - 1.1. History
    - 1.1.1. Cognitive Component;
    - 1.1.2. Behavioral Component; and
    - 1.1.3. Affective Component
  - 2.2. Geography
    - 2.2.1. Cognitive Component;
    - 2.2.2. Behavioral Component; and
    - 2.2.3. Affective Component

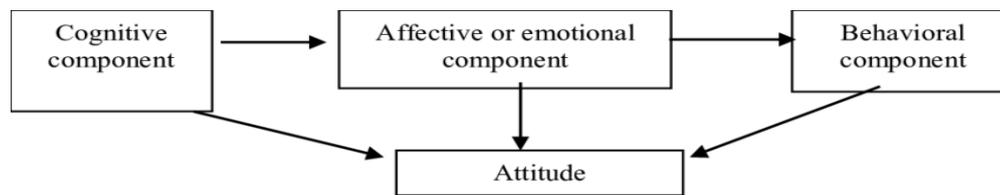
2. Based on the results of the study, what information, education, and communication (IEC) material can be proposed to enhance Generation Z College students' positive attitude toward studying Social science?

### Theoretical Framework

The study utilized the model of attitude developed by Rosenberg and Hovland (1960), as cited by Mustaffa et al. (2020), for exploring the attitude of Generation Z college students' toward studying Social Science, as it comprehensively captured the cognitive, affective, and behavioral components of attitude in two selected areas of Social Science, particularly History and Geography. This model of attitude explains the broad definition and aspects of attitude, which is not a singular concept but a combination of three interconnected components: the cognitive component, which encompasses students' knowledge, beliefs, and perceptions; the behavioral component, which encompasses students' intentions, strategies and behaviors shown or manifested during their study and lastly the affective component, which encompasses students' feelings and values being developed while they were studying the selected areas of Social Science.

#### Figure 1

*Tripartite Model of Attitude (Rosenberg and Hovland, 1960)*



Generation Z students as a generation characterized as active, socially conscious, and digital natives and are molded by exposure to different sources of information, responses to societal issues, and active participation in different concerns. This generation has a shorter attention span since they have been surrounded by different online educational resources such as YouTube, e-learning, webinars, smart boards, and smartphones since their primary grades. In addition to their online educational resources, they have always had convenient access to information, maps, movies, music, and e-shopping platforms (Rosen, 2010, as cited by Seemiller & Grace, 2016). For them, technology is an element of life, not a tool (Kalkhurst, 2018). Given these characteristics, the model best explained how their attitudes toward selected areas of Social Science developed and how these attitudes, in turn, affected their lives. By utilizing this framework, a researcher can gain deeper knowledge of the specific cognitive, emotional, and behavioral factors that affect students' negative attitudes toward the selected areas of Social Science. This assessment is imperative for educators and curriculum developers in designing efficient curricula and teaching strategies that align with Generation Z learning styles and strategies, further solidifying the relevance of this theoretical framework.

Another framework utilized in the study is the Theory of Planned Behavior (TPB), developed by Icek Ajzen (1991) as cited by Presley et al. (2010). This framework explains that attitude or interest toward something perceived by behavioral control and subjective norms significantly predict students' intentions to engage in one area. This framework described the three factors as attitude toward the subject, subjective norms, and perceived behavior affecting individuals' desire to engage in something. In connection to the study, Generation Z students are affected by certain variables that drive them to develop attitudes toward the study of selected areas in Social Science. Furthermore, this theory enabled the researcher to deeply understand the impact of Generation Z students' attitudes and behaviors regarding learning Social Science, particularly Geography and History, by considering how these factors determine engagement toward the two areas.

Lastly, the Social Learning Theory proposed by Bandura (1977), as cited by Nabavi et al. (2012), emphasizes that individuals acquire knowledge and behaviors through social interactions and by observing others. This theory posits that learning is not solely the result of direct experience but can also occur vicariously by watching the actions and outcomes experienced by others. When individuals observe behaviors that are rewarded or positively reinforced, they are more likely to imitate those behaviors. This process of observational learning is particularly influential during childhood and adolescence, when individuals are more impressionable and model their behavior after others whom they consider significant.

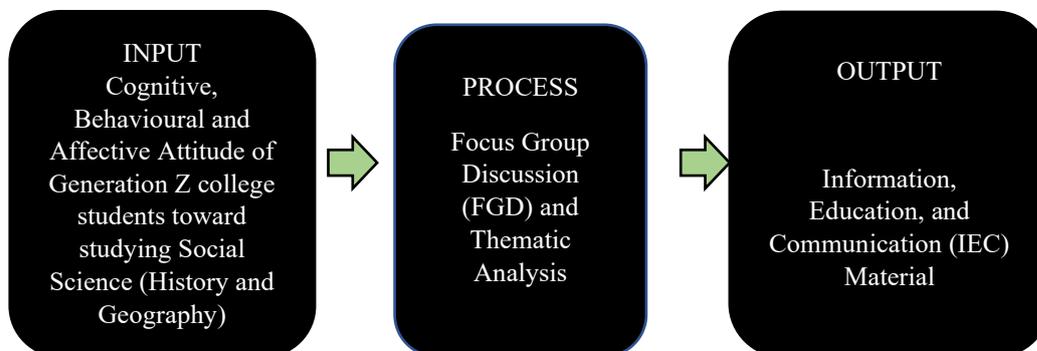
In relation to the present study, this theory underscores the influential role that various figures such as parents, teachers, and especially online influencers can play in shaping the attitudes of Generation Z. As a digitally native generation, Generation Z is constantly exposed to a wide range of social models through both real-life and online interactions. Their interest or disinterest in Social Science subjects, particularly Geography and History, may be strongly influenced by the attitudes and behaviors demonstrated by these role models. If influential figures display enthusiasm and value for these subjects, Generation Z individuals are more likely to adopt a positive outlook. Conversely, if these figures express disinterest or devalue the subjects, negative attitudes may be reinforced, which could impact students' engagement and academic choices in Social Science.

### Conceptual Framework

The conceptual framework of the study followed the Input-Process-Output (IPO) Model as shown in Figure 2.

**Figure 2**

*Input-Process-Output (IPO) Model on Attitude of Generation Z College Students Towards Studying Social Science*



The study explored the relevance of Social Science, particularly History and Geography, within the Philippine education curriculum, specifically focusing on exploring the attitudes of Generation Z college students. The Input, Process, and Output (IPO) Model was employed to describe the flow of the research.

As illustrated in Figure 1, the inputs of the study consisted of various variables to be investigated. The attitude toward Social Science, particularly in History and Geography, is analyzed through the three components of attitude: behavioral, affective, and cognitive by Rosenberg and Hovland (1960) as cited by Mustaffa et al. (2020).

The process phase utilized a qualitative, specifically phenomenological design, incorporating focus group discussions (FGD) of thirty (3) Generation Z college students and thematic analysis to analyze the relevant data gathered. To begin with the data-gathering, the researcher sought first approval from the Secondary Education Program Supervisor and the college's Academic Dean. Upon approval, a request letter is distributed to the participants, encouraging their participation in the study and scheduling the discussion based on their convenience. After the data collection, all the data collected was transcribed and translated into English. The researcher did manual coding to develop themes for each component of attitude.

The output of the study was Information, Education, and Communication (IEC) Material aimed at stimulating or enhancing students' attitudes toward studying Social Science, particularly in History and Geography. The crafted material comprises fifty (50) innovative teaching strategies to guide Social Science teachers in delivering instruction to make the teaching and learning process meaningful. The material is carefully designed for Social science areas to deliver the best quality content that is aligned with the characteristics of Generation Z college students.

### Significance of the Study

This study aimed to explore the attitude of Generation Z college students toward studying Social Science in one private Higher Educational Institution (HEI) in Quezon province.

The result of this study is beneficial to the following:

**Generation Z College Students.** The study cultivates the relevance of studying Social Science, particularly in Geography and History, for Generation Z students, considering their unique characteristics, correcting the inappropriate notions and stereotypes about these subjects. Moreover, the study plays a pivotal role in promoting a more positive and appreciative attitude toward Social Science as a whole, encouraging students to see its value not only in academic settings but also in their daily lives and future roles as informed, responsible citizens.

**Social Science Teachers.** This study serves as a valuable blueprint for Social Science teachers, guiding them in the development and implementation of innovative teaching strategies and instructional materials tailored to the learning needs of Generation Z students. Recognizing that Generation Z students thrive in dynamic, technology-driven environments and prefer interactive, visually rich, and student-centered learning experiences, the study emphasizes the need for teaching approaches that go beyond traditional lectures and rote memorization.

