

Influence of Social Pressures on the Academic Performance of HUMSS Students at NU-Nazareth

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ABSTRACT

This study aims to investigate the influence of social pressures on the academic performance of Humanities and Social Sciences (HUMSS) students at NU-Nazareth. Students may experience various types of social pressure, including peer pressure, family pressure, and academic pressure, which can impact their academic performance and well-being. Social pressure is the influence exerted on an individual by peers, family, or society to conform to certain behaviors, leading to affect their motivation, focus, and overall success in school. Insufficient literature on social pressures experienced by HUMSS students, their impact on academic performance, and coping mechanisms are the reasons why the researchers conducted this study. The study will be utilizing qualitative research employing a phenomenological approach to identify how external factors affect a student's academic success, explore the different ways in which social pressures impact academic performance, and know the coping mechanism that HUMSS students use to manage social pressure in order to achieve their academic goals. Using thematic analysis, the findings of the study were: 1.) HUMSS Students Experienced Family Pressure as the Most Common Type of Social Pressure Driven by High Standards and Expectations by Parents; 2.) The Influence of Social Pressure to the Academic Performance of HUMSS Students; 3.) HUMSS Students' Strategies for Managing and Coping with Social Pressures. Based on the study's findings, it is crucial for parents to engage in open communication with their children, balancing aspirations with realistic expectations, and encouraging dialogue about academic goals and challenges. Moreover, future research should delve into the potential long-term effects of social pressure on students' academic, physical, and personal well-being beyond their time in educational institutions, employing both qualitative and quantitative approaches for a comprehensive understanding in sociology and psychology.

Keywords: Academic Performance; Academic Pressure; Family Pressure; HUMSS Students; Peer Pressure; Social Pressure

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1. INTRODUCTION

Background of the Study

Academic performance refers to the measure of a student's success in their educational endeavors. It can be assessed in various ways, such as through grades, test scores, or other forms of evaluation. Academic performance is often considered to be a combination of several factors, such as the student's ability, motivation, effort, and the quality of instruction they receive. It can also be affected by external factors such as social pressure, family, and personal life. Academic performance is not only limited to academic grades, but it also includes the acquisition of skills, knowledge, and competencies that are required for success in the field of study. Academic performance is greatly influenced by a variety of factors, including social pressures. These pressures can come from a variety of sources, including peers, family members, and teachers, and can have a significant influence on a student's motivation, focus, and overall success in school.

Students may feel pressure to conform to certain academic or social standards or to meet the expectations of their peers, teachers, or families. These pressures can lead to stress, anxiety, and even depression, which can in turn affect a student's ability to focus, learn, and perform at their best (Filade et



al., 2019). Academic performance is influenced by factors such as student's ability, motivation, effort, and instruction, as well as external factors like social pressures. As elaborated by the article by Smith (2021), social pressure can have a detrimental effect on a student's self-esteem and self-confidence, leading to a lack of belief in their abilities and efficiencies.

Humanities and Social Sciences (HUMSS) strand has a certain amount of pressure that comes with the territory. This pressure is not only felt academically but also socially and from family's and friends' standards and expectations. A study conducted at NU-Nazareth by Flores et al. (2022) has revealed the impact of social pressure on HUMSS students. This pressure can manifest itself in a variety of ways, such as the need to conform to social norms, peer pressure to participate in activities, and even the pressure to achieve academic success. These pressures can have both positive and negative effects on HUMSS students.

On one hand, the pressure to conform to social norms can encourage them to participate in activities, such as sports or clubs, that can enhance their social skills and help them make friends. On the other hand, the pressure to achieve academically can lead to students feeling overwhelmed and stressed out, which can have a negative impact on their mental health. Furthermore, the pressure to participate in activities can also lead to students feeling isolated and excluded if they are unable to maintain high levels of performance in these activities. Also, it is important for HUMSS students to recognize the impact of social pressure and to find healthy ways to cope with it. It was assumed that HUMSS would be simple, but it proved to be difficult (Mora et al, 2020; Escobido et al, 2020).

However, there is insufficient literature that discusses the different social pressures that HUMSS students experience, their influence on their academic performance, and how they cope with these types of social pressures. Hence, the purpose of the study on the influence of social pressures on the academic performance of HUMSS students is to identify how external factors, such as peer, family, or academic pressure, affect a student's academic performance. Overall, the purpose of the study is to gain a better understanding of the role that social pressures play in academic performance and to use this information to develop strategies to support future researchers. The current body of literature lacks a comprehensive exploration of the various types of social pressures that HUMSS students experience. While some studies touch on general social pressures, there is a dearth of research that delves into the nuanced aspects, such as societal expectations, peer dynamics, family influence, and academic demands (Flores et al., 2022; Mora et al., 2020; Escobedo et al., 2020). Moreover, existing literature provides limited insights into how HUMSS students cope with different forms of social pressure. Understanding the strategies and mechanisms they employ to navigate these pressures is crucial for developing effective interventions and support systems (Filade et al., 2019). This study at NU-Nazareth aims to investigate how social pressures impact the academic performance of humanities and social sciences (HUMSS) students. The research seeks to address three key questions: firstly, what specific types of social pressures are most commonly experienced by HUMSS students? Secondly, how do these identified social pressures influence the academic performance of these students? Lastly, the study aims to understand the coping mechanisms and strategies employed by HUMSS students to navigate and manage the social pressures they face. By examining these dimensions, the research aims to provide a comprehensive understanding of the intricate relationship between social pressures and academic achievement among HUMSS students, ultimately contributing to the development of targeted support systems and interventions.

Research Questions

This study aims to investigate the influence of social pressures on the academic performance of students in the humanities and social sciences at NU-Nazareth. Specifically, it wants to answer the following:

1. What is the type of social pressure that most HUMSS students experience?
2. How do these social pressures influence the academic performance of humanities and social sciences students?
3. How do the HUMSS students cope and manage with these social pressures?

Significance of the Study

The results of this study are envisioned to be beneficial to the following:

1. To HUMSS students

This study will give a greater understanding of the several forms of social constraints that HUMSS students at NU-Nazareth face, as well as how these influences affect their academic performance. By understanding the types of social pressure that students experience and how these pressures affect their academic performance, the study may provide insights into how students can better manage these pressures to improve their well-being and academic success. This information could be used to develop strategies and interventions to support students in maintaining their mental health and well-being, as well as to improve their academic performance. This study has the potential to improve the academic success of HUMSS students at NU- NU-Nazareth and lead to better outcomes in their future careers. Thus, in the future, this study is significant as it will have a positive influence on the individual students who will soon become a part of society, as it will lead to a more highly skilled and educated workforce.

2. To parents

This study will provide insights into the factors that affect the academic performance of their children who are enrolled in the Humanities and Social Sciences (HUMSS) strand at NU-Nazareth. It also provides recommendations on how parents can create a supportive environment for their children to thrive academically, such as by setting realistic expectations, encouraging open communication, and providing emotional support. This highlights the importance of understanding the social pressures that students face and the role that parents can play in supporting their children's academic success. Therefore, parents can benefit from the findings of this study to help their children overcome challenges and achieve their academic goals.

3. To the peer groups

This study will be beneficial to the peer group because it helps them understand the impact of social pressure on their peers' academic performance. This knowledge can create a more supportive learning environment and help peers empathize with the challenges their fellow students are facing. This study identifies different types of social pressure, such as peer pressure, family pressure, and societal pressure, which can help peer groups be more aware of the sources of pressure that may be affecting their peers and offer more targeted support.

4. To educators

This study will help educators explore effective techniques they can use to manage and minimize social pressures and enhance academic achievement among NU- Nazareth HUMSS students. It is important for them to know about the social pressures that affect students' academic performance as these pressures can significantly impact a student's well-being and academic success. By understanding the types of social pressure that students experience, educators can better identify and support students who may be struggling with these pressures, as well as use procedures and methods to manage and minimize the influence of those.

5. To the school's administration

It is important for school administration to understand where social pressures faced by students come from because this knowledge can help them to better support their students and address any

negative effects of these pressures. Understanding the sources of social pressure can also help school administration to anticipate and prevent potential issues that may arise as a result of these pressures. Additionally, knowing the sources of social pressure can help school administrations to have a better understanding of the experiences and challenges faced by their students, which can inform their decision-making and lead to more effective and inclusive policies and practices.

6. To the policymakers

Policymakers are and should be aware that students are experiencing high levels of social pressures which may help them be able to develop programs or resources to help students resist these pressures and make beneficial choices. Since policymakers are the ones on duty to improve society, understanding these social pressures will help in improving the academic performance of students, not just in NU-Nazareth but the students in general as well.

7. To future researchers

For future researchers, this study will contribute to the existing literature on the influence of social pressures on academic performance and ways to effectively manage these pressures. This is significant as it will provide a deeper understanding of the issue and help inform future research and policy decisions on this topic.

