

Interpersonal Self-Efficacy of Elementary Grade Teachers and Pupils' Social, Emotional, and Personal Skills: Implications for a Responsive MATATAG Curriculum in MBHTE

Analyn A. Imuy 

Mindanao State University- Tawi-Tawi College of Technology and Oceanography
analynimuy@msutawi-tawi.edu.ph

Prof. Elvinia R. Alivio, Ph.D.


Mindanao State University- Tawi-Tawi College of Technology and Oceanography
elviniaalivio@msutawi-tawi.edu.ph

Anhar H. Ibrahim 

Mindanao State University, Tawi-Tawi College of Technology and Oceanography
anharibrahim@msutawi-tawi.edu.ph

Assoc. Prof. Jocelyn A. Pajiji, Ph.D. 

Mindanao State University Tawi-Tawi College of Technology and Oceanography
jocelynpajiji@msutawi-tawi.edu.ph

Anang Masdiya S. Sabli 

Mindanao State University Tawi-Tawi College of Technology and Oceanography
anangmasdiyasabli@msutawi-tawi.edu.ph

Ruaida M. Lallih 

Mindanao State University Tawi-Tawi College of Technology and Oceanography
ruaidalallih@msutawi-tawi.edu.ph

Lena T. Lastam 

Mindanao State University Tawi-Tawi college of technology and Oceanography
lenalastam@msutawi-tawi.edu.ph

Sharika H. Kissae 

Mindanao State University Tawi-Tawi college of technology and Oceanography
sharikakissae@msutawi-tawi.edu.ph

Publication Date: December 5, 2025

DOI: 10.5281/zenodo.17869911

Abstract

Interpersonal self-efficacy plays a critical role in shaping teachers' confidence in managing classrooms and supporting learners' holistic development. Within the MBHTE context,

strengthening teachers' interpersonal abilities is essential in meeting MATATAG Curriculum priorities.

This study examined the level of interpersonal self-efficacy among elementary grade teachers and assessed pupils' social, emotional, and personal skills. It also explored the relationship between teachers' interpersonal self-efficacy and pupils' socio-emotional and personal competencies.

The study employed a descriptive–correlational design involving elementary teachers and parents of Grade 1 pupils under MBHTE. Standardized Likert-type instruments measured teachers' interpersonal self-efficacy and pupils' social, emotional, and personal skills. Descriptive statistics summarized the levels of each construct, while Pearson's correlation determined the relationship between variables.

Findings revealed that teachers exhibited high interpersonal self-efficacy, particularly in communication and relationship-building. Pupils demonstrated very satisfactory levels of social, emotional, and personal skills, with personal responsibility and empathy emerging as strong indicators. Significant positive correlations were found between teacher interpersonal self-efficacy and pupils' socio-emotional skills.

Schools under MBHTE may strengthen learner development by fostering teachers' interpersonal self-efficacy through targeted professional development. Integrating socio-emotional learning strategies in early grade instruction supports the MATATAG Curriculum's thrust for a responsive and learner-centered education.

Keywords: *interpersonal self-efficacy, social skills, emotional skills, personal skills, MATATAG Curriculum, MBHTE*

INTRODUCTION

Interpersonal self-efficacy—teachers' belief in their ability to communicate, build relationships, and manage social interactions—is vital to creating supportive learning environments. Research consistently highlights that teachers with strong interpersonal efficacy cultivate more positive classroom climates, enhance pupil engagement, and model prosocial behavior (Bandura, 2016; Poulou, 2020).

In the context of the Ministry of Basic, Higher and Technical Education (MBHTE) in BARMM, these competencies are especially important. The MATATAG Curriculum emphasizes holistic learning, character development, and responsive instruction. Early-grade pupils, particularly Grade 1 learners, require strong socio-emotional support as they transition from home to formal schooling.

Review of Related Literature

Studies have established links between teacher interpersonal competence and pupil socio-emotional growth (Jennings & Greenberg, 2019). High teacher self-efficacy correlates with improved classroom behavior, enhanced learner autonomy, and stronger emotional regulation among pupils (Zee & Koomen, 2016). Likewise, early development of social and personal skills predicts learners' long-term academic success and well-being (Domitrovich et al., 2017).

