

The Implementation of School-Initiated Activities and Programs in Araling Panlipunan and Students' Behavior

Jhea Lopinac Gascon

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract— *The main purpose of this study was to determine the extent of implementation of school-initiated activities and school programs in Araling Panlipunan. It also assess the level of students' behavior. Additionally, it sought to ascertain the relationship of school-initiated activities and school programs on students' behavior. Furthermore, an intervention plan was crafted. This study employed a quantitative research design using a descriptive survey approach to examine the implementation of various school activities and programs, and their relationship to student behavior. The study involved 100 selected grade 10 students from Pulong Sta. Cruz National High School through random sampling. The research instrument used was a structured questionnaire. Pearson's Correlation Coefficient or Pearson's R was used to determine the significance of the relationships between the school activities and programs and student behavior. The results indicated that the level of implementation of school-initiated activities was generally high. Likewise, a high level of implementation was observed in school programs. As evaluated, the level of students' perceived behavior, such as interest, socialization, participation, and confidence, was high. Seemingly, the result showed a significant relationship between the extent of implementation of school-initiated activities and school programs on students' behavior. It was found that a significant relationship exists between the extent of implementation of school-initiated activities and school programs and students' behavior, which led to the rejection of both null hypotheses. Therefore, it concluded that school-initiated activities and school programs meaningfully contribute to the development of students' interest, socialization, participation, and confidence; it also implies that both play a vital role in influencing and enhancing student behaviors. Based on the results and conclusion, it is recommended that schools may ensure regular and structured implementation strategies. The school administrators may allocate sufficient resources to support the effective execution of school-initiated activities and programs. Future researchers may expand the scope of the study that may ensure broader applicability of the results regarding the relationship between school-initiated activities, programs, and student behavior.*

Keywords— *School-initiated activities, school programs, student behavior, confidence, interest.*

I. INTRODUCTION

Students' behavioral growth and academic engagement are greatly influenced by the way school-initiated programs and activities are implemented. Alongside school programs like educational tour, United Nations (UN) celebrations, social immersions and simulations, and cultural performances, Araling Panlipunan offers a variety of engaging opportunities for experiential learning, including debates, essay writing, and

poster-making. These programs foster critical thinking, teamwork, and social responsibility in addition to improving students' comprehension of historical, political, and sociocultural themes. Examining how these programs and activities affect students' behavior becomes crucial as educators look for creative ways to enhance student learning results.

Even though Araling Panlipunan integrates recreational and co-curricular activities widely, few studies have thoroughly examined their direct relationship on students' behavioral development. The majority of current research concentrates on cognitive abilities and academic achievement, leaving a knowledge vacuum on the ways in which involvement in these activities affects students' attitudes, self-control, and interpersonal interactions. Additionally, there is limited of context-specific research in the Division of Sta. Rosa, even if other schools carry out comparable programs.

The extent to which these school-initiated programs and activities influence adolescents' behavioral inclinations must be investigated in order to close this gap. Academic clubs, outreach initiatives, and United Nations Celebration are examples of school-initiated events that provide a forum for character development and constructive behavioral reinforcement (Santos, 2021). By taking part in these programs, students can engage with mentors and peers in a controlled setting, developing their self-control and emotional intelligence. According to many studies, students who participate in well-planned school activities typically behave better both inside and outside of the classroom because they learn the importance of teamwork, accountability, and moral decision-making. Moreover, these programs serve as preventive measures against negative behaviors such as absenteeism, bullying, and disengagement from school. When students find purpose and fulfillment in participating in school-initiated activities, they are less likely to engage in disruptive behaviors. Schools that actively implement engaging and meaningful programs create a culture of positivity, where students develop intrinsic motivation to follow rules and uphold school values. The presence of such activities enhances students' social-emotional learning, equipping them with essential life skills that contribute to their overall well-being.

Despite the benefits, the effectiveness of school-initiated activities in shaping student behavior depends on proper

implementation, consistency, and student engagement. Programs that lack structure or fail to align with students' interests may not yield the desired behavioral outcomes. Thus, it is imperative for educators and school administrators to design and implement activities that are inclusive, relevant, and responsive to the needs of students. Continuous evaluation and improvement of these programs ensure that they remain impactful in fostering positive student behavior.

Araling Panlipunan activities and programs play a crucial role in shaping students' understanding of historical and societal concepts by providing experiential learning opportunities. Through activities such as historical simulations, cultural festivals, and debate forums, students gain firsthand experiences that deepen their appreciation of history, government policies, and social issues. These activities create interactive learning environments that go beyond textbooks, allowing students to develop critical thinking, empathy, and informed decision-making skills.

Moreover, Araling Panlipunan programs contribute to character formation and discipline by instilling values such as patriotism, respect, and civic responsibility. Activities like outreach programs, environmental campaigns, and heritage conservation efforts encourage students to become active participants in nation-building. These engagements cultivate a sense of duty and accountability, reinforcing positive behavior inside and outside the classroom (After School Alliance, 2024).

