



PERCEIVED EFFECTS OF PEER PRESSURE ON STUDENT ENGAGEMENT IN ARLING PANLIPUNAN: A GUIDED LEARNING ACTIVITIES

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ABSTRACT

This study examines the perceived effects of peer pressure on student engagement, particularly in the subject of Araling Panlipunan. The research aimed to determine how peer pressure, influenced by factors such as ethnicity, socio-economic background, group interests, and family relationships, impacts students' participation and involvement in class activities. The study used a quantitative-descriptive approach, gathering data through survey questionnaires administered to students. The results indicate that peer pressure significantly influences student engagement, with family relationships being the strongest factor in helping students resist negative peer pressure. Furthermore, the majority of respondents agreed that peer pressure affects their behavior in school, especially when it comes to engaging with peers on shared interests. Interestingly, no significant differences were found in the perceptions of the respondents based on variables such as age, sex, ethnicity, socio-economic background, family relationships, or group interests. To address the findings, Guided Learning Activities were developed to promote greater student engagement in Araling Panlipunan, aiming to strengthen positive peer relationships and improve academic involvement.

Keywords: *peer pressure, student engagement, ethnicity of the students, socio-economic background, family relationship, group interest, and guided learning activities*

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