THE MODERATING EFFECT OF INTELLECTUAL ENGAGEMENT ON THE ASSOCIATION BETWEEN PEER RELATIONSHIP AND SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT AMONG ELEMENTARY STUDENTS IN CARAGA REGION

Cleofe C. Alisaca Department of Education, University of Mindanao Davao City, Philippines, Gloria P. Gempees University of Mindanao, Davao City, Philippines
Email Address: cleofecostameroalisaca

ABSTRACT

The purpose of this study was to determine the moderating effect of intellectual engagement on the association between peer relationship and social-emotional and character development among the elementary students in Caraga Region. Non-experimental quantitative research utilizing descriptive correlation technique was the design employed in the study. Respondents of 400 students from public elementary school in the 10 divisions/cities in the region were chosen through random and stratified sampling. Results revealed that the level of peer relationship was moderate while social-emotional and character development and intellectual engagement were high. Further, findings revealed that peer relationship and intellectual engagement are significantly related to social-emotional and character development. Importantly, results revealed that intellectual engagement demonstrated significant moderating effect on the relationship between peer relationship and social-emotional and character development. Intellectual engagement provides more profound effect on the relationship between peer relationship and social-emotional and character development. With these three constructs as support system superior performance and competitiveness among the elementary students may be expected.

Keywords: education management, intellectual engagement, peer relationship, social-emotional, character development, Philippines.

1 INTRODUCTION

Social-emotional and character development is a tyke’s capacity to comprehend the sentiments of others, control their own particular emotions and behaviors, and coexist with peers. With the goal for children to achieve the fundamental abilities that they need. They should have social-emotional skills like for instance, collaboration, following bearings, exhibiting discretion and focusing, skills (Mid-State Central Early Childhood Direction Center Bulletin, 2009). Tabaeian, Amiri and Molavi (2012) have cited numerous study that children who experience issues in social relations are inclined to conduct issue and cannot do well in their academic studies. It can be contended that the fundamental driver of social issues might be credited to ill-adsved working of social behaviors, for example, collaboration with the peer group. Janice, L., Rachel, M. & Jessica, V. (2009) have posited that between 9.5 and 14.2 percent of children among birth and five years of age have
encountered social-emotional issues that contrarily affect their working, development and school-availability. Roughly, 9 percent of children who get claimed to fame emotional well-being administrations in the United States are more youthful than 6 years of age. Young men demonstrate a more prominent pervasiveness of conduct issues than young ladies. A child’s social-emotional development is as important as their cognitive and physical development.

It is the job of the guardians, parental figures, and instructors to educate and cultivate these capacities (Mid-State Central Early Childhood Direction Center Bulletin, 2009). Furthermore, Barnes, (2013) showed the importance of social-emotional character development with peer relationship. A person with great character is settling on a cognizant choice to act as per rules that are esteemed by society, so the individual settles on choices that reflect the nature of the individual, as well as useful for other people and society (Park & Peterson, 2006). Different elements can influence the child’s development of social competence. Infants with unreliable connection can be anticipated to be more needy and less inquisitive and have more negative effect amid social interactions, prompting less ideal relationships with peers amid the preschool years (Creasey, G. L., Jarvis, P. A., & Berk, L. 1998). Further, intellectual engagement is an engrossing, innovatively stimulated center bringing about a profound individual pledge to investigation, examination, critical thinking and request over a supported timeframe. In this article, the writers contend that participatory learning conditions with an attention on information building offered clear learning advantages to students and teachers (In to & Gempes, 2018, Jacobsen, Lock, & Friesen, 2013). It is in the above context that the researcher decided to conduct the study with the intention of determining whether intellectual engagement may have direct effect or may moderate the effect of peer relationship. Although, there are already existing literature on the relationship between peer relationship and social-emotional character development and so with intellectual engagement and social-emotional character development, those studies dealt only with bivariate relationship and did not cover the three variables in a single study. This study dealt with the three variables with one variable as the moderating construct making this study a contribution to the new knowledge.

2. RESEARCH OBJECTIVES

The study was conducted to find out the moderating effect of intellectual engagement on the association between peer relationships and social-emotional and character development among elementary students in Caraga Region.

