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

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Publication Date: December 5, 2025

#### 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.

DOI: 10.5281/zenodo.17869911





Volume 1 Issue 12 (2025)

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

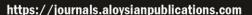
The study relied on parent ratings, which may include bias. Expanding the assessment to include teacher observations or standardized SEL assessments may strengthen data accuracy.

#### 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.

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