

# Learning Environment as a Correlate to Interest in Social Studies of Grade Six Learners

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learning environment, social studies interest, classroom climate, learner engagement, descriptive-correlational research.

**Abstract.** This study explored links between the learning environment and interest in Social Studies among Grade Six students in selected schools in San Fernando II District, Division of Bukidnon. It examined students' views on classroom positive climate, personal negative behavior, persistent in major challenges, diverse value influence, and their overall interest in learning. Researchers used a descriptive-correlational design and simple random sampling. Data were collected using tools adapted from McGhee et al. (2007) with a Cronbach's Alpha of 0.932. Mean and standard deviation assessed the learning environment and student interest; Pearson product-moment correlation identified significant variable relationships. The findings showed that students rated classroom climate, persistence in facing challenges, and the influence of diverse values as very satisfactory, while personal negative behavior was rated as moderately satisfactory. Interest in Social Studies was very high. Notably, strong positive relationships existed between classroom climate, persistence, and diverse value influence with student interest, suggesting that these factors together foster engagement and curiosity. Conversely, personal negative behavior did not affect interest, indicating that occasional negative experiences did not diminish overall engagement. Consequently, the null hypothesis for personal negative behavior was accepted, while the null hypotheses for classroom positive climate, persistence in major challenges, and diverse value influence were not accepted based on the findings above. Considering these conclusions, students and parents should keep encouraging positive study habits and engagement. Teachers and school leaders should continue building inclusive, motivating, and supportive classrooms. Future researchers may also examine other influences on students' interest, such as teaching methods, family background, peer relationships, and technology use.

## Introduction

Learning environment significantly influences students' interest in social studies. Social studies engage learners with social issues, history, cultural diversity, and responsible citizenship. When students are interested, they are more likely to think critically and participate actively in civic life. However, student engagement tends to decline when instruction relies primarily on lectures and memorization. A lack of interaction can result in weakened interest in classroom discussions. Insufficient opportunities for deeper engagement may prevent students from participating in meaningful conversations and applying acquired knowledge. Social studies classes that lack technology, visual aids, conducted group activities, or other engaging methods may fail to sustain students' creativity and attention. Students may also find it challenging to relate their studies to their own lives and those of their peers. Research indicates that a supportive, enjoyable, and responsive classroom environment enhances student engagement. Such environments facilitate the development of meaningful connections among students (Al-Harbi (2022)). Incorporating research demonstrates that both psychological and physical aspects of the classroom environment influence students' interest, motivation, and involvement.

According to Dalimunthe et al. (2024) that collaboration, mutual respect, and emotional safety increased students' engagement and enthusiasm. Conversely, students exhibited lower involvement and enthusiasm in classrooms

characterized by rigidity or monotony. The integration of technology, group work, and real-world examples to illustrate the relevance of social studies further enhanced students' interest and sense of purpose Stenseng et al. (2022). How social studies is important made students more interested and purposeful. The San Fernando II District in Bukidnon provides a valuable context for examining the factors influencing Grade Six students' interest in social studies. According to Dalmandong and Matalubos (2025), the learning environment affects student motivation, peer interaction, and autonomy in learning. In contrast, San Fernando District I is characterized by low participation rates, limited peer collaboration, and unengaging classroom interactions. The San Fernando II District has several teaching resources, methodologies, and student demographics, which cause challenges. District II may have the same issues as District I. District socio-cultural context, teacher support, and technology resources may also affect student motivation and engagement.

There is a lack of research on San Fernando II District, despite evidence that classroom environments in San Fernando I influence student engagement. In District I, where traditional teaching methods predominate, existing studies have primarily examined teacher-student relationships, student behavior, and classroom organization. San Fernando II District, by contrast, features diverse cultural settings, instructional approaches, and educational materials. Classroom culture, teaching style, and resources are likely to impact student engagement. This study will explore how these variables affect sixth-grade students' interest in social studies and identify strategies teachers can use to enhance engagement.

### Conceptual Framework

This study is anchored by Bronfenbrenner's Ecological Systems Theory and Vygotsky's Sociocultural Theory. Bronfenbrenner (1979) emphasizes that the classroom is the most important place for students. Classroom teachers, classmates, and the way the room is set up all influence learners. Good teaching and a well-organized classroom can make students want to learn. Students may not feel welcome or included in messy or unwelcoming places. To get students interested, teachers need to know how the classroom works. The research investigates the impact of classroom location on students' proficiency in social studies. Vygotsky's Sociocultural Theory (1978) highlights that social learning is the best way to learn. Students are actively involved in talks and group activities with the help of their teachers. Vygotsky (1978) says that the best way to learn is with help in the Zone of Proximal Development. Lessons are more fun when students can take part in them, especially when they use real-life examples. Study of social studies. To do this, teaching should include a lot of guided group activities. Vygotsky posits that social support and engagement are crucial for fostering interest in social studies.