Specifically, this study sought to answer the following objectives:

1. To assess the level of peer relationship in terms of:
   1.1 bully;
   1.2 Victim,
   1.3 Pro-social

2. To ascertain the level of social-emotional character development in terms of:
   2.1 prosocial behavior;

   2.2 Honesty;
   2.3 Self-development;
   2.4 Self-control;
   2.5 Respect at school, and
   2.6 Respect at home

3. To determine the level of intellectual engagement in Caraga region

4. To determine the significant relationship between:
   4.1 peer relationships and social-emotional character development of the students;
   4.2 intellectual engagement and social-emotional and character development of the students.

5. To find out the significance of moderating effect of intellectual engagement on the association between peer relationships and social-emotional character development among elementary students in Caraga region.

3. Hypothesis

The accompanying null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between peer relationship and social-emotional and character development among elementary students in Caraga region

2. There is no significant relationship between the level of intellectual engagement and social-emotional and character development among elementary students in Caraga region.

3. There is no significant moderating effect of intellectual engagement on the relationship between peer relationships and social-emotional and character development among elementary students in Caraga Region.

4. BACKGROUND AND RELATED WORK

Presented in this section are readings gathered from books, magazines, internet and other periodicals as well as findings of different studies conducted in order to provide a background of the study. The independent variable is the peer relationship with the indicators, namely: bully, victim and pro-social by Sebanc (2003). The dependent variable is all about the social-emotional and character development of students with the indicators, namely: pro-social behavior, honesty, self-development, self-control, respect at school and respect at home. The moderating variable which is the intellectual engagement was cited by Forbes, Schmader and Allen (2008).

4.1 Peer Relations

In trying to understand clearly about peer relations, this study considers first Bulotsky-Shearer, Bell, Romero and Carter (2012) who said that peer relationships shape inside networks and the nearness of companion enable children to create correspondence and critical thinking abilities that will have long haul benefits for children. The researchers cited by Stuhlman and Pianta (2009) who shared that children occupied with common companionships will probably contemplate school and the learning procedure.

In addition, Woolley and Grogan-Kaylor (2006) stated that peer relationships served as protective factors that shape a
child’s school experience.

Given the established connection between the quality of children’s peer relations and peer victimization, Elledge et al. (2010) showed some efforts to bolster children’s peer relations that would seem like a potentially fruitful avenue. With this more indirect approach, intervention would focus on improving children’s social standing in the group or the quality of their peer relationships rather than directly stopping or preventing the occurrence of victimization.

Peer relationships may decide if social difficulties (e.g., peer dismissal, struggle) are weakening and undermine kids’ prosperity or whether kids can keep up ideal working regardless of social challenges. On the off chance social capability and the nature of companion connections are static and unchangeable, peer issues would connote that they for all time need attractive social properties and that they are bound to encounter poor relationships with peers (Molden & Dweck, 2006).

Children’s positive peer relationships help in the improvement of correspondence based social abilities, which can upgrade scholastic accomplishment (Raver, 2002; Sebanc, 2003). So as to take part in complex play, youngsters need to impart verbally. The need of making intelligent, compelling, and clear expressions keeping in mind the end goal to speak with their associates’ powers kids to create dialect aptitudes. These relational abilities additionally advantage understudies scholastically as dialect improvement in the early long stretches of tutoring can anticipate understudies’ later perusing capacities (Alexander, K., Entwisle, D., & Horsey, C. 1997; Hamre & Pianta, 2005).

Classroom connections,(Galabo,Abellanosa & Gempes,2018) particularly those accomplished between peers, can enable kids to build up the social abilities fundamental for school alteration and long haul scholastic achievement (Bulotsky-Shearer, Bell, Romero, & Carter, 2011). As cited by Milteer, Ginsburg, and Mulligan (2011), taking part in peer relationships can enable financially impeded students to enhance their social abilities, increment school commitment, and help them make an uplifting standpoint about school, the connections framed, and the learning procedure.