In addition, school-initiated Araling Panlipunan programs enhance social interactions and collaboration among students. Group projects, role-playing activities, and educational trips provide platforms for students to work together, improving their communication skills and teamwork. These experiences foster students' confidence and leadership skills, which are vital for their personal and academic development. Collaborative learning in Araling Panlipunan fosters an inclusive environment where students from diverse backgrounds engage in meaningful discussions and problem-solving activities.

Integrating innovative and engaging Araling Panlipunan activities in the school curriculum strengthens students' lifelong learning and civic engagement. By exposing learners to real-world scenarios and allowing them to apply their knowledge in community-based projects, they develop a deeper connection with their cultural heritage and social responsibilities. These programs equip students with the necessary skills and perspectives to become proactive and socially responsible citizens, ensuring that the lessons learned in the classroom translate into meaningful contributions to society.

The integration of various activities and programs in Araling Panlipunan, such as debate, essay writing, and poster-making contests, plays a vital role in enhancing students' critical thinking, communication skills, and creativity. These activities, often conducted as part of classroom learning and special events like the United Nations celebration, provide students with opportunities to express their ideas, analyze social issues, and develop a deeper understanding of historical and contemporary events.

Beyond classroom-based activities, Araling Panlipunan also incorporates experiential learning programs such as social immersion, educational tours, and cultural presentations. These initiatives allow students to connect theoretical knowledge with real-world experiences, fostering empathy, cultural appreciation, and social responsibility. When students participate in outreach programs, visit historical sites, or showcase cultural performances, they gain firsthand insights into societal challenges, traditions, and global issues. Such experiences not only enhance their academic learning but also shape their attitudes, encouraging respect, collaboration, and active citizenship.

The implementation of these activities and programs in Araling Panlipunan served as a powerful tool in shaping students' behavior by promoting civic engagement, ethical decision-making, and cultural awareness. Through participation in meaningful learning experiences, students develop essential life skills such as leadership, teamwork, and adaptability. As a result, they become more socially conscious individuals who contribute positively to their communities. This study aimed to explore the relationship of these initiatives on student behavior, highlighting their significance in fostering responsible and well-rounded learners.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to examine the implementation of school-initiated activities and programs in Araling Panlipunan and their relationship on students' behavior at Pulong Sta. Cruz National High School.

Specifically, it sought to answer the following questions:

1. What is the extent of implementation of the following school-initiated activities in Araling Panlipunan in terms of:
 - 1.1. Debate;
 - 1.2. Essay Writing; and
 - 1.3. Poster Making?
2. What is the extent of implementation of the following school programs in Araling Panlipunan in terms of:
 - 2.2. United Nations (UN) Celebration;
 - 2.3. Social Immersions and Simulations;
 - 2.4. Educational Tour; and
 - 2.5. Cultural Presentation?
3. What is the level of students' behavior in terms of:
 - 3.1. Interest;
 - 3.2. Socialization;
 - 3.3. Participation; and
 - 3.4. Confidence?
4. Is there a significant relationship between the implementation of school-initiated activities in Araling Panlipunan and the students' behavior?
5. Is there a significant relationship between the implementation of school programs in Araling Panlipunan and the students' behavior?

II. METHODOLOGY

This study employed a quantitative research design using a descriptive survey approach to examine the implementation of

various school activities and programs, and their relationship to student behavior. The study involved 100 selected grade 10 students from Pulong Sta. Cruz National High School through random sampling. The research instrument used was a structured questionnaire. Pearson’s Correlation Coefficient or Pearson’s R was used to determine the significance of the relationships between the school activities and programs and student behavior.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected, highlighting a significant relationship between the implementation of school-initiated activities and program in Araling Panlipunan on students’ behavior.

Extent of Implementation of School-initiated Activities

School-initiated activities play a crucial role in enhancing students' learning experiences beyond traditional classroom instruction. In this study school -initiated activities include variables such as debates, essay writing and poster making.

The structure of the debate activities ensures that students engage meaningfully, with guidance and feedback provided by teachers. The alignment with curriculum objectives further enhances their educational value, making these activities not only intellectually stimulating but also academically relevant.

Balancing the frequency and organization of debates will lead to more consistent engagement, ensuring both intellectual development and practical application of skills.

Debate as a school-initiated activity at Araling Panlipunan promotes critical thinking, communication skills, and civic involvement among students. According to Garcia & Martinez (2023), structured debates in social studies classes improve students' analytical skills by pushing them to consider diverse perspectives on historical and present situations. According to Soper (2017), students with auditory, social, and verbal learning preferences can interact with material more easily during classroom debate activities than they can during traditional paper-based activities. Some, like the four-corners debate, even play to your kinesthetic learners’ needs.

