



INTERPERSONAL SUPPORT AND STUDENT ENGAGEMENT AMONG GRADE 6 LEARNERS OF MAGUGPO PILOT CENTRAL ELEMENTARY SCHOOL

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ABSTRACT

*Positive interpersonal connections boost student's enthusiasm for which results in long-term learning success and confidence. This study aimed to determine the connection between the interpersonal support and student engagement across grade 6 elementary learners. The study used a quantitative non-experimental research design using correlational technique. Using the 21st century G*Power analysis sample size calculator, there were 257 grade 6 students respondents who were randomly selected. Adopted and modified Interpersonal Support Evaluation List (ISEL) questionnaire for independent variable and Student Engagement in School Questionnaire for dependent variable were used to gather data with mean and Pearson's *r* correlation as statistical tools. Findings revealed that the level of interpersonal support of grade 6 students has a mean score of 3.68 with standard deviation of 0.47 which is described as high. The level of students engagement of the grade 6 students has a mean score of 3.85 with standard deviation of 0.63 which is also described as high. Result also showed that there is a significant relationship between interpersonal support and student engagement among grade 6 students. This implies that there is sufficient evidence obtained from the sample that a significant relationship exists.*

KEYWORDS: *Interpersonal Support, Student Engagement*

INTRODUCTION

Student engagement has been known as a main variable in understanding dropout, particularly as a gradual process operating in a student's life and influencing the final decision to withdraw. Moreover, student engagement in academic activities is a critical factor contributing to the overall success of students. It is also stated that student engagement influences the student connectedness, motivation to study and view of capability in academic activities. Student engagement as student's willingness, needs, desire, motivation, and success in the learning process. Student engagement also associated with high quality in learning outcomes. Lastly, the association of student engagement between student's motivation and learning outcomes is the understanding of student engagement which help the educators prevent negative outcome and help the students at-risk to be engaged in school (Hart, et al, 2011).

In addition, interpersonal support is social support that a continuing pattern or erratic bonds that play importance in maintaining the state of the psychological and physical well-being of a person over time. It also added on their study that interpersonal support perceived as information leading to a person who believe that he or she is cared, loved, esteemed, valued, belonged to a system and mutual commitment. The individual referring to the student, and environment, referring to the factors that influences the student which

shape a student's level of engagement (Song, Hart, et al 2011).

This study aims to determine the connection between the interpersonal support and student engagement across Grade 6 elementary learners in one of the elementary schools in Tagum City. The researchers have not come across similar studies though existing relationship of interpersonal support and student engagement has mentioned above. This study made use of different indicator from the existing once.

OBJECTIVES

The purpose of the study was to determine the relationship between interpersonal support and student engagement of the students.

METHODS

This chapter features the methods and procedures that will be used in gathering the necessary data. This also includes the research design, the research subject covering the respondents, place and time, the research instrument, the data gathering procedure and the statistical treatment of the gathered data that was used by the researcher in the study. The researchers employed the quantitative, descriptive non-experimental design utilizing correlational techniques of research.



In correlational research strategy, two variables will be measured to obtain a set of scores for everyone. The measurements will be examined to identify any patterns of relationship that exist between the variables and to measure the strength of the relationship (Gravetter & Forzano, 2016).

Specifically, the researcher in this study utilized prospective correlational descriptive research which starts with a presumed cause (interpersonal support) in the present and goes forward in time to link it with a presumed effect (student engagement in school) in the future. Its correlational since the study aims to find the relationship between the independent variable which is the interpersonal support and the dependent variable which is the student engagement.

RESULTS AND DISCUSSIONS

In this chapter, the researcher presents, analyze and interprets the data gathered in textual and tabular form.

Table 1
Level of Interpersonal Support of the Grade 6 Students in terms of Appraisal Support

Items	Mean	SD	Description
1. There are several people that I trust to help solve my problems.	3.81	0.93	High
2. There is someone I can share my most private worries and fears with.	3.41	1.12	Moderate
3. There is someone I can turn to for advice about handling problems with my studies.	3.61	1.04	High
4. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.	3.71	1.18	High
5. There is at least one person I know whose advice I really trust.	4.02	1.06	High
Total	3.71	0.64	High

The overall mean of 3.71 with standard deviation of 0.64 is described as high. This means that the interpersonal support of grade 6 students in terms of appraisal support is oftentimes observed.

Table 2
Level of Interpersonal Support of the Grade 6 Students in terms of Tangible Support

Items	Mean	SD	Description
1. If I needed help in answering my assignments, there is someone who would help me.	3.92	1.00	High
2. If I needed a ride to the school very early in the morning, there is someone to take me.	3.93	1.17	High
3. There is someone who can take me to the doctor If I were sick.	3.82	1.19	High
4. If I were sick, I could easily find someone to help me with my daily chores.	3.71	1.19	High
5. If I was stranded 10 kilometers from home, there is someone I could call who would come and get me.	3.57	1.18	High
Total	3.79	0.77	High

The overall mean of 3.79 with standard deviation of 0.77 is described as high. This means that the interpersonal support of grade 6 students in terms of tangible support is oftentimes observed.

Table 3
Level of Interpersonal Support of Grade 6 Students In terms of Self-Esteem Support

Items	Mean	SD	Description
1. There is someone who takes pride in my accomplishments.	3.48	1.15	Moderate
2. Most people I know think highly of me.	3.33	1.11	Moderate
3. I am as good at doing things as most other people are.	3.30	1.15	Moderate
4. In general, people have much confidence in me.	3.44	1.06	Moderate
5. I am closer to my friends than most other people are to theirs.	3.55	1.20	High
Total	3.42	0.70	Moderate



The overall mean of 3.42 with standard deviation of 0.70 has descriptive equivalent of moderately high which means that the level of interpersonal support of grade 6 students in terms of self-esteem support is sometimes observed.

