

EFFECTS OF PEER TEACHING IN ARLING PANLIPUNAN AMONG STUDENTS OF MALIGAYA HIGH SCHOOL

ABSTRACT

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This study aims to examine the effects of peer teaching in Araling Panlipunan among students at Maligaya High School. It focuses on how peer teaching influences various academic aspects such as student achievement, skills development, academic performance, group discussions, cooperative projects, and peer-led tutoring. The study is grounded in the belief that peer teaching strategies can foster deeper engagement and enhance the learning experience within the Araling Panlipunan curriculum. The research utilized a descriptive quantitative design. A total of 191 students were selected through stratified sampling to ensure diverse representation. The primary instrument used for data collection was a structured survey questionnaire, which assessed the perceived effectiveness of peer teaching in multiple learning areas. The results demonstrated significant positive effects of peer teaching on student outcomes. Respondents rated the impact of peer teaching on student achievement, skills development, and academic performance with an overall mean of 3.13, interpreted as "Agree." Likewise, specific peer teaching techniques such as group discussions, cooperative projects, and peer-led tutoring received a similar mean score of 3.12. These findings highlight the value of peer-assisted learning in improving student engagement and academic outcomes in Araling Panlipunan. The study concludes that peer teaching is an effective strategy for enhancing student performance and skill development in Araling Panlipunan. The findings support the use of collaborative and student-centered approaches in classroom instruction. By providing empirical evidence on the benefits of peer-led activities, this research underscores the importance of integrating peer teaching into educational practices. It also offers insights for educators and policymakers aiming to create more interactive and supportive learning environments.

RECOMMENDED CITATION

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