

Peer Relationship and Social Skills Development among Grade 6 Teachers

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Abstract:- This study investigates the relationship between Peer Relationship and Social Skills Development among Grade 6 teachers, aiming to shed light on the dynamics that shape educators' social competencies. Utilizing a descriptive correlational research design with a survey method, data was collected from 100 Grade 6 teachers through a self-reported questionnaire. The results reveal a commendable level of peer relationships among teachers, emphasizing a positive professional atmosphere conducive to collaboration and supportive interactions. Moreover, teachers exhibit a high level of social skills development, showcasing proficiency in communication, collaboration, and empathy. The results also emphasized a significant positive relationship between Peer Relationship and Social Skills Development, emphasizing the crucial role of positive peer interactions in shaping educators' social competencies. Furthermore, specific indicators of Peer Relationship that significantly influence Social Skills Development were identified, providing insights for fostering a supportive educational environment. The study suggests leveraging these findings for professional development initiatives, collaborative school cultures, individual teacher growth, enhanced learning atmospheres, and as a foundation for future research endeavors. This study contributes valuable insights emphasizing the importance of positive peer relationships in shaping teachers' social competencies and, consequently, the overall educational experience.

Keywords:- Peer Relationship, Social Skills Development, Grade 6 Teachers, Educational Environment, Professional Collaboration, Teacher Development.

I. INTRODUCTION

Social skills development plays a crucial role in the overall well-being and academic success of elementary school teachers, particularly those in Grade 6. As teachers progress through their teaching journey, they increasingly engage in social interactions and form relationships with their peers. These interactions and relationships have a significant impact on their social, emotional, and cognitive development.

The studies reviewed consistently demonstrate the positive impact of fostering positive peer interactions on various aspects of student well-being, including social competence, academic engagement, self-esteem, and behavioral outcomes. However, there is still a need to

conduct further research specifically in the chosen context, considering the unique characteristics and dynamics of Grade 6 teachers.

In the local setting of Davao City, Philippines, there is a pressing need to delve into the realm of peer relationships and social skills development. Recent studies conducted within Davao City have shed light on the significance of addressing these areas of development to create a conducive learning environment.

The study titled, "Peer Relationship and Social Skills Development among Grade 6 Teachers," was conducted to investigate how peer relationships function and how they affect how social skills develop in sixth-grade teachers. The goal of the research is to understand better how interactions and connections between students and their teachers support the development of social skills. Through an examination of several aspects of peer interactions in an educational setting, the research aims to pinpoint critical elements that either promote or impede the advancement of social skills.

The study acknowledges the significance of examining how peer relationships impact the social skills of Grade 6 teachers. It underscores the importance of understanding the ways in which interactions and relationships among colleagues contribute to the development and enhancement of social skills within the teaching environment.

This study on peer connections and how they affect Grade 6 teachers' social skills uses a quantitative research technique, a descriptive correlational research design, and the survey method. The purpose of selecting this design was to investigate and assess the type and extent of the connection between teacher social skill development and peer interactions. The project intends to gather thorough data via questionnaires that exposes trends and connections, offering insightful information about how peer relationships affect social skills in the classroom.

The findings of this study have significant implications to DepEd by gaining a deeper understanding of the factors influencing social development in students. School Heads can also benefit from this study by having additional knowledge which can guide school heads in implementing evidence-based programs, interventions, and initiatives that foster a positive and inclusive school climate. This study can benefit teachers by gaining a better understanding of the factors that influence students' social development and the strategies that can be employed to support positive social

interactions. The findings can provide students with a better understanding of the importance of positive peer relationships, social skills development, conflict resolution, cooperation, collaboration, and empathy in their own lives. The study's findings can also provide a basis for future investigations, allowing researchers to delve deeper into specific aspects of peer relationships, social skills development, conflict resolution, cooperation, collaboration, and empathy.

In conclusion, this research was conducted to investigate the interplay between Peer Relationship and Social Skills Development among Grade 6 teachers. Recognizing the role of teachers' social competencies in creating positive learning environments, the study aims to determine the specific aspects of peer relationships that significantly influence the development of social skills in educators.

II. METHOD

The research design to be utilized in this study is a descriptive correlational research design using a survey method. Descriptive correlational research design is well-suited to this study for exploring the associations and patterns between variables. It allows researchers to examine the strength and direction of the relationship between peer relationship and social skills development, providing valuable information about the extent to which these variables are related in the specific context of Grade 6 teachers.

The study involved 100 Grade 6 teachers from Dionesio Leong Elementary School located as respondents who will participate in the survey. The sampling procedure employed for participant selection is simple random sampling. Simple random sampling provides a systematic and unbiased way to select participants, ensuring that the sample represents the larger population of Grade 6 teachers. This sampling method allows for statistical inferences to be made about the population based on the characteristics and responses of the selected sample. By employing simple random sampling, the study can achieve a balance between feasibility and representativeness. The researcher can gather data from a manageable number of Grade 6 teachers while maintaining the ability to generalize the findings to the larger population of Grade 6 teachers. This sampling method enhances the study's external validity and strengthens the reliability of the results.