Table 4
Level of Interpersonal Support of Grade 6 Students in terms of Belonging Support

Items	Mean	SD	Description
1. When I feel lonely, there are several people I can talk to.	3.79	1.08	High
2. I often talk with family or friends.	3.92	1.15	High
3. There are several different people I enjoy spending time with.	3.91	1.09	High
4. Most people I know enjoy the same things that I do.	3.73	1.08	High
5. I often get invited to do things with others.	3.54	1.11	High
Total	3.78	0.67	High

The overall mean of 3.78 with standard deviation of 0.67 has descriptive value of high which means that the level of interpersonal support of grade 6 students in terms of belonging support is oftentimes observed.

Table 5
Summary of the Level of Interpersonal Support of Grade 6 Students

Indicators	Mean	SD	Description
1. Appraisal Support	3.71	0.64	High
2. Tangible Support	3.79	0.77	High
3. Self-Esteem Support	3.42	0.70	Moderate
4. Belonging Support	3.78	0.67	High
Overall	3.68	0.47	High

The overall mean of 3.68 and with a standard deviation of 0.47 has a descriptive equivalent of high. This means that the level of interpersonal support of grade 6 students is oftentimes observed.

Table 6
Level of Students Engagement of Grade 6 Students in terms of Affective Engagement

Items	Mean	SD	Description
1. I am very interested in learning.	3.93	1.09	High
2. I think what we are learning in school is interesting.	3.95	1.12	High
3. I like what I am learning in school.	3.96	1.17	High
4. I enjoy learning new things in class.	4.35	3.66	High
5. I think learning is fun.	3.91	1.01	High
Overall	4.02	1.06	High

The overall mean of 4.02 with standard deviation of 1.06 has descriptive equivalent of high which means that the level of student engagement of grade 6 students in terms of affective engagement is oftentimes observed.

Table 7
Level of Student Engagement of Grade 6 Students in terms of Behavioral Engagement

Items	Mean	SD	Description
1. When I'm in class, I participate in class activities.	3.84	1.05	High
2. I pay attention in class.	3.86	1.10	High
3. When I run into a difficult homework problem, I keep working at it until I think I've solved it.	3.70	1.18	High
4. I volunteer to help with different tasks during school activities such as sports day and Parents' Day.	3.77	1.10	High
5. I am an active participant of the different events during school activities such as sports day and family day.	3.63	1.12	High
Overall	3.76	0.75	High

The overall mean of 3.76 with standard deviation of 0.75 has descriptive equivalent of high which means that the level of student engagement of grade 6 students in terms of behavioral engagement is oftentimes observed.

Table 8
Level of Student Engagement of Grade 6 Students in terms of Cognitive Engagement

Indicators	Mean	SD	Description
1. Affective Engagement	4.02	1.06	High
2. Behavioral Engagement	3.76	0.75	High
3. Cognitive Engagement	3.78	0.72	High
Overall	3.85	0.63	High

The overall mean of 3.78 with standard deviation of 0.72 has descriptive equivalent of high which means that the level of student engagement of grade 6 students in terms of behavioral engagement is oftentimes observed.



Table 9
Summary of the Level of Student Engagement of Grade 6 Students

Variables	Mean	SD	r – value	p – value	Decision @ 0.05 level of significance
Interpersonal Support Student Engagement	3.68 3.85	0.47 0.63	0.41	0.00	H ₀ is rejected.

The overall mean of 3.85 and with a standard deviation of 0.63 has descriptive equivalent of high. This means that the level of student engagement of grade 6 students is oftentimes observed

Table 10
Relationship between Interpersonal Support and Student Engagement among Grade 6 Students

Items	Mean	SD	Description
1. When learning new information, I try to put the ideas in my own words.	3.71	1.17	High
2. I make up my own examples to help me understand the important concepts I learn from school.	3.78	1.06	High
3. I try to see the similarities and differences between things I am learning from school and things I know already.	3.73	1.05	High
4. When I study, I try to understand the material better by relating it to things I already know.	3.84	0.98	High
5. When I study, I figure out how the information might be useful in the real world.	3.86	1.08	High
Overall	3.78	0.72	High

The coefficient correlation of 0.41 shows the degree of linear relationship and a positive correlation between the interpersonal support and student engagement among the grade 6 students. The coefficient of determination R² is equal to 0.1681 which means that about 16.81% of the variance in interpersonal support is explained or accounted for by the student engagement.

It also shows that the probability value of 0.00 is less than the 0.05 level of significance. Thus, the null hypothesis is rejected. Therefore, there is a significant relationship between interpersonal support and student engagement among the grade 6. This implies that there is sufficient evidence obtained from the sample that a significant relationship exists.

CONCLUSION

Based on the study's aforementioned findings, the amount of interpersonal support is still strong despite the moderate level of self-esteem that is one of the markers. On the other hand, there is also a high level of student engagement. According to the study, there is a considerable link between student engagement and interpersonal support. This implies that student involvement with instruction in class is influenced by interpersonal support.

Despite of the limitations, it can be said that the results of this study have implications for both theory and practice. By examining the relationship between interpersonal support and student engagement using modified and adapted survey questionnaires for the Interpersonal Support Evaluation List (ISEL) by Cohen et al (1985) and the Student Engagement in School Questionnaire by Hart et al (2009), the study adds to the body of literature. More precisely, the current findings underscore the notion that social support and engagement among students encourage future goals, school affiliation, and the perception of the value of academic effort. Future research that focuses on different circumstances and evaluates the models across various school age groups may be useful.

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