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THE RELATIONSHIP OF PEER ATTACHMENT AND ACADEMIC SELF-EFFICACY TO THE ENGAGEMENT OF STUDENT AMONG GENERALIST STUDENTS IN KCAST- A QUANTITATIVE STUDY

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ABSTRACT

This quantitative descriptive-correlational study determined the relationship of peer attachment and academic selfefficacy to the engagement of students among Generalist students in KCAST. The respondents of this study were 192 Regular BEED-students mainly from first year to fourth year students. The statistical data treatment used were mean, Pearson- R and regression analysis determine the level of peer attachment; the level of academic self-efficacy and the other was the level of students' engagement. It likely explores how these factors impact students' motivation, participation and overall involvement in their academic. Findings revealed that students' overall level of peer attachment was generally at very high level that means it was always manifested by the students, while the overall level of academic self-efficacy is also at very high level which means that it is always manifested and the overall level of engagement of students was generally at very high level which means that it is always manifested. On the other hand, the result revealed that the peer attachment and academic self-efficacy had positive, and significant relationship on the engagement of students, which indicates that the interactions from peers towards their beliefs and attitudes to achieve academic success, as well as belief in their ability to fulfill academic tasks may influence the way how they behave and engage academically.

KEYWORDS: *peer attachment, academic self-efficacy, students engagement, elementary education students, quantitative, Philippines.*

INTRODUCTION

Teachers everywhere struggle with the issue of student involvement. Absence of participation in the classroom may potentially lead to more significant, worldwide repercussions. Additionally, there are a number of reasons why this problem continues. Teacher attitudes and the classroom atmosphere may be a major contributing factor to low student involvement (Urias, 2022).

Student participation varies by geography, major, background, and kind of institution in a global setting, especially in U.S. universities. These students had distinct and unequal experiences with perceived prejudice, community identity, academics, social support, and connectivity. Furthermore, even though colleges provide a variety of tools and initiatives to raise the engagement levels of international students. Research indicates that schools are losing out on chances to integrate these students completely and maintain their interest in their learning environment (Wekullo, 2019).

In the Philippines, students' motivation and engagement are critical for learning to occur. For real learning to take place, learning tasks need to be completed with a specific degree of rigor, perseverance, and high-quality involvement. Since students are given the opportunity to achieve their goals and grow as individuals through positive interactions with their peers, the support of the institution, and the positive personal and professional traits of the teachers, student engagement is crucial. Regretfully, students displayed signs of weariness, unhappiness, and boredom. They struggled to maintain their concentration and persevere through the work at hand. To keep pupils interested and learning, however, Filipino educators and families have gone above and beyond in the face of adversity (De Leon & Pouezevara, 2021).

Encouraging students to actively negotiate their academic trajectories is crucial to their overall development. Within the context of KCAST, knowing how these skills connect to academic self-efficacy and peer attachment provides valuable insights for enhancing the learning environment. It allows educators and decision-makers to implement targeted interventions that could positively impact students' mental health and ability to collaborate effectively, two life skills essential for success beyond the classroom. This quantitative study

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contributes to the ongoing conversation about creating emotionally intelligent and socially resilient individuals, which benefits students and society as a whole. Since these abilities are essential to students' future achievement and personal development, the results of this study help us understand how they interact with academic self-efficacy and peer attachment. This quantitative study may be the key to unlocking transformative therapies that will help our students become socially and emotionally resilient people who can survive in a world that is becoming more linked and complex by the day. For the sake of our students and the world they will soon be navigating, the time to take action is now.

Numerous studies have examined student engagement, such as Urias's (2022) study, "Addressing the Problem of Students Engagement in the Classroom," and Brallier's (2020) study, "The Effect of Students Engagement on Academic Achievement among College Students." Both studies acknowledge the critical role that active participation and interest play in improving the overall learning experience. This study attempts to close this gap by examining the relationship between academic self-efficacy and peer attachment and student engagement among Generalist students in KCAST. Future educators must comprehend and cultivate these relationships in order to create environments that encourage positive peer interactions, academic self-belief, and ultimately increase student engagement in the learning process.