**Educational Administrators.** This study serves as a reference for educational administrators in decision-making for the legislation and implementation of different policies that appreciate the relevance of all areas of Social Science, particularly History and Geography. It promotes the development of educational policies that support a holistic approach to learning—one that fosters critical thinking, cultural awareness, civic responsibility, and a deeper understanding of historical and geographical contexts, all of which are essential for preparing Gen Z learners to become informed, empathetic, and active participants in society.

Curriculum Planners. This study provides critical insights that can guide curriculum planners in the thoughtful refinement of the curriculum and syllabi across various areas of Social Science, particularly in the fields of History and Geography. By understanding the attitudes, preferences, and learning behaviors of Generation Z students who are characterized by their digital fluency, need for relevance, and preference for interactive and technology-integrated learning. Ultimately, aligning the curriculum with the learning needs and goals of this generation can lead to increased student motivation, improved academic performance, and a stronger appreciation for the value of Social Science in understanding both past and present global contexts.

Future Researchers. This study offers valuable insights that can guide future researchers in exploring the attitudes of other generational cohorts such as Millennials, Generation Alpha, or Generation X toward Social Science, with the goal of understanding and addressing their needs, preferences, and learning characteristics. Additionally, this study serves as a foundational reference for conducting further research on the pedagogical practices of Social Science teachers, particularly in terms of how these methods align with from the learning styles of their students. Investigating the effectiveness of various teaching approaches, the integration of technology, and the adaptability of instructional methods across different contexts can provide a deeper understanding to enhance student learning outcomes.

### **Scope and Limitations of the Study**

The study focused on exploring the attitudes of Generation Z college students toward Social Science in one private Higher Educational Institution (HEI) in Quezon Province. The reason for this selection is due to its academic and contextual implications to the Social Science disciplines being studied namely History and Geography. Furthermore, it was chosen because of its distinct educational setting and the availability of data that demonstrates the academic difficulties evident to these fields. The study is limited to Geography and History since in these two disciplines, it is evident that they always obtained the lowest scores in the Pretest among other Social Science disciplines based on the results of a study conducted by the Committee on Research and Statistics of the college. This data provided the study a strong foundation and emphasizes the importance of exploring students and its implication to Generation Z college students. The design is qualitative specifically phenomenology to get the pertinent data for the study while the sample of the study is thirty (30) Generation Z college students. They were selected through a purposive sampling technique considering the following criteria such as; belonging to Generation Z with ages ranging from 18 to 22 enrolled in Bachelor of Secondary Education major in Social Science. Furthermore, the study is limited in that Generation Z college students from other specializations offered by Bachelor of Secondary Education are not included.

The final output of this study is Information, Education, and Communication (IEC) Material composed of different innovative teaching strategies about Social Science. The strategies are anchored to the values, interests, and needs of Generation Z students to stimulate positive attitudes toward studying the subject. The duration of the study is from June 2022 to May 2025.

### **Definition of Terms**

The following terms are conceptually and operationally defined for a better understanding of the nature of the study:

**Attitude.** It is a reasonably consistent emotional reaction to something, influenced by thoughts and behavioral patterns (Rosenberg and Hovland, 1960, as cited by Mustafa et al., 2020). In this study, attitude refers to the predisposition or tendency of Generation Z college students to respond either positively or negatively toward the study of Social Science, with specific focus on History and Geography. It encompasses their overall evaluation, feelings, and perceptions regarding these subjects, which in turn influence their motivation, engagement, and learning behaviors.

**Generation Z College Students.** According to Brunjes (2025) of Beresford Research, these are the individuals born between 1997 and 2012, or Generation Z, and currently between the ages of 13 and 28. However, the present study deals with the participants who are students of one Higher Educational Institution (HEI) enrolled in a Bachelor of Secondary Education majoring in Social Science and aged 17 – 22.

**Higher Educational Institutions (HEIs).** Institutions that offer and provide higher education include universities, colleges, and further education centers (Geron-Pinon et al., 2019). This refers to the locale of the study, which is one of the private colleges in Quezon province that offers a Bachelor of Secondary Education major in Social Science.

**Information, Education, and Communication (IEC) Material.** It refers to the output of the study, which is a compilation of different innovative teaching strategies in Social Science to develop a positive attitude toward the study of Social Science among Generation Z college students. It serves both as a pedagogical tool and a resource for educators, offering a range of approaches that align with the learning preferences, technological orientation, and engagement styles characteristic of Generation Z learners. By integrating contemporary and creative instructional methods, the material seeks to enhance student motivation, participation, and appreciation for the relevance and value of Social Science .

Social Science. The study of people, groups, and systems and how they interact over time and space. It helps students get ready for civic life at the local, national, and international levels. It is composed of different disciplines such as disciplines including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology (National Council for Social Studies, 2023). The field of Social Science refers to the subjects of history and geography, which are the focus of the study.

## II. REVIEW OF RELATED LITERATURE AND STUDIES

The pertinent studies and literature are presented in this chapter. In addition to providing information about the problem under investigation, this chapter acted as the basis for explaining the research's conclusion and suggested outcome. The attitudes and characteristics of Generation Z students, how attitudes are formed, and various studies on the variables influencing students' attitudes toward the study were all covered in this chapter.

### Related Literature

Learning is converting knowledge, skills, behaviors, and attitudes from information and experience throughout a lifetime. Cobb (2022). Behavior, knowledge, and attitudes influence learning (Cherry, 2022). According to Delaney (2019), education systems need to adapt to the rapidly changing and highly globalized world in which we live constantly. Education systems that reflect this dynamic will be better placed to adjust to the present and shifting needs of young people, society, and the labor market. Innovation and technological advancements constantly change how we communicate, work, and live together. With a population of more than 100 million, the Philippines is a developing Southeast Asian nation with an extensive history of colonization.

In 1521, Spain became the first colonial power in the Philippines. The Catholic Church significantly impacted the nation's educational system throughout the more than three centuries of Spanish colonization. The establishment of schools by the Spanish government predominantly served the Spanish aristocracy, and the primary focus of education was religious teaching. The Philippines was given to the United States following the Spanish-American War in 1898. The country's educational system experienced significant changes during the American colonial era when the government established a public school system intending to educate every Filipino. The American government set up public schools with an English-language curriculum to prepare Filipinos for employment and ultimately facilitate their assimilation into American culture. After gaining independence in 1946, the Philippine school system underwent further changes. Regardless of socioeconomic background, the government enacted changes to ensure all Filipinos could access education. "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all," according to the Philippine Constitution of 1987. Since the country's independence in 1946, attempts have been made to prioritize education. However, the Philippine educational system still faces numerous challenges prohibiting many Filipinos from acquiring quality education.

Nevertheless, the modern problems in the Philippine educational system include the number of students enrolled in school, the standard of education they obtain, and the classroom conditions. Improving access to formal and informal educational opportunities, strengthening government efforts to enhance the caliber and applicability of teaching and learning settings, investing in the nation's intellectual resources, and encouraging teacher preparation are all necessary to address the Philippines' education crisis. The Philippines has started to change its educational system to align it with other developed nations worldwide (Cariaga, 2023). One of the fields that the Philippine government is investing in and promoting in its curricula is the relevance of the Social Sciences, especially History and Geography. In a rapidly changing world, the study of History and Geography is an essential means. It acts as a catalyst for transformation that turns a person into a productive member of the national community and constitutes the cornerstone of social development nationwide. Additionally, the Philippine K-12 curriculum strongly emphasizes two areas because of its strong contribution to students' literacy development and active participation in the nation as citizens.

Geography and History are examples of how education's goals interact with the division of the "facts" to be taught in the 1897 pamphlet *Ethical Principles of Education*, as cited by Pratt (2016). As opposed to the conventional understanding of geography as "a description of the Earth's surface," it is suggested that geography had "to do with all those aspects of social life which are concerned with the interaction of the life of man and nature." It is also asserted that History was valuable insofar as it provided "insight into what makes up the structure and working of society."