4.2 Social-Emotional Character Development

Social-emotional character development is as vital as their cognitive and physical development. (Wamelda , Daclan & Gempes , 2015). It is the job of the guardians, parental figures, and educators of youngsters to instruct and encourage these capacities. A youngster’s social-emotional development furnishes them with a feeling of their identity on the planet, how they learn, and encourages them build up quality associations with others. It is the thing that drives a person to impart, associate with others and helps settle clashes, gain certainty and achieve objectives (Dix, 1991).

Social-emotional character development is additionally affected by the association with kin in the family. There is a wide variety in kin connections that is influenced by the identities of the kids, birth arrange, and parent–kid connections. What’s more, parent–tyke connections are distinctive for every tyke. The impact that kin have on a preschool youngster’s social and enthusiastic improvement can be sustaining and supporting or brimming with struggle (Berger, 2000).

Pro-social behaviour as a willful activities are expected to help or advantage another individual or gathering of people (Gempes , 2014 ; Waugh, 2013). Furthermore, it incorporates helping, sharing, encouraging and collaboration. The development of pro-social behaviour is fundamental for fruitful incorporation into society, and its rise in early stages sets the phase for the development of social competencies later in youth (Hastings, Utendale, & Sullivan, 2007), and positive peer relationships (Farver & Branstetter, 1994).

Another indicator of social-emotional characters of students are honesty, self-development( Gempes , 2014) self-control, respect at school and respect at home. In the recent study, self-regard, ordinarily characterized as in general sentiments of self-esteem (Harter, 2015), is broadly seen as vital for positive adjustment and prosperity for the duration of existence (Guerra & Bradshaw, 2008). Steady with this viewpoint, DuBois and Tevendale (1999) reviewed the accessible confirmation which demonstrates that, among creating youngsters and youths, more elevated amounts of confidence can make critical commitments to wellbeing and prosperity. (Silverthorn, et al., 2017).

4.3 Intellectual Engagement

In the early development of the concept, proportions of social engagement were viewed as a helpful method for recognizing students who were in danger of engagement and, at last, of dropping out. (Taylor & Parsons, 2011). From that point forward, this measurement of student engagement has likewise furnished schools with course to embrace proactive dropout aversion techniques concentrated on enhancing school atmosphere factors that have a tendency to have the most impact in supporting elevated amounts of engagement in the life of school. (Dunleavy & Milton, 2009).

Clearly, the term student engagement has been alluded to as a “chaotic build” mirroring an assortment of measurements crossing behavioral, academic, mental, and intellectual areas (Harris, 2011). Parsons and Taylor (2011) contend that there are different layers and viewpoints to student engagement and subsequently, there is little concession to meanings of student engagement.

Several authors described three inquiry projects that were intended to promote intellectual engagement through knowledge building in participatory learning environment. In every one of these projects, socially and digitally connected students searched out complex issues and endeavored to comprehend and fathom them while teaming up with peers, and engaged with audiences and expertise beyond the classroom (Williams et al., 2009).

In recent study, student engagement has been built around the confident objective of upgrading every one of students’ abilities to learn, how to learn or to wind up long last-
ing students in a knowledge-based society. (Tulo & Gempes, 2018). On the other hand, Student engagement has turned into a strategic process for learning and a accountability result unto itself and to change classroom setting may play a primary role of interaction and to engage classroom development (Gilbert, 2007).

### 4.4 Correlation between Measures

Similarly Frost et al., (2010) stated that peer relationship influence the social-emotional development of preschool children by taking part in some exercises with other kids. Further, social-emotional development is influenced by the relationships with their parents and different adults and also with other children.

In addition, Rubin, Bukowski, Parker, and Bowker (2008) shows the impact of peer group on students' attitudes, and the behaviors has been perceived, especially during adolescence. Concurring Lynch, Lerner, and Leventhal (2013), the vast majority of the examination done on the relationship between peer gathering and academic behaviors comprehends and features prompt peer gatherings which identify with their academic results. Once the gathering is made, its elements tend to have similar attributes, indicating likenesses with one another.

Some literature established the significant relationship between intellectual engagement and social-emotional character of students. Studies revealed that there were mutual relationships between intellectual, social and emotional engagement in student learning (Li & Lerner, 2013; Skinner, E.A., Furrer, C., Marchand, G. & Kindermann, T., 2008). In a study carried out by Juvoven, Espinoza and Knifsend (2012) they highlighted that students ‘intellectual engagement is associated with social-emotional support.