TABLE 1. Extent of Implementation of School-initiated Activities in Araling Panlipunan in terms of Debate

STATEMENT	MEAN	SD	REMARKS
Debate activities are regularly conducted in Araling Panlipunan classes.	2.38	0.80	Disagree
Debate activities are well-organized and structured.	2.70	0.73	Agree
Debate activities enhance students' critical thinking skills.	3.29	0.62	Strongly Agree
Teachers provide guidance and feedback during debate activities.	3.19	0.76	Agree
Debate activities are aligned with the curriculum objectives.	3.00	0.68	Agree
Weighted Mean	2.91	0.79	High

Table 1 illustrates the level of implementation of debate activities in Araling Panlipunan is high with a Grand Weighted Mean (M=2.91, SD= 0.79). This indicates that the respondents have a strong agreement that while debate activities are not conducted regularly, they are well-organized,

aligned with curriculum objectives, and contribute positively to enhancing students' critical thinking skills.

Furthermore, Alshammari, (2022) found that debate increases collaborative learning because students engage in arguments, evidence-based reasoning, and respectful speech.

Debates in social studies allow students to use historical information, develop persuasive communication skills, and get a deeper understanding of sociopolitical themes, encouraging active participation and democratic values in education.

Table 2 below shows the level of implementation of essay writing activities in Araling Panlipunan is high with a Grand Weighted Mean (M = 3.07, SD = 0.74). This indicates that respondents generally agree that while essay writing activities are regularly conducted, they are also relevant, engaging, and contribute to the development of students' analytical skills.

TABLE 2. Extent of Implementation of School-initiated Activities in Araling Panlipunan in terms of Essay Writing

STATEMENT	MEAN	SD	REMARKS
Essay writing activities are regularly conducted in Araling Panlipunan.	2.63	0.76	Agree
Topics for essay writing are relevant and engaging.	3.08	0.65	Agree
Essay writing activities help improve students' analytical skills.	3.40	0.60	Strongly Agree
Feedback is provided to students after essay writing activities.	2.98	0.74	Agree
Essay writing is integrated with real-life social issues.	3.27	0.69	Strongly Agree
Weighted Mean	3.07	0.74	High

The essay topics are aligned with real-life social issues, enhancing their relevance and allowing students to engage with meaningful content. Feedback is regularly provided to students, ensuring that they can improve their skills through constructive evaluation. Balancing these aspects ensures that essay writing activities not only stimulate critical thinking but also make a real-world connection, enhancing both intellectual growth and social awareness. Essay writing as a school-initiated activity at Araling Panlipunan helps students improve their critical thinking, historical analysis, and written communication abilities. According to Chen & Zhang (2023), writing essays encourages deeper cognitive processing by pushing pupils to assimilate knowledge, build arguments, and articulate their ideas.

Chin et al. (2019), stated that educators aim to equip students with learning strategies they can apply when approaching new problems on their own. This objective may be aided by teaching design-thinking methods.

Peng et al. (2022) research stresses that essay writing fosters higher-order thinking skills, allowing students to understand and form well-reasoned opinions. In the framework of Araling Panlipunan, essay writing is an excellent technique for measuring students' comprehension, stimulating reflective learning, and strengthening their capacity to voice educated perspectives on historical and present societal issues.

Table 3 shows the level of implementation of poster-making activities in Araling Panlipunan is high with a Grand Weighted Mean (M = 3.14, SD = 0.74). This indicates that

respondents generally agree that poster-making activities are regularly conducted, encourage creativity, and are relevant to the subject matter.

TABLE 3. Extent of Implementation of School-initiated Activities in Araling Panlipunan in terms of Poster Making

STATEMENT	MEAN	SD	REMARKS
Poster-making activities are regularly conducted in Araling Panlipunan.	3.01	0.69	Agree
Poster-making activities encourage creativity and critical thinking.	2.99	0.69	Agree
The themes of the poster-making activities are relevant to Araling Panlipunan topics.	3.47	0.56	Strongly Agree
Students are given ample time and materials for poster-making activities.	2.95	0.81	Agree
Poster-making activities contribute to students' understanding of the subject matter.	3.28	0.57	Strongly Agree
Weighted Mean	3.14	0.74	High

The themes of the poster-making activities are strongly aligned with Araling Panlipunan topics, making them highly relevant and engaging. Additionally, these activities contribute significantly to students' understanding of the subject, while also fostering creativity and critical thinking. Though students are provided with ample time and materials, there is still room to enhance the overall experience by ensuring sufficient resources and time for each activity.

Poster making as a school-initiated activity at Araling Panlipunan is a creative and visual way to improve students' understanding of historical and social issues.

According to Davis & Thompson (2022), visual-spatial learners benefit substantially from activities involving artistic expression, such as poster making, because they can process knowledge through images and design. The notions found that visual learning practices, such as poster production, assist students retain difficult historical concepts by transforming textual material into symbolic and graphical representations. This project helps students develop critical thinking and creativity while also improving their capacity to express fundamental ideas about history, culture, and governance.