In the context of the study, there were a lot of negative attitudes toward this subject, considering the present generation that emerged in 21<sup>st</sup>-century education. Generation Z, also known as the iGeneration, iGenners, GenZ, and Generation Now, consists of those born in the mid-1990s through the late 2010s (Looper, 2011; Twenge, 2017) as cited by Moscrip (2018). This new generation of students faces problems in the educational system in the Philippines, especially in the relevance of Social Science areas in a modern world, given their unique characteristics. Students in Generation Z are referred to as our first "digital natives," having grown up using smartphones to type with their thumbs and disregarding interactions in the classroom that do not appeal to their short attention spans. (Huss, 2023).

Additionally, technology has been readily available to Generation Z since they were raised. However, the degree to which it has permeated their daily lives is quite unlike any previous generation, claim Schwieger & Ladwig (2018). Generation Z has grown up in a world that has been tense politically, violently, and socially. Generation Z has never known a world without instantaneous connections and readily available communication and information channels. As a result, many members of this generation would rather socialize online than in person, a trend that has both positive and negative effects on society (Schwieger & Ladwig, 2018).

In addition to the characteristics, the following are the learning styles associated with Generation Z students. Generation Z are digital integrators who flourish in adaptable, student-centered settings, as highlighted by Veluchamy (2016). This has significant implications for Geography and History education, which needs to adapt to meet the demands of a generation that values short, visual, and interactive information. For example, interactive timelines, digital archives, and multimedia storytelling can give the past a sense of immediacy and relevance in the context of History. In geography, Generation Z's love of visuals and real-time exploration of a boundless world is particularly suited to using digital maps, virtual field trips, and data visualization tools. These students are more likely to interact with social science content when it is presented in ways that are flexible, approachable, and grounded in practical application since they are used to consuming knowledge in an open-book, on-demand fashion. Additionally, because Generation Z is inclined toward brief and multimodal communication, History and Geography teachers are encouraged to incorporate collaborative platforms, video essays, and digital projects that foster active engagement. Teachers can promote a deeper understanding and appreciation of the social sciences in ways that appeal to contemporary students by utilizing Generation Z's technology fluency and communication habits.

In line with this, it is undeniable that students in this generation also change in many aspects, specifically their attitudes toward learning, and one of these is Generation Z students. Compared to previous years, when nearly 60% of students took at least one humanities course, only 38% of students did so in the 2021–2022 academic year. Students favor science, technology, engineering, and mathematics (STEM) subjects, which are frequently associated with higher initial incomes due to changes in educational systems and financial pressures. This generation values education that provides practical applications and well-defined career pathways. They frequently favor career-focused programs that offer real-world skills and hands-on workforce preparation (McCrary, 2022).

Nevertheless, the social sciences and humanities offer functional abilities like critical thinking, problem-solving, and cultural awareness valued in various professions (Awoyungbo, 2024). Also, Board (2024) emphasized that the generational shift toward Science, Technology, Engineering, and Mathematics (STEM) fields is reflected in the recent trends showing a notable increase in Generation Z students achieving academic success in math and other Science, Technology, Engineering, and Mathematics (STEM) subjects. A decrease in interest in the social sciences could be a result of this emphasis on STEM.

It shows Generation Z men and women have different learning preferences (Nuchat et al., 2013). Due to differences in the way their brains process information, men need to participate actively, while women typically prefer a variety of learning techniques. Additionally, routine and structured learning is beneficial to men, particularly when learning new or difficult material. Another notable distinction is that male students are largely motivated by their peers, whereas female students are more self-motivated and also influenced by their parents and teachers. This implies that academic engagement and attitudes toward studying the Social Sciences may be influenced by gender. Additionally, according to data from the South Australian Certificate of Education (SACE), Year 12 students' subject preferences showed notable gender differences. Girls dominated psychology, while boys were more likely to enroll in courses like accounting and physics. These patterns demonstrate the ways in which gender shapes academic preferences, which may also affect perceptions of the social sciences.

On the other hand, working memory deteriorates with age, another factor linked to studying. Because it can make tasks like problem-solving and decision-making more challenging, this has an impact on learning (Beqiri, 2021). According to an article in *The Journal of General Internal Medicine* (2023), Gen Z teens are less content with their lives and more lonely than earlier generations. This implies that their well-being may influence Gen Z's attitudes and academic engagement.

In context, Sanchez (2016a) defines attitude as a person's perspective and assessment of something or someone and a propensity to react favorably or unfavorably to a particular concept, item, person, or circumstance. Fundamental psychological concepts known as attitudes affect how people perceive and react to different things, people, occasions, or problems. They include a confluence of behavioral intentions, emotional states, and cognitive beliefs. According to psychology, an attitude is a collection of feelings, convictions, and actions regarding a specific thing, person, event, or object. Many definitions and in-depth research have been done on the concept of attitude. For example, attitude is "a relatively enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive," according to the American Psychological Association (APA).

Nevertheless, Generation Z's perceptions and reactions to Social Science education are significantly influenced by their digital fluency, flexibility preference, and demand for interesting, practical learning applications. It is traditionally structured along three dimensions: cognitive (perceptions and beliefs), affective (likes and dislikes, feelings, or evoked emotions), and behavioral (actions or expressed intentions toward the object based upon the "cognitive" and "affective" responses). Two models are offered to explain the causes of attitudes. The first proposes that the cognitive and affective bases of attitudes are predictive of the behavior of the subject. In the second, however, behavior is taken to determine attitude. The two views can be considered complementary and not antagonistic. Cognitive, affective, and behavioral components are often not empirically distinguishable, and the three-component terminology is inappropriate in its implication that responses are distinct (Sánchez, 2016b).

In order to explain the structure of attitudes, Rosenberg and Hovland proposed the Tripartite Model of Attitude in 1960, as cited by Mustaffa et al. (2020). This model emphasizes that attitudes are made up of three different but connected components: cognitive, affective, and behavioral. The ideas or opinions a person has regarding the attitude object make up the cognitive component. According to Rosenberg and Hovland (1960), as cited by Mustaffa et al. (2020), this represents a person's information and knowledge about the object, which is frequently influenced by outside factors or personal experiences. For instance, a student may form a cognitive assessment of Social Science by thinking it is crucial for comprehending societal issues. The emotional responses or sentiments a person has to the attitude object are referred to as the affective component. These emotions, which can be positive or negative, drive these feelings rather than logical reasoning. For example, depending on their interests or prior experiences, students may feel enthusiastic or uninterested in studying the Social Sciences. The tendency to behave in a particular manner toward the attitude object is referred to as the behavioral component. This element implies that people's attitudes are frequently mirrored in their actions by connecting attitudes to real behavior. When it comes to social science, students with a positive attitude might actively select related courses, whereas those with a negative attitude might avoid them.

The model is important because it emphasizes that attitudes are made up of an integrated system that affects a person's feelings and behavior rather than just abstract beliefs. Since students may choose to participate in or withdraw from particular disciplines depending on the interaction of their thoughts, feelings, and actions toward those fields, an understanding of these three elements offers a thorough understanding of how attitudes influence individual behavior in a variety of contexts, including academic decisions.

Another attitude theory is also helpful in understanding how Generation Z may develop attitudes toward studying Social Science. This theory can explain Generation Z's attitudes toward Social Science. In the Theory of Reasoned Action (Fishbein & Ajzen, 1975 as cited by Nickerson, 2023), attitudes and subjective norms impact intentions, which drive individual behavior. This theory states that Gen Z's attitudes toward social science study would be influenced by both their personal beliefs (such as the subject's perceived social relevance) and the norms they observe in their social circles (such as the views of their family members and peers). According to the Theory of Reasoned Action, Generation Z may decide to pursue social science because they feel it aligns with their values (such as social justice) or because their mentors or family support them.

Other relevant theories were also integrated into the study, such as the Theory of Planned Behavior (TPB) by Icek Ajzen (1960), as cited by Presley et al. (2010), to describe human behavior. According to the theory, behavioral intention is influenced by perceived behavioral control, attitude toward the behavior, and subjective norm. The theory's initial construct is the behavioral intention, which refers to the driving forces behind conduct (Ajzen, 1991). The likelihood of engaging in a particular conduct increases with the degree to which of the intention to do so. The second construct is an attitude toward the behavior, which is the degree to which an individual views a certain behavior favorably or unfavorably. Behavioral beliefs and outcome assessments make up attitude. The third construct is the subjective norm, which is societal pressure to engage in or refrain from engaging in a particular activity. Lastly, the Social Learning Theory by Bandura (1977), as cited by Nabavi et al. (2012), the foundation of social learning theory is the idea that people can learn by observing others and from their own experiences. This theory was developed in the 1960s and formalized in 1977 by Canadian psychologist Albert Bandura, who added three important ideas to it: first, that people learn best in social situations by observing and imitating others; second, that a person's mental state can influence this learning process; and third, that even when something is learned in a social setting, it does not always end in a learner's behavior changing permanently.