Rusticus et al. (2022) emphasize that the learning environment is made up of teacher support, peer interactions, safety, and how students feel. Students feel safe asking questions and sharing their thoughts when their teachers are supportive. Good relationships with classmates make students feel like they belong. Keeping kids safe physically and mentally in the classroom helps them pay attention and lowers their stress levels. Stress and happiness influence students. Stress can make it harder for students to be motivated and involved in class. Supportive classrooms help lower stress. Cleaning and decorating the classroom is one way to get kids interested. Learning is better in clean, positive classrooms. According to Zhao (2024), learning spaces have activities that make students curious and get them involved. A place that makes students want to learn on their own and be curious. Peer interactions that are positive and teachers who are supportive increase participation and motivation in the classroom. Good relationships with classmates and supportive teachers can help students deal with stress and stay active in the classroom. Positive peer relationships, helpful teachers, and a safe classroom encourage students to do things, stay motivated, make friends, and learn better.

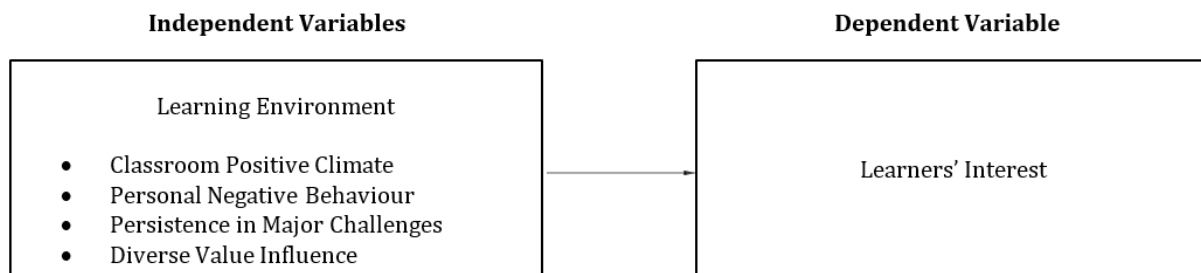


Figure 1. Schematic diagram of the study showing the relationship between the independent and dependent variables of the study

Classrooms are safer when teachers are more helpful, and students get along well with each other. Motivation for school activities improves peer relationships. Supportive environments make classes less stressful. Students are more likely to

learn when they have positive interactions with their peers, teachers who support them, and a safe classroom. Good relationships with classmates, helpful teachers, and a safe, open classroom made learning harder and made the classroom safer. Helpful teachers, good relationships with peers, and an open, safe classroom all helped create positive learning environments. Strong relationships with peers, helpful teachers, and a classroom that was open and safe all helped create a positive learning environment.

## Methodology

This chapter provided an overview and explanation regarding the specific methodology that was utilized. Additionally, it offers insights regarding the design of the study, the location of the study, the sampling methods, the study participants, the tools utilized for the study, the methods employed for data collection, the statistical methods that were used, and the ethical factors related to the study.

### *Research Design*

The researcher used a descriptive-correlational research method, which is a beneficial way to find out how two or more variables are related without doing an experiment. Researchers can use this method to test their ideas about how things should work, make predictions, and look at relationships that happen in real life Creswell and Creswell (2018). A survey was conducted to answer the research question. The questions were about the students' interests and the learning environment. A quantitative analysis was done on the answers. After that, a descriptive analysis was done to compare the independent variable and dependent variable and see how strong the relationship was between the two.

### *Research Locale*

This research employs data collected from primary and integrated schools in the San Fernando II District of the Bukidnon Division. Some of them are Kalagangan Central Elementary School, Bonacao Elementary School, Bugca Elementary School, Namnam Integrated School, Mahayag Elementary School, Cagaya Elementary School, Iglugsad Elementary School, Palapacan Elementary School, Kibongkog Integrated School, and San Jose Elementary School. The researcher chose all the schools to show the different kinds of classrooms and places to learn that are in the area. The schools were of different sizes, in different places, and had different resources. Some schools are in the town, which makes it easier for students to get to educational resources. Some are in faraway barangays, which makes things harder for students. The district had learners from a wide range of cultures, social classes, and economic backgrounds, which affected how they learned and how they got along with each other. These factors helped the study figure out how the classroom setting affected sixth graders' interest in social studies. The chosen institutions were mainly integrated primary schools located in the San Fernando II District. Researcher also figure out how different types of schools affected how involved and engaged students were in social studies.

### *Respondents of the Study*

This respondents of the study were the Grade 6 students of San Fernando District II, Division of Bukidnon, with the District Office located at Kalagangan Central School, San Fernando, Bukidnon. Researcher considered students in Grade 6 because, at this level, it is expected to have developed their ability to read and write, and to utilize these skills to facilitate their learning in other areas. According to the MATATAG curriculum from DepEd, students at this level (Key Stage 2 - Grades 4 to 6) are expected to master the use of their reading and writing skills to help them comprehend and utilize the English language in a sophisticated manner to think and learn about Social Studies, Mathematics, and Science. At this level a shift from learning to read to reading to learn occurs. Students are expected to use reading to gain and understand the information in the various subjects (Republic of the Philippines & Department of Education, 2021). Good learning environments foster curiosity, enjoyment, and active participation, while negative ones promote apathy and disengagement. A favorable learning environment also encourages subject-wide reading and writing. Sixth grade was an ideal grade to research how learning settings affect student engagement since social studies, science, and math fostered investigation and higher-order thinking. Table 1 contains the list of research respondents.

