

## **Students' behavior and social influence on the learning performance in Araling Panlipunan: inputs for an instructional intervention**

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**Abstract:** The study investigated the level of manifestation of students' behavior, particularly study habits, attitudes toward learning, and social influence in terms of peer influence and parental guidance for students learning. The study employed a descriptive-correlational research method. It was conducted among Grade 7 students in Tungao National High School, Tungao, Butuan City, who were selected through a stratified sampling technique. The study's findings revealed that the manifestation of study habits, attitude towards learning, peer influence, and parental guidance were rated high, and all indicators were often demonstrated. The result also showed that the level of performance of the Grade 7 students in Araling Panlipunan in the second quarter was generally satisfactory. The attitude toward learning was significantly related to the students' performance in Araling Panlipunan. Moreover, parental guidance was seen to have a substantial relationship with the student's performance level. In conclusion, social influences and students' behavior have a positive significant relationship with academic performance.

**Keywords:** Parental Guidance, Peer Influence, Social Influence, Student's Behavior, Study Habits

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### INTRODUCTION

Learning performance is the ability of a student to acquire, retain, and apply knowledge or skills effectively. It encompasses various aspects such as comprehension, memory, problem-solving, creativity, and adaptability. In educational settings, learning performance may be measured through assessments, tests, grades, or other indicators of mastery or proficiency. Effective learning often involves factors such as motivation, engagement, practice, feedback, and appropriate learning strategies. It is vital that teaching targets input significant and relevant learning experiences to students so that they are equipped with skills and knowledge essential in the social context (McNair et al., 2022).

Students' behavior refers to the actions, reactions, and conduct exhibited by students in various educational settings. It encompasses behaviors such as tardiness, truancy, violence, and disruptive behaviors that can impact the learning environment. Social influence comprises how individuals adjust their behavior to meet the demands of a social environment. It takes many forms and can be seen in conformity, socialization, peer pressure, obedience, leadership, persuasion, sales, and marketing. On the other hand, another important manifestation that influences student's performance is parental guidance. Llego, (2022) stated that parental guidance refers to parents' participation in their children's education at home and school. This can take many forms, such as helping with homework, attending school events and parent-teacher conferences, participating in decision-making processes, or regularly communicating with the child's teacher. Moreover, attitude towards learning is also counted as one of the prevailing factors that influence learning. Attitude towards learning includes a range of consistent learning behaviors that demonstrate the

aspiration to achieve their best. These include engagement, effort, collaboration, active involvement, independence, and enthusiasm (The Lake School, 2019).

Social influences and students' behavior are factors that influence students' academic performance. Accordingly, academic performance of the students is influenced based on the level of manifestation of these factors – social influence and students' behavior. This means that, as students established a positive behavior towards learning this will result to a positive performance, while a student that is positively influenced by parents and peers may also have a good academic standing. Prevalent factors seen as most affecting students learning are study habits, peer influence, parental guidance, and attitude toward learning. This has been supported by Bordia (2022), who cited that motivation and learning style are the most common factors that influence students' performance. Adeyemi (2019) revealed that peer groups play a large role in the social, emotional, and academic development of students, and there is a significant relationship between peer groups and the academic performance of students.

The Department of Education strengthens the development of strategic intervention materials to maintain the positive influence of these factors - study habits, peer influence, parental guidance, and attitude towards learning – on students' overall performance that is supported in the Republic Act 10533 or other known enhanced basic education. To support this aim, the Department of Education reiterated policies that promote a quality learning environment for the learners in accordance with the mandates of the Philippines Constitution Article XIV Section 1 which states that “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.”

In the context of Tungao National High School, the researcher observed that students' performance in Araling Panlipunan continued to decline. Data showed that the Mean Percentage Score (MPS) value decreased by 3 points in the school year 2020-2021 compared to school year 2022 - 2023. Having this result, the researcher believed that this students' performance was affected by the several factors like study habits, peer influence, parental guidance, and attitude towards learning. To investigate this concern, the researcher believed that there was a need to conduct a study to uncover this problem. This has become the motivation for the researcher to conduct this research.

This study investigated the extent of manifestation of the factors - study habits, peer influence, parental guidance, and attitude towards learning – and their influence on students' academic achievement in Araling Panlipunan. In particular, this study determined the students' performance in Araling Panlipunan in the second quarter of the school year 2023– 2024. Furthermore, this research determined if there was a significant relationship between the factors influencing student learning and students' academic performance in Araling Panlipunan. Based on the data collected, this research proposed an instructional intervention.

