

Teachers' Interpersonal Teaching Behaviors and Social–Emotional Competence: Perspectives of Teachers and School Administrators

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Abstract

Introduction: Interpersonal teaching behaviors and social-emotional competence are critical dimensions of teaching quality that influence the classroom climate, student engagement, and the overall effectiveness of instruction in higher education. Analyzing these constructs through both teacher self-reports and administrators' evaluations offers a more comprehensive understanding of teaching quality within the context of private colleges.

Objectives: This study sought to investigate the levels of interpersonal teaching behaviors and social–emotional competence among teachers in selected private colleges in Pagadian City, Philippines, as perceived by both teachers and school administrators. Additionally, it aimed to determine whether significant differences exist between the perceptions of these two groups of raters and to explore the relationship between interpersonal teaching behaviors and social and emotional competence.

Methods: This study used a descriptive survey research design with comparative and correlational elements. The sample included 223 teachers and 37 school administrators from private colleges in Pagadian City, Philippines. Stratified random sampling was used for teachers, while total enumeration was used for administrators. Data were collected using two validated questionnaires that assessed interpersonal teaching behaviors and social-emotional competence, both showing high internal consistency (Cronbach's alpha = 0.94 and 0.92, respectively). Data analysis used descriptive statistics (mean and standard deviation), independent samples t-tests, and Pearson product-moment correlations.

Results: Findings showed teachers and administrators consistently rated interpersonal teaching behaviors and social–emotional competence as "Always Manifested." No significant differences were found between teachers' self-assessments and administrators' evaluations of these behaviors ($t(186) = 0.966$, $p = .362$) and competence ($t(186) = 25.33$, $p = .249$). A significant positive correlation existed between interpersonal behaviors and competence ($r = 0.68$, $p < .05$), indicating teachers with stronger social–emotional skills are more likely to exhibit positive interpersonal behaviors.

Conclusions: The findings show that teachers in private colleges in Pagadian City demonstrate high levels of interpersonal teaching behaviors and social-emotional competence, with alignment between self-assessments and administrator evaluations. The positive correlation between these constructs highlights their interconnected role in teaching quality and shows teachers' socio-emotional capacities link to their relational practices. These results emphasize the importance of professional development programs that strengthen both interpersonal teaching and socio-emotional competencies. Future research should include student perspectives and classroom observations to further clarify this relationship.

Keywords: interpersonal teaching behaviors, social–emotional competence, teachers, school administrators, private colleges, descriptive survey

1. Introduction

In higher education, teaching quality is increasingly recognized as a multidimensional construct that transcends the mere mastery of subject matter and instructional techniques. Contemporary scholarship underscores that effective teaching is fundamentally

rooted in the relational and socio-emotional dimensions of classroom practice, as teachers' interactions with students significantly impact engagement, motivation, and learning outcomes (Hattie, 2009; Pianta et al., 2012). Teacher–student relationships contribute to the creation of supportive learning environments in which students feel valued,

respected, and motivated to engage meaningfully in academic activities (Wentzel, 2012). In higher education contexts, particularly within private colleges, the quality of these interactions is closely associated with student satisfaction, persistence, and institutional effectiveness (Umbach & Wawrzynski, 2005). This is particularly pertinent in provincial settings such as Pagadian City, where private colleges often serve diverse student populations and teaching quality is crucial for sustaining educational outcomes and institutional viability.

A critical dimension of teaching quality lies in interpersonal teaching behaviors, which refer to the observable actions and practices teachers exhibit in their daily engagement with students. These behaviors shape the classroom climate and influence students' perceptions of fairness, support, and respect within the learning environment (Cornelius-White, 2007; Fraser, 2015). Research has consistently demonstrated that positive interpersonal behaviors foster trust, psychological safety, and higher levels of student engagement (Roorda et al., 2011).

In this study, interpersonal teaching behaviors were operationalized through five domains: teacher fairness, behavioral consistency, instructional humor, teacher respect, and active listening and communication. Teacher fairness and behavioral consistency contribute to perceptions of equity and predictability, which are essential for maintaining positive classroom management and learner confidence (Evertson & Weinstein, 2006). When employed appropriately, instructional humor has been associated with increased attention and reduced anxiety, thereby enhancing students' learning experiences (Banas et al., 2011). Teacher respect, active listening, and communication reflect teachers' responsiveness to learners' voices and perspectives, reinforcing mutual respect and meaningful interaction (Wentzel, 2012). Collectively, these domains represent the external enactment of teaching quality—behaviors that are visible to students and school leaders and can be assessed through self-report and external evaluation.