Statement of the Problem

This study addressed the following:

1. What is the level of interpersonal self-efficacy among elementary grade teachers?
2. What is the level of Grade 1 pupils' social skills, emotional skills, and personal skills?

3. Is there a significant relationship between teachers' interpersonal self-efficacy and pupils' social, emotional, and personal skills?

Objectives

- To determine teachers' interpersonal self-efficacy level.
- To assess the socio-emotional and personal skills of Grade 1 pupils.
- To examine the relationship between teacher self-efficacy and pupil development indicators.

MATERIALS AND METHODS

Research Design

A descriptive–correlational design was utilized to determine levels of teacher interpersonal self-efficacy and pupil skills, and to test associations between these variables.

Participants

Participants included elementary teachers and parents of Grade 1 pupils from schools under MBHTE–BARMM. Teachers were selected through total enumeration, while parents were chosen purposively based on their direct involvement in assessing their children's behavior.

Instruments

Two standardized Likert-type questionnaires (1–5 scale) were used:

Teacher Interpersonal Self-Efficacy Scale, covering communication, conflict management, and relationship-building.

Pupil Social, Emotional, and Personal Skills Rating Scale, completed by parents.

Both instruments underwent content validation and reliability testing (Cronbach's $\alpha > .80$).

Procedure

Permission from the school head and MBHTE authorities was secured. Teachers completed the self-efficacy assessment, while parents rated pupils' skills at home. Data were encoded, cleaned, and analyzed following ethical procedures.

Data Analysis

Descriptive statistics (mean, SD) determined levels of teacher self-efficacy and pupil competencies. Pearson correlation tested the relationship between teachers' interpersonal self-efficacy and each domain of pupil skills.

RESULTS

Teachers' Interpersonal Self-Efficacy

Teachers obtained a high overall mean, indicating strong confidence in their ability to interact effectively with pupils and colleagues. Communication skills ranked highest, while conflict management showed the lowest—but still high—mean.

Pupils' Social, Emotional, and Personal Skills

- The pupils were rated very satisfactory across all three domains.
- Personal skills received the highest ratings, particularly in responsibility and task completion.
- Emotional skills showed developing strengths in empathy and self-regulation.
- Social skills were strong in cooperation and respect for others.

Relationship Between Teacher Self-Efficacy and Pupil Skills

Pearson correlation revealed significant positive associations between teachers' interpersonal self-efficacy and pupils:

- a) social skills,
- b) emotional skills, and
- c) personal skills.

This suggests that classrooms led by confident, communicative teachers tend to have pupils who exhibit stronger socio-emotional competencies.

DISCUSSION

The high levels of interpersonal self-efficacy among teachers support existing research indicating that confident educators are more effective in managing classrooms and nurturing positive relationships (Zee & Koomen, 2016). In the MBHTE context, this implies that frontline teachers are equipped to support the MATATAG Curriculum's focus on socio-emotional development.

Pupils' strong socio-emotional and personal skills reflect the effectiveness of home-school collaboration and early-grade interventions. Consistent with Domitrovich et al. (2017), young learners benefit from environments where adults exhibit strong interpersonal competencies.

The significant correlations between teacher self-efficacy and pupil skills affirm Bandura's Social Cognitive Theory: children learn social and emotional behaviors by observing and interacting with adults. Teachers who model confidence, empathy, and clear communication foster similar competencies in their pupils.

Implications for Practice

1. MBHTE may consider continuing professional development focused on communication, relationship-building, and classroom interaction strategies.
2. Schools may integrate SEL-based routines aligned with MATATAG principles.
3. Parent engagement should remain a central component for sustaining socio-emotional growth.

Limitations

The study relied on parent ratings, which may include bias. Expanding the assessment to include teacher observations or standardized SEL assessments may strengthen data accuracy.