Extent of Implementation of School Programs

The implementation of school programs influences student behavior in various way. In this study extent of implementation of school program includes variables such as united nations celebration, school immersion and simulations, educational tour and cultural presentation was treated statistically using mean and standard deviation.

Table 4 below shows the level of implementation of school programs in terms of the United Nations (UN) Celebration is high with a Grand Weighted Mean (M = 3.14, SD = 0.75). This indicates that respondents generally agree that UN Celebration activities are well-integrated into Araling Panlipunan and contribute positively to students' awareness of global issues.

The activities are effectively incorporated into the curriculum, making them relevant and engaging for students. They foster global awareness, with students actively participating and teachers facilitating the programs well. While the resources provided for the UN Celebration are seen as adequate, there is still room for improvement in ensuring

more comprehensive support to enhance the overall experience and effectiveness of these activities.

TABLE 4. Extent of Implementation of School Programs in terms of United Nations (UN) Celebration

STATEMENT	MEAN	SD	REMARKS
UN Celebration activities are well-integrated into Araling Panlipunan.	3.39	0.71	Strongly Agree
Students actively participate in UN-related programs.	3.10	0.73	Agree
The UN Celebration fosters awareness of global issues.	3.15	0.82	Agree
Teachers effectively facilitate activities related to the UN Celebration.	3.17	0.64	Agree
The school provides adequate resources for the UN Celebration	2.89	0.76	Agree
Weighted Mean	3.14	0.75	High

The establishment of school activities such as the United Nations (UN) Celebration helps pupils develop global knowledge, cultural appreciation, and civic duty. According to David (2024), global education into school activities promotes multiculturalism and helps students to engage in international concerns like as human rights, peace, and sustainable development. It also emphasized that UN-themed school programs improve students' understanding of global governance, diplomacy, and international cooperation while reinforcing the principles of unity and diversity. Students get a better understanding of global citizenship and the role of the United Nations in addressing global crises through activities such as flag-making, global issue debates, and cultural presentations. Thus, the implementation of the UN Celebration in schools serves as a meaningful educational initiative that cultivates informed, socially responsible, and globally conscious individuals.

TABLE 5. Extent of Implementation of School Programs in terms of Social Immersions and Simulations

STATEMENT	MEAN	SD	REMARKS
Social immersion activities are regularly conducted.	2.84	0.66	Agree
Social simulations help students understand real-world social issues.	3.12	0.57	Agree
Students actively engage in social immersions and simulations.	2.90	0.69	Agree
The school ensures that these activities are well-organized and safe.	3.13	0.63	Agree
Social immersion activities promote empathy and civic responsibility.	3.23	0.58	Agree
Weighted Mean	3.04	0.64	High

Table 5 presents the level of implementation of school programs in terms of social immersions and simulations is high with a Grand Weighted Mean (M = 3.04, SD = 0.64). This indicates that respondents generally agree that social immersion and simulation activities are regularly conducted, effectively help students understand real-world social issues, and encourage active engagement.

These activities are well-organized and safe, contributing positively to students' development of empathy and civic responsibility. Although students are engaged in these activities, there is still room for improvement in terms of the

frequency and scope of the activities to ensure a more comprehensive learning experience.

Social immersions and simulations in schools provide students with immersive learning experiences that help them grasp real-world social concerns and historical events. Zhao & Lin (2023) highlights that hands-on activities, such as community immersions and role-playing simulations, increase students' cognitive and emotional involvement, resulting in more meaningful learning results. By incorporating these activities into school curricula, educators can create dynamic learning settings in which students actively engage with social realities, develop problem-solving abilities, and foster a feeling of social awareness and responsibility.

TABLE 6. Extent of Implementation of School Programs in terms of Educational Tour

STATEMENT	MEAN	SD	REMARKS
Educational tours are conducted as part of Araling Panlipunan.	2.97	0.89	Agree
Educational tours are relevant to the curriculum.	2.96	0.79	Agree
Students gain valuable learning experiences from educational tours.	3.29	0.64	Strongly Agree
The school provides sufficient support for organizing educational tours.	3.03	0.82	Agree
Educational tours enhance students' historical and cultural awareness.	3.30	0.61	Strongly Agree
Weighted Mean	3.11	0.77	High

Table 6 illustrates the level of implementation of school programs in terms of educational tours is high with a Grand Weighted Mean of (3.11 and a Standard Deviation of 0.77.). This indicates that the respondents generally agree that educational tours are regularly conducted, relevant to the curriculum, and provide valuable learning experiences for students.

These tours enhance students' historical and cultural awareness, making them an essential part of the curriculum. They are well-organized and supported by the school, contributing significantly to students' understanding of the subject matter. By integrating these educational tours, the school helps bridge the gap between theoretical knowledge and real-world application, enriching students' overall learning experience. However, there remains room for improvement in terms of the frequency and scope of the tours to ensure a more comprehensive and effective learning experience for all students.