The internal social–emotional capacities and dispositions of teachers, often conceptualized as social–emotional competence (SEC), underpin their external behaviors. Social–emotional competence encompasses teachers' abilities to recognize and regulate their emotions, empathize with others, and respond sensitively to the academic and personal needs

of learners (Jennings & Greenberg, 2009). Teachers with high SEC are better equipped to manage classroom challenges, foster positive relationships, and maintain emotionally supportive learning environments.

In this study, social–emotional competence is represented by the domains of positive regard, sensitivity to learner differences, autonomy support, care, and empathy. These domains align with established frameworks in social–emotional learning and emotional intelligence, which emphasize empathy, care, emotional awareness, and responsiveness as core competencies for educators (Casel, 2020; Mayer et al., 2008). Autonomy support reflects teachers' capacity to encourage student agency and self-directed learning, which has been linked to enhanced motivation and engagement (Reeve, 2012). Unlike interpersonal teaching behaviors, which are directly observable, social–emotional competence constitutes an internal foundation that shapes how teachers interpret classroom situations and regulate their instructional and interpersonal responses to them.

The relationship between internal social and emotional capacities and externally enacted teaching behaviors can be elucidated through the Social Cognitive Theory (Bandura, 1986). This theory posits that human functioning is shaped by reciprocal interactions among personal factors, behaviors, and the environment. From this perspective, teachers' social–emotional competence represents personal determinants—internal dispositions such as empathy, care, and emotional sensitivity—that influence how teachers behave in social and instructional contexts. These internal capacities are externally manifested through interpersonal teaching behaviors, such as fairness, respect, consistency, and effective communication. Social Cognitive Theory further suggests that enacted behaviors, once reinforced by positive environmental feedback, can strengthen underlying dispositions over time (Bandura, 1997). In teaching contexts, positive interpersonal interactions with students may reinforce teachers' social–emotional capacities, creating a reciprocal and dynamic process. Complementing this framework, Self-Determination Theory (Deci & Ryan, 2000) explains how teachers' internal orientations toward autonomy, relatedness, and competence are expressed through autonomy-supportive, respectful, and caring instructional practices. Together, these theoretical perspectives provide a robust conceptual

basis for examining the association between social and emotional competence and interpersonal teaching behavior.

However, assessing the interpersonal and socio-emotional dimensions of teaching presents methodological challenges, particularly when relying solely on teacher self-reports. While self-reports offer valuable insights into teachers' internal dispositions and reflective perceptions, they may be influenced by social desirability or self-perception biases (Podsakoff et al., 2003). Therefore, incorporating external perspectives can enhance the validity of teaching quality assessments. School administrators serve as instructional leaders who regularly observe, supervise, and evaluate teachers' professional practices (Hallinger, 2011). Their evaluations provide an external perspective on teachers' enacted behaviors within instructional and institutional contexts. Differences or similarities between teachers' self-ratings and administrators' evaluations should not be viewed as measurement errors but rather as meaningful perceptual data, reflecting how teaching behaviors and competencies are interpreted from different professional vantage points (Marsh & Roche, 1997). Examining both perspectives allows for a nuanced and comprehensive understanding of teaching quality.

Despite the growing interest in interpersonal teaching behaviors and social-emotional competence, existing research has often examined these constructs in isolation, without exploring their interrelationships. Moreover, studies employing dual-rater designs that integrate teacher self-perceptions and administrator evaluations remain limited, particularly in higher-education settings. In the Philippine context, empirical research on teachers' interpersonal and socio-emotional dimensions is still emerging, with relatively few studies conducted in private colleges outside major urban centers. Provincial cities such as Pagadian City present unique educational contexts characterized by diverse student populations and institutional constraints, underscoring the need for context-sensitive research. Addressing these gaps, the present study examines interpersonal teaching behaviors and social-emotional competence among teachers in private colleges in Pagadian City, using both teacher self-reports and administrator evaluations to provide a more comprehensive and contextually grounded understanding of the quality of teaching.