### *Problem statement*

This study determined the level of manifestation of the factors affecting the learning performance in Araling Panlipunan among Grade 7 students in Tungao National High School, Tungao, Butuan City.

Specifically, it sought to answer the following questions.

1. What is the level of manifestation of the students' behavior towards learning in terms of:
  - . study habits; and
  - . attitude towards learning?
2. What is the extent of manifestation of the social influences on the learners in terms of:

- 2.1. peer influence; and
- 2.2. parental guidance?
3. What is the level of learning performance in Araling Panlipunan in the second quarter of the school year 2023 – 2024?
4. Is there a significant relationship between the students' behavior as well as social influence to learning and their performance in Araling Panlipunan?
5. On the basis of the findings of the study, what intervention program may be proposed?

## METHODOLOGY

### *Research design*

This research employed descriptive – correlational research design. This descriptive-correlational research design tries to explore the relationship between two or more variables without manipulating them. This design aims to describe the characteristics of a population or phenomenon and examine how variables are related to each other through statistical analysis. Through its design, the researcher had examined the significant relationship between the level of manifestation such as study habits and attitude towards learning and social influence in terms of peer influence and parental guidance in Tungao National High School.

### *Locale and respondents of the study*

The study was conducted at Tungao National High School. Tungao National High School with school ID number 304772 is located at Purok 20 Barangay Tungao, Butuan City. It is classified as very large school with a total number of 1,317 currently enrolled students. Currently, Tungao National High

School is composed of 55 teaching personnel and offers both Junior High School and Senior High School. In Senior High School, Tungao National High School offers General Academic Strand (GAS) and Technical Vocational Strand (TVL). While in the Junior High School, it offers from Grade 7 to Grade 10.

There are 4 sections in the Grade 7. These are section Camia, Daisy, Daffodil, and Rosal. Among the four sections, section daisy has the highest number of students which is 36, while section Camia and Daffodil has an equal number of students which is 35, and section Rosal has 34 currently enrolled students.

The participants of this research were taken from the population of students of Tungao National High School. Particularly, the respondents of this research were the Grade 7 students of Tungao National High School. There are 4 sections in Grade 7, Camia, Daisy, Daffodil, and Rosal. Significantly, Grade 7 students be selected as respondents of this research since based on previous data, it is the Grade 7 which the MPS value in Araling Panlipunan declined. To determine the number of respondents of this research, the study utilized the Slovin's formula which resulted with 104 out of 140 students.

### *Research instruments*

To gather the required data for this research, the researcher utilized a researcher-made questionnaire in the form of a 5 Likert scale. It was composed of four (4) major indicators – study habits, peer influence pressure, parental guidance, and attitude toward learning. These indicators are measured based on the level of manifestation by which 1 is the lowest with an equivalent verbal

description of “never, followed by 2 with an equivalent verbal description of “rarely, then 3, which is interpreted as “sometimes, 4 with an equal verbal description of often, the highest is 5 with a verbal description of “always.” Each major indicator and subsequent behavioral indicators reflect the behavior to which the major indicators will be measured.

Each indicator under the major indicators is taken from an established research instrument with some modifications of the behavioral indicators to make it appropriate for this research. Furthermore, each major indicator has 5 behavioral indicators that match the intended behavior to measure. To ensure that the research instrument which this research will be utilized is free from errors and inconsistencies, it has undergone validity and reliability testing.

#### *Data analyses procedure*

To analyze the collected data of this research, the researcher utilized both descriptive and inferential statistics, particularly the following;

Frequency Count. This tool was used to determine how many respondents fit into a certain category or the number of times a characteristic occurred.

Weighted Mean. This statistical tool was utilized to determine the average responses to the items on Study Habits, Attitude toward Learning, Peer Influence, and Parental Guidance.

Correlation Analysis. This was employed to determine significant relationships between variables.

## DISCUSSION OF FINDINGS

### *Level of manifestation of the students' behavior towards learning in terms of study habits*

Indicator 10 garnered the highest mean value of 4.10, interpreted as high. The students review their lessons because they have been informed one week before exams that there is an upcoming examination schedule. Providing guidance on where to focus their studies helped improve their academic preparedness and exam readiness, while also building confidence.

The study of Razali et al. (2018), revealed that time management is very important, and it may actually affect an individual's overall performance and academic achievement. This finding was also found in the study of Daquioag (2019) which states that study habits have a positive manifestation among junior high school students.

### *Level of manifestation of the students' behavior toward learning in terms of attitude towards learning*

Indicator 3 received the highest mean value obtained, 4.39, which is rated high. The students at Tungao National High School demonstrate respect for their teachers by starting each day with a polite greeting.