Scope and Delimitation

This study will focus on the influence of social pressure on the academic performance of students in the humanities and social sciences at NU-Nazareth. The study will focus specifically on the different types of social pressure (peer pressure, family pressure, academic pressure) that students may experience and how these pressures affect their academic performance. The study will also examine the coping strategies used by students to manage social pressure.

This study will only consider students in the humanities and social sciences at NU- Nazareth. This means that the results of the study may not be generalized to students in other disciplines or at other institutions. Additionally, it will also only consider social pressure as it relates to academic performance. Other factors that may influence academic performance, such as individual differences in ability, will not be considered. This means that the study will not examine these other factors and their relationship to academic performance.

2. REVIEW OF RELATED LITERATURE

Related Studies

1. Different Social Pressure that Students Experienced

There are several types of social pressure that students may experience throughout their academic careers. These can include peer pressure, which is the influence of peers on an individual's behavior or decisions, as well as family pressure, which refers to the expectations and influences that a family places on an individual. Students may also experience academic pressure, which refers to the expectations or influences related to academic success or achievement placed on them by their educational institution or society. According to the American Psychological Association (n.d.), social pressure is the influence exerted on an individual or group by another person or group. It can be positive, influencing good behavior towards others, or negative, leading to harmful actions towards oneself or others. Social pressure can come in many forms, such as persuasion, implicit cultural or societal expectations, threats, and the potential for punishment or reward. Social pressures refer to the external expectations or influences that influence an individual's behavior or actions. These pressures can come from a variety of sources, including peers, family, and academics at large. Social pressure can manifest itself in a variety of

ways, such as the need to conform to social norms, peer pressure to participate in activities, and even the pressure to achieve academic success. These pressures can have both positive and negative effects on students.

Social pressures can be positive, in that they can motivate an individual to strive for success or make positive choices, but they can also be negative if they lead to stress, anxiety, or negative behaviors (Smith College, n.d.). It is important to note that social pressure is not the only factor that influences decision-making, and individuals still have the agency to make their own choices. If someone is having difficulty resisting social pressure and making independent decisions, it may be helpful for them to consider seeking therapy (Harrel, 2022).

Peer pressure is a form of social pressure that students may encounter that can affect their academic performance. Orillana (2018) defines peer pressure as the pressure from one's peers to conform to certain behaviors, values, or norms in order to be accepted. In an educational setting, students may feel pressure to be part of a group or have friends, which can be beneficial for their socialization and confidence. However, peer pressure can also hinder a student's main goals and have negative consequences. While it can be harmful, peer pressure can also motivate and inspire students to be their best selves. Peer pressure often occurs when students are worried about fitting in with their peers. The influence of peer groups on individuals' actions and thoughts is referred to as "peer pressure," which can range from seeking approval to participating in bullying.

While peer pressure is often linked to negative consequences such as substance abuse, it can also have positive effects such as a sense of belonging, increased self-confidence, and the introduction of positive hobbies and interests. However, it can also lead to negative outcomes for children, such as pressure to use substances, engaging in risky behaviors, neglecting academics, distancing from family and friends, and changes in behavior and beliefs (Reach out, n.d.).

Mahmood et al. (2013) and Damm (2018) describe peer pressure as the perceived or actual feeling of being pressured by others to do things that an individual does not want to do. While both authors recognize that peer pressure can have both positive and negative influence in high school, they concentrate on the negative influences, including academic underachievement. They also discovered that adolescents are likely to encounter similar types of peer connections and pressures, leading to psychological issues and influencing relationships with parents, family, and society, as well as future employment and marital life.

Ukwayi et al. (2012) discovered that peer pressure is a contributing factor to substance abuse among students. The researchers stressed the importance of surrounding oneself with peers who will make good decisions and influence behavior. Therefore, it is vital to provide support to students through programs that will encourage them to improve their behavior and associate with positive influences.

Another social pressure that the students experience is family pressure, which also influences the students' academic performance. Family pressure, or the expectations and influences that a family places on an individual, can have a significant influence on academic performance. In a study of Pakistani high school students, researchers found that students who experienced high levels of family pressure were more likely to experience academic stress, leading to lower academic performance (Haider, 2022). The authors suggest that interventions aimed at reducing family pressure and promoting a positive and supportive family environment may be beneficial in improving academic performance among students.

According to the study of Taylor et al. (1995), parents may help their children build reading habits before they start school. Children who begin reading at home do at least as well, if not better, in first grade. Asian parents have high expectations for their children's academic achievement. They still place a high value on education and believe that a good education will eventually provide a good living; as a

result, they place enormous pressure on their children to strive for academic excellence. Education has always been viewed as a stepping stone to a better and higher social status.

Family pressure is a form of social pressure that arises from the high standards and expectations set by parents on their children. It identified family pressure as a significant factor that can affect the academic performance and mental well-being of students (Bruce et al., 1980).

Parents set their expectations for their children as they know what could be good for them and for their children to be motivated in striving for the better. But some parents are only bringing pressure instead of making them strive to become and achieve better academic performance. Expecting their children to be always as good as others, or even better than others, only puts them into a difficult situation. Due to wanting to be better by learning more at school, they also develop levels of stress, pressure, and even anxiety that will only affect their performance at school. Being under pressure and stress does not guarantee that a student will achieve better academic performance as it only distracts the mind, resulting in performing poorly at school (Deb et al, 2015).

Family pressure can be caused by parents, and parental pressure is related to their socioeconomic status, which is one of the possible reasons for their parents' pressure in terms of test anxiety; however, parental pressure can be converted into parental support by encouraging parents to provide emotional support. affection among Chinese high school students (Chen 2012).

Academic Pressure is also the one social pressure that students experience that influences their academic performance. Academic pressure, or the expectations or influences that an educational institution or society places on an individual related to academic success or achievement, can have a significant influence on student well-being and performance (Pacific Teen Treatment, n.d.).

According to Hatoum (2021), academic pressure, or the expectations placed on students to achieve high grades and succeed academically, can negatively influence students' well-being and lead to academic stress, ultimately hindering their academic performance. Society today is living in high regard for academic excellence. Those who fail to meet expectations frequently face harsh criticism, which causes students to doubt their abilities and intelligence.

One major stressor of adolescence relates to the pressure that comes from their parents accompanied by high academic expectations. Parents nowadays are too concerned about the world would perceive their students which in turn results in parental pressure. Several large-scale international surveys demonstrate that general stress among youth is increasing, endangering students' psychosocial and academic development (Kulakow et al., 2021).

2. The Influence of Social Pressures on the Academic Performance of Students

Social Pressure and influence have a significant influence on the academic performance of Senior High School students in a variety of ways. Families and friends. According to Williams (2015), it plays critical roles in various students outcomes, and working through an individual vulnerability suggests several practice implications that are discussed. Many factors influence how parents support their children, which in turn influences students' academic performance.

A study revealed that students experienced pressure in various forms, such as academic deadlines, expectations from family and peers, and personal aspirations. Whilst some students reported feeling overwhelmed by this pressure, others perceived it as a motivating factor that pushed them to work harder in order to attain their goals. Those who experienced pressure in a positive manner described it as a driving force that assisted them in staying focused and disciplined (Pelletier et al., 2002).

Clearly, sociohistorical factors, as well as real differences in the social and economic strength of ethnic communities, affect the ways and degree to which parents can support their children's schooling.

Students, however, do not grow and develop in a vacuum, and the home is not the only influence on their behavior (Gandara, 2004; Smith, 2021).

An analysis from Harvey (2010) confirmed the importance of the connection between students' social/emotional and academic experiences of school and highlighted that both academic and social/emotional outcomes are straightforwardly influenced by the quality of relationships between teachers and students, which, when compared to family and peers, impose the strongest influence on students' well-being and achievement outcomes.

The influence of peers on an individual's behavior or decisions, can have both positive and negative effects on students' academic performance. Some studies have found that peer pressure can lead to academic underachievement and negative behaviors such as substance abuse. Many students are under the influence and pressure of those around them (Leka, 2015).

According to Moldes (2019), students are expected to face the effects of peer pressure with optimism in order to cope with the negative influence of peer pressure on their studies. Students can take either a positive or negative approach to peer pressure.

Additionally, the teacher can guide and assist them in dealing with such problems. It is contrary to the study of Wentzel (2016), children who have positive peer relationships have higher levels of emotional well-being, self-belief, and values for prosocial forms of behavior and social interaction than those who do not have positive peer relationships. Furthermore, they are more motivated, engaged, and even excel at academic tasks than those who have peer relationship issues. Learning does not occur in an isolated setting, but rather through healthy engagement with various circumstances, one of which is peer group. As a result, it is possible to conclude that the peer group with whom a kid interacts will have a favorable influence on learning and academic accomplishment. This study investigated the influence of peers on pupils' academic progress (Reang & Kaipeng 2022).