Educational tours, are valuable experiential learning activities that help students better grasp historical, cultural, and sociopolitical issues outside of the classroom. According to Qavi (2023), direct exposure to real-world contexts promotes deeper learning by allowing students to combine academic information with hands-on experiences. It also emphasized that educational tours boost student engagement, information retention, and critical thinking abilities while exploring museums, heritage sites, and government organizations.

By adding educational tours into school programs, educators can provide students with engaging experiences that reinforce classroom learning, enhance cultural appreciation,

and help them acquire a better grasp of social and historical settings.

Educational tours offer experiential learning that broadens students' horizons and enhances academic performance by applying classroom knowledge in real-world contexts.

Table 7 below illustrates the level of implementation of school programs in terms of cultural presentations is high with a Grand Weighted Mean of 3.16 and a Standard Deviation of 0.67. This indicates that the respondents generally agree that cultural presentations are regularly conducted, students actively participate in these activities, and they enhance the appreciation of Filipino heritage.

TABLE 7. Extent of Implementation of School Program in terms of Cultural Presentation

STATEMENT	MEAN	SD	REMARKS
Cultural presentations are regularly conducted.	3.14	0.74	Agree
Students actively participate in cultural presentations.	3.06	0.62	Agree
Cultural presentations enhance students' appreciation of Filipino heritage.	3.36	0.54	Strongly Agree
The school provides necessary resources for cultural presentations.	2.93	0.71	Agree
Cultural presentations align with the topics discussed in Araling Panlipunan.	3.30	0.63	Strongly Agree
Weighted Mean	3.16	0.67	High

Cultural presentations allow students to showcase their creativity, increase cultural awareness, and build confidence, ultimately fostering inclusivity and global awareness.

The cultural presentations are well-integrated into the curriculum, aligning with topics discussed in Araling Panlipunan. These activities significantly contribute to students' understanding of Filipino culture and history, while the school provides necessary resources to support the presentations. However, there is still room for improvement in terms of ensuring sufficient resources and further increasing students' engagement to maximize the educational value of these cultural activities.

According to Johnson (2025), incorporating cultural performances into school raises multicultural awareness and helps students develop a deeper respect for different ethnic and historical identities. According to the study, activities like folk dances, theatrical plays, and musical presentations help kids learn historical narratives and cultural values through artistic expression.

Furthermore, the notion believes that learning is enhanced by social interaction and cultural participation, making cultural performances a useful medium for experiential education.

By incorporating cultural performances into school programming, educators give children meaningful opportunity to engage with history, develop creativity, and promote a feeling of pride and appreciation for their own and others' cultural heritages.

Level of Students' Perceived Behavior

Level of students' perceived behavior refers to how students themselves, their peers, or teachers perceive their actions, attitudes, and responses in various school settings.

In this study students perceived behavior include variables such as interest socialization, participation and confidence were treated statistically using mean and standard deviation.

of these activities, further enhancement in fostering deeper connections among students could make the experience even more impactful.

TABLE 8. Level of Students' Perceived Behavior in terms of Interest

STATEMENT	MEAN	SD	REMARKS
School activities in Araling Panlipunan make the subject more interesting.	3.20	0.70	Agree
I feel more engaged in learning because of these activities.	3.21	0.64	Agree
The activities encourage me to explore more about the subject.	3.14	0.64	Agree
I enjoy participating in school-initiated programs related to Araling Panlipunan.	3.11	0.67	Agree
My curiosity about social issues has increased due to these activities.	3.29	0.62	Strongly Agree
Weighted Mean	3.19	0.65	High

TABLE 9. Level of Students' Perceived Behavior in terms of Socialization

STATEMENT	MEAN	SD	REMARKS
School activities help me interact with my classmates.	3.27	0.68	Strongly Agree
I feel more comfortable sharing my opinions because of these activities.	2.96	0.71	Agree
Group activities in Araling Panlipunan promote teamwork.	3.27	0.60	Strongly Agree
I have made new friends through participating in school programs.	3.20	0.74	Agree
I communicate better with others because of these activities.	3.18	0.67	Agree
Weighted Mean	3.18	0.69	High

Table 8 shows the level of students' perceived behavior in terms of interest is high with a Grand Weighted Mean of 3.19 and a Standard Deviation of 0.65. This indicates that respondents generally agree that school activities in Araling Panlipunan make the subject more interesting, and that these activities contribute to increased engagement and curiosity.

The activities encourage students to explore more about the subject, which enhances their enjoyment and involvement. Furthermore, students express a heightened curiosity about social issues, indicating that these school-initiated programs effectively stimulate intellectual curiosity and promote active learning.

Although there is strong engagement, there is always room for further improvement in expanding the variety of activities to maintain and increase student interest.

According to Slaten et al. (2020), intrinsic motivation, which is driven by personal desire, increases students' willingness to participate in learning activities, resulting in improved knowledge retention and deeper comprehension. Slaten et al. (2020) found that well-implemented school programs and activities, such as debates, educational tours, and cultural presentations, dramatically increase students' interest in social studies by providing interactive and real-world learning opportunities.