An attitude is a general and lasting positive or negative opinion or feeling about some person, object, or issue. Therefore, the aforementioned theories were very relevant in describing the attitude of Generation Z students, considering their characteristics as learners in 21<sup>st</sup>-century education. Attitude formation occurs through either direct experience or the persuasion of others or the media. Attitudes have three foundations: affect or emotion, behavior, and cognitions. In addition, evidence suggests that attitudes may develop out of psychological needs (motivational foundations), social interactions (social foundations), and genetics (biological foundations), although this last notion is new and controversial (Research Net, 2017).

Together, these theories imply that students' perceptions of social science are complex and shaped by a range of factors, including individual convictions, emotional reactions, societal expectations, perceived career opportunities, and role models. In order to engage students and promote a positive academic experience in the social sciences, educators and institutions must have a thorough understanding of these attitudes.

### Related Studies

Numerous studies have been found to influence students' attitudes toward Social Science courses, especially geography and History. These elements fall into three general categories: contextual, emotional, and cognitive influences.

Pokhrel and Chhetri (2024) emphasized that the curriculum's design and delivery influence students' attitudes. While creative and student-centered teaching strategies can increase interest and positive attitudes, a curriculum that is seen as out-of-date or irrelevant can cause disengagement. It indicates that students' opinions of their social studies education are greatly influenced by the curriculum's content and the pedagogy used in instruction. Peer and parental support and encouragement can positively impact students' attitudes toward geography and History. On the other hand, disinterest and negative attitudes can be exacerbated by unfavorable opinions or a lack of support. Students' encouragement and support from their social environment impact their attitudes toward social studies (Journal of Educational & Psychological Research, 2020b).

According to Alija's (2016) similar study, the following factors influence students' motivation: (1) the quality of instruction, (2) the attitude of the teacher, (3) student participation, (4) student competitiveness, (5) the fear of failing the course, (6) high grades, (7) the likelihood of landing a good job after graduation, (8) pleasing parents, (9) interest in learning the courses, and (10) the relevance of the course for the future career. In connection, students in grades 6 through 12 were asked to rank their favorite subjects in order of preference, from the most favorite to the least favorite, in the groundbreaking survey Schug (1982, as cited by Kriti, 2021). According to the results, Social Science was among the least popular subjects. The skills required for future careers guided the students' decisions. Also, according to the findings of a survey study on students' attitudes toward social science carried out in Sargodha, Pakistan, by Ahmad and Maryam (2016), students were more interested in studying natural science subjects because they could lead to desirable and well-paying careers. Some of the issues that some writers have noted are the challenges faced by studying History. These include issues with textbooks, content, the absence or erratic use of instructional aids, language barriers, inadequate library resources, unsuitable teaching strategies, low motivation, and difficulty distinguishing between historical events and historical evidence (Amengor, 2017).

During lessons, positive emotional experiences, such as enjoyment and engagement, influence favorable attitudes regarding History and geography. On the other hand, negative feelings like anxiety or boredom can result in disinterest and unfavorable attitudes. Research has indicated that students' emotional reactions to social studies have an impact on their attitudes toward the subject (Fuentes & Gono, 2023c). The passion and instructional strategies of teachers greatly influence students' attitudes. Students' interest and favorable opinions of the subject can be increased by teachers who use a variety of engaging and interactive teaching techniques. According to a study in the Journal of Educational & Psychological Research (2020), teachers' capacity to effectively engage students and convey the material is essential in determining how they feel about Social studies.

Additionally, research indicates that academically motivated students are more likely to value education and school, enjoy studying, and engage in learning-related activities (Benitez, 2022). The results indicate that the likelihood of academic motivation increases in tandem with the likelihood of academic postponement. Studies have shown that a lack of motivation is one of the main reasons for underachievement.

According to a study by Fuentes and Gono (2023), students' opinions about the relevance and applicability of Social Science have an impact on how they feel about learning the subject. When students believe that geography and History apply to their lives and future careers, they are more likely to grow to have positive attitudes toward these subjects. Minhaz (2023) states that an individual or group of individuals' beliefs, feelings, and action tendencies toward things, ideas, and people influence attitude. Nonetheless, the fundamental element of the attitude lies in the experience of a distinctive feeling or emotion, which is accompanied, as we would anticipate, by a clear propensity to act. The subject matter's complexity may impact students' attitudes. Conceptual confusion can cause annoyance and unfavorable attitudes, but interesting and clear information can pique curiosity and create favorable impressions.

Andres and Babaran's (2024) cross-sectional, non-experimental, and correlational study examines data related to students' views about social science and their academic achievement. According to the results, students have favorable opinions of their social science course and believe it to be enjoyable and useful for both daily life and a wider perspective. Students' views and academic performance are related; they are more likely to perform well academically when they have a positive attitude toward social science and understand its significance to society. According to the study, positive attitudes and educational outcomes are strongly correlated, which suggests that student autonomy, real-world applications, and interactive learning activities improve engagement and performance. Similarly, a study by Mensah et al. (2020) investigates how students feel about studying social

studies. It examined the elements that influence students' attitudes toward Social Science and evaluated potential ways to change those attitudes. Seventy-two teachers were sampled. Students' attitudes toward Social Science were found to be influenced by several factors, including teachers' lack of interest in teaching contentious subjects, their incapacity to provide students with the help they need, their incapacity to employ a variety of teaching strategies in their classes, their lack of resources for teaching and learning, and their incapacity to call on outside help when things got tough.

Other recent studies showed that students' opinions about History are impacted by their assessments of the subject's difficulty as well as their level of confidence in their academic abilities. Furthermore, the research shows that students' opinions about History and Geography might be influenced by their assessment of their academic skills. A student is more likely to tackle these courses with passion and zeal if they have faith in their capacity to understand and excel in them. This emphasizes how crucial it is to scaffold learning in ways that foster competence and confidence while utilizing strategies that play to Gen Z's advantages, like collaborative learning, multimedia tools, and a digitally enhanced environment.

Every student is an individual; hence, they must be treated as such. Individuals with different biological structures and who come from diverse environments naturally have different points of view about events and, consequently, comment on them differently (Ntim, 2020). In summary, research on students' perceptions of social science, especially geography and History, highlights several elements that influence favorable and unfavorable opinions. It emphasizes that students' perspectives on geography and History are complex and shaped by a range of contextual, emotional, and cognitive factors. Students' engagement with social science disciplines can be enhanced, and more positive attitudes can be fostered by addressing these factors.

### III. RESEARCH METHODOLOGY

This chapter presented comprehensively the specific procedures conducted to identify, select, assess, and analyze the study data. This chapter provided the readers with knowledge on the technical aspects of the study to critically evaluate a study's overall validity and reliability. This chapter includes research design, research locale, sample, data gathering procedures, data analysis, and ethical considerations.

#### Research Design

The study employed a qualitative, specifically phenomenological, research design. Phenomenology is an approach aimed at grasping, detailing, and interpreting human actions and the significance that individuals attribute to their experiences; it emphasizes the nature of the experience and how it was felt. Phenomenology examines perceptions or significances, beliefs, attitudes, emotions, and feelings. (Ayton, 2023).

In context, this study explored Generation Z college students' attitudes toward studying Social Science, particularly History and Geography, through cognitive, behavioral, and affective aspects of attitude. A phenomenological design is particularly advantageous for understanding students' attitudes regarding Social Science, as it enabled the researcher to deeply explore viewpoints and actions that Generation Z students developed in this field of study. This methodology is beneficial for analyzing the cognitive, behavioral, and affective aspects of attitudes, as it offers insights into how Generation Z students cognitively process History and Geography as areas of Social Science (cognitive), how they interact with (behavioral), and their emotional responses toward (affective) these areas. By emphasizing the firsthand experiences of Generation Z students, phenomenological research effectively captured the subtleties of their attitudes. It revealed the elements that influence their attitudes, motivations, and challenges about their engagement with these areas of Social Science.

Furthermore, the data collected using phenomenological design served as the reference of the researcher in developing the output of the study, which is Information, Education, and Communication (IEC) Material composed of different teaching strategies aligned to Social Science in other areas to stimulate the positive attitude among Generation Z college students.