Filade's (2019) study found that peer groups have a significant influence on students' academic achievement. Peer groups can affect many aspects of a student's life, including their choices in clothing and involvement in risky behaviors like drug use, cheating in class, and plagiarism. The study's findings also showed that there is a strong association between peer group and academic success, which can be either positive or negative. Positive peer influence can improve academic performance and socialization can increase self-awareness and collaboration. In addition, close friendships with either girls or boys have been linked to academic performance and the ability to change negative behaviors to positive ones.

Family pressure is the expectations and influences placed on an individual by their family, can have a significant influence on students' academic performance and well-being. Studies have shown that family pressure is associated with increased academic stress and reduced academic achievement (Sangma et al., 2018; Waters, 2014). Factors that contribute to family pressure may include high expectations for academic success, parental involvement in students' academic decisions and activities, and financial or career-related pressures.

Contradict to the previous study, Mundhe (2018) found that there is a substantial association between parental income and academic success in students. The study also found a significant relationship between parents' educational level and students' academic success. As a result, it is proposed that faculties devote greater attention to the teaching and learning processes of students from low-income and educational backgrounds. In some cases, family pressure may be a source of motivation and support for students. However, excessive or unrealistic expectations from family members can lead to increased stress and negatively influence academic performance. It is important for educators and policymakers to consider the role of family pressure in students' lives and develop strategies for supporting students in managing this type of social pressure.

According to Srivastava (2017), a parent who places too much pressure on their child's studies has an influence on the child; they are easily stressed, and their temper is easily triggered. The pressured child also influences his or her ability to focus on schoolwork. Because the child is pressured, the child is destroyed when it comes to learning and loses creativity in the work, and his or her self-esteem suffers because of the pressure. This is intended for parents with high expectations for their children. Parents can positively influence their children's academic performance through involvement in their education, such as checking homework and attending school events. This can also improve parent-child relationships.

As studied by Jaiswal and Choudhuri (2017), this type of involvement has a positive effect on academic performance in younger students but becomes less effective as students get older and become more independent. However, even as students enter high school, parental involvement and effective communication can still lead to academic success. While parents may have high expectations for their children's academic achievement, it is important to focus on maintaining a supportive and caring relationship rather than placing excessive pressure on students.

Academic pressure, or the expectations or influences related to academic success or achievement placed on students by their educational institution or society, can have significant effects on students' academic performance. Academic pressure can have both positive and negative effects on a student's academic performance. On one hand, a certain level of academic pressure can be motivating and help students to focus and work harder. It can also encourage students to set goals and strive for excellence (Mosby, 2009; Agolla, J., & Ongori, H., 2009).

It is common for students to feel overwhelmed and demotivated due to social pressure. This pressure may come from various sources, such as peers, family, and society, and can manifest in different forms, such as academic expectations, social norms, and cultural values. When students feel that they are not meeting these standards, it can lead to anxiety, stress, and a decline in their academic performance and well-being (Kadhila and Sheelongo, 2022).

However, according to the study done by Li & Li (2010), excessive academic pressure can have negative effects on a student's academic performance. When students feel overwhelmed or stressed by the pressure to succeed academically, it can interfere with their ability to learn and retain information. It can also lead to anxiety, depression, and other mental health issues that can negatively influence a student's academic performance.

Additionally, the study found that students who experienced high levels of academic pressure were more likely to report feeling overwhelmed and anxious, and less likely to report feeling confident and motivated. These negative emotions can further influence academic performance and overall well-being (Bossy, 1996).

Students face academic pressures that can influence their daily lives and their ability to achieve their educational goals. In today's digital age, students need to find a balance between school, work, and personal life. It can be challenging for students to navigate the demands of studying, completing assignments, working, and maintaining a social life. It takes time to get used to the balancing act of managing these responsibilities (Tran, 2022).

3. Students' Strategies for Managing and Coping with Social Pressures

Based on a study conducted by Haylon et al. (2022), students use a variety of strategies to manage social pressures. These strategies can be classified into three categories: avoidance, confrontation, and seeking help. Avoidance strategies include ignoring or avoiding the source of the pressure, while confrontation strategies involve directly confronting or challenging the source of the pressure. Seeking help strategies involve seeking support or advice from others, such as friends, family, or professionals. The

study found that the most effective strategies for managing social pressures were seeking help and confrontation strategies, while avoidance strategies were the least effective (Joshi, 2022).

Tara et al. (2009) found that students choose not to seek help from their support network and try to manage this pressure on their own. In observing the behaviour of students in managing social pressure, it was noticed that many of them chose to deal with it independently rather than seeking help. Instead of reaching out for assistance, they rely on their own strategies to cope with the demands of their social environment.

As elaborated in the study of Alhamami (2020), the role of parental support in helping students manage social pressures. The study found that parental support, including emotional and instrumental support, was significantly related to students' coping strategies and academic performance. Students who received more parental support reported using more adaptive coping strategies, such as seeking social support and problem-solving, and had better academic performance. Overall, students use a variety of strategies to manage social pressures, and the effectiveness of these strategies may depend on the individual student and the specific situation. Seeking help and confrontation strategies are generally more effective, and parental support can play a role in helping students cope with social pressures and achieve academic success.

Managing peer pressure that influences academic performance can be challenging for students. One effective strategy is to surround oneself with friends who are supportive and understanding, as they can provide a positive influence and help students resist peer pressure to engage in activities that may be detrimental to their academic performance (Fairfax Country Public Schools, n.d.).

It can also be helpful for students to identify and recognize when they are being subjected to peer pressure, as this can allow them to be better prepared to handle the situation (Lyness, 2015). Additionally, students can practice saying no in a firm but respectful way if they feel pressured to engage in activities that may negatively impact their academic performance. Seeking help from a trusted adult or mental health professional can also be an important step if the peer pressure becomes overwhelming or leads to negative consequences. By using these strategies, students can effectively manage peer pressure and focus on their academic goals (Temitope & Ogunsakin, 2015; Uzezi and Deya 2017).

Family Pressure can be challenging to manage for students. In order to manage family pressure that influences academic performance, it can be helpful for students to communicate openly and honestly with their family members about their goals and expectations. This can allow students to better understand their family's perspective and find ways to meet these expectations that work for them (Tiret & Knurek, 2020).

Based on the article by LifeStance Health (2019), students may need to establish clear boundaries with their family members. If they feel overwhelmed by expectations, they can communicate their needs and desires and work with their family to find a balance that works for everyone. This can help alleviate stress and allow students to focus on their academic goals. If the family pressure becomes overwhelming or leads to negative consequences, it's important for students to seek support from a trusted adult or mental health professional. These individuals can provide guidance and help students manage their stress and emotions (ReachOut, n.d.). It's important for students to take care of themselves in order to manage stress and maintain a healthy balance. This can include activities such as taking breaks from studying, exercising, or spending time with friends (Reynolds, 2022).

In the article written by the Bay Atlantic University (2022), it is important for parents to create an environment where their child can grow and succeed, and to identify and encourage their child's abilities and talents. To avoid pressuring their child while setting healthy goals, parents can reflect on their behavior after interactions with their child about academic performance, offer encouragement, and create

positive interactions and a supportive environment for their child. It is also important for parents to recognize that students may be experiencing stress and to offer love and motivation to help them manage this stress.

A study examined the strategies that students use to manage academic pressure. The study found that the most common strategies used by students included seeking support from friends and family, setting goals, and prioritizing tasks, and taking breaks to relax and recharge (Struthers et al., 2000).

The study found that academic stress is a widespread problem that influences students' mental health and well-being across different countries, cultures, and ethnicities (Wong et al., 2006).

The research also indicated that there are differences in the way students experience stress based on their academic stream. Therefore, it is important to address the issue of academic stress at personal, social, and institutional levels. Some effective strategies for reducing academic stress include biofeedback, life-skills training, mindfulness meditation, and psychotherapy. By understanding the sources of academic stress from different spheres, professionals can tailor interventions for students that combine the most effective strategies. Improving students' overall well-being is not only beneficial for the individual, but also for the productivity of institutions (Reddy, K. J. et al., 2018).

Rajendran and Kaliappan (1990), suggest other strategies that students reported using included seeking help from teachers or tutors, setting realistic expectations for themselves, and finding ways to reduce stress and anxiety, such as through exercise or meditation.

The study of Reddy et al. (2018) also found that students who used a combination of these strategies were more likely to report feeling confident and motivated, and less likely to report feeling overwhelmed and anxious. They also had higher levels of satisfaction with life and reported better academic performance.