Similarly, experiential and participatory learning practices boost student passion and engagement, making Araling Panlipunan more relevant and meaningful. When schools plan activities based on students' interests, they create a more dynamic and inspiring learning environment, which improves both academic achievement and behavioral engagement.

Table 9 below presents the level of students' perceived behavior in terms of socialization is high with a Grand Weighted Mean of 3.18 and a Standard Deviation of 0.69. This indicates that respondents generally agree that school activities effectively enhance interaction, communication, and teamwork among students.

These activities help students feel more comfortable sharing their opinions, and they promote teamwork through group tasks in Araling Panlipunan. Additionally, students report making new friends and improving communication skills, showing the positive relationship of these programs on socialization. While there is strong agreement on the benefits

Socialization is critical to students' learning experiences, especially in courses like Araling Panlipunan, where conversations about history, governance, and society necessitate interaction and participation. According to Santos et al. (2024), social interaction and integration into the educational institution play crucial roles in shaping an enriching experience. It is well known that these experiences can positively/negatively influence students' academic performance and engagement. By integrating interactive programs into Social Studies, schools create opportunities for students to develop social connections, improve communication skills, and actively engage with historical and contemporary social contexts.

TABLE 10. Level of Students' Perceived Behavior in terms of Participation

STATEMENT	MEAN	SD	REMARKS
I actively participate in Araling Panlipunan activities.	2.96	0.78	Agree
The activities encourage me to express my thoughts and ideas.	3.14	0.64	Agree
I take a more active role in class discussions because of these activities.	2.97	0.67	Agree
I feel motivated to join extracurricular programs related to Araling Panlipunan.	2.96	0.75	Agree
The school programs have increased my willingness to participate in school events.	3.08	0.68	Agree
Weighted Mean	3.02	0.71	High

Table 10 presents the level of students' perceived behavior in terms of participation is high with a Grand Weighted Mean of 3.02 and a Standard Deviation of 0.71. This indicates that respondents generally agree that school activities encourage them to actively participate and express their thoughts and ideas.

The study of Webb et al. (2014) stated that, student participation in classroom conversations predicted student achievement and student engagement.

However, according to the study of Frymier and Houser (2015), the relationship between student oral participation and engagement was weak. Oral participation was found to be associated with motivation to study and learning indicators. It occurred more frequently when graded and with teachers perceived as nonverbally immediate, and less frequently

among highly apprehensive students. Student nonverbal attentiveness was positively associated with engagement.

When schools create engaging initiatives that encourage involvement, students have a greater understanding for Araling Panlipunan, which promotes both academic growth and social responsibility.

TABLE 11. Level of Students' Perceived Behavior in terms of Confidence

STATEMENT	MEAN	SD	REMARKS
School activities have improved my confidence in expressing myself.	3.17	0.75	Agree
I feel more confident when speaking in front of the class.	2.96	0.83	Agree
Participating in debates, presentations, and discussions has enhanced my self-esteem.	2.98	0.75	Agree
The activities have helped me develop leadership skills.	2.87	0.82	Agree
I feel more prepared to discuss social issues because of these activities.	3.07	0.73	Agree
Weighted Mean	3.01	0.78	High

Table 11 presents the level of students' perceived behavior in terms of confidence is high with a Grand Weighted Mean of 3.01 and a Standard Deviation of 0.78. This indicates that respondents generally agree that school activities have a positive relationship their confidence, especially in expressing themselves and speaking in front of others.

Participation in debates, presentations, and discussions has enhanced students' self-esteem, and the activities have contributed to developing leadership skills. Additionally, students feel more prepared to discuss social issues, showing a significant improvement in their overall confidence. However, there is still room for further improvement in providing activities that more directly focus on building leadership skills and encouraging confidence in public speaking.

Tripathy & Srivastava (2014), participating in debates, cultural presentations, and social immersions boosts students' self-efficacy by allowing them to communicate their ideas, defend arguments, and interact with a wide range of audiences. Similarly, school activities in social studies improve public speaking skills, leadership attributes, and resilience, allowing students to gain confidence in their own abilities. Schools in Araling Panlipunan use interactive and student-centered programs to help students develop self-confidence, which improves both academic performance and social involvement.

Table 12 presents the correlation between the implementation of school-initiated activities in Araling Panlipunan and students' perceived behavior. The results indicate the relationships between school activities and students' behaviors in terms of interest, socialization, participation, and confidence. The data reveals significant positive relationships between essay writing activities and both interest and socialization, suggesting that essay writing plays a key role in fostering student engagement and peer interaction.

Similarly, poster making shows a positive relationship with interest, highlighting how creative activities help spark curiosity and engagement among students.