#### Research Locale

The study was conducted in a private Higher Educational Institution (HEI) in Quezon Province. This college was established in the latter part of the 1968-1969 academic year. The college presently offers Bachelor's degree programs in Elementary Education, Secondary Education, Business Administration, and Criminology. Additionally, it has a Senior High School (SHS) strand that offers tracks in Academics, including Humanities and Social Science (HUMSS), Science, Technology, Engineering, and Mathematics (STEM), as well as Accountancy, Business, and Management (ABM). The college and its offerings are officially acknowledged by the Commission on Higher Education (CHED) and the Department of Education (DepEd). It was chosen because, after almost six years in teaching service at this institution, students' negative perceptions and attitudes toward the History and Geography areas were evident. Also, it is the only college in the Municipality offering a Bachelor of Secondary Education major in Social Science. There are also no other colleges available in neighboring municipalities. Therefore, the researcher believed that, through this college as the locale of the study, the researcher can provide reliable and authentic data; thus, it fits the study.

Furthermore, being a Social Science teacher in the locale, the researcher aimed to contribute to the field of Social Science by enhancing the way instructions among all Social Science teachers handling specialized subjects to promote the relevance of the subject and further stimulate the positive attitude of Generation Z students toward Social Science through its output.

### **Research Participants**

The participants of the study are Generation Z college students taking Bachelor of Secondary Education major in Social Science. The researcher employed a purposive research sampling method to select the participants for the study because the aim is to choose a sample that is typical of the qualities being considered in the study and has a clear notion of these qualities, therefore, this technique is suitable. This kind of sampling is frequently employed in qualitative research since it enables the researcher to concentrate on particular topics of interest and collect detailed information on selected participants. (Dovetail Editorial Team, 2023).

Based on the data from the Registrar's Office of the institution, there are 212 enrolled students in Bachelor of Secondary Education majoring in Social Science as of the second semester of the academic year 2024-2025. The selection of participants was based on the following criteria: they must belong to Generation Z, be enrolled in Social Science courses with history and geography subjects, and be willing to participate in the study. A total of 30 participants were selected and divided into four groups for focus group discussions.

Furthermore, all participants were sought to explain comprehensively the nature and relevance of the study to their area of specialization. The participants were from first and second-year levels of the program, with ages ranging from 18 to 22 years old, and all single in civil status. Nevertheless, they shared thoroughly their insights and attitudes regarding the study.

### **Research Instrument**

The study used the unstructured interview guide to collect participant data. It is validated by three qualitative experts in the field of Social Science. The first validator is a graduate of Bachelor of Secondary in Education major in Social Science and with two specializations in Master of Arts in Education specifically major in Social Science and Educational Management. The second validator is a graduate with a Bachelor of Secondary in Education, majoring in Social Science, and a Master of Arts in Economics. The last validator is a graduate with a Bachelor of Arts in Political Science and two master's programs, specifically a Master of Arts in Education major in Educational Management and a Master of Management major in Public Administration. Furthermore, the last validator is a graduate with a Doctor of Philosophy in Business Management, majoring in Strategy Management. Given the extensive educational background of the three validators, the validity of the questionnaire has been strengthened.

The interview guide comprises a series of questions about participants' attitudes toward studying Social Science, specifically in History and Geography. It is categorized into three aspects of attitude: cognitive, behavioral, and affective. In the last part of the questionnaire, the researcher includes a question seeking all the possible suggestions and recommendations of the Generation Z participants to enhance their attitude toward the study of Social Science.

### **Data Gathering Procedures**

The researcher sought permission from the Bachelor of Secondary Education Program Supervisor and the Academic Dean to begin the data-gathering procedure. This step ensured that the study aligned with institutional protocols and academic standards. Upon approval, verbal and a letter of request for permission to conduct the study were given to study participants to encourage their participation. They were given enough time to decide whether to participate in the study. This transparent communication aimed to foster trust and encourage voluntary participation while emphasizing that involvement in the study was entirely optional. Afterward, the researcher announced the schedule for the focus group discussion.

Before the start of the focus group discussion, all the participants signed the informed consent to acknowledge their voluntary participation in the study. The researcher explained the research objectives and the focus group discussion process. The focus group discussion was conducted in person. In accordance with the ethical considerations, the researcher disclosed all sensitive and confidential data generated or collected throughout the discussion to abide by the privacy and confidentiality of the data collected. Following the collection of data, the researcher utilized theme analysis to examine and understand the qualitative data. This method involved carefully reviewing transcripts, identifying recurring patterns and significant statements, and grouping them into themes that reflected the participants' perspectives and experiences.

### **Data Analysis**

The researcher used thematic analysis to interpret the data collected. The researchers were able to methodically examine and condense qualitative data into themes that represent the experiences of the participants by using thematic analysis, which is in line with the phenomenological method. Selecting keywords and quotes from the data, coding significant components, identifying overarching themes, and analyzing the results to gain an understanding of the attitudes of Generation Z students are some of the systematic stages that make up the thematic analysis process. (Naeem et al., 2023).

During the process of interpreting data using thematic analysis and the phenomenological approach, several implied themes emerged. These themes showed the crucial patterns of Generation Z students' attitudes toward their study. Nevertheless, the study successfully encapsulated Generation Z's student attitudes by utilizing the phenomenological technique and thematic analysis. It provided a comprehensive narrative that highlights their affective, behavioral, and cognitive attitudes toward studying History and Geography as selected areas of Social Science. The voices and experiences of Generation Z students are amplified by this method, which guarantees that the study is participant-centered.

#### **Specialist Informants**

A specialist informant was consulted on the study to guarantee the validity and coherence of the themes identified. The specialist informant examined and evaluated the data, compared interpretations, and confirmed if the theme classifications were accurate. This procedure increased the study's findings' validity and reduced potential biases. The study was approved by a qualitative research specialist with an extensive educational background, which included two master's degrees in Social Science and Educational Management. The specialist informant is currently a Principal of Magsikap National High School in General Nakar, Quezon. However, prior to this, she also served as Master Teacher III at Infanta National High School in Infanta, Quezon. Her years of experience in both teaching and school administration provided valuable insights into the practical applications of the study's themes. Her role ensured that the findings were not only theoretically sound but also grounded in real-world educational practice. She also ensured that the interpretations adhered to ethical standards. Through her involvement, the study gained a deeper level of credibility and relevance within the academic and educational community. These experiences further enhanced the validity and rigor of the study.

#### **Ethical Considerations**

The researcher took ethical considerations into account when conducting the study. According to Bhandari (2021), concerns serve to uphold scientific integrity, improve study validity, and safeguard research participants' rights.

Adherence to the Data Privacy Act is one of the fundamental ethical issues observed by the researcher in this study, as it is crucial for protecting the sensitive and personal data of research participants. Thus, the researcher sought approval for the execution of the study from the Research Adviser, Program Supervisor of Bachelor of Secondary Education, and Dean of the College where the study was conducted. All participants were informed about the details of the study and provided informed consent for their voluntary participation. Participants' identities did not need to be written down, and the collected data was treated confidentially. Additionally, the study location's name was made anonymous, and the researcher stored all the data on his personal computer, which is passcode-protected, as long as further adequate and reasonable precautions are taken to ensure the data's availability, confidentiality, and integrity. By following the guidelines outlined in the Data Privacy Act, the researcher respected the ethical norms of secrecy, integrity, and respect for participants in the research process and compliance with legal requirements.

### **IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presented the findings of the study, drawn from qualitative data collected through focus group discussions with the participants. The gathered data were carefully organized, systematically examined, and thoughtfully interpreted in order to address the objectives of the research. Through a meticulous process of conducting focus group discussions and applying rigorous thematic analysis, six implied themes were identified, each reflecting the underlying attitudes of Generation Z college students towards the study of Social Science particularly in History and Geography. These emergent themes offer a nuanced and multi-dimensional understanding of how students cognitively perceive, affectively respond to, and behaviorally engage with History and Geography. They revealed the intricate interplay between students' personal experiences, societal influences, and classroom environments in shaping their attitudes with these subjects. The following themes emerged from in-depth thematic analysis: Complexity and Broadness of History; Self-Directed Learning Strategy; Sense of Enthusiasm and Overwhelming; Complexity and Multidisciplinary; Independent Learning Strategy and Sense of Empathy And Respect In Cultural Diversity.