Respondents	Total Number of Population	Sample Size
Kalagangan Central Elementary School	88	55
Bonacao Elementary School	30	25
Bugca Elementary School	30	26
Namnam Integrated School	36	30

Mahayag Elementary School	23	15
Cayaga Elementary School	34	17
Iglugsad Elementary School	38	25
Palacpacan Elementary School	30	20
Kibongkog Integrated School	42	25
San Jose Elementary School	28	17
Total	379	255

*Table 1. The Respondents of the Study*

*Sampling Procedure*

The respondents who completed the survey were selected using the simple random sampling technique. With this, all Grade Six students of San Fernando District II had an equal opportunity of being selected. For the school year 2025-2026 there were a total of 379 Grade Six students. From this group, a total of 255 students were sampled. The schools provided us with a complete list of all the Grade Six students, and we assigned each of them a number. The 255 names were selected using a lottery and random number generator. This technique ensured that survey participants were selected as fair as possible.

*Research Instrument*

Two sets of questionnaires were used in this study. The first one part is from at McGhee et al. (2007) study. It was a standardized questionnaire on the learning environment, divided into four (4) factors classroom positive climate, diverse influence, personal negative behavior, and the persistence in major challenges. The second part of the questionnaire was derived from Schiefele (2001) study of learning interest, which examined the extent of student interest and motivation in the subject. The learners in the study were participants of both questionnaires and used a 5-point Likert scale to evaluate the closed statements.

*Data Gathering Procedure*

The researcher obtained authorization from the Schools Division Superintendent, District Supervisor, and School Heads of the selected schools to collect data for the study. After getting permission, the researcher asked the head of the schools involved to let the advisers give the questionnaires to the students. Each grade six learner got their questionnaire. The researcher also found ethical issues with getting the respondents' permission and protecting their privacy. Teachers and students were given clear instructions on how to fill out the questionnaires honestly. The researcher closely monitored the data collection process to ensure the collection of only the necessary data to support the results. The data from completed surveys were coded and charted for statistical analysis. Then came analysis, review, and discussion.

*Scoring Procedure*

The questionnaire utilized a 5-point Likert scale to collect the data. This scale enabled respondents to identify the frequency with which they encountered or witnessed each statement, offering a definitive indication of the degree of their perceptions and interest.

**A. Learning Environment**

<b>Scale</b>	<b>Range</b>	<b>Descriptive Rating</b>	<b>Qualifying Statement</b>
5	4.21 – 5.00	Strongly Agree	Very Satisfactory
4	3.41 – 4.20	Agree	Satisfactory
3	2.61 – 3.40	Neutral	Moderately Satisfactory
2	1.81 – 2.60	Disagree	Fairly Satisfactory
1	1:00 – 1:80	Strongly Disagree	Poor

**B. Learning Interest**

<b>Scale</b>	<b>Range</b>	<b>Descriptive Rating</b>	<b>Qualifying Statement</b>
5	4.21 – 5.00	Strongly Agree	Very High Interest

4	3.41 – 4.20	Agree	High Interest
3	2.61 – 3.40	Neutral	Moderate Interest
2	1.81 – 2.60	Disagree	Low Interest
1	1:00 – 1:80	Strongly Disagree	Very Low Interest

#### *Statistical Treatment of Data*

In the first chapter, various problems were identified. The following statistical methodologies were applied to the collected data. The mean and standard deviation were calculated to find out how Grade 6 students perceived their learning environment from the perspective of classroom positive climate, personal negative behavior, diversity values influence and persistence in major challenges. Similarly, mean and standard deviation were used to assess how interested the Grade 6 students were in learning. The researcher used Pearson product-moment correlation to assess the strength of the relationship between learning environment and the students' interest.

#### *Ethical considerations*

This research adhered to all ethical standards throughout all stages of this study. An originality detection software was utilized to ensure no plagiarism was present, and it was found to be 95% unique. This demonstrates that the study was founded on the researcher's ideas. This was done prior to touching any paperwork. To adhere to ethical standards, this study focused on collecting and maintaining the confidentiality of all participants. The collected data was kept entirely confidential to ensure the safety and protection of the participants. The participants remained anonymous and were assigned fictitious identities. All participants were shipped an explanatory document that outlines the purpose, research, and methodology. They were offered to retract from the study and their participation was voluntary. This demonstrates the ethical consideration provided throughout the research.