### 4.5 Theoretical Framework

This study is anchored on the proposition of Frost et al. (2010) which stated that peer relationships influence the social-emotional development of preschool children. This is in line with the study of Rubin, Bukowski, Parker, and Bowker (2008) which showed the impact of peer group on students’ attitudes, and behaviors. Social-emotional development is influenced by the relationships children have with their parents and different adults and in addition with other children. (Wanelda, Daclan, Gempes, 2015).

Li and Lerner (2013) stated that some studies revealed that there were mutual relationships between intellectual, social and emotional engagement in student learning (Li & Lerner, 2013; Skinner et al., 2008). These authors pointed out that intellectual engagement is a serious investment in learning social, emotional and behavioral aspects of student learning. In a study carried out by Juvoven, et al. (2012) they highlighted that students ‘intellectual engagement is associated with social-emotional support.

### 4.6 Conceptual Framework

Presented in Figure 1 is the conceptual framework of the study. The independent variable of this study is the peer relationship with the following indicators: bully- a blustering, quarrelsome, overbearing person who habitually badgers and intimidates smaller or weaker people; victim- a person harmed, injured, or killed as a result of a crime, accident, or other event or action. Pro-social relating to or denoting behaviour that is positive, helpful, and intended to promote social acceptance and friendship. The dependent variable is social-emotional character development.

![Conceptual Framework](image)

**Figure 1. The Conceptual Paradigm of the Study**

### 4.7 Definition of Terms

The following terms are defined operationally to attain common understanding of the study:

- **Intellectual Engagement.** This refers to the student’s cognitive activity in school that leads enjoyment or disliking of intellectually demanding activities.

- **Social-Emotional Character Development.** This refers to students aptitudes and practices, for example, prosocial conduct, trustworthiness, self-improvement and restraint.

- **Peer Relationships.** This refers to social skill of student with other students having the same interests, and behavior shown in school.

### 2 METHODS

#### 2.1 Research Design

This study employed non-experimental quantitative research design utilizing descriptive correlational technique. First, the descriptive correlational method of research was used. Catane (2000) elucidated that descriptive research is concerned with describing the characteristics of the population and it tries to find out the association of certain characteristics in the population and further emphasized that correlation research involves
the determining the degree of relationship that exists between two or more variables. Questionnaires were guided by the ethical principles prescribed by the University of Mindanao Research Ethics Committee.

2.2 Research Locale

The study was conducted in Caraga Administrative Region or simply Caraga Region and designated as Region XIII occupying the northeastern section of the island of Mindanao. The Caraga Region was created through Republic Act No. 7901 on February 23, 1995. The region comprises five provinces: Agusan del Norte, Agusan del Sur, Surigao del Norte, Surigao del Sur and Dinagat Islands; six cities: Butuan, Cabadbaran, Surigao City, Tandag, Bislig and Bayugan. Butuan is the regional administrative center.

2.3 Population and Sample

The respondents of this study were the students in the public elementary schools of Caraga Region, since they deemed appropriate to provide useful information to test the hypotheses of this research. The students were asked to rate themselves. The researcher employed stratified random sampling in establishing the number of respondents, using the Slovin’s formula.

The researcher considers all students in public elementary schools in Caraga. Students from private elementary schools were not included in this study. The researcher considered private school as separate working environment.

There were 105 respondents in Buenavista Central Elementary School, 79 in Trento Central Elementary School, 135 in Bayugan Central Elementary School, 85 in Mangagoy Central Elementary School, 108 in Butuan Central Elementary School, 120 in Cabadbaran Central Elementary School, 89 in Surigao Pilot Central Elementary School, 92 in Surigao Central Elementary School, 55 in Tagbina Elementary School, and 95 in Tandag Central Elementary School.