In gathering data for the variable of peer relationship, the research instrument utilized in this study is adapted from the work of Bukowski and Hoza (2018). This instrument is designed to assess various aspects of peer relationships, including measures of acceptance, friendship quality, and social interactions. Respondents will be provided with a survey questionnaire consisting of items adapted from the aforementioned instrument. They were instructed to indicate their responses on a Likert scale, ranging from Strongly Agree to Strongly Disagree. This format allows the respondents to express their perceptions and experiences

regarding their peer relationships, providing valuable insights into the quality and dynamics of their social interactions.

The study gathered an extensive amount of information on peer connections and how closely they relate to the social skills of teachers in grade 6. This was done by using the survey technique. Through the use of questionnaires, the researcher was able to compile important data regarding the ways in which peer connections and interactions inside the classroom affect instructors' social skill growth and improvement. This approach made it easier to gather replies in a methodical manner, which enabled a thorough examination of the link between social skill development and peer relationships.

III. RESULTS AND DISCUSSIONS

The study's findings are gathered through a self-reported survey questionnaire. The questionnaire consisted of indicators related to Peer Relationship and Social Skills Development, with a Likert scale ranging from Strongly Disagree to Strongly Agree. Statistical analyses, including correlation coefficients and regression analyses, were employed to examine the relationships between Peer Relationship and Social Skills Development. Subsequently, specific indicators of Peer Relationship that significantly influence Social Skills Development were identified through regression analysis.

The first theme explores extent peer relationships among Grade 6 teachers is assessed specifically in terms of Social Interaction and Prosocial Behavior. The overall mean across all statements is 4.01, with a low SD of 0.36, indicating a consistently extensive level of peer relationships among Grade 6 teachers in terms of social interaction and prosocial behavior. This means that peer relationship among Grade 6 teachers is often manifested.

The second explores an assessment of the extent of peer relationships among Grade 6 teachers. The overall mean across all statements is 3.98, with a low SD of 0.37, indicating a consistently extensive level of peer relationships among Grade 6 teachers in terms of peer acceptance and friendship quality. This means that peer relationship among Grade 6 teachers is often manifested.

The third theme outlines the evaluation of peer relationships among Grade 6 teachers. The overall mean across all statements is 3.98, with a low SD of 0.37, indicating a consistently extensive level of peer relationships among Grade 6 teachers in terms of conflict resolution and positive group dynamics. This means that peer relationship among Grade 6 teachers is often manifested.

The fourth theme peer relationships among Grade 6 teachers. The overall mean across all indicators is 3.99, with a low SD of 0.20, indicating a consistently extensive level of peer relationships among Grade 6 teachers. This means that the peer relationship among Grade 6 teachers is often manifested.

The fifth theme 5 illustrates the extent of social skills development among Grade 6 teachers. The overall mean across all statements is 4.02, with a low SD of 0.37, indicating a consistently extensive level of social skills development among Grade 6 teachers in terms of communication skills. This means that the social skills development among 6 teachers is often manifested.

In conclusion of all the themes, it can be derived that teachers exhibit a commendable level of Peer Relationship, with high mean scores across dimensions such as Social Interaction and Prosocial Behavior, Peer Acceptance and Friendship Quality, and Conflict Resolution and Positive Group Dynamics. These results suggest a positive professional atmosphere among teachers, fostering collaboration and positive interactions, which are foundational for a supportive educational environment.

The study revealed a comprehensive overview of the extent of Peer Relationship among Grade 6 teachers, encompassing dimensions such as Social Interaction and Prosocial Behavior, Peer Acceptance and Friendship Quality, and Conflict Resolution and Positive Group Dynamics. The mean scores for these dimensions indicate a high level of peer relationships among teachers, emphasizing the positive professional connections and collaborative atmosphere within this educational context.

The study also delved into the assessment of Social Skills Development among Grade 6 teachers, focusing on indicators such as Communication Skills, Cooperation and Collaboration, and Empathy and Perspective-Taking. The mean scores signify a high level of social skills development, reflecting teachers' proficiency in communication, collaboration, and empathetic understanding, aligning with the literature highlighting the positive impact of these skills on educational settings.

Further, the study emphasized a significant positive relationship between Peer Relationship and Social Skills Development among Grade 6 teachers. The correlation coefficient (R) of 0.60 signifies a strong association, indicating that as Peer Relationship scores increase, there is a corresponding rise in Social Skills Development among teachers. This supports existing literature emphasizing the crucial role of positive peer relationships in shaping educators' social competencies.

In terms of recommendations, the study suggests the DepEd officials to consider leveraging the positive findings on Peer Relationship and Social Skills Development among Grade 6 teachers to inform professional development initiatives. School heads are encouraged to foster a supportive and collaborative school culture, capitalizing on the observed high levels of Peer Relationship and Social Skills Development among Grade 6 teachers. Teachers may recognize the importance of positive peer relationships in their professional development and classroom dynamics. It is also recommended that students experience improved communication, cooperation, and empathy from teachers, fostering a more supportive and conducive space for their

academic and personal development. Lastly, future researchers are encouraged to delve deeper into the dynamics of peer relationships and social skills development in various educational contexts.

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