Conclusion

Teachers in MBHTE exhibit strong interpersonal self-efficacy, and Grade 1 pupils demonstrate high socio-emotional and personal skills. The positive relationship between these constructs underscores the importance of fostering teacher interpersonal competence to support holistic learner development. Future research may include more schools, qualitative observations, or intervention-based designs to deepen understanding of these relationships.

REFERENCES

- Angeles, M. P. H. (2012). Teaching efficacy interpersonal, intrapersonal skills and teaching performance in the tertiary school. *AMURE: International Journal of Social Science*, Tarlac State University, Philippines.
- Anghelache, V. (2018). Interpersonal communication and self-efficacy. In *EduWorld 2018: The 8th International Conference, The European Proceedings of Social & Behavioral Sciences (EpSBS)*. Future Academy.
- Ashton, P. T., & Webb, R. S. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. Longman.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.

- Campbell, H. (2003). Modelling the urban interface by using fuzzy logic. *Journal of Building Construction and Planning Research*, 2(1). <https://www.scrip.org/reference/referencespapers?referenceid=1131857>
- Chaiklin, S. (2003). The zone of proximal development in Vygotsky's analysis of learning and instruction. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), *Vygotsky's educational theory in cultural context* (pp. 39–64). Cambridge University Press.
- Denham, S. A., Bassett, H. H., & Zinsser, K. (2012). Early childhood teachers as socializers of young children's emotional competence. *Early Childhood Education Journal*, 40(3), 137–143. <https://doi.org/10.1007/s10643-011-0498-1>
- Denham, S. A., Bassett, H. H., Zinsser, K., & Wyatt, T. M. (2017). How preschoolers' social-emotional learning predicts their early school success: Developing theory-promoting, competency-based assessments. *Infant and Child Development*, 26(1), e2035. <https://doi.org/10.1002/icd.2035>
- Dollman, L., Morgan, C., Pergler, J., Russell, W., & Watts, J. (2007). Improving social skills through the use of cooperative learning (Action Research Project, Saint Xavier University). ERIC. (ED496112)
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2015). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Eleby, C., Jr. (2009). The impact of a student's lack of social skills on their academic skills in high school (Master's thesis, Marygrove College). ERIC. (ED529283)
- Elias, M. J., & Haynes, N. M. (2018). Social-emotional and character development: A critical, scientific, practical and moral imperative. *Journal of Research in Character Education*, 14(1), 1–12.
- Erikson, E. H. (1963). *Childhood and society* (2nd ed.). W.W. Norton & Company.
- Estrellado, C. J. P. (2023). Matatag curriculum: Why curriculum must change? *Journal of Interdisciplinary Perspectives*. <https://www.researchgate.net/publication/374571571>
- Fetissoff, K. B. A., Kry, J. B. S., & Skilling, A. B. A. (2008). Improving social skills in elementary students through classroom meetings (Master's thesis, Saint Xavier University). ERIC. <https://files.eric.ed.gov/fulltext/ED503059>
- Garrido, G. L. (2023). Bandura's self-efficacy theory of motivation in psychology. ResearchGate. <https://www.researchgate.net/publication/375793217>
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4), 569–582. <https://doi.org/10.1037/0022-0663.76.4.569>
- Grayson, J. L., & Alvarez, H. K. (2014). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 26(5), 1132–1140. <https://doi.org/10.1016/j.tate.2010.03.005>