2.4 Research Instrument

The research instrument used in gathering the data was adapted from the survey of Reena and Jayan (2012) for independent variables, Pareek (2002) for the dependent variable, Kumari (2014) for the moderator variable with slight modification to suit the context of the study. Five-point Likert scale was used to determine the level of intellectual engagement, peer relationship, and social-emotional character development of elementary students in Caraga Region. The contents of the instrument was presented to the group of expert and survey questionnaire were validated by the panel of validators with an overall rating of 3.55 or very good. Likewise, pilot testing of 30 were conducted to a separate group of students, not included in the sample in order to determine the Cronbach’s alpha. A reliability coefficient was computed at 0.871 which indicated that the items are highly reliable.

2.5 Data Collection

In collecting the data, the following steps were undertaken. After the approval of the panel members, the researcher sent a letter to the office of the DepEd Caraga Regional Director, asking consent to lead the examination in the eleven schools divisions in the region. The said request was properly noted by the researcher’s adviser. After the approval of the Regional Director, the letter was forwarded to the ten Schools Division Superintendent asking permission to conduct the study.

During the data gathering, the researcher acknowledged the right of the respondents in answering the questionnaires. The result were collected and tabulated before they will be subjected to appropriate statistical treatment. Results were analyzed and interpreted based on the aim of the study. With the data, conclusions were drawn and recommendations were formulated based on the findings of the study.

2.6 Statistical Tools

The following are the statistical tools used in the computation of data and testing the hypotheses at 0.05 level of significance:

- Mean. This was used to determine the level of intellectual engagement on the social-emotional and character development.
- Pearson r. This was used to determine the significant relationship between: peer relationships and social-emotional character of the students; social-emotional and character development among the grade 6 students of Caraga region.

2.7 Ethical Consideration

The researcher ensured that the examination was guided by the ethical principles prescribed by the University of Mindanao Research Ethics Committee (UMERC).

An audit of the level of dangers and measures was provided to alleviate these dangers (counting physical, psychological, social economic), including plans for antagonistic occasion administration. Upon answering the survey questionnaire, participants may opt not to answer the question if they feel discomfort due to the sensitivity of the nature of the study which may make them feel any psychological or emotional distress.

3 RESULT

Presented in this section are the outcomes of the study. Level of peer relationship among elementary students in Caraga Region, Level of social-emotional and character development among elementary students in Caraga Region, Level of intellectual engagement among elementary students in Caraga Region, Significant relationship between the level of peer relationship and social-emotional and character develop-
opment among elementary students in Caraga Region, significant relationship between the Level of intellectual engagement and social-emotional and character development among elementary students in Caraga Region, and regression analysis of the moderating effect of intellectual engagement on the association between peer relationship and social-emotional and character development among elementary students in Caraga Region.

The standard deviation is less than 1.0 the typical characteristic for a 5 point Likert Scale. This means somehow demonstrates a consistency of responses from the respondents.

3.1 Level of Peer Relationship among Elementary Students in Caraga Region

The mean scores for the indicators of peer relationship among elementary students in Caraga Region with an overall mean of 2.64 is described as moderate. The moderate level could be attributed to the rating given by the respondents in all indicators. This means that the respondents' response to peer relation among elementary in Caraga Region was manifested in some cases.

3.2 Level of social-emotional and character development among elementary students in Caraga Region

The data on the level of social-emotional and character development among elementary students in Caraga Region gathered an overall mean of 3.44 or high level.

3.3 Level of Intellectual Engagement among Elementary Students in Caraga Region

The data on the level of intellectual engagement among the 3mean of 3.56 or level of moderate and the last indicator is Disengagement which obtained 2.66 and identified as moderate descriptive level.

3.4 Moderating Effect of Intellectual Engagement on the Relationship between Social-Emotional and Character Development

To determine the significance of the moderating effect of intellectual engagement on the relationship between social-emotional and character development, a hierarchical regression analysis was utilized to fit its purpose. This is reflected in Table 1. The moderating effect was premised on the idea that the higher is the level of intellectual engagement of peer relationship the higher is the effect of peer relationship on his/her social-emotional and character development as compared to those with lower intellectual engagement. Peer relationship was the independent variable and social-emotional and character development was the dependent variable. The peer relationship variable was multiplied with the intellectual variable to yield an interaction term. The two main effects and the interaction term (peer relationship x intellectual engagement) were utilized in a hierarchical regression to predict social-emotional and character development. Students with higher intellectual engagement have higher social-emotional and character development. The main effect was qualified by the significant interaction (B=-.445, p<.05) which was graphed in Figure 2. To have the modgraph, the unstandardized coefficient of the interaction term in the step 3 regression in Table 3 was employed and presented in the step 3, supported with the descriptive statistic of each variable and computed values of the main effects of peer relation with intellectual engagement on social-emotional and character development in Table 4. The figure demonstrated that those with high intellectual engagement signified a steeper slope between peer relationship and social-emotional and character development than those with low intellectual engagement, rejecting the null hypothesis. Thus, it can be stipulated that intellectual engagement significantly moderates the relationship between peer relationship and social-emotional and character development of students in Caraga region.