Synthesis

Students experience various forms of social pressure during their academic careers, such as peer pressure, family pressure, and academic pressure. These pressures can significantly impact a student's academic performance and well-being. Strategies for managing social pressure include setting goals and priorities, seeking support from friends and family, developing healthy coping skills, and learning to say no to unreasonable demands. Students experience various forms of social pressure during their academic careers, such as peer pressure, family pressure, and academic pressure. These pressures can significantly impact a student's academic performance and well-being. Strategies for managing social pressure include setting goals and priorities, seeking support from friends and family, developing healthy coping skills, and learning to say no to unreasonable demands. Moreover, the literature underscores the multifaceted nature of social pressures, emphasizing the need for tailored interventions that address the unique challenges faced by students. It also underscores the crucial role of support systems, including peers, family, and educational institutions, in assisting students in managing these pressures effectively. This synthesis not only advances our understanding of the intricate relationship between social pressures and academic performance but also provides valuable insights for educators, parents, and policymakers seeking to create environments that foster student success and well-being. Future research should further explore the nuanced effects of social pressures, taking into account diverse cultural and socioeconomic contexts, to inform targeted interventions and support mechanisms.

As shown in *Figure 1*, the input is the independent variables which are the social pressures that the students face such as peer pressure, family pressure, and academic pressure. The process to make know the relationship of two variable are interview the participant, then analyse the response to understand the experiences of students in social pressure that influence their academic performance. The output is the dependent variable, which is the academic performance of HUMSS students at NU-Nazareth.

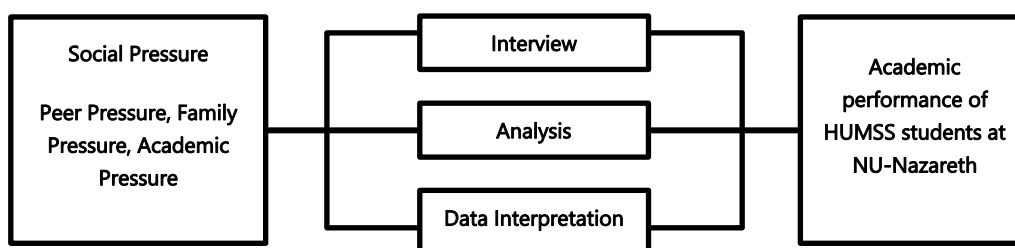


Figure 1: Conceptual Framework of the study of The Influence of Social Pressure on the Academic Performance of HUMSS Students at NU-Nazareth

Definition of Terms

In a study on the influence of social pressures on the academic performance of HUMSS students at NU-Nazareth, some examples of terms that may be defined include:

1. **Academic Performance:** The measure of a student's success in their academic studies, typically based on grades or other assessment measures. In this study, academic performance will be used to refer to the grades and other academic achievements of HUMSS students at NU-Nazareth.
2. **Academic Pressure:** The expectations or influences that an educational institution or society places on an individual related to academic success or achievement.
3. **Coping Strategies:** Refers to the actions or methods that individuals use to manage and deal with social pressures and their impact on their academic performance.
4. **Family Pressure:** An influence or expectation placed on an individual by their family to behave or perform in a certain way. This can include pressure to excel academically, to follow certain career paths, to adhere to certain cultural or religious values, or to make certain life choices. Family pressure can be positive, in that it may motivate and support an individual, or it can be negative, in that it may cause stress or conflict within the family dynamic.
5. **HUMSS Students:** It refers to students enrolled in the Humanities and Social Sciences program at NU-Nazareth. This program is focused on the study of arts, culture, literature, politics, and society, and aims to develop critical thinking and communication skills in students.
6. **Influence:** It is the ability to affect or change the thoughts, actions, or behavior of someone or something. It can come from external sources, such as social pressure or authority figures, or from internal factors, such as personal beliefs or values. Influence can be positive or negative, depending on the intentions and outcomes of the person or group exercising it.
7. **Peer Pressure:** It is the influence that peers have on individuals to conform to certain behaviors, values, or social norms in order to be accepted. It is often associated with negative consequences, such as engaging in risky behaviors or participating in activities that may be harmful to oneself or others. However, peer pressure can also have positive effects, such as introducing individuals to new hobbies or interests or providing a sense of belonging and support.
8. **Social Pressures:** External expectations or influences that influence an individual's behavior or actions. In the context of this study, social pressures may include expectations from peers, academics, and family to perform academically or meet certain standards.

3. METHODOLOGY

Research Design

This study will be using a qualitative research design employing a phenomenological approach to understand social pressures and their influence on students by investigating the lived events and experiences of students to learn more about how they interpret their experiences from the phenomenon

(Delve. Ho, L., & Limpaecher, A., 2022). This will provide a wide and deep understanding of how social pressures influence the academic performance of students through the Humanities and Social Sciences (HUMSS) students' perspective by exploring phenomena that do not involve numerical information.

Research Setting and Participants

The research setting for this study will be NU-Nazareth, a university located in Sampaloc, Manila, Philippines. The participants of this study consist of twenty-five (25) HUMSS Students. The researchers will use a purposive sampling technique to select the participants for the study. This method of sampling allows the researcher to select participants based on specific criteria (McCombes, 2022). The purposive sampling technique will be used to ensure that the participants selected for the study are appropriate for the research question and will provide valuable insights into the influence of social pressures on the academic performance of HUMSS students at NU-Nazareth. By this sampling method, the researchers will have reliable and accurate results from the random participants.

The participants of this study were purposively chosen were HUMSS students that currently enrolled at National University-Nazareth School in Academic Year 2022-2023. Also, a student who experienced any type of social pressure that has an influence on their academic performance. The research will be conducted over a period of 1 month, starting from the date of the proposal approval.

Research Instrument

This study will be using long interview questions that consist of open-ended questions that the participants will answer to gather information on their experiences with social pressures related to their academic performance, as well as their coping strategies, motivation, and focus. The interviews will be conducted in person, depending on the participants' availability. The interview will be conducted by the researchers who will ask the questions, record the responses, and take notes on the participants' answers. The interview will be conducted in a private and comfortable setting to ensure that the participants feel at ease and are able to share their experiences candidly.

The respondents will answer the following interview questions:

1. Have you ever experienced being pressured by your friends, family, or even inside the school?
2. How do you think those social pressures have impacted your academic performance as a HUMSS Student?
3. Can you describe a specific instance in which social pressures affected your ability to complete a HUMSS class or assignment?
4. Where can you ask for help about social pressure?
5. Can you provide some of the ways in which you have coped with social pressures related to your academic performance as a HUMSS student?

Procedure

The research will be conducted over a period of three months, divided into two phases: planning (five weeks), and data collection and analysis (eight weeks) with the final report completed in the last two weeks. The researchers created a poster to recruit participants for their study. Participants will fill out a registration form that includes a consent form. The researchers will ensure that participants are fully informed about the study and that all responses are kept private and confidential. Then, the researchers will send a copy of the questions to the participants via MS Forms. Lastly, the researchers will conduct a face-to-face interview with the respondents, and their responses will be audio recorded. The researchers will use thematic analysis to code and analyse the data and publish aggregated data showing averages or generalizations about responses. The schedule and methods may be subject to change as required by the research.

Data Analysis

This study will use thematic analysis in interpreting qualitative data, such as transcripts from interviews or focus groups, in order to identify patterns and themes within the data. This process involves coding the data, identifying common themes and patterns, and interpreting the results. The goal of thematic analysis is to understand the underlying meaning and significance of the data being analyzed and to create a comprehensive and coherent account of the themes and patterns that emerge. It is commonly used in the field of psychology and is a useful tool for researchers who want to gain a deeper understanding of the experiences and perspectives of their participants (Kiger and Varpo, 2020).

4. RESULTS AND DISCUSSION

The summary of the demographic characteristics of participants included in this study is shown in *Table 1*. The study was composed of 25 HUMSS students from grades 11 to 12 that were currently enrolled at NU-Nazareth and that have an experience with social pressures that influence their academic performance.

Table 1. Demographic Characteristics of Participants

Variable	Frequency
Grade 11	
HUMSS 2201	2
HUMSS 2202	3
HUMSS 2203	3
HUMSS 2204	2
Grade 12	
HUMSS 2101	7
HUMSS 2102	8
<i>Total</i>	25

The researchers will present the analysis of data gathered through a semi-structured interview. The audio recordings were transcribed into texts thoroughly and used direct quotations from various participants to elaborate on each concept. Three major themes were identified in this study: namely, 1.) HUMSS Students Experienced Family Pressure as the Most Common Type of Social Pressure Driven by High Standards and Expectations by Parents; 2.) The Influence of Social Pressure to the Academic Performance of HUMSS Students; 3.) HUMSS Students' Strategies for Managing and Coping with Social Pressures.

Theme 1. HUMSS Students Experienced Family Pressure as the Most Common Type of Social Pressure Driven by High Standards and Expectations by Parents

Family pressure is an ever-present factor in the lives of HUMSS students at NU-Nazareth, and can have a significant effect on their academic performance. As shown in *Table 2*, it indicates that family pressure is the most commonly experienced social pressure among HUMSS students and it was caused by the high standards and expectations by parents, who often expect their children to excel academically and achieve success in their careers. 17 out of 25 respondents mentioned that they were experiencing family pressure in the past and in present times that has an influence on their academic performance as a HUMSS student. 3 out of 25 respondents mentioned that they experiencing peer pressure, and 5 out of 25 respondents said that they are experiencing academic pressure because of the standards of the school.