TABLE 12. Test of Relationship between the implementation of school-initiated activities in Araling Panlipunan and the students' Perceived behavior

School-initiated Activities		Student Behavior			
		Interest	Socialization	Participation	Confidence
Debate	Pearson Correlation	0.051	-0.13	-0.109	0.074
	Sig. (2-tailed)	0.611	0.198	0.279	0.467
	N	100	100	100	100
Essay Writing	Pearson Correlation	.275**	.201*	0.026	0.151
	Sig. (2-tailed)	<.01	<.05	0.795	0.133
	N	100	100	100	100
Poster Making	Pearson Correlation	.214*	0.103	0.041	0.156
	Sig. (2-tailed)	<.05	0.308	0.684	0.122
	N	100	100	100	100

On the other hand, debate activities do not show significant correlations with any of the perceived behaviors, indicating that this activity may not be as effective in influencing these particular aspects of student behavior.

These findings emphasize the importance of integrating activities that stimulate interest and promote socialization to create a more engaging and interactive learning environment in Araling Panlipunan.

According to Ritonga et al. (2024), active engagement in hands-on activities like debates, educational tours, and cultural displays promotes deeper comprehension and meaningful learning experiences.

It also emphasized that well-structured educational programs have a good influence on students' conduct by increasing their interest, socializing, participation, and confidence. Interactive learning practices in social studies promote critical thinking, teamwork, and civic responsibility, resulting in more classroom engagement and better behavioral results.

When schools effectively implement engaging activities in Araling Panlipunan, pupils are more likely to show enthusiasm, active participation, and confidence, revealing the significant relationship between instructional practices and behavioral development.

The findings in school programs and students' perceived behavior reveal significant positive relationships between United Nations Celebration and interest, socialization, and confidence, highlighting how this program encourages student engagement, enhances social interaction, and boosts confidence. Particularly, the relationship with socialization is the strongest, demonstrating that students are more likely to engage with their peers during such events.

Table 13 presents the correlation between the implementation of school programs and students' perceived behavior. The results indicate the relationships between school programs and students' behaviors in terms of interest, socialization, participation, and confidence.

Social Immersions and Simulations show significant positive relationships with interest, socialization, and confidence, reinforcing the value of these activities in fostering curiosity, peer relationships, and self-assurance

among students. However, there is no significant correlation with participation, suggesting that while students are socially engaged, this may not directly translate to increased active participation in other school activities. Educational Tours are positively correlated with interest, socialization, and participation, but there is no significant relationship with confidence. This implies that educational tours effectively enhance student engagement and peer interactions, though they may not directly influence students' self-assurance in speaking or leadership roles. Cultural Presentations have strong positive correlations with interest, socialization, and confidence, particularly in enhancing students' appreciation and engagement with the subject matter. The correlation with socialization is notably high, further emphasizing the role of cultural presentations in fostering communication and peer bonding.

TABLE 13 Test of Relationship between the Implementation of School Programs and the students' Perceived Behavior

School Programs			Student Behavior			
			I	S	P	C
United Nation Celebration	Pearson Correlation		.267**	.360***	0.172	.227*
	Sig. (2-tailed)		<.01	<.001	0.087	<.05
	N		100	100	100	100
Social Immersions and Simulations	Pearson Correlation		.239*	.249*	0.104	.232*
	Sig. (2-tailed)		<.05	<.05	0.304	<.05
	N		100	100	100	100
Educational Tours	Pearson Correlation		.239*	.336**	.202*	0.152
	Sig. (2-tailed)		<.05	<.01	<.05	0.131
	N		100	100	100	100
Cultural Presentation	Pearson Correlation		.404***	.341**	0.057	.248*
	Sig. (2-tailed)		<.001	<.01	0.573	<.05
	N		100	100	100	100

Note: *p<.05, **p<.01, ***p<.001

These findings underline the importance of diverse school programs in influencing various aspects of students' behavior, including their level of interest, socialization, participation, and confidence, with certain programs like United Nations Celebration and Cultural Presentations showing the most significant relationship.

According to Bang et al. (2020), Educational programs influence students' behavior by creating structured environments that encourage social engagement, skill development, and personal growth. Also, well-implemented school programs, such as leadership training, cultural events, and social immersions, have a good connections on students' confidence, participation, and sociability skills. Similarly, school programs improve student motivation, discipline, and civic responsibility, resulting in more positive conduct both within and outside the classroom. When schools design and implement meaningful programs, they create supportive learning environments that foster responsible, engaged, and self-assured students.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

There exists a significant relationship between the implementation of school-initiated activities in Araling Panlipunan and the students' behavior, which led to the rejection of the null hypothesis. This confirms that activities such as debates, essay writing, and poster-making meaningfully contribute to the development of students' interest, socialization, participation, and confidence.

Furthermore, there is a significant relationship between the implementation of school programs in Araling Panlipunan and the students' behavior, also resulting in the rejection of the null hypothesis. This implies that programs such as the United Nations Celebration, educational tours, social immersions, and cultural presentations play a vital role in influencing and enhancing student behavior and engagement.