## **Results and Discussion**

This chapter provides a structured analysis of data. It uses descriptive inquiry and the research questions from Chapter 1 to look at the data. The interest of sixth graders in Social Studies was assessed concerning their learning environment. It looked at things classroom positive climate, personal negative behavior by students, persistence in major challenges, and diverse value influence. It also looked at how interested students are in learning and how the learning environment affects that. The subsequent sections of this study analyze the impact of a positive classroom climate, individual behaviors, resilience in overcoming challenges, and the acknowledgment of diversity on students' engagement and interest in Social Studies. A 5-point Likert scale was used to collect data from the questionnaires. This scale allowed respondents to evaluate the frequency of their exposure to each remark, thereby indicating their perceptions and interest. Table 2 presents the level of learning environment as correlate to interest in social studies of Grade six learners in terms of personal negative behavior.

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Sometimes I feel singled out because I am different from most of the other learners. <i>(Usahay mobati ko nga lahi ko sa ubang estudyante.)</i>	3.08	1.422	Moderately Satisfactory
I am sometimes ignored in this class even when I try to join in. <i>(Usahay dili ko tagdon bisan gusto ko mo-apil sa kalihokan sa klase.)</i>	2.88	1.448	Moderately Satisfactory
I sometimes feel lonely in this class. <i>(Usahay gakuol ko sa klase.)</i>	2.83	1.452	Moderately Satisfactory
I sometimes feel that my opinions are not valued in this class. <i>(Usahay mobati ko nga dili paminawon ang akong opinion sa klase.)</i>	2.77	1.454	Moderately Satisfactory
Sometimes the teacher makes comments that are not nice about people who are different. <i>(Usahay ang akong maistro/maistra moingon ug dili maayo bahin sa usa ka tawo.)</i>	2.73	1.573	Moderately Satisfactory
<b>Overall</b>	<b>2.86</b>	<b>1.179</b>	<b>Moderately Satisfactory</b>

*Table 2. Level of Learning Environment of Grade Six Learners in Terms of Personal Negative Behavior*

Table 2 shows that the average scores for personal negative behavior indicators range from 2.73-3.08. This indicates that the average scores are at a Moderately Satisfactory level. This means that some learners do have negative feelings and experiences, but these feelings are not that strong. These findings suggest that, in some instances, students have negative feelings and struggle to establish friendships, particularly regarding Social Studies. The statement students agreed with the most was the feeling of being different from the other learners in class and feeling singled out because of it. This demonstrates that some students perceive a divergence between themselves and other classmates. Other instances of this include feeling alone in class and being ignored even when one is active in the attempts to participate in the discourse. Disengagement and a sense of being left out are demonstrated in these remarks.

Having an opinion that is not acknowledged in class is a reason some students feel their contributions are not taken into consideration. The most negative response to the statement, "The teacher sometimes says unkind things about people who are different," highlights that people do not feel these things as often, but it does not mean they are not worth examining. This illustrates that the teacher does not have uniform experiences. The responses varied so much that it explains the large standard deviation. Reduced self-confidence, perceptions of exclusion, and self-esteem issues, have been proven to limit learners' participation and willingness to engage in classroom activities Rone et al. (2023). Chronic loneliness is also very stressful and can lead to difficulties in learning and focusing Deng et al. (2022). If students feel like their perspective is of no value, their motivation to learn and general learning attitude will likely be poor Kahveci (2023). The absence of inclusive and supportive behavior can alter students' feeling of belongingness and closeness which is crucial for classroom participation and engagement Kassymova et al. (2023). This is a collection of studies that showcases the need for emotional support to stimulate students' interests and minimize the occurrence of bad behavior.

Indicator	Mean	SD	Interpretation
This class gives everyone a chance to share their ideas freely. ( <i>Ang akong maestro/maistra nagtugot sa tanang mga klasmates nga mo-sulti sa ilahang ideya.</i> )	4.69	0.643	Very Satisfactory
The teacher respects me as a person. ( <i>Gi-respito ko sa akong maestro/maistra.</i> )	4.59	0.812	Very Satisfactory
The teacher encourages everyone to respect each other. ( <i>Ang akong maestro/maistra nagtudlo nga respetohon ang usag-usa.</i> )	4.57	0.897	Very Satisfactory
The teacher understands that learners learn in different ways. ( <i>Ang akong maestro/maistra nakasabut nga lain-lain ang paagi sa pagtuon sa estudyante.</i> )	4.50	0.687	Very Satisfactory
The teacher values the different experiences that learners bring to class. ( <i>Ang akong maestro/maistra naghatag bili sa kasinatian sa estudyante.</i> )	4.49	0.855	Very Satisfactory
The teacher understands when the lessons are hard for learners. ( <i>Ang akong maestro/maistra motabang kung maglisod mi sa leksiyon.</i> )	4.46	0.872	Very Satisfactory
The teacher treats everyone fairly and without favoritism. ( <i>Walay pinalabi ang akong maestro/maistra sa klase.</i> )	4.45	0.859	Very Satisfactory
The teacher makes me feel welcome in the classroom. ( <i>Ang akong maestro/maistra nagpakita nga malipay siya nga naa ko sa klase.</i> )	4.45	0.796	Very Satisfactory
The classroom is comfortable and easy for all learners to use. ( <i>Komportable ug sayon gamiton ang classroom sa mga estudyante.</i> )	4.43	0.754	Very Satisfactory
When I share my thoughts, the teacher listens carefully. ( <i>Gapaminaw ang akong maestro/maistra ug mag share ko sa akong mga ideya sa klase.</i> )	4.43	0.847	Very Satisfactory
The teacher gives all learners an equal chance to join activities. ( <i>Ang akong maestro/maistra mosiguro nga makaapil sa mga kalihokan ang tanan.</i> )	4.38	0.996	Very Satisfactory
The teacher believes that I can do well in this class. ( <i>Ang akong maestro/maistra nagsalig nga kaya nako buhaton ang buluhaton sa klase.</i> )	4.30	0.942	Very Satisfactory
The teacher believes that my ideas are important. ( <i>Ang akong maestro/maistra nagtuo nga importante akong idea.</i> )	4.27	0.937	Very Satisfactory
Grades are given fairly to all learners. ( <i>Ang matag-estudyante makadawat ug patas nga grado.</i> )	4.20	1.051	Very Satisfactory
Overall	4.44	0.505	Very Satisfactory