Table 2. Different Social Pressures that HUMSS Students Experienced

Social Pressure	Frequency
Family Pressure	17
Academic Pressure	5
Peer Pressure	3
<i>Total</i>	25

As shown in *Table 3*, Family Pressure is the most common pressure that most HUMSS students experience. The respondents state causes, experiences, and their stories about family pressure.

Table 3. Coding of interview responses for the family pressure caused by parents' high standards and expectations category.

Interview Question	Response	Codes	Category
Question 1: Have you ever experienced being pressured by your friends, family, or even inside the school?	Respondent 13 I had a hard time fulfilling my family's standards and expectations because of the standard that I built every time I show them my own grades, at the same time doing my school works all at once when I needed time for myself.	Pressure to meet family standards and expectations	Family Pressure caused by parents' high standards and expectations
	Respondent 24 Because they have high expectations and also set standards for me because all I do in our house is just study and do my schoolwork, and I'm always updating them with my grades. So far, they are happy with my grades and because of that, their expectations of me become high.	Pressure to meet family standards and expectations	
	Respondent 17 I experience pressure most of the time from my family and relatives. In doing my school works in our subjects, I always think that I should do good as they have high expectations from me. Its impact made me do my best as I was always feeling like I was not doing my best enough.	High family expectations and pressure to perform academically	
	Respondent 15 I have experienced the pressure of trying to meet my parents' standards and expectations of being the "ideal" child. They have always emphasized the importance of getting good grades, pursuing a dream job, and having a perfect life. I used to thrive under the pressure of high expectations.	Pressure to meet parents' standards and expectations on a student's choice.	
	Respondent 11 I was pressured by my parents to the point where I'll think that having a line of 8 as a grade is already very low. Basically, if my parents saw that I do have a line of 8 I'll get scolded for at least a week because of it.	Parental pressure and high expectations to achieve academic excellence	
Respondent 19 I do get a lot of pressure from my parents. My family, especially my parents, put a lot of pressure on me to perform	Family pressure on academic success		

Interview Question	Response	Codes	Category
	well academically. They have high expectations, and they believe that getting good grades is an indicator of success. My family believes that my future depends on my academic performance, and they want me to be well-prepared for my future.	for future preparedness	
	Respondent 7 I'm being pressured by my family because I am a son of Professors, and they want the best of me by setting standards and expectations on me.	Parents' standards and expectations due to occupation	

In Theme 1, it highlights that many HUMSS students at NU-Nazareth are facing pressure from their families to excel academically and achieve success in their careers. This pressure can have a considerable effect on their academic performance and overall well-being. It is common for parents to have high expectations for their children, particularly when it comes to academic achievement; however, if these expectations are too high or unrealistic, it can lead to a stressful and anxiety-inducing environment for students. The fact that 17 out of 25 respondents mentioned experiencing family pressure in past and present times demonstrates that this is a widespread problem among HUMSS students at NU-Nazareth. It is essential for parents to comprehend that while they may want the best for their children, putting too much pressure on them can be counterproductive and detrimental to their academic performance. Additionally, it is not just parents who are putting pressure on students. As stated in the results, 5 out of 25 respondents said they were experiencing academic pressure because of the high standards of the school. It is imperative for schools to also be conscious of the impact of their standards and expectations on students and take action to ensure that they are not putting an excessive amount of pressure on them. It is noteworthy that only 3 out of 25 respondents mentioned experiencing peer pressure. This implies that while peer pressure is often talked about as a major factor in students' lives, it may not be as prominent as family and academic pressure in the context of HUMSS students at NU-Nazareth. A study conducted by Bruce et al. (1980) supports the results of Theme 1, the effects of parental pressure on students' academic achievement, finding that those with high levels of parental pressure had lower academic achievement than those with moderate levels of pressure. Table 3 of the study provides further evidence of the prevalence of family pressure among HUMSS students, demonstrating that family pressure is experienced by the majority of respondents. This suggests that family pressure is a significant factor in the lives of these students, and that parents' high expectations are a major source of this pressure. Furthermore, the respondents' stories and experiences documented in the study highlight the causes and effects of family pressure, such as parents having high expectations due to their own academic success, feeling pressure to live up to their parents' expectations due to financial values, or feeling anxious, stressed, and having low self-esteem.

Theme 2. The Influence of Social Pressure to the Academic Performance of HUMSS Students

Social pressure has a significant influence on the academic performance of students in a variety of ways. This theme discusses the influence of social pressure to the academic performance of HUMSS students. Among the four subordinates shown in Table 4, Social Pressures motivates HUMSS Students to perform academically to achieve their goals, and Social Pressures has an impact to the mental health of the HUMSS students that makes them distracted have the highest frequency that were mentioned by the respondents by ten times, which was associated with the respondents' answers.

Table 4. The influence of social pressure on the academic performance of humss students

Influences	Frequency
Social Pressures Motivates HUMSS Students to Perform Academically to Achieve their Goals.	10
Social Pressures has an impact to the mental health of the HUMSS students that makes them distracted.	10
HUMSS students feel overwhelmed and demotivated to do school works due to social pressure.	9
HUMSS students' experiences challenges in classes and group work activities due to social pressure	6
<i>Total</i>	25

In Theme 2, it highlights the idea that social pressure can have a significant influence on the academic performance of students in various ways, as stated by Williams (2015). As shown in *Table 4*, social pressures have both positive and negative effects on the academic performance of HUMSS students. Social pressure can motivate students to perform academically and attain their goals. This finding supports the notion that a certain amount of pressure can be beneficial for students, as it can drive them to work harder and strive for success. However, the table also shows that Social Pressures have an impact on the mental health of HUMSS students. This negative impact can lead to distractions that can harm academic performance. This finding suggests that too much social pressure can be unproductive, demotivated, and have negative effects for students' academic performance and overall well-being. The respondents' answers provide further experience into the influence of social pressure on the academic performance of HUMSS students. The respondents' stories and experiences mentioned that social pressure can come from various sources, including parents, peers, and academic. The respondents reported feeling anxious, stressed, and overwhelmed by social pressure, which in turn affected their ability to concentrate and perform academically. They also mentioned their experienced challenges in classes and group work such as difficulty in communication, workloads of academic task, leadership difficulties, and difficulty in managing school works.

Theme 2.1. Social Pressure Motivates HUMSS Students to Perform Academically to Achieve their Goals

HUMSS students states that the social pressure that they were experiencing is a good pressure because it motivates them to perform academically in order to achieve their goals, they mentioned it 10 times during a face-to-face interview. As shown in the *Table 5*, students encountered pressure in varied forms, such as academic deadlines, family and peer expectations, and individual goals. Most of the HUMSS students perceived it as a motivation to exert more effort and reach their goals. Students who viewed pressure in a positive manner perceived it as a driving force that helped them keep their focus and be disciplined.

Table 5. Coding of interview responses for the influence of social pressure as the motivation to students to perform academically category.

Interview Question	Response	Codes	Category
Question 2: How do you think those social pressures have impacted your academic performance as a	Respondent 19: Pressure makes me better because we are forced to think creatively and to problem solve on-demand. It is also a positive force like a motivation when you're in command of the situation.	Pressure as motivation and skill-building	influence of social pressure as the motivation to students to perform

Interview Question	Response	Codes	Category
HUMSS Student?	<p>Respondent 23: It was a good pressure for me because it pressured me to do better. It motivates me to do my best to meet the standards and expectations. When I am under pressure, my best self and capabilities come out.</p> <p>Respondent 17: Sometimes the pressure's impacts are good to me as I feel the eagerness to do better in my academic performance and because I seek academic validation from my family.</p> <p>Respondent 18: I think in a way, it has influenced me like a motivation to do better when it comes to studying and improving my grades.</p> <p>Respondent 21: Those family pressure as motivation have impacted my academic performance to the point that through them it gives me the reason to give my best in academic. I am being pressured because they have standards and expectations on me by pushing me to my limits. I tend to disappoint them sometimes.</p> <p>Respondent 4: I am able to understand or comprehend those pressures and to not let those pressures get the best of me, trying to use pressure as a motivator rather than another piled-up insecurity.</p>	<p>Pressure as motivation and self-discovery</p> <p>Pressure as motivation and academic validation</p> <p>Pressure as motivation for academic improvement</p> <p>Family pressure as motivation to perform academically</p> <p>Using Pressure as a Motivator and Overcoming Insecurities</p>	academically

The result in Theme 2.1 highlights the idea that HUMSS students perceive social pressure as a positive or good pressure that motivates them to perform academically in order to achieve their goals. They mentioned pressure as a motivation ten times during a face-to-face interview. This finding is supported by *Table 5*, which shows that students encounter pressure in various forms, including academic deadlines, family and peer expectations, and individual goals. The fact that most HUMSS students perceive social pressure as a motivation to exert more effort and reach their goals is an interesting observation. This suggests that social pressure can have both positive and negative effects on students' academic performance, depending on how they perceive and react to it. Pelletier et al. (2002), Mosby (2009), Agolla and Ongori (2009), Wentzel (2016), and Mundhe (2018), supports the idea that social pressure can be a motivating force for student, it also discusses the role of pressure in student motivation and academic performance. These studies states that pressure can be beneficial for students if it is perceived as a challenge rather than a threat. However, it is important to note that not all students perceive social pressure in the same way. Some students may find social pressure overwhelming and detrimental to their academic performance and mental health.