2. Objectives

This study seeks to investigate the interpersonal teaching behaviors and social-emotional competence of teachers in selected private colleges in Pagadian City, as perceived by both teachers and school administrators. The primary objective is to offer a comprehensive understanding of how teachers' internal social-emotional capacities manifest in their externally enacted interpersonal behaviors and how these are perceived from multiple professional perspectives.

Initially, the study aims to identify and compare the levels of interpersonal teaching behaviors and social-emotional competence of teachers, as rated by the teachers themselves and by school administrators. Interpersonal teaching behaviors encompass domains such as teacher fairness, behavioral consistency, instructional humor, teacher respect, and active listening and communication. Social-emotional competence includes positive regard, sensitivity to learner differences, autonomy support, teacher care, and teacher empathy. By examining these dimensions, the study intends to provide a comprehensive profile of teachers' interpersonal and socio-emotional qualities from both self-report and external evaluation perspectives. This comparative analysis focuses on determining the extent to which teachers' self-perceptions align with or differ from administrators' evaluations, thereby offering insights into perceptual similarities and gaps between the two rater groups.

Secondly, the study aims to ascertain whether significant differences exist between teachers' self-ratings and administrators' evaluations concerning interpersonal teaching behaviors and social-emotional competence. This objective seeks to establish whether variations in perspective occur across the two groups and to identify specific domains where agreement or discrepancy is most evident. Understanding these differences is essential for informing teacher development initiatives and evaluation practices within private higher education institutions.

Finally, the research aims to explore the relationship between interpersonal teaching behaviors and social-emotional competence. By analyzing how these two constructs are associated with one another, the study seeks to determine whether teachers with stronger social-emotional capacities are more likely to exhibit positive interpersonal teaching behaviors. The findings

are expected to generate valuable insights that can guide professional development programs, instructional leadership practices, and institutional policies aimed at enhancing teaching quality in private colleges in Pagadian City.

3. Methods

This study utilized a descriptive-survey research design, incorporating comparative and correlational analysis components. This design was selected to effectively describe the levels of teachers' interpersonal teaching behaviors and social-emotional competence, compare perceptions between two independent rater groups, and examine the relationship between the two primary variables. The descriptive component facilitated the identification of prevailing conditions of the variables under investigation, while the comparative and correlational components enabled the exploration of perceptual differences and associations among constructs.

The study's participants comprised 223 teachers and 37 school administrators from selected private colleges in Pagadian City. Teachers served as the primary respondents for self-report measures, whereas administrators provided external evaluations of the same teacher respondents. Stratified random sampling was employed to select teacher participants, ensuring adequate representation across colleges and academic departments. For administrators, total enumeration was applied to include all available academic administrators directly involved in teacher supervision and evaluation. This dual-rater approach was adopted to capture both internal (self-reported) and external (observer-based) perspectives on teachers' interpersonal and socio-emotional dimensions.

Data were collected using two researcher-developed questionnaires designed to measure the study variables: Interpersonal Teaching Behaviors and Social-Emotional Competence. The instruments consisted of parallel forms tailored for teachers and administrators to ensure both groups responded to comparable sets of indicators. The questionnaires underwent content validation by experts in education and educational psychology to ensure clarity, relevance, and alignment with the constructs being measured. Pilot testing was conducted prior to the main data collection to establish reliability. The instruments yielded Cronbach's alpha coefficients of 0.94 for Interpersonal Teaching

Behaviors and 0.92 for Social-Emotional Competence, indicating high internal consistency and reliability.

Prior to data collection, formal permission was obtained from the administrators of the participating private colleges. Ethical standards in research were strictly adhered to throughout the study. Participants were provided with an explanation of the study's purpose and procedures and were asked to sign informed consent forms. Participation was voluntary, and respondents were assured that their responses would be treated with strict confidentiality and used solely for research purposes. The questionnaires were administered face-to-face to ensure a high response rate and to allow immediate clarification of concerns. Respondents were given adequate time to complete the instruments, and follow-up reminders were conducted when necessary to ensure full retrieval.

The data collected were subjected to both descriptive and inferential statistical analyses. Descriptive statistics, such as the mean and standard deviation, were utilized to assess the levels of interpersonal teaching behaviors and social-emotional competence as perceived by teachers and administrators. To ascertain whether significant differences existed between the two rater groups, independent samples t-tests (or their nonparametric equivalents when assumptions were violated) were conducted for each variable and domain. To explore the relationship between interpersonal teaching behaviors and social-emotional competence, Pearson product-moment correlation coefficients were calculated. All statistical analyses were conducted at an appropriate level of significance.