Research Objectives

The aim of the research was to determine the significant relationship between peer attachment, academic self-efficacy and engagement of students. Specifically, this study will sought to answer the following:

1. To determine the level of peer attachment in terms of:
   1.1 trust;
   1.2 alienation; and
   1.3 communication.
2. To determine the level of academic self- efficacy in terms of:
   2.1 perceived control;
   2.2 competence;
   2.3 persistence; and
   2.4 self- regulated learning.
3. To determine the level of engagements of students in terms of:
   3.1 behavioral;
   3.2 cognitive; and
   3.3 emotional.
4. To determine the significant relationship of peer attachment and academic self- efficacy on engagement of students.
   4.1 peer attachment and engagement of students; and 4.2 academic self-efficacy and engagement of students.
5. To determine the domain of peer attachment and academic self-efficacy that can significantly influence the engagement of students.

RESEARCH METHODOLOGY

Research Design

This study utilized quantitative as it produced numerical data or data that could be transformed into useful statistics in order to quantify the issue. Described quantitative research as an approach to evaluating objective concepts by examining the correlation between variables. Following the measurement of these variables with devices, the numbered data might be analyzed through the use of structured methodology like surveys and statistical techniques. Statistical data was usually provided in the form of gathering numerical data and analyzing the conclusions that were used to determine a final course of action (Apuke, 2017).

Population and Sample

Students enrolled in generalist programs at Kapalong College of Agriculture, Sciences, and Technology, located in the Municipality of Kapalong, Province of Davao del Norte, comprised the study's respondents. They had to be enrolled in and studying a Bachelor of Elementary Education-Generalist program at Kapalong College of Agriculture, Sciences, and Technology in order to be chosen as responders who met the following requirements. The prospect respondents are all regular generalist students, the researchers were not required age limits to the respondents, no gender basis, and excluded students with academic probation or those who have not completed certain relevant courses.

There are 366 samples drawn from population generalist students in Kapalong College of Agriculture, Sciences, and Technology (KCAST). It shows that out of 192 students, 26.80% are in their first year, 14.05% are in their second year, 9.32% are in their third year, and 2.29% are in their fourth year of BEED-Generalist.

Data Collection

Crafting and Validation of the Survey Questionnaires. The researcher had crafted the questionnaires which were modified and contextualized in each item to make these appropriate for the respondents. The researcher had the questionnaire validated by the internal validators. These questionnaires were also subjected to expert validation which was facilitated by the panel of examiners.

Seeking the Permission to Conduct the Study. After receiving approval from the panel of experts, the researcher sent a letter of authorization to the College president, requesting permission to conduct the aforementioned study. After receiving the approval of the research adviser, the researcher conducted the study in the campus. Disseminated the questionnaires to the Generalist students of KCAST.

Distribution and Retrieval of the Questionnaire. Survey questionnaires in printed forms would have been distributed individually to the respondents, who were elementary education students roaming around the campus.

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Collection and Tabulation of the Data. Using a variety of criteria, the researchers tallied and tabulated all of the information they had gathered from the respondents before doing statistical analysis on the data set. The statistical findings were analyzed and interpreted, along with the conclusions and suggestions.

Statistical Treatment of Data

All The data for this study were calculated using the following statistical techniques, and the significance of the researchers' hypothesis was tested at the 0.05 level.

Mean. This was done to find out how attached the respondents were to their peers pupils' academic engagement and self-efficacy.

Pearson r. This was utilized to determine the importance of the connection between student engagement, academic self-efficacy, and peer attachment.

Regression. It included a range of statistical methods used to calculate the relationships between one or more independent variables and a dependent variable (Beers, 2023). This was utilized to identify the academic self-efficacy and peer attachment domains that have a major impact on students' involvement.

RESULTS AND DISCUSSION

Table 2. Level of Peer Attachment in terms of Trust

Trust	Mean	Description
1. The way my friends respect me.	4.71	Very High
2. Opting to have different companions to see different perspective in life.	4.28	Very High
3. Admiring Thinking that my friends are genuinely good companions for my studies.	4.54	Very High
4. Appreciating my friends trying to understand me when I am angry about something.	4.35	Very High
5. Trusting my friends in becoming efficient and effective with my studies.	4.48	Very High
Overall Mean	**4.47**	**Very High**