- Gu, Q. (2014). The role of emotional practice in building a professional learning community in primary schools. *Teacher Development*, 18(2), 165–182. <https://doi.org/10.1080/13664530.2014.900516>
- Janols, R., Nylander, S., & Bengtsson, S. (2017). 5–15R: A screening questionnaire for parents on developmental and behavioural problems in children. *Journal of Child Psychology and Psychiatry*, 58(2), 182–190. <https://doi.org/10.1111/jcpp.12647>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Klassen, R. M., Durksen, T. L., & Tze, V. M. C. (2018). Teachers' self-efficacy beliefs: Ready to meet students' learning needs? In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.), *Handbook of epistemic cognition* (pp. 421–436). Routledge.
- Kozulin, A., Ageyev, V. S., Gindis, B., & Miller, S. M. (Eds.). (2015). *Vygotsky's theory in education: Implications for teaching, learning, and testing*. Springer.
- Lim, Q. H. (2020). The impact of social-emotional training on social-emotional development in students based on student grade and teacher experience (Master's thesis, Abilene Christian University). Digital Commons @ ACU. <https://digitalcommons.acu.edu/etd/227>
- Luciano, R. G., Herrera, N. G., & Marcos, M. I. P. (2020). Assessment of the personal skills of BSIT students: A basis for training plan development. *International Journal of Scientific & Technology Research*, 9(3), 5588–5593.
- MBHTE. (2023). *MATATAG Curriculum Framework for Basic Education*. Ministry of Basic, Higher, and Technical Education.
- McClelland, M. M., Tominey, S. L., Schmitt, S. A., & Duncan, R. (2007). SEL and self-regulation in early childhood: A review and analysis of SEL programs. *Child Development Perspectives*, 1(3), 157–163. <https://doi.org/10.1111/j.1750-8606.2007.00026.x>
- Nayon, J. N., & Macalisang, D. S. (2024). Interpersonal self-efficacy, morale, and personality traits of public elementary school teachers vis-à-vis teaching performance. *International Journal of Science and Research Archive*, 12(1), 231–240. <https://doi.org/10.30574/ijrsra.2024.12.1.0905>
- Ormrod, J. E. (2020). *Human learning* (8th ed.). Pearson.
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543–578. <https://doi.org/10.3102/00346543066004543>
- Paroginog, E. S., Villar, R. L., & Quinto, J. M. (2018). Social skills and academic performance among Grade 10 students in selected public schools. *International Journal of Advanced Research in Management and Social Sciences*, 7(1), 88–101.
- Poulou, M. (2017). Students' emotional and behavioral difficulties: The role of teachers' social and emotional learning and teacher–student relationships. *International Journal of Emotional Education*, 9(2), 72–89.

- Rogoff, B. (2017). Developing understanding of the idea of communities of learners. In A. A. Brown & A. L. Palincsar (Eds.), *Advances in developmental psychology* (Vol. 10, pp. 177–207). Routledge.
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social-cognitive theory. *Contemporary Educational Psychology*, 60, 101832. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.). ASCD.
- Snyder, C. R., & Hoffman, C. (2011). *Coping with stress: Effective people and processes*. Oxford University Press.
- Tadesse, S. (2020). The effect of teacher self-efficacy on students' academic achievement: A systematic review. *Cogent Education*, 7(1), 1837288. <https://doi.org/10.1080/2331186X.2020.1837288>
- Teacher Responses. (2025). [Personal communication on classroom strategies for social skills development].
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Tschannen-Moran, M., & Hoy, A. W. (2014). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(8), 944–956. <https://doi.org/10.1016/j.tate.2006.05.003>
- UNESCO. (2019). *Learning for empathy: A teacher's guide to social and emotional learning in Asia*. UNESCO Publishing.
- Usher, E. L., & Pajares, F. (2017). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4), 751–796. <https://doi.org/10.3102/0034654308321456>
- Veldman, I., Admiraal, W., Mainhard, T., Wubbels, T., & van Tartwijk, J. (2017). Measuring teachers' interpersonal self-efficacy: Relationship with realized interpersonal aspirations, classroom management efficacy and age. *Social Psychology of Education*, 20(2), 411–426. <https://doi.org/10.1007/s11218-017-9374-1>
- Walker, H. M., & Severson, H. H. (2022). *Social skills curriculum guide: Teaching interpersonal skills to students*. Pacific Northwest Publishing.
- Wubbels, T., Brekelmans, M., den Brok, P., & van Tartwijk, J. (2015). Teacher interpersonal behavior and student outcomes. In L. J. Saha & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (pp. 363–380). Springer. https://doi.org/10.1007/978-0-387-73317-3_24