Throughout the research process, ethical considerations were meticulously observed. The anonymity of participants was preserved by ensuring that no individual teacher or administrator could be identified in any report of the findings. Respondents were informed of their right to decline participation or withdraw at any stage of the study without any negative repercussions. Data were securely stored and accessed solely by the researcher. These procedures ensured that the study conformed to accepted standards of ethical educational research.

4. Results and Discussions

This section delineates the study's findings in alignment with the research objectives. Analyses were performed utilizing two distinct rater groups—teachers and school

administrators—to furnish both self-reported and external perspectives on teachers’ professional attributes. The results are systematically organized into four segments: (a) descriptive levels of interpersonal teaching behaviors and social–emotional competence, (b) comparative analysis of rater perceptions regarding interpersonal teaching behaviors, (c) comparative analysis of rater perceptions concerning social–emotional competence, and (d) examination of the relationship between the two principal constructs.

Table 1 *Descriptive levels of school administrators’ and teachers’ interpersonal teaching behaviors and social-emotional competence*

Variables	School Administrators (n=37)		Teachers (n=223)	
	M	SD	M	SD
Teacher Interpersonal Teaching Behaviors				
1 Teacher Fairness	5.41	0.65	5.35	0.68
2 Behavioral Consistency	5.35	0.67	5.35	0.67
3 Instructional Humor	5.43	0.66	5.37	0.66
4 Teacher Respect	5.43	0.60	5.43	0.60
5 Active Listening & Communication	5.33	0.75	5.45	0.68
Teacher Social-Emotional Competence				
1 Positive Regard	5.56	0.60	5.40	0.65
2 Sensitivity to Learner Differences	5.32	0.69	5.39	0.66
3 Autonomy Support	5.43	0.63	5.45	0.62
4 Teacher Care	5.37	0.65	5.42	0.60
5 Teacher Empathy	5.39	0.68	5.44	0.59

Note: M = mean, SD = Standard deviation: 1.00 – 1.83 = Never Manifested, 1.84 – 2.67 = Rarely Manifested, 2.68 – 3.50 = Sometimes Manifested, 3.51 – 4.33 = Often Manifested, 4.34 – 5.16 = Almost Always Manifested, 5.17 – 6.00 = Always Manifested

Table 1 delineates the descriptive statistics concerning the levels of interpersonal teaching behaviors and social-emotional competence of teachers, as perceived by both school administrators and the teachers themselves. The findings reveal that both groups of raters consistently reported very high levels across all domains of the two primary variables.

Regarding interpersonal teaching behaviors, administrators rated teachers within the range of 5.33

to 5.43, whereas teachers' self-assessments ranged from 5.35 to 5.45. According to the scale interpretation, these values fall under the category of "Always Manifested," indicating that teachers are consistently perceived to exhibit positive interpersonal behaviors in their professional practice. Among the five domains, Teacher Respect received identical mean ratings from both administrators (M = 5.43, SD = 0.60) and teachers (M = 5.43, SD = 0.60), signifying strong agreement that respect is a highly evident attribute in teacher-student interactions. Similarly, both groups provided closely aligned ratings for Behavioral Consistency (M = 5.35) and Instructional Humor, reflecting a shared perception that teachers generally demonstrate predictable, fair, and engaging classroom behaviors.

A slight variation was observed in Active Listening and Communication, where teachers rated themselves marginally higher (M = 5.45, SD = 0.68) than did administrators (M = 5.33, SD = 0.75). This suggests that teachers may perceive their responsiveness and communication practices somewhat more favorably than how these are observed by administrators. Nonetheless, both ratings remain within the "Always Manifested" category, indicating overall positive perceptions from both perspectives.

Similarly, findings for social-emotional competence reveal consistently high mean scores across all domains. Administrators' ratings ranged from 5.32 to 5.56, while teachers' self-ratings ranged from 5.39 to 5.45, all interpreted as "Always Manifested." The highest rating from administrators was noted in Positive Regard (M = 5.56, SD = 0.60), suggesting that administrators strongly perceive teachers as demonstrating warmth, acceptance, and affirmation toward learners. Teachers, on the other hand, rated themselves highest in Autonomy Support (M = 5.45, SD = 0.62) and Teacher Empathy (M = 5.44, SD = 0.59), indicating that they view themselves as supportive of learner independence and emotionally responsive to students' needs.