Table 3. Level of Peer Attachment in terms of Alienation

Alienation	Mean	Description
1. Feeling welcomed and belong when I am with my friends and classmates.	4.37	Very High
2. Feeling the need to be in touch with my friends by reaching out to them regularly.	4.23	High
3. Sharing my problems with my friends even if it is foolish or makes me ashamed.	4.00	High
4. Trying to make my friends understand what I am going through these days.	4.03	High
5. Experiencing difficulties but I keep it myself in order not to bother people around me.	4.32	Very High
Overall Mean	**4.19**	**High**

Table 4. Level of Peer Attachment in terms of Communication

Communication	Mean	Description
1. Valuing the point of view of my friends especially when it concerns about me.	4.51	Very High
2. Seeking help from others to understand myself better and become more productive.	4.20	High
3. Sharing my problems and troubles with my friends when it comes to my studies.	4.04	High
4. Thinking why my friends directly when I am offended or upset to them.	4.04	High
5. Appreciating the way my friends care about my feelings.	4.54	Very High
Overall Mean	**4.27**	**Very High**

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Table 5. Summary on the Level of Peer Attachment of Elementary Education Students

Indicators	Mean	Description
Trust	4.47	Very High
Alienation	4.19	High
Communication	4.27	Very High
Overall Mean	**4.31**	**Very High**

Level of Peer Attachment. Children may adapt to new environments more quickly with peer social support, fostering trust and communication among peers to navigate challenges, as emphasized by Gan et al. (2018). High-quality peer attachments positively impact behavior and cognitive patterns, helping individuals seek peer support to manage conflicts and negative emotions effectively, as highlighted by Lian et al. (2023).

Trust is fundamental in social relationships and studied across fields, highlighting its importance in educational settings for fostering socialization and transmitting norms, according to Bormann et al. (2022). Trust influences decisions to interact socially, affecting relationships at all levels, from personal connections to international relations, making its understanding vital for navigating social interactions, as explained by Hancock et al. (2023).

Alienation during learning manifests as disconnection from surroundings and a loss of belonging, negatively affecting wellbeing and emphasizing the need to fulfill the human desire for inclusion, as identified by Apriyanti (2018). Students may feel alienated from specific aspects of education, such as learning or peers, which diminishes school enjoyment and intrinsic motivation, as observed by Morinaj et al. (2019).

Communication fosters relationships within organizations, enabling understanding and effective collaboration, which are critical for achieving goals and improving engagement, as argued by Muyanga & Phiri (2021). Communication is essential for human interaction, facilitating knowledge sharing and interpersonal relationships, which are vital for personal and professional development, as asserted by Ghosh & Kolkata (2022).

Table 6. Level of Academic Self- Efficacy in terms of Perceived Control

	Perceived Control	Mean	Description
1.	Developing good study habits in order for me to learn more.	4.53	Very High
2.	Aiming to finish my college life by doing the best I can in my academics.	4.68	Very High
3.	Giving the correct answer in recitation because I listen in the discussion well.	4.21	High
4.	Believing that I can pass all my subject because I study and work hard.	4.39	Very High
5.	Receiving good grades because I am compliant and competent with my studies.	4.26	Very High
	Overall Mean	**4.42**	**Very High**

Table 7. Level of Academic Self-Efficacy in terms of Competence

	Competence	Mean	Description
1.	Doing my task well in academics like quizzes, recitations, and exam to obtain good grades.	4.48	Very High
2.	Knowing that I can master the concepts and topics being discussed by doing further reading.	4.20	High
3.	Doing things creatively that help me get a high grade.	4.36	Very High
4.	Dedicating myself to excellence all the time to manifest good grades.	4.42	Very High
5.	Seeing myself as one of the best students in the class.	4.04	High
	Overall Mean	**4.30**	**Very High**

Table 8. Level of Academic Self-Efficacy in terms of Persistence

	Persistence	Mean	Description
1.	Learning even if there are many obstacles I have faced.	4.49	Very High
2.	Working hard despite of difficulties in getting good grades like written as quizzes and exams.	4.48	Very High
3.	Studying hard despite of discouragement from other people.	4.55	Very High

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4.	Tring harder to get through even the most difficult task and time of my students' life.	4.54	Very High
5.	Maintaining my good grades regardless of the pressure in school.	4.41	Very High
	Overall Mean	**4.50**	**Very High**