Theme 2.2. Social Pressures has an impact to the mental health of the HUMSS students that makes them distracted.

Social pressure has a negative impact on the mental health of students which can lead to academic difficulties such as distraction. As shown in *Table 6*, HUMSS students states that social pressures have an impact to their mental health, it results to anxiety, depression, and overthinking which makes them hard to focus and distracted during class, they mentioned it ten times during a face-to-face interview.

Table 6. Coding of interview responses for the influence of social pressures on the mental health of students' category.

Interview Questions	Responses	Codes	Category
Question 2: How do you think those social pressures have impacted your academic performance as a HUMSS Student?	Respondent 13: It was hard for me to focus on different activities and tasks because I often overthink my family's reaction whenever I am not satisfied with my own score and grade despite knowing I did my utmost best in this task.	Overthinking and fear of disappointing family expectations	The influence of social pressures on the mental health of students
	Respondent 24: It's stressful because mostly in some subjects they do activities by group and it's tiring because I am always the leader and it's all major subject so it's hard, but I handled it well it's just stressful because some of my groupmates are not participating.	Academic stress related to group work and leadership	
	Respondent 1: Family issues greatly affect my mental and emotional well-being, making it difficult for me to focus on my studies and perform well in class. In some cases, I feel overwhelmed and even miss school just because of the pressure in my home. When it comes to my friends, I sometimes feel degraded or mistreated by them just because they are smarter than me. It really damages my self-esteem and mental health.	Negative impact of family and peer pressure on mental and emotional well-being and academic performance	
	Respondent 22: It impacts in a way that I have anxiety. I tend to procrastinate and cram the school works. In a sense it impacted my behavior.	Negative impact on behavior and anxiety	
	Respondent 12: Many students today are experiencing depression, including me, because of multiple problems like family problems, one after the other tasks given by the school. So, it's like you'll really wonder if you can do it, so it's just as hard to make or finish the assignments if you're thinking deeply about something and only have problems on your mind.	Academic pressure as a contributor to depression and overwhelming stress.	

Aligned with the previous result, in Theme 2.2 presented in *Table 6* points out the negative effects of social pressures on the mental health of HUMSS students. They mentioned it ten times during the

interview. Anxiety, depression, and overthinking were among the mental health issues raised by the students as a result of social pressure. These difficulties can result in a lack of focus during class, as well as other academic problems. Li and Li (2010) support this finding, claiming that pressure has a detrimental effect on the mental health of students, which can lead to academic issues. It is therefore important to address the implications of social pressures on students' mental health in order to promote their academic success. It is also important to note that not all students respond to pressure in the same way. Whereas some students may be able to thrive in such situations, others may find it to be overwhelming and damaging to their mental health and academic performance. Therefore, individual differences in students' responses to pressure should be taken into account, and personalized support and guidance should be offered.

Theme 2.3. HUMSS students feel overwhelmed and demotivated to do schoolwork due to social pressure

As shown in *Table 7*, HUMSS students to feel overwhelmed and demotivated due to social pressure. HUMSS students mentioned it nine times that social pressures influence them to feel overwhelmed and demotivated to complete a task, assignment, class, and school works.

Table 7. Coding of interview responses for the overwhelmed and demotivated experiences of HUMSS students due to social pressure category.

Interview Question	Responses	Codes	Category
Question 3: Can you describe a specific instance in which social pressures affected your ability to complete a HUMSS class or assignment?	Respondent 14: I would feel like things are not going my way because it doesn't make sense like how the others do, then I will end up procrastinating and lose my motivation to do things that I'm supposed to do.	Feeling of confusion leading to procrastination and loss of motivation	Overwhelmed and demotivated experiences of HUMSS students due to social pressure
	Respondent 4: With the pressures I experienced in my family, I sometimes lose the motivation to do a certain task, not just in school but also in everyday life. I was still eager to do my best and complete my tasks.	Loss of motivation to perform academically	
	Respondent 21: Due to family pressure, it affected my performance because I feel unproductive and less motivated to do those assignments in Trends, Entrepreneurship and Practical Research. When there are family problems, my studies are affected and I become unproductive in the things that I need to do because I have things on my mind.	Unproductivity and Loss of motivation in academic tasks	
	Respondent 6: When school requirements are 10x overwhelming due to workloads and short deadlines. I would often self-sabotage myself because of self and family pressures.	Overwhelming and Unproductivity in School Works	
	Respondent 11: It really made me question the point of continuing to study. Because there were some things that my parents told like	Loss of motivation and questioning	

<p>“if you’re going to study and just have a low grade then why bother studying” or “you already have a low grade so why bother to continue” with that being said, it made me realize that not all my efforts are recognized yet my mistakes were. Having to realize this, it really made me lose motivation to attend class or basically continue studying overall.</p>	<p>the value of education due to lack of recognition and excessive focus on mistakes.</p>
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Theme 2.3 highlights how social pressures influence HUMSS Students from NU-Nazareth as they feel overwhelmed and demotivated in accomplishing their school works. As seen in *Table 6* where there are 5 respondents who stated that social pressures affect their well-being in which their academic performance is also being affected, it was mentioned 9 times during a face-to-face interview that the students are feeling less eager in doing their school works. As supported by the study of Sheelongo and Kadhila (2022), students lose their motivation and tend to feel overwhelmed because of the stress they experience from pressure. It is also stated in the study that due to the stress that the students feel, they become disorganized and fail to manage their time which affects how they participate in class and accomplish their tasks. According to the study of Yangdon et al. (2021) which states that having balanced psychological and physical well-being improves the academic performance of students. The students who participated in the interview oftentimes procrastinate, and they become more unproductive even though their school tasks are piling up because they feel pressured by a lot of things that distract them. They feel stressed which leads them into accomplishing their tasks only out of pressure causing them to feel drained and burnout. As seen also in *Table 6*, it is mentioned that some students also tend to doubt their abilities to succeed and question the value of education which result in feeling hesitant to learn more. It is important to note that the condition and well-being of the students are important as they can significantly affect their academic performance. Creating a more supportive learning environment is important for the students to feel more motivated in learning as they accomplish their tasks and improve their performance at school.

Theme 2.4. HUMSS students’ experiences challenges in classes and group work activities due to social pressure

As shown in *Table 8*, HUMSS students' challenges in classes by increasing their fear of failure and reducing their willingness to take risks. Participants reported feeling pressure to excel academically, which can lead to perfectionism and fear of failure. Additionally, social pressure impacts their group work activities because some members rely on their leader, they are being pressured because there is a lack of communication, deadline, amount of work loads, and fear of failing the subject.

Table 8. Coding of interview responses for the challenges in classes and group work activities experiences due to social pressure.

Interview Question	Responses	Codes	Category
Question 3: Can you describe a specific instance in which social pressures affected your	Respondent 22: Last school year in philosophy, since groupwork and online class, it is hard to comply because it is hard to communicate with my groupmates. I feel the pressure because I am the one who did all the work. I am grade anxious also because I didn't know what to expect because of the challenges.	Academic Challenges in Online Group Work	Challenges in classes and group work experiences due to social pressure

ability to complete a HUMSS class or assignment?	<p>Respondent 19: Managing a heavy workload of homework can be challenging. With so many tasks to complete, especially during the mid-term week, it is difficult for me to know where to start and prioritize. The deadlines for the worksheets are going crazy. In our entrepreneurship and Practical Research subject, my other groupmates are done with their part but I'm not. That's a major pressure for me because I cannot submit my part on time.</p>	Challenges in managing school works
	<p>Respondent 13: There was a time where we had to accomplish a group activity within the day I was the leader yet I am having a tough time to focus and understand the assigned task that was given to us, I had to compose and cheer myself up to be able to lead my group nonetheless it still went well and we got the highest score I was very proud of my group that time.</p>	Leadership and Group Performance Under Pressure
	<p>Respondent 17: When I was in Grade 11, we were given a hard task in our subject Philosophy. It gave me too much pressure as I did not know how to start the task but I wanted to finish it already. The task was so hard that I felt pressured and did not know how to do it to the point that nothing even comes to my mind doing it. I also feel that right now in our task in CLF.</p>	Academic Task Difficulty and Pressure