The close proximity of mean scores between administrators and teachers across all domains indicates a general convergence of perceptions. This alignment suggests that teachers’ self-assessments of their interpersonal and socio-emotional qualities are largely consistent with how these attributes are evaluated by their administrators. Such convergence is significant, as it indicates that teachers’ internal perceptions of their professional behaviors are

substantially reflected in the observations of school leaders. The consistently high ratings obtained in this study align with previous research emphasizing the importance of positive interpersonal and socio-emotional attributes in effective teaching (Jennings & Greenberg, 2009; Wentzel, 2012).

In the context of private colleges in Pagadian City, these findings may reflect institutional cultures that value respectful relationships, supportive communication, and caring interactions with students. Moreover, the generally small standard deviations across domains indicate a relative homogeneity of responses, suggesting that these positive characteristics are widely shared among teachers in the participating institutions. The descriptive findings provide initial evidence that teachers in the sampled private colleges demonstrate strong interpersonal teaching behaviors and social-emotional competence, as perceived by both themselves and their administrators. These positive baseline results serve as an important foundation for further analyses comparing rater perspectives and examining the relationship between the two major constructs.

Table 2 Test of significant difference in interpersonal teaching behaviors between school administrators and teachers

Groups	n	M	SD	t	df	p-value
School Administrators	37	5.38	0.05	0.966	186	0.362
Teachers	223	5.41	0.05			

Table 2 delineates the outcomes of the independent samples t-test conducted to ascertain whether a significant difference exists between school administrators' ratings and teachers' self-ratings concerning interpersonal teaching behaviors. The analysis indicated no statistically significant difference between the two groups, $t(186) = 0.966$, $p = .362$. Administrators reported a mean rating of 5.38 (SD = 0.05), whereas teachers reported a mean rating of 5.41 (SD = 0.05). Both mean values fall within the "Always Manifested" descriptive category, signifying that interpersonal teaching behaviors are consistently perceived at very high levels by both rater groups. The minimal difference in mean scores further illustrates a strong degree of perceptual alignment between administrators and teachers regarding the extent to

which these behaviors are demonstrated in classroom practice.

The absence of a significant difference suggests that teachers' self-perceptions of their interpersonal behaviors are largely consistent with the external evaluations of their administrators. This convergence is a significant finding, as it indicates that teachers' internal assessments of how they enact fairness, respect, consistency, humor, and communication are substantially mirrored in how these behaviors are observed and interpreted by instructional leaders. Such agreement enhances the credibility of the self-report data and suggests that teachers' interpersonal practices are both authentically enacted and externally recognizable.

From a theoretical perspective, this result supports the assumptions of Social Cognitive Theory (Bandura, 1986), which posits that behavioral enactments are shaped by stable internal dispositions and are reinforced through social interaction. The strong alignment between self-ratings and administrator evaluations implies that teachers' interpersonal behaviors are enacted consistently across contexts and are not merely products of self-perception bias. Moreover, the finding resonates with prior studies emphasizing that positive teacher-student interactions are readily observable and form a central component of effective teaching practice (Cornelius-White, 2007; Roorda et al., 2011).

The results also carry practical implications for teacher evaluation and professional development in private colleges. The perceptual agreement between teachers and administrators suggests that current instructional practices are generally well-understood and mutually recognized within the institutions. This alignment can serve as a robust foundation for collaborative professional growth initiatives, as feedback provided by administrators is likely to be perceived as fair and credible by teachers.

The findings suggest that both teachers and administrators perceive interpersonal teaching behaviors in a similar manner, indicating a shared understanding of these behaviors within the teaching-learning process. To investigate whether comparable patterns of agreement are evident concerning teachers' internal dispositions, a parallel comparative analysis was conducted focusing on social-emotional competence.

The results of this analysis are detailed in Table 3. An independent samples t-test was performed to assess whether a significant difference exists between school administrators' evaluations and teachers' self-assessments regarding social-emotional competence. The analysis indicated no statistically significant difference between the two groups, $t(186) = 25.33, p = .249$.