Table 3. Level of Learning Environment of Grade Six Learners in Terms of Classroom Positive Climate

Table 3 shows that Grade Six students consider classroom positive climate to be very favorable, and it is interpreted as Very Satisfactory. This means that students, most of the time, felt safe, respected and supported by the Social Studies teacher, and this made them more interested and involved. The mean of the highest indicator is “this class gives everyone a chance to share their ideas freely.” This shows that students believe that their classroom is an environment where they can express their ideas freely, which would encourage students to share their ideas and participate in classroom discussions. Other indicators of high mean values are “the teacher respects me as a person” and “the teacher encourages everyone to respect each other.” All these statements demonstrate that teaching and learning respect are of utmost importance in the classroom.

The indicator “the teacher understands that learners learn in different ways” and “the teacher appreciates the different backgrounds that learners bring to the class” also demonstrated that students are different and teachers understand this. Other statements also indicate that the environment is supportive and nurturing, where everyone is treated equally “treats everyone the same,” “grades are given equally,” “emotional support,” “understands when the lesson is difficult,” and inclusivity “makes me feel welcome.” Creating a positive classroom environment helps students feel that they belong and encourages them to participate and engage with their learning (Julien, 2023) and (Wan, 2024). Inclusive practice that values diversity involves respecting the varying backgrounds and experiences of each individual learner Eden et al. (2024). An individual’s support from a teacher, and perceived fairness, decrease anxiety and increase confidence, leading to greater participation in learning activities Kassymova et al. (2023). Providing voice and choice to students engenders interest, which can be transformed into sustained academic engagement (Bautista et al., 2023) and (Mallari & Tayag, 2022).

Indicator	Mean	SD	Interpretation
If I work hard, I can usually get the grade I hope for. ( <i>Kung maningkamot ko, kasagaran makuha nako ang grado nga akong gusto.</i> )	4.58	0.789	Very Satisfactory
I believe that practicing and studying regularly will help me improve in this subject. ( <i>Nagtuwo ko nga kung magtuon ko pirmi, makatabang o mo-improve ko sa klase.</i> )	4.57	0.810	Very Satisfactory
Because of my good experiences, I believe I can be successful in this subject. ( <i>Tungod sa maayo nakong kasinatian, nagtuwo ko nga mahimong magmalampuson ani nga subject.</i> )	4.46	0.836	Very Satisfactory
Because of my good experiences, I look forward to taking more lessons like this. ( <i>Tungod sa akong nindot nga kasinatian, ganahan ko makakat-on pa ug parehas nga leksyon.</i> )	4.41	0.793	Very Satisfactory
Even when the lessons are hard, I keep trying until I understand. ( <i>Bisan lisod ang leksiyon, dili ko mohunong hangtod masabtan nako.</i> )	4.39	0.876	Very Satisfactory
Overall	4.48	0.594	Very Satisfactory

*Table 4. Level of Learning Environment of Grade Six Learners in Terms of Persistence in Major Challenges*

Table 4 shows that the mean scores for persistence in significant problems indicators were high, ranging from 4.39 to 4.58. Students in sixth grade who get a mean score at this level are considered "Very Satisfactory" and show academic persistence. Most students think they can do well in Social Studies and will work hard no matter how hard it is, according to the research. "If I work hard, I can usually get the grade I want" was the most common sign. The students think that hard work leads to success. Students value consistent study, as evidenced by the assertion, "I believe that practicing and studying regularly will help me improve in this subject." As shown by "I think I can do well in this subject because of my good experiences" and "I look forward to taking more lessons like this," good experiences make people more confident and motivated. Students show persistence when they say, "I keep trying until I understand, even when the lessons are hard." All Very Satisfactory indicators show that students have a lot of willpower.