**Table 1**  
Attitude of Generation Z College Students Toward Studying History

Domain	Theme	Exemplar
Cognitive	Complexity and Broadness of History	"My attitude toward studying history is negative because it's too broad and vast in scope. You need to always balance and learn all the stories, which keep expanding, and that's why it becomes negative for me. So, its study is no longer positive for me."
Behavioural	Self-Directed Learning Strategy	"I do advanced reading; it's one of the things that helped me better understand the content of the lesson. Then, I do search on Google for some additional information".
Affective	Sense of Enthusiasm And Overwhelming	"I feel overwhelmed because there is so much information to learn, and most of what we study in history is recent events. It feels overwhelming and sad, knowing that we cannot change what already happened in the past." It's exciting because there are things from hearsay, but I sometimes prove them wrong through what I've read about history. I gained information that I can confidently share with others as true and accurate"

#### Cognitive Attitude– Complexity and Broadness of History

Generation Z college students developed a negative attitude toward studying History because of its intricacy and broad spectrum of content, which they found overwhelming and challenging to understand. This attitude resulted from the subject's complexity, necessitating knowledge of various subjects. History, in particular, is frequently thought of as boring since it requires memorization of a series of historical events, dates, and individuals, which many students find uninteresting. Therefore, Generation Z students are less motivated and interested in the subject because it is perceived as challenging and tedious.

**Ang perception ko sa History ay medyo mahirap pag-aralan dahil madaming events. –Social Science 1**

*"My perception of History is that it is a bit difficult to study because there are so many events." –Social Science 1*

**Boring na subject dahil napakaraming tao at event na kailangan i-memorize dahil iyon ang aming pinag-aaralan noong kami ay highschool. –Social Science 1**

*"It's a boring subject because there are so many people and events that need to be memorized, and that was what we studied when we were in high school." –Social Science 1*

**Boring at nakaka-antok dahil mga past-events ang pinag-aaralan. –Social Science 1**

*"It's boring and makes me sleepy because we study past events." –Social Science 1*

**Sa History ay ang negatibo ko ay mahirap pag-aralan, pero pag pag sa po sa positive ay parang ... mai-enhance po lalo yung, yung about po sa mga past. –Social Science 2**

*"In History, my negative perception is that it's hard to study, but on the positive side, it feels like it will enhance my understanding of the past." –Social Science 2*

**Para sa akin ang negative yun na nga mahirap pag-aralan, mahirap intindihin, kase sinauna. Pero ang positive may matutunan ako ah na discipline, paano iano natin i-discipline natin yung culture natin, yung mga gumawa ng ano ng mga about laws, about politics. –Social Science 2**

*"For me, the negative is that it's hard to study and hard to understand because it's all about ancient times. But on the positive side, I can learn about discipline, how we can discipline our culture, and about the people who created laws and contributed to politics." –Social Science 2*

**Negative dahil bakit pa pinag aaralan eh nakaraan na. –Social Science 3**

*"It's negative because why study it if it's in the past belonged?" –Social Science 3*

**Ang tingin ko sa History ay negative dahil napakalawak, sobrang lawak. Ang isang specific na topic marami pang mga kasunod. Maraming mga behind stories na kung saan hindi ka pwede na mag-rely lamang ay sa isa. Kailangan laging balanse at aalamin mo lahat ng stories hanggang sa lalawak na so hanggang nagiging negative na, so hindi na siya positive para sa akin. –Social Science 4**

*"My attitude toward studying History is negative because it's too broad and vast in scope. You need to always balance and learn all the stories, which keep expanding, and that's why it becomes negative for me. So, it's study is no longer positive for me."*

–Social Science 4

**Sa akin ay positive naman ang aking perception dahil kagaya nga ng sabi nila, dahil sa pamamagitan ng pag-aaral ng history nababalikan natin ang nakaraan pero negative rin dahil sa lawak nga ng history ay di naman ako magaling mag-memorize at matalino ay minsan ay limot ako sa topic or lesson. –Social Science 4**

*"For me, my perception is positive because, as they say, through studying History, we can revisit the past. But it's also negative because History is so vast, and I'm not good at memorizing. I'm not very smart, so sometimes I forget the topic or lesson."* –Social Science 4

The wide range of History subjects in the "new normal" era makes it difficult for teachers to keep students' attention and engagement, according to a study by Prijanto (2022). Furthermore, Generation Z students' preferred interactive and technologically integrated learning styles frequently conflict with the conventional teaching strategies in geography and history classes. Negative attitudes may be adversely affected by the perception that these topics are less interesting as a result of this misalignment. According to the same study by Prijanto (2022), to satisfy the needs of Gen Z learners, the curriculum must be modified to be more innovative, flexible, and student-centered.

On the contrary, Generation Z students are losing interest in History. According to recent studies, Generation Z students are becoming more and more interested in History. Forty-two percent (42%) of Americans are more interested in History than they were a year ago, with millennials leading the way at 55%, according to a Conner Prairie nationwide survey which implied that Generation Z students viewed History favorably (Burns, 2020). This trend contradict outdated assumptions and suggests an opportunity for educators to further capitalize on Generation Z's evolving interests through innovative and relevant instructional approaches. These findings indicate that when History is presented in engaging, relatable, and interactive ways, students are more likely to develop a sustained interest. Therefore, it is essential for teachers to reframe the subject in ways that resonate with Generation Z's characteristics.

### **Behavioral Attitude- Self-Directed Learning Strategy**

Notably, self-directed Generation Z college students found that advanced reading and watching educational videos are effective ways to enhance their knowledge and understanding of a broad range of History. These are some of the important initial actions that Generation Z college students took to enhance their understanding of the lessons and lessen the overwhelming experience of studying lessons simultaneously. They were able to keep ahead of their studies because of this strategy, which also helped them learn more and contribute significantly to discussions. They were able to comprehend complicated historical themes visually and interactively by watching educational videos on YouTube. Furthermore, taking notes while reading or watching videos enhanced participants' memory and application of the knowledge they acquired.

**Advance reading. Effective naman, dahil mas nagiging convenient , kapag nasabi ko na ang topic bago pa man ituro mas naiintindihan ko na ang lesson.**

–Social Science 1

*"Advanced reading. It's effective because it becomes more convenient. When I've already covered the topic before it's taught, I understand the lesson better."* –Social Science 1

**Nag re-research po sa specific topic na bago pa lamang tatalakayin. nakatulong pa para hindi masyado overload ang mga topics or subjects na nag kakasabay-sabay ituro ng teacher. –Social Science 1**

*"I do research on specific topics that will be discussed soon. It helps so that the topics or subjects taught by the teacher don't feel too overloaded or too many at once."* –Social Science 1

***Ako ay nag a-advanced reading din. Nakakatulong naman po para mas lumawak po ang kaalaman in a particular topic. –Social Science 1***

*"I also do advanced reading. It helps to broaden my knowledge on a particular topic."  
–Social Science 1*

***Nag-aadvance knowledge na, para pag halibawa dumating man yung iba't-iba nating subjects, iba't-ibang major, mas advance na tayo. Kahit papaano nakakasabay tayo, hindi tayo mapag-iwanan. –Social Science 2***

*"I'm gaining advanced knowledge so that when different subjects and majors come, I am more prepared. In this way, we can keep up and not be left behind." –Social Science 2*

***Katulad nga ng sinabi nila, na dapat nag-aadvance, saka dapat po may nagtuturo pa po ay dapat po ay, dapat po ay ihh ... dapat ay malawak ang pag-iisip. –Social Science 2***

*"As they said, we should do advanced studies, and there should also be someone teaching. We should have a broad mindset." –Social Science 2*

***Kinakailangan po nating mag ready para may kung ano't ano man mangyari sa isang discussion may mga nalalaman kana, hindi na mahihirapan sa discussion ang teacher dahil kayo ay prepared na. –Social Science 3***

*"We need to be prepared so that, whatever happens during a discussion, you already know something. The teacher won't have a hard time with the discussion because you are already prepared." –Social Science 3*

***Advanced study, ano pag naisipan ko po tapos nanonood sa YouTube po na about sa history dahil mas nauunawan ko pag may pinapanuod. –Social Science 3***

*"Advanced study, and I watched YouTube videos about history because I understand better when there's something to watch." –Social Science 3*

***Advanced reading, tapos personally nakakatulong talaga sa akin ang mga pictures dahil mas naiintindihan ko ang context. Mas nakakatulong sa akin ang pictures para mas maintindihan ko ang context ng topic. –Social Science 4***

*"Advanced reading, and personally, pictures really helped me because I understand the context better. Pictures helped me more to understand the context of the topic." –Social Science 4*