Table 3 *Test of significant difference in social-emotional competence between college deans and college instructors*

Groups	n	M	SD	t	df	p-value
School Administrators	37	5.41	0.08	25.33	186	0.249
Teachers	223	5.42	0.03			

Administrators reported a mean rating of 5.41 (SD = 0.08), while teachers obtained a mean rating of 5.42 (SD = 0.03). Both mean scores fall within the descriptive range of "Always Manifested," indicating that teachers' social-emotional competence is perceived at consistently high levels from both internal and external perspectives. The minimal difference in mean values further demonstrates a strong degree of perceptual agreement between the two rater groups.

The absence of a significant difference suggests that teachers' self-assessments of their social-emotional capacities—such as positive regard, sensitivity to learner differences, autonomy support, care, and empathy—are largely aligned with how these qualities are perceived by their administrators. This finding is noteworthy because social-emotional competence represents an internal set of dispositions, which may not always be directly observable. The strong convergence of ratings therefore indicates that teachers' internal emotional and relational capacities are effectively translated into observable behaviors that administrators are able to recognize and evaluate. From a theoretical standpoint, this result provides further support for Social Cognitive Theory (Bandura, 1986), which posits that internal personal factors are reflected in externally observable actions. The alignment between self-reported and administrator-rated social-emotional competence suggests that teachers' emotional awareness, empathy, and supportive orientations are not merely private experiences but are manifested in ways that are evident within the school environment. This is

consistent with previous research highlighting that teachers with strong social-emotional competence tend to exhibit caring, responsive, and autonomy-supportive behaviors that are perceptible to students and school leaders alike (Jennings & Greenberg, 2009; Reeve, 2012).

The findings also hold important implications for teacher evaluation and professional development. Because administrators appear able to accurately perceive teachers' social-emotional strengths, evaluation systems that incorporate administrator feedback may serve as reliable mechanisms for identifying areas of professional growth. Moreover, the perceptual agreement suggests that interventions aimed at enhancing teachers' social-emotional competence are likely to be recognized and reinforced by school leaders, thereby creating supportive conditions for sustained teacher development. Taken together with the results from Table 2, the findings indicate a general pattern of convergence between teachers' self-perceptions and administrators' evaluations across both major constructs. This shared understanding provides a stable foundation for examining how these two dimensions of teaching relate to one another.

Table 4 presents the results of the correlational analysis examining the relationship between interpersonal teaching behaviors and social-emotional competence of teachers. The analysis revealed a statistically significant and positive relationship between the two variables, $r = 0.68, p < .05$.

The obtained correlation coefficient indicates a strong positive association, suggesting that teachers who demonstrate higher levels of social-emotional competence also tend to exhibit stronger interpersonal teaching behaviors. In practical terms, this means that teachers who are more empathetic, caring, autonomy-supportive, and sensitive to learner differences are more likely to enact positive classroom behaviors such as fairness, respect, effective communication, and consistency in interactions with students.

This finding is theoretically consistent with Social Cognitive Theory (Bandura, 1986), which posits that internal dispositions influence external behavioral enactments. Teachers' social-emotional capacities represent internal personal factors that shape how they interact with students and manage classroom relationships. The strong positive relationship observed

in this study affirms that interpersonal teaching behaviors are meaningful manifestations of teachers' underlying social-emotional competence. This result is likewise aligned with prior research emphasizing that teachers with strong social-emotional skills are better able to build supportive relationships and create positive learning environments (Jennings & Greenberg, 2009; Roorda et al., 2011).

Table 4 *Correlation between interpersonal teaching behaviors and social-emotional competence (n=260)*

Variables	M	SD	r	p-value
Teacher Interpersonal Teaching Behaviors	5.3	0.0	0.6	< .05
Teacher Social-Emotional Competence	9	4	8	
	5.4	0.0		
	1	6		

The significant association between the two constructs highlights the integrated nature of teaching quality. Interpersonal teaching behaviors and social-emotional competence do not operate independently; rather, they function as complementary dimensions that mutually reinforce one another. Teachers who possess higher emotional awareness and empathy are more likely to communicate effectively, treat students fairly, and maintain respectful classroom interactions. Conversely, engaging in positive interpersonal behaviors can further strengthen teachers' social-emotional capacities through constructive feedback and supportive social interactions.