Table 1 Hierarchical Regression to Assess the Moderating Effect of Intellectual Engagement on Peer Relationship to Social-Emotional and Character Development Relationship

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig</th>
<th>R Square Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>(Constant)</td>
<td>2.943</td>
<td>.179</td>
<td>11.050</td>
<td>.000</td>
</tr>
<tr>
<td>Peer Relationship</td>
<td>.522</td>
<td>.466</td>
<td>.373</td>
<td>8.222</td>
<td>.000</td>
</tr>
<tr>
<td>Step 2</td>
<td>(Constant)</td>
<td>2.04</td>
<td>.176</td>
<td>10.951</td>
<td>.000</td>
</tr>
<tr>
<td>Peer Relationship</td>
<td>.214</td>
<td>.466</td>
<td>.373</td>
<td>8.222</td>
<td>.000</td>
</tr>
<tr>
<td>Intellectual Engagement</td>
<td>.409</td>
<td>.441</td>
<td>.278</td>
<td>7.118</td>
<td>.000</td>
</tr>
<tr>
<td>Step 3</td>
<td>(Constant)</td>
<td>.351</td>
<td>.200</td>
<td>1.569</td>
<td>.119</td>
</tr>
<tr>
<td>Peer Relationship</td>
<td>.204</td>
<td>.465</td>
<td>.495</td>
<td>8.812</td>
<td>.000</td>
</tr>
<tr>
<td>Intellectual Engagement</td>
<td>.187</td>
<td>.463</td>
<td>.512</td>
<td>10.974</td>
<td>.000</td>
</tr>
<tr>
<td>Peer Relationship x Intellectual Engagement</td>
<td>11.12</td>
<td>.195</td>
<td>.445</td>
<td>8.222</td>
<td>.000</td>
</tr>
</tbody>
</table>

change tells how much the variance in the social-emotional character development the predictors explained in each step. The $R^2$-square change of .307 signified an additional variance of 30% to the variance of 14% in step 1 regression showing that 14% of the variance in social-emotional and character development among elementary students is due to peer relationship. The interaction term explained about 7% new variance above and beyond the two main effects. This was marked less than the change in $R^2$-square in step 1 and 2. Interestingly, the ANOVA was significant ($p < .05$) suggesting that interaction effect was a contributor to the model variance.

The significant interaction effect manifested that those the higher is the intellectual engagement the higher is the effect peer relationship towards social-emotional and character development when compared to those with lower intellectual engagement. Intellectual engagement served as moderating variable, peer relationship as the independent variable, and social-emotional and character development as the dependent variable. The peer relationship variable was multiplied with the intellectual variable to yield an interaction term. The two main effects and the interaction term (peer relationship x intellectual engagement) were utilized in a hierarchical regression to predict social-emotional and character development. Students with higher intellectual engagement have higher social-emotional and character development. The main effect was qualified by the significant interaction ($B=-.445, p<.05$) which was graphed in Figure 2. To have the modgraph, the unstandardized coefficient of the interaction term in the step 3 regression in Table 3 was employed and presented in the step 3, supported with the descriptive statistic of each variable and computed values of the main effects of peer relation with intellectual engagement on social-emotional and character development in Table 4. The figure demonstrated that those with high intellectual engagement signified a steeper slope between peer relationship and social-emotional and character development than those with low intellectual engagement, rejecting the null hypothesis. Thus, it can be stipulated that intellectual engagement significantly moderates the relationship between peer relationship and social-emotional and character development of students in Caraga region.
4 DISCUSSION

4.1 Level of Peer Relationship among Elementary Students in Caraga Region

The level of peer relationship in terms of pro-social was rated by the respondents as high. This is attributed to the responses of the respondents to the following items: I helped people who are being harassed, I am make friends, and I helped others. This means that peer relationship is always manifested. It also means, that student presence nearness of companion can enable youngsters to create correspondence and critical thinking aptitudes that will have long haul benefits for kids. The findings are related to the study of Stuhlman and Pianta (2009) that students who are occupied with common companion is due to ships will probably ponder school and the learning procedure.