Theme 2.4 emphasizes the challenges that HUMSS Students from NU-Nazareth experience in their performance at school due to social pressures. This can be seen in *Table 8* where 5 respondents of the study stated 6 times in a face-to-face interview that they feel pressured to excel academically, causing them to struggle in doing and giving their best when it comes to their classes, written works, and group works. As stated by Koch (2018), the academic workload is correlated with student stress which affects not only their performance at school but also their overall well-being. The study explains that because of the hard and many school tasks that students must accomplish on time, there is an increased level of stress among students which also leads them into feeling pressured to comply. Summing up the responses of the 5 respondents from *Table 7*, it is hard to comply with the classes and school tasks due to the academic pressure they experience, which results in feeling anxious and fearful of failing. While the students are struggling to perform well academically, they cannot avoid being pressured as their school tasks are piling up and it is hard for them to accomplish them on time. According to the results from *Table 7*, some students who were once a leader in their group work felt pressured because of how hard their tasks were, considering that other members mostly rely on them and that they have other tasks to accomplish as well. Having a lot of tasks to accomplish on time while wanting to meet their academic expectations, students find themselves not knowing how to manage their time and what to prioritize first to avoid failure. Providing support to students is essential to enhance their academic success and improve their overall well-being. It may start with the educators and the school administration who may provide the students with some opportunities and resources which they may utilize to better cope with pressure and mitigate its influences on them.

To analyze the discussion on Theme 2, it delves into the profound influence of social pressure on the academic performance of HUMSS students, revealing a complex interplay of both positive and negative effects. On one hand, social pressure is recognized as a potent motivator, driving students to

strive for academic excellence and achieve their goals. In Theme 2.1, this motivational aspect is underscored by respondents who perceive pressure as a constructive force, emphasizing its role in propelling their academic pursuits. Conversely, Theme 2.2 unveils the darker side of social pressure, unearthing its detrimental impact on the mental health of HUMSS students. Anxiety, depression, and overthinking emerge as prominent mental health concerns, impeding students' focus and overall academic performance. This poignant revelation highlights the critical importance of addressing the mental well-being of students amid the pressures they face. Furthermore, Theme 2.3 lays bare the tangible consequences of social pressure on students' well-being and motivation. HUMSS students from NU-Nazareth express feeling overwhelmed, leading to a decline in their eagerness to tackle academic responsibilities. This sentiment is echoed by studies asserting that balanced psychological well-being is intrinsic to improved academic performance. In contrast, Theme 2.4 underscores the challenges posed by social pressures, particularly in their impact on students' performance at school. The weight of academic expectations appears to hinder students' ability to excel in their classes, written assignments, and group work, evoking feelings of anxiety and fear of failure. In light of these findings, it is evident that personalized support and a nurturing learning environment are essential in fortifying students against the potentially adverse effects of social pressure.

Theme 3. HUMSS Students' Strategies for Managing and Coping with Social Pressures

The Theme 3 discusses the ways of ways of how the HUMSS students cope and manage with these social pressures, and its effects to the students to their academic performance. Under the significant theme of coping mechanisms are the following subthemes: 1.) HUMSS students seek help from family, friends, partner, and professional people to manage the social pressure they experienced; 2.) HUMSS students are being self-sufficient and independent in coping social pressures. The general theme of coping mechanism shows that students use a variety of strategies to manage social pressures. As seen in *Table 9*, seeking help from family, friends, love ones, and professional people to manage the social pressure they experienced appears to the most commonly used coping mechanism by the participants.

Table 9. Students' Strategies for Managing and Coping with Social Pressures

Coping Mechanism	Frequency
HUMSS students seek help from family, friends, partner, and professional people to manage the social pressure they experienced.	21
HUMSS students are being self-sufficient and independent in coping social pressures.	4
<i>Total</i>	25

The general result in *Theme 3* that shown in *Table 9*, states that HUMSS students use a variety of coping mechanisms to manage social pressures, with seeking help from family, friends, partner, and professional people being the most commonly used strategy. This finding is supported by the study conducted by Haylon et al. (2022) which states that students use a range of coping mechanisms to manage social pressures.

Theme 3.1. HUMSS students seek help from family, friends, partner, and professional people to manage the social pressure they experienced.

Seeking help strategies involve seeking support or advice from others, such as friends, family, partner, or professionals. The study found that the most effective strategies for managing social pressures were seeking help. As shown in *Table 10*, HUMSS students mentioned that they seek help from family, friends, love ones, and professional in order to manage the social pressure that they experiencing.

Table 10. Coding of interview responses for seeking help to reduce the pressure category

Interview Question	Responses	Codes	Category
Question 4: Where can you ask for help about social pressure?	Respondent 2: I usually turn to my mother for support. She has always been there for me, offering encouragement and advice when I need it most. My girlfriend also plays a crucial role in helping me manage the pressures of being a student athlete. She is an excellent listener and always knows just what to say to boost my confidence and lighten up my mood. Her encouragement and positivity have been a source of motivation for me and have helped me stay focused and determined, even in the face of adversity. They have helped me maintain a positive outlook, stay focused on my goals, and push through even the toughest times.	Seeking help from a family member and from partner	Seeking Help to Reduce the Pressure
	Respondent 3: In my parents, and my girlfriend. The advice that my girlfriend and parents always tell me, I applied it to myself, and it helped me coped up to social pressure.	Seeking help from a family member and from partner	
	Respondent 4: I think I always ask for help from my friends. Most of the time they know what to say or how to comfort me since they know me best.	Seeking help from friends	
	Respondent 9: My parents are very understanding. I can also tell my other friends not from school about my problems, I can vent out to them while getting advice to my parents.	Seeking help from parents	
	Respondent 14: I am not so sure about that, but I do think I can ask for help from our guidance counselor.	Seeking professional help	
	Respondent 18: I usually seek for professional help like guidance counsellor and my trusted teachers because I learned many insights from them that I can apply.	Seeking professional help	
	Respondent 19: I often get help or open up to my friends. I open up first to them about my problems because I trust and feel comfortable with them. For me, they create a safe and non-judgmental environment for people like me to share their thoughts and feelings. Additionally, friends are typically less formal than other relationships, such as those with family members or therapists, which can make it easier for people to be open and honest about their problems. My friends always motivate me to be the best version of myself.	Seeking help from friends	
	Respondent 20: I get pressured by my family which is why I cannot ask for help	Seeking help	

Interview Question	Responses	Codes	Category
	from them, and during this time, I can only ask for help from my friends. My friends understand me better as they also sometimes experience the same thing, they know the right words to say to me, and they know how to comfort me which is why I can rely on them more often and I am more open with them.	from friends	

Seeking help is an effective strategy for managing social pressures, as evidenced in Theme 3.1 and *Table 10*. As elaborated in the study of Alhamami (2020), reaching out from trusted sources when feeling pressured had better academic performance. When students feel overwhelmed by their academic responsibilities, they seek help from friends, family, or professionals. This allows students to better understand and communicate with their family about their needs and desires that balances their family's expectations. It can be gleaned from table 9 that majority of respondent often reach out to their family members first when they are feeling pressured. According to them, Family members offers a similar kind of emotional support as friends, but they may also be able to provide more practical support, such as helping with household chores or providing financial assistance if needed. Family members also have a better understanding of a student's individual strengths and weaknesses, and can offer tailored advice based on that understanding. Three (3) students responded that friends provide emotional support and understanding when they are feeling overwhelmed by academic pressure. This means that the respondents feel more comfortable opening up to them than to others because of the trust and bond that they share. They may be able to offer advice or share their own experiences and coping strategies. Additionally, simply having someone to talk to and empathize with can be a great source of comfort and relief. As stated by Rajendran and Kaliappan (1990), seeking help from teachers or tutors, setting realistic expectations for themselves, and finding ways to reduce stress and anxiety, such as through exercise or meditation. Two (2) from the participants responded that seeking help from professionals like teachers, are experts in their respective fields and possess the necessary knowledge and skills to help them understand complex concepts and ideas. They can offer students individualized attention and guidance, answering their questions and clarifying doubts. In addition, teachers provide personalized feedback to students on their work, identifying areas of strength and weakness and suggesting ways to improve. This feedback can help students better understand their progress and tailor their efforts to meet their learning goals. Thus, it's important to recognize that seeking help is not always a simple or accessible solution for everyone. But for those who do have access to support systems, it is important to recognize their value and to utilize them when needed.

Theme 3.2. HUMSS students are being self-sufficient and independent in coping social pressures.

HUMSS students didn't seek for help rather they want to manage social pressure by themselves. As shown in *Table 11*, it appears that these students prefer to handle social pressure on their own to maintain a sense of control and independence in their lives.