The study of Thompson (2018) disclosed that the element of respect is a critical requirement of caring teacher-student relationships as well as sustainable and productive student-student relationships.

Indicator 9 obtained the lowest mean value of 3.56 with a verbal description of often and interpreted as high. Most of the Grade 7 students at Tungao National High School do not seem interested in asking questions or seeking clarification during discussions. Even when the teacher prompts them, they say they understand without actively communicating if they are confused or

need more explanation. The Respondents are afraid of asking teachers questions because their classmates are bullied and ashamed to ask questions because they are not confident in their thoughts and ideas. Respondents also suffered difficulty in memorization, especially in current events; they prefer to have multiple choice.

(Deracco & Deracco, 2022) explained that among the attitude problems the teachers encountered in teaching the subject are interest and engagement. Many learners perceive social studies as an uninteresting subject because it deals with memorization of past events and dates.

In the same vein, the learning attitudes of the millennial learners in 21st-century education are the following: they have shorter attention spans; they prefer interactive, experiential, and collaborative learning; they are very comfortable with technology; they are multitasking; they are instant gratification; they like informal and stimulating environments; they prefer casual and friendly relationships; they are often well-rounded; millennials prefer less formal learning environment in which they can informally interact with the instructor or professor and one another millennials are raised in non-authoritarian manner and are more likely to comply with course policies when educators provide them with a rationale for specific policies and assignments according to Corpuz (2018). Priadi (2020) added that communication skills can hinder students' success in absorbing subjects from the teacher.

Lastly, data shows that all indicators garnered overall weighted mean value of 3.90 with verbal description of often and interpreted as high. This finding revealed that there is a prevalence of positive attitude of the learners towards learning. According to Fuentes (2020), the factors that affect the attitude of students include of study, cognitive attitude, future academic attitude, negative behavioral attitude, practical attitude, reflective attitude, obtaining a degree, scientific attitude, management of the school, locality, gender, learning style, parents support, teacher factor, school factor, interest in sports, value aspect, socio- economic status, perceived parental influence, teacher affective support, classroom instruction and previous achievement. In the study of Qureshi (2021) data revealed that social factors, i.e. interaction with peers and teachers, social presence, and social media usage positively impact active collaborative learning and student involvement, thus affecting their learning performance. The researchers' expectation to the outcome opposed to the results given. Researchers expected to have a negative result to the study but the research results widely contradict the researchers' expectations. The study also revealed that not only students' academic achievements define their success.

The attitude towards learning among Grade 7 students at Tungao National High School plays a crucial role in education. Their respectful and obedient demeanor, coupled with minimal learning problems, underscores their significance. It's imperative to guide them and ensure they feel valued in various aspects of their education.

#### *Extent of manifestation of the social influences on the learners regarding peer influence and family*

The indicator 11 gained the highest mean value of 3.97 equivalent to a verbal description of often and interpreted as high. Grade 7 students at Tungao National High School generally follow rules regarding attire, avoiding behaviors like smoking and drinking, and refraining from involvement in gangs or fraternity. These findings significantly suggest that peer promotes positive behavior and can lead to discipline problems and delinquent behaviors both inside and outside school. Indicator 5 acquired 3.16 with a verbal description of Sometimes and interpreted as moderately high. Working with peers and friends is most important to the students especially if they have a group activity, It is easy to create and perform if they are surrounded by their friends. The

Respondents automatically strive for outputs if it is in Group Activity that peers motivated them to achieve their full potential. Students' interactions with their peers were likely to influence them and can be vital in helping them make decisions.

It can also have an impact on their performance (Vangie et al., 2019). Kaipeng (2022) suggested that teacher, counsellor and parents should provide suitable guidance to understand how the peer help positive or negative influence in their academic performance in the school.

The overall weighted mean of 3.71 with verbal description of often and interpreted as high. Evident also from the findings as presented in Table 7 that peer influence encourages students of Tungao National High School to be academically active and participative. Even though it was found out in the previous table that motivation of the learners at some time reduced, peer pressure has also been the source of motivation of the learners. Moreover, findings also suggest that learners established support system among their peers in terms of complying with academic requirements. This result of the study is consistent with the study of Zhao (2023), learning in a classroom is heavily reliant on the structure and pattern of inter-personal relationships, particularly pupil-pupil relationships that exist at any one time within the learning group.