Similarly, the result is connected with the findings of Milteer et al. (2011) which stressed that taking part in peer relationship can enable financially burdened students to enhance their social aptitudes, increment school commitment, and help them make an uplifting standpoint about school, and the learning procedure.

Similarly, the result is connected with the findings of Milteer, Ginsburg, and Mulligan (2011) which stressed that engaging in peer relationships can help economically disadvantaged students improve their social skills, increase school engagement, and help them create a positive outlook about school, the relationships formed, and the learning process. In addition, Stuhlman and Pianta, (2009) expressed that development of communication based social skills and social skills that focus on conflict resolution and coping mechanisms help children succeed in peer relationships, and improves the likelihood of a positive school trajectory.

4.2 Level of Social-Emotional and Character Development among Grade Six Students in Caraga Region

The level of social-emotional and character development is another variable of this study. The respondents rated it as high which means that it was oftentimes observed. There were three indicators which obtained a high descriptive levels such as respect at home, respect at school and self-development. Students in Caraga showed great respect to their teachers in school and parents at home and willing to adopt changes for a better future.

The findings is in accordance with the study, MacDonald and Parke, (1984) who stressed that the child’s social network of parents and siblings provides opportunities to observe and practice social skills that can be introduced into emerging peer relationships.

This is in consonance with the study of Elias (2009) stated that social-emotional and character development is appropriate for assessing the development of different facets of social-emotional skills and character during elementary grades and that it could be useful for investigating their role in the developmental pathways for a range of important youth outcomes.

4.3 Level of Intellectual Engagement among Elementary Students in Caraga Region

The other variable considered on this study is the level of intellectual engagement which was rated by the respondents as high. This implies that the level of intellectual engagement is oftentimes observed. An author (Veiga, 2013) made concluding remarks that students’ engagement in school, seen as the of centripetal connection of the student to the school in specific dimensions – cognitive, affective, behavioral and personal agency.

4.4 Correlations between Peer Relationship and Social-Emotional and Character Development

The overall result on the correlation of the constructs reveals that peer relationship significantly related to social-emotional and character development, self-development, pro-social behavior among the grade six in Caraga region. In other words, peer relationship is positively associated to social-emotional and character development and therefore rejecting the null hypothesis that there is no significant relationship between peer relationship and social-emotional and character development.

This findings is in consonance with the study conducted by Milteer, Ginsburg, & Mulligan (2011), that engaging in peer relationships can help economically disadvantaged students improve their social skills, increase school engagement, and help them create a positive outlook about school, the relationships formed, and the learning process. The development of communication based social skills and social skills that focus on conflict resolution and coping mechanisms help children succeed in peer relationships, and improves the likelihood of a positive school trajectory.

Such findings conformed to the study made by Frost et al (2010) stated that peer relationships affect the social-emotional development of children. In other words, social development is affected by the opportunities the child has to engage in activities with other children. Social-emotional development is affected by the relationships children have with their parents and other adults as well as with other children.
4.5 Correlation between Intellectual Engagement and Social-Emotional and Character Development

Intellectual engagement and social-emotional and character development obtain a positive correlation as demonstrated in the overall result. This manifested a significant relationship between these two variables. In addition, this reveals that the null hypothesis of there is no significant relationship between intellectual engagement and social-emotional and character development is rejected. The findings of this study are also collaborated by the following authors.

This is consistent with the findings of Ma, Phelps, Lerner, & Lerner, (2009), which expressed that negative relations with peers come out associated with disengagement and anti-social behaviors. Thus, You,(2011) made a concluding remarks that peer value and academic aspirations have a significant effect on students’ engagement, via locus of control (Gempes,2008) and academic expectation; these regulatory processes are developed due to perceived peer support and affect behavior throughout the years of schooling.