Table 9. Level of Academic Self-Efficacy in terms of Self-Regulated Learning

	Self-Regulated Learning	Mean	Description
1.	Monitoring my progress in learning by keeping track of my learning progress.	4.38	Very High
2.	Organizing my school task by having checklist and to-do list.	4.16	High
3.	Submitting my requirements before deadlines to avoid cramming.	4.40	Very High
4.	Motivating myself to learn something by thinking my long-term goals.	4.40	Very High
5.	Adjusting if there are difficult activities in class to make myself be at ease with pressure.	4.42	Very High
	Overall Mean	**4.35**	**Very High**

Table 10. Summary on the Level of Academic Self-Efficacy of Elementary Education Students

Indicators	Mean	Description
Perceived Control	4.42	Very High
Competence	4.30	Very High
Persistence	4.50	Very High
Self-Regulated Learning	4.35	Very High
Overall Mean	**4.39**	**Very High**

Level of Academic Self-efficacy. The respondents' evaluations of academic self-efficacy reveal consistently high levels, particularly in perceived control, competence, persistence, and self-regulated learning. Academic self-efficacy, characterized by the belief in one's ability to succeed in academic tasks, enhances motivation and fosters resilience in facing challenges. High self-efficacy motivates students to engage with learning actively, set ambitious goals, and persevere through difficulties.

Academic self-efficacy is described by Nasir and Iqbal (2019) as the interplay of cognitive skills and self-perception, emphasizing the importance of cognitive development in academic success. Students who apply knowledge across subjects can further improve their self-efficacy, reinforcing their academic confidence. Additionally, Lou et al. (2022) highlighted that external influences could shape students' belief in their abilities, which in turn positively predicts academic performance.

Perceived control, a critical component of self-efficacy, empowers students to take charge of their learning. High levels of perceived control encourage goal-setting, persistence, and proactive educational engagement. Huang and Zhang (2023) explained that perceived control reflects the belief in one's ability to manage circumstances, including controlling emotional reactions and adapting to challenges. Lin et al. (2020) further added that perceived control moderates stress, linking it to coping strategies and cognitive performance.

Competence, another dimension of self-efficacy, represents students' mastery of academic skills. According to Dullas (2018), competence involves self-assessments of ability and expectations for achievement, influencing active participation and fulfillment in learning. Sieck (2021) emphasized that competence encompasses specific skills required for task performance, shaping perceptions of success across educational and professional domains.

Persistence, as noted in Morrison (2023), is crucial for academic success, enabling students to overcome obstacles and remain focused. Zou (2023) linked persistence to grit, self-discipline, and goal orientation, all of which contribute to classroom success. High persistence equips students with critical thinking and problem-solving skills, fostering resilience and lifelong learning habits. Similarly, self-regulated learning, characterized by autonomous goal-setting and self-assessment, is vital for sustaining academic growth. Gambo (2021) identified self-regulated learning as a dynamic process influenced by the interaction of learners and their environment, supporting long-term academic achievement.

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Table 11. Level of Engagements of Students in terms of Behavioral

Behavioral	Mean	Description
1. Attending the class attentively.	4.38	Very High
2. Participating in class discussion.	4.21	High
3. Asking questions for clarifications.	3.99	High
4. Taking note the important details in class discussion.	4.53	Very High
5. Doing all the learning task given.	4.76	Very High
Overall Mean	**4.47**	**Very High**

Table 12. Level of Engagements of Students in terms of Cognitive

Cognitive	Mean	Description
1. Sharing my ideas from what I read or learn to others outside the class.	4.12	High
2. Tring to find ways to make the lessons interesting.	4.29	Very High
3. Using the networking sites to communicate with the instructors.	4.26	Very High
4. Striving more to meet the instructor's standards or expectations.	4.21	High
5. Looking for other sources to make the lesson understandable.	4.48	Very High
Overall Mean	**4.27**	**Very High**

Table 13.Level of Engagements of Students in terms of Emotional

Emotional	Mean	Description
1. Collaborating with other students on project or activities.	4.63	Very High
2. Helping or assess other students voluntarily or not.	4.20	High
3. Feeling confident to learn and do best in class.	4.32	Very High
4. Enjoying to learn the class discussion.	4.40	Very High
5. Respecting other students with diverse term of their religious, political opinions and personal values.	4.76	Very High
Overall Mean	**4.46**	**Very High**

Table 14. Summary on the Level of Engagements of Students

Indicators	Mean	Description
Behavioral	4.47	Very High
Cognitive	4.27	Very High
Emotional	4.46	Very High
Overall Mean	**4.40**	**Very High**

Level of Students Engagement. The respondents' engagement levels reveal consistently high manifestations in behavioral, cognitive, and emotional dimensions, reflecting active participation, critical thinking, and strong personal connection to learning activities. Student engagement, defined as involvement and dedication to the learning process, significantly enhances academic performance, motivation, and retention of knowledge. High engagement fosters a positive learning environment and supports the development of higher-order thinking skills.