#### *Level of manifestation of the social influences on the learners in terms of parental guidance*

Indicator 1 received the highest mean value which 4.18 with equivalent verbal description of often and interpreted as high. In Tungao National High School, there are Quarterly Parents-Teachers Conferences held every quarter to update parents about their child's progress. During these conferences, both parents and teachers communicate with each other, discussing the child's performance and any updates. This includes signing of report cards and sharing information regarding the child's academic and behavioral development.

Odira et al. (2019) added that parents are perceived to play a highly influential role in their children's development which influences positively the academic performance of learners in school.

Parental involvement refers to the amount of participation a parent has when it comes to the schooling of his/her children.

The lowest mean value is 3.65 derived by indicator 6 with a verbal description of often and interpreted as high. In Tungao National High School, parents have the right to choose and monitor their child's activities and progress. However, some parents may not have time to effectively follow up and stay informed about their child's status in school. Students don't like their parents to choose what they do in school. That is why, the data suggested that parental involvement encourages the students to achieve academic excellence.

This finding supports the study of Sireno et al. (2020), which found out that parental guidance encourages students to study well and have a good academic performance to pass their subjects.

Table 5 received the overall weighted mean of 3.94 which is interpreted as High. Parents should monitor time after time to ensure that their children are on the school premises. In other words, parents should have a third eye to focus on their child's doing.

The study of Leandre and Fabella (2020) revealed that the level of Parental involvement consisted of two variables (school and home). The Level of parental involvement at home in terms of parenting, learning at home, decision making and communicating indicated that the parents were frequently involved except for decision making where the parents agreed that they sometimes participated in the decision about school matters. They also added that the level of Involvement of

Parents in school such as volunteering, collaborating, decision making and for communicating was also frequent.

*Level of the students' learning performance in Araling Panlipunan*

Data shows the level of performance of the students in Araling Panlipunan in the second quarter of school year 2023 – 2024. Based on the Table, 40 or 38.5% have a satisfactory performance. There are 29 or 27.9% of the learners who attained the fairly satisfactory performance. There are 22 or 21.2% of students, and only 13 or 12.5% achieved the outstanding performance.

In general, the performance of the students in Araing Panlipunan in the second quarter of the school year 2023 – 2024 exceeds the required level of performance as set by the curriculum.

*Test of significant relationship between the students' behavior and social influence and their performance in Araling Panlipunan*

The analysis reveals that, in terms of students' behavior, the learner's attitude towards learning has a significant relationship with their performance in Araling Panlipunan ( $r=.201$ ;  $p=.040$ ). Thus, the null hypothesis is rejected with respect to these variables. Study habits did not show significant relationship with the learners' performance in Araling Panlipunan. This finding means that as the learners become more motivated, there is greater tendency for them to improve their academic performance.

Study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students (Jafari et al., 2019) which concluded that there was a direct and significant relationship between study habits and academic achievement.

In the study of Castillo et al. (2023), it was found out that there was a significant relationship between the study habits and academic performance of the senior high school students. There are also some other factors that may influence the academic performance of a student, may it be their physical environment, or the people—family, peers, educational institution, faculty, and much more.

The study of Tus et al. (2020) found out study habits are at the core of a learner's academic success. It is an action like reading, taking notes, conducting study groups that students perform frequently, and regularly accomplishing the learning goals. The result revealed no significant relationship between study habits and academic performance. Also, the results showed that the study habits of the students are at a relatively average level. Additionally, enhancing students' study habits are relevant, especially in note-taking, reading ability, and health, thus improving their academic performance.

Relucio (2019) determined the factors affecting the study habits of the 11th Grade of the Senior High School. The study habits of the students in Grade 11, showed that most of the respondents sometimes do reading, and most of them never take down notes. Overall, the respondents have poor study habits which lead them to poor academic performance. Also, most of the respondents do not do homework at home and do not read their notes during school hours. Lastly, most of the respondents strongly agreed that home environment, peer pressure and social media addiction, work on financial instability and family stress are the most factors that affect the study habits of the Grade 11 students.

Further analysis shows that in terms of social influence on the learners, peer influence did not show significant relationship with the learners' performance. Parental guidance, on the other

hand, shows a significant relationship with academic performance ( $r = .220$ ;  $p = .025$ ). Thus, the null hypothesis is rejected with respect to these variables. This means that, as parents give more quality time and guidance to their children, they, in turn, tend to improve their academic performance.

Parental support plays a vital role concerning the way adolescent learners conduct themselves about academic achievement (Odira, et al., 2021). Parents are perceived to play a highly influential role in their children's development which influences positively the academic performance of learners in school.