4.6 The Moderating Effect of Intellectual Engagement on Peer Relationship-to- Social-Emotional and Character Development Relationship

The results reveal that the moderating effect of intellectual engagement on the relationship between social-emotional and character development is significant. It was premised on the idea that the higher is the level of intellectual engagement of students ,the greater is the effect of peer relationship on his/her social-emotional and character development as compared to those with lower intellectual engagement.

A number of authors supported the idea regarding the relationships of the two variables in which they stated that peer relationships is significantly related to social-emotional character development (Frost et al, 2010; Rubin, Bukowski, Parker, & Bowker, 2008; Zins, Weissberg, Wang, & Walberg, 2004). In addition, various authors emphasized the relationship between intellectual engagement and social-emotional character (Li & Lerner, 2013; Metri Group, n.d; Juvoven, Espinoza and Knifsend, 2012).

CONCLUSION

Based from the findings of the study, student level of peer relationship is moderate which means manifested by the student only in some occasions, the level of social-emotional is high in terms of self-development, respect at school and respect at home. On the other hand, the level of intellectual engagement is also high. There was a significant relationship between peer relationship and social-emotional character development. Intellectual engagement obtained significant relationship with social-emotional character development. The intellectual engagement significantly moderates the relationship between peer relationship and social-emotional character development.

It was established that the result supported the proposition which stated that peer relationships affect the social-emotional development of preschool children (Frost et al, 2010) In the same manner, various authors posited that there were mutual relationship between intellectual, social and emotional engagement in student learning (Li & Lerner, 2013).

RECOMMENDATION

Based from the findings of the study the researcher formulated the following recommendations:

It is recommended that the level of peer relationship, social-emotional and character development, intellectual engagement must be raised from high to very high. Elementary students may enhance their peer relationship that exists at home, in school and in the community by providing them enough outdoor and indoor activities as part of community program of the local government and in the school.

To strengthen social-emotional and character development, the academe should continue to conduct trainings on values development of the focusing on social-and emotional component of an individual. Further, it is suggested that qualitative research may be conducted on the three variables to the same population to really discover an in depth interpretation of the study results.

References


Aronson and Inzlicht (2004) This article reviews the development of the stereotype threat construct from Steele and Aronson’s (1995) original.


Creasey et al., (1998), p126 Children experiment and practice new social skills and behaviours while engrossed in solitary, parallel or social play. Social competence is promoted


Erdley et al. (1997) Adolescents’ Implicit Theories Predict Desire for Vengeance After Peer …focused on implicit theories and responses to social rejection, they explored only self-relevant attributions and reactions and not judgments …


Fox & Boulton (2005). The social skills problems of victims of

Frost et al., (2004) and individual items from the Hoarding Rating Scale (HRS; Tolin et al., 2010) and the UCLA Hoarding Severity Scale

Galabo, N., Abellanosa, G. & Gempes, G. (2018). The level of readiness in mathematics of first year high school students of cluster 6 tugbok secondary schools: Basis for intervention program


Hayes, Palmer, & Zaslow, 1990, p.xii The Production of Quality in Child Care Centers-JStor


J. Douglas Willms, Sharon Friesen, and Penny Milton (2009) Identify three dimensions of student engagement: social engagement:


Molden & Dweck, (2006) Children's Implicit Theories of Intelligence: Attributions, Goals, and...The beliefs that shape learning and performance goals influence the meaning of the task for students


Parsons & Taylor (2011) Student engagement: What do we know and what should we do? University of Alberta.


© GSJ

www.globalscientificjournal.com


Gini, Pozzoli, & Hauser (2011). Bullies have enhanced moral competence to judge elative to victims, but lack moral compassion. Personality and Individual Differences T1. V1. L - 50


Kaplan and Aksel (2013). Ergenlerde baglanma ve saldirganlik davranislari arasindaki iliskinin incelenmesi [The investigation of relationship between attachment and aggressive behavior of adolescents]. Nesne Psikolojisi Dergisi, 1(1), 20-