***Ako po nag a-advanced reading rin, isa iyon sa mga nakakatulong sa akin para mas maintindihan ko ang lesson tapos ay nagsi-search din po ako sa google. –Social Science 4***

*"I also do advanced reading; it's one of the things that helped me better understand the lesson. Then, I also search on Google." –Social Science 4*

***Panonood sa youtube and saka ano...paggawa ng mga notes. –Social Science 4***

*"Watching on YouTube and making notes." –Social Science 4*

In its broadest meaning, self-directed learning refers to a process where people, with or without assistance from others, determine their own learning needs, create learning objectives, identify the necessary resources, select and practice effective learning strategies, and assess learning results. (Knowles, 1975, p. 18)

#### **Affective Attitude – Sense of Enthusiasm And Overwhelming**

Generation Z college students' sense of enthusiasm for studying History was mostly fueled by their expectation of learning something unusual and intriguing information, an indication of their attitude's emotional aspect. Their eagerness and enthusiasm to delve into the immensity of History subject pushed them, even when they had certain unfavorable attitudes about the subject, such as its complexity or difficulty understanding the content. They developed an emotional bond with the subject matter as a result of their efforts to understand how past events influence the present. Nevertheless, the vast amount of knowledge required to understand the subject was still overwhelming among Generation Z college students.

***Exciting, dahil maraming nalalamang bago.***

***–Social Science 2***

*"Exciting because I learned many new things." –Social Science 2*

***Exciting naman po, dahil may mga bagay akong nalalaman dahil sa mga sabi-sabi pero napapatunayan kong mali kung minsan dahil sa mga nababasa ko tungkol sa History. Nakakakuha ako ng mga information na kaya kong masabi sa ibang tao na tama. –Social Science 2***

*"It's exciting because there are things from hearsay, but I sometimes prove them wrong through what I've read about History. I gained information that I can confidently share with others as accurate." –Social Science 2*

***Nao-overwhelmed kasi naparaming bukod sa maraming information ay usually mga History na recently na pag aaralan natin.. nakaka overwhelmed kasi malungkot especially wala na tayong magagawa ngayon. Nahirapan, na-overwhelmed sa dami ng mga information na kailangan basahin. –Social Science 3***

*"I feel overwhelmed because there is so much information, and most of what we study in History is recent events. It feels overwhelming and sad, especially knowing that we can no longer change what was already happened. It's difficult and overwhelming due to the large amount of information that needs to be read."*

*–Social Science 3*

***Intriguing and somehow neutral lamang. Intriguing sapagkat minsan sa topic ay, pag gusto ko ang topic ay, parang gusto ko agad alamin yung sunod na mangyayari at parang gusto ko agad malaman yung kabuuan ng pangyayari. Nuetral naman kasi kung minsan parang walang saysay ang pag-aaral ng History dahil nakaraan na. Nandoon yung feeling na gusto ko mag-aral ng history pero wala naman passion. –Social Science 1***

*"Intriguing and somehow neutral. It's intriguing because sometimes, when I like the topic, I am very curious to what will happen next to understand the whole event. But it also feels neutral because sometimes, studying History seems pointless or without purpose since it's about the past. There's that feeling of wanting to study History, but without the passion for it." –Social Science 1*

**Table 2**

*Attitude of Generation Z College Students Toward Studying Geography*

Domain	Theme	Exemplar
Cognitive	Complexity and Multidisciplinary	"There is a lot of information that needs to be studied, and it's hard."
Behavioural	Independent Learning Strategy	Personally, I read, search on Google, and watch on YouTube to be prepared
Affective	Empathy and Respect in Cultural Diversity	"Respect for our culture and traditions. Let's respect them because we come from different backgrounds."

### **Cognitive Attitude- Complexity and Multidisciplinary**

Generation Z college students' attitude toward studying Geography is negative; it is highlighted that students viewed the subject as challenging and complex because of its multidisciplinary nature. At first, they assumed it to be basic and limited to studying the Earth and its environment. But they started to realize that it covered a lot of areas, including the study of how people interact with the environment around them. This realization increased their awareness of the high level of difficulty of Geography because they had to integrate various areas and their expertise to understand a wide range of concerns about the subject deeply. For many students, the subject matter seemed overwhelming and difficult because of its breadth and depth of content, considering their limited prior knowledge.

***Mahirap dahil sa palagay ko ay maraming kailangang pag-aralan. –Social Science 1***

*"It's hard because, I think, there is a lot to study." –Social Science 1*

***Mahirap dahil wala akong masyadong maraming knowledge sa subject. – Social Science 1***

*"It's hard because I don't have much knowledge about the subject." –Social Science 1*

***Maraming information na kailngan pag-aralan and mahirap. –Social Science 1***

*"There is a lot of information that needs to be studied, and it's hard." –Social Science 1*

***Bad po, kasi akala ko... ano po ah ... napakalawak po nung pagtuturo ng geography. –Social Science 2***

*"It's bad because I thought... well... the teaching of geography is very broad." –Social Science 2*

***Ang perception ko sa geography noong una akala ko ay madali lamang pero iyon pala ay sobrang hirap. Akala ko siya ay tumutukoy lamang sa pag-aaral ng paligid pero noong nag-aral na ako ay kasama pala ang tao kaya parang mas lalo akong nahirapan dahil malawak. –Social Science 4***

*"My perception of geography at first was that it was easy, but it turned out to be very difficult. I thought it only referred to studying the environment, but when I started studying, I realized it also involves people, which made it more challenging." –Social Science 4*

A prevalent misunderstanding among Generation Z college students is that Geography only pertains to the study of the physical characteristics of Earth. When Generation Z college students realized that Geography also includes the study of people and how they interact with their surroundings, it demonstrated how little they knew about the subject before receiving formal education. This suggested that most Generation Z students frequently have a limited understanding of Geography and might not be aware of its full and multidisciplinary nature.

***Parang ako ay nanghihina, noong una ay wala talaga ako interesado dahil noong una ang alam ko ay ito ay tumutukoy lamang sa mga lugar and as time goes by nalaman ko na malawak pala ang geography. –Social Science 4***

*"My perception of geography at first was that it was easy, but it turned out to be very difficult. I thought it only referred to studying the environment, but when I started studying, I realized it also involves people, which made it more challenging because it's so broad." –Social Science 4*

***Ang ini-expect ko talaga sa pag-aaral ng geography ay tumutukoy lamang siya sa pag-aaral ng Earth, continents pero kasama rin po pala talaga inaaral ang tao. Malawak pala talaga ang sakop ng geography. –Social Science 4***

*"What I really expected from studying geography was that it only referred to studying the Earth and continents, but I found out that it also involves studying people. Geography actually covers a much broader scope." –Social Science 4*

Geography is interdisciplinary; it is not limited to a single subject. Instead, geography covers a wide range of subjects, such as people, culture, politics, settlements, vegetation, landforms, and much more (Murphy, 2025). According to a study by Voicu et al. (2018), students in Generation Z believe that geography is a complicated subject that calls for the growth of critical thinking and problem-solving abilities.

### **Behavioral Attitude - Independent Learning Strategy**

The responses demonstrated that Generation Z students developed and used independent learning strategies while studying Geography in response to the challenges they mentioned, such as the complexity and broad scope of the subject. Some of these strategies include research, advanced reading, referring to other sources, including websites like Google and YouTube, and reviewing modules to define new concepts.

***Nagre-research and advanced reading. –Social Science 1***

*"Researching and advanced reading." –Social Science 1*

***Advance reading. –Social Science 2***

***Advance reading din sa module at dapat ay babasahin din talaga dahil may mga unfamiliar words tayong tinatawag ay ito ay aalamin natin kung ano pong ibig sabihin and in case na magtatanong ang guro. –Social Science 3***

*"Advanced reading in the module, and we really need to read it because there are unfamiliar words we encountered, and we need to find out their meanings in case the teacher asks questions." –Social Science 3*

***Ako personally ay nagbabasa ako, nag-search ako sa google, nanonood ako sa youtube para handa ako. –Social Science 4***

*"Personally, I read, search on Google, and watch on YouTube to be prepared." –Social Science 4*

The process of learning that allows students to take charge of their education and direct, regulate, and evaluate their learning is known as independent learning. The autonomous student can set objectives, decide how best to meet his learning needs, create and execute his learning, track his progress toward his learning objectives, and evaluate his learning results (Livingston, 2012).