From a practical standpoint, this result underscores the importance of professional development programs that address both domains simultaneously. Initiatives aimed at enhancing teachers' social-emotional competence—such as training on empathy, emotional regulation, and autonomy-supportive practices—are likely to translate into improved interpersonal teaching behaviors. Likewise, programs that strengthen communication skills, classroom relationship-building, and respectful interaction can contribute to the further development of teachers' internal socio-emotional attributes.

5. Conclusions and Recommendations

This study sought to investigate the interpersonal teaching behaviors and social-emotional competence of teachers in private colleges in Pagadian City, Philippines, as perceived by both teachers and school administrators, and to determine whether significant differences and relationships exist between these variables. The findings indicated that teachers

consistently exhibit high levels of both interpersonal teaching behaviors and social-emotional competence, with minimal differences observed between teachers' self-assessments and administrators' evaluations.

The descriptive analysis revealed that teachers received very high ratings across all domains of interpersonal teaching behaviors, including fairness, behavioral consistency, instructional humor, respect, and active listening and communication. These results suggest that teachers in the participating institutions generally maintain positive and professional relationships with their students. Such behaviors are widely recognized as essential components of effective teaching, as they foster supportive classroom climates, encourage student engagement, and promote mutual respect (Cornelius-White, 2007; Roorda et al., 2011). The consistently high ratings from both rater groups indicate that these positive interpersonal practices are not only self-perceived by teachers but are also clearly recognized by school administrators.

Similarly, the findings on social-emotional competence indicated that teachers demonstrate strong internal capacities such as positive regard, sensitivity to learner differences, autonomy support, care, and empathy. These qualities are fundamental to creating emotionally supportive learning environments and to responding effectively to the diverse needs of students (Jennings & Greenberg, 2009). The high ratings obtained in this study reflect the presence of emotionally responsive and learner-centered teaching practices within the sampled private colleges. These results align with previous studies emphasizing that teachers' social-emotional competencies play a crucial role in sustaining positive teacher-student relationships and overall instructional effectiveness (Reeve, 2012; Wentzel, 2012).

The comparative analyses showed no statistically significant differences between teachers' self-assessments and administrators' evaluations regarding both interpersonal teaching behaviors and social-emotional competence. This strong perceptual alignment suggests that teachers' internal perceptions of their professional attributes are largely consistent with how these attributes are observed by school leaders. Such convergence is important because it enhances the credibility of self-report data and indicates that teachers' internal dispositions are authentically reflected in observable classroom behaviors. These findings are consistent with research

highlighting that effective teaching practices, particularly those involving interpersonal and socio-emotional dimensions, are readily observable and can be reliably assessed by multiple stakeholders (Marsh & Roche, 1997).

The correlation analysis further demonstrated a significant positive relationship between interpersonal teaching behaviors and social-emotional competence. This result supports the theoretical assumption that teachers' internal social-emotional capacities influence how they enact interpersonal behaviors in the classroom. According to Social Cognitive Theory, internal dispositions guide external actions, and these actions are reinforced through social interaction (Bandura, 1986). The strong association found in this study underscores the integrated nature of teaching quality, suggesting that efforts to enhance teachers' social-emotional competence are likely to have corresponding effects on their interpersonal teaching practices. This finding aligns with existing literature emphasizing that emotionally competent teachers are better able to build supportive relationships and create positive learning environments (Jennings & Greenberg, 2009).

Overall, the findings highlight the importance of nurturing both interpersonal teaching behaviors and social-emotional competence as complementary dimensions of teacher effectiveness. The close alignment between teacher and administrator perceptions suggests that professional development programs can be designed and implemented with shared understanding and mutual support. Institutions may therefore benefit from investing in training initiatives that simultaneously develop teachers' emotional awareness, empathy, communication skills, and relational practices. By strengthening these areas, private colleges can further enhance instructional quality and foster more cohesive and supportive educational environments.

Future research could explore the factors that contribute to the high levels of interpersonal and socio-emotional attributes observed in this study, as well as the contextual conditions that support their development. Incorporating additional perspectives, such as student evaluations or classroom observations, would provide a more comprehensive understanding of these constructs. Longitudinal studies may also offer

deeper insights into how teachers' social-emotional competence and interpersonal behaviors evolve over time and how they influence student outcomes. Expanding similar investigations to other regions and educational contexts would likewise contribute to a broader understanding of these important dimensions of teaching quality.

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