Research indicates that persistence correlates with students' beliefs that effort results in success and that academic endeavors are essential to their goals Azhenov et al. (2023). Students who believe in themselves are more likely to keep going and see problems as chances Hoppe (2023). After they succeed, students are more likely to want to learn Johnson et al. (2022). Also, students understand how important their learning is, which makes them more responsible and helps them work harder and do better (Clements & Kamau, 2017). Table 5 presents the level of learning environment as correlated to interest in social studies of Grade six learners in terms of diverse value influence.

Indicator	Mean	SD	Interpretation
I like lessons that help me think about things in new ways. ( <i>Ganahan ko sa mga leksiyon nga nagtabang nako maghunahuna sa bag-ong paagi.</i> )	4.57	0.705	Very Satisfactory
Learning about other cultures is an important part of my education. ( <i>Importante sa akong pag-eskwela ang pagkat-on sa lain-laing kultura.</i> )	4.47	0.855	Very Satisfactory

I enjoy learning topics that make me think about my own beliefs. ( <i>Ganahan o malingaw ko sa leksyon nga nagtan-aw sa akong opinion ug pagtuo.</i> )	4.46	0.802	Very Satisfactory
A big value of going to school is learning about different ideas and values. ( <i>Importante sa akong pag-eskwela ang makakat-on sa lain-laing pamatasan ug pagtan-aw sa kinabuhi.</i> )	4.43	0.824	Very Satisfactory
I like talking with classmates who have different opinions from mine. ( <i>Ganahan ko makig-istorya sa classmates nga adunay lain-laing opinion kabahin sa leksiyon.</i> )	4.36	0.903	Very Satisfactory
Meeting people who are different from me is an important part of my education. ( <i>Ang pag-ilaila sa ubang mga tawo makatabang sa akong edukasyon.</i> )	4.30	0.963	Very Satisfactory
Overall	4.43	0.578	Very Satisfactory

Table 5. Level of Learning Environment of Grade Six Learners in Terms of Diverse Value Influence

Table 5 shows that certain value positivity influences generally scored 4.30 to 4.57. All items score positively. "Very Satisfactory" describes the mean score range of 4.30 to 4.57. This shows that 6th graders enjoy many classroom learning options. The mean response was "I like lessons that help me think about things in new ways." This indicates that students enjoy challenging lessons and learning new ways to think. "Learning about other cultures is an important part of my education," and "I enjoy learning topics that make me think about my beliefs" are also positive. These also reinforce the idea that students enjoy learning about other cultures and need to think critically. According to "A big reason to go to school is to learn about different ideas and values" and "I like talking to classmates who have different opinions than mine," people value conversation and differing opinions. The lowest-scoring response, which states, "Meeting people who are different from me is an important part of my education," is rated as Very Satisfactory.

Most students' value diversity. Different studies have shown that appreciation of diversity creates a positive classroom culture that encourages student participation Eden et al. (2024). Understanding different cultures and perspectives promotes empathy, open-mindedness, and critical thinking Wirentake (2022). Teamwork with multicultural classmates improves social, adaptive, and collective problem-solving Jardinez and Natividad (2024). Fairness and inclusivity in inclusive practices foster positive classroom culture, social cohesion, and increased participation (Ainscow, 2020).

Indicator	Mean	SD	Interpretation
I chose to like Social Studies because the topics are very interesting. ( <i>Ganahan ko sa Social Studies tungod kay nindot ang mga leksiyon/ ginahisgutan niani.</i> )	4.61	0.695	Very High Interest
Many Social Studies topics are meaningful and important to me. ( <i>Ang mga leksiyon sa Social Studies nakatabang ug maayo nako.</i> )	4.59	0.669	Very High Interest
Learning Social Studies is more important to me than just playing for fun. ( <i>Ganahan ko nga magtuon sa Social Studies kaysa magdula lang.</i> )	4.58	0.710	Very High Interest
I enjoy talking about what I learn in Social Studies. ( <i>Ganahan ko mo-istorya bahin sa akong natun-an sa Social Studies.</i> )	4.55	0.713	Very High Interest
It is very important for me to learn Social Studies. ( <i>Ang pagkat-on sa Social Studies importante para nako.</i> )	4.55	0.662	Very High Interest
I like doing activities and lessons in Social Studies. ( <i>Ganahan ko sa mga kalihokan ug leksyon sa Social Studies.</i> )	4.53	0.736	Very High Interest
When I see books or magazines, I like looking at Social Studies topics (like maps, people, or history). ( <i>Kung makakita ko ug libro o magazine, ganahan ko mo tan-aw sa Social Studies nga topics kabahin sa mapa, tawo ug ang history.</i> )	4.53	0.773	Very High Interest
What I learn in Social Studies helps me understand myself and others. ( <i>Ang akong natun-an sa Social Studies nakatabang nako nga mas masabtan ang uban ug ang akong kaugalingon.</i> )	4.53	0.731	Very High Interest
Even before starting this class, I sometimes read or thought about Social Studies topics (like heroes, places, or cultures). ( <i>Bisan pa sauna nga wala pa nagsugod ang klase, nagabasa nako sa Social Studies ilabi na ga gahisgot sa mga bayani, lugar ug kultura.</i> )	4.53	0.836	Very High Interest
Social Studies helps me become a better person. ( <i>Ang Social Studies nakatabang nako mahimong responsable ug mayo nga tawo.</i> )	4.45	0.849	Very High Interest
I feel sure that Social Studies is a subject that matches what I like to learn. ( <i>Sigurado ko nga ang Social Studies nga subject mao ang akong ganahan nga</i>	4.45	0.781	Very High Interest