### **Affective Attitude - Empathy and Respect in Cultural Diversity**

Notably, Geography plays a crucial role in helping Generation Z college students develop a sense of empathy and respect for diversity. By studying various geographical regions, cultures, and societies, students are not only gaining knowledge of different physical landscapes but also learning about the social, cultural, and economic factors that shape people's lives across the globe. This broader perspective allowed them to recognize and appreciate the diversity of different communities, from their unique traditions and customs to their ways of living and problem-solving.

***Sa pag-aaral po ng geography mas nauunawaan ko ang mga pangyayari sa aking lugar at mas naiipaliwanag ko nang maayos. –Social Science 1***

*"Through studying geography, I better understand the events in my area and can explain them more clearly." –Social Science 1*

***Yung pag-aaral po ng geography ay nakaka-influence sa akin bilang isang student dahil mas naunawaan ko ang pagkakaiba ng lahat ng mga tao sa ating mundo. –Social Science 1***

*"Studying geography influences me as a student because I better understand the differences among all the people in our world." –Social Science 2*

***Sa pag aaral ng geography ay tinuturo sa ating kung paano alagaan ang kalikasan. –Social Science 3***

*"Through studying geography, we are taught how to take care of nature." –Social Science 3*

***Pagrespect sa ating culture o tradition. Irespecto natin, dahil may iba't-iba po tayong pinagmulan. –Social Science 4***

*"Respect for our culture and traditions. Let's respect them because we come from different backgrounds." –Social Science 4*

Students' empathy and respect for cultural diversity can be greatly increased by studying geography. Students gain a greater awareness and respect for the diversity of the world by studying different cultures, environments, and social structures. For instance, a study highlighted by the University of Southern Maine demonstrates how geography education plays a crucial role in cultivating compassion and cultural empathy. According to the findings, geography not only informs students about geographical facts and data but also enables them to develop a genuine emotional connection to people and cultures far beyond their immediate surroundings. As students study the diverse landscapes, lifestyles, and historical contexts of various societies, they begin to recognize the shared humanity that unites people, regardless of geographical distance or cultural differences. This process leads to an increased respect for cultural differences and a greater capacity for empathy, whether for individuals living in distant countries or those from other cultural backgrounds in their own communities. (Piper, n.d.).

### **Research Output – Information, Education, and Communication Material on Innovative Teaching Strategies in Social Science**

The researcher developed an Information, Education, and Communication (IEC) material that integrates a range of innovative teaching strategies specifically designed to meet the needs and interests of Generation Z college students in the field of Social Sciences. This approach is particularly effective in fostering students' enthusiasm for studying Social Science, as it demonstrates a thoughtful consideration of Generation Z's unique learning styles, preferences, and challenges. The material's design emphasizes student-centered learning, a pedagogical strategy that has been shown to significantly enhance students' engagement and attitudes toward academic subjects. Recent studies, such as the research conducted by Nazim et al. (2024) in the International Journal of Evaluation and Research in Education, underscore the significant effectiveness of student-centered teaching strategies. Their findings indicate that when students are actively involved in their own learning processes through methods like collaborative projects, problem-solving tasks, and interactive discussions, there is a marked improvement in their overall educational experience. Furthermore, the research highlights that such approaches not only foster a more inclusive and dynamic classroom environment but also contribute to cultivating more positive attitudes toward learning.

By incorporating innovative and interactive teaching strategies, the material transforms the learning experience into one that is dynamic, relevant, and deeply engaging. These approaches move beyond traditional rote memorization and passive learning, instead encouraging active participation, critical thinking, and real-world application. This is particularly important in the context of Social Science subjects like History and Geography, which are often perceived by students as abstract, dense, or no relevance on their lives. These strategies help reduce cognitive and emotional barriers to learning, fostering a deeper understanding and appreciation of the subject.

Furthermore, the material is meticulously organized, with clear instructions for executing each activity, ensuring that teachers can implement the strategies effectively within their classrooms. The structured format of the material guarantees that each activity is purposeful and directly aligned with the specific learning objectives. This attention to detail ensures that the strategies are not only creative and engaging but also highly applicable in the classroom, enhancing students' comprehension and fostering a deeper interest in Social Science.

### **V. Summary of Findings, Conclusions, and Recommendations**

The study's findings, conclusions, and suggestions have been outlined in this chapter. The conclusions, which are based on the collected and examined data, provide light on Generation Z college students' views about studying Social Science, especially Geography and History. The study's conclusions emphasized important patterns and implications, while the recommendations provided valuable ideas for raising students' interest and involvement in Social science instruction.

#### **Summary of Findings**

The study revealed the overall experiences of Generation Z college students in studying geography and history. The broad scope and content complexity of the two areas of Social Science posed many challenges to students' learning, significantly contributing to a negative attitude toward the two areas. These areas' depth and broad scope frequently pose intellectual challenges, which prompted Generation Z students to take proactive measures to become proficient in the subject areas.

Generation Z college students created behavioral attitudes to navigate challenges and improve their learning experiences. Some crucial strategies were setting aside time for in-depth study sessions, viewing educational videos to help them comprehend complex ideas, and carrying out in-depth research to deepen their comprehension. These self-directed learning practices showed Generation Z college students' dedication to overcoming the challenges of studying the subject areas.

Furthermore, the study highlighted distinct affective attitudes that emerged in response to the two areas of Social Science. In History, Generation Z students experienced a sense of enthusiasm and overwhelming feelings, as the subject's complexity is both mentally taxing and intellectually stimulating. On the other hand, studying Geography increased Generation Z students' understanding of the interconnectivity of all people and helped them develop a sense of empathy and a greater regard for cultural diversity.

#### **Conclusions**

The study's findings demonstrated how attitudes and outcomes related to studying Geography and History among Generation Z college students interact dynamically. Because of its multidisciplinary nature, the students initially viewed the two areas of Social Science, specifically History and Geography, as broad and complex; nonetheless, in the end, their experience fostered values and abilities vital for their professional and personal growth.

Thus, it can be concluded that though Generation Z college students encountered intellectual challenges when studying History and Geography as the selected areas of Social Science in study, their optimistic outlooks and helpful behavioral strategies in response to the challenges enabled students to turn these challenges into opportunities for their growth. The results also showed that, despite initial apprehensions, Generation Z students eventually showed a favorable attitude toward the study of Geography and History, particularly in the field of Social Science.

#### **Recommendations**

For Generation Z College Students

Generation Z college students must embrace the intricacy of Social Science, particularly History and Geography, as opportunities to cultivate vital skills like empathy, critical thinking, and global skills. In order to cope with the subject's wide breadth of scope, they are urged to establish peer groups to enhance understanding and make learning meaningful. Using digital resources such as online educational platforms such as podcasts or visual information can also aid in lessening and simplifying complex concepts.

For Social Science Teachers

To promote the active participation of Generation Z college students in the learning process, teachers must enhance methods of instruction depending on the needs, interests, and values of Generation Z students. To assist Generation Z students grasp complex ideas and make lessons more interesting and meaningful, they must update and enhance multimedia materials like infographics, and digital simulations. Lastly, to stay up to date with the latest teaching methods, teachers must collaborate with their peers and pursue further professional development. Attending training sessions and seminars is also essential for professional development in order to provide students with high-quality educational services.

For Educational Administrators

Regular training and seminars focusing on innovative teaching strategies that promote student-centered learning suited to Generation Z students must be strengthened by educational administrators. They must ensure that textbooks, modules, and syllabi of Social Science areas are updated and relevant to the needs and interests of Generation Z students. Instructional materials such as projectors, smart boards, etc., must be installed in classrooms to support interactive and visually interesting learning to support the delivery of instruction.

Curriculum Planners

Curriculum planners must design learner-centered, interactive, and pertinent content to encourage a favorable attitude toward Social Science among Generation Z students, especially in the areas of Geography and History. They must ensure that the curriculum is responsive to the needs and values of Generation Z students. This includes integrating technology, real-world issues, and collaborative learning opportunities that reflect their digital fluency and social awareness. By aligning educational content with their interests and experiences, teachers can foster deeper engagement and long-term interest in the subject matter.

For Future Researchers

Explore other factors like socioeconomic status or digital literacy that may influence Generation Z students' attitudes and views of Social Sciences. Identify unique challenges and coping strategies by conducting a study with students from different geographic or cultural backgrounds. Considering these recommendations will make Social Science curricula more purposeful, helping students overcome challenges and appreciate the subject's relevance while enhancing their favorable attitude toward it.

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