Table 11. Coding of interview responses for self-sufficiency and independence category

Interview Question	Responses	Codes	Category
Question 4: Where can you ask for help about social pressure?	Respondent 10 I don't ask for help because I don't want to disturb someone because of my problem. So, I keep it to myself. I don't want to rely on others too much, and I prefer to	Self-reliance and avoidance of burdening	Self-Sufficiency and Independence

Interview Question	Responses	Codes	Category
	handle things on my own as much as possible. At the same time, I don't want to inconvenience anyone or make them feel obligated to help me.	others	
	Respondent 17 I do not have someone, even my friends or family, to ask for help. I usually just keep it to myself as I am already used to it.	Self-reliance	
	Respondent 23 I have coping mechanism, such as eating food, going out with my friends, watching movies, so that to keep me distracted from the pressures that I felt.	Distraction to reduce pressure as coping mechanism	
	Respondent 24 Actually, I'm not telling it to anyone. When there's a scenario like that. I am the one who's helping myself because I don't open up to anyone. I was the one who comforted and cheered myself up.	Self-comfort and self-reliance	

The finding that HUMSS students prefer to manage social pressure on their own rather than seeking help from others is an interesting insight that sheds light on the coping mechanisms of young adults. It suggests that these students place a high value on maintaining a sense of control and independence in their lives, and that they believe they are capable of managing their own challenges without outside assistance. The study of Tara et al. (2009) and Reynolds (2022) that self-sufficiency and independence can be effective strategies for managing social pressure and promoting mental health and well-being. The mentioned study supported the subtheme of HUMSS students didn't seek for help rather they want to manage social pressure by themselves. While this approach may work well for some individuals, it is important to note that it may not be the best strategy for everyone. Social pressure can be a complex and challenging issue to navigate, and it can be difficult to manage without the support of others. However, it is also important to respect the independence and self-determination of each people who prefer to handle social pressure on their own. For some, seeking help from others may feel like a loss of control or an admission of weakness. By allowing individuals to choose their own coping strategies, they can empower them to take ownership of their mental health and well-being. That being said, it may be beneficial for individuals who prefer to handle social pressure on their own to develop additional coping strategies that they can rely on when needed. This can include practices such as mindfulness, journaling, or exercise, which can help individuals manage stress and maintain a sense of balance and well-being. Additionally, it may be helpful for individuals to cultivate social connections and support systems that they can turn to if they need assistance in the future.

In order to understand Theme 3, it provides information on how HUMSS students navigate and cope with social pressures. The study reveals that seeking assistance from a range of sources, including family, friends, partners, and professionals, is the most prevalent coping strategy. This aligns with the findings of Haylon et al. (2022), which underscore the various coping mechanisms students employ to handle social pressures. Seeking help emerges as an effective approach, as emphasized in Theme 3.1 and

corroborated by Alhamami's (2020) research, which indicates that seeking support from trusted sources positively impacts academic performance. When students feel overwhelmed by academic responsibilities, they turn to their support networks, finding solace in the understanding and practical assistance offered by family members. Friends also play a crucial role, providing emotional support and a trusted space for open dialogue. Nevertheless, the study uncovers an intriguing insight – some HUMSS students prefer to manage social pressures independently, valuing self-sufficiency and control over their own challenges. This perspective, supported by Tara et al. (2009) and Reynolds (2022), suggests that self-reliance can be an effective strategy for navigating social pressures and nurturing mental well-being. However, it is important to note that this approach may not suit everyone, and individuals are encouraged to develop a repertoire of coping strategies, including mindfulness, journaling, or exercise, to turn to when needed. In this context, the study underscores the significance of both seeking support and respecting individual choices in managing social pressures, ultimately influencing academic performance among HUMSS students.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

This study aimed to investigate the influence of social pressures on the academic performance of students in the humanities and social sciences at NU-Nazareth. Social pressure refers to the influence exerted on individuals or groups by the people around them. Students experience various types of social pressure that can come from peers, family members, and teachers, and can significantly influence their motivation, focus, and overall success in school. The study fills the gap on insufficient studies that focus on social pressures experienced by HUMSS students, their influence on academic performance, and coping mechanisms. The study utilized qualitative research employing a phenomenological approach in order to identify how social pressure influences the academic performance of students. The study used open-ended interview questions to gather data and was analyzed using thematic analysis. With the use of thematic analysis, the findings of the study created the themes, that high standards and expectations by parents are the most common social pressure, social pressure influences to motivate HUMSS students to perform academically, HUMSS students seek help from other people to cope with the social pressure they experienced.

This research makes a substantial contribution by providing a comprehensive understanding of the intricate dynamics surrounding social pressure and its impact on HUMSS students at NU-Nazareth. The study's findings illuminate the prevalent role of family pressure, rooted in high parental expectations, and shed light on its potential consequences for students' academic performance and overall well-being. Moreover, this research underscores the significance of academic institutions in shaping students' experiences, emphasizing the need for balanced and realistic standards. By delving into the nuanced effects of social pressure, the study offers valuable insights into the diverse coping mechanisms employed by students. This knowledge equips parents, educators, and institutions with actionable strategies to create a more supportive and conducive environment for HUMSS students, ultimately fostering their holistic growth and academic success. In essence, this research advances our comprehension of the multifaceted challenges faced by HUMSS students, providing a foundation for targeted interventions and policies that promote their well-being and academic achievement.

"The Influence of Social Pressure on the Academic Performance on HUMSS Students at NU-Nazareth" sheds light on the multifaceted impact of social pressures on HUMSS students at NU-Nazareth. The findings highlight the prevalence of family pressure as the most common form of social pressure, driven by parents' high standards and expectations. This widespread phenomenon underscores the need

for parents to strike a balance between aspiration and realistic expectations, as excessive pressure may inadvertently hinder academic performance and overall well-being. Furthermore, the study emphasizes that academic institutions play a crucial role in this dynamic, with high standards potentially contributing to students' stress and anxiety. Schools must be mindful of the weight of their expectations and take measures to ensure they do not inadvertently overwhelm their students. Interestingly, while peer pressure is often a prominent concern in student life, it emerged as a less prevalent form of social pressure in this context. This suggests that, for HUMSS students at NU-Nazareth, family and academic pressures bear the most significant influence on their experiences. Moreover, the study delves into the nuanced effects of social pressure on academic performance. While some students perceive it as a motivating force, propelling them towards their goals, others grapple with its detrimental impact on their mental health, resulting in distractions and reduced focus in their academic pursuits. The respondents' experiences further underscore the challenges posed by social pressure. They recount feeling overwhelmed, demotivated, and struggling to manage their academic responsibilities effectively. This sense of pressure leads to feelings of doubt and burnout, potentially eroding their confidence in their educational journey. In response to these challenges, students employ a variety of coping strategies. Seeking help from trusted sources, including family, friends, and professionals, emerged as a predominant approach. This underscores the importance of a supportive network in helping students navigate the complexities of social pressure. Interestingly, a subset of students prefers to manage social pressure independently, underscoring the value they place on self-sufficiency and control over their academic journey. While this approach may empower some, it also highlights the need for additional coping strategies to ensure a balanced and resilient response to social pressures. In sum, this study underscores the critical role of understanding and addressing social pressures in the academic lives of HUMSS students. It provides valuable insights into the experiences, coping mechanisms, and potential interventions that can significantly impact their academic performance and overall well-being. By recognizing and mitigating the negative effects of social pressures, educational institutions, and parents can foster an environment that nurtures both the personal and academic growth of these students.

Recommendations

Based on the insightful findings of this study, it is imperative for both parents and educational institutions to adopt practical strategies that alleviate the burden of social pressure on HUMSS students. Firstly, parents should engage in open and transparent communication with their children, fostering an environment where aspirations are balanced with realistic expectations. Encouraging an ongoing dialogue about academic goals, individual strengths, and potential challenges will help create a supportive framework that empowers students without overwhelming them. Additionally, parents can explore opportunities for extracurricular activities and hobbies, allowing students to develop a well-rounded skill set while alleviating the singular focus on academic achievement.

Simultaneously, educational institutions should proactively assess and refine their academic standards, ensuring they are challenging yet attainable for HUMSS students. Implementing measures such as accessible academic support resources, mentorship programs, and workshops on time management and stress reduction techniques can equip students with essential tools to navigate the pressures of their academic journey. Furthermore, schools can encourage a culture of peer support and collaboration, fostering an environment where students feel comfortable seeking help and guidance from their classmates.

Generally, a collaborative approach between parents and educational institutions, grounded in effective communication and tailored support, can significantly mitigate the adverse effects of social

pressure on HUMSS students. By fostering a balanced and nurturing environment, we empower these students to flourish academically while maintaining their mental and emotional well-being.

Also, this study recommends that future researchers conduct further research on this topic, particularly on the potential long-term effects of family pressure, or other types of social pressure on students' academic, physical health, and personal lives beyond their time in university or other educational institutions. They can utilize both qualitative and quantitative approaches depending on their resources. This topic will be beneficial and useful in a field of sociology and psychology.

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