In the study of Sireno et al. (2020), the researchers found out that parental guidance encourages students to study well and have a good academic performance to pass their subjects. Students need parental guidance the most in every situation, such as submitting projects on time, reviewing before the examination, and attending classes regularly. The third variable is socialization; if the students' parents teach them to socialize with others, then they will become friendly, cooperative, and respectful. The fourth and last variable is perspective on life; if their parents teach them that life perspective is one of the most important things to become goal-oriented, a good decision-maker, and have a positive mindset. The effects of parental guidance on their behavior, such as on their attitude (becoming obedient, responsible, and hardworking), study habits (submitting their projects on time, reviewing before the examination, and attending the class regularly), socialization skills (becoming friendly, cooperative, and respectful), and perspective in life (becoming goal-oriented and a good decision-maker and have a positive mindset), was experienced by the majority of respondents.

The study of Leandre and Fabella (2020), reveal that the level of Parental involvement consisted of two variables (school and home). The Level of parental involvement at home in terms of parenting, learning at home, decision making and communicating indicated that the parents were frequently involved except for decision making where the parents agreed that they sometimes participated in the decision about school matters. They also added that the level of Involvement of Parents in school such as volunteering, collaborating, decision making and for communicating was also frequent. Similarly, the academic performance of the students was significantly correlated with the level of parental involvement at school. The age and educational attainment of parents were significantly correlated with the level of involvement of parents in the education of their children at home. The Parental involvement was moderately high level, and the academic performance of grade 7 students was moderately satisfactorily in their class in Grade 7. Findings revealed that Parental Involvement is very important to achieve the academic performance of students, especially those who were found to have unsatisfactory grades. The school could work in collaboration with the parents with the end view of bringing about improvement in the academic performance of the students.

### *Proposed instructional intervention*

#### *Rationale*

The following intervention program were proposed to enhance the manifestation of the student's behavior and social influence on students' learning as it is seen to have an influence on the academic performance among the Grade 7 students in Araling Panlipunan. AP teachers are encouraged to implement these intervention programs to help students attain good study habits and inculcate to students the positive attitude towards learning. Furthermore, these intervention programs also facilitate in establishing support of the parents towards the academic performance of the students. In general, the intervention programs were designed to

enhance the level of manifestation of study habits, attitude towards learning, peer influence, and parental guidance as it seen to bearing on students' performance.

### *General objectives*

To increase the level of manifestation of study habits, attitude towards learning, peer influence and parental guidance among the grade 7 students of Tungao National High School in Araling Panlipunan.

### *Implementation*

The proposed intervention program will be presented to the teachers and the school principal for orientation about the intervention programs. The researcher will also develop a monitoring tool to assess the effectiveness of each intervention program which will be implemented the whole year round.

## CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn.

1. The level of manifestation of the student's attitude toward learning got a high result. The level of manifestation of a student's attitude toward learning is significant for several reasons: it impacts academic performance and behavioral indicators, creates positive attitudes in the learning environment, and fosters a growth mindset and resilience in the face of academic difficulties.

2. The extent of manifestation of the social influences on the learners' parental guidance is rated high. The manifestation of social influences, particularly parental guidance, is significant as it profoundly shapes a child's educational experiences, motivation, emotional well-being, and long-term academic success. Recognizing and supporting the role of parents in education can lead to more effective strategies for fostering positive learning environments and promoting student achievement.

3. Students achieved satisfactory performance in Araling Panlipunan," it signifies that students have met the established criteria for proficiency in the subject, reflecting their understanding, skills, and application of knowledge within the context of Social Studies or Social Sciences

4. Students' behavior and social influences exert a profound impact on their academic performance by shaping their engagement, study habits, peer interactions, emotional well-being, and relationships with educators. Recognizing and addressing these influences are essential for fostering a supportive and conducive learning environment that promotes academic success and overall student development.

## RECOMMENDATIONS

Based on the conclusions drawn, the following are the recommendations:

1. Students are motivated to continue strengthening their study habits and maintain good practices. Students shall also continue to foster a positive attitude towards learning as this is seen to have a bearing on their academic performance.

2. It is encouraged that parents continue to support their students' academic goals. Parents shall establish a system of communication and support that will encourage their students to share school difficulties and challenges and offer or recommend feasible solutions.

3. It is better that teachers provide intervention programs for students to perform reasonably satisfactorily. A strategic intervention may be implemented to improve these students' performance.

4. It is suggested that teachers continually support students in establishing study habits and ensuring they can positively impact students.

5. Future researchers are encouraged to conduct further research on the factors affecting students' attitudes towards learning.

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