Based on the results and conclusion posted in the study, the following recommendation were formulated.

Through the findings of this study, it is recommended that Schools may ensure regular and structured implementation of debates, essay writing, and poster-making activities in Araling Panlipunan. Clear rubrics, feedback mechanisms, and proper scheduling may be established to ensure that these activities are maximized in enhancing students' critical thinking, creativity, and engagement.

The school administrators may allocate sufficient resources such as materials, time, and training to support the effective execution of school-initiated activities and programs. Teachers can be provided with regular professional development to enhance their capacity in facilitating student-centered and meaningful learning experiences.

It is also recommended that community factors such as safety, support, and resources be strengthened, especially in local communities. This can significantly improve students' punctuality and overall school commitment, promoting a more supportive environment for learners.

Based on the findings, it is recommended that Programs such as United Nations Celebrations, educational tours, social immersions, and cultural presentations can be consistently integrated into the curriculum with improved logistical planning, inclusivity, and support to increase student participation and influence on behavioral outcomes.

Future researchers are encouraged to expand the scope of the study by including a larger and more diverse group of respondents from various schools and regions to validate the findings and ensure broader applicability of the results regarding the relationship between school-initiated activities, programs, and student behavior.

REFERENCE

- [1]. Alshammari, S. R. (2022). "The impact of debate-based learning on critical thinking skills in social studies education." *International Journal of Educational Research*, 112, 101926. DOI: 10.1016/j.ijer.2022.101926
- [2]. Bang et al. (2020) School engagement, self-esteem, and depression of adolescents: The role of sport participation and volunteering activity and gender differences

- <https://www.sciencedirect.com/science/article/abs/pii/S0190740920301201>
- [4]. Chen, H., & Zhang, Y. (2023). "The effectiveness of essay writing assignments in fostering civic engagement among high school students." *Social Education Review*, 58(4), 290-305. DOI: 10.1080/00377996.2023.2085423
- [6]. Chin et al. (2019) Educating and Measuring Choice: A Test of the Transfer of Design Thinking in Problem Solving and Learning <https://www.tandfonline.com/doi/abs/10.1080/10508406.2019.1570933>
- [7]. David, R. M. T. (2024). Teaching Araling Panlipunan: A Study of Challenges and
- [8]. Coping Mechanisms among Non-Social Studies Major Educators. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(8). 10.11594/ijmaber.05.08.29
- [9]. Davis, R., & Thompson, M. (2022). "Integrating visual arts in social studies: The impact of poster creation on student comprehension and retention." *The Journal of Educational Inquiry*, 38(2), 102-119. DOI: 10.1080/1743727X.2022.2078134
- [11]. Frymier and Houser (2015) The Role of Oral Participation in Student Engagement <https://www.tandfonline.com/doi/abs/10.1080/03634523.2015.1066019>
- [12]. Garcia, L., & Martinez, J. (2023). "Exploring the benefits of classroom debates in shaping students' social and critical thinking skills." *Educational Policy & Practice*, 52(1), 87-103. DOI: 10.1080/02680939.2023.2156778
- [14]. Johnson (2025) The Role of Cultural Activities in Student Social Development <https://dynamicsandlearning.com/en/post/role-cultural-activities-student-social-development/>
- [15]. Peng et al. (2022) Cognition and writing development in early adolescent English learners. *Journal of Educational Psychology*, 114(5), 1136.
- [16]. Qavi (2023) How Educational Travel Enriches Growth and Broadens Perspectives <https://abdulqavi.com/benefits-of-student-educational-tours/>
- [17]. Ritonga et al. (2024) The Role of Project-Based Learning in Increasing Students Confidence and Self Engagement in Practice Courses <https://eudl.eu/doi/10.4108/eai.17-9-2024.2352912>
- [18]. Santos et al. (2024) UBI Journey: A Mobile Game to Promote Student Socialization and Engagement in Universities <https://ieeexplore.ieee.org/abstract/document/10578904>
- [19]. Slaten, K., Ferguson, J., Allen, K., Brodrick, D., & Waters, L. (2020). School belonging, student engagement, and academic outcomes: The role of teacher support. *Educational Studies*, 46(3), 378-396. DOI: 10.1080/03055698.2019.1651694
- [20]. Soper (2017) Using Classroom Debates to Engage Students <https://teach.com/resources/using-classroom-debates-to-engage-students/>
- [21]. Tripathy and Srivastava (2014) Students' Self-Confidence and Its Impacts on Their Learning Process <file:///C:/download/admin,+2029077-5-2-1-PB.pdf>
- [22]. Webb et al. (2014) Engaging with others' mathematical ideas: Interrelationships among student participation, teachers' instructional practices, and learning <https://www.sciencedirect.com/science/article/abs/pii/S0883035513000141>
- [23]. Zhao et al. (2021) Self-Esteem and Academic Engagement Among Adolescents: A Moderated Mediation Model <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.690828>