makat-unan.) Even before this school year, Social Studies was already interesting to me. (Bisan pa sa wala pa magsugod ang school year, interesado o ganahan nako sa Social Studies nga subject.)	4.43	0.814	Very High Interest
After weekends or vacations, I look forward to my Social Studies class. (Pagkahuman sa weekend o bakasyon, excited na pud ko sa Social Studies na klase.)	4.42	0.799	Very High Interest
I like sharing what I know in Social Studies more than talking about games or hobbies. (Ganahan ko i-share ang akong nahibaloan sa Social Studies kaysa sa akong mga hilig nga dula.)	4.42	0.824	Very High Interest
If I had more free time, I would learn more about Social Studies topics, even if not required. (Ug naa koy libre nga oras, ganahan ko nga magtuon pa sa Social Studies bisan wala ko giingnan.)	4.42	0.819	Very High Interest
I usually feel interested and active in Social Studies class. (Kasagaran interesado ug aktibo ko sa Social Studies.)	4.40	0.756	Very High Interest
Learning Social Studies makes me feel happy. (Ang pagkat-on sa Social Studies naghatag ug kalipay nako.)	4.38	1.031	Very High Interest
Social Studies is as important to me as other things I like (such as playtime or hobbies). (Importante sa akoa ang Social Social sama sa akong hilig ug kalingawan.)	4.37	0.921	Very High Interest
Overall	4.48	0.487	Very High Interest

Table 6. Level of the Grade Six Learners' Learning Interest

Table 6 shows that the Grade Six learners' interest in learning show mean scores between 4.37 and 4.61, meaning that all items received high scores. This is interpreted as Very High Interest, which indicates that the students show great interest in Social Studies. The greatest average response is, "I chose to like Social Studies because the topics are very interesting." This demonstrates that the students are quite fond of the subject. Other quotes that demonstrate similar sentiments are, "Many Social Studies topics are meaningful and important to me" and "Learning Social Studies is more important to me than just playing for fun." These demonstrate that the students appreciate the subject and see the importance in the it, as in the case of the students who did not hold back in expressing that, "I enjoy talking about what I learn in Social Studies" and "It is very important for me to learn Social Studies."

Students expressed that their interest was not limited to what is required in the classroom. "If I had more free time, I would learn more about Social Studies topics" and "Even before starting this class, I sometimes read or thought about Social Studies topics." "The Learning Social Studies makes me happy" and "Social Studies is as important to me as other things I like" are even the lowest indicators and are still at the Very High Interest level. Mallari & Tayag (2022) and Ammar et al. (2024) emphasize that the strong appreciation and relevance of the subject is a demonstration of both situational and individual interest, and with the help of meaningful lessons, the individual motivation can even be sustained. Sarsale and Langub (2023) state that students can reach the level of sustained engagement when they are able to find relevance to the lesson in their own lives.

A positive classroom environment characterized by the respect, support, and participation of the students tends to enhance the likelihood of student involvement even more (Julien, 2023; Wan, 2024). Moreover, students who, in a supportiv environment, believe that effort and persistence are the keys to success tend to stay with a task and to be more interested in it Hoppe (2023) Johnson et al. (2022). It can be concluded that the remarkably high interest levels indicate that a favorable environment is a significant factor in driving the students' motivation and interest in Social Studies.

Variable	r	p-value	Interpretation
Classroom Positive Climate	.716	.000	Significant
Personal Negative Behavior	-.093	.138	Not Significant
Persistence in Major Challenges	.676	.000	Significant
Diverse Value Influence	.731	.000	Significant
Overall	.688	.000	Significant

Table 7. Test of Significant Relationship Between Learning Environment in Terms of Classroom Positive Climate, Personal Negative Behavior, Persistence in Major Challenges and Diverse Value Influence and Learners' Interest.

Table 7 shows the test of the significant relationship between the different parts of the learning environment and students' interest in social studies. Data show that "Positive Classroom Climate" best predicts learners' interest. When they feel their classroom is respectful, friendly, and supportive of their ideas, they will be more interested in social studies. Positive teaching environments increase student engagement. In contrast, "personal negative behavior" has a weak negative connection. This suggests that being alone, disregarded, or different does not affect students' study interests much. Negative behavior doesn't affect kids' social studies engagement.