Student engagement, as highlighted by **Ali and Hassan (2018),** is essential for academic success and addressing behavioral issues, requiring collaboration among parents, teachers, and administrators to create engaging learning environments. Similarly, **Delfino (2019)** emphasized the importance of teacher-student relationships and institutional resources in fostering active participation and meaningful interactions that enhance learning outcomes. Behavioral engagement, characterized by consistent participation and enthusiasm, is strongly linked to academic achievement, as noted by **Sun and Bin (2018),** who stressed the role of adaptive behaviors and interaction with learning resources.

Aduana (2019) associated **behavioral engagement** with academic behaviors like attendance and task completion, highlighting their strong correlation with learning outcomes and motivation. **Cognitive engagement**, involving deep learning and critical thinking, is essential for academic success, according to **Bear et al. (2019)**, who noted that actively engaged students demonstrate higher motivation and better performance.

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Furthermore, **Barlow et al. (2020)** explained that deep cognitive engagement facilitates meaningful learning, advancing students from rote learning to higher-order cognitive skills.

Emotional engagement, which fosters a strong connection to learning activities, enhances motivation and attentiveness. **Khan et al. (2023)** underscored the role of emotional attachment and positive relationships in promoting growth and learning. Finally, **Wilson (2021)** emphasized that emotional engagement thrives on supportive relationships and student-centered strategies, creating an environment conducive to better academic outcomes.

Table 15. Significant Relationship Between Peer Attachment and Engagement of Students

Variable	Mean	R-Value	P-Value	Decision @=0.05
Peer Attachment	4.31	.466	**<.001**	**H_o Rejected**
Engagement Of Students	4.40			

Correlation between Peer Attachment and Engagement of Students. A strong positive association between peer attachment and engagement indicates that elementary students at Kapalong College of Agriculture, Sciences, and Technology are more engaged academically when supported by stable peer relationships. These connections foster a sense of belonging, enhancing enthusiasm, participation, and overall classroom cohesion, which positively impacts academic performance.

The findings align with Bandura's (1986) Social Cognitive Theory, emphasizing the interplay of personal, behavioral, and environmental factors in shaping actions. Students adapt their behavior based on outcomes and environmental influences, reinforcing the role of positive peer dynamics.

Shao and Kang (2022) similarly found that peer relationships directly enhance learning engagement by building confidence and fostering active participation, with stronger peer bonds linked to higher classroom engagement and learning outcomes.

Ryan et al. (2019) further highlighted the influence of peers on students' attitudes and behaviors through socialization, with engaged peers encouraging greater involvement, while disengaged peers may reduce engagement over time.

Table 16. Significant Relationship Between Academic Self-Efficacy and Engagement of Students

Variable	Mean	R-Value	P-Value	Decision @=0.05
Self-Efficacy	4.39	.583	**<.001**	**H_o Rejected**
Engagement Of Students	4.40			

Correlation between Academic Self-efficacy and Engagement Students. The study suggests that students who have confidence in their abilities are more likely to engage actively in their education. When learners believe in their capacity to succeed, they are more inclined to participate, take on challenges, and persist through difficulties. Teachers can foster this sense of academic self-efficacy by offering constructive feedback, opportunities for success, and encouragement, ultimately enhancing students' engagement, resilience, and learning outcomes.

The findings align with Albert Bandura's Self-Efficacy Theory (1977), which emphasizes the role of self-belief in motivating individuals to pursue their goals with confidence and perseverance. High self-efficacy leads to increased intrinsic motivation and better academic performance. Supporting students' self-efficacy is crucial for maintaining their engagement and long-term success in learning.

These results are consistent with Baños et al. (2023), who found that academic self-efficacy reduces behavioral and emotional disengagement and predicts both academic achievement and engagement. Academic self-efficacy directly influences students' emotional and behavioral involvement in learning, which in turn impacts their academic success.

Further, Qudsyi et al. (2020) support the view that students who feel capable of learning are more engaged. They set goals, evaluate progress, and focus on tasks, which helps them block distractions and succeed academically. This emphasizes the importance of fostering academic self-efficacy to boost student engagement and academic achievement.

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Table 17. Domain/s of Peer Attachment that can Significantly Influence the Engagement of Students

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	P-Value	Decision @=0.05
	Beta	Std. Error	Beta		
(Constant)					
Trust	0.045	0.055	0.06	.412	**H_o Accepted**
Alienation	0.145	0.053	0.246	.007	**H_o Rejected**
Communication	0.145	0.056	0.237	.010	**H_o Rejected**
Dependent Variable:					
Engagement Of Students					

Note: R= 0.475, R^2=0.225, F-ratio= 18.126 P-value= < .001

Domain/s of Peer Attachment that can Significantly Predicts the Engagement of Students of Elementary Education Students. The domains of peer attachment, namely **alienation and communication**, significantly influence primary school pupils' engagement, while trust shows no meaningful impact. Alienation negatively affects engagement, aligning with Tomaszek's (2021) findings that a lack of connectedness leads to disengagement, hindering academic success and increasing dropout rates due to diminished belonging and poor interactions.

Communication positively impacts engagement, as Satam (2023) highlights that effective verbal and nonverbal communication fosters active participation and collaboration. Interactive methods like discussions and group projects enhance comprehension, critical thinking, and problem-solving skills, creating an engaging learning environment.

However, trust does not significantly influence engagement, contradicting Atik et al.'s (2015) findings in higher education, where trust promotes participation by fostering a sense of belonging, care, and teacher-student transparency. These factors are crucial for maintaining and enhancing engagement in academic settings.

Table 18. Domain/s Of Academic Self-Efficacy That Can Significantly Influence the Engagement of Students

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	P-Value	Decision @=0.05
	Beta	Std. Error	Beta		
(Constant)					
Perceived Control	0.176	0.073	0.191	.018	**H_o Rejected**
Competence	0.22	0.051	0.328	< .001	**H_o Rejected**
Persistence	0.117	0.055	0.145	.035	**H_o Rejected**
Self-Regulated Learning	0.051	0.055	0.072	.356	**H_o Accepted**
Dependent Variable:					
Engagement Of Students					

Note: R= 0.596, R^2=0.355, F-ratio= 25.605 P-value= < .001

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Domain/s of Academic Self-Efficacy that can Significantly Predicts the Engagement of Students of Elementary Education Students. Regression analysis shows that **perceived control, competence**, and **persistence** significantly influence student engagement, while self-regulated learning has no significant impact. Perceived control influences engagement by motivating students to apply effort in cognitive tasks, aligning with Skinner et al. (1990) who suggest that engagement, rather than cognitive performance, is the immediate result of perceived control, affecting students' emotional states and actions during learning.

Competence also significantly impacts engagement, as students who believe in their ability to succeed are more likely to participate actively in tasks. Bernstein (2022) highlights that self-efficacy is built when learners feel capable and believe they can grow through effort, with teachers' feedback and appropriately challenging lessons fostering engagement.

Persistence, crucial for student engagement, is influenced by students' sense of belonging and academic self-efficacy, supporting Tinto's (2013) finding that positive interactions encourage perseverance, while negative ones can hinder it. Persistence drives students to overcome challenges, directly impacting their academic success.

Self-regulated learning, however, does not significantly influence engagement in this study, contradicting Setiani's (2020) research which emphasizes its importance for college students. Self-regulation, including time management and setting learning goals, has been shown to enhance engagement, particularly in students with multiple responsibilities, but it did not show the same impact in this context.

CONCLUDING REMARKS

The study found that BEED students at Kapalong College of Agriculture, Sciences, and Technology exhibited very high levels of peer attachment, academic self-efficacy, and student engagement. This indicates that these students have established strong peer relationships, believe in their academic abilities, and actively participate in educational activities. Their engagement manifested through behavioral, cognitive, and emotional involvement, suggesting that they are motivated to learn and succeed.

The results showed a significant correlation between peer attachment, academic self-efficacy, and student engagement. This implies that fostering strong peer relationships and enhancing students' belief in their academic abilities can improve their engagement and overall academic performance. Institutions should focus on providing activities that encourage active participation to strengthen students' learning outcomes.

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