"Persistence in Major Challenges" strongly positively correlates with learners' interest. Students who believe that persistent effort pays off and who keep trying when faced with formidable hurdles are most likely to be interested in the field. The variables' strongest positive association is "Diverse Value Influence." Students who are open to new ideas, cultures, and viewpoints are most likely to like social studies. The null hypothesis was rejected since the overall correlation shows that the learning environment positively affects students' interest. Positive classrooms encourage and engage students, which increases academic engagement Julien (2023) and Wan (2024). Students stay motivated and devoted to learning when they see problems as opportunities due to self-efficacy and persistence Hoppe (2023) and Azhenov et al. (2023). The literature suggests that exposure to diverse opinions and inclusivity increases engagement and learning outcomes. Relevant, helpful, and cognitively challenging classes increase learners' interest Mallari and Tayag (2022) and Bautista et al. (2023). A friendly, inclusive, and stimulating learning atmosphere increases social studies interest, according to the research.

## Conclusion and Implications

### Summary

The purpose of this study was to understand the influence of students' surroundings on their engagement in Social Studies classes. The study examined the classroom positive environment, personal negative behavior, persistence in major challenges and the diverse value influence. For the case of grade six, results showed a strong positive relationship between the positivity of the classroom atmosphere, the negativity that a student exhibits, the persistence towards large and complex problems, and the value system diversity and the level of student engagement. A descriptive-correlational research design was used in this study to examine the relationships among positive classroom climate, individual negative behaviors, perseverance with significant challenges, differing value influences, and students' interest. It took place in a few elementary and integrated schools in the San Fernando II District of the Bukidnon Division. The participants were randomly chosen sixth-grade students to create a representative random sample. This study used two sets modified from the research of McGhee et al. (2007), for which this study received a Cronbach's Alpha of 0.932.

From the perspectives of the Grade 6 learners, it was sought to perceive how the levels of learning environment were; for this, mean and standard deviation were used in terms of positive classroom, values diversity, self-negative, and persistence in major. Mean and standard deviation were also used to determine the extent of interest the Grade 6 learners had in the study. To determine the significant correlation of learning environment with the students' interest, Pearson product-moment correlation was calculated.

### Findings

Grade six students' interest in social studies was positively correlated with a positive classroom climate, tenacity in major problems, and diverse value influence. However, personal negative behavior was found to be relatively satisfactory among the students. Even though unpleasant behaviors or experiences occur, learners usually sense a positive and supportive learning environment. Grade six learners were really interested in learning. Positive and helpful learning environments with some bad behaviors are evident.

Results demonstrated a pleasant, supportive learning environment with some negative behaviors. In social studies, a pleasant classroom climate, persistence in difficult problems, and diversified values were strongly correlated. Contrary to positive associations with factors, personal bad behavior was neutral. A null hypothesis was accepted for personal negative behavior, classroom positive climate, persistence in large problems, and diverse value influence.

### Conclusions

The study indicates that the grade six students generally experience a positive and supportive learning environment. Ratings for classroom climate, persistence in the face of major challenges, and exposure to diverse values were reported as very satisfactory. These findings suggest that students in social studies classes feel respected, encouraged, included, and

motivated. Although personal negative behavior received a 'fairly satisfactory' rating, such incidents are infrequent and do not significantly affect the overall classroom environment. Additionally, grade six students demonstrate a strong interest in social studies, perceiving the subject as important, engaging, and beneficial. This high level of interest indicates that classroom instruction and activities are effective in fostering student engagement and enthusiasm for the subject.

The study concludes that a positive classroom environment, persistence in overcoming major challenges, and exposure to diverse values are significantly correlated with students' interest in social studies. When students feel valued, supported, encouraged to persevere, and receptive to new perspectives, their interest in the subject increases. So, maintaining a supportive and inclusive learning environment is essential for sustaining student engagement in school.

#### *Recommendations*

The study recommends that learners develop and maintain their interest in Social Studies. Participate in class activities and engage with lesson topics. Appreciate diverse perspectives on history, social issues, and global events. Join discussions and debates to share ideas on Social Studies topics. By actively participating, become more aware of social concerns and strengthen critical thinking and communication skills. Parents and families also play an important role in supporting students' interest in learning. Talking about current events at home or helping with homework can encourage students to value their education. This support motivates them to keep trying.

Teachers may create a classroom where everyone feels respected, included, and able to share their thoughts. When teachers help students think carefully, consider other opinions, and use what they learn, lessons become more meaningful. Training sessions and school-based activities help teachers improve their instructional strategies and classroom management skills. In addition, future researchers may be encouraged to explore other factors that may influence students' interest in Social Studies, such as teaching strategies, family background, peer relationships, and the use of technology. Conducting studies across different grade levels, research settings, and with a larger number of participants may provide deeper insights into how school environments shape learners' interests.

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## Data Availability Statement

The researcher declare that no personal or identifiable data of the participants are shared in this publication. All data are presented in summarized form to ensure the privacy and confidentiality of the respondents.

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## Appendices

### *Appendix A. Survey Questionnaire*

The appendix contains the complete research instrument used in the study to collect data from the respondents.